



COPIE II BASELINE STUDY ON ENTERPRISE EDUCATION

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COPIE II BASELINE STUDY ON ENTERPRISE EDUCATION

Background

The Communities of Practice on Inclusive Entrepreneurship (COPIE) is a learning network of ESF managing authorities and implementing bodies at National and regional level in Europe. The COPIE partners share a common concern to widen entrepreneurship and make support systems work better across diverse populations.

The main themes dealt with in business creation are very similar across the countries. They have been described as the four parts of “an entrepreneurial ladder out of social exclusion”. The four parts are:

- creating the culture and conditions for entrepreneurship
- integrated start-up support and training
- access to finance
- support for consolidation growth

The Community of Practice has also drawn heavily on the work carried on within EQUAL in the Social Economy and from other national and international programmes on entrepreneurship.

Inclusive entrepreneurship is about a set of attitudes, competences and skills which allow people to turn their dreams into concrete projects or “enterprises” and then see these through to fruition. It is about more than starting an individual business. Inclusive entrepreneurship can be applied to self-employment, starting or growing micro or small enterprises and to social enterprise using business-based approaches driven by a social mission. Indeed the personal qualities required for entrepreneurship are essential for success in the knowledge economy – whether this be in the private or public sectors.

The role of education, especially in the early stages, in creating the conditions for a more entrepreneurial society should not be downplayed. Consolidation, finance and start-up support are important but the first step in the entrepreneurial ladder is the creation of a favourable mindset towards enterprise. Subsequently Enterprise Education has been chosen as one of the key themes in COPIE2



Goals

- Review state of the art of school-based enterprise education Europe as regards policy, implementation, assessment and research on the topic.
- Establish links between enterprise education and the social inclusion agenda, paying special attention to Early School Leavers.
- Diagnose the state of enterprise education agenda in the regions and countries involved in COPIE2.
- Provide a set of recommendations to further improve the provision of enterprise education in these regions.

Methodology

The baseline study methodology consists of an analysis of enterprise education policies at the European level as well as a literature review of existing research. This is complemented by primary research on the environment, policies and practices developed in the field of enterprise education in the regions participating actively in the Community of Practice.

It needs to be noted that even when enterprise education was identified as a key theme by all partners in the last COPIE meeting only Flanders has participated actively in this baseline study. This particular situation erodes the meaning and nature of a community of practice as defined by Wenger “Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly”

The lack of active members represents a hindrance in the normal development of the workplan envisaged for this community of practice. We hope the contents of this baseline study encourages ESF managing authorities and implementing bodies at National and regional level in Europe to join the community so as to build a critical mass of support and active participation.

Introduction

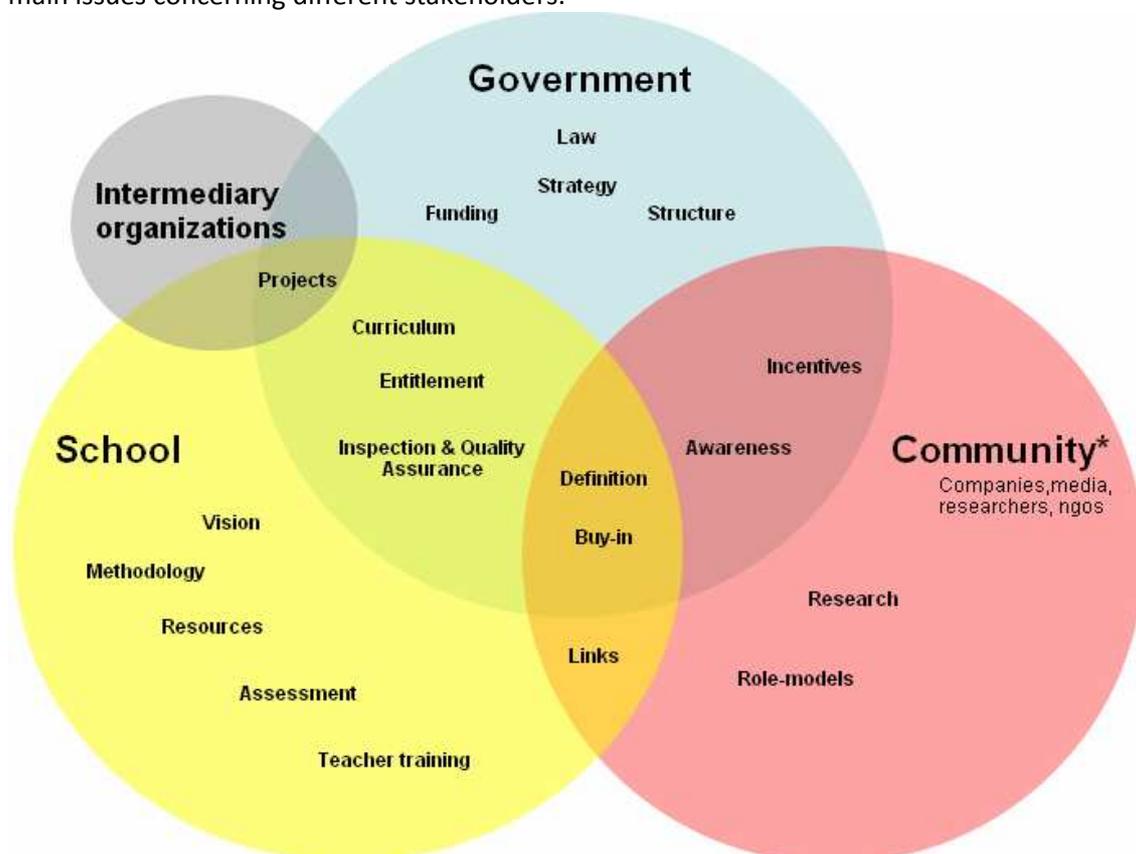
The Lisbon Agenda set out to transform Europe into the most competitive knowledge-based economy of the world. One of the main goals was the modernisation of education systems in Europe as stated in the report 2010 Education & Training. Enterprise Education was deemed to play a prominent role in the attainment of these goals.



The Lisbon Agenda pushed enterprise education into the political agendas of the Commission and Member Countries. The literature review shows a committed and sustained support towards the inclusion of the enterprise dimension in the educational systems of Europe so that the concept has undergone a sort of mainstreaming process.

However it needs to be stressed there are no magical wands for Enterprise education. Enterprise education is essentially a complex system, “a “mess”, a problem unbounded in scope, time and resources where there is no clear agreement about what a solution would look like. Special attention needs to be paid to specific cultural and social contexts as regards attitudes towards entrepreneurship and the importance attached to it.

Lots of different stakeholders must have a say in the development of a sound enterprise education policy. Shared leadership, a willingness to scale-up processes and long-term commitment and funding are consistently identified as success factors but even more important is the achievement of a critical mass of enthusiastic supporters and champions of enterprise education in society sharing a common vision of the goals and ways of implementing high-quality enterprise education. Policy-makers should work hand in hand with practitioners, researchers, business community and other organizations in order to build a coherent strategy. The following graphic aims to explain the complex web of interactions and main issues concerning different stakeholders.





Timeline of EC enterprise education policies

Entrepreneurship came to the forefront of European Commission policies in the Lisbon strategy set out in the year 2000. Ever since there is been a steady and constant increase in the number of references to the concept of entrepreneurship and enterprise education in EC communications. Entrepreneurship has become a transversal key theme in EC policies linking strategies in Education, Enterprise, Employment, Youth and Social Inclusion to fulfil the Lisbon Commitments.

The following timeline intends to highlight the main steps leading to the current approach to entrepreneurship and enterprise education in terms of EC policies.

1997

BEST Task Force

The task force comprised entrepreneurs, public administrators and academics. A thorough analysis of entrepreneurial frameworks identified areas of improvement. “Education for the creation and promotion of an entrepreneurial spirit” was one of the recommendations found in the BEST Task Force Report.

1998

“Promoting Entrepreneurship and Competitiveness”

Following Task Force recommendations a time plan was devised for introducing “Education for an Entrepreneurial Society”. The Communication paved the way to develop new curricula, reinforce SME and schools cooperation and improve the entrepreneurial image.

2000

Lisbon Strategy

“The Union must become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion (European Council, Lisbon, March 2000).”

The Lisbon conclusions underline Education and training should provide opportunities to acquire skills needed to set up and run a business. Entrepreneurship is wider than business activity – an active and reactive spirit – something that society as a whole should value and invest in. Education and training establishments should therefore stimulate learners' skills and spirit of enterprise throughout their education and training

Forum "Training for Entrepreneurship"

The Forum advocated for the need of an enterprise-driven education fostering a risk-orientated mindset. One of the main recommendations was to adopt comprehensive strategies and multi-stakeholder approaches to develop entrepreneurship as a basic skill to be sustained through lifelong learning.



Charter for Small Enterprises

The 'Charter for Small Enterprises' was endorsed at the Feira European Council on 19-20 June 2000. **Education and training for entrepreneurship** was one of the ten key areas covered by the Charter.

2001

The concrete future objectives of education and training systems

To ensure their contribution to the Lisbon strategy, Ministers of Education agreed for the first time on shared objectives to be achieved by 2010. "Developing the spirit of enterprise" ranks high on priority list. "Education and training should provide an understanding of the value of enterprise, as well as models of successful entrepreneurship, of the value of risk-taking and of the need for everyone to have a sense of initiative [...] Developing the spirit of enterprise is important for individuals, for economy and for society at large."

