



23TH INTERNATIONAL SYMPOSIUM NEW  
TRENDS IN R+D+I IN LITERATURE,  
LANGUAGE, EDUCATION AND IST. FROM  
INNOVATION TO CANON

# Entrepreneurship Education in Primary Schools: A Holistic Perspective

*Empowering Young Minds Through Innovation and Initiative*

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**Presentation**





# Why Entrepreneurship in Primary Education?

- Encourages lifelong learning and adaptability
- Prepares students for uncertain futures
- Fosters early problem-solving and leadership skills
- Aligns with global education goals (e.g., SDG 4)

Source: (Bacigalupo et al., 2016; Percy & Hooley, 2023)

# Historical Evolution of Entrepreneurial Learning

## A step by step process

- From industrial-age education to innovation-driven paradigms
- 21st-century competencies redefine educational priorities
- Influence of global education policies (e.g., OECD, EU)
- Entrepreneurship no longer reserved for higher education

Source: (Miço & Cungu, 2023; Browning et al., 2025)





# Core Competencies Developed

## Enhancing students' skills in modern curricula

- Creativity and innovation
- Risk assessment and decision-making
- Initiative and leadership
- Collaboration and communication

Source: (De Lourdes Cárcamo-Solís et al., 2017; Browning et al., 2025)

# Role of Play and Imagination



- Play-based entrepreneurship encourages exploration
- Dramatic play and role-play simulate economic activities
- Encourages emotional intelligence and empathy
- Safe space for experimentation and failure

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Source: (De Lourdes Cárcamo-Solís et al., 2017; “Enhancing Green Career Guidance Systems for Sustainable Futures,” 2024)



# **Entrepreneurial Education vs. Traditional Economics**

**Not limited to profit or business**

**Focuses on value creation in any context**

**Promotes ethical thinking and sustainability**

**Nurtures civic engagement and social responsibility**

Source: (Gibb, 2002; European Commission/EACEA/Eurydice, 2016)



# Integration with STEM and the Arts



**Encouraging innovation  
through hands-on STEM  
projects**



**Design thinking and  
maker education as  
STEAM promotes  
holistic, creative**



**Storytelling,  
performance, and visual  
arts for pitching ideas**

Source: (Gibb, 2002; Hassi, 2016; European Commission/EACEA/Eurydice, 2016)



# Assessment and Evaluation Methods

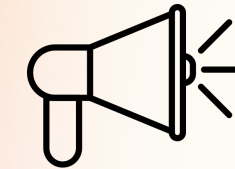
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**Use of portfolios  
and self-assessment**



**Peer feedback and  
reflective journals**



**Formative  
evaluation through  
projects and  
prototypes**

Source: (Percy & Hooley, 2023; De Lourdes Cárcamo-Solís et al., 2017)



# Teacher as Facilitator

**From instructor to coach/mentor**

**Professional development in entrepreneurial pedagogy**

**Empowering teachers to take creative risks**

**Need for continuous support and training**

Source: (Daniel & Makdisi, 1984; “Enhancing Green Career Guidance Systems for Sustainable Futures,” 2024)





# Equity and Inclusion in Entrepreneurial Education

- Adapting approaches for diverse learners
- Empowering underrepresented groups
- Culturally relevant examples and inclusive role models
- Accessibility through differentiated instruction

Source: (De Lourdes Cárcamo-Solís et al., 2017; Daniel & Makdisi, 1984)





# Community Partnerships and Real-World Learning

- Collaborations with local businesses and NGOs
- Field trips, mentorships, and guest speakers
- Family and community involvement in school markets
- Creating value beyond the classroom

Source: (European Commission/EACEA/Eurydice, 2016; Browning et al., 2025)



# Technology and Digital Entrepreneurship

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- **Digital storytelling, e-commerce simulations, coding**
- **Safe exploration of online platforms**

- **Introduction to basic financial literacy tools**
- **Gamified learning apps (e.g., virtual marketplaces)**



# Global Case Studies

**Finland: Entrepreneurial mindset across curriculum**

**Mexico: “My First Enterprise” success model**

**Morocco: Skills through community engagement**

**Australia: Inquiry-based innovation programs**

Source: (De Lourdes Cárcamo-Solís et al., 2017; Browning et al., 2025)



# Future Directions

**Cross-sector collaboration in education**

**National policies to support early entrepreneurship**

**Integration with climate and sustainability education**

**Building a generation of ethical changemakers**



# Conclusions

**Early entrepreneurship nurtures engaged, capable citizens**

**Teachers and schools must be empowered as innovators**

**A shift in mindset is required across education systems**

**Let's rethink what children are capable of — and support them**



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