

STIMULATING ENTREPRENEURIAL EDUCATION AND TRAINING

SEET

SEET THE OSLO AGENDA REPORT

**SEET IS FUNDED UNDER THE
EU LEONARDO DA VINCI PROGRAMME**

**Jane Turnbull
Education and Development
September 2009**

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Contents

Context	3
The Oslo Agenda – An Overview	5
Contribution to the Oslo Agenda by SEET Partner Organisations	6
Contribution to the Oslo Agenda by the SEET Network	9
Elements within the Oslo Agenda Where SEET Organisations would Like to make a Greater Contribution	12
Comment	14
 <u>Appendices:</u>	
One: SEET Partners who Contributed to the Report	15
Two: Oslo Agenda for Entrepreneurship Education	16
Three: SEET Partners Contribution to the Oslo Agenda Initiatives	23
Four: The Three Key Ways that SEET Partner Organisations Address and Contribute to the Oslo Agenda	37
Five: Ways in which Partner Organisations Contribute to Six Elements of the Oslo Agenda (previously identified as elements to which five or more SEET partner organisations significantly contribute)	39
Six: Ways in which the SEET Project Addresses and Contributes to the Oslo Agenda.	44
Seven: Items on the Oslo Agenda that SEET Partners think a future Project, building on SEET, could and should address	46

The SEET Network Project is funded under the EU Leonardo da Vinci Programme

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CONTEXT

The Stimulating Entrepreneurial Education and Training (SEET) Project is funded under the EU Leonardo da Vinci Programme for Partnerships. SEET was proposed in response to the lack of Entrepreneurial spirit across Europe.

The overall aim of SEET is to “*create the basis for a transnational network to improve the valorisation and dissemination of existing tools, materials and methodologies on the implementation of national or regional policies to stimulate entrepreneurship within VET and to enhance the transfer of entrepreneurial competences to young people*” (taken from the SEET Proposal for funding submitted by SYNTRA Flanders).

The SEET Partnership comprises eight organisations from six countries (see Appendix One). Each organisation applied for funding under the Leonardo da Vinci new programme through their own National Agency. The funding proposals submitted by the Project partners stated that the partner organisations subscribe to the recommendations within the “Oslo Agenda for Entrepreneurship Education” (October 2006): and specifically to the recommendation to “Build common European and national platforms of existing programmes, projects and teaching material, in order to help sharing and dissemination”.

It was agreed at the SEET Steering Group Meeting in March 2009 (held in Cardiff) that there would be benefit in further exploring the contribution and links to the Oslo Agenda from the SEET partner organisations; and also looking at where the organisations feel they could make a further contribution in the future.

This Report has been informed by two separate questionnaires being completed by the SEET partners. A matrix comprising the Oslo Agenda catalogue of initiatives was emailed to all SEET Partners in May. Partners were asked to state the extent to which they believe their organisation contributes to each initiative within the Oslo Agenda, and also to indicate whether this is an area in which they seek to become more active in the future. Partners were also invited to add additional comments to support or further explain their response. Feedback from the matrix was included in the SEET Interim Evaluation Report.

Following the initial feedback to the matrix about the Oslo Agenda it was proposed that there would be benefit in further exploration into the Oslo Agenda for three reasons:

- It had been agreed at the meeting in Cardiff that the SEET input at the Transnational Conference in The Hague in January will include issues relating to the Oslo Agenda.
- The information can be used to support future applications showing how the SEET Partners do contribute to the Oslo Agenda.
- To identify those areas of the Oslo Agenda that SEET Partners would like to contribute to more, and see how future project opportunities can be used to support this.

In order to gain additional feedback a second questionnaire was emailed to Partners in September 2009

The collation of data from both questionnaires and an analysis thereof is presented in this Report, showing SEET Partner responses with regard to their current contribution to the Oslo Agenda initiatives; elements of the Oslo Agenda to which they believe they have the capacity to contribute further in the future; and the potential areas in which future transnational projects, building on SEET, could be developed. Detailed feedback from the questionnaires is presented in the appendices.

When looking at the data presented it should be taken into account that the SEET Partner organisations have different roles and responsibilities within their countries. Some Partners are responsible for facilitating and supporting policy and process for entrepreneurial education and training; whilst others are actively involved in the development and delivery of education and training programmes within schools, colleges or training centres. This allows for a diverse network; bringing a wide range of experiences to the partnership. Furthermore, national policy in each country represented by the SEET Partners also significantly varies, and has an impact on the development and implementation of entrepreneurial education and training in each country.

THE OSLO AGENDA – AN OVERVIEW

The aim of the "Oslo Agenda for Entrepreneurship Education" is to step up progress in promoting entrepreneurial mindsets in society, in a structured way, and with effective actions. The Agenda offers a menu of proposals, from which stakeholders can pick actions at the appropriate level, and adapt them to the local situation.

The Agenda came about as a result of the Conference on "Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning" – an initiative of the European Commission jointly organised with the Norwegian government - held in Oslo on 26th and 27th October 2006.

During the Conference experiences and good practice were shared, and participants proposed ways to move forward in the area of entrepreneurship education. The ideas advanced in Oslo by a broad representation of stakeholders from 33 countries (including national, regional and local governments, business associations and entrepreneurs, promoters of programmes, school teachers, academics and students) resulted in a catalogue of initiatives, based on successful experiences in Europe, which could be usefully transferred and adopted within the EU and neighbouring countries.

There are six sections comprising the Oslo Agenda for Entrepreneurship Education, which is presented in full in Appendix Two.

- A Framework for policy development
- B Support to Educational Establishments
- C Support to Teachers and Educators
- D Entrepreneurship activities in Schools and in Higher Education
- E Building links and opening education to the outside world
- F Communication activities.

CONTRIBUTION TO THE OSLO AGENDA BY SEET PARTNER ORGANISATIONS

Feedback from both questionnaires is presented in this section; as questions in the second questionnaire in some cases followed up on feedback from the original Oslo Agenda matrix completed by SEET Partners.

The feedback below is the collation of SEET Partner responses with regard to their current contribution to the Oslo Agenda initiatives; and also shows elements of the Oslo Agenda to which they believe they have the capacity to contribute further in the future. A complete picture of the Partner responses (provided in response to the original Oslo Agenda matrix) is given in Appendix Three.

When looking at the Partner responses it should be noted that not all Partners gave a response in every box. Also, where Partners said they would like to contribute more they could currently be making a significant contribution, some contribution, or no contribution.

