



**CONFERENCE “ENTREPRENEURSHIP EDUCATION IN EUROPE: FOSTERING  
ENTREPRENEURIAL MINDSETS THROUGH EDUCATION AND LEARNING”**

**OSLO, 26 - 27 OCTOBER 2006**

**1. EXECUTIVE SUMMARY**

The European Commission together with the Norwegian government held a European Conference on Entrepreneurship Education in Oslo on 26-27 October. This Conference was a follow-up to the **Commission’s Communication** on “Fostering entrepreneurial mindsets through education and learning”, adopted in February 2006<sup>1</sup>. It aimed to exchange experiences and good practice, and to discuss how to move forward in promoting entrepreneurship education more systematically, based on concrete evidence and recommendations presented by the Commission’s Communication.

The Conference covered policies and practices in fostering entrepreneurial mindsets of young people through education at all levels, **from primary school to university**. It included 6 thematic workshops, and presentations of 38 cases of good practice from across Europe. Available **EU financial instruments** to support entrepreneurship education projects - through the LLP, ESF and ERDF - were also covered in the programme.

Focused discussion taking place within the thematic Workshops and in the final panel of discussion highlighted a wealth of **concrete proposals** for all the actors involved: the European Commission, national and local governments, educational establishments, NGOs, businesses, students.

A **better integration of programmes and activities in the established curriculum** was advocated, but contents and participation should remain flexible. Entrepreneurship can be integrated into curricula either as a horizontal element in all fields of study (for instance in primary and secondary education) or as a subject in its own right (especially in higher education). In any case, innovative pedagogies should be introduced into all courses, as a necessary basis for building an entrepreneurial spirit.

It was commonly agreed that **the scope of entrepreneurship education** is much wider than training on how to start a business, as it includes the development of personal attributes and horizontal skills like creativity, initiative, self-confidence, among many others.

In this respect, the need for a **common European platform** of existing projects and teaching material has been stressed, in order to help sharing and dissemination. **The EU**

---

<sup>1</sup> COM (2006) 033 final

**should support curricular reforms**, and facilitate comparative analysis. Also, the **mobility of educators** across Europe should be encouraged.

**Mentoring or coaching** from people with business experience should be a basic element in all entrepreneurship training. There is a need therefore to increase **public-private partnerships** by involving more the enterprises as part of their corporate social responsibility. Businesses should donate at least a tiny part of the working time of their staff to participation in activities within schools. To this extent, **an award** could be given at European level to acknowledge enterprises that distinguish themselves more.

However, it is not sufficient just to bring entrepreneurs into the classroom: **students should be directly involved in enterprise projects.**

One important step to make progress is **to set up steering groups at national level.** As a complement to those, a **European Observatory** should be also created where all the different stakeholders involved in entrepreneurship education can be represented (public administrations, businesses, educational establishments, students, etc.). The Observatory would have among its objectives that of setting targets for entrepreneurship education, taking into account its various elements and objectives.

The European Commission should also take the lead as regards the **evaluation of programmes and activities**, in order to ensure comparability of results. In particular, research should be developed at European level on the impact of activities based on students running concrete enterprise projects and mini-companies.

**The high number of ideas advanced during this Conference is now being structured, and will result in a detailed catalogue of proposals for action (the “Oslo Agenda for Entrepreneurship Education”).**

## **2. PARTICIPATION**

The conference attracted around 320 participants from 33 countries, representing national, regional and local governments, business associations and entrepreneurs, organisations promoting programmes and activities, teachers and university professors, students, experts and researchers in this field, and ranging from a 7 year-old mini-company student to a 70 year-old serial entrepreneur.

Overall, there were - from each Member State - typically one representative of the national Ministry of Education and one of the national Ministry of Economy or Industry, while Norway was represented by the two Ministers themselves. Participants included as well some 50 representatives from regional and local authorities, 50 from other public and international organisations, 30 representatives from businesses and business associations, 50 university professors, teachers and headmasters, and around 100 promoters and facilitators of entrepreneurship education programmes, which were the most represented category of stakeholders.

