



International Consortium Workshop

Draft Final report

Entrepreneurship Education Policies
and Activities

Morten Larsen

National Agency for Enterprise and Construction

FORA, Centre for Economic and Business Research under
the National Agency for Enterprise and Construction.



Background

- Partner: Working Party on SMEs and Entrepreneurship (WPSME)
- 2 Questionnaires answered by policy makers and 1 by universities
- I will present a draft final report on entrepreneurship education policies and activities

Entrepreneurship Education

- 2 questionnaires:
 1. Questionnaire to be answered by government officials (policy and activities)
 2. Questionnaire to be answered by representatives of universities/business schools (to be presented at next meeting)

Why did we undertake the project?

- 2004 data collection showed, that very limited international comparable data was available on some framework conditions
- Better data on entrepreneurship education was desired
- Data only has value if they can be compared to other data
- Help create fact based policy in member countries

What was the objective?

To gather information on three areas:

- Government policies
- Concrete activities
- Monitoring and evaluation related to entrepreneurship

- To allow cross country comparison
- To guide policy makers in their search for possible policy reforms

Process - From Policy to Evaluation

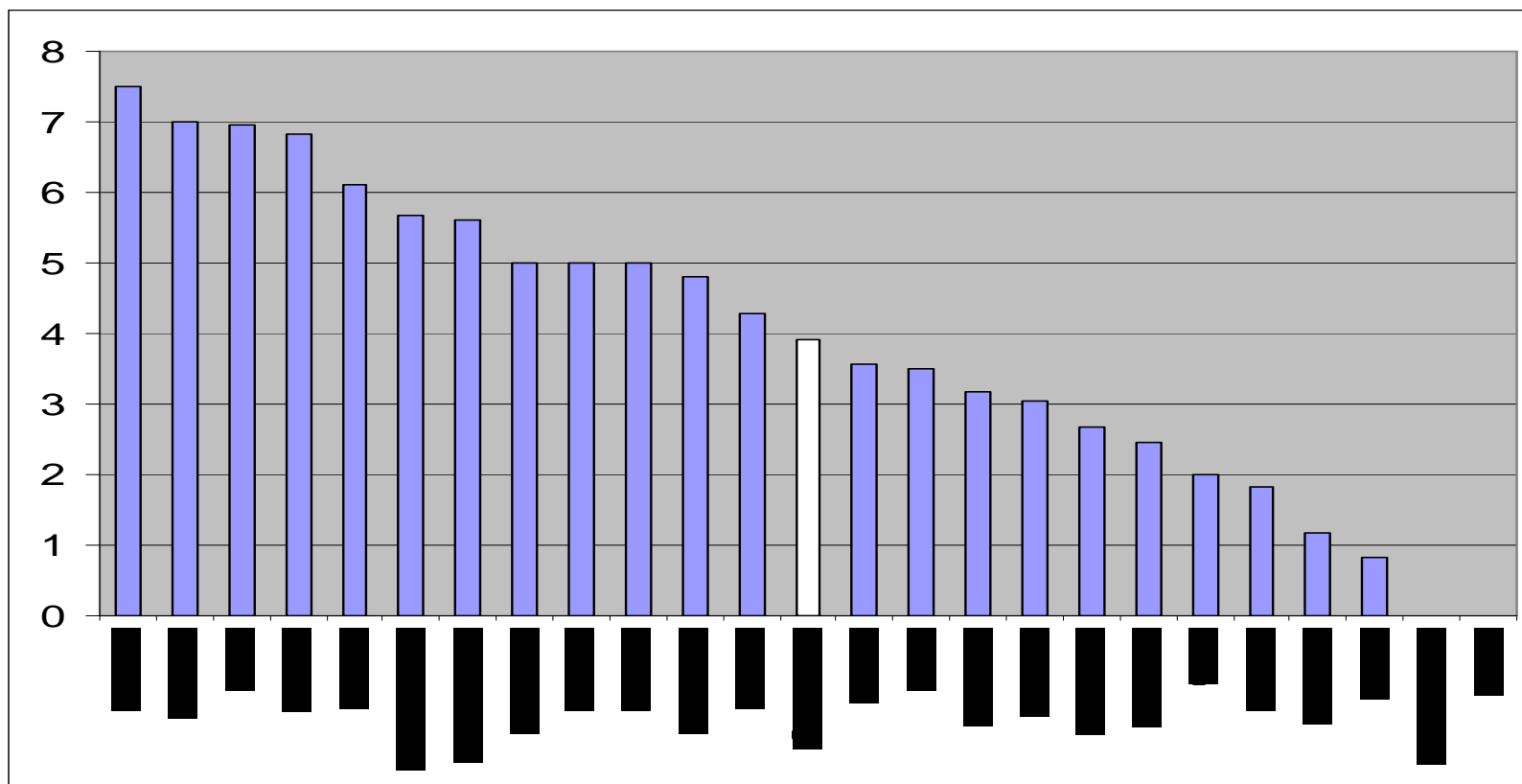


EU 2002 Report:

- **There is a policy commitment in almost all countries**
- **But there is a need to translate policy commitment into concrete action!**

