

**A Pilot Action on Entrepreneurship
Education: High Level Reflection Panel -
Third Cluster Meeting, Prague, Czech
Republic, 25th-26th June 2009.**

**A Pilot Action on Entrepreneurship
Education: High Level Reflection
Panel - Second Cluster Meeting
Prague, Czech Republic, 25th-26th June 2009**

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ECOTEC

▶ 31-32 Park Row
Leeds
LS1 5JD
United Kingdom

T +44 (0)113 290 4100
F +44 (0)113 290 4119
www.ecotec.com

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1.0 Overview of the pilot action on Entrepreneurship Education

1.1 Introduction

This conference paper presents the proceedings of the third EU High Level Reflection Panel (HLRP) on Entrepreneurship Education which took place in Prague, Czech Republic at the Ministry of Education, Youth and Sports. The Panel was jointly hosted by the Czech Ministry of Education, Youth and Sports and the Ministry of Industry and Trade, from 25th to 26th June 2009.

This report will follow the agenda proceedings (the agenda is attached to this report at Appendix One).

1.2 Background to the High Level Reflection Panels

The Prague HLRP represents the third in a series of four¹ High Level Reflection Panels taking place between March and November 2009. The aim is that each panel presents an opportunity to bring together a regional cluster of national level policy making representatives along with stakeholder representatives within the education and entrepreneurship fields. The regional cluster arrangement of the Panel was pursued in order to gather representatives from a relatively small group of seven or eight EU (and EEA countries) in order to enable discussions and the sharing of best practice within a relatively small group delegation.

The series of HLRP Panel meetings forms part of the European Commission's pilot action on Entrepreneurship Education Implementation taking place under the Competitiveness and Innovation Programme (CIP) 2008 Work Programme. The Directorate-General for Enterprise and Industry (DG ENTR), in cooperation with the Directorate-General for Education and Culture (DG EAC), has taken the role of designing, implementing and evaluating the pilot action. To this end, ECOTEC Research and Consulting Ltd has been commissioned to provide assistance in the co-ordination and evaluation of the pilot action meetings².

The pilot action has its roots in the Oslo Agenda for Entrepreneurship Education in Europe, an outcome of the European Commission's 2006 conference 'Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning' which was jointly organised with the Norwegian Government. On the basis of the exchange of ideas and discussion between

¹ A fifth cluster meeting is being considered by the European Commission which is proposed to consist of Albania, Croatia, the Former Yugoslav Republic of Macedonia, Israel, Macedonia, Montenegro, Serbia and Turkey.

² Under Framework Service Contract EAC/03/06 1.

stakeholders at the event, a programme of initiatives to support the development of Entrepreneurship Education was developed.

1.2.1 Building on the London and Stockholm HLRPs

The first HLRP took place in London on 16-17th March 2009. The United Kingdom was selected as host for the first meeting of the regional cluster meeting on the basis of good practice examples in the promotion of Entrepreneurship Education. The Department of Business Enterprise and Regulatory Reform and the Department for Children, Schools and Families jointly hosted the event. The first cluster meeting drew together representation from the UK, Ireland, France, Iceland, Luxembourg, Belgium and the Netherlands. This Panel also had delegate representation from the Czech Republic and Sweden in their capacity as hosts of subsequent panels.

The second HLRP, in Stockholm, took place on 23rd-24th April and brought together a cluster of countries within the Baltic Sea region. These included Sweden, Lithuania, Finland, Latvia, Estonia, Norway, Denmark and Belgium. The meeting was hosted by the Ministry of Enterprise, Energy and Communications in co-operation with the Ministry of Education and Research.

The Prague HLRP drew together representatives from the Czech Republic, Hungary, Austria, Germany and Poland. Whilst invitations were issued to the relevant Ministries within Slovenia, Slovakia and Liechtenstein, no representatives attended from these countries. This Panel also had representation from the Swedish Ministry of Enterprise, Energy and Communications in its capacity as host of the previous HLRP.

The Prague HLRP built on the experience of the London and Stockholm HLRP, in that it further developed the identified good practice, whilst refining the approach in response to the lessons learned from the first two Panel meetings. This was primarily in terms of the structure of the agenda and the practicalities around facilitation with the focus of maximising effective participation and discussion amongst the Member States.

1.3 Objectives of the Pilot Action

The central aim of the overall pilot action series is to enable dialogue and collaboration between participating Member States to investigate how the EU (and EEA) countries can build on existing good practice in the field of Entrepreneurship Education. It is proposed that through supporting mutual learning and increased cooperation between different departments of the national administrations the Entrepreneurship Education agenda can be taken forward. In particular, it is proposed that the process will support the emergence of forward-looking strategies with respect to the development of Entrepreneurship Education in the EU Member States.

The specific objectives of the pilot-action are to:

- stimulate increased and more structured inter-departmental co-operation for Entrepreneurship Education within Member States;

- devise a mechanism for structured dialogue at EU level;
- enable more Member States to devise national action plans for Entrepreneurship Education, based on good practices in other countries and on ideas from the Oslo agenda, involving all key actors; and
- test the feasibility of a wider and more systematic European policy approach or programme in this area.

The Prague HLRP fits into the broader pilot action aims whilst sharing the following underlying purpose with the other Panel meetings:

- The development of greater co-operation between government administrations concerned with Entrepreneurship Education; and
- The development of more systematic approaches to the development and delivery of policy and practice in Entrepreneurship Education.

1.4 Key Questions

The purpose of the series of HLRP meetings is primarily to act as a catalyst to cooperation and the development of policy and practice in the field of Entrepreneurship Education. The pilot action has therefore evolved with a dual focus on both content and process: **content** in terms of the strategies and activities designed to deliver effective Entrepreneurship Education; and **process** in terms of the development of a multi-dimensional dialogue. The structure of the Panels has been developed in order to enable co-operation and information sharing within and between ministries and stakeholders.

In light of this focus on content and process, four **key questions** form the basis of the dialogue and also the agenda of the cluster meetings. These key questions were outlined in the London and Stockholm HLRP Reports and are repeated here for the sake of completeness, as they are common to all of the regional cluster meetings.

1.4.1 The Key Questions: Content

- How can effective cooperation amongst ministries and between ministries and other stakeholders be built to deliver better MS strategies in Entrepreneurship Education?
- What should be the key components of coherent and effective MS strategies to introduce a more systematic approach to the teaching and learning of entrepreneurship within education systems?

1.4.2 The Key Questions: Process

- What should be the key principles and mechanisms to support sustainable structured dialogue at EU level?

- What should be the prioritised elements and main focus of a wider and more systematic approach?

1.5 The meaning of 'Entrepreneurship Education' in the context of the HLRP series

The research and publications surrounding the field of Entrepreneurship Education expose a number of different interpretations of the term. For the sake of clarity, a distinction should be made at the outset of this report between business education or economic studies and Entrepreneurship Education. Business economics and associated subjects, with a general focus on preparing students for business employment, often involve a methodological process of exposing students to the language, processes and culture of the business world. This form of education is often 'tagged on' or added to the traditional curriculum.

However, the term 'Entrepreneurship Education', and that commonly espoused for the purpose of the pilot action HLRP series encompasses a broader process of learning across a set of 'life' competencies such as personal development, problem solving, creativity, independence and team working. Although there is an inevitable overlap between these two interpretations and their practical implementation, there is a distinction in the overall objectives and outputs. Whilst traditional business education might tend to have a focus on creating business entrepreneurs, Entrepreneurship Education can be understood more accurately as a transformative approach to teaching methods, incorporated into all aspects of the curriculum and with the objective of creating enterprising individuals.

A shift toward this latter understanding as the predominant interpretation of the term could be seen as taking place amongst the delegates during the course of the London HLRP.

In the Stockholm HLRP, such clarification was usefully emphasised as having underpinned the development of the Swedish National Strategy for Entrepreneurship Education, and therefore adopted at an early stage in the proceedings.

2.0 Ministry and Stakeholder Representation

2.1 Introduction

This chapter will succinctly outline the attendance of the Prague HLRP in terms of the representation of the hosts, delegates, EU stakeholders and other contributors.

2.2 Attendance

The HLRP meeting was hosted by the Czech Ministry of Industry and Trade along with the Ministry of Education, Youth and Sports. The following table lays out the attendance of the Panel in terms of ministerial and stakeholder representation. A full delegate list is attached to this report at Annex 2.

Table 2.1 Stockholm HLRP Attendance

Role	Role	Country of Representation
Hosts	Ministry of Education, Youth and Sports	Czech Republic
	Ministry of Industry and Trade	Czech Republic
	Ministry of Education – Czech Business Representation in Brussels	Czech Republic
Delegates	Ministry of National Development and Economy	Hungary
	Ministry of Culture and Education	Hungary
	Ministry of Education, Arts and Culture	Austria
	Ministry of Education	Germany
	Ministry of Economic Affairs of Baden-Württemberg	Germany
	Ministry of Education (Centre for Entrepreneurship Education)	Austria

	Ministry of Education	Poland
	Ministry of Economy	Poland
	Ministry of Enterprise, Energy and Communications	Sweden
Stakeholders	EU CEDEFOP (European Centre for the Development of Vocational Training).	EU
	Austrian Federal Economic Chamber (representative of Eurochambres)	Austria
	European Trade Union Committee for Education	Denmark
	Confederation of German Employer's Associations (BDA) / Representative of Business Europe	Germany
	Hewlett Packard (Corporate Marketing and Global Citizenship)	Germany
	Junior Achievement	Czech Republic
	National Institute of Vocational Education and Training	Czech Republic
European Commission	DG Enterprise	European Commission
	DG Education and Culture	European Commission
Consultants	ECOTEC Research and Consulting	United Kingdom

3.0 The Prague Panel Proceedings – Day 1

3.1 Introduction and Welcome

The proceedings of the first day of the Panel were opened with a welcome from Mr Jakub Dürr Deputy Minister, Czech Ministry of Education, Youth and Sports.

