



**Equipping Youth
for the Future of Work**
**Making Business-Education
Partnerships the New
Norm in Europe**

Joint Policy Proposals





Table of contents

Foreword by the European Pact for Youth Co-Chairs	4
About the Joint Proposals	6
1. First Joint Policy Proposal Making VET/Apprenticeships an Equal Choice in Europe	10
2. Second Joint Policy Proposal Making Business-Education Partnerships the New Norm across Europe	19
3. Third Joint Policy Proposal Mainstreaming Entrepreneurship in Learning	29
The supporters of the Pact for Youth	38

Foreword by the European Pact for Youth Co-Chairs



Marianne Thyssen
European Commissioner
for Employment, Social
Affairs, Skills and Labour
Market Mobility



Comte Étienne Davignon
Minister of State and
President of CSR Europe

As co-chairs of the European Pact for Youth, we wish to express our deepest gratitude to all the Pact partners for their leadership and for the time and resources they have devoted to the project.

For the last two-years, the Pact has worked to improve opportunities for young people across Europe. Research shows that young pupils who benefit from four interactions with the working world during their education, are five times less likely to end up without employment or training.¹ There is also evidence that they also find jobs faster and easier, as well as earn higher wages. Business and civil society leaders have **constructed together the following joint policy proposals**:

- Make **vocational education and training/apprenticeships an equal choice** for youth
- Make **business-education partnerships the new norm** across Europe
- Mainstream **entrepreneurship education in learning**

In parallel, companies and stakeholders in various European countries and regions have agreed on '**National Actions Plans**'. These plans set local priorities for youth's skills and to facilitate their transition towards real jobs.

Taken together, the partners created over **23,000 business-education partnerships**, and provided around **160,000 new quality opportunities** for young people. Throughout Europe, the Pact partners also provide a critical mass of practical examples of how enterprises collaborate with schools and colleges – to the benefit of students at various stages of their education (primary, secondary, vocational or tertiary), teachers, employees and their business.

By bringing key stakeholders together, the Pact acted as an incubator for **new, European collaborative projects**. For example, half a dozen companies are now actively working together on a new business-to-business model for the long-term mobility of apprentices. This can help to pave the way for a successful deployment of ErasmusPro.

At a time where important decisions will have to be taken regarding the future of Europe, we have a unique opportunity to make our voice heard: youth, teachers, and enterprises need **bold reforms** to ensure that our younger generations are prepared for their future at work.

However, there is no time for complacency: quality education and training concerns us all. The Business and Sustainable Development Commission (2017) indicated that investment in quality education, i.e. Sustainable Development Goal (SDG) #4, leads to improvement on more of the SDGs than any other. Hence, we trust youth, education, business and governments to make education and training the cornerstone of our future Europe.

Building on the momentum we have created, the Pact will continue in 2018-2019, focussing on the **roll-out of the National Action Plans** and stimulating and showcasing innovative projects.

We hope that this Pact will further inspire and support you to engage strategically in business-education partnerships.

It is only together that we can build a pro-youth, pro-innovation, sustainable Europe.

¹ A. Mann (2012). It's who you meet: why employer contacts at school make a difference to the employment prospects of young adults. <https://www.educationandemployers.org>

² CEDEFOP (2011) The benefits of vocational education and training. Researcher paper No 10.
ETF (2013) Work-based learning: benefits and obstacles.



“We have a unique opportunity to make our voice heard: youth, teachers, and enterprises need bold reforms”



About the Joint Proposals

From 2015 to 2017, leaders from companies, youth organisations, educational institutions and civil society organisations met to discuss and endorse three joint policy proposals.

These proposals contribute to the EU and national policies on skills for competitiveness and employability, which aim to have a significant and long-standing impact on young people.

What do we mean by Joint Policy Proposals?

Through these proposals the leaders of the Pact provide a strategic vision on how the European Institutions and governments can act as game changers to:

1. Make Vocational Education and Training/Apprenticeships an Equal Choice for Youth (First proposal)
2. Make Business-Education Partnerships the New Normal in Europe (Second proposal)
3. Mainstream Entrepreneurship Education in Learning (Third proposal)

With these proposals, the Leaders articulate concrete solutions that (I) respect subsidiarity with Member States and public bodies in collaboration with other actors working on the ground, (II) target high ambition, (III) can be felt by the people, and (IV) are easy to engage in.

What do we mean by National Action Plans?

The proposals are accompanied by National Action Plans that are outlined by local actors on the ground. These plans indicate regional and/or national priorities that can help achieve the Leaders' Joint Policy Proposals, and vice versa.

These three proposals are addressed to the three EU institutions, the European Commission, European Council and European Parliament, as well as the European Heads of State, governments and ministers of Labour, Economy, Education, Youth (where applicable) and businesses.

Disclaimer:

The Joint Policy Proposal's ideas and content do not reflect the opinions of each individual organisation, only the overall consensus of the European Pact for Youth partners. The European Commission is not responsible for any use that may be made of the information in this proposal.



Joint Appeal to Heads of State

The following business leaders joined their voices to urge European Heads of State and governments to accelerate the pace of reforms that will make business-education partnerships the new norm for Europe.

Jean-Paul Agon
L'Oréal | President & CEO

Paulo Azevedo
Sonae | Chairman & Co-CEO

Jean Bernou
McCain | EMEA Regional President

Jean-François van Boxmeer
HEINEKEN | CEO

Carlo Bozotti
STMicroelectronics | President & CEO

Boudewijn van den Brand
LIDL Belgium & Luxembourg | CEO

Svein Richard Brandtzaeg
Norsk Hydro | President & CEO

Jacques van den Broek
Randstad Holding | Chairman & CEO

Jean-Pierre Clamadiou
Solvay | Chairman & CEO

Michael Cole
Kia Motor Europe | COO

Stefano Colli-Lanzi
Gi Group | CEO

Rodolphe Collinet
Carmeuse | CEO

Michel Croisé
Sodexo Benelux | CEO

Comte Étienne Davignon
Minister of State Belgium
CSR Europe | President

Jo Deblaere
Accenture | COO
JA Europe | Chairman

Claudio Descalzi
Eni | CEO

Periklis Drougkas
Alpha Bank Albania SHA | CEO

Alberto Durán López
ILUNION | President
Forética | President

Wolfgang Eder
Voestalpine | Chairman & CEO

Emmanuel Faber
CEO | Danone

Agon Gashi
Meridian Corporation | CEO

José Manuel González-Páramo
BBVA | Executive Board Member

Raúl Grijalba Pérez-Alfaro
ManpowerGroup Spain | Executive
Chairman

Michael Heinz
BASF | Executive Board Member

Jukka Jäämaa
ISS Finland | CEO

Fokion Karavias
Eurobank Ergasias S.A. | CEO

Gaston Khoury
Huawei Technologies | Vice President, Sales
Western Europe

Harald Krüger
BMW Group | CEO

Corinne Le Goff
Amgen | Senior Vice President & Europe
General Manager

Thomas Leysen
Umicore | Chairman

Dietlof Mare
Vodafone Albania | CEO
FACE | President

Gérard Mestrallet
ENGIE | Chairman

George Michos
HERACLES GCC | CEO

Dimitri Papalexopoulos
TITAN Group | CEO

Benoît Potier
Air Liquide | Chairman & CEO
ERT | Chairman

Patrick Pouyanné
TOTAL | Chairman & CEO

Yves Prete
Safran Aero Booster | President & CEO
Union Wallonne des Entreprises | President

Ignacio S. Galán
Iberdrola | Chairman & CEO

Andreas Savvides
Curis Network | Group CEO

Jean-Dominique Senard
Michelin | CEO

Tony Smurfit
Smurfit Kappa Group | CEO

Ulrich Spiesshofer
ABB | President & CEO

Arnaud Spirlet
CISCO | Managing Director Benelux

Giorgio Squinzi
Mapei Group | CEO
Mapei S.p.A. | Sole Director

Francesco Starace
Enel | CEO & General Manager

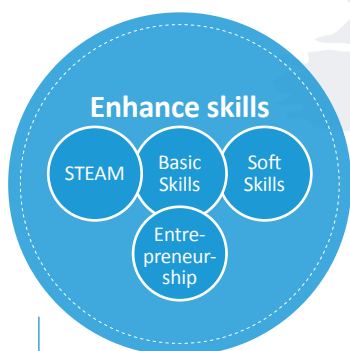
Peter Stračár
GE | CEO of Central & Eastern Europe

Tomaso Tommasi di Vignano
HERA Group | Executive Chairman

Marco Tronchetti Provera
Pirelli | Executive Vice Chairman & CEO

National Action plans to roll out the 7 priority areas of the Pact

Below you can find examples of actions per each priority area.



