



Peer-Learning Activities in Entrepreneurship Education and in Women's Entrepreneurship

<http://www.ee-we.eu>

Results of participants' survey

**Online survey before the peer-learning workshop
in entrepreneurship education**

10 March 2021, online

Status: 25 February 2021

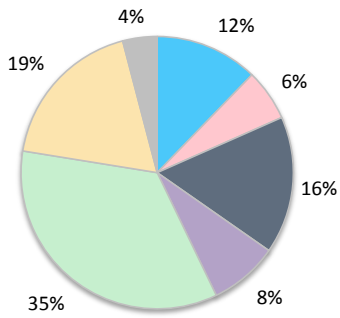
Contact:

Workshop organisation: Minna Melleri, JA Europe: minna@jaeurope.org

Project coordination: Stefan Lilischkis, empirica: stefan.lilischkis@empirica.com

A. Your background and expertise

In which sector do you work



Ministry of economy, trade, entrepreneurship or similar	6	12,2%
Ministry of economic affairs or other ministry	3	6,1%
Other governmental organisation	8	16,3%
Business or business association	4	8,2%
Non-governmental or non-profit organisation	17	34,7%
Education or research organisation	9	18,4%
Other	2	4,1%

Total 49 100%

[Go to the comments column](#)

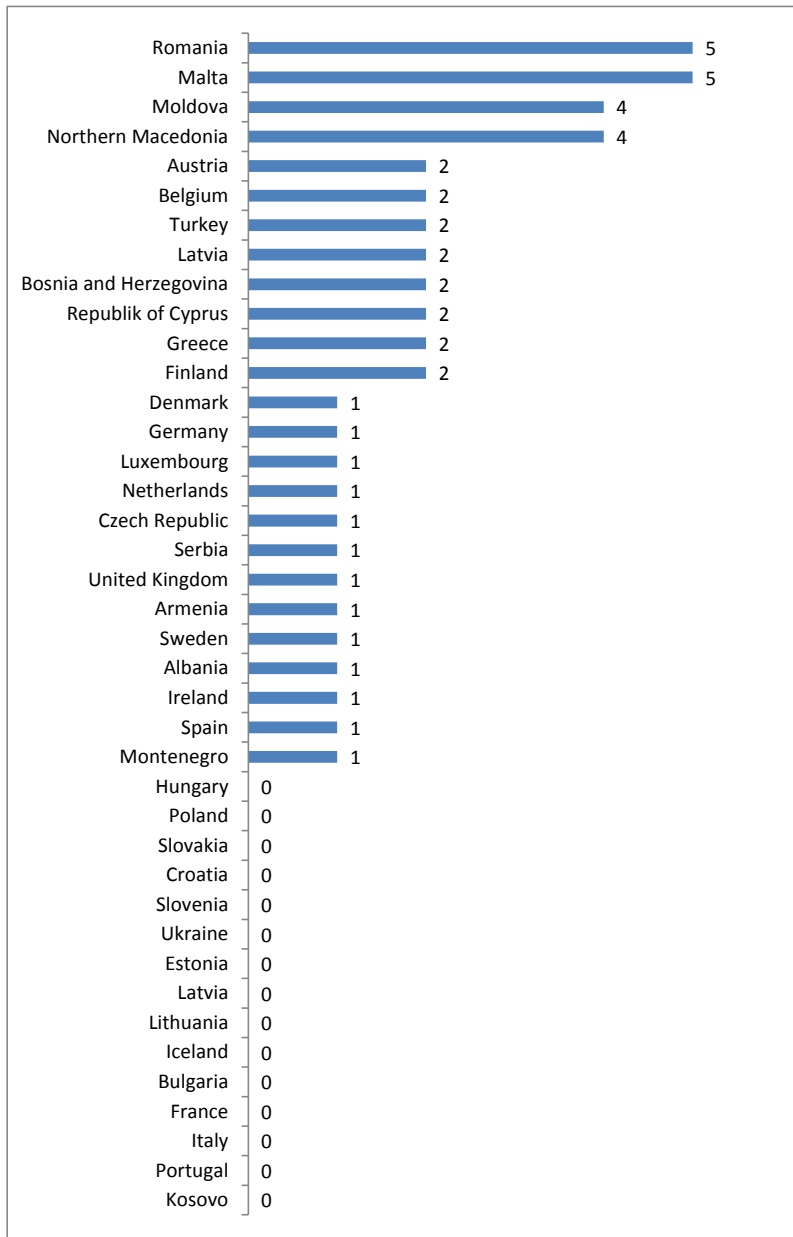
Sector (other):

Bureau for Education Services

Business community

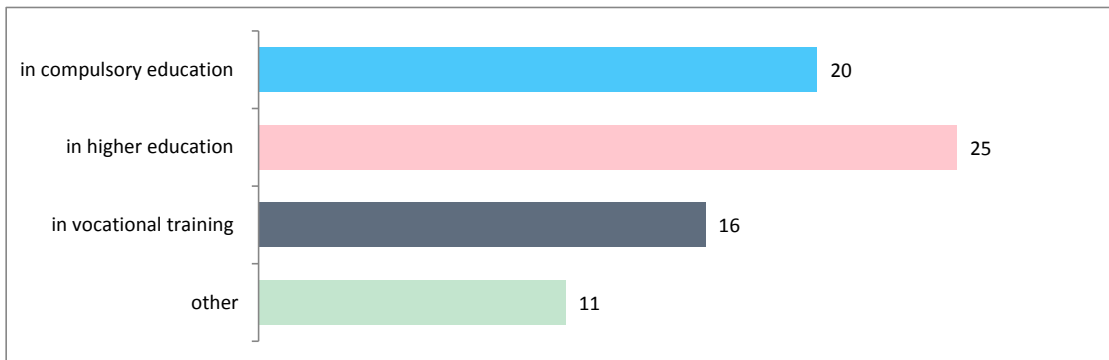
Your background

In which country do you work?



