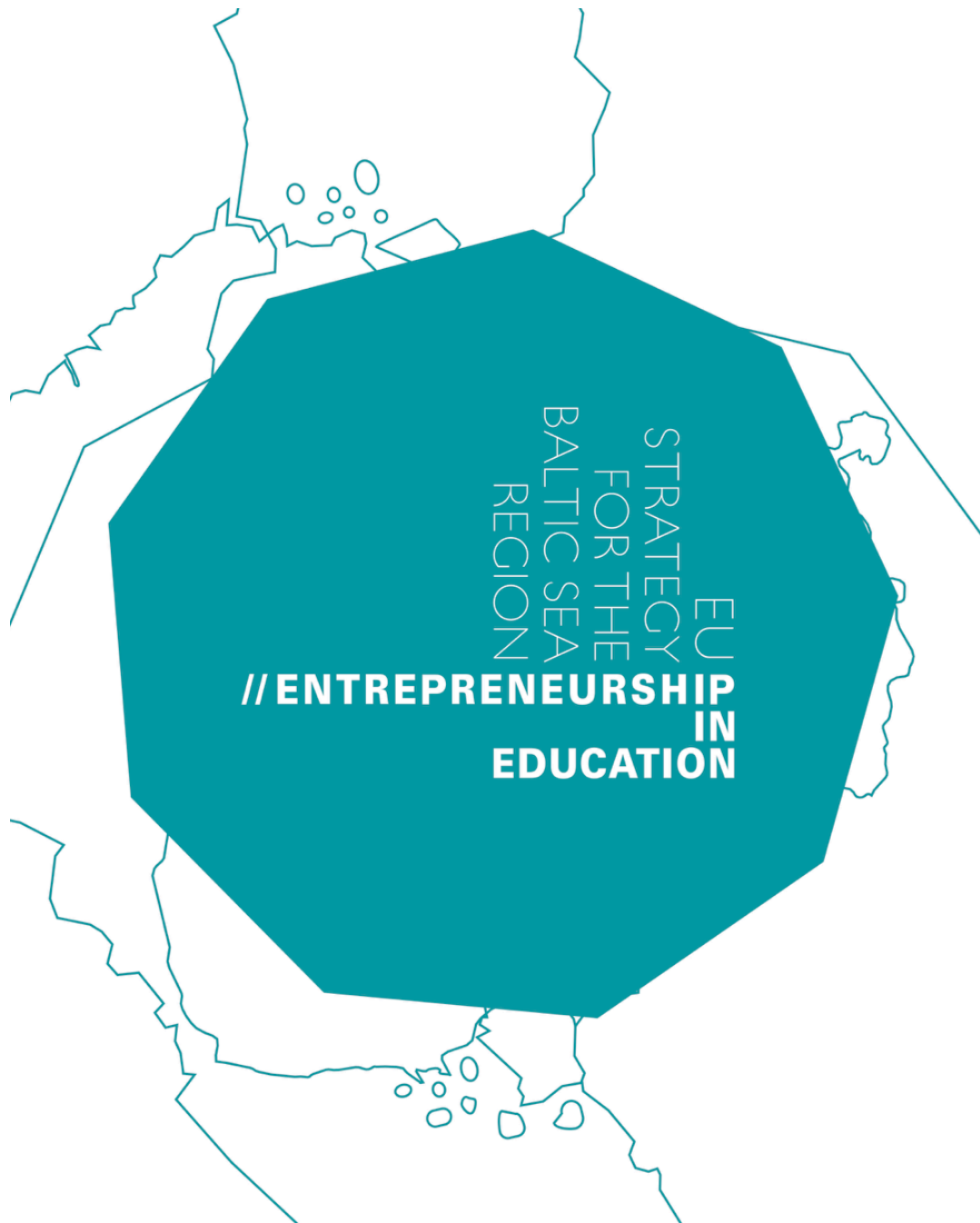


Entrepreneurship in Education in the Baltic Sea Region

February 2015



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FOUNDATION FOR ENTREPRENEURSHIP
YOUNG ENTERPRISE DENMARK

Entrepreneurship in Education in the Baltic Sea Region

A report under EUSBSR Priority Area 8: Implementing the Small Business Act

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Published:

February 2015
ISBN: 978-87-90386-10-8

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Introduction

Entrepreneurship education is recognised across Europe as one of the important means of raising the level of creativity and innovation among Europe's future work force. Entrepreneurial individuals are considered to have a key role to play in the fight against the impact of the economic crisis, both socially and economically.

This document presents the outcome of a project launched by the Danish Ministry of Education and the Danish Foundation for Entrepreneurship as an element of the European Union Strategy for the Baltic Sea Region (EUSBSR), with the focus of the project being entrepreneurship education. The project was launched under Priority Area 8: Implementing the Small Business Act: to promote entrepreneurship, strengthen SMEs and increase the efficient use of human resources. Through exploring the state of play of entrepreneurship education in the Baltic Sea Region, the objective has been to identify areas for potential collaboration within the field. Focus has been placed on the development of students' entrepreneurial competence at primary and secondary school levels.

The document is intended for policy makers at national level, as well as organisations and practitioners dedicated to and interested in entrepreneurship education at primary, secondary and VET levels, with a particular view to enhance collaboration opportunities in the Baltic Sea Region.

The project has brought together policy makers, experts and practitioners from the Baltic Sea Region (BSR) for collaboration and inspiration. This document will point to potential areas for future collaboration in the field of entrepreneurship in education.

A number of flagship projects in the BSR countries are listed in Appendix 1. In addition, a number of policy and strategy documents are listed in Appendix 2 for inspiration with regard to future work on integrating entrepreneurship within education. Finally, a list of contacts within the network that has been activated and established during the project is included in Appendix 3. This list is intended to facilitate further networking and make it easier for potential partners to collaborate or exchange experiences.

The Project

Background

In 2009, the European Union Strategy for the Baltic Sea Region¹ was launched as the first macro-regional strategy in Europe. The strategy aims to reinforce cooperation within the region in order to solve several challenges by working together, and to promote more balanced development in the area.