- Recognise skills gained outside formal education
- Enhance and reform skills curricula, pedagogy and assessment
- Embed skills in formal and informal education
- Start at an early age to have real impact
- Lifelong learning
- Entrepreneurship skills to help with personal brand



- Research government policies to see what is being done at the national level already e.g. Information about national commitments and pledges on apprenticeships on European Alliance for Apprenticeships website^{3 4}
- Procedures for organising and implementing work-based learning environments⁵



- Establish and enhance multi-stakeholder platforms to connect the dots
- Communicate with partners and schools to reach young people
- Encourage new business
- Focus on the parents as well; they have the most influence on their children's career and education choices⁶
- Excite young people about the world of work
- Adopt a sectorial approach

³ High-performance apprenticeships & work-based learning: 20 guiding principles <http://www.cedefop.europa.eu/en/events-and-projects/projects/apprenticeships-work-based-learning>

⁴ A European Quality Framework for Apprenticeships – A European Trade Union Proposal, <https://www.etuc.org/publications/european-quality-framework-apprenticeships#.WEg4S7IrLIU>

⁵ Procedures for organize and implement the work-based learning environment, from Latvia <http://likumi.lv/doc.php?id=283680>

⁶ Parent Guide for Career Planning, Career & Employment Services Danville Area Community College: <https://www.dacc.edu/assets/pdfs/career/ParentGuideforCareerPlanning.pdf>

Support young people in transition to jobs

- Support on skills such as CV writing and preparing interviews etc.
- Find a common language between schools and businesses
- Take the classroom out of the school and into a business, so that young people have a chance to understand working life and be motivated by practical problems
- Create opportunities for young people to have work experience in business

Help companies attract talent

- Embed education in business planning, practice and integrated performance
- Provide support for companies, especially SMEs
- Build a business case for business-education partnership in the Board Room
- Involve companies and establish their needs and wishes
- Give companies guidance about different styles of collaboration
- Building bridges between businesses and schools – encourage educational institutions to be business-aware
- Divide between multinational, SMEs and Micro Businesses - engage all types of employers
- Find novel ways for companies to reach education institutions

Support schools, teachers and directors

- On-going professional development
- Measure success of what becomes of the graduates
- Cities to run pilots & display the data on careers & employment
- Provide teachers and school faculty a business perspective, they themselves might not have any work experience outside teaching
- Focus on career counselling: it has a real impact

Boost and strengthen intermediary organisations

- Bring together organisations and companies: Different stakeholders may be working on related topics so it is useful to connect the dots
- Use examples of new local partnerships
- Qualification frameworks bringing stakeholders together
- Communication activities

1

First Joint Policy Proposal

Making VET/ Apprenticeships an Equal Choice in Europe

Knowledge partners:



| BertelsmannStiftung



Transition to jobs:

The current situation and response in Europe

Evolutions like the 'internet of things', the demographic change, big data, the circular economy and Industry 4.0 require learners and business to prepare for new types of jobs, many of which still are unknown today.

Meanwhile, over 7 Million 15-24 year olds in Europe are neither in employment, education or training (NEETs). One active young person in four currently looks for a job. This figure reaches one in two in some countries. Overall, this situation has an annual cost topping a 150 billion Euro mark. There is also a medium to long term impact of unemployment on our economy and society. Currently, young people are the group at highest risk of poverty and social exclusion. Furthermore, there are large numbers of young refugees and migrants arriving in Europe who bring with them valuable skills and great talent.

Evidence suggests that countries with strong VET (Vocational Education and Training) and apprenticeship systems have lower levels of youth unemployment. However, the situation varies greatly among Member States with great divergence in attractiveness and quality of VET/apprenticeship programmes.

Initiatives on education and skills for jobs at European level support mainly national or regional initiatives. There is a **wealth of activities** being supported or coordinated through European programmes and structures such as **Erasmus +, the Grand Coalition of Digital Jobs, the European Hub for Entrepreneurship Skills, the European Alliance for Apprenticeships**. These structures should be seen as complementary activities, partnering together, leveraging each other's strengths in order to achieve the same goal in eradicating youth unemployment and skills mismatch.

The Pact for Youth intends to inspire and guide initiatives on education and skills towards a significant and long standing impact on youth unemployment, enhanced human capital and better social integration in Europe. It gives particular deference to VET and apprenticeships and the mechanisms necessary to accomplish the mission.

Therefore, in light of this, our two questions are: how can we build upon the lessons learned and success of the existing but dispersed initiatives and how can we move towards a European approach with vision, scale and instruments that can speak to and engage more directly with young people, their parents, teachers and enterprises?

Making VET/apprenticeships an equal choice for youth in Europe



What Europe has proven capable of doing 30 years ago for its future university graduates, we believe it can and must do again today for its vocational learners.

VET and apprenticeship is a lever for action in favour of qualification and access to jobs for young people, as well as for better skills and attitudes required by enterprises, while mobility lies at the heart of the European Union's calling.

The seriousness of the situation demands a strong vision, rapid action and a consensus at the highest levels of the European institutions. Therefore, as Leaders of the European Pact for Youth, we propose that Europe's leaders urgently draw on existing initiatives and new investments, partner together, and leverage one another's strengths to make VET/apprenticeships an equal choice for youth in Europe.

We believe it is time to develop one level playing field on VET and apprenticeships of high quality in Europe. By 2030, learners, teachers and enterprises should have an opportunity to engage with excellent VET and apprenticeship centres in their respective region or city, offering comparable and equivalent qualifications as those in other Member States.

An opportunity to engage with excellent VET and apprenticeship that is not reduced to the acquisition of purely vocational skills but that offers the same opportunities for personal development and citizenship, going hand in hand with the professional development. In conjunction with and supporting national reforms, our proposal should help to drastically enhance the attractiveness of VET among youth, parents, teachers and businesses, and should ensure that quality is a guarantee through pushing for a European wide Quality Framework for apprenticeships.

Our proposal should further contribute to:

- Make VET/ Apprenticeship opportunities and information available at local level. The mainstreaming of work-based learning in VET curricula; much of the success of our proposal will rest on its capacity to develop knowledge, skills, and personal development of young people through the volume of off-the-job training; near-peer and peer mentoring, the systematic use of older and retired workers as mentors and the management of movement and change through a network of publicised opportunities in Europe
- The quality assurance in dual learning
- The advancement of future-oriented skill qualifications (sciences, technology, mathematics, innovation and entrepreneurship)
- The mobility of apprentices, from short to long term mobility opportunities fixed according to the needs and capacities of the beneficiaries and the suppliers
- The mutual recognition of qualifications
- The portability of social rights

