



Peer-Learning Workshop in Entrepreneurship Education

10 March 2021, online

Contact: minna@jaeurope.org

BACKGROUND PAPER

The forthcoming event is the third and last peer-learning workshop on entrepreneurship education (EE) in this project. The purpose of this paper is to brief workshop participants on current important issues in entrepreneurship education in Europe. It shall fuel discussions before and during the event. Please also register for the online community!

Key points for the quick reader

1 EE benefits: increased employability and more new businesses

Studies show that, compared to their peers, students who participated in entrepreneurship education are at lower risk of unemployment and they start more businesses later on. Entrepreneurship education strengthens competences such as creativity, teamwork, self-efficacy, perseverance, and leadership.

2 Entrepreneurship education at schools does not “steal” time

Research in the ICEEE project showed that EE in schools does not “steal” time from other important subjects. Students with high EE activity seemed to improve their performance in other subjects; they became more knowledgeable about teamwork, in addition to becoming more entrepreneurial in their studies.

3 EE in Europe is improving – but a lack of established strategies

83% of respondents in a survey amongst participants of the Tallinn workshop agree that their country or region is improving in the implementation of EE. 49% think their government has a well-established strategy for EE.

4 Three main challenges for entrepreneurship education in Europe

The first two workshops recognised three main challenges for EE in Europe:

- Entrepreneurial training and education for educators and headteachers;
- Teaching and assessing entrepreneurial skills among young people;
- Developing and implementing national and regional strategies for EE.

5 Targeted next steps to foster entrepreneurship education

- Train teachers about EE in their initial and continued professional education, and implement a European mentor network of entrepreneurial teachers;
- Evaluate and compare national EE strategies across Europe;
- Promote experiences of countries with long-established EE.
- Develop competence-based assessment tools and certification systems for teachers and students.

On the importance of entrepreneurship education

Studies suggest that EE has a number of **positive impacts**. Compared to their peers, entrepreneurship education alumni are at lower risk of unemployment and they start more businesses later on.⁽¹⁾ Young people with EE are more likely to set up their own companies. Up to 20% of students who participate in a mini-company programme in secondary school will start their own companies later. That is five times higher than in the general population. Businesses started by these students are also more ambitious ⁽²⁾.

According to the recent ICEE research⁽³⁾ and longitudinal studies conducted in Sweden⁽⁴⁾ and Norway⁽⁵⁾, it was observed that EE needed to be a deep-dive offering (with a significant number of hours) in order to have substantial effect on students' innovation capacity and job creation capability. These longitudinal surveys confirm that a practical entrepreneurial experience before leaving compulsory education can increase the start-up rate amongst alumni by between 30% and 50%. See also evidence from 91 national and transnational research projects ⁽⁶⁾.

Current state of entrepreneurship education in Europe

The **Global Entrepreneurship Monitor** suggests that we need more entrepreneurial education in order to develop the entrepreneurial competences as expected by European and national goals. Results for 2018 show that changes in the field of education are slow. EE during schooling years remains the weakest indicator in all economies.

In a survey by the EE-HUB⁽⁷⁾ in 2019 among educators and EE experts, close to 70% of respondents from northern Europe scored positively about their governments having a well-established national strategy, while the numbers were slightly lower in the rest of Europe. The majority of countries seem to move towards a broader education related strategy incorporating objectives for entrepreneurship education, such as education and training, youth or lifelong learning strategies, and moving away from specific EE strategies.

The European Commission recognises three main **policy challenges** for EE in Europe: entrepreneurial training and education for educators; the assessment of entrepreneurial skills learnt by young people; and the strategy dimension at policy level.

A study about "supporting the entrepreneurial potential of higher education" examined 20 exemplary universities in Europe.⁽⁸⁾ It found the following key **practical challenges**: Assuring the quality of curricular and extra-curricular EE; Assuring strong networks with external stakeholders; Measuring the outcomes and impact of EE; and overcoming reservations against EE.

Educators do not necessarily feel confident about their ability to deliver intensive EE. This is one of the main bottlenecks. Entrepreneurial teaching and learning extend beyond a traditional lecture hall setting; the methodology is a cross-disciplinary, experimental and collaborative approach; and it calls for different approaches to assessment. EE networks and intermediaries play a key role in supporting teachers implementing EE programmes and using entrepreneurial methods.