The Oslo Agenda initiatives in which five or more Partners state that they are making a significant contribution are:

- **A6 Promote entrepreneurship education at regional level**, with a coherent programme bringing together local stakeholders and addressing the various levels of education through a range of different instruments.
- **A1 Ensure political support** for entrepreneurship education at the highest level.
- **A5 Create Steering Groups**, both at European and at national level, where all the different stakeholders involved in entrepreneurship education can be represented.
- **B4 Support the use of practice-based pedagogical tools** ... Embed these activities as a recognised option in official school programmes, particularly at secondary level.
- **E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities"**, to be used by educational institutions on a voluntary basis.
- **F1 Launch awareness campaigns** at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business). Broad initiatives could bring together and coordinate different actions to take place at national and local level (eg entrepreneurship days, or a European Year of Entrepreneurship).

In the second questionnaire Partners were asked to list the three key ways in which their organisation addresses and contributes to the Oslo Agenda. The initiatives and actions by Partners most frequently mentioned include:

- Promotion of entrepreneurial education and training (especially at regional level)

- Engaging with policy and decision makers to ensure support for entrepreneurial education and training
- Development and delivery of entrepreneurial education and training
- Training trainers, including support for practice based pedagogical tools

The feedback in response to this question not only shows the ways in which the SEET Partner organisations contribute to the Oslo Agenda; but also provide a snapshot of some of the areas of work that each organisation is doing within the field of entrepreneurial education and training. Whilst there are many similarities, the table presented in Appendix Four also demonstrates the diversity and strength of the SEET Partnership.

The findings from the original Oslo Matrix completed by SEET Partners identified six Oslo Agenda initiatives in which five or more Partners believe they are making a significant contribution (as noted above). The six areas identified were:

- **A6 Promote entrepreneurship education at regional level**, with a coherent programme bringing together local stakeholders and addressing the various levels of education through a range of different instruments.
- **A1 Ensure political support** for entrepreneurship education at the highest level.
- **A5 Create Steering Groups**, both at European and at national level, where all the different stakeholders involved in entrepreneurship education can be represented.
- **B4 Support the use of practice-based pedagogical tools** ... Embed these activities as a recognised option in official school programmes, particularly at secondary level.
- **E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities"**, to be used by educational institutions on a voluntary basis.
- **F1 Launch awareness campaigns** at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business). Broad initiatives could bring together and coordinate different actions to take place at national and local level (eg entrepreneurship days, or a European Year of Entrepreneurship).

In the second questionnaire Partners were asked to provide additional information under each of the Oslo Agenda initiatives to describe how their organisation contributes to each of these elements; feedback in full is presented in Appendix Five. The table below provides an overview.

Oslo Agenda Initiative	Ways in which SEET Partners Significantly Contribute to the Target
A6 Promote entrepreneurship education at regional level	<ul style="list-style-type: none"> • Training trainers • Dialogue / engagement with politicians • Strategic entrepreneurial action plans • Networking and supporting networks • Resource for those delivering entrepreneurial education and training • Online Knowledge Centre • Entrepreneurial Class Week
A1 Ensure political support for entrepreneurship education at the highest level	<ul style="list-style-type: none"> • Dialogue, advice and information at ministerial level • Strategic entrepreneurial action plans
A5 Create Steering Groups, both at European and at national level	<ul style="list-style-type: none"> • Member of the SEET network • Members of national steering committees • Collaboration with other organisations and networks
B4 Support the use of practice-based pedagogical tools	<ul style="list-style-type: none"> • Inform teachers and trainers • Developing tools and teaching materials • Training teachers and trainers • Expertise in mentoring • Share / promote best practice materials and tools • Part of programme content
E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities".	<ul style="list-style-type: none"> • Development of quality criteria for schools • Acknowledgement of good practice • Identification of further challenges to address • Developing a project in which one national certificate for students will be established • Consortia / networks of universities / colleges
F1 Launch awareness campaigns at European and national level	<ul style="list-style-type: none"> • Conferences and seminars • Entrepreneurial Class Week / Global Entrepreneurship Week • Progression model , which became the basis of the national strategic plan • Award campaigns for entrepreneurial pupils / students • National awareness campaign for young people • Tailored staff development for teachers / lecturers • Awareness raising among senior management and key stakeholders in education

The information provided in the table above demonstrates the wide range of experience of the SEET Partner organisations, and the ways in which the different organisations individually contribute to the Oslo Agenda.

CONTRIBUTION TO THE OSLO AGENDA BY THE SEET PARTNERSHIP

The SEET Partnership currently comprises eight organisations from six European countries; with more than 100 other organisations and individuals 'passively' linking into the SEET Network through the Transnational Knowledge Centre and LinkedIn.

This section focuses specifically on ways in which the SEET Network contributes to the Oslo Agenda, through the development and delivery of the Network activities.

Partners were asked to list the three key ways in which the SEET Project addresses and contributes to the Oslo Agenda. Feedback is presented in full in Appendix Six. An overview of the feedback is presented below.

- Promoting and sharing transnational exchange of best practice – (eg through study visits, Transnational Knowledge Centre, the SEET Newsletter, LinkedIn, and Steering Group meetings)
- Contacts and networks with key stakeholders and building future relationships with policy decision makers
- Networking - bringing those involved in entrepreneurial education and training together; which supports the exchange of information at a range of levels – and identify opportunities for collaborative work
- Opportunities to benchmark at a European level and offering a start towards building common European platforms of existing programmes, projects and teaching materials
- Encouraging the mobility of teachers and trainers
- Supporting the use of practice-based pedagogical tools
- The start of a European-wide network
- Potential to start the description of a comparative European policy framework (Transnational Event in January 2010).

The findings from the original Oslo Matrix completed by SEET Partners identified six Oslo Agenda initiatives in which five or more Partners believe they are making a significant contribution (as noted above). The six areas identified were:

- **A6 Promote entrepreneurship education at regional level**, with a coherent programme bringing together local stakeholders and addressing the various levels of education through a range of different instruments.
- **A1 Ensure political support** for entrepreneurship education at the highest level.
- **A5 Create Steering Groups**, both at European and at national level, where all the different stakeholders involved in entrepreneurship education can be represented.
- **B4 Support the use of practice-based pedagogical tools** ... Embed these activities as a recognised option in official school programmes, particularly at secondary level.
- **E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities"**, to be used by educational institutions on a voluntary basis.

- **F1 Launch awareness campaigns** at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business). Broad initiatives could bring together and coordinate different actions to take place at national and local level (eg entrepreneurship days, or a European Year of Entrepreneurship).

The second questionnaire also asked how Partners believe that the SEET Project contributes to each of these six elements. Feedback is presented in the table below.