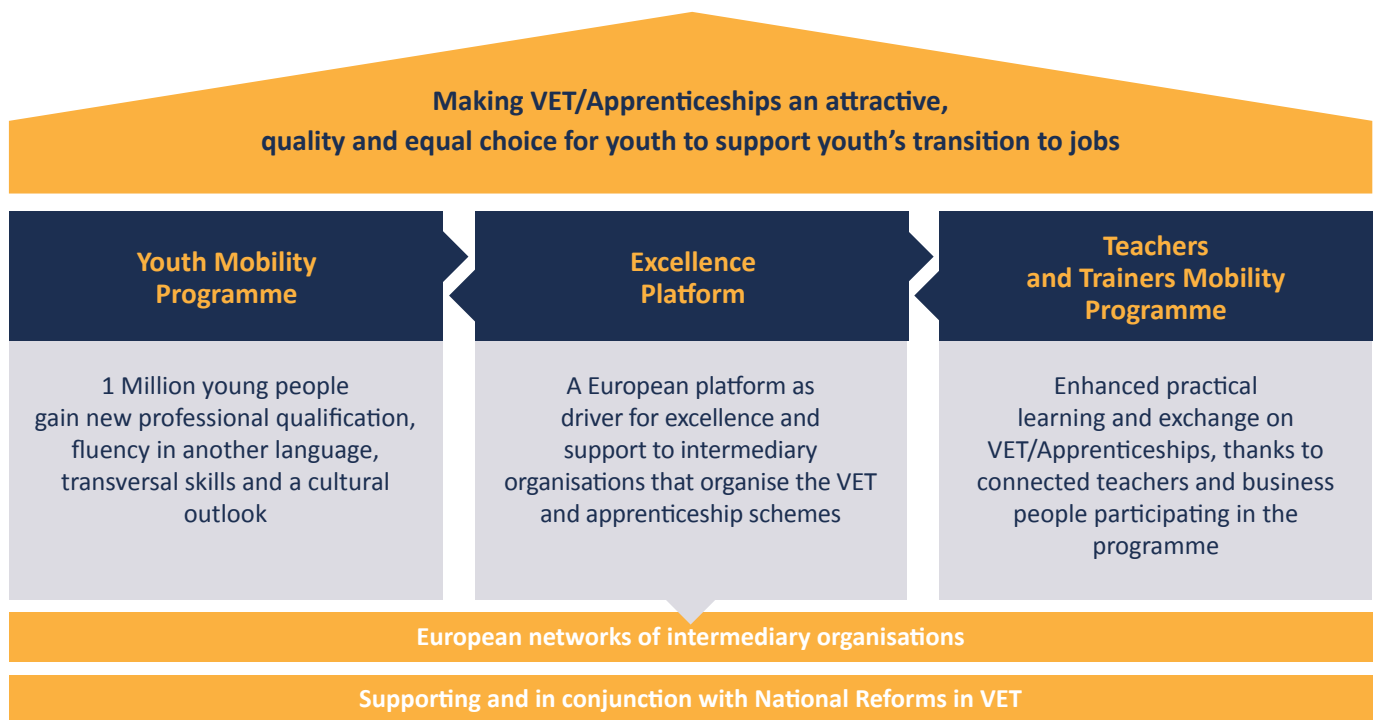
Our proposal: Erasmus Pro as a strong unifying quality brand

Future structural policies at European, national and regional level should mutually enhance and support (1) the role of intermediary agencies in enhancing the quality and attractiveness of VET and apprenticeships through one European platform, (2) opportunities for learners to gain total or part of their professional qualification in another European country (3) the direct exchange and collaboration between VET teachers and representatives from business to strive for excellence in VET across Europe.

To that end, our proposal for Europe is to unify three mutually supportive ambitious packages into one comprehensive Erasmus Pro. In one central axis, we have a European Platform of Excellence on VET and Apprenticeships, there is also two European mobility programmes: one for learners and one for business trainers and VET teachers as illustrated below.

Erasmus Pro also offers a brand that is easy to recognise and understand, whilst the current brand names and

logos connected with European programmes like Erasmus+ and its sub-programmes, are today not recognisable by the average European citizen, learner, teacher/trainer or business person. Thereby, they do not sense that Europe is an ally that offers a vision and supports practical solutions for developing more and new professional qualifications that can directly support youth in their transition to jobs and social integration. Erasmus Pro wants to countermeasure this and as such value the importance of VET and apprenticeships at an equal level with academic studies.



A European Platform of Excellence on VET and Apprenticeships

Smooth collaboration between the learner, school teachers, workplace mentors from business and social partners, is the key driver for success for any VET/apprenticeship programme. It is therefore crucial that full support is provided to local agencies whose role is to bridge these two communities and facilitate their collaboration.

Indeed, it is the level of awareness and capacities of intermediary organisations, such as chambers of commerce, employers' federations, education networks, sector associations, employment services, Academic-Business platforms and youth organisations etc., that will be pivotal for the collaboration between vocational schools and companies to deliver on the design of vocational profiles, administrating VET, and its funding, finding training places and, most of all, ensuring a high level of quality that puts the learner at the centre. The same way the mobility of young university students has been possible thanks to the contacts which universities organise amongst themselves, an important role for the platform is to also help VET schools to organise contacts with other VET schools.

The Platform could contribute to a wider playing field for all European VET institutions to have a good command of the latest EU tools for VET (ECVET, EQAVET). As such, they can better implement validation and recognition of non-formal and formal education. A European Platform of Excellence for intermediary agencies, networks, Business-Academic platforms and their related stakeholders, including youth organisations could be the driver to enhance their expertise, to benchmark their performance and to ensure a total quality approach on the role they play.

This Platform - whose shape and structure remain to be defined - would serve as a connection point in bringing together the different intermediary organisations and networks, thus enabling them to connect with each other for enhanced communication, emulation, peer review and cooperation. Furthermore, this Platform would serve as a one-stop-shop for all EU level matters, providing the agencies and networks with the adequate information on EU initiatives and provide access to funding that can be the further passed on to local actors. The Platform should make use of virtual technologies, being a place where people are connected online, but could also be shaped into regional VET fairs.

We believe such a Platform should be built around the experience and know-how of platforms like CEDEFOP and should support the ongoing work of associations that want to be active in the European Alliance for Apprenticeships or those that are developing projects supported by regional, national and European authorities (e.g. Youth Guarantee or Erasmus).

One immediate action would be to have an agency like CEDEFOP to expand its annual activity plans to include training sessions, learning networks and expert-services to the agencies that are intermediate between education providers and enterprises. Another action should be to build on and learn from members of VET4EU2, such as EfVET, which in the coming years will ensure **1)** systemic application of learning outcome principles not only in VET providing, but in organizing work placements and apprenticeships, and **2)** learners benefit opportunities for multi-choice of career pathways and schemes.

Teachers and Trainers Mobility Programme

Our ambition is clear: in order to stimulate quality through exchange, support is needed to establish a new international grant scheme for teachers and their business partners:

- To undertake benchmark and study visits that will allow them to enhance and improve their local practice, or
- To act as mentors going on secondment to help peers to develop new VET and apprenticeship systems in regions or cities where such systems are of poor quality, too small in scale or unknown

The exchange of teachers and business partners would enhance the quality of apprenticeships through mutual exchange of expertise and best practices in domains such as **(1)** the organisation

of apprenticeship examination, **(2)** setting up of certification-mechanisms for training places in companies, **(3)** review of vocational profiles, and **(4)** the qualification of teachers in schools and trainers in companies.

The same way Erasmus is being built on the exchange between universities, VET apprenticeships (and their mobility) requires effective company involvement. As such, business needs should be reflected in order to build long-term sustainable schemes and good investment of public funds. How such a trainer mobility programme will work out practically still needs to be further defined. It should focus on and address company engagement, taking into account funding schemes, administrative requirements, lack of structures facilitating mobility, language barriers, etc.

This programme should last at least 10 years, with a strong involvement of business networks, representatives of VET-providers and the members of the European Committee of the Regions and Eurocities. Their engagement is key to promote and help coordinate VET and mobility in VET of young people and apprentices in a broad process of democratic and participatory governance aimed at addressing the most relevant socio-economic and environmental issues, involving micro, small and medium enterprises, start-ups, local communities and social partners.

Youth Mobility Programme

Our joint proposal sets a target of 1 million young Europeans, to have the opportunity to take part in tailored quality mobility schemes by 2020, from short to long term periods, defined according to the needs and capacities both of learners and suppliers. Such mobility would allow the learner to gain **fluency in a foreign language**, new **professional qualifications**, transversal skills such as **adaptability, curiosity, learning to learn, interpersonal and civic skills**, as well as a **European cultural outlook**: all of these assets should be documented and mutually recognised by the different Member States in order to highlight their respective value and to help the learners in their transition to a job.

This approach is directly inspired by the Erasmus Pro proposal of the **Jacques Delors Institute (JDI)** and by the work of **Jean Arthuis** who, along with a group of Members of the European Parliament, play leading roles in the mobility of apprentices with the support of the European Commission. Our common ambition is to position learning and training mobility as a building block towards other structural reforms, just like Erasmus did 30 years ago for the Bologna process. For practical mechanisms and financial implications, further elaboration is needed, based on JDI core elements as well as current findings, based on ground level experience. Any future intra-EU mobility scheme for apprentices should help overcome some of the current

hurdles, such as **1)** differences in legal frameworks between Member States, **2)** administrative requirements and the lack of structures that facilitate mobility, as well as **3)** not underestimating the language barriers and other practicalities.

In conjunction with and supporting national policy reforms on VET, Erasmus Pro will contribute to the development of one European playing field on VET and Apprenticeships across all Member States. For Erasmus to become the new European success story, it is necessary to determine a suitable approach and set up the required mechanisms to reach our objectives. The current resources that are allocated are not proportional to the level needed on the ground. Consequently, appropriate financial mechanisms should be explored with the view of revising current instruments and setting up new ones. This could notably take the form of a new and wider EU programme on VET in order to allocate the necessary funding and attention to the issue and create a strong brand for better and targeted communication towards youth, parents, educational institutions and companies.

