



Preparing the Child to Become an Entrepreneur, a Futuristic Framework

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Abstract: The Early preparation of children to become entrepreneurs is an essential issue in front of the international communities. The study keens to shed the light on the importance of forming the child entrepreneur from the kindergarten stage to form global entrepreneurs that serve multiple developmental sectors. The idea of raising a child to become an entrepreneur, owning his project and his skills, mastering the arts of management, marketing, solving problems, and dealing with groups all require institutional and international sponsorship to achieve this. Therefore, raising a child to be a risk-taker and have a creative idea and implement it; is the twenty-first century's skill. So, it will reap many fruits in the various areas of sustainable development that the current study aims to. The study discusses the pivotal educational approaches for the child to become an entrepreneur. The researcher has developed three approaches, the objective-oriented discovery learning approach, transforming valuable ideas for children into entrepreneurial projects, and the creative impact assessment on the child entrepreneur's growth approach. The researcher developed the expected scenarios to achieve these approaches, teaching philosophy to children, the Federation of Child Entrepreneurs Scenario, and chains of Achievements for Children Entrepreneurs Scenario. The researcher also designed a futuristic framework to achieve these scenarios by referring to the competencies and the best practices.

Keywords: Child-Entrepreneur, Preparation-Approaches, Scenario-Framework

1. Introduction

You can solve any problem through children. Children are the leaders of the nation in the future. Their formation needs adults care and attention, not only at the academic level but also to prepare them for life. The formation of the child entrepreneur requires many political preparations and systematic procedures at the level of educational policies within the institutions concerned with educating children. According to Martin Lackeus cognitive skills are easy to learn but non cognitive skills and competencies require learning by doing and are more difficult to evaluate [12].

The trust-building processes in children's abilities to be self-independent consider key anchors in forming a child entrepreneur. Yes, a child can become an entrepreneur at a young age, and this needs a lot of processes that the current research will cover.

One of the most important examples of preparing the child

entrepreneur is handicrafts in Egypt, which took a new concept from what it was in the past.

The artifacts works have become a powerful source of Egyptian's national income. The Egyptian government established art and craft schools to train the practitioners on manufacturing pure Egyptian gold. The main objectives of establishing the Egypt Gold School for Applied Technology are to make Egypt a leader in the world and the Middle East in manufacturing and designing jewelry. For achieving that goal, the Egyptian government provides the best practical training for learners, besides their theoretical studies. That will make them among the most skilled workforce and will be able to raise the name of Egypt among countries.¹ So, learning artifacts creates young entrepreneurs and develops the technical skills required for the labor markets.

According to the study of Arminda Maria which entitled"

¹ <https://egyptgoldschool.com/mobile/>

Teaching entrepreneurship to children: A case study” in 2011, she mentioned that it is important for children to tie with entrepreneurship education programs to cultivate the entrepreneurial culture in their personalities. It is significance to include entrepreneurship teaching in the educational system and should establish a relationship between schools and the business world [3].

Children at the early age stages feel that what they do by themselves is valuable; their parents and teachers trust them and provide them with a hand of support, care, and solidarity. The idea grows with them in the late childhood and adolescence stages, where they feel more independent, self-growth, and maturity. They are proud of the small, accomplished projects as young entrepreneurs.

That is why the current research focuses on the extent of the possibility of qualifying and preparing children to become entrepreneurs in their various age stages. It also focuses on the key futuristic approaches that form the child entrepreneur.

The study's issue

The current study focuses on forming the child entrepreneur in the knowledge age and fifth-generation technology. Also, the study touches on the futuristic approaches that can be relied upon in educational institutions for children entrepreneurs' formation.

The study questions

The main research question is:

How can educationalists create the child entrepreneur?

The following sub-questions emerge from this question:

1. What are the global changes that necessitated the formation of the child entrepreneur?
2. What are the leading educational approaches that create the child entrepreneur?
3. What are the expected scenarios for the future of the child entrepreneur?

The study objectives

The current study aims at the following:

1. Forming the child entrepreneur in all the stages of learning.
2. Increasing the capabilities of teachers and children with entrepreneurial skills.
3. Relying on best educational approaches that contribute to the formation of children entrepreneurs.
4. Predicting the future of children entrepreneurs.