Mr Dürr's opening words made reference to the development of the Entrepreneurship Education Strategic Framework within the Czech Republic. In highlighting the importance of involving stakeholders at a grassroots level he introduced the activities that were being carried out at various levels in the area of Entrepreneurship Education, such as the seminars being held in parallel with the Prague HLRP, a summary of which would be presented in the course of events over the two days.

The Czech Ministry of Industry and Trade laid out the importance of offering support to SMEs in order to encourage an increase in the level of entrepreneurship on a national level. In this sense the overarching need was outlined as being for the development of educated people with entrepreneurial skills. Tethered to this was the recognition of the positive and negative factors associated with self-employment in the Czech Republic. As an introduction to the issue of entrepreneurship, the notion was posited that the Czech Republic had learnt to be creative and ingenious following the end of the Communist era and in this sense might regard itself as a "nation of 'Do It Yourself'". On the back of this, it was suggested that the country had a positive basis upon which to disseminate teaching in the area of entrepreneurship. The sharing of information at a cross-Member State level was regarded as an important part of this ongoing process by the Ministry of Industry and Trade representative.

Mr Christian Weinberger welcomed the delegates and contributors to the Panel on behalf of the European Commission's DG Enterprise. At the outset of the event, Mr Weinberger outlined the purpose of the HLRP series and its relation to the wider context of the Oslo Agenda and in relation to the following objectives:

- Stimulation of inter-department co-operation for Entrepreneurship Education within Member States;
- Exchange of experience between policy makers of different countries, so as to enable more Member States to devise national action plans;
- Piloting of a mechanism for regular dialogue at EU level.

The issue of Entrepreneurship Education within the EC was communicated as not being limited to the support of the economy but more widely as the premise that wider benefits were associated with ideas being turned into action. The ability of young people to build skills that helped them to plan

and manage in order to achieve objectives was identified as being of utmost importance in this trajectory. Alongside this, there was recognition of the need to influence the mindsets of young people as to their future career decisions and aspirations in the field of entrepreneurship. To support the development in these areas, it was identified that there was an overarching need for increased co-operation between government administrations - and with stakeholders - on Entrepreneurship Education as well as the development of more systematic strategies for Entrepreneurship Education. Mr Weinberger highlighted that these needs underpinned the HLRP intervention and recognised the role of the Panels in providing an opportunity for the EC to listen to the views and recounted experiences of individual Member States.

The introductory session was finalised with comments from Belen Bernaldo de Quiros of DG Education and Culture, who stressed the importance of Entrepreneurship Education in terms of its contribution to the development of entrepreneurial mindsets. The HLRP series was regarded as making a key contribution to the consideration of how Entrepreneurship Education should be structured. Mrs Bernaldo de Quiros emphasised the role of national co-operation in the development of the agenda and was hopeful that the Prague HLRP would serve as a useful platform on which to develop this.

3.2 Plenary Session 1: Entrepreneurship Education in the context of the Lifelong Learning Strategy in the Czech Republic

This Plenary session focussed on the Czech Lifelong Learning Strategy. The Strategy was outlined as being a document approved by the Czech government which had presented an opportunity to plan priorities within the education system up until 2015. It was outlined that this strategy signalled a new approach in understanding education and was concerned with all educational activities from 'cradle to grave'. The strategic aims underpinning the Strategy, regarded as contributing to a holistic learning experience for participants, were outlined as being the following:

- Recognition, permeability
- Equal access
- Functional literacy
- Social partnership
- Stimulation of demand
- Quality
- Counselling.

In terms of structure, it was outlined that the Lifelong Learning Strategy was comprised of three main aspects, namely initial education, tertiary education and adult education.

Within the context of initial education in the Czech Republic, it was outlined within the presentation that Entrepreneurship Education currently takes the following forms:

- Projects on Entrepreneurship Education;
- Practice firms - enterprises that are virtual but run within the same legislative and market context as real companies. Such firms might undertake the same activities as real-market entrepreneurs (for instance searching for gaps in the market, competing with other virtual companies, contacting the various different institutions they need to interact with such as the Trade Licensing Office). By the end of 2008 there were 308 practice firms in 92 schools and in school year 2007/08 there were 3121 trainees;
- Young Enterprises - 124 schools were taking part by the end of 2008, with 1587 trainees in the 2007/8 academic year.

Activity in the above areas was regarded as giving rise to development across key competency areas across a range of entrepreneurial activities and including problem solving and personal and interpersonal development. More specifically, some coverage of Entrepreneurship Education was addressed within a discrete subject area "Man and the World of Labour". Such progress is set within a wider programme of curriculum reform being undertaken in the Czech Republic.

Within the context of adult education, Entrepreneurship Education was seen to take the form of support for individual learning projects, a voucher system for supporting language skills and the development of ICT skills.

The presentation touched on the creation of appropriate conditions and contexts within which Entrepreneurship Education can be fostered. In this respect it was considered that Entrepreneurship Education should not only focus on narrowly defined tools such as how to start a business and how to obtain credit, but should be broadened to include the promotion of attitudes such as creativity and risk-taking. It was emphasised that the process of Entrepreneurship Education is not one involving experts or teachers talking about 'how to do it' but instead is comprised of the creation of a context within which students can learn and develop relevant competencies. The strategy was outlined as being framed around four broad steps in the development of Entrepreneurship Education as laid out below:

- Help people in learning about themselves.
- Introduce people to the entrepreneurship world.
- Familiarise people with entrepreneurship.
- Give people a chance to experiment.

The presentation which outlined the inclusion and position of Entrepreneurship Education within the Czech education system established the basis for 'opening up to the floor' and sharing experiences from across the Member States within Plenary Session 2.

3.3 Plenary Session 2: Round the table – Entrepreneurship Education in central and eastern Europe

ECOTEC, in moderating this session, gave a brief presentation summarising the position of Entrepreneurship Education within the participating Member States. The main areas covered were: whether countries have any strategic documentation (such as a national level strategy or action plan) to underpin or foster Entrepreneurship Education at a national level; and the types of policy activity undertaken in the field at different governmental levels. The general positions are laid out below.

In terms of whether countries have a **national level strategy or action plan** in place to foster Entrepreneurship Education, Hungary had a document in place, whilst Austria had made some progress in the development of a strategy to guide this area of work. Whilst there was no national German strategy in place, a number of regional strategies had been developed which take on greater relative importance given the strength of the region within Germany's federal system of governance. Whilst examples of Entrepreneurship Education activity (and steps toward an action plan in some cases) could be seen in the Czech Republic, Poland, Slovenia, Slovakia, and Liechtenstein, these countries had no national level strategy in place. . In some cases however, concrete steps had been made in embedding entrepreneurship education approaches into national level strategic documents. For instance, in the Czech Republic, there was reported to be coverage of Entrepreneurship Education in the Life Long Learning Strategy.

With regard to the **types of policy activity** for Entrepreneurship Education normally carried out at different levels of governance, various examples of activity at the national as well as regional and sub-regional levels were reported. Table 3.1 summarises the activities which could be seen to take place at various levels.

Table 3.1 Examples of policy activity to support Entrepreneurship Education

National Level
Curricula development for schools/ colleges, vocational training
Programme evaluation and dissemination of good practice
Development of software tools to evaluate entrepreneurship attitudes and skills (Austria – EEP software tool)
Free school books in Entrepreneurship Education
Development of a National Centre for Entrepreneurship Education
Entrepreneurs Skills Certificate (Austrian Federal Economic Chamber)

Commitment to the World Skills' and Euro Skills Competitions (international and European level).
Awards for companies on apprenticeship training
National level projects – "Practice Firms" and "Young Enterprises".

Regional and Sub-Regional Level

Sub-regional and local authorities support the development of links and co-operation between schools and local entrepreneurs/ enterprises.

National co-ordination of programmes amongst sub-regional stakeholders.

Chamber of Commerce involvement

Austria: 'eesi impulse centre' has regional nodes for its entrepreneurship concept in each federal province.

There was a variation between the **schooling levels** at which Entrepreneurship Education was most likely to be found. Table 3.2 below lays out the **nature of activities** or coverage afforded to Entrepreneurship Education at different levels of education across the participating Member States.

Table 3.2 Examples of entrepreneurship activity across different levels of education

Primary
Learning in key competencies; creativity, self and public reliance, communication skills, ability to work in a team.
Enterprise and trade visits to schools - practical enterprise projects linking to the curriculum.
"Programme for development of entrepreneurial culture and creativity among young people", carried out by the Small Business Development Centre .
Schools involved in "entrepreneurial circles" including training for teachers and mentors.