In addition, other financial instruments should be considered, especially in the form of co-investment in VET and mobility by companies and public authorities. The current Juncker Investment Plan could play a major role in this by exploring possible financial mechanisms in making the “Youth

Mobility” and the “Trainers Mobility” Programmes an attractive investment for implementation by companies, schools and intermediate agencies.

Additional recommendations for policy reforms and incentives

Here some other recommendations to be further worked out:

1. We need to emphasise explicitly other important and complementary actions helping youth in their transition to jobs.
2. How to enhance the role and capacities of youth organisations (to boost youth to youth mobilisation) which have broader and more direct impact when informing, mobilising and supporting young people;
3. Enhance companies’ and banks’ efforts to integrate business-education partnerships in their strategy, performance and transparency practice (link to EU Directive on Non-Financial Information that will be revised at the end of 2018)
4. Schools and high schools to systematically implement the European Skills Passport. Support should be provided to increase common recognition amongst Member States of acquired skills which learners obtain through work-based learning, especially if there is mobility of a learner.

What do we mean by Joint Policy Proposals?

In the Engagement Guide, the mandate assigned to the Leaders stipulates that they will **provide strategic vision and input to help develop joint proposals on how Europe can:**

1. **Make Business-Education Partnerships the mainstream** to enhance youth competences and career skills
2. **Offer more and quality apprenticeships** to support youth in their transition to jobs
3. **Embed entrepreneurial skills in formal and non-formal education**

The joint proposals will be presented together with the other Pact results at the **first European Enterprise-Education Summit on 23-24 November 2017** and to the **EU leaders supporting the Pact**. They will also be addressed to the **European Heads of State and Governments**.

Each joint proposal will articulate concrete solutions that:

1. Respect the principle of **subsidiarity** and possible ways to leverage it
2. Target **high ambition**, setting out the required **practical and financial mechanisms**, in order to ensure **long standing impact**
3. **Tackle the blockages and obstacles** across different Member States and between different actors (business, youth, educational institutions, ...)
4. Can be **felt by the people**. Teachers, learners, parents and the wider public should sense that new, quality opportunities are arising
5. Are **easy to engage** for the actors (e.g. companies, schools, learners/apprentices)

Putting our words into action

Capitalising on the experiences and other results accumulated during the Pact at national, European and international level, and fully aware of the continuous and collaborative efforts needed, the Leaders will examine how they can practically support the solutions that they present in the first joint proposal.

Building Blocks of the Joint Policy Proposals

Building upon our current efforts and collaboration to boost business education partnerships and to reduce the skills gaps

Considering further actions and commitments under the european pact for youth

Committed to making better use of existing european and national tools and mechanisms

We commit, as business leaders to work with the supportive organisations of the Pact, to elaborate joint action proposal leading to more significant and long standing impact for the benefits of young people and companies.

Three Joint Policy Proposals:

1. To make fair and equitable business-education partnerships the new normal
2. To offer VET/apprenticeships as an equal equal choice for youth
3. To embed entrepreneurship skills in formal and non-formal education all across Europe

2

Second Joint Policy Proposal

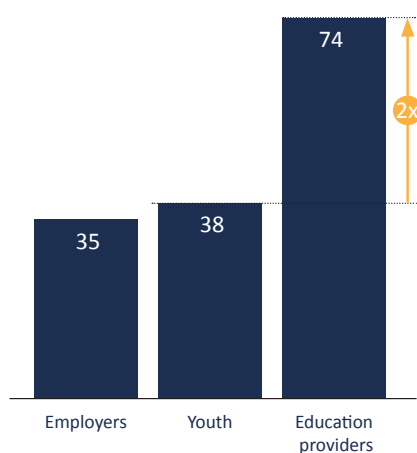
Making Business-Education Partnerships the New Norm across Europe



Business-education partnerships

Figure 1: Education providers are twice as likely as employers and youth to rate the youth as prepared for the job market.¹²

Respondents who agree that graduates/new hires are adequately prepared, %



The current situation in Europe

At present, around 40% of European employers say they face difficulties in finding the right people with the right qualifications.⁷ Yet, at the same time, education providers are twice as likely as youth or employers, to consider recent graduates adequately prepared for the labour market (see also figure 1). Currently 70 million Europeans lack basic skills, which is increasing their risk of unemployment and social exclusion. The demand for digital and high-end skills already exceeds supply, which in the future is expected to grow further.⁸ Amongst the top five skills shortage occupations across Europe are ICT professionals, medical doctors, and science, technology, engineering and mathematics (STEM) professionals.⁹

In 2015, over 7 million young people were considered to be neither in employment, education or training (NEET).¹⁰ Young people whose career choice is poorly matched to their educational plan have an increased risk

of becoming a NEET. On the other hand, if young people are exposed to four or more interactions with employers, they are five times less likely to end up a NEET.¹¹

In order to put an end to these aforementioned pervasive statistics, the European Skills Agenda is proposing numerous actions with a strong appeal for partnerships. The agenda makes an explicit reference to the European Pact for Youth, which in turn is all about boosting business-education partnerships, as this is the responsibility of all involved stakeholders. Meanwhile, at the State of the European Union and the Bratislava Summit (16/09/2016), European leaders have given strong signals to make youth a top priority of the European project. This follows a global trend, through the United Nations Sustainable Development Goals, where education stands central in goals number 4 (quality education), 8 (decent work and economic growth) and 17 (partnerships for the goals).

⁷ European Commission (2016) New Skills Agenda For Europe - Working Together To Strengthen Human Capital, Employability And Competitiveness. {SWD(2016) 195}

⁸ European Commission (2016) New Skills Agenda For Europe - Working Together To Strengthen Human Capital, Employability And Competitiveness. {SWD(2016) 195}

⁹ CEDEFOP (2016). Skill shortages in Europe: Which occupations are in demand – and why. <http://www.cedefop.europa.eu/el/news-and-press/news/skill-shortages-europe-which-occupations-are-demand-and-why>

¹⁰ According to Eurostat in the age group of 15-24 year olds

¹¹ Business in the Community (2015). Destiny Should Not Be Determined By Demography – Building Alignment Between The Classroom And The Boardroom. <http://www.bitc.org.uk/our-resources/report/destiny-should-not-be-determined-demography>

¹² McKinsey Center for Government (2014). Education to Employment: Getting Europe's Youth into Work. https://www.mckinsey.de/files/a4e2e_2014.pdf

Benefits and obstacles to business-education partnerships

There are numerous benefits for education providers to engage directly with employers (from private, public and third sector), and vice versa. In essence, employer presence in education can create shared value by aligning curricula with the skills needed for employment. As active co-developers of skilled workforces, employers, through partnerships, help close the skills gaps and increase employment prospects.

These benefits, depending on the type and duration of a partnership, are usually accrued to all involved parties. For example:

1. Employers establish a long-term competitive advantage in human capital. They help young people to develop the needed attitudes and skills, whilst also securing their talent flow. Consequently, employers enhance workers' employability, contribute more directly to fighting the current gap in skilled workers, as well as drive economic growth;
2. Education is exposed and adapted to the dynamic and changing economy. By bringing real-life contexts into the classroom there is improved learning and teaching. Sometimes this also enables schools to be exposed or gain access to state of the art equipment; and

3. Youth enjoy improved education, are better prepared for the future of work, have increased employability prospects, advanced skills development and make better informed decisions on their future careers.

With the current youth employability problems and the benefits of business-education partnerships in mind, there is a need for a new paradigm where Europe creates an environment that allows for structural business-education partnerships.

However, establishing business-education collaboration is still difficult for numerous reasons:

- **Cooperation** in the field of education is much **less common** than levels of R&D collaboration, with the exception of cooperation in the mobility of students. This holds especially true in the system outside the formal vocational component. Most links are superficial – not unknown but low volume and largely focused on 'pupil progression' through education (i.e. on individual subjects or school year). **Practices** are highly **fragmented**, where only a minority have a routine engagement in supporting directly the teaching or through providing teaching materials, or support to senior managers.

