



ST BANK- Student Talent Bank

IO1

**Analysis of policy context:
entrepreneurial education in the secondary education**

Annex 1

VERSION 1.5



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1 - Introduction

The current report reflects the analysis of the policy context regarding entrepreneurial education in secondary schools and presents the results of the national frameworks' research. The report is part of the Intellectual Output 1 of the project and was carried out between January and March 2018, the partners involved being:

1. ALDA – the European Association for Local Democracy, France
2. PLATON M.E.P.E., Greece
3. EUN, EUN PARTNERSHIP AISBL, Belgium
4. UVA, Universidad de Valladolid, Spain
5. INQ, Stichting Incubator, Netherlands
6. EM, Eurocrea Merchant, Italy
7. ISJI, Inspectoratul Scolar Judetean Iasi, Romania (IO1 responsible)

This analysis aimed to collect information regarding entrepreneurial education in all 7 countries involved in the partnership, focusing on national/regional strategy and the place of entrepreneurial education in school curricula at national level.

2 - Methodology

The national desk studies were created using a common research framework developed by ISJI in cooperation with the project partners. Each partner organisation was requested to use a template (Annex 1), which was provided to help structure the analysis of the secondary education policy contexts in each country. It focused mainly on two aspects:

- The existence of a **national/regional strategy** and specific elements: financial resource, training programmes, guidelines, teaching materials, centres of expertise and/or teacher networks;
- The place of **entrepreneurial education** in school curricula: national curriculum, school decision curriculum, extracurricular activities, others (ONG, universities, small enterprises).

Report structure

The first part of the report approaches the key concepts related to the field of entrepreneurial education (EE), clarifying the definition used in the STB project and by the present report. The second and third part then examine the secondary education context in the seven project countries, presented in summary and then detailed by the research results.

3 - Theoretical background

In accordance with specific studies and reports, we conceptualized entrepreneurship and entrepreneurship education as follows:

- **Entrepreneurship** is when you act upon opportunities and ideas and transform them into value. The value that is created can be financial, cultural, or social (FFE-YE, 2012).¹
- **Entrepreneurship education** is about learners developing the skills and mindset to be able to turn creative ideas into entrepreneurial action. This is a key skill for all learners, supporting personal development, active citizenship, social inclusion, and employability. Entrepreneurship education is relevant across the lifelong learning process, in all fields of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective.²

The common European understanding of entrepreneurship as a key competence indicates that there is a dual focus on Entrepreneurship. Firstly, the development of entrepreneurial attitudes, skills and knowledge should enable the individual to turn ideas into action. Secondly, entrepreneurship is not only related to economic activities and business creation, but more widely to all areas of life and society. Innovative and creative action can be taken within a new venture, or within existing organisations, i.e. as “entrepreneurial activity”.³

¹ JRC Science for Polity Report Entrecomp.

² Agreed on in Geneva on 18 January 2012 by a working group that included representatives from ETF, GIZ, ILO, UNESCO and UNEVOC

³ ICF GHK, 2014, p. 6.

4 - Entrepreneurial education in the secondary education. National framework in the partner countries – details

Entrepreneurship education is currently being promoted in most European countries. Several different approaches have been adopted, including: specific strategies/ action plans focused exclusively on the integration of entrepreneurship education; broader educational or economic strategies which incorporate objectives for entrepreneurship education; individual or multiple initiatives related to entrepreneurship education. The following section provides a short overview of the approaches in the seven countries represented in our partnership: Belgium, France, Greece, Italy, the Netherlands, Romania and Spain.

4.1 - National/regional strategy regarding entrepreneurial education in partnership countries

4.1.2 - Belgium

It was observed that there has been an increased effort in recent years to boost entrepreneurship education in both schools and higher education. This includes on the one hand embedding entrepreneurship in the curricula, and on the other hand increasing the availability of business start-up support for students. It was found that the different communities in Belgium have different strategies in addressing entrepreneurship education.

Flanders: The first action plan in the Flemish part of Belgium was published in 2007. Since then, two consecutive action plans have been published – one in 2010-2014 and a new one 2015-2019. The Action Plan for Entrepreneurship Education is a shared initiative between the Minister of Economy, Science and Innovation, Employment, Professional Training and Sports, the Minister of Education, and the Minister of Agriculture, Fisheries and Rural Policy.

Wallonia: The region's strategy on entrepreneurship education is led by the *Walloon Agence pour l'Entreprise & l'Innovation* (AEI). This strategy had three strands of action: support for entrepreneurship education, developing future entrepreneurs, and encouraging business start-ups. The actions are outlined in detail and cover practical entrepreneurial experiences, career guidance and support for teachers. Moreover, the strategy puts an emphasis on engaging and involving business in education and training, alongside the development of more entrepreneurial schools and the importance of the wider ecosystem in supporting the objectives. The *Agence pour l'Entreprise & l'Innovation* (AEI) is pursuing its mission to firmly establish a culture of entrepreneurship for enterprising generations in Wallonia. The strategy "Enterprising generations 2015-2020" revolves around four main pillars:

- Entrepreneurial school: supporting the development of entrepreneurial schools to bring out entrepreneurial vocations;
- Continuous [training](#) and teacher support: supporting teachers in adapting their teaching to make it more entrepreneurial and more creative;
- The entrepreneurial path of students: enabling each student, before they complete their education, to participate in a minimum number of activities developing their entrepreneurial attitude;
- The "[students-entrepreneurs](#)": encouraging students to develop their project, to support them and facilitate the move to entrepreneurship as part of their education.

This strategy is part of the ongoing work created to raise awareness of the spirit of enterprise and entrepreneurship training carried out by the AEI since 2007. Since then, tools and actions have been

offered to teachers and education stakeholders in order to foster entrepreneurial knowledge and attitudes, such as self-confidence, a sense of responsibility, creativity, team spirit, perseverance and initiative.

