

Entrepreneurship Education at School – A Literature Review

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Abstract

Entrepreneurship education at school is critical in determining the future budding entrepreneur. Currently, 20% of students who receive Entrepreneurship Education in school choose to start their businesses; teaching entrepreneurial skills can have a real-life impact on children and young adults. However, there is a need for a more thorough inventory analysis of existing research in Entrepreneurship Education at the school level and an examination of the representative results. Therefore, this study aims to conduct a systematic literature review to determine which aspects of Entrepreneurship Education in schools have been studied and how they are classified and linked. This study identifies that the entrepreneurship education content is categorized into three school stages: preschool, primary school, and secondary school. Furthermore, the study discovers a distinction between different school levels, which appears to be significant given the vast differences in teaching content.

Keywords: *Entrepreneurship Education, Entrepreneurship Education at School, Systematic Literature Review.*

1 Introduction

The European Commission represents an important point of view concerning entrepreneurship at school as it provides an incentive to teach entrepreneurship in schools. The teaching of entrepreneurial skills should start in preschool and continue until pupils reach high school level even before they might actively engage in this topic at university. As 20% of students receiving Entrepreneurship Education at school decide to start their own businesses, teaching entrepreneurial skills can have a real-life impact on children and young adults (European Commission, 2016). Therefore, the European Commission highlighted the political relevance of Entrepreneurship Education to secure economic growth (Commission of European Communities, 2006).

For the definition of Entrepreneurship Education at School, the topic is based on two aspects that need to be specified. Firstly, we limit the definition of school to the levels from preschool to secondary school. Not included are therefore universities, vocational schools, and kindergartens (Gries, Lindenau, Maaz & Waleschkowski, 2005). Secondly, in accordance with Korhonen, Komulainen, and Rätty (2012), we further define the topic of Entrepreneurship Education as a wide-

ranging subject area where skills can be taught using different methods for various school types and levels. Therein, Entrepreneurial Education can lead to the achievement of hard as well as soft skills (Korhonen et al., 2012).

Gorman, Hanlon, and King analyzed in 1997 Entrepreneurship Education in a ten-year literature review by focusing on the topic of entrepreneurship, enterprise, and small business management education. With their literature review, they pointed out the problem of differentiation, because entrepreneurship, enterprise, and small business education so far had not been separated from traditional management education. They found a research gap regarding a multidisciplinary approach towards the theory of Entrepreneurship Education in primary and secondary schools. As a future outlook, they suggested enhancing the methodology and research design. Furthermore, future research should concentrate more on primary and secondary school. Based on this literature review, there is a need for a further inventory analysis of existing research in Entrepreneurship Education at school and the examination of representative results. This literature review builds on these previous findings by Gorman et al. (1997) and connects different aspects of research done so far. Finally, this paper

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answers the question, which aspects of Entrepreneurship Education at school have been investigated so far and how they are classified and connected.

To answer the question, the results are split into contents of, benefits arising from and perceptions and attitudes towards Entrepreneurship Education. These three research fields emerged during the analysis of the current literature. The methodology applied in this research paper will be presented in the second chapter. After that, the descriptive data will be shown in chapter 3 followed by the results in chapter 4 and a concluding summary of the findings in chapter 5.

2 Methodology

Our study is based on the systematic literature review (SLR) method. SLRs are commonly used in psychology, medical and social science to provide a profound answer to specific research questions (Tomé, Scavarda & Scavarda, 2016). It is considered a standardized method for literature reviews because it is repeatable, transparent, objective and unbiased which is a huge advantage compared to other approaches for conducting literature reviews (Boell & Cecez-Kecmanovic, 2014). When conducting the SLR, it is necessary to define explicit inclusion and exclusion criteria to evaluate each potential primary study (Fink, 2020). Therefore, we set several inclusion and exclusion criteria which will be explained in the following. Papers selected for inclusion in this review were restricted to those published from 1997 to 2019 as we wanted to build on the literature review from 1997: *Some Research Perspectives on Entrepreneurship Education, Enterprise Education and Education for Small Business Management: A Ten-year Literature Review* by Gorman, Hanlon, and King. Another inclusion criterion was the school form as this SLR focuses on the pre-, primary, and secondary school contexts. Contrary to that, every other school type such as vocational school and higher educational institutions like universities were excluded.

