

“ENTREPRENEURSHIP EDUCATION AND THE WORLD OF WORK”

Results, Recognitions and Recommendations



RATIONALE

About the Comenius Network “Entrepreneurship Education and the World of Work”

BACKGROUND AND GENERAL APPROACH

“Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training” is the 4th strategic objective of the strategic framework ET 2020.

This strategic background is approach and motivation for the COMENIUS-Network “Entrepreneurship education and the World of Work – EE&WOW, together with the missions of flagship initiatives like “new skills for new jobs” and “youth in action” and the European Framework for Key competences, esp. Nr.7.

To enable young people to find a successful way from initial education into further pathways for education, qualification and job, is one of the most challenging task in Europe, with individual and social, economical and human dimensions. Entrepreneurship education, including development of Career management skills, is one key element to empower young people, and a demand for schools, other educational organizations, institutions like social partner and Public employment services as well as for stakeholder and policy maker at all regional and institutional levels.

AIMS AND OBJECTIVES

The main aim of the network is to improve practices, processes and policies in Europe, to make sure, that young people acquire the basic life skills, entrepreneurial spirit and individual competences that are necessary for personal development in future employment and life. This approach addresses the educational dimension as well as the dimensions of employment and labour, and social cohesion as well as participation in society and democracy.

In European countries and regions quite different means and approaches for entrepreneurship education are present. To compare these approaches and to find a common view to the main topics within EE is one of the prior objectives of EE&WOW. Based on the results of this comparison common research and development in three topics were core tasks of the network

- Entrepreneurial spirit & Career Management Skills and Transition to world of work
- Policies, Strategies and Networks
- „Cross-Check“ concerning Skills and abilities by students, teachers and entrepreneurs

EXPECTATIONS FOR FURTHER PERSPECTIVES

The outcomes and products of the network EE&WOW are quite practicable tools and instruments. The “Dos and Don’ts” for “Entrepreneurial spirit” & “Career Management Skills and Transition” and for “Policies, Strategies & Networks” in Entrepreneurship education support practitioners in school and educational or other institutions as well as stakeholder, policy maker, authorities at all regional levels in assessing, developing and improving all relevant aspects of Entrepreneurship education in different areas of application. Recognitions and recommendations based on the “Cross Check” complete the tool set, for a broad, intensive and continuous implementation at local, regional, national and European level.

RESULTS AND RECOGNITIONS

THE WORKING APPROACH OF THE NETWORK

The aim of the Network is to support the awareness rising of Entrepreneurship Education and the Link to the World of Work to support young people in Europe for handling their life in the World of Work by Entrepreneurship Education.

The work within the network was allocated to 3 task groups:

1. Entrepreneurial Spirit
2. Career Management Skills and transition to WOW
3. Policies, Strategies & Networks for EE & WOW

One Start-up Meeting, 3 Task group meetings and 3 Annual Conferences which were related to the topics of the task groups and a final conference were held during the network activities.

Each annual conference aimed to get in discussion for the topics of the task groups, to get inspired by a 1 day study visit organised by the hosts to get in dialogue with different target groups, to gather interesting practises, and to work in a 1 day network meeting on the phrasing of the Dos and Don'ts or prepare e.g. the cross-check and finalise the outcomes of the network EE & WOW.

Overview:

- Start-up Meeting October 2010
- Meeting of Task group 1: Entrepreneurial Spirit, Vicenza, Italy, May 2011
- 1st Annual Conference „Entrepreneurial Spirit in the School System“, Seville, Spain, October 2011
- Meeting of Task group 2: “Career Management Skills and Transition to WOW“, Sofia, Bulgaria, December 2011
- 2nd Annual Conference “Career Management Skills and the transition to the World of Work“, Athens, Greece April 2012
- Meeting of Task group 3: “Policies, Strategies & Networks for EE & WOW” combined with a network meeting, Copenhagen, Denmark, October 2012
- 3rd Annual Thematic Conference “Networks, Policies and Governance for Entrepreneurship Education“, Istanbul, Turkey, February 2013
- Final Conference, Gothenburg, Sweden, May 2013

INTERESTING PRACTISES

During the period of the network activities about 70 interesting practices were collected. The practices show a scale from 1-10 of 20 abilities and skills which are contained in the practice and for which the practice can be used for.