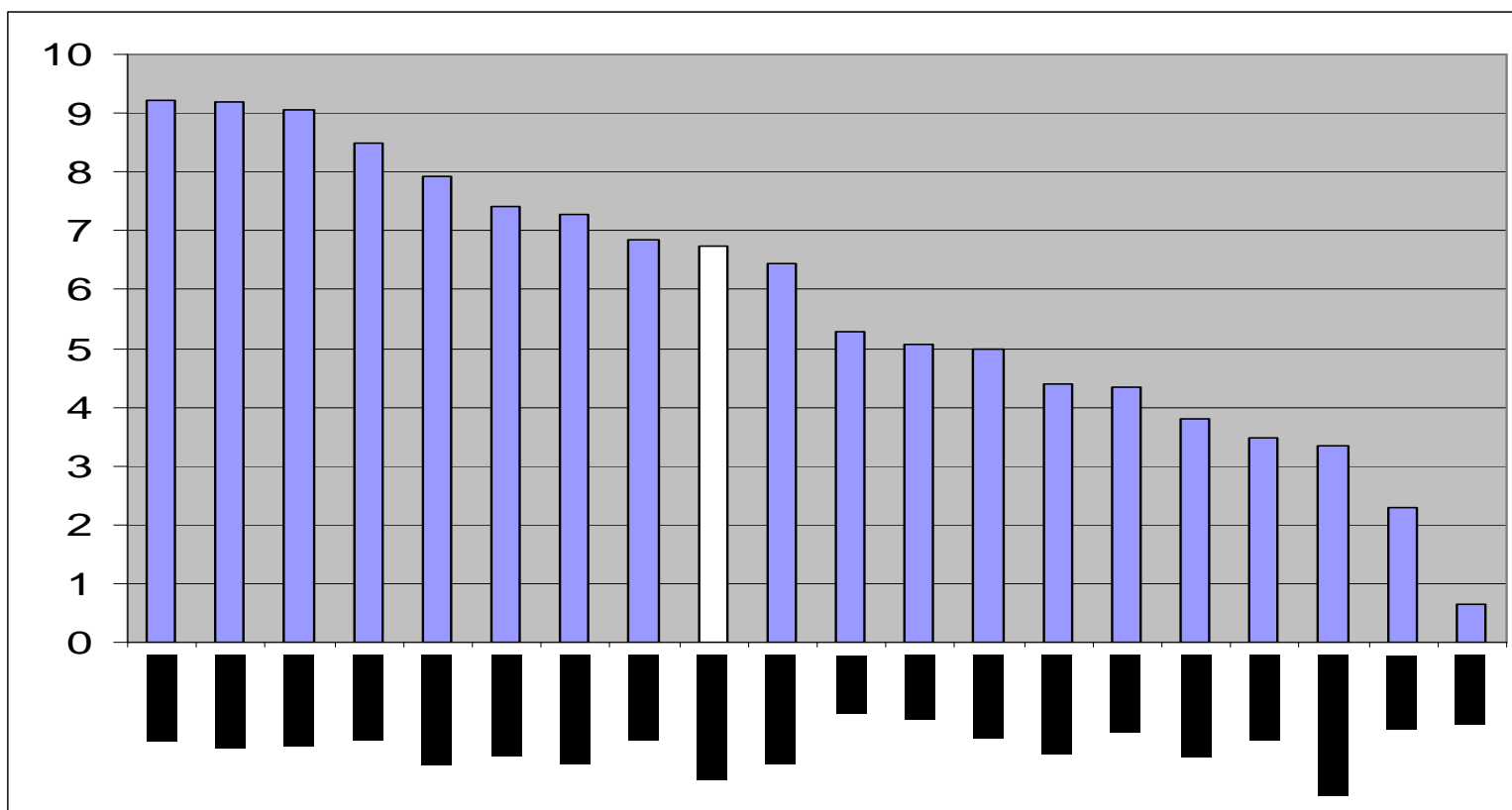
Policy commitment – scale 0-8

8 questions, positive reply = 1 point



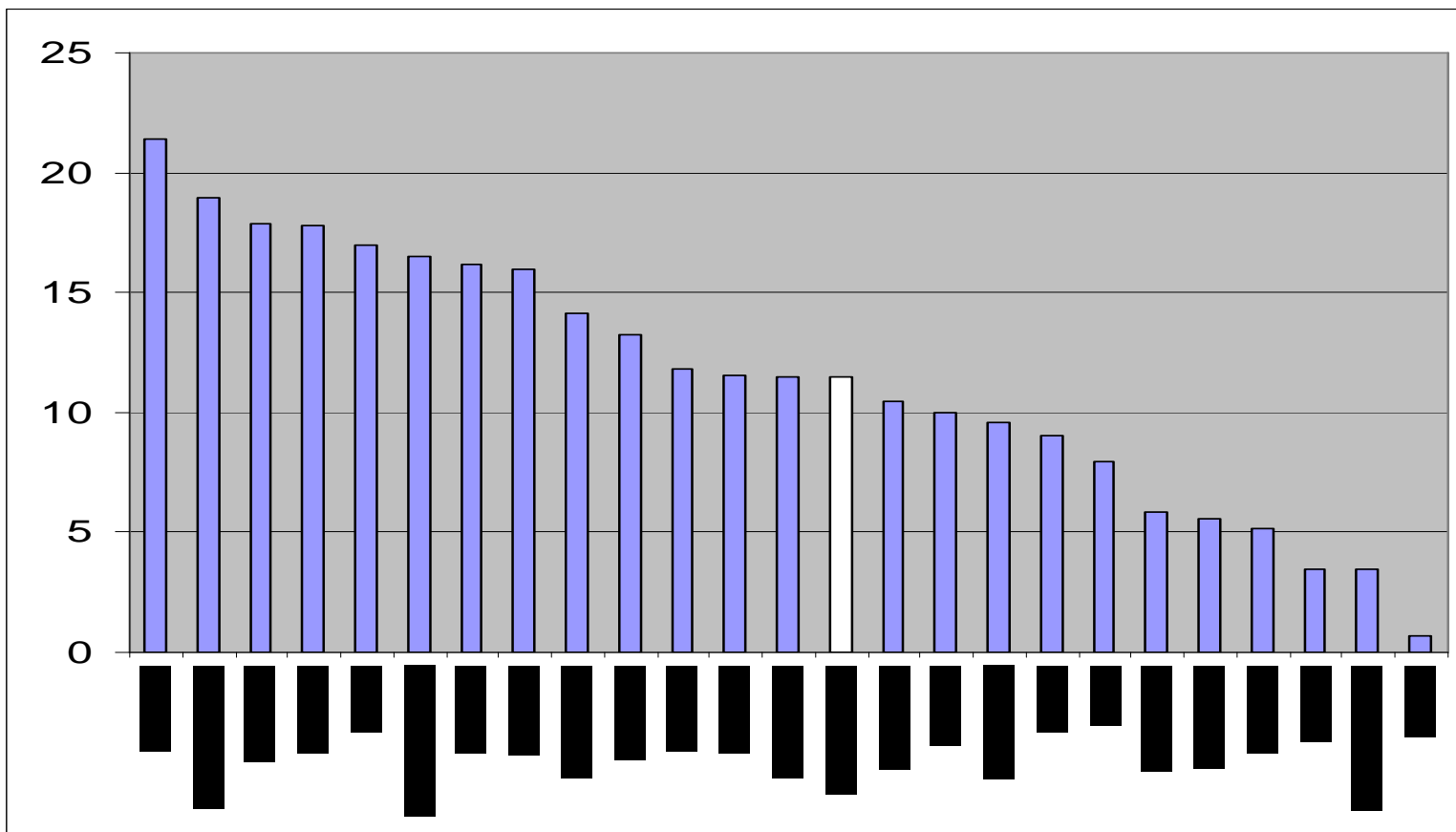