Expertise

*What specific expertise are you bringing to the workshop?
(Multiple answers possible)*



Expertise: other

Entrepreneurship Education

Junior Achievement Young Enterprise

Secondary Education

education program management - entrepreneurship education and other topics

in youth work

analytical department

First hand experience in entrepreneurship

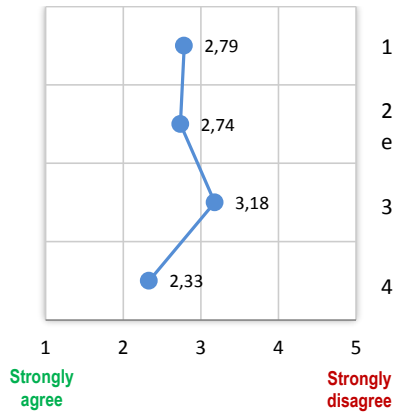
business administration and entrepreneurship

HR

in nonformal and informal education, and teacher training

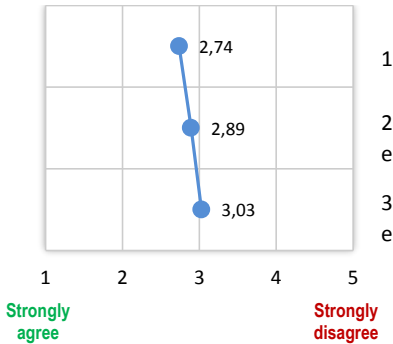
upper secondary school

B. Governmental activities and overall improvement



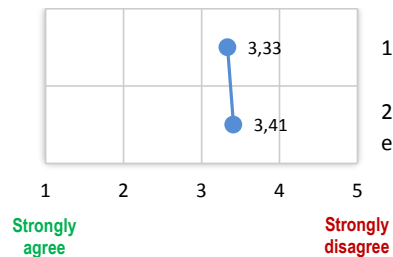
1. My government has a well-established strategy for entrepreneurship education
2. We have good collaboration between different ministries in implementing entrepreneurship education
3. My government has established long-term funding for entrepreneurship education
4. We are improving regarding implementation of entrepreneurship education

C. Monitoring and research



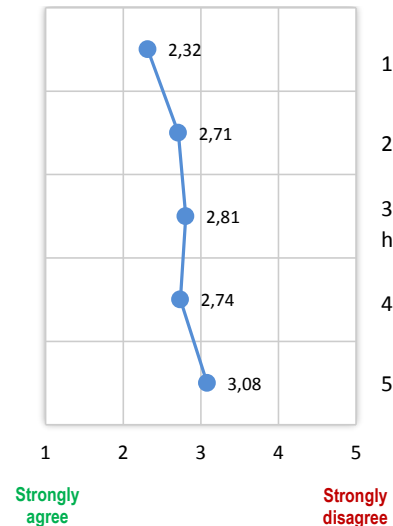
1. We monitor and evaluate our entrepreneurship education strategies and goals
2. We have recently done research about the short-term impact of entrepreneurship education on students
3. We have recently done research about the long-term impact of entrepreneurship education such as job creation and employability

D. Teachers at schools and in higher education



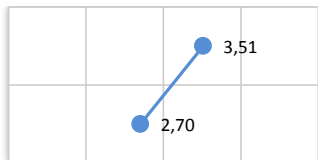
1. Most teachers have adequate competence in entrepreneurship education
2. Most leaders of schools and higher education have adequate competence in entrepreneurship education

E. Schools and higher education institutions



1. We include entrepreneurship education in most areas of vocational training
2. We measure students' entrepreneurial skills and competences
3. Tools and methods for entrepreneurship education are available in most schools and higher education institutions
4. We combine entrepreneurship education with digital education
5. We combine entrepreneurship education with education for the green transition

F. Training of teachers



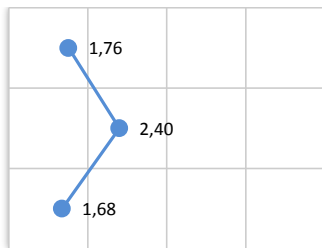
1 2 3 4 5

Strongly agree

Strongly disagree

1. In their initial teacher training, new teachers are well educated in entrepreneurial teaching tools and methods
2. In my country or region, continuous professional development of teachers is an important driver for entrepreneurship education

G. European initiatives



1 2 3 4 5

Strongly agree

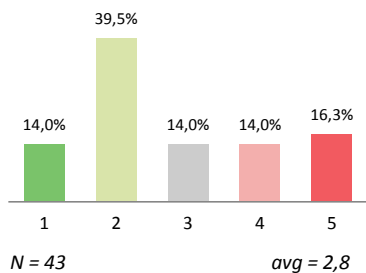
Strongly disagree

1. I am aware of the European Entrepreneurship Competence Framework (EntreComp)
2. In the implementation of entrepreneurship education, we follow EntreComp
3. European cooperation and support is important in our work with entrepreneurship education

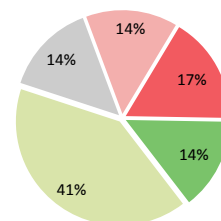
B. Governmental activities and overall improvement

Please indicate the extent to which you personally agree or disagree with the statements below.

