



Policy Recommendations

MOVING ENTREPRENEURSHIP EDUCATION FORWARD IN EUROPE

- April 2017 -

THE EUROPEAN ENTREPRENEURSHIP EDUCATION NETWORK (EE-HUB.EU)

Introduction

'Sense of initiative and entrepreneurship' can be broadly defined as the capacity to turn ideas into action, ideas that generate value for someone other than oneself. Sense of initiative and entrepreneurship is a transversal key competence, which every citizen needs for personal fulfilment and development, active citizenship, social inclusion and employment in the knowledge society. (Entrepreneurship Competence Framework, 2016).

Entrepreneurship education has long been a policy priority at EU level, underlined in a succession of strategic EU documents and communications including the Key Competences Framework for Lifelong Learning Europe 2020, the Small Business Act and most recently, the New Skills Agenda. In the Entrepreneurship Action Plan 2020 and the Rethinking Education Communication, the European Commission recommends all young people should have a practical entrepreneurial experience before leaving school.

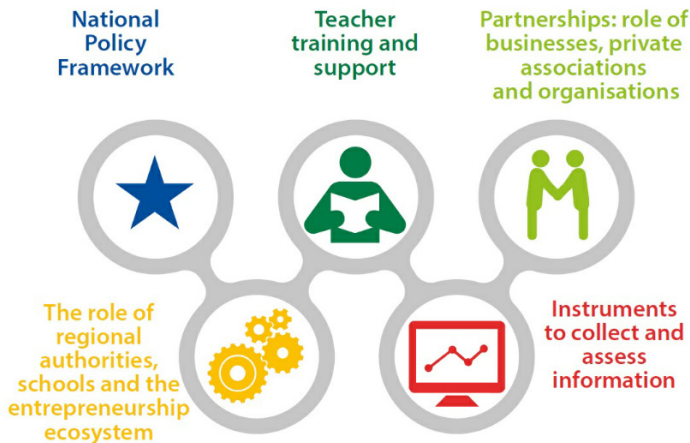
Still, the European Commission Overview of Employment and Social Developments in Europe in 2015 reveals that "the lack of entrepreneurship education remains a significant bottleneck to stimulating self-employment and entrepreneurship in the EU." The COSME programme specifically underlines the importance of investment in the development of entrepreneurial skills and competences at all levels of education.

The EURYDICE report on Entrepreneurship Education released in 2016 clearly shows that the "uptake" of entrepreneurship education in the EU has a significant way to go. Only 11 Member States have made it an explicit priority so far. The European Parliament, in its resolution Promoting youth entrepreneurship through education and training from September 2015, underlines the necessity for education systems to include entrepreneurship as a priority in the national education curricula, and at the same time the need for teacher training to increase the uptake of entrepreneurship education in European schools. A meta-study of impact research and important case studies from across Europe, Entrepreneurship Education: The Road to Success (2015) published by DG Growth is a key compendium for policy makers and practitioners who want to know what works and what doesn't. Furthermore, at European level, the European Parliament calls upon the European Commission to support a European entrepreneurship education network along the lines of EE-HUB.EU.

About the EE-HUB

The European Entrepreneurship Education NETWORK (EE-HUB) was launched in May 2015. With 40+ experts from more than 20 countries, it is a unique advisory group for policy-makers. The EE-HUB engages in outreach and awareness activities across several work streams (i.e. national strategies, partnerships with business, support for teachers and the role of regional authorities).

The field of entrepreneurship education is driven by a whole ecosystem of interconnected stakeholders and partnerships including the EU institutions, national governments, NGOs, businesses and, of course, schools and universities.



The EE-HUB experts have put forward 60 ‘good practices’ summarized in canvas templates (www.ee-hub.eu) providing a snapshot of the selected initiatives. In their discussions, EE-HUB experts concentrated on their success factors, which served as a background for the following policy recommendations.

“The lack of entrepreneurship education remains a significant bottleneck to stimulating self-employment and entrepreneurship in the EU.”

European Commission, DG for Employment, Social Affairs and Inclusion, Employment and Social Developments in Europe 2015.

1. Policy Recommendations for the European institutions and bodies

EU INSTITUTIONS SHOULD:

- Increase attention and focus on the main objective, which is to increase uptake of entrepreneurship education at all levels of education and within all target groups
- Set European targets for participation in entrepreneurship education (% of schools and % of students); follow up on the EU recommendation that every student should have at least one practical entrepreneurship education experience before leaving compulsory education
- Encourage peer-learning between countries to advance entrepreneurship education; help with expertise, guiding frameworks, and existing materials for teachers; raise awareness on good practices; as well as recognise and reward efforts and initiatives in Europe
- Organise activities to raise awareness of the benefits of entrepreneurship and entrepreneurship education involving SMEs and their intermediary organisations
- Building on the experience of the current EE-HUB project, support the establishment of a permanent European Hub or Centre for Entrepreneurial Learning with a clear, agreed-on business plan, and long-term funding strategy. This Hub would have the support of both the private and public sectors, the European Parliament, the European Commission and involve as many stakeholders as possible

“The establishment of the European Entrepreneurship Education NETWORK is a further milestone towards a more entrepreneurial Europe. I am confident that this new EE-HUB will help to inspire a change in mindsets, facilitating our readiness for the knowledge society and creating an environment where new ideas can prosper.”