Implementation – scale 0-13

13 questions, positive reply = 1 point



Overall – scale 0-24

24 questions, positive reply = 1 point



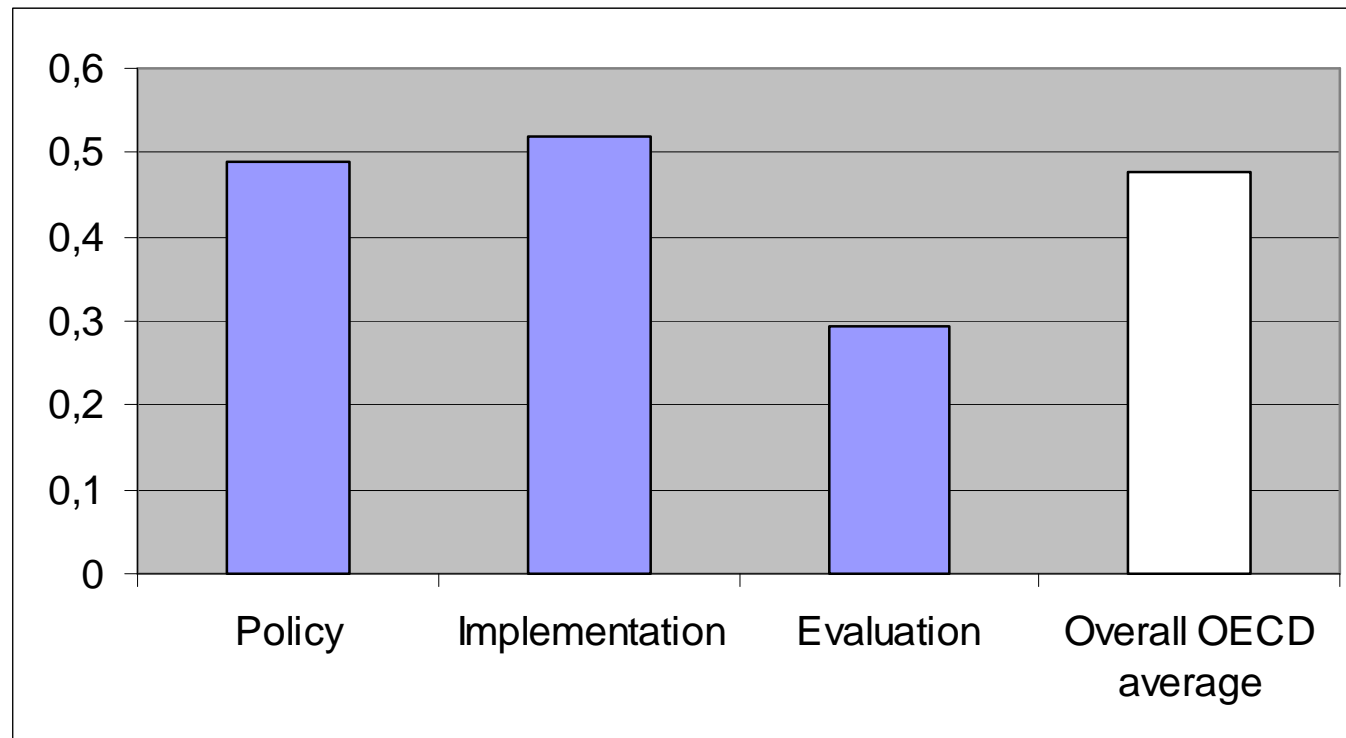