Secondary

Principles embedded within all subject teaching and extra-curricula activity

Cross-curriculum topics, e.g. "Man and the World of Labour"

Specialist Subject Area "Entrepreneurship and Management"

Enterprise and business learning in Economic Geography

Entrepreneur's Skills Certificate - Entrepreneur's Driving License

Junior Companies/ Training Firms

Internships, visiting local enterprises, careers guidance

Specialist secondary entrepreneurship schools

Vocational

Offered within add-on courses in Colleges

Project work and/or diploma thesis

Inclusion in curriculum as a compulsory subject

Specialist Subject area 'Entrepreneurship and Management'

Internships

Training / Practice Firms

Tertiary

HEIs with Entrepreneurship Education specialism

Master programmes with curriculum coverage

Professional training, theory and practice

Virtual firms "planning, producing and evaluating".

Voluntary entrepreneurship learning in some disciplines.

Vienna University of Business and Economics, institute for entrepreneurship & innovation

Contributions were then elicited from the delegate countries as to the activity which had been undertaken across the participating Member States in the field of Entrepreneurship Education. The session was framed around representatives sharing specific contributions of national

departments to Entrepreneurship Education and their main challenges experienced in the field. Table 3.3 lays out the two main contributions and challenges as identified by Member State representatives.

Table 3.3 Contributions and challenges as offered by Member States representatives

Country	Ministry	Main Contributions and Challenges Faced
Austria	Strategy	<p>Stage of development:</p> <p>Regular meetings between Ministries. Action plan now being developed, a linkage to budget requirements is being considered.</p>
	Education Ministry	<p>Contributions:</p> <p>Curriculum level, entrepreneurship is a didactic principle</p> <p>Also subject level interpretation at school level, and new standards being evaluated before next phase</p>
		<p>Challenges:</p> <p>The legal and systematic approach required to achieve progress in the area were seen as presenting a challenge.</p> <p>Assuring the involvement of teachers when much existing pressure exists within the profession. A social pedagogic aspect needs to be developed for less academic pupils.</p> <p>The teacher training process involving training to Masters level, and a requirement for two years of wider business experience. Teacher shortages are presenting problems.</p> <p>The mind sets of teacher are regarded as important in terms of developing entrepreneurial spirit and more so for specific content, for instance in geography where teachers tends to have little business experience.</p> <p>40% of students are in general track, so extra curricula programme now available for them, and also for apprenticeship system.</p>
	Economics Ministry	<p>Contributions:</p> <p>Research programme, University of Vienna</p> <p>Support to Junior Achievement</p>
		<p>Challenges:</p> <p>Do not have the legal duty within the education system to lay out a requirement for entrepreneurship education.</p>

Czech Republic	Strategy	<p>Stage of development:</p> <p>A Lifelong Learning Strategy has been completed.</p> <p>Work on key competencies has been laid out and is included in some other government documents</p>
	Education Ministry	<p>Contributions:</p> <p>Education framework programmes, key competencies have been developed. Project organised in association with institutions.</p>
		<p>Challenges:</p> <p>Increasing number of participants on extra curricula programmes</p> <p>Education of teachers is important</p> <p>Gap in apprenticeship schools</p>
	Economics Ministry	<p>Contributions:</p> <p>Ministry of Education and trade really has the remit of focusing on existing entrepreneurs</p>
		<p>Challenges:</p> <p>None identified</p>
Germany	Strategy	<p>Stage of development.</p> <p>Varies by Lander.</p>
	Education Ministry	<p>Contributions:</p> <p>No national ministry of education but an assembly of 17 sovereign ministries of education, which have guidelines for incorporating economic education and some aspects of Entrepreneurship Education into the education system.</p> <p>Oversee economic and Entrepreneurship Education activity within regular schools (14-16 years) including school firms, buying and selling products.</p>
		<p>Challenges:</p> <p>Teachers are trained in the relevant concepts but there is variation between regions and local level circumstances and also between teachers. Teacher trainers are thought to receive inadequate training.</p> <p>For apprenticeship schools Entrepreneurship Education is incorporated within politics and economics.. Well-trained teachers are now 55 plus so recruitment can be difficult, and many teachers are not adequately trained.</p>

	Economics Ministry	<p>Contributions:</p> <p>In Baden-Württemberg, economics is taught as a separate subject in gymnasia, whilst elsewhere is spread across the curriculum. Junior Achievement and similar student company activity.</p> <p>Challenges:</p> <p>Teacher training presents a difficulty as teachers for economy education are not always trained.</p>
Hungary	Strategy	<p>Stage of development:</p> <p>The national core curriculum is issued by the Ministry of Education and Culture. Regulated key competencies at national level.</p> <p>Framework curriculum. Local curricula elaborated by individual schools.</p> <p>Action Plan concerning school leaving exams is in place.</p>
	Education Ministry	<p>Contributions:</p> <p>Entrepreneurial skills are embedded across subjects</p> <p>Ministry supports entrepreneurship education activities and teaching materials. Junior Achievement Hungary and other student company activities with involvement of external institutions, for instance banks.</p> <p>2007 saw broadening of economic and financial education. Financial education is being strengthened.</p> <p>The Ministry is offering financial support for new initiatives and encouragement to managers within the education system.</p> <p>Challenges:</p> <p>Higher education presents challenges, e.g. training teachers in all subjects in entrepreneurship.</p> <p>How to incorporate Entrepreneurship Education within new forms of education involving student participation.</p> <p>The time frame over which Entrepreneurship Education is embedded in the curriculum (rather than as a separate subject) is a challenge.</p>
	Economics Ministry	<p>Contributions:</p> <p>Focus on securing the involvement of NGOs in the implementation of entrepreneurship activity e.g. Hungarian Innovation Alliance organises business plan writing competition. Grants given to such NGOs. Annual surveys of business carried out to assess the gap in entrepreneurship skills.</p> <p>Competitiveness working groups in different sectors also address the lack of entrepreneurship in businesses. There is also a focus on the existing entrepreneurs and development of their enterprise skills. Specific issues are addressed e.g. on IPR, Hungarian Patent Office.</p>

		<p>Challenges:</p> <p>Motivation is key challenge, and required for people to become entrepreneurs at all, in contrast with some other countries. The level of risk taking has become very low in the current economic crisis. Much financing is available at present, e.g. structural funds, but lack of new firms is a key challenge.</p>
Poland	Strategy	<p>Stage of development:</p> <p>Basic entrepreneurship is part of curriculum in all levels excluding primary.</p> <p>Not a separate strategy.</p>
	Education Ministry	<p>Contributions:</p> <p>Major reform of national curriculum is being prepared. Entrepreneurship is a key competence and is a key part of VET (vocational schools) reform. Close co-operation between schools and entrepreneurs/employers is planned.</p> <p>NGOs like Junior Achievement and those promoting student companies are supported.</p>
		<p>Challenges:</p> <p>Training for trainers. Teaching is good in theory but is not recognised as being so effective in practice.</p>
	Economics Ministry	<p>Contributions:</p> <p>The Ministry of Economy finances promotion campaigns of NGOs and finances technical activities at universities.</p> <p>Input into the Lifelong Learning Strategy which is in initial stages, and which involves a wide range of ministries, e.g. science, regions. Has a role in stressing the role of innovation and the knowledge economy.</p> <p>Development of courses and qualifications for teachers is important.</p> <p>Support to organisations supporting Entrepreneurship Education including NGOs.</p> <p>Preparing schemes for post 2013 structural fund support to support enterprises and students.</p>
<p>Challenges:</p> <p>Development of good quality of cooperation between enterprises and the school system.</p>		

As Table 3.3 therefore shows, progress in policy and delivery across this cluster of countries is variable but with progress shown in each country and across both ministries involved/with responsibility for Entrepreneurship Education. Key challenges remain however: critically these include:

- Co-ordinating policy and action across ministries;
- Training for teachers;
- Involving business in schools

In parallel to the HLRP, the Czech authorities organised three separate seminars to investigate Entrepreneurship Education, bringing together teachers, businesses and young people from across the Czech Republic. Each of these parallel seminar groups were asked to present a summary of their discussions in turn to the Panel.

3.3.1 Pre-group session 1: Presentation from parallel group “Seminar for Teachers”

The presentation of the discussion taking place as part of the seminar for teachers was focussed on 'how to teach Entrepreneurship Education?' and had a number of outcomes which are summarised as follows.

- Demonstration of best practice ("Your World, Your Business")
- Sharing ideas session "Characteristics of young entrepreneurs we have seen in the video"
- Sharing ideas session "What we have to do today to prepare our youth to meet the characteristics"
- Discussion panel on Entrepreneurship Education – exchange of best practice
- Identification of the characteristics of young entrepreneurs
- The need - what can be done now to ensure that youngsters possess the competencies and characteristics of entrepreneurs in 5-10 years.

The seminar provided a discussion forum within which the characteristics of Young Entrepreneurs were identified. As an outcome it was recognised that successful young entrepreneurs are those that:

- Have an idea
- Are enthusiastic
- Enjoy being entrepreneurs
- Achieve their goal
- Are socially responsible
- Are independent
- Are responsible
- Trust in what they do as being the right thing
- Are active in implementing their vision.