Joanna Drake, Deputy Director-General, DG Environment (former Director for Entrepreneurship & SMEs, DG Internal Market, Industry, Entrepreneurship and SMEs)

TOWARDS A PERMANENT EUROPEAN HUB

Building on the achievements of the existing EE-HUB, the new European Hub would become the main European platform serving the achievements of the above objectives and measuring progress across Europe.


EE-HUB's mission

- Promote and support collaboration between business, education and NGOs; improve access to entrepreneurship education for marginalised groups
- Recommend a progression model in entrepreneurship education and seek consensus around it
- Coordinate the development of a common validation and certification system for entrepreneurship education for teachers and students, as well as European competence-based assessment tools
- Map research efforts in Europe and disseminate results
- Ensure peer learning between countries to advance entrepreneurship education
 - Serve as a know-how and support centre for policy-makers
 - Identify, recognize, and centralise existing good practices in Europe
 - Collect, develop and disseminate tools and methods to be used in the classroom
 - Develop and encourage use of technologies and blended learning tools for teachers and students
 - Develop and maintain quality assurance instruments
 - Support initial teacher training and continuous professional development in entrepreneurship education
 - Seek out a good legal/financial framework to support practical entrepreneurship experiences at school (handling money and insurance, for example)
- Raise awareness, recognize and reward efforts and initiatives that support entrepreneurship education, including but not limited to:
 - Annual Summits for Entrepreneurship Education
 - Entrepreneurial School Awards
 - European events for students
 - Promoting and strengthening the cross-border and global dimension of entrepreneurship education

2. Policy Recommendations for Governments

GOVERNMENTS SHOULD:

- Facilitate a broad policy platform for the work on entrepreneurship education: cross-ministerial collaboration, with the Ministry of Education in a leading role and with players from as many public domains as possible
- Maintain strong stakeholder relations; create win-win situations as well as involve stakeholders in designing, planning, implementing and evaluating policy and activity
- Establish long-term national funding
- Leverage entrepreneurship education throughout national strategy, in all relevant areas (education, integration, job creation, employment, innovation...)
- Provide support, work on all educational fields and set up a clear progression
- Provide for entrepreneurship education in initial teacher training as well as in continuous professional development for teachers
- Map activity, monitor progress and measure impact
- Create visibility for and raise awareness of the importance of entrepreneurship education
- Work to ensure local and regional authorities are also acting to support entrepreneurship education in their priorities
- Collaborate with governments in other countries in order to progress entrepreneurship education



More particularly, we invite National/Regional Governments to be aware of the following dimensions in order to move ahead with entrepreneurship education in a structured and efficient way.





To build a broad policy platform for the work on entrepreneurship education

- Set concrete targets for penetration of entrepreneurship education in each educational level and improve access for all students including students with disabilities, socially disadvantaged students and immigrant students
- Strengthen the ‘key competence approach’ to entrepreneurship education in national and school-level curricula
- Focus on entrepreneurship education as a broad concept and include social entrepreneurship, business ethics, financial education, digital skills, technologies, citizenship, and knowledge of the legislative process and institutions

To maintain strong stakeholder relations

- Involve teachers, headmasters and staff, students, student-associations and other groups as agents of change in the systems
- Understand and recognize the key role NGOs play and can play as practitioner entities responsible for implementation and national support
- Seek broad engagement from organisations such as employers’ organisations, unions, chambers of commerce and industry and other national organisations from the financial or start-up community that can support and strengthen dimensions in entrepreneurship education
- Have strong involvement from businesses, particularly SMEs, and acknowledge the contribution from the private sector. There is an increased need to develop and maintain sustainable partnerships between the business community and education in order to provide practical entrepreneurial experiences: this should be encouraged and supported by the national authorities

Cooperate effectively with regional structures and authorities which may have specific resources available, good practices in place as well as other contributions to the entrepreneurship education ecosystem.



To establish long-term national funding

- National budget earmarked for entrepreneurship education and funding streams to schools
- Consider tax incentives for businesses which support entrepreneurship education
- Encourage the use of instruments like Erasmus+ and European Social Funds

To leverage entrepreneurship education throughout the national strategy

- Entrepreneurship education plays a key role in skills development and school engagement
- Entrepreneurship education in schools can be an important integration strategy for marginalised students
- Establish support for start-ups at the micro-stage and create links between the start-up ecosystem and entrepreneurship education
- Support the creation of links and partnerships between SMEs, educational institutions and NGOs working with marginalised youth

