

The Oslo Agenda for Entrepreneurship Education in Europe

The aim of the "Oslo Agenda for Entrepreneurship Education" is to step up progress in promoting entrepreneurial mindsets in society, systematically and with effective actions. The Agenda is a rich menu of proposals, from which stakeholders can pick actions at the appropriate level, and adapt them to the local situation. Relevant actors are indicated for each one of the proposed actions.

The Agenda is an outcome of the Conference on "Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning" - an initiative of the European Commission jointly organised with the Norwegian government - held in Oslo on 26-27 October 2006, which followed the Communication from Commission on the same topic.

The Conference aimed to exchange experiences and good practice, and to propose ways to move forward in this area. The ideas advanced in Oslo by a broad representation of stakeholders (e.g. national, regional and local governments, business associations and entrepreneurs, promoters of programmes, school teachers, academics and students) result now in a detailed catalogue of initiatives, based on successful experiences in Europe, which could be usefully taken in the EU and in neighbouring countries.

A Framework for policy development	EU	Membr	Educ	Region	School	Inter	Busine
A1 Ensure political support for entrepreneurship education at the highest level. Real progress will be possible only with a strong commitment from national and regional governments and from the relevant Ministers, in the context of the implementation of the Lisbon strategy.	●	●	●	●	●	●	●
A2 Better integrate Entrepreneurship Education into the Lisbon monitoring process (Integrated Guidelines for Growth and Jobs), and make the assessment of Member States' progress in this field more effective by means of applying specific indicators.	●	●	●	●	●	●	●
A3 Set up a European-wide framework of what is to be achieved, followed by proper evaluation of the impact of measures taken. Coordination needs to be ensured at the EU level, with the definition of broad objectives and of desired outcomes for entrepreneurship education. The above framework could be supported by the establishment of a European Observatory for Entrepreneurship Education, with national antennae.	●	●	●	●	●	●	●
A4 Launch national strategies for entrepreneurship education, with clear objectives covering all stages of education. Such strategies should call for the active involvement of all relevant actors (public and private), and establish a general framework while defining concrete actions. These will range from the inclusion of entrepreneurship into the national curricula to providing support to schools and teachers. The overall goal will be to ensure that young people can progress coherently in acquiring entrepreneurial competences across all stages of the education system.	●	●	●	●	●	●	●
A5 Create Steering Groups, both at European and at national level, where all the different stakeholders involved in entrepreneurship education can be represented (public administrations, businesses, educational establishments, students, etc.). These Groups would have among their objectives that of setting targets for entrepreneurship education, taking into account its various elements, and that of reporting on progress achieved.	●	●	●	●	●	●	●
A6 Promote entrepreneurship education at regional level, with a coherent programme bringing together local stakeholders and addressing the various levels of education through a range of different instruments.	●	●	●	●	●	●	●
A7 Facilitate the development of entrepreneurship education within the Bologna process by: encouraging the mobility of teachers (across countries and across different institutions, including in the private sector); recognising the role of educators other than teachers (practitioners, entrepreneurs, students themselves); recognising entrepreneurial career paths in undergraduate education at university.	●	●	●	●	●	●	●
A8 Increase coherency between European funding programmes that can be used to support entrepreneurship education projects and activities (in particular the Lifelong Learning Programme, the ESF, the ERDF). These programmes can be valuable in supporting actions taken at national and local level.	●	●	●	●	●	●	●
A9 Ensure coordination at European level in the evaluation of programmes and activities, in order to allow the comparability of results. The EU could bring together a group of researchers in entrepreneurship education, to help define indicators and specify typical educational processes.	●	●	●	●	●	●	●

[1] Intermediary organisations are those organisations and business associations that play the role of building links between education and the business world, and/or that of running/mentoring/coaching entrepreneurship education programmes and activities.