## **3. THEMES**

The Conference covered policies and practices in fostering entrepreneurial mindsets of young people through education at all levels: primary and secondary schools, vocational secondary education, higher education. It included 6 thematic workshops, and

presentations of 38 cases of good practice from across Europe. The 6 thematic Workshops focussed on the following topics

- Workshop 1: Entrepreneurship in Primary education;
- Workshop 2: Entrepreneurship in Secondary education;
- Workshop 3: Entrepreneurship in Higher Education;
- Workshop 4: Mini-companies and students' activities based on project work;
- Workshop 5: Fostering quality and impact assessment;
- Workshop 6: Bridging policy measures and practice.

Available EU financial instruments to support entrepreneurship education projects - through programmes like Comenius, Erasmus and Leonardo da Vinci, the new Lifelong Learning Programme, the European Social Fund and the European Regional Development Fund - were also covered in the programme. The conference was concluded by a panel discussion on next steps to be taken to move forward in this area.

This event made it possible to analyse in depth critical issues relevant to entrepreneurship at all levels of education, with concrete conclusions and recommendations on how to follow-up to the Commission's Communication.

Selected cases of good practice showed European experiences that could be disseminated and transferred to other countries. For instance, Norway was indicated as a model as regards setting up a national strategy for entrepreneurship education, while the case of Scotland was recommended as an example in training the teachers. But more generally, the various experiences presented have provided ideas and possible solutions to serve as an inspiration to stakeholders across Europe.

Moreover, informal contacts developed made it also possible to exchange personal experiences and to identify potential partners for joint initiatives. To help reaching this objective, the afternoon of 27 October, after the official closing of the Conference, was dedicated to the organisation of 10 thematic networking sessions, with topics selected by the participants themselves. Information stands from organisations involved in entrepreneurship education and from students were also accessible during the whole duration of the Conference.

#### **4. HIGHLIGHTS OF THE DISCUSSIONS**

##### **4.1. Opening and Plenary Session on 26 October 2006 (9:30 to 13:00)**

After the welcome to participants by the Dean of the BI Norwegian School of Management - which hosted the event - Mr. Tom Colbjørnsen, the Conference was open by Dag Terje Andersen, Minister for Trade and Industry of Norway, and by Øystein Djupedal, Minister for Education and Research of Norway. A Key Note speech followed, by Maive Rute, Director at the Enterprise and Industry Directorate-General of the European Commission.

After the opening speeches, perspectives from different stakeholders involved in entrepreneurship education were presented by Christiane Schönauer-Gragg, Head of Realschule Rockenhausen, Germany; Brynhild Vinskei, student and Project Manager at Young Enterprise Norway; Vladimir Sirotko, entrepreneur, Slovakia.

The activities of the European Commission in favour of entrepreneurship education were briefly presented, and a description of the Commission's Communication on "Fostering entrepreneurial mindsets through education and learning" by Mr. Christian Weinberger followed. The Commission started already 5 years ago a series of projects carried out together with the Member States, and also with other countries like Norway, under the "Best Procedure". The "Best Procedure" was set up, following a mandate from the Lisbon Council, to promote the exchange of best practice and to encourage policy change at national level. The Commission coordinated three of these projects: on education and training for entrepreneurship; on entrepreneurship in primary and secondary schools; and on the use of student mini-companies in secondary education.

The Commission's Communication on "Fostering entrepreneurial mindsets through education and learning" is based on evidence gathered through these projects. It aims to support Member States in developing a more systematic strategy, based on good examples in Europe. Coherent entrepreneurship education initiatives are still too few. However, good practice can be found in Europe. The challenge lies in spreading further the existing positive examples. Most of the action needs to be taken at national or local level, however the European Commission has an important role of coordination and support. The Communication proposes a number of recommendations for concrete action, such as:

- National and regional authorities should establish cooperation between different departments, leading to developing a strategy covering all stages of education.
- Curricula for schools at all levels should explicitly include entrepreneurship as an objective of education.
- Schools should be given practical support and incentives to encourage take-up of entrepreneurship programmes.
- Special attention should be given to training teachers and to raising the awareness of heads of schools.
- Cooperation between educational establishments and the local community, especially businesses, should be encouraged.
- The use of student mini-companies at school should be further promoted.
- Higher education institutions should integrate entrepreneurship across different courses, notably within scientific and technical studies.
- Public authorities' support is especially needed to provide high-level training for teachers and to develop networks that can share good practice.