To eliminate any potential language barriers, the selected language for the research papers was English. The methods used by these papers could be of qualitative as well as quantitative origin. In terms of publication, the selection of papers was limited to academic papers, dissertations, peer-

reviewed books, and working papers in order to ensure contributions of high quality. Moreover, in order to ensure good comparability, this SLR does not include papers that refer to developing countries as Entrepreneurship Education has a different status in these countries. Thus, it is often conducted and considered separately from regular schooling. In addition, only papers that are accessible in databases such as Google Scholar, EBSCOhost, WileyLibrary, researchgate or the Staats- und Universitätsbibliothek Bremen were considered.

According to the outlined criteria, the research project proceeded as follows. After a first keyword search, 70 articles represented a potential pool of papers for further analysis. The keyword search included the following keywords: Entrepreneurial, Entrepreneurship Education and Curriculum, Primary School, Middle School, High School, Teaching Methods, Benefits, Early Stage, Strategies. Every article was entered into an excel table to give an overview of relevant information such as country, research aim and question and the methods which were used in the articles. All the articles were collected in Zotero. This provided access for every group member to every article and supported the exchange about the articles. Furthermore, Microsoft Teams and other communication instruments were used to ensure an exchange on topics beyond physical group meetings.

The next step was to look at the titles of various papers related to the research topic of entrepreneurship at school. Using this screening process, 15 of these papers could be eliminated, as they were not relevant due to the title. In the following, the relevance of the 55 papers was tested by reading their abstracts. As a result, another 21 papers could be excluded. In the subsequent and final step in the research process, the entire text of the 34 remaining studies was read in order to gain a precise understanding concerning which of the remaining studies exactly met the previously defined criteria. In taking notes about each paper read, the group was able to lead a discussion regarding the relevance of the research papers in terms of this study based on the explained criteria. The documentation used to identify the relevant articles also served to categorize the papers concerning the main topics addressed. As a consequence, 17 articles were selected for the final

set of articles for the SLR. Figure 1 summarizes the article selection process in a Prisma flow chart.

With regard to the school level, the final set of articles mainly encompasses secondary schools

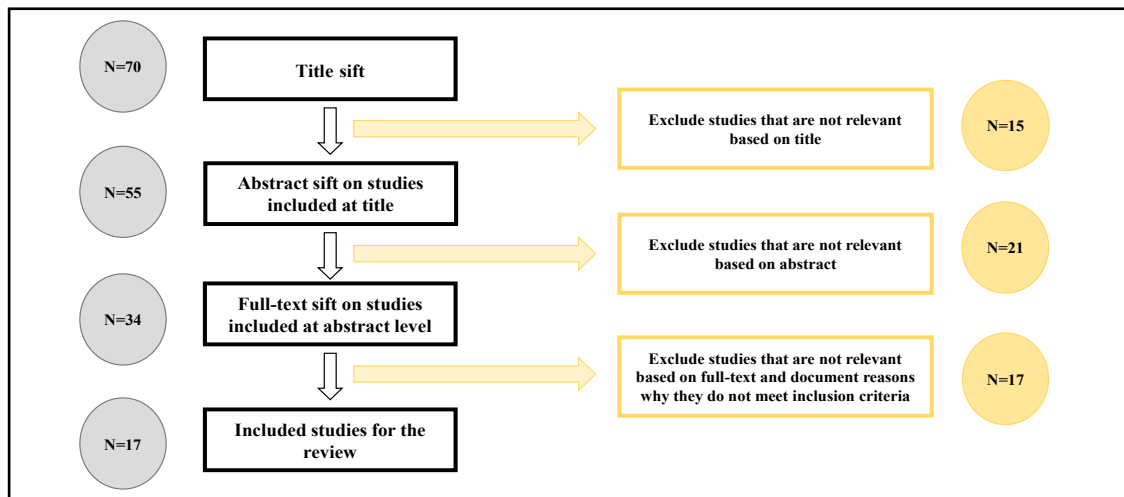


Figure 1: PRISMA flow chart

Source: Own visualization

3 Descriptive Data Presentation

The literature on Entrepreneurship Education in schools has been systematically reviewed based on the previously mentioned exclusion and inclusion criteria. Overall, we have identified 17 articles related to our topic. In the following, several characteristics from the final set of articles are visualized. The schools discussed in the articles are mainly schools in the European Union, although most of them focus on schools in the Scandinavian

with 15 papers followed by primary schools with 4 papers and only 2 articles focusing on preschools (figure 3).

Based on the above-described SLR procedure, we identified the three main categories under the topic of Entrepreneurship Education as shown in Figure 4: content-driven, benefit-focused, and perception-related research approaches. These topics will be explained in more detail in chapter 4.



Figure 2: Countries

Source: Own visualization

countries, such as Sweden and Finland. Papers discussing schools in South America and the United States represent the minority of papers with only one article each (Figure 2: Countries).

