Throughout history entrepreneurship has been proven to be a key ingredient of economic progress needed in all areas of human activity, from business to arts. Entrepreneurship does not relate only to skills and attitudes required for creating and marketing profitably new products and innovative services – it is the general mind-set accepted and appreciated by all members of successful societies.

When defining the strategic importance of entrepreneurship for improvement of human condition some common misconceptions and misunderstandings have to be clarified: firstly, a clear distinction should be made between entrepreneurship and business management. While the first relates primarily to the initiation/creation of profitable and/or socially beneficial activities, the second relates to effective implementation of such activities through a business plan and organising resources needed for the purpose. Similarities can be found in comparison of the role of an entrepreneur and a manager, with the comparison between a leader and a politician.

Secondly, in certain circumstances and under influence of some utopian theories, entrepreneurship was given a negative connotation, being linked to egoistic, anti-social behaviour of respective individuals who accumulated their wealth through exploitation and manipulation of other members of society. Some traces of these views can still be found in socialist doctrines and political forces.

Thirdly, though entrepreneurship is partly a result of genetic features of the individual and the impact of social environment, an important part can still be enhanced, developed and articulated through education and training. Therefore, entrepreneurial education is highly important for the development of human capital, and only societies and economies where this is understood there are good prospects of improving their performance and consequently international competitiveness. It is now increasingly accepted that entrepreneurship and knowledge are two indispensable, mutually reinforcing facets of knowledge economy.

With the exception of business management schools – where entrepreneurship is still often defined primarily in the context of start-ups and development of high-growth small and medium companies – entrepreneurship is not yet recognized as a key ingredient and stand-alone subject of teaching, let alone being fully integrated into the curricula starting from primary up to postgraduate and doctoral levels at all areas of education. This is primarily due to lack of understanding of the importance of entrepreneurship in general and of the entrepreneurial education in particular. As a consequence there is generally still lack of political will to introduce necessary changes - reflecting also the resistance among education and training managers, as well as among teachers and professors. Developing entrepreneurial societies therefore requires decisive and systematic action, involving not only political leadership, but all social actors and stakeholders.
### Text of Recommendation

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<tr>
<th>International</th>
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#### 1 Entrepreneurship Education and Training Strategy

Most countries have **no proper strategy of entrepreneurship education**, and even if they have adopted some elements of it, very few implement it consistently and successfully. Knowledge economy requires such a strategy in order to bring about proper coordination and synchronised efforts without which it can neither be developed nor fully implemented. Financing improved entrepreneurship education is one of the highest return investments.

Numerous activities are needed to overcome systemic and attitudinal problems, and to create conditions allowing development and adoption of an entrepreneurship education strategy at regional and national level:

- **Building-up the political will** through initiative and pressure upon political parties and authorities from all those who are directly confronted with and understand the problem, and who are most interested to close the existing gaps (business community, educators and pedagogical experts, professional associations, authorities – as well as relevant NGOs and think tanks, etc.);
- **Awareness building** at various levels and among relevant social actors, including presentations of good practice cases;
- **Proposing specific measures** and components of regional or national strategies to relevant authorities by focusing on most acute entrepreneurship deficiencies in the respective environments;
- **Adoption of bottom-up action plans** in educational institutions, business associations, cities and regions, with specific targets and monitoring of their implementation covering all types of education and vocational training.

In order to facilitate the preparation and adoption of the proposed strategy a **national or regional steering committee** should be established, comprising of representatives of all interested social actors and stakeholders. The same body should also monitor the implementation of the strategy and its parts.

The European Commission’s "Pan-European entrepreneurial learning initiative" should be used to assist Member States in preparing their strategies.

#### 2 Creating Entrepreneurial Mindset through Education and Training

Governments committed to upgrade their economies’ competitiveness by unlocking the entrepreneurial potential in their countries have to create conditions which will make **entrepreneurship a basic social value, and a key competence**. In many cases this implies an important **change of mindset** recognising the strategic, positive contribution of entrepreneurship for enhancing the value of human capital and to improve the economic performance of a society.

The key instrument of this mindset change is entrepreneurial education and training. It has to be **fully integrated into the system of education and training at all levels**, starting from primary school, and become an appreciated constituent part of curricula in all domains, from business management and marketing, to engineering, natural and social sciences, to philosophy and arts.

This can be successfully achieved only if it will be part of a wider **reform of the education and training system**, in order to respond to the requirements of preparing
young generations for the future jobs and professions, and to introduce the system of lifelong learning.

3 Modernised Post-Secondary Education for Global Competitiveness

Unless curricula and teaching methods are modernised at post-secondary education institutions - even when entrepreneurship study is introduced - it will remain an alien component, inconsistent with the rest of the learning process.