B Support to Educational Establishments	EU	Member States	Educational	Regional / Local	Schools / Universities	Intermediary	Businesses
B1 Better integrate entrepreneurship programmes and activities in the established curriculum for schools at all levels (primary, secondary, vocational), as a horizontal element in all fields of study (entrepreneurial mindset) and as a subject in its own right (entrepreneurial skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2 In its broader definition (fostering attributes like creativity, autonomy, initiative, team spirit, etc.) entrepreneurship should be also included in the curriculum for primary schools. Especially at this level of education it is important to convince schools, teachers and parents that entrepreneurship is a key competence for all, and it does not aim to turn all pupils into businessmen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3 The European Commission should support curricular reforms to be undertaken at national level and facilitate comparative analysis, through a range of instruments going from the coordination of the implementation of the Lisbon strategy to facilitating the exchange of good practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B4 Support the use of practice-based pedagogical tools whereby students are involved in a concrete enterprise project (for instance in running a mini-company). Embed these activities as a recognised option in official school programmes, particularly at secondary level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B5 Stimulate - through targeted public funding - the implementation of pilot projects in schools, in order to test different ways of delivering entrepreneurship education. The final goal will be to disseminate resulting good practices widely, and to encourage take up of tested methods by the largest number of schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B6 Ensure sustained funding/support for entrepreneurship education activities, and for the implementation of concrete enterprise projects in school. The termination of short-term project funding or the changing of funding mechanisms creates fragility to sustainable provision, unless this can become embedded within a coherent strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B7 Grant public funding for the establishment of Entrepreneurship Centres at universities and the creation of a network between them. These Centres would have the missions - among others - of: spreading entrepreneurship across different fields of studies within the institution; fostering the commercialisation of research and the exploitation of new business ideas; building links with businesses; etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B8 Build common European and national platforms of existing programmes, projects and teaching material, in order to help sharing and dissemination. Such platforms will greatly support practitioners in improving the offer of entrepreneurship education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B9 Develop research to assess the impact of entrepreneurship education on individuals, communities, society and the economy. The possibility of tracking alumni will be an essential success factor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C Support to Teachers and Educators							
C1 Providing specific training to teachers in entrepreneurship is a policy issue, and should be attached to the national curriculum reforms . The educational authorities should talk to teachers in their own language, explaining why entrepreneurship is a key competence for all and how related methods and activities can bring more dynamism and innovation into different courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2 Adopt innovative methods to train teachers in entrepreneurship. These would include case studies and other inter-active methods, such as involving teachers in real work on enterprise projects or even in running themselves a mini-company. By acquiring direct experience, teachers will be more effective when using these methods with the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3 Set-up incentives at school level to enable teachers to teach entrepreneurship, for instance by means of setting up staff development funds, and by recognising and rewarding the involvement of teachers in activities that require an innovative pedagogy and very often also an extraordinary effort from them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C4 Launch innovative actions for training teachers on entrepreneurship, with a European dimension, to be supported under the Community Lifelong Learning Programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5 Support the mobility of educators across Europe, particularly in higher education, through the Community Lifelong Learning Programme and/or other instruments specifically designed for that purpose. Greater mobility and exchange of experience is needed in Europe, not only between universities but also between academia and the business world. Programmes need to be developed that allow educators to spend time at other institutions and/or in the private sector to truly engage, learn and develop. Europe needs greater sharing of knowledge and good practice across sectors and national borders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D Entrepreneurship activities in Schools and in Higher Education	EU	Member States	Educational	Regional / Local	Schools / Universities	Intermediary	Businesses
D1 Embed elements of entrepreneurial behaviour (curiosity, creativity, autonomy, initiative, team spirit) already in primary school education. To this end, use games, cartoons and other tools appropriate to the age of pupils.							
D2 Starting from primary school, raise awareness in young children of the role of enterprises and entrepreneurs in society. Emphasising the notion of "responsible entrepreneurship" will help to make an entrepreneurial career a more attractive proposition.							
D3 Disseminate within schools a book with success stories of young entrepreneurs, in order to improve the image of entrepreneurs as role models for young people.							
D4 Introduce innovative pedagogies into all courses, as a necessary basis for building an entrepreneurial spirit. Extend the range of pedagogies in use through innovative curricula development. School education should build upon the curiosity and the natural entrepreneurial ability of children.							
D5 As part of the final evaluation of a programme or course in entrepreneurship, test the entrepreneurial competences of students and offer them a certificate ("entrepreneurial driving licence") acknowledging the acquisition of those skills.							
D6 Associate students to real companies and to business people, in order to ensure a close relation with real business experience. Students should not be kept in isolation and far from the world outside the school, for instance when running a virtual firm or simulating a business plan.							
D7 Allow and support the spontaneous initiative of student associations pursuing objectives such as creating links with businesses, and involving students in work on enterprise projects. Recognise and reward the time that students dedicate to these activities by means of educational credits.							
D8 Engage alumni in the activities of the school/university and in the classroom (for instance, alumni who started a company).							
D9 Offer entrepreneurship education to disadvantaged groups. In particular, young people at risk of social exclusion (low-income youth, school dropouts, adolescents in danger of long-term unemployment, refugees, etc.) may greatly benefit from this type of training. It can raise the motivation of those who learn best by doing, and who have difficulties in more traditional subjects. Some programmes addressing these target groups proved very successful both in terms of start-ups and of social integration.							
D10 Higher education establishments should integrate entrepreneurship across different subjects of their study programmes, as it may add value to all degree courses (e.g. technical and scientific studies, but also humanities and creative studies). All faculties/disciplines should develop opportunities for students at every level to experience entrepreneurship							
D11 In higher education, bring entrepreneurs into the classroom and involve students directly in enterprise projects. Using active learning methods is more complex than traditional teaching methods. It requires engaging students' feelings and emotions in the learning process. Educators/facilitators therefore must be able to create an open environment in which students develop the necessary confidence to take risks.							
D12 Increase the production of European case studies to be used in the classroom in higher education. Group work on concrete cases is an effective method, as it improves the understanding of real issues related to entrepreneurship and engages students in finding solutions to real problems. To be most effective, case studies used should have a European and local dimension, rather than being imported from the US.							
D13 Give entrepreneurship more academic esteem: establish good research programmes and PhD programmes on entrepreneurship, in order to create a "critical mass" of future teachers with this specific competence;							
D14 Encourage students, graduates and researchers with commercially viable business ideas to develop them into companies, by providing a range of support services within the institution (incubators, financing, mentorship, etc.).							
D15 Embed evaluation systematically into all programmes. The most effective evaluation is independent and comparative (i.e. it should be run before the beginning of the programme and after its conclusion).							

