



EUROPEAN COMMISSION
ENTERPRISE AND INDUSTRY DIRECTORATE-GENERAL

Promotion of entrepreneurship and SMEs
Entrepreneurship

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Assessment of compliance with the entrepreneurship education objective in the context of the 2006 Spring Council conclusions

This document presents the current situation as regards the implementation of measures for enhancing education for entrepreneurship in the EU. In particular, the selected indicator for the assessment concerns the **inclusion of entrepreneurship as a key competence in national curricula for general/comprehensive secondary education**, as recommended by the Commission in the Annual Progress Report of January 2006.

This document, while providing a more general view of progress achieved in the Member States, focuses on the assessment of compliance with that indicator. For this purpose, a **summary Table** is annexed. The main sources of information for this overview of progress and for the assessment of the specific indicator were previous projects jointly developed by the Commission and the Member States under the MAP (Best Procedure projects), the results of the 2007 Lisbon micro-pillar fact finding country visits and the 2007 Implementation Reports.

Assessment criteria

A **definition** for Entrepreneurship Education for the purpose of this assessment is the following¹: *“Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity”.*

Developing **generic attributes and skills** that are the foundations of entrepreneurship is complemented by imparting more specific **knowledge about business** according to the level of education. It needs to be stressed that entrepreneurship education is not to be confused with general business and economic studies, as its goal is to promote creativity, innovation and self-employment.

A global overview

In **few Member States**, entrepreneurship is already a recognised objective of the education systems and is embedded explicitly in national framework curricula (**ES, FI, IE, CY, PL, UK**) but implementing means (teacher training, teaching materials) still need to be stepped up. Elements of entrepreneurship can be in some cases spread horizontally through the curriculum or included in economic subjects. Other Member States are starting to implement or are planning reforms in the same direction. However, Member States where entrepreneurship is well established in the curricula are still a **small minority**.

Including learning about entrepreneurship in the national curricula is an important step, but will not be sufficient in itself. **Measures of incentive and support** are needed, as schools and teachers have a large degree of autonomy. Measures of this type have been developed only in some countries, while the provision of specific training to teachers is largely insufficient. Also, there are in all Member States non-profit organisations that promote entrepreneurship activities and programmes in schools: their work should be better recognised and supported by public policy.

¹ Commission Communication “Fostering entrepreneurial mindsets through education and learning”. COM(2006) 33 final.

Indicator: inclusion of entrepreneurship as a key competence in the national curriculum for general secondary education:

Belgium	N
Bulgaria	N
Czech Republic	(Y)
Denmark	N
Germany	(Y)
Estonia	(Y)
Greece	N
Spain	Y
France	N
Ireland	Y
Italy	N
Cyprus	Y
Latvia	(Y)
Lithuania	N
Luxembourg	N
Hungary	N
Malta	N
Netherlands	N
Austria	N
Poland	Y
Portugal	N
Romania	N
Slovenia	(Y)
Slovakia	N
Finland	Y
Sweden	(Y)
United Kingdom	Y

Legenda:

Y	Included	(Y)	Reforms are planned / Included partially	N	No inclusion
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Czech Republic, Denmark, Estonia, Slovenia, Sweden: reforms planned

Germany, Latvia: partial implementation

Country by country assessment

Belgium

Education is not a federal matter but the situation is rather similar in the different Regions. Entrepreneurship is not part of curriculum as such, but aspects of entrepreneurship are included in school programmes. Entrepreneurship days or weeks are organised every year.

Bulgaria

In Bulgaria, only the national curriculum for vocational secondary schools includes entrepreneurship as a subject, while this is not the case in general education. Information on other initiatives in this area is not available.

Czech Republic

Entrepreneurship is currently being introduced in the school curriculum, in particular by introducing a new system of General Educational Programmes (GEPs). In total approximately 300 GEPs are expected to be introduced for use in secondary education. The preparation for entrepreneurship and mastering the crucial skills to become an entrepreneur is an important part of these new GEPs, which describe the entrepreneurial activity as one of the key competences. However, the implementation will depend on Educational Programmes of individual schools. The schools currently most focused on entrepreneurial skills are Business Schools, where project like students' training firms are offered.

Denmark

Entrepreneurship is not part of the school curriculum in secondary school. However, elements of entrepreneurial mindset can be found in some programmes, for instance in an optional subject such as innovation. As part of the "Progress, Innovation and Cohesion – Strategy for Denmark in the Global Economy", there is a plan that all students in primary and secondary education should have access to entrepreneurship courses. Entrepreneurship as a key competence will be introduced in the school curriculum when reconsidering the curricula of the different levels of the educational system.