In further analysis, the papers can be distinguished in terms of the methods used, their chronology, and their publication. Research contributions using a quantitative approach (10 articles) slightly

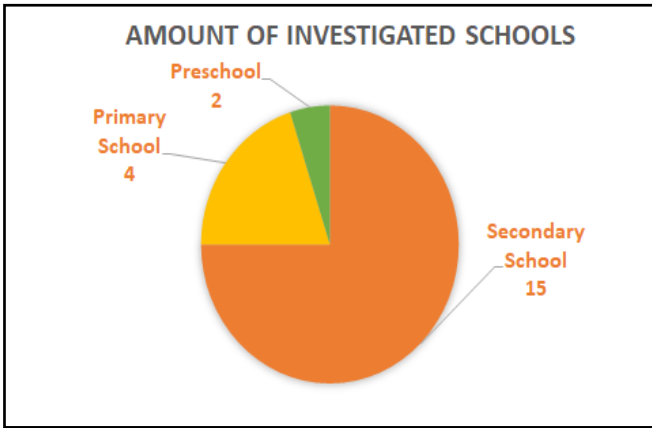


Figure 3: Amount of investigated schools
Source: Own visualization

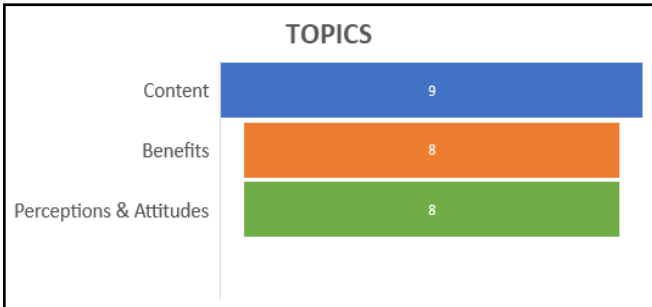


Figure 4: Topics
Source: Own visualization

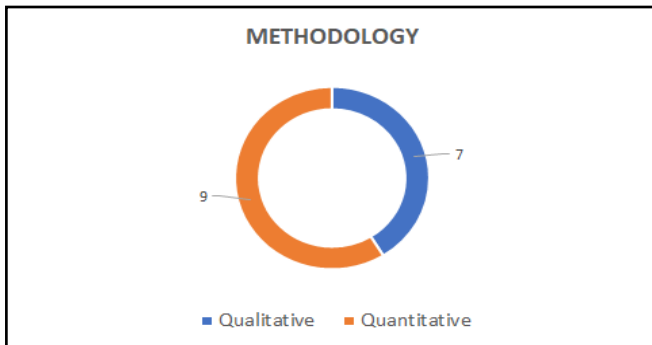


Figure 5: Methodology
Source: Own visualization

outweigh those using a qualitative approach (7 articles). The corresponding figure can be found in figure 5. Even though the inclusion criteria allow for a research period starting with the year 1997, the first articles included in our SLR are from 2003.

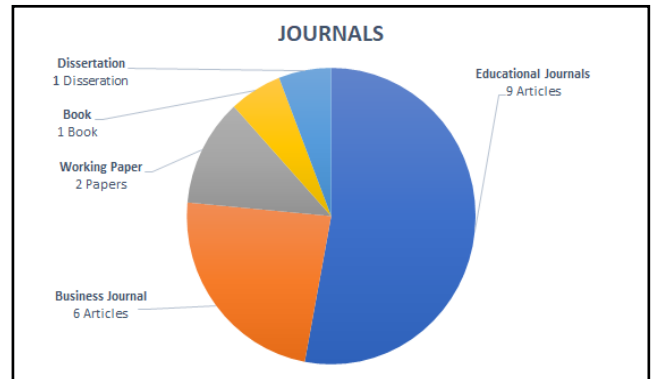


Figure 6: Published articles between 2003-2018
Source: Own visualization

Until 2017, we found two articles each year qualifying for the final set of articles. 2018, the last year included in our final SLR, has the highest number of publications with 3 articles (figure 6).

Due to the fact, that this research topic is a combination of business as well as educational issues, our set of articles entails papers published in business (4 articles) and educational journals (9 articles). Furthermore, one dissertation, one peer-reviewed book, and two working papers are included (figure 7).