1. My government has a well-established strategy for entrepreneurship education.

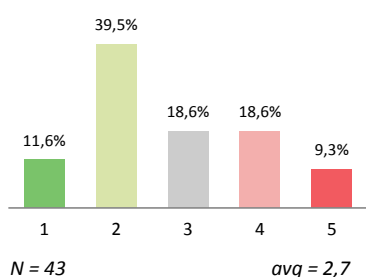


Strongly agree (1)	6	14,0%
Agree (2)	17	39,5%
Neither agree nor disagree (3)	6	14,0%
Disagree (4)	6	14,0%
Strongly disagree (5)	7	16,3%
Not applicable	1	2,3%

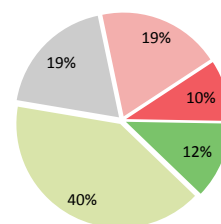


Total 43 100%

2. We have good collaboration between different ministries in implementing entrepreneurship education.

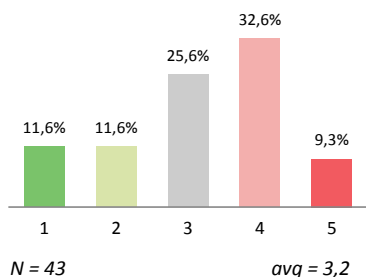


Strongly agree (1)	5	11,6%
Agree (2)	17	39,5%
Neither agree nor disagree (3)	8	18,6%
Disagree (4)	8	18,6%
Strongly disagree (5)	4	9,3%
Not applicable	1	2,3%

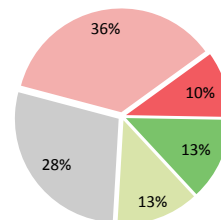


Total 43 100%

3. My government has established long-term funding for entrepreneurship education.

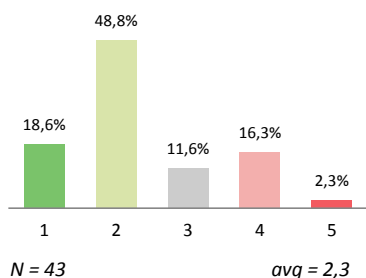


Strongly agree (1)	5	11,6%
Agree (2)	5	11,6%
Neither agree nor disagree (3)	11	25,6%
Disagree (4)	14	32,6%
Strongly disagree (5)	4	9,3%
Not applicable	4	9,3%

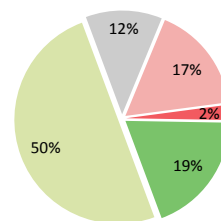


Total 43 100%

4. We are improving regarding implementation of entrepreneurship education.



Strongly agree (1)	8	18,6%
Agree (2)	21	48,8%
Neither agree nor disagree (3)	5	11,6%
Disagree (4)	7	16,3%
Strongly disagree (5)	1	2,3%
Not applicable	1	2,3%



Total 43 100%

[Go to the comments column](#)

Please comment on the current state of women's entrepreneurship in your country. Where do you see the biggest opportunity for improvements?

Nothing in place so far.

There is more of a commitment to EE rather than a strategy, ie they support it happening but do not necessarily connect to wider public policy.

We do not have specific strategy for entrepreneurship education.

Our National Strategy for Entrepreneurship Education expired in 2020, there is no initiative to replace it with a new one but entrepreneurship is considered to be streamlined within the new educational reforms.

There is no specific, independent strategy for entrepreneurship education, EE is included in and implemented through the strategy of education.

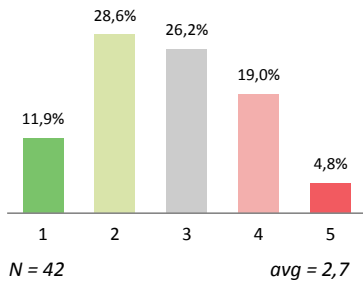
In Denmark there is a cross-ministral collaboration between four ministries. They have come up with a mutual plan for entrepreneurship throughout all levels of education - from ABC to PhD. The organisation which is responsible for implementing this strategy is the Danish Foundation for Entrepreneurship. This organisation receives governmental funding each year, and it tracks its progress closely.

Finland would need a entrepreneurial education representative in government that would not be linked to any upper secondary school subject as such

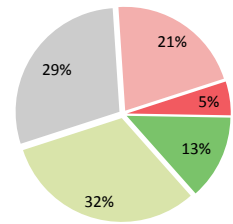
C. Monitoring and research

Indicate the extent to which you personally agree or disagree with the statements below.