Study Methodology

The current study relies on one of the qualitative methods, such as scenarios based on a forecasting approach, to predict the future of child entrepreneurs in various fields of sustainable development.

2. Literature Review

The following table presents the previous studies and its findings:

Table 1. The literature reviews.

The author	Title	Findings
1. Mary Elizabeth Collin & Sook Hyun Kim [6].	Governors as Policy Entrepreneurs: Setting the Agenda for Children	<ol style="list-style-type: none"> 1. Gender plays role in children welfare in the governor of Kansas. 2. For preparing good child entrepreneurs' government should support the idea. 3. Ongoing efforts to make policy evidence-based and programmatic Approaches available to policy makers in the state. 4. It also requires continuity Efforts to ensure that leaders realize the massive economy and the social costs of not acting to prevent and mitigate harm. like that Important for continued opposition to symbolic efforts; These efforts, with accompanying legislation and resources, are not enough.
2. Rayman Shalaby Abdelhai Mohamed [15].	Manual activities as an approach to prepare the kindergarten child to think about the mentality of the futuristic young entrepreneur	<ol style="list-style-type: none"> 1. The results of the study focused on the importance of preparing the child's mind for entrepreneurial thinking since the kindergarten stage. 2. There is an effective impact of the manual activities program as an approach to the entrepreneurial thinking of the kindergarten child and creating the entrepreneurial mindset, and its dimensions (initiative - modernity in ideas - independence in achievement - perceived risk) as measured by the observation card. 3. Preparing an applied research project to train kindergarten teachers to employ children's handicrafts and how to invest them in acquiring entrepreneurial thinking skills, business management and various values.
3. Mona Mostafa El-Sayed Zeitoun. [18]	The effectiveness of a proposed strategy based on musical activities to develop some skills Learning for Entrepreneurship in Kindergarten Children.	<ol style="list-style-type: none"> 1. Preparing training programs for teachers, and principals of kindergartens in the field of education for entrepreneurship it is one of the modern basic approaches for the development of education in kindergarten. 2. That the kindergarten prepares and implements the musical activities in the correct and effective manner due to its importance in the healthy upbringing of a child. 3. Issuing brochures for in-service teachers on how to educate children and develop their learning skills. 4. The kindergarten allocates a room for musical activity and provides it with various musical instruments and tools that are 5. Suitable for kindergarten child. 6. -Developing educational curricula, which would lead to stimulating work and creative thinking. 7. Expanding training programs with the aim of developing self-skills and personal abilities and acquiring skills, basic work (communication cameras - preparing the work plan and building the work team, marketing, and service 8. customers and others). 9. Adopting a multidisciplinary educational system for innovative learning based on creativity, innovation, and entrepreneurship The business that gives the student the opportunity to multiply qualification and choose between specializations that develop broad-mindedness and broadness of thought.

