



EUROPEAN COMMISSION
Directorate General Education and Culture

Lifelong learning: horizontal policy issues and 2020 strategy
Skills and Qualifications

Thematic Working Group on Entrepreneurship Education Third meeting, 10 September 2012

Draft Minutes

In attendance:

Representatives (in alphabetical order):

Darko Belović (Croatia), Maria Grazia Biggiero (Italy), Anna Gethings (Ireland), Frank Hennessey (UK), Johannes Lindner (Austria), Rosa María Molina Martínez-Riesco (Spain), Tom Muller (Luxembourg), Nadine Nerguisian (France), Dana Redford (Portugal), Friederike Sözen (UEAPME), Maryte Skakauskiene (Lithuania), Zoica Elena Vlăduț (Romania), Roger Swifcz (Switzerland), Agnes Roman (ETUCE).

European Commission and EU agencies:

Elin McCallum, DG EAC, Simone Baldissarri, DG ENTR, Ania Bourgeois (EACEA/Eurydice), Anthony Gribben (ETF),

Support:

Anette Curth, ICF GHK, Jan Hein Nielsen, Facilitator

1 Introduction

Under the Strategic Framework for European cooperation in Education and Training (ET 2020), DG Education and Culture has organised a Thematic Working Group on Entrepreneurship Education. This group works together within the framework of the 'Open Method of Coordination'.

2 Welcome

Elin McCallum, Policy officer at DG EAC, opened the meeting and welcomed the participants. She summarised the purpose and agenda of the meeting.

The day was mainly dedicated to working in sub-groups and clarifying open questions with four main areas of work:

- Feedback from task group developing the working definition of Entrepreneurship Education;
- Discuss the development and work progress with regard to the Policy Handbook;
- Refine work programmes and talk about policy handbook development in sub-groups;
- Finalise the meeting schedule until July 2013.

2.1 Communication

Elin also proposed the following procedure for communication – between DG EAC and the sub-groups, across the sub-groups and in the country they represent:

- Each sub-group should nominate a lead person. These lead persons should be ready to liaise with DG EAC on behalf of the sub-group, when needed; to meet (facilitated and

supported by DG EAC) in between the official meetings via Skype, in order to communicate across groups;

- **ACTION - Each country representative was asked to communicate the outcomes of the group in their country**
 - across ministries and/or departments, since EE is a transversal subject;
 - to stakeholders and organisations that are important;
 - to national/regional networks;
- **ACTION - The country representatives were also asked to communicate their work and results to the country representatives in the High Level Group (HLG) on TWGs in DG EAC. It was recommended to arrange a meeting with respective persons to inform them about the work of the group. Elin to disseminate the relevant HLG member names to all.**

At the end of the meeting, the sub-groups appointed the following members as lead persons:

Teacher Education: Anna Gethings (EI); Stakeholder Engagement: Dana Redford (PT), Learning Outcomes: Tony Gribben (ETF), Future of Learning: Johannes Lindner (A)

These four people will further be referred to as **the 'core group'**.

2.2 Outputs

Two products will be available as outcomes of the Thematic Working Group: The Policy Handbook and a website developed by the European Commission.

- The Policy Handbook addresses policy makers and should be a helpful source of information to them. The content should be designed in a way that is useful to every Education and Training Framework across Europe.
- On top of this, DG EAC hopes to develop webpages focusing on entrepreneurship education under http://ec.europa.eu/dgs/education_culture/index_en.htm. If this is finalised, it is hoped that it can be a source of information on work of the Commission on EE, the work of the TWG as well as opportunity to present the policy handbook in web format as themed areas of support for member states.

2.3 Responsibilities and support available

Elin also reminded the groups of how the responsibilities are shared between the groups and COM in preparing meetings/PLAs and the Policy Handbook; and which support is available. It is the responsibility of the sub group to share allocation of tasks between all members

1. Meeting/ PLA planning
 - and planning of meeting/PLA
 - COM can provide support to the preparation of meetings by ensuring background research - approximately 1-2 days of work by Anette per topic area;
 - The sub-groups are responsible for the initial draft of content and the technical aspects of the preparation to the agenda and the work programme of the meetings and PLAs;
 - COM is responsible for the organisation and ensures the general conditions, manages and steers the meetings.
2. Policy Handbook
 - Sub groups are responsible for designing the general outline of their contribution to the Policy Handbook and ensuring appropriate links with the work of other sub-groups.
 - Sub-groups are responsible for the content (gathering of information) and initial drafting of their section of the Policy Handbook
 - COM will provide guidance on the overall vision and work with groups to ensure that each section links together
 - The final drafting and editing of the text will be carried out by COM;

3 Definition of Entrepreneurship Education

During the last meeting a 'task group' (Friederike Soezen, Maria Grazia Biggerio, Tony Gribben, Anna Gethings) was formed to draft a clear and concise working definition of entrepreneurial education. It is intended to reach a consensus on a working definition for the TWG for use in all its work including the policy handbook by end 2012.