1. We monitor and evaluate our entrepreneurship education strategies and goals.

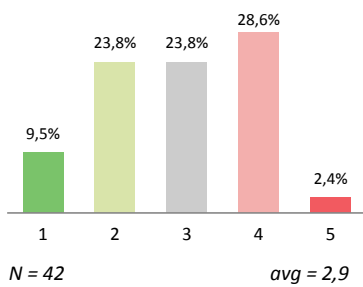


Strongly agree (1)	5	11,9%
Agree (2)	12	28,6%
Neither agree nor disagree (3)	11	26,2%
Disagree (4)	8	19,0%
Strongly disagree (5)	2	4,8%
Not applicable	4	9,5%

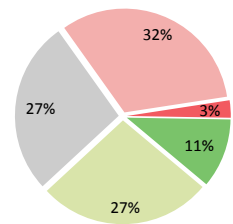


Total 42 100%

2. We have recently done research about the short-term impact of entrepreneurship education on students.

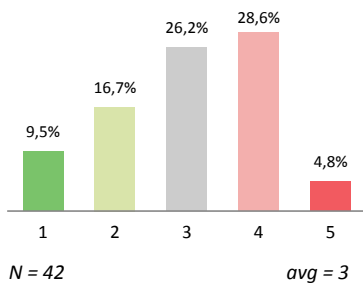


Strongly agree (1)	4	9,5%
Agree (2)	10	23,8%
Neither agree nor disagree (3)	10	23,8%
Disagree (4)	12	28,6%
Strongly disagree (5)	1	2,4%
Not applicable	5	11,9%

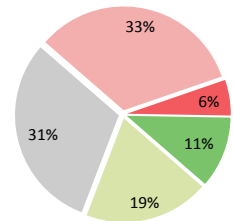


Total 42 100%

3. We have recently done research about the long-term impact of entrepreneurship education such as job creation and employability.



Strongly agree (1)	4	9,5%
Agree (2)	7	16,7%
Neither agree nor disagree (3)	11	26,2%
Disagree (4)	12	28,6%
Strongly disagree (5)	2	4,8%
Not applicable	6	14,3%



Total 42 100%

[Go to the comments column](#)

Please comment if needed:

Nothing in place to date.

In this period Romania is designing a National Entrepreneurial Strategy involving a lot of relevant stakeholders.

During the past two years, we have laid the foundations to conduct a longitudinal study of the effects of entrepreneurial education and entrepreneurial learning actions and initiatives on the entrepreneurial behavior of higher education students. This year, we start the data collection. The preparation phase took longer than expected because of privacy legislation issues.

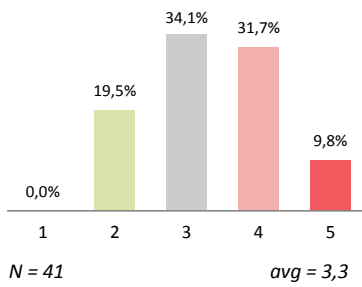
7. in the past two years, we' ve elaborated a monitoring system that will enable us to study the short & long term impact /learning effects with students who participated in supporting (entrepreneurial learning) initiatives.

There seems to be a lot of individual entrepreneurial organizations that are doing a good job in improving and in evaluating this. However, it is not guided by the government as it should be. There is a strong emphasis in the new curriculum in entrepreneurial education, but it seems to be restricted only to few key subjects even though it is required through out the upper secondary education.

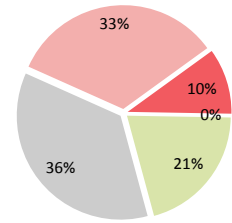
D. Teachers at schools and in higher education

Indicate the extent to which you personally agree or disagree with the statements below.

1. Most teachers have adequate competence in entrepreneurship education

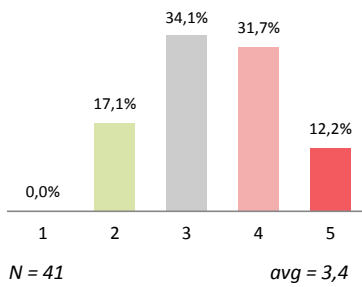


Strongly agree (1)	0	0,0%
Agree (2)	8	19,5%
Neither agree nor disagree (3)	14	34,1%
Disagree (4)	13	31,7%
Strongly disagree (5)	4	9,8%
Not applicable	2	4,9%

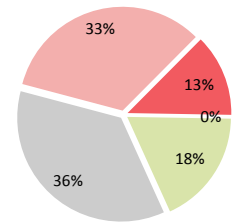


Total 41 100%

2. Most leaders of schools and higher education have adequate competence in entrepreneurship education.



Strongly agree (1)	0	0,0%
Agree (2)	7	17,1%
Neither agree nor disagree (3)	14	34,1%
Disagree (4)	13	31,7%
Strongly disagree (5)	5	12,2%
Not applicable	2	4,9%



Total 41 100%

[Go to the comments column](#)

Please comment if needed:

Teacher training does not cover entrepreneurship education.

The most teachers which have adequate competence in entrepreneurship education in Moldova are from VET institutions...

This is our main goal for the coming years.

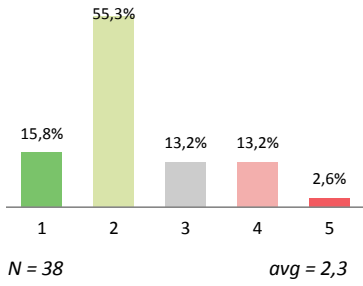
Still a lot of work to be done

social science teachers do have the competence but other than that, unfortunately no...