Additionally the practice a general information for contact, the history of the activity, is allocated to a main target group, but also additional target groups are mentioned, as well as the age group of students the practice is used for. Additional information about entrepreneurship education for teachers gives teachers the possibility to get information if the specific activity of entrepreneurship education is part of their national and/or regional academic curriculum or if there are options for teachers in their region/nation to be educated in entrepreneurship education as a part of their lifelong learning process.

Knowledge of business management and entrepreneurship is also mentioned as well as general knowledge of the working principles of the economy. Organizational information supplements the interesting practices and makes it easy for persons who are interested to get a quick overview if the practice is interesting for them.

Interesting practices can be created by each person without registration on the website very quick. Find out more on www.ee-wow.net.

RECOGNITIONS OF THE “CROSS CHECK” CARRIED OUT WITHIN THE NETWORK

One of the most important recognitions within the first phase of network discussions was, that, in opposite to the opinion of most of the partners, there did not exist a common view about contents, concepts and competences concerning entrepreneurship education and, additional, there was not only a different view by the countries, also by various professions, practitioners or researchers, schools or communities, universities or economics.

Therefore, after a comparison of the background of educational, economical and labour market systems the common decision was to find a common concept of competences, contained by the over-all idea “entrepreneurship education” of the 7th key competence for Lifelong Learning of the European Union.

The result is the following concept of 25 sub-domains of entrepreneurial competences, from “learning how to learn”, to “take responsibility” and “create new ideas”:

To create new ideas the ability to create new ideas
To turn ideas into actions the ability to realize the ideas
To devise a plan the ability to plan by dividing up the major tasks into small tasks with set times to complete them
To identify and seize opportunities the ability to look out for situations that may offer new business opportunities and recognize them and try to exploit them
To organise activities the ability to arrange human and non human resources in order to achieve the work-related goals
To take responsibility for an activity the ability to bear the consequences of one’s activities
To dedicate oneself to an activity the ability to put one’s main focus of attention and energy to work-related activities
To make an effort for achieving goals in an activity the ability to work hard and persistently to achieve goals
To work in a group the ability to work cooperatively with others / in teams
To work self-reliantly the ability to work without permanent supervision
To lead the ability to instruct and motivate people
To delegate the ability to charge somebody with tasks and give the necessary information/resource in order to fulfil the tasks
To analyse the ability to examine in detail in order to discover meaning, essential features, etc.
To communicate the ability express ideas /opinions in a clear way
To de-brief the ability to provide a summary update of a condition or situation to the affected or concerned people
To evaluate the ability to measure the extent to which set targets are being met as well as detecting the factors that hinder or support their realization

To record
the ability to document processes and activities in a systematic and intelligible way
To negotiate
the ability to identify your own and your counterparts positions, making concessions if necessary and looking to reach agreements
To present
the ability to publicly present ideas, concepts, topics etc.
To sell
The ability to sell goods and services
Problem solving
The ability to handle a process of working through details of a problem to reach a solution
Social networking
the ability to create social relations with key people for present and future activities.
Risk management
the ability to systematically deal with uncertain situation
Digital competence
the ability to properly use an ample range of digital media (software and social networks)
Learning how to learn
the ability to manage one's learning processes successfully to acquire, process and memorise new skills, competencies or content

Based on this background a so-called “cross-check” was undertaken, addressed to the relevant 3 target groups: 1.students, 2.teachers and 3.enterprises. These target groups was asked for the estimation of importance of these competences and skills out of the own point of view of the target group for young people to succeed in their professional careers.

Additional there was a special question for teachers: What are you able to teach yourself? In which competence domain do you need support from outside of school?

This “cross-check” supported the network activities within the own regions and countries and this possibility was also distributed to other providers of Entrepreneurship Education Activities and networks.

EXAMPLES OUT OF THE CROSS-CHECK RESULTS

CHALLENGE AND OPTION

The results of this “Student-Teacher-Enterprise cross-check” offer both: challenge and option.