4.1.2 - France

There is no specific national strategy as such for entrepreneurship education. Entrepreneurship is embedded in national education policy and is also included in the national agenda, in the innovation strategy of the government to make the French economy more productive on the long term. There are a broad number of strategies and laws which refer to the development of Entrepreneurship Education, such as:

1. The Guidance and Planning for the Reconstruction of the School in the Republic (210) – Law 2013- 595 of 8 July 2013: It states that it is the school's responsibility to promote a sense of initiative and to encourage engagement with external partners via initiatives such as business visits, internships and discovery of enterprise, and relevant projects for skills development.
2. The Common Basis of Knowledge and Skills (*Socle commun*) (211) – Decree No 2015-372 of 31 March 2015: It identifies the link with the competence 'Autonomy and Sense of Initiative', which requires students to learn to take the initiative, be entrepreneurial, and implement projects after assessing the possible outcomes of their actions.
3. The national innovation strategy 'A New Deal for Innovation', launched in 2013 (the most relevant strategy). This strategy is led by the General Commissioner for Innovation, under the authority of the Prime Minister, working with the Ministry of National Education, Higher Education and Research and the Ministry of the Economy.

4.1.3 - Greece

Currently, there is no national strategy for entrepreneurship education in Greece. Entrepreneurship education is included in the strategy for the 'New School' covering ISCED 1-3 (Primary, Lower and Upper Secondary Education), and follows the educational strategic objectives common across Europe. It highlights the importance of enhancing innovation, creativity and the entrepreneurial spirit, but does not offer any concrete objectives or actions linked to EE. Greece does not have a specific national policy for entrepreneurial education in schools but instead created a broad strategy which expands into a number of fields, including entrepreneurial education. Such fields are focused on the active participation of the citizens, social entrepreneurship, the creation of new businesses and employability. However, it is up to each school, whether it will participate in an entrepreneurial program or apply entrepreneurial techniques in order to connect the class with the business world and the employment market.

4.1.4 - Italy

There is currently no national strategy related to entrepreneurship education present. Regardless, on 28 March 2018, the MIUR (the Italian Ministry of Education, University and Research) published the first syllabus to make entrepreneurial education a structural subject into secondary school education. The syllabus states that schools will be supported in building learning path towards ensuring that students develop the abilities and competencies to transform their ideas into action, increasing their creativity, innovation and risk-taking behaviour. The syllabus is divided into 5 areas:

1. Business Opportunity;
2. Idea development, context and social needs;

3. From the idea to the market: resources and competencies;
4. Market analysis;
5. Economic citizenship.⁴

4.1.5 - The Netherlands

In 2008, the Dutch government created a program on education and entrepreneurship in order to stimulate the development of entrepreneurial skills, attitude and entrepreneurship within education. The program focused on the entire education system, from primary to tertiary education. The programme generated the following results:

- An increasing number of educational institutions in the Netherlands which have integrated entrepreneurship in education into policy, organization and curriculum.
- More pupils and students behave entrepreneurially, are positive about entrepreneurship. It was found that some start their own company within 5 years after completing their education.

The program consists of 7 action lines:

1. The implementation of the regulation Education Network Entrepreneurship and supervision of the executive projects. A total of 87 projects were awarded.
2. Supervision of 6 Centres for Entrepreneurship. These are partnerships between universities and colleges with the business community.
3. Facilitating a wide choice in training for teachers⁵
4. Certification of entrepreneurial education.
5. A program for top students with a great entrepreneurial ambition: Scholarship Program on Entrepreneurship.
6. Research and Impact assessment to measure the effects of the policy and the program.
7. Creating awareness about entrepreneurship education and facilitating knowledge sharing.⁶

A total of 87 subsidy projects were awarded between 2009 and 2012. On the website established as part of the program, teachers can find educational programs to use in their classes. The program is currently closed and no new initiatives have started.⁷

4.1.6 - Romania

The most relevant national strategy is the “Strategy for the Development of the Small and Medium-sized Enterprises Sector and for the Improvement of the Romanian Business Environment Horizon 2020”. This covers the period 2014-2020 and addresses all educational levels. The current strategy is also correlated with other programmes, strategies and projects developed by Romanian Government institutions. For example, in 2016, the Ministry of National Education issued the National Strategy for Education and Professional Development 2016-2020 (EFP). According to this national strategy, the extension of EE is a priority strategy.

4.1.7 - Spain

⁴ [http://www.miur.gov.it/-/pubblicato-il-sillabo-per-l-educazione-all-imprenditorialita-nella-scuola-secondaria-](http://www.miur.gov.it/-/pubblicato-il-sillabo-per-l-educazione-all-imprenditorialita-nella-scuola-secondaria)

⁵ <http://www.grijpdebuitenkans.nl/>

⁶ www.gewnederland.nl and www.ondernemend.nu

⁷ <https://www.rvo.nl/subsidies-regelingen/actieprogramma-onderwijs-en-ondernemen>

The Spanish Educational Administrations promotes a series of measures for students that will encourage them to take part in activities which will strengthen their entrepreneurial skills, such as creativity, initiative, teamwork, self-confidence and critical thinking.

4.1.8 - Summary

Overall, this analysis shows that some countries have specific strategies used to develop entrepreneurship education, while in others such tools are part of broader educational or economic strategies. In the countries where such individual strategies have not yet been developed, freestanding initiatives may pave the way for future developments. Closer cooperation between stakeholders in education and business is to be used as an important instrument to promote and implement entrepreneurship education, the aim of such cooperation being to enable students to discover the world of work and prepare them for their own future career choices.

4.2 - Financial resources

Entrepreneurship in Education is about inspiring entrepreneurial potential. People need the mindset, skills and knowledge to generate creative ideas, and the entrepreneurial initiative to turn those ideas into action, but for this is necessary a special financial support.

4.2.1 - Belgium

By funding different initiatives concerning entrepreneurship education, the government seeks to offer sufficient support to those schools that would like to integrate entrepreneurship into their educational practices. The training actions under Enterprising generations 2015-2020 have been funded by the European Social Fund (ESF) program for French-speaking Belgium.

