

# DOS & DON'TS

for “Entrepreneurial Spirit” & “Career Management Skills and Transition” within Entrepreneurship Education



## RATIONALE

“Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training” – this is the Strategic objective 4 within the “Strategic framework for European co-operation in education and training (“ET 2020”) (2009/C 119/02).

This document follows the agreement for European co-operation concerning the strategic objectives, use of European programmes, particularly in the field of lifelong learning, development and use of common reference tools and approaches, periodic monitoring etc.

Based on this background the Comenius network “Entrepreneurship Education and the World of Work – EE&WoW” developed a set of descriptors concerning the relevant items for the “**Dos & Don’ts**” of effective Entrepreneurship Education.

These Dos & Don’t’s cover three thematic areas: “Entrepreneurial spirit”, “Career management skills and transition” and “Policies, strategies & networks” and are published in two documents.

This document is about “Entrepreneurial spirit”, “Career management skills and transition” and was developed in 2 task groups of the Comenius Network “EE & WoW” with consists of partners out of the countries Austria, Bulgaria, Denmark, Greece, Italy, Spain, Sweden, The Netherlands, Turkey.

It is a tool for the use of politicians as well as for practitioners in the area of education, for a quick self-assessment of the own area of responsibility concerning “Entrepreneurship education” (EE) and “Career Education” (CE) with the focus on needs and demands of the world of work.

To which extent the items are fulfilled can be evaluated at following levels:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

The tool is divided in 12 categories as an offer for a holistic view at all relevant issues of EE/CE.

It is recommended to use this tool in a flexible way, concerning the circumstances and personal needs. The tool fits for an overview about all 12 categories with 122 Dos and 40 Don’ts as well as for several categories of particularly interest, for use at national, regional or local level as well as at school or other educational institutions.

# DOS & DON'TS

## for “Entrepreneurial Spirit” & “Career Management Skills and Transition” within Entrepreneurship Education

### CATEGORY 1: OBJECTIVES

The national aim and objective of “Entrepreneurship Education” (EE) and “Career Education” (CE) is derived from the European Union Education and Training 2020 strategy 4th priority and from the 7th key competence: “Sense of initiative and entrepreneurship” of the European Reference Framework. EE/CE focuses on developing skills and competences that are necessary to prepare students for a fast changing, challenging and globalized world including the world of work. Entrepreneurship Education is a holistic approach that covers activities both inside and outside of school and encompasses activities in a narrow and broad sense, from personal, social competences and career management skills (CMS) to the ability to found a company, to mastering the skills and attitudes of an entrepreneur.

In the following text “EE” means always “EE/CE/CMS” in a holistic view.



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. EE is integrated in the regular school curricula.
2. EE activities are part of the curricula at all types of schools.
3. EE is seen a lifelong learning process.
4. EE activities take place in an interdisciplinary way.
5. EE activities are running in co-operation with external partners (companies, banks, NGO etc.).
6. EE is based on experiential learning: emphasis, focus on “learning by doing”, “hands on work” activities.
7. EE activities are transversal issues: it’s a general approach to all kinds of activities occurring in the school system: learning, teaching, managing, tackling challenges, solving problems.
8. EE encompasses all age levels beginning at the earliest stages of education up to tertiary level and to further education and training.

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1	2	3	4	5

1. Don’t see EE as an isolated issue
2. Don’t teach EE only theoretically



## CATEGORY 2: TARGET GROUPS

Main target groups of all EE activities are young people, students in and outside of school and formal education. Indirect target groups are e.g. teachers, parents, career counsellors, head masters, youth workers, trainers and job advisors etc. as well as stakeholders and policy makers.



### Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. The learning path is tailored to the specific target group, environment – e.g. rural versus city - and individual needs.
2. EE - also in the sense of CMS - activities directly addresses young people and students at all levels of education starting from elementary, primary to secondary, tertiary and further education and training.
3. Teachers, school managers, head masters are aware of the importance of EE and support the activities.
4. EE activities are targeted to all stakeholders: Starting with students up to politicians to raise awareness for entrepreneurship education.
5. EE activities indirectly addresses: Parents, enterprises, companies, chambers of commerce, politicians - so more or less all stakeholders of the school system.