Challenge: to look behind the systems, structures, contents, processes and objectives concerning entrepreneurship education in the own country, in the regions, in the own area of responsibility,

And the Option, to find out the most effective approach to deal with entrepreneurship education, to support students, teachers and enterprises to reach their individual and institutional best performance.

More of 2000 data sets out of the Cross-Check give an insight into various perceptions of Entrepreneurship Education in general and of the importance of skills and abilities, which are elements of Entrepreneurial Competences, in detail Results of the Cross -Check differ between the addressed target groups, students, teachers, enterprises, and between the partner countries. Details are described in the website: <http://www.ee-wow.net>

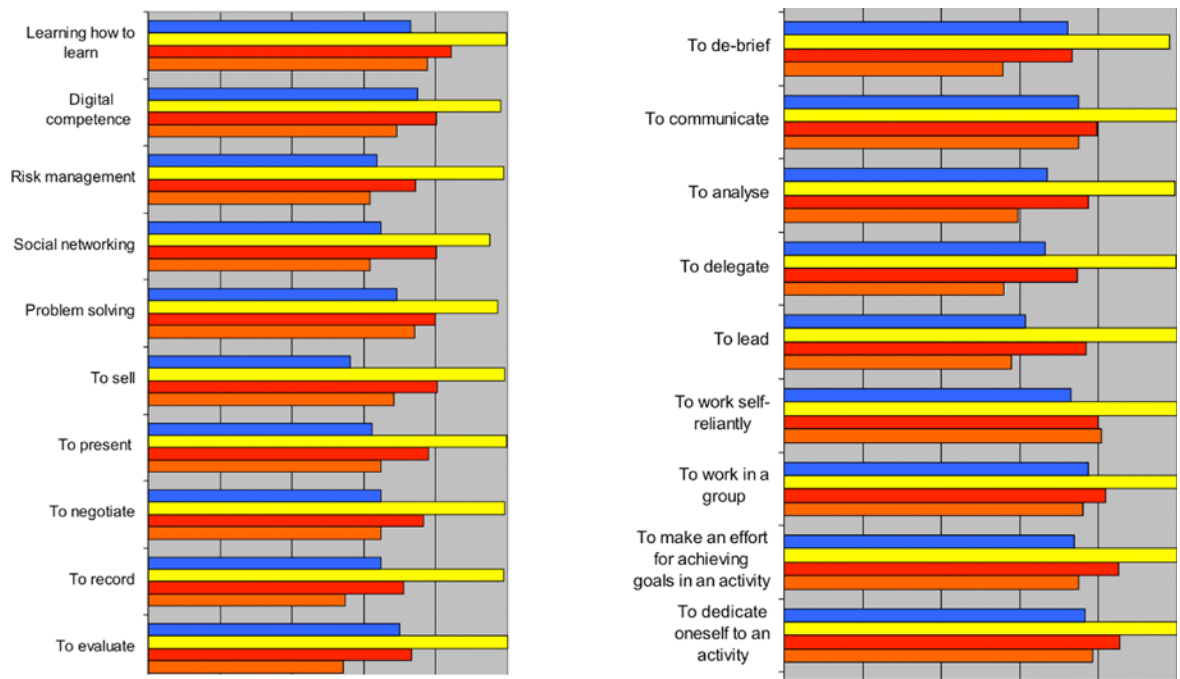
Some examples for results of the European survey in general:

- High score for all target groups: “learning how to learn”, “work self-reliantly”, “problem solving”
- Differences between students / enterprises: “risk management”, “social networking”, “to present”
- Differences between teachers / students: “identify opportunities”, “to evaluate”, “to sell”

But, also important, there are differences concerning the relations students, teachers, enterprises between the countries:

Comparison profiles e.g. from Austria, Spain, and Italy for Question 1: How important are those twenty five competencies and skills for young people to succeed in their professional careers?