The author	Title	Findings
4. Jannat Abdul Ghani Ibrahim Muhammad Bakatushi [1].	Use some learner-based strategies to develop some Entrepreneurial skills of a kindergarten child.	<ol style="list-style-type: none"> 1. Diversity of strategies used to provide children with entrepreneurial skills, develop their ability to plan, and make them more ambitious and creative. 2. The use of project strategies, role-playing and problem solving made children think positively, which contributed to acquiring entrepreneurial skills. 3. Diversity in the activities provided to the child led to positive results and the survival of the learning effect. 4. Holding training courses and awareness workshops for parents of kindergarten children and training them to develop their children's entrepreneurial skills.
5. N. RITWATTAN AVANICH et al [14].	Performance of the innovation-passion model for post COVID-19 entrepreneurs	<ol style="list-style-type: none"> 1. For this study there are 4Ps-Perception, Purpose, Preference, and Profits. 2. These 4Ps keywords need to emphasize and for the support, this study model, linking this with indicated to echoes the concept of the entrepreneurs are entrepreneurship or the firm's heroes with the entrepreneurial talent of financing mindset and very good at starting new initiatives as new novelty applied to new normal entrepreneurs. 3. This research sought to analyze the outcomes that an entrepreneurship teaching program can produce in children and to discover if the program was effective. To this end, the case of the primary school teaching project implemented by Junior Achievement was analyzed. 4. The most significant learning demonstrated by the children happen at the level of 'wish' and 'need.' 5. Most entrepreneurship educational projects are designed to develop personal characteristics through play. 6. The entrepreneurial programs need to be adapted to the reality of each community where they are taught, as well as to the reality of each child. 7. The researcher had the chance to gain a better understanding of how the project worked, as she was in fact the person who implemented it in a class. She could see m that the children were very receptive to the presence of another teacher in the classroom. 8. The fact that this situation was different from a usual class could be seen as an advantage for those leading a session (opportunity to keep the students interested and motivated).
6. Armina do Paço* and Maria João Palinhas [3].	Teaching entrepreneurship to children: a case study	<ol style="list-style-type: none"> 1. This research sought to analyze the outcomes that an entrepreneurship teaching program can produce in children and to discover if the program was effective. To this end, the case of the primary school teaching project implemented by Junior Achievement was analyzed. 2. The most significant learning demonstrated by the children happen at the level of 'wish' and 'need.' 3. Most entrepreneurship educational projects are designed to develop personal characteristics through play. 4. The entrepreneurial programs need to be adapted to the reality of each community where they are taught, as well as to the reality of each child. 5. The researcher had the chance to gain a better understanding of how the project worked, as she was in fact the person who implemented it in a class. She could see m that the children were very receptive to the presence of another teacher in the classroom. 6. The fact that this situation was different from a usual class could be seen as an advantage for those leading a session (opportunity to keep the students interested and motivated).

The benefits from the literature review:

1. Most of the studies focused on teaching the entrepreneurial thinking of the child in the early childhood stage.
2. The studies focused on the importance of the entrepreneurial formation of the child through educational programs and activities.
3. Several studies have sought to implement entrepreneurship programs within education classes in the primary, preparatory, and secondary levels.
4. Most studies considered the differences between learners when implementing entrepreneurial activities.
5. The studies used qualitative and quantitative approaches based on analysis, description, conclusion, and performance assessment.

Conceptual framework

The current study is based on the concepts of entrepreneurship and the child entrepreneur.

Entrepreneurship: "skill in starting new businesses, especially when this involves seeing new opportunities" [19], Entrepreneurship is defined as "The capacity and willingness to develop organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses" [13].

In my opinion, entrepreneurship consists of several elements: the incubation of the innovative idea in the entrepreneur's mindset, the insistence on implementing the thought in the surrounding context, and the presence of growing markets for idea spreading.

Entrepreneur, "a person who starts a business and is willing to risk loss in order to make money" [20]. a child entrepreneur "doesn't operate the same as other children, his/her live is centered around investigation and discovery;

learning to navigate his/her way through the world, mostly concerned about how he /she fits into the larger picture of life" s/he "hyper-focus" in his/her project" [11].

Ultimately, the child entrepreneur is a child with special abilities from the beginning of his infancy, and he has different interests from his peers of the same age. S/he dreams of achieving large-scale profits. He also has the seeds of adventure that s/he brought up until he becomes an adult entrepreneur.

The global changes that necessitated the formation of the child entrepreneur.

The technological and economic conditions and their social-political repercussions since the beginning of the twenty-first century have necessitated the shift to small projects and entrepreneurship in all areas of development. Therefore, many developing countries may suffer from unemployment and a lack of job opportunities for the educated and the uneducated people.

Key pillars for the global changes.

1. The world is witnessing a state of optimism in economic growth in late 2021 and early 2022, which necessitates the need to adopt new approaches to revive the global economy, the most important of which is the green economy.
2. For 2022, we are expecting growth to be a percentage point higher than we did last year (4.4% instead of 3.1%) [16].
3. "Beyond 2022 global growth is projected to moderate to 3.3 percent into the medium term. Persistent damage to supply potential across both advanced and emerging market economies and slower labor force growth because of population aging (largely in advanced economies, but also in a few emerging market economies), and necessary rebalancing to a sustainable

growth path in China, are all expected to weigh on the growth outlook for the global economy in the medium term” [10].