There was shared recognition that efforts needed to be exerted in order to achieve increased recognition for the concept of Entrepreneurship Education. In this vein, the needs identified as central to the process were identified as the following:

- Introduction of practical programmes (hands-on projects within schools to develop relevant competencies and those linked to the workplace/business);
- Strengthen teaching of soft skills (that also impact performance in other subjects and vice-versa), such as presentation skills, creativity, initiative, responsibility;
- Motivation of students to participate in entrepreneurship programmes;
- Strengthen the cross-curriculum (inter-subject) relevance in/through Entrepreneurship Education programmes;
- Increase awareness of students of how the politics work and how to influence the political developments;
- Development of language skills and key competencies;
- Political environment must support Entrepreneurship Education (need for incentives and support in order to integrate teaching of entrepreneurship into the curriculum);
- Broad cross-sector cooperation of stakeholders and institutions (public administration, business sector, NGOs, as well as parents, school management, educators, entrepreneurs);
- Utilise the existing expertise of educational organisations such as JA-YE Europe;
- Create and support competitive environment between schools;
- Training of teachers in methodological approaches to enabling Entrepreneurship Education as well as in relevant background information and trends;
- Extension of teachers' freedoms and rights in promoting learning in their areas of expertise, forging networks with external stakeholders (such as entrepreneurs); and
- Motivation and shared objectives of Entrepreneurship Education amongst the teaching profession.

3.4 Presentation from parallel group “Seminar for Students” – Entrepreneurship Education as an added value for students.

The parallel student debate considered the ideal way of linking Entrepreneurship Education to regular education in schools. As part of this discussion, extracurricular activities designed to deliver Entrepreneurship Education were identified as a central means by which the agenda was being progressed. Junior practice and training firms of various sorts were highlighted as best practice in this area in that they encapsulate the 'learning by doing' ethos, otherwise reflected in the HLRP discussions as being central to supporting Entrepreneurship Education.

Key organisations helping to deliver the above were identified as:

- Young Enterprise
- JADE – European Confederation of Junior Enterprises³
- PEN International (Practice Enterprises Networks)⁴.

³ <http://www.jadenet.org/>

⁴ <http://cms.europen.info/>

The seminar discussions identified that the following actions were required to ensure the implementation and proliferation of Entrepreneurship Education:

- Active promotion of the Entrepreneurship Education concept amongst teachers and students;
- Development of awards as incentives (“Excellence awards” : e.g. “Most international young enterprise award”)
- Development of learning material;
- Encouraging students to do internships with entrepreneurs;
- Using entrepreneurs as role models;
- Enhancement of European-wide networking opportunities; and
- Integration of Entrepreneurship Education within curricula.

Junior Enterprise has also been seen to have an impact on policy-making. In France for example, the unclear classification of junior enterprises meant that there was resultant confusion about the type of taxes that were required to be paid. After the issue was brought to the Government's attention, a specific legal statute was developed by policy-makers to give tax reductions to these organisations in recognition of their special status and the contribution made to the national GDP. .

As a response to the presentation, Birgitte Birkvad, the representative of the Trade Union of European Teachers made some observations on behalf of the teaching profession within Europe as a whole. Her representation made the following key points:

- It is important for discussions exploring Entrepreneurship Education strategy and development for there to be an emphasis on what is expected of teachers – and how they can be supported to further Entrepreneurship Education within schools;
- Teachers are not reluctant to teach enterprising life skills and should not be regarded as a barrier to the implementation of Entrepreneurship Education;
- Teachers see themselves as educators for life rather than educators for the labour market – it was considered that this should inform policy makers' considerations of what outputs and indicators of Entrepreneurship Education would be appropriate; and
- The status quo within the teaching profession is that the practitioners are tied up with existing pressures and commitments. An Entrepreneurship Education forward strategy primarily framed around provision through extra-curricula activity was regarded as a flawed model in that in reality the time available for teachers to support and pursue extra-curricular activities is limited.
- In this respect it is important to make some space in the curriculum, so as to allow teachers to take the initiative in developing cross-curricular activities and project work.

3.5 **Group Session 1 and Plenary Session 3: Strategies to promote Entrepreneurship Education – the position of teachers and how to teach EE**

Group session 1 sought to explore the position of teachers in Entrepreneurship Education and the role that they can play in its development and implementation. The delegation was split into two groups with moderated discussion framed around the following points:

- Is there an ideal way to incorporate Entrepreneurship Education into teaching?
- Are there specific distinctions for how Entrepreneurship Education should be taught for different age groups?
- Should Entrepreneurship Education be subject oriented or implemented cross-curriculum?
- What is the impact of Entrepreneurship Education on the development of the skills of students; and
- What forms of co-operation are required when implementing Entrepreneurship Education in educational programmes.

The following points were raised within the discussions:

Tailoring Strategy Development and Delivery

- It was noted that strategies aimed at promoting entrepreneurship education needed to take into account national distinctions and clearly needs to take account of the institutional setting in which it is being delivered. For instance, the provision of Entrepreneurship Education in schools in Austria is to be tailored in the light of the prevalence of vocational track (VET) schools within its education system.
- There was an appreciation that there was already activity being undertaken in respect of Entrepreneurship Education on a number of counts within contributing Member States. In this regard it was not necessary to start from scratch, but rather to build on the foundations that had already been laid at the national level and to encourage further development and partnership approaches.
- Equally, there may not be one ideal way to teach Entrepreneurship Education – i.e. no one size fits all approach can be applied - and instead it was widely recognised as depending on the school context in which it is applied. Again, representatives from Austria emphasised that the implementation of entrepreneurship education in its schools needed to be tailored according to whether schools are mainstream institutions or vocational track schools and colleges (VET). In the latter institutions entrepreneurship education is taught, on a relatively practical level across an extensive range of subjects including economy, law, project management, personal development and controlling and annual audit.
- The role of non-governmental organisations and associations has been emphasised in bringing informal education about entrepreneurship into the system. Also it was noted that sometimes

the activities of such organisations had a more tangible impact than public strategies and curricular reforms had so far.

Incorporating Entrepreneurship Education into teaching

- A broad definition of entrepreneurship (as in the 2006 EU Recommendation on Key Competences) was shared by all delegates. This also enables support from teachers, who generally agree with the importance of soft and social skills. In the implementation, it is therefore important to make a distinction between soft entrepreneurial skills (e.g. social skills and entrepreneurial attitudes) and hard entrepreneurial skills (e.g. drafting a business plan). However entrepreneurship education requires firstly a change in teaching methods (how to teach), and not simply a change in the contents of education. The main focus will shift during the educational path, from working mainly on the attitudes of pupils (e.g. creativity, team work, initiative) in kindergarten and in primary school, to providing practical experience of entrepreneurship in secondary and in tertiary education.
- The topic was discussed whether entrepreneurship should be better introduced into curricula as a cross-curricular principle or as an independent subject. Both approaches are needed. In fact, where some broad elements of entrepreneurship are present in the national curriculum in a cross-curricular fashion, there is a perception that efficacy and impact would be improved by also adding a specialised subject in entrepreneurship. The trend observed is to teach basic and social skills through a cross curricular approach, and more specialised skills through an individual subject. Examples of two opposite approaches come from Hungary, where some entrepreneurial elements and methods (like problem-solving) are embedded horizontally in the core curriculum, and from Poland, where all secondary school students participate to a specific subject on “basic entrepreneurship”.
- In any case it was observed that the curriculum shouldn't be exceedingly rigid, so as to leave enough room for teachers to organise practical activities out of the established programmes.

Using Role Models and Mentors

- It was recognised that the use of role models to promote entrepreneurial aspirations within young people was important. This was outlined as having made a key contribution within Baden-Württemberg, where it had also been noted that the impact of 'external forces' or those impacting on students outside the school environment were important in the development of entrepreneurial attitudes amongst young people. In this way, the Ministry of Economic Affairs in Baden-Württemberg has, through its Initiative for Start-ups and Business Transfer (ifex), developed a campaign called Future Women Entrepreneurs which links business women up with schools within sub-regional localities. Through this story –telling approach, it is proposed that some pupils would be inspired to consider becoming entrepreneurs. One contributor emphasised that the importance of the age of mentors could actually be underestimated – in

order for young people to interpret positive messages and be inspired by mentors or role models in the field it was thought that there is benefit in finding role models relatively close to the age of the peer group of the learners. In Austria, for example, Youth organisations (based around economic or industrial interests) that are present in each Federal State visit schools and meet students.

Stimulating Entrepreneurship through Key Competencies

- It was noted that the teaching vocabulary used to implement Entrepreneurship Education should be given close consideration. Especially at the early level of learning, there was wide appreciation that no business language or 'jargon' should be used – rather there should be an appreciation of education which stimulated the development of entrepreneurship competencies such as team working, problem solving and independent thought. One rapporteur summarised that the aim at this early stage of education was to begin a process whereby active citizenship could be promoted amongst young people.
- In general a common trend can be observed in the current shift of national curricula from contents to competences (like in Austria, Czech Republic and Hungary). This provides a new opportunity for entrepreneurship to be introduced in schools as a key competence.

Bringing Business and Education Together

- The central contribution of forging positive and effective partnerships between teachers and the business world was noted as being of importance for incorporating Entrepreneurship Education into classroom learning. The role of Junior Achievement was noted here, as was the example of Internship programmes in Germany which have forged new links between business and academia.
- In Poland it was noted that Ministries do not cooperate at government level with employers, as there are no programmes to facilitate this; however, at regional level there does exist good cooperation, for example through school based networks. Good cooperation with stakeholders, including employers is noted in Austria and Hungary, while more and more links are being developed also in the Czech Republic. A good model of connecting education and enterprise is found in Germany in Baden-Württemberg but also outside this regional cluster, for instance. the education-business links in the UK and in Ireland.