A frequently heard concern against introducing EE in schools is that it may "steal" time away from other important schoolwork. The **ICEE** project found no indications to support this concern. Even though some of the test schools were new to EE and had to put in significant effort and resources, they did not find any negative impact on learning in other subjects. Furthermore, ICEE results showed that learning in other subjects improved amongst the group of students with 100 hours or more involvement in EE.

Findings from online survey amongst workshop participants

47 registrants of the forthcoming workshop responded to a survey before the event. The findings show positive trends but also challenges. Key findings include the following (see also diagrams below and complete findings in the online community of this workshop):

- 67% of respondents agree strongly or somewhat that they are **improving** regarding the implementation of EE in their country or region.
- 53% agree that their government has a **well-established EE strategy**, while 23% agree that the government provides long-term funding for EE.
- 41% agree that their country or region **monitors and evaluates EE** strategies and goals. 27% say that they recently conducted research about the long-term impacts of EE such as job creation.
- 53% say that their country or region combines EE with **digital education**; of these, 3% agree strongly. The share of respondents who say that they combine EE with education for the **green transition** is smaller, 32%.
- 16% say that new teachers are well educated about EE in their initial training. 43% say that in their country or region, **continued professional training** is an important driver of EE.
- 92%, say they know the Entrepreneurship Competence Framework (**EntreComp**)⁽⁹⁾. 58% also follow EntreComp in implementing EE in their country. These are higher shares than in the first workshop in March 2019.

Diagram 1: Governmental policies for entrepreneurship education

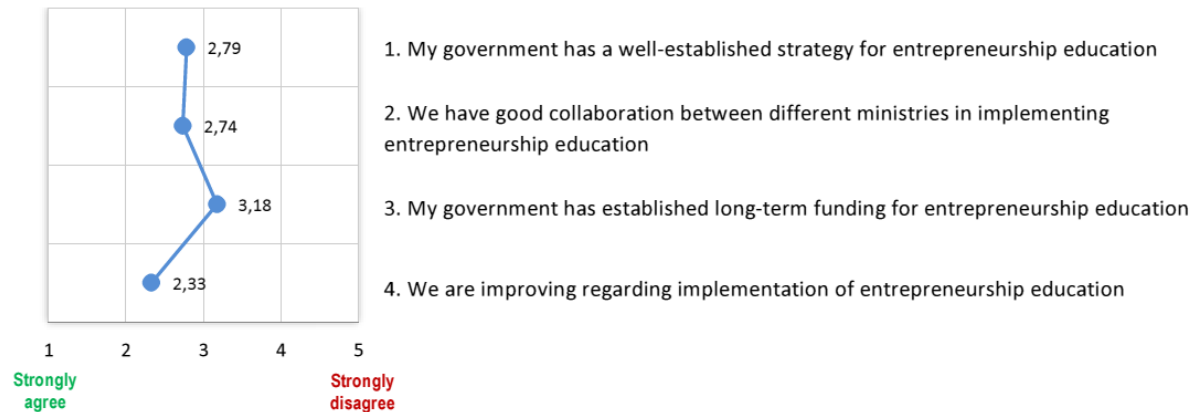
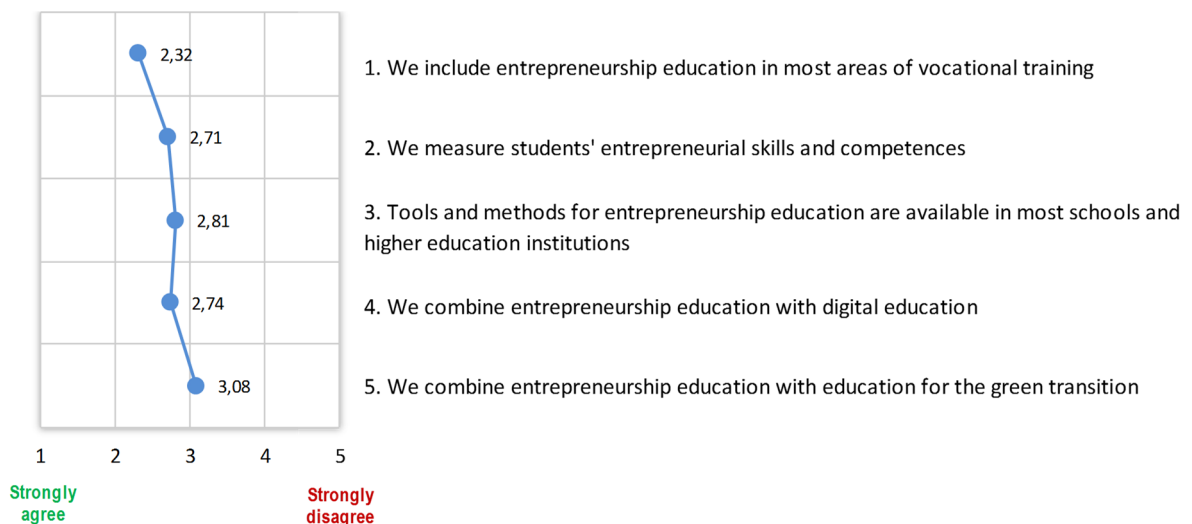