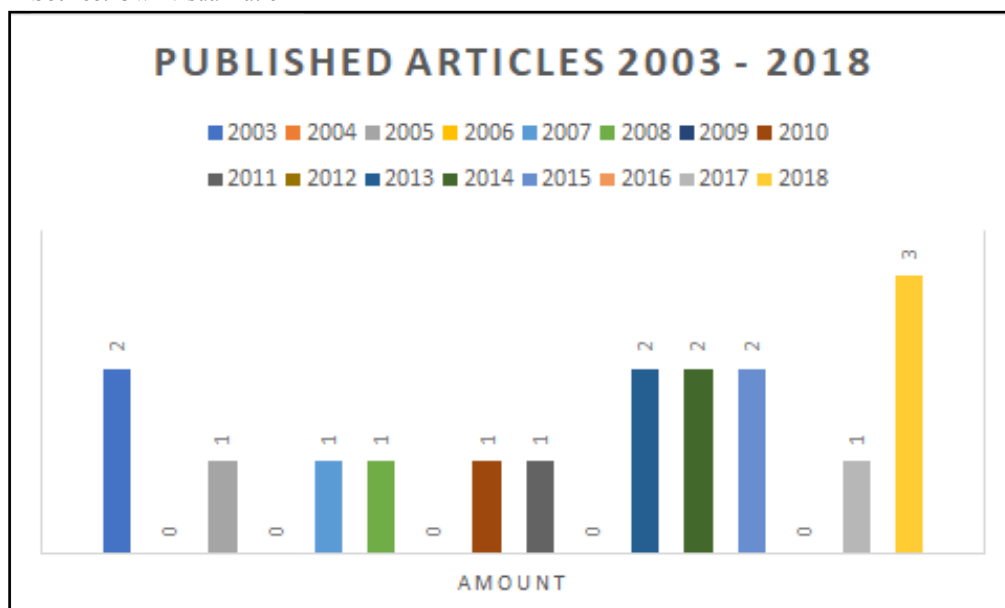


Figure 7: Journals
Source: Own visualization

4 Results

4.1 Content of Entrepreneurship Education

The content of Entrepreneurship Education explained below relates on the one hand to the curriculum and on the other hand to the applied teaching methods. In addition, the content differs depending on preschool, primary school, and secondary school.

➤ *Preschool*

According to Axelsson (2017), there is no definition of Entrepreneurship Education content in preschools. Rather than a fixed curriculum, children develop entrepreneurial characteristics through interaction with preschool teachers. This can be by asking questions to find solutions instead of receiving a fixed explanation and finding mistakes by themselves with the teacher's support (Axelsson, Hägglund & Sandberg, 2015).

The support of teachers influences the learning process of children. Being patient and listening to the children creates a successful entrepreneurial learning situation that makes teachers reflect more about children's learning. Also, teachers reflect individually and together on what, how, and why they have done certain things in different learning situations (Axelsson et al., 2015).

➤ *Primary School*

In primary school, awareness of entrepreneurship is created (van der Kuip & Verheul, 2003). Hereby, the curriculum is more defined compared to preschool and divided into specific and core subjects. Specific subjects are offered through interdisciplinary projects with the aim to promote entrepreneurial skills in children (Denegri et al., 2018).

Core subjects integrate entrepreneurial skills into subjects non-related to entrepreneurship with the aim, to encourage students' soft skills such as creativity in learning and critical thinking (Denegri et al., 2018; Palmér & Johansson, 2018). An example of a core subject is mathematics. According to Palmér and Johansson (2018), the integration of entrepreneurial competencies into mathematics lessons creates a win-win situation for the students.

Students are not only developing entrepreneurial skills such as problem-solving but change their minds about the possibilities for learning mathematics. Van der Kuip and Verheul (2003) stated that teachers encourage students in primary school to take responsibility for their own learning process. An active and experimental approach of learning supports the development of students' competencies such as creativity and initiative. Furthermore, entrepreneurial teaching stimulates students to think and act entrepreneurially.

➤ *Secondary School*

In secondary school, students have the opportunity to try themselves out as entrepreneurs and to develop entrepreneurial skills and motivation (van der Kuip & Verheul, 2003). The curriculum for Entrepreneurship Education in secondary schools is based on internal entrepreneurship, in order to develop soft skills, and external entrepreneurship, where hard skills are taught (Korhonen et al., 2011).

The teaching of both, soft and hard skills, is integrated into specific entrepreneurial and other subjects (Johansen & Schanke, 2013). According to Axelsson (2017), the content of specific subjects is an explicit linkage of entrepreneurship to business and startup activities. Regarding the integration of entrepreneurship courses in other subjects, Johansen and Schanke (2013) name Social Sciences or Food and Health as examples. Furthermore, the integration of entrepreneurship in projects is mentioned in papers. Projects are hereby either offered interdisciplinary or as a separate subject (Johansen & Schanke, 2013; Ruskovaara & Pihkala, 2013; Zupan, Cankar, & Cankar, 2018). As an example, Zupan et al. (2018) describe a project, where students had to solve the problem of poor-quality lockers. Therefore, students developed their entrepreneurial mindset by designing and building a new prototype. At the end of the project, students presented their lockers to the school, parents and the local community.