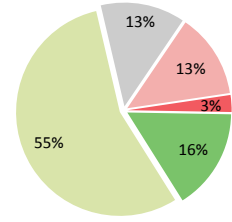
E. Schools and higher education institutions

Indicate the extent to which you personally agree or disagree with the statements below.
Please answer for your country or region.

1. We include entrepreneurship education in most areas of vocational training.

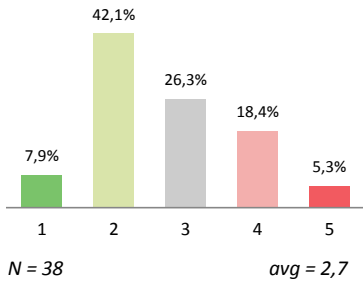


Strongly agree (1)	6	15,8%
Agree (2)	21	55,3%
Neither agree nor disagree (3)	5	13,2%
Disagree (4)	5	13,2%
Strongly disagree (5)	1	2,6%
Not applicable	0	0,0%

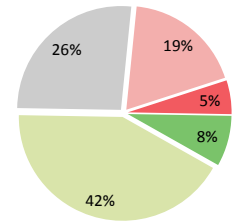


Total 38 100%

2. We measure students' entrepreneurial skills and competences.

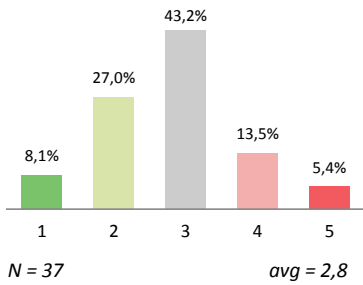


Strongly agree (1)	3	7,9%
Agree (2)	16	42,1%
Neither agree nor disagree (3)	10	26,3%
Disagree (4)	7	18,4%
Strongly disagree (5)	2	5,3%
Not applicable	0	0,0%

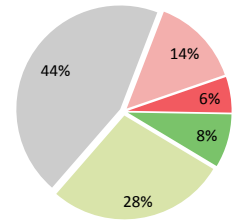


Total 38 100%

3. Tools and methods for entrepreneurship education are available in most schools and higher education institutions.

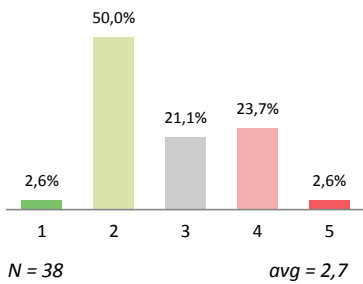


Strongly agree (1)	3	8,1%
Agree (2)	10	27,0%
Neither agree nor disagree (3)	16	43,2%
Disagree (4)	5	13,5%
Strongly disagree (5)	2	5,4%
Not applicable	1	2,7%

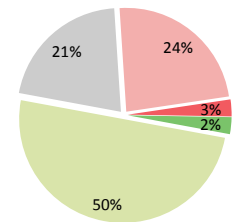


Total 37 100%

4. We combine entrepreneurship education with digital education.

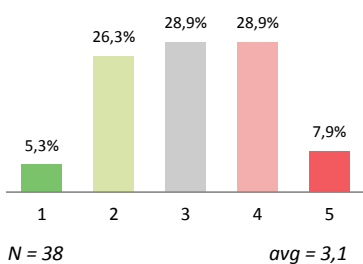


Strongly agree (1)	1	2,6%
Agree (2)	19	50,0%
Neither agree nor disagree (3)	8	21,1%
Disagree (4)	9	23,7%
Strongly disagree (5)	1	2,6%
Not applicable	0	0,0%

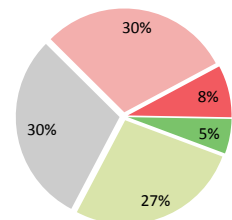


Total 38 100%

5. We combine entrepreneurship education with education for the green transition.



Strongly agree (1)	2	5,3%
Agree (2)	10	26,3%
Neither agree nor disagree (3)	11	28,9%
Disagree (4)	11	28,9%
Strongly disagree (5)	3	7,9%
Not applicable	1	2,6%



Total 38 100%

Do you see any differences between higher education and schools? Please comment:

On January 28, 2021, the new learning outcomes for the second and third stages were approved by the Flemish Parliament. The learning outcomes determine what students should know and be able to do. Each school can decide for itself how this is taught. The existing final objectives were more than 20 years old and no longer matched the world of today, let alone that of tomorrow. New learning outcomes have been in force for the first stage since September 2019.. They are based on the acquisition of 16 key competences. Educational goals that were previously not or sporadically addressed are now given a clear place in the curriculum. This includes computational thinking, STEM, financial literacy, citizenship and social-relational skills. We are particularly pleased that one of these new key competence is 'entrepreneurship', described as the competence to detect or create opportunities, to put ideas into action. (cf. ENTRECOMP)

The "we" in the above mentioned section refers to Junior Achievement of Albania work on entrepreneurial education in pre university institution in Albania. Due to combined ministerial competencies over VET schools in Albania, JAA does not works in VET schools.