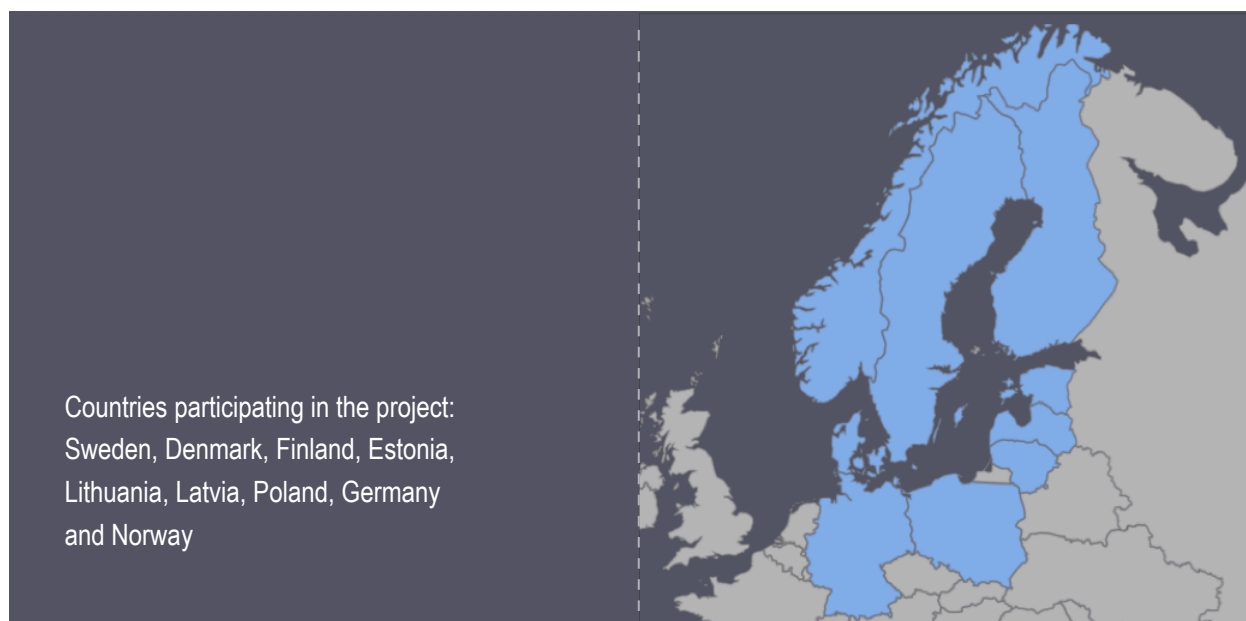
The EU member states involved in the EUSBSR are Sweden, Denmark, Finland, Estonia, Lithuania, Latvia, Poland and Germany.

Increased focus on innovation and entrepreneurship forms part of the strategy, and priority areas include the development of innovative education and youth, as well as the promotion of entrepreneurship and the strengthening of the development of SMEs. The strategy aims to contribute to the strategic framework for European cooperation in education and training, 'Education and Training 2020' (ET2020), and to contribute to the implementation of the Europe 2020 Strategy by prioritising these areas. It is within this particular context that the Danish Foundation for

1. www.balticsea-region-strategy.eu

Entrepreneurship in collaboration with the Danish Ministry of Education has launched the project exploring the potential for collaboration within the area of entrepreneurship in education in the Baltic Sea Region.

Norway has also participated in this specific project, giving a total of nine participating countries.



Since the launch of the EUSBR, research and reports have added to the available knowledge about the effects and impact of entrepreneurship education, as well as the development and testing of innovative teaching methods and programmes.

At European level, the Commission set up the Thematic Working Group on Entrepreneurship Education in 2011 in the context of the ET2020. The objectives of the group were to identify policy success factors for entrepreneurship and point to what needs to happen next, both at EU level and in countries at different stages of development. The group was made up of representatives from Member States, EFTA countries, partner countries and stakeholders, who presented their conclusions in a policy guidance document, 'Final Report of the Thematic Working Group on Entrepreneurship Education', in November 2014.²

Information from and research carried out by the Thematic Working Group have provided valuable contributions to this EUSBSR project, and have fed into the discussions at the meetings and conference held during the project.

Objectives

The purpose and ambitions of the project have been to:

- Take the first steps to establish a basis for collaboration within the area of entrepreneurship in education in the Baltic Sea Region
- Explore potential areas for a closer collaboration by sharing knowledge and good practices
- Promote strategic work within this field.

2. <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=2676>

Milestones

In order to live up to the purpose of the project, major milestones were defined:

- *An initial network meeting* at which the groundwork for further collaboration was to be carried out and specific themes for further exploration and future collaboration identified.
- *An overview* of the state of play of entrepreneurship education in the Baltic Sea Region
- *A summit* at which policy makers and practitioners could share experience regarding national strategies for entrepreneurship education and training in formal education, and meet potential partners for future collaboration

Collaboration in the Baltic Sea Region – an initial network meeting

The ambition of establishing a basis for collaboration was achieved through a network meeting held in Copenhagen in June 2014. At this meeting, the landscape of entrepreneurship in education in the Baltic Sea Region was discussed, along with the possibilities for a future network and collaboration in the region concerning entrepreneurship in education.

The purpose of this specific meeting was to establish and explore the network while examining some of the good examples of the region's national strategies for entrepreneurship education, thereby identifying topics for future cross-border collaboration. Policy makers and experts from Denmark, Norway, Sweden, Estonia, Latvia, and Lithuania were present at the network meeting.

Stepping stones

In order to establish a common basis for exploring the field of entrepreneurship in education and identify areas for collaboration, the group first came to a common understanding of entrepreneurship and entrepreneurship in education. The significance of entrepreneurship as a red thread throughout the education system was discussed on the basis of a presentation of a progression model, and finally key policy areas identified by the EU Thematic Working Group were used as a framework for a world café discussion.