Answered by entrepreneurs

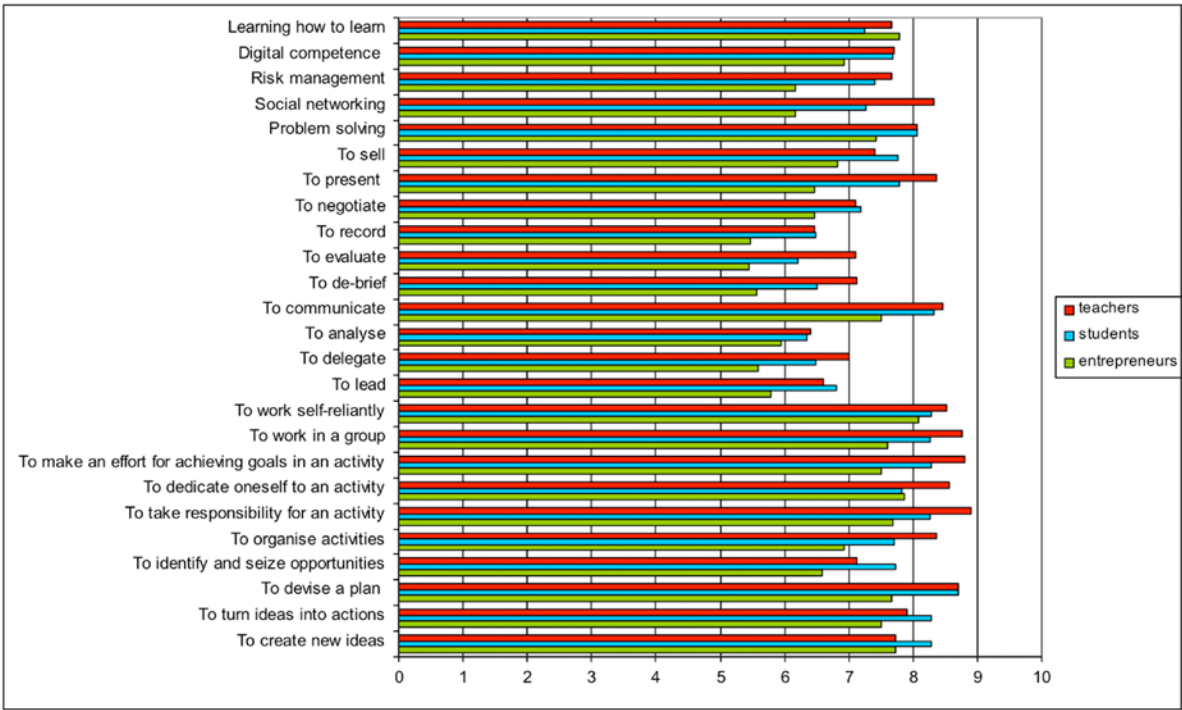


Some examples for country-specific results:

- In countries with a culture of apprenticeship system – like Austria – is a lower demand of enterprises to the school system for entrepreneurial skills and abilities –
- In these countries these skills are trained by the enterprises in own responsibility, they do not expect it in the same way like in other countries
- In countries with less workbased learning principles in initial education, like Italy, Spain, Sweden..., teachers must fulfil more of education concerning the required skills and abilities within initial school education
- High Score for teachers: What can you teach by yourself? In the category “Learning how to learn”: Spain
- Best Score in the Category: “To work in a group” : Austria
- Best score for teachers in all categories: “What can you teach by yourself”: Sweden
- Highest score for teachers: “What can you teach by yourself: Learning how to learn”: Spain

There are also evidences for lacks and deficits, in all categories, in all countries, these aspects could be a base for strategic and operational developments: to compare, to analyse, to interpret the results of the Cross-Check in the own country, in various areas, and to create processes and programmes to improve, to innovate and to implement innovative activities for Entrepreneurship education at all relevant levels and in all necessary areas.

Example of country specific results of Austria:



CONSEQUENCES FOR USING THE DOS AND DON'TS

In different country and cultural contexts

THE DOS& DON'TS

Based on the background of three-year co-operation 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'ts cover three thematic areas: “Entrepreneurial spirit”, “Career management skills and transition” and “Policies, strategies & networks” and are published in two documents, worked out by 3 task groups of the Comenius Network “EE & WoW” which consist 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, at all levels of regional or institutional involvements, 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.

Details for technical use of the tools are described in the documents Dos & Don'ts.

