



Project Newsletter No. 1, April 2019

Key facts



The European Commission's Executive Agency for SMEs (EASME) funds the project Peer-Learning Activities in Entrepreneurship Education and in Women Entrepreneurship under the COSME programme.



It is a joint activity by empirica, JA Europe, EY, the University of Wuppertal, European Schoolnet, and the European Centre for Women and Technology.



The project will run until June 2021. It will organise altogether six peer-learning workshops in major European cities – three for entrepreneurship education and three for women entrepreneurship.



The outcomes will feed into new European policy agendas for entrepreneurship education and women's entrepreneurship.

Increasing Entrepreneurship Education in Europe

From 19 to 21 March, the first workshop of the project "peer-learning activities in entrepreneurship education and in women's entrepreneurship" (EE/WE) took place in Budapest, at co-working space HubHub. The workshop showed that all countries are advancing in entrepreneurship education but their situation is largely different and various kinds of hindrances remain.

The event gathered around 60 key players in entrepreneurship education from eleven European countries representing ministries of education, ministries for economic affairs and governmental agencies as well as from businesses, chambers of commerce, non-governmental organisations, universities and the European Commission. The eleven participating countries were Austria (6 participants), Belgium (5), the Czech Republic (5), Denmark (2), Germany (8), Hungary (6), Luxembourg (3), the Netherlands (3), Serbia (4), Slovakia (5) and Turkey (5).

The ultimate goal of the event was collective policy development among the participants with a participatory leadership approach. Junior Achievement (JA) Europe led facilitation of the workshop sessions.

Participants stated that an important added value of this workshop was the exposure to the international community with diverse backgrounds and possibility of networking. The feeling of a common purpose was a highly motivating factor to continue in activities to improve entrepreneurship education (EE).



More information: <http://www.ee-we.eu>

Contact:

Workshop organisation: MinnaMelleri, JA Europe: minna@jaeurope.org

Project coordination: Stefan Lilischkis, empirica: stefan.lilischkis@empirica.com



Roles in driving Entrepreneurship Education

Stakeholders were asked: "How can we, as a group and based on our role, encourage more EE?" Answers included the following:



Ministries of education

Ministries of Education are in a formal role responsible for the quality and content of education, and they can play a key role in the contact to educational institutions. They will provide access to the school system for entrepreneurship programme providers on the one hand; and on the other hand, by formally endorsing entrepreneurship programmes they are critical for the uptake of EE at school level. They will support teacher-training programmes.



Business or business association

The business community is the connection to build the future work force. Cooperation between education and business should be on a systemic basis to accelerate the change. They can empower young people, provide mentoring and role models and will provide financial support to initiatives. To be able to play this role, businesses also have to change their mind-set, cooperate more and be more involved in schools. Business can also provide funding to EE programmes and non-profit actors at a shorter notice than the public sector funding schemes that have a longer-term period.



Education or research organisations

Schools need to open their doors to businesses, mentors and joint projects, but the cooperation has to be on equal footing, and take into consideration also the needs of the education sector. Teachers need recognition and support from school management, parents and EE providers in order to provide students with high quality entrepreneurial programmes. Teachers have to be proactive and enterprising in order to foster the same in students



Ministries of economic affairs & other public organisations

Ministries of economic affairs and governmental agencies are in a prominent position to organise partners of all levels and provide financial incentives to projects and ecosystems supporting entrepreneurial youngsters. With a fundamentally different role than the Ministries of Education, the Ministries of Economic Affairs can push for new initiatives and new forms of cooperation in the field of EE.



Non-governmental or non-profit organisations

The business community is the connection to build the future work force. Cooperation between education and business should be on a systemic basis to accelerate the change. They can empower young people, provide mentoring and role models and will provide financial support to initiatives. To be able to play this role, businesses also have to change their mind-set, cooperate more and be more involved in schools. Business can also provide funding to EE programmes and non-profit actors at a shorter notice than the public sector funding schemes that have a longer-term period.



