



Entrepreneurship Education at School in Europe

**National Strategies,
Curricula and
Learning Outcomes**



Entrepreneurship Education at School in Europe

**National Strategies,
Curricula and
Learning Outcomes**

March 2012

This document is published by the Education, Audiovisual and Culture Executive Agency (EACEA P9 Eurydice and Policy Support).

ISBN 978-92-9201-252-6
doi:10.2797/80384

This document is also available on the Internet
(<http://eacea.ec.europa.eu/education/eurydice>).

Text completed in March 2012.

© Education, Audiovisual and Culture Executive Agency, 2012.

The contents of this publication may be reproduced in part, except for commercial purposes, provided the extract is preceded by a reference to 'Eurydice network', followed by the date of publication of the document.

Requests for permission to reproduce the entire document must be made to EACEA P9 Eurydice and Policy Support.

Education, Audiovisual and Culture Executive Agency
P9 Eurydice and Policy Support
Avenue du Bourget 1 (BOU2)
B-1140 Brussels
Tel. +32 2 299 50 58
Fax +32 2 292 19 71
E-mail: eacea-eurydice@ec.europa.eu
Website: <http://eacea.ec.europa.eu/education/eurydice>

CONTENTS

Contents	3
Introduction	5
Chapter 1: National Strategies and Action Plans	7
1.1. Timeline for the launch of entrepreneurship education strategies	7
1.2. Types of strategies	7
1.2.1. Specific strategies	8
1.2.2. Broader strategies	9
Chapter 2: Integration of Entrepreneurship Education into National Curricula	13
2.1. Primary education	13
2.2. General lower secondary education	14
2.3. General upper secondary education	16
Chapter 3: Student Learning Outcomes and Central Guidelines for Teachers	19
3.1. Specific learning outcomes	19
3.2. Provision of central guidelines and teaching materials	22
Chapter 4: Current Initiatives and Ongoing Reforms	25
4.1. Current initiatives	25
4.2. Ongoing reforms	27
Conclusion	29
National Descriptions	31
Table of Figures	87
Acknowledgements	89

INTRODUCTION

Europe faces a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, a dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people who are willing and able to become entrepreneurs – young people who will launch and successfully develop their own commercial or social ventures, or who will become innovators in the wider organisations in which they work. Because education is key to shaping young people's attitudes, skills and culture, it is vital that entrepreneurship education is addressed from an early age. Entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are central to developing an entrepreneurial culture.

According to the Key Competence Framework, the entrepreneurship key competence 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. Developing mindsets, generic attributes and skills that are the foundations of entrepreneurship can be complemented by imparting more specific knowledge about business according to the level and type of education.

The European Commission has long supported and helped further the cause of entrepreneurship education. Within the education and training agenda, the strategic framework for European cooperation, Education and Training 2020 has, as its fourth long-term strategic objective, to enhance creativity and innovation, including entrepreneurship, at all levels of education and training⁽¹⁾. The Commission is continuing its support through the Europe 2020 strategy where the need to embed creativity, innovation and entrepreneurship into education systems is highlighted in three flagship programmes: Youth on the Move, An Agenda for New Skills and Jobs, and Innovation Union.

The scope of this research is primary (ISCED level 1) and general secondary education (ISCED levels 2 and 3). The curricula for vocational, technical or commercial schools at secondary level are not included. Only the public education sector is taken into account, except in the case of Belgium, Ireland and the Netherlands, where the grant-aided private sector is also covered because it accounts for the majority of school enrolments. Furthermore, in Ireland the vast majority of schools are defined legally as privately owned but, in fact, are fully state funded and do not require payment of fees by parents. In the Netherlands, equal funding and treatment of private and public education is enshrined in the constitution. The school reference year is 2011/12.

The Eurydice Unit of the Education, Audiovisual and Culture Executive Agency (EACEA) has coordinated the collection of data and the preparation and drafting of this comparative overview. The questionnaire was developed in close cooperation with the European Commission, Directorate-General for Education and Culture.

This comparative overview analyses the main information received from the Eurydice Network, representing 31 European countries. It is divided into four chapters covering:

1. National strategies and action plans to encourage the integration of entrepreneurship education.
2. How entrepreneurship education is currently being addressed in national educational steering documents in terms of general approaches and subject curricula.

⁽¹⁾ http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm

3. Specific learning outcomes defined for entrepreneurship education and any practical guidelines to support teachers.
4. Initiatives to promote entrepreneurship education and the current situation on educational reforms impacting on the subject.

Examples of current practice from individual countries are given in the overview. However, in addition, a complete set of national descriptions is available in the second part of this report; these include references and links to all the relevant policy documents.

CHAPTER 1: NATIONAL STRATEGIES AND ACTION PLANS

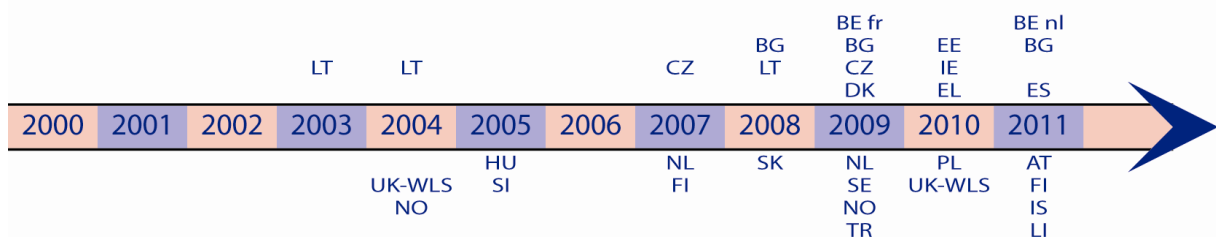
This first chapter looks at specific strategies and action plans as well as any broader strategies to integrate entrepreneurship education into primary and general secondary education.

1.1. Timeline for the launch of entrepreneurship education strategies

This first section focuses on the launch of national strategies between 2000 to 2011 promoting entrepreneurship education. It does not consider the issue of whether entrepreneurship education has been explicitly recognised in European countries' central level educational steering documents. This will be dealt with in the second chapter.

The 2003 Lithuanian national education strategy already explicitly mentioned entrepreneurship education. The United Kingdom (Wales) and Norway followed closely behind, launching strategies in 2004. These countries, as well as the Netherlands and Finland, are now in their second wave of measures. Many more countries launched strategies from 2007 and particularly in 2009, and several strategies have only been launched very recently; the Flemish Community of Belgium embarking on this path towards the end of 2011. In some countries, like Hungary, Portugal and Romania, entrepreneurship strategies are currently under discussion and could be launched soon.

◆◆◆ Figure 1.1: Launch of national entrepreneurship education strategies for general education (ISCED 1-3) between 2000 and 2011



Source: Eurydice.



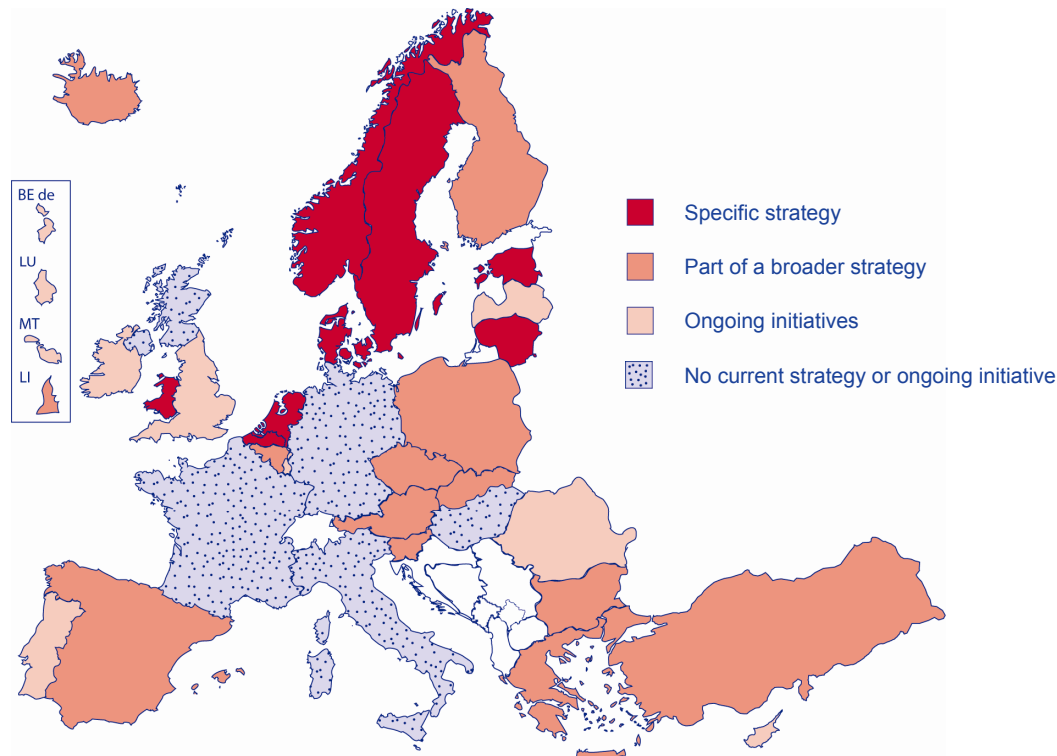
1.2. Types of strategies

Entrepreneurship education is currently being promoted in most European countries. Several different approaches have been adopted (see Figure 1.2):

- specific strategies/action plans focused exclusively on the integration of entrepreneurship education;
- broader educational or economic strategies which incorporate objectives for entrepreneurship education;
- individual or multiple initiatives related to entrepreneurship education.

Chapter 4 provides a short overview of these initiatives.

◆◆◆ **Figure 1.2: National/regional strategies and initiatives to the implementation of entrepreneurship education into general education (ISCED 1-3), 2011/12**



Source: Eurydice.



1.2.1. Specific strategies

In six countries and two regions, specific strategies for the implementation of entrepreneurship education in primary and general secondary education have been launched.

The government of the **Flemish Community of Belgium** launched the *Action Plan for Entrepreneurship Education 2011-2014* at the end of 2011. This is a shared initiative between the Prime Minister, Minister for Economy and Agriculture, Minister for Education and Minister for Employment. The objective is to prepare students for self-employment as well as providing teachers with the training needed to help them create positive attitudes towards entrepreneurship and self-employment. The Action Plan is also a contribution to the economic growth strategy *Flanders in Action 2020*.

In **Denmark**, the strategy for education and training in entrepreneurship (2009) was developed in a partnership between the Ministry for Science, Technology and Innovation, the Ministry of Culture, the Ministry of Education and the Ministry of Economic and Business Affairs, and it describes an active investment in entrepreneurship training at educational institutions. In the future, laws, executive orders and performance/development contracts will address education and training in entrepreneurship wherever relevant, involving every level of education, earmarking funds and included entrepreneurship in the management of educational institutions.

In **Estonia**, on 7 October 2010, a mutual agreement for promoting entrepreneurship education was signed by the Minister of Education and Research, the Minister of Economic Affairs and Communications, the Chairman of the Estonian Chamber of Commerce and Industry, the Director of the National Examinations and Qualifications Centre and the Chairman of the Enterprise

Estonia Foundation (EAS). On the bases of this agreement, the Estonian Chamber of Commerce and the Academic Advisory Board for Business Education has published a document on the programme for promoting entrepreneurship education.

In **Lithuania**, two specific strategies 'Economic Literacy and Entrepreneurship Education' (2004) and the 'National Program of Youth Entrepreneurship Education and Encouragement for 2008-2012' as well as the broader education strategy 'National Education Strategy 2003-2012' aim to strengthen the focus on entrepreneurship and financial management at all school levels.

The Dutch ministries of Economic Affairs, Education, Culture and Science, and Agriculture, Nature and Food Quality have been promoting entrepreneurship and enterprise in education since 2000. In 2005, the ministries started with the Programme **Partnership Leren Ondernemen** which was followed by the Education and Entrepreneurship Action Programme 2007 (*Actieprogramma Onderwijs en Ondernemen*, O&O 2007) and the Education Networks Enterprise 2009 (*Onderwijs Netwerk Ondernemen*, ONO 2009), through which the **Netherlands** provide a specific subsidy scheme to help educational institutions to integrate entrepreneurship education into their policies, organisation and curricula. The objective is to have more students demonstrating an entrepreneurial mindset and behaviour and to increase the number starting up their own business within a period of five years following the completion of their education.

In **Sweden**, in its Budget Bill 2009, the government announced its ambition for the teaching of entrepreneurship to be an integrated theme throughout the education system. This strategy for entrepreneurship is part of a reform process with government decisions and initiatives to support the development of entrepreneurship programmes. In May 2009, the Government presented its strategy for entrepreneurship in the field of education, where measures aimed at encouraging the integration of entrepreneurship into all levels of education are described.

In the **United Kingdom (Wales)**, the Youth Entrepreneurship Strategy (YES) was launched in 2004 to provide a structure and focus for entrepreneurship education in Wales. The initiative is ongoing and the current Action Plan covers 2010-2015.

Norway's first strategic plan for entrepreneurship in education and training 'See the Opportunities and Make them Work!' ran from 2004 to 2008. In September 2009, an action plan followed – Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014. The main objective of the action plan is to strengthen the quality and scope of entrepreneurship education and training at all levels and in all areas of the education system.

The countries which have already launched specific strategies for entrepreneurship education are mainly located in Northern Europe.

1.2.2. Broader strategies

National objectives related to entrepreneurship education can be found in national lifelong learning strategies as well as in general education and youth strategies which generally include a key competences approach. Economic growth strategies also often embrace entrepreneurship education.

At the European level, the 2006 Recommendation of the European Parliament and Council on key competences for lifelong learning, sets out 8 key competences, the 7th being entrepreneurship ⁽²⁾. Within this framework, several countries (e.g. Bulgaria, Czech Republic, Hungary, Austria, Poland and Turkey) have created national strategies for lifelong learning that include objectives for the implementation of entrepreneurship education. The example of the Czech Republic is given here.

⁽²⁾ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>

The Strategy for Lifelong Learning in the **Czech Republic** (2007) aims at the development of functional literacy and key competences such as financial literacy. Entrepreneurship is not, however, explicitly mentioned. This strategy was followed by the Strategy for Lifelong Learning Implementation Plan, approved in 2009, which supports curriculum reform with an emphasis on increasing the functional literacy of students and the development of key competences. This can, for example, be done by the implementation of larger student projects, such as the setting up of training firms.

In several other countries, recent education and youth strategies have also encouraged the development of key competences, including entrepreneurship.

The 2009-2014 declaration of community policy (*Déclaration de Politique Communautaire* 2009-2014) of the **French Community of Belgium** includes an objective directed at all school levels to foster an entrepreneurial spirit and the ability to innovate.

In **Bulgaria**, the Programme for the Development of Education, Science and Youth Policy in the Republic of Bulgaria (2009-2013) sees entrepreneurship being developed in schools through modules integrated into the curricula of general subjects. Moreover, the National Programme for Youth (2011-2015) includes, as its first priority, encouraging young people's personal development and economic well-being, which includes encouraging entrepreneurship and the acquisition of business skills. Furthermore, the Bulgarian National Lifelong Learning Strategy (2008-2013) calls for the integration of entrepreneurship into school education in both curricular and extra-curricular forms.

In **Greece**, entrepreneurship education is part of the strategy for the New School (2010), which follows the educational strategic objectives common to the EU, among which is improving innovation, creativity and entrepreneurial spirit.

In **Finland**, entrepreneurship is emphasized within the broader education strategy of the latest five-year development plan for education and research (2011-2016) including the objective to promote entrepreneurship at all levels and to improve the cooperation between education and work life.

In **Liechtenstein**, the National Strategy on Education 2020 (March 2011) explicitly supports the ET 2020 objective to promote innovation and creativity as a key competence.

The implementation of entrepreneurship education is sometimes part of a growth strategy intended to promote entrepreneurship and innovation to create a dynamic economy. As the importance of developing an entrepreneurial spirit during compulsory education has now been recognised, this often leads to partnerships between stakeholders in education and those from different economic sectors.

In **Spain**, the Ministry of Education (national level), as well as the different Autonomous Communities (regional level), develop the entrepreneurship education by establishing regulations on education including such aspect and designing educational initiatives to promote it. In addition, the 2011 Plan for Entrepreneurial Support by the Ministry of Industry, Energy and Tourism, fosters actions to boost and promote entrepreneurship initiatives. Moreover, local and regional strategies for the promotion of an entrepreneurial culture encourage regional education authorities to carry out a wide range of initiatives. These include the sharing of methodologies and educational materials for entrepreneurial education, introducing curricular and extra-curricular activities, collaborating with regional ministries, chambers of commerce, associations and other private bodies, such as Junior Achievement.

The **Republic of Slovenia's** Development Strategy (SDS) adopted by the government in June 2005 defines the vision and objectives for Slovenia's development up to 2013. Its second development priority is the effective generation, circulation and application of the knowledge needed for economic development and quality jobs.

The **Slovak Republic** integrated entrepreneurship education into its National Reform Programme of the Slovak Republic 2008-2010. One of its objectives is to support entrepreneurial skills development and the acquisition of basic business and economic knowledge by students in secondary education.

The **Iceland** 2020 strategy defines social and economic objectives which also apply to education; innovation and the entrepreneurial mindset are mentioned as part of the educational reforms.

The previous examples of strategies show that the promotion of entrepreneurship can be tackled from different directions such as formal education, youth, life-long-learning and employability. In some cases the strategies explicitly encourage curriculum reforms to incorporate entrepreneurship education. In the next chapter a closer look is taken at the current state of play of entrepreneurship education in the curricula.

CHAPTER 2: INTEGRATION OF ENTREPRENEURSHIP EDUCATION INTO NATIONAL CURRICULA

This chapter looks at whether entrepreneurship education is explicitly recognised in European countries' central level educational steering documents (official documents containing curricula, guidelines, obligations and/or recommendations). Where this is the case, the study examines how entrepreneurship education is being incorporated into national curricula.

Entrepreneurship education can be integrated into general education in different ways: a cross-curricular approach can be taken, it can be integrated into existing subjects or it can be introduced as a separate curriculum subject. Where it is integrated into existing subjects, these are often optional. However, in some cases, they are compulsory. Many different combinations of approaches appear. Moreover, although most countries explicitly recognise entrepreneurship education at least to some degree in primary and secondary education, the overall pattern of provision changes significantly from one school level to another.

2.1. Primary education

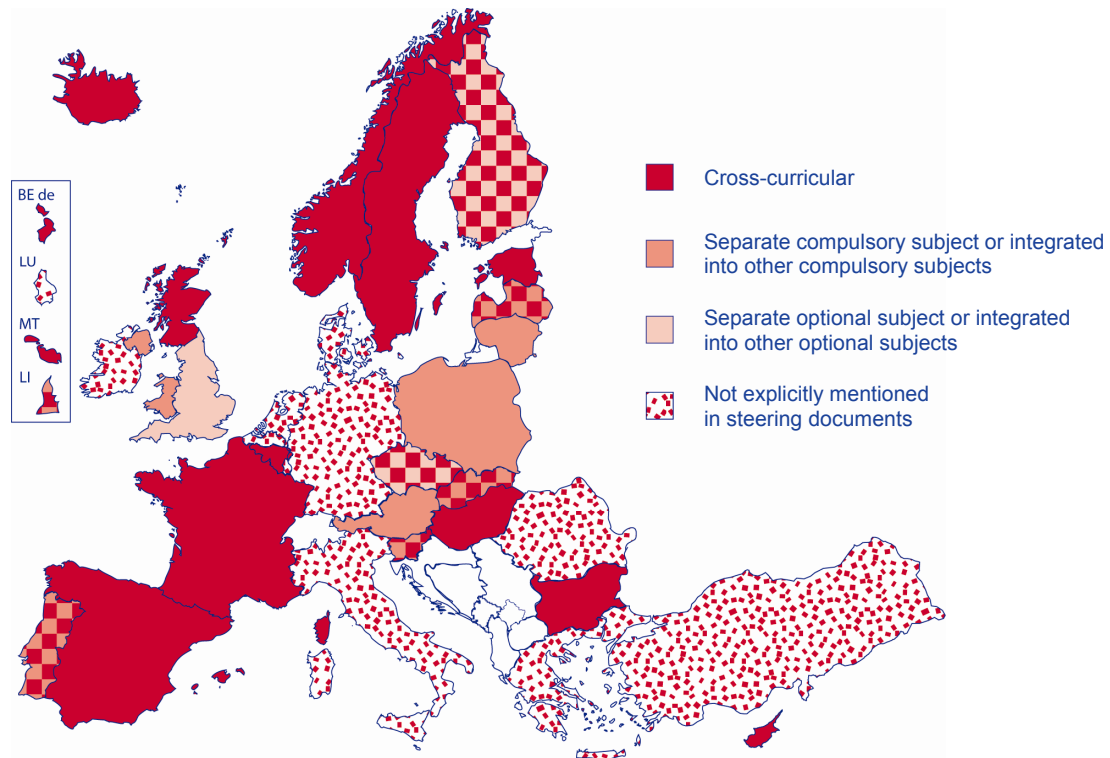
In primary education, about two thirds of countries (or regions within countries) explicitly recognise entrepreneurship education and, in these countries, the cross-curricular approach prevails (see Figure 2.1). Under this approach, rather than being explicitly mentioned as part of a particular subject, entrepreneurship objectives are expressed as being transversal, horizontal or cross-curricular. They form part of the values and competences to be developed throughout all subjects and curriculum activities.

In the Netherlands, although entrepreneurship education is not explicitly mentioned as being part of the official curriculum, schools can apply for a subsidy to develop their own entrepreneurship programme or lessons.

Where entrepreneurship education is integrated into other subjects, these are mostly subjects which form part of the compulsory curriculum. In most countries, entrepreneurship is taught as part of social sciences, which may include history, geography, government and politics or civics education as well as other related areas such as community studies. In a few countries, entrepreneurship education is part of subjects other than social sciences. Thus, in Bulgaria and Latvia, entrepreneurship education is included in the subject 'home economics and technology'; in the Czech Republic, it is part of the optional subject 'ethics'; in Lithuania, entrepreneurship education is integrated within social sciences but also as part of natural sciences; in Poland it is integrated within social sciences as well as mathematics.

In primary education, entrepreneurship is not generally taught as a separate subject. However, in the Slovak Republic, there is a subject called work education, which can give considerable attention to entrepreneurship education. Furthermore, in Finland, there is scope to develop specific entrepreneurship classes.

◆◆◆ **Figure 2.1: Approaches to entrepreneurship education in primary education (ISCED 1), according to central steering documents, 2011/12**



Source: Eurydice.

Country specific note

United Kingdom (UK-ENG): Enterprise Education is taught as part of Personal, Social and Health Education. This subject is not itself compulsory for schools to teach, but is taught in most schools and is then compulsory for pupils.



2.2. General lower secondary education

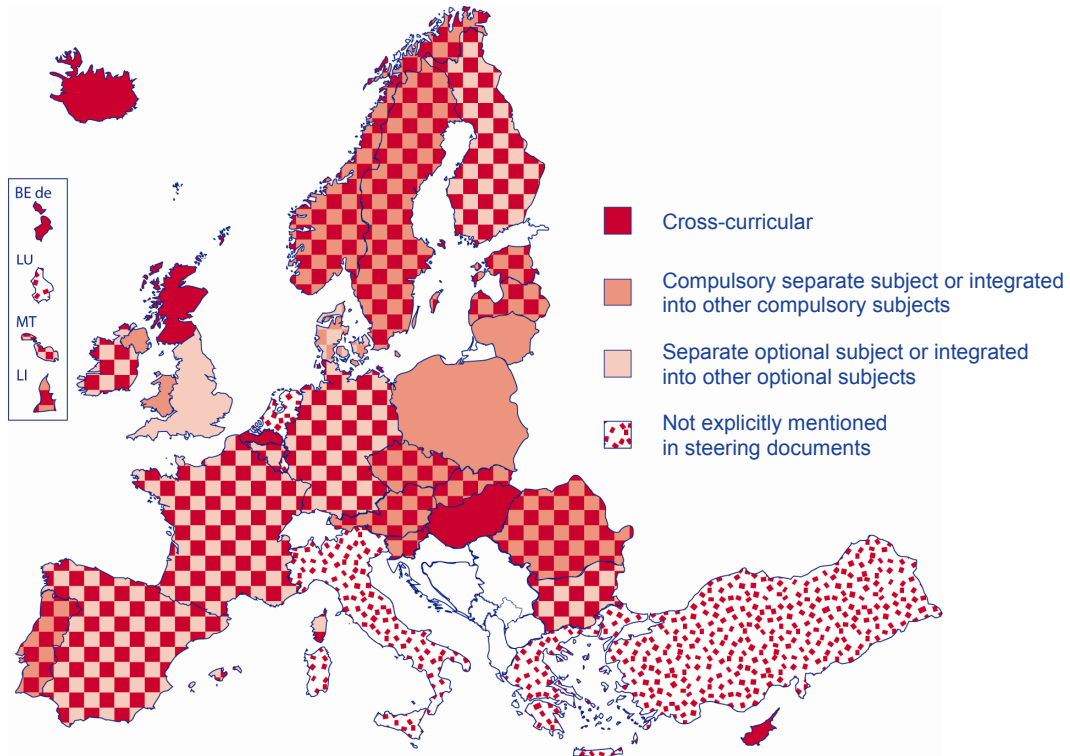
At secondary level, many more countries make explicit reference to entrepreneurship education in their steering documents than they do at primary level. The cross-curricular approach is still widespread as is the integration of entrepreneurship education into other subjects (see Figure 2.2). In two thirds of these countries, these are compulsory subjects. In the other third they are optional.

