Third Leaders Joint Proposal on:

Mainstreaming Entrepreneurship in Learning
European Pact for Youth

This document assembles ideas from the diverse group of Pact co-architects and Sherpas. This document underpins the short document for the Leaders’ Meeting. The short document contains key messages, which are sufficiently directional and strategic, without pre-empting solutions.

What do we mean by Leaders Joint Proposals?

“To contribute to the EU and national policies on skills for competitiveness and employability, we commit, as business leaders to work with the supportive organisations of the Pact, to elaborate joint action proposals (...) leading to more significant and long standing impact for the benefits of young people and companies”.

Through these proposals, we want to provide a strategic vision and input on how Europe can act as a game changer (1) to make fair and equitable business-education partnerships the new norm, (2) to offer VET/Apprenticeship as an equal choice for youth, and (3) to embed entrepreneurship skills in formal and non-formal education all across Europe.

Each proposal will articulate concrete solutions that: (i) respect subsidiarity with Member States and public bodies but at the same time in collaboration with the actors working on the ground; (ii) target high ambition; (iii) can be felt by the people, and (iv) are easy to engage in for all actors. Each proposal will also build upon companies’ and partners’ current efforts, their future actions, and a better use of already existing European and national tools and mechanisms.

The proposals will be accompanied by the National Action Plans (NAPs). These plans indicate regional and/or national priorities to work on that are complementary to and/or help achieve the Leaders’ joint policy proposals. In addition, the Leaders will examine how they can support in a practical way the solutions that they present in their joint proposals.

The joint proposals will be presented together with the other Pact results at the 1st European Business-Education Summit in late 2017 and to the EU leaders supporting the Pact. They will also be addressed to the European Heads of State and Governments (see annex).

Disclaimer: the Joint 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.
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, as education is not always equipping young people with the right skills.

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) lists soft skills 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 recommended all young people have a practical entrepreneurial experience before leaving compulsory education. This was further strengthened by the European Parliament, calling 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’ 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.

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4 * For every asterisk, please consult also Annex 1 for clarifications of concepts
The European Commission has said that “…investing in education for entrepreneurship is one of the highest return investments…Europe can make…”\(^7\). 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.\(^8\)

**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 report\(^9\) 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*\(^8\) 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.

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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:

Member States
Bold reforms
- Include entrepreneurial learning in teacher professional development
- Integrate practical entrepreneurship experiences in curricula as well as non-formal and informal learning contexts

Businesses
Mainstream partnerships
- Through their partnerships with schools also collaborate in the design and implementation of EE
- Raise awareness of entrepreneurship focusing all relevant players

EU Institutions
Simplify, optimise initiatives
- Transform the present EE-HUB into a permanent centre/hub for EE
- Set EU targets for school and learner participation in EE

Mainstream Entrepreneurship in Learning

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What needs to be done?

At business level

We, as leaders of the Pact, propose for the businesses, as part of their collaboration with all relevant players\(^{10}\), 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 \textit{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\(^{11}\), 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 \textit{(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 \textit{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\(^{12}\) is a good example that supports such a goal. In addition, all education providers ought to establish designated teams responsible for building networks with business stakeholders \textit{(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.

- 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.

\(^{10}\) Be it from education, youth work and/or intermediary civil society organisations/NGOs

\(^{11}\) See also our Joint Proposal “Making Business-Education Partnerships the New Norm across Europe”

\(^{12}\) An international qualification that certifying students’ (15-19 years old) entrepreneurship experience.
What needs to be done?

At European level

In addition to our previous proposals\(^{13}\), 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”\(^{14}\) which came out of The Entrepreneurial School project\(^{15}\). 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**\(^{16}\): For example, the stakeholder-driven excellence centre for apprenticeships\(^{17}\) or the recently proposed EU STEM Coalition by the European Commission\(^{18}\). The success of one, will contribute to success of the other(s).

- **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\(^5\). 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.

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\(^{13}\) See also our Joint Proposals “Making VET/Apprenticeships and Equal Choice for Youth” and “Making Business-Education Partnerships the New Norm across Europe”

\(^{14}\) The Virtual Guide to Entrepreneurial Learning (part of The Entrepreneurial School project—see following)

\(^{15}\) The Entrepreneurial School, funded through the EU Competitiveness and Innovation Programme (2013-2015)

\(^{16}\) 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.

\(^{17}\) 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)

What needs to be done?

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.19

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.3

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.20

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.18

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.18

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.21

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.22

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