Reinventing Basic Education After COVID: Technologies for Entrepreneurship in Education at the Ukids Case Study

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Abstract. When five partners from Austria, Netherlands, Hungary, Denmark, Sweden and Portugal came together three years ago to create a joint project for Social Entrepreneurship/Entrepreneurship in Education, they did not imagine that in late 2019/1st semester of 2020 this would be so relevant. Indeed, the occurrence of a pandemic called COVID-19 has largely destroyed, if not all, the objectives of the global and capitalist society where the western world lived. Previously, bodies like the United Nations (UN) had already stressed the urgent need for joint work by all societies worldwide for Sustainable Development. This concept encompasses many realities from environmental issues, to the eradication of hunger and poverty in the world, to gender equality or the need to create sustainable cities and communities. Two documents stand out and guide human behaviors until 2030 and 2063, respectively the Sustainable Development Goals and the 2063 Agenda for Africa. The child of today is the adult of tomorrow; therefore, the programs and teaching activities of Basic Education must educate for the world that you want to have in 2030 and 2063. The present work presents the new teaching strategies followed and the technologies of education support used in the implementation of the UKIDS pilot project.

Keywords: Entrepreneurship in education · COVID · Basic education · UKIDS technologies · Sustainable development goals

1 Introduction

Individuals responsible for Education have long argued that one cannot continue to teach as they learn in their time. In this sense, a revolution is advocated for all levels of Education, namely for the Basic Education (in Portugal also called 1st cycle).

One of the differences lies in the use of technologies. In this work, the concept of technology should not be seen only as everything related to hardware, software, machines, among others, but rather to “know how to do” and “know how to be”.

The “job for life” idea has also ended. The young adult of the future knows that, regardless of the area where he works, he will have to internalize entrepreneurial behaviors, sometimes creating his own job, sometimes assuming entrepreneurial attitudes.
Likewise, it will have a permanent concern to update itself, adopting behaviors of lifelong training, where technologies will be a constant.

The project presented in this work is called the Youth Start Social Entrepreneurship Program For Kids (UKIDS) and is the result of the application, in 2017, to the European program Erasmus + KA2 Strategic partnerships for School Education- Co-operation for Innovation and Exchange of Good Practices, sub-measure KA201 - Strategic Partnership for School Education, with a view to development and innovation (skills in Entrepreneurship and Mindfulness in education).

Its goal is ambitious. That is, while looking for ways to work on the concept of Entrepreneurship in Education, it strengthens the quality of citizenship in children. That is how we seek to combine techniques of Entrepreneurship in Education with the Sustainable Development Goals proposed by the UN, remaining as clues for future work the application of that concept to Agenda 2063 what we want for Africa [24].

To this end, the following work begins by addressing the concepts of Entrepreneurship, Social Entrepreneurship and Entrepreneurship in Education, followed by an observation of the recent phenomenon of COVID-19 and the consequences for Education; the introduction of technologies in the 1st cycle; the presentation of the Sustainable Development Goals/Africa Agenda 2063 and its application to entrepreneurship in education from the Ukids project, ending with the conclusions and clues for future research.

2 Revision of Literature

2.1 Concepts of Entrepreneurship, Social Entrepreneurship and Entrepreneurship in Education

Nowadays, organizations are looking for multi-skilled professionals who help them to work with a systemic view, acting and interacting between teams from different sectors. For this, the professional needs to be: “creative, innovative, instigator, original, persistent, communicative, good listener, flexible, balanced, intuitive and who has the self-confidence to seek innovations, or rather, who is an individual entrepreneur or who has an entrepreneurial behavior” [21, p.170].

Schumpeter [22] defines entrepreneurship as consisting in the creation of new businesses, but also in the innovation of existing businesses. The same author refers to the definition as a “creative destruction” process, through which existing products or production methods are destroyed and replaced with new ones. In this sense, entrepreneurship results in the annihilation of old ideas that, because they are not new, no longer have the capacity to surprise and enchant. Here it is understood that the essence of entrepreneurship lies in change and innovation.

Since Schumpeter [22], the concept has undergone changes and has been extended to other areas of knowledge such as Cultural Entrepreneurship [9] or Strategic Entrepreneurship [10, 14–17]. More recently, there is talk of Entrepreneurship applied to Education [18].

Entrepreneurship in Education is understood by Grivokostopoulou, Kovas & Perikos [8] as the process of endowing students with the ability to generate ideas and
skills to make them implement. Thus, the student acquires additional knowledge, attributes and skills required in the context of a new business.

