



Thematic Report

PLA on Stakeholder Engagement in Entrepreneurship Education,
Copenhagen, 18-20 February 2013

April 2013

Prepared on behalf of the European Commission by:



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1 Introduction

The PLA on Stakeholder Engagement in Entrepreneurship Education took place in February 2013 in Copenhagen (DK). The objectives of this PLA were to explore successful approaches to stakeholder engagement in entrepreneurship education in different European countries; and to give insights into:

- Organising stakeholder engagement;
- Engaging stakeholders in entrepreneurship education; and
- Keeping stakeholders involved in entrepreneurship education.

The PLA explored successful approaches to stakeholder engagement in entrepreneurship education in different European countries. The focus was on how countries organise stakeholder engagement, keep actors involved and to develop fragmented and/or isolated engagement into stable and structured collaboration. During the meeting, it became evident that a focus should be put on increasing the level of stakeholder engagement and thereby increasing their level of ownership. With several examples of sustained involvement of stakeholders, the host country Denmark illustrated what a model of cooperation can look like.

The participants explored the challenges and obstacles of engagement; then worked to identify solutions through the successful examples presented by speakers through the course of the three days. As a long-term goal, the group is aiming at the development of a framework describing the phases of planning, implementing and analysing stakeholder engagement. This framework will contribute to the development of practical policy guidance for EU member states on key policy areas for entrepreneurship education.

This report gives an overview on the topics discussed during the PLA and presents the main messages that emerged.

1.1 Purpose and agenda of the PLA

The Peer Learning Activity (PLA) on ‘Stakeholder Engagement in Entrepreneurship Education’ took place in Copenhagen from 18-20 February 2013, hosted by ‘The Danish Foundation for Entrepreneurship – Young Enterprise’. This PLA was part of the activities implemented in the framework of a Thematic Working Group on Entrepreneurship Education initiated by the European Commission.

The Thematic Working Group on Entrepreneurship Education – consisting of policy makers and EU experts – is developing guidance on policy priorities for entrepreneurship education. One of the subjects in focus is stakeholder engagement. A sub-group of the TWG focuses specifically on this topic. Stakeholders are understood as persons or groups who are affected by a policy topic, or may have interests in a topic and the ability to influence its outcome, either positively or negatively. Hence stakeholders can and should play an important role in tailoring strategies and actions and support their implementation.

The PLA has been planned and coordinated by a subgroup of the TWG. In their preparatory work the sub-group worked with a model of the key stages for stakeholder development: Informing – Consulting – Involving – Collaborating - Empowering¹. The group chose this model to show that it is important to set up a strategy that goes beyond informing stakeholders, but aims at ultimately empowering them to be partners in the decision making process.

The meeting aimed at looking at examples of interesting practice, accumulating feedback from the TWG on the model and collecting ideas on how the five stages can be filled in.

¹2004 International Association for Public Participation. <http://www.iap2.org.au/sitebuilder/resources/knowledge/asset/files/36/iap2spectrum.pdf>;

1.2 Working methods

To enrich the dialogue, gather more information and learn from interesting practice, several presenters were invited: Representatives of the host country, national and international experts, representing several groups of stakeholders in various fields of entrepreneurship education.

On Day 2, 'speed networking sessions' were held. Four representatives of stakeholder groups on different educational levels (Higher Education, VET, and General Education) have been asked to share their experiences on stakeholder engagement during so-called 'speed networking sessions'. All four of them hosted four consecutive Q&A sessions of 15-20 minutes; each session following the same principle (brief introduction, followed by participants' questions and discussions. Each participant got the chance to speak to all four hosts.

On the last day, the group took the first step to develop a model strategy over all stages (inform, consult, involve, collaborate, empower) for specific stakeholder groups (education institutions, educators, parents, research and academia, intermediary institutions, business, media); addressing four main questions:

- What specific purpose is pursued?
- Within this group, who concretely should be engaged?
- How – with what methods?
- And how can the actions be evaluated and quality assured?

1.3 Aims of the thematic report

This thematic report intends to summarise the outcomes of the meeting and draw initial conclusions that will be used to formulate preliminary key messages.

More specifically, the report will

- Highlight the key ideas of each presentation;
- Summarise the key messages that were identified during the group work sessions;
- Draw conclusions with regard to the model and the challenges connected to the several stages of the model;
- Outline open questions and the next steps towards the development of policy guidance.

2 Stakeholder engagement in entrepreneurship education – examples of interesting practice in the Member States

2.1 The significance of stakeholder engagement for policy making

Stakeholder engagement is a central element of participatory policy-making.

Engaging stakeholders helps make agreements more enduring, facilitates the development of ownership and increases support for a particular action. Stakeholder engagement can be features of risk management, quality assurance and sustainable development that should be at the core of every policy agenda.