Promoting education for entrepreneurship and self-employment is also an agreed goal included in the Employment guidelines 2001 (no. 9).

Multiannual Programme for Enterprise and Entrepreneurship (2001-2005)

DG Enterprise launches a "Best Procedure" project on education and training for entrepreneurship.

2002

Education & Training 2010

The Education Council and the Commission endorsed a 10-year work programme to be implemented through the open method of coordination. Approved by the European Council, these agreements constitute the new and coherent Community strategic framework of co-operation in the fields of education and training. Ministers of education agreed on three major goals to be achieved by 2010 for the benefit of the citizens and the EU as a whole:

- to improve the quality and effectiveness of EU education and training systems;
- to ensure that they are accessible to all;
- to open up education and training to the wider world.

Education & Training 2010 Work Programme includes entrepreneurship in a reference framework of eight key competences for lifelong learning, necessary for personal fulfilment, social inclusion, active citizenship and employability.

BEST Procedure Project "Education and training for entrepreneurship", Final Report of the Expert Group

The notion that enterprise education should be an essential part of a lifelong learning approach is now generally accepted. The development of entrepreneurial attitudes and skills can be encouraged in people of all ages, starting in school. This project tries to identify and compare initiatives from across Europe that aim to promote the teaching of entrepreneurship in the education systems, from primary school to



university. For this purpose, a group of experts was established in June 2001 with members appointed by the national governments (the EU 15 + Norway), and with the Commission taking a coordinating role

2003

Green Paper Entrepreneurship in Europe

"Education and training should contribute to encouraging entrepreneurship, by fostering the right mindset, awareness of career opportunities as an entrepreneur and skills."

2004

Entrepreneurship Action Plan

In 2004, following the debate launched by the Green Paper on Entrepreneurship, the Commission published an Action Plan based on the extensive feedback received. The Action Plan established a framework of five strategic priority areas setting out Europe's agenda for entrepreneurship in the years to come. The Action Plan outlined a series of key actions related to five strategic areas. High on the agenda were fostering entrepreneurial mindsets among young people (Key Action 1), reducing the stigma of failure, providing support for women and ethnic minorities, reducing the complexity of complying with tax laws and facilitating business transfers.

BEST Procedure Project "Making progress in promoting entrepreneurial attitudes and skills through primary and secondary education"

This report by a group of national experts of 26 European countries, co-ordinated by the Commission under the Multiannual Programme for Enterprise and Entrepreneurship (2001-2005), is the follow-up of a previous "Best Procedure" project (see information provided below). Coherently with priorities identified by the Entrepreneurship Action Plan, it aims to strengthen and focus current efforts at all levels to foster an entrepreneurial culture in Europe, starting from school. In particular, the objective of this report is to identify useful policies and strategies that could be developed at national or regional level, and that will make it possible to achieve progress in promoting the teaching of entrepreneurship within primary and secondary education, as well as to propose instruments that would help monitoring such progress.

Helping to create an entrepreneurial culture. A guide on good practices in promoting entrepreneurial attitudes and skills through education

This publication includes 21 good practice examples from around the EU and Norway

2005

European Youth Pact

The Communication draws attention to the three strands of the Pact adopted by the European Council in March 2005: employment, integration and social advancement; education, training and mobility; reconciliation of family life and working life. The measures to be taken in these three areas will have to be fully incorporated into



the revised Lisbon Strategy , the European Employment Strategy , the Social Inclusion Strategy and the " Education and Training 2010 " work programme

BEST Procedure Project "Mini-companies in secondary education"

The best way of learning about entrepreneurship is through direct experience and practice. Mini-companies run by students at school develop on a small scale a real economic activity, or simulate in a realistic way the operations of firms. While not disregarding other pedagogical tools, mini-companies are an important option within any strategy for stimulating entrepreneurial attitudes and skills. The new Expert Report on the role of student companies in secondary education looks at the different methods and providers of such programmes. It shows how concrete examples can be successfully implemented, and looks at possible obstacles and difficulties. The report proposes a set of recommendations - addressing all the actors concerned - on how to increase the presence of these methodologies in education systems and their take-up by schools.

Recommendation on Key Competences for Lifelong Learning

Education & Training 2010 Work Programme includes entrepreneurship in a reference framework of eight key competences for lifelong learning, necessary for personal fulfilment, social inclusion, active citizenship and employability

2006

Oslo Conference "Fostering entrepreneurial mindsets through education and learning"

The European Commission and the Norwegian Government jointly hosted an international Conference on "Entrepreneurship Education in Europe - Fostering Entrepreneurial Mindsets through Education and Learning", which took place in Oslo on 26 and 27 October 2006.

There were over 300 participants from all over Europe; policy makers and representatives from different public departments, organisations promoting programmes and activities, business associations, relevant stakeholders and representatives from schools and universities, experts and researchers in this field. They discussed policies and practices at all levels of education, from primary school up to university.

Oslo Agenda for Entrepreneurship Education in Europe

The main outcome of the Oslo Conference is the "Oslo Agenda for Entrepreneurship Education in Europe". The ideas advanced in Oslo by a broad representation of stakeholders result now in a detailed catalogue of initiatives. The Agenda is a menu of proposals, from which all responsible actors can pick actions at the appropriate level, and adapt them to the local situation.



2007

Assessment of compliance with the entrepreneurship education objective in the context of the 2006 Spring Council conclusions

This document presents the current situation as regards the implementation of measures for enhancing education for entrepreneurship in the EU. In particular, the selected indicator for the assessment concerns the inclusion of entrepreneurship as a key competence in national curricula for general/comprehensive secondary education, as recommended by the Commission in the Annual Progress Report of January 2006. The main conclusion is that Member Countries are progressing at a very different pace and only a few have included entrepreneurship in the national curricula.

Integrated Guidelines for Growth and Jobs (2008-2010)

They are the principal policy instrument for developing and implementing the Lisbon Strategy. The employment guidelines are presented in an integrated policy instrument which covers both the macroeconomic and the microeconomic aspects of the European Union (EU), presents a clear strategic vision of the challenges facing Europe and enables the Union to channel Member States' efforts towards priority measures.

Promoting a more entrepreneurial culture (guideline 15) and adapting education and training systems in response to new competence requirements (guideline 24) are closely linked with the inclusion of the enterprise dimension in education.

2008

"Think Small First" - A "Small Business Act" for Europe

The education system, and in particular the school curricula, do not focus enough on entrepreneurship and do not provide the basic skills which entrepreneurs need. Children can learn to appreciate entrepreneurship from the beginning of their education.

Sense of Initiative and Entrepreneurship

Entrepreneurship has been included as one of the key competences for Lifelong Learning defined by the Recommendation of the European Parliament and the Council on Key Competences for lifelong learning of December 2006.

The concept of key competence provides an equal footing for knowledge, skills and attitudes. These three aspects are deeply interlocked and can not be developed in isolation. There is a pressing need for skills and attitudes to take centre stage. Latest reports on employers expectations show "a disconnect between the training of today and the workplaces of tomorrow" (DEMOS, 2006) Young people is better qualified than ever but employers identify a shortage of "soft" skills such as communication skills, team-working, customer handling and problem solving which are increasingly important in a knowledge-based economy.



Accordingly, greater emphasis should be placed on developing a set of core capacities and capabilities that complements content knowledge. The Personal, Learning and Thinking Skills framework (QCA) does perfectly summarise the kind of capacities and capabilities children should be equipped with. The six key areas included in the PLTS are: Independent enquiry, creative thinking, reflective learning, team work, self-management and effective participation.

Saraswathy points out “enterprise is more related to an attitude, a way to relate to the world”. It is imperative to transform not only students learning but also teaching, classroom and school management. Some lessons can be learned from the inspiring developments in some European areas, for instance Scotland and England.

Enterprise education is a political-laden concept and as such a wide array of views can be found in the literature. The European Commission has made its best to push forward an agreed definition of the term that allows for a broad interpretation.

Thus the sense of initiative and entrepreneurship has been broadly defined as “the individual’s ability to turn ideas into action” (See Appendix 1 for a full definition). Such definition supports a wide-ranging approach to enterprise in education that does not have to be explicitly focused on business. This definition encompasses two distinct elements:

- A broader concept related with the development of skills and attitudes not directly focused on business start-up
- A more specific concept of training oriented towards business start-up

Therefore education for entrepreneurship will include at least two of the following elements:

- a) Developing those personal attributes and horizontal skills that form the basis of entrepreneurial mindset and behaviour;
- b) Raising the awareness of students about self-employment and entrepreneurship as possible career options;
- c) Work on concrete enterprise projects and activities, for instance students running mini-companies;
- d) Providing specific business skills and knowledge of how to start and run successfully a company.

Entrepreneurship education **should not be confused with general business and economic studies**, as its primary goal is to promote creativity, innovation and self-employment.

These views are expressed in the Commission Communication "Fostering entrepreneurial mindsets through education and learning". (2006)

The Scottish Executive strategy provides an inspiring example of the desired goals to be achieved using this broad scope.



“Our aspiration is to enable all children and young people to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society” (A Curriculum for Excellence, Scottish Executive, 2004, Foreword)

This model fits well in the three components of entrepreneurship education as defined by Kyrö (1997)

- Self-oriented entrepreneurship. It refers to an individual’s self oriented behaviour
- Internal entrepreneurship. It deals with entrepreneurial and enterprising behaviour
- External entrepreneurship. It is directly related with business start-up and management.

