

# The Budapest Agenda:

## Enabling Teachers for Entrepreneurship Education

The aim of the 'Budapest Agenda' is to provide a catalogue of measures to be drawn upon by stakeholders at all levels within the worlds of education, business and the wider community in order to take forward the development of teacher education in entrepreneurship. It draws on the work and experiences of practitioners and policy makers from across Europe, EU partner countries from the EU pre-accession and Mediterranean neighbourhood regions, and is backed up by good practices, as evidenced by this report. It is intended to be used by all those with an interest in the subject, who can select measures and tailor them to their own particular circumstances. Each action indicates the relevant actors.

|  | EU | Member States | Educational Authorities | Regional/Local Authorities | Schools | Intermediary <sup>1</sup> Organisations | Business Entrepreneurs | Teacher Education Institutions |
|--|----|---------------|-------------------------|----------------------------|---------|---|------------------------|--------------------------------|
| <b>Initial Teacher Education</b>   |    |               |                         |                            |         |   |                        |                                |
| <b>A1 Entrepreneurship education for all</b>   |    |               |                         |                            |         |   |                        |                                |
| Make entrepreneurship modules <b>compulsory</b> for student teachers   |    | ✓             | ✓                       | ✓                          |         |   |                        | ✓                              |
| <b>A2 Curriculum content and pedagogy</b>  |    |               |                         |                            |         |   |                        |                                |
| Use the same <b>practical methods</b> that teachers will use with their students (active learning, practical experiences)  | ✓  | ✓             | ✓                       | ✓                          | ✓       | ✓                                       | ✓                      | ✓                              |
| <b>Ensure continuity</b> between teacher education and student teachers' first experiences in host schools   |    | ✓             | ✓                       | ✓                          | ✓       |   |                        | ✓                              |
| Have access to <b>authentic tasks</b> , by creating links to the local community (business, local authorities, third sector) to identify and get access to real life tasks that the teachers can use   |    | ✓             | ✓                       | ✓                          | ✓       | ✓                                       | ✓                      | ✓                              |
| Promote <b>internships and placements</b> of teachers in enterprises, or allow teachers to shadow an entrepreneur for one day  | ✓  | ✓             | ✓                       | ✓                          | ✓       | ✓                                       | ✓                      | ✓                              |
| <b>A3 Assessment</b>   |    |               |                         |                            |         |   |                        |                                |
| Develop and implement methods that enable assessment of the <b>transversal skills and attitudes</b> of the entrepreneurship key competence   | ✓  | ✓             | ✓                       | ✓                          |         |   |                        | ✓                              |
| <b>A4 Selection of student teachers</b>  |    |               |                         |                            |         |   |                        |                                |
| Consider <b>entrepreneurial skills</b> and experiences as one possible asset when selecting student teachers, and help those students to draw on these skills and experiences to inform their teaching |    | ✓             |                         |                            |         |   |                        | ✓                              |

<sup>1</sup> Intermediary organisations are those organisations and business associations that play the role of building links between education and the business world, and/or that of running/mentoring/coaching entrepreneurship education programmes and activities.

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| <b>A5 Partnerships</b>  |    |               |                         |                            |         |   |                        |                                |
| Develop <b>sustainable and systematic partnerships</b> with businesses, social enterprises and NGOs rather than ad hoc links  |    |               |                         |                            |         | ✓                                       | ✓                      | ✓                              |
| <b>B) National Support</b>  |    |               |                         |                            |         |   |                        |                                |
| <b>B1 Strategies</b>  |    |               |                         |                            |         |   |                        |                                |
| Develop in national strategies for entrepreneurship education <b>a clear vision</b> of and objectives for the role of teachers as coaches and facilitators. Such a vision should be owned by all stakeholders, at policy and operational levels |    | ✓             | ✓                       | ✓                          |         |   |                        |                                |
| <b>B2 Entrepreneurship education curricula</b>  |    |               |                         |                            |         |   |                        |                                |
| Make entrepreneurship education a <b>mandatory</b> part of the curriculum   |    | ✓             |                         |                            |         |   |                        |                                |
| Develop <b>minimum standards</b> as part of quality frameworks and enforce through inspection regimes   |    | ✓             |                         |                            |         |   |                        |                                |
| Create a <b>label of accreditation for innovative approaches</b> in teaching, thus helping entrepreneurship teachers to quickly identify good practices   | ✓  | ✓             | ✓                       | ✓                          | ✓       |   |                        | ✓                              |
| <b>B3 Assessment of the entrepreneurship key competence</b>   |    |               |                         |                            |         |   |                        |                                |
| Put in place <b>student assessment methods</b> that are appropriate to entrepreneurship education so that teachers are able to put into practice the requisite facilitative teaching methods  |    | ✓             | ✓                       | ✓                          | ✓       |   | ✓                      | ✓                              |
| <b>B4 Incentives</b>  |    |               |                         |                            |         |   |                        |                                |
| Ensure that incentives within the teaching profession reward entrepreneurial teachers. Such incentives can be both <b>financial</b> and <b>non-financial</b> , e.g. training, greater autonomy, international networking                        |    | ✓             | ✓                       | ✓                          |         |   |                        |                                |
| <b>B5 Resources</b>   |    |               |                         |                            |         |   |                        |                                |
| Establish <b>resource centres</b> and <b>quality assured centres of expertise</b> at European, national and local levels to gather together and make available good practice  | ✓  | ✓             | ✓                       | ✓                          |         | ✓                                       |                        |                                |
| Develop <b>tool boxes</b> of entrepreneurial teaching methods   | ✓  | ✓             | ✓                       | ✓                          | ✓       | ✓                                       | ✓                      | ✓                              |
| <b>B6 Communication</b>   |    |               |                         |                            |         |   |                        |                                |
| Develop effective <b>communication strategies</b> for all partners (teachers, teacher educators, businesses, other community organisations and the  | ✓  | ✓             | ✓                       | ✓                          |         | ✓                                       |                        |                                |