In another perspective Lindner, J. [11] considers entrepreneurship in education as an important and distinctive part of a good education in school. And it is in this sense that the idea of creating the Ukids project arises.

The concept of Entrepreneurship in education is a branch of a larger concept: the concept of Social Entrepreneurship. This issue aims to inspire students to work, in groups or individually, the problems of the society in a practical way. It also makes students more aware of their social, economic, and natural environment.

According to Roberts and Woods [19], social entrepreneurs are people with behaviors similar to conventional entrepreneurs, but with the difference that “they operate in the community and are more concerned with caring and helping than with making money”.

In this way, teaching from entrepreneurship in education means working with students’ knowledge in workshops, where they develop their knowledge of the world and the individual talents that are so necessary for the society of 2030.

Starting from principles of citizenship, students learn to respect others and to respect people with different opinions from their own.

In summary, children from a specific classroom and school learn:

– that are part of a society;
– that are responsible for the common interests of citizens; and
– that must be involved in society’s problems and take the initiative to help resolve them.

Regarding this conception Manić and Trajković [12] defend a set of values, norms and behaviors that must be disseminated in an Entrepreneurial Education. These are summarized in Table 1.

Therefore, Education for Entrepreneurship is a practice-oriented education that involves the school’s external environment community, supports creativity, and encourages initiative and action. The student is active in the learning process, interacting with other people, and the teacher acts as a consultant and a model. In this process of education for entrepreneurship students acquire knowledge about entrepreneurship and entrepreneurial thinking and develop skills to act in an entrepreneurial way. And this is what the Ukids project tries to do.

In a summarized way, it can be said that both you can teach about Entrepreneurship and you can teach through Entrepreneurship. Teaching about Entrepreneurship means using traditional textbook teaching, where it is a matter of acquiring knowledge on the subject. Teaching through Entrepreneurship means resorting to more practice-oriented teaching, that is, pedagogical and didactic teaching that uses methods in which students act, feel and do, while obtaining knowledge and experience, and based on this knowledge and experience.
2.2 COVID-19 and Consequences for Education

For a few weeks, the Covid-19 pandemic overwhelmed many national health systems. The uncertainty about its degree of mortality and the knowledge of its high level of contagion has led many governments, worldwide, to impose blockades and to reduce economic activity. Among the key measures to limit the risk of contagion, the following stand out: the decrease in tourist activity, the contention of trade with the exception of pharmacies, supermarkets and other establishments selling basic necessities and the closure of schools/universities [20].

Covid-19 was thus precipitating an educational crisis, fueled by the deep and multiple inequalities discussed in this sub-chapter. According to UNESCO [25], these inequalities have existed for a long time, however they were obscured in classrooms. With the need, from one day to the next, to close schools and adopt distance learning systems or to start teaching synchronous and asynchronous classes, it was found that many students/teachers had no possibility of either in a state of emergency, or in a state of calamity or in confinement or quarantine having access to a computer or internet networks. In summary, have access to the teaching/learning relationship.

For these reasons, governments need to address the new challenges of inclusion or sustainable development to rebuild better and accessible educational systems for all students. And this is the proposal of the Ukids project.

Table 1. Values, norms and behaviors to be disseminated in an Entrepreneurial Education.

| Values to be passed on in an entrepreneurial education | Norms and behaviors to be passed in an education entrepreneur |
|--------------------------------------------------------|-------------------------------------------------------------|
| Natural and environmental resources                    | Responsible and planned protection of the environment and nature; responsible management of natural resources, conservation of biodiversity, use of renewable energy sources and energy efficiency, waste management |
| Human rights and Democracy                              | Build a democratic society with respect to non-violence, peace and tolerance. Respect for human rights and equality, security, ethical standards, global, national and local responsibilities, civic dialogue and the like |
| Social Cohesion                                         | Social service, better quality of life, social responsibility and solidarity |
| Health                                                  | Information and education on disease prevention, healthy lifestyles, high quality and affordable public health and the like |
| Culture and Traditional Heritage                        | Development of cultural identity, understanding and protection of intangible and material and related cultural assets |
| Sustainable production and consumption                  | Socially responsible business, sustainable production and consumption, transparency in business, information and consumer rights, principle of efficient use of resources, principle of limited use and substitution, principle of green public procurement, issuing certificates, organic production and the like |
| Encouraging and planning sustainable development        | Local, regional, rural and urban development and the like |

Source: Adapted from Manić, A. and Trajković, S. 2019. pp. 67.
The COVID-19 pandemic brought changes that increased costs and decreased revenues. In fact, there was a reduction in support for scholarships, canteens, libraries, or research, as these public expenditures were directed towards the discovery of a vaccine. And students question whether to renew enrollment or pay tuition if it is to stop taking face-to-face classes.