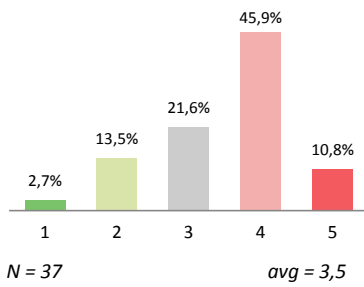
The Danish Foundation for Entrepreneurship works very closely with the Technology Pact, which is an organisation responsible for increasing interest in STEM and digitalization

All this is provided by different actors in the entrepreneurial education field, but most teachers refuse to use these as the curriculum and the baccalaureate exam are determining mainly the focus in these schools. Social science teachers use these more frequently.

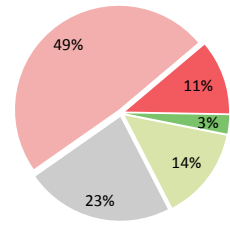
F. Training of teachers

Indicate the extent to which you personally agree or disagree with the statements below.
Please answer for your country or region.

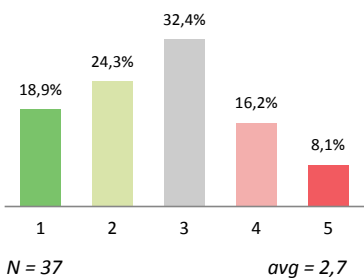
1. In their initial teacher training, new teachers are well educated in entrepreneurial teaching tools and methods.



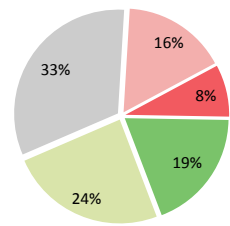
Strongly agree (1)	1	2,7%
Agree (2)	5	13,5%
Neither agree nor disagree (3)	8	21,6%
Disagree (4)	17	45,9%
Strongly disagree (5)	4	10,8%
Not applicable	2	5,4%
Total	37	100%



2. In my country or region, continuous professional development of teachers is an important driver for entrepreneurship education.



Strongly agree (1)	7	18,9%
Agree (2)	9	24,3%
Neither agree nor disagree (3)	12	32,4%
Disagree (4)	6	16,2%
Strongly disagree (5)	3	8,1%
Not applicable	0	0,0%
Total	37	100%



[Go to the comments column](#)

Do you see any differences between higher education and schools? Please comment:

Yes. The higher education institutions are operating at a higher speed, nevertheless a lot of work is still to be done.

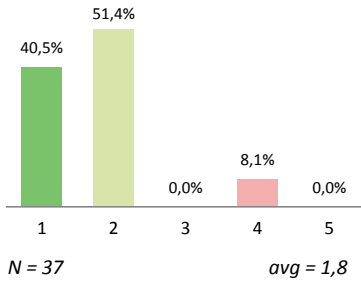
Unfortunately, most education in EE takes place after initial teacher training. However, there is strong focus on experiential education, so it is often not much that needs to be added

There is a lack of training entrepreneurial education in teacher training. For teachers already in profession, there are a lot of courses to choose from.

G. European initiatives

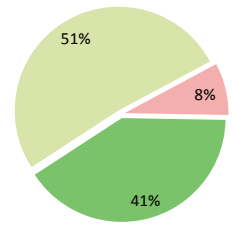
Indicate the extent to which you personally agree or disagree with the statements below.
Please answer for your country or your region, depending on which level is in charge of educational affairs.

1. I am aware of the European Entrepreneurship Competence Framework (EntreComp).

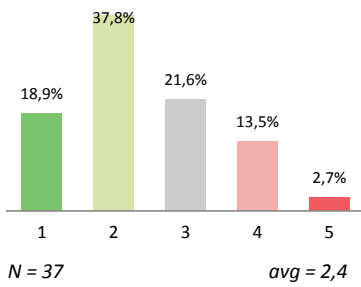


Strongly agree (1)	15	40,5%
Agree (2)	19	51,4%
Neither agree nor disagree (3)	0	0,0%
Disagree (4)	3	8,1%
Strongly disagree (5)	0	0,0%
Not applicable	0	0,0%

Total 37 100%

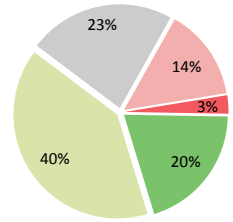


2. In the implementation of entrepreneurship education, we follow EntreComp.

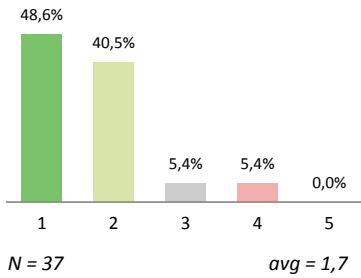


Strongly agree (1)	7	18,9%
Agree (2)	14	37,8%
Neither agree nor disagree (3)	8	21,6%
Disagree (4)	5	13,5%
Strongly disagree (5)	1	2,7%
Not applicable	2	5,4%

Total 37 100%

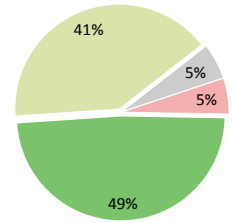


3. European cooperation and support is important in our work with entrepreneurship education.



Strongly agree (1)	18	48,6%
Agree (2)	15	40,5%
Neither agree nor disagree (3)	2	5,4%
Disagree (4)	2	5,4%
Strongly disagree (5)	0	0,0%
Not applicable	0	0,0%

