

DOS & DON'TS

for “Policies, Strategies & Networks”
for Entrepreneurship Education
and the World of Work



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 “Policies, strategies & networks” and was developed in a task group of the Comenius Network “EE & WoW” with 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 68 Dos and 35 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 “Policies, Strategies & Networks” for Entrepreneurship Education and the World of Work

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. There exists a national political understanding and interpretation of the Europe 2020 vision, and EE specifically.
2. The national policies, strategies and governance regarding EE are adapted to fit the needs and demands of today’s society and educational system as well the needs and demands of the world of work.
3. EE encompasses all age levels beginning at the earliest stages of education in childhood up to tertiary education and adult education and stimulates a progression in skills and competences through teaching methods and activities within and outside of school and formal learning.
4. EE strategies and policies cover all aspects and dimensions e.g. development of talents and potentials of individuals, career management skills, intrapreneurial competences, knowledge, skills and attitudes for entrepreneurship and founding enterprises.
5. The Government gives guidelines for the implementation and effectuation of EE in national and/or regional education acts and curricula.
6. National and regional education acts give guidelines and tools that enable school managements continuously evaluate and develop EE/CE in school.
7. An evaluation procedure for pursuit and achievement of aims and objectives concerning EE exists at national and/or regional level.



1. Don’t see EE as a facultative activity, only applicable to those who are interested.
2. Don’t make EE activities to single initiatives without being anchored in policy documents.
3. Don’t see EE as an educational activity solely targeted to business and economy.



CATEGORY 2: TARGET GROUPS

EE strategies, policies and governance are anchored and supported in schools, networks and founding companies that surround children's and young adults life. Target groups of EE activities are e.g. teachers, parents, career counsellors, head masters, youth workers, trainers and job advisors – mainly all EE activities are targeted to children, young people, students in and outside of school and formal education.



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. Strategies, policies and governance concerning EE are directed to all target groups who are relevant for effective EE procedures and processes.
2. As direct target groups all age-groups, students and persons in all phases and areas of life, on the labour market and in the world of work are identified.
3. All indirect target groups who are relevant for EE activities, e.g. teachers, trainers, job advisors, career counsellors, youth workers etc. are identified.
4. EE is developed in co-ordination and co-ordination with local networks for each school and region so that EE is developed in harmony with general, regional and local needs and demands of society and world of work.



1. Don't focus only on a single group of stakeholders or target group.
2. Don't address EE activities only to educational activities in the area of economic or vocational education
3. Don't target EE activities only to specific areas of schools or education



CATEGORY 3: COMPETENCES

Entrepreneurial education aims to develop and to promote general competences and career management skills such as taking initiative, responsibility, self-knowledge, problem solving and turn ideas into action. EE is a matter of developing curiosity, self-confidence, creativity and courage to take risks. EE also promotes entrepreneurial learning skills such as making decisions, communicating and co-operating. EE is to support students to develop these skills and attitudes that promote entrepreneurship, enterprise and innovation thinking. This will increase students' opportunities to start and run businesses, but also to manage their own life and occupational career. Entrepreneurial skills are also valuable in the workplace, society and further training and learning.



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. Entrepreneurial competences (i.e. courage, innovation, problem-solving, creativity, ability to learn how to learn, risk-taking etc.) are supported and promoted through adequate teaching methods beginning from early years.
2. The entrepreneurial spirit and attitudes that are encouraged in the curricula from early years are strengthened in upper secondary schools and give practical skills as a complement to the entrepreneurial spirit.
3. Strategies, policies and governance regarding EE cover the wide range of competences which are elements of EE, e.g. self-knowledge, career management skill and intrapreneurial competences.
4. Strategies, policies and governance regarding support EE are element of general education in all areas and fields at elementary, primary and secondary level, in the meaning of personal empowerment, career management skills and general knowledge of economics and business.
5. Strategies, policies and governance regarding support EE in all areas and fields of VET, orientated at the targets and contents of the sectors of VET, commercial, technical, service etc. concerning the special characteristics and occupational conditions.
6. Entrepreneurial competences encourage the individuals' own interests and driving forces and give incentives, initiatives, and continuous support for development of all relevant competences for entrepreneurial spirit.

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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

Entrepreneurship in the mentioned holistic view should be incorporated in all relevant curricula, in career education and in the course plans of school respecting the aspects:

- Focus on progression and transition, continuity.
- To create more bridges from one stage to another.
- Work shadowing.
- Addressing all talents, potentials and interests of individuals
- Learn from each other.



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. After the period of project writing, bureaucracy part of project is easy to figure out.
2. The contents of project mostly include the topics or sub-topics of EE, and directly mention about the implementation strategies of EE.
3. The activities, which are carried by responsible actors and stakeholders, concerning EE, follow same way with the policy strategies of government.
4. "To set up business" period will be handled with the detailed feasibility reports and supporting arguments which are fully supervised by some authorized officers.
5. EE activities are supported with other sources by local, regional authorities who could not be included by project partners.
6. During applying learning and simulation activities, EE project owners connected governmental offices clearly to support with their project forms to perfectly manage and follow the steps.
7. Contents and Methods concerning EE are an element of education and training of teachers and other relevant actors and stakeholders for EE.