The first draft definition has been developed and distributed to the group prior to this meeting.

Friederike Soezen (Austria) presented the results of the task group. She reported that throughout their discussions, the group considered the following key aspects:

- Scope – participants highlighted this needed to be included in the definition, and link to the wider definitions available such as that developed by the Commission.
- Audience – the definition needs to be relevant to and clearly understood by policy makers but also individuals, parents, practitioners and practitioner organisations.
- Fit – the definition should fit within/ reference wider themes such as how we want to live together, how we want to learn and how we want to make a living.

A road discussion took place, with particular focus on existing definitions:

1. ETF / ILO / UNESCO / GIZ 'framework' definition:

All forms of education and training (formal, informal and non-formal) which contribute to an entrepreneurial spirit and behaviour with or without a commercial objective.

- This definition was regarded by the task group as being flexible enough to embrace different organisations, subsidiarity and cultural contexts. It is a framework definition, and thus designed to be adapted to country specifics;
- The task group agreed that it provided an excellent framework for the scope of the TWG work
- However, the group also stated that the definition does not specify what is meant by 'entrepreneurial spirit and behaviour'. Elaboration of each of the components of the future definition could accompany a final definition..
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2. European Commission

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

The group agreed that this definition is too long to be used as working definition, however provided some insight into how the framework definition above could be unpacked.

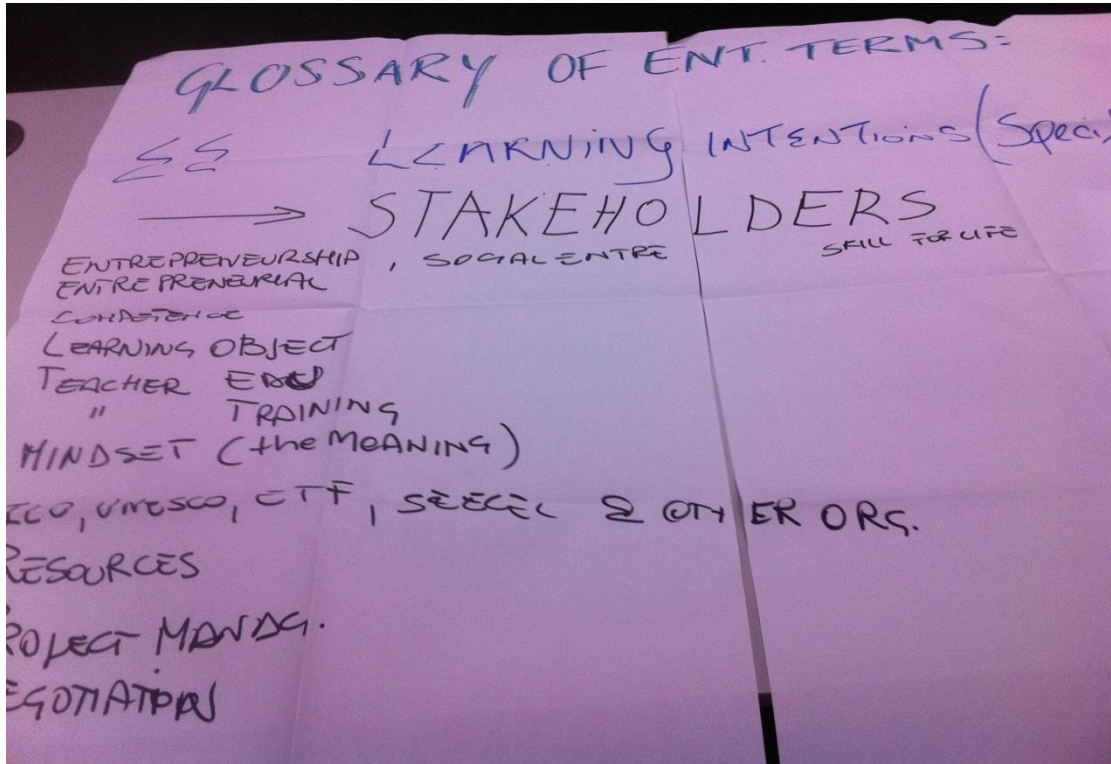
The following conclusions were drawn by the task group and conveyed to the rest of the group:

- The scope of the TWG work could be expressed using the ETF/ILO/UNESCO/GIZ definition. This would provide an excellent framework for the scope of the policy handbook.
- The vision of what we mean by 'entrepreneurial spirit and behaviour' needs to be further defined. This would be possible through an additional clear, concise and short explanation to accompany the definition. A vision statement could also be considered. The task group agreed that a glossary of terms related to entrepreneurship may be useful (such as entrepreneur) and this could be an appendix to the document.