Total 37 100%



[Go to the comments column](#)

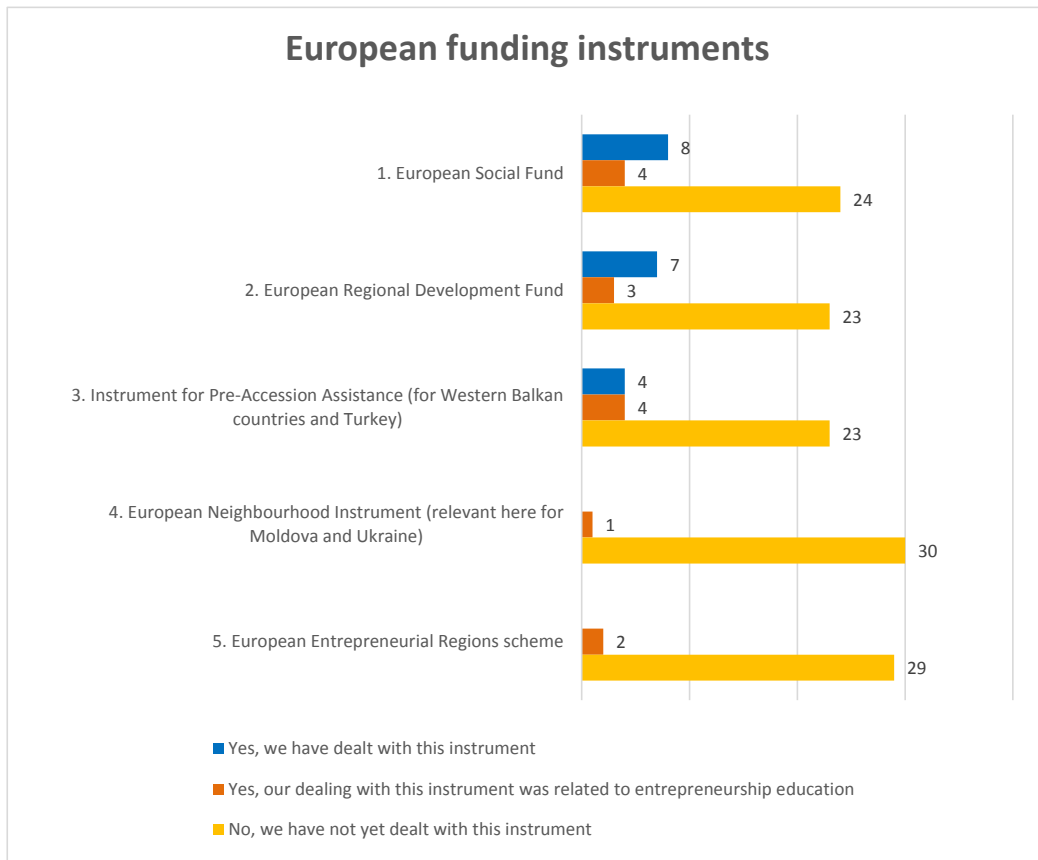
Please comment further if needed:

Examples of how countries have implemented EE would be very helpful to make our case accordingly.

We use assessment methods of short term impact that is based on the EntreComp framework

H. European funding instruments

Please indicate if you or your organisation have dealt with the following European funding instruments. If yes, please note if this was related to entrepreneurship education.



[Go to the comments column](#)

6. Other European funding – please state which:

Erasmus + , key action 2 = Strategic partnership

Liechtenstein Development Service

KA2 ERASMUS AND ESR- PROJECT

We have had erasmus project in some regions and also nationally a few years ago

[Go to the comments column](#)

Please comment if needed:

I am not aware whether the Ministry of Education has dealt with the above-mentioned instruments.

Am not in position to comment on questions 20 -24

Questions 20 -24, I don't know. Maybe you could add this option to the answers.

I. Input to the coming workshop

1. Based on the situation in your country, would you suggest any specific subjects of entrepreneurship education to be addressed in the forthcoming workshop?

No

Very specific implementation plans. How do we get it into schools. Drill-down not overview.

Best practices on how to increase the penetration rate of entrepreneurship education in schools

How to measure effectiveness of intervention, particularly in relation to impact on skills, rather than number of attendees or businesses created.

Funding

Would be very good if in the initial teacher training, will be included component/special module on entrepreneurial education and the future teachers to be educated in entrepreneurial teaching tools and methods.

-

Opportunities for financing students start-ups

- how to conduct research on short and long term entrepreneurial learning effects
- Entrepreneurial pedagogy: methods, learning strategies, tools
- Professional training for teachers, coaches,...

digitalization vs. entrepreneurship education

-

cross-curricular topics good practice example

the link between entrepreneurship, transformative economy and innovation

Opportunities to reinforce cross curricular EE initiatives

How to conduct interesting & interactive workshops with teachers.

Connecting EE with digitization and green economy

found access and rules for startups

we expect to hear more on how entrepreneurship education is addressed in national strategies of other countries

Long term and sustainable funding for NGO regarding entrepreneurial education

Online based EE, both action oriented and role-model focused

How to implement entrepreneurial education in your school's curriculum and practice?

