

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 ¹ Organisations	Business Entrepreneurs	Teacher Education Institutions
Initial Teacher Education								
A1 Entrepreneurship education for all								
Make entrepreneurship modules compulsory for student teachers		✓	✓	✓				✓
A2 Curriculum content and pedagogy								
Use the same practical methods that teachers will use with their students (active learning, practical experiences)	✓	✓	✓	✓	✓	✓	✓	✓
Ensure continuity between teacher education and student teachers' first experiences in host schools		✓	✓	✓	✓			✓
Have access to authentic tasks , 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 internships and placements of teachers in enterprises, or allow teachers to shadow an entrepreneur for one day	✓	✓	✓	✓	✓	✓	✓	✓
A3 Assessment								
Develop and implement methods that enable assessment of the transversal skills and attitudes of the entrepreneurship key competence	✓	✓	✓	✓				✓
A4 Selection of student teachers								
Consider entrepreneurial skills 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		✓						✓

¹ 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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A5 Partnerships								
Develop sustainable and systematic partnerships with businesses, social enterprises and NGOs rather than ad hoc links						✓	✓	✓
B) National Support								
B1 Strategies								
Develop in national strategies for entrepreneurship education a clear vision 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		✓	✓	✓				
B2 Entrepreneurship education curricula								
Make entrepreneurship education a mandatory part of the curriculum		✓						
Develop minimum standards as part of quality frameworks and enforce through inspection regimes		✓						
Create a label of accreditation for innovative approaches in teaching, thus helping entrepreneurship teachers to quickly identify good practices	✓	✓	✓	✓	✓			✓
B3 Assessment of the entrepreneurship key competence								
Put in place student assessment methods that are appropriate to entrepreneurship education so that teachers are able to put into practice the requisite facilitative teaching methods		✓	✓	✓	✓		✓	✓
B4 Incentives								
Ensure that incentives within the teaching profession reward entrepreneurial teachers. Such incentives can be both financial and non-financial , e.g. training, greater autonomy, international networking		✓	✓	✓				
B5 Resources								
Establish resource centres and quality assured centres of expertise at European, national and local levels to gather together and make available good practice	✓	✓	✓	✓		✓		
Develop tool boxes of entrepreneurial teaching methods	✓	✓	✓	✓	✓	✓	✓	✓
B6 Communication								
Develop effective communication strategies 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								
B7 Communities of entrepreneurial teachers								
Develop self-sustaining communities of 'entrepreneurship educators' 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	✓	✓	✓	✓				
C) Continuing Professional Development								
C1 Curriculum content, pedagogy and assessment								
Implement active learning opportunities and appropriate teacher assessment methods as an integral part of overall entrepreneurial school strategies		✓	✓	✓	✓			✓
Identify learning opportunities as part of school strategy development , e.g. audits of existing provision, links with business etc				✓	✓	✓	✓	✓
C2 Buy-in and ownership								
Ensure all teachers buy in to and ultimately own their own entrepreneurial continuing professional development , e.g. through the appointment of entrepreneurship 'champions' to promote the benefits and dispel myths					✓			✓
C3 Businesses and the wider community as a resource								
Develop links with local entrepreneurs/businesses and others in the community to enable the setting up of mentorship and 'entrepreneurship education angels' programmes. Over time these should be developed into comprehensive programmes				✓	✓	✓	✓	✓
C4 Recruitment and promotion of teachers								
Prioritise entrepreneurial skills and attitudes in recruitment and selection activities					✓			✓
C5 Continuing professional development in national/regional strategies								
Ensure national/regional strategies that support high quality entrepreneurship continuing professional development through funding against clear quality criteria, imaginative programmes, dissemination of good practice, and recognition of excellence		✓	✓	✓				
D) Local School Support								
D1 Entrepreneurial school strategies								
Create school level plans 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 'open door' policies in schools to make them accessible to their local communities; and enabling them to draw on the skills and talents of local people			✓	✓	✓			✓
D2 Entrepreneurial leadership								
Support the role of school leaders in the development of entrepreneurship education, ensuring the inclusion of entrepreneurship education within their continuing professional development			✓	✓	✓			✓
D3 Resources								
Appoint school entrepreneurship coordinators				✓	✓			✓
Stimulate collaboration between entrepreneurs and schools to support teachers as facilitators		✓	✓	✓	✓	✓	✓	✓
Utilise the entrepreneurial talents and experiences of existing students and alumni in supporting teachers					✓			✓
D4 Community networks and partnerships								
Develop school-to-school initiatives where partnership, networking and good practice exchange are core features of all developments		✓	✓	✓	✓			✓
Implement EU-wide networking, mobility and know-how exchange opportunities for teachers . 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

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.