Germany

In Germany the federal administration has no competences in secondary education, which is within the jurisdiction of the Länder. Some "Länder" are already very advanced in the promotion of entrepreneurship in secondary education, such as Baden-Württemberg, where a coherent strategy is in place to support schools and teachers. As in this area the competence lies at regional level, the main challenge lies in spreading good practice from the more advanced Länder to the whole country. However, the federal state is responsible for vocational training and education. The new amendment of vocational ordinance foresees the introduction of entrepreneurship education as a subject of its own right into the curriculum. The implementation phase has not been completed yet.

Estonia

Entrepreneurship is not yet part of the established programmes, but it is planned that a horizontal approach will be taken and key entrepreneurial skills will be introduced in school curricula. Estonia is making some efforts to promote a change in entrepreneurial mindsets. Major actors are the Ministry of Economic Affairs and Communication and the Junior Achievement Foundation.

Greece

Entrepreneurship is not part of school curricula. Some efforts are currently under way in the area of vocational education, but this is not enough and much remains to be done.

Spain

In Spain, the Royal Decree 1631/2006 established the minimum standards for compulsory secondary education and identified (for the first time in Spain) 8 transversal key competences, one of them being "autonomy and personal initiative" (the capacity of conceiving, enterprise, develop and evaluate actions and projects, both at individual and collective level, with creativity, self-confidence, responsibility and being critical"). The national curriculum for secondary education includes entrepreneurship education. However, implementation will depend on the Autonomous Regions, as in this area the Central Government has competence only for the general frame and some overall support. Therefore the extent of concrete implementation at regional level will need to be monitored.

France

Entrepreneurship is not part of the curriculum. Initiatives are taken, together with business associations, in order to promote awareness of entrepreneurship among secondary school students. There is in general some progress, but this is rather uneven. Implementation takes place especially at a local level, and initiatives are rather fragmented.

Ireland

In Ireland, entrepreneurship education has been included in the curriculum of Senior Cycle Programmes (upper secondary education), including Transition Year, Leaving Certificate Applied and the Leaving Certificate Vocational Programme. Students engaging in these programmes have an opportunity to consider enterprise in the wider context of personal, community, social and business enterprise. Enterprise education in these programmes is implemented through a range of activities including a combination of classroom teaching, analysis of case studies, out of school investigations and invited visitors to the classroom. Students are also encouraged to plan, set up and run their own enterprising projects. Examples of projects include: setting up a mini company to sell a product or provide a service, a charity fund-raiser, publishing a newsletter and organising a school event.

Italy

The national curricula for secondary education do not include entrepreneurship education. As schools have some flexibility in choosing the subjects, they can develop some entrepreneurship activities, but nothing is planned at national level.

Cyprus

During the past few years, the Ministry of Education and Culture has made the entrepreneurship education an explicit objective in framework curricula at all levels, including specific support to schools and universities. Entrepreneurial education is provided across the curricula as an integral element of several subjects and not as a separate subject. More specifically at all levels of education entrepreneurial skills such as creativity, self-confidence, critical thinking, communication, negotiation, planning, decision-making or teamwork are promoted throughout the whole school duration. The students have the opportunity to get familiar with the entrepreneurial concept, undertake relevant case studies and visit enterprises.

It was agreed by the two competent Ministries (Trade and Education) to collaborate in order to promote a common programme for entrepreneurship within school education. The Ministry of Education is expected to create a new Unit in order to reorganise, amongst other things, the "entrepreneurship aspects" of Secondary Technical and Vocational Education, and of Secondary General Education. Cyprus is making some efforts to strengthen entrepreneurial education in schools.

Latvia

In Latvia, "Basics of business economy" covering commercial activities, legal forms of enterprises and some practical activities, is mandatory in secondary schools. This teaching subject can be used also to develop more focussed activities on entrepreneurship.

Lithuania

Entrepreneurship education is not part of the national curriculum. However, a national strategy for entrepreneurship education has been set up, and some limited measures were implemented aimed at developing entrepreneurial skills in young people at secondary school level.

Luxembourg

Entrepreneurship education is not part of the national curriculum. The Ministry of Education is coordinating a steering group for the implementation of students' mini-companies in secondary school. Information on other initiatives in this area is not available.

Hungary

Entrepreneurship education is not part of the national curriculum. Some NGOs and schools take the initiative to offer such courses, on an individual and voluntary basis. This area remains a challenge for Hungary.

Malta

Entrepreneurship education is not included in the curriculum, but is currently implemented as a pilot project with selected schools. It is not yet clear how and when this will be implemented in all schools. Malta has an ambitious plan to introduce entrepreneurship in education at all levels. Training the trainers is included, involving the business organisations. The scheme is run by an NGO at present (Young Enterprise) and tested in several schools, so implementing it in all schools should be the next step.