Engaging stakeholders is important and has an impact in all stages of the policy cycle:

- In the agenda setting stage, stakeholders can be important drivers to help a subject gain momentum and push it forward on the political agenda;
- In the process of developing a strategy, stakeholders are vital partners to define the broad concept and the actions connected to the strategy and make it more representative;
- In the implementation phase, stakeholders are important to lend actions robustness and to facilitate acceptance among relevant interest and target groups;
- In the evaluation stage, they can grant access to important sources of information; and
- In the review stage, their experiences and opinions are valuable to help improve strategies and actions.

In short, policy makers benefit from stakeholder engagement ‘as a means to improve communications, obtain wider community support or buy-in for projects, gather useful data and ideas, enhance public sector or corporate reputation, and provide for more sustainable decision-making.’

However, different countries/regions/institutions will have varied levels of stakeholder engagement – related to the level of EE implementation, or phase of EE strategy development. Countries which are in the starting phase of strategy development will have different needs than countries which are already in the mainstreaming phase.²

Methods and approaches benefit from being tailored to the needs of specific groups of stakeholders and to different cultures. For instance, whilst in some countries there are deeply rooted traditions of collaboration between the educational and the business sector; there is only punctual cooperation in others. It is important that approaches built on existing structures and are flexible. This will ensure efficacy and value of guidance developed to policymakers.

2.2 The examples presented

The table below gives an overview on the main points addressed by presenters.

Table 2.1 Key messages from external speakers

Presenter	Affiliation	Title of presentation	Main points
Christian Vintergaard	Danish Foundation for Entrepreneurship – Young Enterprise (DK)	The Danish approach to entrepreneurship education and stakeholder engagement	In Denmark, stakeholders are seen as vital partners to define the broad concept and the actions connected to the Danish strategy on entrepreneurship education. They are regarded as drivers to help entrepreneurship education gain momentum and push it forward on the political agenda.

² See: Progression Model for Entrepreneurship Education Ecosystems in Europe: http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/education-training-entrepreneurship/reflection-panels/files/entr_education_panel_en.pdf, p. 25-27

Presenter	Affiliation	Title of presentation	Main points
Jared Penner	Head of the Education Division, Child and Youth Finance International	Managing International Stakeholders	Financial literacy is an important learning outcome of entrepreneurship education and should be taught from an early age on. CYFI organises the engagement of a broad group of international stakeholders, for instance by establishing a range of working groups and actions related to 'Global Money Week'. CYFI also takes on a key role as in information brokerage.
Christian Bason	Director of Innovation at Mindlab (A division of the Danish Government)	Stakeholder Engagement from the Eyes of the Citizen	Public services can innovate and improve the quality of their products and services through 'design thinking'. MindLab for example uses ethnographic methods to get closer to the end-user to understand what exactly is required, and then using this knowledge to identify solutions.
David Rosendo	Department for Entrepreneurship, Junta Andalusia (ES)	Stakeholder Engagement for Entrepreneurship Education in Andalusia	The Andalusia government has defined an education and training policy which aims to provide entrepreneurial attitudes and skills to all students and promote the values of entrepreneurial culture; especially innovation, creativity, responsibility and entrepreneurship; collaborating with a broad range of stakeholders – business organisations, schools and other social and economic actors. The presentation also highlighted how important it is to support and coordinate the engagement to make sure succeeds.
ArnoudJullens	Incubation and Growth Manager Yes Delft (NL)	Building Tomorrows Leading Firms	In the sector of higher Education, the Dutch government supports 'incubators' - high-tech entrepreneur centres with the clear mission to build tomorrow's leading firms. YES!Delftis one of them. YES!Delft engages stakeholders – especially schools, universities, business organisations and media to support the training of future entrepreneurs. Moreover, stakeholders feedback helps to improve YES!Delft's strategies and actions. Stakeholders add to actions regarding CSR, can be future clients, and help to increase employability of alumni and recruitment processes.

2.3 Key learning points emerging from group work sessions

Several observations were made:

- Stakeholders need to perceive a clear benefit from their engagement. But while the evidence showed that the majority of approaches do not go beyond the 'informing' phase, meaningful involvement must mean stakeholders as partners and collaborators. "What is in it for me": Valid arguments are needed 'to sell' EE to each stakeholder;
- For policy makers, the drivers are most likely connected to their political agenda and to strategic goals and benchmarks that are set with regard to the overarching goal of building skills for the 21st century. Policy makers might want to engage stakeholders to

support the shape and design of their strategies and achieve more impact for their actions regarding entrepreneurship education;

- For entrepreneurship education, many different groups of stakeholders are relevant: Educational institutions on all levels, education professionals and their organisations; research and academia; business and employer organisations; students and NGOs, and, last but not least, the media. Policy makers should undertake a mapping of stakeholders before setting up a strategy connected to the specific policy goal, and deciding whom to engage how and with what means;
- Without the end-user as a stakeholder, policy responds to the perceived need rather than an actual need.
- It is necessary to have a continuous development of stakeholder engagement, supported by a structure/coordination role. Otherwise the level of engagement cannot be increased or built on, to move from engagement to empowerment.