Oslo Agenda Initiative	How SEET contributes
A6 Promote entrepreneurship education at regional level , with a coherent programme bringing together local stakeholders and addressing the various levels of education	<ul style="list-style-type: none"> • Steering group • Study visits (exchanges) • Networking tools (eg TKC, LinkedIn, Competento site (international page), SEET Newsletter) • Informing the national discussion • New ideas • Policy forum • Different approaches to entrepreneurial education and training on regional level are described through SEET. • Input good practices, expertise, information
A1 Ensure political support for entrepreneurship education at the highest level.	<ul style="list-style-type: none"> • Contacting key EU policy makers in Brussels • By organizing transnational seminars to bring high level policy makers together and will look at comparison of national politics on entrepreneurial education and training • Policy forum
A5 Create Steering Groups , both at European and at national level, where all the different stakeholders involved in entrepreneurship education can be represented.	<ul style="list-style-type: none"> • The SEET steering group (It is exactly what is needed) • SEET provides contacts at a European level and stimulates knowledge transfer for partner countries. • Sharing experiences and ideas - inspiration for school-leader and teachers to continue the good work • Generating new ideas and perspectives • LinkedIn group – growing • Some members of regional Entrepreneurial Education in Flanders Steering Committee are also member of SEET Steering Committee
B4 Support the use of practice-based pedagogical tools ... Embed these activities as a recognised option in official school programmes, particularly at secondary level.	<ul style="list-style-type: none"> • Translation of the ESMG • Part of the content of what we discuss in the meetings as best practice – learning in this area is extremely important from comparisons • Transferable case studies / good practice • SEET can identify internationally proved effective tools.

Oslo Agenda Initiative	How SEET contributes <i>continued</i>
E6 Conceive, develop and promote a label for "entrepreneurial schools" / "entrepreneurial universities"	<ul style="list-style-type: none"> • Brainstorming with the participating partners • SEET can identify similar projects in different countries and the impact of such "labels" or certificates. • Would love to develop this further
F1 Launch awareness campaigns at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business).	<ul style="list-style-type: none"> • SEET newsletter • Study visits (open for the regional network from each country – it is essential the study visits and conferences are meeting places with many people from all the partner organisations) • Sharing of existing programmes, projects and teaching materials on the TKC / Entrepreneurial Magnifying Glass, Competento site • ESMG • SEET works at the higher levels – and this is instituted at the national level • SEET could contribute to the Global Entrepreneurship Week. • New ideas • SEET organisation of the transnational seminar on entrepreneurial education and training in January 2010.

The information provided in the table above can be used in a number of ways to the benefit of the SEET Network. This includes:

- Demonstration of how the SEET network contributes to the Oslo Agenda – eg in reports to the National Agencies and in dialogue with stakeholders and policy-makers
- To inform the presentation at the Transnational Event on Policies and Impact on Entrepreneurial Education and Training (Den Haag, January 2010)
- To support future project applications.

ELEMENTS WITHIN THE OSLO AGENDA WHERE SEET ORGANISATIONS WOULD LIKE TO MAKE A GREATER CONTRIBUTION

The second questionnaire asked Partners whether there are any particular items on the Oslo Agenda that they think a future Project, building on SEET could and should address.

Appendix Seven presents full feedback from the Partners. The most frequently mentioned ideas focused on:

- Evaluation; including benchmarking and the opportunity to compare results
- Developing and promoting a quality achievement label for good entrepreneurial education and training practice for schools, universities and other training centres
- Providing teacher training and innovative training practices

In addition Partners suggested research to assess the impact of entrepreneurial education, publishing a best practice document, publishing a comparative policy booklet, seeking political support, mentoring, role models, continuing and enlarging the SEET network, launching awareness campaigns and building common European and national platforms.

Finally, the second questionnaire asked Partners to consider the priorities identified from the collation of the earlier questionnaire, where SEET Partner responses identified ten elements of the Oslo Agenda in which four or more Partners stated they would like to contribute more. The aim was to see whether this list could be further prioritised. The Partners were given the list of elements from the Oslo Agenda and asked to indicate the three areas that they thought a follow on SEET Project could focus. Feedback is presented in the table below.

Elements of the Oslo Agenda	Priority
B9 Develop research to assess the impact of entrepreneurship education on individuals, communities, society and the economy.	5
C1 Providing specific training to teachers in entrepreneurship is a policy issue and should be attached to the national curriculum reforms.	4
C4 Launch innovative actions for training teachers on entrepreneurship with a European dimension to be supported under the Community Lifelong Learning Programme.	4
A6 Promote entrepreneurship education at regional level , with a coherent programme bringing together local stakeholders and addressing the various levels of education through a range of different instruments.	3
A8 Increase coherency between European funding programmes that can be used to support entrepreneurship education projects and activities.	2
B1 Better integrate entrepreneurship programmes and activities in the established curriculum for schools at all levels.	2
D14 Encourage students, graduates and researchers with commercially viable business ideas to develop them into companies , by providing a range of support services within the institution.	2

Elements of the Oslo Agenda <i>continued</i>	Priority
A2 Better integrate Entrepreneurship Education into the Lisbon monitoring process (Integrated Guidelines for Growth and Jobs),	1
D7 Allow and support the spontaneous initiative of student associations pursuing objectives such as creating links with businesses, and involving students in work on enterprise projects.	-
D12 Increase the production of European case studies to be used in the classroom in higher education.	-

The feedback presented in the table above ties in closely with the individual Partner suggestions for the development of SEET / a related project. The former feedback had one additional suggestion – namely to conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities", to be used by educational institutions on a voluntary basis (ie E6).

The analysis of Partner feedback presented in this section should be taken into account at future Steering Group meetings where Partners are discussing the potential and desirability of developing future projects, building on and extending the role of the SEET Partnership and Network.

COMMENT

The Oslo Agenda Report is an additional outcome for the SEET Project, which was not originally conceived at the outset. Whilst it has necessitated additional work for the SEET Partners, it is believed that the original aims of the research have been achieved. That is to say this Report presents:

- Data showing how the SEET Network contributes to the Oslo Agenda – which can be used in reports to the National Agencies and in dialogue with stakeholders and policy-makers
- Information about how each of the SEET Partner organisations is contributing to the Oslo Agenda, which provides further understanding of the work of the SEET Partners.
- The data presented about the way in which the SEET Network and partner organisations contribute to the Oslo Agenda can contribute to the presentation at the Transnational Event on Policies and Impact on Entrepreneurial Education and Training (Den Haag, January 2010)
- Those areas of the Oslo Agenda that SEET Partners would like to contribute to more, which can be used to inform discussion about future project opportunities. Furthermore, when writing project proposals elements of the data presented in this Report may be used to provide supporting evidence and argument for the proposals.

The seven Appendices have been included as they provide data in full pertaining either to individual Partner organisations, or responses in full to the questions asked in the two questionnaires.