4.2.2 - France

The government has launched a strategic funding initiative (through the *Programme d'Investissement d'Avenir*) for projects to develop a culture of entrepreneurship and innovation (20 million EUR over five years).⁸ The project will run from 2014 to 2019 and finance various projects up to 50% by *Caisse des dépôts et Consignation* and co-financed by corporate partners, public institutions (including funds from the Ministry of National Education, Higher Education and Research), and/or EU programmes. This funding stream supports projects that run for either three or five years since July 2015. The aim is to identify and support the most strategic initiatives to improve the culture of innovation and entrepreneurship among young people at all levels, significantly increasing the number of students experiencing entrepreneurship education. The lead was taken by the General Commissioner for Innovation, under the authority of the Prime Minister, working with the Ministry of Education, Higher Education and Research and the Ministry of Economy. The government also has a specific separate budget for the entrepreneurship education strategy.⁹

4.2.3 - Greece

There are currently little to no financial resources from the state and no specific guidelines to this orientation.

⁸ More information under the following links:

<http://www.education.gouv.fr/cid2770/le-socle-commun-de-connaissances-et-de-competences.html>

<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027677984andcategorieLien=id>

http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=87834

⁹ More information on: https://www.na.org.mk/tl_files/docs/eplus/eurydice/2016pub/195EN.pdf pg 59

4.2.4 - Italy

According to the MIUR, Italy is planning to finance 50 million EUR for the development of entrepreneurial education in schools in formal education (PON 2775)¹⁰.

4.2.5 - The Netherlands

In 2008, the Dutch government created the program “Education and Entrepreneurship”. A total of 87 subsidy projects were awarded between 2009 and 2012. The program is closed now and no new initiatives have been created since.

4.2.6 - Romania

Entrepreneurial Education is financed from the national budget. There is no separate budget for entrepreneurship education. Apart from national funding, EU funding is an available support for EE via the Structural Funds and the Erasmus +Programme (period 2012-2020), for example, the ROMANIA-START UP programme.

4.2.7 - Spain

There is no exclusive budget for entrepreneurship education, which is included in the training plan of Mandatory Secondary Education (E.S.O.) The Government of Spain through The Ministry of Education, Culture and Sport is responsible for the budget.

4.2.8 - Summary

This survey shows us that there are different policy approaches for entrepreneurship education which facilitate funding for entrepreneurship education programmes and encourage partnerships between existing actions and initiatives as appropriate to better leverage resources and expand impact.

4.3 - Training programmes

A number of international, regional, national, and local actors are taking part in the global experiment of entrepreneurship education (EE) and entrepreneurship education and training (EET). Today, EET is recognized as an established field of study, growing in parallel with the interest of policymakers and students. Taken as a whole, EET represents both academic education and formal training interventions that share the broad objective of providing individuals with the entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities. EET encompasses a heterogeneous array of interventions, including formal academic education programs as well as stand-alone training programs.

4.3.1 - Belgium

The implementation of the strategy runs through different sub-projects and partnerships such as:

- Teacher placement activities for secondary school pupils and their teachers to promote a more positive exchange between schools and companies. In this case, teachers are offered a practical experience in a private company, while the organisation that provides these

¹⁰ [http://www.miur.gov.it/-/pubblicato-il-sillabo-per-l-educazione-all-impreditorialita-nella-scuola-secondaria-](http://www.miur.gov.it/-/pubblicato-il-sillabo-per-l-educazione-all-impreditorialita-nella-scuola-secondaria)

substitution activities provides an expert to take over the group of pupils and offers them different modules on entrepreneurship.

- Facilitating partnership between education providers and businesses by setting up new forms of knowledge transfer and establishing collaboration between at least one school and one or more businesses, or a business federation or organisation.
- *Competento*, a virtual knowledge centre offering teachers a large database of materials, such as policy and research reports, course materials, screening instruments, and events for teachers at all levels.
- The Partnership between Flanders Innovation & Entrepreneurship and Vlajo (JA Flanders) and *Stichting Onderwijs & Ondernemen (SO&O)*, both intermediary organisations, with a focus on bringing entrepreneurship education into schools. Both Vlajo and SO&O, have a portfolio with different educational methods and programmes. Schools can sign in on their own initiative. Some schools are encouraged to do so through their educational networks.

Flanders: there is close collaboration with dedicated actors on the ministry level collaborating with a broad range of stakeholders and trying to motivate and create the best conditions for those teachers and schools that are interested in entrepreneurship education. Since the government in Flanders cannot impose teaching methods, the strategy used is to focus on creating possibilities for the students who are interested in entrepreneurship and making sure that the importance of entrepreneurial spirit and entrepreneurship is recognised by the schools, teachers and other stakeholders. On the other hand, by funding different initiatives concerning entrepreneurship education, the government seeks to offer sufficient support to those schools that want to integrate entrepreneurship education into their practices. Some of the actions implemented through this action plan focus on:

- Learning networks: networking opportunities for schools so that educational institutions can learn from each other.
- Support local partnerships ('ecosystems'): in student cities, aimed at enterprising young people, focusing on embedding entrepreneurial education in schools on the one hand and an enterprising culture on the other. Actors in these partnerships include the local institutions for higher education, local government, student associations, the local business world, and others relevant organizations, such as local youth organizations.

Knowledge sharing and communication: further attention is paid to building and sharing knowledge about entrepreneurial education, in particular by the *Competento Knowledge Center*.

Wallonia: three training courses have been offered to educators:

- The course *Pédagogie entrepreneuriale* (Entrepreneurial pedagogy) allows teachers to appropriate pedagogical approaches to entrepreneurship education in the context of the topics of social innovation and digital society.
- The course *Ecole entrepreneuriale* (Entrepreneurial school) has a more systemic approach by focusing on ensuring teachers' active participation in the formation of an entrepreneurial school environment where schools are important actors in the economic environment.
- The course *Création d'activité* (Creation of activities) aiming at raising awareness, acquisition and transfer skills and knowledge related to the creation and development of companies.

