



Entrepreneurship Education in Europe

**2015 edition – Final scoping note
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Nota bene

This final scoping note is a revision of the draft scoping paper discussed during the Eurydice National Heads of Unit meeting end of September 2014. It has been finalised based on the results of these discussions and in further collaboration with the European Commission (DG EAC and DG ENTR).

POLICY CONTEXT AND OBJECTIVES

Developing entrepreneurial skills from an early age is a key element of the political agenda of the European Union, particularly in the economic context of higher youth unemployment. For instance, entrepreneurial skills are emphasized in the European Commission Communication on Rethinking Education (European Commission, 2012), which also invites Member States to give young people the opportunity to have at least one practical entrepreneurial experience before leaving compulsory education. The Entrepreneurship 2020 Action Plan (European Commission, 2013a) also stresses the importance of entrepreneurship education.

It is important to mention that entrepreneurship education is an Italian presidency (second semester of 2014) priority. Hence, the Education Committee has been discussing entrepreneurship education during autumn 2014 and Council Conclusions are expected before the end of the year. These conclusions will make reference to the forthcoming Eurydice report which aims to enrich the evidence base on entrepreneurship education. Priorities expressed in the Council Conclusions have been taken into account in the finalisation of the scope of the present report.

Comparative research and the development of indicators in this field are still scarce. However, policies on entrepreneurship education are under development in almost all European countries. Developing knowledge and understanding of how to enhance entrepreneurial skills is needed. Also, the need for regular analysis and updates to support the exchange of practices and development of policies is evident.

Therefore, and based on the experiences from previous Eurydice reports ⁽¹⁾ addressing entrepreneurship education, this new analysis aims at updating relevant information on strategies, curricula, learning outcomes and teachers education. It also aims to go further into the research gaps and information lacunas identified by the Expert Group on Indicators on Entrepreneurial Learning and Competence ⁽²⁾ including on themes such as partnerships, assessment of learning outcomes, teacher education and funding schemes. This expert group developed a set of priority indicators to monitor entrepreneurship education and also expressed the need for regular updates on those indicators, some of which are part of the coming Eurydice data collection and which might be repeated in the future.

The report will also build on the work carried out by the former Thematic Working Group on Entrepreneurship Education and the current Working Group on Transversal Skills ⁽³⁾, particularly regarding learning outcomes.

CONTENT AND COVERAGE OF THE REPORT

The report will build on a common working definition of entrepreneurship education, in order to get a common and solid understanding of the issue. Additionally, and in order to better understand national approaches to entrepreneurship education, the report may also explore how entrepreneurship education is defined at national level, i.e. in related strategy and other policy documents.

As in the 2012 Eurydice report (EACEA/Eurydice, 2012), the background for this is the 2006 Recommendation of the European Parliament and the Council on Key Competences for Lifelong Learning, which identified 'sense of initiative and entrepreneurship' as one of eight key competences:

⁽¹⁾ The first one was a summary of data from Eurydice National Units: *Entrepreneurship in Education in Europe. Explicitly recognised in curricula of upper secondary general education*. October 2006. The second one was based on a Question/Answer forum.

⁽²⁾ The group was created in December 2012 by the European Commission to assess existing data sources that can support indicators of entrepreneurship education and to define a framework of monitoring indicators that will allow for an assessment of the extent of current entrepreneurship education activity across Europe. The group includes a dozen of members from different institutions including the European Commission (DG EAC and DG ENTR), EACEA (A7), SEECEL, JA-YE Europe, ETF, GEM, and OECD.

⁽³⁾ In the framework of the Open Method of Coordination, this group was established by the European Commission from 2011 to 2013, composed of national experts nominated by Member States, Candidate countries and EFTA countries, to exchange on and promote entrepreneurship education in their respective countries and at European level. A new generation of Working Groups is taking up the work with a new mandate from 2014 to 2015 and in new constellations, merging groups with strong thematic links.

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social and commercial activity. This should include awareness of ethical values and promote good governance. (4)

Work undertaken since 2006 has led to a more precise operationalization of the understanding of entrepreneurship as a key competence. The definition used by the former Thematic Working Group on Entrepreneurship Education, and which is based on a framework definition agreed by an international working group on entrepreneurial learning, will thus serve as common working definition for the forthcoming report:

Entrepreneurship education is about learners developing the skills and mindset to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective.(5)

The report will partly build on indicators presented in the 2012 Eurydice report. In addition, in some key areas, it intends to go deeper in the level of analysis. Some new areas, identified through the past work on the topic, are also included. Finally, some of the questions respond to the need for qualitative indicators identified by the Expert Group on Indicators on Entrepreneurial Learning and Competence.

Coverage

Geographical coverage

The report will cover all the members of the Eurydice Network (EU-28 Member States, Iceland, Liechtenstein, Norway, and Turkey) and possibly Bosnia and Herzegovina, Montenegro, the Former Yugoslav Republic of Macedonia and Serbia.