To work on all educational fields and set up a clear progression

- Support the education sector while respecting its autonomy and acknowledging teachers' roles and responsibilities
- Leverage the entrepreneurship competence framework developed at European level within the national qualification framework
- Implement entrepreneurship education as cross-curricular, with initiatives at all education levels and in all educational fields through a progression model
- Encourage the involvement of entrepreneurs and the business community in the design and delivery of programs and activities
- Ensure career guidance for young people who want to pursue entrepreneurship
- Support young people who are launching a business (e.g. develop a specific student-entrepreneur status)

To provide entrepreneurship education in initial and continuous teacher training

- Seek out/develop user-friendly tools, materials, methods and programs at all levels for teachers and students
- Encourage teachers to implement entrepreneurship education not only as a course content but as a teaching method
- Implement in-company internships for teachers and expose them to entrepreneurship education programmes (mini-company programs, etc.)
- Implement quality assurance instruments
- Recognise training in entrepreneurship education within the European Credit Transfer and Accumulation System (ECTS)
- Include entrepreneurship education in all areas of training subjects

To map activity, monitor progress and measure impact

- Map the spread and measure the impact of entrepreneurship education initiatives
- Build in targets and measures against which to evaluate and monitor national plan
- Introduce national assessment instruments for students (and teachers)
- Ensure both the formal and informal learning pathways in entrepreneurship education are validated; in this way competitions, innovation camps, trade fairs and other cooperation with the local community (including businesses and other actors) are encouraged
- Encourage investment in impact research and longitudinal studies

To create visibility for and raise awareness

- Promote and encourage awareness-raising activities at national level
- Promote activities aimed at raising awareness of the benefits of entrepreneurship and at enhancing the perceptions of the role of entrepreneurs within the society

3. Policy Recommendations for Education Institutions

WITHIN THE NATIONAL POLICY, EDUCATION INSTITUTIONS SHOULD:

- Make entrepreneurship education part of the school's strategy and communicate those plans to teachers, students, parents and the local community
- Allocate for CPD for teachers and routines for teacher recognition and awareness
- Encourage teachers and students to collaborate and share their knowledge and experience
- Encourage networking among headmasters and teachers nationally or cross-border
- Review and assess activities in order to measure progress




“75% of teachers consider they do not get rewarded for improving teaching and being innovative.”

OECD, Talis

MORE PARTICULARLY, EDUCATIONS INSTITUTIONS ARE INVITED TO:

- Move towards an ‘ecosystem approach’ that supports schools, headmasters and teachers as they develop entrepreneurship education and foster stakeholder involvement
- Encourage an entrepreneurial culture in schools where everyone inside the education institution as well as local organisations (NGOs, local authorities, parents and students associations, businesses, etc) are involved and aware of their role
- Ensure headmasters play a leadership role and share in the responsibility for entrepreneurship education at their institution
- Establish partnerships and networks with the local community, chambers of commerce, business intermediary organisations, and SMEs
- Involve the local community (including local entrepreneurs, business people, chambers of commerce, business intermediary organisations, community organisations...) in the design and delivery of entrepreneurship education and related activities
- Integrate entrepreneurship education in different subjects, as a natural part of the curriculum. Promote the combination of entrepreneurship with other skills (digital, STEM)
- Raise awareness among teachers of the importance of integrating entrepreneurship education in the curriculum
- Offer practical, well-tested hands-on entrepreneurship education methods (e.g. mini-companies)
- Offer incentives and/or awards for students that stand out for their entrepreneurial spirit and competences. Use media to create visibility for activities, achievements and ‘success stories’. Organise seminars or conferences in which entrepreneurs share their experience with students in order to inspire and motivate them
- Involve marginalized students in entrepreneurship education and provide them with the necessary support
- Train teachers to enable them to effectively integrate entrepreneurial learning in the subjects they teach



“Nearly 40% of companies report difficulty in finding staff with the right skills.”

Cedefop, 2013

4. Policy Recommendations for the Business Community and its intermediary organisations

THE BUSINESS COMMUNITY AND ITS INTERMEDIARY ORGANISATIONS SHOULD:

- Collaborate in the successful design and implementation of entrepreneurship education
- Co-operate with relevant public authorities, NGOs and education institutions to raise awareness of the benefits of entrepreneurship and of the positive role that entrepreneurs play in the society
- Partner with local schools, VET and universities: activities such as mentoring teachers or students, school visits, open days, special events and competitions, internships and/or apprenticeships



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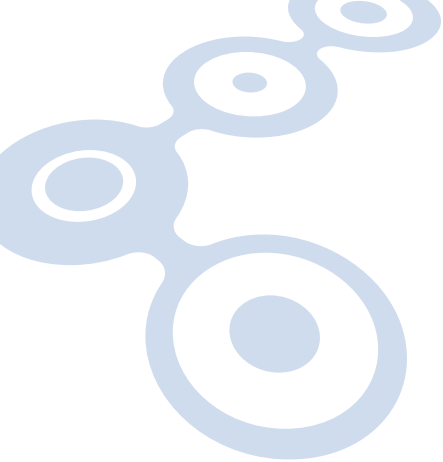
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