ENTREPRENEURSHIP EDUCATION

POLICY RECOMMENDATIONS

Schools for the 21st century
Recommendations from the YEDAC project
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YEDAC IN BRIEF

Developing an entrepreneurial teaching model and entrepreneurial learning methods for the 21st century.

Young Entrepreneurship – Developing in Action (YEDAC) is a European project addressing the economic and developmental challenges in today’s Europe by establishing a more entrepreneurial culture.

According to the European Commission’s Entrepreneurship Action Plan 2020, an entrepreneurial culture and mindset can be promoted through integrating entrepreneurial education in schools. Tools and frameworks are developed in the YEDAC project that enable, facilitate and encourage education that puts focus on entrepreneurship and innovation.

Focus on entrepreneurship during schooling and education prepares the students for a future consisting of more competition for jobs and a higher demand for creativity, initiative and entrepreneurial spirit.

INSPIRED STUDENTS

The primary goal with the YEDAC project is to promote and encourage an entrepreneurial mindset among students in Europe. This kind of mindset requires a number of entrepreneurial competences as following:

 Ø To be able to take initiative
 Ø To be able to communicate in different settings
 Ø To be able to find and utilise possibilities
 Ø To be able to sell ideas
 Ø To be able to take risks and responsibilities
 Ø To be able to realise ideas
 Ø To be able to create products/services of value for others
ENTREPRENEURSHIP IN DAILY TEACHING

Another goal in the project is to integrate the entrepreneurial education into the subjects and daily teaching in European schools.

The expectation is that entrepreneurial education does not only enhance entrepreneurial competences, but also supports the students’ academic development in general.

To meet this expectation the YEDAC models have been developed to ensure and enable the teachers in their planning and practising of entrepreneurial education.

Fundamentally the YEDAC teaching model encourages the teacher to see the students as active learners. This approach inspires the teachers to change their role from a style with one-directed communication to students to a process facilitator where they encourage students to take initiative and responsibility for their own learning and creativity.

WEBSITE
You can find further information about the teaching models and learning methods on www.yedac.eu.

THE YEDAC CONSORTIUM
The YEDAC project has been implemented by seven partners in six European countries:

University College Lillebaelt, Denmark
South Denmark European Office, Denmark
University of Teacher Education Styria, Austria
Laurea University of Applied Sciences, Finland
PLATform Opleiding, Onderwijs en Organisatie B.V. Leiden University (PLATO), The Netherlands
Official Chamber of Commerce, Industry and Shipping of Seville, Spain
Scientific Research Centre of Sofia University St. Kliment Ohridski, Bulgaria
REASONS FOR MAKING POLICY RECOMMENDATIONS

One of the objectives of the project has been to create policy recommendations for decision makers and stakeholders across regions and states.

The recommendations are provided by the YEDAC partners and pilot schools and can be the foundation for further development of policies in national contexts. They are meant as a tool for maintaining the dialogue between educational and political institutions about the further development of entrepreneurship education.

In order to develop entrepreneurial education amongst young people national and regional policy makers need to continue to pursue policies in favor of the development and support of an entrepreneurial society.

This will also raise awareness on the importance and benefits of young entrepreneurship. Though it is important to clarify that policy recommendations from the YEDAC project will aim at changing entrepreneurship education strategies based on the experience learned from the pilot tests in the YEDAC project.

Furthermore there is evidence that the European population consider entrepreneurship education for the secondary school level as the single most important component to create a more innovative and entrepreneurial society (Amway – Global Entrepreneurship Report 2014).

YEDAC PILOT SCHOOLS

It is an important part of the YEDAC project to test the YEDAC teaching tools and methods. As a result more than 20 schools across the six partner countries have participated in the YEDAC project.

The schools have tested the YEDAC models in several subjects. You can find the schools which have taken part of the YEDAC pilot test at www.yedac.eu

Here you can also find an interactive map and see which subject the individual school has focused on.
Entrepreneurship Education
Policy recommendations

BACKGROUND - OTHER APPROACHES AND STRATEGIES

There have been several European publications in the field of entrepreneurship education. In this section some of the most relevant reports will be highlighted.

At the European level recent studies have shown the importance of entrepreneurship education. For instance in the report on the result of public consultation on The Entrepreneurship 2020 Action Plan.

In the report 66 % of the business support organisations have replied that it would be “very impactful” if all young people have “one entrepreneurial experience before leaving secondary school”. It is remarkable that experts who assumable are often in contact with entrepreneurs have such strong attitude on developing entrepreneurial competences at early levels in school.

This finding is backed up in the Amway report on Global Entrepreneurship 2014. A large survey in 38 different markets reveals that 37 markets see entrepreneurship as something that can be learned – and not as an inborn ability. And the survey also shows that entrepreneurship education in schools and secondary education is the single most important factor estimated by a representative population in the participating countries.