It was found that in particular, stakeholder can support policy makers to

- Achieve critical mass for a topic and help to move it up on the political agenda;
- Enhance the acceptance of Action Plans and Strategies among target groups and interest groups;
- Broaden the basis and provide a back-up for specific actions;
- Engage them in the implementation process and use their network, resources and skills for the implementation of actions;
- Grant access to important sources of information;

For each of the actions, it is important to consider the appropriate form and level of participation needed. Hence, stakeholder engagement in entrepreneurship education should be seen as a process that can be planned.

To help policy makers in doing that, the group decided to work on two aspects

1. Mapping the relevant stakeholders for entrepreneurship education;
2. Developing a framework model and a grid for planning and developing stakeholder engagement.

2.4 Mapping stakeholders of entrepreneurship education

Table 2.2 gives an overview on the groups of stakeholders identified:

Table 2.2 Mapping of stakeholder groups

Governmental	Education	Business sector	Civil Society	Interest groups	Beneficiaries	Research and Academia	Media
European level (EC, EP, EESC)	National representatives	Transnational organisations	Transnational organisations	Transnational organisations	Transnational organisations	Universities, research institutions, Experts	Classical media (print, TV, radio) Social media
National	Educational institutions on all levels of the Education and Training system: Schools, VET-providers, adult education institutions, universities etc., directors, head teachers and principals); Educators: Teachers, trainers, educators, school staff, career, guidance counselors) and their development	Chambers, business organisations, SME organisations. Companies	NGOs Communities Philanthropists	Professional organisations, Intermediary organisations, Trade unions	Young people (students, learners), Parents	Same as above	Same as above
Regional	Same as above	Employers and their organisations	Same as above	Same as above	Young entrepreneurs	Same as above	Same as above
Local	Same as above	Social partners	Same as above	Same as above		Same as above	Same as above

3 Towards a framework model of planning stakeholder engagement

3.1 The reference model in a nutshell

The International Association for Public Participation developed a framework that described different ways through which stakeholders can be engaged in educational decision-making. A staged developmental process with clear differences in style and purpose of engagement at each stage has been developed and used in different educational contexts.

1. **Informing** key organisations about the actors' directions towards entrepreneurship education.
2. **Consulting** with relevant stakeholders as part of the process of developing entrepreneurial mind-sets of students.
3. **Involving** stakeholders to ensure that issues and concerns about entrepreneurship education are understood and considered as part of the decision-making process.
4. **Collaborating** with entrepreneurial stakeholders in developing partnerships in formulating options and in providing recommendations for developing entrepreneurship education.
5. **Empowering** participant stakeholders in the decision-making process and to help implement and manage change regarding a more entrepreneurial mind-set.³

For the different phases of EE strategy development (for example initial strategy development etc.) there are a few stakeholders (SH). The intensity of the engagement differs per SH:

Phase of the EE strategy → SH 1 → intensity of engagement (e.g. inform)
SH 2 → intensity of engagement (e.g. consult)
SH 3 → intensity of engagement
Etc.

Hence the group stated that not every stakeholder needs to be involved to the same extent. A variety of stakeholders can be involved and engaged to a varying extent and with different grades of intensity.

Please note: The above model is in a draft stage. The group will decide whether they are going to further work on examples illustration interventions which reflect varying grades of intensity.

In general, the proposed model of engagement was seen as a helpful basis to develop a planning tool and a reference framework that helps policy makers to design their stakeholder engagement processes.

3.2 A grid for planning stakeholder engagement

In a next step, the group developed a grid to help planning an 'ideal' engagement process for specific stakeholder groups.

The grid combines the five stages of the reference model with a number of targeted questions, which need to be spelled out for each phase:

- What is the purpose, the overall goal of the engagement process
- Who should be engaged concretely (which sub-groups of the specific groups)?
- How should they be engaged, with what methods?
- How and with what methods, should the process be evaluated?

³ For more information about the model see the background document to the meeting.

During a group working phase on Day 3, the grid was tested on some of those stakeholders mapped out during the previous working phase. Using the grid, the TWG members worked on examples for planning a stakeholder engagement process which covers all five phases for several groups of stakeholders (see Annex 1).

The next section gives a synoptic overview on key conclusions emerging from the examples addressed; presented for each of the phases and questions posed.

Please note: During the May meeting, it should be discussed in how far the group wishes to further work with those grids, for example:

- **Should the current gaps be filled?**
- **How can the grid filled in for policy makers (as a stakeholder group) be additionally exploited for 'conclusion and recommendations'?**