APPENDIX ONE:

SEET PARTNERS WHO CONTRIBUTED TO THE REPORT

Begoña Arenas	Scienter Espana
Ben Bruyndonckx	SYNTRA Flanders
Svanborg Jónsdóttir	Fiknf. Iceland
Kerstin Laue	NHO Telemark
Elin McCallum	Welsh Assembly, Department of Economy & Transport
Jos van Meegen	Senternovern
Dana Redford	AUDAX
Paul Schram	DBO
Bernard Surlemont	FREE <i>commented only on the Oslo Agenda Matrix</i>

When looking at the Partner responses (presented in Appendix Three) it should be noted that not all Partners gave a response in every box. Also, where Partners said they would like to contribute more they could currently be making a significant contribution, some contribution, or no contribution.

APPENDIX TWO: OSLO AGENDA FOR ENTREPRENEURSHIP EDUCATION

Context

The aim of the "Oslo Agenda for Entrepreneurship Education" is to step up progress in promoting entrepreneurial mindsets in society, systematically and with effective actions. The Agenda is a rich menu of proposals, from which stakeholders can pick actions at the appropriate level, and adapt them to the local situation. Relevant actors are indicated for each one of the proposed actions.

The Agenda is an outcome of the Conference on "Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning" – an initiative of the European Commission jointly organised with the Norwegian government - held in Oslo on 26-27 October 2006, which followed the Communication from Commission on the same topic.

The Conference aimed to exchange experiences and good practice, and to propose ways to move forward in this area. The ideas advanced in Oslo by a broad representation of stakeholders (e.g. national, regional and local governments, business associations and entrepreneurs, promoters of programmes, school teachers, academics and students) result now in a detailed catalogue of initiatives, based on successful experiences in Europe, which could be usefully taken in the EU and in neighbouring countries.

The Agenda presents ideas tabled in Oslo by relevant stakeholders from 33 countries. It is noted that these ideas do not necessarily represent the views of the European Commission

The Oslo Agenda

A Framework for policy development

A1 Ensure political support for entrepreneurship education at the highest level. Real progress will be possible only with a strong commitment from national and regional governments and from the relevant Ministers, in the context of the implementation of the Lisbon strategy.

A2 Better integrate Entrepreneurship Education into the Lisbon monitoring process (Integrated Guidelines for Growth and Jobs), and make the assessment of Member States' progress in this field more effective by means of applying specific indicators.

A3 Set up a European-wide framework of what is to be achieved, followed by proper evaluation of the impact of measures taken. Coordination needs to be ensured at the EU level, with the definition of broad objectives and of desired outcomes for entrepreneurship

education. The above framework could be supported by the establishment of a European Observatory for Entrepreneurship Education, with national antennae.

A4 Launch national strategies for entrepreneurship education, with clear objectives covering all stages of education. Such strategies should call for the active involvement of all relevant actors (public and private), and establish a general framework while defining concrete actions. These will range from the inclusion of entrepreneurship into the national curricula to providing support to schools and teachers. The overall goal will be to ensure that young people can progress coherently in acquiring entrepreneurial competences across all stages of the education system.

A5 Create Steering Groups, both at European and at national level, where all the different stakeholders involved in entrepreneurship education can be represented (public administrations, businesses, educational establishments, students, etc.). These Groups would have among their objectives that of setting targets for entrepreneurship education, taking into account its various elements, and that of reporting on progress achieved.

A6 Promote entrepreneurship education at regional level, with a coherent programme bringing together local stakeholders and addressing the various levels of education through a range of different instruments.

A7 Facilitate the development of entrepreneurship education within the Bologna process by: encouraging the mobility of teachers (across countries and across different institutions, including in the private sector); recognising the role of educators other than teachers (practitioners, entrepreneurs, students themselves); recognising entrepreneurial career paths in undergraduate education at university.

A8 Increase coherency between European funding programmes that can be used to support entrepreneurship education projects and activities (in particular the Lifelong Learning Programme, the ESF, the ERDF). These programmes can be valuable in supporting actions taken at national and local level.

A9 Ensure coordination at European level in the evaluation of programmes and activities, in order to allow the comparability of results. The EU could bring together a group of researchers in entrepreneurship education, to help define indicators and specify typical educational processes.

B Support to Educational Establishments

B1 Better integrate entrepreneurship programmes and activities in the established curriculum for schools at all levels (primary, secondary, vocational), as a horizontal element in all fields of study (entrepreneurial mindset) and as a subject in its own right (entrepreneurial skills).

B2 In its broader definition (fostering attributes like creativity, autonomy, initiative, team spirit, etc.) **entrepreneurship should be also included in the curriculum for primary schools**. Especially at this level of education it is important to convince schools, teachers and parents that entrepreneurship is a key competence for all, and it does not aim to turn all pupils into businessmen.

B3 **The European Commission should support curricular reforms** to be undertaken at national level and facilitate comparative analysis, through a range of instruments going from the coordination of the implementation of the Lisbon strategy to facilitating the exchange of good practice.

B4 **Support the use of practice-based pedagogical tools** whereby students are involved in a concrete enterprise project (for instance in running a mini-company). Embed these activities as a recognised option in official school programmes, particularly at secondary level.

B5 **Stimulate - through targeted public funding - the implementation of pilot projects in schools**, in order to test different ways of delivering entrepreneurship education. The final goal will be to disseminate resulting good practices widely, and to encourage take up of tested methods by the largest number of schools.

B6 **Ensure sustained funding/support for entrepreneurship education activities**, and for the implementation of concrete enterprise projects in school. The termination of short-term project funding or the changing of funding mechanisms creates fragility to sustainable provision, unless this can become embedded within a coherent strategy.

B7 **Grant public funding for the establishment of Entrepreneurship Centres at universities** and the creation of a network between them. These Centres would have the missions – among others - of: spreading entrepreneurship across different fields of studies within the institution; fostering the commercialisation of research and the exploitation of new business ideas; building links with businesses; etc.

B8 **Build common European and national platforms** of existing programmes, projects and teaching material, in order to help sharing and dissemination. Such platforms will greatly support practitioners in improving the offer of entrepreneurship education.

B9 **Develop research to assess the impact of entrepreneurship education** on individuals, communities, society and the economy. The possibility of tracking alumni will be an essential success factor.

C Support to Teachers and Educators

C1 **Providing specific training to teachers** in entrepreneurship is a policy issue, and **should be attached to the national curriculum reforms**. The educational authorities

should talk to teachers in their own language, explaining why entrepreneurship is a key competence for all and how related methods and activities can bring more dynamism and innovation into different courses.

C2 Adopt innovative methods to train teachers in entrepreneurship. These would include case studies and other inter-active methods, such as involving teachers in real work on enterprise projects or even in running themselves a mini-company. By acquiring direct experience, teachers will be more effective when using these methods with the students.