4. The last UN Climate Change Conference COP26 in November 2021 will be a pivotal moment for the world's largest emitters to commit to more aggressive national targets and agree on rules for carbon trading—specifically Article 6 of the Paris Agreement⁶⁰—that can accelerate investments in the transition to a low carbon global economy [17].

From the mentioned pillars, we can refer to; by the beginning of 2022 will be a real opportunity for human investment in all areas of development with the importance of preserving the environment and reducing harmful emissions and carbon dioxide. So, the countries will invest the youth energies in various fields of work and small projects with the existence of the emerging markets virtually and in real life that support the youth's small projects.

The educational approaches that create the child entrepreneur.

The educational approaches to rearing a child to be an entrepreneur differ from the usual approaches to educating a child from nursery to secondary school. So, it is necessary to have essential elements in the approaches that form the child entrepreneur. These fundamental elements are fostering the spirit of innovation, rational adventure, critical thinking, in-depth observation of reality, and convincing others of the proposed creative ideas.

The following are some educational approaches that motivate the preparation and formation of the child entrepreneur in the various scientific and developmental domains.

1. The objective-oriented discovery learning approach.
2. Transforming valuable ideas for children into entrepreneurial projects approach.
3. The creative impact assessment on the child entrepreneur's growth approach.

The first approach: the objective-oriented discovery learning.

The goal-oriented exploration approach sought to teach children entrepreneurship according to specific educational goals such as discovering renewable energies and thinking of small projects to implement them on the ground.

That is, a clear and declared goal that directs children's paths to discovery and learning in the fields of science, history, literature, mathematics, languages, and technology makes the child entrepreneurs more motivated and productive to think about entrepreneurial projects.

According to Lorna A. Collins ““Discovering entrepreneurship” (hereafter DE), using participatory synergistic learning methods. DE takes a tripartite approach to teaching entrepreneurship capacities by involving undergraduate nascent entrepreneurs, entrepreneurs, and facilitators in a collaborative learning environment where all participants learn with and from each other” [2]. The nascent entrepreneurs are action oriented and learning by doing which encompasses skills like critical thinking, problem

solving and creative thinking.

The second approach: Transforming valuable ideas for children into entrepreneurial projects.

This approach follows the previous one, where children's abilities improve by transforming their new and innovative ideas into actual values and start-ups. The managers will support the children's entrepreneurs in applying their small projects within educational institutions, such as exhibitions, competitions, and they deal with partners and suppliers. Hence, they will take real opportunities to be budding entrepreneurs in schools. As well as they will make profits for their small projects.

For example, when a child wants to work on a small project to raise and sell poultry, he will discuss the matter with the teachers in the school. So, the teachers will guide the student to the merchants to buy small poultry and build a small barn inside the school. Then the teachers instruct the student on the steps to raise poultry healthily and nutritionally through veterinarians to check on them periodically.

After that, the officials follow up with the child entrepreneur, the growth of poultry day after day, and when the child wants to sell poultry, the school and leaders encourage him to sell by helping the child entrepreneur in marketing the project virtually and realistically. The child entrepreneur reaps profits for his idea and the institution that helped him.

In Malta there is growing awareness about the importance of entrepreneurship education. The NCF (the national curriculum framework) introduces “Education for Entrepreneurship, Creativity and Innovation” as one of six cross-curricular themes which are deemed to be “essential for the education of all students and for achieving the aims of education.” [5].

Consequently, educational institutions are essential for forming the key competencies that motivate the child entrepreneur for creativity and lifelong learning.

The third approach: creative impact assessment on the child entrepreneur's growth.

The idea of the impact assessment of the child entrepreneur's creative, and its reflection on his cognitive, professional, social, moral, and personality development, which is in a state of maturity, is a pivotal stage. In addition, the ongoing appreciation of the child entrepreneur's achievements is so important to refine his skills and continuously improve his performance.

In other words, the creative moments that the child entrepreneur experiences at the early beginning of his life; have a powerful impact on his future life as an entrepreneur possess the projects that have grown up and matured from his childhood.