Some authors differentiate between top-down approaches to enterprise education (where the focus is placed in the creation of new ventures) and bottom-up strategies (where emphasis is placed in self-oriented and internal entrepreneurship)

Although entrepreneurship education is traditionally associated with business context this report will draw a clear distinction between entrepreneurship education (or education for entrepreneurship) and enterprise education (education about and through entrepreneurship)

Entrepreneurship education refers explicitly to business context whereas enterprise education refers to general education and learning processes and it is not necessarily linked with business activity.

The Qualifications and Curriculum Authority in England provides a more accurate description of what Enterprise Education entails:

“Enterprise education encourages young people to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, and to take and manage risks. It helps young people to develop a “can do” attitude and the drive to make ideas happen, raising their aspirations, improving their achievement in school and developing valuable skills for education and employment” (QCA)

This vision is perfectly aligned with the work of authors like Gibb (2006) who distinguishes between:

- Learning For Entrepreneurship (learning to become an entrepreneur)
- Learning About Entrepreneurship (understanding entrepreneurship)
- Learning through Entrepreneurship (learning to become enterprising in any walk of life)

To put it in the words of Remes: “enterprise education should be considered both as a content of learning as well as a method of learning” (Remes 2003)

Enterprise education definitions are commonly biased towards individual’s self-oriented behaviour but enterprise is also a collective endeavour. “This education involves developing



behaviours, skills and attributes applied individually and/or collectively to help individuals and organizations of all kinds to create, cope with and enjoy change and innovation.[...] Enterprise education is the process by which such behaviour is practised and supported “(Mattila, Rytköla, Ruskovaara)

This baseline study will refer mainly to enterprise education in its broadest sense unless otherwise stated.

Inclusive approaches to entrepreneurship

A recurring criticism of enterprise education policies is related to the bias towards a business mindset clearly linked to a model of cardboard cut-out entrepreneurs that may discourage the engagement of broad swathes of the population in any entrepreneurial venture.

We agree on the views of authors like Berglund who deem necessary to provide a wide array of different role-models and different ways of being enterprising (social, environmental, cultural) arguing for the need of a multi-faceted definition of enterprise in education.

Enterprise education, ESF policies and social inclusion

The European Social Fund acknowledges the role of primary and secondary education in the development of a flexible and qualified workforce. During the previous period 2000-2006 actions in compulsory education were not eligible for ESF funding. Funding was allocated to projects dealing with vocational education and training and continuing education. Even so, entrepreneurship was the key theme of several ESF-funded projects in the period 2000-2006.

ESF project search by country. Keyword: entrepreneurship

Country	Projects
Finland	94
France	26
Denmark	20
Spain	15
Netherlands	11
Czech Republic	3
Ireland	2
TOTAL	171



ESF project search by ESF priority area. Keyword: entrepreneurship

ESF priority area	Projects
Supporting self-employment and new businesses	25
Integrating disadvantaged people into employment	14
Reforming education and training systems	7
Improving equal access to employment	3
More innovative and productive ways of working	3
Active and preventative measures to support employment	2
Employment and training support for workers and companies	2
Partnerships, networks and initiatives	2
Non specified	18
TOTAL	76

Source: ESF project online search engine

"While the ESF has not generally supported primary education in the past, within the scope of the future ESF regulation actions could also be eligible in this area, including actions linked to the prevention of school failure and/or early school leaving"
Education & Training in the European Social Fund 2007-2013

This new focus on earlier stages of education proved the need to carry out this baseline study. The main goal is to diagnose the extent and impact of enterprise education in the regions/countries involved in this Community of Practice. A special focus will be placed in any enterprise education policies and practices targeted at youth "at-risk" of early school leaving.

Training for self-employment or promotion of business start-up have been deliberately left out of the scope of this baseline study for practical reasons. Information about this particular issue has been extensively covered by different institutions. For instance, latest GEM report has analysed the provision of entrepreneurship education and training in starting a business during or after school. (GEM, 2008)

Can enterprise education tackle school disengagement?

ESF has identified the prevention of early school leaving as one of the main priorities for the period 2007-2013. This is consistent with one of the 2010 Education&Training benchmarks.

"By 2010 an EU average of no more than 10% early school leavers should be achieved"
So far progress has been somewhat slow and it is quite clear this benchmark will not be attained by 2010.



Early school leaving represents a huge cost both in terms of personal outcomes and for society. Young people who leave school with only lower secondary education are clearly at a disadvantage on the labour market. Early school leaving is a complex process influenced by different factors:

- Individual traits
- Poor school experience
- The availability of part-time work
- Social and economic background (family, peers, community)

Recently published interim report “A stitch in time: Tackling education disengagement” (Sodha, Guglielmi. 2009) suggests five key areas of intervention to tackle school disengagement:

- The core academic skills: literacy, numeracy and speaking and communication
- Social and emotional competencies
- Building aspiration
- Supporting parents
- The nature of the educational experience

The report concludes we can no longer exclusively rely on central policy levers to fix this problem. Policies should be geared up around principles of early intervention and prevention and local interventions with a proven track of success may be promoted and scaled up.

Enterprise education could help improve the educational experience of young people at-risk of school disengagement. During the research phase of this project we have come across different research studies showing a positive correlation between the development of enterprise education projects and the prevention of early school leaving.

The “ENTRANCE - Enterprise and its transfer to combat social inclusion” project measured the impact on “at-risk” youngsters of a particular enterprise education project. One of the main findings was that the beneficial impact of enterprise education project is greatest for those youngsters most “at-risk” of social exclusion at the outset of implementation. The strongest message is that the implementation of the project had a significant impact upon the affective domain of the youngsters involved as regards motivation, self-confidence and locus of control.

The evidence from the ENTRANCE project could be summarised as follows:

- Enterprise education programmes do have an impact on a certain set of entrepreneurial attitudes, skills and knowledge.
- It provides opportunities to develop to a certain extent some entrepreneurial attitudes such as commitment, determination, creativity and planning.

“When young people develop social skills they begin the process of moving away from being “at risk” of exclusion.”



(ENTRANCE final report, 2001)

Enterprise education projects could be a good tool to enhance social and emotional competencies and build aspiration. We are not pretending to say that enterprise education is a panacea solution but the positive impact of enterprise education in youth at-risk of social exclusion should not be dismissed. Further research on different programmes will be needed in order to back up the evidence and promising results from ENTRANCE project. In our opinion this is a strong argument to advocate the inclusion of enterprise education in primary and secondary schools and it obviously falls within ESF priorities for the period 2007-2013.

Good practice in Enterprise Education

This baseline study is not meant to be a comprehensive catalogue of initiatives around Europe. Several papers and publications have identified good practice examples of the delivery of enterprise education in Europe. To date DG Enterprise has provided the most comprehensive analysis on the state-of-art of enterprise education across Europe. The work of the group of experts commissioned under the framework of the BEST procedure project on Enterprise Education has been of paramount importance in order to identify all relevant policies and practices being implemented in member countries at different education levels. BEST report on entrepreneurship education analysed thoroughly the different approaches taken at the national level from primary to higher education resulting in an agreed definition and a set of recommendations and indicators of progress to member states included in the Oslo Agenda for Entrepreneurship.

These are the reports that have been published so far in chronological order:

- “Making progress in promoting entrepreneurial attitudes and skills through primary and secondary education” (2002)
- “Best Procedure Project on Mini-Companies in Secondary Education. Final Report of the Expert Group” (2005)
- “Survey of Entrepreneurship in Higher Education in Europe” (2008)
- “Entrepreneurship in higher education, especially within non-business studies” (2008)

The aforementioned reports include a detailed and very useful catalogue of best practices in enterprise education across Europe and should be used accordingly.

Another excellent source of information is Entrededu.com , a European project co-funded by Leonardo. ENTREDU final report analyses the cultures of enterprise education and training in Europe. Entrededu.com contains a classification of the theories and practices in a state-of-art matrix and provides a frame-of-reference for new development in the field of enterprise education and training. The project website provides an excellent search engine to locate relevant policies, programmes and literature.



However it needs to be noted transferability of best practices to a different context needs to be carefully planned. According to Wimbush and Watson (2000) the main difficulty of programme transfer is identifying which elements were effective and need to be transferred and what are the necessary conditions for the programme to be effective.

Besides problems of transferability, the Best Practice model is been questioned as it relies too much on what has worked in the past and in very specific contexts. The identification of Best Practices may hinder innovation and new approaches to enterprise education.

“There is a lot of research focused on best practice, but I focus on Next Practice. Next Practice by definition has three problems: firstly it is future-oriented; secondly, no single institution or company is an exemplar of everything that you think will happen; and third, next practice is about amplifying weak signals, connecting the dots. Next Practice is disciplined imagination.???”

CK Prahalad, University of Michigan

Some authors believe time is ripe to move from Best Practice (asking what is working) to Next Practice (asking what could work more powerfully)

Comparative studies

“European Universities’ Research On the Promotion of Enterprise Education” (E.U.R.O.P.E., 2006) involved seven different countries and can be considered as one of the most extensive, detailed and innovative research carried out to date in the study of schools-based enterprise education. The aim of this project was to discover the kind of local environments that support and enhance the quality of enterprise education in schools. The report pinpoints a set of recommendations for policy makers based on scientific research.