Four presentations followed showing concrete examples of how Norway and some Member States are successfully addressing key issues identified in the Communication.

*Adopting a comprehensive strategy for entrepreneurship education:*

- "Norwegian Strategy Plan for Entrepreneurship in Education", Ms. Inger Karin Røe Ødegård, Adviser, Directorate for Primary and Secondary Education, Norway.

The Norwegian strategy for Entrepreneurship in Education 2004 – 2008, was recently revised. The Strategy has been prepared in collaboration by three Ministries: Ministry of Research and Education, Ministry of Local Government and Regional Development, Ministry of Trade and Industry. The

purpose of the strategy is to motivate and inspire educational institutions, municipalities and county municipalities to plan and firmly establish education for entrepreneurship, in collaboration with industry and other relevant players in the local environment. A revised curriculum for primary and secondary education was introduced in August this year, and entrepreneurship is included in many of the syllabuses. The responsibility for implementation of the strategy plan for entrepreneurship in education lies with owners of the educational institutions. The responsibility for coordination lies with the Ministry of Education and Research.

*Including entrepreneurship in national or regional curricula:*

- “Entrepreneurship in Secondary Education”, Ms. Fiona Kindlon, Regional Development Officer, Second Level Support Service, Ireland.

In Ireland, Enterprise Education has been included in the curriculum of upper secondary education (Transition Year, Leaving Certificate Applied and the Leaving Certificate Vocational programmes). 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 frequently explored through participation in 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 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.

*Ensuring support to schools and teachers:*

- “Enterprise Education for 14-16 year-old students”, Mr. Patrick Shipp, Enterprise and School Business Links Unit Department for Education and Skills England, UK.

The Department for Education and Skills has successfully completed an enterprise education strategy. In two years until September 2005, 258 pilot projects (“Enterprise Pathfinders”), were set up involving over 700 schools. From that experience in schools, national guidance was drafted on Enterprise learning, made available for teachers and introduced 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; and is a key part of statutory work-related learning. The Qualifications and Curriculum Authority (QCA) has found that it is now written into most School Development Plans. Phase 2 was launched in September 2005. Schools received funding for a new focus on enterprise education. Also, the creation of a new Schools’ Enterprise Education Network was announced.

*Systematic use of student companies and activities based on project work:*

- Student company programme “Empresa Joven Europea”, Mr. Iván Diego Rodríguez, Valnalón Ciudad Tecnológica, Principality of Asturias, Spain.

The government of the Principality of Asturias is currently at the forefront of the promotion of entrepreneurship education in Spain. Thus, it has set up an ambitious and extensive plan for the promotion of entrepreneurship, which includes a set of actions focused on all levels of education. Empresa Joven Europea (European Junior Enterprise) represents the first mini-company program to be included in the curricular framework of secondary education in Spain.

A video produced by the European Commission on student mini-companies in Secondary Education was also shown to better illustrate the concept.

#### **4.2. Thematic Workshops on 26 October 2006 (14:30 to 18:00)**

##### **- Workshop 1: Entrepreneurship in Primary education**

Workshop 1 explored to which extent, and how, can primary education contribute to fostering creativity, initiative and an entrepreneurial attitude in children. Issues such as contents of programmes and teaching methods were discussed, as well as concrete support to schools and how to encourage an early contact of pupils with the world of enterprise.