Educational levels

It will cover school education: primary education and general and vocational school-based secondary education (ISCED 1, 2 and 3). With regard to the precise coverage of vocational school-based secondary education, and in line with the objectives of entrepreneurship education as transversal key competence for all students, the coverage will be limited to the branches common to ALL students in vocational school-based education (core curriculum), and to optional subjects available to ALL students, regardless of the particular vocational branch they are following. Branches that are essentially devoted to entrepreneurship education as a career path, such as business studies, will not be considered, as this moves us away from the analysis of entrepreneurship as a transversal key competence.

The scope will also be broadened to higher education (ISCED 5-7) for some areas (1. Strategies and 5. National funding schemes).

(4) Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC), OJ L 394, 30.12.2006, p. 10.

(5) Agreed on in Geneva on 18 January 2012 by a working group that included representatives from ETF, GIZ, ILO, UNESCO and UNEVOC.

1. Specific national (regional) strategies and broader education strategies

The question of the existence of a specific national strategy for entrepreneurship education had already been tackled in the 2012 Eurydice report (Figure 1.2) and will therefore partly be an update. However, the present report aims to go deeper in the analysis of strategies and to look at some specific aspects not covered in the previous report.

School education (primary, general secondary, school-based vocational secondary) and higher education will be covered in this section of the report.

1.1. Existence of strategies

The question on the existence of a strategy for entrepreneurship education will be based on the definition included in the Oslo Agenda for Entrepreneurship Education in Europe (European Commission 2006):

'Launch national strategies for entrepreneurship education, with clear objectives covering all stages of education. Such strategies should call for the active involvement of all relevant actors (public and private), and establish a general framework while defining concrete actions. These will range from the inclusion of entrepreneurship into the national curricula to providing support to schools and teachers. The overall goal will be to ensure that young people can progress coherently in acquiring entrepreneurial competences across all stages of the education system.'

Differences between having such a strategy for entrepreneurship education and having a programme or other measures will be highlighted. Besides, enabling factors, in particular allocated resources and implementation guidelines, will be examined.

The analysis will also be enriched by using the progression model (European Commission, 2010), elaborated by the High Level Reflection Panel on Entrepreneurship Education, which distinguishes between different stages of strategy development (pre-strategy, initial strategy development, strategy implementation and consolidation, development of practice, and mainstreaming). This model will help the analysis, but will not be used to assess the progression in individual countries.

Other strategic approaches as well as national/central policy and guidance documents in school education and higher education ⁽⁶⁾ will be looked at, if they are deemed to have a significant impact on entrepreneurship education in the country.

1.2. Partnerships with other stakeholders

The part on strategies will include a specific question on partnerships, namely whether the strategies involve partnerships with other public, private and non-governmental sectors/stakeholders on entrepreneurial learning. The aim is to analyse whether entrepreneurship education has achieved a cross-departmental status in policy documents and to view the position of entrepreneurship education in broader employment and/or economic growth strategies.

1.3. Monitoring frameworks

Finally, it will be asked whether the strategies are being evaluated and how: Is a monitoring framework built to measure the implementation of the strategy, assess objectives' attainment and feedback into the national policy making process?

⁽⁶⁾ See for examples guidance on HE in DK and UK: 1. Danish Foundation for Youth Entrepreneurship-Youth Enterprise 2. HE QAA Guidelines in UK: <http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>

2. Entrepreneurship in curricula

This part will build on the detailed analysis carried out in the 2012 Eurydice report, which looked at the explicit integration of entrepreneurship education into curricula and its form (as cross-curricular theme, integrated within subjects, or taught as separate subject). It will also further develop the analysis of learning outcomes.

This section will cover school education (primary and general secondary and school-based vocational secondary).

2.1. Embedding entrepreneurship in the curricula

Entrepreneurship will be considered as embedded in the curricula only if at least the two following elements are included and combined in the curricula, as a regular part of it:

1. *Developing those personal attributes and transversal skills that form the basis of an entrepreneurial mindset and behaviour (creativity, sense of initiative, understanding of risk, self-confidence, independence, ideas generation etc.);*
2. *Using practice-based methods, where students are involved in project work and/or in activities outside the classroom/school (linking them with the business world or with the local community);*

Furthermore, the two following elements build on the two first ones, although they will not be obligatory in considering entrepreneurship as being embedded in the curricula:

3. *Raising students' awareness of self-employment and entrepreneurship as possible career options;*
4. *Providing basic business skills and knowledge for self-employment, and how to start and successfully develop a commercial or social venture.*

Consequently, the reference to general learning objectives, such as problem solving and team work, will not, on its own, be considered here as entrepreneurship education in the curricula, as they are valid for all subjects. Only if transversal entrepreneurial learning objectives (1) are developed in the context of an entrepreneurial methodology (2.), can the wider aims of entrepreneurship education be achieved i.e. the capacity to turn ideas into action. In the same way, information on the world of work, job-shadowing and traineeships in a company, for example, do not correspond to what is meant here by entrepreneurship education.