In most of the countries, the cross-curricular approach is combined with the integration of entrepreneurship education into other subjects (see Figure 2.3).

Unlike in primary education, some countries teach entrepreneurship education as a separate subject at lower secondary level. In Lithuania and Romania, entrepreneurship education is a compulsory subject. In Bulgaria, it is compulsory for students choosing the technology branch and in Denmark and Spain, it is an optional subject.

At this level of education, the subjects areas most likely to incorporate entrepreneurship education are economics, business studies and careers education, with equal proportions of countries treating these subjects either as compulsory or as optional. Social science subjects are, however, still the locus of entrepreneurship education in many countries, with a majority of countries offering it as compulsory subject.

◆◆◆ Figure 2.2: Approaches to entrepreneurship education in lower general secondary education (ISCED 2), according to central steering documents, 2011/12



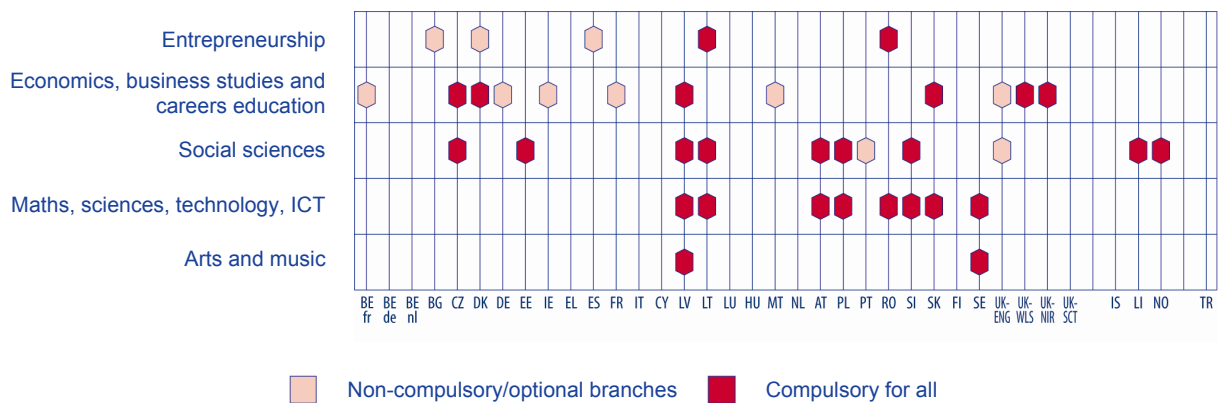
Source: Eurydice.

Country specific note

United Kingdom (UK-ENG): Enterprise Education is taught as part of Personal, Social and Health and Economic Education. This subject is not itself compulsory for schools to teach, but is taught in most schools and is then compulsory for pupils.



◆◆◆ Figure 2.3: Subjects integrating entrepreneurship education in general lower secondary education (ISCED 2), 2011/12



Source: Eurydice.

Country specific note

United Kingdom (UK-ENG): Enterprise Education is taught as part of Personal, Social and Health and Economic Education. This subject is not itself compulsory for schools to teach, but is taught in most schools and is then compulsory for pupils.



Finally, several countries report that entrepreneurship education is integrated into the mathematics, sciences, technology and ICT subject area, while in Latvia and Sweden some elements are included in arts and music.

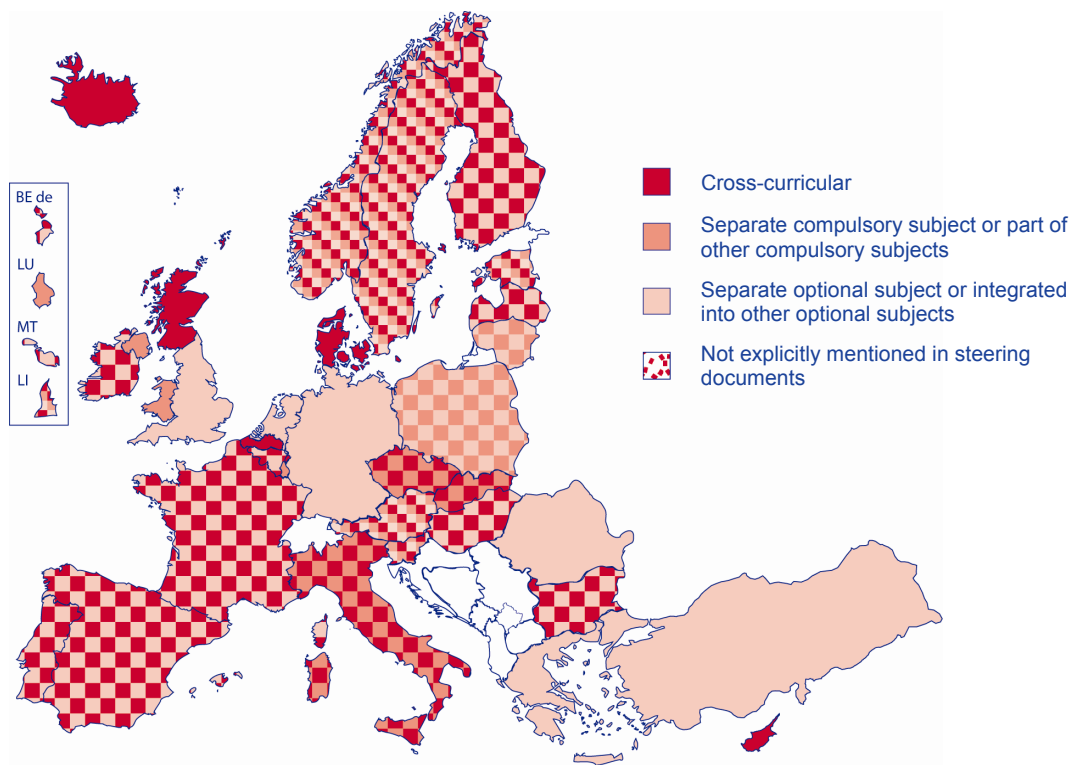
2.3. General upper secondary education

At upper secondary level, all countries recognise entrepreneurship education in their steering documents, even if the exact term 'entrepreneurship' is not always used.

The cross-curricular approach is as widespread in upper as in lower secondary education, i.e. in around two thirds of European countries. There are, however, some differences between lower and upper secondary education. In Germany, for example, where entrepreneurship education is a cross-curricular objective across lower secondary education, it is only included in optional subjects in upper secondary education.

What is most noticeable at this level of education, in comparison with lower secondary education, is the increase in the number of countries – more than two thirds of all European countries – integrating entrepreneurship education in optional subjects.

◆ ◆ ◆ **Figure 2.4: Approaches to entrepreneurship education in general upper secondary education (ISCED 3), according to central steering documents, 2011/12**



Source: Eurydice.

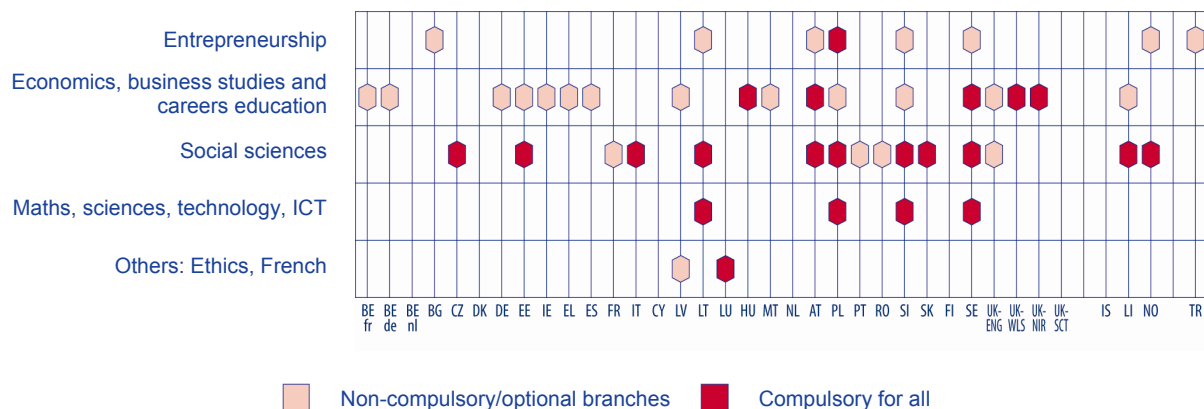
Country specific note

United Kingdom (UK-ENG): Enterprise Education is taught as part of Personal, Social and Health and Economic Education. This subject is not itself compulsory for schools to teach, but is taught in most schools and is then compulsory for pupils.



Finally, most countries do not restrict entrepreneurship education to cross-curricular teaching but usually combine this approach with its integration into compulsory or optional subjects (see Figure 2.5); in several countries, all three approaches are used.

◆◆◆ **Figure 2.5: Subjects integrating entrepreneurship education in general upper secondary education (ISCED 3), 2011/12**



Source: Eurydice.

Country specific note

United Kingdom (UK-ENG): Enterprise Education is taught as part of Personal, Social and Health and Economic Education. This subject is not itself compulsory for schools to teach, but is taught in most schools and is then compulsory for pupils.



As in lower secondary education, some countries at this school level offer entrepreneurship as a separate subject in addition to other approaches. As such, it is an optional subject in all countries except Poland, where the new curriculum includes entrepreneurship as a separate compulsory subject. Introduced on 1st September 2009 and gradually being implemented until 2016, the new curriculum includes entrepreneurship as one of its priorities. However, for upper secondary schools, it will only come into force in the school year 2012/13. In Bulgaria, Lithuania, Austria, Slovenia, Sweden, Turkey and Norway, the subject entrepreneurship is optional or part of a specific branch. In Sweden, upper secondary education is in a process of reform and, as a result of the changes, entrepreneurship is taught as a separate subject in the economics branch from autumn 2011.

In upper secondary education, more than half of the countries include entrepreneurship education in the subject area of economics, business studies and career education. However, in only a few countries are these subjects compulsory. Where entrepreneurship education has been integrated into the social sciences subject area (around a dozen countries), those subjects remain, for the most part, compulsory subjects.

Less countries than in lower secondary education include entrepreneurship in the maths, sciences, technology and ICT subject area (Lithuania, Poland, Slovenia and Sweden), and all of these subjects are compulsory. Luxembourg includes elements of entrepreneurship education within the subject of French while in Latvia it is part of ethics, an optional subject.

CHAPTER 3: STUDENT LEARNING OUTCOMES AND CENTRAL GUIDELINES FOR TEACHERS

This chapter looks firstly at the specific learning outcomes for entrepreneurship education as defined by central educational authorities for primary and general secondary education. Learning outcomes are defined as statements of what a learner is expected to know, understand and/or be able to demonstrate on completion of a learning activity; they include any specific intellectual and practical skills gained. The second sub-section gives an overview of central guidelines to support teachers in implementing entrepreneurship education.

3.1. Specific learning outcomes

The overall goal of entrepreneurship education is to give students the attitudes, knowledge and skills to act in an entrepreneurial way. These broad dimensions of entrepreneurship education have been broken down into various categories (see below) which provide the framework for the wide range of specific learning outcomes adopted by European countries. The model has been adapted from Heinonen and Poikkijoki⁽³⁾. Of course, this is a tentative approach as the concept of learning outcomes is still under development and widely discussed, even more so in the area of transversal competences such as entrepreneurship. The following figures and comments give a first idea of the kind of learning outcomes related to entrepreneurship and explicitly stated in the curricula of European countries. The comparability between countries is limited as the understanding and use of learning outcomes varies nationally. A common European understanding and approach to learning outcomes for entrepreneurship education is still to be developed.

Attitudes

Category 1. **Self-awareness and self-confidence** are the entrepreneurial attitudes which constitute the basis for all other aspects of entrepreneurship. They entail discovering and trusting in one's own abilities which then allow individuals to turn their creative ideas into action. In many countries, these attitudes might be pursued as general education goals.

Category 2. **Taking the initiative and risk taking, critical thinking, creativity and problem solving** are also fundamental, but they are also specific attributes of an 'enterprising self'.

Knowledge

Category 1. **Knowledge of career opportunities** and the **world of work** are learning outcomes that are not exclusively related to entrepreneurship, but usually form part of students' general preparation for their future career choices. However, a sound knowledge of the nature of work and different types of work involve an understanding of what it is to be an entrepreneur. This knowledge also allows students to define and prepare their place in the world of work with a well developed awareness of opportunities and constraints.

Category 2. **Economic and financial literacy** including knowledge of concepts and processes that can be applied to entrepreneurship.

Category 3. **Knowledge of business organisation and processes** is specific knowledge of the environment in which entrepreneurship is often applied.

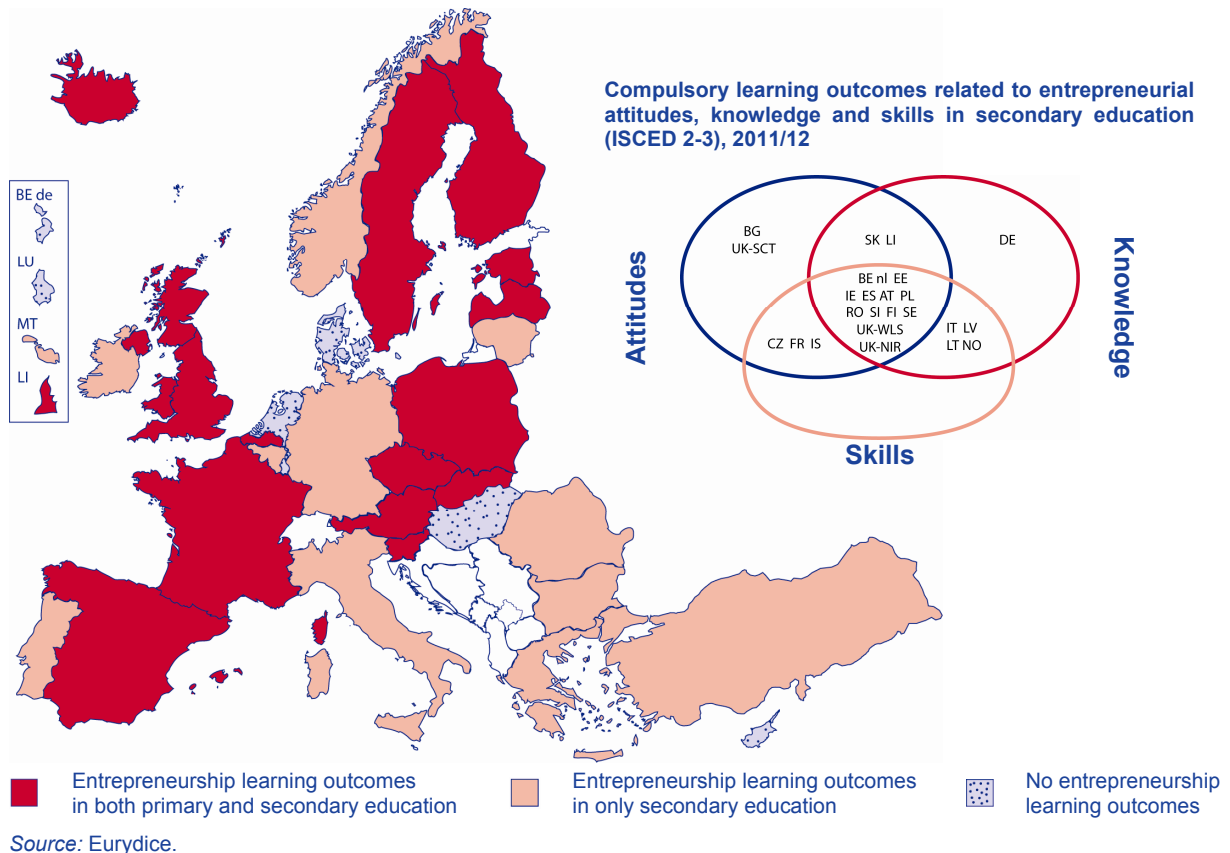
Skills

Category 1. **Communication, presentation and planning skills** as well as **team work** are transversal skills essential to entrepreneurs.

Category 2. **Practical exploration of entrepreneurial opportunities** includes the various stages of the business set up process, including designing and implementing a business plan.

⁽³⁾ Developed from Heinonen & Poikkijoki (2006). An entrepreneurial-directed approach to entrepreneurship education: mission impossible? *Journal of Management Development*, 25(1) and incorporating issues from EC (2007). *Key competences for lifelong learning – European Reference Framework* and NESTA (2009). *The identification and measurement of innovative characteristics of young people*.

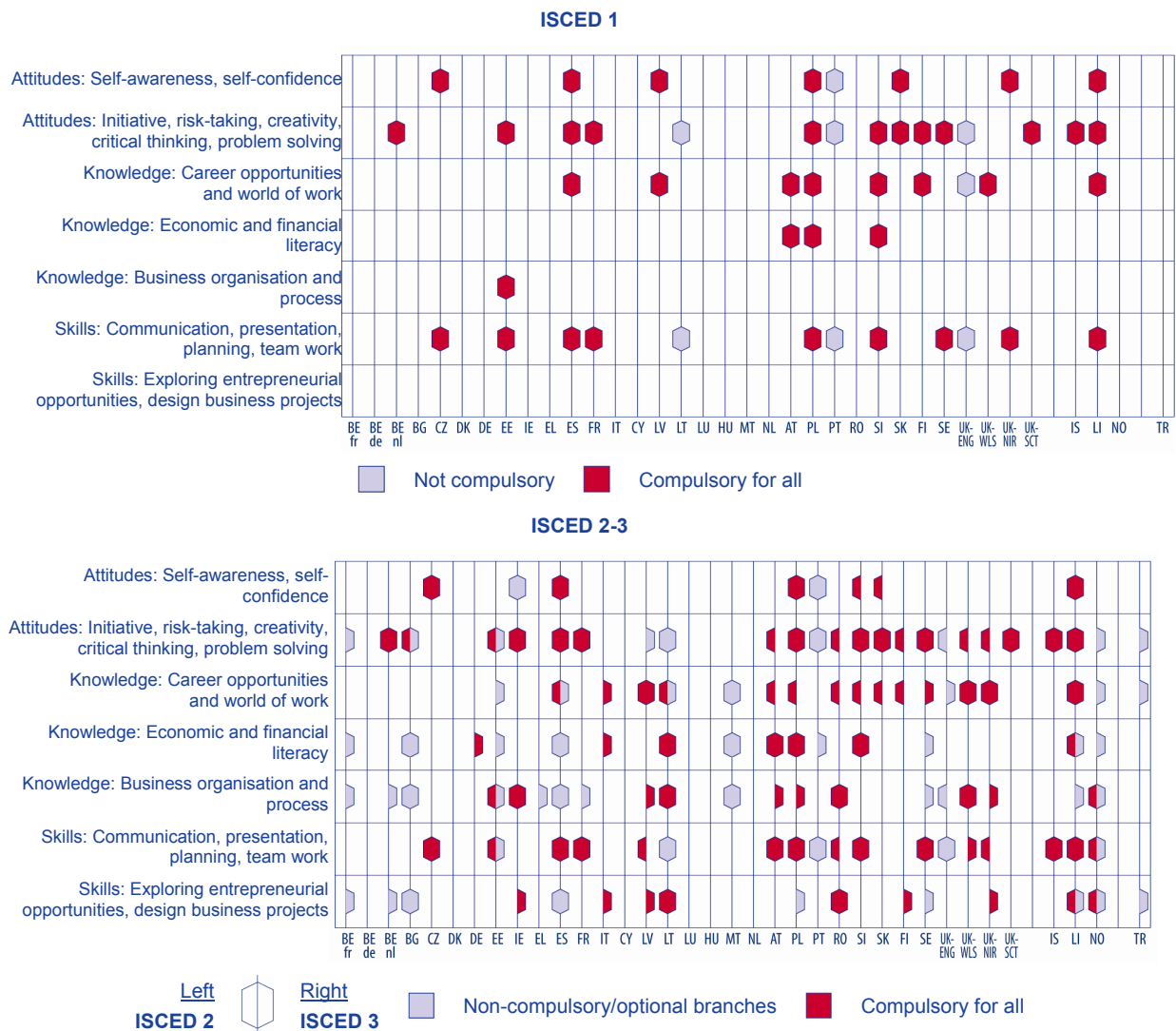
◆◆◆ **Figure 3.1: Definition of learning outcomes for entrepreneurship education in primary and general secondary education (ISCED 1-3), according to central steering documents, 2011/12**



Looking at the general picture, we notice that most European countries cover learning outcomes for entrepreneurship at one school level and/or another (see Figure 3.1). Only few countries report not having any specific learning outcomes for entrepreneurship in their curricula. At primary level, half of all European countries define specific learning outcomes for entrepreneurship education generally linked to compulsory subjects (see Figure 3.2). In secondary education, more countries specify learning outcomes for lower or upper secondary level, or, in some cases, both. As stated in Chapter 2, entrepreneurship education in secondary education is more often integrated into optional subjects. Therefore, not all students will achieve the entrepreneurship learning outcomes if they choose not to take the associated subjects (see Figure 3.2).

Some countries stand out because they specify numerous learning outcomes for the various categories of attitudes, knowledge and skills relating to entrepreneurship or because they apply learning outcomes across several school levels. In Spain, for example, some categories of attitudes, knowledge and skills are already covered in primary schools. All of them are covered in lower secondary education either within the compulsory basic competence named 'Autonomy and Personal Initiative' or as part of optional subjects on entrepreneurship education in some Autonomous Communities. In upper secondary education, they are included either within the general goals of the *Bachillerato* to be acquired by all students or as part of specific subjects for a speciality of the *Bachillerato*.

◆◆◆ **Figure 3.2: Specific learning outcomes for entrepreneurship education in primary (ISCED 1) and general secondary education (ISCED 2-3), according to central steering documents, 2011/12**



Source: Eurydice.

Country specific note

United Kingdom (UK-ENG): Enterprise Education is taught as part of Personal, Social and Health (and Economic) Education. This subject is not itself compulsory for schools to teach, but is taught in most schools and is then compulsory for pupils.



In primary education, the entrepreneurial learning outcomes most often referred to are those linked to attitudes, and these are usually the more specifically entrepreneurial attitudes of ‘taking the initiative and risk taking, critical thinking, creativity and problem solving’. Several countries have learning outcomes for the category ‘knowledge of career opportunities and the world of work’ at this level, while one third of all countries focus on the transversal entrepreneurial skills of ‘communication, presentation and planning skills as well as team work’. However, only Austria, Poland and Slovenia have established learning outcomes associated with ‘economic and financial literacy’. Estonia is the sole country that specifies learning outcomes for the ‘knowledge of business organisation and processes’. It is important to note that, at this level of education, no country defines learning outcomes linked to practical entrepreneurial skills.

In general secondary education, if we focus on entrepreneurial education integrated into compulsory subjects, it appears that one third of all countries specify learning outcomes linked to all three dimensions: attitudes, knowledge and skills (see Figure 3.1).

It is interesting to note that while some countries specify learning outcomes either for attitudes or for knowledge, and others specify learning outcomes for two of the three dimensions, there is no country which specifies learning outcomes only for the skills dimension. In the same way, most of the countries that define learning outcomes for practical entrepreneurial skills in upper secondary school also have outcomes linked to business knowledge at the same level of education (see Figure 3.2). This indicates that the development of practical entrepreneurial skills, 'exploring opportunities and designing business projects', necessarily builds on other related learning outcomes; it is not an objective which can be achieved in isolation.

The most widely applied category of learning outcomes for entrepreneurship education is the second category of attitudes 'taking the initiative and risk taking, critical thinking, creativity and problem solving'. Nearly half of all European countries apply these learning outcomes as early as primary education, while more countries include them in lower and upper secondary education. At lower secondary level, nearly all countries link them to compulsory subjects.

The number of countries promoting learning outcomes linked to entrepreneurial knowledge increases with the level of education. In upper secondary education, nearly half of all countries include economic and financial knowledge in their learning outcomes, even if many are only linked to optional subjects. More than half of all countries specify learning outcomes for 'knowledge of business organisation and processes' and the proportion that includes this category as part of optional subjects is equally important.

Finally, the definition of learning outcomes linked to transversal entrepreneurial skills starts in primary education in some countries. However, the number of countries specifying these outcomes increases to almost one third of all European countries in secondary education. Learning outcomes linked to practical entrepreneurial skills are specified by countries only from secondary education; relatively few countries in lower secondary education but reaching nearly half in upper secondary education.