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1. Don't underestimate the importance of strategy implementation for the career education and the course plans of a school.
2. Don't hinder effective EE activities and projects and the implementation of strategies and policies for EE bureaucratic or other barriers.
3. Don't forget to improve relevant competences and attitudes regarding EE for all relevant stakeholders and actors by further education and training and continuous reflection



CATEGORY 5: ORGANISATIONAL APPROACH

Effective activities in EE need organizational and structural conditions and frameworks, which support innovative and flexible acting of all stakeholders and actors. This include flexible learning schedules (Preschools, high schools, universities), co-operation school and external providers / partners; Trainees, work shadowing and organizations that provide services to schools that want to train their students how to develop their own personality and competences and, as an option, set up their own businesses. Organizational issues which should support EE activities could be only effective if they fit to the habit, the content and the attitudes which should be supported and improved.



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 policies of EE are mostly suitable for the organizational attitudes and habits of EE.
2. The projects which aim the spreading and development of EE are commonly performed by the organizations which are the best option for that.
3. Organization approach for EE programs and projects can completely cover all segments of education such as preschool, primary school, high school, universities and further education.
4. Flexible learning schedules are organized with the cooperation of created curricula.
5. Organizations that provides services to schools give chance to students to be trainee at their organization to support the understanding how to set up their own businesses.



1. Don't create bureaucratic organizational circumstances which make EE impossible in principle.
2. Don't stop to check, to develop and to change organizational frameworks concerning the aspect of supporting EE in a holistic and dynamic view.



CATEGORY 6: PROCESSES TO RUN EE ACTIVITIES

Someone needs to be responsible for the activity and that there is a consensus in the group who does what. There need to be clear goals that can be measured, and factors, below, should be carefully followed. Essential aspects are: ongoing evaluation, based on evidence, clear strategies for implementation and continuous analyse of the target-related effectiveness of all steps.



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. Demands of policy owners about EE activities and project are clear and understandable.
2. Bureaucracy and administration concerning EE activities and projects are feasible and in a good relation.
3. Process and procedures concerning contents and methodology for an activity or projects are well developed.
4. A new EE activity or project is developed as an innovative process.
5. Existing activities and/or projects are improved.
6. Expected results of activities and projects for EE are defined to maximize all factors of outcomes from EE.
7. A project plan and a timetable for the EE activity is made.
8. Quality of activities and projects are audited, quality standards are developed.

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1. Don't miss one or more steps during process and activities.
2. Don't forget to make clear and measurable goals for all activities and projects in EE.



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

EE in an educational institution like a school is as effective and successful as the staff and concerned persons are “living” a philosophy and an attitude of initiative and creativity: “entrepreneurial spirit”. One of the most important issues to create a common atmosphere of entrepreneurial relevant behaviour, leadership, learning, teaching, working methods and methodologies is to involve all concerned persons in a common process of entrepreneurial thinking and acting.



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. All students are involved in the work with EE activities.
2. All teachers are involved in the work with EE activities.
3. All teachers are trained and attend refreshing courses on EE on a regularly basis.
4. The management of the school provides an environment that stimulates EE.

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1. Don't make the provision of EE activities depending on individual enthusiasts.
2. Don't let the involvement of teachers in EE being coincidentally.
3. Don't let the involvement of students in EE being coincidentally.



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

Entrepreneurial spirit is noticeable at places and in situations in that entrepreneurs act, work and live. This is not always the case in schools. By this reason co-operation with persons, partners and institutions is necessary in which entrepreneurship is present, in organizations, companies, enterprises, with contact with entrepreneurs personally or similar activities.



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 associations and companies in the local environment regarding EE.
2. EE is a part of a continuing learning pathway. Therefore, the school cooperates with schools of different levels.
3. Parents are involved in EE activities.
4. Meetings on strategic and tactical level take place between school boards, government and representatives of the world of work, regarding EE.

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1. Don't focus on a single partner or person in EE.
2. Don't execute the activities of EE without co-operation with schools of different levels.
3. Don't work on EE without relationship to real life.



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

External partners specialized in implementing and executing activities of EE (for example consultancy and training) could support schools and other formal educational institutions effectively to run activities, projects for EE and develop and implement policies and strategies for EE/CE at school.



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. Active participation of external counsellors and experts for EE is a part of activities, programs and projects for EE.
2. Experts are available e.g. to host students in their company/office for visits and/or in-company practice.
3. External experts are involved in the EE activity project planning and development.
4. School makes use of external professionals to train the teachers as well as the students, in personal, social and working skills
5. External experts actively co-operate and communicate with school managers, teachers and other relevant staff.