Teaching the Teachers

- Some discussion focussed on the degree to which all teaching professionals should be developed to the stage at which they can represent and promote the case of Entrepreneurship Education in the educational institution within which they are employed
- If Entrepreneurship Education is to be a priority then it will be necessary to encourage teachers to consider what and how they can deliver to students in the classroom, and what support they require to make this happen effectively.

- Many new young teachers on entrepreneurship will be needed in the coming years. Moreover, where entrepreneurship is a cross-curricular principle, those teachers who teach other subjects (such as geography, etc.) often have not enough entrepreneurial knowledge and attitudes. Therefore in-service training must be available. In Austria a specific institute was created for teachers who do not come from economic studies, and also a Summer University for teachers has been launched.

Growing the Entrepreneurship Ecosystem

- In considering the ideal conditions to support Entrepreneurship Education, a helpful perspective was highlighted in the form of the 'entrepreneurship ecosystem'. This conceptualisation was referred to by a DG Enterprise representative as having attracted a growing degree of attention in recent times in the consideration of the factors and inputs that help establish a balanced system in which the outputs are young people who have developed a core set of entrepreneurship competencies and life skills. The features of an environment that is conducive to the development of entrepreneurial competencies and attitudes were identified by the participants of the discussion as including the following:
 - ▶ quality exposure to enterprising individuals;
 - ▶ an understanding amongst the students of the motivation and objectives behind the exercises that they are taking part in;
 - ▶ experiential and hands-on learning to enable students to have fun and retain the outcomes of the learning experience;
 - ▶ tasks which give learners responsibility and ownership of activities in order to promote the emergence and implementation of innovative approaches to problem solving; and
 - ▶ teachers with 'know-how', both of entrepreneurship principles and of how to communicate and enthuse people about the central issues.

Through the identification of the qualities which helped to create appropriate environments for learning, it emerged that a central focus of the evolving Entrepreneurship Education agenda should not be on what is taught, but rather, how it is taught. In this way, the ideal approach to teaching entrepreneurship education was considered to result from combined theoretical and practical elements. It was outlined that DG EAC is doing much to support the mobility of learners between the world of education and the world of business. The delegates recognised that this would go some way to 'blurring' the boundaries and reducing self-containment and would lead to the overspill of entrepreneurial and business know-how into an educational context, as well as the placement of students into a business environment where the Entrepreneurship Education can take place. In this respect, the feedback from the group sessions identified that the process of entrepreneurship was about opening up the economic system to the education world. It was suggested that it could be even made compulsory for the schools to work with their surroundings.

4.0 The Prague Panel Proceedings – Day 2

4.1 Introduction and Summary of Proceedings

Opening the day's proceedings, ECOTEC gave a summary presentation which brought together the contributions and findings from the first day of the conference. In terms of the stages of development in entrepreneurship education seen across various Member States, the following key points were made as part of the presentation:

- Entrepreneurship Education was seen to be at different stages of development within different Member States but in most participating MS it can be seen to be moving up the agenda;
- Amongst the Member States represented, it could be seen that consideration had been given to the budget implications of Entrepreneurship Education strategy development and implementation;
- The discussions taking place during the course of the HLRP indicated that considerable autonomy existed at the local level in terms of progressing the Entrepreneurship Education agenda. This was seen to have resulted in much variation between individual regions, schools and teachers;
- From the first day of proceedings it was apparent that Entrepreneurship Education within the participating countries was primarily a curriculum development or reform issue: this was particularly seen to be the case in Poland where representatives referred to Entrepreneurship Education as being included in the national curriculum at all levels of education except for primary education. However, it was acknowledged that the existing content coverage was at a fairly basic level, with future curriculum development required to extend the scope of entrepreneurship education (in terms of level content and educational level). A major national curriculum reform is currently underway to this end. In the Czech Republic, where entrepreneurship is mentioned in the national Lifelong Learning strategy, a curricular reform is also ongoing. In Austria a national action plan is in preparation, with the objective of expanding entrepreneurship education and – in addition to vocational and commercial schools where it is already part of the curriculum - to include all types of secondary education. In Germany education policy is a responsibility of the different Länder. Most of them have a strategic approach to entrepreneurship in vocational education, and this is in some cases extended to general education as well (such as in Baden-Württemberg).

However in all these countries there is a considerable autonomy at a local level, leading to much variation in the contents of education.

- It was the case in most of the contributing countries that the Entrepreneurship Education agenda was overseen by Education Ministries, with contributions made by other ministries seen to vary. This was seen to be the case in the Czech Republic where the Ministry of Education, Youth and Sports holds overall responsibility for progress and development;
- Overall, there was seen to be scope for additional joint working and partnership building to take place to a greater degree within the participating Member States.
- Additionally, there was no evidence of co-operation between Member States within this cluster to date.

The ECOTEC summary also showed that the feedback and discussions from the delegates had highlighted that **Education Ministries** were mainly playing a role in delivering or developing activity in the following areas:

- National curricula (outcomes-based)
- Setting and refining standards in education delivery
- Teacher training
- Development of teaching materials.

On the other hand, the contribution of **Economics Ministries** differed primarily as these held no legal responsibility for the development and implementation of Entrepreneurship Education at the national level. Their primary contributions were seen to comprise of the following:

- Input into lifelong learning strategies;
- Focussing on the support and development of existing entrepreneurs;
- Supporting complementary activities such as related NGO activity, higher education research and monitoring business skills needs;
- Post-2013 structural fund preparations

4.2 **Plenary Session 4: Presentation from parallel group “Seminar for Businesses”**

A representative from Enterprise Europe Network (EEN) summarised the discussions which had taken place at the parallel seminar for businesses, and outlined that the seminar had involved businesses but also universities which were undertaking entrepreneurial activity, for example through their involvement in research and innovation.

The main question aired in the session related to the means by which channels between business and education could be opened up. The debate had exposed a number of 'problems', namely that entrepreneurship is a complicated activity which can be optimised in its outputs only with input from many different stakeholders and players. The participants of the seminar had outlined a view that the involvement of professional organisations in the world of education was essential for the

development of future entrepreneurs. In this respect it was considered that professional unions and associations had a role in initiating activities which sought to promote entrepreneurialism within the education system, including vocational education tracks.

A key discussion point was the emphasis on the role of public opinion in shaping a positive profile and subsequent activity in the field of Entrepreneurship Education.

4.3 **Plenary Session 5; Developing a Regional Level Strategy: promotion of Entrepreneurial Attitudes in Schools in Baden-Württemberg**

Petra Weininger represented the Ministry of Economic Affairs of Baden-Württemberg in Germany in presenting on the experience of the promotion of entrepreneurial attitudes in schools. The activity was presented as having operated within the context of the region's national curriculum which includes 'economic education' within all schools. The presentation focussed on the "Schools and Entrepreneurship" programme which has the aim of 'waking' an entrepreneurial spirit and attitude of mind among pupils. The objectives of the core area of the 'Schools and Entrepreneurship' programme were communicated as comprising the following:

- Sensitising pupils /school students to entrepreneurial thinking and acting
- Promoting self-employment / entrepreneurship as one vocational option
- Bridging the gap between theory and practice in Entrepreneurship Education
- Strengthening the understanding of economic processes
- Promoting learning by doing
- Emphasising the development of social competencies and soft skills.

Ms Weininger highlighted some of the action-oriented initiatives that have been developed recently as a result of the programme, and which are laid out below:

- **School firms and mini-enterprises:** The mini-enterprises have been implemented essentially to help students develop their entrepreneurial skills and creativity. The premise is that school firms operate as much as possible as real companies. Within this framework, the students are responsible for supplying goods or services (for instance, the creation of the school newspaper) to a selected client group. A national hotline has been set up to issue guidance on legal issues and answer questions around the foundation and the running of mini-enterprises. There are also established links between students and 'real-life' enterprises.
- **Start-up game competition :** The "Nordschwarzwald-Cup"⁵ is a computer-based start-up game competition aimed at students. It simulates the development of a company over a period of 16 fiscal years from the initial start-up period until it is listed on the stock exchange. Competitions are organised at the local, regional and national level.

⁵ <http://www.nordschwarzwaldcup.de/>

- **Licence for entrepreneurial thinking and acting:** The licence is integrated into the curriculum and features a number of different exams at its final stage. The Chamber of Commerce of Freiburg issue successful students with a certificate in recognition of their progress. The programme involves meetings with companies, building of 'economic know-how' and participation in entrepreneurial school projects.
- **Role models:** This regional project has set out to encourage students from high schools and vocational schools to become entrepreneurs at a later stage in their lives. At the outset of the project, students gain insight into the context of a particular area of entrepreneurship which is followed by a chance to meet with entrepreneurs.
- **“Live your talent” project:** This initiative is a unique school project to help students 'live their talents' and provides them with guidelines for career path orientation and the discovery of entrepreneurial skills. So far more than 4,000 pupils (between the ages of 15 and 20) have been part of the programme. The career path orientation follows a 5-step procedure including an “entrepreneur talent check” which concludes with a prize of a trip to the Capital-Region for the 30 best entrepreneurs.

In quantifying the application of the programme, it was outlined that activity had been rolled out across 170 schools and 10,000 pupils with a further level of interest having been displayed by additional schools. The work undertaken in Baden-Württemberg had found that a success factor was the level of engagement displayed by teaching staff which had been found to be impressive by the programme managers and coordinators.