At the regional level, the paper “Enterprise Education in Schools in the Five Countries” made a comparative analysis of the approaches to enterprise education in England, Scotland, Wales, Northern Ireland and Ireland in terms of policies, practices and evaluation of outcomes. Nine key issues were identified to carry out the comparison: Policy Responsibility, Definitions, Entitlement, Funding, Targeting, Integration & Links, Engagement with Business & Employers, Training of Teachers and Inspection & Quality Assurance. This approach could well provide a basic framework for further comparisons at the international level and it was an invaluable source of inspiration for the design of the baseline study survey.

At the national level the “Analysis of Entrepreneurship Education in Vocational Education and Training in Iceland” (Jónsdóttir, 2006) is one of the first national reports on the status of entrepreneurship. The report spotted several gaps between policy and practice and regardless of its specific focus on Vocational Education and Training the report suggests a table of useful indicators of development towards ideal level of Entrepreneurship Education which can be



used to detect where schools, areas and countries are located in their educational development of entrepreneurship education.

International reports

The promotion of Enterprise Education goes well beyond European borders. Enterprise Education ranks high in the list of priorities of different international organizations. In 2008 Entrepreneurship Education was chosen by GEM experts as a special topic subject. The report was built on the premise that the provision of entrepreneurship education and training at school is inadequate. This is all the more compelling when several studies have demonstrated links between provision of entrepreneurship education and levels of entrepreneurial activity. The report includes data from 38 different countries and analyses both the extent and quality of provision.

Latest input to the massive base of support for the promotion of entrepreneurship in education comes from World Economic Forum report “Educating the Next Wave of Entrepreneurs” (World Economic Forum, 2009) “Entrepreneurship and Education are two such extraordinary opportunities that need to be leveraged and interconnected if we are to develop the human capital for building the societies for the future”

The report offers an innovative approach paying attention to the lifelong learning process of an individual and focusing on three particular areas: Youth, Higher Education and Social Inclusion.

Environment

In recent years entrepreneurship and enterprise education is coming more into the mainstream of ideologies, cultural attitudes, values and beliefs. Even so and in spite of the EC efforts to agree on a common definition, enterprise education remains to be an essentially contested concept in most European countries. Different stakeholders hold different and even conflicting views on goals, implementation and the benefits deriving from it.

Personal characteristics alone fail to distinguish entrepreneurs from other groups of reference (Huuskonen) . The same framework could be used to identify high achievers in every walk of life (Morrison) thus focusing on personal traits does not give a full picture of entrepreneurship. Several authors acknowledge the importance of the cultural context in which enterprise education takes place (E.U.R.O.P.E., 2006).

“Becoming an entrepreneur involves a complex interplay of background, personal and situational factors in the decision-making process.” (Peffer, 2001) Thus its quite clear that motivation for entrepreneurship comes both from internal and external factors.



Education plays a prominent role in shaping the attitudes, values and beliefs attached to entrepreneurship within a given society. Morrison uses a metaphor, the tree of entrepreneurship where formal education, among other factors, is located at the root.

The Tree Roots (Morrison)

- Ideological practices
- Cultural attitudes, values and beliefs
- Personal motivations and characteristics
- Formal education system
- Family background
- Regional history and characteristics
- Intergenerational role models

Morrison states “the manner in which the young are conditioned from an early age through the formal education system and the fact that dominant approaches are frequently reinforced within family life, plays a significant role in the promotion or inhibition of characteristics generally associated with entrepreneurial behaviour”

Although the decision making process and associated individual traits are important much more attention should be paid to the impact of social and cultural factors in promoting or inhibiting enterprising behaviour of individuals. A supportive school context will pave the way for the development of students’ enterprising skills and attitudes but enterprise education should be a whole-school approach involving the adoption of new teaching methods, evaluation procedures, classroom environment, style of management and links with the outside world. Some schools in UK are leading the way by embedding Enterprise in the vision and ethos of the school via enterprise education policies and by appointing enterprise education champions.

Even when the formal education system is located at the root in Morrison’s model schools are not islands and enterprise education is greatly influenced by the perception and acceptance of entrepreneurship within the community at large. A favourable view of entrepreneurship in the society enhances the effectiveness of enterprise education (E.U.R.O.P.E. 2001). Such a positive view can be shaped with coherent policies for the promotion of an “entrepreneurial culture” where a positive social attitude towards personal enterprise is prevalent and entrepreneurial activity is enabled and supported.



Curriculum

The European Commission advocates mainstreaming entrepreneurship in education so that the enterprise dimension is embedded in all subjects and pedagogy and not pigeonholed as a specific subject.

In spite of this, mainstreaming is still quite rare in most member states as shown by the “Assessment of compliance with the entrepreneurship education objective in the context of the 2006 Spring Council Conclusions” (2007). The adoption of EC recommendations by Member Countries is spiky to put it in Richard Florida’s words. According to this report only a few member states (Spain, Finland, Ireland, Cyprus, Poland and UK) have already embedded entrepreneurship in national framework curricula.

Undoubtedly this is an important step but it will be insufficient in itself if it is not scaled up. The first and foremost task is achieving massive buy-in from policymakers, practitioners, researchers and the society at large. Scottish national strategy, “Determined to succeed”, provides an excellent example of societal buy-in.

At present regional or national strategies are scarce and most of the countries adopt piecemeal change allowing, endorsing or even including in the curriculum enterprise education projects developed mainly by intermediary organisations. Issues on transferability to local contexts and consistent evaluation of outcomes are disregarded in most cases.

Curricular inclusion is considered a breakthrough and a good indicator of political commitment. There is no doubt curricular inclusion raises the profile of enterprise education to a certain extent by way of reinforcing academic acceptance but we should keep an eye on the risk of pigeonholing enterprise education as a separate but minor subject. Having said so recent research shows that statutory enterprise education has a positive impact in the strengthening of entrepreneurial cognitions in students (E.U.R.O.P.E, 2006)

Nevertheless this should be done with caution. An over-prescriptive and overloaded curricula may put a brake to a broader, more innovative and cross-curricular approach to enterprise in education.

Saraswathy (2001) distinguishes two different approaches to enterprise education: causation and effectuation. The author uses a cooking metaphor to explain this difference: causation is about following the recipe without deviating from any of its instructions. Causation is equated with over-prescriptive actions. On the other hand effectuation is about learning something of what you already have. Effectuation is a far more sensible approach in terms of a inclusive enterprise education agenda and supports the vision of a multi-dimensional enterprise education connected to social and environmental values besides of economic ones. Enterprise education should appeal to a wider range of people by using different methodological approaches and avoiding stereotyped role-models.



Pedagogy

Achieving teachers buy-in should be one of the foremost tasks in any enterprise education strategy. As in many other aspects of education, teachers are expected to play a pivotal role in the delivery and promotion of enterprise in schools. “Teachers are an instrumental factor in causing change among students” (Arbel, Dor, Weiss, Peffers, 2001)

As Seikkula Leino (2007) has stated awareness of enterprise education among the teacher community has grown and attitudes towards the theme have become more positive but teachers do not know enough about the aims, contents and work methods of entrepreneurship education. At best they know what they should implement but they don't know how.

Regardless of the sheer amount of policies, recommendations and papers on enterprise education there is a pressing need to go beyond the theoretical talk and provide concrete examples of how to implement enterprise in the classroom (Ruskovaara, Ikävalko, 2007)

Remes (2003) defines enterprise education both as a content of learning as well as a method of learning. In most cases enterprise education is a learning process for teachers themselves as it requires the adoption of new teaching methodologies. This particular aspect may be considered an extra burden to the daily workload of teachers if support measures are not put into place. Continuing Professional Development courses, initial education, support of school management and colleagues, external consultants and proper allocation of tools, time and resources contribute to build up the confidence of teachers to implement enterprise education in the classroom.

According to Gibb, an emphasis should be placed in pedagogies that allow students to experience and feel the concept. Seikkula-Leino (2007) has identified relevant working methods such as:

Co-operative learning, problem-based learning, group and peer work, project work, team work, learning by doing, pedagogical drama and learning diaries as well as twin classes, mini-companies, field visits.

After analysing different initiatives implemented throughout Europe it can be said that there is a differentiated lack of difference borrowing the concept from german philosopher, Peter Sloterdijk. Mini-company based projects are one of the most favoured methodologies in most countries.

But the use of these type of methodologies is not enough to define an enterprising teacher. “Knowing how much ownership and control of learning is given to students, maximising social learning, encouraging networking, developing motivation and commitment of students to see things through, encouraging calculated risk-taking, seeking and taking up opportunities in an innovative fashion and involving students in taking personal responsibility for the development of their learning” are defining features of high-quality enterprising teaching according to Gibb.



The ultimate goal of any enterprise education programme is to provoke positive change in students. This change is triggered if students perceive a parallel change in teacher's role. Fluency in the subject matter does indeed matter but the personality traits and behaviour of the teacher are far more important (Avinum, 1996)

Teacher training courses should be designed accordingly taking into account all these aspects.

Evaluation

Impact assessment remains to be the biggest challenge. Latest report on progress towards the Lisbon Objectives devotes a full chapter to Key Competences but entrepreneurship among others have been left out due to the lack of suitable indicators and methods to check progress particularly as regards the development of attitudes and skills.

“... it was recognised that for some adult skills identified as EU policy-relevant, such as learning to learn, interpersonal and civic competences, cultural awareness and entrepreneurship, more effort needs to be put into developing suitable methods and instruments. Therefore it does not seem feasible to assess them all in the short term. However, the possibility of focusing on some of these skills in the second round of a survey should be examined.”