But has policy commitment been translated into concrete action?

A closer look at the three phases...

Policy Vs. Implementation Vs. Evaluation

Average of all questions, scale 0-1





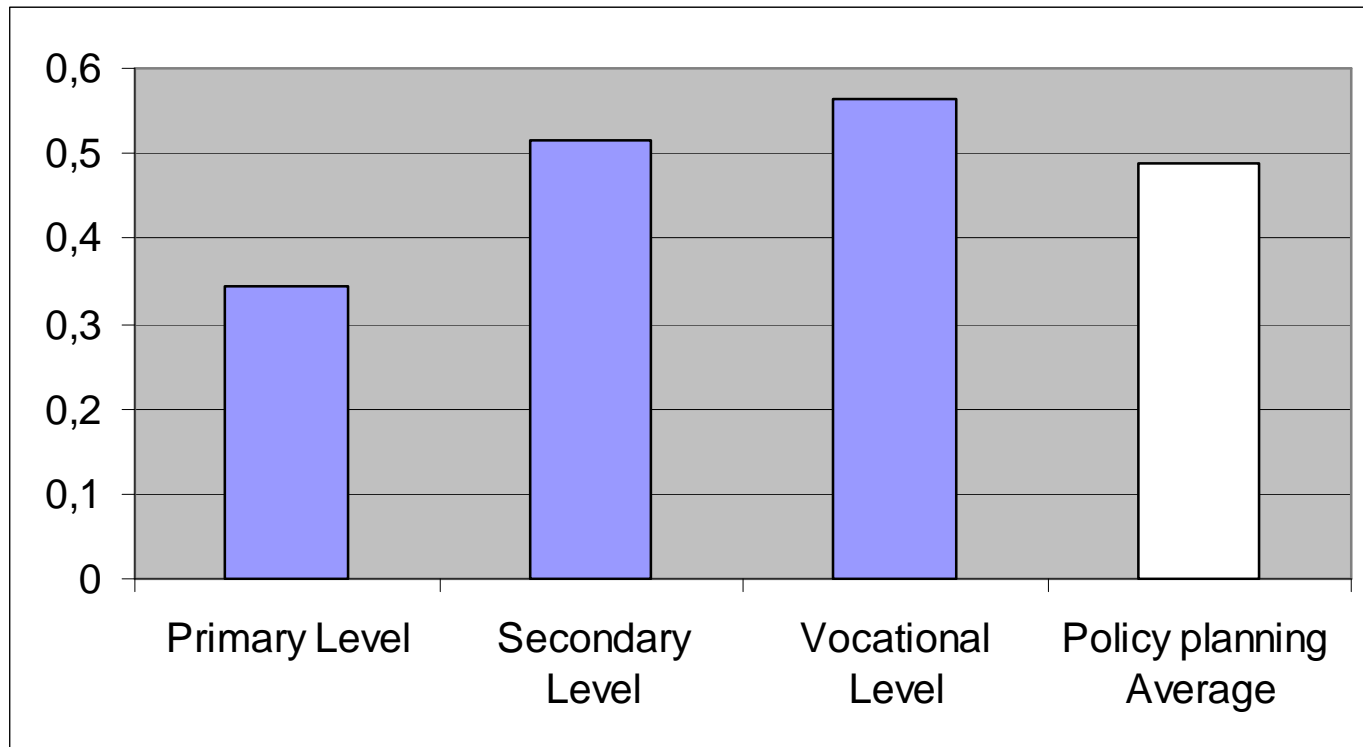
At which educational level is entrepreneurship education most widespread?