3.3 Synopsis of ideas for engaging stakeholders in all five phases of the model

	Inform	Consult	Involve	Collaborate	Empower
What (the purpose, the overall goals)	<ul style="list-style-type: none"> ■ Must be defined for each group, based on the stake they have; ■ Provide a clear definition of EE; ■ Point out: What's in it for the stakeholders; ■ Relate to the basic economic situation and to the employment situation; ■ Show research results on value and impact of EE. 	<ul style="list-style-type: none"> ■ Develop public dialogue to find out what stakeholders interests, stakes and resources are. 	<ul style="list-style-type: none"> ■ Involve relevant groups in actions; ■ Decide on common aims and objectives for further collaboration. 	<ul style="list-style-type: none"> ■ Develop aims of collaboration; ■ Decide on timely dimension - long-term or short term collaboration; ■ Decide on manner of collaboration; ■ Decide on resources. 	<ul style="list-style-type: none"> ■ Inclusion, develop positive attitude; ■ Set common targets/goals.
Who to engage?	<ul style="list-style-type: none"> ■ Information campaigns should address a broad range of groups and institutions 	<ul style="list-style-type: none"> ■ 1st step of narrowing down: Consult with a broad range of groups – but invest resources strategically in view of what's to come 	<ul style="list-style-type: none"> ■ 2nd step of further narrowing down: Who is to involve, and for what? Concentrate on those that have the resources and the ambition 	<ul style="list-style-type: none"> ■ Decide on concrete partners for projects and actions ■ Organise collaboration among stakeholders 	<ul style="list-style-type: none"> ■ Develop strategies of empowerment suitable to resources and abilities of stakeholder groups
How: With what methods?	<ul style="list-style-type: none"> ■ Media and information campaigns; ■ Email Listserves ■ Promotional material ■ Publication of analysis and statistics, ■ Publication of best practice from own country and other countries, ■ Direct contact with target groups, ■ Study visits. 	<ul style="list-style-type: none"> ■ Surveys and interviews ■ Informal dialogue: Meetings, discussions, talks, ■ Formal dialogue: Panels, debates, roundtables, forums and events ■ Parliamentary Debates 	<ul style="list-style-type: none"> ■ Workshops ■ Conferences ■ Formulate concrete objectives for the next 5 years ■ Formal Consultations ■ Establish Taskforces/Working Groups ■ Establish Protocols ■ Sign formal MOUs, Terms of Reference 	<ul style="list-style-type: none"> ■ Develop joint projects ■ Determine objectives and Action Plans/Time Lines for projects ■ Exchange of Best Practice ■ Workshops ■ Experiments ■ Events ■ Use Social Media (Blogs, Podcasts, video testimonials) 	<ul style="list-style-type: none"> ■ Establish partnership Arrangements. ■ Encourage exchange of Resources ■ Create external centres of expertise ■ Transfer part of the decision making power to stakeholders ■ Encourage development of bottom-up ideas ■ Establish advisory Boards
How to	<ul style="list-style-type: none"> ■ Monitoring 	<ul style="list-style-type: none"> ■ Monitoring 	<ul style="list-style-type: none"> ■ Monitoring 	<ul style="list-style-type: none"> ■ Monitoring 	<ul style="list-style-type: none"> ■ Monitoring

	Inform	Consult	Involve	Collaborate	Empower
evaluate?	<ul style="list-style-type: none"> ■ Campaign outreach Surveys ■ # of individuals receiving announcements ■ # of attendees at events ■ After a period, analyse how many and what collaboration/action was born 	<ul style="list-style-type: none"> ■ # of participants in actions ■ Establish formal feedback mechanisms ■ Amount of participation in parliamentary debates ■ Evaluate how many stakeholders include ee projects in their agenda 	<ul style="list-style-type: none"> ■ Level of participation in working groups ■ Type of commitments from members and level of follow up ■ Were meaningful exchanges implemented using appropriate mechanisms & instruments which were sustained and evidenced through a dynamic process of change & adaptation? ■ 	<ul style="list-style-type: none"> ■ Surveys ■ Feedback forms ■ Amount of information exchange ■ Self-Assessment methods ■ Peer Review ■ Performance against deliverables ■ The quality of agreement: training, level of engagement of agreement ■ Evaluations ■ Were meaningful exchanges implemented using appropriate mechanisms & instruments which were sustained and evidenced through a dynamic process of change & adaptation? 	<ul style="list-style-type: none"> ■ Testimonials from end users ■ How are policies/initiatives carried forward ■ Budget commitments to entrepreneurship education ■ Surveys ■ With new intrapreneurship projects ■ New ideas ■ Were meaningful exchanges implemented using appropriate mechanisms & instruments which were sustained and evidenced through a dynamic process of change & adaptation?

3.4 Key Conclusions

The group sees the stakeholder engagement process as a participatory approach to policy making. It is a process that involves interest groups in agenda setting and decision-making as well as in implementing, evaluating and reviewing actions.