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| general public) to promote the need for entrepreneurial teachers and schools  |    |               |                         |                            |         |   |                        |                                |
| <b>B7 Communities of entrepreneurial teachers</b>   |    |               |                         |                            |         |   |                        |                                |
| Develop <b>self-sustaining communities of 'entrepreneurship educators'</b> at local, national and European levels, e.g. through discussion forums and focus groups. Such groups can support continuous improvement and innovation on teaching methods, and also help to disseminate their practice and enthusiasm to new teachers | ✓  | ✓             | ✓                       | ✓                          |         |   |                        |                                |
| <b>C) Continuing Professional Development</b>   |    |               |                         |                            |         |   |                        |                                |
| <b>C1 Curriculum content, pedagogy and assessment</b>   |    |               |                         |                            |         |   |                        |                                |
| Implement <b>active learning opportunities</b> and <b>appropriate teacher assessment methods</b> as an integral part of overall entrepreneurial school strategies   |    | ✓             | ✓                       | ✓                          | ✓       |   |                        | ✓                              |
| Identify learning opportunities <b>as part of school strategy development</b> , e.g. audits of existing provision, links with business etc  |    |               |                         | ✓                          | ✓       | ✓                                       | ✓                      | ✓                              |
| <b>C2 Buy-in and ownership</b>  |    |               |                         |                            |         |   |                        |                                |
| Ensure all teachers buy in to and ultimately <b>own their own entrepreneurial continuing professional development</b> , e.g. through the appointment of entrepreneurship 'champions' to promote the benefits and dispel myths   |    |               |                         |                            | ✓       |   |                        | ✓                              |
| <b>C3 Businesses and the wider community as a resource</b>  |    |               |                         |                            |         |   |                        |                                |
| Develop links with local entrepreneurs/businesses and others in the community to enable the setting up of mentorship and <b>'entrepreneurship education angels'</b> programmes. Over time these should be developed into comprehensive programmes   |    |               |                         | ✓                          | ✓       | ✓                                       | ✓                      | ✓                              |
| <b>C4 Recruitment and promotion of teachers</b>   |    |               |                         |                            |         |   |                        |                                |
| <b>Prioritise entrepreneurial skills and attitudes</b> in recruitment and selection activities  |    |               |                         |                            | ✓       |   |                        | ✓                              |
| <b>C5 Continuing professional development in national/regional strategies</b>   |    |               |                         |                            |         |   |                        |                                |
| Ensure national/regional strategies that <b>support high quality entrepreneurship continuing professional development</b> through funding against clear quality criteria, imaginative programmes, dissemination of good practice, and recognition of excellence   |    | ✓             | ✓                       | ✓                          |         |   |                        |                                |
| <b>D) Local School Support</b>  |    |               |                         |                            |         |   |                        |                                |
| <b>D1 Entrepreneurial school strategies</b>   |    |               |                         |                            |         |   |                        |                                |
| Create <b>school level plans</b> which have a shared understanding of entrepreneurship education, clear objectives and define the actions   |    |               |                         | ✓                          | ✓       | ✓                                       | ✓                      | ✓                              |

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| needed, and which are owned by the whole community, and which include strategies for business engagement   |    |               |                         |                            |         |   |                        |                                |
| Create <b>'open door' policies in schools</b> to make them accessible to their local communities; and enabling them to draw on the skills and talents of local people  |    |               | ✓                       | ✓                          | ✓       |   |                        | ✓                              |
| <b>D2 Entrepreneurial leadership</b>   |    |               |                         |                            |         |   |                        |                                |
| Support the <b>role of school leaders</b> in the development of entrepreneurship education, ensuring the inclusion of entrepreneurship education within their continuing professional development                        |    |               | ✓                       | ✓                          | ✓       |   |                        | ✓                              |
| <b>D3 Resources</b>  |    |               |                         |                            |         |   |                        |                                |
| Appoint <b>school entrepreneurship coordinators</b>  |    |               |                         | ✓                          | ✓       |   |                        | ✓                              |
| Stimulate <b>collaboration between entrepreneurs and schools</b> to support teachers as facilitators   |    | ✓             | ✓                       | ✓                          | ✓       | ✓                                       | ✓                      | ✓                              |
| <b>Utilise the entrepreneurial talents</b> and experiences of existing students and alumni in supporting teachers  |    |               |                         |                            | ✓       |   |                        | ✓                              |
| <b>D4 Community networks and partnerships</b>  |    |               |                         |                            |         |   |                        |                                |
| Develop <b>school-to-school initiatives</b> where partnership, networking and good practice exchange are core features of all developments   |    | ✓             | ✓                       | ✓                          | ✓       |   |                        | ✓                              |
| Implement <b>EU-wide networking, mobility and know-how exchange opportunities for teachers</b> . These could involve both face-to-face and virtual methods, and aim to foster self-sustaining online teacher communities | ✓  | ✓             |                         |                            |         |   |                        |                                |

Further information about the High Level Symposium on ‘Entrepreneurship Education: Teacher Education as critical success factor’ (Budapest, 7-8 April 2011), and the about the good practice examples on which this Agenda is based, can be found at [http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/teacher-education-entrepreneurship/index\\_en.htm](http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/teacher-education-entrepreneurship/index_en.htm)

The agenda presents ideas tabled in Budapest and Istanbul by relevant stakeholders from 45 countries. These ideas do not necessarily represent the views of the European Commission.