Progress towards the Lisbon Objectives in education and training (EC, 2008)

Literature review shows contradictory evidence on the impact of enterprise education on those undertaking it (Peffer, 2001). However the development of a cluster of interpersonal skills is consistently reported as a positive learning outcome. It is of more importance to make students more enterprising than convince them to start their own businesses.

Sir Ken Robinson says enterprise education is senseless if it is not accompanied by enterprising approaches to evaluation and assessment. This is the biggest challenge of enterprise education.

Evaluation is a big issue but before we develop a suitable set of tools it is necessary to agree on the features defining efficient enterprise education. Straightforward thinking links efficient enterprise education with increased business start-up rates but research evidence shows this does not necessarily have to be the case at least in the short to medium term.

As it was stated earlier in this report, enterprise education is about far more than encouraging young people to start their own business. Enterprise education is an opportunity to foster a specific mindset that can be potentially applied to the rest of their life, study and work.

At the same time this is also likely to enhance entrepreneurial intention by means of reinforcing entrepreneurial cognitions. That is to say the degree to which a person perceives starting a new business is a desirable and feasible career option.



Feasibility Cognitions

- Start-up knowledge
- Self-confidence
- Degree of overwork
- High certainty of success
- Ease of start-up

Desirability Cognitions

- Would love doing it
- Degree of tenseness
- Would be very enthused

A positive increase in these perceptions may be a good impact measure of enterprise education programmes. E.U.R.O.P.E project has carried out extensive research in this field. “A fairly consistent research finding has been that exposure to enterprise has a strengthening impact upon entrepreneurial cognitions.”(E.U.R.O.P.E , 2006)

However it needs to be noted that E.U.R.O.P.E research has found substantial differences between European nations in terms of their enterprise feasibility and desirability cognitions which demonstrates the need to avoid “one size fits all” solutions.

As regards the nature of participation, “compulsory programmes appear to achieve positive outcomes for a wider range of entrepreneurial cognitions...” (E.U.R.O.P.E. 2006)

Different types of enterprise education programmes exert a different influence in the development of entrepreneurial cognitions. The widest range of cognitive strengthening is offered by Enterprise Skills Courses and Mini-Company courses according to E.U.R.O.P.E findings.

Personal enterprise experience plays a substantial potential role in the strengthening of entrepreneurial cognition but that exposure needs to be positive in nature. Thus further work needs to be done to assure quality standards in the delivery of enterprise education. In this sense the University of Warwick has developed the Excellence in Enterprise Education Awards, a certification scheme that allows a school or college to analyse and quantify the quality of its enterprise activity.

Similar efforts in this direction are to be found in the ongoing project Measurement Tool for Entrepreneurship Education, a three-year (2008-2011) ESF funded project coordinated by the University of Lappenranta (Finland). It plans to create a measurement tool to assess how entrepreneurship education is being actually implemented in the classroom. The resulting tool will be useful for teachers and decision-makers alike.

All the above provides a good base of research evidence to plan and deliver a sound enterprise education policy.



Visit Enterpristan

Enterpristan is a nowhere land, a realm of diversity where enterprise education thrives, a sort of hypothetical Shangri-la providing ample opportunities for the development of a very inclusive vision of enterprise in education that is constantly rebuilt and renewed with inputs of all relevant stakeholders. Reaching Enterpristan is far from easy. The road is long and winding and a good amount of stamina and goodwill is needed but the final reward does well deserve all the efforts.

It would be wrong to assume Enterpristan is our final destination. Enterpristan is located in the outer reaches of the world as we know it and provides an invaluable standpoint to face future challenges. We have identified eight main areas with four different levels of development, 4 being the highest.

	Law and Policy	Teacher training	Leadership and school ethos	Student learning opportunities
Development levels 4	There is a national/regional strategy for the development of enterprise education at all levels and across different subjects. Medium to long-term funding.	Enterprise education is included in initial teacher training regardless of specialism.	Enterprise education is included in the vision and ethos of the school pervading curriculum, teaching and school management.	Enterprise education is mandatory for all students – various options to choose from. There is an enterprise education continuum across all school levels. Enterprise education has a positive impact on social inclusion.
3	Some enterprise education programmes are embedded in the curriculum. Short-term funding available. Enterprise education is mainly related to business studies.	CPD courses on enterprise education are widely available. Enterprising methodologies are integral parts of course syllabuses.	Enterprise education keeps a high profile. Enterprise champions are appointed and the teaching staff shares a common definition of enterprise education.	EE is incorporated into the curriculum of all students in certain years.
2	Law and policy expect enterprise education. Official discourses directed towards education. Certain mini-company projects delivered by intermediary organisations are recommended.	Some intermediary organisations provide training courses to facilitate delivery of particular programmes. Mainly focused in business start-up.	Leaders support teachers to develop enterprise education in school hours providing resources and arranging timetables.	Offered to all students on an optional basis in a particular year.
1	Law and policy allow enterprise education. Official discourses expect entrepreneurship in society.	Specific teacher training is not available. Teachers are left to their own devices and rely mainly on background and personal sources of information.	Leaders allow and look positively at enterprise education as an extra-school activity. Highly reliant on certain individuals with little recognition among peers.	Offered to some student groups



	Pedagogy	Assessment	Society / Media	Research
Development levels 4	Active learning approaches. Wide array of methodologies (PBL, cooperative learning, real life situations, etc...Opportunities for individual and teamwork. Cross-curricular links are reinforced.	Quality assessment framework and schemes. Independent or government inspection assesses the quality of enterprise education. Quality Label for "enterprising schools".	Entrepreneurship is celebrated. Enterprise Education is celebrated and receives extensive media coverage. Entrepreneurs are positively valued and there are school-business partnership schemes.	Cross-disciplinary teams of researchers headed by the Faculty of Education provide a theoretical basis , cooperate with teachers and contribute to the regional/national development strategy. Master courses and PhD studies en Enterprise Education are available.
3	Real life projects . Links with external stakeholders. Students play an active role and teamwork is encouraged.	Specific tools are used to measure development of skills and attitudes. Student portfolios used as evidence of learning. Intermediary organizations carry out small-scale evaluation of their own projects based mainly on satisfaction surveys.	EE achieves societal buy-in. External stakeholders admit the importance and cooperate with schools on a voluntary basis	One-day events, seminars or conferences on enterprise education are organized.
2	Computer-based simulations . case studies , contests, and awareness-raising talks.	Subjective observation of skills and attitudes.	Role-models are biased towards a very particular type of entrepreneur. i.e Bill Gates, Richard Branson	Academic esteem is increased but still restrained to certain departments.
1	Chalk and talk methods. Mainly theoretical and based on individual work.	Traditional exams. Attitudes and skills are not assessed.	Negative views on entrepreneurship.	Research on enterprise education is scarce or non-existent.



Innovative and inspirational practices

Law and Policy	Teacher training	Leadership and school ethos	Student learning opportunities
<p>Finland has a long-standing and coherent national strategy on entrepreneurship education. Some of the most defining features are listed below:</p> <p>A policy outlined in the Government Programme</p> <p>Strong networking between different stakeholders,</p> <p>Allocated funding</p> <p>Teacher's initial and in-service training</p> <p>Curricular reform resulting in a more systematic inclusion of entrepreneurship in all levels of education</p> <p>Research and evaluation</p>	<p>Dynamo Project (Wales) Over 1500 teachers have been trained from the primary and secondary education sector to use the Dynamo Education Project Materials. The training programme has reached an unprecedented 50% of all primary schools and 75% of all secondary schools in Wales.</p> <p>Initial Teacher Training in Finland. Entrepreneurship education is a compulsory component in three education institutes (i.e. Kajaani Dept of Teacher Education-University of Oulu) and elective in many others.</p> <p>Enquiring Minds Professional Development Materials – A practical handbook to reflect on the issues and challenges of 21st century education</p> <p>Promoting Entrepreneurial Culture on Adult Education (PECAE) was a 2-year project co-funded by Grundtvig. It aimed to develop a enterprise skills development course for teachers and educators to support the inclusion of the enterprise dimension in adult curricula. The project seeks to stimulate and foster entrepreneurial mindset among adult education students.</p>	<p>Studio Schools (Young Foundation) teach the national curriculum through interdisciplinary, enterprise-themed projects, but will have a very different style and ethos to most existing schools, with a much stronger emphasis on practical work and enterprise. Studio Schools incorporate businesses or social enterprises providing services directly to customers.</p> <p>National College for School Leadership (England) provides a range of leadership development activities, publications and resources to suit the needs of school managers at different stages in their careers and in a wide range of contexts</p>	<p>Rotherham Ready (England) is a local initiative involving all Rotherham schools and colleges Rotherham Ready establishes a ladder of enterprise learning opportunities for all children and young people aged 4-19</p> <p>Cadena de Formación de Emprendedores (Spain) is a regional initiative developed in Asturias (Spain). It establishes a ladder of enterprise learning opportunities for all children and young people aged 4-19. Programme funding is secured until 2011 by the regional government.</p> <p>European National Foundation for Training Entrepreneurship (ENFTE) experience helps young people from low-income communities develop their individual skills and talents. Entrepreneurship connects young people from low-income communities to the school, the community, and the workplace.</p>