3.2. Provision of central guidelines and teaching materials

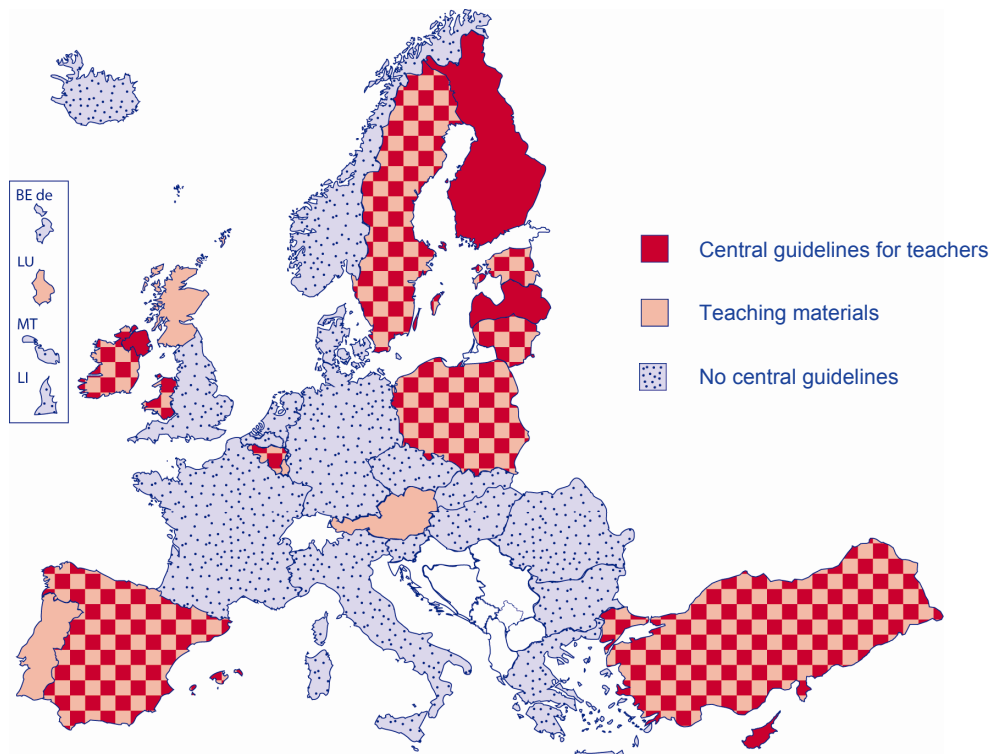
Generally speaking, the practical implementation of entrepreneurial education depends on teachers, schools, and local educational authorities. However, central authorities can support teachers through the provision of central guidelines and/or teaching materials.

Roughly one third of European countries have specified that they provide practical guidelines to help teachers implement entrepreneurship education. These can form part of the guidelines for the subjects in which entrepreneurship education is integrated or can be linked to entrepreneurship education as cross-curricular objective. Teaching materials have also been developed in one third of all European countries.

In the **French Community of Belgium**, for economic sciences, teachers have assessment examples available for where students are asked to resolve a specific problem linked to the management of a company or to reflect on their practical experience with a student training firm. Furthermore, for the same subject, there is a variety of teacher handbooks related to entrepreneurship, e.g. on the product life-cycle, credit and profitability.

In **Estonia** and **Lithuania** for example, implementation guidelines and learning outcomes are included in national curricula. Methodological material is also available for teachers to help them implement entrepreneurship education.

◆◆◆ **Figure 3.3: Provision of central guidelines and materials for entrepreneurship education, 2011/12**



Source: Eurydice.



In **Ireland**, the subject curricula for Business studies (ISCED 2) and Business (ISCED 3) are accompanied by implementation guidelines for teachers. Moreover, resources and support for teachers is offered by the Second Level Support Service.

In **Cyprus**, strategies and specific ideas for activities to enhance entrepreneurial behaviour as a cross-curricular objective are stated in a circular. Schools are encouraged to be learning workshops where the approach is participatory. It requires schools to work out an action plan.

In **Sweden**, the National Agency for Education was in 2009 commissioned by the government to stimulate work on entrepreneurship in schools in line with the new steering documents for compulsory school and upper secondary school. It has produced a comprehensive support material with examples on how entrepreneurship can be included in the teaching. During 2012, the Agency allocates grants to schools in order to stimulate the development of activities in terms of entrepreneurship and entrepreneurial learning in schools at all levels.

In **Turkey**, a student-centred approach is adopted for the optional subject of Entrepreneurship. Project work and other out-of-class tasks promote student creativity and interaction. The syllabus and textbook for the course is written by experts from the Ministry of National Education.

In the **United Kingdom (Wales)**, online implementation guidance and tools to enable schools and colleges to develop a continuum of entrepreneurial learning are under development and will be available online in 2012. National delivery programmes that support this work include the 'Dynamo Curriculum Materials' which are innovative teaching materials providing guidance and

resources to support the development of entrepreneurial skills and attitudes. More than 2 000 teachers have been trained.

It is interesting to note that in several countries implementation strategies and teaching materials for entrepreneurship education are being provided and developed in partnership between different ministries (e.g. education or finance), organisations mandated by the government, private non-profit organisations and in cooperation with the world of enterprise.

In **Spain**, there is a whole range of teaching materials developed by the Spanish Directorate General of SMEs of the Ministry of Industry (DGPYME). Moreover, within the framework of the collaboration agreement between the Ministry of Education and the High Council of Chambers of Commerce, and specifically the programme Entrepreneurial Round, chambers of commerce have developed teaching materials for promoting young students' entrepreneurial spirit. Finally, several Autonomous Communities are developing specific entrepreneurship programmes and practical implementation guidelines and tools, for primary school up.

In **Austria**, several stakeholders are involved in providing specific entrepreneurship education programmes: Entrepreneurship Education for School-based Innovation (EESI), which is an 'impulse centre' from the Ministry of Education; the Initiative for Teaching Entrepreneurship (IFTE), member of the European Network for Teaching Entrepreneurship and Junior Enterprise Austria. The strategy for implementing entrepreneurship education is for schools to be more open; they must reach out to find settings for learning outside the school premises. Companies, public institutions and other organisations are considered useful teaching and learning settings as they provide for hands-on learning experiences and relate to real-life situations. The setting up and running of student firms is also encouraged to implement entrepreneurship education.

In **Finland**, the ministry of education and culture in cooperation with other ministries and stakeholders issued *Guidelines for entrepreneurship education* (2009). They include objectives for 2015 with a stronger focus on entrepreneurship at all levels of education and better collaboration between key players in the development of teaching methods to support entrepreneurship. Due to full school autonomy in this area, methods of implementation may vary. However, guidelines are also included as part of the core curriculum and these specify that the main focus should be on practical exercises and the creation of personal participation experiences. The learning environment may be developed in cooperation with different organisations and enterprises.

The previous examples give an idea of the variety of central guidelines and teaching materials for implementing entrepreneurship education. Nevertheless, some common features also appear. Entrepreneurship education generally builds on active and participatory teaching methods. Its main characteristics are the practical, project-based approach, promoting practical experience through workshops, cooperation with different organisations and enterprises, including learning settings outside school, and last but not least the hands-on approach of setting up and running student firms.

CHAPTER 4: CURRENT INITIATIVES AND ONGOING REFORMS

4.1. Current initiatives

Initiatives and programmes to promote entrepreneurship education are widespread (see Chapter 1, Figure 1.2). In some countries, these have been developed within the framework of specific strategies to develop entrepreneurship education while in others they are part of broader educational or economic strategies. In the countries where such strategies have not yet been developed, free-standing initiatives may pave the way for future developments.

Closer cooperation between stakeholders in education and business is one of the means used to promote and implement entrepreneurship education. In some cases, the aim of such cooperation is to enable students to discover the world of work and prepare them for their own future career choices. It can include job-shadowing.

In the **German-speaking Community of Belgium**, a network of education and business representatives (*Studienkreis Schule & Wirtschaft*) focuses on cooperation and the transition between school and work. It runs several projects and activities to facilitate meetings between students and businesses and fosters the development of an entrepreneurial spirit. One-day extra-curricular activities, (*Technikids* for 5th and 6th year of primary school and Dream Day for 5th or 7th year of upper secondary school) allow students to become familiar with the work of different professions.

In **Cyprus**, students in the 2nd year of lower secondary education can gain experience in a profession of their choice over one week. Furthermore, two or three times a year, the Enterprise Day programme gives students the opportunity to become familiar with the workplace and the daily activities of a person in business.

In **Latvia**, in September-October 2011, the Investment and Development Agency of Latvia (LIAA) organised meetings of upper secondary students (taking Economics and Basics of business economics) and representatives of 20 successful and innovative enterprises working in sectors such as pharmacy and food production. Students and their teachers met with business managers and had the opportunity to discuss topics on innovative business solutions and support measures for new entrepreneurship initiatives (for instance, through a business ‘incubator’ organisation in the regions).

In some countries, incentives are given to schools and other interested parties to develop a variety of programmes to promote entrepreneurship education. This gives schools the opportunity to gain funding for pilot projects as a first step to embed entrepreneurship education in the curriculum.

In **Malta**, the Government launched the Entrepreneurship through Education Scheme in February 2011. Its aim is to provide support to all schools in primary and lower secondary education for the implementation of projects promoting entrepreneurship, including entrepreneurship teaching material, networking initiatives, provision of lectures and relevant teacher training, visits to local businesses and entrepreneurial activity.

The organisation of entrepreneurship competitions can be seen as an incentive to students to engage in entrepreneurial projects. Furthermore, the certification of entrepreneurial skills adds value for students who choose to invest in their skills development. The competitions also highlight the importance of developing entrepreneurial skills in education from an early age. However, the wider

impact of the competitions on the development of entrepreneurship skills is restricted as access to them is often limited.

The University of **Cyprus** in collaboration with the Ministry of Education and Culture conducts an annual entrepreneurship competition for students in the second and third year of upper secondary education.

In **Austria**, the Entrepreneur's Skills Certificate is a course of four modules covering essential and practical questions on entrepreneurship. It can be delivered alongside the core curriculum in school settings from lower secondary education. Starting as a small initiative in 2004/05, 167 schools were offering the course in 2008/09 and 21 100 students had already gained the certificate by August 2010.

In **Romania**, the Business Plan Competition, aimed at all registered training firms, was introduced in the school year 2008/09 as a joint initiative of the Ministry of Education, Research, Youth and Sports, the National Centre for the Development of Vocational and Technical Education, KulturKontakt Austria and other social partners.

Several countries have started to invest in what can be seen as a prerequisite of the successful delivery of entrepreneurship education – the training and support of teachers.

In the **Flemish Community of Belgium** and within the framework of the European Regional Development Fund, the project *Proleron* aims to raise the standard of entrepreneurial education by training secondary school teachers in entrepreneurship and developing their entrepreneurial attitudes through adopting non-traditional approaches and teaching methods and by using non-traditional pedagogical tools.

In **Bulgaria**, the Ministry of Education organised pilot training projects for teachers in primary education. Two hundred teachers were trained in 2010/11 and another training programme is to be organised in 2011/12 for 250 new teachers.

In the **Netherlands**, the Education and Entrepreneurship Action Programme 2007 and 2009 also included a training programme for teachers to ensure they act in an entrepreneurial manner themselves and to help them encourage entrepreneurial behaviour in their students. The plan was to train forty teachers who, in turn, would act as trainers to help train a thousand teachers in primary, secondary and middle vocational education.

In the **United Kingdom (England)**, to support enterprise in schools the government is enhancing online resources for teachers at the Enterprise Village and promoting the recruitment of 2 500 local enterprise champions through the Inspiring the Future website.

Many examples can be found for the implementation of entrepreneurship education by involving students in setting up and running fictive companies. These types of activity follow the innovative and practical approach that usually characterises entrepreneurship education. Specialized non-governmental organisations (NGOs), such as Junior Achievement, often facilitate such projects.

In **Ireland**, for example, students in the Transition Year (first year of upper secondary education) and taking part in the Enterprise module can get involved in mini companies.

In **Cyprus**, a new programme has been introduced in some schools, called 'simulation sample enterprises'. During a whole year, students divide into groups to work on a specific area of entrepreneurship, building their own understanding of what an enterprise is.

In **Latvia**, the non-profit organisation Junior Achievement – Young Enterprise Latvia plays an active role in organising seminars and workshops for students on establishing and running Student Learning Enterprises. Seminars for students and their teachers take place in various cities of Latvia. The main aim of the programme is to enhance students' entrepreneurship skills and to develop their decision making skills. In the school year 2010/11 more than 560 Student Learning Enterprises were established. Similarly, in **Lithuania**, Junior Achievement is one of the leaders in the promotion of entrepreneurship education and their programs are taught in 40 % of Lithuanian secondary schools. In **Romania**, their programmes are implemented in over 1 000 schools, due to a partnership with the Ministry of Education and the financial support provided by the business community.

In **Luxembourg**, the Association *Jonk Entrepreneuren*, created by the government in cooperation with economic stakeholders, and part of the network Junior Achievement – Young Enterprise offers programmes for different school levels which includes 'mini-enterprises'. Students are responsible for running a mini-enterprise over one year with their teacher as coach.

4.2. Ongoing reforms

It is important that the current picture of entrepreneurship education in Europe is viewed in context. Many national education systems are in a process of reform in order to adapt to 21st century economic and social demands – the integration or reinforcement of entrepreneurship education is among the objectives of many of these curricular reforms.

In **Bulgaria**, the new Law on Pre-school and School Education, still under discussion in ministerial working groups, envisages entrepreneurship, creativity and developing a sense of initiative as one of the main goals of the educational system in Bulgaria. Entrepreneurship will be included as one of the subjects to be introduced. While the Ministry determines at national level the total number of hours for this area of the curriculum, schools are free to decide how to distribute these hours between a range of subjects.

In **Ireland**, the National Council for Curriculum and Assessment has developed a short senior cycle course on enterprise. It has not yet been incorporated into the curriculum; its implementation is still under discussion between educational stakeholders.

In **Spain**, the 2011 reform of the core curriculum for lower secondary education includes a new optional subject in the 4th year – Professional Guidance and Entrepreneurial Initiative. The reform will be implemented in 2012/13; nevertheless, the education authorities are free to implement it from 2011/12.

In **Cyprus**, in the new curriculum for primary and secondary education to be implemented in school year 2011/12, emphasis is given to attributes, skills and working methods that enhance entrepreneurial behaviour as a cross-curricular objective.

In **Malta**, a draft National Curriculum Framework (NCF) was launched in May 2011 as a consultation document. Education for entrepreneurship is proposed as a cross-curricular theme identified as essential for the education of all students and for achieving the aims of education. It is intended to strengthen the embedding of elements of entrepreneurial behaviour through the integration of entrepreneurship programmes, projects and activities in the established curriculum for schools both at primary and secondary level.

In **Poland**, the ongoing curricular reform which will be completed in 2016 focuses on shaping attitudes and competences including entrepreneurship.

In **Sweden**, entrepreneurship is part of the ISCED 3 school reform implemented in 2011, in the form of commentary material on how to look at entrepreneurship in the various programmes, and in the form of a forthcoming commentary material on the new subject of entrepreneurship, which will be published in 2012.

In **Iceland**, national curriculum revisions were launched in 2011 and new subject curricula are expected in 2012. These revisions will include compulsory elements of creative activity for all subjects.

CONCLUSION

With 31 countries participating in the 2011 Eurydice survey on 'Entrepreneurship Education', the consultation provided a unique opportunity to gather information on the current state of entrepreneurship education in primary and general secondary education as well as on the associated recent national strategies, action plans, initiatives and ongoing reforms.

A great majority of European countries address entrepreneurship education through national strategies or initiatives (see Chapter 1, Figure 1.2). This clearly reflects the wide recognition of the importance of entrepreneurship education in Europe. Nearly half of the countries have incorporated the objectives linked to the promotion of entrepreneurship education within broader strategies (lifelong learning, education and youth, growth), while several countries, located mainly in Northern Europe, have launched specific entrepreneurship education strategies.

The survey shows that two thirds of European countries explicitly recognise entrepreneurship in central steering documents at primary education level (see Chapter 2.1, Figure 2.1). This changes significantly in secondary education, where virtually all countries integrate entrepreneurship into the curriculum in some form (see Chapter 2.2, Figure 2.2 and Chapter 2.3, Figure 2.4).

In primary education, the cross-curricular approach prevails. Where entrepreneurship education is integrated into existing subjects, these are generally compulsory. Entrepreneurship is not taught as a separate subject.

The cross-curricular approach starts to give way to the integrated approach in lower secondary education, with each model being used in a similar number of countries. However, where entrepreneurship is integrated into other subjects, in a third of countries these are optional rather than compulsory subjects. In either case, they mostly belong either to the social sciences area or to the area of economics, business studies and careers education. A few countries offer entrepreneurship as a separate subject.

In upper secondary education, the cross-curricular approach remains equally widespread, but the number of countries also using the integrated approach increases, as does the use of optional subjects. Several countries combine a cross-curricular approach with integration in both compulsory and optional subjects. In addition, there are more countries which offer entrepreneurship as a separate subject. As in lower secondary education, the social sciences are still a popular home for entrepreneurship education. However, more countries at this upper level integrate it into the area of economics, business studies and careers education.

The survey shows that many European countries define specific learning outcomes for entrepreneurship education and these generally cover different aspects of the three dimensions of entrepreneurial attitudes, knowledge and skills.

In primary education, half of the countries define learning outcomes related to entrepreneurship and these mostly cover entrepreneurial attitudes but also transversal entrepreneurial skills. No country addresses practical entrepreneurial skills at this school level.

At secondary level, most countries have defined learning outcomes for entrepreneurship education. Many countries cover all three dimensions: attitudes, knowledge and skills and most of them at least two. However, no country has learning outcomes linked only to entrepreneurial skills, which indicates that the other dimensions are needed to build these skills. The data shows that in the countries where practical entrepreneurial skills are defined in upper secondary education, others linked to business knowledge are often also introduced at the same level of education.

The information provided shows that a third of countries have practical implementation guidelines for entrepreneurship education and, in also roughly one third of countries, teaching materials have been developed. Where practical implementation guidelines and/or teaching materials are offered, it appears that they are sometimes developed in partnership with different ministries, non-governmental organisations (NGOs) and other organisations mandated by the government. What seems to characterise the implementation of entrepreneurship education is a mix of active and participatory teaching methods, based on practical experience such as setting up and running student firms.

The ongoing initiatives related to entrepreneurship education in a dozen countries show a range of activities, including closer cooperation between education and business, financial initiatives to fund pilot projects promoting entrepreneurship, the organisation of entrepreneurial competitions, the certification of entrepreneurial skills, the setting up and running of student training firms and last, but not least, teacher training and support.

Finally, it is important to highlight, that the current picture of entrepreneurship education in Europe is viewed in a context where half of the countries are engaged in a process of educational reform. These ongoing changes often include the strengthening of entrepreneurship education among their objectives.

NATIONAL DESCRIPTIONS

(Alphabetic order)

Austria	32
Belgium – Flemish Community	34
Belgium – French Community	36
Belgium – German-speaking Community	37
Bulgaria	38
Cyprus	39
Czech Republic	40
Denmark	43
Estonia	44
Finland	46
France	47
Germany	48
Greece	48
Hungary	49
Iceland	50
Ireland	51
Italy	52
Latvia	53
Liechtenstein	55
Lithuania	57
Luxembourg	59
Malta	60
The Netherlands	61
Norway	62
Poland	64
Portugal	66
Romania	67
Slovakia	69
Slovenia	71
Spain	73
Sweden	78
Turkey	79
The United Kingdom – England	80
The United Kingdom – Northern Ireland	82
The United Kingdom – Scotland	83
The United Kingdom – Wales	84

AUSTRIA

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no specific national strategy for entrepreneurship education in general education.

However, the **Austrian Strategy on Lifelong Learning**, adopted in July 2011 by the Austrian Federal government sets out entrepreneurship education as a cross-curricular competence among the eight key competences (cf. recommendation of the Council and the Commission 2006). Entrepreneurship education is specially tackled in Action lines 8 and 2 of the Strategy.

<http://www.bmukk.gv.at/ministerium/vp/20110705b.xml> (only DE)

http://www.bmukk.gv.at/medienpool/20916/lll-arbeitspapier_ebook_gross.pdf (only DE)

A lot of concrete initiatives for entrepreneurship education have been running and are being spread.

Entrepreneur's Skills Certificate (EU best practice) can be delivered beside the core curriculum in school settings as from ISCED 2.

http://portal.wko.at/wk/startseite_dst.wk?dstid=7189 (only DE)

Jugend Innovativ (Innovative Youth) (EU best practice) is a competition supporting project work in 5 topical areas: business, design, engineering, science and climate protection. The target group is mainly upper secondary students in regular classes.

www.jugendinnovativ.at (only DE)

Euro Finance Driving Licence: This certificate can also be delivered in school for free, following an agreement with the Ministry.

<https://at.finanzfuehrerschein.eu/show/willkommen/ueberblick/index.html> (only DE)

<https://www.finanzportal.at/show/willkommen.html> (only DE)

Entrepreneurship Education for School-based Innovation: The Impulse Centre from the Ministry aims at fostering entrepreneurship education and school innovation through teacher support, information exchange, development of supporting teaching aids, contacts to regional businesses, etc.

<http://www.eesi-impulszentrum.at/> (only DE)

The **Initiative for Teaching Entrepreneurship** (IFTE) also offers workshops, didactic material and networking. It is Member of the European Network for Teaching Entrepreneurship.

<http://www.ifte.at/>

Junior Enterprise Austria, which is part of the network Junior Achievement, offers specific programmes for entrepreneurship education, including the creation of real companies as a school project for one (school) year.

www.junior.cc

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** at all school levels.

In **ISCED 1**, entrepreneurship education is taught as part of the compulsory subject *Sachunterricht*.

Concrete implementation guidelines are included in the curriculum. Some of the possible strategies are the following: thematic excursions on economic experiences; arrangement of learning situations using original materials from the economic world as well as relevant didactic material; development of an understanding of economic processes in a playful way.

<http://www.bmukk.gv.at/schulen/unterricht/lp/Volkschullehrplan3911.xml> (only DE)

http://www.bmukk.gv.at/medienpool/14051/lp_vs_7_su.pdf (only DE)

In **ISCED 2** (3rd and 4th year), entrepreneurship education is integrated in the framework of an intensive career and vocational preparation, both in the compulsory subjects and in the compulsory exercise vocational orientation, as well as in vocational practice days, field visits and excursions.

It is part of the general learning objectives (educational field Human beings and society) and of the compulsory subjects Geography and Economics, Technical Work, History and Social Studies/Political Education.

There is a special branch of academic secondary schools (AHS) with focus on home economics and where business education and preparation for the world of work and employment are cross-curricular and compulsory.

http://www.bmukk.gv.at/schulen/unterricht/lp/lp_abs.xml (only DE)

In **ISCED 3**, the curriculum of academic secondary schools (AHS) includes entrepreneurship education as part of the general learning objectives (educational field Human beings and society) and of the compulsory subjects 'History and Social Studies', 'Political Education', and 'Geography and Economic Studies'.

http://www.bmukk.gv.at/schulen/unterricht/lp/lp_ahs_oberstufe.xml (only DE)

The curriculum of **pre-vocational schools** includes entrepreneurship education as an educational strategy. It is therefore integrated as cross-curricular objective and as part of the compulsory subjects Vocational Orientation and Practical Life Skills, Political Education and Economics. There are also separate optional subjects such as the Entrepreneur's Skills Certificate and others in the areas of specialisation.

<http://pts.schule.at/data/PTSLehrplan-2008.pdf> (only DE)

One of the **implementation strategies** for entrepreneurship education is the opening of schools: School can reach out providing for learning settings outside the school premises and complementing instruction by school events. Companies, public institutions, etc. are useful places of teaching and/or learning as they provide for hands-on learning experiences and relate to real-life situations.

Training firms are another possible implementation strategy.

More specifically for the implementation of the Entrepreneur's Skills Certificate, specific didactic material is available.

http://learning-uf-at.bitmedia.cc/system/contentview.php/static/default08/de/medien-demos.ihtml?itk_sid=600e9de77d3bcec1ba097188a7e34ce3 (only DE)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 1

Sachunterricht:

- explore basic economic needs in their specific life settings
- gain insights into the world of work and understand the need of a good education
- knowledge of economic interrelations explained in concrete examples

ISCED 2

General learning objectives (educational field Human beings and society):

- develop a strong personality and address the challenges of working life
- being able to identify, discover and critically question personal wishes, interests and talents and appreciating gifts and skills

Geography and Economics:

- act with responsibility and tolerance in the personal, professional and public spheres
- gain understanding of different economic and social systems
- understand and assess realities and developments in working life and careers

Technical Work:

- gain understanding of the world of work and professional life
- develop skills by collecting experiences from practical work
- promote readiness for cooperation and team spirit in planning and manufacturing processes

ISCED 3

History and Social Studies, Political Education:

- empower students to analyse existing social, cultural, economic and political structures

Geography and Economic studies:

- gain basic knowhow and specific insights into internal business processes
- understand the transformation of production processes and the changes in work and employment by the growing impact of technology and globalisation
- develop interest for self-employment (entrepreneurship)

BELGIUM – FLEMISH COMMUNITY

NATIONAL STRATEGY, CURRENT INITIATIVES

Action Plan Entrepreneurship Education 2011-2014 of the Flemish Government

http://www.vlaanderen.be/servlet/Satellite?pagename=nieuwsberichten%2FNB_Nieuwsbericht%2FNieuwsbericht&cid=1312173854424 (only NL)

The official certificate of 'Business Management'

This minimum programme is imposed by the federal government and has been laid down by Royal Decree. The compulsory subject material must be acquired in at least 120 hours. The Flemish government translated this minimum programme into entrepreneurial skills. This minimum competency-oriented programme is imposed to all schools of secondary education and adult education in Flanders through a circular letter.