Online Surveys

Insightful findings from an online survey of workshop participants

The project conducted two online surveys among workshop participants: One before the event in order to gain insights about the current EE situation in participating countries and about participants' expectations for the workshop. The second survey evaluated the workshop.

88%

of the respondents agreed that they are **improving in the implementation** of EE.

93%

supported that entrepreneurship education is about broad cooperation and involvement of **actors from both the private and the public sector**

90%

agree strongly or somewhat that **research** regarding the short-term and long term **impact of EE** on students is important.

90%

of all respondents thought that too few teachers and school leaders are focusing enough on EE, and only 8 to 10% agreed that school leaders and teachers have **adequate competences**.

66%

of the respondents were aware of **EntreComp**; 27% said they were not aware of it.

25%

agree that they **follow the EntreComp framework** in their implementation of EE; 75 % have no opinion or disagree.

88%

confirmed that **European cooperation and support is important** in their own work.

40%

of the respondents thought their government has a **well-established strategy** for EE and only 32% agreed that the government has established **long-term funding** for EE.

Good practice cases



EntreComp in Action

This session sought to increase the understanding of the European Entrepreneurship Competence Framework (EntreComp) and how to make use of it in the local context. EntreComp was considered to be a positive signal for policy-makers, with a flexible and accessible format that can be used in different contexts.



YouthStart project

participants were generally positive about YouthStart. They considered it as systemic, comprehensive and effective. Negative points included complexity, bottlenecks in implementation, top-down implementation and affordability. The question was raised how such a project could be implemented in other countries.



Innovation Cluster for EE

Participants were positive about ICEE because it is evidence-based, proves positive impacts of EE and changed mindsets of teachers. On the other hand, participants noted that ICEE was conducted only in a limited number of countries, in countries further developed in EE, and that the self-assessment on which ICEE builds has limitations.



Main takeaways from the workshop

#

01

Main drivers of EE similar across countries



In order to overcome hindrances and to promote EE, the focus of policy makers should be on the following:

1. Establishing a broad policy platform and cross-ministerial collaboration; integrate EE in the curriculum with a clear progression.
2. Increased cooperation and involvement from national organisations, the business community and NGOs.
3. Continuous professional development of teachers, both pedagogy and methodology.
4. Create awareness and build knowledge among school leaders to create support for EE.
5. Create visibility, raise awareness about entrepreneurship education and keep parents informed and involved.

#

02

Key action points to increase participation in EE



1. More systematic support for teachers. Even though teacher training is a national matter, participants underlined the importance to have the same focus at EU level.
2. Develop and share tools and methods for EE. A process model of EE from primary schools to universities could be developed. Specific approaches for primary schools need to be further developed.
3. Raising awareness of EE, including the promotion of the EntreComp framework.
4. Pay more attention to vocational education and training.
5. Closer cooperation between ministries for education and for economic affairs.
6. Implement policy experimentation projects. This would need to be done at the governmental level in charge of education.

#

03

Policy recommendations to support EE



European-level action can be most effective in supporting the national EE needs and actions in the areas of research, awareness raising, training students and teachers, and developing cross-border initiatives to foster networks and communities of practice. This could include the following in particular:

1. Initiate more pan-European research on the impacts of EE.
2. Increase visibility of EE: awareness-raising among all stakeholders including the promotion of research, campaigns, online courses, and extra curricula activities.
3. Teacher training initiatives should be encouraged and supported. This can be European Summits, seminars or pan-European summer schools for educators.
4. Enhancing the building up of cross-border networks of students, teachers and EE experts.
5. Develop a quality seal for EE providers.
6. Creating communities of practice on EE methods and tools, e.g. in online platforms.
7. Benchmarking EE activities across Europe.

DISCLAIMER

The information and views set out in this report are those of the author(s) and do not necessarily reflect the official opinion of EASME or of the Commission. Neither EASME, nor the Commission can guarantee the accuracy of the data included in this study. Neither EASME, nor the Commission or any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.