For further knowledge in the field you can also read the Eurydize report from 2012 which among other things compares differences across the national school systems and curricula in Europe (Entrepreneurship Education at School in Europe).

At the national level it is worth to pay attention to the Danish agenda. The Government in Denmark and its stakeholders have set up the “Foundation for Entrepreneurship”. The Foundation promotes the training of teachers and the development of teaching methods and courses for pupils and students in all branches of education.

The Foundation for Entrepreneurship has also contributed to setting up mandatory learning objectives for innovation and entrepreneurship in the public school in Denmark.

By doing so entrepreneurship education from a young age is possible, and the students can explore entrepreneurship on different levels during their education. This initiative is in line with some of the following YEDAC policy recommendations on building a strong expertise and knowledge, not only at the national level, but also at the European level.
CATEGORISATION

Since governments make decisions in the field of education they will have a strong voice in regard to integrating entrepreneurship in the education at schools. However, it is also important to include local authorities and decision makers as they have great influence on local initiatives. This has been taken into account in the recommendations.

In order for the recommendations to be useful and applicable, they are categorised on the basis of the above mentioned target groups. The recommendations are therefore divided into five categories: (1) all policy levels, (2) European, (3) governmental, (4) regional/municipal and (5) school level. At governmental level policies should be carried out in order to create the overall structures and conditions needed to facilitate an entrepreneurial mindset amongst students.

At regional or municipal level, depending on which authority has responsibility over the school system in the country concerned, local authorities can implement policies targeting the schools in their region/municipality, to help the schools in their daily work with entrepreneurship.

And at school level the schools can implement initiatives to optimise entrepreneurial teaching at their own environment. Some of the recommendations recur at several levels. This is due to the fact that some initiatives can be successfully implemented at more than one policy level.
GENERAL RECOMMENDATIONS FOR ALL POLICY LEVELS

1) ENTREPRENEURSHIP EDUCATION SHOULD BE CONNECTED TO OTHER LEARNING INITIATIVES
Entrepreneurship education is based on developing the students’ competences. It is important for policy makers to connect entrepreneurship education to all other competence-oriented learning initiatives when reforming the educational system in order to ensure a coherent approach to reforms. Policy makers should map all new competence-oriented learning initiatives and integrate them with entrepreneurship education initiatives. This will maximize the impact and sustainability of entrepreneurship education initiatives.

2) MAKE A LONG TERM COMMITMENT, PLANNING AND FUNDING SCHEDULE
In order to develop entrepreneurial education amongst young people national, regional and local policy makers need to continue to pursue policies in favor of the development and support of an entrepreneurial society. In order to make this happen policy makers at all levels should consider funding long term projects in enhancing entrepreneurship education involving research institutes, different school levels, enterprises, investors, venture capitalists and other important stakeholders. This will also raise awareness on the importance and benefits of young entrepreneurship.
THE EUROPEAN LEVEL

In order to promote and strengthen the European dimension of knowledge sharing and cooperation a few recommendations target the European policy level.

3) EUROPEAN COMPETENCE CENTRE

A European Competence Centre is essential for gathering, building and transferring knowledge on entrepreneurship education among European states and schools. The centre will be able to promote entrepreneurial education across borders in cooperation with national centres of expertise. The European Competence Centre will play an important role in the further academic development of the field and in the creation of a common understanding of entrepreneurship education. The European Competence Centre can be established either as a cooperation between European governments or initiated and supported by the European Commission.

4) EUROPEAN MASTER IN ENTREPRENEURSHIP EDUCATION

A European master in entrepreneurship education will strengthen the implementation of entrepreneurship education across Europe as the candidates will be able to work in the field of entrepreneurship education as consultants for school authorities or as teacher trainers. The master’s degree can be established as cooperation between existing research institutions in Europe.
GOVERNMENTS IN CHARGE OF EDUCATIONAL POLICIES

5) SHOULD PROMOTE ENTREPRENEURSHIP AMONG TEACHERS
For students to become entrepreneurial, teachers need to develop similar competences themselves. Governments need to accommodate entrepreneurship among teachers by for instance introducing an optional entrepreneurship course in initial teacher education and training for experienced teachers in competences needed for entrepreneurship education.

6) SHOULD EMPHASISE ENTREPRENEURSHIP IN THE SCHOOL CURRICULUM
Governments should integrate entrepreneurship education in the school curriculum in order to strengthen the competences in both entrepreneurship and related areas. This will enhance the development of an entrepreneurial mindset at all school levels among teachers and students.

7) SHOULD DEVELOP A METHOD FOR ASSESSING THE STUDENTS
It is necessary to evaluate the students’ entrepreneurial competences in order to ensure that entrepreneurial education is taken seriously by students and teachers. Governments should develop a method for assessing the students’ abilities for instance by looking at the students’ portefolio.

8) SHOULD SUPPORT THE INFRASTRUCTURE OF ENTREPRENEURSHIP EDUCATION
Entrepreneurship education requires infrastructure. Schools need spaces for experimenting, meeting people, building prototypes as well as presenting and selling products. Governments should support development of this infrastructure by providing funding and making recommendations for school planning.