The teaching methods in secondary schools are further developed compared to preschools and primary schools. Teachers use the 'Design Thinking Method' concept, where students build their own startups within projects. The method aims to develop students' entrepreneurial mindset (Zupan et al., 2018). To show students the practical

relevance of entrepreneurship, teachers offer an active approach. The practical connection to Entrepreneurship Education is established through these student projects, visits by entrepreneurs, and excursions to enterprises. Students gain a more practical insight by addressing the importance of entrepreneurial skills and presenting 'real-life'-references (Axelsson, 2017; Ruskovaara & Pihkala, 2013).

4.2 Benefits Arising from Entrepreneurship Education

Many academic papers also deal with the outcomes and benefits arising from Entrepreneurship Education as part of their research, but only a few focuses on this topic or, as with the content of Entrepreneurship Education, differentiate between and relate to different school forms. Overall, the outcomes that have been identified and investigated can be classified into non-cognitive skills and cognitive skills (Rasheed & Rasheed, 2003; Fuchs et al., 2008; Huber et al., 2014). In addition, measurable outcomes on the market in the form of start-up foundation, performance, and success are examined. It is, therefore, interesting to subdivide these investigated outcomes and benefits in this context, especially concerning the respective school level. As already described, the different learning contents and teaching methods differ strongly per school level. Hence, the connections and relations between the examined school forms and their particular teaching methods and curriculum and the resulting outcomes are identified here.

➤ *Primary School*

Analyzing the effectiveness of early Entrepreneurship Education in primary school, Huber et al. (2014) categorize achievable outcomes of Entrepreneurship Education on a primary school level in non-cognitive skills, entrepreneurial intentions, and entrepreneurship knowledge. Non-cognitive entrepreneurial skills are defined as skills relevant for entrepreneurial activity, such as creativity, self-efficacy, need for achievement, risk-taking, pro-activity, persistence, motivating, social orientation, and analyzing. Whereby only motivation and social orientation are found to be not promoted through the Entrepreneurship Education program. In addition to these non-cognitive skills, it is also explored that the

development of entrepreneurial knowledge, defined as general business knowledge, is unaffected by existing Entrepreneurship Education programs, whereas the entrepreneurial intentions of the children to choose an entrepreneurial career are even affected negatively through the education program (Huber et al., 2014). These results fit in with the current teaching methods and curriculum whereby the focus of early Entrepreneurship Education is on the development of non-cognitive skills rather than on teaching explicit entrepreneurial knowledge (Denegri et al., 2018; Palmér & Johansson, 2018). An essential limitation of the results and difficulty in research, however, is the general development of the participants during primary school, which implies that the entrepreneurial skills they have developed may also be due to the general development of their personalities in the context of school education even without participating in an Entrepreneurship Education (Huber et al., 2014). However, the current research on primary school Entrepreneurship Education only examines the short-term direct effect and disregards possible long-term effects.

➤ *Secondary School*

The majority of scientific articles dealing with the topic focus on the investigation of possible outcomes and benefits for participants in entrepreneurial education during secondary school (Rasheed & Rasheed, 2003; Fuchs et al., 2008; Lepoutre et al., 2010; Moberg, 2014; Elert, Andersson & Wennberg, 2015). Examining the benefits of entrepreneurial education within secondary schools, Rasheed and Rasheed (2003) follow the concept of measuring the impact by examining their influence on psychological attributes. These non-cognitive skills include achievement motivation, personal control, perceived self-esteem, and innovation. Their empirical results provide evidence for the positive impact of Entrepreneurship Education on entrepreneurial characteristics given an increase in the motivation to achieve, a higher sense of personal control and self-esteem, and higher scores in innovation compared to pupils not participating in entrepreneurship programs (Rasheed & Rasheed, 2003). Based on this understanding of entrepreneurial characteristics, Fuchs et al. (2008) use a more advanced understanding of non-cognitive skills and divide the non-cognitive

outcomes into the following three different categories. *The vision* includes all characteristics related to an entrepreneur's idea development and thinking; *volition* covers the character traits relevant for implementation and perseverance, whereas *tools* encompass all skills related to thinking, working methods, and competencies.