Definition of entrepreneurship in education

There was a common understanding of entrepreneurship in education as being associated with business, democracy training and an ethical position. The definition presented by the Danish participants is broad and demonstrates this holistic view:

“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created may be financial, cultural, or social.”³

This is a good match to the 2006 EU definition of the key competence 'sense of initiative and entrepreneurship':

“The sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.”⁴

3. Adopted from the Danish Foundation for Entrepreneurship and inspired by numerous different definitions

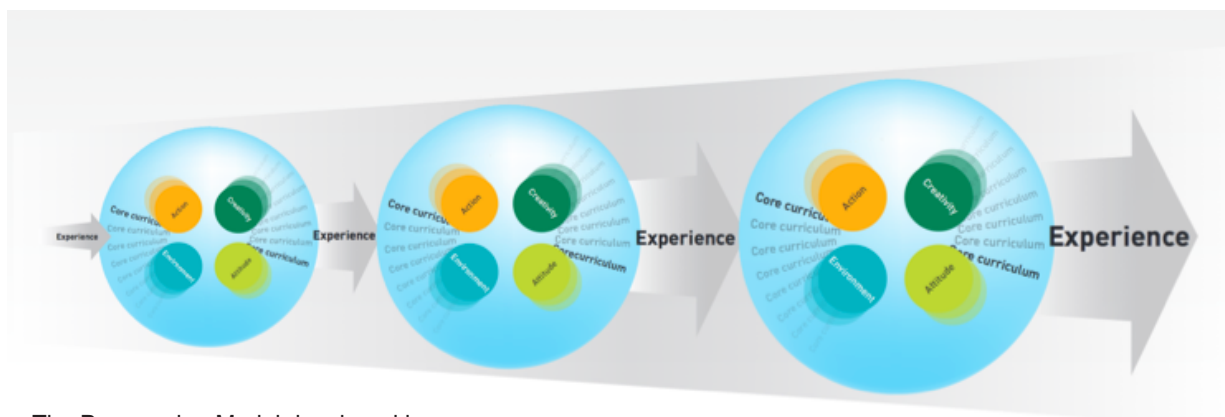
4. http://ec.europa.eu/education/policy/school/competences_en.htm

Entrepreneurship education can be approached and practised in numerous ways, ranging from having a business and management perspective with a focus on new venture creation (education *for* entrepreneurship) to focusing on fostering innovative, creative and enterprising individuals (education *through* entrepreneurship). The latter approach focuses on using entrepreneurship as a teaching method.⁵

It is generally acknowledged that entrepreneurship should be taught to students at primary level, although there seems to be disagreement on the learning goals for this age group. At higher levels, where students are closer to the labour market, it seems more obvious that focus should be placed on new venture creation. At the lower levels, a pedagogy-oriented perspective could be adopted, as it can be difficult to convey the relevance of the topic of starting businesses to students at such a young age. Instead of teaching entrepreneurship as a stand-alone school topic, entrepreneurship can be embedded in all school topics and focus on personal development rather than on entrepreneurship as a profession.

A progression model for entrepreneurship in education

Entrepreneurship as a red thread throughout the education system is the objective of, for example, the Swedish strategy for entrepreneurship in education. The Progression Model, which is illustrated below, was developed by the Danish Foundation for Entrepreneurship to provide a theoretical framework for the continuous development of entrepreneurial learning outcomes for and competence to be acquired by students throughout their education. In this concept, entrepreneurship education is viewed as a joint and continual effort within a diverse school and education system. The model emphasises four entrepreneurial dimensions – Action, Creativity, Environment and Attitudes – in relation to the core curriculum, and the need for continuous entrepreneurial experiences.⁶



The Progression Model developed by the Danish Foundation for Entrepreneurship

The model provides a way of seeing, and can be used as an image of the individual student's entrepreneurial development and general education. The model is able to mirror how the individual student has acquired knowledge and competence within these dimensions in close relation to the core subject knowledge of his or her specific educational level, programme and field.

The model may also be used as a starting point for the evaluation and development of subject and content. Schools and educational institutions can use the model for self-observation, in order to explore the ways in which the four dimensions are or become part of the educations they provide.