- Too little good information leading to a **limited understanding of successful partnerships and what works in careers and employers, as well as in schools and non-formal education**. As a consequence, from time to time education lacks the trust, expertise and resources, as well as motivation to work together with employers or vice versa.
- Barriers to effective engagement and collaboration are multi-level, ranging from the national policy environment to internal institutional level. At intermediary level, there is a clear lack of **intermediary organisations** (those that instigate, facilitate and/or support the implementation of a business-education partnership at regional/local level. Examples include public or private employment services, non-profit organisations in education, enterprise networks or chambers of commerce, foundations, etc.). They are necessary to amplify the excellent work of others, provide information, infrastructure and access to funding, and to offer coordination support to join the dots for local business-education partnerships at all levels of education. In addition, teachers might be deprived of resources, hindering them to embark on partnerships.

- Some **businesses** struggle with (I) **limited leadership** support as it relates to multiannual investments in programming with limited immediate measurable types of impact; (II) identifying the **right pathway** (individual or organisation); (III) **financial** (costs); (IV) **credibility** (demonstrable value to employer and employee or towards schools and educational systems); (V) **time** (availability); (VI) **student support** in their workforce (lack thereof); (VII) lack of relevance and outdated **curricula** (albeit recent reforms in some Member States' curricula), and (VIII) coaching/tutoring where seniors imminently leaving employment coach the young, hereby providing him/her with the necessary skills and experience.
- More broadly in terms of **cooperation**: (I) lack of flexibility and responsiveness on either the school or the employer's side (too slow, too static, complicated systems and bureaucracy); (II) poor communications (lack of a common language for mutual understanding); (III) different perceptions; (IV) working patterns of timescales; and (V) limitations in conducting long-term studies (e.g. because lack of resources or inability to track what becomes of students over a long period of time).

Ideal situation

As leaders of the European Pact for Youth, our vision is to make Europe the best place for youth to learn, work and innovate a sustainable living. We want governments, employers, education and civil society to have a shared responsibility in enabling citizens to embrace the complexity of the 21st century. In this vision, education becomes the centre stage where government, education providers, employers and civil society come and work together. This can be achieved by making business-education partnerships the new norm across Europe. In such a situation:

- **Young people**, already at an early stage, be it physically or virtually, connect with the world of work and innovation to get better equipped for the low carbon, circular, digital and inclusive society they aspire to. For this they need to be well informed and have access to information regarding:
 1. All educational paths that exist, with especial focus on science, technology, engineering, arts and maths
 2. The future career path options, incl. entrepreneurship as a career choice

- **Teachers** are supported by enterprises, civil society, social partners and intermediate bodies, not to compromise freedom of teaching, but to improve the design and delivery of curriculum for employability skills, transversal skills and global competence. Thereby, innovative pedagogic approaches are developed, which contribute to the relevance of content to the learners' lives and future careers. Teacher training needs to be improved in order to make business-education partnerships more effective. In addition, exposure to employers fosters a better understanding of the (future) world of work and the present and future risks and opportunities of the dynamic labour market.
- **Employer** engagement in youth education, youth employability and youth entrepreneurship is done in a smart and long-term way as part of the strategic and long-term business success decided at boardroom level.
- **Education** is about the delivery, evaluation, certification of a smart mix of skills (basic, soft, transversal and hard skills) that helps prepare learners in their transition to jobs. As such, the success of schools (primary, secondary and tertiary) is also measured on what becomes of their graduates.

What needs to be done?

We, as Leaders of the European Pact for Youth, propose:

A vision to: “Make Europe the best place for youth to learn, work and innovate a sustainable living”

- Targets for Europe in 2030:**
- Each **young person** gains learning experiences with the world of work
 - Each **teacher** benefits from a partnership to enhance his/her leadership and professional development
 - Each **school** measures its success also by what becomes of its graduates
 - Each **employer** integrates youth and education in its planning for success
 - Each EU **Member State** scores top performance on the Sustainable Development Goals (SDGs 4, 8 and 17)
 - **EU** is a recognised partner of choice for youth, parents, schools and employers, civil society **and social partners**

As such, we propose the following reforms and measures:



At business level

We, as leaders of the Pact, propose for the businesses and investors to integrate youth and education in their planning and practice, thereby further mainstreaming their engagement with education. To this end, we intend:

- To develop, by the year 2020, a “**Business blueprint to embed education in business planning, practice and integrated performance**”. The Blueprint will inspire others and provide them with the tools to replicate such efforts. In order to do so, it needs to include at least the following main aspects:

The business case: for bringing the classroom into the boardroom. The case needs to be made clear about the potential impacts and competitive advantages that are accrued by smart and long-term engagements with education. For example, as a means to fulfil internal demand for skilled labour, enhancing the (corporate) brand, implementing the Bologna process, and promoting a modern development philosophy.

A framework: to help enterprises embed their engagement in education and youth employability with quality framework for apprenticeships, within their business strategy, practice and value chains. A framework should provide practical steps on how to design robust projects, setting out what each of the partners can achieve through collaborations, what core competences an enterprise is able to contribute to and how to measure and report on the results of each partnership.

A toolkit: including best practices, research findings, tools and useful links to supportive programmes and potential partners at national, European and International level.

- To develop, by the year 2025, international guidelines for employer and investor reporting on their investments in education and skills. We intend to do this in collaboration with relevant international actors/institutions (e.g. the World Business Council for Sustainable Development (WBCSD), the United Nations Global Compact (UNGC); the Global Reporting Initiative (GRI), the International Integrated Reporting Initiative (IIRC), Ethos Brasil, WTO China, CSR Europe, Global Apprenticeship Network (GAN), etc.).

At Member State level

We, as leaders of the Pact, propose that each Member State embeds business-education partnerships in **all their education systems (primary, secondary, tertiary)** with the aim to:

- Strengthen youth’s orientation for careers and educational paths, with especial focus on science, technology, engineering, arts and maths. Through partnerships, schools make available more quality information on both the range of all educational choices that exist as well as the career path options
- Prepare the youth and workforce for the future world of work. To this end, we urge Member States to support the delivery, validation and certification of the following ten soft skills below (see figure 2) as part of a wide set of abilities, basic skills and cross functional skills.
- Empower both directors of schools and teachers by supporting their professional development throughout their careers. This can be facilitated by (I) ensuring teacher retain their autonomy over their classes; (II) the availability of information and resources, e.g. for capacity building and teacher knowledge; (III) teacher training, e.g. through meetings, site visits and short term trainings; and (IV) specific support for school directors in facilitating governance and finance management.

We believe this should be done by means of a **bold, non-incremental reform agenda** where Member States shift to a mandatory/“comply or explain” approach for meaningful and productive business-education partnerships. This allows schools and employers to partner up, supporting young people in their understanding and readiness for work. By doing so, schools and employers collaborate in order to fight the pervasive statistics on youth unemployment and join forces against the current skills mismatch.

The reform agenda will thus encourage, inspire and support schools to develop and expand partnerships with employers (be it physically or virtually). Simultaneously, it requires an explanation from those schools that do not or cannot develop such partnerships.

The reforms should be met by accompanying measures to inspire, support and empower both schools and employers to develop or expand partnerships. These measures should be (a) **realistic** and, where necessary, start small, and; (b) provide **flexibility** and **inspire** through best practice sharing (thereby also providing opportunities to establish joint links with more employers).

Such measures create an inspiring and enabling environment that enhances awareness and supports capacity building of both schools and employers. Member States can develop or support the needed educational, training and intermediary infrastructure, with inclusive local/regional/national coverage to ensure nobody is left behind.

At European Union level

We, as leaders of the Pact, propose to the European Institutions:

- To create a One-Stop-Shop “Europe for Youth” (see also Figure 3). This will form a one entry point for all employers, teachers, learners, schools and intermediary organisations. The structure can be digital, physical, or both, and can be deployed at regional/national/European level. The objectives of a One-Stop-Shop are to:

- Make access to EU initiatives, programmes and funding opportunities easier and more user friendly
- Optimise the use of these already existing initiatives and preferably through making hybrid mixes

Figure 2: These are ten highly anticipated soft skills for the year 2020.¹³ Figure extracted from Randstad (2016).¹⁴ See also Annex I for the definitions of these soft skills.



¹³ World Economic Forum (2016). The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution. http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf

¹⁴ Figure extracted from: Randstad (2016). Flexibility@work: future of work in a digital age: evidence from OECD countries

- Encourage novel ways of collaborating with the aim of long-term collaboration with better impact. Thus, the One-Stop-Shop allows one to connect and network with stakeholders that have similar or complementary interests or challenges. Information and knowledge sharing (e.g. toolkits, guidelines, best practice, data, research, etc.)