While traditional university studies rely too much on discipline-specific approach and on presentation of (often too many) theories, doctrines, facts and figures, entrepreneurial education should be based on the following elements:

- Fostering those personal attitudes and skills which support entrepreneurial mindset and behaviour (creativity, risk propensity, self-confidence, independence);
- Raise awareness of students about self-employment and entrepreneurship as a possible career options;
- Use practice-based methods with students being involved in project work and activities outside classroom (interacting with business world or with local community) – 20% of students participating in mini-company programmes in secondary schools will later create their own company (4 times more than average);
- Provide basic business skills for self-employment or self-management, and knowledge how to start and develop a commercial venture or social venture successfully.

As post-secondary education is critically important, the national and regional authorities should contribute consistently to the success of the reform processes with the view to strengthen further adjustments of the education system capable of developing skills and attitudes required by the present and future labour markets. More flexibility in recognising outcomes from formal and informal learning environment is needed.

4 Enhanced Dialogue and Collaboration with Business Community

Reforms in education and training systems and strengthening the entrepreneurial component cannot be successfully achieved without close and productive involvement of the business community as the most interested social actor.

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 organizations should be encouraged.

In order to ensure the involvement of all actors, employers and social partners, an outcome-based qualifications and a common language between education/training and the world of work, should be developed. The use of learning outcomes in planning and delivering educational and training programmes at all levels, including tertiary education institutions, should be encouraged and facilitated.

Closer collaboration and indeed partnership among business and academia is particularly important and sometimes easier to establish at the regional and local levels, involving regional/local authorities and relevant stakeholders.

5 Towards the Entrepreneurial School

Efforts are needed to create conditions making all educational institutions an attractive and successful entrepreneurial school which should develop and stimulate
entrepreneurial mind-set among young people throughout the entire education & training process, and particularly through the following approaches and instruments:

- Making entrepreneurship a key competence in school curricula, supported by appropriate teaching methods and material, and properly trained professors, possibly with some direct experience in business (facilitated by mobility of professors between teaching, business, and government);
- Curricula should be developed in an interdisciplinary fashion, reaching across traditional boundaries of disciplines and conventional subjects;
- There is a serious lack of qualified professors of entrepreneurship, and more PhD programmes are needed to address this insufficiency;
- Teachers and professors should be stimulated to spend parts of their professional careers in business or outside academic domain, and to continue involvement with business, at least through continuous links with business people;
- Practice more team techniques for creating new business ideas, business planning workshops, simulations of start-ups in collaboration with university incubators;
- Business practitioners should play an active part in entrepreneurship education (testimonials, guest lectures, study visits to companies, etc.) – helping to prevent teaching to become too academic (abstract and theoretical);
- Establish a system of monitoring and evaluating learning outcomes;
- Encourage professors and students to engage actively in collaboration with companies (research projects, secondments, stages, visiting lectures from business people, study visits to companies, etc.);
- More systematic collaboration with alumni, based on monitoring their success record;
- Secure stable funding for study of entrepreneurship – supplementing regular funding with activities paid by interested companies (e.g.: seminars and thematic workshops in companies addressing specific issues).

The EC/OECD Guidance Framework being annually prepared should encourage the development of entrepreneurial schools and VET institutions is welcome to serve the stakeholders in their efforts in this direction.

6 Pedagogical Skills for Modern Post-Secondary Education

Much of post-secondary education is still largely relying on traditional methods of teaching which creates a heavy burden on professors and students without adequate results. This is partly the consequence of lack of pedagogical skills. An excellent expert doesn't automatically make a good professor. Pedagogical skills of professors deserve more attention and should be regularly updated. They need to be regularly assessed as part of evaluation of the educator's professional performance.

Educational institutions should increase their efforts to train teaching staff on modern methods of pedagogy, knowledge transfer and development of skills in order to reach a qualitatively different relationship between professors and students, being true partners in educational process.

The learning sector is not only a provider of skills, but also an employer with obligation to develop and update the skills of its personnel. Regional and national authorities should take this into account in determining criteria and procedures of accreditation.

The need for more practice-oriented teacher education programmes should be recognised and enhanced. A European competence framework for teachers should be developed, its implementation monitored, and more exchange of good practice on teachers’ professional development encouraged.

7 Entrepreneurship and the EHEA
European, national and regional authorities should undertake necessary measures to harmonise to a higher degree entrepreneurial education activities throughout Europe, and actively encourage all forms and instruments of collaboration among institutions delivering such education. This collaboration should contribute also to the development of European Higher Education Area, facilitating mobility of students and professors, contribute to higher quality and leading to stronger international standing of European institutions of entrepreneurial education.

All responsible actors should increase efforts to facilitate and enhance mobility, create greater transparency, and encourage fair competition at the fragmented European tertiary education market, leading to higher quality and better performance.