The following good practice examples were presented:

- Cap'Ten programme, Ms. Laurence Lievens, ICHEC-PME, Belgium.
- Cartoon « Bill et Boule créent une entreprise », Mr. Jean Schram, Ministry of Education, Luxembourg.
- Junior Achievement K-6 programme, Ms. Stefania Popp, JA-YE Europe.
- Entrepreneurship in kindergarten and primary schools in the county of Telemark, Ms. Kerstin Laue, Confederation of Norwegian Enterprise (NHO), Norway.
- Strategy for enterprise in primary education: Ms. Sandra Ewen, Determined to Succeed, Scotland, UK.

Workshop moderator: Ms. Gry Ulverud Hoeg (Ministry of Education and Research, Norway)

Workshop rapporteur: Mr. Volkmar Liebig (ifm - Institut für Fremdsprachen und Management, Germany)

##### **- Workshop 2: Entrepreneurship in Secondary education**

Workshop 2 focussed on teaching methods, and on how to support and encourage schools to introduce entrepreneurship activities and programmes. Issues such the inclusion of entrepreneurship in the curriculum were discussed, as well as how to make adequate teaching material available, how to train teachers, how to enhance cooperation with enterprises and the involvement of business people in the classroom.

The following good practice examples were presented:

- The Entrepreneur-Skills-Certificate, Mr. Alexander Hofmann and Ms. Margit Moravi, WKÖ - Austrian Economic Chamber, Austria.
- « Entreprendre au Lycée », Mr. Robert Allemandi, Coopérative COPSI, France.
- Business strategy in administration, management and commercialisation in secondary education, Mr. Fernando Mur Alegre, IES La Llitera, Huesca, Spain.
- Teacher training in enterprise education, Ms. Linda Brownlow, University of Strathclyde, UK.

Workshop moderator: Mr. Anthony Gribben (European Training Foundation)

Workshop rapporteur: Ms. Anna Gethings (AG Services, Ireland)

### - Workshop 3: Entrepreneurship in Higher Education

Workshop 3 discussed programmes and teaching methodologies both in business and in non-business studies, with an emphasis on how to ensure that entrepreneurship is horizontally spread across different fields of study. Among other issues addressed were how to support business ideas of students, how to promote university spin-offs and increase cooperation between universities and enterprises.

The following good practice examples were presented:

- Teaching of entrepreneurship across different subjects, Ms. Angela Short, Dundalk Institute of Technology, Ireland.
- Science Enterprise Challenge - Changing the culture at UK universities, Mr. Robert D. Handscombe, University of Sheffield, UK.
- TOP Programme for young start-ups, Mr. Jann van Benthem, University of Twente, Netherlands.
- Innovative entrepreneurship education - Junior Enterprises at universities, Mr. Jonathan Nowak, JADE European Confederation of Junior Enterprises
- An Integrated Approach to Entrepreneurship Education, Mr. Jon Erik Svendsen, BI Norwegian School of Management, Norway.

Workshop moderator: Mr. Paul Hannon (National Council for Graduate Entrepreneurship, UK)

Workshop rapporteur: Ms. Karen Wilson (European Foundation for Entrepreneurship Research)

### - Workshop 4: Mini-companies and students' activities based on project work

The Workshop addressed programmes whereby students run mini-companies (real or virtual) at school or university, and other forms of students' activities based on project work. The discussion focussed particularly on how to promote a wider use of these programmes, also taking into account time and organisation issues, and how to ensure their integration into the official school programme. Entrepreneurship activities for socially and economically disadvantaged young people were also addressed.

The following good practice examples were presented:

- The Mini-enterprise in the class room, Mr. Michel Brüll, Les Jeunes Entreprises asbl, Belgium.
- "School and Entrepreneurship", Ms. Christina Diegelmann, Ministry of Economic Affairs Baden-Württemberg, Germany.
- Entrepreneurship for young people at risk of social exclusion, Ms. Lena Bondue, NFTE - Network for Training Entrepreneurship.
- Summer-entrepreneur in the county of Västernorrland, Ms. Ulla Gredemyr, County of Vasternorrland, Sweden.
- Practice Firm in Merikoski Vocational Training Centre, Mr. Niko Finnilä, Finnish Practice Enterprises Centre – FINPEC, Finland.

