

About the event

A policy round table organised by JA Europe in cooperation with JA Estonia and the Estonian Ministry of Education in the framework of the Estonian Presidency of the Council of the EU took place in Tallinn (Estonia) on 16-17 November 2017 by gathering more than 100 experts, policy-makers and government officials, educators and school representatives from 19 countries. Participants were involved in practical sessions, had the chance to network and share good practices, while reflecting on the impact of entrepreneurship education and providing recommendations about how to move entrepreneurship education forward in Europe.



About this document

This document provides a snapshot of the main outcomes of the discussion and its goal is to recap the main recommendations formulated in two sessions, one addressing Ministry representatives from 9 countries and the other addressing teachers and headmasters from entrepreneurial schools at all levels (from primary to upper secondary) in 11 countries.



"Entrepreneurship Education is an alternative, but important part of education. I hope that every young people has the opportunity to be involved. Using the words of Benjamin Franklin, I would say that no nation was ever ruined by being smart" - Mailis Reps, Minister of Education and Research of the Republic of Estonia.

"Researching the impact of entrepreneurship education is essential - an important validation for those who are already experienced in this field but also a key influencer for those policy makers advocating for greater uptake of Entrepreneurship Education in the school system. The more impact data we have the more young people who will benefit" - Caroline Jenner, CEO at JA Europe.



Society can face cultural and future shocks. A cultural shock is when a change is happening and you can still decide to come back to the previous situation; future shock does not allow you to do so. This is what is happening with entrepreneurship education - Slavica Singer, UNESCO Chair in Entrepreneurship, Strossmayer University.

RENEWED COMMITMENT TO ENTREPRENEURSHIP EDUCATION

Outcomes of the EE-HUB round table with Ministry representatives

Following a series of peer learning events that happened last year, the EE-HUB round table built up on previous discussions among ministry representatives on how to increase the level of entrepreneurship education activities across Europe. Examples show diverse approaches in designing national policies related to entrepreneurial education and different intensity of engagement of national policies in supporting the development of entrepreneurship as a key competence. By identifying each country strengths and weaknesses across key focus points previously recognised, ministry representatives from 9 European countries (Belgium, Czech Republic, Estonia, Finland, Italy, Latvia, Norway, Romania, and Turkey) shared best practices, identified priorities to pursue and gave advice on how the EE-HUB can support them.

Main recommendations were outlined around the following topics:

- **Good progress on cross-ministerial collaboration but need for specific focus.**
Ministries of education have to take the leading position and convene other relevant ministries by advocating for importance of entrepreneurship education in several dimensions (education, employment, economic growth, etc.). Creating a steering/working group involving the different ministries was highlighted as a good practice to foster collaboration and maximize resources to achieve higher impact.
- **Good progress on the content of entrepreneurship education with countries moving more and more to embed entrepreneurship education across all subject areas but need to build capacity of schools to be able to plan it within the curriculum.**
In countries where education is decentralized and schools have large autonomy, schools need support to structure entrepreneurship education as multi-disciplinary work promoted consistently and systematically across all dimensions of school life (including within the curriculum, extra-curricular activities, teacher training). At national level, ministries should focus on the development of curriculum frameworks, guidelines for schools and compendiums of good practices that provide support and allow schools to get inspiration on how to plan their activities in accordance to the specificities of their region.
- **Slow progress in monitoring and evaluating activities with particular difficulties in measuring penetration rates.**
More attention should be placed on measuring progress and establishing benchmarks at national and local level. There is a need to define a common understanding on how to measure penetration considering the type and intensity of entrepreneurship education activities (light touch vs deep dive) and a need to focus on competence based assessment.
- **Very good progress in terms of resources for entrepreneurship education but a problem with how effectively they are used.**
Lack of funding was not mentioned as a problem but rather the lack of capacity from schools and municipalities to access them. Headmasters and teachers training was widely identified as one of the main constraints to uptake entrepreneurship education in schools and the need to recognise and deliver good quality teacher training is among the highest priorities.

According to the ministries representatives, the EE-HUB can support their efforts mainly in three areas:

- Build a **community** where Ministries can exchange experience and expertise
- Define **benchmarks and standards** for targets, monitoring and evaluation, teachers training, etc.
- **Raise awareness and advocate** for entrepreneurship education

START SMALL AND THEN GROW

Outcomes of the workshop with ICEE and TES teachers and headmasters

This workshop gathered the schools who participated in the Innovation Cluster for Entrepreneurship Education (ICEE) policy experimentation project and the ones winning the 2017 edition of The Entrepreneurial School Awards. 55 teachers and head-teachers from 15 countries (Belgium, Bulgaria, Denmark, Estonia, Finland, Germany, Italy, Latvia, Lithuania, Portugal, Romania, Russia, Slovakia, Switzerland, and United Kingdom) met to share knowledge and practices and provided their recommendations to schools moving into entrepreneurship education:

- **Do not go alone as a teacher. Teamwork and networking are key to successfully implement it**

Teachers implementing entrepreneurship education programmes and or using entrepreneurial methods in their practices should not be left alone. They should always have someone to discuss with, to exchange opinions with and be able to seek advice. The school should establish a network not only within the school but also outside the school, with other teachers or schools, at regional, national and international level.