Besides these entrepreneurial skills as benefits, Fuchs et al. (2008) also understand the main outcome of entrepreneurial education for secondary school pupils in a higher awareness and propensity towards self-employment and concrete knowledge about running a business on their own. According to Lepoutre et al. (2010), those entrepreneurial intentions and the self-perceived feasibility to start a business are strongly promoted by entrepreneurship programs during secondary school. The effectiveness and strength of the outcomes thereby depend on the particular teaching method, showing that a more experiential design and a higher level of intensity positively impact the observed benefits (Lepoutre et al., 2010). Moberg (2014) found similar supporting evidence on the differing influences entrepreneurship programs can have, depending on the applied approach. Their results show that education programs preparing for entrepreneurship, focusing on content and cognitive entrepreneurial skills, have a positive impact on pupils' entrepreneurial intentions, while programs with an experience-based approach and a pedagogical focus and promotion of non-cognitive entrepreneurial skills can harm students' entrepreneurial intentions by giving pupils a more realistic view on being an entrepreneur (Moberg, 2014).

Besides these short-term effects of entrepreneurial education programs, only Elert et al. (2015) focuses on examining the long-term impact of entrepreneurial education on a secondary school level on the actual entrepreneurial performance. Analyzing the effect on the probability of starting a new firm, the entrepreneurial income, and the firm's survival, the conducted research shows that the participation in Entrepreneurship Education programs in High Schools has a significant positive impact on each of the three examined outcomes (Elert et al., 2015).

4.3 Perceptions and Attitudes towards Entrepreneurship Education

The third category identified among the current research status entails the perceptions and attitudes towards Entrepreneurship Education. A central contribution herein is the research paper by Birdthistle, Hynes, and Fleming (2007). They established a multi-stakeholder view on educational programs that highlights how these different stakeholders experience the dimensions of these programs. Van der Kuip and Verheul (2003) already acknowledged the relevance of this topic. The authors highlighted a further need for research about the different perceptions of entrepreneurial education at a school level as there are different opinions regarding entrepreneurial skills. Zupan et al. (2018) add that to enable the development of an entrepreneurial mindset amongst pupils, factors such as the perception of these programs and their outcomes play an important role. Schools' and parents' attitudes towards these outcomes are highly relevant for their success.

➤ *Secondary School*

With regard to this topic, most research contributions focus on the secondary school level. The main stakeholders identified are teachers, schools, parents, and pupils (Birdthistle et al., 2007). In terms of the 17 articles selected within this literature review, the group of teachers has been the one investigated most.

Birdthistle et al. (2007) identified a need for more teacher training. The quality of entrepreneurial programs depends on educators' skills, and according to them, teachers wished for more training to be better prepared. Additionally, overloaded curricula and intense timetables put further stress on the teachers. Schools have to compensate for extra time spent on these programs, and that entails additional funding. Zupan et al. (2018) found the same reservations regarding Entrepreneurship Education. In contrast, Korhonen et al. (2012) discovered in a study conducted in Finnish secondary schools varying opinions by teachers. Some voices were critical with regard to what these programs might imply, i.e., that schools have to compete for business-related sponsors. Teaching business skills was not considered something that secondary education should be about and might not work alongside the traditional

values portrayed by schools. At the same time, other teachers were skeptical at first but understood the program's value and how it could benefit the education of a child and its development. Axelsson (2017) even presented evidence that teachers had a positive attitude towards entrepreneurship learning and were not concerned with potential problems.

As for the stakeholders of parents and pupils, not many research papers provide insights into their perceptions and attitudes towards the topic. Birdthistle et al. (2007) find that most parents believe entrepreneurial programs should be provided for all students, although many parents are not even aware of the programs offered to their children. When it comes to the actual skills taught, parents rank self-confidence as the most important skill and teamwork as the least important to be learned from these programs. Concerning the pupils' perception, Fuchs et al. (2008) analyzed via self-assessment how the participating pupils believed entrepreneurial skills could be developed in school and whether differences concerning diverse teaching methods arise. According to the students, critical thinking, creativity, and teamwork were perceived as well-taught skills in such programs. More detailed analyses of these stakeholder groups are not available to this point.

