

What is Eurydice?

The task of the Eurydice network is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. For more information about Eurydice, see <http://ec.europa.eu/eurydice>

The full report

Entrepreneurship Education at School in Europe is available in English on the Eurydice website <http://ec.europa.eu/eurydice>

Printed copies of the report

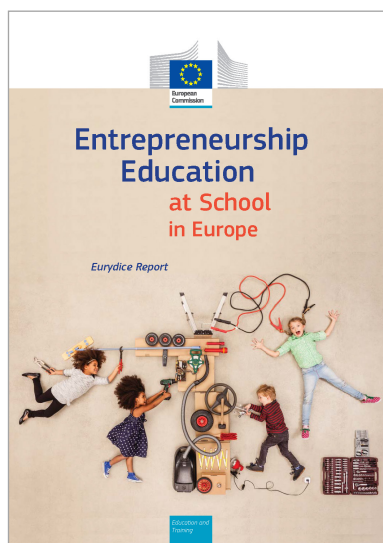
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Eurydice Highlights

Entrepreneurship Education at School in Europe



Why is entrepreneurship education essential? Are European countries embedding it in their school curricula? What kind of strategies have been put in place so far? How are teachers trained for it? These key questions are the focus of Eurydice's new report on entrepreneurship education.

Developing and promoting entrepreneurship education has been one of the key policy objectives of the EU institutions and Member States for many years. Indeed, in the context of high youth unemployment, economic crises and rapid changes related to our complex knowledge-based economy and society, transversal skills such as entrepreneurship are essential not only to shape the mindsets

of young people, but also to provide the skills, knowledge and attitudes that are central to developing an entrepreneurial culture in Europe. However, although some countries have already been committed to fostering entrepreneurship education for more than a decade, others are just starting.

Following the 2012 Eurydice report on entrepreneurship education ⁽¹⁾, this new analysis captures the latest developments in Europe. It provides updated and more detailed information on strategies, curricula and learning outcomes, and also covers new themes such as funding schemes and teacher education. The report focuses on primary education, lower and general upper secondary education as well as school-based initial vocational education and training (IVET). It contains information for 2014/15 from 33 countries participating in the Eurydice network. In addition, national information sheets provide an overview of entrepreneurship education in each country.

In the context of the report, entrepreneurship education is defined as being 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.

This 'Eurydice Highlights' provides a snapshot of some of the main findings of the report.

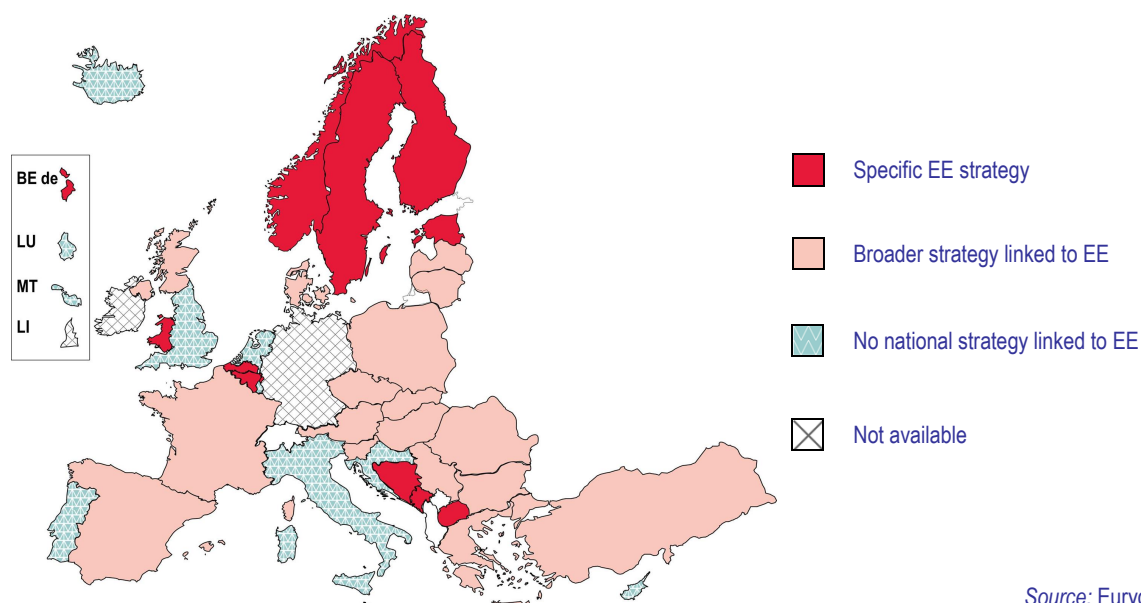
⁽¹⁾ *Entrepreneurship Education at School in Europe* (Eurydice, 2012)
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Entrepreneurship_Education_at_School_in_Europe