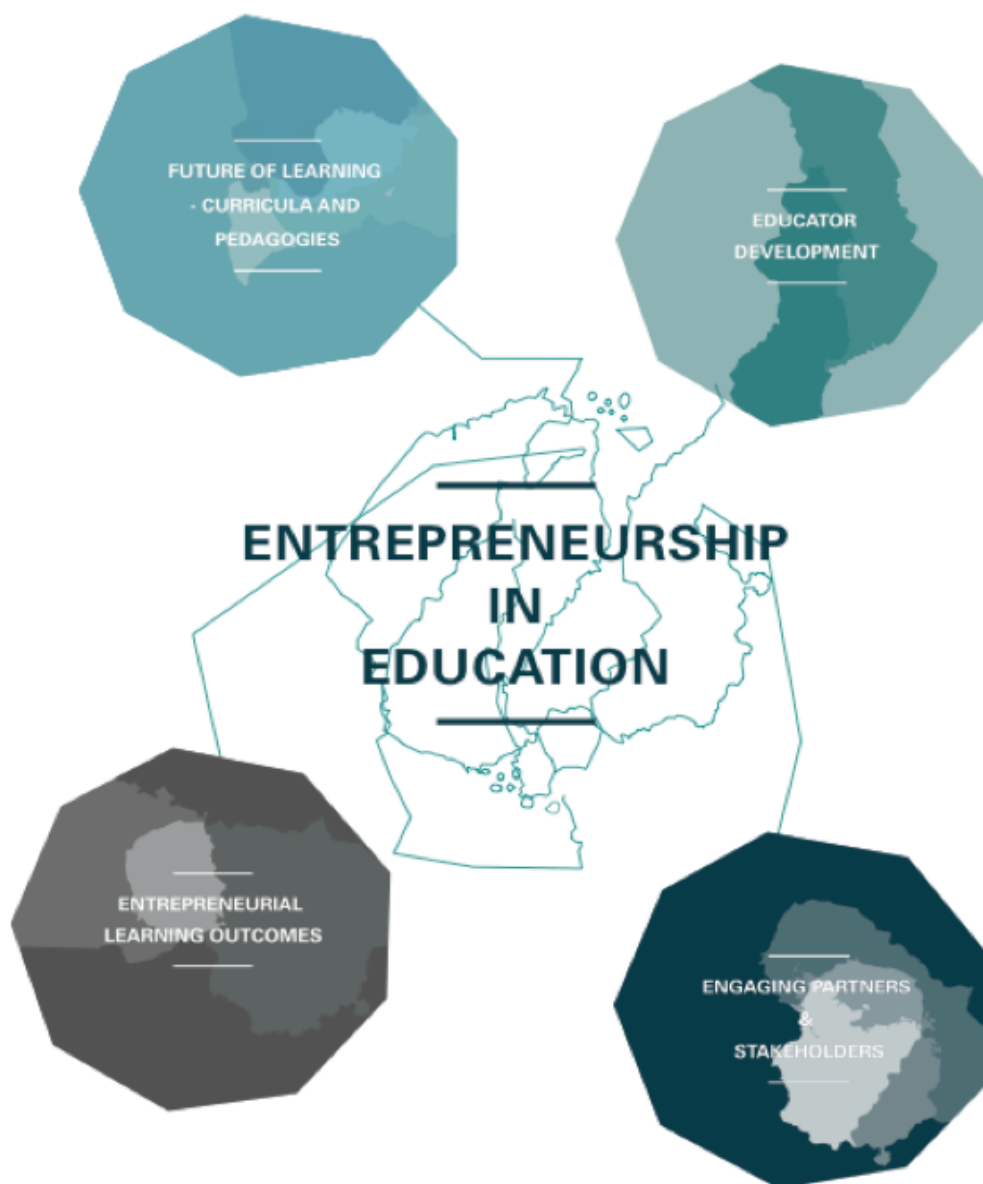
5. For further information on different approaches, see for example Moberg, 2014. "Assessing the Impact of Entrepreneurship Education – From ABC to PhD"
6. <http://eng.ffe-ye.dk/knowledge-centre/entrepreneurship-education/progression-model>

Finally, the model may be used as a unifying frame of reference in the development of new forms of assessment and examination, to ensure that assessments support one another throughout the educational process.

Key policy areas

As a framework for the discussions and investigations during this initial meeting, the participants worked with some of the key areas of specific importance when working with entrepreneurship in education at a strategic level, as identified by the EU Thematic Working Group:⁷

- Educator development
- Entrepreneurial learning outcomes
- Future of learning curricula and pedagogies
- Engaging partners and stakeholders
- Cross-cutting policy support



Four key policy areas that formed the basis for world café discussions at the initial network meeting

7. <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail&groupDetail&groupID=2676>

From the discussions, it appeared that teachers' abilities to instil entrepreneurial skills and competence in students are considered key to students' development and the implementation of entrepreneurship in education. The role of teachers must change in order to accommodate entrepreneurship education, since teachers must give up their expertise and let the students become the experts, allowing them to be transformed into facilitators. This will be a challenge for teachers if they are not adequately trained.

Teacher development is a lifelong process, and a system that reaches beyond initial teacher training therefore needs to be in place. Networks for entrepreneurship teachers could be an important part of the training system, as well as module-based training as part of the ordinary teacher training, such as is practised in Latvia, for example.

Teacher trainers must be familiar with new and emerging practice in entrepreneurship education in order to provide guidance to both new and established teachers at all levels. For example, a new strand in entrepreneurship research argues that entrepreneurship is more like a method than a discipline, i.e. focus is on the teaching methods rather than the content. If entrepreneurship education is to permeate the entire educational system, there must be a clear red thread (progression) so that education at the various levels builds upon experiences at previous levels. Teachers and educators at all levels of the education system will therefore have to be trained so that they contribute to the coherence of entrepreneurship education throughout the education system.

Only a few studies have been done on the impact of entrepreneurship education in relation to learning outcomes. There are indications that entrepreneurship education influences the student dropout rate. A study of the effect of entrepreneurship education with a pedagogy-oriented approach (education *through* entrepreneurship) on students at lower secondary level in Denmark shows that students feel more engaged in school and more supported by their teachers. Follow-up studies will be able to show whether this leads to a lower dropout rate.⁸

A concern is that teachers do not think in this strategic manner because they are busy with their subject alone. Entrepreneurial skills should be a part of all teaching if they are to ensure a positive outcome for future generations.

Conclusions from the meeting determined the focal points for the summit that was held in November 2014.



8. <http://eng.ffe-ye.dk/media/45278/Executive-Summary-Impact-of-EE-in-Denmark-2012.pdf>

State of play of entrepreneurship education in the Baltic Sea Region

One of the key policy areas of specific importance when working strategically with entrepreneurship in education is cross-cutting policy support. The project therefore wanted to obtain an overview of the state of play of entrepreneurship education in the Baltic Sea Region in order to contribute to deliberations about future collaboration opportunities. The matrix below shows the results of a survey carried out among the BSR countries and information collected through desk research. It is a simple overview; more detailed information can be found in the various reports listed as sources.

	Germany	Denmark	Norway	Sweden	Finland	Estonia	Latvia	Lithuania	Poland
The country has a strategy for entrepreneurship in education	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
The country is educating teachers to handle entrepreneurship in education	No	Yes*	Yes	Yes**	Yes	Yes	No	Yes	Yes
Entrepreneurship is an integrated part of the curriculum	No/Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The country has an updated system for the assessment of students' entrepreneurial skills	No	No***	Yes	No	No****	No	No	No	No

* Entrepreneurship education has been included in the curriculum for teacher training since 2013. Courses are offered for practitioners upon a voluntary basis at university colleges.

** An education in 'entrepreneurial learning' is offered by the national agency but is not compulsory

*** Together with six European partners, the Danish Foundation for Entrepreneurship developed a tool for students' self-assessment of entrepreneurial competence. The tool is made available for all schools.

