



European
Commission



Five key actions to foster entrepreneurship education

for a digital, green
and resilient Europe

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Europe needs more people who tackle societal challenges: the twin transition to a digital and green society, pandemic recovery, and more. Entrepreneurship education (EE) can help train such people. EE is teaching and learning the competence to solve problems and create value. EE is for Europeans of all ages. A European project that involved more than 150 EE experts concluded that the following five actions are crucial to foster EE:

- 1 Train educators and leaders** in schools and higher education about EE through initial and continuous training as well as European networks of EE teachers.
- 2 Encourage cooperation of EE stakeholders** in governments, education institutions, businesses, and civil society about EE policies and curricula.
- 3 Communicate what EE is and what benefits it brings.** Emphasise that EE is learning how to turn ideas into reality for a green, digital and resilient society.
- 4 Measure and compare EE practice and impact** in pan-European research. Collect and analyse data for evidence-based policy-making in EE.
- 5 Share EE knowledge and experience** to enhance teaching and learning. Build local, national and international communities of practice.

Find out more: <http://www.ee-we.eu>

There is also an extended Guide about fostering entrepreneurship education.

#EntreComp #entrecmpedu.eu #EEHUBEU

Entrepreneurship education can play a key role in building Europe's future

Why Europe can benefit from more entrepreneurship education

Europe needs more people with **entrepreneurial competence** – the competence to turn ideas into action for the betterment of our society. We need them in governments, enterprises, schools and higher education as well as in civil society. We need them in particular to master the digital and green transition. To develop such competence, the right education will be crucial. This calls for entrepreneurship education (EE). EE is essentially about problem-solving and making opportunities reality. EE is about the four Cs: communication, collaboration, creativity, and critical thinking. It is not only about starting a new company. EE is for life-long learning.

We need **targeted policies** on local, regional, national and European level to support EE. Beyond the actions outlined below, the European Commission and national governments can leverage their efforts by incorporating EE into the European Semester. Local and regional actors can use instruments such as the European Social Fund to develop EE.

Background of the recommendations: European peer-learning project

The following recommendations have been formulated as a final output of the project “Peer-Learning Activities in Entrepreneurship Education and in Women’s Entrepreneurship”, implemented 2018–2021 (contract EASME/COSME/2017/021). The recommendations are based on three interactive workshops as well as related online communities, surveys of participants, and literature reviews. The project involved more than 150 EE experts from all over Europe.

1 Train teachers and education institution leaders in EE

Increased uptake of EE depends on the degree to which entrepreneurship competences of teaching staff and leaders at schools and in higher education are developed through both initial and continuous teacher training. In addition, a pan-European peer-to-peer network of EE teachers could reinforce training. All this could focus on EE links with the digital and green transition.

At local level, municipal governments, schools, higher education institutions and civil society actors could become more ambitious in training educators about entrepreneurial competences. They can use the European Entrepreneurship Competence Framework (EntreComp).

National and regional governments could develop curricula for EE in initial teacher training and in continuous professional development, especially for principals.

The European Commission could encourage the establishment of European-wide train-the-trainer programmes in EE, including mentor networks.

In the COVID-19 context, **JA Europe** and its 40 national organisations have innovated the delivery of their entrepreneurial programmes. They also bring innovative approaches such as Artificial Intelligence to the classroom through hands-on practical programmes. This is a way to foster both digital skills and entrepreneurial competences. / More information:

<http://www.jaeurope.org/medias/news/945-ja-europe-intel-bring-ai-to-schools-through-entrepreneurship.html>

2 Encourage cooperation of EE stakeholders

Scaling up EE requires collaboration between multiple stakeholders at local, national and European level. Governments, education institutions, businesses, and civil society actors could link up to develop strategies, policy agendas, and EE curricula. A strong European platform for EE would be helpful.

Schools and higher education institutions could link up with the local community – municipalities, businesses, civil society organisations – for developing EE in their classrooms.

National and regional governments could establish a policy platform – a facility for regular meetings and exchange – for ministries, education institutions and stakeholders from business and civil society. Together they could agree on specific targets and develop EE curricula.

The European Commission can encourage and facilitate a broad European policy platform for the work on EE.

Estonia has a national plan to develop EE systematically across the whole education system. Several ministries implement the plan: the Ministries for Research, Economy, Finance and Education. All major stakeholder organisations are involved in the implementation process, including for example Chambers of Commerce, country development centres, business incubators and universities. / Source: Second EE workshop of the EE-WE project, 6/11/2019.

3 Communicate what EE is and what benefits it brings

Show how EE builds the necessary competences for the future success of students of all ages. Education institutions, parents, governmental officials and the wider community need to better understand what EE is and what its benefits are: EE is about learning how to turn ideas into reality for the benefit of society.

Schools and higher education institutions could link up with local social and commercial enterprises in practical EE projects, for example related to environmental and digital issues. They could use media to promote success stories.

National and regional governments could acknowledge EE benefits by introducing educational reforms towards more competence-oriented and more entrepreneurial ways of learning.

The European Commission could raise awareness, recognise and reward efforts and initiatives for example through awards for entrepreneurial schools. Stakeholders could establish regular European summits for EE.

Since 2018, the Innovative Sustainability Business Award honours entrepreneurial solutions for environmental sustainability developed by school students. / More information: <http://www.jaeurope.org/medias/news/1006-innovative-sustainability-business-idea-award-2021.html>.

The Digital Innovation Award is for university level students seeking an enterprise competition. / More information: <https://gen-e.eu/avanade-digital-innovation-signature-award-judges-criteria/>

4 Measure and compare EE practice and impact

Collecting and analysing data about EE can support evidence-based policy-making. It will allow EE to contribute to key policy agendas: the digital and green transition, the European Skills Agenda, and the social economy.

Higher education institutions could strengthen EE research together with their ecosystem. They could also integrate entrepreneurship research, teaching and transfer within their organisations, thereby cross-fertilising each area.

Governments and research institutes could initiate and coordinate research about EE practice and mainstreaming. Important questions include: How to reach those who do not yet take part in EE? How can EE best be combined with digital and green issues?

The European Commission could support pan-European comparative research as well as a repository about EE methods and policies for different types of entrepreneurship.

The **Global Entrepreneurship Monitor (GEM)** measures entrepreneurial education at school and post school as “entrepreneurial framework conditions”. In the GEM report 2020/21, experts from 45 countries assessed twelve conditions, also including for example access to finance and social norms. Entrepreneurial education at school scored lowest of all. / Source: <https://www.gemconsortium.org/report>.

5 Share EE knowledge and experience

EE stakeholders could increase their efforts to share insights on how to improve EE teaching and learning. They could build local communities of practice as well as national and international networks. They can draw from others’ knowledge, methods and content, including innovative digital approaches.

At local level, schools and higher education institutions can increase internal peer-learning about EE in and beyond their institution. For example, they can introduce regular meetings, workshops and lectures on EE methods, tools, assessment and content.

At national and regional level, schools and higher education institutions can establish peer-learning networks for EE of teachers and leaders. Governments can support such networks.

The European Commission can foster the sharing of EE knowledge – for teachers, headteachers and representatives from ministries in particular.

The **Danish Foundation for Entrepreneurship** is the national knowledge centre and focal point for the development of entrepreneurship teaching at all educational levels in Denmark. It is also part of the Danish Technology Pact, showing the close relationship between EE and Science, Technology, Engineering and Mathematics (STEM). The Foundation allocates funding for the development of education with a focus on innovation and entrepreneurship. / More information: <https://eng.ffe-ye.dk/the-foundation/about-the-foundation>

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