4.3.2 - France

Entrepreneurship education is explicitly recognized and integrated as a cross-curricular objective in secondary education. Therefore, discovery sessions of professions and training, which are integrated in the educational programme, are offered, while entrepreneurship education is part of optional subjects that students can choose. Moreover, an exploration of companies and professions at class is

included. Entrepreneurship education is part of the optional subject 'Economic and social sciences'.¹¹ There is also a project-based work for the students, but only for the first year of secondary education. In parallel to this programme, the governmental programme EPA (Junior achievement) targets young people and pupils.

4.3.3 - Greece

The most common entrepreneurial training program in which schools in Greece participate is the Junior Achievement Project that is applied in Greece under the auspices of the Ministry of Education.

4.3.4 - Italy

In 2012, a survey launched by the Eurobarometer on Entrepreneurship in the EU and beyond registered that, when the respondents were asked whether they had ever taken part in any course or activity relating to entrepreneurship at school, Italy resulted as one with the least positive answers (16%). After 2016, the Ministry of Education launched professional development projects in order to increase the skills of teachers of general and vocational upper secondary schools and technical institutes working on *alternanza scuola-lavoro* training pathways. Each school and school network are able to start professional development pathways for teachers of all subjects, including entrepreneurship education; however, no information is available on how many do so for EE.

4.3.5 - The Netherlands

One of the action lines of the program Education and Entrepreneurship is facilitating a wide choice of training for teachers. The programme is closed but the materials are still available for teachers.

4.3.6 - Romania

This CPD provision was developed based on a project co-funded by the European Social Funds, with 600 teachers trained during the project (2007-2013). Within the follow-up project "Training the Teachers in the Vocational and Technical Education – Services Field of Study for Extending the Modern Interactive Method of the Training Firm", 15 regional centres have been established to disseminate the teaching materials and methodology developed within the project, supported by central authorities.

4.3.7 - Spain

The Spanish RD 1105/2014, December 26th, which states the basic curricula on Mandatory Secondary Education (E.S.O.) and High School, establishes as an objective to assist the students in "developing an entrepreneurial spirit, self-confidence, participation, critical thinking, personal initiative, problem solving, decision taking and assuming responsibilities".

At national level, the Mandatory Secondary Education (E.S.O.) offers an array of courses such as *Iniciación a la actividad emprendedora y empresarial* (Introduction to entrepreneurial and business activity) during the first study cycle as well as during the fourth and last academic year of Mandatory Secondary Education. This course provides students with the possibility to have access to the Applied Teaching modality. Both courses are related to the competence "developing entrepreneurial initiative

¹¹ <http://www.education.gouv.fr/cid2770/le-socle-commun-de-connaissances-et-de-competences.html>
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/135EN.pdf pg 49

and entrepreneurial skills” and are organized in three blocks: personal autonomy, leadership and innovation, and business project and finance. This competence is part of all the subjects of the different educational stages.

At High School, the promotion of entrepreneurial skills was addressed strictly by subjects such as Business Economics. Other optional subjects were added at a later stage at regional level, and this contributed significantly to the development of skills and attitudes related to the basic competence "Autonomy and Personal Initiative", such as in the case of Fundamentals of Administration and Management or Research Project.

The module Business and Entrepreneurship was added to the Spanish RD 1147/2011, July 29th, which sets the regulations for Vocational Training Education (*Formación Profesional*). Since then, all Vocational Training courses include basic information on how to properly create and manage business, employability, innovation and creativity in the workplace. Entrepreneurship is also included in the subject Training and Labour Orientation (FOL), as well as in several modules of Administration and Management, Trading and Marketing.

4.3.8 - Summary

The current picture of entrepreneurship education in these partner countries is viewed in context: they have started to invest in what can be seen as a prerequisite for the successful the training and support of teachers– delivery of entrepreneurship education.

4.4 - Guidelines

The practical implementation of entrepreneurial education depends on teachers, schools, and local educational authorities. Central authorities can support teachers through the provision of central guidelines and/ or teaching materials, but this is more or less visible in the partnership countries.

4.4.1 - Belgium

There are no guidelines available for Belgium as of now.

4.4.2 - France

The central authorities have developed guidelines for entrepreneurship education, sometimes in cooperation with other stakeholders.¹² One of the guidelines created is the *Parcours avenir*, which is a school-based career guidance programme including meetings with entrepreneurs and learning about business.

4.4.3 - Greece

There is no national policy regarding training programmes, guidelines and centres of expertise. Guidelines are more common for general upper secondary and school-based IVET (about a third of countries/regions) than for the lower education levels. In Greece, case studies are widely used in order to understand better the concepts of unemployment, inflation, laws of supply and demand and so on.

¹² These are the different platforms of the initiatives to spread teaching materials and guidance, from the government or other organizations: https://www.na.org.mk/tl_files/docs/eplus/eurydice/2016pub/195EN
<http://www.education.gouv.fr/cid51643/mene1005147a.html>
http://cache.media.education.gouv.fr/file/special_2/24/1/economie_gestion_44241.pdf

In particular, when entrepreneurship education is taught within the framework of the subject called 'Project', students learn how to bring a business idea from concept to reality.

4.4.4 - Italy

There are no official guidelines from the government.

4.4.5 - The Netherlands

There are no official guidelines from the government. There are materials available from the program Education and Entrepreneurship.

4.4.6 - Romania

Teaching guidelines complete the information included in the core school curriculum and may provide more detailed support such as schemes of work, lesson plans, examples of good practice, case studies. Guidelines are provided for implementing EE in the curriculum using annual calendar planning. In February 2018, a web portal was launched, TAXEDU, within a programme co-funded by the European Parliament and European Commission, aimed at students (9-17 years old) and young adults, which offers attractive opportunities to learn about taxes.¹³

4.4.7 - Spain

The Organic Law 8/2013, December 9th, on the improvement of quality education seeks to “[...] improve employability and boost entrepreneurial skills among students”. The curriculum for the formative years addresses a wide set of competencies, objectives, contents and evaluation criteria in education with the objective to boost the development of an entrepreneurial attitude, as well as the competencies needed for creating and developing a successful business, fostering equal rights and awareness of ethical values.