The possible use of the tools differs according the national, educational, employment and labour cultures. Details to these topics are described in the Background report EE&WOW www.ee-wow.net

Essential aspects are, e.g.:

- What is the understanding of Entrepreneurship Education in the national, educational, economical context?
- What is the mean of Entrepreneurship Education – from personal development to funding enterprises
- How are the national, educational, economics and labour politics and administration aware of these topics?
- Who is educated and qualified to teach, to develop, to educate entrepreneurial competences?
- In which way support national/regional/local politics the implementation of entrepreneurship education?
- Are institutions, stakeholders prepared and qualified to provide effective entrepreneurship education?
- Does a common awareness exist for the importance of Entrepreneurship Education at all relevant levels?

The use of the Dos and Don'ts may also differ according to the background of persons, institutions, organizations who use them

- Is the user a more political, strategic responsible person / organization or more on practitioners level?
- Is the user responsible for education in general, for special areas of education like pre-primary, primary, lower/upper secondary, general/vocational education?
- Is the user responsible focussed on the topic entrepreneurship entrepreneurship in special?

Depending on these backgrounds the user should choose the most relevant categories and questions.

RECOMMENDATIONS

GENERAL RECOMMENDATIONS FOR EE IN EUROPE

- Entrepreneurship Education – EE – is a high strategic and operative priority on the European Agenda .ET 2020, priority 4 “Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training”, Key competence Nr.7 “Sense of initiative and entrepreneurship”, “New Skills for New Jobs” – and other strategic approaches – should be promoted and communicated at all relevant levels – local, regional, national, European – and in all responsible political, administrative and institutional areas.
- European documents and tools – like the “Oslo Agenda”, the “Budapest Agenda”, “Entrepreneurship Education – A Guide for Educators” etc. are high valuable instruments to promote and to improve EE in Europe, and in European countries. These documents, tools and instruments should be known and used by all responsible stakeholders in all relevant fields of education concerned with entrepreneurship education.
- An essential recognition within the EE&WOW Network is that the estimations, what EE is, differ between European countries as well as between various stakeholders and actors, like politicians and administrators, researchers and university lecturers, social partners, practitioners in EE and so on – it is a need and demand for common policies, practices and processes in EE to find a common view in principle – with legitim differences and variabilities in various areas of application of EE – about core philosophy, aims and objectives, methods and ways to develop, to implement, to offer and to run activities and services for EE.
- Entrepreneurship Education should be a core element in all relevant areas of formal and non-formal education – pre-school, primary, lower and upper secondary, Higher education, adult education, general and vocational... within subjects, curriculum-based, cross-curricular... but also outside of the education system, in youth organizations, leisure associations, sports, social activities etc...
- Entrepreneurship Education can be effective only in systems and organizational frameworks which allow entrepreneurial thinking and acting, and support entrepreneurial spirit, with the contribution of persons, who live entrepreneurial spirit by themselves – this is a responsibility for politics and policy, for strategies and administration, at all regional scopes as well as in institutions, schools, study courses, associations, Public employment services and other areas in which education, guidance, personal development could take place.
- Entrepreneurship Education is more than to prepare young people to start a business or to become self-employed. EE is basically development of personality, combined with relevant knowledge and competences, to bring innovative ideas into action, in all areas of individual and social life and work – this must be a common approach in all concerned strategies, policies and processes for EE.
- Recognitions and results of the Network EE&WOW contribute to these recommendations – esp. the active use of the Dos and Don'ts will give a strong impact for improvement, innovation and implementation of further activities and services in Entrepreneurship Education, at the very local and institutional level as well as the level of Regions, Nations and Europe.

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Eurocultura, Italy

Municipality of 's-Hertogenbosch, The Netherlands

The Fundación Red Andalucía Emprende, Spain

Escuela de Alta Dirección y Administración, Spain

Göteborg Region Association of Local Authorities, Sweden

Istanbul Commerce University, Turkey

<http://www.ee-wow.net>

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Graphic design and Layout: SL Multimedia GmBH, Studio Lannach, Austria

Printed May 2013



Lifelong
Learning
Programme

With the support of the Lifelong Learning
Program of the European Union
510354-LLP-1-2010-1-AT-COMENIUS-CNW

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

“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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Learning
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With the support of the Lifelong Learning
Program of the European Union
510354-LLP-1-2010-1-AT-COMENIUS-CNW