- **Every teacher at a school should be somehow involved or informed**

Inform all teachers about the initiative. Teachers from different subjects should be informed, learn about the challenges and benefits of entrepreneurship education and gain an understanding of the opportunities in their subject. It is important as well to recognise the teachers already working on it.

- **Experienced teachers can lead the teacher training**

The lack of skills of teachers is still hindering the uptake of entrepreneurship education. The training should use “learning by doing methodology” and, when in training, teachers should try out the programme and/or activities themselves - to understand what it means for the students to be involved in entrepreneurship education and for teachers to challenge their own comfort zone. Focus should be on methodology. Analysing the mistakes done when teaching entrepreneurship education is key to understand how to improve it. Both in the classroom and in trainings it is important for the motivation to allow to test, try, fail and learn. As long as the school has experienced teachers, these teachers should train newcomers and other teachers in the school wanting to move into entrepreneurship. Experienced teachers can be mentors for less experienced teachers. Entrepreneurship education means having fun while learning important things – that’s why it is important to make students understand the seriousness of activities such as the mini-company project.

- **Engage the local community, start with the parents**

Communicate with parents as they need to be informed. Bring them on board as mentors for the students, for instance. The same with the local community, either if it is the school reaching out (trade fairs, events, etc.) or using the local community as a resource of knowledge and support.

- **Improve the school environment and generate awareness**

When moving into entrepreneurship, the school should have some flexibility in the school time-schedule and dedicate a couple of hours for the teachers to work together. As the school expands the activities, entrepreneurship should be more integrated into the activities and the school should have a progressive plan. Sometimes changing the structure of the school rooms as well as having more flexible areas (open space) where to do the work would help. Providing good role models and alumni examples can motivate students as well as teachers. It is also important to communicate the impact to all stakeholders.

- **Leadership involvement**

The support from the head-teacher, who represents the leadership at the school, is a critical success factor. He/She must be involved, informed and updated about progress, activities and achievements.

“Implementing entrepreneurship education and making it a daily practice in schools takes time but it pays back. Everything starts with the teachers and, behind them, with the headmaster of the school. The suggestion for new schools moving into this field is to start small and then grow by having entrepreneurial teachers training the others, by recognising the good practices and by working on the motivation of school stakeholders. Political decisions are important to open doors and increase awareness but then each school has to find its DNA and recipe for success” – TES Awards teacher.

There was and a lot of resistance among the teachers when we launched our participation in the ICEE project and that we would have to increase the number of students in the Company Programme from very few to 50 %. At the end of the project, I expected all teachers to go back to “normal”. But when I asked them, they all wanted to continue offering the program to the student - Head-teacher in the ICEE project.

[‘Switch on Europe!’](#)

is a campaign aiming to raise awareness about the lack of entrepreneurship education in Europe.



The **Innovation Cluster for Entrepreneurship Education (ICEE)** is a multi-country research project and large field trial on the impact of entrepreneurship education programmes, such as mini-companies in schools. The project was funded by Erasmus+ and it is led by JA Europe in collaboration with four Ministries of Education (Estonia, Finland, Italy and Latvia) and Enterprise Flanders (representing the Ministry in Flanders, Belgium); three research institutes (Eastern Norway Research Institute, The Foundation for Entrepreneurship - Young Enterprise Denmark, Faculty of Economics in Osijek, J.J. Strossmayer University), and five national JA organisations (in Belgium, Finland, Italy, Estonia, and Latvia).



The **European Entrepreneurship Education NETwork (EE-HUB)** is a focal point for entrepreneurship education in Europe, bringing together experts at the regional, national and European level. The project was funded by COSME and it is led by JA Europe in cooperation with EUROCHAMBRES, EUproVET, SEECEL. Through multiple channels, these stakeholders are working collectively to increase the level of entrepreneurial activities across Europe by sharing policy recommendations and recommending "good practices" from the field. The network is an advisory body to politicians and EU institutions and now acts as a permanent European Centre for Entrepreneurial Learning.



The **Entrepreneurial School Awards (TES Awards)** is JA Europe’s annual recognition of outstanding primary and secondary schools championing entrepreneurship education. The award was introduced in 2015 when 11 schools from 11 countries joined the ceremony in the European Parliament in Brussels (Belgium). The 2nd edition took place in Riga (Latvia) during JA Europe’s event ‘Celebrating Entrepreneurship Education’ where 17 schools across Europe presented their achievements and received the Award. This year the event will be in Tallinn (Estonia), with even more nominees. The TES award is sponsored by Siemens.

Do you want to know more?

ICEE

- [Video-documentary about the impact of entrepreneurship education](#)
- [Major multi-country research shows the different positive impacts of Entrepreneurship Education](#)
- [How to make young people more employable? Teach Entrepreneurship in schools](#)
- [Interview with Mailis Reps, Minister of Education and Research of the Republic of Estonia](#)

EE-HUB

- [Governments keen to invest more in entrepreneurship education](#)

TES

- [Spotlight on entrepreneurship: The Entrepreneurial School Awards 2017](#)