Netherlands

Entrepreneurship education is not part of the curriculum. However, a large subsidy programme "Ieren en ondernemen" has been started by the Ministry of Economy in cooperation with the Ministry of Education: from 2007, 25 Million € will be made available to promote measures to implement entrepreneurship education at all levels of education (basic, secondary, higher). All educational institutions can apply by proposing measures on how to implement entrepreneurship education within their school.

Austria

Entrepreneurship education is not yet part of the curriculum of general secondary education. It is however part of the curriculum in Secondary Colleges and Schools for Business Administration, and is a horizontal element in Vocational Schools for Apprentices. Also, the use of Training Firms (virtual companies) is recognised in VET Schools and Colleges. Yet, the focus is still too much on the acquisition of general business knowledge, rather than on the development of entrepreneurial mindsets and skills.

Poland

In Poland, a national framework for entrepreneurship education was established by the Ministry of Education in 2002. The basic curriculum for secondary level comprehensive and technical schools sets - among the educational targets and tasks for schools - offering students the possibility of acquiring entrepreneurial attitudes, knowledge and skills. On that basis, secondary schools are offering entrepreneurship courses (two hours per week in comprehensive and technical schools, one hour per week in initial vocational schools). School inspections have shown that the subject "*Foundations of entrepreneurship*" and the module "*Education for active participation in business life*" are included in the school curriculum in different types of schools in accordance with the established regulations.

Portugal

A number of private and also Government sponsored initiatives exist, but there are no public policies in this area and entrepreneurship is not included in the national curriculum.

Romania

The NRP recognises that the reinforcement of entrepreneurship in RO is still a desideratum. Some general measures are mentioned: improving entrepreneurship, business infrastructure etc. For the period 2007 – 2010, Romania intends to accomplish a set of elements of reform in terms of implementing concrete modalities for sustaining entrepreneurial initiatives and to unblocking the entrepreneurial spirit. Also, the entrepreneurial culture is envisaged to be promoted by means of several programmes.

The implementing report only includes policy measure in the field of women entrepreneurship or ad-hoc trainings but lacks information on what has been initiated regarding the introduction of entrepreneurship in the pupils' curricula of the various levels of schools.

Slovenia

Entrepreneurship is a key competence in Slovenia's Development Strategy. From 2000 to 2006, Slovenia offered through different government resources the Programme for Promotion of Entrepreneurship and Creativity of Youth, in which every year 4000 young people aged from 12 – 30 participated (approx. 30 per cent of them in secondary education). In 2006, a new Strategy for Introducing Entrepreneurship and Creativity into the Regular School system 2007-2013 was adopted, and it should involve all levels of education: an overall goal is to offer in any school entrepreneurial education and to introduce business-competitions into the official school system as well as to provide training for teachers.

Slovakia

A concept to implement entrepreneurship education as an obligatory part of school curricula has been agreed between the Ministry of education and the ministry of economy. However, to date no concrete steps forward have been taken.

Finland

Finland has a coherent strategy for the development of entrepreneurship education, involving different department of the public administration. Entrepreneurship education is integrated as a part of school education, vocational training and university education. The current basic education core curriculum was adopted gradually from 2003 to 2006. It includes a thematic entity called "participatory citizenship and entrepreneurship". The current upper secondary education core curriculum, adopted in autumn 2005, contains an entity called "active citizenship and entrepreneurship". An entrepreneurship component was also added to the vocational curricula.

Sweden

Sweden has not introduced entrepreneurship as a key competence in the national curriculum. Numerous initiatives are being developed at regional and local level. What is needed is more coordination and support from the central level. Sweden is however improving its efforts to promote entrepreneurship in upper secondary education, where it was planned to include entrepreneurship as a subject for most or all students as of autumn of 2007.

United Kingdom

In England, Wales and N.I., enterprise education is integrated as a compulsory element of pupils' work-related learning in Key Stage 4 (age 14-16). In England the government funded pilot projects to be developed in secondary schools, then disseminated good practice in order to encourage take up by the educational institutions. From that experience the Department of Education drafted national guidance on Enterprise learning; made that available to teachers and introduced it to all secondary

schools. Enterprise is now referred to explicitly in the guidance for Office for Standards in Education inspection, and for school self-evaluation. As a consequence of this strategy, today enterprise is part of the statutory work-related learning in all secondary education in England. In Scotland, every pupil from P1 through to S6 has an entitlement to enterprise activities on an annual basis and, in addition, pupils in S5 and S6 have an entitlement to case studies based on local or Scottish businesses.