Encouraging institutional of entrepreneurial education to develop further their own specific and increasingly varied research and innovation profiles in line with their own specific missions will support their mutual collaboration and successful development of EHEA.

### Monitoring Learning Outcomes of Entrepreneurship Education

Much more should be done to secure systematic monitoring of entrepreneurship education learning outcomes.

More effective measurement and evaluation of the long-term impact of entrepreneurship education programmes on economic growth and job creation is also needed. These should be based on a broadly defined set of outcomes, not only on narrow measures such as the number of start-ups created.

### Enhanced Private Funding of Post-Secondary Education

European entrepreneurship education cannot compete successfully at the global level relying only on public funding. Stronger engagement of the private sector should be encouraged and generated by effective fiscal and tax incentives, offered by the government, and promoted by public awareness activities.

Employers should be encouraged to co-invest and participate in the activities of education and training institutions not only through funding, but also in professional or governance and advisory roles. This should provide also an input into curricula development in line with the needs of the labour market.

Efficiency in using public funds for entrepreneurial education should be promoted and better presented to the funding institutions in order to secure its continuity and expansion.

### Teachers deserve better Social Status and Remuneration

One of the conditions for improved entrepreneurship education and training is to secure proper social status and remuneration to teachers and professors of entrepreneurship, which will bring into the profession highly qualified, experienced and motivated educators with practical experience from business. Only such educators can perform successfully also as role models of their students.

For their professional development full access to research and peer reviewed publishing, together with possibilities to operate at entrepreneurship chairs, centres, and institutes, should be secured.

### Development of Entrepreneurial Culture

No specific action is needed.
Entrepreneurship should be recognized as an important value and therefore the culture of entrepreneurship should play a greater role in the economy and society. The decision makers within legislative and executive authorities, and in other public institutions, should be aware of the critical importance of knowledge based enterprises, including SMEs, not only to maintain at all times an enterprise-friendly regulatory environment, but equally to prevent any legislation or policy to affect it negatively and thereby indirectly discourage entrepreneurship.

Better access to quality entrepreneurship education for women, seniors, migrants and other underprivileged groups has proven to help reduce the social gaps, and combat persistent youth unemployment and accompanying criminality. Also, girls and young women tend to benefit disproportionally from entrepreneurship education and training as they face difficulties in access to or advancement in male-dominated organizations and hence seek tools to create their own businesses.

Providing the requirements of the entrepreneurial environment will attract the youth to join the business community. This requires a well synchronised effort by relevant institutions in the society. The youth should be well oriented towards business since early stages of learning to develop their abilities and skills to achieve success.

### Entrepreneurial Education and Life Long Learning

According to principles of Life Long Learning (LLL), people of all ages should be stimulated to participate in education and training process in order to achieve the highest level of competencies and skills for their present and future jobs.

Though this is primarily in the interest of each individual, modern circumstances require systematic and sustainable activity of the community, as well as of the employers in stimulating people for lifelong learning, and developing specific competitive skills and competencies. Among concrete instruments, learning vouchers and learning accounts are promising new experiences successfully tested in several countries.

Recognising the contribution of entrepreneurial education to lifelong learning as a major benefit to individuals and society is needed. It is a major cultural shift to respond to the demands of a fast evolving lifelong learning society and of long-term labour market needs, and requires significant financial investment.

Public authorities should set standards in society by acting as role models for the policies which they adopt and promote. Governments should ensure that public sector employees are encouraged to benefit from the range of lifelong learning opportunities offered also by the entrepreneurial education and other providers.

### Preparing Student Mindset for Entrepreneurial Education

Entrepreneurial education requires an inquisitive, innovative, open, and critical mindset of the student, but this cannot be developed successfully only at the tertiary education level, unless students have been guided and coached in this direction already by their secondary school teachers.

Education authorities and secondary school principals should pay particular attention to the approach applied by secondary school teachers in achieving this primary pedagogical objective in a systematic and consistent way.