Workshop moderator: Ms. Caroline Jenner (Junior Achievement -Young Enterprise Europe)

Workshop rapporteur: Ms. Ingrid Trenner (KIST Consulting, Austria)

#### **- Workshop 5: Fostering quality and impact assessment**

The Workshop explored how to evaluate the quality of programmes, and how to assess their impact in terms of creating more entrepreneurial mindsets. Also the problem of making an inventory of all existing programmes and activities was addressed, as quantitative data both at national and European level are still largely incomplete.

The following good practice examples were presented:

- Survey "What happened later", Mr. Jarle Tømmerbakke, JA-YE Norway, Norway.
- EUROOPEN quality certificates: the evaluation of practice firms, Ms. Suzana Temkov, EUROOPEN Worldwide Practice Firms Network.
- OPPE, the French good practice to promote entrepreneurial spirit, Ms. Catherine Léger-Jarniou, Paris Dauphine University, France.
- Business@school: fostering entrepreneurial thinking at high-schools, Ms. Babette Claas, Boston Consulting Group, Germany.
- "Raising the bar – JADE Alumni Career survey", Mr. Johannes Weissmann, JADE European Confederation of Junior Enterprises

Workshop moderator: Mr. Paul Skehan (Eurochambres)

Workshop rapporteur: Mr. Hamid Bouchiki (ESSEC Business School, France)

#### **- Workshop 6: Bridging policy measures and practice.**

The Workshop discussed how can policy-making best support a systematic approach to entrepreneurship education, so that all young people have the possibility to learn about entrepreneurship. Recommendations included in the recent Commission's

Communication on entrepreneurship education were taken into account, with an emphasis on how to ensure a concrete follow-up to these recommendations.

The following good practice examples were presented:

- Action Programme for Entrepreneurship and Education, Ms. Marjan van Dongen, Ministry of Economic Affairs, the Netherlands.
- Strategy for economic literacy and entrepreneurship education, Mr. Eugenijus Savicius, Lietuvos Junior Achievement, Lithuania.
- Strategy for entrepreneurship education, Mr. Jussi Pihkala, Ministry of Education, Finland.
- “The Stairs to Entrepreneurship”, Mr. Stig Hanssen, Entré Entrepreneurial development, County of Gävleborg, Sweden.
- National annual competition in entrepreneurship, Mr. Kostas Katsogiannos, Special Authority Unit for the Operational Programme in Education, Greece.

Workshop moderator: Mr. Christian Weinberger (European Commission - Directorate General for Enterprise and Industry)

Workshop rapporteur: Ms. Elisa Sainz (Ministry of Industry, Tourism and Trade - Directorate General for SMEs, Spain)

#### **4.3. Plenary session on 27 October 2006 (9:00 to 13:30)**

A summary with conclusions and recommendations from each Workshop were presented by the *rapporteurs*.

- *Workshop 1 - Entrepreneurship in Primary education: Mr. Volkmar Liebig (ifm - Institut für Fremdsprachen und Management, Germany)*

The Workshop highlighted that a lot of good practice cases exist already in Europe, and acknowledged therefore that that entrepreneurship – with its different elements – should be a topic for primary schools. Workshop’s conclusions stressed the need for a common European platform of existing projects and teaching material, to help sharing and dissemination. In fact, a better transfer of experiences is needed, which would benefit all actors involved in developing entrepreneurship education. Also, a better integration of programmes and activities in the established curriculum is fundamental. Finally, there is a need to increase public-private partnerships by involving more the enterprises as part of their corporate social responsibility.