**** Very little examination. Students take almost no exams at national level until the end of secondary education.⁹ In VET the entrepreneurship component is assessed like all other areas of competence included in the vocational qualification.¹⁰

Does the country have a strategy for entrepreneurship in education?

An important question to ask is whether the country has implemented a national strategy for entrepreneurship education, since this provides strong evidence of the importance placed on the development of innovative and entrepreneurial citizens by the political system.

The BSR countries have a varied degree of policy support for entrepreneurship education. Six countries have a specific strategy for entrepreneurship education and in two countries, Latvia and Poland, educational policy explicitly mentions entrepreneurship education as an objective.¹¹

Germany does not have a specific strategy for entrepreneurship education, but educational policy implicitly mentions knowledge, skills and/or attitudes associated with entrepreneurship.¹²

Is the country educating teachers to handle entrepreneurship in education?

Teachers are key players in the implementation of entrepreneurship in education. They are the facilitators of entrepreneurial learning, and it is therefore crucial that they are sufficiently trained in entrepreneurship education.

9. "Finland study visit", Final report. Entrepreneurship education subgroup. COPIE2. Langreo. June 2011

10. Guidelines for entrepreneurship education. Publications of the Ministry of Education 2009:9. <http://www.minedu.fi/OPM/publications>

11. <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail&groupDetailID=2676>

12. Ibid.

Although it appears from the matrix that most of the countries educate teachers to handle entrepreneurship education in some way or other, it does not reveal the way in which this is done. The teaching may be a compulsory element in teacher training, or take the form of voluntary courses or guidelines.

Entrepreneurship education is included in initial teacher training in Estonia, Finland, Norway, Denmark and Sweden. In Poland, entrepreneurship education is included in all educator development (primary to higher education),¹³ whereas in Lithuania, practical guidelines are provided to help educators implement entrepreneurship education in their curriculum.¹⁴

In Poland, entrepreneurship teachers are supported by in-service teacher training institutions, which organise various kinds of training courses and publish numerous educational materials, which are accessible online.

Is entrepreneurship an integrated part of the curriculum?

As entrepreneurship education is based on entrepreneurial curricula, an important question to ask is whether entrepreneurship is included as part of the country's educational curriculum. This is actually the case in all of the countries in the BSR.

Entrepreneurship education can be integrated into general education in different ways: a cross-curricular approach can be taken, it may be integrated within existing subjects or it may be introduced as a separate curriculum subject. Where entrepreneurship education is integrated within existing subjects, these are often optional. However, in some cases, they are compulsory. Many different combinations of approaches appear.

In Poland, for example, entrepreneurship education is one of the priorities of educational policy, which is reflected in the content of the new core curriculum that has been in force since 1 September 2009. Entrepreneurship education is explicitly recognised as part of compulsory subjects at all levels.¹⁵ There are also separate school subjects in curricula dedicated to entrepreneurship: 'Basics of entrepreneurship' and 'Economy in practice'.

In Lithuania, entrepreneurship education is integrated within the social sciences but is also a part of the natural sciences and a compulsory subject in general lower secondary education.¹⁶ In other countries such as Denmark, entrepreneurship education is also embedded in compulsory subjects in primary and general lower secondary education, but a separate curriculum subject at upper secondary level.

At the lower level of secondary education in Germany, entrepreneurship education is not part of the curriculum, and at the level of upper secondary school it is taught in voluntary working groups. Only in some of the federal states is entrepreneurship education part of the curriculum. In VET education, elements of entrepreneurial thinking form part of the curriculum.

In Estonia, entrepreneurship education is offered as an optional and separate subject at lower secondary level.

13. *Ibid.*

14. <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=2676>; <http://galimybės.pedagogika.lt/uploads/file/2012.11.23/Verslumo-gebejimu-ugdymas9-10klasese-metodines-rekomendacijos.pdf>; <http://galimybės.pedagogika.lt/uploads/file/2012.11.23/Verslumo-gebejimu-ugdymas11-12klasese-metodines-rekomendacijos.pdf>

15. http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/135en.pdf

16. *Ibid.*, http://portalas.emokykla.lt/bup/Puslapiai/pagrindinis_ugdymas_ekonomika_ir_verslumas_tikslas.aspx; http://portalas.emokykla.lt/bup/Puslapiai/vidurinis_ugdymas_socialinis_ugdymas_ekonomika_ir_verslumas_bendrosios_nuostatos.aspx

Does the country have an updated system for the assessment of students' entrepreneurial skills?

As is the case across Europe, assessment of entrepreneurial learning is underdeveloped in the Baltic Sea Region.

In those countries in which entrepreneurship is integrated in general subjects, assessment of the entrepreneurial elements forms part of the general evaluation of student learning. In Estonia, where entrepreneurship education is offered through stand-alone subjects at upper secondary level, Junior Achievement (JA) implements student assessments in accordance with their own rules, but this only covers JA network schools.

A European project¹⁷ led by a Danish team has developed a tool, which can be used for student self-assessment by educators at all levels. The ASTEE tool measures entrepreneurial skills, mind-set and knowledge, as well as students' connectedness to their education and future career.¹⁸ The ASTEE tool can be used directly by teachers to assess the entrepreneurial competence and learning progress of pupils and students, as well as to evaluate different teaching methods. In generating such knowledge, the tools are also of great interest to institutional leaders and educational planners, who through use of such tools will become better equipped for the design and planning of the educations offered at their individual institutions. In addition, at a national and European level, policy makers can use the tools and the knowledge they generate as a basis for the implementation of new strategies in the area of education.



The Copenhagen Policy Innovation Summit

A milestone in the project was the Copenhagen Policy Innovation Summit for policy makers and practitioners, which was held in Copenhagen in November. The objective of the summit was to share experience regarding national strategies for entrepreneurship education and training in formal education, with a specific focus on teacher development.

How entrepreneurship can be a part of school curriculum and have a positive effect on the teaching and the subjects in the school system was explored. The purpose of the summit was also to further enhance the possibilities of creating a network in the region.

