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## Key facts



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



It is a joint activity undertaken 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 six peer-learning workshops in major European cities – three for entrepreneurship education and three for women's entrepreneurship.



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



Entrepreneurship education provides young people with the necessary skills to succeed in the global economy. Its benefits include job creation and a wider societal impact through contributing to creative and innovative citizens.

## Second Peer-Learning Workshop on Entrepreneurship Education

*From 5th to 7th November the second peer-learning workshop on Entrepreneurship Education took place in Tallinn hosted by the Estonian Ministry of Economic Affairs and Communications. 57 participants gathered in Tallinn to share knowledge, experience and ideas to advance Entrepreneurship Education with a specific focus on supporting teachers.*

The interactive workshop brought together stakeholders representing ministries and other governmental bodies, business organisations, non-profit sector representatives, educators and the European Commission. The twelve participating countries were Armenia, Bosnia and Herzegovina, Croatia, Estonia, Finland, Latvia, Lithuania, Moldova, Romania, Slovenia, Sweden and Ukraine.

The main topic discussed was teachers as the primary drivers of EE. Success stories of implementing EE strategies and of empowering schools were also highlighted.



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

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# KEY TAKEAWAYS



The following areas of action emerged from the co-creation process during the workshop:

- Teacher training is the key to increase EE in Europe. Stakeholders should consider setting up mentor networks among EE teachers across Europe.
- Support from the initial teacher training institutions in implementing EE is currently not sufficient.
- So far there has been a strong focus on EE as a tool for employability and job creation. To reach more educators, there should be more emphasis on entrepreneurship as a transversal competence (i.e. relevant to a broad range of occupations and sectors) and increased integration into subject learning.
- Principals play an important role as gatekeepers if schools want to focus on EE. However, in order to fill this role effectively, principals need training, mentoring and networks of experts.
- There is a need for more European research on the long- and short-term impact of EE for evidence-based national policymaking.
- EE activities among educators and students should be acknowledged better and certified. There is a need for more awareness-raising initiatives such as competitions, campaigns, recognising schools, teachers and principals among frontrunners.
- Benchmarking EE approaches and achievements across countries would be helpful to improve EE and EE policy-making.
- EE is about broad involvement from different sectors. The EU should consider a broader involvement of various Directorate-Generals regarding EE and consider using an external “hub” to coordinate EE-related activities.

Asked where their country currently stands on implementing EE on a scale from 0 to 10, workshop participants stated an average value of exactly 5.

**If 1 is the starting point , 5 is half way through and 10 is where we want to be with EE**

Mentimeter





# Online survey of workshop participants

45 participants and invitees of the workshop in Tallinn responded to a survey shared with them prior to the workshop.  
Some results are compared with a similar survey among participants in the first workshop in Budapest in March 2019.

49%

agree that their government has a well-established strategy for entrepreneurship education.

83%

of respondents agree that implementation of EE is improving in their country or region.

98%

support the statement that entrepreneurship education is about broad cooperation and involvement of actors from both private and public sector.

48%

agree that they monitor and evaluate our entrepreneurship education strategies and goals.

98%

agree that research regarding the long term impact of entrepreneurship education on students is important.

98%

agree there should be more teachers and leaders in educational institutions who consider entrepreneurship education important.

76%

agree that teachers should do more to ensure access to business people and entrepreneurs who can provide training and support in the classroom.

10%

agree that most teachers or school leaders have adequate competences in EE.

47%

agree that entrepreneurship education is included in most areas of vocational training.

86%

of the participants of the Workshop in Tallinn are aware of EntreComp, compared to 67% of the participants in the Budapest workshop.



## Online community

Throughout the project, an online community accompanies the discussions before, during and after the workshops. 62 participants and project team members joined the online community for the EE workshop in Tallinn. The community provided a valuable platform to inform the participants about the objectives of the event, discuss outcomes further and keep non-participating observers up to date with presentations and notes from the discussions on site.

The following screenshot from the online community provides an example of how workshop participants fine-tuned action-oriented outcomes from the workshop.

WHAT CAN WE DO TO DEVELOP TEACHER TRAINING IN ENTREPRENEURSHIP EDUCATION AT THE NATIONAL LEVEL?			
NEEDS	TARGET GROUP	WHAT	HOW
Resilience - new mindset Awareness - understanding EE Coaching instead of teaching Tools and awareness on skills Obtain skills Political will	Teachers, principals, trainers Students Entrepreneurs Local authorities Ministries Private sector Parents	Out-of-school work experience for teachers Cooperation between school heads and teacher across schools Identify indicators Stakeholders platform, clusters and network, at national, regional, local level (Re)new EE strategies Share success stories	Lobbying Learning skills through projects/PBL Teachers training led by universities, NGOs and entrepreneurs EE as a KPI Pilots in few areas/regions One organisation to lead on the EE strategy

## Next steps

Results of the peer-learning workshops will be compiled into recommendations for a new policy agenda that will be published at the end of the project in summer 2021.

The third peer-learning workshop in entrepreneurship education will be held in autumn 2020.

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