Measuring the impact of Entrepreneurship Education

CPD for teachers in developing entrepreneurship and a education programme about co-operative initiatives and funding.

to improve entrepreneurship education at universities

teacher training, impact and research,

I. Input to the coming workshop

2. Can you give any examples of what can be a driver (help) to increase entrepreneurship education in schools and higher education?

Taking students to the business organizations and internship.

Teacher training - what need's to go into teacher training when still at undergraduate level and what CPD training can we do for teachers already in the field. Teaching teachers that EE is a state-of-mind as well as specifically taught including transversal skills and their relevance to post-Covid reality and the World Economic Forum's Future of Jobs 2020 and the skills identified for 20254 and beyond.

- fixed topic in the curriculum (issued by the ministries)

Included in the curriculum & give time in timetable for delivery. All subject areas, not just business.

Digital transition

Currently, in Romania, the method of training companies is compulsory in VET only for qualifications related to economic field. In the future, we want to extend the method to all fields of vocational training in order to develop entrepreneurship competences for students enrolled in VET education.

Practical training opportunities, knowledge exchange, creating entrepreneurial centers/hubs in schools and higher education

- a formal integration of 'entreprising behavior' and (entrepreneurship (value creation entrepreneurial behavior and business creation entrepreneurship) in the education goals on all levels.

support of team work, cooperation with employers regarding entrepreneurship education

-

teacher and students motivation

project based learning

A focus upon participation, attainment & commitment to EE

Introducing ready-to-use materials to the teachers. Like the You(th) Start Challenges. <http://www.youthstart.eu/en/challenges/>

Online teachers training for continuous EE learning

maybe some simulation games

more teacher trainings that will increase their competencies

Creating materials and case studies for professors to assist them in teaching entrepreneurship

Structured online education, teacher training, breif well-structured educational modules, instruction films

The engouragement from fellow teachers who have already done this

Entrepreneurship Role Model; Teacher trainings; Curricula; Learning by doing

Teacher education. Initiatives mapped to the curriculum that develop key skills among students.

reasearch results

[Go to the comments column](#)

I. Input to the coming workshop

3. During the workshop, we will share good practice on how to encourage more entrepreneurial learning in European schools and in higher education. Can you give us examples from your country? (E.g. strategies, implementation, research, excellent schools, awareness initiatives.)

Unfortunately we are not so good in entrepreneurship lessons in high school but we are improving.

Unable to help here.

-
- Varied strategies in the different states
 - Entrepreneurship Education is a part of strategies issued by Ministries of Education

Have mapped junior version of Company to 10-week Learning for Life and Work curriculum delivery topic.

HTL Wolfsberg, higher technical college that won the VET Innovators Award during the European Vocational Skills Week for its initiatives and innovation in EE.

-

Entrepreneurial Education Programs

Yes we can.

some schools have projects of fictional companies

-

partnerships between schools and companies in their local community

I would highlight Austrian ESC and its alignment with JA- YE ESP

I am sure we have some but I recently started my job so I can't name them yet.

national contest on business idea

National Strategy for Women Entrepreneurship 2019-2023 Strategy for entrepreneurial learning 2014-2020 ; National strategy for education 2018-2025

-

Edison, a program for pupils on primary level which is coordinated and run by the local municipalities. Company programme and

We have strong network for this both in national and Baltic sea level.

Teacher trainings; Student companies

Student Enterprise Awards

we have a research study, but it is a few yers old (Karl Wennberg)

I. Input to the coming workshop

4. What are your main expectations of the upcoming workshop?

To gain expertise about good practises in other countries.

a clear vision of how we can take EE to the authorities to get it on the National Agenda and underline it's critical importance if students are not to be obsolete by the time they leave compulsory education.

- learning about different strategies and best-practices from the different regions

Increase awareness of how to engage teachers and education leaders and support them in EE implementation.

New insights and best practices

The exchange of good practices both in the initial training of teachers and in the continuous training...

It would be great to find mechanisms for monitoring the EE results

Good practice examples used in other countries to acquire entrepreneurial skills for VET students.

To find out about good practices from other countries in the field of entrepreneurial education and innovation

Sharing of experiences, (action) knowledge, etc on policy, organizational and operational level

learning experience of some other countries

-

to gain more knowledge in latest policy trends in entrepreneurship education

1.Greater understanding of current initiatives

2.Strengthen personal networks

Get practical advice.

To hear about practice and experiences in other countries regarding EE in primary schools

more information regarding this subject

How to approach ministry of education and relevant education institutions and how to attract their interest on the importance of entrepreneurship education; the ways of increasing awareness of entrepreneurship education in high schools by all stakeholders; what type of campaigns work well in order to increase such awareness; what kind of initiatives in EE Donor community supports; what is the role of NGOs on the importance of EE in other countries-best practices and examples

Learn more about best practices

Getting to know who are actively working with this field and find out which potential possibilities for collaboration that exists.

Exchange of good practice in EL

Greater awareness of the entrepreneurship programmes, initiatives, funding and co-operative strategies and how these can be embedded in teacher education and ultimately to support student education, dispositions and attitudes.

improve my educational experience

gathering good examples