17. <http://asteeproject.eu>

18. http://archive.ja-ye.org/Download/jaye/ASTEE_REPORT.pdf

The summit gave networking opportunities to policy makers, experts and practitioners from seven different countries in the Baltic Sea Region: Germany, Denmark, Sweden, Norway, Latvia, Estonia, and Finland.

During the day there were presentations from experts and practitioners: Karen Wilson, Senior Fellow, Bruegel and Board Member, EFER¹⁹ painted an overall picture of the current state of play and situation on the entrepreneurial stage in Europe. Head of Business Studies at St. Mary's University College in Belfast, Frank Hennessey, introduced the audience to the work of the Thematic Working Group on Entrepreneurship Education and gave his thoughts on how to maintain and sustain momentum. During the second session of the summit, the focus became more practical and concrete with an introduction to the successful Finnish educator development project YVI, presented by Jaana Seikkula-Leino, Adjunct Professor at the University of Turku. The day was rounded off by Ass. Professor Lilian Rohde, who introduced the participants to concrete and practical virtual tools and methods from "The Entrepreneurial School"²⁰.



19. www.efer.eu

20. <http://theentrepreneurialschool.eu/>

Setting the framework for entrepreneurship in education

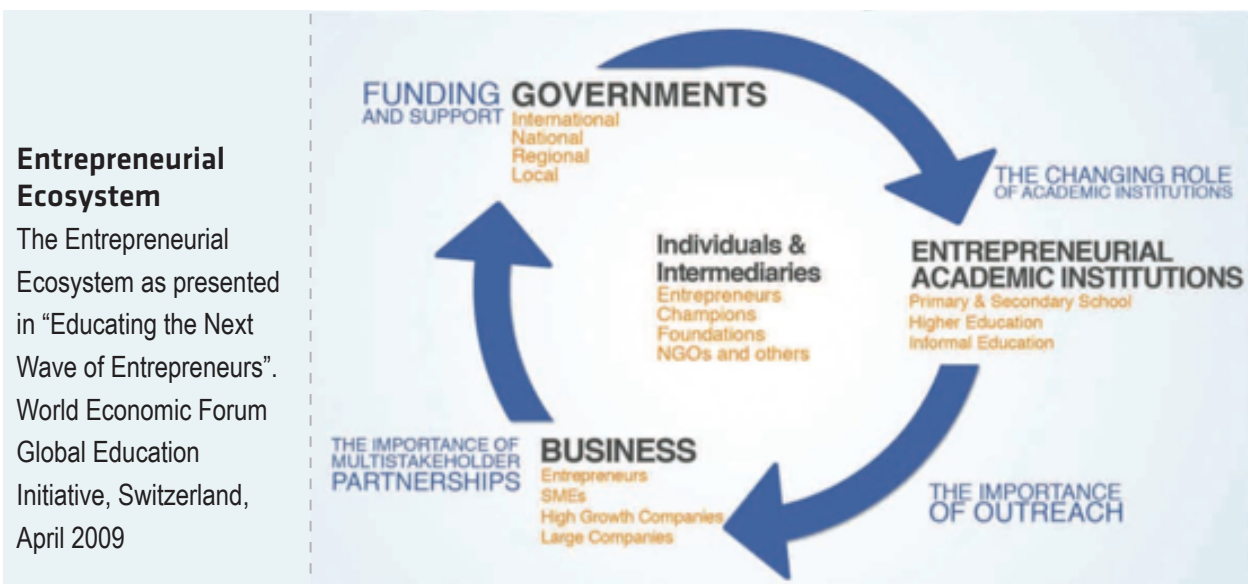
Entrepreneurs have historically been key drivers of economic recovery in past recessionary periods, but entrepreneurship has never been more important than in today's environment. It plays a significant role when it comes to the renewal of economic growth and creation of jobs. Entrepreneurship stimulates creativity and new approaches to global challenges, and entrepreneurs translate innovation into young, dynamic companies.

Nevertheless, studies show that culture and a fear of failure remain significant barriers to entrepreneurial perceptions among people in the European countries.²¹ Entrepreneurship education is therefore important for creating more entrepreneurial mind-sets (both intra-curricular and extra-curricular).

Although higher education is instrumental for high-growth entrepreneurship and innovation, entrepreneurship education at all levels is important since only 31 per cent of the population in OECD countries attains a higher education. The majority of the population attains at least upper secondary education.²²

Despite the increase in educational levels, unemployment has risen and youth unemployment has been a long-standing and growing problem (25 per cent of youth under 25 years of age in Europe). Changes within the educational system are needed to help address this mismatch between education and employment.

Policies can help set the framework for integrating entrepreneurship into education and facilitating the entrepreneurial ecosystem.



21. Source: OECD, Entrepreneurship at a Glance 2012

22. OECD. Table A1.2a. See Annex 3 for notes (www.oecd.org/edu/eag2012)

The following questions were raised for the participants to contemplate and discuss:

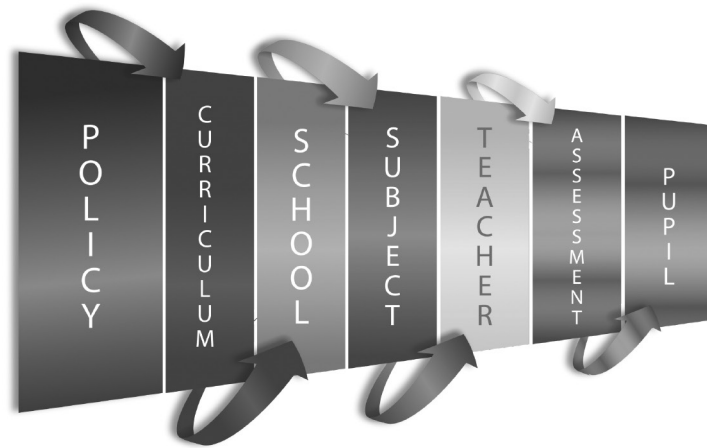
- How can we make education more relevant and move from increased inputs to improved outputs?
- How can we improve the links between primary, secondary and higher education when it comes to entrepreneurship?
- How can we continue to introduce and implement more cross-disciplinary approaches?