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1. Don't leave the responsibility for activity development and implementation only to external experts.
2. Don't let experts solely train the students, teachers are trained to do this.
3. Don't miss a close connection between in-school and out-of school activities, programs and programs for synergy and common effectiveness.



EE is a lifelong process and should not be restricted to school education but is expanded in life continuum. The earlier in life a process of EE/CE (in the meaning of CMS) starts, the more effective could EE/CE be, and the more further processes of EE/CE will succeed. EE has a multi dimensional scope concerning regional radius (local, regional, national, European...), concerning phases of life (early family phase, early childhood education, school, post-secondary, tertiary and adult education) and concerning areas of life (family, in and outside of school, peer groups, general education and VET, youth clubs and associations, sports, leisure time 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. All phases of life are addressed by a strategic, policy or governance concept for EE.
2. All areas of life (family, in and outside of school, peer groups, general education and VET, sports, leisure time etc.) are covered by an integrated strategy, policy or governance concept for EE.
3. The strategic, policy or governance concept for EE is developed and effective at national, regional and local level.
4. Development and implementation of strategies, policies and governance for EE is made by all stakeholders and policy makers who are relevant and/or responsible for EE in a common understanding in principle and a committed process concerning the background and responsibilities of involved persons and institutions.
5. For the strategy, policy and governance process of EE exist networks, platforms at various levels and for various areas, integrated in a common strategy for lifelong learning, employment and labour market and social inclusion, with shared responsibilities for special focuses and areas.
6. The strategy, policy and governance processes at all levels and in all areas are orientated on the aims and objectives and priorities of relevant European strategies, initiatives and recommendations, regarding the concerns, conditions, and challenges at national, regional and local level.
7. Strategy, policy and governance processes concerning the above mentioned dimensions are periodically evaluated, checked and updated concerning new developments, challenges, needs and demands of the "voice of users" in all relevant areas and fields.

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1. Don't have the focus for EE only at specific phases of life.
2. Don't have the focus for EE only in several institutional or segmented areas.
3. Don't see strategic, policy and governance approaches for EE as a responsibility for one or a few stakeholders and/or policy makers without a mechanism for Communication, co-operation and co-ordination between relevant and/or responsible persons and institutions.



CATEGORY 11: DURATION

In principle is EE an issue, as part of Lifelong learning, which should be a continuous element in all phases, areas and fields of education, work and life.

Activities, measures, projects, programmes for EE should consider this principle, but could be structured, organized and implemented in quite different ways, concerning the conditions of the specific aspects and approaches. Strategies, policies and governance regarding EE should consider these aspects in a holistic approach, supporting both, a continuous, sustainable process of EE during all phases of life in all areas, and with individualized focuses depending on needs and demands of individuals, organizations, regions 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 duration of measures for EE/CE correlates to the aims and objectives of strategies, policies and governance in general and concerning the various dimensions, areas and phases for EE/CE in special.
2. For different aims and objectives, target groups exist different approaches, measures and activities with different dimensions and durations, integrated in a common process of strategy, policies and governance.
3. Networks, platforms and co-ordination mechanisms ensure the fitting between aims and objectives of strategy, policies and governance, the needs and demands of the users and target groups and the kind and duration of activities, measures, programmes etc for EE/CE.
4. It exists a wide range of activities, programs and projects for EE fitting to various potentials, resources, competences and possibilities in different situations and circumstances.

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1. Don't offer a single type of EE with a fixed duration for all areas, phases or dimensions of EE.
2. Don't involve all students in programs and projects concerning EE without respect of individual potential and condition.
3. Don't force all teachers and other staff members to the same activities, programs and projects without respect of their competences, interests and potentials to teach and to train EE.



CATEGORY 12: RESOURCES, FINANCING

Strategies, policies and governance could not be effective and not be serious without concepts for ensuring sufficient resources and ways for financing all activities, measures, programmes etc. for EE.

This is a main task of public responsibility for education, employment, social inclusion..., but also a challenge to integrate all relevant and responsible stakeholders, organisations and institutions, like social partner, PES, companies, NGO's etc – in this 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 amount of resources in general is in good correlation with the aims and objectives described in Category 1.
2. The amount of resources is in good correlation to the dimensions and scopes – regional, phases, areas of life – described in Category 10.
3. The way of financing is in good correlation to the duration of activities, measures and programmes for EE described in Category 11.
4. A good mixture of public and private resources and financing exists, involving all relevant and responsible stakeholder, policy maker, institutions at all levels and out of all areas.
5. A sustainable, long-term perspective of financing for the main activities, measures and programmes for EE/CE exists.
6. Formal contracts with supporting and sponsoring partners, funders etc. exist.
7. Agreements with supporters exist that are corresponding with the duration and the dimension of activities, programs and projects for EE.



1. Don't make strategies, policies etc for EE/CE without sufficient resources and financing
2. Don't rely exclusively upon support from public sources, such as funding by the national or regional government.
3. Don't miss a clear evidence between financial input and expected and achieved output of EE activities related to the aims and objectives of them



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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.



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