The current education law is drawn from the Recommendation of The European Parliament and of The Council of December 18th 2006 on key competencies for lifelong learning (2006/962/CE). There are currently seven key competencies, such as the “Sense of initiative and entrepreneurship” which requires the development of “attitudes that result in a change of mindset that promotes entrepreneurship, creativity, risk-taking and project managing”. There is a growing tendency on concepts regarding the business sector including “an array of skills, knowledge and attitudes on work market, economy management and business processes”.

4.4.8 - Summary

This analysis shows that roughly one-half of partnership countries have specified that they provide practical guidelines to help teachers implement entrepreneurship education. These form part of the guidelines for the subjects in which entrepreneurship education is integrated or can be linked to entrepreneurship education as a cross-curricular objective. The existing guidelines for entrepreneurship education stress networking amongst different forms of education, business and industry, organisations, administrative and political decision-makers and pupils/students’ families. These networks develop the objectives and content of education, learning environments and an active culture, which enhance the learner’s entrepreneurial skills and life management.

¹³ <https://europa.eu/taxedu>

4.5 - Teaching materials

Teachers are in the middle of the educational changes. Thus, teachers need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with new curricula, pedagogies and learning environments that they will need if they are to acquire entrepreneurial competencies. How should teachers be educated? What should be done in the initial phases of teachers' education and for their professional development? What type of support do teachers need in their schools? The answers to these questions can be identified through our survey results.

4.5.1 - Belgium

Flanders: Competento is a virtual knowledge centre offering teachers a large database of materials, such as policy and research reports, course materials, screening instruments, and events for teachers at all levels.

4.5.2 - France

The main type of support for teachers provided by central authorities is through the funding or development of teaching materials. Among these initiatives, the Observatory for Teaching Practices in Entrepreneurship Education (OPPE – *Observatoire des pratiques pédagogiques en entrepreneuriat*) is the most significant. This initiative was created in 2001 in order to gather information and experiences on entrepreneurship education in upper secondary education. The observatory was originally conceived as a collaborative initiative between the former Ministry for Youth, Education and Research, the Ministry for Economy, Finances and Industry, the Agency for the development of Enterprises (APCE – *Agence pour la création d'entreprises*), and the Entrepreneurship Academy. Hosted by the APCE, the OPPE portal has now become a resource bank for entrepreneurship education. The OPPE also organizes annual conferences on the subject.¹⁴ Other centres of expertise supported by central authorities take part in the provision and elaboration of materials as well.¹⁵

4.5.3 - Greece

In the teaching material in the curriculum for secondary education, there is a lesson on the principles of economic and political theory that provides students with some basic terms and ideas on how the modern world works. There is institutional autonomy for the integration of entrepreneurship institution in initial teacher education. Information concerning possible CPD provision is not available at a central level. Central authorities do not provide guidelines for entrepreneurship education.

4.5.4 - Italy

In Italy, the training materials available for teachers regarding entrepreneurial education (business development and development of an entrepreneurial mindset) mainly stems from a European Project – ICEE – Innovation Cluster on Teachers Training. The main result of this project in Italy is the

¹⁴ https://www.na.org.mk/tl_files/docs/eplu/eurydice/2016pub/195EN.pdf pg 104

¹⁵ Provision of teaching materials and networking:

<https://www.afecreation.fr/pid11493/qu-est-ce-que-l-oppe.htmlC=173&espace=5>

<http://eduscol.education.fr/cid60290/respire-le-reseau-social-de-l-innovation.html>

<http://eduscol.education.fr/pid31668/l-offre-stages-courts-cerpep.html>

<http://www.entreprendre-pour-apprendre.fr>

Teacherpreneur: a LAB of 6 hours about entrepreneurial education divided into workshops to share methods and instruments¹⁶.

4.5.5 - The Netherlands

Teachers can find educational programs to use in their classes on the website www.ondernemend.nu, which was part of a national program.

4.5.6 - Romania

This CPD provision was developed based on a project co-funded by the European Social Funds, with 600 teachers trained during the project (2007-2013). Within the follow-up project “Training the Teachers in Vocational and Technical Education – Services Field of Study for Extending the Modern Interactive Method of the Training Firm”, 15 regional centres have been established to disseminate the teaching materials and methodology developed within the project supported by central authorities.

CPD courses are mainly offered by the Teacher Training Centres (CCD), which are specialized training institutions at a county level. Other training provisions are supported by county school inspectorates, universities or by the Ministry of National Education. These include national programmes or those organised in partnership with bodies such as NGOs. Some teachers in Romania participate in training activities delivered or supported by international institutions or organisations such as the European Council or wider European Union programmes.

4.5.7 - Spain

The nation-wide platform *Procomún. Recursos Educativos en Abierto* (Procomun: Open Educational Resources) is an online resource for teachers that offers complementary formation and provides a helpful tool to share knowledge and educational resources, fostering innovation and entrepreneurship related teaching techniques. On the other hand, as stated in the official records, there are plenty of guidelines on pedagogical approaches, teaching techniques and evaluation methods. In the European Union Order ECD/65/2015, January 21st, the relations among the different competencies, contents and established evaluation criteria on Primary Education, Secondary Education and High School are lavishly described; a series of guidelines on the methodological approach for each study cycle is also included. Simultaneously, every Autonomous Region carries out a Regional Plan on Permanent Teacher Training that includes a huge bulk of activities on entrepreneurship focused on the use of innovative methodologies (Project Based Learning, active learning, cooperative learning, and meaningful learning), as teacher training does not address entrepreneurship education.

4.5.8 - Summary

The previous examples give an idea of the variety of teaching materials for implementing entrepreneurship education. Nevertheless, some common features also appear. Entrepreneurship education generally builds on active and participatory teaching methods. Its main characteristics are the practical, project-based approach, promoting practical experience through workshops, cooperation with different organisations and enterprises, including learning settings outside school, and last but not least the hands-on approach of setting up and running student firms. It is interesting

¹⁶ Educazione all'imprenditorialità e alternanza scuola lavoro, elementi centrali di una strategia per avvicinare scuola e mondo del lavoro, DIDAMATICA 2017, Livia di Nardo, Anna Brancaccio e Massimo Esposito; <http://innovation-clusters.icee-eu.eu/ICEE/Teacher-Training/Teacherpreneur>

to note that in several countries, implementation strategies and teaching materials for entrepreneurship education are being provided and developed in partnership between different ministries (e.g. education or finance), organisations mandated by the government, private non-profit organisations and in cooperation with the business world.