Entrepreneurship education – where do we go from here?

Embedding entrepreneurship within education is a challenging task. Entrepreneurship education has to pass through several filters before it is crystallised as learning within the student and learning outcomes. This means that what you feed into the system as policy is considerably diminished by the time it reaches the student. Great care must therefore be taken regarding the design and content of curriculum, as well the methodologies used by teachers.

Drawing on the findings of the Thematic Working Group on entrepreneurship education, it was pointed out that one of the difficulties that have to be overcome is the transition from one level of the education system to the next. A red thread throughout the curriculum is essential and the content should be cross-curricular, coherent and comprehensible.



Filtering the message.
Frank Hennessey, St. Mary's
University College

What needs to be done?

Taking the entrepreneurial education agenda and unpacking entrepreneurship education

- The implementation of entrepreneurship education involves many elements and levels. Every element should be considered independently and consistency should simultaneously be ensured both horizontally and vertically within the education system

Developing a comprehensive programme of learning outcomes

- Consensus should be achieved regarding relevant and appropriate learning outcomes. Additionally, a system for assessment should be developed.

Developing curricular models and materials

- Coherence needs to be ensured between policy objectives and actual learning outcomes through curricular models and matching materials. These are important tools for teachers, in addition to policy guidelines

Developing entrepreneurship education in Finnish teacher training

The lack of teacher training in entrepreneurship education is a challenge to the development and integration of entrepreneurship in education. Teachers are not traditionally trained in entrepreneurship education, and there is therefore a need to develop teachers' basic and in-service training.

The YVI Project (2010-14) is a Finnish national project for promoting entrepreneurship education, especially in vocational and academic teacher training in Finland. YVI has brought together over thirty partner organisations around Finland including universities, teacher training schools within universities, vocational teacher education units, research units, vocational colleges and universities of applied sciences, as well as several organisations within the areas of entrepreneurship, working life and education.



The project has developed:

- New methods and tools for entrepreneurship education
- Local and national networks within entrepreneurship education as well as new modes of co-operation
- Curricula for academic and vocational teacher training

Factors for the success of the project included the following:

- The project partners could network, gain support and learn from each other
- Implementation according to common project goals, as well as according to the needs of individual participant organisations
- A large number of enthusiastic project partners, resulting in large-scale impact

One concrete tool developed by Lappeenranta University of Technology in collaboration with Development Centre Opinkirjo and the YVI project is a web-based self-evaluation tool for teachers, school management, student teachers and teacher trainers.²³

23. <http://developmentcentre.lut.fi/hankesivusto.asp?hid=7&alasivu=53>



Tools and methods from the Entrepreneurial School

The Entrepreneurial School is a project supported by the European Commission. The project has developed a virtual guide to entrepreneurial learning, which can be found online at www.theentrepreneurialschool.eu.

The materials and tools are intended for primary, secondary, upper secondary and vocational schools. In addition, initial teacher training and continuous professional development constitute a main area of focus.

The intent is to make it easy for teachers to apply entrepreneurial learning within any subject area and for any age group. Schools will also have access to a quality framework and an assessment tool that help educators set milestones and assess progress.

Summing up

The summit proved to be a most welcome opportunity for networking and the exchange of experiences with entrepreneurship education at both policy level and practitioner level. The input from the speakers, as well as the discussions among the participants, gave a good picture of what seem to be common areas of concern and deliberations.

Recommendations

The project has achieved the ambition of establishing a basis for collaboration in the BSR within the specific area of entrepreneurship in education, and potential areas for closer collaboration have been explored. Below, the project will give some recommendations regarding the establishment of a genuine network and teacher development as a focal point for potential collaboration.

Network

The project activities have shown that a basis for further collaboration and networking exists. The project has brought together policy makers, experts and practitioners who are curious about what is going on in the other BSR countries and who are willing to share their own experiences. Furthermore, the results of the survey and the topics that came up in discussions showed that there are common fields of interest.

The first steps have been taken to create the foundations for a network.

The project suggests that a working group is established to draw up the framework for a future BSR Network for Entrepreneurship in Education. This may be done within the framework of the PA Education of the EUSBR, which encourages collaboration and exchange. The project also recommends that a national representative for each of the countries commit to the working group in order to ensure a solid basis for a sustainable network.

Regular meetings are important to ensure that the work within the network and the areas of debate continue to hold relevance for as many of the participating countries as possible.

A continued effort to focus on what is actually needed within entrepreneurship education in the region will make interest and participation more likely and sincere.

Curiosity and continuous work are crucial in order to sustain and maintain the further development and benefit of a network. One suggestion is to have shifting roles and areas of responsibility in order to ensure appropriate orientation and focus areas.

Teacher development

Based on the discussions at the network meeting, the overview of the state of play and the Copenhagen Summit, it can be concluded that there is a general consensus that teacher development is a crucial element in the further integration of entrepreneurship in education and the education of an innovative and entrepreneurial work force. It has become clear that several participating countries are facing identical challenges regarding the development, updating and offering of suitable and sufficient teacher training for teachers to be able to embed entrepreneurship in their classes and teach it as a stand-alone subject.

Common challenges in the BSR are:

- Lack of inspiration and knowledge
- Lack of motivation and incitement
- Lack of resources and support to fund teacher education, seminars, etc.

In the BSR, there seems to be a common need for:

- National and international teacher networks to meet the need for networking and the sharing of knowledge and experience
- Sharing between teachers working at different educational levels in order to support the progression of entrepreneurship education throughout the education system
- National strategies to support teacher training practically and financially

The BSR countries are recommended to:

- Focus on the deep embedding of entrepreneurship in initial teacher training
- Establish in-service training for established teachers, taking the fact that teacher development is a lifelong process into consideration
- Create partnerships between agencies, educational institutions and other stakeholders by taking the entrepreneurial ecosystem approach to enable concrete and sustainable projects, such as a teacher network, to be established.

To meet the challenge of the lack of resources, funding may be applied for through the Erasmus+ Programme,²⁴ which offers funding for new and innovative approaches within teaching and learning at all levels and in all fields.