The nature of the intervention has been framed around Germany's regional federal system and therefore can be distinguished from alternative models of intervention found within other Member States. Ms Weininger outlined that there were positive aspects of working at this regional level of provision although some of the projects such as the helpline were being conducted at a countrywide scale.

Finally, the issue of funding programmes was raised: it was stated that the European Social Fund (ESF) was a potential source of financing to support such initiatives.

4.4 **Group Session 2 and Plenary Session 6: Future Scenarios for Entrepreneurship Education**

This group discussion session focussed on the future development of Entrepreneurship Education and the national level actions that could strengthen delivery or contribute to action plan development in the area of Entrepreneurship Education. In this respect, the workshop moderators led discussion around the following points:

- How to establish good communication channels with employers and businesses?
- How to align entrepreneurship in the educational system to the Lisbon agenda⁶ and Small Business Act?⁷
- How to implement the “Oslo Agenda for Entrepreneurship Education in Europe”?
- How do you plan to strengthen Entrepreneurship Education in your country in the next two years?

Key points fed back from the Group sessions were as follows:

- **Importance of Formal and Informal Communication Networks:**

In terms of opening up communication channels between the business and education world with a view to supporting the development of Entrepreneurship Education, the group discussions exposed some feeling amongst national stakeholders that this was not necessarily an easy process to embark upon and develop. It transpired that this was mainly due the informal or private networks which often were pre-requisites to partnership working between businesses and educational institutions at the local level. Such networks had been seen to evolve even via pupils' parents. The informal nature of such communication channels means that their progress and development could not necessarily be planned although efforts to create supportive conditions for exchange between the business and education worlds could positively assist this process.

For the Czech Republic, the Presidency rotation within the EU had provided opportunities for collaboration and communication between business and education and is expected to give rise to future development of the agenda at a national level.

In Hungary, official cross ministry meetings are established but now government is contracting external consultants to undertake extensive interviews with companies with a view to establishing more permanent and meaningful engagement with stakeholders outside government – a process somewhat hindered at times by government re-shuffles which itself has highlighted the need for communication networks which have a long term stability.

For Austria, inter-ministerial meetings are well established and also reach out to chambers of employers and other stakeholders. This process meets four times per year and specifically deals with Entrepreneurship Education.

The importance of geography and place-based networks was evident from the group discussions. For instance, there was reference to the example of Ireland which had formed school and business

⁶ The Lisbon Agenda was set out by the European Council in Lisbon in March 2000 and comprises a development plan for the European Union aiming to make the EU 'the most dynamic and competitive knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion, and respect for the environment by 2010' (Lisbon European Council Presidency Conclusions; http://www.europarl.europa.eu/summits/lis1_en.htm)

⁷ The Small Business Act for Europe was adopted in June 2008 and outlines a policy framework to support SME' within Europe, and reflects the Commission's recognition of the contribution of SMEs to Europe's economy in accounting for 99% of all European business (http://ec.europa.eu/enterprise/entrepreneurship/sba_en.htm)

partnerships to frame joint working on the basis of geographic clusters. This reflects the above reference to the importance of informal and local networks in the development of entrepreneurship education. It was regarded necessary for national level strategies to take account of this dynamic and to allow approaches to be tailored according to local circumstances.

- **Ministerial Co-operation**

At a national level, it was seen that cooperation between Economic and Education Ministries was important to progressing the issue of entrepreneurship education. It emerged from the group discussions that where dual systems existed, the relationships between the Ministries were well established and there was evidence of co-operation at the strategic level, such as in Austria where a good level of inter-connection between the relevant Ministries fostered a shared positive outlook for the importance of promoting and supporting Entrepreneurship Education. In the Czech Republic it was identified that a greater degree of co-operation between Ministries would be beneficial, while in Hungary this type of co-operation is seen as increasing. .. In the experience of a number of representatives, the collaboration between Ministries and certain additional external stakeholders (such as Chambers of Commerce) was recognised as playing an important role in the process.

- **Links to the Lisbon Agenda, Oslo Agenda and Small Business Act for Europe**

With respect to the Lisbon agenda and Small Business Act, there was some level of agreement that curriculum reform at a national level was required in order to maximise the contribution that entrepreneurship education could play in developing a competitive and knowledge-based economy at a European level and supporting the growth of SMEs. Such curriculum reform was reported as currently being underway in Austria. In particular, it was acknowledged that in order to align national level Entrepreneurship Education with the aims of the Lisbon agenda, the attitudes and mindsets of policy-makers, government officials and the general public with respect to entrepreneurship education needed to be changed. In Poland, the Lisbon Agenda is a reference in the current reform of the curriculum. Key competences play in this respect an important role.

The Oslo agenda was published in 2007 and its implementation is still ongoing. The proceedings of the Oslo conference includes ideas, best practices, key actors and sectors to involve. As such it provides a menu from which to pick from in developing and reviewing Action Plans for Entrepreneurship Education. Financially, this is supported by a call for proposals issued in Spring 2009 by DG ENTR which has a budget of 3 million euros.

As a summative comment on the group discussions, there was a limited degree of coverage as to the ramifications of Oslo agenda and indeed how its framework of proposals can be implemented and adapted at the local level. Similarly there was only a very limited degree of reference to the Small Business Act within the breakout discussions, which might reflect the volume of issues on the discussion agenda, although may also indicate that there is a lack of awareness as to the provisions of these EC communications and the degree to which they can shape and influence national level activity in the field of entrepreneurship education. There was comment that the Act was endorsed by all Member States and encourages progress in Entrepreneurship Education.

- **Budgetary Issues**

It was identified through the group sessions that budgetary constraints were a key factor influencing the formation and implementation of national level interventions in support of Entrepreneurship Education. The explicit link between budget allocation and political agendas at the national level was noted by the delegates as being a major constraint to progress: hence, increasing the profile of Entrepreneurship Education may well result in increased financial allocations from central governments. It was noted however that, outside of government, the Junior Achievement model had fostered a bottom-up approach which has allowed local level interventions to be insulated from the winds of change in national political agendas. This was identified as one of the strengths of Junior Achievement's approach,

It emerged from the discussions that there was a requirement for stakeholders, delivery organisations and national level Ministries/organisations to have an appreciation of European Social Fund provisions with regard to discreet funding available for entrepreneurship education interventions. A representative from the Czech Republic was of the view that there was a need for there to be an increased awareness at Ministry level of what European funds were available to support entrepreneurship activity and the requirements and application processes, such as amplified communication from the EC to outline output indicators with respect to European Social Funds.

- **Agenda for the coming two years**

The discussion groups highlighted that countries had different priorities shaping their planned activity for the next two years. Whilst a focus on implementation shapes the current plans in Hungary, Germany's representatives outlined plans for the establishment of stakeholder forums to progress discussions in the field. In Germany, most of the Länder have some strategy for entrepreneurship education, while there are different curricula at regional level. A way of moving forward would be to include entrepreneurship in national Standards for education for the whole Germany, as specific curricula at the level of the Länder all refer to the national Standards. Austria is currently working on a national action plan for entrepreneurship education, which will be built with the cooperation of teachers and other stakeholders. Representatives from the Czech Republic mentioned that entrepreneurship education is now an important priority in their country, and that the results of these High Level Reflection Panels could be used as an input for next developments in this field. Poland is preparing a reform of the national curriculum, where the role of entrepreneurship will be enhanced. Entrepreneurship will be also an important element in the reform of vocational education. However, more cooperation between the Ministry of Education and the Ministry of Economy on this topic will be needed in the future.

There was the overarching view amongst the delegates that strategies are required in order to clarify how schools might be expected to further the Entrepreneurship Education agenda at the local level. A number of representatives referred to the requirement for investment in improved teacher training in order to prepare those primarily responsible for the delivery of Entrepreneurship Education.

4.5 Plenary Session 7: Summing up and Conclusions

The HLRP event was concluded with a brief review of the event from the Czech Authorities and a summary of the next steps from European Commission representatives.

Christian Weinberger and Belen Bernaldo de Quiros offered sincere thanks to the Czech Presidency for hosting the event, on behalf of the European Commission. They encouraged the formation of national level steering groups within which further Entrepreneurship Education discussions and collaboration between stakeholders could be framed. As an outcome of the proceedings, it was also outlined that Member States would likely benefit from exploring the opportunities for European Social Fund support for Entrepreneurship Education activity.

Furthermore, it was noted that the European Commission offered support for influencing Entrepreneurship Education practice through the development of policy and the dissemination of good practice examples. Delegates were informed that a summary paper of the event would be followed by a report evaluating and drawing overall conclusions from the HLRP series, the latter which would be circulated amongst all HLRP participants.

5.0 Conclusions and Implications for Subsequent Panels

5.1 Introduction

The Prague HLRP offered the opportunity to build on the London and Stockholm events through drawing together a cluster of central and eastern European countries and providing a platform, upon which practice, learning and challenges in the area of Entrepreneurship Education could be shared. Some main reflections from the Panel are laid out below, whilst a set of more fully evolved conclusions will be aggregated along with the findings from the other Panels within an overall summary report of the Pilot series.

- **National/Regional Level Progress**

Countries were seen to be at different stages in the trajectory of Entrepreneurship Education, with a number of examples given of how Ministries (or regional authorities in the case of Germany) had taken on responsibility for 'trailblazing' or early strategy development work to progress the agenda. Examples and experiences of regional level activities to support Entrepreneurship Education activity and mentoring with young people in Germany indicated that a key focus of Entrepreneurship Education should be assisting young people in realising their entrepreneurial potential through supporting personal competence-led development.