In Malaysia, the Critical Success Factors (CSFs) of kid entrepreneurship were investigated and developed Kid Entrepreneurship (play-based learning) for Learning and Assessment Systems (KELAS) for Malaysian early childhood institutions. This experience of learning entrepreneurship through play helps invest children's energies

in doing benefits and investing the surrounding environment in creating new resources that serve children's innovative projects. The assessment resulted in children's ability to make valuable decisions based on planning and anticipation of positive and negative outcomes [9].

For example, the child entrepreneur who manages the poultry start-up sells and markets poultry; the school evaluates the impact of such experience on the child entrepreneur in the next year.

The managers will assess how the project matured and recognize the mistakes made in the last year concerning poultry care and marketing for sale, profits' distribution, anticipating risk, which creates an entrepreneur who can break into the market with creative ideas.

From this point of view, teaching entrepreneurship according to a specific goal, transforming valuable ideas into entrepreneurial projects, and evaluating the impact of the gained experience are fundamental approaches for creating the child entrepreneur.

Also, learning entrepreneurship from early childhood is a promising opportunity for economic, cultural, social, and political life development.

The expected scenarios for the future of the child entrepreneur.

This section will discuss the future dimension related to teaching entrepreneurship in schools. So, the researcher designs a future framework based on a set of scenarios.

1. Teaching philosophy to children's scenario

Teaching philosophy to children at a young age is essential to teach children the thinking patterns and problem-solving and the ability to think and observe deeply. Teaching philosophy to children inspires creativity, not just criticism and analysis, which enriches the brain development of the entrepreneur child and makes him search for the project that will shape his whole life later. Consequently, it provides the child entrepreneur with a keen vision.

Philosophy for Children (P4C) was originally developed by Professor Matthew Lipman in New Jersey, USA in 1970 with the establishment of the Institute for the Advancement of Philosophy for Children (IAPC). Community of philosophical inquiry is the cornerstone of all approaches. It includes:-(the group of children & adults their arguments and philosophical dialogues- the presentation of stimulus

materials-determination of inquiry questions -talk time -art activities-small groups). The influences of P4C are improving thinking skills, dialogue skills, communicative practices, habits of mind, practicing of critical, caring, creative, and collaborative thinking and putting everything, including the procedures, into question [8,].

2. The Federation of Child Entrepreneurs Scenario

Through the Children's Entrepreneurs Association, children can find comprehensive care and guidance from expert entrepreneurs all over the world. The global federation of child entrepreneurs will facilitate the process of implementing pioneering projects for children, not only in their own country but also in countries around the world.

It is also possible for child entrepreneurs from all over the world to participate in various entrepreneurial projects that generate profits for them and for countries as well and motivate them to innovate and be creative in various areas of development.

The innovation hubs and access to the international business incubators motivate child entrepreneurs to exchange global experiences and give them the opportunity to travel abroad to achieve their start-ups or learn from the entrepreneurs' experiences in different countries all over the world. This will also serve their scientific studies in different learning stages of life, as their perceptions expand in study and work, and gain more experiences and skills as well.

3. Chains of Achievements for Children Entrepreneurs Scenario

It is important to observe the value of the children entrepreneurs' achievements especially through the Federation of Children Entrepreneurs all over the world. Harvest the added value from the young entrepreneurs' achievements will amaze the whole world soon, especially when it comes to solving real problems and crises that the world suffers from such as energy, water, epidemics, climate change, the disappearance and drowning of specific cities, Refugees and armed conflict, Poverty, famine and starvation, financial and administrative corruption..... And the radical solutions and alternatives to such problems in vital projects that stem from the child entrepreneurs in everywhere in the world.

The following futuristic framework represents these scenarios in detail:

Table 2. The futuristic scenarios framework.