24. http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

Future areas for collaboration in the Baltic Sea Region

Getting to know your neighbours has been a mantra in this project. The findings and learning points illustrate that the exchange of information and experiences, as well the creation of social relationships, is indeed the key to inspiration and collaboration.

Further collaboration will enhance the insight and understanding of neighbouring countries in the Baltic Sea Region, and can be carried out by bringing together practitioners, researchers and other stakeholders and by collaborating on research that forms the basis for policy development.

In addition to teacher development, there are other areas that call for further research and development and could be future areas for collaboration.

Learning outcomes and assessment are areas that still have to be explored, developed and implemented. Some studies have been undertaken and attempts have been made to define the learning outcomes of entrepreneurship education as such and for the specific levels of education, but these still need to be made applicable and implemented in educational policies. Assessment needs to be adapted to the entrepreneurial learning outcomes, as students will focus on what they are assessed upon.²⁵ Exchange of experience in these fields would be of great value, and collaboration on further research and testing would be recommended. Bringing together experts to generate knowledge and provide the opportunity for testing in practice in multiple educational institutions would create a solid basis for further policy development.

Systems to monitor and evaluate the impact of strategies and actions at national levels are another area of importance. Some countries already have systems in place, while others do not. Apart from helping to assess what is or is not working with regard to the achievement of goals, a systematic monitoring of entrepreneurship education provides the possibility to compare different programmes in the long term, allowing for the identification of trends and areas for improvement within the individual country as well the region as a whole.

This project has been much inspired by the work of the EC Thematic Working Group and their final report is recommended for further insight into entrepreneurship in education at European transnational level, and as inspiration for future collaboration between the countries in the Baltic Sea Region.

25. Ramsden, P. 1992. Learning to teach in higher education. London: Routledge

Appendix 1 – Flagship projects and good case examples

YVI Finland Educator Development

The YVI project (2010-14) is a national project for promoting entrepreneurship education, especially within vocational and academic teacher training in Finland.

www.yvi.fi/intro-english

ASTE – Assessment Tools for Entrepreneurship Education

The project has developed a set of common European tools for measuring the impact of Entrepreneurship Education on students' entrepreneurial competence across all educational levels.

www.asteproject.eu/the-project-

The Entrepreneurial School (TES)

TES has introduced 75-100 entrepreneurial tools and methods organised in 35 teacher-friendly packages.

<http://theentrepreneurialschool.eu/the-entrepreneurial-school>

The Baltic Training Programme

The training programme supports the internationalisation of vocational education and training (VET), as well as cross-border entrepreneurship. Its area of operation includes Estonia, Latvia and the eastern part of Sweden.

[http://www.baltictrainingprogramme.eu/Baltic%20Training%20Programme%20\(BTP\)](http://www.baltictrainingprogramme.eu/Baltic%20Training%20Programme%20(BTP))

NetPort Science Park

NetPort promotes the development of skills, business opportunities, education, research and other actions to promote innovation by investing primarily in research projects with local, national and international partners and financiers.

<http://www.netport.se/netport/om-netport/>

HANSA ECVET

The "HansaVET-model of journeyman travelling" supports the internationalisation of vocational education and training (VET) and entrepreneurship through matchmaking and project coaching.

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

CONEEECT

Coneeect is an international network of universities that offers training courses for academic entrepreneurship teachers in order to improve entrepreneurship education across Europe.

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

Appendix 2 – External policy and strategy documents

The Oslo Agenda for Entrepreneurship Education

The aim of the “Oslo Agenda for Entrepreneurship Education” is to increase progress in promoting entrepreneurial mind-sets within society, systematically and with effective actions.

http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/doc/oslo_agenda_final_en.pdf

Thematic Working Group on Entrepreneurship Education, Final Report

November 2014. The Commission set up the group in the context of the “Education and Training 2020” (strategic objective 4 in particular), in order to engage Member States in a critical reflection on their own policies on entrepreneurship education, and to further progress and facilitate peer learning.

<http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=17016&no=1>

Entrepreneurship Education at School in Europe

A report on national strategies, curricula and learning outcomes.

http://eacea.ec.europa.eu/Education/eurydice/documents/thematic_reports/135EN.pdf

Entrepreneurship 2020

The Entrepreneurship Action Plan is a blueprint for decisive action to unleash Europe’s entrepreneurial potential, to remove existing obstacles and to revolutionise the culture of entrepreneurship in Europe.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0795:FIN:EN:PDF>

Explaining the European Qualifications – Framework for Lifelong learning

The proposal for the European Qualifications Framework was launched by the European Commission in September 2006. This recommendation outlines an overarching framework to be set up in Europe to facilitate the comparison of qualifications and qualification levels in order to promote geographical and labour market mobility as well as lifelong learning.

http://ec.europa.eu/ploteus/sites/eac-eqf/files/brochexp_en.pdf

Enabling Teachers as a Critical Success Factor

A report on teacher education and training to prepare teachers for the challenge of entrepreneurship education.

http://ec.europa.eu/enterprise/policies/sme/promotingentrepreneurship/files/education/teacher_education_for_entrepreneurship_final_report_en.pdf

The Entrepreneurial School (TES)

Here you can find an overall comprehensive Guide to European Policy and Strategy documents.

http://www.tesguide.eu/search/policy-strategy_

COPIE Entrepreneurship Education Diagnosis Tool

COPIE’s Entrepreneurship Education Tool helps policy makers to identify, analyse and reflect upon the main strengths and the gaps or challenges to be overcome in the design and delivery of entrepreneurship education policies in a given geographical area, taking into account the opinions and perspectives of different stakeholders.

<http://www.cop-ie.eu/>

Entrepreneurship360

The aim of Entrepreneurship360 is to offer a freely available self-assessment instrument that will support institutions and individual teachers in advancing their strategies and practices to promote entrepreneurship, as well as to develop a platform for exchange amongst peers. Entrepreneurship360 gives individuals, schools and VET providers the opportunity to learn from each other’s practices, and share their own.

<http://oecd.org/site/entrepreneurship360/project/>

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