The TWG discussed and agreed that the framework definition – together with a glossary - would be helpful. A few changes were proposed, see below

All forms of *learning*, education and training (~~formal, informal and non-formal~~) which contribute to an entrepreneurial spirit, *entrepreneurial competence* and behaviour; with or without a commercial objective.

In addition, a short ideas session was held to explore what entrepreneurship terms need to be included in a glossary for the Policy Handbook. The group collected the following terms:



The task group will convene a second meeting to discuss the input provided by the rest of the group members, in order to unpack 'entrepreneurship spirit and behaviour'.

4 Outcomes of the Sub Group Working Sessions

After the morning sessions, each sub-group presented results.

4.1 'Learning Outcomes' Sub-Group

The 'Learning Outcomes' group aims at defining learning outcomes for EE and fill the gaps from ISCED 3 level on. Their idea is to collect information from Member States of existing practice (in English language). For that step, they already pitched a questionnaire to the group members to distribute in their countries.

In addition to the information collected via that way, they would like to do a literature review.

The group presented the following timeline for the tasks

- 14/09/12 TWG country representatives dispatch survey to country stakeholders
- 05/11/12 Reminder from TWG representatives to country stakeholders of deadline
- 11/11/12 Stakeholder submission of returns to TWG representatives
- 19/11/12 TWG country representatives submit completed survey to LO subgroup
- 26/11/12 Draft literature report from GHK expert
- 1-2/12/12 LO Subgroup reviews returns/first analysis
- 14/01/13 Final literature review from GHK
- 23-25/01/13 Learning Outcomes Focus Group meeting, Zagreb
- 15/02/13 Finalisation of draft chapter for Policy Handbook for TWG consultation

- Feb 2013 TWG Agreement on Learning Outcomes chapter.

A PLA is foreseen in Zagreb, together with SEECEL, the South East European Centre for Entrepreneurial learning.¹ SEECEL has done a lot of work on learning outcomes in the past few years and can support the development of the recommendations.

The meeting is envisaged as a 'focus group' meeting; with participation of the TWG – more specifically, the 'core group' and one or two other interested members of the sub-groups.

The group also drafted a 'Broad-brush agenda' for the meeting in Zagreb.

Day 1 Inspiration: Outcomes of the literature review. 3 LO experts presentations (UK, DK, SE Europe), First outcomes of TWG LO survey

Day 2 Formulation of EU learning outcomes for ISCED level 3-6 (breakout groups)

Day 3 Finalisation and agreement on learning outcomes (max. 3 per level)

As a next step, the sub-group will amend the survey and send it out again to TWG members to dispatch to country stakeholders. TWG members are asked not to use the Eurydice channel to dispatch the survey. DG EAC will provide an 'official' accreditation letter, making sure stakeholders do not see the survey as a 'private' initiative.

4.2 'Stakeholder Engagement' Sub-Group

The Stakeholder Engagement group will aim at developing a framework for Stakeholder Engagement that can be applied under several conditions in the Member States. The framework will make several distinctions. It will look at forms of stakeholder engagement in countries that have a national strategy in place (top-down strategies) and in countries that don't have such strategy (bottom-up strategies).

The framework will also decide between forms of stakeholder engagement at policy level (e.g. how to engage stakeholders in contributing to national/regional policies) and at implementation level (how to engage stakeholders in the practice of implementing entrepreneurship education).

The framework will be underpinned by 3-4 case studies which illustrate different types of successful stakeholder engagement strategies under different conditions.

The group decided to have a Peer Learning Activity rather than a meeting, for the following reasons:

- The PLA will allow to contrast several examples of stakeholder engagement and compare them to the draft framework as developed by the group;
- The PLA will help to collect information for the case studies;
- The PLA will allow involving stakeholders with practical experience, to make sure there is not only talk about, but also with stakeholders about successful forms and strategies.

The next steps are:

- September 2012: Liaising with Lene Vestergaard from the Danish Foundation for Entrepreneurship - Young Enterprise as to possibility of hosting the meeting and cooperating regarding the preparation;
- Propose a concrete date for the PLA which will be held in February 2013;
- October/November 2012: Development of a Draft Structure of the Policy Handbook Chapter, Development of a draft model for the framework;
- October/November 2012: Development of a Draft Agenda for the Denmark PLA and selection of the Good practice to be presented.