C3 Set-up incentives at school level to enable teachers to teach entrepreneurship, for instance by means of setting up staff development funds, and by recognising and rewarding the involvement of teachers in activities that require an innovative pedagogy and very often also an extraordinary effort from them.

C4 Launch innovative actions for training teachers on entrepreneurship, with a European dimension, to be supported under the Community Lifelong Learning Programme.

C5 Support the mobility of educators across Europe, particularly in higher education, through the Community Lifelong Learning Programme and/or other instruments specifically designed for that purpose. Greater mobility and exchange of experience is needed in Europe, not only between universities but also between academia and the business world. Programmes need to be developed that allow educators to spend time at other institutions and/or in the private sector to truly engage, learn and develop. Europe needs greater sharing of knowledge and good practice across sectors and national borders.

D Entrepreneurship activities in Schools and in Higher Education

D1 Embed elements of entrepreneurial behaviour (curiosity, creativity, autonomy, initiative, team spirit) already in primary school education. To this end, use games, cartoons and other tools appropriate to the age of pupils.

D2 Starting from primary school, raise awareness in young children of the role of enterprises and entrepreneurs in society. Emphasising the notion of "responsible entrepreneurship" will help to make an entrepreneurial career a more attractive proposition.

D3 Disseminate within schools a book with success stories of young entrepreneurs, in order to improve the image of entrepreneurs as role models for young people.

D4 Introduce innovative pedagogies into all courses, as a necessary basis for building an entrepreneurial spirit. Extend the range of pedagogies in use through innovative curricula development. School education should build upon the curiosity and the natural entrepreneurial ability of children.

D5 As part of the final evaluation of a programme or course in entrepreneurship, test the

entrepreneurial competences of students and offer them a certificate ("entrepreneurial driving licence") acknowledging the acquisition of those skills.

D6 Associate students to real companies and to business people, in order to ensure a close relation with real business experience. Students should not be kept in isolation and far from the world outside the school, for instance when running a virtual firm or simulating a business plan.

D7 Allow and support the spontaneous initiative of student associations pursuing objectives such as creating links with businesses, and involving students in work on enterprise projects. Recognise and reward the time that students dedicate to these activities by means of educational credits.

D8 Engage alumni in the activities of the school/university and in the classroom (for instance, alumni who started a company).

D9 Offer entrepreneurship education to disadvantaged groups. In particular, young people at risk of social exclusion (low-income youth, school dropouts, adolescents in danger of long-term unemployment, refugees, etc.) may greatly benefit from this type of training. It can raise the motivation of those who learn best by doing, and who have difficulties in more traditional subjects. Some programmes addressing these target groups proved very successful both in terms of start-ups and of social integration.

D10 Higher education establishments should integrate entrepreneurship across different subjects of their study programmes, as it may add value to all degree courses (e.g. technical and scientific studies, but also humanities and creative studies). All faculties/disciplines should develop opportunities for students at every level to experience entrepreneurship

D11 In higher education, bring entrepreneurs into the classroom and involve students directly in enterprise projects. Using active learning methods is more complex than traditional teaching methods. It requires engaging students' feelings and emotions in the learning process. Educators/facilitators therefore must be able to create an open environment in which students develop the necessary confidence to take risks.

D12 Increase the production of European case studies to be used in the classroom in higher education. Group work on concrete cases is an effective method, as it improves the understanding of real issues related to entrepreneurship and engages students in finding solutions to real problems. To be most effective, case studies used should have a European and local dimension, rather than being imported from the US.

D13 Give entrepreneurship more academic esteem: establish good research programmes and PhD programmes on entrepreneurship, in order to create a "critical mass" of future teachers with this specific competence.

D14 Encourage students, graduates and researchers with commercially viable business ideas to develop them into companies, by providing a range of support services within the institution (incubators, financing, mentorship, etc.).

D15 Embed evaluation systematically into all programmes. The most effective evaluation is **independent** and **comparative** (i.e. it should be run before the beginning of the programme and after its conclusion).

E Building links and opening education to the outside world

E1 Encourage the creation of learning communities with the mission of fostering entrepreneurial mindsets, by building links between the public and the private sector, involving schools, academia and businesses, as well as relevant intermediary organisations. In particular, the role of those intermediary organisations dedicated to the dissemination of entrepreneurship activities within schools and universities, and to building links between education and the business world, should be better recognised.

E2 Encourage the involvement of private partners in education for entrepreneurship, through funding or contributions in kind. This involvement should be seen by firms as a long-term investment, and as an aspect of their **corporate social responsibility**.

E3 Businesses should consider donating at least a tiny part of the working time of staff to participation in activities within schools and universities. In fact, mentoring and coaching from people with business experience are a basic element in all entrepreneurship training.

E4 Develop or support research on how employers can be better engaged in school/university education. The business community needs incentives to more fully engage with educational institutions. Opportunities for mutual benefit can work, but are often not recognised as verifiable and appropriate staff activities.

E5 Help develop the pedagogical abilities of entrepreneurs and business people, in order to make their participation to activities in the classroom more effective. This task could be usefully performed by those non-profit organisations dedicated to linking schools and businesses, and by business organisations.

E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities", to be used by educational institutions on a voluntary basis. Broad criteria could be defined at European and/or national level, which should be in any case adapted to the local environments and education systems. This initiative could be implemented at national level by intermediary organisations with in-depth experience in entrepreneurship education, through cooperation with educational authorities and with schools/universities.

E7 Give young people the opportunity to develop their enterprising skills by helping them to create their own "summer job", and earn money by using their own ideas and initiatives. These activities can be promoted through cooperation between schools, non-profit organisations, businesses, local authorities.

E8 Build Entrepreneurship Centres at a local level, with the missions of assisting schools and teachers, developing links between educational establishments and enterprises, facilitating the participation of entrepreneurs and business people in programmes at school and university, promoting raising awareness initiatives in the local community.

F Communication activities

F1 Launch awareness campaigns at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business). Broad initiatives could bring together and coordinate different actions to take place at national and local level (e.g., entrepreneurship days, or a European Year of Entrepreneurship).

F2 Celebrate entrepreneurship education activities and programmes that work well, by organising awards and competitions.

F3 Establish awards, at European and/or at national level, **to acknowledge enterprises** that distinguish themselves more in dedicating funds and working time of their staff to teaching, mentoring and more generally to participation in activities within schools and higher education.

