Peer-Learning Workshop in

Entrepreneurship Education

19th – 21st March 2019, Budapest

BACKGROUND PAPER

Key points for the quick reader

The purpose of this paper is to brief participants of the peer-learning workshop in Budapest on current, important issues in entrepreneurship education (EE) in Europe. The aim of the paper is to fuel discussions before and during the event.

❶ EE benefits: increased employability and more new businesses

Studies show that compared to their peers, EE alumni are at lower risk of unemployment and start more businesses later on. EE strengthens competences such as creativity, teamwork, self-efficacy, perseverance and leadership.

❷ Entrepreneurship education at schools does not "steal" time

One frequently heard concern about introducing EE in schools is that it may "steal" time away from other important subjects taught at school. A recent research project did not find any indications to support this concern, rather the opposite.

❸ EE in Europe improving – but a lack of established strategies

88% of respondents in a survey of participants from the Budapest workshop agree that their country or region is improving in the implementation of EE. However, only 40% think their government has a well-established strategy for EE.

❹ Three main European challenges

The European Commission recognises three main challenges for EE in Europe:
- entrepreneurial training and education for educators
- the assessment of entrepreneurial skills learnt by young people
- the strategy dimension at policy level.

❺ The European Commission recommends policies fostering EE

The European Commission aims for the following core actions to support EE:
- make EE a basic feature in education systems
- share ideas, knowledge, experience, and best practices
- develop EE models, common instruments, and projects with high added value.

On the importance of entrepreneurship education

Studies suggest that EE has a number of **positive impacts**. Compared to their peers, entrepreneurship education alumni are at lower risk of unemployment and they start more businesses later on [1]. Young people with entrepreneurship education are more likely to set up their own companies. Up to 20% of students who participate in a mini-company programme in secondary school will start their own companies later. That is five times higher than in the general population. Businesses started by these students are also more ambitious [2].

According to the recent ICEE research[3] and longitudinal studies conducted in Sweden[4] and Norway[5], it was observed that EE needed to be a deep-dive offering (with a significant number of hours) in order to have the intended effect on students' innovation capacity and job creation capability. These longitudinal surveys confirm that a practical entrepreneurial experience before leaving compulsory education can increase the start-up rate amongst alumni by between 30 and 50%. See also evidence from 91 national and transnational research projects [6].

Current state of entrepreneurship education in Europe

The **Global Entrepreneurship Monitor** survey suggests that we need more entrepreneurial education in order to develop the entrepreneurial competences as expected by European and national goals. Results for 2018 show that changes in the field of education are slow. EE during schooling years remains the weakest indicator in all economies.

The European Commission recognises three main **policy challenges** for EE in Europe:
- entrepreneurial training and education for educators,
- the assessment of entrepreneurial skills learnt by young people
- and the strategy dimension at policy level.

A study about "supporting the entrepreneurial potential of higher education" examined 20 exemplary universities in Europe [7]. It found the following key **practical challenges**:
- Assuring the quality of curricular and extra-curricular EE
- Assuring strong networks with external stakeholders
- Measuring the outcomes and impact of EE
- Overcoming reservations against EE

Evaluations indicate that **entrepreneurship courses** at universities are often too short. Developing competences such as creativity, perseverance, teamwork, leadership, and resourcefulness takes time, mentoring and practice. The perception is that learning *through* entrepreneurship is more impactful than learning *about* or *for* entrepreneurship.

Educators do not necessarily feel confident about their ability to deliver intensive EE. This is one of the main bottlenecks. Entrepreneurial teaching and learning extend beyond a traditional lecture hall setting; the methodology is a cross-disciplinary, experimental and collaborative approach; and it calls for different approaches to assessment. EE networks and intermediaries play a key role in supporting EE.

A frequently heard concern against introducing EE in schools is that it may "steal" time away from other important schoolwork. The **ICEE** project found no indications to support this concern. Even though some of the test schools were new to EE and had to put in significant effort and resources, they did not find any negative impact on learning in other subjects. Furthermore, ICEE results showed that learning in other subjects improved amongst the group of students with 100 hours or more involvement in EE.