<http://www.ond.vlaanderen.be/edulex/database/document/document.asp?docid=13955> (only NL)

Competento: Virtual knowledge centre for entrepreneurial building.

<http://www.competento.be/> (only NL)

COOS: A competition, with the prize of a Trophy for the 'School team with the best entrepreneurial skills'.

http://www.ond.vlaanderen.be/dbo/projecten/proj_afger_coos.htm (only NL)

http://www.ond.vlaanderen.be/dbo/en/projecten/projecten_coos-2009.htm

Plan(k)gas: A business plan competition for ISCED 3 (1st-2nd year) in Flanders.

<http://www.flandersdc.be/nl/plankgas> (only NL)

Proleron

This project aims at professionalizing secondary school teachers and teachers in adult education on entrepreneurship and to stimulate their entrepreneurial mindsets by adopting non-traditional approaches and teaching methods and by using non-traditional pedagogical tools in order to increase the efficiency of the entrepreneurial education.

http://www.ond.vlaanderen.be/dbo/projecten/projecten_proleron_bis.htm (only NL)

http://www.ond.vlaanderen.be/dbo/en/projecten/projecten_proleron_bis.htm

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Sense of entrepreneurship and social-economic literacy are **explicitly recognized** as **cross-curricular** objective in ISCED 2 and 3.

As freedom of education is a constitutional right in Belgium, schools enjoy considerable autonomy in determining curriculum and teaching methods.

A guide for the implementation of cross-curricular attainment targets has been published in 2010:

<http://www.ond.vlaanderen.be/publicaties/?get=NIEUW&nr=393&i=38>

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

The Action Plan Entrepreneurship Education defines a learning pathway for entrepreneurship education. It should, however, be observed that in view of autonomy of schools in curriculum design and teaching methods, schools can decide in a fully autonomous way whether and how they will take the recommendations of the Action Plan on board.

The two basic units of a learning pathway for entrepreneurship education as suggested by the action plan entrepreneurship education are 'entrepreneurship' (starting up a business) and 'a sense of entrepreneurship' (entrepreneurial behaviour).

ISCED 1-3

- a sense of entrepreneurship
- positive image formation about entrepreneurs and entrepreneurship
- economical awareness: importance of enterprises for society

ISCED 3

- a sense of entrepreneurship
- positive image formation about entrepreneurs and entrepreneurship
- economical awareness: importance of enterprises for society
- entrepreneurship: individual choice of each student

BELGIUM – FRENCH COMMUNITY

NATIONAL STRATEGY, CURRENT INITIATIVES

Déclaration de Politique Communautaire 2009-2014

Includes the objective to foster an entrepreneurial spirit and innovation capacities at all school levels

http://www.cfwb.be/fileadmin/sites/portail/upload/portail_super_editor/Docs/declaration_politique_communaire.pdf (only FR, p. 34)

Governmental awareness-raising campaign on entrepreneurship, including small business projects and meetings with the world of enterprise

<http://www.wallonie.be/fr/themes/entreprises/promotion-de-l-esprit-d-entreprise/sensibilisation-a-l-entrepreneuriat/index.html> (only FR)

In cooperation with ASE (*Agence de stimulation économique*) and its **Programme Wallon Esprit d'Entreprendre**, workshops on entrepreneurial spirit are organized with the aim to have each student participate at least once. ASE also offers a range of events, grants, teaching materials and tools.

<http://www.espritedentreprendre.be/FR/INDEX/index.php> (only FR)

<http://www.as-e.be/> (only FR)

<http://www.as-e.be/ase/ase-fr-cg/esprit-d-entreprendre/actions-pour-les-jeunes/index.html> (only FR)

<http://www.tousdesas.be/index.php> (only FR)

End of **ISCED 1**, beginning of **ISCED 2**:

Cap'Ten: Tools and materials for entrepreneurship education

<http://www.ichec-pme.be/capten/> (only FR)

ISCED 3 (3rd-5th year): **Programme DREAM**

http://www.dreamday.be/pdf/Traces_DREAM_FR.pdf (only FR)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as **cross-curricular** objective at all school levels. However, schools have the full autonomy to determine curricula and teaching methods.

In **ISCED 1**, there are some **examples of schools** that particularly encourage attitudes and abilities linked to entrepreneurship, e.g. initiative, creativity, autonomy, responsibility.

In **ISCED 2-3**, it is part of the optional subject 'economic sciences'.

Implementation guidelines and teaching materials for the subject 'economic sciences' are available.

<http://www.enseignement.be/index.php?page=24399> (only FR)

<http://www.enseignement.be/index.php?page=25137&type=3&annee=13,14,15,16,17,18&discipline=10&act=search> (only FR)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

For **ISCED 3**, the learning outcomes for the subject '**economic sciences**' are defined as **evaluation criteria**.

<http://www.enseignement.be/index.php?page=24924&navi=592> (only FR)

Transversal competences such as analysis, problem solving, conceptualization, synthesis are applied to topics, among which there is enterprise.

They are also included in the programs available for each subject in the public schools as well as in the private grant aided schools and public grant aided schools.

Programs focus on the solution of concrete issues. Applying competences to topics implies an entrepreneurial spirit.

Some examples of learning outcomes are:

- gathering and evaluating information to solve microeconomic problems
- find solutions to concrete issues applying fundamental microeconomic concepts
- develop awareness of opportunities and constraints to producer and consumer behaviour
- prepare to act as a responsible and autonomous citizen
- develop awareness for the necessity of rational business management and the monitoring of the business development and its products
- carry out a simple market and product study in the framework of a mini school enterprise or the financing of an extracurricular activity

<http://www.enseignement.be/index.php?page=25190&navi=2436> (only FR)

<http://admin.segec.be/documents/4551.pdf> (p. 53, only FR)

<http://www.cpeons.be/tempFiles/456212215166/VB%20D2%20D3%20TT%20SCIENCES%20%20ECONOMIQUES.pdf> (only FR)

BELGIUM – GERMAN-SPEAKING COMMUNITY

NATIONAL STRATEGY, CURRENT INITIATIVES

ASE (*Agence de stimulation économique*) is in charge of current initiatives to promote entrepreneurial spirit.

http://www.bildungsserver.be/desktopdefault.aspx/tabid-2459/4428_read-31787/ (only DE)

<http://www.as-e.be/> (only FR)

Network of education and business representatives (*Studienkreis Schule&Wirtschaft*) working on the cooperation and transition between school and entrepreneurship, offering several projects and activities to facilitate meetings between students and business and the development of entrepreneurial spirit:

ISCED 1: 5th-6th year: TechniKids

ISCED 3: DREAM DAY (5th-7th year), young enterprises

http://www.schulewirtschaft.be/Studienkreis_Schule_Wirtschaft/Home/home.html (only DE)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** in the framework curriculum (*Rahmenpläne Schulische Berufswahlvorbereitung und Berufsorientierung*) as a cross-curricular objective, in place since June 2008 for ISCED 1-3.

http://www.bildungsserver.be/PortalData/21/Resources/downloads/schule_ausbildung/schulische_ausbildung/Endfassung_Sammeldekret_2010_angepasst.pdf

In **ISCED 3**, it is also part of the subject 'economy', for the students who choose an economic option.

From **ISCED 1-3**, various other curricular and extra-curricular activities linked to the promotion of an entrepreneurial spirit are being offered, but the schools are autonomous in the implementation. No specific implementation guidelines exist.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

No specific learning outcomes defined.

BULGARIA

NATIONAL STRATEGY, CURRENT INITIATIVES

The **National Lifelong Learning Strategy** (2008-2013) calls for integration of entrepreneurship in school education in both curricular and extracurricular forms.

http://issuu.com/lafrikanov/docs/lifelong_learning_national_strategy_2008_-_2013

Programme for Development of Education, Science and Youth Policy in the Republic of Bulgaria (2009-2013) sees entrepreneurship to be developed in schools through integrated modules in the general subjects' curricula.

http://mon.bg/opencms/export/sites/mon/left_menu/documents/strategies/programa_MOMN-2009-2013.pdf (only BG)

The **National Programme for Youth** (2011-2015) lists as first priority encouraging the personal development and economic activity of young people and improving the access to information and quality services. This includes stimulating entrepreneurship and the acquisition of business skills.

http://www.mon.bg/opencms/export/sites/mon/top_menu/youth/procedures/National_programme_for_youth_2011-2015.pdf (only BG)

In **ISCED 1**, where entrepreneurship education is not compulsory, it is becoming increasingly popular to offer such education, as the Ministry of Education organized pilot trainings of teachers for entrepreneurship education in the elementary grades in 2010/11. 200 teachers were trained to deliver the programs, which are created, adapted and provided by Junior Achievement Bulgaria, in schools across Bulgaria. In the 2011/12 school year, the Ministry already organized another pilot training for 250 new teachers who will commit to teaching entrepreneurship in the elementary grades.

The initiatives and programs of Junior Achievement that were once voluntarily implemented by a handful of schools, nowadays are increasingly included in official educational plans, and entrepreneurship is about to become institutionalized as a compulsory element of the educational process.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as **cross-curricular** objective and is promoted by the Ministry through the national program for qualification of teachers.

In **ISCED 1**, it is not compulsory, but delivered as part of the subjects in the area Domestic Lifestyle and Technology.

In **ISCED 2** (4th year) and **ISCED 3**, each school can choose among different branches, called profiles. In the branch named Technology – Entrepreneurship and business (annually, about 50 general high school offer this profile), entrepreneurship education is compulsory and integrated into all subjects (separate subject as well as part of other subjects).

The implementation covers both theory and practice (through online simulation games, student mini-enterprises). The educational program is very modern and relies heavily on cooperation and support from the business and the parents' community. It is based on the entrepreneurship education programs of **Junior Achievement Bulgaria**.

http://bulgaria.ja-ye.org/pls/apex31mb/f?p=17000:1002:118851603916357:::P0_APP_LANGUAGE:3

The **new Law on Preschool and School Education**, still under discussions in ministerial working groups, envisages entrepreneurship, creativity and developing a sense of initiative as one of the main goals of the educational system in Bulgaria. Entrepreneurship will be included as one of the

subjects. The Ministry determines on national level the total number of school hours, but the school has autonomy in distributing those among a range of subjects.

For **ISCED 2** (4th year), there have been talks to introduce a separate compulsory subject 'Entrepreneurship', but opinions differ as to whether this is the most appropriate approach, with many experts being convinced that it would be more effective to integrate entrepreneurship into the curricula of all educational subjects.

<http://mon.bg/opencms/export/sites/mon/news-home/2009/kontseptsia-22-03-2011.pdf> (only BG)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT **ISCED LEVELS 1, 2 AND 3**

ISCED 2 (4th year) and **ISCED 3** of the school branch 'Technology – Entrepreneurship and business':

The main aim is the formation of entrepreneurial culture and a sense of initiative, including managerial, economic and information literacy and behavioural models.

Students know about:

- theoretical foundations of economy (macro- and micro-models, structures, functions)
- practical aspects of entrepreneurship
- the management and activity of a student-run mini-company
- the practical aspects of economy in the firm and office
- the information technologies in management – business communication and usage of management and economic software
- the norms of business ethics, strategies for success, leadership and preparation for a career
- the challenges of global economy

Using the learning-by-doing method, they learn how to run a student enterprise in practice.

CYPRUS

NATIONAL STRATEGY, CURRENT INITIATIVES

In **ISCED 3** (2nd year): **Working gaining experiences week**: During one week the students follow a profession of their choice.

Enterprise Day programme: Taking place 2-3 times a year, it gives the students the opportunity to get familiar with the workplace and daily activities of a businessman.

A new programme has been introduced in some schools, called **Simulation samples of enterprises**. During a whole year, students divide into groups to work on a specific subject of entrepreneurship, building their own understanding of what an enterprise is.

The University of Cyprus in collaboration with the Ministry of Education and Culture conducts an **annual competition on entrepreneurship** for students of **ISCED 3** (2nd and 3rd year).

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **not explicitly recognized**. However, in the **new curriculum for ISCED 1-3**, to be implemented in the school year **2011/12**, emphasis is given on attributes, skills and working methods that enhance entrepreneurial behaviour as a **cross-curricular** objective.

<http://www.nap.pi.ac.cy/> (only EL)

Furthermore, one of the goals of the Ministry of Education and Culture during the last years has been to incorporate elements of entrepreneurship as **part of other subjects** such as science and economics.

To get familiar with this basic aim of the New Curriculum and the ways for developing these skills and attributes, the Ministry of Education and Culture set for this academic year, 2011/12, the aim 'Our school – A workshop for developing critical thinking, creativity and collaboration' (CF circular). According to a circular, schools should be workshops of learning, where students have the chance to raise problems and in collaboration with their peers and their teachers seek and find solutions. Schools are asked to achieve this goal, by working out an action plan. Specific ideas for activities are proposed in the circular.

<http://www.moec.gov.cy/> (only EL)

http://www.moec.gov.cy/stoxoi/stochoi2012/stochoi_scholikis_chronias_2011_12.pdf (only EL)

Every year, one or two aims are described in a circular and guide the work of schools throughout the year. In the school year 2005/06 for ISCED 1, an emphasis was given to entrepreneurship education. Apart from defining the meaning and explaining basic elements, certain activities were proposed such as visits to businesses, role plays and other educational games. Moreover, a lecture with the title 'Entrepreneurship in primary education' was presented to all head teachers of ISCED 1 by the First Education Officer of Primary Education.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

No specific learning outcomes for entrepreneurship education are specified.

CZECH REPUBLIC

NATIONAL STRATEGY, CURRENT INITIATIVES

The **Strategy of Lifelong Learning** in the Czech Republic (2007) aims at the development of functional literacy and key competences such as financial literacy. Entrepreneurship is not explicitly mentioned though.

http://www.msmt.cz/uploads/Zalezitosti_EU/strategie_2007_EN_web_jednostrany.pdf

It was followed by the **Strategy for Lifelong Learning Implementation Plan** approved in 2009 (by means of which the goals of the Strategy will be implemented in 2009-2015), which supports an ongoing curricular reform (introduced at the turn of the 21st century and legislatively supported by the 2004 Education Act) with an emphasis on increasing the functional literacy of students and the development of key competences though e.g. the implementation of larger student projects, such as setting up fictive companies etc.

<http://www.msmt.cz/vzdelavani/strategie-celozivotniho-uceni-cr?lang=1> (only CZ)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** within the **cross-curricular** themes, which are compulsory. Furthermore, the curriculum is based on the concept of **key competences**, among which there are working competences (ISCED 2) and entrepreneurial competencies (ISCED 3).

In **ISCED 1** and **2**, entrepreneurship education is part of the cross-curricular themes named 'Moral, character and social education' and 'Civic education for democracy'. It is also part of the optional subject 'Ethical education'.

In **ISCED 2**, additionally, it is part of the compulsory subjects 'Man and Society: Civics' and 'The World of Work' (compulsory only in the last two years).

In **ISCED 3**, entrepreneurship education is part of the cross-curricular theme 'Moral, character and social education'. It is also part of the subject 'Basics of Civics and Social Sciences' (Educational Area: Man and Society) compulsory in the first two years.

<http://www.msmt.cz/vzdelavani/framework-education-programme-for-basic-education>

http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_ZV_EN_final.pdf

http://old.vuppraha.cz/soubory/RVP_G-anj.pdf

Schools have full autonomy to decide how to implement cross-curricular themes and **no concrete implementation guidelines** for entrepreneurship education exist. However, the **Manual for Development of School Education Programmes** contains strategies for key competences development and fulfilment.

In **ISCED 1** and **2**, problem-solving competency should be developed by integrating creative thinking:

- children are guided to an active participation in all phases of activities, planning, preparation, implementation and evaluation
- instruction is conducted so that students look for different solutions to problems and are able to defend these solutions
- during the school in nature – *škola v přírodě* (which provides breaks for children and students in a healthy environment without the need to interrupt their education) and project days school uses mini-projects for logical solving of problems
- students present their opinions and ideas in school magazine

Moreover, professional competency should be developed:

- motivating students to active involvement into the world of work
- guide students to objective self-evaluation and judgment with real potential in professional orientation

http://www.vuppraha.cz/wp-content/uploads/2010/02/Manual_SVP-ZV.pdf (only CZ)

In **ISCED 3**, entrepreneurial competency should be developed:

- offering students activities that support their ability to make decisions independently, plan, prepare and implement some activities – 'school academies' (students performance and presentation of students activities), graduation ball, textbooks exchange, etc.
- encouraging students to evaluate their own procedures and results of their work
- involving students in group, class or school projects

These activities are monitored by teachers and the teachers offer students professional help. They help students to discover and develop their abilities through school or national competitions and include activities in instruction that familiarise students with career opportunities.

http://www.vuppraha.cz/wp-content/uploads/2010/02/Manual_SVP-G.pdf (only CZ)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 1-2: Learning outcomes for cross-curricular themes 'Moral, character and social education' and 'Civic education for democracy':

- guides the student towards an understanding of himself/herself and others
- develops the basic skills for good communication, as well as the respective knowledge
- shapes and develops the basic skills for cooperation
- helps the student acquire the basic social skills necessary for solving complex situations (such as conflicts)
- shapes study skills
- guides the student towards understanding the importance of order, rules and laws for the functioning of society

- develops and supports the abilities and skills for communication, formulation, argumentation, dialogue and presentation
- guides the student towards considering issues in the broader context and towards employing critical thinking

ISCED 2 (additionally): Learning outcomes of the subject 'Man and Society: Civics':

- explain how his/her more realistic knowledge and evaluation of his/her own personality and potential can positively influence decision making, relations with others and quality of life
- assess the influence of personal qualities on achieving individual and common goals
- explain the importance of willpower in attaining objectives and overcoming obstacles
- recognise manifestations of negative qualities in himself/herself and in others, assess critically his/her behaviour and conduct and correct them accordingly
- describe how character and volitional qualities can be regulated and cultivated, how personal strengths can be developed, weaknesses overcome and healthy self-confidence nurtured

Learning outcomes of the subject 'The World of Work':

- become oriented in the work activities of selected professions
- evaluate his/her potential when selecting a suitable profession and professional training
- make use of professional information and advisory services for the selection of appropriate education
- show in model situations the ability to present himself/herself when entering the labour market

ISCED 3: Learning outcomes of the cross-curricular theme 'Moral, character and social education':

- aim at understanding himself/herself, create balanced self-perception e.g.:
 - realise his/her personal qualities, skills, achievements and potential, and evaluate them
 - develop self-confidence and responsibility and utilise his/her abilities
 - set his/her own objectives and plan his/her personal development based on that
 - realise how he/she is perceived by others, become able to accept praise as well as criticism, success and failure positively and become able to learn from experience
 - present himself/herself purposefully in various situations
- seek ways to confront stress arising from the character of life at a given time
- distinguish factors affecting mental energy and creativity
- gain specific (self-restraint as well as communicative) skills for handling various social situations (situations which are complicated in terms of communication; competition; cooperation; help, etc.)
- create a list of different behavioural variants and make responsible decisions on the utilisation of the different types of behaviour and conduct in various situations
- understand the social group in which he/she lives
- form high-quality interpersonal relations, take others into consideration
- become aware of his/her rights, obligations and responsibilities within a group as well as the rights and obligations of others
- learn to cooperate

Learning outcomes for the subject 'Basics of Civics and Social Sciences':

- compare personality in the individual developmental stages of life, define what each stage brings to human life and with what life tasks it presents people
- compare various methods of learning and evaluate their effectiveness for his/her study while taking his/her predispositions into account, apply the principals of mental hygiene when working and learning
- use the acquired knowledge when coming to know himself/herself as well as others and when selecting his/her professional orientation
- illustrate on specific examples appropriate methods of coping with difficult life situations

DENMARK

NATIONAL STRATEGY, CURRENT INITIATIVES

Strategy for education and training in entrepreneurship (2009).

The strategy is developed in a partnership between the Ministry for Science, Technology and Innovation, the Ministry of Culture, the Ministry of Education and the Ministry of Economic and Business Affairs. It describes an active investment in entrepreneurship training at educational institutions. In the future, laws, executive orders and performance/development contracts will address education and training in entrepreneurship wherever relevant, involving every level of education, earmarking funds and included entrepreneurship in the management of educational institutions.

<http://en.fi.dk/publications/2010/strategy-for-education-and-training-in-entrepreneurship>

The **Danish Foundation for Entrepreneurship** was established by the Danish government in January **2010**, as one part of the above mentioned strategy. It is intended to create a coherent national commitment to education and training in entrepreneurship and become a national knowledge centre for education and training in entrepreneurship.

<http://www.ffe-ye.dk/> (only DK)

http://www.ffe-ye.dk/media/1521/impact_of_entrepreneurship_education_in_dk.pdf

The new government from autumn 2011 has launched the development of a broad innovation strategy, into which the education strategy will be incorporated in a revised version.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

In **ISCED 2**, entrepreneurship education is **explicitly recognized as part of the compulsory subject** Education, Business and Labour Market Orientation.

<https://www.retsinformation.dk/Forms/R0710.aspx?id=125973> (only DK)

In **ISCED 2** (last year), there is also an optional separate subject: Entrepreneurship.

<http://www.uvm.dk/Service/Publikationer/Publikationer/Folkeskolen/2009/Faelles-Maal-2009-Ivaerksaetter> (only DK)

In **ISCED 3**, entrepreneurship education (development of creativity and innovation) is explicitly recognized as **cross-curricular** objective.

<https://www.retsinformation.dk/Forms/R0710.aspx?id=132647#K1> (only DK)

There are no specific implementation guidelines.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

There are no specific learning outcomes for entrepreneurship education.

ESTONIA

NATIONAL STRATEGY, CURRENT INITIATIVES

On 7 October 2010, the mutual agreement for promotion of entrepreneurship education in Estonia was signed by the Minister of Education and Research, the Minister of Economic Affairs and Communications, the Chairman of the Estonian Chamber of Commerce and Industry, the Director of the National Examinations and Qualifications Centre and the Chairman of the Enterprise Estonia Foundation (EAS)

http://www.koda.ee/public/Kava_koostoolepe_allkirjadega.pdf (only EE)

On the bases of this agreement, the Estonian Chamber of Commerce and the Academic Advisory Board for Business Education has published a document on the **programme for promotion of entrepreneurship education**.

http://www.koda.ee/public/Ettevotlusoppe_edendamise_kava_Olen_ettevotlik_koos_lisadega.pdf (only EE)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

According to new National Curricula for Basic Schools and Upper Secondary Schools (2011), entrepreneurship education is **explicitly recognized** at all school levels as a **cross-curricular** objective. Entrepreneurship competence is part of the general competences that should be formed through the whole learning process. Moreover entrepreneurship is included in national curricula as a cross-curricular topic 'Civic Initiative and Entrepreneurship'.

In **ISCED 2-3**, it is also taught as **part of the compulsory subject** 'Civic studies'.

In **ISCED 3**, an **optional separate subject** 'Economic and business studies' will be offered not later than from 1st September 2013.

<http://www.hm.ee/index.php?1511576>

<http://www.hm.ee/index.php?1512622>

<http://www.hm.ee/index.php?1512619>

The **implementation guidelines** and learning outcomes are included in the National Curricula. Methodological material is also available for teachers to help them implement entrepreneurship education.

<http://www.oppekava.ee>

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

Competencies that should be formed through **all subjects** as well as in extracurricular and out-of-school activity are the following:

ISCED 1: Pupil is capable of planning and evaluating his/her activities;

ISCED 2: Student is enterprising, believes in him or herself, shapes his or her ideals, sets goals for him or herself and acts in their name, heads and makes adjustments to his or her behaviour and takes responsibility for his or her actions;

ISCED 3: Student is capable of evaluating his/her aspirations, considering his/her abilities and opportunities, is capable of foreseeing potential success and lack of success, is aware of various employment spheres, trends on the labour market, is capable of obtaining information on further educational and employment opportunities, plans his/her careers, thinks critically and creatively,

develops and values his or her own and others' ideas, provides justification for his or her choices and positions.