1. Don't teach EE/ CE from a "one size fits all" perspective.
2. Don't focus only on a single group of stakeholders.



## CATEGORY 3: COMPETENCES

EE promotes the development of knowledge, skills and attitudes, which supports individuals' decisions and enables them to act in accordance with their personal talents and career aspirations. Abilities and Competences to be developed and improved are related to Key Competence 7, detailed as follows:

To create new ideas	To communicate
To turn ideas into actions	To de-brief
To devise a plan	To evaluate
To identify and seize opportunities	To record
To organise activities	To negotiate
To take responsibility for an activity	To present
To dedicate oneself to an activity	To sell
To make an effort for achieving goals in an activity	Problem solving
To work in a group	Social networking
To work self-reliantly	Risk management
To lead	Digital competence
To delegate	Learning how to learn
To analyse	



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. EE in school is seen as an educational attitude, which can and should look different at different work places.
2. Entrepreneurship is seen as a competence for breaking patterns and finding new ways.
3. EE aims to improve Entrepreneurial spirit by developing and stimulating general skills in subjects, such as taking initiative, responsibility and transform ideas into action.
4. EE aims to improve Entrepreneurial spirit by developing people's curiosity, creativity and confidence in their own ability.
5. EE aims to improve Entrepreneurial spirit by developing interpersonal skills, collaboration, work and learn with others.
6. EE includes collaboration with the world outside of school, connection and interaction with the world of work - it's about making real world tasks for students.



1. Don't act in EE only with books and paper and pencil methods
2. Don't arrange EE activities only within school.
3. Don't stop or sanction if anybody does a mistake.
4. Don't think and/or say that something would be impossible.



## CATEGORY 4: CONTENTS AND METHODS

Contents of EE are cross-disciplinary in principle, include experiential learning and tutoring. Teachers are working as facilitators of the learning process, the central position hold young people and students. EE encompasses all programmes, activities that promote the development of key competence 7. So it is a very open approach to the contents to be taught, to be trained within EE activities.

Training and teaching of EE should have a focus on “learning by doing”, “hands on work” activities, any activity that initiates and stimulates participants’ self-efficacy and initiative. Programmes should be tailored and constantly adapted taking into consideration the specific social, economic, technical and even geographic environment.

The school should use assessment for learning. Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide, where learners stand, where they need to go and how they can accomplish certain objectives. It means that students receive continual feedback and are activated as they have to constantly follow up their own learning process. The teaching needs to build on students’ own networking possibilities with surrounding organizations.



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. EE activities encompasses all programmes and projects that develop any of the specific competences contained by key competence 7.
2. EE activities are adapted concerning the needs and demands of the addressed target groups.
3. Specific indicators to evaluate learning outcomes/results in EE at a broader level are identified and used.
4. EE activities are designed to stimulate and to strengthen self-efficacy and participants` initiative.
5. EE activities are tailored and constantly adapted to a specific social, economic, technical and geographic environment.
6. EE activities involve an assessment system for measuring the participants` learning performances within the EE activities.
7. EE activities work in a way, that students participating in it see themselves as owners of the learning processes initiated by the EE activities.
8. Teaching and training of the EE activities incorporate the participating students` own networks with surrounding organisations.
9. Teaching of EE revolves around students` creativity and networking abilities and builds on social networking platforms that are important for young people nowadays.

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1. Don't solely focus on 'how to set up a business'.
2. Don't exclude the use of alternative, yet unknown, approaches or methods to enhance entrepreneurial competences.
3. Don't see EE activities only as a process of teaching knowledge.



## CATEGORY 5: ORGANISATIONAL APPROACH

Organisational approach consists of 3 sub-categories:

1. Learning environment
2. Planning of schedules with the school system
3. Management & organization of the school itself

### Learning Environment:

Organize the learning environment in your school in a flexible and adaptable way:

- Flexible: in- or outdoor, in the gym hall or in the classroom etc.
- Adaptable: using the learning room best suited for what the EE activity is designed
- Real & virtual: blogs, chat rooms, Facebook-groups are as much learning environments like the traditional classroom, which is still fine as a learning room.