We believe this One-Stop-Shop can give a much stronger brand value to the current and future multiple efforts Europe is engaged in. Moreover, this proposal can also contribute to the current and future efforts by the European Union and the Member States in the:

- Simplification of the EU governance structures and national supportive organisations, as well as the

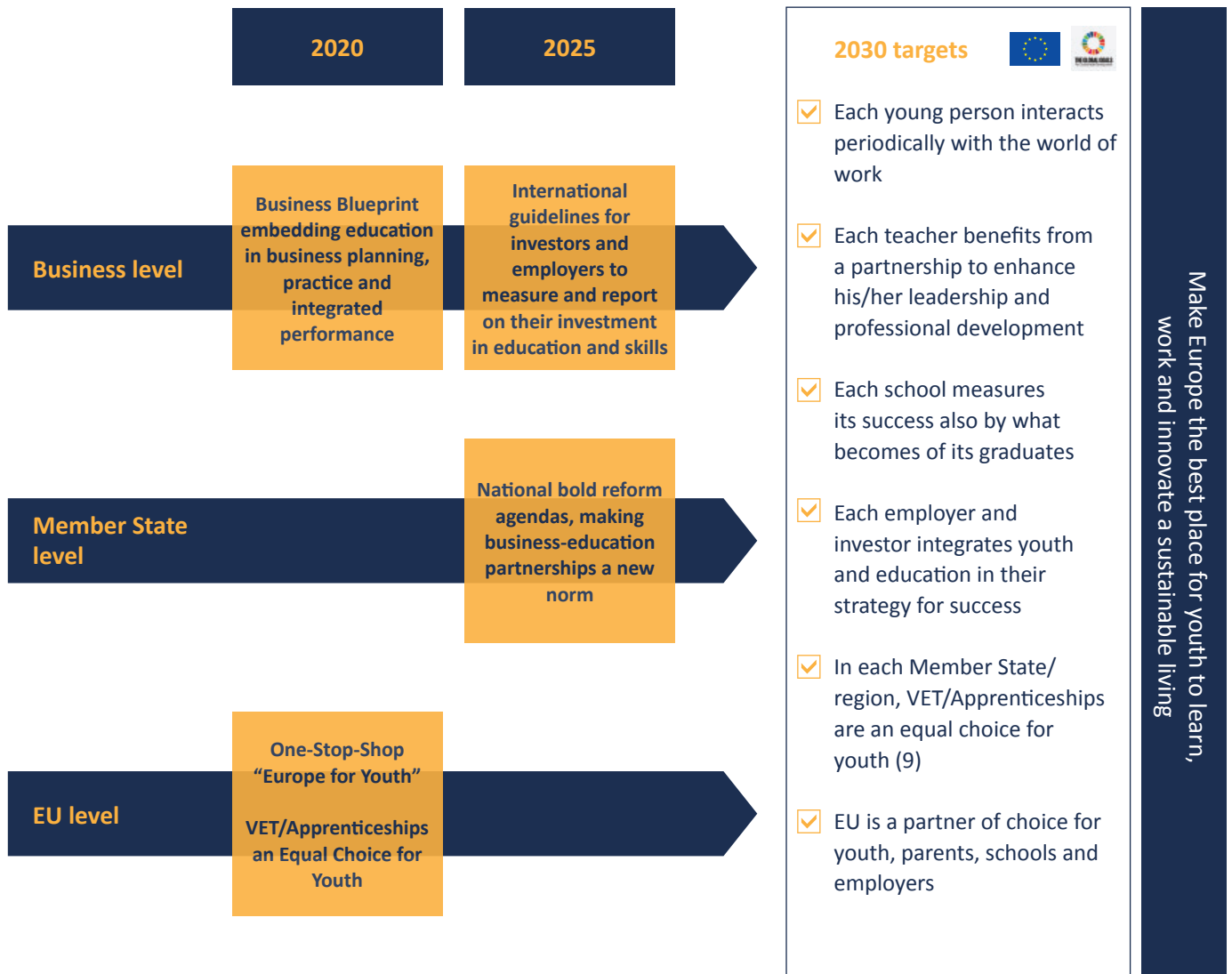
- Discussion on the current EU funding mechanisms beyond 2020, as well as the European Juncker Investment Plan.

- To embed the previously mentioned soft skills in Europass, Youthpass and similar tools. To this end, the European Skills Pass could serve as an example of good practice when certifying soft skills, including those skills linked to entrepreneurship.

Figure 3: EU One Stop Shop



Targets



Annex I

definitions of the top 10 soft skills

Cognitive Flexibility	The ability to generate or use different sets of rules for combining or grouping t10. Cognitive
Complex Problem Solving	Developed capacities used to solve novel, ill-defined problems in complex, real-world settings.
Coordinating with Others	Adjusting actions in relation to others' actions.
Creativity	The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
Emotional Intelligence	Being aware of others' reactions and understanding why they react as they do.
Judgement and Decision Making	Considering the relative costs and benefits of potential actions to choose the most appropriate one.
Negotiation	Bringing others together and trying to reconcile differences.
People Management	Motivating, developing and directing people as they work, identifying the best people for the job.
Service Orientation	Actively looking for ways to help people.

Definitions taken from the World Economic Forum.¹⁵

¹⁵ World Economic Forum (2016). The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution. http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf

3

Third Joint Policy Proposal

Mainstreaming Entrepreneurship in Learning

Partner:



Entrepreneurship

The current situation in Europe

The European Union is currently facing multiple challenges, including demographic change, heavy influxes of migrants/refugees, digitalisation of the economy, and a rapidly changing world of work. The current pace of change in the economy is so rapid that the jobs of today may well be altered so severely or become redundant by the time young people finish their education; new fields are emerging as quickly as old ones are dying out. Business, industry, civil society and government are all looking for more entrepreneurial and creative people. Employers face difficulties in finding applicants with the right skill requirements,¹⁶ as education is not always equipping young people with the right skills.¹⁷

The lack of entrepreneurship education is holding us back: Europe needs to produce more entrepreneurs and entrepreneurial-minded people ('intrapreneurs') to support current and future innovations and opportunities, to sustain and/or secure future economic growth whilst also addressing social and environmental problems.

The entrepreneurship competence (EntreComp)¹⁸ lists soft skills¹⁹ typically associated with an entrepreneurial mind-set such as creativity, teamwork (empathy), initiative-taking, perseverance, self-efficacy, resourcefulness and taking responsibility, as well as enterprise skills and financial knowledge. The entrepreneurship competence is universally relevant no matter what the profession or specialisation. Indeed, entrepreneurial attitudes and skills do not only benefit would-be entrepreneurs, but also individuals who pursue a different career path.

In 2013, the European Commission recommended²⁰ all young people have a practical entrepreneurial experience before leaving compulsory education. This was further strengthened by the European Parliament, calling²¹ for the promotion of entrepreneurship competences in formal and non-formal education*, from primary school to university, for the development of innovative pedagogies and specialised teacher training, for closer collaboration between business and education and for better monitoring and assessment.

Recognising that the non-formal and informal learning taking place in youth work activities is also a provider of the transversal and soft skills linked to entrepreneurial mind-sets, entrepreneurship can be learned in formal education, with 'Entrepreneurship Education'*(EE) being a powerful teacher. While there has been huge progress on EE in schools and universities, the rate of uptake is (too) slow due to barriers in the system such as: lack of teacher training and/or enabling policy environments. Today, penetration ranges from 2% to 25%, depending on the country. Clearly, EE has not yet reached the critical mass required (i.e. between 15% and 25%) to truly generate significant economic outcomes (stronger entrepreneurial competences and increased entrepreneurial activity). To accelerate participation, educators and providers need support and engagement from policy makers and the community. What the most successful national strategies all have in common are well-designed public-private partnerships that engage all relevant stakeholders, such as multiple ministries, the private sector, NGOs, etc. Business-education partnerships are thus key to reaching the critical mass of EE.

¹⁶ European Commission (2016). A New Skills Agenda for Europe. Working together to strengthen human capital, employability and competitiveness.