Several key conclusions were put forward for each phase:

- **Inform:**
 - In most cases, stakeholders are at best informed whilst the objective should be to empower;
 - A common understanding of entrepreneurship education is necessary to facilitate the process;
 - All agents and practitioners involved should make information on best-practices available;
 - Research should be shared that shows that EE does matter;
 - Stakeholders should not be estranged by too much bureaucracy.
- **Consult:**
 - It should be part of the consultation process to agree on a common understanding of entrepreneurship education;
 - Another important step is to develop a common vision;
 - The further process should be envisaged as a co-creation process;
 - Public consultations should be held;
 - Sufficient time should be allocated to consult students.
- **Involve:**
 - Stakeholders should be involved in needs analysis;
 - Stakeholders should be involved in curriculum development;
 - Stakeholders should be involved in the decision making process for policy development;
 - Working groups with different kinds of expertise should be created;
 - The needs, possibilities and expectations of the stakeholders need to be recognised;
 - Policy makers should avoid to rely too much on one champion;
 - Bottom-up actions and top-down actions are required;
 - Entrepreneurs should understand what their chances of engagement are;
 - Entrepreneurs should be included in the innovation departments of schools;
 - There should be incentives for entrepreneurs who engage (e.g. tax reduction for business that are involved in EE, publication of their names);
 - Modern communication methods should be used that are useful for stakeholders (e.g. SMS and not reports);
 - Video testimonials should be used to trigger interest.
- **Collaborate:**
 - Stakeholders should also communicate and collaborate among each other, and not only with governmental institutions – e.g. schools and universities should establish a closer link with the business community;
 - However, governmental organisations need to set the ground and provide the necessary conditions for continuing collaboration between stakeholders.
 - To enable that, cross-ministerial, cross-sectoral dialogue and collaboration in the area of EE is needed.

Please note: It was stated that, the more intensive the collaboration gets, the more challenging it gets for policy makers to manage stakeholders with different cultures of working and thinking and varying expectations.

- **Empower:**
 - Empowerment should be seen as a value in itself, as a paradigm;
 - Empowerment for students: Create mini funds for student companies, incubators;
 - Empowerment for teachers: Give teachers a framework and autonomy to develop their own teaching, create a 'Teacher of the year' award;
 - Empowerment for schools: Give autonomy to schools;
 - Centres of expertise should be created who take over a part of the tasks connected to the implementation of EE.

Besides conclusions addressing the five phases, other observations were made

- It's a challenge to change the educational culture from education for jobs to education for job creation;
- Education needs to emphasise intrapreneurship as well as entrepreneurship (not all students seek self-employment);
- Most teachers don't have experience in business and not all are willing to incorporate entrepreneurship education in their lesson plans – hence they need training and an open mind;
- EE should be integrated in practical projects and work-based learning (e.g. in VET colleges);
- All levels of education should be included;
- All parties involved – including the policy makers – should be open to change, should be able to listen and act upon their insights and conclusions.

Hence, stakeholder engagement is way more than 'selling' the importance of entrepreneurship education to different actors. To make sure stakeholders get involved, they need to perceive a clear benefit from their engagement.

However, it is a long way to inform, consult, involve, collaborate and finally empower stakeholders. To develop strategies which will go beyond the 'informing' and 'consulting' phase, policy makers can benefit from instruments that help them plan their actions, programmes and interventions.

4 Next steps

The Stakeholder Engagement Sub-Group will continue working on the refinement of the framework that has been designed and tested during the PLA. In its final form, the framework will help to inform EU Member States and candidate countries' approaches to plan and organise stakeholder engagement in entrepreneurship education.

It will feed into a policy guidance document on entrepreneurship education published by the European Commission; responding to the 2013 Annual Growth Survey which has highlighted the particular importance of entrepreneurial skills for EU citizens.

ANNEXES

Annex 1 Stakeholder Engagement Grids filled in by the groups

A1.1 Stakeholder group: Parents (& children)

	Inform	Consult	Involve	Collaborate	Empower
What (the purpose, the overall goals)	<p>2 goals: pull and push – we want parents to be informed/convincing and we want them to push the issue Raising awareness, Enhancing entrepreneurial attitude, Students like going to school when teaching methods are project oriented and give them opportunities Entrepreneurship Education prepares the children to manage the future, either as an employee or as being self-employed</p>	<p>Public Dialogue with parents associations, as well as between parents and teachers (PTA) Ask them what they think</p>	<p>Involve them in the decision making process</p>	<p>Exchange experiences, Organize events together with parents and children, Engage parents and children to inform other parents, Collaborate with parents organisations on the topic</p>	<p>Parents should be active in demanding EE in the schools of their children</p>
Who to engage?	<p>Single parents, parents associations at school level, at provincial level at national and at European level</p>		<p>Self-employed parents, teachers and students, regional authorities</p>	<p>Self-employed parents, teachers and students, regional authorities</p>	
How: With what methods?	<p>Direct contact to parents associations On all levels Media, Public Relations</p>	<p>Informal discussions, interviews</p>	<p>Events Workshops</p>	<p>Events, Media, Blogs, Testimonials, Podcasts, Video Testimonials, Information days at school</p>	<p>Events Media</p>
How to evaluate?					