### Schedule:

- Flexible & adaptable: Adapting the schedule for new opportunities, needs and challenges. A schedule must not last the whole school-year or a semester, but persons in charge could react to new situations.

### School Management:

- To succeed with entrepreneurship in education a vision is needed for what necessary key competences for the future are believed. This vision needs to be anchored within the organization and supported with a strategic plan that explains why it is important, and what needs to be carried out. This plan needs continuous revising and is a vital part of the development process.
- A key factor in the work with entrepreneurship in education is the role of the leader and the way to lead the organization by example. A leader that takes responsibility for the vision, by exploring and reformulating some of the key issues of how learning occurs and how it best meets the challenges and opportunities such as the digitalizing of society.
- EE and CE are a co-operative task.
- The main agent involved is the school in a broader sense - school managers, teachers and career counsellors etc.
- Representatives from the world of work, institutions are also engaged, in order to enrich with their expertise the learning process.



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. The school teaching system is structured and organised in a way that promotes and supports the development of intra- and entrepreneurial spirit.
2. The school co-operates with representatives from the world of work, e.g. employers/employees organisations.
3. All teachers are involved in a co-operative working way.
4. Activities are curriculum based.
5. EE takes place in a flexible and adaptable learning environment according to the needs of the activity.
6. EE is provided by teachers/staff/counsellors appropriately trained in order to use experiential didactic methodologies.
7. External experts are involved: a large number of external experts guarantee more stimuli.
8. External experts, lecturers etc. are fully aware of the global aim to be reached through the activities - acquisition of skills and knowledge related to key competence 7.

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1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

9. Study visits to companies, labour offices, trade organization, banks, post offices, public offices etc. are part of EE activities in a complementary way.

1 2 3 4 5

10. Full organisational support from all staff members to reach the objectives of EE exists.

1 2 3 4 5

- 1. Don't keep students only inside schools because external visits strongly reinforce learning achievement.
- 2. Don't see EE as a one-teacher-business.



## CATEGORY 6: PROCESSES TO RUN EE ACTIVITIES

An EE activity is the practical application of a holistic developed program/project for fostering Entrepreneurship Education, Career Education and Career Management Skills competences among the specified target groups. Expert groups who develop EE activities should involve representatives of:

- State authorities (Ministry of Education, Ministry of Labour, etc.)
- Schools (school management and active teachers)
- World of work (employers, trade unions)
- Providers of EE and CE programs and initiatives - NGOs, social partners, etc.

A qualitative aspect of developed activities is if they are recognized, supported and promoted by the educational authorities - state, regional, and local - as effective instruments for developing Entrepreneurship Education, Career Education and Career Management Skills among the target groups.

The direct activity agents and implementers are school teachers and career counsellors, supported by the representatives from the world of work and fully supported by the school management within the implementation of the activity.

The process to run EE activities is divided into 6 sub-categories:

Developing, starting, improving, changing a running activity, quality assurance and development, effects, outcomes and evidence.

### 6.1. Develop the activity



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. Expert groups as mentioned above are formed.

1 2 3 4 5

2. Expert groups define a training plan for the agents – purpose, objectives, timeline, expected results, quality assurance and quality development system to monitor EE activities.

1 2 3 4 5

3. The target group of the activity is identified.

1 2 3 4 5

4. International resources, interesting practices and models are taken in consideration and used, if applicable.

1 2 3 4 5

5. The methodology of the activity is based on proven results.

1 2 3 4 5

6. The methodology of the activity is based on “learning by doing” approach.

1 2 3 4 5

7. The activity is directed to career, professional and personal development of the target group.

1 2 3 4 5

8. Activity materials are designed and prepared.

1 2 3 4 5

9. Activity is promoted in the school system.

1 2 3 4 5



1. Don't copy directly existing practices/models for EE and CE, without assessing if they really address the situation at issue.
2. Don't develop an activity without a clear vision of purpose and objectives.
3. Don't use vague and unclear strategy formulations.