¹⁷ Young Enterprise 2015 Manifesto: Building Generations of Game Changers.

https://www.young-enterprise.org.uk/wp-content/uploads/2014/11/YE-Policy-Manifesto_WEB.pdf

¹⁸ Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

¹⁹ * For every asterisk, please consult also Annex 1 for clarifications of concepts

²⁰ Entrepreneurship 2020 Action Plan, <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52012DC0795>

²¹ EP Resolution Promoting youth entrepreneurship through education and training, 2015:

<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+TA+P8-TA-2015-0292+0+DOC+PDF+V0//EN>

The European Commission has said that “...investing in education for entrepreneurship is one of the highest return investments...Europe can make...”.²² Multiple studies have shown how EE accrues important benefits to individuals in terms of their career ambitions, higher employability, as well as entrepreneurial skills, and attitudes. This also positively affects society; helping to reduce the risk of ending up neither in employment, education or training (NEET), whilst better protecting against social exclusion due to improved motivation and self-confidence. Institutions involved in EE develop a stronger entrepreneurial culture, increased engagement from teachers and strengthened interactions with stakeholders. The start-up rate is significantly higher among past participants of mini-companies, for example, than control groups. EE alumni studies also show that the companies they create have higher turnover, employ more people and tend to move into more high-growth industries.

Ideal situation

A shared and explicit definition and understanding of entrepreneurship and entrepreneurial learning, as laid down in the EntreComp, should be promoted, as it would create a shared, common understanding and help to support cross-sectoral partnerships. In Europe, EU institutions need to support Member States as they ensure every young person has access to a practical entrepreneurial experience before they finish school by embedding entrepreneurial activities in and across subjects. A recent EURYDICE report²³ dedicated to entrepreneurship education points out that only 11 Member States have a comprehensive strategy for EE. EE strategies need to be trans-sectoral, taking into account all spaces and contexts of learning: formal, non-formal and informal. Entrepreneurial learning opportunities need to be made accessible to young people from a wide range of backgrounds and abilities, including marginalised and disadvantaged young people to ensure that social exclusion and inequalities are reduced rather than exacerbated through entrepreneurial youth work.

EU expert groups and impact research such as that covered in *Entrepreneurship Education: Road to Success*²⁴ have underlined how the engagement of multiple ministries at national level is a critical success factor for any national strategy for EE. There is consensus that efforts need to be invested in a “**progression model**”^{*} for EE, i.e. **from primary level to secondary and tertiary (including vocational training and higher education)**. Better training for teachers and school directors is warranted, and there needs to be an exploration of multiple models of business-education partnerships and other creative collaboration. In addition, awareness-raising and proper communications are needed to ensure EE becomes as appealing and impactful as possible.

In sum, Europe needs a go-to place for entrepreneurial learning and teaching that will serve and support EE, driving towards higher uptake at all levels of education. This proposal is directly inspired by the entrepreneurship education hub (EE-HUB) created two years ago: a pan-European stakeholder group, incorporating EU institutions, practitioners and national experts.

²² European Commission, memo “Entrepreneurship Education needs to be boosted”, February 8, 2013. http://europa.eu/rapid/press-release_MEMO-13-77_en.htm

²³ European Commission/EACEA/Eurydice, 2016. Entrepreneurship Education at School in Europe Eurydice Report. Luxembourg: Publications Office of the European Union

²⁴ European Commission (2015). Entrepreneurship Education: a Road to Success. A compilation of evidence on the impact of entrepreneurship education strategies and measures. Luxembourg: Publications Office of the European Union

What needs to be done?

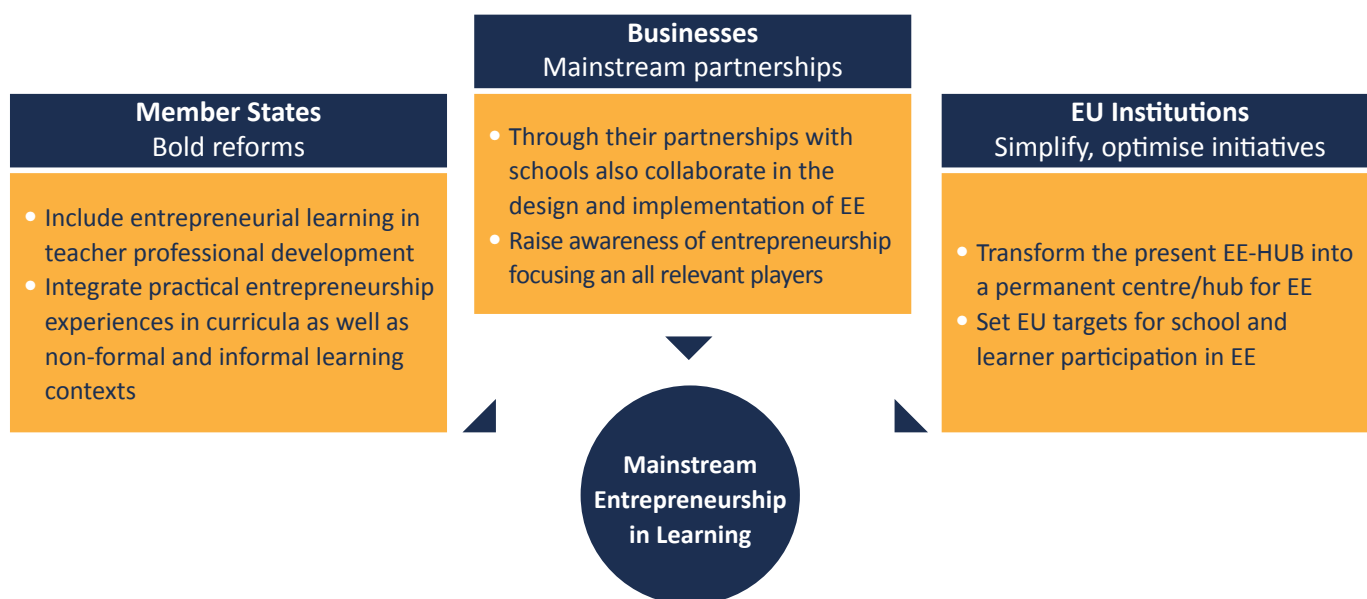
Ensure **every young person** has the opportunity to develop the transversal and soft skills that are fostered through entrepreneurial education. This can be realised by providing every young person access to an introduction and **practical*** entrepreneurial experience at all levels of education (primary, secondary and tertiary level). Therefore, our aim is a penetration rate of EE in schools of 100%, with at least 25% of learners participating in EE by the year 2030 in Europe. Building on the vision presented in our second joint proposal, “Making Business-Education Partnerships the New Norm across Europe”, we further propose:

A vision to: “Ensure every young person has access to a practical entrepreneurial experience either at school or through non-formal education”

Targets for Europe in 2030:

- Each **young person** has a practical entrepreneurial experience before they finish school
- Each **teacher and school director** benefits from a partnership to enhance his/her leadership and professional development , where entrepreneurial learning tools/methods are included
- Each **school** measures its success also by what becomes of its graduates; how many end up in jobs and how many create their own jobs
- Each **employer** integrates youth and education in its planning for success
- Each EU **Member State** scores top performance on the Sustainable Development Goals (SDGs 4, 8 and 17)
- **EU** is a recognised partner of choice for youth, parents, schools and employers, civil society and social partners

As such, we propose the following reforms and measures:



At business level

We, as leaders of the Pact, propose for the **businesses**, as part of their collaboration with all relevant players,²⁵ **to also work on the design and implementation of EE** and become an active player in tackling societal challenges. As part of this, the impact of such initiatives to the life and well-being of youth and business alike needs to be measured.

This is warranted as EE, unlike other types of skills/subjects, calls for extensive involvement from civil society organisations/NGOs. These groups play a pivotal role, as EE, by its very nature related to soft skills, is imparted transversally across many subject areas addressed in schools. In addition, businesses play a paramount role for young people to engage *practically* in entrepreneurship. Businesses can support the effort by providing young people with the tools in the form of role models/mentorship so that they can gain knowledge and inspiration in the field of entrepreneurship.

Besides their human capital, businesses are investing their own resources such as sector expertise, access to networks

and further learning opportunities for young people. It is important to show young people where the opportunities and the skills-needs in high-growth industries are, and how they can make the most of their digital knowledge.