Scenario	Indicators /competencies	Best practices
1. Teaching philosophy to children	<ol style="list-style-type: none"> 1. Creating educational curricula for children that include teaching philosophy in terms of thinking, deduction, and inference, not just philosophers or the history of philosophy. 2. Providing the children with the references and international philosophical dictionaries. 3. Organizing philosophical seminars that discuss many issues that require opinion and viewpoints. 4. Teach the children to respect others, cultural diversity, and coexistence through actual models of international entrepreneurs who have accomplished entrepreneurial projects with individuals, institutions, and various countries thanks to their respect for cultural, religious, and ethnic diversity. 	<ol style="list-style-type: none"> 1. Preparing the children for various activities that require deduction, analysis, critical thinking, and scientific thinking, such as scientific research, theatrical performance, critical analysis of situations, or writing scientific reports on exploratory trips they have undertaken. 2. Train the children to solve the problems related to scientific and environmental, and chronic issues by following the problems solving skills and finding alternatives to those problems. 3. Evaluate children and notice the change in their thinking and behavior through practical, oral, and written tests. 4. - preparing scientific debates among students based on expressing views on various issues with logical evidence.

Scenario	Indicators /competencies	Best practices
2. The Federation of Child Entrepreneurs	<ol style="list-style-type: none"> 1. Establishing an international body for children entrepreneurs aimed at the integrity of the creative world's children in entrepreneurship in joint entrepreneurial start-ups that serve many countries and deepen the idea of human partnership. 2. Determining the children's key roles and the areas in which they appreciate cooperation to serve their communities and putting them on a practical path to transfer their ideas into reality. 3. Respect the different cultures from which the children entrepreneurs come, not violating, or criticizing their cultural idiosyncrasies to more cooperation between children from many countries. 	<ol style="list-style-type: none"> 1. Designing code of practices that children's entrepreneurs from various countries are committed to in the body that brings them together. 2. Monitoring and evaluating the children's behaviour from various countries and the best strategies and languages in which they prefer to deal. 3. Helping children's entrepreneurs to think of joint projects that benefit different countries with financial and moral profits and high value-added. 4. Encouraging civil society institutions for more partnerships with the Children's Entrepreneurs body from all over the world to implement the children's projects in different countries.
	<ol style="list-style-type: none"> 1. Reap the fruits of the achievements of children entrepreneurs, the real value of their completed projects, and the extent to which countries benefit from them. 2. Measuring the value of the achievements quantitatively and qualitatively. 3. Measuring the extent to which children entrepreneurs follow the code of practices established by the federation or not. 4. - Assessment of the sustainable follow-up procedures for children's entrepreneurs from the Authority. 	<ol style="list-style-type: none"> 1. Writing annual reports issued by the organization devoted to children's international entrepreneurs about their achievements and the actual value of those achievements. 2. Forming committees specialized in the various projects of children entrepreneurs to evaluate them and determine the levels of their importance to countries. 3. Giving the children entrepreneurs financial and moral prizes whose projects achieve an impact, and benefit on countries. 4. -Giving children entrepreneurs whose projects are far from the reality corrective actions to modify their thinking paths to be more practical and procedural.

3. Conclusion

To conclude, the current study presented how a child can be formed from early childhood to become an entrepreneur through innovative ideas belonging to the various developmental projects. So, the study sought to develop three main approaches to learning entrepreneurship which encourage exploration, direct development goals, transforming valuable creative ideas for children into actual and applicable projects, and the impact assessment of the children entrepreneurs' achievements in the developmental fields. The researcher deployed three scenarios which: teaching philosophy to children at early stages, establishing a global institution for children's entrepreneurs, and monitoring their joint projects in multiple countries, as well as a value chain scenario from the children entrepreneurs' achievement in the various fields of development. The study has designed a futuristic framework to activate these scenarios, including the indicators, core competencies, and best practices to achieve them.

4. Recommendations

1. Creating innovative learning strategies: The first recommendation on designing effective methods for rearing children to be perfect entrepreneurs. Teachers should educate children on how to think creatively through contextual tools.
2. Providing business incubators equipped for children entrepreneurs: managers should make adequate plans to take care of the children's innovations through the entrepreneurial ideas' incubators. That should also include plans for the financial needs and equipment.
3. Emphasizing cooperative projects for children: Follow-

up the collaborative projects of children through international governmental and non-governmental organizations.

4. Preparing conferences and seminars for children's entrepreneurs: they present their ideas to the attendee sponsors for their innovative projects and the necessary capabilities for implementation. It is worth speaking and listening to children's entrepreneurs in international forums and conferences to learn about the barriers they encounter when implementing their small projects.

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