4.6 - Centres of expertise and/or teacher networks

The objectives of the EU are to create dynamic models for entrepreneurship education, to enable networking between developers of entrepreneurship education, and to support teacher educators by contributing to the development of pedagogies, strategies and curricula for teacher education in entrepreneurship. Entrepreneurship is networking, since it is a socially oriented learning. As well as developing effective strategies for community collaboration, it is also important to ensure that opportunities are made available for schools to cooperate with one another.

Partnership, networking and good practice exchange should be supported at local level, and such measures can help schools to develop mutual support mechanisms. These can help them to learn from one another's experiences, and perhaps to pool resources and share connections with local communities, including entrepreneurs. Opportunities for networking should also be developed at European level. The network aims to improve the valorisation and dissemination of teacher education policies, methods and instruments to stimulate entrepreneurship in (vocational) education and training and to enhance the transfer of entrepreneurial competencies to young people and adults. Network activities include:

- Supporting a transnational network on entrepreneurial education, linking up with other networks in the field.
- Setting up innovative projects in the area of entrepreneurial education such as, for example, transnational benchmarking.
- Organising Study Visits, Transnational Events and Regional Activities in the field of entrepreneurial education and training.
- Maintaining an internet-based Transnational Knowledge Centre on entrepreneurial education and training and supporting the LinkedIn SEET Group.
- Facilitating discussion amongst stakeholders, including policymakers, organisations with a responsibility to promote the implementation of entrepreneurial education and practitioners.

4.6.1 - Belgium

The action plan aims to foster an entrepreneurial attitude among students and boost competences to consider entrepreneurship as a realistic future choice. In order to do this, the plan identifies four priorities:

- supporting the development of the entrepreneurial spirit in students;
- creating opportunities for practical entrepreneurial learning;
- increasing people's motivation to become entrepreneurs;
- ensuring that teachers show entrepreneurial spirit.

Actions address the need for a common understanding of entrepreneurship, support for teachers (including methods, networks and placements in the industry), communicating with all partners and ensuring that learning progression takes place across education levels and phases of teacher education.

The partnership between Flanders Innovation & Entrepreneurship and Vlajo (JA Flanders) and *Stichting Onderwijs & Ondernemen* (SO&O), both intermediary organisations, focuses on bringing entrepreneurship education into schools. Both Vlajo and SO&O have a portfolio with different educational methods and programmes. Schools can sign in on their own initiative, and some are encouraged to do so through their educational networks. In Belgium, learning networks are networking opportunities for schools so that educational institutions can learn from each other.

4.6.2 - France

Networking between teachers is encouraged and actively used in France. Networking opportunities are often promoted on the sale websites used by governments and institutions to provide and distribute teaching materials.¹⁷ There are other agencies involved in the sharing expertise regarding entrepreneurial knowledge such as the Centre for Study and Research on Partnerships with Businesses and the Professions (CERPEP – *Centre d'études et de recherches sur les partenariats avec les entreprises et les professions*). This centre is a key player in providing CPD in entrepreneurship education in France.

4.6.3 - Greece

There is no national policy regarding training programmes, guidelines and centres of expertise.

4.6.4 - Italy

There is no national policy regarding training programmes, guidelines and centres of expertise. There are different schools and educational organisations which have networks, but there is no specific mention of any network of school teachers regarding entrepreneurial education.

4.6.5 - The Netherlands

The Education and Entrepreneurship Network links existing networks in the field of entrepreneurship education from primary education to academic education. In the Education and Entrepreneurship Network, not only do educational networks participate, but also networks of organizations and institutions that are closely involved in this. The objective of the partners in this network is to exchange and connect initiatives, experiences and knowledge. In order to further develop the many initiatives and embed entrepreneurship education in the entire education column, the partners in the network ensure that this information is available on www.ondernemend.nu.

4.6.6 - Romania

In November 2017, on the Ministry of Education's initiative, a national network for teachers was created, where resources for various subjects can be published. This network also included EE. *Educational Open Resources* (EOR) is an online platform where teachers can share their experiences, examples of good practice etc. At the level of County School Inspectorate, there are guidelines on EE published by teachers on RED.¹⁸

¹⁷https://www.na.org.mk/tl_files/docs/eplu/eurydice/2016pub/195EN.pdf pag 17
<http://www.education.gouv.fr/cid51643/mene1005147a.html>
http://cache.media.education.gouv.fr/file/special_2/24/1/economie_gestion_44241.pdf

¹⁸ www.isjjs.ro

4.6.7 - Spain

There is a wide network for Teacher Training and Educational Innovation Centers (CFIE). For example, in the region of *Castilla y León* there are sixteen centres available to teachers whose main objective is to cover the training and updating needs of teachers from a didactic and pedagogical perspective. These networks activities include counselling, training, as well as online or face-to-face training.

4.6.8 - Summary

The previous examples of strategies and initiatives show that the promotion of entrepreneurship can be tackled from different directions such as formal education, youth, life-long-learning and employability. In some cases, these strategies explicitly encourage educational reforms to incorporate entrepreneurship education. The opportunities for networking and mutual exchange should be provided at all levels from the local to the European scale.

The EU can also add value by enhancing networking and exchanges between practitioners and specialists, through a variety of mechanisms in which the Commission has built a high level of experience over the years. The outcome of these activities would be to enhance the overall quality of teacher education for entrepreneurship by supporting and encouraging teacher education practitioners to engage in European level mobility and exchange of experience. Increased mobility and networking at European level would aim to foster the development of self-sustaining communities of interest. Such groups can support continuous improvement and innovation on teaching methods, and also help to disseminate their practice and enthusiasm to new teachers.