- *Workshop 2 - Entrepreneurship in Secondary education: Ms. Anna Gethings (AG Services, Ireland)*

Workshop’s conclusions stressed that entrepreneurship should be embedded in curricula. One issue to be further explored remains whether these activities should be compulsory or voluntary, also depending on the diversity of education systems. A key to success is cooperation between different public departments, and in this respect Norway is indicated as a model. The EU should support curricular reforms, and facilitate comparative analysis. Teacher training should be part of the necessary reforms. In this respect, the Scottish case is presented as a

complete and innovative model that could be transferred. It is essential to disseminate best practice. A strategic piloting of teacher training on entrepreneurship should be launched, supported by the EU under the Lifelong Learning Programme. In addition, schools themselves should create incentives to enable teachers to teach entrepreneurship, for instance by means of setting up staff development funds. Finally, there is a need for more involvement from enterprises: research should be developed on how employers can be better engaged in school education.

- *Workshop 3 - Entrepreneurship in Higher Education: Ms. Karen Wilson (European Foundation for Entrepreneurship Research)*

Case presented within this Workshop allowed to highlight a number of critical factors for success in developing entrepreneurship education within universities and technical institutes. Real life experience is key. It is not sufficient to bring entrepreneurs into the classroom: students should be directly involved in enterprise projects. The approach should be student-driven: not teaching to them but mutual inter-action between the educator and the students, involving feeling and emotions. Finally, increasing the rate of start-ups from higher education institutions will be possible only by connecting research with enterprise. Recommendations for policy action (at European and national level) include: to support training for educators (who are not only teachers, but all those involved in education, including entrepreneurs and students themselves); to encourage the mobility of educators across Europe; to better disseminate good practice, and to increase the production of European case studies to be used in the classroom; to review the Bologna process in order to facilitate the development of entrepreneurship education, including by encouraging mobility and recognising the role of educators other than teachers. Finally, a task for the institutions themselves will be to reshape their internal paradigm and to set up incentives for the faculties.

- *Workshop 4 - Mini-companies and other students' activities based on project work: Ms. Ingrid Trenner (KIST Consulting, Austria)*

This Workshop stressed the important role of NGOs in implementing entrepreneurship education, and the importance of ensuring flexibility of educational establishments. A number of recommendations were made to relevant actors, such as: governments should ensure long term funding for student company activities; entrepreneurship education should be a recognised competence within teachers' training schemes; entrepreneurship should be part of the curricula, but contents and participation should remain flexible; mentoring or coaching from people with business experience should be a basic element in all entrepreneurship training; evaluation should be developed at European level on the impact of student mini-companies; awareness campaigns to encourage the use of these instruments should be developed at European level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business); a clear framework should be created by public administrations at national level to remove legal and fiscal obstacles to the activities of student companies; a data base, or a common platform, should be developed at European level with good practice in running mini-companies and enterprise projects.

- *Workshop 5 - Fostering quality and impact assessment: Mr. Hamid Bouchiki (ESSEC Business School, France)*

This Workshop explored the important aspects of quality evaluation and assessment of impact. As regards the evaluation of programmes, it is stressed that the most effective evaluation is independent, i.e. not run by the same organisation that runs the programme. It is then recommended that evaluation be comparative: it should be run before the beginning of the programme and after its conclusion. This type of evaluation, independent and comparative, should be built systematically into all programmes. One possibility to be further explored would be to make public funding conditional to the presence of built-in quality criteria of this type. Finally, the overall level of quality can be improved also through celebration of what works well, for instance by organising awards and competitions. The European Commission should take the lead in this area. As regards the assessment of impact of programmes and activities, it is emphasised that this should correspond to all the objectives of entrepreneurship education (therefore, success should not be measured only in terms of new start-ups created). Unfortunately, not enough research has been so far developed. The EU should bring together a group of researchers in entrepreneurship education to help define indicators and specify typical educational processes. Concerning the third topic of this Workshop, the collection of quantitative data and information, it is suggested that gathering of information should be organised and/or coordinated at the EU level. The importance of information sharing is underlined: Member states should encourage the creation of networks of stakeholders.