Competencies that should be formed through **Civic Studies**:

ISCED 2

Students should:

- explain and use in context the following terms: market economy, market and market relations, demand, supply, competition, productivity, profit, state budget, state and local taxes, common benefits, social security, poverty, social insurance, social benefit, labour market, gross and net wage, loan, investment and consumer protection
- understand the opportunities offered by the labour market to people with different educational levels and know what it means to be an owner, entrepreneur, employer, employee or unemployed person
- the principles of budget-planning and calculate net wages
- explain the principles of the current market economy, the roles of businesses and the state in the economy, the purpose of taxation and the taxes effective in Estonia and individuals' rights and responsibilities in connection with taxes

ISCED 3

Students should have acquired an overview of the functioning of the current economy and different economic systems, and will be able to:

- describe the principles of economy-related communication between states
- value the principles of a sustainable economy
- understand the role of consumers and entrepreneurs in society and their shared and opposed interests
- understand taxation policies and their effect on individuals and society and value the payment of taxes as a contribution of citizens and entrepreneurs to the well-being of society
- form an accurate estimate of their capabilities, know how to operate in the job market and understand the nature of and need for lifelong learning
- find economy-related information, using appropriate statistical methods to process it and present the results in spoken and visual form and in writing
- understand legislation regulating work relations, business and the protection of intellectual property

Competencies that should be formed through **Economic and business studies**:

- Students should: explain and use basic economic concepts and know the modern market economy principles
- assess production factors and factor-related income, ascertain how market and price determine production and consumption and analyse the factors that affect supply and demand
- assess the importance of lifelong learning and skills improvement for particular professions and their own career planning, develop skills of communication and management, engage in cooperation and value the principles of business ethics
- know labour legislation and can select or find a job and calculate gross and net wages and employer's labour costs
- understand that consumption should be based on human needs, understand their rights and responsibility as consumers, economizing, plan and compile personal and family budgets and analyse budgetary constraints
- know that money is generally recognised as a medium of exchange, unit of account and store of value and compare the usefulness of loans with the accompanying combination of expenditure and risks
- know the obligations of individuals and companies before the state, analyse company's role in the market economy and explain differences between main types of business entity
- ascertain productivity, returns to scale and mass production and know how qualified labour force, modern technology and efficient and environmentally friendly application of resources directly affect productivity
- assess the development trends and opportunities of the Estonian economy and know the goals and importance of the international economy in the globalisation process

FINLAND

NATIONAL STRATEGY, CURRENT INITIATIVES

Entrepreneurship is emphasized in the latest **5-year development plan for education and research** (Ministry of Education and Culture, 2011-2016, following the one for 2007-2012).

Objectives: promotion of entrepreneurship at all levels and improving the co-operation between education and work life.

http://www.minedu.fi/OPM/Koulutus/koulutuspolitiikka/asiakirjat/kesu_2012_fi.pdf (only FI)

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf?lang=en> (CF chapter: Level of education and competencies; Stronger links between education and working life; point 25)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** and integrated as **compulsory cross-curricular** theme named 'Participatory citizenship and entrepreneurship' in ISCED 1-2 and 'Active citizenship and entrepreneurship' in ISCED 3.

Due to full school autonomy, implementation modalities vary. Normally integrating it in general subjects such as social studies, schools can also organize special entrepreneurship courses.

Implementation guidelines for ISCED 3 specify the main focus to be on practical exercises, creation of personal experiences of participation. The study environment may be developed in cooperation with different organisations and enterprises.

http://www.oph.fi/download/47675_POPS_net_new_2.pdf (ISCED 1-2)

http://www.oph.fi/download/47678_core_curricula_upper_secondary_education.pdf (ISCED 3)

Guidelines for entrepreneurship education, 2009, has been published by the Ministry of Education and Culture in cooperation with other ministries and stakeholders, including **objectives for 2015** e.g. stronger focus on entrepreneurship in all levels of education, better collaboration between key players in the development of teaching methods to support entrepreneurship.

http://www.okm.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm07.pdf_1924203533.pdf (only FI)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

In **ISCED 1-2**, the learning objectives for the cross-curricular theme of active/participatory citizenship and entrepreneurship include:

- to act with a sense of enterprise and initiative
- to act innovatively and perseveringly in achieving a goal
- to assess one's own actions and their impact
- to get to know working life and entrepreneurial activity

In **ISCED 3**, students will adopt pro-activeness and enterprise as their own operating methods and be familiar with the different forms and opportunities of entrepreneurship.

FRANCE

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no specific national strategy for entrepreneurship education, except for tertiary education.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** and integrated as **cross-curricular** objective from **ISCED 1 to 3**.

Introduced progressively in 2006, the seven basic common competences to be acquired during compulsory education are since 2011 taken into account in the attribution of the leave certificate. The 7th competence is Autonomy and Initiative. Curricula have been revised in order to integrate the basic competences now being a formal reference in the evaluation of all students.

<http://www.education.gouv.fr/cid2770/le-socle-commun-de-connaissances-et-de-competences.html> (only FR)

In **ISCED 2** (3rd year), discovery sessions of professions and training are offered.

In **ISCED 2** (4th year), entrepreneurship education is **part of optional subjects** that students can choose: discovery of professions (3h or 6h/week), preparation for vocational training or introduction to professions in alternation. All these optional subjects include the exploration of companies and professions.

In **ISCED 3** (1st year), entrepreneurship education is **part of the optional subject** 'Economic and social sciences'.

In **ISCED 3** (2nd and 3rd year) the **branch 'Economy and Social'** includes entrepreneurship education as **part of the compulsory subject** 'Economic and social sciences'. There is a new curriculum for this subject as from the school year 2011/12.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 1-3: Cross-curricular basic competence Autonomy and Initiative:

Competences:

- turn ideas into actions
- define the steps of the project
- Find and contact partners, consult relevant contacts
- take decisions and the consequent risks
- consult other opinions, exchange, inform, organize meetings and represent a group
- determine the things to do and priorities

Attitudes:

- desire to take initiatives, anticipate, be independent in private, public and later professional life
- curiosity and creativity
- motivation and determination in achieving objectives

ISCED 3 (2nd year): Branch 'Economy and Social':

- understanding of how an company produces
- knowledge of how to evaluate the performance of an company

GERMANY

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no national strategy for entrepreneurship education in general education.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** in ISCED 2 and 3 as a sub-topic in the optional subject 'economics', in ISCED 2 also as a cross-curricular objective.

In **ISCED 2**, students are introduced to entrepreneurship by setting up a model/mini-enterprise.

The amount of time dedicated to a topic and the composition of lessons is decided locally and by the teacher. Individual *Länder* provide guidelines.

All the details by *Land* and school type (*Gymnasium*, *Realschule* and *Hauptschule*) are detailed in the following document:

http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2001/2001_10_19_Wirtschaftl_Bildung.pdf (only DE)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT LEVEL ISCED 1, 2 AND 3

In **ISCED 3**, the learning outcomes for the subject 'economics' are defined in terms of standard evaluation criteria.

http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/1989/1989_12_01-EPA-Wirtschaft.pdf (especially chapter 2, only DE)

GREECE

NATIONAL STRATEGY, CURRENT INITIATIVES

Entrepreneurship education is part of the strategy for the '**New School**', which follows the educational strategic objectives common in the entire EU, among which the enhancement of innovation, creativity and entrepreneurial spirit.

<http://www.minedu.gov.gr/> (only EL)

<http://www.minedu.gov.gr/apo-to-simera-sto-neo-sxoleio-me-prota-ton-mathiti.html> (only EL)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** in **ISCED 3** (3rd year) **as part of the subject** 'Basic Principles of Organization and Business Administration'. The subject is taught for 2 hours per week, throughout the 3rd year of ISCED 3. It is a compulsory subject in the branch of the technological direction (information technology cycle).

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 3, subject 'Basic Principles of Organization and Business Administration':

This subject aims at helping the students develop a sound background that will allow them to comprehend the organization and administration of enterprises and other institutional bodies.

Students should learn about:

- the reasons for creating enterprises and other institutional bodies, the elements they consist of, their relations with the environment
- the main operational functions of enterprises
- the importance and the content of management as well as the administrative functions
- the understanding of the professions that exist in the field of business administration

HUNGARY

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no specific national strategy for entrepreneurship education, except for tertiary education.

However, the Strategy of Lifelong Learning (2005) aims at the development of key competences such as the sense of initiative and Entrepreneurship.

<http://www.nefmi.gov.hu/europai-unio-oktatas/egesz-eleten-at-tarto/egesz-eleten-at-tarto-090803>

Due to new regulations, strategies and action plans are planned for entrepreneurship education from the next academic year (2012/13).

Junior Achievement Hungary (JAH) and **Junior Achievement Worldwide** are offering various programmes and projects for schools to promote entrepreneurship (some examples below).

<http://www.ejam.hu/hu> (only HU)

JAH Company Programme: during a whole year students divide into groups to work on a specific subject of entrepreneurship, building their own understanding of what an enterprise is.

<http://www.ejam.hu/hu/jam-diakvallalkozas.html>

JAH – Job Shadow Day: A program for students to find out what it is like to be in a specific profession. The shadower will follow the professional and observe their daily work.

<http://ejam.hu/hu/k%C3%B6zgazdas%C3%A1gtan-%C3%BCzleti-tervez%C3%A9s/arnyekprogram.html>

JA Worldwide – Our community: Pilot project containing five didactic units on how people and businesses operate within a community.

http://ja-yecoreprogrammes.org/our_community/

Taniroda: Students are introduced to entrepreneurship by setting up a **model/mini-enterprise**.

<http://www.cegszolgalat.hu/ckhu/FrameSet.htm>

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as **cross-curricular** objective, the sense of initiative and entrepreneurship being integrated as a key competence in the National Core Curriculum (NCC, ISCED 1-3). According to the steering document, which refers to the Key Competences for Lifelong Learning recommended by the European Parliament and Council (18/12/2006), this competence comprises knowledge, creativity, propensity to induce changes and risk-taking as well as developing and implementing plans in order to achieve objectives. It serves as a basis for more specific knowledge and skills which are needed for the pursuit of economic activities.

<http://www.nefmi.gov.hu/kozoktatasi/nemzeti-alapinterv-nat/nemzeti-alapinterv>

The entrepreneurship skills are part of the key competences to be acquired by the end of compulsory education. Such entrepreneurship skills are part of the key competences related to the subjects included in the historic-social area for all ISCED 3 educational pathways.

In **ISCED 3**, entrepreneurship education is **explicitly recognized as part of the optional subject 'economics'**.

There are no specific implementation guidelines.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

There are no specific learning outcomes for entrepreneurship education.

ICELAND

NATIONAL STRATEGY, CURRENT INITIATIVES

Innovation and Entrepreneurial mindset are mentioned in the **Iceland 2020 strategy** as part of the educational reform as well as in the 2009-2012 **strategy of the Science and Technology Council**.

<http://eng.forsaetisraduneyti.is/iceland2020/social-objectives/>
http://www.vt.is/files/S&T%20policy%202010-2012_302180683.pdf (Section 8 in particular)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

National curriculum guidelines introduced in 2011 include Creativity as one of the six fundamental pillars of education, which will mean that creative activity in all subjects will be compulsory.

Innovation Education has been a part of the national curriculum subject guidelines for compulsory education since 1999, however it will not be so in the new edition that will be published in 2012/13. Until then, the objectives of the subject 'Innovation Education' and the use of knowledge are still operative.

The objective is to give all students the possibility to use knowledge, skills and competences they gain through education to create inventions and solving problems.

<http://www.namskra.is> (2011, development of national curriculum, only IS)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

The learning outcomes for Innovation Education belong to the following 3 groups **for all levels**:

- ICT literacy
- idea, solution, product
- individual, technology and environment

The second group contains for the levels **ISCED 2-3** in particular:

- implementation and development
- practicality
- organisation
- time management and presentation

However, the learning outcomes will be redefined for all subjects with the **new subject curriculum for 2012** including compulsory involvement of creative activity in all subjects.

IRELAND

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no specific national strategy for entrepreneurship education in general education.

However, the **city and county enterprise boards** and **Junior Achievement Ireland** are providing teacher resources for entrepreneurship education as from ISCED 1. Furthermore, in the Transition Year (ISCED 3, 1st year), students taking part in the module Enterprise can get involved in mini companies.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as **cross-curricular objective** and as part of other subjects in ISCED 2-3.

In **ISCED 2**, it is part of the **optional subject** 'Business Studies', which is taken by 60 % of students.

In **ISCED 3**, it is part of the **optional subject** 'Business', which is taken by 40 % of students.

The National Council for curriculum and assessment has developed a short senior cycle course on enterprise. This is not yet on the curriculum and its implementation on the curriculum is a matter of discussion between the educational stakeholders.

http://www.ncca.ie/en/Consultations/Short_Courses/Enterprise.html

The subject curricula are accompanied by guidelines for teachers.

http://www.education.ie/servlet/blobServlet/jc_businessstudies_guidelines.pdf?language=EN

http://www.education.ie/servlet/blobServlet/lc_business_guide.pdf?language=EN

Moreover, resources and support for teachers is offered by Second Level Support Service:

<http://businessandenterprise.slss.ie/>

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 2: Learning outcomes for 'Business studies':

- encourage initiative and develop self reliance
- develop in each student a positive attitude to the creation of wealth and its distribution
- encourage an interest and a positive attitude towards the business world and enable students to acquire a knowledge and an understanding of commercial activities and provide an introduction to the structures and functions of business institutions and their inter-relationships
- develop a positive attitude towards entrepreneurs, towards profits, towards the creation of wealth and its distribution

<http://www.education.ie/home/home.jsp?maincat=&pcategory=17216&ecategory=17317§ionpage=&subject=17657&language=EN&link=&page=>

ISCED 3: Learning outcomes for 'Business':

- contribute to a balanced and appropriate general education, leading to the personal and social development of students through a study of business and enterprise
- encourage initiative and self-reliance
- develop a clear understanding of the role of enterprise
- encourage the development of appropriate enterprise learning skills
- generate in students a positive and ethical attitude to enterprise in personal, business and public life

<http://www.education.ie/home/home.jsp?maincat=&pcategory=17216&ecategory=17313§ionpage=&subject=17593&language=EN&link=&page=>

ITALY

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no specific national strategy for entrepreneurship education except for technical and vocational pathways.

The simulated training firm (*Impresa formativa simulate* – IFS) is an innovative learning methodology where students can learn real work processes by simulating the set up and running of virtual enterprises, working in a network and supported by real enterprises.

http://www.ifsnetwork.it/portale_ifs/index.php (only IT)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is not explicitly recognized in ISCED 1-2, however it is a **cross-curricular** objective in **ISCED 3**, as entrepreneurship skills are part of the core competences to be acquired by the end of compulsory education. Such entrepreneurship skills are part of the core competences related to the subjects included in the historic-social area for all ISCED 3 educational pathways.

The steering document refers to the Key Competences for Lifelong Learning recommended by European Parliament and Council (18/12/2006):

http://www.indire.it/lucabas/lkmw_file/obbligo_istruzione/DM22agosto2007_139_doc_tecnico.pdf (only IT)

There are no specific implementation guidelines for entrepreneurship education.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

At the end of compulsory education, all students should have acquired knowledge and skills adequate to build their future learning pathways, to face adult life and build up knowledge and basic skills – including sense of initiative and entrepreneurship – as part of a lifelong learning process, also in view of their future working life.

ISCED 3: Historic-social area

Competence to be acquired by the end of compulsory education:

- identify the fundamental characteristics of the socioeconomic system to orientate oneself in the productive activities of the territory

This competence is made up of the following skills and knowledge:

- identify the main characteristics of the labour market and the work opportunities available in one's territory
- identify the main economic sectors of one's territory
- know economy rules and fundamental principles of the labour market
- know the rules to create a curriculum vitae
- know basic tools to understand the productive activities one's territory
- know main subjects of the territorial economic system

http://www.istruzione.it/alfresco/d/d/workspace/SpacesStore/ac01964a-ae09-4707-9bc3-b6092b3cc7fe/certificato_obbligo.pdf (only IT)

LATVIA

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no national strategy for entrepreneurship education. However, under the European Regional Development Fund and in the framework of the **Innovative Entrepreneurship Motivation Programme (2009-2014)**, several activities for entrepreneurship education are organized by the **Investment and Development Agency of Latvia (LIAA)**. Thus, the Agency has organised in September-October 2011 meetings of ISCED 3 students (learning subjects Economics and Basics of business economics) with 20 successful and innovative enterprises working in the fields of pharmacy, food production, etc. Students and their teachers are meeting with management staff of the enterprises and have the opportunity to discuss topics on innovative business solutions and support measures for new entrepreneurship initiatives (for instance, through business incubator structure in regions). A national business plan contest for ISCED 3 students is also part of the programme.

http://www.liaa.gov.lv/lv/biznesa_abc/motivacijas_programma/ (only LV)

Junior Achievement – Young Enterprise Latvia plays an active role in organising seminars and workshops for students about establishing and running of Student Learning Enterprises. Seminars for students and their teachers take place in various cities of Latvia. The main aim of the programme is to enhance students' entrepreneurship skills and to develop their decision making skills. In the school year 2010/11, more than 560 Student Learning Enterprises were established.

<http://www.smu.lv/about1>

Enterprising Education in Sweden, Estonia, Latvia and Finland (Enterprising SELF) was a 3 year project financed by the Central Baltic INTERREG IV A Programme and accomplished in 2011. Enterprising education was a concept through which young people will become successful learners, confident individuals, responsible citizens and effective contributors. In total 60 pre-primary, primary, lower and upper secondary schools were involved in the project with 800 participants. During the implementation phase (2009-2011), every education institution developed experience and methods on how to motivate students and students and to change their attitude to entrepreneurship. Every country has gathered good practice examples. The project proved that the methods of entrepreneurship skills development can be successfully applied even at pre-primary level.

<http://www.enterprisingself.com/international>

<http://www.centralbaltic.eu/>

The yearly **subject 'Olympiad in Economics'** for ISCED 3 students has essential importance for entrepreneurship education in Latvia, its aim being to promote understanding of entrepreneurship and to enable students to put their knowledge and skills in practical application. The organizers of the Olympiad are the National Centre for Education and the University of Latvia in cooperation with local municipalities.

http://visc.gov.lv/aktualitates/normdok/20111005_visc_rik_289.pdf (LV only)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as **cross-curricular** objective and as **part of other subjects** at all school levels.

In **ISCED 1-2**, it is mainly part of the compulsory subjects 'Social science', 'Home economics' and 'Technologies, Visual art and Music'.

In **ISCED 3**, it is part of the optional subjects 'Ethics', 'Economics', 'Commercial studies' and 'Basics of business economics'.

<http://www.likumi.lv/doc.php?id=150407> (only LV)

<http://www.likumi.lv/doc.php?id=181216> (only LV)

Implementation guidelines are available in a guideline document for teachers, by subject. Some more specifically related to entrepreneurship education can be found among those for the subjects in which it is integrated, e.g.:

ISCED 1: Social Science:

3rd year: Discuss with pupils the qualities of a successful entrepreneur, find possibilities to engage in economic activities in the nearest area.

4th year: Discuss about entrepreneurs, their business and products and 'Would you like to become an entrepreneur or employee? Explain your choice'. Teachers may organise a visit of an entrepreneur in the class.

ISCED 2: Social Science:

2nd year: Discuss topics of career planning and labour market.

3rd year: Discuss types of economic activity, meetings with entrepreneurs and visit of a bank can be arranged.

<http://visc.gov.lv/saturs/vispizgl/programmas/pamskolai/soczin.pdf> (only LV)

http://visc.gov.lv/saturs/vispizgl/programmas/vidskolai/majsaimn_230508.pdf (only LV)

http://visc.gov.lv/saturs/vispizgl/programmas/vidskolai/etika_200508.pdf (only LV)

http://visc.gov.lv/saturs/vispizgl/programmas/vidskolai/ekonomika_200508.pdf (only LV)

<http://visc.gov.lv/saturs/vispizgl/programmas.shtml> (only LV)

ISCED 1-3: Class lessons and the development of up-bringing work:

Methodological Recommendations for the Development of Up-bringing Work (2011) for all general education schools and all the three ISCED levels states among main tasks of up-bringing work 'to promote the development of students' entrepreneurship skills and students learning companies' and 'to involve local community entrepreneurs in joint projects'. School curriculum in Latvia includes also at least one more teaching period for all grades every week called 'class lesson', organized by the class teacher. Class lessons are for discussing various themes including career guidance and entrepreneurship issues.

http://visc.gov.lv/audzinasana/metmat/20111018_audz_met_iet.pdf (only LV)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 1

Social science:

- ability to characterize entrepreneurship activities at his/her place of living
- understanding of work as an instrument for the development of welfare
- ability to describe cases when knowledge, education and initiative have helped people to become prosperous and gratified

Home economics and technologies:

- awareness about the uniqueness and usefulness of self-made artefact as a type of one's self-expression and confirmation of own skills

ISCED 2

Social science:

- awareness of the value of work
- ability to plan his/her further career considering own skills, interests and needs of society

Home economics and technologies:

- skills to notice opportunities and to give qualitative proposals for improvement of life environment
- awareness of his/her opportunities to enhance sustainable development of the society

ISCED 3

Ethics:

- an understanding about ethics of entrepreneurship and its relationship with the policies and rights

Economics:

- awareness about entrepreneurship and commercial activity
- understanding of problem and ability to make an effective decision based on evaluation of alternatives
- ability to analyse a choice to become an employer or employee
- readiness to participate in labour market in one of these roles, being aware of his/her own rights and duties
- ability to see the opportunities to engage in commercial activity in the role of employer, employee or self-employed

Commercial studies:

- knowledge about and ability to create a business plan
- ability to analyse the operation of an enterprise
- knowledge about bookkeeping, marketing and management
- knowledge about the rights and duties of an employer

LIECHTENSTEIN

NATIONAL STRATEGY, CURRENT INITIATIVES

The **National Strategy on Education 2020** (March 2011) explicitly supports the ET 2020 objective to promote innovation and creativity as key competence.

<http://www.regierung.li/uploads/media/Bildungsstrategie.lq.pdf> (only DE)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as **cross-curricular** objective at all school levels.

The Law on schools includes in its mission statement the preparation of students for professional life.

<http://www.gesetze.li/Seite1.jsp?LGBIm=1972007> (only DE)

In **ISCED 1-3**, entrepreneurship education is also **part of other subjects**, namely the compulsory subject area 'Human being and environment' including the subject 'Life Science'.

ISCED 1-2: http://www.llv.li/pdf-llv-sa-lehrplan_fl_aufgabe_2_0512.pdf (only DE)

ISCED 3: <http://www.llv.li/amtstellen/llv-sa-amtsgeschaefte-lehrplaene.htm> (only DE)

In **ISCED 3**, there is a special profile Economy and Law.

Additionally, entrepreneurship education is offered in the framework of schools project days/weeks (ISCED 2 and 3). These are often realized in close cooperation with local companies/industries.

The national curricula states explicitly that especially optional subjects should be taught activity- and project-oriented.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

Throughout the curricula objectives related to entrepreneurship education are stated, i.e. to work independently and in teams, to plan tasks rationally and to carry them out; to share money and time thoughtfully and to use tools and materials adequately and with care.

ISCED 1-3

Subject area: Human being and environment:

- ensure that students become responsible, considerate people, capable of taking criticism
- dealing with their own physical and spiritual needs and their own performance to affect positively the opportunities of life, personality development and the discovery of identity and meaning
- discover interdependencies of the individual and society and recognize opportunities of taking action and influence
- encourage students to be independent, strengthen their self-confidence, develop curiosity and lead to an optimistic life attitude
- responsibility for own actions, values, rights and duties
- conflicts, problem-solving

Within this subject area, the subject '**Life Science**' containing particularly:

Economy:

- assess one's needs, abilities and skills with respect to demands and characteristics of the world of work
- plan further education and career

Career guidance and preparation:

- knowledge about interactions between economy, environment, technology and society
- reflexion on students' own economic behaviour

Home economics:

- consumers behaviour

LITHUANIA

NATIONAL STRATEGY, CURRENT INITIATIVES

The **National Strategy of Education 2003-2012** states as a principle to strengthen attention on all ISCED levels to entrepreneurship and finance management. The aim is to reach that every student of lower secondary school would achieve elements of economic literacy.

http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=214370 (only LT)

The **Strategy of Economic Literacy and Entrepreneurship Education (2004)**

http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=235714&p_query=&p_tr2=

National Program of Youth Entrepreneurship Education and Encouragement for 2008-2012

http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=318306&p_query=&p_tr2=

The non-profit organisation **Lithuanian Junior Achievement (LJA)** is one of the leaders in the promotion of entrepreneurship education. LJA programmes are taught in 40 % of the Lithuanian secondary schools. LJA organizes workshops for the Lithuanian teachers of economics and entrepreneurship.

Student Company programme: In the school year 2010/11, the number of student companies has doubled compared with the previous year.

Innovation Camps and Business Contests: Held for students aiming at promoting student entrepreneurship, creative ideas, teamwork, solving of real problems and encouraging students in achieving their goals.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship Education is **explicitly recognized** at all school levels.

In **ISCED 1-3**, it is **part of other subjects** in the social development area: world discovery, mathematics, geography, technology, history, etc.