9) SHOULD ESTABLISH NATIONAL CENTRES OF EXPERTISE
National centres of expertise in entrepreneurship education will be able to gather national experiences and promote entrepreneurship as well as collaborating with local/regional authorities on entrepreneurship education.
SCHOOL AUTHORITIES AT LOCAL LEVEL

10) SHOULD SUPPORT SCHOOLS IN DEVELOPING ENTREPRENEURSHIP EDUCATION

Regional/local authorities should promote and facilitate an ongoing support for schools regarding entrepreneurship education. School authorities could support schools by allowing a free space for experiments in the schools, by providing the needed infrastructure for entrepreneurial education, by providing expertise in entrepreneurship through a regional/local expertise centre and by facilitating additional training of teachers in competences needed for entrepreneurship education.

11) SHOULD SET UP A REGIONAL BODY FOR FUNDING INITIATIVES

Regional/local authorities should support entrepreneurship education by establishing regional bodies that provide funding for entrepreneurship education initiatives in schools. This body can be established in collaboration with private organisations such as regional chambers of commerce.
Entrepreneurship Education
Policy recommendations

SCHOOLS

12) SHOULD INVOLVE THE BUSINESS COMMUNITY
The business community and entrepreneurs should be involved in the learning and teaching processes in schools. This will provide teachers and students with practical experiences with entrepreneurship and innovation.

13) SHOULD SUPPORT TEACHERS IN DEVELOPING ENTREPRENEURSHIP EDUCATION
School managers should promote and facilitate an ongoing support towards entrepreneurship education in schools. School managers could support teachers by allowing a free space for experiments in the schools and facilitating additional training of teachers in competences needed for teaching entrepreneurship. This can also lead to that the teachers will develop a stronger common language and vocabulary on entrepreneurship education and get better opportunities to collaborate with each other across subjects, class levels and even between schools.

14) SHOULD INITIATE NETWORKS WITH OTHER SCHOOLS ON ENTREPRENEURSHIP EDUCATION
Networks and partnerships need to be set up in order to support knowledge transfer. Both teachers and school management teams benefit from knowledge sharing between schools, regions and states. Partnerships of schools can also be used in auditing of the schools performance across schools. This will not only give the schools an idea of their own teaching abilities, but also be a platform for sharing of best practises. Schools should take initiative to set up networks locally between schools.

15) SHOULD SETTLE RULES FOR ENTREPRENEURIAL ACTIVITIES
When schools activate students to engage in entrepreneurial activities, financial and economical issues will need to be settled. Schools need to set up rules on incentives, rewards, income, tax, competition and accountability, and schools should not engage themselves in these matters.

OVERVIEW

The table illustrates how the policy recommendations can be categorised in six topics and which policy recommendations are classified primarily as strategic, tactic or operational.

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REFERENCE GROUP

To engage and inspire policy makers the YEDAC project has settled a reference group. The reference group is intended to exploit the policy recommendations and raise awareness of the YEDAC model in general. The reference group is constituted of the following members:

**Markku Markkula**, Chairman of the EU Committee of the Regions (CoR), Chair EPP-CoR Task Force on Europe 2020, Finland

**Aulis Pitkälä**, Director of the Finnish National Board of Education (FNBE), Ministry of Education and Culture, Finland

**Sylvia Kancheva**, Chief Expert, Ministry of Education and Science, Bulgaria

**Mette Birk**, Expert, Danish Ministry of Education, Denmark

**Elisabeth Meixner**, President of the Regional School Authority in Styria, Austria

**David Rosendo**, Chief Expert, Regional Ministry of Education, Andalusia, Spain

**Henk Frencken**, Senior Researcher, Teacher Training Expert and Consultant, The Netherlands
LITTERATURE AND REPORTS

STRATEGI FOR UDDANNELSE I ENTREPRENØRSKAB
Strategy for education and training in entrepreneurship, Danish Ministry of Higher Education and Science, 2010
http://ufm.dk/publikationer/2010/strategi-for-uddannelse-i-entreprenorskab

THE REPORT ON THE RESULT OF THE PUBLIC CONSULTATION ON THE ENTREPRENEURSHIP 2020 ACTION PLAN
European Commission, 2012

AMWAY - GLOBAL ENTREPRENEURSHIP REPORT 2014
http://www.amwayentrepreneurshipreport.com/downloads

ENTREPRENØRSKAB I GRUNDSKOLEN
Made by MandagMorgen, 2014

ENTREPRENEURSHIP EDUCATION AT SCHOOL IN EUROPE
Eurydice, March 2012

WEBSITE
Young Entrepreneurship – Developing in Action (YEDAC) project website:
www.yedac.eu

FACEBOOK
Community targeting primarily teachers to share experience on YEDAC:
https://www.facebook.com/groups/yedac.teachers/