A closer look at primary, secondary and vocational training....

Policy planning phase:

Primary vs. Secondary vs. Vocational

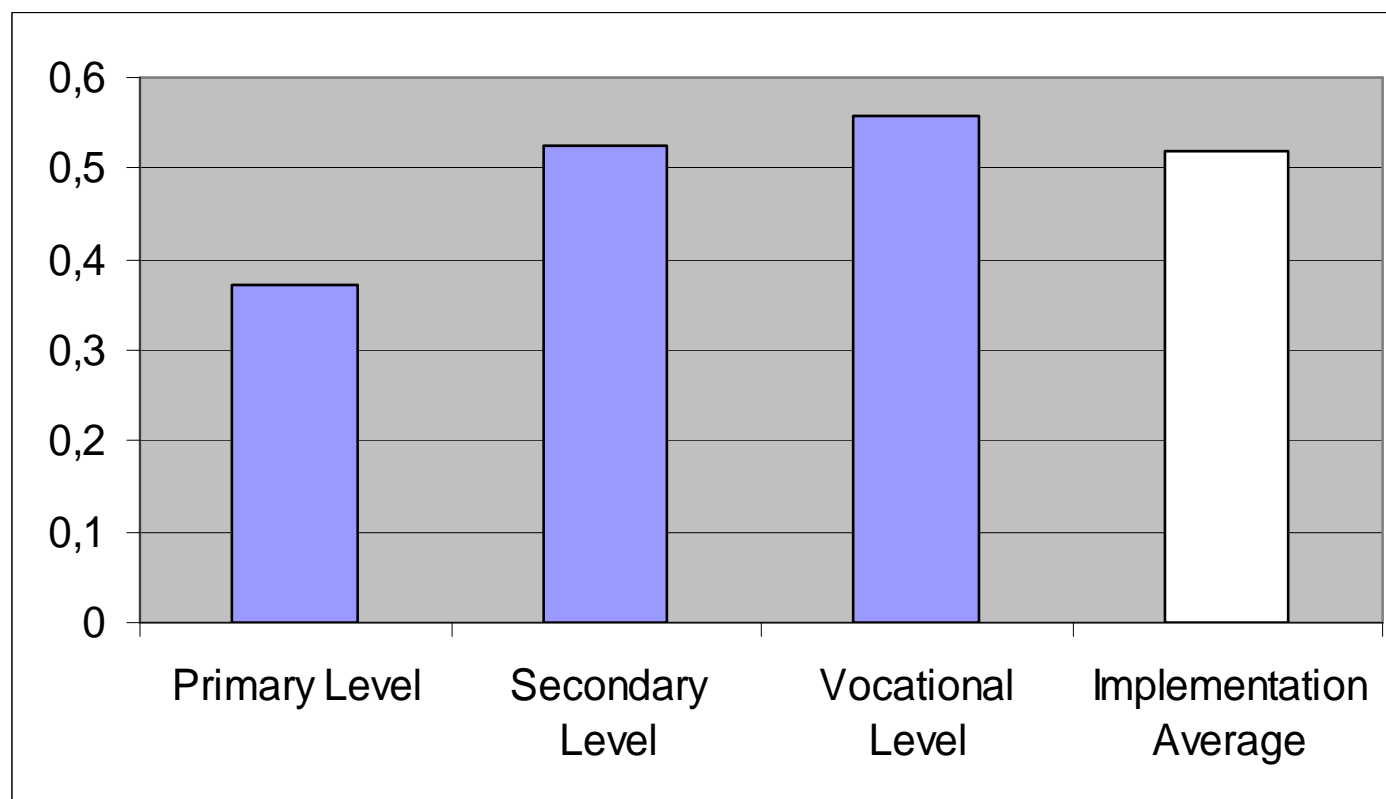
Average of all questions addressing the policy planning phase, scale 0-1