At Member State level

In line with our second Joint Proposal,²⁶ we, as leaders of the Pact, propose that Member States:

- **Through the mandating of business-education partnerships, integrate practical entrepreneurial experiences in the curricula at all levels of education (primary, secondary and tertiary).** As this form of education does not lend itself well to traditional assessment, curricula need to be adapted to allow for the skill and its assessment to be integrated. Assessment methods should encourage critical thinking e.g. through team-work, through open-ended questions instead of multiple choice, or students assessing each other's work. This is also in line with the proposal for Member States to support the delivery, validation and certification of soft skills. The Entrepreneurial Skills Pass^{TM27} is a good
- **Recognise the value of informal learning and non-formal education** as a key driver for entrepreneurship education: online learning and other courses; competitions, camps, start-up weekends, Junior Enterprises, etc.
- **Allow for and promote the inclusion of entrepreneurial skills and education in the professional development of teachers and school directors.** In order for educators to be equipped to teach EE, they themselves need exposure to the related skills and pedagogy. There is also a need to support "early adopters" through recognition schemes. Peer-learning at national level and cross-border should be encouraged.

example that supports such a goal. In addition, all education providers ought to establish designated teams responsible for building networks with business stakeholders (in order to set up partnerships as well as to disseminate work experience opportunities). **Accreditation bodies** also need to take EE into account given that they, too, steer the activities and priorities of schools. Altogether, this will allow youth to have exposure to entrepreneurship.

²⁵ Be it from education, youth work and/or intermediary civil society organisations/NGOs

²⁶ See also our Joint Proposal "Making Business-Education Partnerships the New Norm across Europe"

²⁷ An international qualification that certifying students' (15-19 years old) entrepreneurship experience.

At European level

In addition to our previous proposals,²⁸ and in order to achieve our vision that every young person gains access to a practical entrepreneurial experience before they leave school, we, as leaders of the Pact, propose that European Institutions:

- **Transform the present EE-HUB into a permanent, pan-European, stakeholder-driven centre/hub for entrepreneurship education, with a clear agreed-on business plan, and long-term funding strategy.** To be successful, the HUB needs to:
 - **Act as an innovative network** with a diverse composition, e.g. including representatives from education, policy makers and businesses. This will also ensure national governments do not operate in isolation, but rather allows for them to collaborate.
 - **Inspire** by providing a library of what works best when it comes to EE, and by encouraging and supporting peer-learning between countries to advance EE, support expertise, provide guiding frameworks. A good example of this is the “Virtual Guide to Entrepreneurial Learning”²⁹ which came out of The Entrepreneurial School project³⁰. It is designed to give support to schools and teachers as they bring more “entrepreneurial” tools and methods into the classroom. Featuring more than 150 examples, it is possible to search by age level, subject, and length of activity, formal/informal for example. Through such platforms, best practice-sharing is easier among stakeholders, and active practitioner communities develop quickly. The HUB can build upon EU projects like this and others to continuously improve the quality of EE content and expand access for educators.
 - **Benchmark** through comprehensive information on EE throughout Europe, e.g. through an annual EE monitor.
 - **Expand** the knowledge ecosystem around EE through assessment instruments and impact research.
 - **Promote** EE through media campaigns to change key values underpinning entrepreneurship, with a core focus on promoting positive connotations around ‘failing’ and ‘failure’, e.g. ‘fail fast, fail often, fail better’.
- The EE-HUB platform will be open to all and, to maximise reach and impact, will also be promoted and accessible through other platforms and vice versa:³¹ For example, the stakeholder-driven excellence centre for apprenticeships³² or the recently proposed EU STEM Coalition by the European Commission.³³ The success of one, will contribute to success of the other(s).

²⁸ See also our Joint Proposals “Making VET/Apprenticeships and Equal Choice for Youth” and “Making Business-Education Partnerships the New Norm across Europe”

²⁹ The Virtual Guide to Entrepreneurial Learning (part of The Entrepreneurial School project—see following)

³⁰ The Entrepreneurial School, funded through the EU Competitiveness and Innovation Programme (2013-2015)

³¹ See also the Leaders’ Joint Proposal 2, where they invited the European Commission to set up a ‘One-Stop-Shop’, a single entry point for all stakeholders to access the myriad EU initiatives and programmes. This will allow optimised use of already existing initiatives.

³² See also the “Centre of Excellence” as described in our first Joint Proposal, or the European Commission’s announcement to set up a “demand driven apprenticeships support service” in 2017 (COM(2016) 940 final)

³³ See also: European Commission (2017). Communication on a renewed EU agenda for higher education COM(2017) 247 final.

- **Set European targets for participation in entrepreneurship education (% of schools and % of learners).** This will support every young European having access to an entrepreneurial experience, also being in line with the European Commission's 2013 recommendation. In order to reach our 2030 vision, we propose by 2020 as a target for 35% of schools participating in EE, followed by a 2025 target whereby 20% of learners should participate in EE.

Currently, the European Entrepreneurship Education NETWORK (EE-HUB) fulfils such a role. The links with the previous two proposals are strong: entrepreneurship education is as relevant to VET as it is at other school levels, and business-education partnerships are the engine behind entrepreneurship education's impact on learning. Building on the experiences of the current EE-HUB project, we therefore propose to support **the permanent establishment of such a European Hub or Centre for Entrepreneurial Learning.**

This permanent Hub would have the support of both the private and public sectors, the European Parliament, the European Commission and support the representation of as many stakeholders as possible. It will be the European go-to place for entrepreneurial learning and teaching that will serve and support the EE ecosystem, driving higher uptake of EE.

Annex 1: Concepts

Entrepreneurship education: allows learners to develop the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines 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.³⁴

Entrepreneurial skills: encompass a range of transversal and soft skills such as creativity, teamwork, initiative taking, perseverance, self-efficacy, resourcefulness and taking responsibility, as well as enterprise skills and financial knowledge. For complete reference, see also the EntreComp: the Entrepreneurship Competence Framework.

Informal learning: learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. It is also referred to as experiential or incidental/random learning.³⁵

Formal learning: learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification.³³

Non-formal learning: learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view. It is also described as semi-structured learning.³³

³⁴ European Commission/EACEA/Eurydice (2016). Entrepreneurship Education at School in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union

³⁵ European Centre for the Development of Vocational Training (2014). Terminology of European Education and Training Policy. Luxembourg: Publications Office of the European Union

Practical entrepreneurial experience: educational experiences where the learner has the opportunity to come up with ideas, identify a good idea and turn that idea into action. They require the involvement of external partners in the design and/or delivery of this learning, to ensure relevance in the real world. Practical entrepreneurial experiences provide students with a supportive environment, where mistakes are embraced and failure is a learning tool, so that they gain the confidence and experience to turn their ideas into action in the real world. Practical entrepreneurial experiences should be a student-led initiative either individually or as part of a small team, involving learning-by-doing and producing a tangible outcome.³⁶

Progression model: teaching entrepreneurship education in all levels of education; from primary to higher education. This allows for continuous development of learning outcomes for entrepreneurial skills and competences to be acquired by students throughout their education journey.³⁷

³⁶ Thematic Working Group on Entrepreneurship Education (2014). Final Report of the Thematic Working Group on Entrepreneurship Education. Brussels: European Commission

³⁷ Rasmussen, A. & Nybye, N. (2013). Entrepreneurship Education: Progression Model. Denmark: The Danish Foundation for Entrepreneurship – Young Enterprise



Under the High Patronage of His Majesty the King of the Belgians



With the high level support of:
Martin Schulz, Then President of the European Parliament
Donald Tusk, President of the European Council
Jean-Claude Juncker, President of the European Commission

Chairs



Marianne Thyssen, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility and



Comte Etienne Davignon, Minister of State and President of CSR Europe

They co-chaired a Leaders Group that provided strategic direction and steered the Pact towards its objectives. They were supported by a Group of Sherpas from the European Commission, business, education and youth.

Supporting companies



Supporting organisations



CSR Europe's national partners



Members of the European Parliament

Jean Arthuis, ALDE - **Eva Maydell**, EPP - **Maria João Rodrigues**, S&D - **Rainer Wieland**, EPP - **Sabine Verheyen**, EPP

About CSR Europe

CSR Europe is the leading European business network for Corporate Social Responsibility. Through its network of 48 corporate members and 42 National CSR organisations, it gathers over 10,000 companies, and acts as a platform for those businesses looking to enhance sustainable growth and positively contribute to society. In its mission to bring the sustainability agenda forward, CSR Europe goes beyond European borders and cooperates with CSR organisations in other regions across the world. CSR Europe builds on its Enterprise 2020 Initiative with the Sustainable Business Exchange which incubates multi-stakeholder initiatives that tackle the UN 2030 Agenda for Sustainable Development.

The EUROPEAN PACT 4 YOUTH

Designed by www.heartsminds.eu - Brussels



CSR Europe
Rue Victor Oudart 7
1030 Brussels
Belgium
communications@csreurope.org