4.7 Entrepreneurial education and its inclusion in curriculum

Entrepreneurship education can be integrated into general education in different ways. This can be done through a cross-curricular approach, by integrating it into existing subjects, or introducing it as a separate curriculum subject. Although most countries explicitly recognize entrepreneurship education at least to some degree in primary and secondary education, the overall pattern of provision changes significantly from one school level to another.

4.7.1 - Belgium

The German-speaking community of Belgium explicitly recognises entrepreneurship education as part of the framework curriculum at primary and secondary education. In addition, at secondary schools, for students who choose an economic field of study, entrepreneurship skills are integrated into the subject entitled 'economy'.

4.7.2 - France

The most relevant network at the moment is *RESPIRE – Réseau d'échange de savoirs professionnels en innovation, en recherche et en experimentation*, which aims to support the development of collaborative work and to create communities of practice, also on the issue of 'enterprise in schools'.¹⁹ This network was created in 2012 by the Ministry of Education and has over 3 600 active members.

4.7.3 - Greece

¹⁹ <http://respire.eduscol.education.fr> now in <https://www.viaeduc.fr/login>

At ISCED 1 (Primary Education), teachers take into consideration pupil experiences and use their own knowledge to implement actions that aim to develop the competencies related to entrepreneurship education. At ISCED 3 (Upper Secondary Education), EE is taught in the separate compulsory subject 'Innovation and Entrepreneurship' for third-year students in school-based initial vocational upper secondary education following the Management-Economy strand. It is also integrated into the compulsory subject 'Civics Education' for first and second-year students. In some schools, entrepreneurship education is included in the compulsory subject 'Project', which is delivered in both general and vocational education. Where relevant, students may be awarded the international Entrepreneurial Skills Pass.

4.7.4 - Italy

Following the UNESCO classification of Education level (ISCED), at ISCED 1 (Primary Education) and 2 (Lower Secondary Education), Italy adopts the *Modello sperimentale di certificazione delle competenze* (Experimental Certification of Competences). At ISCED 3 (Upper secondary education) and Initial Vocational Education and Training (IVET) level, in Italy one must consider these 3 options; 'Law and Economic' subjects, *Alternanza scuola-lavoro* and other external courses and activities. Whereas the first option needs very little clarification, the other two options deserve a more specific approach. According to the words of Roberto Pardolesi, lecturer of the LUISS Guido Carli University in Rome, "the origins and developments of law and economics (L&E) in Italy can be described as an uneasy but successful enterprise with some shadows, most of which regarding the future. The most telling proxy of the inroad of L&E is probably represented by judicial imprinting."

- The *Alternanza scuola-lavoro*, which translates to 'School-work alternation' is one of the most significant innovation within the law 107/2015. It fosters an innovative teaching method, which helps to consolidate the knowledge acquired at school through practical experience. Furthermore, it tests the attitudes of students *in the field*, to enrich their training and orientate their studies and their future job, in the framework of projects in line with their study plan. As there is no 'national curriculum design' regarding *Alternanza scuola-lavoro*, each school can decide the best training plan according to the current necessities. According to the Eurydice Report on Entrepreneurship Education at School in Europe (2016), each curriculum "is planned, implemented, assessed and evaluated under the responsibility of the learning organisation on the basis of a specific agreement (memorandum of understanding) signed with the partner enterprise or business association, chambers of commerce, public bodies."
- The third option, 'Other', includes all the activities promoted by extra-school organisations and bodies providing a necessary supplement for the Entrepreneurial Education in each step of the Italian Education system. An example is the Italian member of Junior Achievement Worldwide (JA Italia), a non-profit organisation which works with local businesses and associations to "deliver experiential programs on the topics of financial literacy, work readiness, and entrepreneurship to students in kindergarten through high school." (Penny Singer, New York Times). More specifically, JA Italia works with school at every level of Education (from Primary to Upper Secondary) to fill the gaps of the educational system related to Entrepreneurial Education through educational initiatives of entrepreneurship, financial literacy and work orientation. In addition, it provides the abilities and competencies to develop technical and transversal skills. An example of the JA Italia activities in Italy is "Enterprise without Borders", a Junior Achievement initiative aimed at secondary school children to teach the importance of international trade. In the Italian programme, the economic principles underlying the European market are introduced and entrepreneurship is promoted in a global context. Some of the concepts addressed through the concept include trade agreements, balance, value

chains, cooperation, culture and impact on business, supply and demand, customs, import-export, joint-venture, market leadership, and marketing.²⁰

4.7.5 - The Netherlands

For secondary school students who choose an economic field of study, entrepreneurship skills are integrated with the subject entitled 'economy'. In Universities, there are more specific courses/programmes. Lots of entrepreneurial skills are also learned during practice (practice-based learning).

4.7.6 - Romania

Entrepreneurial education is explicitly integrated into the curriculum as a cross-curricular subject, or as a compulsory separate subject and integrated into a range of other subjects. For each subject and year of study, a presentation refers to the eight key competencies, with initiative and entrepreneurship included. During the 10th grade, EE is taught as a compulsory separate subject. During the 12th grade, EE is taught as a compulsory separate subject, "Applied Economics". In school-based IVET, it is taught as a compulsory separate subject, "Entrepreneurial Education", whereas in the 11th grade, as part of three-year vocational education. It is also integrated into the following compulsory subjects: "Personal Development" at preparatory grade, 1st and 2nd grade; "Civic Education" at 3rd and 4th grade; "Technological Education" on 5th and 8th grade; "Civic Culture" on 7th and 8th grade, "Financial Education" on 8th grade; "Economics" at 11th grade. In 2009, curricula were reviewed and approved.²¹

Moreover, in 2017, the new framework plans and curricula for gymnasium were approved.²² According to these documents, students will study "Financial Education" for the first time in the 8th grade. Each school can offer students EE-related optional courses. The Ministry of Education offers some topics for middle-school students such as "Economic Education" and "Financial Education" for high-school, which can be found on the programme website. For the 2017-2018 school year, two EE optional courses have been implemented within the rural schools in the county of Iași.²³

4.7.7 - Spain

Entrepreneurial education is present in all types of curricula.