Diagram 1: Entrepreneurship education in educational practice



Policy approaches and recommendations to foster EE

The two previous workshops identified six areas where EE policymakers should become active: Strategy & Leadership, Initial Teacher Training, Continuous Professional Training of Teachers, Awareness & Visibility, Cooperation & Networking, and Research and Knowledge Transfer. The following **core actions** to support EE can be recommended:

- Evaluate and compare national EE strategies across Europe. Facilitate a broad policy platform for the work on EE, set targets and evaluate the results.
- Train teachers about EE in their initial and continued professional education, and implement a European mentor network of entrepreneurial teachers.
- Promote experiences of countries with long-established EE in their school systems, such as Austria and Finland.
- Develop competence-based assessment tools and certification systems for teachers and students.

See the full set of preliminary policy recommendations in the online community: <https://www.europeanschoolnetacademy.eu/courses/course-v1:EEWE+EE3+2020/8ec3a8eab5e747fb8363f0028773ea29/>.

To work well, EE requires continuous **engagement with the world of business**, which brings important knowledge and expertise. A multi-stakeholder approach is essential to sustain business-education partnerships over time and to support real-world extra-curricular activities such as innovation challenges and competitions.

For key policy recommendations from the EE-HUB – an international EE network of governments, businesses, NGOs, researchers and educators – see source (10).

Key resources

- (1) European Commission (2012): Effects and impact of entrepreneurship programmes in higher education. Report. Directorate-General Enterprise and Industry. (<https://ec.europa.eu/docsroom/documents/375/attachments/1/translations/en/renditions/native>)
- (2) European Commission website on entrepreneurship education: (http://ec.europa.eu/growth/smes/promoting-entrepreneurship/support/education_en)
- (3) Johansen, Vegard (2018): Innovation Cluster for Entrepreneurship Education. ENRI-report. Paper No. 1/2018. (<http://www.icee-eu.eu/the-research/final-report.html>)
- (4) Wennberg PhD, Karl; Elert, Niklas (2013, 2011): The Effects of Education and Training in Entrepreneurship. (https://www.researchgate.net/publication/270764182_The_impact_of_entrepreneurship_education_in_high_school_on_long-term_entrepreneurial_performance)
- (5) Spilling, Johansen, Storen (2015): Entrepreneurship training in Norway – status and the road ahead”. Excerpt from Final report from research project on entrepreneurship education. NIFU Report 2/2015. (<http://ja-ye.atom2.cz/form/download.ashx?FileId=168>)
- (6) European Commission (2015): Entrepreneurship education: A road to success. A compilation of evidence on the impact of entrepreneurship education strategies and measures. (<https://ec.europa.eu/docsroom/documents/8565/attachments/1/translations/en/renditions/pdf>)
- (7) A survey done by the “Entrepreneurship Education Monitor 2019” among 307 educators and EE experts in Europe. <http://www.ee-hub.eu/monitor/>
- (8) Lilischkis, Stefan; Volkmann, Christine; Halbfas, Brigitte et al. (2015): Supporting the entrepreneurial potential of higher education. Final report and case studies from 20 European universities: (<http://www.sepHE.eu>)
- (9) McCallum, Elin et al. (2018): EntreComp into Action: get inspired, make it happen. A user guide to the European Entrepreneurship Competence Framework. (<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>)
- (10) EE Hub policy recommendations: (<http://www.ee-hub.eu/component/attachments/?task=download&id=492:EE-HUB-Policy-Recommendations-web>)