Findings from an online survey of workshop participants

42 participants and invitees of the workshop in Budapest responded to an advanced survey. Key findings include the following (see also diagrams below):

- 88% of respondents agree strongly or somewhat that they are **improving** regarding the implementation of EE in their country or region.
- 93% support that entrepreneurship education is about broad cooperation and involvement of **actors from both private and public sector**.
- 90% agree strongly or somewhat that **research** regarding the short-term and long term impact of entrepreneurship education on students is important.
- Close to 90% of all respondents think that too few teachers and school leaders are focusing enough on EE, and only 8 to 10% agree that school leaders and teachers have **adequate competences**.
- 27% of the respondents are not aware of EntreComp, while 66% say they are aware of it. Asked if they follow the **EntreComp** framework in implementing EE in their country or region, close to 25% agree. 75 % have no opinion or disagree.
- 88 % confirm that **European cooperation and support is important** in their own work with EE.
- There is some way to go regarding governmental strategies. Only 40% of the respondents think their government has a **well-established strategy** for EE and only 32% agree that the government has established **long-term funding** for EE.

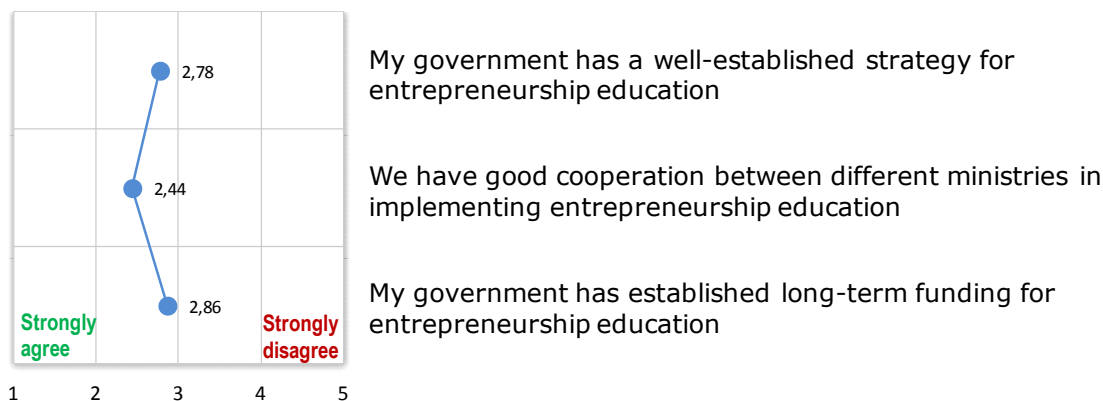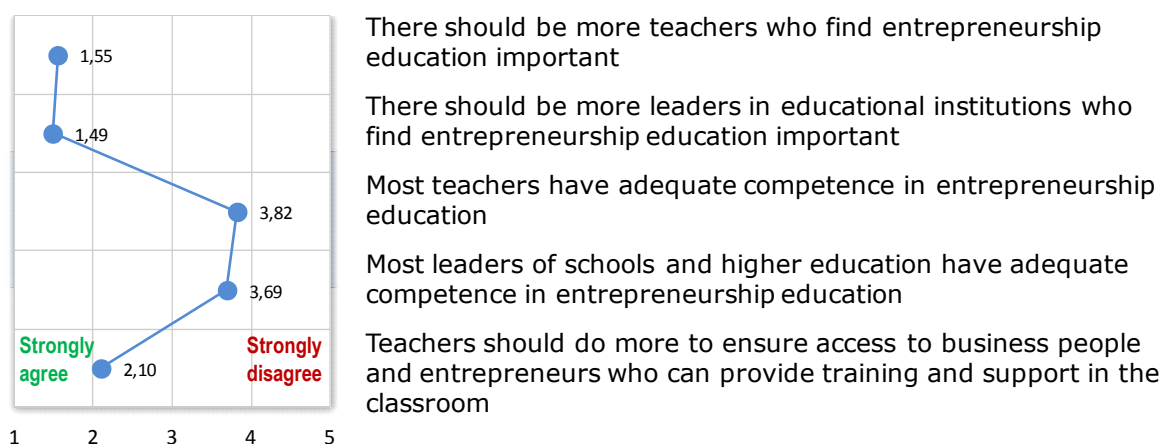*Diagram 1: Assessment of governmental policies on EE in selected European countries*