## 6.2. Start the activity



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. Pilot schools are carefully selected to increase the chances of activity success and following multiplication opportunities.
2. Activity purpose, objectives and expected results are clearly explained to school management and agents e.g. teachers/counsellors.
3. Teachers and career counsellors are trained to deliver the activity -Training of Trainers.
4. The activity is implemented at the earliest possible stage in terms of age group/educational level.
5. Activity agents receive methodological support in the pilot phase following the training.
6. All required educational materials for the activity are timely distributed to schools.
7. Regional structures of the Ministry of Education/local authorities, etc. serve as an information channel and a network of support to the activity.

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1. Don't start activity before ensuring school management and activity agents full understanding, motivation and support.
2. Don't start before assessing the actual capacity for its implementation in terms of human resources, time, funding.
3. Don't make "mass market" activity campaign instead of starting with a few schools and multiply a successful model afterwards, and instead of starting everywhere and lose focus/control.



## 6.3. Improve an already ongoing activity



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. Activity's agents training is organised as continuous and systematic process.
2. Regular trainings for upgrading the activity are provided, based on the activity monitoring results.
3. More stakeholders are involved in the activity e.g. parents who are also part of the world of work.
4. Local, regional and national events are used to encourage disseminating, multiplying and scaling up the activity.

1 2 3 4 5

1 2 3 4 5

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5. New pilot schools and regions to test the activity are identified.
6. Feedback from students as the key beneficiaries of the activity is given.
7. 360 degree feedback is a feature within the activity.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

1. Don't use a school for piloting which is not active willing for it.
2. Don't neglect the monitoring process.
3. Don't allow changes that shift the activity focus.



#### 6.4. Change a running activity



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. Ensure full understanding why an activity requires changes.
2. Co-ordinating for scaling up.

1	2	3	4	5
1	2	3	4	5

1. Don't make unfounded, causeless or too often changes for a running activity.



#### 6.5. Quality assurance and quality development



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. The process is monitored regularly.
2. Classroom visits are organized.
3. Students assess the competencies they gained and developed.
4. The responsible expert group assesses the activity results and competencies developed.
5. Expert groups continue work in co-operation.

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1. Don't lose focus and control on the activity because of eagerness to apply too many interesting practices.
2. Don't scale up the activity too fast or in too huge dimension.



## 6.6. Effects and outcomes and evidence of them



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. Career choices based on Entrepreneurship Education and Career Education competencies are improved.
2. Financial literacy and financial behaviour are improved - e.g. students are more responsible to earning, spending and saving money.
3. Drop outs and early school leavers are reduced.
4. The numbers of internships are increased.
5. The level of youth unemployment on local, regional and European level is decreased.
6. More volunteers and stakeholders are involved.
7. Entrepreneurial activities and personal initiative grow high.
8. More students for EE activities are attracted.
9. After being involved in EE activity once, students are enthusiastic to partake in other EE activities.



1. Don't miss to evaluate effects, outcomes of activities based on evidence.



## CATEGORY 7: PERSONS WHO ARE CONCERNED WITH THE ACTIVITY WITHIN SCHOOL

EE should involve active participation from all staff members in the schools, including headmasters, teachers and counsellors, active participation of parents also from external partners such as career counsellors, company representatives and trade organisations etc.



### Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. EE is organised as a shared responsibility and involves active participation from partners at local, regional and national level.
2. Active participation of the whole school community -headmasters, teachers, students, parents -takes place.
3. Active participation of external counsellors and stakeholders – e.g. local institutions, labour offices, company representatives, union representatives, associations, and companies in the local environment in the work with EE takes place.
4. The school management runs the organization with an Entrepreneurial spirit.



1. Don't leave the responsibility for organization and implementation of EE activities only to one enthusiastic person or organization.
2. Don't involve only some of the students in the work with EE.
3. Don't allow that teachers and / or students choose if they want to work with EE.