Countries are at various stages in developing policies on entrepreneurship education

Out of the 38 education systems surveyed, 11 had a specific strategy on entrepreneurship education in 2014/15, while 18 had a broader one which also covered other policy areas. Nine had no relevant national strategies in the field.

In general, strategies concentrating exclusively on entrepreneurship education are found to provide better coverage of the issue, with a broader range of actions and more support for implementation.

Most relevant central level strategies related to entrepreneurship education (EE), 2014/15



Specific entrepreneurship education strategies are concentrated in northern Europe and the western Balkan region

There is a predominance of more mature entrepreneurship education strategies in the Nordic countries. Denmark, Sweden, Finland and Norway are countries whose commitment to innovation, which is closely linked to entrepreneurship education, is evident from consistently high international innovation rankings.

In the western Balkans, Bosnia and Herzegovina, Montenegro and the former Yugoslav Republic of Macedonia also have specific strategies for entrepreneurship education. This development is supported by the focus on entrepreneurship education through EU policies, such as the EU Small Business Act ⁽²⁾ led by the European Commission, and the VET-related deliverables of the Riga Conclusions ⁽³⁾. These include policy requirements as an integral part of the EU accession process which are monitored at national and EU levels.

Employability is a common objective across all entrepreneurship education strategies

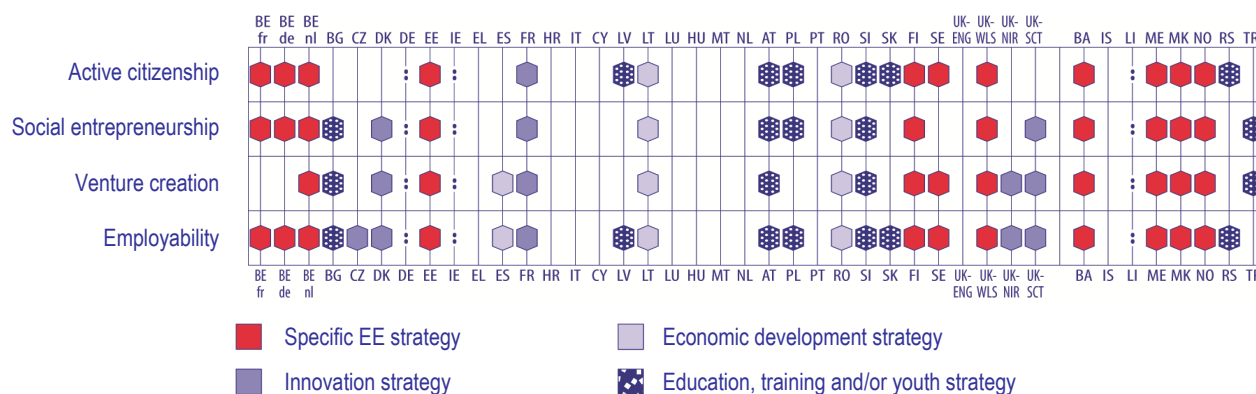
In accordance with current research evidence, four strategy objectives were analysed in the report: active citizenship, social entrepreneurship, venture creation, and employability. Twenty countries/regions address at least three of these objectives, with employability being the most common one

across all European countries. This emphasis is consistent with the development of policy efforts to combat high rates of youth unemployment in many European countries.

⁽²⁾ http://ec.europa.eu/growth/smes/business-friendly-environment/small-business-act/index_en.htm

⁽³⁾ http://ec.europa.eu/education/policy/vocational-policy/doc/2015-riga-conclusions_en.pdf

Overview of wider strategy objectives linked to entrepreneurship education (EE), 2014/15



Source: Eurydice.