APPENDIX THREE

SEET PARTNERS CONTRIBUTION TO THE OSLO AGENDA INITIATIVES

A Framework for policy development

	Significant contribution	Some contribution	No real contribution	Like to contribute more
A1 Ensure political support for entrepreneurship education at the highest level.	6	2	1	2
A2 Better integrate Entrepreneurship Education into the Lisbon monitoring process (Integrated Guidelines for Growth and Jobs),	-	5	4	4
A3 Set up a European-wide framework of what is to be achieved, followed by proper evaluation of the impact of measures taken.	1	2	6	3
A4 Launch national strategies for entrepreneurship education , with clear objectives covering all stages of education.	4	3	2	2
A5 Create Steering Groups , both at European and at national level,	5	2	2	2
A6 Promote entrepreneurship education at regional level , with a coherent programme bringing together local stakeholders and addressing the various levels of education.	7	2	-	4
A7 Facilitate the development of entrepreneurship education within the Bologna process by encouraging the mobility of teachers recognising the role of educators other than teachers; recognising entrepreneurial career paths at university.	2	3	4	1
A8 Increase coherency between European funding programmes that can be used to support entrepreneurship education projects and activities	1	2	6	4
A9 Ensure coordination at European level in the evaluation of programmes and activities, in order to allow the comparability of results.	1	2	6	3

Additional comments with regard to a Framework for policy development:

A1 Ensure political support for entrepreneurship education at the highest level.

- By providing policy input/ participation in a steering group in which both policy and administrative level is represented.
- Senternovem works by government order and advises both ministries and educational institutes.

A2 Better integrate Entrepreneurship Education into the Lisbon monitoring process (Integrated Guidelines for Growth and Jobs),

- Senternovem informs ministries who contribute to the LM.

A3 Set up a European-wide framework of what is to be achieved, followed by proper evaluation of the impact of measures taken.

- Senternovem provides the national antennea and participates in SEET and EU Leonardo Lprogrammes

A4 Launch national strategies for entrepreneurship education, with clear objectives covering all stages of education.

- 7 action lines until 2012 have been identified to stimulate EE in all stages of Education
- As coordinator of an action plan "Entrepreneurial Education" at all levels of education

A5 Create Steering Groups, both at European and at national level, where all the different stakeholders involved in entrepreneurship education can be represented

- National: in 7 action lines different partners are involved; international SEET and LLP
- SEET

A6 Promote entrepreneurship education at regional level, with a coherent programme bringing together local stakeholders and addressing the various levels of education through a range of different instruments.

- 1 of the 7 action lines is creation of regional networks (different school, businesses and other organizations)

A7 Facilitate the development of entrepreneurship education within the Bologna process by encouraging the mobility of teachers recognising the role of educators other than teachers; recognising entrepreneurial career paths at university.

- Might be a side effect of implementing the 7 action lines

A8 Increase coherency between European funding programmes that can be used to support entrepreneurship education projects and activities

- **Could I/we analyse these? I would very much like to share info on this with Wales partners**
- Reporting on SEET and LLP; international sub-site on our website
- By striving for one coordinated Fund

A9 Ensure coordination at European level in the evaluation of programmes and activities, in order to allow the comparability of results.

- Use of reports such as QEPE in our programme, disseminate results of our programme internationally
- Continuation of SEET with validation as core goal

B Support to Educational Establishments

	Significant contribution	Some contribution	No real contribution	Like to contribute more
B1 Better integrate entrepreneurship programmes and activities in the established curriculum for schools at all levels, as a horizontal element in all fields of study and as a subject in its own right.	3	6	-	4
B2 In its broader definition entrepreneurship should be also included in the curriculum for primary schools.	3	5	1	1
B3 The European Commission should support curricular reforms to be undertaken at national level and facilitate comparative analysis.	1	3	5	1
B4 Support the use of practice-based pedagogical tools ... Embed these activities as a recognised option in official school programmes, particularly at secondary level.	5	4	-	3
B5 Stimulate - through targeted public funding - the implementation of pilot projects in schools, in order to test different ways of delivering entrepreneurship education.	3	4	1	2
B6 Ensure sustained funding/support for entrepreneurship education activities, and for the implementation of concrete	4	1	2	3
B7 Grant public funding for the establishment of Entrepreneurship Centres at universities and the creation of a network between them.	2	2	4	2
B8 Build common European and national platforms of existing programmes, projects and teaching material, in order to help sharing and dissemination.	1	6	2	3
B9 Develop research to assess the impact of entrepreneurship education on individuals, communities, society and the economy.	3	3	3	4

Additional comments with regard to Support to Educational Establishments

B1 Better integrate entrepreneurship programmes and activities in the established curriculum for schools at all levels

- Indirectly by policy advice and “Entrepreneurial Spirit Magnifying glass”
- We subsidize projects and programmes carried out within the curriculum
- There are no compulsory EE elements in curriculum at any level; it might help

B2 In its broader definition entrepreneurship should be also included in the curriculum for primary schools.

- We stimulate EE in primary schools, not compulsory.

B3 The European Commission should support curricular reforms to be undertaken at national level and facilitate comparative analysis.

- Exchange of good practice is one of our main actions

B4 Support the use of practice-based pedagogical tools ... Embed these activities as a recognised option in official school programmes, particularly at secondary level.

- This is exactly what we stimulate (eg: by giving grants).

B5 Stimulate - through targeted public funding - the implementation of pilot projects in schools, in order to test different ways of delivering entrepreneurship education.

- We subsidize a whole system of SYNTRA, entrepreneurial training centres in Flanders
- No real funding in the regular school system done by SYNTRA Flanders.
- This is exactly what we do (eg: by monitoring and reporting about these projects)

B6 Ensure sustained funding/support for entrepreneurship education activities

- Within SYNTRA
- Projects are evaluated on sustainability of their activities

B7 Grant public funding for the establishment of Entrepreneurship Centres at universities and the creation of a network between them.

- In this way we helped development of 6 regional Centres of E

B8 Build common European and national platforms of existing programmes, projects and teaching material, in order to help sharing and dissemination.

- SEET
- SEET, LLP, English subsite; participation in NCGE; cooperation with Kauffman US

B9 Develop research to assess the impact of entrepreneurship education on individuals, communities, society and the economy.

- We evaluate and monitor the EE projects and report about it

C Support to Teachers and Educators

	Significant contribution	Some contribution	No real contribution		Would like to contribute more
C1 Providing specific training to teachers in entrepreneurship is a policy issue and should be attached to the national curriculum reforms.	2	6	1		5
C2 Adopt innovative methods to train teachers in entrepreneurship. By acquiring direct experience teachers will be more effective when using these methods with the students.	4	4	-		3
C3 Set-up incentives at school level to enable teachers to teach entrepreneurship.	3	3	3		3
C4 Launch innovative actions for training teachers on entrepreneurship with a European dimension to be supported under the Community Lifelong Learning Programme.	1	4	4		4
C5 Support the mobility of educators across Europe particularly in higher education. Greater mobility and exchange of experience is needed in Europe not only between universities but also between academia and the business world. Europe needs greater sharing of knowledge and good practice across sectors and national borders.	1	4	4		2

Additional comments with regard to Support to Teachers and Educators

C1 Providing specific training to teachers in entrepreneurship is a policy issue and **should be attached to the national curriculum reforms.**

- 1 of 7 action lines is development of EE train-the-trainer programme.
- Not in the national curriculum; nothing compulsory.