## CATEGORY 8: PARTNERSHIPS, NETWORKS AND PERSONS YOU DO NEED ADDITIONALLY TO CARRY OUT YOUR ACTIVITY

EE should involve active participation from all stakeholders in the field of education and labour market. EE should work in co-operation between schools, companies, government, labour office, Junior Achievement. EE should take place in an ongoing learning pathway from elementary education, primary schools, secondary schools, VET-schools, Higher Vocational Education, University and further education and training. EE/CE is a joint responsibility of school management, teachers, and counsellors within the schools.



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. The school co-operates with representatives from companies.
2. The school co-operates with representatives from government.
3. The school co-operates with representatives from labour office.
4. The school co-operates with representatives from Junior Achievement.
5. The school is part of a network with primary schools.
6. The school is part of a network with secondary schools.
7. The school is part of a network with VET schools.
8. The school is part of a network with schools for Higher Vocational Education.
9. The school is part of a network with Universities.
10. The school is part of a joint network with primary schools/secondary schools/VET-schools/Schools for Higher Vocational Education.
11. EE is top priority of the School management in the school.
12. School management facilitates teachers and other staff in the school to execute EE.
13. There are regular meetings with stakeholders to develop, to evaluate EE - activities.
14. All kinds of institutions are related to the EE from local, regional and national level: municipality, chambers of commerce, business associations, local, regional and national government.
15. Parents are involved in an EE activity.

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1. Don't let staff members in school work on EE without commitment with school management.
2. Don't work on EE without involving the world of work.



## CATEGORY 9: PERSONS WHO ARE CONCERNED WITH THE ACTIVITY FROM EXTERNAL PROVIDERS/PARTNERS

In the implementation of all EE programs in schools, it is strongly recommended to collaborate with organizations from outside of the schools, but directly linked with the world of work like providers, NGOs, private companies, public organizations related to the business world, etc. This collaboration can range from company visits, talks from entrepreneurs to students, sponsoring activities, training experiences, etc.



### Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. The school collaborates actively within EE with organisations like providers, NGO's, private companies, associations of Entrepreneurs, other public or private organizations
2. External counsellors and experts participate actively - company and NGO's managers, company and union representatives etc.
3. Experts vary for sector, type of tasks, age, sex - gender, and location of their activity and for study, cultural and professional background to guarantee more stimuli.
4. Experts are available to host students in their company/office for visits and/or practice.
5. Experts are involved in the EE activity project plan and development.
6. Experts actively co-operate and communicate with teachers and school managers.
7. Experts address to students with adequate language and behaviour.



1. Don't leave the responsibility for EE activity development and implementation only to experts.
2. Don't focus only on company experts.
3. Don't miss interaction between teachers, experts and other stakeholders.



## CATEGORY 10: DIMENSIONS

EE is a lifelong process and should not be restricted to school education but is expanded in life continuum, and EE has a multi-dimensional scope - local, regional, national, European...



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. EE is organised and carried out in a holistic approach.
2. EE takes into consideration the European perspective and the national, regional and local needs.
3. EE fits to the specific country socio- economic profile.

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1. Don't forget to combine the focus on individual development with local, regional, national and European approaches of EE.
2. Don't apply a fragmented approach of EE.



## CATEGORY 11: DURATION

Because of the constant changing ‘world of work’, “Citizens’ lives are increasingly characterized by multiple transitions” (EU –resolution, 2008). Thus, the acquisition of skills and competences related to Entrepreneurship and Career Management must be considered as a lifelong task for all. By this reason Entrepreneurship Education (EE) and Careers Education (CE) must be an integrated part of school curricula – from compulsory school to universities and further education and training.

The duration of specific EE-activities e.g. depends on following parameters of an EE activity: aims, contents, levels of contents, time budget of the target groups – schools, teachers and students – and their timetables and curricula.

The following questions must be considered: how many aims and which specific aims should be achieved with an EE/CE activity? Which and how many EE contents should be taught and trained? At which level EE activities are trained and taught? Is sufficient knowledge available?

