European Activities in Entrepreneurship Education

From Oslo 2006 to European Education & Training Strategy 2020

SIEC Denver Conference 2012

Friederike Soezen, Austrian Federal Economic Chamber
The strategic goal of Lisbon 2000: 

to become the most competitive and dynamic 
knowledge-based economy in the world.
8 Key Competences

The *Key Competences for Lifelong Learning - A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competencies
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression
Sense of initiative and entrepreneurship - the ability to turn ideas into action. This involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of their work and is able to seize opportunities which arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity.
Essential knowledge, skills and attitudes related to 7\textsuperscript{th} key competence

- **Necessary knowledge:**
  - ability to identify available opportunities
  - a broad understanding of the workings of the economies and challenges facing an employer or organisation
  - awareness of the ethical position of enterprises

- **Necessary skills:**
  - ability to plan, organise, manage, lead, evaluate
  - effective representation and negotiation
  - ability to work both as an individual and collaboratively in teams
  - ability to judge and identify one’s strengths and weaknesses, to assess and take risks

- **Necessary attitude** is characterized by:
  - initiative, independence, motivation and determination to meet objectives, pro-activity, innovation in personal and social life
The Oslo Agenda for Entrepreneurship Education, 2006

- Oslo 2006, conference on “Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning”
  Aim of conference: exchange experiences and good practice and discussion how to move forward in promoting entrepreneurship education.


- 2011 European Training Foundation: Enabling Teachers as a Critical Success Factor - a report on Teacher Education and Training
Eurydice: Thematic Study on entrepreneurship education at school in Europe

- 2012, Entrepreneurship Education in Europe, Thematic Study by EACEA Education, Audiovisual & Culture Executive Agency

- **scope:**
  - 31 European countries
  - primary (ISCED 1) and general secondary (ISCED 2-3) education
  - public sector
  - school year 2011/2012
National strategies and action plans

- Launch of strategies for the implementation of EE 2000 - 2011

Source: Eurydice.
National/Regional strategies and initiatives to implement entrepreneurship education in the compulsory education system, 2011/12

- Ongoing initiatives
- Specific strategy
- Part of a broader strategy
- No strategy nor ongoing initiatives

European Commission

Geht’s der Wirtschaft gut, geht’s uns allen gut.
Integration in steering documents

Approaches to the integration of entrepreneurship education in central steering documents in primary education (ISCED 1), 2011/12

Source: Eurydice.

Cross-curricular
Elective separate subject or part of elective subjects
Compulsory separate subject or part of compulsory subjects
Not explicitly integrated
Integration in steering documents

- **Primary education (ISCED 1)**
- Cross-curricular approach prevails
- Where integrated in subjects: mostly compulsory
- Mostly subject category social sciences
- No separate subject for entrepreneurship education
Integration in steering documents

Approaches to the integration of entrepreneurship education in central steering document, 2011/12

- Cross-curricular
- Elective separate subject or part of elective subjects
- Compulsory separate subject or part of compulsory subjects
- Not explicitly integrated

Eurydice

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Subjects integrating entrepreneurship education in lower secondary education (ISCED 2)

- Entrepreneurship:
  - not compulsory: BG, DK, ES  compulsory: LT, RO

- Economics, Business studies and Career education:
  - not compulsory: BE, DE, IE, FR, UK/ENG
  - compulsory: CZ, DK, LV, SK, UK/WLS, UK/NIR

- Social Sciences:
  - not compulsory: UK/ENG
  - compulsory: CZ EE, LV, LT, AT, PL, LI, NO

- MINT:  compulsory: LV, LT, AT, PL  Others: LV (art and music)
Subjects integrating entrepreneurship education in upper secondary education (ISCED 3)

- Entrepreneurship:
  - not compulsory: BG, LT, AT, SI, SE, NO, TR  compulsory: PL

- Economics, Business studies and Career education:
  - not compulsory: BE/FR&DE, DE, EE, IE, EL, ES, LV, SI, UK/ENG, LI
  - compulsory: HU, AT, SE, UK/WLS, NIR