C2 Adopt innovative methods to train teachers in entrepreneurship.

By acquiring direct experience teachers will be more effective when using these methods with the students.

- This is part of what we aim for in the EE train-the-trainer programme.
- Train the trainer programmes for SYNTRA
- Trying to set up a learning network

C3 Set-up incentives at school level to enable teachers to teach entrepreneurship.

- We arrange knowledge transfer in teacher groups of the EE projects.
- There is not enough attention for this at the moment.

C4 Launch innovative actions for training teachers on entrepreneurship with a

European dimension to be supported under the Community Lifelong Learning Programme.

- There is not enough attention for this at the moment.
- By organising study visits

C5 Support the mobility of educators across Europe

particularly in higher education. Greater mobility and exchange of experience is needed in Europe not only between universities but also between academia and the business world. Europe needs greater sharing of knowledge and good practice across sectors and national borders.

- There is not enough attention for this at the moment
- By organising study visits

D Entrepreneurship activities in Schools and in Higher Education

	Significant contribution	Some contribution	No real contribution	Would like to contribute more
D1 Embed elements of entrepreneurial behaviour (curiosity, creativity, autonomy, initiative, team spirit) already in primary school education.	4	4	1	1
D2 Starting from primary school, raise awareness in young children of the role of enterprises and entrepreneurs in society.	4	4	1	3
D3 Disseminate within schools a book with success stories of young entrepreneurs.	3	2	4	3
D4 Introduce innovative pedagogies into all courses	3	4	1	3
D5 test the entrepreneurial competences of students and offer them a certificate ("entrepreneurial driving licence").	2	1	5	3
D6 Associate students to real companies and to business people , in order to ensure a close relation with real business experience.	3	5	-	3
D7 Allow and support the spontaneous initiative of student associations pursuing objectives such as creating links with businesses, and involving students in work on enterprise projects.	4	2	3	4
D8 Engage alumni in the activities of the school/university and in the classroom	3	3	3	2
D9 Offer entrepreneurship education to disadvantaged groups.	2	3	4	2
D10 Higher education establishments should integrate entrepreneurship across different subjects of their study programmes	2	4	3	3
<i>D: Entrepreneurship activities in Schools and in Higher Education continued</i>	Significant contribution	Some contribution	No real contribution	Would like to contribute more

<i>D: Entrepreneurship activities in Schools and in Higher Education continued</i>	Significant contribution	Some contribution	No real contribution		Would like to contribute more
D11 In higher education, bring entrepreneurs into the classroom and involve students directly in enterprise projects.	4	2	3		3
D12 Increase the production of European case studies to be used in the classroom in higher education.	1	3	5		4
D13 Give entrepreneurship more academic esteem : establish good research programmes and PhD programmes on entrepreneurship, in order to create a "critical mass" of future teachers with this specific competence.	2	5	2		3
D14 Encourage students, graduates and researchers with commercially viable business ideas to develop them into companies , by providing a range of support services within the institution.	4	3	2		4
D15 Embed evaluation systematically into all programmes . The most effective evaluation is independent and comparative .	2	2	4		3

Additional comments with regard to Entrepreneurship activities in Schools and in Higher Education

D1 Embed elements of entrepreneurial behaviour (curiosity, creativity, autonomy, initiative, team spirit) already in primary school education.

- Our program aims on EE on all levels, including Primary
- e.g. Entrepreneurial Spirit Magnifying Glass

D2 Starting from primary school, raise awareness in young children of the role of enterprises and entrepreneurs in society.

- Responsible entrepreneurship is commonly used in Primary school projects

D3 Disseminate within schools a book with success stories of young entrepreneurs.

- Through our website, competition and good examples

D4 Introduce innovative pedagogies into all courses

- Incorporated in the development of train-the-trainer program

D5 test the entrepreneurial competences of students and offer them a certificate ("entrepreneurial driving licence").

- Action Line: developing a national certificate, starting 2010
- Pilot project taking place in Swansea

D6 Associate students to real companies and to business people, in order to ensure a close relation with real business experience.

- In subsidised EE networks, real businesses must be involved

D7 Allow and support the spontaneous initiative of student associations pursuing objectives such as creating links with businesses, and involving students in work on enterprise projects.

- Many different approaches in different schools; no national approach
- The certificate mentioned in D5 could be useful
- Also parent associations

D8 Engage alumni in the activities of the school/university and in the classroom

- In plans of all centres of entrepreneurship
- Traditionally alumni are not as actively involved as in some other countries

D9 Offer entrepreneurship education to disadvantaged groups.

- Our program aims specifically at educational institutes
- Adapted policy for target groups

D10 Higher education establishments should integrate entrepreneurship across different subjects of their study programmes

- One of the major objectives of starting centres of entrepreneurship

D11 In higher education, bring entrepreneurs into the classroom and involve students directly in enterprise projects.

- We recognize this from description of courses in our centres of entrepreneurship

D12 Increase the production of European case studies to be used in the classroom in higher education.

- We recognize this from description of courses in our centres of entrepreneurship

D13 Give entrepreneurship more academic esteem: establish good research programmes and PhD programmes on entrepreneurship, in order to create a "critical mass" of future teachers with this specific competence.

- In the Centres of Excellence's research is partly in the plans; we want to stimulate entrepreneurial behaviour; not "entrepreneurologists".

D14 Encourage students, graduates and researchers with commercially viable business ideas to develop them into companies, by providing a range of support services within the institution.

- A special program on "valorisation" is developed: combining the Centres of Excellence's with Incubator facilities.
- we developed an E-learning version of the business management course.

D15 Embed evaluation systematically into all programmes. The most effective evaluation is **independent** and **comparative**

- Evaluation of the projects is one of the basics of our programme, we demand cooperation of project-schools.
- Validation by Competento.