The more aims should be achieved, the more contents should be taught and trained and the more thorough the level of teaching and training is, the more time it will take to implement the EE activity in schools. Depending on the contents and aims the level of the EE activity may take from one school day to one school year, considering the framework set for EE activities by the school timetables and curricula.



### Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. EE is considered to be a continuing and lifelong process.
2. EE is an integrated part of curricula in compulsory and secondary schools.
3. EE is an integrated part of curricula in Youth Education Programmes.
4. EE is an integrated part of curricula at tertiary and further education programs.
5. Citizen’s at all ages are being offered a chance to acquire skills and competences related to entrepreneurship and career.
6. Each EE / CE activity has a certain aim.
7. Each EE / CE activity includes a certain content that has to be taught and respectively provide training to pupils.
8. Each EE / CE activity provides to the participants a certain level of expertise.
9. Each EE / CE activity is tailored to the learning profile and needs of the target group.

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1	2	3	4	5

1. Don’t consider the acquisition of skills and competences related to Entrepreneurship Education, Careers Education and Career Management Skills as a “once in a life-time” event.





## CATEGORY 12: RESOURCES, FINANCING

Each EE activity must be supported by sufficient human and financial resources. It is the responsibility of stakeholders at all levels – from school to the state – to provide the necessary amount to run a qualitative EE programme.

Resources could be available by regular school budgets, by additional amount from responsible educational authorities at local, regional, national level, from partners outside of school, through active work and manpower as well as by sponsoring, or by use of national or European educational and entrepreneurial programmes.

For a long-term sustainable stability of EE a shared financial and resource contribution from all involved stakeholder could be helpful, minimizing the risk of breaks in EE activities if one of the sources does not work well.



Fulfilled to which extent:

- 1 not at all
- 2 already considered, but not yet developed
- 3 in development
- 4 to some extent fulfilled
- 5 fulfilled

1. EE activities are supported with resources – manpower, financial – from the regular school program and budget.
2. Resources are available by partnership between business organization and the school for implementation of EE activities.
3. Additional resources from local, regional and national educational authorities for EE activities are available.
4. National and European programs are used to co-finance EE activities.
5. Agreements and contracts or financial contributions, sponsoring etc. with private companies, organisations for EE activities exist.
6. A commitment in principle with relevant stakeholders concerning continuing long-term support for EE activities exists.
7. A good mix of resources from various sources guarantees a continuous and stable financial background for EE activities.



1. Don't focus only on one type of financial resources for EE activities.
2. Don't forget to find good commitments and shared responsibilities within partnerships for personal and financial contributions within EE activities.
3. Don't rely exclusively upon support from public sources, such as funding by the national or regional government.





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**Partners:**

Styrian Association for Education and Economics, Austria (Co-ordinator)

Junior Achievement Bulgaria, Bulgaria

Lisbeth Højdal, Denmark

ΕΛΛΗΝΟΓΕΡΜΑΝΙΚΗ ΑΓΩΓΗ - Ellinogermaniki Agogi, Greece

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*“Supporting young people in Europe to handle their life in the World of Work by Entrepreneurship Education is our vision.”*

## **Youth of Europe is the Future of Europe.**

To support young people at successful pathways from the world of education to the world of work has educational, economic, social, human dimensions. The strategic objective 4 in “Education and Training 2020” in the European Union includes “Entrepreneurship”. This is also one of the key competences in the European Reference Framework.

The network “Entrepreneurship Education and the World of Work” (EE&WOW) combines entrepreneurial spirit, career management skills and transition to WOW under educational, employment and social perspectives. Outcomes of the network are clear focussed recommendations - “Dos & Don’ts” - for entrepreneurship education as a reference tool for self-assessment.

These recommendations are addressed to practitioners in school and educational or other institutions as well as to stakeholders, policy makers, local, regional, national authorities and at European level.

The use of this tool contributes to improvement of pedagogical performance to support young people to develop their entrepreneurial competences for successful pathways from school to the world of work.



Lifelong  
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