As of June 8, 2020, the African continent recorded more than 88,000 confirmed cases of COVID-19, with 2832 confirmed deaths and 33,898 recoveries [1]. On June 20, there were 287,385 cases with 7,708 confirmed deaths and 132959 recoveries [5].

In response to the coronavirus outbreak, many African governments have taken the decision to close educational institutions to contain the disease. Egypt was the first African country to report a case of COVID19 [1].

Despite the relatively smaller number of COVID-19 cases in Africa compared to Europe and other parts of the world, the virus has spread, becoming a major threat to the continent’s health systems. Almost all African countries responded by implementing blockages and public health measures to promote physical distance, namely: wearing a mask, good hand hygiene, isolated patients, and testing/screening for COVID-19. While these measures have helped to slow the spread of the pandemic in Africa, it has affected all aspects of life and changed the world as we know it.

At the school level, COVID-19 exposed some of its weaknesses. In response to the pandemic, almost all African governments have decided to shut down educational institutions to help minimize the spread of the disease.

To guarantee academic continuity, most of these institutions were managed to make the transition from classroom teaching to the virtual environment. This decision was abrupt, hurried, and quick, with no contingency plans. This exposed a series of challenges for most institutions that lacked the ability to switch to the virtual environment/that lacked technological infrastructures and whose connectivity to the Internet was a challenge. In addition, there was a lack of adequate faculty preparation, inadequate technical support, and most students lacked access to connected devices, in addition to reliable Internet connectivity.

According to UNESCO, 9.8 million African students suffered interruptions in their studies due to the closure of their schools [5].

The fact is that COVID-19’s long-term impact on schools cannot yet be predicted, but it has been learned that the gap between African schools and the rest of the world or between rural and urban African schools is large and that these students face several challenges in trying to transition to the online environment.

2.3 Technologies in Primary Education

Until the Covid crisis, technology was merely essential for part of the educational experience. In fact, only a few students and teachers, especially high school students, felt the need to use it [7].

When the state of emergency sets in, all over the world, most teachers and school administrators had to change, in less than two days, to new tools that would allow them to provide lessons, distribute content, correct assignments, home and communicate with students and their parents. Closer to the end of the school year, they still had to conduct remote assessments.
Working from home has become almost mandatory and at the same time impossible for caregivers or other family members. This situation is even worse when it appears that most teachers do not have the technical and pedagogical skills to integrate digital devices while teaching. Soon teachers, using online platforms, had to learn much more during the crisis than just a few technical skills, namely:

- they had to redefine the less expository way of teaching and without having the receiver physically present; and
- they had to look for ways/platforms/software to carry out online assessments at a distance, where the use of plagiarism or other less honest ways were taken care of.

During this period, it was also found that low- and middle-income countries are much more disadvantaged for an effective transition to online learning platforms, as they lack essential goods such as electricity or internet access [4]. In fact, it is noted that, in these countries, households that have internet do so via telephone, which means that mobile internet data is paid according to the consumption made.

The solution that the governments of these countries resorted to was to try to provide educational materials in the homes of these students. But even when distance learning modalities were available, the problem of disadvantaged students’ opportunity to learn continued to be negatively affected, since it presupposed that they had the support of parents or family members. And according to the ODCE [13], these parents have low levels of education and children/young people do not have a good environment at home since they have to support home tasks, such as, help other family members or young siblings have to take care of their children [3].

In the specific case of girls and young women, spending more time at home exposed them to domestic chores, sexual violence, or risks of teenage pregnancy [6]. The greatest danger of exclusion, however, is in students with disabilities. As an example, mention is made of blind or deaf students for whom their own technology is not always affordable or children with attention deficit and hyperactivity, whose independent work on a computer can be difficult.

For these students, despite the group of special needs in which they find themselves, the School represented a safe haven or a place where they guaranteed vital goods and services such as school meals and access to toilets.

Therefore, and in a nutshell, by increasing social isolation, pandemics also increased the risk of these students separating further from education and leaving school earlier.