Pedagogy	Assessment	Society / Media	Research / University
<p>Enterprising ideas for primary and secondary schools - Enterprising Careers (Scotland) has published this useful resource with lots of ideas to enterprise lessons in any subject.</p> <p>Urrats Bat (Spain) is a in-school incubation service for VET students in the Basque Country. Every VET school involved in the project offers tailor-made incubation and mentoring services to students willing to start up a real company.</p>	<p>Excellence in Enterprise Education Award - Warwick University The general aim of the material is to allow a school or college to analyse and quantify the quality of its enterprise activity for subsequent submission to CEI in application for an award and kite-mark.</p>	<p>Education Business Partnerships (EBP) – A business volunteering scheme to support work-related learning and enterprise education in UK.</p> <p>Raising the game (England) is a structured workshop help raise awareness of enterprise among parents.</p> <p>Space Unlimited (Scotland) is a innovative approach to business-school partnerships. Businesses work together with groups of young people to solve real challenges faced by the companies.</p>	<p>Enterprising Careers (Scotland) is a well-established and internationally renowned centre within the University of Strathclyde (Scotland). It specialises in research, knowledge exchange and training in Enterprise Education</p> <p>Kaos Pilot (Denmark) School of New Business & Social Innovation . Kaos Pilot curriculum is developed to qualify the student to a life as a creative entrepreneur, a value-based leader and a proactive learner</p>



COPIE II BASELINE STUDY ON ENTERPRISE EDUCATION

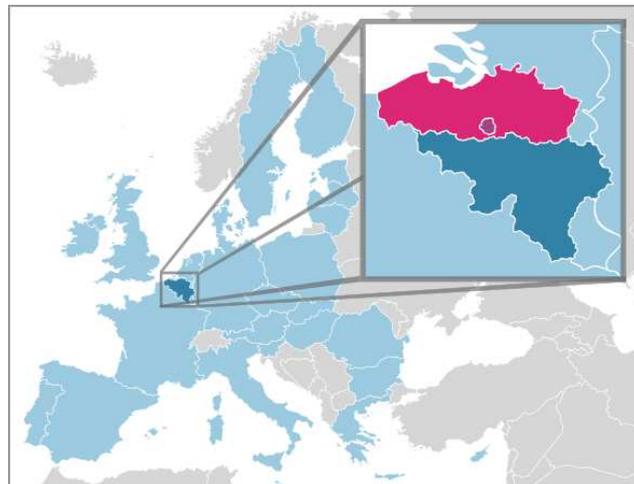
FLANDERS CASE STUDY



Introduction

Geographically speaking the Flemish region covers the Dutch language area of Belgium. The Flemish Region is formed by 5 different provinces located in the northern part of the country.

Flanders is a densely populated region with a population slightly over 6 million inhabitants. As in most western European countries, Flanders faces the problem of an ageing population.



The financial services and industrial equipment sector formed from 1996 to 2006 the main drivers of economic growth in Flanders. Productivity levels are high. Flanders ranks in the top ten of the classification analysing labour productivity in 131 European regions. Before the credit crunch, Flanders reached an average annual growth rate of 2.4% during the period 2003-2007.

Government

Belgium is a federal state and as such is largely decentralised. Federalisation has been an ongoing process that started as early as 1970 when the central government acknowledged the existence of three different language communities (French, Flemish and German). The 4th state reform (1993) turned Belgium into a full federal state. Eight years after, the Lambertmont agreements (2001) granted communities genuine fiscal autonomy and almost full control over a number of taxes and areas.

The federal powers exist alongside with the powers of communities and regions. Flanders includes both the Flemish Region and the Flemish Community. The former is competent in territorial issues such as agriculture, work, energy whereas the latter is essentially competent for person-related issues such as education, health, culture.

The Flemish Region and the Flemish Community have merged their respective parliaments and governments leading to a single Flemish Parliament and a single Flemish Government. The Flemish Civil Service is organised in 13 policy areas.



Education

Flanders has its own education system. The education policy in Flanders is a complex interplay between the ministry of education, the educational networks and the local schools.

The ministry of education is responsible for almost all aspects of education policy except for certain issues that are set by the federal authorities: start and end of compulsory education, conditions to obtain a diploma and staff pensions.

Educational networks are probably the most particular feature of the Flemish education system. An educational network is a representative association of governing bodies and often takes over some of the responsibilities of governing bodies.

There are three distinct educational networks:

- Community education. Organised under the authority of the Flemish Community.
- Subsidised public-authority education. Municipal and provincial education
- Subsidised private-authority education. Organised by private persons or private organisations

Flemish policy makers have placed greater responsibility on education providers enhancing local accountability. This means that schools are free to choose their own teaching methods, curriculum and timetables. However, schools that want government recognition or funding must meet the attainment targets. In addition, schools must have sufficient teaching materials and be established in habitable buildings that comply with safety provisions and hygiene standards.

The Belgian Constitution guarantees every children the right to free compulsory education. In Flanders Education is compulsory until the age of 16. Afterwards part-time compulsory education is applicable until the youngster reaches the age of 18.

The school year in primary, secondary and adult education spans from 1 September to 30 June. Local participation of all stakeholders is regulated by the school council.

Entrepreneurship

As many European countries Flanders is a region with a high number of SMEs. However Flanders has a rather low score on the Total Entrepreneurial Activity index. The percentage of adult population involved as owner or manager in new start-ups in Flanders (3.72%) falls well below EU average (5.27%). Female entrepreneurship is underrepresented.

According to GEM 2007 report the low start-up rate is somewhat counterbalanced by the high quality and innovative nature of new entrepreneurship in Flanders.



GEM 2007 report shows also some positive trends as regards societal perceptions of entrepreneurship but the levels of opportunity recognition, motivation and entrepreneurial capacity remain at the bottom of the list in European rankings.

In 2006 Flanders government launched Flanders in Action, a socio-economic action plan program which illustrates the vision of the future to come. “We want a culture of permanent economic innovation, in which the entrepreneurial spirit of young and old, men and women, is encouraged in all sectors”

Enterprise Education

One of the foremost priorities to reverse this trend and to attain the goals outlined in Flanders in Action is education. In 2006 the government has approved the ‘**Ondernemend Onderwijs**’ plan, the Flemish Entrepreneurial Educational Action Plan. “The objective is to give each child a sense of entrepreneurship and to put any interested children on the road to starting their own business.” (EURYBASE 2007). The specific objectives are:

- Youngsters get a better knowledge of and a more precise image of what entrepreneurship implies;
- Youngsters perceive entrepreneurship more as a possible career path;
- Students who chose for an entrepreneurship training are well prepared to become an entrepreneur;
- Schools pay more attention to entrepreneurship and participate massively in different initiatives of enterprise education;
- The initiatives of enterprise education offered to schools are systematically developed;
- An entrepreneurial school becomes socially more attractive;
- The number of people starting up a business increases.

These are objectives on the short, the medium and the long term

The time span of the action plan is 2007-2009. The allocated budget for the whole action plan is not a fixed sum but specific sums have been earmarked for certain parts (i.e. Bridging Projects and VLAJO mini-companies). Funds are directly channelled to schools and/or intermediary organisations.

The Action Plan was temporarily brought to a halt by political changes. A new government has been elected in June 2009. Local experts reckon the Action Plan will be continued by the newly elected executive.

Ministry of Education, Ministry of Labour, Ministry of Economy and SYNTRA Flanders, the Flemish agency for entrepreneurial training, collaborate in shaping the policies and practices on enterprise education. The steering committee of the Flemish Entrepreneurial Education Action Plan consists of representatives from the cabinet of the minister of Economy, from the cabinet of the minister of Education and from the cabinet of the minister of Labour and of



representatives from the department of Economy, from the department of Education, from the department of Labour and from Syntra Flanders. The working group consists of the same members as the steering group, excepting the representatives of the cabinets of the 3 ministers. Even when external stakeholders (i.e employers) are consulted on some topics they have not been included in the steering committee.

Matching education to labour market needs is one of the main goals of the Department of Education **Competence Agenda**. One of the ten action programs aims at the improvement and development of a sense of entrepreneurship. The creation of COMPETENTO, the virtual Knowledge Centre on Entrepreneurial Competences, was one of the first measures implemented.

The definition of enterprise education in Flanders is quite broad in scope and prioritises the development of a set of skills and attitudes that are important for everyday life. The following statement found in the Flanders in Action socio-economic plan is quite relevant in this sense:

“Above all, we must work on the *immaterial dimensions*. On the attitudes, on teaching skills such as creativity, assertiveness, a knowledge of languages, the capacity for innovation and entrepreneurial spirit. These qualities cannot be imposed by the government. There are skills that people embody themselves” (Flanders in Action, 2006)

Curriculum

Enterprise is yet to be included in the curriculum. Nevertheless aspects of entrepreneurship such as creativity and sense of initiative are incorporated as cross-curricular attainment targets in primary and secondary schools. Further up the educational ladder, business-related VET and Higher Education courses incorporate entrepreneurship in the attainment targets.

Enterprise education schemes are largely available but mainly optional. The extent of provision varies by educational level. Most of the opportunities concentrate on general secondary education level. The decision to get involved in enterprise education programmes is often taken at the school or teacher level. Statutory courses on entrepreneurship are only found in some fields of VET and higher education.