A1.2 Stakeholder group: Experts/Research organisations)

	Inform	Consult	Involve	Collaborate	Empower
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	Inform	Consult	Involve	Collaborate	Empower
What (the purpose, the overall goals)	Definition of EE, What's in it for them Basic economic situation, employment situation	Consult researchers from the beginning Researchers and best practice example from other countries	Relevant ministries and organisations	Collaborate with relevant ministries and organisations	Inclusion, develop positive attitude
Who to engage?	Policy makers of the relevant institutions and organisations, scientific centres, universities, teacher s training institutions	Policy makers of the relevant institutions and organisations, scientific centres, universities, teacher s training institutions	Policy makers of the relevant institutions and organisations, scientific centres, universities, teacher s training institutions	Policy makers of the relevant institutions and organisations, scientific centres, universities, teacher s training institutions	Policy makers of the relevant institutions and organisations, scientific centres, universities, teacher s training institutions
How: With what methods?	Best practice methods from other countries, Publications, Analysis, Statistics, Study visits, Objectives for the next 5 years	Informal meetings, discussions, talks, Panels, debates, dialogue	Workshops	Workshops, Experiments, Evaluation	Advisory Boards, Be part of the decision process
How to evaluate?	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring

A1.3 Stakeholder group: Governments (National, Regional and Local)

	Inform	Consult	Involve	Collaborate	Empower
What (the purpose, the overall goals)	<p>Awareness raising, showing the importance of entrepreneurship education.</p> <p>They can become dissemination points for society</p>	<p>To get their opinion and their perspective on the issue</p> <p>To build a sense of ownership in the issue</p> <p>Understand what they can contribute to and what they can receive from the stakeholder engagement process</p>	<p>Getting their formal commitment to the process.</p> <p>Determining the level of effort of engagement (resources, personnel)</p> <p>Encouraging their sense of ownership and leadership in the process.</p>	<p>Maximizing the value of a joint effort.</p> <p>Bringing diverse expertise to the process,</p> <p>Improve the efficiency of the stakeholder engagement.</p> <p>Aligning outputs and building synergies amongst various government initiatives</p> <p>Allow for policies and outputs that are reflective of the various stakeholder groups.</p>	<p>Enhanced confidence and recognition of various government branches</p> <p>Building capacity and a sense of responsibility amongst stakeholders.</p> <p>Increased sense of innovation in policy initiatives.</p>
Who to engage?	<p>Ministry of Education, Ministry of Finance, Central Bank, Ministry of Economic Development, Ministry of Youth, Consumer Protection Agencies, Ministry of Labour/Employment, Prime Minister's Office, Financial Supervisory Board</p>				
How: With what methods?	<p>Public events/forums</p> <p>Media announcements</p> <p>Email Listserves</p> <p>Promotional material</p>	<p>Roundtables</p> <p>Surveys</p> <p>Interviews</p> <p>Parliamentary Debates</p>	<p>Formal Consultations</p> <p>Establish</p> <p>Taskforces/Working Groups</p> <p>Establish Protocols</p> <p>Sign formal MOUs, Terms of Reference</p>	<p>Joint Projects, Determine objectives and Action</p> <p>Plans/Time Lines for projects</p> <p>Exchange of Best Practice</p>	<p>Partnership Arrangements.</p> <p>Mentoring Processes</p> <p>Training Capacity Building</p> <p>Exchange of Resources</p> <p>Setting of Targets/Goals</p>
How to evaluate?	<p># of attendees at events</p> <p># of individuals receiving announcements</p>	<p># of survey participants</p> <p>Formal Feedback mechanisms</p> <p>Amount of participation in parliamentary debates</p>	<p>Level of participation in working groups</p> <p>Type of commitments from members and level of follow up</p>	<p>Amount of information exchange</p> <p>Self-Assessment methods</p> <p>Peer Review</p> <p>Performance against deliverables</p>	<p>How are policies/initiatives carried forward</p> <p>Budget commitments to entrepreneurship education</p>

A1.4 Stakeholder group: Professional Organizations, Intermediaries, Trade Unions

	Inform	Consult	Involve	Collaborate	Empower
What (the purpose, the overall goals)	Awareness raising, showing the importance of entrepreneurship education. They can become dissemination points for society	To get their opinion and their perspective on the issue To build a sense of ownership in the issue Understand what they can contribute to and what they can receive from the stakeholder engagement process	Getting their formal commitment to the process. Determining the level of effort of engagement (resources, personnel) Encouraging their network to become more engaged in the process.	Maximizing the value of a joint effort. Bringing diverse expertise to the process Improve the efficiency of the stakeholder engagement. Allow for policies and outputs that are reflective of the various stakeholder groups	Allow for greater autonomy amongst stakeholders Building capacity and a sense of responsibility amongst stakeholders.
Who to engage?	Banking Associations Teachers Unions Professional Teacher's Associations Chambers of Commerce Associations of Small Business Owners				
How: With what methods?	Public events/forums Media announcements Email Listserves Promotional material	Roundtables Surveys Interviews Parliamentary Debates	Formal Consultations Establish Taskforces/Working Groups Establish Protocols Sign formal MOUs, Terms of Reference	Joint Projects, Determine objectives and Action Plans/Time Lines for projects Exchange of Best Practice	Training Capacity Building Exchange of Resources Setting of Targets/Goals
How to evaluate?					