The question arises: Why is there a need for more detailed research regarding the perceptions and attitudes towards Entrepreneurship Education. One important factor can be derived from the findings concerning the stakeholder group of teachers. The above-described findings show how many teachers appear to be overwhelmed by the workload they face when it comes to business-related curricula. Detecting these sentiments can be crucial to control the outcomes of entrepreneurial programs at school. If teachers do not receive suitable support when applying more complex teaching styles, success may not be forthcoming (Frank, Korunka, Lueger & Mugler, 2005). Ruskovaara and Pihkala (2013) find that teachers' perceptions of their skills often decide whether and how they include entrepreneurial education in their schedules. Therefore, that indicates the need for sufficient training. The majority of teachers in their study had no or only some training. Moberg (2014) supports these findings by analyzing perceived teacher support. The teacher's role is very important as the teacher often decides about the teaching methods, which results in different learning outcomes.

Therefore, the quality and thoughtfulness of teaching methods need to be discussed in specific training sessions.

The importance of feedback from teachers, parents, and pupils therein is part of a successful circuit of Entrepreneurship Education. Only when potential reservations, as shown with the example of teachers, can be detected, they can be addressed and resolved.

4.4 Critical Reflection and Model

In order to further understand the connection between the three categories, a model is used to indicate existing and missing links:

The model shows the three identified categories and how current literature has been addressing them. As a basis, the school levels explored are added to address the differences in educational programs investigated. The red, striped arrows imply further need for research, and the green, dotted arrows indicate well-explored and interrelated research topics.

As presented in chapter 4.1, Content of Entrepreneurship Education, the depth of research about different school levels can be detected most clearly concerning teaching methods and curricula. Consequently, these findings imply a need to transfer these insights to the other two topics as well. If a difference in content is mandatory to create valuable educational programs in Entrepreneurship Education, benefits and attitudes need to be separately discussed for different age groups. The research contributions within the benefit-focused category show that there is only a limited distinction between school levels and a severe focus on secondary schools. Further research, therefore, is specifically needed about benefits derived from preschool and primary school teaching projects. The category of perceptions and attitudes to this date lacks a similar differentiation between school forms. These findings are directly linked with why the differentiation between school and university programs is important. The different needs of pupils compared to university students can be derived from the varying needs among the school levels as these focus groups respond very differently to teaching methods that result in a multitude of varying benefits (Axelsson et al.,

2015; van der Kuip & Verheul, 2003; Palmér & Johansson, 2018; Denegri et al., 2018).

The upper level of the model shows the already connected topics of teaching methods, curricula, and benefits. Many research papers differentiate between different learning outcomes and benefits derived from different teaching approaches (Moberg, 2014; Korhonen et al., 2012). The interrelation arises because teaching methods and curricula with the strongest benefits will be chosen. A prominent feature is the category perceptions and attitudes, as it appears to be highly disconnected. Chapter 4.3, Perceptions and Attitudes towards Entrepreneurship Education, has highlighted that this topic is rather unexplored even though its importance is evident. It could be easily integrated into future research projects in terms of feedback included in research studies, focusing on the views of different stakeholders on entrepreneurial programs (Birdthistle et al., 2007).

question, which aspects of Entrepreneurship Education at school have been investigated and how they are classified and connected. To address this question, the content of Entrepreneurship Education, the benefits arising from Entrepreneurship Education, and the perceptions and attitudes towards Entrepreneurship Education were analyzed. The paper presents evidence for a connection between the three topics. All results are shown in the model in chapter 4.4.

The content of Entrepreneurship Education can be split into three school stages: preschool, primary school, and secondary school. In preschool, entrepreneurship is not defined as a subject, but the teachers used different teaching methods like asking the children questions and listening to their ideas. Primary schools already create more awareness of entrepreneurship by integrating interdisciplinary projects into their curriculums. Nevertheless, secondary schools showed the