Learning outcomes linked to entrepreneurship education remain fragmented and are not yet a strategy priority

While learning outcomes are clearly identified in the report as being of high importance in developing entrepreneurship education, they do not appear as a priority action in most countries' strategies. Indeed, the inclusion in the curriculum of the different categories of learning outcomes related to entrepreneurship education (entrepreneurial attitudes, entrepreneurial skills and entrepreneurial knowledge) is uneven across Europe. Only around 15 countries/regions include a more comprehensive range of entrepreneurial learning outcomes.

Overall, the current lack of comprehensive learning outcomes related to entrepreneurship education may be identified as one of the main hindrances to the development of effective and high quality entrepreneurship education. The inclusion of learning outcomes in the assessment process is also a key indicator of the importance of entrepreneurship education in the curriculum.

Stable and comprehensive funding streams still need to be developed across Europe

Across Europe, the development and implementation of entrepreneurship education is funded through national and/or European sources. Twenty-seven of the countries/regions surveyed dedicate national funding to entrepreneurship education, mostly for the implementation of their related strategy.

In addition to national funding, 24 countries/regions receive EU funding for entrepreneurship education, and a few rely exclusively on this funding source.

Although more than half of European countries allocate both national and EU funding to the development and implementation of entrepreneurship education, stable and long-term funding streams still need to be established across Europe. These need to be more comprehensive and encompass in particular: strategy implementation, the curriculum, teacher education and support, and the building of partnerships with stakeholders – a key component of entrepreneurship education.

While entrepreneurship education is increasingly recognised in primary education, it remains most common in upper secondary education

In half of the countries covered by the report, entrepreneurship education is included in the curriculum at primary level as a cross-curricular objective. In 2014/15, it was integrated into compulsory subjects at primary level in 14 countries.

At upper secondary level, entrepreneurship education is more common and approaches are more varied; it can be seen either as a separate subject or as an integral part of both compulsory and optional subjects (mostly in social sciences, economics and business studies). However, the report stresses that entrepreneurship education is less likely to reach all students in countries where it is included in optional rather than compulsory subjects, and where it is not a cross-curricular theme.

Over half of the countries have very few or no guidelines on teaching methods for entrepreneurship education

While the majority of countries report embedding entrepreneurship education in their curricula, they rarely recommend teachers any particular teaching/learning methods and consequently leave them with great autonomy in this area. When guidelines are provided, it is usually at general upper secondary level and in school-based IVET.

Research suggests that methods which involve students in experiences outside the classroom and connect them to the real world are central to entrepreneurship education. However, the report

shows that only a few countries make practical entrepreneurship experiences – such as the creation of mini or junior companies, or project-based work – a regular and compulsory part of the curriculum.

This is why clear guidelines are important in order for teachers to have a common understanding of what methods are appropriate for entrepreneurship education, and which ones will contribute most effectively to the successful teaching of these skills.

Entrepreneurship education is rarely addressed in initial teacher education but is more common in continuing professional development

Examining entrepreneurship education in initial teacher education (ITE) is a complex task, as more than three quarters of European countries/regions either grant autonomy to training institutions for curricular matters, or do not have any regulations/recommendations on entrepreneurship education in relation to ITE. Only seven education systems include entrepreneurship education as a compulsory topic in certain parts of the ITE system, at least for some prospective teachers, and only one country does so for all its prospective teachers.

In continuing professional development (CPD), the provision of courses on entrepreneurship education is better developed. Indeed, 28 countries/regions have specific courses available for at least some subject-teachers of certain education levels. Sometimes, this is undertaken by organisations usually in charge of CPD or it may be delegated to bodies/associations dedicated to entrepreneurship education. These partners play a key role in ITE and CPD, as well as in developing teaching materials and providing expert support to teachers.

As yet, no country has fully mainstreamed entrepreneurship education

The mainstreaming of entrepreneurship education in this context implies that a strategy has been in operation for several years and is monitored systematically, that robust funding mechanisms exist and that learning outcomes are assessed. It would also mean that it is fully integrated into ITE and CPD. This is currently not the case for any of the countries covered by the report. Progress is most needed in two areas: learning outcomes and teacher education.

Indeed, the development of comprehensive and consistent learning outcomes applied across several

levels of education and specifically assessed is essential. Moreover, the integration of entrepreneurship education into ITE and CPD for all teachers, regardless of the subject and level of education at which they teach, is fundamental if high quality provision is to be made for students.

Finally, evidence shows that having a specific strategy may be the most effective route for countries wanting to fully mainstream entrepreneurship education.

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