A1.5 Stakeholder group: Business sector

	Inform	Consult	Involve	Collaborate	Empower
What (the purpose, the overall goals)	To get them involve in the project	To get information by them, to exchange knowledge in order to have a common vision	To gain their expertise ..they feel touch in the heart!	Long term engagement - sustainability	Co-creation To have new and more proactive human capital
Who to engage?	National board of association of Employers and trade sector at local, regional and National level Training department of Association	Local and regional and sectorial association Trade unions	Training project manager in their association	Again the board and Educational authorities Pilot project people	Entrepreneurs
How: With what methods?	Interview with the National board towards a push from the government Giving resources to involve. The strong message should come to EU level	Using forum sector to developing an agenda on training department	Developing cooperative project with them	with agreement signed for a long term	Working group
How to evaluate?	After a period, analyse how many and what collaboration/action was born	Evaluate if they put in their agenda one ee project at least	How many and who (quality) schools are involved with teachers collaboration	The quality of agreement: training, level of engagement of agreement	With new intrapreneurship projects New ideas

A1.6 Stakeholder group: Young people

	Inform	Consult	Involve	Collaborate	Empower
What (the purpose, the overall goals)	To wake them on entrepreneurial education	To meet the aims of young people	To make a message with them and not for them	To work together using also their language	Active citizen To keep a message for life
Who to engage?	Association of students Network of student Looking for their meeting placement	The leader of the group	The leader of the group	The working group identify	
How: With what methods?	Forum Flash mob Social media Media with an EU campaign of information	Interviews Brainstorming Games Competition network	Put in them some responsibilities Give them some objectives to reach	Through funded project	Meet top agents of the project
How to evaluate?	How many young follow the project. What kind of young people	Checking the engagement.	Target point, reaching goals defined	The long term participation	

A1.7 Stakeholder group: Educational organisations

	Inform	Consult	Involve	Collaborate	Empower
What (the purpose, the overall goals)	To set the agenda, its rationale and the associated framework which is proposed for EE	Dialogue between governmental responsible and the educational organisations about why and how to introduce Entrepreneurship Education (EE). Eg. National working groups.	Dialogue between governmental responsible and the educational organisations about why and how to do the Entrepreneurship Education (EE). Eg. National working groups.	Dialogue between governmental responsible and the educational organisations about why and how to do the Entrepreneurship Education (EE). Eg. National working groups.	Dialogue about setting the national /local goals for EE
Who to engage in promoting EE?	All stakeholders must be informed	All stakeholders must be informed	The professional bodies. Universities and other research institutions. Employers organisations Craft and commercial organisations Teachers organisations	The professional bodies. Universities and other research institutions. Employers organisations Craft and commercial organisations Teachers organisations	The professional bodies. Universities and other research institutions. Employers organisations Craft and commercial organisations Teachers organisations
Who to engage in Curriculum change and assessment	The professional bodies. Universities and other research institutions. Employers organisations Craft and commercial organisations Teachers organisations	The professional bodies. Universities and other research institutions. Employers organisations Craft and commercial organisations Teachers organisations	The professional bodies. Universities and other research institutions. Employers organisations Craft and commercial organisations Teachers organisations	The professional bodies. Universities and other research institutions. Employers organisations Craft and commercial organisations Teachers organisations	The professional bodies. Universities and other research institutions. Employers organisations Craft and commercial organisations Teachers organisations
How: With what methods?	Establish representative working groups employing extensive use of expert sources using all possible social & technical methodologies	Establish representative working groups employing extensive use of expert sources using all possible social & technical methodologies	Establish representative working groups employing extensive use of expert sources using all possible social & technical methodologies	Employ appropriate methodologies to amend, adapt, disseminate, pilot and implement outcome of this process.	
How to evaluate? Stakeholder engagement?	Were meaningful exchanges implemented using appropriate mechanisms & instruments which were sustained	Were meaningful exchanges implemented using appropriate mechanisms & instruments which were sustained and evidenced through a dynamic process of change & adaptation.	Were meaningful exchanges implemented using appropriate mechanisms & instruments which were sustained and evidenced through a dynamic process of change & adaptation.	Were meaningful exchanges implemented using appropriate mechanisms & instruments, which were sustained and evidenced through a dynamic process of change & adaptation.	Were meaningful exchanges implemented using appropriate mechanisms & instruments which were sustained and evidenced through a dynamic process of change & adaptation.

Annex 2 Examples of Stakeholder Engagement gathered by the group

A2.1 Italy

State of play

There is collaboration only on VET-education. The schools contact enterprises or associations of entrepreneurs to work together. The work is based on some speech from entrepreneur and stage of students. Another model is experimentation in a region: Ace involved enterprises and some schools (the schools use the 30% of autonomy to have lessons by entrepreneurs or managers on their work, after the enterprise hosts student to develop a project)

Example

Brief explanation of the 2nd model above: The Regional school authority works together an association of enterprise, identifying the enterprises available to work with schools, after they build a scientific/technical committee in which define the programme and project to develop (for the 4th year of secondary school) – Teachers stay in the class during the entrepreneur sector and work together in the committee.