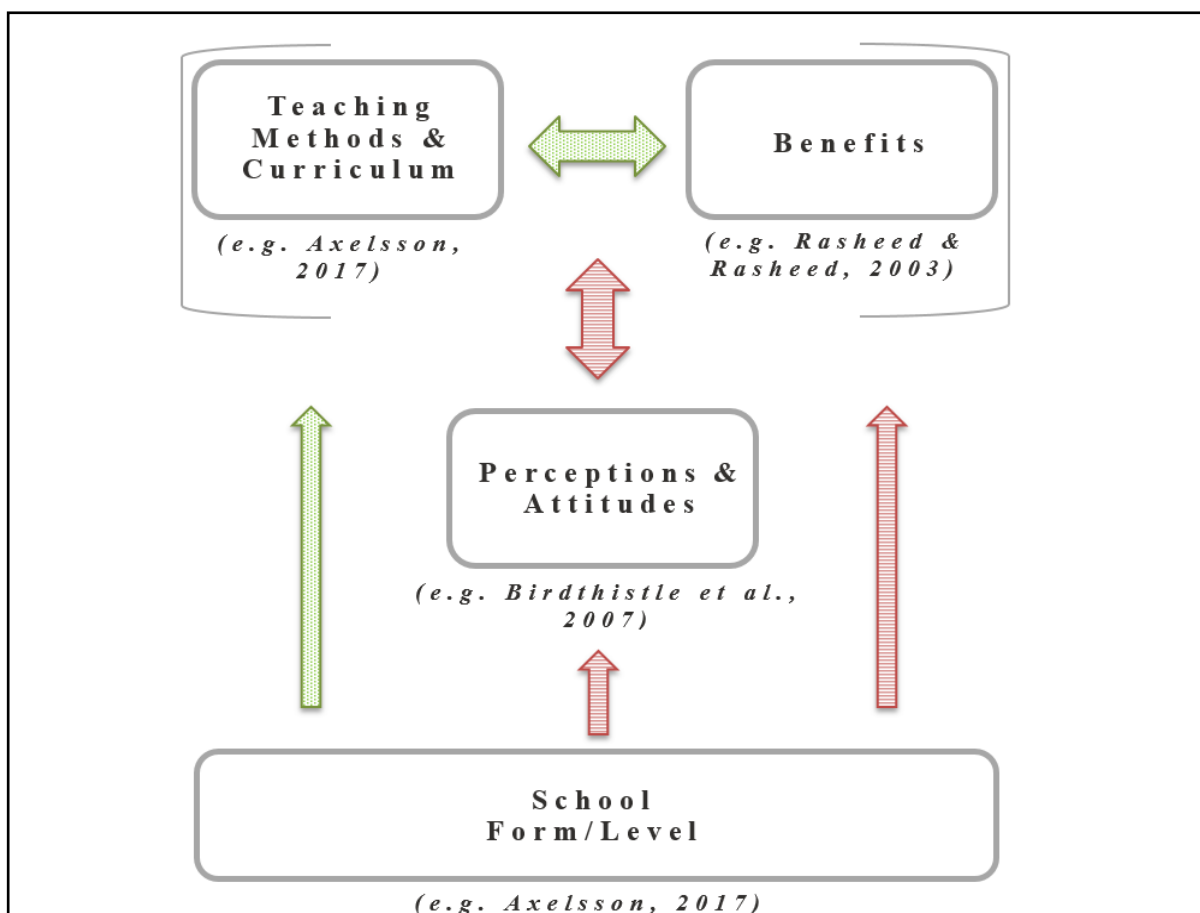


Figure 8: Research fields in current literature

Source: Own visualization

5 Conclusions

This paper aims to highlight the findings from current research papers to answer the research

highest level of integrated Entrepreneurship Education in the curriculum. The curriculum

therein includes internal as well as external entrepreneurship teaching soft and hard skills.

The analysis of the benefits and outcomes of Entrepreneurship Education can be divided into findings regarding cognitive, non-cognitive skills, and actual outcomes on the market. Furthermore, the distinction between different school levels appears to be relevant as the taught content differs strongly. In detail, a positive impact of Entrepreneurship Education on motivation, personal control, and innovation was observed among the studies. The effectiveness of Entrepreneurship Education nevertheless depends on the teaching method. As an example, more intensive training and an experimental teaching design have a more substantial positive impact on the pupils.

The perceptions and attitudes towards Entrepreneurship Education have been discussed, though rarely, from a multi-stakeholder view on these programs and how important Entrepreneurship Education is for different stakeholders like teachers, parents, or pupils themselves. The teachers and their attitudes are very important for the success of these programs. Parents favor entrepreneurial skills being taught to all students and ranked self-confidence as the most important skill. A common problem appears to be the missing support for the teachers concerning how to include entrepreneurial education in their classrooms. Analyzing the state of current research about this specific topic highlighted the existing research gap that includes a detailed analysis of the differences amongst school levels and how pupils and third parties perceive these entrepreneurial programs.

Overall, the model in chapter 4.4 shows the different connections identified in the current state of literature concerning Entrepreneurship Education at school. The model describes how the topic of content Entrepreneurship Education is very well analyzed. Opposite to that, the benefits arising from Entrepreneurship Education lack this degree of detailed analysis as the studies mostly analyzed this topic for the secondary school level. Also, the connection between these two topics needs more research because exploring the benefits is often not linked with the teaching method. The model in chapter 4.4 and the results in 4.3 highlight that perceptions and attitudes are nearly unexplored.

Future research could analyze the perceptions and attitudes towards Entrepreneurship Education as well as the correlation between the perceptions and attitudes with the already explored research fields and the connection with the different school levels.

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