2.2. Provision of one Practical Entrepreneurial Experience for each learner

In view of the Commission Communication on Rethinking Education calling European countries to provide at least one 'Practical Entrepreneurial Experience' for each learner during compulsory education, this report will give the opportunity to collect information on national policies, and to explore whether 'Practical Entrepreneurial Experiences' have been included in the national curricula or not. *"A practical entrepreneurial experience is an educational experience where the learner has the opportunity to come up with ideas, identify a good idea and turn that idea into action. It should be a student led initiative either individually or as part of a small team, involve learning-by-doing and should produce a tangible outcome. The aim of such an opportunity is for learners to develop the skills, confidence and capability to spot opportunities, identify solutions and put their own ideas into practice (7)." Additionally, it should be emphasized that, by its very essence, such practical entrepreneurial experience cannot be limited to a classroom project inside the school, but will necessary mean going out of the school and into the local community and business world*

(7) First mentioned in the Rethinking Education Communication. Current definition elaborated in the EACEA call for tender for policy experimentations on practical entrepreneurial experiences to be found at https://eacea.ec.europa.eu/sites/eacea-site/files/documents/ka3-14-guidelines-for-applicants-final_en.pdf

and linking up with the local stakeholders (e.g. by setting up a project with the local community and/or local business, or by setting up and running a mini company).

2.3. Learning outcomes (knowledge, skills and competences)

A central part of the report will be dedicated to learning outcomes related to entrepreneurial skills, their explicit inclusion within curricula and pupil assessment being two of the strongest indicators of embedding entrepreneurship education.

It will address whether learning outcomes are clearly defined, to help teachers and educators in building teaching units and series as well as related assessment methods to measure progress in the acquisition of entrepreneurial knowledge, skills and competences.

The report will analyse whether national curricula have been unpacking the rather broad concept of entrepreneurial skills, breaking them down into identifiable, smaller and consistently linked units⁽⁸⁾, such as shown in some existing competence frameworks for entrepreneurial skills, e.g. in the European project ASTEE⁽⁹⁾.

This section will cover school education (primary and general secondary and school-based vocational secondary).

3. Teacher education and support

Teachers and educators are on the frontline to enable entrepreneurial learning, but can only develop entrepreneurial skills among students if they are themselves familiar with it and understand the educational rationale. The European Commission therefore recommends that *'Every student teacher and existing teacher should benefit from at least one experience of training on the key topics and methods related to entrepreneurial learning and entrepreneurship education during their career.'* (European Commission 2013b, p. 3)

The report will explore the existence of policies and frameworks for teacher education in entrepreneurship as well as of other support, i.e. through teaching materials.

This section will cover school education (primary and general secondary and school-based vocational secondary).

3.1. Policy and/or framework for teacher education

The field of teacher education (initial teacher education and continuous professional development) is characterised by a diversity and autonomy of providers. Therefore, the report will focus on the analysis of policy documents at national level, recommending, for example, the training of teachers in entrepreneurship education by including didactic elements (e.g. the use of practice-based methods, where students are involved in project work and/or in activities outside the classroom) in the general training portfolio.

3.2. Support for teachers and teaching materials

The topic of practical guidelines and teaching materials has already been addressed in the 2012 Eurydice report (Figure 3.3). For this report, the question and aspects looked at will be refined. A question could be added on whether national educator/teacher networks for exchange of ideas and practices in entrepreneurship education have been created or supported.

⁸ At European level, this is being taken forward by IPTS on behalf of the European Commission as a deliverable of the ET2020 WG on Transversal Skills

⁹ <http://www.asteeproject.eu/>

4. National funding schemes

This topic was not tackled in the previous Eurydice report. It will analyse whether financial means are allocated to the development of this policy area, including the concrete implementation of entrepreneurship education projects, at which educational level and how.

School education (primary, general secondary, school-based vocational secondary) and higher education will be relevant for this section of the report.

5. National descriptions

The precise methodology of the national descriptions will be developed together with the data collection tool, and their content will aim at reflecting the main elements of the comparative report, on 1-2 pages per country.

SOURCES/METHODOLOGY

Data will be collected via a questionnaire, elaborated by A7 and commented by Eurydice National Units and the European Commission (DG EAC and DG ENTR) during the data collection pilot phase (between mid-February and the beginning of March 2015). Information mainly stems from central level, official steering documents.

Eurostat and other statistical data will be included if relevant.

TIMETABLE

This indicative timetable is proposed in line with the scope and general timing suggested by DG EAC. The date of publication will be decided later on in agreement with DG EAC.

Action	Period	YEAR
Elaboration of scope of the report in close collaboration with DG EAC and Eurydice NUs.	Last trimester	2014
Final scope will be ready and submitted to DG EAC and NUs in December for agreement.	December	
Elaboration of the draft data collection tool and definitions.	January - Mid-February	2015
Data collection pilot phase with NUs and DG EAC.	Mid-February – Early March	
Finalisation of the data collection tool.	Early March – Mid-March	
Data collection.	Mid-March - April	
Drafting of the report.	May – Mid -September	
Checking of the draft report.	Mid-September- Mid October	
Inclusion of comments received in the report.	Mid-October – Mid-November	
Final quick reading of the report.	November (two last weeks)	
Finalisation of the report.	By end of December	

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