A2.2 Spain

State of play

In Spain, EE is covered in all system curricula, very specially in VET Education where we have two compulsory subjects for all students (700.000 – 2013). All stakeholders are involved in formal way by compulsory boards who approve laws and decrees but there is a lot fragmentation in practices and regional initiatives because of bottom-up approach.

Example

From stakeholder involvement point of view the Andalusia example (as presented in plenary) is a good one because they are joining all the stakeholders and connecting all initiatives under an only strategic plan covering all the network.

A2.3 Austria

State of play

Private-public initiatives like ifte and eesi, Chamber of commerce, chamber of labour

Example

E.g. Market for kids 7-14 years

Pioneer projects, pioneer teachers, pioneer schools – e.g. Schumpeter College – bottom-up approach in partnership with stakeholders – bring this approach in the system with help of the ministry and university, teacher colleges.

A2.4 Malta

State of play

Stakeholders have been engaged extensively in the development of the National Minimum Curriculum (NMC) launched in February 2013. NMC covers primary and secondary education. Stakeholders are also engaged in VET, post-secondary and tertiary education levels but no formal model of SE exists.

Example

The Ministry of Education together with the Ministry of Finance launched the scheme 'Entrepreneurship through Education' since 2011. Such scheme saw the implementation of several projects which engaged students, teachers, the Malta Chamber of Commerce, parents, the wider community, business owners etc.. The project allocates € 100,000 p.a. and is open to all Maltese primary and secondary schools. Schools submit a proposal and may be allocated € 5,000 max.

A2.5 The Netherlands

State of play

Stakeholders have been extensively involved in development of the action programme on EE. Within the programme we have action lines and stakeholders are also involved. Sometimes schools are obliged to involve stakeholders and sometimes we only give subsidy for the half the amount needed. So they need to find stakeholders (businesses). Sometimes stakeholders provide us ideas without asking. Most is bottom-up.

We are collaborating / empowering in higher Education. Several organisations like Yes!Delft exist – incubators to help students to start up and become entrepreneurs. We also have Centres of entrepreneurship where stakeholders (businesses) help universities & students with entrepreneurial education and start-ups.

Example

3. Yes!Delft
4. A group of young entrepreneurs gave us a list of barriers for student entrepreneurs. They did this with the help of serial entrepreneurs. We tried to solve their problems.

A2.6 Denmark

State of play

Private organisation (FFE-YE) working together with ministry (or on behalf of Ministerial strategy) to influence stakeholders on all educational levels. Students and teachers are involved on all 5 levels of the model. FFE-YE tries to engage other stakeholders (politicians) through meetings with students (informing, perhaps involving)

Example

FFE-YE

A2.7 UK - Northern - Ireland

State of play

Consulting:

- Compulsory Education – Governmental Policy – national/regional, EQF 2
- Higher Education – institutions are largely autonomous

Collaborating:

- Vocational
 - National Stats / app.ps informed by employer
 - Schools autonomous is a degree
 - S.t. parental pur
 - IVD negligible employer

Example

Lecturers into industry – this scheme enhanced teacher trainers' personal capacity and ultimately this informed quality of teaching and hence student learning

A2.8 Romania

State of play

VET is most advanced in involving stakeholders. By an ESF project entrepreneurs are invited to participate early in entrepreneurship workshops with students and teachers where they discussed how to make successful business plan and participate in local, regional and national competitions of Business plans. The level is involving only in the field of (*illegible*), practice is used, and the problem is its unsure transferability in the future.

Example

The training firm method means that a training firm cooperates with a real company. The students are involved in a number of company activities (e.g. advertising campaigns) and the company provides case studies for students. The model is used only in economic high schools. The challenge is to extend to other domains by empowering teachers first and developing adopted curricula.

A2.9 Croatia

State of play

- VET-Act
- Sector Skills C00-C125
- National Curricula Framework

Examples

- Sector Skill Councils
- C20QF- Integration with Entrepreneurship Education

A2.10 Poland

State of play

In Poland stakeholders are especially involved in vocational education. Nevertheless every head of school can collaborate with stakeholders. Decision in this case belongs to head of school. Some stakeholders are engaged in entrepreneurship education from many years, e.g. the National Bank of Poland and the Union of Polish bankers. In Poland we still have to develop entrepreneurial attitude of teachers to enhance them to start collaboration with NGOs, educational institutions research centres etc.

Examples

The National Bank of Poland is involved in entrepreneurship education for many years. NBP organises a lot of meetings with students and teachers, printing many didactic materials that are helpful for teachers, support some initiatives of schools, undertakes decisions of sponsoring events.

A2.11 Portugal

State of play

In general, stakeholders like Business Associations parents, teachers, NGOs, headmasters are in the stage of informing and consulting.

Examples

The general director of education the agency of innovation and the Portuguese institute of Youth are involved in an initiative 'innovate your country, innovate your street, innovate your school', to ensure that students can contribute to the resolution of problems in their own communities, mobilising local partners.