In **ISCED 1**, it is more precisely **part of the subject** 'world discovery' in the social development area and part of science education.

http://www.smm.lt/ugdymas/docs/programos/1_pradinio%20ugdymo%20bendroji%20programa.pdf (only LT)

In **ISCED 2** (last 2 years), additionally, it is taught as a compulsory separate subject named 'Economics and entrepreneurship education'.

http://www.smm.lt/ugdymas/docs/programos/6_Socialinis-ugdymas.pdf (only LT)

In **ISCED 3**, economics and entrepreneurship education is an optional subject.

http://www.upc.smm.lt/suzinokime/bp/2011/Socialinis_ugdymas_5_priedas.pdf (only LT)

Within the General Curriculum Framework and with required confirmation, school has the autonomy to design school and class level curriculum.

The steering documents mention that entrepreneurial attitudes and skills are developed by practicing critical thinking, problem solving, developing the ability to present one's activity, as well as through active teaching methods such as discussions, projects. Learning outcomes and implementation guidelines are included in the curriculum.

Methodological material for basic (lower secondary) school teachers, describing the expected learning outcomes of the pupils, presenting recommended guidelines for the education process,

describing the levels of pupils' achievements and presenting examples of different level pupils' work:

<http://www.upc.smm.lt/ugdymas/pagrindinis/rekomendacijos/> (only LT)

'Providing Wider Possibilities for Choosing a Learning Pathway by Students aged 14-19, Phase II: Deeper Learning Differentiation and Individualisation for Ensuring Education Quality Demanded by the Modern Labour World' is a project to develop teaching material for entrepreneurship.

<http://galimybes.pedagogika.lt/projekto-veiklos/verslumo-gebejimu-ugdymas> only (LT)

The above mentioned strategies imply a strengthening of the attention given to the implementation of entrepreneurship education and an update of the curricula at all school levels, introducing active teaching and learning methods, which stimulates student self-sufficiency, critical thinking and collaboration. The new General Curriculum Framework for primary and lower secondary education was updated in 2008. For upper secondary education, it was updated in 2011.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

Learning outcomes (attitudes, knowledge and understanding, skills) are defined in the General Curriculum Framework confirmed by the Ministry of Education and Science in 2008 and 2011.

The main aim of economic literacy and entrepreneurship skills development in school is to reach that students develop fundamental knowledge of economics, entrepreneurship skills, economic thinking mind set, ability to orient and successfully act in constantly changing economical environment.

The aim of entrepreneurship and economy education in secondary schools is to choose consciously the subject of economics, to develop knowledge and understanding of economical processes in Lithuania and the world, to raise skills of personal financial sense, entrepreneurship competence, purposefully learn and plan professional and personal life, create academic knowledge based on perception of changing economic conditions.

ISCED 2-3: Economic and entrepreneurship education

The main tasks are:

- orientation in market
- finance management
- business organisation and entrepreneurial skills education
- analysis and evaluation of the state's role in economy and the economic indicators
- participation in international markets provision

LUXEMBOURG

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no national strategy for entrepreneurship education in general education. However, the government, in cooperation with economic players, created an association with the mission to promote the spirit of entrepreneurship in schools. This association, *Jonk Entrepreneuren asbl*, is part of the network JA-YE Europe. It offers programmes for the different school levels.

ISCED 1 (4th year): **Our community** – pilot project developed by JA Worldwide, containing five didactic units on how people and businesses operate within a community.

ISCED 2 (3rd and 4th year): **Fit for Life** – six didactic units exploring students' personal options for finances, education and career based on their qualifications, interests and values.

ISCED 3

Engineering Trainee Day: Promotion of engineering and science careers by accompanying an engineer during two days of work.

Mini-Enterprises: During one year, students are responsible for a mini-enterprise with their teacher as coach.

Innovation Camp: During one day, students gather to find solutions to a business challenge given by the private sector.

Job Shadow Day: *Jonk Entrepreneuren* in association with Fedil awards some students the possibility to job shadow business director during one day of work.

<http://www.jonk-entrepreneuren.lu/>

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

In **ISCED 1** (last year), entrepreneurship education is **explicitly recognized** and integrated as **part of the subject 'French'**.

No specific implementation guidelines, however some **didactic material**: a special teaching unit, based on a didactic comic strip named 'Boule et Bill create their enterprise', has the objective to transmit in a very concrete way a spirit of entrepreneurship. Teachers are encouraged to be flexible in its implementation, adjusting to the class and by promoting contacts with the world of the enterprises.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

No specific learning outcomes.

MALTA

NATIONAL STRATEGY, CURRENT INITIATIVES

In February **2011**, the Government launched the **Entrepreneurship through Education Scheme**, to provide support to all schools in ISCED 1 and 2 for the implementation of projects promoting entrepreneurship, including entrepreneurship teaching material, networking initiatives, provision of lectures and relevant teacher training, visits to local businesses and entrepreneurial activity.

http://schoolnet.gov.mt/sanfrangisktassisi/library/Circulars_Latest/Circulars_2011/02_February/week1/02.02.DES_03_2011.PDF

<http://www.maltachamber.org.mt/content.aspx?id=274786>

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

The National Minimum Curriculum states as one of its aim to prepare students for the world of work. Flexibility and creativity are listed among the skills and competences to be developed as a **cross-curricular** objective at all school levels. The need to address analytical, critical and creative thinking skills is included as well as the need for the educational process to extend beyond the classroom and that the workplace offers an important educational context.

In **ISCED 2** (3 last years), entrepreneurship education is **part of the optional subject** 'Business Studies'.

In **ISCED 3**, it is integrated into the **optional subjects** 'Intermediate Economics' and 'Intermediate Accounting'.

There are no specific implementation guidelines for entrepreneurship education.

A draft National Curriculum Framework (NCF) was launched in **May 2011** as a consultation document with different stakeholders. Education for entrepreneurship is proposed as a cross-curricular theme identified as essential for the education of all students and for achieving the aims of education. Its aim is to strengthen the embedding of elements of entrepreneurial behaviour through the integration of entrepreneurship programmes, projects and activities in the established curriculum for schools both at primary and secondary level.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 2: Business studies:

- provide a broad understanding of the activities that take place within a business environment with special reference to the local environment and identifying changes to which business activities have to respond
- develop an awareness of how the main types of business and commercial institutions are set up, organised, financed and operated and how their relationships with other organisations, consumers, employees, owners and society at large are controlled and regulated within a legal framework of rights and duties
- develop the need for decision making in business and how knowledge and understanding of business language, concepts and communication skills help in the decision making process
- develop numeracy and literacy skills in the interpretation of data and how such data can be discovered, selected and presented
- develop an appreciation of the interdependence of all individuals, groups, and institutions within the working world and how socio-economic development could be enhanced through participation, cooperation, mutual understanding and ethical issues

http://www.curriculum.gov.mt/secondary_syllabi_f2_5.htm

ISCED 3: Intermediate/Advanced Economics or Intermediate/Advanced Accounting

- be able to handle concepts which are perceived of being of immediate use to students
- to know economic principles, issues and policies
- financial, cost and management accounting
- to find solutions to applied economic problems, students being expected to interpret and evaluate the relationships from statistical data and develop the skills of understanding and interpreting economic situations from economic reports and situations
- to develop the students' literacy, presentation and evaluative skills in the areas of Financial and Management Accounting

http://www.um.edu.mt/__data/assets/pdf_file/0013/102262/IM08.pdf

http://www.um.edu.mt/__data/assets/pdf_file/0018/106425/AM_08.pdf

http://www.um.edu.mt/__data/assets/pdf_file/0007/101320/IM01.pdf

http://www.um.edu.mt/__data/assets/pdf_file/0018/101538/AM01.pdf

THE NETHERLANDS

NATIONAL STRATEGY, CURRENT INITIATIVES

The Dutch ministries of Economic Affairs, Education, Culture and Science and Agriculture, Nature and Food Quality have been promoting entrepreneurship and enterprise in education since **2000**.

In 2005, the ministries started with the Programme **Partnership Leren Ondernemen** which aim was stimulating entrepreneurship education. Following the Partnership Leren Ondernemen, the programme **Education and Entrepreneurship Action Programme** started in **2007** (*Actieprogramma Onderwijs en Ondernemen, O&O 2007*): the goal of this subsidy scheme is a growing number of educational institutions having integrated entrepreneurship education in its policies, organisation and curricula and more students demonstrating an entrepreneurial mindset and behaviour. To achieve these goals following instruments have been defined:

Education Networks Enterprise 2009 (Onderwijs Netwerk Ondernemen, ONO 2009, 2010 and 2011/12): subsidies to support initiatives to implement entrepreneurship education in partnership with primary, secondary schools, vocational education and local businesses.

Evidence based research on the effects of entrepreneurship education so that best practices can be dispersed to other schools

Train the trainer programme for teachers: to ensure teachers act in an entrepreneurial manner themselves and to stimulate creativity/pro activeness, etc. with their students. Teachers of the schools involved in the O&O 2007 scheme and the ONO 2009 scheme are expressly invited to participate, although others are also welcome. The plan is to train up forty teachers in 2010 to act as trainers who, after 2010, will help to train a thousand teachers in primary, secondary and middle vocational education.

In association with the Kauffman foundation, an exchange programme for excellent entrepreneurial students have been developed.

The support of different national initiatives on entrepreneurship education: A good example is the **Global Entrepreneurship Week**.

<http://www.onderwijsonderneemt.nl/> (only NL)

http://www.onderwijsonderneemt.nl/english/action_programme_education_and_entrepreneurship

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Given the school autonomy, entrepreneurship education is **not generally explicitly recognized** but it is demand-driven, i.e. schools can apply for a subsidy to develop an education programme or classes themselves at all school levels (next to the compulsory classes), in cooperation with local or national businesses, higher education institutions, etc. One of the deliverables of such projects can be the development of steering documents. Arrangements can cover the whole range of modalities from one school project to another: cross-curricular integration, as part of other subjects, as separate subject, extra-curricular activities, etc.

There are no specific guidelines. However the website of the Action Programme contains examples and activities supported.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

There are no specific learning outcomes for entrepreneurship education.

However, the aim of the Education and Entrepreneurship Action Programme 2007 is a growing number of pupils and students showing more entrepreneurial behaviour and starting up their own business within a period of five years after completing their education.

NORWAY

NATIONAL STRATEGY, CURRENT INITIATIVES

Strategic plan for entrepreneurship in education and training: **See the opportunities and make them work! 2004-2008.**

http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Strategiplaner/See_the_opportunities_and_make_them_work_2204-2008.pdf

Action plan Entrepreneurship in Education and Training – from compulsory school to higher education 2009-2014, launched on 1 September 2009.

The main objective for the action plan is to strengthen the quality and the scope of entrepreneurship education and training at all levels and areas of the education system.

http://www.regjeringen.no/upload/KD/Vedlegg/UH/Rapporter_og_planer/Actionplan.pdf

More generally, the education system is seen as vital for the development of a culture for entrepreneurship and a creative society. Training in entrepreneurship can help students to become acquainted with local working and business life, and by striving for a better collaboration between the education system and working life, local workplaces can be used as learning contexts.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** at all school levels as **cross-curricular** objective and as **part of other subjects**. It is integrated in the National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training. It is embedded in the themes and aims of the Core Curriculum, in the clauses of the Quality Framework and in the competence aims of the various subject curricula.

In **ISCED 2**, entrepreneurship education is **part of the compulsory subject** 'Social studies' and of many new optional subjects to be introduced.

In **ISCED 3**, it is **part of the compulsory subject 'Social studies'** and it is taught as a **separate optional subject 'Entrepreneurship and business development'**.

<http://www.udir.no/Stottemeny/English/Curriculum-in-English/>

The Ministry announces to the Parliament the inclusion of entrepreneurship as a subject in the development of new offers for optional subjects from the school year 2012/13:

<http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/2010-2011/meld-st-22-2010--2011.html?id=641251> (only NO)

The proposed changes to the national curriculum were approved by the Parliament (*Storting*) on 9 January 2012.

Due to the full school autonomy, the modalities of implementation are organized by the individual educational institution.

However, different resources and guidelines are available on the Education's directorate website:

<http://sok.udir.no/Sider/results.aspx?k=entrepren%c3%b8rskap> (only NO)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 2: Social studies

Sociology (main subject area): e.g. make a plan for starting and operating an enterprise based on a survey to determine the basis for such an enterprise

ISCED 3: Social studies

Working and business life (main subject area):

- use digital tools to collect information on numerous professions and discuss opportunities and challenges in the labour market today
- reflect on the value of having employment and what characterises a good working environment
- elaborate on causes of unemployment and discuss ways of reducing unemployment
- discuss some ethical issues in connection with working life
- give an account of the place of organisations in working life in Norway and the factors that determine wages and working conditions
- assess challenges in founding a business enterprise
- find and extract the main figures and information from the profit and loss accounts and balance sheets of enterprises using manual and digital tools

Full information is included in the programme of the subject:

http://www.udir.no/Stottemeny/English/Curriculum-in-English/_english/Common-core-subjects-in-primary-and-secondary-education/

Entrepreneurship and business development (optional programme subject):

- evaluate the further development of a business idea
- elaborate and discuss the need for new forms of business organisation in a business
- evaluate and carry out an organisation's development
- map out the need for expertise and competence, and make a plan for competence development
- analyze the need for capital, and prepare economic calculations for a business
- evaluate and further develop a marketing strategy
- prepare a strategic plan, and uphold the ethical and environmental conditions for this
- explain the concept innovation, and discuss how innovation processes are undertaken
- elaborate and discuss the meaning of innovation for company competitiveness and value creation
- elaborate and discuss what management and corporate culture mean for innovation
- carry out a developmental process for a product
- elaborate and discuss new business models, and present measures for improvements

- discuss Norway's role in an international economic perspective
- give an account of national collaborative partners within international trade
- give an account of how central international economic organization regulate international trade
- present the business culture within current international markets
- evaluate international business opportunities for a product
- describe the process of import and export of a product
- elaborate and discuss the social, ethical and environmental challenges of a business

Full information is included in the programme of the subject:

http://www.udir.no/Stottemeny/English/Curriculum-in-English/_english/Programmes-for-general-studies/

POLAND

NATIONAL STRATEGY, CURRENT INITIATIVES

Entrepreneurship education is mentioned in the **Lifelong Learning Perspective** strategic document (2010), which aims at the improvement of the level of key competences, one of them being entrepreneurship.

http://bip.men.gov.pl/index.php?option=com_content&view=article&id=1164%3Aperspektywa-uczenia-si-przez-cae-ycie-dokument-strategiczny-opracowany-przez-midzyresortowy-zespo-do-spraw-uczenia-si-przez-cae-ycie-w-tym-krajowych-ram-kwalifikacji-dziaajcy-na-podstawie-zarzdzenia-prezesa-rady-ministrow-nr-13-z-dnia-17-lutego-2010-r-&catid=36%3Aprogramyprojekty&Itemid=59

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is one of the priorities of educational policy, which is reflected in the content of the new core curriculum in force since 1st September 2009 and gradually being implemented until 2016. For ISCED 3, it will come into force in 2012/13. The new curriculum emphasizes the development of students' attitudes and competences among which entrepreneurship.

<http://www.reformaprogramowa.men.gov.pl/> (only PL)

Entrepreneurship education is **explicitly recognized as part of compulsory subjects** in all levels.

ISCED 1 (3 last grades): History and Society, Mathematics

ISCED 2: Civic education, Geography, Mathematics, IT

ISCED 3: Civic education, Geography, History and Society, IT

At ISCED 3, there are also a **compulsory separate subject** 'Introduction to Entrepreneurship' and an **additional optional separate subject** 'Economics in Practice'.

The curriculum also formulates learning outcomes and concrete implementation guidelines (core curriculum with commentaries).

<http://www.men.gov.pl/images/stories/pdf/raport.pdf> (only PL)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

The Polish core curriculum (introduction) explicitly mentions fostering attitudes and skills necessary for functioning in the modern world as one of the major goals of education at all levels: e.g. self-awareness, critical thinking, problem-solving, ability to communicate and team work.

Learning outcomes in the area of entrepreneurship are defined in the new core curriculum in terms of requirements for particular subjects in which entrepreneurship education is integrated, as well as for the separate subjects.

ISCED 1 (3 last grades)

History and Society: e.g.:

- list examples of various human needs and ways to fulfil them
- name socio-economic problems of their local area
- recognise the role of labour and its social distribution

Mathematics: apply some numeracy skills in practice e.g.

- calculate percentages and become familiar with elements of descriptive statistics

ISCED 2

Civic education: e.g.:

- understand the market economy rules including economic processes
- understand rules of rational everyday life management
- acquire skills related to the analysis of future education and professional career prospects

Geography: e.g.:

- recognise differences in employment structure
- understand current problems of the labour market, features of regional economy and import as well as economics related problems of neighbouring countries and wider

Mathematics: in the framework of further development of numeracy skills e.g.:

- implement percentage calculations in the practical context such as calculation of prices, annual bank interest

IT: e.g.

- use a calculation sheet for solving arithmetical problems such as planning of expenses; prepare presentations of data and reports

ISCED 3

Civic education: e.g.

- become familiar with fiscal policy of territorial self-government and budget organisation (EU and national)

Geography: e.g.

- recognise rules in the economy and mutual links and dependencies in the system man-nature-economy.

History and Society (economy): e.g.

- be aware of forms of crediting of trade activities and other ventures

IT: e.g.

- acquires skills related to data collection and presentation, databases

Introduction to Entrepreneurship: Familiarizes with the functioning of enterprises.

Economics in Practice:

- plan an economic venture and its implementation in form of a project (defines stages of project implementation, identify financial and non-financial outcomes, etc.)
- becomes familiar with the market analysis, organisation of the enterprise and assessment of effects

PORTUGAL

NATIONAL STRATEGY, CURRENT INITIATIVES

The Ministry developed between 2006 and 2009 a National Project for Entrepreneurship Education (PNEE).

<http://www.dgfdc.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=48> (only PT)

A **National Strategy for Entrepreneurship** is **under development** and the Ministry of Education and Science is a key stakeholder.

There are a number of schools (mainly at ISCED 3) that develop entrepreneurship education as evidenced by an external evaluation commissioned by the Ministry in 2010. Complementarily, some municipalities developed local strategies to promote entrepreneurship with youngsters (campaigns in schools, contests, workshops, business advisers, etc.).

The Ministry is preparing a National Contest of Entrepreneurship, for ISCED 3, coupled with awareness campaigns and on-line support for teachers (webinars, entrepreneurship education hotline and workshops in teacher training universities).

Furthermore, the **Draft Proposal for Portuguese Lifelong Guidance Competences Framework** recognizes key entrepreneurial education competences. The Draft Proposal is still under discussion and not public yet.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as **cross-curricular** objective at **all school levels**. It is however not compulsory as such.

In **ISCED 3** (first year), it can be **part of the subject** 'Civic Training', which explores 3 topics: citizenship and human rights, health and sexual education and one other out of a range of topics, among which entrepreneurship education. The school board has the autonomy to decide about this third subject.

<http://www.dgfdc.min-edu.pt/index.php?s=noticias¬icia=207> (only PT)

A **Citizenship Education Curricula Proposal** for **ISCED 1-3**, where entrepreneurship education is also generically considered, was launched in June 2011 and is being implemented since school year 2011/12.

<http://www.dgfdc.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=71> (only PT)

In order to help schools setting up entrepreneurship education strategies, a manual and a tutorial video for ISCED 2-3 were produced in 2011.

<http://www.dgfdc.min-edu.pt/educacaocidadania/index.php?s=directorio&pid=19> (only PT)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT LEVEL ISCED 1, 2 AND 3

For **ISCED 1-3**, learning outcomes can be found in general guidelines and recommendations documents for practice, applied in the context of the **National Curricula**. They can include the development of attitudes such as self-awareness, self-confidence, initiative and risk-taking, creativity, critical thinking and problem-solving as well as transversal entrepreneurial skills like communication and team-work.

In **ISCED 2** (5th year), these learning outcomes are considered as compulsory, since they are part of the compulsory programme for Citizenship and Security.

In **ISCED 3**, some learning outcomes are linked to economic and financial literacy.

ROMANIA

NATIONAL STRATEGY, CURRENT INITIATIVES

The Ministry of Economy, Commerce and Businesses has launched the '**Government Strategy for the Development of the Small and Medium-Sized Enterprises (SMEs) Sector by 2013**' developed within a project co-funded by the European Social Fund. At present, there is a **draft Government Decision on the approval** of this strategy. The general objective of the strategy is the economic revival and the support for the development of SMEs over 2010-2013.

The measures and actions proposed within Priority 'Promoting an entrepreneurship culture and making entrepreneurship education efficient' refer to: Continuous development of the education system in order to efficiently support the promotion of an entrepreneurship culture, with the following actions: e.g. Developing specific modules within the school curriculum, which provide students with the opportunity to learn concrete things and the option of extending their entrepreneurship knowledge; Appropriate teacher training; Supporting the partnership between businesses and the education system with a view to promote entrepreneurship by developing curricula, in cooperation with local businesses, which provide students with the opportunity of hands-on experience through activities in a company.

<http://www.fonduri-structurale.ro/detaliu.aspx?t=Stiri&elD=8780> (only RO)

The Law of National Education 1/2011 stipulates in Article 343 the establishment of **Community Lifelong Learning Centres** by local public administrations in partnership with education and training providers. The role of the centres is to implement policies and strategies in the area of lifelong learning at community level. Among the responsibilities of these centres, according to Article 344, paragraph 1, point c), there are 'the provision of educational services for children, youth and adults through: (...) (iv) **programmes for entrepreneurship education**'.

<http://www.edu.ro/index.php/base/frontpage> (only RO)

The concept of training firm was introduced in the Romanian technical and vocational education and training through a project initiated within the Stability Pact and carried out in cooperation with the Austrian Ministry of Education and Culture – the ECO NET project, since 2001.

<http://www.tvet.ro/index.php/ro/component/content/article/18-cap4/147-firma-de-exerciiu-intreprenderea-simulata.html> (only RO)
<http://www.roct.ro/> (only RO)

In the framework of the strategic project 'Training Teachers' in technical and vocational education and training – the SERVICES profile in order to expand the use of the modern training firm method, implemented by the CNDIPT in 2010-2013, teacher training for the implementation of the training firm concept is taking place. The Ministry of Education organises dissemination actions as a follow-up.

<http://firmaexercitiu.tvet.ro/>

The **Business Plan Competition**, addressed to all registered training firms, was introduced in the school year **2008/09** as a joint initiative of the Ministry of Education, Research, Youth and Sports, the National Centre for the Development of Vocational and Technical Education, KulturKontakt Austria and other social partners.

<http://www.roct.ro/competitia-business-plan/>

Since 1993, **Junior Achievement** (JA) has implemented economic, entrepreneurship, financial and vocation guidance programmes in the Romanian schools. Junior Achievement has developed both optional programmes/school-based curriculum for all levels of education and programmes for extracurricular activities. The JA programmes are implemented in over 1 000 public schools throughout the country, due to the partnership No. 10184/2003 with the Ministry of Education and the financial support provided by the business community.

<http://www.jaromania.org/>

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

ISCED 2: In 2009, all curricula for this school level were reviewed and the new curricula were approved by Order of the Education Minister 5097/2009. For each subject and year of study, the Presentation Note of the curriculum refers to the eight key competences, the 7th being sense of initiative and entrepreneurship. Entrepreneurship education is thus **explicitly recognized as cross-curricular** objective in ISCED 2.

<http://www.ise.ro/ro-ro/departamente/curriculum/programescolare.aspx> (only RO)

Entrepreneurship is also **part of the compulsory subject** 'Technological Education' (curricular area Technology) organized in modules (two distinct modules per year of study), one of which is Family Economy, studied in ISCED 2 (2nd year) and as a **compulsory separate subject**, named 'Entrepreneurship Education' (curricular area Technology) (1 hour per week), studied in ISCED 2 (last year).

http://www.ise.ro/Portals/0/Curriculum/progr_gim/TH/Educatie%20tehnologica_clasele%20a%20V-a%20-%20a%20VIII-a.pdf
(only RO)

In **ISCED 3** (first year), entrepreneurship education is part of the core curriculum **as part of the subject** 'Applied Economy' (curricular area Man and Society), for all specialisations of the technological path (1 hour per week).

http://www.ise.ro/Portals/0/Curriculum/progr_lic/OS/Economie%20aplicata_tehnologic_clasa%20a%20XII-a%20-%20a%20XIII-a.pdf
(only RO)

<http://www.ise.ro/Departamente/Curriculum/Programescolare.aspx> (only RO)

The curriculum contains the general and specific competences to be acquired, values and attitudes to be developed, as well as some methodological suggestions.

One tool used for the development of entrepreneurial competences is the training firm. Guidelines for the organisation and functioning of training firms are being developed (see above, current initiatives).