To monitor the progress of education in achieving the Sustainable Development goals by 2030 and to report on the implementation of national policies and international education strategies, keeping partners responsible for their commitments, in 2015 the international community developed a tool, in the form of a report, called “Global Education Monitoring” (GEM). To better fulfill its mandate, this GEM tool has developed an online resource called SCOPE (Scoping Progress in Education) [23], which allows participants to obtain interactive data visualizations, comparing data between countries or regional and global averages. SCOPE’s content is organized into five themes, respectively: access, equality, learning, quality, and finance. Access has to do with the number of participants at the respective level of education. Equality refers to the similarity of opportunities for access to education between boys and girls.
Learning shows low reading and math skills in many countries. Quality, on the other hand, shows the existence of appropriate environments for learning, including adequate water and sanitation, electricity, internet, and the absence of practices of violence and bullying. Finally, finances show how much governments, media/donors and families spend on education, highlighting how little the poorest countries receive.

In terms of sustainable development objectives and in terms of access, it is expected that, in 2030, 100% of young people will have completed high school. At the date of delivery of this work, the world time series show that only 88% of children complete basic education, 72% of adolescents complete high school and 53% of young people complete secondary education (in https://www.education-progress.org/en/articles/access/, consulted on 30 June 2020).

In practice, access in low-income countries, in 2020, presents the following problems:

- only 77% of children attend Childhood Education.
- students who attend basic education are older than normal. Thus, it is possible to observe adolescents attending this level of education.
- there are still 258 million children without access to basic education. Essentially children who are in conflict zones.
- the number of students who complete the proposed level of education is less than the number of entries (55%).

As for equality, it is known that only 2 in 3 countries have achieved gender equality in Basic Education. This effort has resulted in a greater number of girls than boys attending different levels of secondary and higher education and completing it. Overall, the SCOPE investigation helps to reveal that the differences in education between girls and boys are not as great as between rural and urban areas and between the rich and the poor. For 2030, the goal is to have 100% equality at the level of high school.

In terms of learning, it appears that more than 50% of countries do not report levels of reading or knowledge acquisition in mathematics. In the poorest countries, even if the individual has 6 years of schooling, it does not mean that he has acquired the corresponding skills. In this sense, it is an objective for 2030 that 100% of elementary school children have reached minimum reading proficiency.

In the interpretation of the quality indicator, it cannot be said that good quality in Education is only about learning outcomes. In fact, in many countries of the world, children with access to basic education have teachers without their own training, lack good school infrastructure or have a learning environment that is safe and non-violent. Having a basic education teacher education means having pedagogical knowledge, knowledge of the profession and knowledge of the contents. Thus, it is an objective for 2030 that 100% of teachers have training in the area.

Finally, the theme of finance argues that by 2030 national governments should spend at least 4% to 6% of GNP or 15% to 20% of Public Expenditure on Education.
3 Ukids Social Entrepreneurship Case Study and Sustainable Development Goals

3.1 Sustainable Development Goals and Agenda Africa

The problems of extreme poverty, hunger, AIDS and the non-attendance of the 1st cycle by all children in the world, led the members of the United Nations (UN) to define, in 2008, the 8 Millennium Goals. In 2015, it was found that the goals outlined in this document would no longer be achieved by the expected date (2020), so it was decided to review them. That is how, in that same year, a new document appears, more extended in time, since it allowed the new goals to be reached in 2030, and more ambitious, since the 8 objectives would be converted into 17 objectives, as indicated in Fig. 1, and 169 targets to be achieved by the 193 countries that signed it. This document became known as the Sustainable Development Goals.

Basically, we sought to halt the harmful effects of globalization and radical technological change, working on fundamental areas for humanity such as people (poverty and hunger), the planet (degradation, climate change, production and sustainable management), prosperity (economic, social and technological progress), peace (peaceful and non-violent societies) and partnership (solidarity between all peoples and participation by all countries).

In addition to this document, the African Union Commission also produced, in 2015, a statement thinking about the African continent that it is intended to have in 2063 \[25\]. This document would be called “Agenda 2063- The Africa we want” and includes the aspirations summarized in the following table (Table 2):

![Sustainable Development Goals](image-url)
The two documents are part of the democratic values that, with some exceptions, still resist in the world. The recent temptation to move to extreme right or totalitarian regimes, on the one hand, and the need to train individuals with entrepreneurial attitudes, on the other, lead the School to appeal to Teaching practices for citizenship and Entrepreneurial Education. The Ukids project is a practical example of this.