4.7.8 - Summary

Looking at the general picture, it was found that most partnership countries cover learning outcomes for entrepreneurship at one school level and/ or another. Only a few countries have reported not having any specific learning outcomes for entrepreneurship in their curricula. Moreover, entrepreneurship education in secondary education is more often integrated into optional subjects. Therefore, not all students will achieve the entrepreneurship learning outcomes if they choose not to take the associated subjects.

Some countries stand out in particular as they specify numerous learning outcomes for the various categories of attitudes, knowledge and skills relating to entrepreneurship or because they apply learning outcomes across several school levels. Some categories of attitudes, knowledge and skills are

²⁰ <https://www.schooleducationgateway.eu>

²¹ OMENCS 5097/ 2009

²² OMEN 3590/5.04.2016, OMEN 3.393/28.02.2017.

²³ OMECTS 5817/06.12.2010 and <http://programe.ise.ro/>.

already covered in primary schools. All of them are covered in lower secondary education either within the compulsory basic or as part of optional subjects on entrepreneurship education.

5 - Conclusions

With this survey, it was found that there are quite substantial differences among the seven countries considered in terms of entrepreneurial education. In particular:

1. When it comes to the **national/regional strategy** regarding entrepreneurial education in the countries in the partnership, 4 of them (Belgium, Netherlands, Romania and Spain) have a specific strategy, and 3 of them (France, Greece and Italy) have only specific initiatives.
2. **Financial resources** are allocated in 5 countries (3 with a specific strategy, France and Romania), whereas 2 (Greece and Italy) have no financial allocation.
3. There is awareness regarding the need for entrepreneurial education in each country and **training programmes** are organized for the interested teachers.
4. **Guidelines** and **teaching materials** are offered in all countries, except for Greece and Italy.
5. There are **centres of expertise** and/or teacher networks in 5 countries (Belgium, France, Netherlands, Romania and Spain), but there is no evidence on this issue in Greece and Italy.
6. All countries include entrepreneurial education in the **national curriculum**²⁴, but there are countries in which EE is introduced as an option course (France, Spain, Romania), **in extracurricular activities**²⁵ (France, Italy, Spain, Romania), or in **activities proposed by NGOs, universities, small enterprises** (France, Greece, Spain, Romania).

²⁴ Entrepreneurship education is explicitly recognized and integrated as cross-curricular objective from ISCED 1 to 3. Curricula have been revised in order to integrate the basic competences now being a formal reference in the evaluation of all students.

<http://www.education.gouv.fr/cid2770/le-socle-commun-de-connaissances-et-de-competences.html>

²⁵ There is a variety of initiatives to awake the students' s interest, such as the "Semaine de l'entreprise"
<http://www.education.gouv.fr/cid56498/semaine-ecole-entreprise.html>

6 - Recommendations

Regarding the **specific strategy**, it is necessary to create policy recommendations for decision-makers and stakeholders across regions and states, in order to prepare schools for the 21st century:

- ✓ *Make a long-term commitment, planning and funding schedule:* in order to develop entrepreneurial education amongst young people, national, regional and local policy-makers need to continue to pursue policies in favour of the development and support of an entrepreneurial society.
- ✓ Entrepreneurship education requires *infrastructure*. Schools need spaces for experimenting, meeting people, building prototypes as well as presenting and selling products. Governments should support the development of these infrastructures by providing funding and making recommendations for school planning. School authorities could support by allowing free spaces for experiments in schools, providing the needed infrastructure for entrepreneurial education, providing expertise in entrepreneurship through a regional/local expertise centre, and facilitating additional training of teachers in competencies needed for entrepreneurship education.
- ✓ *Financial resources:* regional/ local authorities should support entrepreneurship education by establishing regional bodies that provide funding for entrepreneurship education initiatives in schools. This body can be established in collaboration with private organisations such as regional chambers of commerce. Policymakers at all levels should consider funding long-term projects in enhancing entrepreneurship education involving research institutes, different school levels, enterprises, investors, venture capitalists and other important stakeholders. This will also raise awareness on the importance and benefits of young entrepreneurship training programmes.
- ✓ *Training programmes:* there is awareness regarding the need for entrepreneurial education in each country, and training programmes are necessary for the interested teachers.
- ✓ *Guidelines:* although guidelines and teaching materials are offered in all countries (except Greece), these materials must be updated and promoted. For Greece, the problem can be solved with the help of the General Directorate for Education.
- ✓ *Teaching materials:* school managers could support teachers facilitating additional training of teachers in competencies needed for teaching entrepreneurship. As a result, teachers will develop a stronger common language and vocabulary on entrepreneurship education and get better opportunities to collaborate with each other across subjects, class levels and even between schools.
- ✓ *Centres of expertise and/ or teacher networks:* these centres of expertise in entrepreneurship education will be able to gather national experiences and promote entrepreneurship as well as collaborating with local/ regional authorities on entrepreneurship education. Teacher networks have a crucial role in promoting the results. Networks and partnerships need to be set up in order to support the transfer of knowledge. Both teachers and school management teams benefit from knowledge sharing between schools, regions and states. Partnerships of schools can also be used in assessing performance across schools. This will not only give schools an idea of their own teaching abilities but will also be a platform for sharing best practices. Schools should take initiative to set up networks locally between schools. In Italy and Greece, better promotion is necessary.
- ✓ *National curriculum:* governments should integrate entrepreneurship education into the school curriculum in order to strengthen competencies in both entrepreneurship and related areas. This will enhance the development of an entrepreneurial mindset at all school levels among teachers and students. Also, it is recommended to have supplementary sources, offered by NGOs or other organizations.

ANNEX 1

Template for analysis of policy context: entrepreneurial education in the secondary education

1. Is there any national/regional strategy regarding entrepreneurial education in your country? **(Yes/No)**. If yes, please, details. Write a short paragraph (maximum 500 words) regarding secondary education context, referring to:
 - Financial resources
 - Training programmes
 - Guidelines
 - Teaching materials
 - Centres of expertise and/or teacher networks

2. Please specify if **entrepreneurial education** is included in:
 - national curriculum
 - school decision curriculum
 - extra curricular activities
 - others (ONG, universities, small enterprises etc.)