The government subsidises enterprise education activities that are mainly provided by intermediary organisations (governmental and private alike). The most relevant ones are:

DBO (Vocational Training Service), a service of the Department of Education and Training. It deals with vocational training in the broadest sense. Enterprise-related projects launched by DBO include:



- OOMO website. An electronic learning environment for teachers and students aiming at promoting entrepreneurship and providing information to potential starters.
- Responsible Young Starters (RYS). This resource targets young vocational trainees and nascent adult entrepreneurs. The “Basic Knowledge of Business Management” is built around virtual key organisations tuned to the interests and training of the student.
- COOS. A competition about enterprising qualities for school teams.
- Beloftevolle Ondernemer. An annual business plan competition for secondary schools.

SYNTRA Flanders, a governmental organisation working hand in hand with the ministries of Education and Labour in the steering and working group of the Flemish “Entrepreneurial Education Action Plan”. SYNTRA Flanders operates the Flemish hub for entrepreneurial training. SYNTRA Flanders coordinates the 2 main actions of the Action Plan:

- The Competento website. A virtual knowledge centre that acts as a repository of existing initiatives, materials, tools and methodologies concerning enterprise education.
- Ondernemersklasseweek (Entrepreneurial Class Week). A week-long event organised on a yearly basis where entrepreneurship is highlighted in schools and training centres in Flanders.

Other private organisations delivering a wide range of teaching materials and pedagogical tools.

Funding

Funding is still too much divided and comes from different ministries and also from ESF and ERDF.

In 2008 2.700.000€ funding of the ERDF operational programme in Flanders was available for the first call, “Fostering entrepreneurial spirit and entrepreneurial competences”. Eligible projects dealt mainly with awareness-raising, promoting the spirit of enterprise and eliciting positive images of entrepreneurship. Ondernemers.tv, the first Flemish internet channel on entrepreneurship, was one of the projects approved in this call. The ERDF funding allocated specifically to enterprise education amounts to € 603.196. The initiatives that benefited from this funding, also got € 528.890 co-funding from the Flemish government.



PROLERON, a teacher-training project on entrepreneurship education, was one of the programmes funded by the ERDF.

During 2000-2006 period, ESF Flanders funded several programmes dealing with entrepreneurship in education. A good example of this is Small Business Projects (SBP) The SBP fostered an entrepreneurial culture among high-school and university students through around 300 small projects to stimulate and coach potential student entrepreneurs, often using mentors drawn from companies. The project and its participants won several international prizes for innovation.

SYNTRA Flanders has been actively involved in different ESF-funded projects in the field of promotion of entrepreneurial competences.

- ENTRE-Mirror was the final product of Equal Project ENTRE. It is a screening tool to detect generic entrepreneurial competences.
- Another project funded with EQUAL funds was STEP-project aiming to develop the profile of the spirit of entrepreneurship.

Pedagogy

A wide array of methodologies and resources is available. These include lectures (i.e The World at your Feet , KVIV), Role Models (“The Fellows”, Flanders District of Creativity), Mini-Companies (Learning companies, UNIZO), Virtual games (bizzgames, BitPress Educatie) to name but a few. Other activities such as competitions, awards, dream days, workplace visits are also organised on a regular basis.

However ,among the whole offer, practical methods like training firms and student companies are certainly the most widespread methods in secondary schools and VET schools.

Teacher training

The most remarkable effort in teacher training is the PROLERON project implemented by DBO. The project seeks to professionalize the delivery of enterprise education in secondary and adult education. Teachers are trained to adopt non-traditional approaches and pedagogies to increase the efficiency of entrepreneurial education.

On the other hand, the Flemish Ministry of Education organises training courses in cooperation with teacher associations. In this case, they are closely focused on start-up creation.

Entrepreneurship is not included as a key theme in initial teacher training yet.

Besides of specific training courses on entrepreneurship education, teachers have at their disposal a wide range of resources in the aforementioned COMPETENTO website managed by SYNTRA Flanders. The following examples are just a small selection of the available material but not an exhaustive list:



- Primary: Cap'Ten (ICHEC) A method to develop generic entrepreneurial competences awarded with the European Enterprises Award 2007.
- General Secondary: Most Entrepreneurial School Award (UNIZO)
- VET: COOS (DBO) – A business plan competition for school teams.
- University and College: Small Business Project (VLAJO)

External stakeholders

The involvement of external stakeholders is largely unregulated. Business-school partnerships are widespread but there is a lack of a coherent framework. Cooperation is built on a voluntary basis relying on the individual initiative of schools and entrepreneurs. The involvement of entrepreneurs in school activities is often done under the name of vocational guidance and involves visits to schools and work placements. Work placements are especially relevant in the dual education system (post-16 part-time education) where entrepreneurs offer one-year work placements to students. The duration of work placements is often extended.

The **Competence Agenda** of the Flemish Minister of Education and Training constitutes a great leap forward in promoting business-school partnerships and reinforces this kind of cooperation. 75000 work placements for students are offered by social partners and 30000 work placements for teachers spread over a period of 5 years.

The Ministry of Economy and the Ministry of Education do also support cooperation between the corporate sector and educational institutions. **Bridging projects** are joint-ventures between these 2 sectors geared towards stimulating entrepreneurship. The call for proposals has been launched every 2 years (2006 and 2008) and projects were 50% co-funded by the Ministry of Economy. Fourteen projects have been selected in the last call (2008) with a total budget of €2.4 million.

Enterprise and social inclusion

The **Actieplan Ondernemend Onderwijs** (Entrepreneurial-Education Action Plan) does not pay special attention to specific target groups, including groups at-risk. Specially-adapted pathways-to-work in function of previous education and prior learning often form the very bridge between the desire to become an entrepreneur and effectively starting one's own business.

Evaluation



Flanders has been very active in the design of tools to evaluate the outcomes and impact of enterprise education initiatives. Flanders DC (Flanders District of Creativity) has launched EFFECTO, an impact survey focused on youth in local secondary schools who took part in enterprise education activities. The survey executed by the Vlerick Leuven Gent Management School seeks to assess the short-term impact of the way enterprise is taught and the reasons behind such results. Both teachers and students will be surveyed. Results are scheduled for late August 2009.

Other tools have been developed to measure the development of the sense of entrepreneurship.

- O3-Loep , “Entrepreneurial Spirit Magnifying Glass” is a screening instrument that permits measuring to what extent educational projects develop the spirit of enterprise.
- ENTRE-mirror is a self-assessment tool to assess personal development of entrepreneurial competences.

These initiatives are considered as a first step in the right direction that may pave the way to solve the challenging issue of impact evaluation in enterprise education.

Conclusions

The examination of enterprise education in Flanders shows a remarkable political commitment at all levels. Different departments have made a joint effort in building a coherent enterprise education policy. The Entrepreneurial Education Action Plan was conceived and brought to fruition by this coordinated and sustained effort.

The importance of entrepreneurship and enterprise education is also stressed in other policy documents such as the Competence Agenda and Flanders in Action.

As regards schools, the highly decentralized education system in Flanders allows for a wide range of approaches to enterprise education as it is up to particular schools to decide on strategy concerning enterprise education. The government does not impose a fixed enterprise agenda and this fact could represent an empowering factor for schools to find their own pathways. On the other hand decentralization poses both opportunity and danger as regards student entitlement to enterprise education. The only drawback to this approach is the possibility of a patchy and fragmented provision so that students exposure to enterprise education may vary depending on the place where they’ve been schooled. Further steps to be taken may deal with integration across all subjects or curricular embedment of the enterprise dimension in specific subjects.

Teachers ask explicitly for more teacher support. COMPETENTO, the online repository of tools, methodologies and resources on enterprise education developed by SYNTRA Flanders represents an invaluable tool for teachers and a potentially transferable practice but apparently it is not sufficient and is not yet widely known among the teaching community. As



regards teacher training, ERDF-funded project, PROLERON, goes well beyond traditional courses on business start-up focusing instead on innovative teaching methods and tools. Dissemination of this kind of initiatives is highly recommended. Another possible area of improvement is Initial teacher training. At present it does not seem to deal with the enterprise education issue.

One of the most outstanding features of enterprise education in Flanders is the growing importance attached to the evaluation of impact of this kind of projects. Tools such as EFECTO (overall survey), O3-Loep (on project/initiative level) and ENTRE-mirror (on individual/student level) are the best example of a sensible approach to such a demanding challenge. Bearing in mind evaluation is one of the main shortcomings of enterprise education at the European level special attention should be paid to these projects and their potential for transferability to different contexts.

As it was stated earlier in this report, external stakeholders collaborate on a voluntary basis with schools. Business-school links are forging ahead with some government initiatives such as Bridging Projects but the inclusion of external stakeholders (employers, trade unions, third sector organisations) in the decision-making process of the steering and working groups of the Entrepreneurial Education Action Plan is highly recommended.

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COPIE II BASELINE STUDY ON ENTERPRISE EDUCATION

The links between enterprise education and ESF policy in Finland



Enterprise education in Finland

Finland education system can boast a long tradition of entrepreneurial teaching and learning. The first efforts can be traced back to the 50ies and 60ies in the period of economic education but entrepreneurship education as we know it came to the fore in the mid 1990s.

The National Board of Education has played a leading role in the design and delivery of entrepreneurship education policies. A baseline review of the situation in 1992 kick-started a period of strong networking among relevant stakeholders. A set of reforms were developed in order to facilitate the inclusion of entrepreneurship in basic, upper secondary and vocational core curricula. This reform was backed up by teacher training schemes, qualifications for entrepreneurs and the implementation of several pilot projects all across the country.