My government has a well-established strategy for entrepreneurship education

We have good cooperation between different ministries in implementing entrepreneurship education

My government has established long-term funding for entrepreneurship education

Diagram 2: Assessment of importance and competences in EE in selected European countries

There should be more teachers who find entrepreneurship education important

There should be more leaders in educational institutions who find entrepreneurship education important

Most teachers have adequate competence in entrepreneurship education

Most leaders of schools and higher education have adequate competence in entrepreneurship education

Teachers should do more to ensure access to business people and entrepreneurs who can provide training and support in the classroom

Source: Advance survey of participants and invitees of EE/WE workshop in Budapest, n = 42

Policy approaches and recommendations to foster EE

The European Commission aims for the following **core actions** to support EE:

- making EE a basic feature in education systems;
- sharing of ideas, knowledge, experience, and best practices among countries, stakeholders, and practitioners;
- developing models, common instruments, and projects with a high added value.

The Global Entrepreneurship Monitor recommends implementing strong co-orchestrated efforts in education to build entrepreneurial competences.

Specifically, to work well, EE requires continuous **engagement with the world of business**, which brings important knowledge and expertise. A multi-stakeholder approach is essential to sustain business-education partnerships over time and to support real-world extra-curricular activities such as innovation challenges and competitions. These are highly motivating for students.

For key policy recommendations from the EE-HUB – an international EE network of governments, businesses, NGOs, researchers and educators – see source (9).

Key resources

(1) European Commission (2012): Effects and impact of entrepreneurship programmes in higher education. Report. Directorate-General Enterprise and Industry.
(https://ec.europa.eu/docsroom/documents/375/attachments/1/translations/en/renditions/native)

(2) European Commission website on entrepreneurship education:
(http://ec.europa.eu/growth/smes/promoting-entrepreneurship/support/education_en)

(3) Johansen, Vegard (2018): Innovation Cluster for Entrepreneurship Education. ENRI-report. Paper No. 1/2018. (http://www.icee-eu.eu/the-research/final-report.html)

(4) Wennberg PhD, Karl; Elert, Niklas (2013, 2011): The Effects of Education and Training in Entrepreneurship.
(https://www.researchgate.net/publication/270764182_The_impact_of_entrepreneurship_education_in_high_school_on_long-term_entrepreneurial_performance)

(5) Spilling, Johansen, Storen (2015): Entrepreneurship training in Norway – status and the road ahead". Excerpt from Final report from research project on entrepreneurship education. NIFU Report 2/2015. (http://ja-ye.atom2.cz/form/download.ashx?FileId=168)

(6) European Commission (2015): Entrepreneurship education: A road to success. A compilation of evidence on the impact of entrepreneurship education strategies and measures.
(https://ec.europa.eu/docsroom/documents/8565/attachments/1/translations/en/renditions/pdf)

(7) Lilischkis, Stefan; Volkmann, Christine; Halbfas, Brigitte et al. (2015): Supporting the entrepreneurial potential of higher education. Final report and case studies from 20 European universities: (http://www.sepHE.eu)

(8) McCallum, Elin et al. (2018): EntreComp into Action: get inspired, make it happen. A user guide to the European Entrepreneurship Competence Framework.
(https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence)

(9) EE Hub policy recommendations:
(http://www.ee-hub.eu/component/attachments/?task=download&id=492:EE-HUB-Policy-Recommendations-web)

For more information about the overall project please see http://www.ee-we.eu.

For questions and comments, please contact Minna Melleri (minna@jaeurope.org) or Stefan Lilischkis (stefan.lilischkis@empirica.com).