<http://www.tvet.ro/index.php/ro/component/content/article/18-cap4/147-firma-de-exerciui-intreprenderea-simulata.html>
<http://www.roct.ro/>

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 2 (last year): Entrepreneurship education

General competences:

- use of concepts specific to entrepreneurship education for the organisation of knowledge and explanation of facts, events, and real life processes
- application of knowledge specific to entrepreneurship education in situations characteristic of the market economy, as well as in the analysis of personal development possibilities
- cooperation within different groups for finding solutions to theoretical and practical problems specific to the world of businesses
- evaluating proper behaviours for a changing economic and social environment
- formulating opinions referring to solutions to community problems, initiating and running businesses

Specific competences (e.g.):

- giving examples of qualities of a successful entrepreneur
- establishing, through cooperation with others, one's roles in a business environment
- critical analysis of one's behaviour in choosing a professional career, as well as of the availability for professional re-orientation in relation to the dynamics of the economic and social environment
- evaluating the possibility to run one's profitable business considering the interests of the community

Values and attitudes:

- independent thinking and action
- positively relating to others
- responsibility in entrepreneurship
- free initiative
- economic efficiency

In 2003, the National Service for Assessment and Examination at that time (at present National Centre for Assessment and Examination) developed recommendations named 'Assessment Standards for Grades 4, 8 and 12 in the Romanian education system'; the standards for grade 12 also included standards for the subject 'Entrepreneurship Education'. The assessment standards developed in this context establish a minimal and a maximal level in the achievement of competences.

<http://www.edu.ro/index.php/articles/6434> (p. 91, only RO)

SLOVAKIA

NATIONAL STRATEGY, CURRENT INITIATIVES

Entrepreneurship education is part of a broader strategy laid down in the **National Reform Programme of the Slovak Republic 2008-2010**. One of its objectives is to support entrepreneurial skill development and acquisition of basic business and economic knowledge in ISCED 2 and 3.

http://www.finance.gov.sk/en/Documents/1_Adresar_redaktorov/Illes_Zsolt/pomoc%20tanicke/National%20Reform%20Programme%20SR%202008-2010_EN.pdf

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** and integrated as **cross-curricular objective** at all school levels. Indeed, the Law Code on Education and training stipulates aims and competences, which students should gain and among which entrepreneurial competences are stated.

<http://www.minedu.sk/data/USERDATA/Legislativa/Zakony/245-2008.pdf> (only SK)

In **ISCED 1**, there is also a compulsory separate subject, named 'Work education'.

In **ISCED 2**, there are compulsory separate subjects, i.e. Technology and World of work.

In **ISCED 3**, it is part of another subject, i.e. Civics.

No specific implementation guidelines defined.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 1: Work education:

- function of technology in society
- to realize how technology influences our life in different situation (at home, school, work, etc.)
- bipolar perception of technology
- development of personal qualities
- to use creativity and ideas
- responsibility for quality of one's own work

- development of assertiveness, advance one's own interest, attitudes and feelings; self-realisation, self-confidence and self-education

http://www.statpedu.sk/files/documents/svp/1stzs/isced1/vzdelavacie_oblasti/pracovne_vyu%C4%8Dovanie_isced1.pdf (only SK)

ISCED 2: Technology:

- ability to solve a problem, ability to apply creative ideas in a job
- be responsible and independent, ability to judge and to express one`s opinion
- self-knowledge and self-evaluation in professional orientation
- ability to respond to changes in labour market in a flexible way
- understanding of work activities as opportunity for self-realisation and self-education and development of entrepreneurship thinking

http://www.statpedu.sk/files/documents/svp/2stzs/isced2/vzdelavacie_oblasti/technika_isced2.pdf (only SK)

http://www.statpedu.sk/files/documents/svp/2stzs/isced2/isced2_spu_uprava.pdf (only SK)

World of work:

- to realize the meaning of creation and protection of the environment
- development of a positive attitude to work and protection of something, which was created
- understanding of realisation, aims, principles and risk of entrepreneurship
- development of moral/ethical qualities, systematic nature, purposefulness, persistence and independence; esthetical perception of environment

http://www.statpedu.sk/files/documents/svp/2stzs/isced2/isced2_spu_uprava.pdf (only SK)

http://www.statpedu.sk/files/documents/svp/2stzs/isced2/vzdelavacie_oblasti/svet_prace_isced2.pdf (only SK)

ISCED 3: Civics:

Development of key competencies/skills

- social and personal
- societal and civil
- entrepreneurial spirit
- initiative
- ability to learn

http://www.statpedu.sk/files/documents/svp/gymnazia/vzdelavacie_oblasti/obcianska_nauka_isced3a.pdf (only SK)

SLOVENIA

NATIONAL STRATEGY, CURRENT INITIATIVES

In June **2005**, the Government of the Republic of Slovenia adopted **Slovenia's Development Strategy (SDS)**. It defines the vision and objectives of Slovenia's development until 2013, classifying them into five development priorities with action plans. The second priority is effective generation, two-way flow and application of the knowledge needed for economic development and quality jobs. Objectives linked to entrepreneurship education are e.g. to develop programmes to enhance the entrepreneurial spirit and knowledge and systematically revamp programmes to stimulate creativity and innovation. The Action Plan specified that entrepreneurial skills at all education levels should be developed, the entrepreneurial spirit of young people should be encouraged and positive notion of entrepreneurship established, training programmes for running small enterprises and entrepreneurial knowledge for young people should be provided.

<http://www.arrs.gov.si/en/agencija/inc/ssd-new.pdf>

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as **cross-curricular** objective and as **part of other compulsory and optional subjects**.

The curricular of ISCED 1-2 (Basic School Act) has been amended in 2007 and the objective 'development of the entrepreneurship as a personality attitude towards effective action, innovation and creativity' has been added. Implementation of the updated teaching subject curricula started in school year 2011/12, including a competence approach (one of which is sense of initiative and entrepreneurship).

<http://www.uradni-list.si/1/objava.jsp?urlid=2007102&stevilka=5073> (only SI)

In some years of **ISCED 1**, entrepreneurship education is part of compulsory subjects in the social development area and part of science education: Environmental Education, Social and Natural Sciences, Technology and Home Economics.

In some years of **ISCED 2**, it is part of Geography, Technology and Civics.

For ISCED 3, an update of the teaching subject curricula was also launched in 2007 with the adoption of guidelines and the inclusion of a competence approach. Implementation started in 2008/09.

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/lzhodisca_prenova_gi_mnazije.pdf (only SI)

In **ISCED 3**, entrepreneurship education is also part of compulsory subjects (Geography, IT and Social Sciences) and the optional subject 'Economy'. In schools with a branch 'Economy', this subject is compulsory.

In schools with a branch 'technical engineering', the **separate subject** 'Entrepreneurship' is compulsory.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

The learning outcomes for entrepreneurship education are included in the learning outcomes of the subjects in which it is embedded. Some examples are given below.

ISCED 1: Environmental education, social and natural sciences and home economics and technology:

- pupils understand the meaning of cooperation, learn about different ways of cooperation, competition and solving conflicts
- pupils present their work, ideas, opinions, knowledge and viewpoints (oral, written, IT communication)
- pupils learn about the economic and other activities and professions
- pupils develop logical and critical thinking, creative, effective strategies to address the issues and lifelong learning strategies (initiative and entrepreneurship)
- pupils learn about different ways of payment, learn how to act economically and use resources sparingly, they prepare a financial plan for the annual cost (e.g. for clothing)
- pupils plan their working task and evaluate the meaning of work organisation

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_spoznavanje_okolja_pop.pdf (only SI)

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_druzba_OS.pdf (only SI)

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_gospodinjstvo.pdf (only SI)

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_naravoslovje_in_tehnika.pdf (only SI)

ISCED 2: Technology, geography and civics:

- with teamwork students develop skills of cooperation and management
- students learn about their abilities and predispositions, and develop creativity for the professional work and leisure
- students describe the characteristics of the economy, analyze the impact of economic development on the environment and the quality of human life
- students gain basic information about the capitalist economy, economic rights (e.g. right to strike), conflicts between employers and workers, the role of union and the ways of solving problems and conflicts
- students are aware of the importance of enterprises for the development of society
- students compare their activities with the procedures in manufacturing enterprises and learn about the principles of advanced technology

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_tehnika_tehnologija.pdf (only SI)

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_geografija.pdf (only SI)

http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_DDE__OS.pdf (only SI)

ISCED 3: Geography, IT, sociology:

- students gain the basic skills of entrepreneurial behaviour (planning, organizing, analyzing, communicating, giving directions, managing tasks, evaluation, etc.)
- students develop the ability to work in the group, to take responsibility, to evaluate and take risks and initiatives
- students proactively plan the process of solving the chosen problem, search the information and evaluate the quality of the proposed solutions
- students explain the changing field of work, employment and economy in modern societies and assess its consequences for the society, the life of individuals
- students investigate the relationship of work and leisure for different social groups and the importance of social organizations in modern societies

http://portal.mss.edus.si/msswww/programi2012/programi/media/pdf/un_gimnazija/geografija_spl_gimn.pdf (only SI)

http://portal.mss.edus.si/msswww/programi2012/programi/media/pdf/un_gimnazija/un_informatika_gimn.pdf (only SI)

http://portal.mss.edus.si/msswww/programi2012/programi/media/pdf/un_gimnazija/un_sociologija_gimn.pdf (only SI)

SPAIN

NATIONAL STRATEGY, CURRENT INITIATIVES

The **Ministry of Education** (national level), as well as the different **Autonomous Communities** (regional level), develop entrepreneurship education by establishing regulations on education including such aspect and designing and implementing educational initiatives to promote it.

On the other hand, the **2011 Plan for Entrepreneurial support by the Ministry of Industry, Energy and Tourism**, fosters actions to boost and promote the entrepreneurship initiative in general. Among its action lines, there is one specifically aimed to promote entrepreneurship education.

<http://www.ipyme.org/en-us/IniciativaEmprendedora/Paginas/IniciativaEmprendedora.aspx>

Local and regional strategies for the promotion of entrepreneurial culture encourage a wide range of initiatives carried out by the regional education authorities: the sharing of methodologies and educational materials for entrepreneurial education, curricular and extracurricular activities, collaboration with Regional Ministries, Chambers of commerce, associations and other private bodies, such as Junior Achievement.

Recently, in **2011**, a series of acts has been enacted, including some **legislative changes** so as to encourage and speed up the development of a more competitive economy. The changes established in these regulations try to favour the adaptation of the education system, implementing reforms having an impact on the curriculum, with the goal of improving the students' competences so as to make their integration into the labour market easier.

<http://www.boe.es/boe/dias/2011/03/05/pdfs/BOE-A-2011-4117.pdf> (only ES)

http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-4551 (only ES)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS,

MODALITIES AND IMPLEMENTATION GUIDELINES

In 2006, on the occasion of the **reform of the Act on Education**, which constitutes the present basic legal framework of the education system, the Spanish Directorate General of SME's (DGPYME) of the Ministry of Industry, took part with the Ministry of Education to include entrepreneurship education as one of the basic aims of the education system. Both ministries have also participated in the development of the curricular contents of the different education stages. This act establishes goals related to Entrepreneurship Education in every educational level (ISCED 1, 2 and 3). The core curriculum established since then includes basic competences for the first time. For ISCED 1 and 2, one of the eight is Autonomy and personal initiative. This basic skill enables a **cross-curricular approach** of entrepreneurial education.

<http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf> (only ES)

<http://www.boe.es/boe/dias/2006/12/08/pdfs/A43053-43102.pdf> (only ES)

<http://www.boe.es/boe/dias/2007/01/05/pdfs/A00677-00773.pdf> (only ES)

Entrepreneurship education has begun to be systematically included in the curricula of all the Autonomous Communities.

In **ISCED 2** (3rd or 4th year), and given that the regulations of the optional subjects depend on the Autonomous Communities, some Communities have also included **optional subjects** which specifically cover entrepreneurship education and pursue different learning outcomes linked to entrepreneurial attitudes, knowledge and skills. The subject has different names in the different Autonomous Communities, for example: Entrepreneurial culture in Asturias and Cantabria,

Entrepreneurial initiative in Castile and Leon, Workshop on Entrepreneurial Initiatives in Galicia or Business and Entrepreneurial Initiative in Valencia.

On 29 July 2011, a reform of the core curriculum for ISCED 2 includes (at state level) a new optional subject in the 4th year named 'Professional Guidance and Entrepreneurial Initiative'. The reform will be implemented in the 2012/13. Nevertheless, the education authorities are free to implement it already in 2011/12.

<http://www.boe.es/boe/dias/2011/07/30/pdfs/BOE-A-2011-13117.pdf> (only ES)

In the core curriculum of **ISCED 3**, there is a specific subject of the branch 'Humanities and Social Science', named '**Business economics**', which can be chosen by the students of this modality and by students of other branches.

<http://www.boe.es/boe/dias/2007/11/06/pdfs/A45381-45477.pdf> (only ES)

In some **Autonomous Communities**, there are also **optional** subjects which specifically cover the entrepreneurship education, for example: Business Practice (2nd year) in Catalonia, Social Sciences research in Cantabria, Administration and Management foundations in Castilla-La Mancha.

The DGPYME of the **Ministry of Industry** has prepared a series of **didactic materials** at the disposal of the schools so as to support training action. These materials have been spread by the web site of the DGPYME and in public events, meetings, etc.

<http://www.emprendemosjuntos.es/es-ES/Paginas/EmprendemosJuntos2011.aspx> (only ES)

In the framework of the collaboration agreement between the Ministry of Education and the High Council of Chambers of Commerce, and specifically the programme Entrepreneurial round, the Chambers of Commerce have developed some didactic material for promoting the young students' entrepreneurial spirit:

Dare to be entrepreneurial:

<http://todofp.es/dctm/todofp/emprendedores/atrevete-a-emprender.pdf?documentId=0901e72b8046daf5>
(only ES)

Workbook:

<http://todofp.es/dctm/todofp/emprendedores/cuaderno-de-actividades.pdf?documentId=0901e72b8046daf6> (only ES)

Didactic guide:

<http://todofp.es/dctm/todofp/emprendedores/guia-didactica.pdf?documentId=0901e72b8046daf7>
(only ES)

Several programmes of the Autonomous Communities include concrete implementation guidelines and practical tools. The goals and contents developed by these programmes are included in the contents of the different subjects of the curriculum.

ISCED 1

5th and 6th year. **Andalusia: Programme EME – To be Entrepreneurial at my School**

<http://www.generacion-e.es/eme/presentacion/> (only ES)

Education programme aimed at promoting the entrepreneurial culture among the students, linking on this manner the school to the enterprise world. Students learn to create their own cooperative societies and to commercialize their products in a real market.

EME Practical Handbook:

http://www.generacion-e.es/eme/recursos/?recursos_emep=3 (only ES)

Asturias: EME- An enterprise at my school

Education programme through which, during the academic year, the students create and manage a society where they make products to be sold once a year, in a market or fair in their town (including didactic material. Paper edition in Castilian, Galician, Catalan and English).

<http://www.valnaloneduca.com/eme/> (only ES)

5th and 6th year Extremadura: Imagine to be enterprising

Education programme implying the participation in every area of knowledge (subjects) through a series of teaching units composing the School Entrepreneurial Project (including on line resources).

<http://www.imaginarparaemprender.es/> (only ES)

Basque Country: HASI ETA HAZI

The goal of this project is to sensitize and promote the values related to the entrepreneurial culture (including didactic material, teachers' guide).

<http://lehenhezkuntza.hasietahazi.net/> (only ES)

ISCED 2**1st and 2nd year. Andalusia: Programme ÍCARO**

Programme giving continuity to the programme 'To be Entrepreneurial at my School' (ISCED 1). The students are able to create their own service cooperatives and to sell their products and/or services in real trade. The activities of the cooperatives should be aimed at the creative-cultural sector, mainly in activities of the audiovisual field, performing arts, edition, archaeology and heritage, design and communication and image (including on line resources, practical handbook):

<http://www.generacion-e.es/icaro/presentacion/> (only ES)

3rd year. Asturias: Programme Young Social Entrepreneurs

This education project suggests that the students compose an NGDO (non-governmental development organisation). It is adapted to the subject 'Citizenship Education', so the contents are defined, the goals are achieved and the basic competences established in the education law for the 3rd year of ISCED 2 are developed. The methodology is based on projects (including didactic material).

<http://www.valnaloneduca.com/jes/cont/presentacion/>

3rd and 4th year of ISCED 2 and ISCED 3. Programme EJE – European Young Enterprise

It proposes the students to create and manage their own mini-enterprise. The legal form chosen is the cooperative created in the class, which will establish trade relationships with mini-enterprises of other Autonomous Communities or countries with the purpose of 'importing' and 'exporting' products between them (including didactic material).

<http://www.valnaloneduca.com/eje/cont/presentacion> (only ES)

ISCED 3**1st and 2nd year. Extremadura: Programme Imagine your own enterprise**

Its goal is to boost and promote the entrepreneurial culture from the education level, awarding the best cultural, social and business projects, using creativity and imagination as key tools (including on line materials, e.g. Outline for building a project).

<http://www.imaginatuesmpresa.com/> (only ES)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT LEVEL ISCED 1, 2 AND 3

The objective directly related to entrepreneurship education **for every education level**.

ISCED 1: To develop individual initiative and teamwork, effort and responsibility in study, as well as self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning.

ISCED 2: To develop an entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability of learning to learn, plan, make decisions and take on responsibilities.

ISCED 3: To consolidate the entrepreneurial spirit with attitudes based on creativity, flexibility, initiative, teamwork, self-confidence and critical sense.

In **ISCED 1 and 2**, the basic competence 'Autonomy and personal initiative' enables a cross-curricular approach of the entrepreneurial skill in all the subjects (cross-curricular approach). This basic competence refers to the following learning outcomes:

- to use one's own judgment when choosing, imagining projects and taking the necessary actions to develop personal options and plans –in the framework of individual or collective projects– admitting responsibility for them, in the personal, social and work-related areas
- to develop skills and attitudes linked to project leadership, including self-confidence, empathy, spirit of self-improvement, dialogue and cooperation skills, timing and task organisation, the ability to affirm and defend rights or the assumption of risks
- to be able of relating the academic, work or leisure provision available to the abilities, wishes and personal projects

For the optional subject in the 4th year of **ISCED 2** named 'Professional Guidance and Entrepreneurial Initiative', the learning objectives are accompanied by assessment criteria. This subject is expected to be implemented in 2012/13.

Learning objectives:

- to improve one's knowledge and the development of active abilities and attitudes, allowing to establish an appropriate vocational career project and qualifying for responding in a flexible and efficient manner to the changes which will take place all lifelong at personal and professional level with an entrepreneurial spirit
- to develop abilities so as to interact with the other ones in a positive and efficient manner in any life or work context
- to establish the relationship between school work, lifelong learning and a professional career development
- to search, interpret, assess and use the information related to training and professional paths, using ICT as an essential tool for making any decision
- to understand the influence of the social and economic requirements in the work environment and structure
- to know the features of the jobs related to the different activity sectors, broadening one's personal horizon over and above the representations made from their environment's stereotypes or expectations
- to analyse the labour market prospective in the socioeconomic, regional, national and international environment
- to carry out a rapprochement to a real labour environment allowing to discover a wide range of jobs in different qualification levels
- to understand some basic aspects of the legal, economic and financial systems, making possible to manage within labour market as a salary earner or as an employer

- to develop abilities related to search, obtain or create a job and to keep it
- to know and design one's process of training and professional path, examining all the possibilities appropriate for one's expectations

Assessment criteria:

- to know the personal and social competences generating employability, carrying out a personal evaluation of them in an objective and critical manner, as well as a training plan of the poorest competences
- to identify and describe the main competences and personal and social qualities associated to the entrepreneurship spirit and the manner how they can be developed
- to adequately employ ICT, as well as the other resources and sources of information available in order to get some information about training and employment opportunities
- to describe the typical features of the activity sector/s and the interesting professions and to interpret the data related to the labour market trends in these sectors and professions
- to actively participate in the search of training opportunities, professions and enterprises working, showing their entrepreneurship spirit
- to demonstrate attitudes, skills and social and directing abilities in the group tasks carried out in the class and in the extracurricular activities
- to value the entrepreneur and enterprise's role as an essential element in the society and as an organisation able to favour equality and solidarity among people, to allow personal and professional enrichment and to combine job and personal life
- to identify globalisation influence and the need of a sustainable development in the new innovative projects, describing the features of these projects in close environments and the needs of permanent training involved
- to identify the following steps to access to work as an employee or self-employment
- to recognise the main bank documents and products – deposit, loan, account, credit and debit cards –, as well as to know the recommendations about personal information safety and protection in relation with banking transactions
- to define an idea of business from a market study and the detection of social needs and business opportunities and to develop an enterprise project plan developing the different plans of the business plan
- to design the project of vocational and training path, including the three phases of self-knowledge of the professional potential, knowledge of the socio-professional and labour environment and decisions making

For the optional subject in **ISCED 3**, named 'Business Economy', the learning objective is linked to a criterion of evaluation.

Learning objective: To design and draw up simple business projects with creativity and initiative by proposing the different resources and elements which are necessary for its organisation and management.

Assessment criteria: To design and plan a simple business project, with an entrepreneurship attitude and creativity, evaluating its viability.

SWEDEN

NATIONAL STRATEGY, CURRENT INITIATIVES

In the **Budget Bill 2009**, the Government announced its ambition for the teaching of entrepreneurship to be an integrated theme throughout the education system.

<http://www.sweden.gov.se/sb/d/574/a/129999>

The **strategy for entrepreneurship** is part of a **reform process** with government decisions and initiatives to support the development of entrepreneurship programmes.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

In **ISCED 1 and 2**, entrepreneurship is integrated in the curriculum as **cross-curricular** objective, as part of the school's values and mission: 'Schools should encourage students' creativity, curiosity and self-confidence and willingness to examine their own ideas and solve problems. Students should be able to take initiative and responsibility and develop their ability to work independently and with others. The school will thus contribute to students developing an approach that promotes entrepreneurship'.

Entrepreneurship is also described in the **subject syllabuses** (e.g. subjects Home and consumer studies, Art), expressing entrepreneurship generally as entrepreneurial abilities, although the concept is not always mentioned specifically.

ISCED 1 and 2 has a **new curriculum** applying as from **1st July 2011**:

Curriculum for the compulsory school, preschool class and the leisure-time centre 2011

http://www.skolverket.se/2.3894/publicerat/2.5006?_xurl=http%3A%2F%2Fwww4.skolverket.se%3A8080%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D2687

Entrepreneurship is also part of the ongoing implementation of the **ISCED 3 school reform**, in the form of commentary material on how to look at entrepreneurship in the various programmes, and in the form of a forthcoming commentary material on the new subject of entrepreneurship, which will be published in 2012. As of **autumn 2011**, entrepreneurship is a **cross-curricular objective** as well as **part of specific disciplines** (natural sciences, economics and social sciences) and as a **separate subject** in the 'Economics' branch (and in four vocational programmes). Entrepreneurship is part of the curriculum and exam objectives, where it is described as entrepreneurial skills.

The school reform also implies preparing a more comprehensive support material on entrepreneurship targeted to all types of school.

The National Agency for Education has already published a general information brochure, as well as a summary of current research on entrepreneurship in school education. The Agency also produces and disseminates more comprehensive support material on entrepreneurship targeted to all types of school, in order to stimulate entrepreneurship and entrepreneurial learning in schools.

<http://www.skolverket.se/skolutveckling/entreprenorskap> (only SE)

The curriculum is a compulsory steering document, but schools and teachers are free to decide for themselves how to work with entrepreneurship, as tools, materials, methods are never regulated in Swedish schools.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

Specific learning outcomes are formulated in the form of required knowledge, skills and attitudes (formerly known as grading criteria). The steering documents also explicitly mention communicative and collaborative skills as learning outcomes.

ISCED 1 and 2

Technology (12-13 years old): 'The student can carry out very simple technology development and design work by systematically examining and reviewing possible solutions and ideas to formulate well-designed physical or digital models. During the work process, the student formulates and chooses options that lead forward in the process'.

Crafts (15-16 years old): 'The students can develop ideas by using offered inspirational materials and materials which students themselves have gathered. During the work process, the student formulates and selects alternative actions that lead forward in the process'.

ISCED 3: Entrepreneurship:

- understanding of what entrepreneurship means for individuals, organisations, businesses and communities
- ability to transform ideas into practical and targeted activities to start a project or fictitious company
- ability to carry out a project or run a fictitious company
- ability to complete and evaluate a project or fictitious company
- knowledge of how ideas and products are protected by laws and regulations
- ability to use business methods

<http://www.skolverket.se/skolutveckling/entreprenorskap> (only SE)

<http://www.skolverket.se/forskola-och-skola/gymnasieutbildning/amnes-och-laroplaner/sok-program-och-amnesplaner/subject.htm?subjectCode=ENT> (only SE)

TURKEY

NATIONAL STRATEGY, CURRENT INITIATIVES

A **lifelong learning strategy plan** was prepared by the Ministry of National Education in **2009**. Based on the outcomes of the Lisbon Objectives, the strategy plan manifests that the entrepreneurship disposition, as one of the key competences, enables citizens to develop a strong sense of lifelong learning. The plan states that school life should equip students with skills which are needed in work life such as entrepreneurship, teamwork, being responsible, creativity and planning.

<http://mesbil.meb.gov.tr/genel/hayat%20boyu%20%C3%B6%C4%9Frenme%20dokuman.pdf> (only TR)

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** as a **separate optional subject** in **ISCED 3**.