- **Context and Appreciation**

As with the previous HLRPs there was discussion as to the actual meaning and definition of Entrepreneurship Education. At one end of the spectrum, the purpose of intervention was aligned with business appreciation, which had the general aim of preparing students for self-employment within small businesses. This tended to support the inclusion of Entrepreneurship Education as supplementary, or an 'add-on' to the traditional curriculum. At the other end of the scale, Entrepreneurship Education was regarded as enabling learning across a set of key 'life' competencies relating to personal development and creativity, and which could be seen as helping to shape the degree to which students could be regarded as 'enterprising' in all aspects of life and all forms of future employment. In this case, it was understood more as a transformative approach to teaching methods and learning environments, to be incorporated on a cross-curricula basis. There was some consensus that learning outcomes would be maximised where delivery could be progressed across the whole of the curriculum. However, the importance of national level flexibility as to how this could be interpreted and expressed was deemed important to future development.

- **Creating Entrepreneurial Learning Environments and Assessing impact**

There was found to be merit in considering the ideal environment for entrepreneurship or indeed Entrepreneurship Education as a balanced ecosystem. This shaped discussions of the quality and

balance of 'inputs' required to create optimum conditions for achievement in the area of Entrepreneurship Education. As with the HLRP in Sweden, there was limited evidence that national level indicators had been developed by which to measure progress and outputs. There was a common appreciation that there were difficulties in framing measurement of intervention success around long-term outcomes (for instance, the number of business start-ups that could be attributed to Entrepreneurship Education processes) given the lag time between delivery and the point at which this type of output might be achieved. Assessment or evaluation of programmes was noted as being further complicated by the wide range of other influencing factors that would be linked to attributing results to the programme.

- **Resources and Funding**

Budget constraints were recognised as a key factor inhibiting progress in Entrepreneurship Education. Funding availability from central governments was especially noted by delegates as being at the mercy of political agendas and depending on the public profile of Entrepreneurship Education. The European Social Fund was highlighted by the Commission as a potential means of funding assistance which could be further explored by Member States. There was a view amongst some of the delegates that the protocol and requirements of such funding was burdensome, and a desire expressed for clarification of the ESF funding process.

- **Roles and Responsibilities**

As with the previous panels, there was no formally established pattern as to which organisation assumed a strategic lead on national level Entrepreneurship Education. It was commonly the case that Education Ministries hold primary responsibility for overseeing national level progress in the area (which reflected their role in matters of curriculum reform and school funding allocations) whilst the contributions from other national Ministries was seen to vary. However it was noted that in most countries inter-ministerial cooperation in this area - particularly between the Ministry of Education and the Ministry of Economy - needs to be reinforced. It was recognised that there is scope for joint working and partnerships to be further developed: European Commission representatives recommended national level stakeholder steering groups as an appropriate vehicle by which engagement could be supported and furthered.

- **Engaging the Teaching Profession**

The importance of stakeholder involvement and in particular collaboration with teachers in the early stages of Entrepreneurship Education activity was emphasised as central to achieving progress in the area. Teacher training emerged from the panel discussions as a key means by which the justification, approach and proposed methodology could be communicated to those responsible for delivering Entrepreneurship Education into the future. Education for key competences and social competences is well accepted by teachers, so it can be easier to promote entrepreneurship education to teachers by using that language: some teachers may be reluctant to teach pupils how to start a company, but will not object to teaching young people how to be creative, take initiative, etc.

- **Curriculum Content and Support**

The creation of the ideal learning environment to support Entrepreneurship Education was regarded as primarily involving setting a context through which young people can be 'enabled' to acquire a set of key competencies to support enterprising activity. A horizontal, cross-curricular approach and a subject-specific approach are both considered as useful. It was noted in some cases that only if participation in entrepreneurship programmes or activities is made compulsory it will be possible to reach all students. This approach has been used in some types of schools in Austria, where all students have now to participate in training firms.

The main focus of practical implementation of Entrepreneurship Education should be, in the view of the participants, on the merging or blurring of the boundaries between the business and education world. In this way, the greater exposure and involvement of business people in education provision was regarded as necessary.

- **Support of the European Commission and Research Base**

The HLRP recognised that the dissemination of good practice in the area of Entrepreneurship Education would be a useful role for the EC to perform with a view to encouraging Member States to undertake programmes of broadened and more innovative scope. Delegates issued a call for additional studies to supplement the limited research base which informs the area of Entrepreneurship Education at present. It was recognised that the Commission might be in an appropriate position to commission and collate national and European level research to further inform theory and practice in Entrepreneurship Education.

5.2 Delegate Feedback

Feedback and input from the delegates was elicited through the use of a question and answer sheet which was distributed within the delegate pack on the first day of the HLRP. The questions related to the development of national level strategies, and the sharing of good practice in Entrepreneurship Education, with the responses gathered in at the end of the event. The questions posed are recounted here along with a synopsis of the responses:

Which are, in your opinion, the main elements of an ideal national strategy to promote Entrepreneurship Education?

The main features of a national strategy were identified by responses as requiring input and/or coverage across the following areas:

Content

- European dimension needs to be apparent in national strategies
- Campaigning, incentives and awards coverage
- Inclusion of entrepreneurial competencies in the overall competency framework

- Validation of informally acquired competencies
- Potential for the strategy to lay out national curriculum and examination requirements
- Coverage of entrepreneurship training in the area of vocational training and non-traditional forms of education
- Emphasis of entrepreneurship skills as being life skills rather than business skills in isolation
- Focus on development of skills through practical experience
- Inclusion of teacher training
- Coverage from primary to tertiary education
- Should outline the implementation of Entrepreneurship Education into curricula at all levels
- Emphasis on the development of positive mindsets towards entrepreneurship
- Input relating to the inclusion of Entrepreneurship Education in programmes for the unemployed
- The strategy must aim for Entrepreneurship Education to become part of the national curriculum
- Should outline support for NGOs that prepare programmes for entrepreneurial activities.
- There should be a focus on skill levels to cover education at the earliest stage possible.
- It should focus on curriculum coverage on a horizontal basis
- Consideration of the use of role models to promote entrepreneurship amongst young people

Co-operation

- Should be an outcome of collaboration amongst education representatives, government, training providers and NGOs
- Emphasis on co-operation with social partners

Implementation and Practical Considerations

- Regular evaluation of the strategy and outputs were thought necessary
- There should be flexibility as to how strategies may be implemented at the local level
- Sufficient budget to be ring fenced.

What is the most interesting example of good practice that you have heard of in these two days – one that could be usefully applied in your own country perhaps?

The following examples of good practice shared within the HLRP were referred to in the delegate feedback:

- Promotion of entrepreneurial attitudes in schools in Baden-Württemberg – a good deal of feedback was received which regarded this example of good practice as an inspiration to the delegates and informative on issues such as the use of European Social Funding;

- The combination of career-counselling, lifelong learning guidance and Entrepreneurship Education (Baden-Württemberg);
- The example of the Junior Achievement (CZ) was deemed useful;
- The perspective of the representative from the European Teacher's Union (ETUCE) was found informative.

Annex One: Prague High Level Reflection Panel AGENDA

EU HIGH LEVEL REFLECTION PANEL ON ENTREPRENEURSHIP EDUCATION

Prague 25th & 26th June 2009

Schedule	Agenda
12.00-12.30	<p>Welcome by the Czech Authorities and the EC - Introduction to the Event: Aim and purpose of the meeting:</p> <p><i>Jakub Dürr, Deputy Minister, Ministry of Education, Youth and Sports</i> <i>Karel Machotka, Director General, Ministry of Industry and Trade</i> <i>Christian Weinberger, European Commission - DG Enterprise</i></p>
13.30- 13.45	<p>PLENARY SESSION 1: Entrepreneurship Education in the context of the Life Long Learning Strategy in the Czech Republic: <i>Leona Steigrova, Head of Unit for European Education Policy, Ministry of Education, Youth and Sports</i></p>
13.45-14.45	<p>PLENARY SESSION 2: Round the table – Entrepreneurship Education in central/east Europe: <i>Moderated by Andrew McCoshan and David Gluck, ECOTEC</i></p>
15.00 – 15.30	<p>PRE-GROUP SESSION 1:</p> <p style="text-align: center;">Presentation from parallel group “Seminar for Teachers” - How to teach Entrepreneurship Education? (15 min.)</p> <p style="text-align: center;">Presentation from parallel group “Seminar for Students” – Entrepreneurship Education as an added value for students. (15 min.)</p>
15.30-17.00	<p>GROUP SESSION 1: The position of teachers and how to teach Entrepreneurship Education / Students and Entrepreneurship Education in schools:</p>

	<p><i>Moderators –Leona Šteigrová and Jakub Stárek/Rapporteurs – Christian Weinberger and Andrew McCoshan</i></p> <ul style="list-style-type: none"> • Is there an ideal way to incorporate EE into teaching? Best practices? • Are there specifics for EE when teaching different age groups? • EE - Subject oriented or cross curricula topic? • Impact of EE on development of skills of students; • Cooperation when implementing EE in educational programs. • Lessons learnt so far;
17.00-17.30	<p>PLENARY SESSION 3: Sum-up of Group sessions Conclusions from each group – <i>Andrew McCoshan and Christian Weinberger</i></p>

Schedule	Agenda
19.30 – 20.00	Presentations by pupils from Ostrava (Entrepreneurship Education project)
20.00– 21.30	Dinner, including Presentation by Mrs Gabriela Zedlaymer, Hewlett Packard, JA-YE Europe

DAY TWO – MORNING

Schedule	Agenda
09.00 – 09.15	INTRODUCING THE DAY AHEAD: <i>Jakub Starek, Andrew McCoshan</i>
09.15 – 09.30	PLENARY SESSION 4: Presentation from parallel group “Seminar for Businesses” – What added value does EE bring for business?