3.2 Ukids Project Presentation

The Ukids project is the result of a joint application by 10 educational institutions from 6 European countries (Austria (and also the project leader), Denmark, Finland, Hungary, Netherlands and Portugal, respectively) to the Erasmus + program, measure KA2 and sub-measure KA201 (strategic partnership development of innovation).

Its mission is to promote Entrepreneurship in Education as a permanent element in teaching learning, in the initial and continuing training of teachers with a view to their integration into active life. As for their objectives, they seek to: develop an Entrepreneurship in Education program with a view to promote entrepreneurial skills in primary school students and their teachers, to encourage citizenship practices; to compare different approaches in different countries, to manage project quality based on impact assessment; to promote Entrepreneurship in Education among stakeholders.

To implement them, a tripartite model of social entrepreneurship in the form of entrepreneurship in education is used. This Tripartite Model consists of a holistic education system, comprising three dimensions: “Education for Entrepreneurship” (which includes core competencies for entrepreneurial thinking and action, namely, the ability to develop and implement ideas); the “Culture of Entrepreneurship” (that promotes the development of personal skills in a social context, translating a culture of openness of spirit, empathy, teamwork, creativity, awareness and risk-taking) and “Education for Entrepreneurial Citizenship” (which aims to develop social skills and empower students as citizens, helping them, through democratic thinking and self-reflection, to express their opinions and to be responsible for themselves, for others and for the environment).

### Table 2. Aspirations for the Africa we want

| Aspirations for the Africa we want |
|-----------------------------------|
| 1. A prosperous Africa based on inclusive growth and sustainable development |
| 2. An integrated continent, politically united and based on the ideals of Pan-Africanism and the vision of Africa’s Renaissance |
| 3. An Africa of good governance, democracy, respect for human rights, justice and the rule of law |
| 4. A peaceful and secure Africa |
| 5. An Africa with a strong cultural identity, common heritage, shared values and ethics |
| 6. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children |
| 7. Africa as a strong, united and influential global player and partner |

**Source:** African Union Commission, 2015, p. 2
Each dimension includes challenges to be addressed by the 1st cycle teacher and his students in the classroom. Table 3 shows these entrepreneurial challenges by dimension.

| Entrepreneurial dimension                | Challenge                        |
|----------------------------------------|----------------------------------|
| Core entrepreneurial education         | Idea challenge                   |
|                                        | My personal challenge            |
|                                        | Real market challenge            |
|                                        | Hero challenge                    |
|                                        | Lemonade stand challenge          |
|                                        | Start your project challenge      |
| Entrepreneurial culture                | Empathy challenge                 |
|                                        | Perspectives challenges           |
|                                        | Extreme challenge                 |
|                                        | Storytelling challenge            |
|                                        | Trash value challenge             |
|                                        | Be a yes challenge                |
|                                        | Buddy challenge                   |
|                                        | Open door challenge               |
|                                        | Expert challenge                  |
| Entrepreneurial civic education        | My community challenge            |
|                                        | Volunteer challenge               |
|                                        | Debate challenge                  |

**Table 3.** Entrepreneurial challenges by Entrepreneurial Dimension

*Source:* Adapted from http://www.youthstart.eu/en/challenges/ last accessed in 30th of June 2020

With this model, it is believed to be able to integrate an entrepreneurial education at the same time that children of today and future adults are prepared for the society that, in the light of the objectives of sustainable development, they intend to have in 2030.

### 3.3 Ukids First Project Results Discussion

As seen in Subsect. 3.1, the United Nations realizes the importance of economic empowerment to achieve the Sustainable Development Goals (SGD).

It has also been shown that entrepreneurship contributes to social advancement and to areas of environmentally sustainable development with positive impacts in areas such as financial inclusion, women’s empowerment, or sustainable agriculture. Therefore, entrepreneurship has direct positive impacts, specifically on poverty alleviation (SDG1), on economic development and unemployment reduction (SDG 8), on improving infrastructure and innovation (SDG 9), on equality and social inclusion (SDG 5 and 10) and sustainable production and consumption (SDG 12).
Likewise, the European Commission proposed, in 2013, a way to promote entrepreneurship in Europe and to emphasize the importance of teaching and practicing it from pre-primary to university. The plan focuses on promoting entrepreneurship in education to develop an entrepreneurial culture conducive to economic development and sustainability [8].

From the report developed in Subsect. 3.2, the Ukids project seeks to introduce changes in primary education and to meet these two standards.