The **implementation guidelines** for the course provide the definition and the contemporary understanding of entrepreneurship, give details of the course content, describe the understanding of learning and teaching context by explicitly defining the role of the students, teachers and the school system. A student-centered approach is adopted. Project work and other outside-the-class tasks promote student creativity and interaction. The materials and texts are shaped in parallel with

the contemporary philosophy of entrepreneurship. The teacher is a facilitator, mentor who gives feedback in a reflective classroom setting.

The course is based on a curriculum, its syllabus and a textbook written by experts of the Ministry of National education.

<http://ttkb.meb.gov.tr/program.aspx?tur=orta&lisetur=Genel&sira=ders=derse&ders=Giri%C5%9Fimcilik> (only TR)

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

ISCED 3: Entrepreneurship:

- develop the sense of entrepreneurship by building up the necessary knowledge and encouraging creative and critical thinking in a social and an interactive atmosphere
- develop the skills and dispositions of entrepreneurship
- think globally and scrutinize the society and the work sectors to identify the uncharted areas of societal needs and expectations
- create possible solutions by designing innovative approaches to work sector

THE UNITED KINGDOM – ENGLAND

NATIONAL STRATEGY, CURRENT INITIATIVES

The Department for Education has recently announced (July 2011) a review of Personal, Social and Health Education (PSHE), the subject in which entrepreneurship education is currently embedded.

<http://media.education.gov.uk/assets/files/letter%20from%20nick%20gibb.PDF>

The Education Act 2011 (section 29) amends the duty currently in place on schools to provide careers education throughout secondary education, and work-related learning in Key Stage 4 (ISCED 3, ages 14-16). It envisages schools and teachers taking greater control over, and accountability for, what is taught in schools and how it is taught, and using their professional skills to provide the best education for all students. The Government aims to reduce unnecessary prescription, bureaucracy and central control throughout the system.

In February 2012 the House of Commons Library published a Standard Note on Enterprise Education in Schools. This provides background on some of the main policy developments and current arrangements relating to enterprise education in schools, as a briefing for Members of Parliament and their staff.

<http://www.parliament.uk/briefing-papers/SN06176.pdf>

To support enterprise in schools, Government is enhancing online resources for teachers at the Enterprise Village and promoting recruitment of 2 500 local enterprise champions through the Inspiring the Future website. It is also supporting the Premier League Enterprise Academy programme, which provides 11 to 19-year-olds with advice and enterprise activities, introducing them to business and self-employment.

<http://www.bis.gov.uk/news/topstories/2011/Nov/mark-prisk-kicks-off-global-entrepreneurship-week>

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Enterprise education is **explicitly recognized** (a broader term that is used rather than Entrepreneurship Education) and is **part of other subjects** which are themselves non-statutory but which are taught in most schools as part of a broad and balanced curriculum:

ISCED 1: Personal, Social and Health Education

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe>

ISCED 2-3: Economic wellbeing and financial capability within Personal, Social and Health and Economic Education

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee>

A Guide to Enterprise Education for Enterprise Coordinators, Teachers and Leaders at Schools, published in March 2010, provides examples of the way in which enterprise capability and entrepreneurial thinking may be incorporated into the ethos and operation of schools (ISCED 2 and 3).

<https://www.education.gov.uk/publications/eOrderingDownload/00228-2010BKT-EN.pdf>

However, the 2010 School White Paper sets out the government's plans to reduce the amount of guidance and materials offered to schools.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3**ISCED 1: Personal, Social and Health Education:**

- ability to make simple choices and to cooperate with one another
- identify positive ways to face new challenges
- talk about a range of jobs and explain how they will develop skills to work in the future
- look after and save money

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe/statements>

ISCED 2: Economic wellbeing and financial capability:

- demonstrate a range of enterprise skills, attitudes and qualities
- assess needs, interests, skills, attitudes and aspirations in relation to options for learning and work and make creative and realistic plans for transition into key stage 4
- explain the positive and negative aspects of risk-taking in relation to economic issues and financial and career choices
- demonstrate an understanding of the economic and business environment, including how and why different businesses operate, and of different types of work, including employment, self-employment and voluntary work

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee/ks3/economic/statements>

ISCED 3: Economic wellbeing and financial capability:

- relate abilities, attributes and achievements to career plans, setting personal targets and evaluating choices
- demonstrate a range of enterprise skills when working independently and with others
- demonstrate how to seek out and secure opportunities for learning and work and develop, review and adapt plans for transition from key stage 4 (ISCED 3, ages 14-16)
- calculate and balance the element of positive and negative risk when making decisions related to economic issues and financial and career choices
- recognise that risk assessment and risk management are part of life and give examples of ways to manage and reduce risk in different circumstances

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00198880/pshee/ks4/economic/statements>

THE UNITED KINGDOM – NORTHERN IRELAND

NATIONAL STRATEGY, CURRENT INITIATIVES

There is no specific national strategy for entrepreneurship education in general education.

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized** and **part of other compulsory subjects**, namely:

In **ISCED 1**: Personal Development and Mutual Understanding

http://www.nicurriculum.org.uk/microsite/_fla/tab1/2.html

In **ISCED 2-3**: Employability. It is part of a new area, i.e. Learning for Life and Work, in the revised curriculum introduced in 2007/08.

<http://www.deni.gov.uk/index/80-curriculum-and-assessment/80-statutory-curriculum.htm>

Steering documents and **implementation guidelines**:

ISCED 1: Personal Development and Mutual Understanding

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/statutory_requirements/ks1_pdmu.pdf

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/statutory_requirements/ks2_pdmu.pdf

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/PD-Guidance.pdf

ISCED 2-3: Employability (in Learning for Life and Work)

http://www.nicurriculum.org.uk/docs/key_stage_3/areas_of_learning/statutory_requirements/ks3_employability.pdf

http://www.nicurriculum.org.uk/docs/learning_for_life_and_work/training/LLW-Guidance.pdf

http://www.nicurriculum.org.uk/key_stage_4/areas_of_learning/learning_for_life_and_work/

http://www.nicurriculum.org.uk/docs/key_stage_4/areas_of_learning/learning_for_life_and_work/ks4_employability_guidance.pdf

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT LEVEL ISCED 1, 2 AND 3

ISCED 1: Personal Development and Mutual Understanding

Children will develop:

- self-confidence and self-esteem
- an ability to work effectively with others and to take responsibility for themselves
- an awareness of the immense value of personal and interpersonal skills in future life and employment contexts
- knowledge and understanding of the challenges and opportunities they may encounter in an increasingly diverse society
- informed decision-making and responsible action throughout their lives

ISCED 2: Learning for Life and Work

Students should be able to:

- research and manage information effectively to investigate employability issues, using Mathematics and ICT where appropriate
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate
- demonstrate enterprise, creativity and initiative when developing ideas and following them through
- work effectively with others

- demonstrate self management by working systematically, persisting with tasks, evaluating and improving own learning and performance
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose

ISCED 3: Learning for Life and Work

Students should be enabled to:

- explore self employment and identify relevant sources of support
- examine the impact of globalisation on employment
- investigate the recruitment and selection process, taking into account the rights and responsibilities of employees and employers
- consider how employees and employers might maintain an effective working environment
- investigate the increasing social responsibility of business in the community
- develop a personal career plan based on relevant information and guidance

THE UNITED KINGDOM – SCOTLAND

NATIONAL STRATEGY, CURRENT INITIATIVES

In Scotland from 2003-2011, **Determined to Succeed** (DtS), the national enterprise in education strategy, helped to develop the enterprise, entrepreneurial and employability skills of young people, better preparing them for learning, life and work in a globalised society. The strategy was **embedded within the wider Curriculum for Excellence programme from April 2011**.

<http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/enterprise/about/enterprisingteaching.asp>

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is fully and **explicitly recognized** within the wider Curriculum for Excellence programme. This curriculum reform started in 2002 and its implementation in the school year 2010/11. Enterprise in education is embedded across curriculum guidance (through the 'Experiences and Outcomes') as one of five key cross-cutting themes that permeate the new curriculum, so is, and remains, core to the delivery of the new Curriculum.

<http://www.ltscotland.org.uk/understandingthecurriculum/whatiscurriculumforexcellence/index.asp>

Entrepreneurship education is a **cross-curricular** objective that is sometimes delivered through the curriculum and sometimes as extra-curricular activity.

Due to the school autonomy in Scotland, individual educational authorities decide on the concrete modalities and implementation guidelines.

Support materials and case studies are available:

<http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/enterprise/supportmaterials/index.asp>

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT ISCED LEVELS 1, 2 AND 3

Due to school autonomy, they are determined by local authorities. The Curriculum for Excellence is flexible enough to allow for entrepreneurial opportunities.

The Curriculum for Excellence includes 4 key capacities, one of which is to become effective contributors with an enterprising attitude and able to take initiative and lead, create and develop, solve problems.

THE UNITED KINGDOM – WALES

NATIONAL STRATEGY, CURRENT INITIATIVES

The **Youth Entrepreneurship Strategy** (YES) was launched in 2004 to provide a structure and focus for entrepreneurship education in Wales. There is a YES Action Plan, a joint strategy between the Department for Education and Skills (DfES) and Business, Enterprise, Technology and Science (BET). The strategy focuses on young people and how they are taken forward on a journey of entrepreneurship – raising their awareness, developing their entrepreneurial skills, sparking ideas and providing practical information and support for those seeking to start up in business. This is an ongoing initiative and the current Action Plan, covering 2010-2015, is available at:

http://ms.fs4b.wales.gov.uk/pdf/YES-%20An%20Action%20Plan%20for%20Wales%202010-15%20_Eng.pdf

Big Ideas Wales was launched during Global Entrepreneurship Week in November 2010 to act as the primary communication tool for young people considering starting a business and for partners supporting them, including information, inspiration, signposting and events.

www.bigideaswales.com

EXPLICIT INTEGRATION OF ENTREPRENEURSHIP EDUCATION IN STEERING DOCUMENTS, MODALITIES AND IMPLEMENTATION GUIDELINES

Entrepreneurship education is **explicitly recognized**.

In **ISCED 1**, it is part of the subject 'Personal and social education'.

In **ISCED 2-3**, it is taught in a compulsory separate subject 'Careers and the world of work' (CWW), and it is also part of the Learning Core of Learning Pathways 14-19 (ISCED 3, Key Stages 4 and 5).

<http://wales.gov.uk/docs/dcells/publications/110921careersworldworkframeworken.pdf>

There is a document for **supplementary guidance** in the implementation of the subject 'Careers and the world of work':

<http://wales.gov.uk/docs/dcells/publications/110921careersworkguidanceen.pdf>

Online implementation guidance and tools to enable schools and colleges to develop a continuum of entrepreneurial learning are under development and will be available online in 2012. New professional standards for teaching practitioners were introduced in September 2011. The Learning Wales website will be launched in September 2012 and the development and selection of material to support teacher continuing professional development is under way.

National delivery programmes that support this work include: Dynamo Role Model Project – a network of 350+ entrepreneurs who are trained to give inspirational workshops focussing on raising entrepreneurial aspiration.

http://ms.fs4b.wales.gov.uk/sub_sites/yes/content/projects/role_models.aspx

Dynamo Curriculum Materials: These are innovative teaching materials providing guidance and resources to support the development of entrepreneurial skills and attitudes. Five Dynamo packs cover the primary and secondary age ranges (5-19 years). 2000+ teachers have been trained.

LEARNING OUTCOMES FOR ENTREPRENEURSHIP EDUCATION AT LEVEL ISCED 1, 2 AND 3

ISCED 1: Personal and social education

Learners should be given opportunities to understand:

- the range of jobs carried out by people in their community
- that money is earned through work and can buy goods and services
- the importance of looking after their money and the benefits of regular saving

ISCED 2: Careers and the world of work

Learners should have opportunities to:

- find out about the different types of work that are available and how work patterns are changing
- recognise and challenge the stereotypes that limit people in their choice of work and careers
- explore the attributes of entrepreneurs and the role of enterprise in wealth creation
- learn about the personal qualities that employers see as important
- consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions
- develop a range of ideas to solve problems
- identify any obstacles to future plans and decide how they might be overcome

ISCED 3: Careers and the world of work

Learners should have opportunities to:

- consider their own and other people's perspectives about learning, careers and the world of work to inform opinions and decisions
- seek out and evaluate innovative solutions to problems
- develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills
- examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity
- explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways
- use work-focused experiences to understand better what skills and personal qualities employers want
- identify any obstacles to future aspirations and plan thoughtfully how they might be overcome

<http://wales.gov.uk/docs/dcells/publications/110921careersworldworkframework.pdf> (ISCED 2-3: p.14-17)

TABLE OF FIGURES

Figure 1.1:	Launch of national entrepreneurship education strategies for general education (ISCED 1-3) between 2000 and 2011	7
Figure 1.2:	National/regional strategies and initiatives to the implementation of entrepreneurship education into general education (ISCED 1-3), 2011/12	8
Figure 2.1:	Approaches to entrepreneurship education in primary education (ISCED 1), according to central steering documents, 2011/12	14
Figure 2.2:	Approaches to entrepreneurship education in general lower secondary education (ISCED 2), according to central steering documents, 2011/12	15
Figure 2.3:	Subjects integrating entrepreneurship education in general lower secondary education (ISCED 2), 2011/12	15
Figure 2.4:	Approaches to entrepreneurship education in general upper secondary education (ISCED 3), according to central steering documents, 2011/12	16
Figure 2.5:	Subjects integrating entrepreneurship education in general upper secondary education (ISCED 3), 2011/12	17
Figure 3.1:	Definition of learning outcomes for entrepreneurship education in primary and general secondary education (ISCED 1-3), according to central steering documents, 2011/12	20
Figure 3.2:	Specific learning outcomes for entrepreneurship education in primary (ISCED 1) and general secondary education (ISCED 2-3), according to central steering documents, 2011/12	21
Figure 3.3:	Provision of central guidelines and materials for entrepreneurship education, 2011/12	23

ACKNOWLEDGEMENTS

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY

P9 EURYDICE AND POLICY SUPPORT

Avenue du Bourget 1 (BOU2)
B-1140 Brussels
(<http://eacea.ec.europa.eu/education/eurydice>)

Managing editor

Arlette Delhaxhe

Authors

Ania Bourgeois

Layout and graphics

Patrice Brel

Production coordinator

Gisèle De Lel

EURYDICE NATIONAL UNITS

BELGIQUE / BELGIË

Unité francophone d'Eurydice
Ministère de la Communauté française
Direction des Relations internationales
Boulevard Léopold II, 44 – Bureau 6A/002
1080 Bruxelles
Contribution of the Unit: Joint responsibility

Eurydice Vlaanderen / Afdeling Internationale Relaties
Ministerie Onderwijs
Hendrik Consciencegebouw 7C10
Koning Albert II – laan 15
1210 Brussel
Contribution of the Unit: Experts: Isabelle Goudeseune,
Paul Schram (policy officers at the Flemish Department of
Education and Training); coordinator: Ilse Scheirlinckx
(policy officer at the Flemish Department of Education and
Training)

Eurydice-Informationsstelle der Deutschsprachigen
Gemeinschaft
Autonome Hochschule in der DG
Hillstrasse 7
4700 Eupen
Contribution of the Unit: Stéphanie Nix

BULGARIA

Eurydice Unit
Human Resource Development Centre
Education Research and Planning Unit
15, Graf Ignatiev Str.
1000 Sofia
Contribution of the Unit: Lachezar Afrikanov

ČESKÁ REPUBLIKA

Eurydice Unit
Centre for International Services of MoEYS
Na poříčí 1035/4
110 00 Praha 1
Contribution of the Unit: Simona Pikálková, Helena
Pavlíková, Marcela Máchová; expert: Lukáš Hůla

DANMARK

Eurydice Unit
Ministry of Science, Technology and Innovation
Danish Agency for International Education
Bredgade 36
1260 København K
Contribution of the Unit: Charlotte Romlund Hansen (Special
Consultant, Ministry of Children and Education)

DEUTSCHLAND

Eurydice-Informationsstelle des Bundes
Project Management Agency
Part of the German Aerospace Center
EU-Bureau of the German Ministry for Education and
Research
Heinrich-Konen-Str. 1
53227 Bonn

Eurydice-Informationsstelle des Bundes
Project Management Agency
Part of the German Aerospace Center
EU-Bureau of the German Ministry for Education and
Research
Rosa-Luxemburg-Straße 2
10178 Berlin

Eurydice-Informationsstelle der Länder im Sekretariat der
Kultusministerkonferenz
Graurheindorfer Straße 157
53117 Bonn
Contribution of the Unit: Brigitte Lohmar

EESTI

Eurydice Unit
SA Archimedes
Koidula 13A
10125 Tallinn
Contribution of the Unit: Mr. Einar Värä (Chief expert,
Ministry of Education and Research)

ÉIRE / IRELAND

Eurydice Unit
Department of Education & Skills
International Section
Marlborough Street
Dublin 1
Contribution of the Unit: Julia Lynch (Inspector, Department
of Education & Skills)

ELLÁDA

Eurydice Unit
Ministry of Education, Lifelong Learning and Religious Affairs
Directorate for European Union Affairs
Section C 'Eurydice'
37 Andrea Papandreou Str. (Office 2168)
15180 Maroussi (Attiki)
Contribution of the Unit: Athina Plessa - Papadaki (Director,
Directorate for European Union Affairs), Maria Spanou
(Hellenic Eurydice Unit)

ESPAÑA

Unidad Española de Eurydice
Instituto de Formación del Profesorado, Investigación e
Innovación Educativa (IFIIE)
Ministerio de Educación
Gobierno de España
c/General Oraa 55
28006 Madrid
Contribution of the Unit: Ana Isabel Martín Ramos,
Alicia García Fernández (scholar).

FRANCE

Unité française d'Eurydice
Ministère de l'Éducation nationale, de l'Enseignement
supérieur et de la Recherche
Direction de l'évaluation, de la prospective et de la
performance
Mission aux relations européennes et internationales
61-65, rue Dutot
75732 Paris Cedex 15
Contribution of the Unit: Thierry Damour

HRVATSKA

Ministarstvo znanosti, obrazovanja i športa
Donje Svetice 38
10000 Zagreb

ÍSLAND

Eurydice Unit
Ministry of Education, Science and Culture
Office of Evaluation and Analysis
Sölvhólsgrötu 4
150 Reykjavík
Contribution of the Unit: Joint responsibility

ITALIA

Unità italiana di Eurydice
Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica
(ex INDIRE)
Via Buonarroti 10
50122 Firenze
Contribution of the Unit: Simona Baggiani
expert: Maria Rosa Silvestro (*Dirigente scolastico, Direzione
generale per gli ordinamenti scolastici e per l'autonomia
scolastica* – MIUR)

KYPROS

Eurydice Unit
Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia
Contribution of the Unit: Christiana Haperi;
expert: Andreas Stylianou (Secondary Education, Ministry of
Education and Culture)

LATVIJA

Eurydice Unit
Valsts izglītības attīstības aģentūra
State Education Development Agency
Valņu street 3
1050 Riga
Contribution of the Unit: Viktors Kravčenko

LIECHTENSTEIN

Informationsstelle Eurydice
Schulamts des Fürstentums Liechtenstein
Austrasse 79
9490 Vaduz
Contribution of the Unit: Informationsstelle Eurydice

LIETUVA

Eurydice Unit
National Agency for School Evaluation
Didlaukio 82
08303 Vilnius
Contribution of the Unit: Eglė Vasiliauskaitė;
expert: Marytė Skakauskienė

LUXEMBOURG

Unité d'Eurydice
Ministère de l'Éducation nationale et de la Formation
professionnelle (MENFP)
29, Rue Aldringen
2926 Luxembourg
Contribution of the Unit: Tom Muller, Mike Engel

MAGYARORSZÁG

Eurydice National Unit
Ministry of National Resources
Szalay u. 10-14
1055 Budapest
Contribution of the Unit: Orsolya Gergely (expert)

MALTA

Eurydice Unit
Research and Development Department
Directorate for Quality and Standards in Education
Ministry of Education, Employment and the Family
Great Siege Rd.
Floriana VLT 2000
Contribution of the Unit: Josephine Vassallo (expert)

NEDERLAND

Eurydice Nederland
Ministerie van Onderwijs, Cultuur en Wetenschap
Directie Internationaal Beleid / EU-team
Kamer 08.022
Rijnstraat 50
2500 BJ Den Haag
Contribution of the Unit: Sabah Dakika (expert)

NORGE

Eurydice Unit
Ministry of Education and Research
Department of Policy Analysis, Lifelong Learning and
International Affairs
Kirkegaten 18
0032 Oslo
Contribution of the Unit: Joint responsibility

ÖSTERREICH

Eurydice-Informationsstelle
Bundesministerium für Unterricht, Kunst und Kultur
Ref. IA/1b
Minoritenplatz 5
1014 Wien
Contribution of the Unit: Joint responsibility;
expert: Johannes Lindner

POLSKA

Eurydice Unit
Foundation for the Development of the Education System
Mokotowska 43
00-551 Warsaw
Contribution of the Unit: Beata Platos; expert: Danuta Pusek
(Ministry of National Education)

PORTUGAL

Unidade Portuguesa da Rede Eurydice (UPRE)
Ministério da Educação
Gabinete de Estatística e Planeamento da Educação
(GEPE)
Av. 24 de Julho, 134 – 4.º
1399-54 Lisboa
Contribution of the Unit: Pedro Cunha (expert)

ROMÂNIA

Eurydice Unit
National Agency for Community Programmes in the Field of
Education and Vocational Training
Calea Serban Voda, no. 133, 3rd floor
Sector 4
040205 Bucharest
Contribution of the Unit: Veronica – Gabriela Chirea in
cooperation with experts from:

- Ministry of Education, Research, Youth and Sports
 - Eugen Stoica
- National Centre for TVET Development
 - Zoica Vlăduț
 - Mihaela Ștefănescu
- Institute for Education Sciences
 - Angela Teșileanu

SCHWEIZ/SUISSE/SVIZZERA

Foundation for Confederal Collaboration
Dornacherstrasse 28A
Postfach 246
4501 Solothurn

SLOVENIJA

Eurydice Unit
Ministry of Education and Sport
Department for Development of Education (ODE)
Masarykova 16/V
1000 Ljubljana
Contribution of the Unit: Joint responsibility

SLOVENSKO

Eurydice Unit
Slovak Academic Association for International Cooperation
Svoradova 1
811 03 Bratislava
Contribution of the Unit: Joint responsibility

SUOMI / FINLAND

Eurydice Finland
Finnish National Board of Education
P.O. Box 380
00531 Helsinki
Contribution of the Unit: Joint responsibility

SVERIGE

Eurydice Unit
Department for the Promotion of Internalisation
International Programme Office for Education and Training
Kungsbrogatan 3A
Box 22007
104 22 Stockholm
Contribution of the Unit: Joint responsibility

TÜRKIYE

Eurydice Unit Türkiye
MEB, Strateji Geliştirme Başkanlığı (SGB)
Eurydice Türkiye Birimi, Merkez Bina 4. Kat
B-Blok Bakanlıklar
06648 Ankara
Contribution of the Unit: Osman Yıldırım Ugur, Bilal Aday,
Dilek Gulecyuz
Expert: Anthony Gribben

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
National Foundation for Educational Research (NFER)
The Mere, Upton Park
Slough SL1 2DQ
Contribution of the Unit: Hilary Grayson; members of the
Thematic Working Group on Entrepreneurship Education:
Frank Hennessey (St Mary's University College, Belfast),
Elin McCallum (Welsh Government)

Eurydice Unit Scotland
Learning Directorate
Area 2C South
Victoria Quay
Edinburgh
EH6 6QQ
Contribution of the Unit: Eurydice National Unit – Scotland

EACEA; Eurydice

Entrepreneurship Education at School in Europe. National Strategies, Curricula and Learning Outcomes

Brussels: Eurydice

2012 – 94 p.

ISBN 978-92-9201-252-6

doi:10.2797/80384

Descriptors: Entrepreneurship, curriculum, learning outcome, educational reform, basic skills, educational policy, primary education, secondary education, EFTA, Turkey, European Union

EN



The **Eurydice Network** provides information on and analyses of European education systems and policies. As of 2011, it consists of 37 national units based in all 33 countries participating in the EU's Lifelong Learning programme (EU Member States, EFTA countries, Croatia and Turkey) and is co-ordinated and managed by the EU Education, Audiovisual and Culture Executive Agency in Brussels, which drafts its publications and databases.

The **Eurydice Network** serves mainly those involved in educational policy-making at national, regional and local levels, as well as in the European Union institutions. It focuses primarily on the way education in Europe is structured and organised at all levels. Its publications output may be broadly divided into descriptions of national education systems, comparative studies devoted to specific topics, and indicators and statistics. They are available free of charge on the Eurydice website or in print upon request.

EURYDICE on the Internet –

<http://eacea.ec.europa.eu/education/eurydice>



Publications Office

ISBN 978-92-9201-252-6



9 789292 012526