09.15 – 09.30	<p>PLENARY SESSION 5: Developing a regional level strategy: promotion of Entrepreneurial Attitudes in Schools in Baden-Württemberg – (<i>Petra Weininger, Ministry of Economic Affairs, Baden-Württemberg, Germany</i>) Presentation from parallel group “Seminar for Businesses” – What added value does EE bring for business?</p>
10.15 – 11.45	<p>GROUP SESSION 2: Future development in EE (Moderators – From Czech Republic: <i>Leona Šteigrová and Jakub Stárek</i>, Rapporteurs – <i>Christian Weinberger and Andrew McCoshan</i>)</p> <ul style="list-style-type: none"> • How to establish good communication channels with employers and business? • How to align entrepreneurship in the educational system to the Lisbon agenda and Small Business Act? • How to implement the “Oslo Agenda for Entrepreneurship Education in Europe”? • How do you plan to strengthen entrepreneurship education in your country in the next two years?
11.45– 12.15	<p>PLENARY SESSION 6: Sum-up of Group session 2 – <i>ECOTEC and Rapporteurs</i></p>
12.15– 13.00	<p>PLENARY SESSION 7: SUMMING UP and CONCLUSIONS</p> <p>Closing conclusions from the discussions:</p> <p>Review of the Event – <i>Czech Authorities</i></p> <p>Next Steps - <i>European Commission</i></p>
13.00	<p>LUNCH and CLOSE</p>

Annex Two: Delegate List

Name	Country	Position and Organisation	Contact
HOSTS			
Karel MACHOTKA, Mr	Czech Republic	Director of Business Promotion – Ministry of Industry and Trade	machotka@mpo.cz
Jakub DÜRR, Mr	Czech Republic	Deputy Minister – Ministry of Education, Youth and Sports	Jakub.durr@msmt.cz
Leona ŠTEIGROVÁ, Mrs	Czech Republic	Head of Unit for European Education Policy – Ministry of Education, Youth and Sports	Leona.steigrova@msmt.cz
Jakub STÁREK, Mr	Czech Republic	Director of Adult Education Department – Ministry of Education, Youth and Sports	Jakub.starek@msmt.cz
Michal KADERA, Mr	Czech Republic	Director – Czech Business Representation in Brussels (Ministry of Education)	Michal.kadera@cebre.cz
Lucie CHROUSTOVA, Ms	Czech Republic	Official Expert - Ministry of Industry and Trade	chroustova@mpo.cz
DELEGATES			
András BAKÁCS, Mr	Hungary	Head of Department for Knowledge Economy – Ministry for National Development and Economy	Bakacs.andras@nfgm.gov.hu
László KOZMA, Dr	Hungary	Senior Counselor – Ministry of Culture and Education	Laszlo.kozma@okm.gov.hu
Hannelore KEMPEL, Ms	Austria	Senior Expert for Entrepreneurship, Business Education and E-Education – Ministry of Education, Arts and Culture	Hannelore.kempel@bmukk.gv.at
Reinhold STAHLER, Mr	Germany	Counselor - Ministry of Education in Hessen - Ministry of Education	Reinhold.stahler@hkm.hessen.de

Name	Country	Position and Organisation	Contact
Petra WEININGER, Mrs	Germany	Ministry of Economic Affairs of Baden-Württemberg	Petra.weininger@wm.bwl.de
Johannes LINDNER, Mr	Austria	Schumpeter Handlesakademie 'Schumpeter's business academy'.	entrepreneurship@gmx.at
Jacek FALKOWSKI, Mr	Poland	Senior Inspector – Department for Vocational and Continuous Training – Ministry of Education	Jacek.falkowski@men.gov.pl
Marta GEORGIJEW, Ms	Poland	Senior Expert Entrepreneurship Policy Division Economy Development Department, Ministry of Economy	marta.georgijew@mg.gov.pl
Soledad AGUILAR-ODDERSHEDE, Mrs	Sweden	Ministry of Enterprise, Energy and Communications	Soledad.aguilar@enterprise.ministry.se
STAKEHOLDERS			
Christian-Friedrich LETTMAYR, Mr	EU	Deputy Director – CEDEFOP (European Centre for the Development of Vocational Training)	Christian-friedrich.lettmayr@cedefop.europa.eu
Friederike SÖZEN, Dr	Austria	Political advisor of the Austrian Federal Economic Chamber & Representative of Eurochambres.	Friederike.soezen@wko.at
Birgitte BIRKVAD, Mrs	Denmark	Head of Office - European Trade Union Committee for Education	Bbirkvad@dlf.org
GUEST CONTRIBUTORS			
Lena BEHMENBURG, Dr	Germany	Confederation of German Employer's Associations (BDA)	l.behmenburg@arbeitgeber.de
Gabriele ZEDLMAYER, Dr	Germany	Vice President Corporate Marketing - Hewlett Packard	-

Name	Country	Position and Organisation	Contact
EU COMMISSION			
Christian WEINBERGER, Mr	EC	EU - DG Enterprise	Christian.weinberger@ec.europa.eu
Belen BERNALDO de QUIROS, Mrs	EC	Head of Unit – DG Education and Culture	Belen.bernaldo-de-quiros@ec.europa.eu
Simone BALDASSARRI, Mr	EC	EU – DG Enterprise	Simone.baldassarri@ec.europa.eu
Elisabeth BITTNER, Mrs	EC	Administrator – DG Education and Culture	Elisabeth.Bittner@ec.europa.eu
CONSULTANTS			
Andrew McCOSHAN, Dr	UK	ECOTEC	andrew.mccoshan@ecotec.com
David GLUCK, Mr	UK	ECOTEC	David.gluck@ecotec.com
Jenny BETTS, Ms	UK	ECOTEC	Jenny.betts@ecotec.com
Michel LEPROPRE, Mr	Belgium	ECORYS Group	Michel.lepropre@ecotec.com

Annex Three: Post HLRP perspectives from Delegates

Feedback forms were included in the delegate packs for the Reflection Panel and a high response rate achieved. The feedback can be summarised as follows:

Event Organisation – Excellent feedback was received with regard to the practical organisation of the HLRP event. Key areas in which suggestions/ points were made were as follows;

- Well structured but speeches sometimes didn't meet expectations
- Would be good to have all presentations as printed handouts
- Session 2 'Round the Table' was regarded as too long
- Difficult topic to address 'well done!'
- Question as to the use of public money on quality hotel facilities

Event Structure – Excellent feedback was received. Key points to note are as follows;

- Day 1, Session 1; Entrepreneurship Education in the context of the Lifelong learning Strategy in the Czech Republic – 'Excellent' (8-10); included practical examples
- Day 1, Session 2; Entrepreneurship Education in Central/ east Europe 'Very good' (7-10); 'very good moderation', good coverage of the role and civil and other organisations, 'too long', 'no real moderation',
- Day 1, Session 3; Position of teachers and how to teach Entrepreneurship Education/ Students and Entrepreneurship Education in schools. Very good/ excellent (7-10). Emphasised importance of teacher training'; 'very good rapporteur'; 'very nice'
- Day 2, Session 1; Developing a Regional Strategy on Entrepreneurship Education. 'Excellent' (8-10)
- Day 2, Session 2; Future Development in Entrepreneurship Education. Very good/ excellent (7-10) 'very good moderation'.
- Day 2, Session 3; Summing up . 'Excellent' (8-10) 'very good rapporteur' ; 'useful examples from different countries shared'.

Delegates were asked to cite a collaborative action and learning point that they intended to take forward from the HLRP. The following were included in the responses:

- Pilot testing of 'Talente Schniede' in collaboration with Petra Weininger (Ministry of Economic Affairs, Baden-Württemberg) – Hungarian Ministry of Education;
- Curriculum development to support the examples of new educational approaches and participation – Hungarian Ministry of Education ;
- Inter-Ministry co-operation to integrate career planning support initiatives into Entrepreneurship Education – Austrian Eurochambres;
- Co-operation between different delegates (Germany. Czech Republic and EU) in the development of an Austrian Action Plan – Austrian Ministry of Education.
- The learning point that sustainability and entrepreneurship can be combined was intended to be supported through the development of good practice materials for teachers – Austrian Ministry of Education.

Annex Four: Useful Links

Through the two days of the Prague Panel, useful activities, research and links were referred to by delegates which may provide valuable source material for future reference. These are noted (in no particular order) below:

- http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/doc/mini_companies_en.pdf
- Young Enterprise: <http://www.young-enterprise.org.uk>
- Austrian Entrepreneurship Education Centre: <http://www.eesi-impulszentrum.at>
- European Forum for Entrepreneurship Research: <http://www.efer.eu/web/index.htm>
- www.kauffman.org
- www.erasmus-entrepreneurs.eu
- Enterprise Europe www.enterprise-europe-network.ec.europa.eu