4.3 'Teacher education and support' Sub-Group

The sub-group aims at identifying methods and processes for engaging and motivating teachers (pre-services and in-service) in EE by

¹ More about SEECEL: <http://www.seecel.hr/>

- Exploring models for Teacher training (pre-service and in-service) and make recommendations;
- Define a set of guidelines for policy makers;
- Define a set of guidelines for school management;
- Define a set of guidelines for teachers (primary, secondary/VET and higher education) that will include suggestions on using current resources and materials.

The 'Teacher education and support' will collect and review data (existing practice) regarding teacher education. They will prepare a PLA to support them with this, which will take place from 3-5 December in Wales (Cardiff).

During the meeting, the sub-group planned and designed the Agenda and the work programme for Cardiff. The programme will open on the first day with a presentation of Welsh experience on TE. COM (DG ENTR) will present the results of two transnational workshops on enabling teachers on entrepreneurship education that took place in Dublin, EI (May 2012) and Brdo, SI (September 2012). As an outcome of the workshops, a manual with recommendations (as worked out during the workshops) and good practice examples will be prepared. A preliminary draft will be presented in Cardiff.

Furthermore, several good practice examples will be presented, e.g. from Finland, Asturias (ES), Germany and The Netherlands. From the group, Austria, Ja-YE, and UK also volunteered to present. The presentations will be selected as to represent examples of implementation as part of a strategic national initiative.

On the second day, the input of a policy representative from Wales is aimed at, complemented by a round table discussion. It is also planned to have an on-site visit. On the 3rd day, a peer learning review will take place that will lead to the formulation of guidelines and recommendations which will be part of the Policy Handbook chapter drafted by the sub-group.

As participants, the sub-group envisages TWG members and/or national experts.

4.4 'The Future of Learning' Sub-Group

The 'Future of Learning Group' Group introduces a draft 'framework of references for entrepreneurship competences' and will show good practice examples of how competences related to this reference framework are implemented in curricula and translated into teaching methods. As a result, they aim at an illustrated map of curricula implementation and teaching methods in entrepreneurship education, linked to the reference framework. The framework builds on the Welsh reference framework and is modelled after the Common European Framework for Languages (competences with regard to different aspects of the key competence on several levels A1/2, B1/2, C1/2). The reference framework shows a learning continuum across these levels. A draft version for the framework already existed in German and has now been translated into English.

As for their next steps, the sub-group will ask the rest of the group members to help them with identifying examples of curricula implementation and/or teaching and assessment methods for the specific competences. They aim at including examples for formal, non-formal and informal learning.

It is envisaged to finalise the collection and selection of examples until March 2013. During the group meeting (which will be held in Vienna, Austria on 14-15 March 2013) the framework and 'teaching and implementation map' should be validated and finalised with the entire TWG, group and, possibly, external experts.

5 Amended work programme

The work programme for the TWG was amended and specified as follows:

Date	Topic / Type of meeting
October 2012	Core group meeting (Skype) with DG EAC Teacher education group teleconference with DG EAC

Date	Topic / Type of meeting
	Learning Outcomes group teleconference with DG EAC
November 2012	Stakeholder Engagement group teleconference with DG EAC
3-5 December 2012	1st PLA in Cardiff (UK-Wales) Teacher education and support
23-25 January 2013	5th meeting in Zagreb (HR) Learning outcomes
18-20 February 2013	2nd PLA – Copenhagen (DK) Stakeholder engagement
14-15 March 2013	6th meeting in Vienna (AT) Entrepreneurship Education in curricula – the future of learning
18-19 April 2013	7th meeting – Brussels Discussion of the Draft Policy Handbook & Strategies for dissemination
May 2013	Policy Handbook in Interservice Consultation
Jun 2013	Translation of Policy Handbook
July 2013	Launch of Policy Handbook (possibility of linking to Lithuanian Presidency)

Since a large number of meetings (2 PLAs and 2 meetings) were proposed to be held outside of Brussels, it was agreed that DG EAC would clarify the administrative and organisational conditions and resources as soon as possible; and would feed back to the groups whether it is possible to carry out the meetings as envisaged.

ACTION – Member Participation

PLAs - Each TWG member is responsible for identifying the right person to attend PLAs. This should be someone who is an expert in the particular field being discussed.

Meetings – Please try and ensure that you are able to come to meetings. If you are not able to come, the Commission is happy for you to nominate a substitute.

5.1 Closing

Elin McCallum thanked the participants for their attendance and contribution and closed the meeting.