School authorities and others should make systematic efforts to develop and strengthen among pupils and students the culture of entrepreneurship. They ought to study the cases of entrepreneurship and form relevant bodies for entrepreneurship and another bodies or forums in which a number of government and private institutions will define the values, skills and knowledge to be included in the curricula. Besides, such bodies should also be established and assigned to study the international expertise and to provide
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<th><strong>Entrepreneurial Education in Primary and Secondary Schools</strong></th>
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<td></td>
<td>As entrepreneurship is increasingly important in our societies today, teachers and policy makers should be ready to foster the appropriate environments for successful entrepreneurship education. Entrepreneurship education programs in elementary and secondary schools should offer <strong>a tool to develop entrepreneurial attitudes and competencies</strong> among <strong>pupils at young age</strong>. In order to make such programs more effective, high attention should be paid to intensity and the experientialism of the program itself and to its evaluation by the pupils.</td>
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<td>Both governments and key stakeholders should develop the human capital for the future through planting entrepreneurship education at the heart of the education system from primary to higher education. Fundamental review of educational systems and training of teachers is needed to build an <strong>“entrepreneurial ecosystem”</strong> whereby entrepreneurship education can provide people with the chance to actively pursue opportunities available to them based upon local environment and culture.</td>
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<td>Through <strong>problem-based learning and enterprise links</strong>, real world experience should be embedded across all disciplines and tailored to all levels of education. All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education.</td>
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<td>Starting from primary school, it is important to <strong>raise awareness</strong> among young children of the <strong>role of enterprises and entrepreneurs in society</strong>. Emphasizing the notion of <strong>“socially responsible entrepreneurship”</strong> will help to make an entrepreneurial career a more attractive proposition.</td>
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<th><strong>Teacher Preparation, Civil Society to promote Entrepreneurship</strong></th>
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<td>The role of <strong>teacher-education institutions</strong> in promoting entrepreneurship, and <strong>in-service teacher training</strong> should be enhanced and other educational initiatives and programmes in promoting entrepreneurship, should receive more attention. This includes models of entrepreneurship initiatives and programmes, programmes to develop positive attitudes on learners towards freelance work and self-employment, women and their role on entrepreneurship, and the role of people with special needs in entrepreneurship.</td>
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<td>Providing <strong>specific and innovative training for teachers in entrepreneurship</strong> is a policy issue, and should be attached to the national curriculum reforms. These would include: <strong>case studies and other interactive methods</strong>, such as involving teachers in <strong>real work on enterprise projects or even in running themselves a mini-company</strong>. 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.</td>
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<td><strong>Incentives at school level to enable teachers to teach entrepreneurship</strong> are needed, for instance by means of setting up <strong>staff development funds</strong>, and by recognising and <strong>rewarding the additional involvement</strong> of teachers in activities that require innovative pedagogy.</td>
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Entrepreneurial Education and SMEs

Entrepreneurial education is particularly important for SME leadership, since it has to perform more complex tasks than that of large companies. Usually the former has less time and resources to devote to education and training. On top of that it often regards formal education as less important – partly since business schools curricula generally focus more on large and medium companies.

Consequently, education and training institutions should make a special effort to attract SME leaders by developing appropriate programmes and offering training in more flexible formats, including distance and e-learning programmes.

Role of Public Authorities

National and regional authorities at the highest level should stimulate and give full support to higher education institutions to develop entrepreneurship programmes, and proper legal framework should be created that enables entrepreneurship education, and make the necessary funds available (e.g.: for teaching the trainers, support tools, teaching material).

A Task Force (composed of representatives of the Ministry of Education and other departments: Economy; Employment; Science and Research) should be established to harmonize positions of government ministries and departments and to act effectively as part of the National Steering Committee for Entrepreneurial Education (see first recommendation).

Legislation supporting relations between private business and universities should open the possibility for professors to work part-time with business. A joint inter-ministerial programme with a financial budget should accompany the above legislation and support institutions.

An accreditation system should be developed to validate informal learning and practical activities that favour entrepreneurship development: students should receive credits for their regular and successful work.

Awards for entrepreneurial universities, teachers and students should be established to promote positive examples of academic spin-offs.

Coordination of Support at European Level

The Commission should support programmes for training entrepreneurship teachers within a European dimension, and should back the creation of networks and cross border exchange programmes for educators. This would include encouraging the mobility of teachers across Europe for short periods of placement within institutions in different countries, and supporting the organisation of summer schools and short term exchange of experience among entrepreneurship professors and sharing of case studies and methods.

The Commission should conduct a regular and comprehensive benchmarking of public policies in this area. Member States should define an action plan, with results measured each year by way of reports that Member States would submit to the Commission.
### Communication Activities

Awareness campaigns at European and national level should be launched, ensuring that **entrepreneurship is understood in its broader sense** (not just about running a commercial 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).

Entrepreneurship education activities and programmes that work well should be celebrated by **organising awards and competitions**.

**Awards** at European and/or at national level should be established, 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.

### European Centre for Entrepreneurship Education (ECEE)

To provide guidance and consult policy makers and key stakeholders, a European Centre for Entrepreneurship Education (ECEE) should be created on priority basis. The Centre should serve as a **European observatory, and a centre of excellence**, and should be able to advise policy makers and stakeholders, being aware of best practice cases in entrepreneurship education in Europe, and around the globe.

With different points of excellence and originality, various good practice cases (such as SPEED from University of Wolverhampton, Aalto University, French Entrepreneurship Houses, Summer Teacher School in Kitzbühel, Talenteschniede in Baden-Württemberg, Koge Business College, University of Valencia Chair of Entrepreneurship Education, etc.) should be a source of inspiration to others.