Implementation phase:

Primary vs. Secondary vs. Vocational

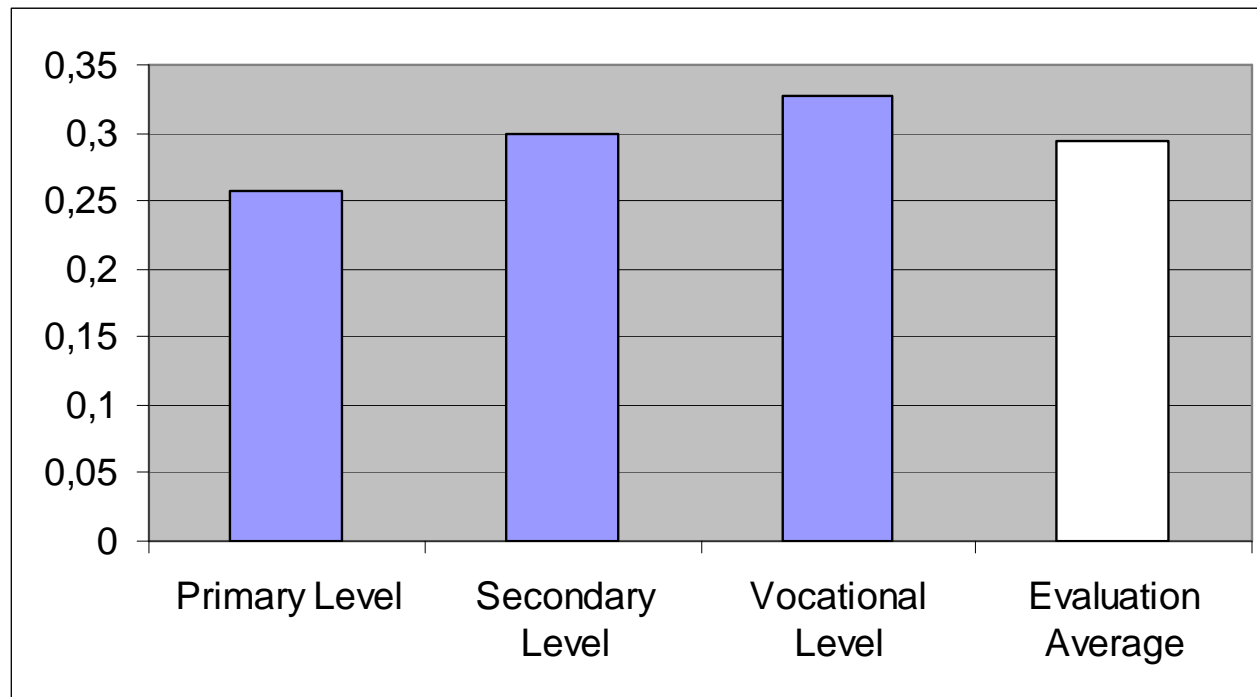
Average of all questions addressing the implementation phase, scale 0-1



Monitoring and evaluation phase:

Primary vs. Secondary vs. Vocational

Average of all questions addressing the monitoring and evaluation phase, scale 0-1



A Closer look at the implementation phase

- Is part of the implementation phase still lagging behind?
- A look at some of the individual indicators

Implementation – high score indicators

Table 10. Countries in which entrepreneurship-related curriculum and student learning materials have been developed for the education system

<u>Primary School:</u>	<u>Secondary School:</u>	<u>Vocational Training:</u>
1. Austria	1. Austria	1. Austria
2. Belgium	2. Belgium	2. Belgium
3. Denmark	3. Czech Republic	3. Czech Republic
4. New Zealand	4. Denmark	4. Denmark
5. Norway	5. Hungary	5. France
6. Sweden	6. Ireland	6. Germany
7. Turkey	7. New Zealand	7. Hungary
	8. Norway	8. Ireland
	9. Poland	9. Korea
	10. Sweden	10. Mexico
	11. Turkey	11. Norway
		12. Poland
		13. Spain
		14. Sweden

Canadian provinces not yet included!