E Building links and opening education to the outside world	EU	Member States	Educational	Regional / Local	Schools / Universities	Intermediary	Businesses
E1 Encourage the creation of learning communities with the mission of fostering entrepreneurial mindsets , by building links between the public and the private sector, involving schools, academia and businesses, as well as relevant intermediary organisations. In particular, the role of those intermediary organisations dedicated to the dissemination of entrepreneurship activities within schools and universities, and to building links between education and the business world, should be better recognised.	●	●	●	●	●	●	●
E2 Encourage the involvement of private partners in education for entrepreneurship, through funding or contributions in kind. This involvement should be seen by firms as a long-term investment, and as an aspect of their corporate social responsibility .	●	●	●	●	●	●	●
E3 Businesses should consider donating at least a tiny part of the working time of staff to participation in activities within schools and universities. In fact, mentoring and coaching from people with business experience are a basic element in all entrepreneurship training.	●	●	●	●	●	●	●
E4 Develop or support research on how employers can be better engaged in school/university education. The business community needs incentives to more fully engage with educational institutions. Opportunities for mutual benefit can work, but are often not recognised as verifiable and appropriate staff activities.	●	●	●	●	●	●	●
E5 Help develop the pedagogical abilities of entrepreneurs and business people , in order to make their participation to activities in the classroom more effective. This task could be usefully performed by those non-profit organisations dedicated to linking schools and businesses, and by business organisations.	●	●	●	●	●	●	●
E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities" , to be used by educational institutions on a voluntary basis. Broad criteria could be defined at European and/or national level, which should be in any case adapted to the local environments and education systems. This initiative could be implemented at national level by intermediary organisations with in-depth experience in entrepreneurship education, through cooperation with educational authorities and with schools/universities.	●	●	●	●	●	●	●
E7 Give young people the opportunity to develop their enterprising skills by helping them to create their own "summer job" , and earn money by using their own ideas and initiatives. These activities can be promoted through cooperation between schools, non-profit organisations, businesses, local authorities.	●	●	●	●	●	●	●
E8 Build Entrepreneurship Centres at a local level , with the missions of assisting schools and teachers, developing links between educational establishments and enterprises, facilitating the participation of entrepreneurs and business people in programmes at school and university, promoting raising awareness initiatives in the local community.	●	●	●	●	●	●	●

F Communication activities							
F1 Launch awareness campaigns at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business). Broad initiatives could bring together and coordinate different actions to take place at national and local level (e.g., entrepreneurship days, or a European Year of Entrepreneurship).	●	●	●	●	●	●	●
F2 Celebrate entrepreneurship education activities and programmes that work well , by organising awards and competitions.	●	●	●	●	●	●	●
F3 Establish awards , at European and/or at national level, to acknowledge enterprises that distinguish themselves more in dedicating funds and working time of their staff to teaching, mentoring and more generally to participation in activities within schools and higher education.	●	●	●	●	●	●	●

Further information about the Conference on "Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning" (Oslo, 26-27 October 2006), and about the good practice examples on which this Agenda is based, can be found at:
http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/oslo.htm

The Agenda presents ideas tabled in Oslo by relevant stakeholders from 33 countries. These ideas do not necessarily represent the views of the European Commission