- *Workshop 6 - Bridging policy measures and practice: Ms. Elisa Sainz (Ministry of Industry, Tourism and Trade - Directorate General for SMEs, Spain)*

Good practices presented within this Workshop showed that in some countries a national strategy for the promotion of entrepreneurship education does exist. One case presented from Sweden shows that a regional programme can become a national strategy, thanks to financial support from the Ministry of Industry. The importance of the regional dimension is stressed, yet a national strategy is necessary in order to coordinate all the diversified efforts. The Workshop made a number of recommendations for policy actions, among which: to create an observatory at European level where all the different stakeholders involved in entrepreneurship education can be represented (public administrations, businesses, educational establishments, students, etc.); to enhance political support at the high level, taking the Norwegian case a positive example; to promote a more positive image of entrepreneurs, with actions such as the organisation of a Year of Entrepreneurship (as proposed by the European Social and Economic Committee); to integrate entrepreneurship into curricula, either as a horizontal element in all fields of study (particularly in primary and secondary education) or as a subject in its own right (in higher education); to introduce innovative pedagogies into all courses and programmes and at all levels, as a necessary basis for building an entrepreneurial spirit; to assume entrepreneurs as role models for young people: a suggested strategy in this respect is to disseminate within schools a book with success stories of young entrepreneurs.

The Commission reminded to participants that from 2007 the new Community Programme on Lifelong Learning will support projects with a European dimension, aiming to foster entrepreneurial attitudes and skills and to promote links between educational establishments and enterprises. Also, the European Social Fund and the Regional Development Fund will continue to support initiatives at European, national and local level.

An overview was therefore provided of available EU instruments to support entrepreneurship education projects:

- The new Lifelong Learning Programme, Ms. Maruja Gutierrez, European Commission - Directorate General for Education and Culture.
- Entrepreneurship education within the European Social Fund (ESF), Ms. Ana Maria Nogueira, European Commission - Directorate General for Employment, Social Affairs and Equal Opportunities.
- Cohesion policy instruments and entrepreneurship education, Mr. Henry Britton, European Commission - Directorate General for Regional Policy.

#### - **Panel discussion**

The panellists were the following:

- Ms. Gry Ulverud Hoeg, Deputy Director General, Ministry of Education and Research, Norway.
- Mr. Anthony Gribben, European Training Foundation.
- Mr. Paul Hannon, Director of Research and Education, National Council for Graduate Entrepreneurship, UK.
- Ms. Caroline Jenner, CEO, Junior Achievement -Young Enterprise Europe.
- Mr. Paul Skehan, Deputy Secretary General, Eurochambres
- Mr. Christian Weinberger, Head of Unit, European Commission- Directorate General for Enterprise and Industry.
- Ms. Erna Hennicot-Schoepges, Member of the European Parliament.

Each panellist made a short statement presenting her/his views as a result of previous presentations and discussions. The main messages of the panellists can be found below:

##### *Ms. Gry Ulverud Hoeg*

Entrepreneurship education is built through the natural curiosity of children. The European Commission can contribute to better awareness and understanding of the scope of these activities in primary school, by clarifying that the objectives of entrepreneurship education are much wider than training on how to start a business. In this respect, it is important to circulate ideas. A database funded at EU level would help teachers.

##### *Mr. Anthony Gribben*

There are many activities in the Member States, but little attempt to bring them together and to circulate the information. Independent evaluation should be used to validate practices, with the objective to disseminate them. Member States should set up a reference and a strategic framework at national level on entrepreneurship education, involving all stakeholders. Norway can be seen as a model for setting up a national strategy. The case of Scotland should be considered as a good practice as regards training the teachers.

*Mr. Paul Hannon*

It is essential to focus on building the capacity of institutions and of educators. This should start from the top management (e.g. the Rectors) of higher education establishments. Exchanges of experience and practice between leaders of institutions should be promoted. This type of action should be coordinated at the EU level. Also, it is very important to promote the mobility of educators across Europe (all of them, not only the teachers). There is a need for mobility programmes. This approach has been recently taken in the UK, it should be so also at EU level. More generally, a EU wide framework of what is to be achieved should be set up, followed by proper evaluation of the impact of measures taken.