One of the most remarkable facts of Enterprise Education in Finland is the high level of inter-departmental cooperation at the government level. The initiative for a Decade of Entrepreneurship spanning from 1995 to 2005 brought together the Ministry of Trade and Industry, the Ministry of Labour, the Ministry of Education and the National Board of Education. The participation and endorsement of the Federation of Finnish Employers was the icing on the cake paving the way for success.

The Decade of Entrepreneurship had defined three basic themes: entrepreneurship in society, entrepreneurship in securing and developing jobs and the development of entrepreneurship. At the turn of the century the focus was shifted towards entrepreneurship education on the initiative of the Ministry of Trade and Industry.

A new core curriculum has been adopted gradually from 2003 to 2006 both in basic and upper secondary education. Entrepreneurship together with citizenship is one of the key cross-curricular themes.

The main priority areas in entrepreneurship education are: Policy, normative and information steering, teachers initial and in-service training, development of entrepreneurs' competencies, pilot projects, research and evaluation.

Regardless of agreement at the government level a Ministry of Education research carried out between 2006 and 2008 showed a big divide in the attitudes of different stakeholders towards increasing the share of enterprise education. Whereas policy-makers (Ministry of Education, Ministry of Industry) and entrepreneurs attitudes were very positive, the teaching staff and headmasters were far more reluctant to adopt this new approach.

As it was already stated in one of the sections of this Baseline study awareness of enterprise education among the teacher community has grown and attitudes towards the theme have become more positive but teachers do not know enough about the aims, contents and work methods of entrepreneurship education (Seikkula Leino ,2007). At best they know what they should implement but they don't know how.



Regardless of the sheer amount of policies, recommendations and papers on enterprise education there is a pressing need to go beyond the theoretical talk and provide concrete examples of how to implement enterprise in the classroom (Ruskovaara, Ikävalko, 2007)

This fact emphasized the need to put a great deal of effort has been into both initial and in-service teacher training. Finland has pioneered the inclusion of entrepreneurship education in initial teacher training. There is even a specialized qualification in entrepreneurship education. However it needs to be noted that the number of students taking up these courses remains very low and due to its elective nature most teacher trainees do not even get exposed to it. At present it is only compulsory in three teacher education institutes (Rauma, Vaasa, Kajaani).

Situation is deemed to improve in the near future thanks largely to the entrepreneurship education group in the NORSSI network of 13 teacher training schools. The network is set to provide support material for curricular work and guided teaching practice to practitioners but local education authorities and educational institutions can as well benefit from these services.

Earlier this year and building on past experience, the Ministry of Education has published a document titled “Guidelines for entrepreneurship education” which demonstrates a sustained commitment to entrepreneurship education in the near future. Once again a good cross-section of key players in the entrepreneurial community were involved in the preparation of these guidelines. The report goal is to enhance the entrepreneurial spirit among Finns and proposes a set of measures to enhance the inclusion of entrepreneurship in different levels of the education system. The reports does also forecast a projected state of affairs for 2015 outlining a set of indicators of achievement. A differentiated set of development priorities is briefly outlined for different types of education.

European Social Fund in Finland

The ESF Operational Programme encompasses four priorities. In addition, a priority axis of technical assistance was prepared. The priorities are based on the Finnish Structural Fund strategy 2007-2013 and the ESF strategy, and they will be implemented both under the national and the regional sections.

These priorities are:

Priority 1: Development of work organisations, the workforce and enterprises, and promoting entrepreneurship

Priority 2: Promoting access to employment and sustainable inclusion in the labour market and preventing social exclusion

Priority 3: Development of skills, innovation and services systems that promote the functioning of the labour market

Priority 4: Transnational and inter-regional ESF actions



Priority 5: Technical assistance

The programme under the European Social Fund which will be implemented in mainland Finland consists of the national section and regional sections. Approximately half of the ESF financing will be directed to national thematic projects. These will be implemented in different areas, as will projects to be financed from the regional sections. Southern, Western, Eastern, and Northern Finland will each have their own regional sections, which are based on the employment, industrial, and knowledge strategies of the areas.

Eastern Finland has a special position in terms of financing. It has its own financial framework, and it will receive financing separately from the national section. The national programme section will be implemented according to different themes outside Eastern Finland. Actors in Eastern Finland may also participate in the implementation of national themes, but these will be financed from Eastern Finland's own financial framework.

Development of entrepreneurship education is one of the key themes with allocated funding of some 1,8 million euros during the period 2007-2013.

In the national section, ESF funding has been approved for five different entrepreneurship education projects totalling €859511.

All the projects fall within priority 1 "Development of work organisations, the workforce and enterprises, and promoting entrepreneurship".

Table 1. ESF entrepreneurship education projects in the national section for the programming period 2007-2013.

Code	Project	Organization	Start/End	ESF funding	State funding	Total public funding
S10380	NY Yrittäjyyskasvatuksen polku (NY entrepreneurship education)	JA-YE Finland	1.5.2008-30.9.2010	40124	36986	170602
S10339	Yrittäjyyskasvatuksen mittaristo (Measurement Tool for Entrepreneurship Education)	Lappeenranta University of Technology, Training and Development	1.2.2008 - 31.1.2011	144517	201926	642680
S10154	YES-yrittäjyyskasvatuskeskukset (YES Entrepreneurial Training Centers)	Pori Region Development Center POSEK Ltd	1.4.2008 - 31.7.2010	206528	150492	1919611
S10152	Kasvu yrittäjyyteen (The growth of entrepreneurship)	Valkeakoski Regional Development Ltd.	1.4.2008 - 31.12.2011	396432	346878	1698000
S10313	HOPE	West Pirkanmaa Educational, Ikaalisten Arts and Crafts School	1.4.2008 - 31.3.2011	71910	86338	1110640
Total				859511	822620	5541533

Source: <https://www.eura2007.fi/rrtiepa/haku.php?lang=fi&keywords=Yrittäjyyskasvatuksen&doSearch=Hae>



The National Board of Education (Opetushallitus) is the authority backing up all these projects and the profile of the promoters is very diverse: intermediary organizations (JA-YE Finland), regional development agencies (Posek Ltd. Valkeakoski Regional Development, universities (Lappeenranta University) and educational authorities and institutions (West Pirkanmaa Education Department and Ikaalisten Arts and Crafts School).

The target groups and project goals are summarised in the following table:

Table 2. Target groups and project description.

Code	Project	Organization	Target groups	Project description
S10380	NY Yrittäjyyskasvatuksen polku (NY entrepreneurship education)	JA-YE Finland	Primary and secondary school teaching staff and headteachers	Create new educational concepts and practices in entrepreneurial education to support implementation
S10339	Yrittäjyyskasvatuksen mittaristo (Measurement Tool for Entrepreneurship Education)	Lappeenranta University of Technology, Training and Development	Primary, secondary, VET school teachers and headteachers. Decision makers	Develop a measurement tool to enable teachers to control, monitor and self-evaluate the implementation of entrepreneurship education in their teaching.
S10154	YES-yrittäjyyskasvatuskeskukset (YES Entrepreneurial Training Centers)	Pori Region Development Center POSEK Ltd	Primary, secondary, VET teachers and headmasters.	Assist in the development of entrepreneurship education in primary, secondary and VET schools through a network of YES-centers
S10152	Kasvu yrittäjyyteen (The growth of entrepreneurship)	Valkeakoski Regional Development Ltd.	Primary, secondary, VET teachers and headmasters.	Develop new entrepreneurship education pathways in secondary and polytechnic schools in terms of methodologies, teacher training, curricula and learning environments.
S10313	HOPE	West Pirkanmaa Educational, Ikaalisten Arts and Crafts School	VET teachers and headmasters	Prepare teachers to meet the qualification criteria for a more entrepreneurial way of teaching and change school structures and ethos in order to favour entrepreneurship education.

Conclusions

The examination of enterprise education in Finland shows a sustained and committed support by the government and a good understanding of the need to engage a broad number of stakeholders in the development of a sound enterprise education policy. Bridging the gap between policy and practice remains to be the main challenge but promising steps are being taken at the national, regional and local level.

Some of the critical areas have already been identified in this report: teacher training, good teacher and schools support to engage in entrepreneurship education, curricular reforms, development of new teaching materials and methodologies, learning environments conducive to entrepreneurship and university research in assessment and impact.



Several enterprise education projects in all these areas are actually in operation with ESF funding. As it was mentioned earlier in this report the ESF in Finland allocates some €1.8 million for entrepreneurship education-related projects. Hopefully, the Finnish example may help to open up new funding possibilities for entrepreneurship education projects within the framework of ESF 2007-2013 programming period in other Member States.

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Annex 1

European Parliament and Commission's definition of entrepreneurship

Definition:

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day to day life at home and in society, employees in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by entrepreneurs establishing social or commercial activity.

Essential knowledge and skills related to the competence

Necessary **knowledge** includes available opportunities for personal, professional and/or business activities, including "bigger picture" issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good for example through fair trade or through social enterprise.

Skills relate to proactive management (involving skills such as planning, organising, managing, leadership and delegation, analysing, communicating, de-briefing and evaluating and recording), and the ability to work both as an individual and collaboratively in teams. The judgment to identify one's strengths and weaknesses, and to assess and take risks as and when warranted is essential.

An entrepreneurial **attitude** is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, and/or at work.

Source: Commission of the European Communities. Brussels, 10.11.2005. COM (2005) 548 final. 2005/0221 (COD). Proposal for a Recommendation of the European Parliament and of the Council on key competences for lifelong learning.



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