To this end, the different partners chose two challenges to implement a case study from each country in the school. In the Portuguese case, due to the stoppage imposed by COVID-19, it was only possible to implement the “trash value” challenge belonging to the “Culture of Entrepreneurship” dimension. Here the students received a series of notes on how and why to separate the garbage at home and what are the possibilities of reusing things before we throw it away. The students were invited to keep boxes of eggs and to make objects from them, thus stimulating their creativity and capacity for innovation, while developing an entrepreneurial culture and values of citizenship. At a Christmas event, they also had the opportunity to share them with the project stakeholders (for example, parents, school principals, school group, parent and/or student association or local community).

A mini questionnaire on the perception of the concept of entrepreneurship was also carried out with 4th year students. Its results are now being discussed. So, faced with the question: What is an entrepreneurial person to you? The children answered as shown in Table 4.

| Variable categories       | Frequency | Percentage |
|---------------------------|-----------|------------|
| Know how to learn         | 26        | 54%        |
| Know how to do            | 6         | 12%        |
| Know how to be            | 9         | 19%        |
| Others                    | 7         | 15%        |
| Total                     | 48        | 100%       |

Source: In [18, p. 6]

Therefore, the idea with which children became about entrepreneurs is that they know how to learn (54%), how to be (19%) and only then how to do it (12%).

Regarding the question: What skills do I expect to develop a lot, just develop, develop a little or develop nothing with the project? the answers obtained are given in Fig. 2.

In other words, students expect to develop a lot of skills such as respect (33 or 70%), curiosity (32 or 68%), responsibility (31 or 66%) and cooperation (30 or 64%). They expected to develop a lot of argumentation skills (15 or 32%), persistence and self-confidence (14 or 30%) and autonomy (13 or 28%). They expected to develop little argumentation skills (14 or 30%), to pay attention to the social environment (14 or 30%) and self-nomination (12 or 26%). Finally, between 10 and 11% of students expected not to develop any of the skills with the project.
Finally, and in relation to the opportunities and threats that the project represented for themselves, the students responded according to Figs. 3 and 4.

**Fig. 2.** Entrepreneurial skills expected to develop students. **Source:** In [18, p. 9].

Finally, and in relation to the opportunities and threats that the project represented for themselves, the students responded according to Figs. 3 and 4.

**Fig. 3.** Opportunities of the project. **Source:** In [18, p. 11].
As project opportunities, they reported having learned more (49%) and having had the chance to work with other methodologies to increase knowledge (27%). As threats, they mentioned being aware of difficulties without however identifying them (47%) and having to solve problems (28%).

4 Conclusion

The present work addressed some concepts about the technological revolution, the characterization of a new digital generation that is required by the job market, as well as the way that Digital Information and Communication Technologies (TDIC) can mobilize entrepreneurial skills.

In view with the profile of this new generation (where the exacerbated dynamism promises a turnaround in the labor market) and the moment experienced by major changes in the market due to globalization, companies are constantly looking for multi-skilled professionals who help to work with a systemic vision, acting and interacting between teams from different sectors. For this, the young person must be an entrepreneur.

By this it is understood here that what was defended throughout this work, that is, education for the entrepreneurial sense must be present from the initial stages of schooling, which is the same as saying since basic school. The school, in turn, needs to promote alternatives that enable and facilitate the teaching-learning process if it wants to transform its reality into a multicultural, technological and entrepreneurial space. As for the teacher, he must make use of an entrepreneurial pedagogy that provides the educational success of his students. But how can this be done, if the conditions of many schools today are still those of the 19th century, with teachers of the 20th century and students of the 21st century?
This was what the Ukids project sought to demonstrate when trying to train students in the competence of entrepreneurship, while developing in them the quality of Citizenship. The short duration of the project (about 3 years), as well as its objectives, only allowed it to be implemented in European countries. However, at the time of writing, Europe continued to have low birth rates and an increasingly aging population, while Africa had the youngest population in the world, with an average age of 18 years. In addition, Europe oscillated between democratic and far-right governments, while Africa struggled to eradicate hunger, poor living conditions, lack of security or war, thinking of values such as democracy, equality gender, the rights of the child or even considering: the urgent need to intervene on climate and environmental change, or on the almost 2/3 oceans that it dominates, to promote access to education and all schooling levels, modernizing agribusiness and the ore industry, and improving transport and energy infrastructures.

From this reasoning emerges a clue for future investigations. In other words, the idea extracted is if it would not make sense to try to apply the project in African countries. Indeed, it will be those who, in 2030 and 2063, will have more young adults who should be, at the same time, entrepreneurs and individuals with citizenship values.

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