*Ms. Caroline Jenner*

Progress was made recently as regards the endorsement of entrepreneurship activities. The effects of this recognition, particularly at EU level, can be seen already. It is therefore important to keep the momentum. We have achieved recognition, but not critical mass: there is a need to reach more students, teachers and potential volunteers. Work in this direction should build on a partnership at three: governments, NGOs, businesses. At European level, we should create a common platform and/or a database to facilitate the exchange of experiences.

*Mr. Paul Skehan*

It is important to define better what we want to achieve: clear targets should be set up, both at European and at national level. These targets should be defined with the participation of all relevant stakeholders. Clear recommendations are taking shape out of this Conference, the European Commission should coordinate their implementation. The European Commission should also take the lead as regards the evaluation of activities, otherwise results will not be comparable. A working group at European level could be set up in order to define targets, and to create a matrix that would allow results to be compared.

*Mr. Christian Weinberger*

We need national strategies. A way to achieve that would be to set up steering groups at national level including all the relevant players. Then, entrepreneurship education should become part of the curricula. If these activities are not recognised, it will be difficult to find financial means, and to train the teachers. The adoption of the forthcoming Recommendation on Key Competences will facilitate this. There is a need for more educators, coaches and mentors. The focus should be also in the regions: regional centres for entrepreneurship should be established across Europe.

*Ms. Erna Hennicot-Schoepge*

It should be recognised that what the European Commission is doing is only an addition to what Member States should do themselves. There is a need to have, after 2013, a bigger budget for education. Education should become a European policy, and entrepreneurship should be recognised as an objective of education. The concept of “entrepreneurship” should replace in Commission’s policy documents that of “employability”. However, entrepreneurship should not be a specific subject: rather, creativity should be spread everywhere across the curricula. It should be ensured that,

when measuring the outcomes and impact of activities, all the different objectives of entrepreneurship education are taken into account.

Following interventions from the audience pointed out a number of issues. It was commented that it will be very difficult to have a European evaluation system. The creation of a European platform for entrepreneurship education was suggested, bringing together different groups of stakeholders. It was noted that the active involvement of key players like entrepreneurs and students is essential: their participation should be ensured, and also on occasions like this Conference these two categories should have a wider representation. Finally, it was emphasised that all businesses should donate at least a tiny part of the working time of their staff to participation in activities within schools. It was suggested that an award is given at European level to acknowledge enterprises that distinguish themselves more in donating their time to education.

The Chairman, Mr. Christian Weinberger, assured that the European Commission will prepare and disseminate a catalogue of all the concrete proposals advanced during this Conference.

The Conference was closed by Ms. Lisbet Rugtvedt, State Secretary for Education, Norway, and by Ms. Maruja Gutierrez, Head of Unit, European Commission - Directorate General for Education and Culture.

#### **4.4. Informal networking sessions on 27 October 2006 (14:30 to 16:15)**

The afternoon of 27 October, after the official closing of the Conference, was dedicated to the organisation of 10 thematic networking sessions, with topics selected by the participants themselves. These sessions had a light structure, in order to keep the discussions flexible and based on the concrete interests of participants. Information was exchanged and contacts developed on an informal basis on the following broad topics:

- How to interest/ motivate teachers for the topic of Entrepreneurship education ;
- Cooperation between education and business;
- How to give students international real life experience for value creation;
- How to build teams of Entrepreneurs from different faculties/universities;
- International cooperation projects between schools/regions on Entrepreneurship education;
- Evaluation on the outcomes of entrepreneurship education;
- EU regional policy and entrepreneurship education- Funding opportunities for Entrepreneurship activities in EU-Programmes;
- How to support student entrepreneurship activities;
- Cooperation between the Ministry of Economy and the Ministry of Education for a national action programme on Entrepreneurship;
- European perspectives on entrepreneurship doctoral education.