Not responsibility of National Government: Netherlands, Finland and Germany (primary and secondary level)

Implementation – high score indicators

Table 15. Countries in which national education curriculum guidelines provide the *opportunity* for entrepreneurship-related elements to be incorporated as part of learning outcomes (i.e., entrepreneurship skills is an aspect to be promoted)

Primary	Secondary	Tertiary
<ol style="list-style-type: none"> 1. Belgium 2. Finland 3. Hungary 4. Netherlands 5. New Zealand 6. Norway 7. Spain 8. Sweden 9. Turkey 	<ol style="list-style-type: none"> 1. Austria 2. Belgium 3. Czech Republic 4. Finland 5. France 6. Germany 7. Hungary 8. Ireland 9. Netherlands 10. New Zealand 11. Norway 12. Poland 13. Spain 14. Sweden 15. Turkey 	<ol style="list-style-type: none"> 1. Austria 2. Belgium 3. Czech Republic 4. Finland 5. Germany 6. Hungary 7. Ireland 8. Netherlands 9. Norway 10. Poland 11. Spain 12. Sweden 13. Turkey

No national education curriculum guidelines:
Denmark, Mexico and Australia.

Implementation – low score indicators

Table 8. Are classes on how to teach entrepreneurship available/offered to students who study to become teachers			
	<u>Primary School:</u>	<u>Secondary School:</u>	<u>Vocational Training:</u>
Yes:	<ol style="list-style-type: none"> 1. Austria 2. Poland 	<ol style="list-style-type: none"> 1. Austria 2. Poland 	<ol style="list-style-type: none"> 1. Netherlands 2. Poland
Generally available:	<ol style="list-style-type: none"> 1. Czech Republic 2. Finland 3. New Zealand 4. Norway 	<ol style="list-style-type: none"> 1. Czech Republic 2. Finland 3. Netherlands 4. New Zealand 5. Norway 	<ol style="list-style-type: none"> 1. Czech Republic 2. Finland 3. Norway
Generally not available:	<ol style="list-style-type: none"> 1. Denmark 2. Hungary 3. Japan 4. Netherlands 5. New Zealand 6. Sweden 	<ol style="list-style-type: none"> 1. Germany 2. Hungary 3. Japan 4. New Zealand 5. Spain 6. Sweden 	<ol style="list-style-type: none"> 1. Denmark 2. Japan 3. Korea 4. Spain 5. Sweden

No answer from Turkey and Mexico

Implementation – low score indicators

Table 15. Countries in which special testing/examination/evaluation procedures are used for assessment of student competencies acquired from entrepreneurship classes

Primary	Secondary	Tertiary
	France	Belgium
	Hungary	Hungary
	Ireland	Ireland
		Spain
		Turkey

Implementation – low score indicators

How many grade levels include compulsory courses containing entrepreneurship elements			
	Primary level	Secondary level	Vocational training
Austria	4	3	3-4
Belgium	-	0	0
Alberta (CA)	0	0	0
British Columbia (CA)	0	0	0
Czech Republic	-	3	2
France	-	1	-
Germany	-	-	0
Ireland	0	0	0
Japan	0	0	0
New Zealand	8	5	-
Poland	0	1	1
Sweden	0	0(1)	0
Turkey	5	1	1
Average	1,88	1,21	0,68

Entrepreneurship Education Policy – Conclusions

- Leading countries: Ireland, NZ, Norway and Austria.
- Wide variation suggest that countries can learn from each other
- Widespread political support for integration of entrepreneurship education in the education system
- Implementation of political commitment taking place – but still room for improvement
- Little evaluation is taking place - little is known about the effect of government programmes and entrepreneurship education
- Most widespread at vocational training followed by secondary and primary level.
- On the basis of the policy indicators countries can identify relevant countries for analyses and comparison