- Social Sciences:
  - not compulsory: FR, PT, UK/ENG
  - compulsory: DK, EE, LT, AT, PL, SK, SE, LI

- MINT: not compulsory: RO  compulsory: LT, PL, SE

- Others (Ethics, French): not compulsory: LV compulsory: LU
Definition of learning outcomes for entrepreneurship education in primary and secondary education (ISCED 1-3)
Learning outcomes

- **Attitudes**
  - General: Self-awareness, self-confidence
  - Specific: Initiative, risk, creativity

- **Knowledge**
  - Career opportunities, world of work
  - Economic and financial literacy
  - Business organisation and process

- **Skills:**
  - Transversal: communication, planning, teamwork
  - Practical: exploring business opportunities
Learning outcomes

Focus on compulsory learning outcomes related to entrepreneurial attitudes, knowledge and skills in secondary education (ISCED 2-3), 2011/12

Attitudes

Knowledge

Skills

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Learning outcomes

- In primary: mostly linked to attitudes
- In primary and secondary: specific entrepreneurial attitudes are the most defined and are often compulsory
- Entrepreneurial knowledge increasingly pursued from lower to higher educational levels
- Practical entrepreneurial skills only in secondary
Implementation guidelines for entrepreneurship education

Provision of concrete implementation guidelines and teaching materials for entrepreneurship education, 2011/12

- Teaching materials
- Central implementation guidelines
- No central implementation guidelines

Geht's der Wirtschaft gut, geht's uns allen gut.
Implementation guidelines and teaching materials

Common features:

- Active and participatory teaching methods
- Practical, project-based approach
- Include learning settings outside the school
- Hands-on approach: e.g. training firms
- Teaching material often developed in partnership
Current initiatives

- Closer cooperation between education and business (e.g. job-shadowing)
- Financial incentives to fund pioneer projects
- Student training firms and entrepreneurial competitions
- Certification of entrepreneurial skills
- Teacher training and support
- Ongoing reforms:
  - Many countries have ongoing curricular reforms
  - Reinforcement of entrepreneurship education is among the objectives of the curricular reforms
About Eurydice

More information and publications:
www.eurydice.org
“We need entrepreneur-ship to take over the hearts and minds of Europeans”

- Dublin, 2012: 1st Laboratory on enabling teachers for entrepreneurship education - initial teacher Education
  Aimed at professionals involved in Initial Teacher Education. Purpose was to discuss questions and exchange good practice examples.

Recurring themes:
- Entrepreneurial ways of working - across subjects
- Entrepreneurship education - separate subject
- EE - focus on both intrapreneurs and entrepreneurs
- need for appropriate assessment methods
- EE agenda to be promoted beyond teacher education, engagement of all stakeholders necessary
- appropriate pedagogical methods
- organisational & structural changes in ITE>
Further activities

- June 2012, Copenhagen conference on Entrepreneurship Education: focus was on the frames and the tools that teachers have to ensure good learning outcomes, develop pupils and students’ entrepreneurial skills and competences.

- 2012, Education & Training 2020 strategic framework (Joint Report of the Council and the Commission), it provides four common strategic objectives for Member States:
  - making lifelong learning and mobility a reality
  - improving the quality and efficiency of education and training
  - promoting equity, social cohesion and active citizenship
  - enhancing creativity and innovation, including entrepreneurship at all levels of education and training

- 2011 - 2013: Thematic Working Group on Entrepreneurship Education, which works as a platform as expertise which is supporting the MS in their efforts to implement entrepreneurship education and helps guide the Commission in their activities to promote entrepreneurship education.
Ensuring Europe’s future through Growth and Stability

- May 2012, speech by President Jose Manuel Barroso on Mission Growth - Ensuring Europe’s future through Growth and Stability:

“And also we have to focus on skills for these innovations. That is why we need to improve the available skills base increasing the number of STEM – Science, Technology, Engineering and Mathematics graduates – fostering inter-disciplinarity, to promote entrepreneurship education and training, and to encourage women entrepreneurs...”
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