E Building links and opening education to the outside world

	Significant contribution	Some contribution	No real contribution	Like to contribute more
E1 Encourage the creation of learning communities with the mission of fostering entrepreneurial mindsets , by building links between the public and the private sector, involving schools, academia and businesses, as well as relevant intermediary organisations.	5	4	-	3
E2 Encourage the involvement of private partners in education for entrepreneurship, through funding or contributions in kind. This involvement should be seen by firms as a long-term investment, and as an aspect of their corporate social responsibility .	4	3	1	3
E3 Businesses should consider donating at least a tiny part of the working time of staff to participation in activities within schools and universities.	2	5	2	3
E4 Develop or support research on how employers can be better engaged in school/university education.	2	2	5	2
E5 Help develop the pedagogical abilities of entrepreneurs and business people , in order to make their participation to activities in the classroom more effective.	3	2	3	3
E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities" , to be used by educational institutions on a voluntary basis.	5	4	1	4
E7 Give young people the opportunity to develop their enterprising skills by helping them to create their own "summer job" , and earn money by using their own ideas and initiatives.	1	2	6	3
E8 Build Entrepreneurship Centres at a local level	3	2	3	1

Additional comments with regard to Building links and opening education to the outside world

E1 Encourage the creation of learning communities with the mission of fostering entrepreneurial mindsets, by building links between the public and the private sector, involving schools, academia and businesses, as well as relevant intermediary organisations.

- Our EE Networks and our Project-spaces on our website are examples of this.
- By the development of a learning network Competento

E2 Encourage the involvement of private partners in education for entrepreneurship, through funding or contributions in kind. This involvement should be seen by firms as a long-term investment, and as an aspect of their **corporate social responsibility**.

- In our subsidy we ask for 50% co-funding.
- Within the apprenticeship System of SYNTRA
- Including Dynamo role models

E3 Businesses should consider donating at least a tiny part of the working time of staff to participation in activities within schools and universities.

- Projects asking for subsidy are "judged" on this.

E4 Develop or support research on how employers can be better engaged in school/university education.

- Not a priority in our programmes.

E5 Help develop the pedagogical abilities of entrepreneurs and business people, in order to make their participation to activities in the classroom more effective.

- Not a priority in our programmes.
- Most teachers of SYNTRA are also entrepreneurs.

E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities", to be used by educational institutions on a voluntary basis.

- Action Line: developing a national certificate, starting 2010

E7 Give young people the opportunity to develop their enterprising skills by helping them to create their own "summer job"

- Not a priority in our programmes.

E8 Build Entrepreneurship Centres at a local level

- EE networks and Centres of Excellence.

F Communication activities

	Significant contribution	Some contribution	No real contribution		Would like to contribute more
F1 Launch awareness campaigns at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business). Broad initiatives could bring together and coordinate different actions to take place at national and local level (eg entrepreneurship days, or a European Year of Entrepreneurship).	6	3	-		3
F2 Celebrate entrepreneurship education activities and programmes that work well , by organising awards and competitions.	4	5	-		2
F3 Establish awards , at European and/or at national level, to acknowledge enterprises that distinguish themselves more in dedicating funds and working time of their staff to teaching, mentoring and more generally to participation in activities within schools and higher education.	3	2	4		3

Additional comments with regard to Communication Activities

F1 Launch awareness campaigns at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business). Broad initiatives could bring together and coordinate different actions to take place at national and local level (eg entrepreneurship days, or a European Year of Entrepreneurship).

- We participate enthusiastically in the Global Entrepreneurship Week, organize a student and pupils company competition and work on a transnational event with our SEET partners.

F2 Celebrate entrepreneurship education activities and programmes that work well, by organising awards and competitions.

- We participate enthusiastically in the Global Entrepreneurship Week, organize a student and pupils company competition.
- By offering a communication tool, participate in jury, etc.

F3 Establish awards, at European and/or at national level, **to acknowledge enterprises** that distinguish themselves more in dedicating funds and working time of their staff to teaching, mentoring and more generally to participation in activities within schools and higher education.

- Not a priority in our programmes.
- Good idea; might try to develop this with SME organisation.

APPENDIX FOUR

THE THREE KEY WAYS THAT SEET PARTNER ORGANISATIONS ADDRESS AND CONTRIBUTE TO THE OSLO AGENDA

Organisation	Contribution
AUDAX, Portugal	<ul style="list-style-type: none"> • Gives training to young people – VET through continuing education • Holds conferences and seminars about entrepreneurship, nationally televised business plan competition and does training of trainers programs • Interacts with legislative bodies
DBO, Belgium	<ul style="list-style-type: none"> • Promote entrepreneurship education at regional level; • Providing specific training to teachers in entrepreneurship on regional level; • Support the use of practice-based pedagogical tools and teaching materials
FIKNF, Iceland	<ul style="list-style-type: none"> • Is a platform for teachers and administrators at compulsory school (6 years old to 16) and upper secondary school level (16-20 years) and other interested to connect and work together at enhancing innovation- and entrepreneurial education (IEE) in Iceland A6. • Is a central source for information about IEE for those who are interested. A6 • Has offered specialist advice to the Ministry of Education and been lobbying for keeping IEE in the curriculum for compulsory schools and enhancing it at upper secondary level. A1. • Arranges and gets funds for offering courses for in-service teachers at compulsory school and upper secondary school level C1. In some cases also supporting teachers when implementing IEE for the first time or developing it B6. • Collaborates with related associations in Iceland and Europe on implementing and disseminating IEE • Offering awards for best practice in IEE in Icelandic compulsory and upper secondary schools. F2 Also supporting the activities of the Icelandic innovation competition for compulsory schools with specialist advice and taking part in the evaluation process.
NHO Telemark Norway	<p>Comment: we are beyond this now... But what we did in the past:</p> <ul style="list-style-type: none"> • A6 Promote entrepreneurship education at regional level • A1 Ensure political support for entrepreneurship education at the highest level. • A5 Create Steering Groups
Scienter Espana Spain	<ul style="list-style-type: none"> • By contacting with Spanish stakeholders interested in Entrepreneurial education and networking with them at Spanish level • By promoting ideas to better implement the OSLO agenda submitting proposals to implement those ideas, particularly focusing on: <ul style="list-style-type: none"> ○ A7 Facilitate the development of entrepreneurship education within the Bologna process by: encouraging the mobility of teachers (across countries and across different institutions, including in the private sector); recognising the role of educators other than teachers (practitioners, entrepreneurs, students themselves); recognising entrepreneurial career paths in undergraduate education at university.

<p>Scienter Espana Spain <i>continued</i></p>	<ul style="list-style-type: none"> ○ A8 Increase coherency between European funding programmes that can be used to support entrepreneurship education projects and activities (in particular the Lifelong Learning Programme, the ESF, the ERDF). These programmes can be valuable in supporting actions taken at national and local level. ○ A9 Ensure coordination at European level in the evaluation of programmes and activities, in order to allow the comparability of results. The EU could bring together a group of researchers in entrepreneurship education, to help define indicators and specify typical educational processes. ● Providing the Spanish institution with the “European” framework of reference.
<p>Senternoven The Netherlands</p>	<ul style="list-style-type: none"> ● A4: launch National strategies: 7 actions lines until 2012 have been identified to stimulate EE in all stages of Education ● A6: Promote EE at regional level: we have just granted a total of 4 million Euros for 27 projects on regional networks (schools and businesses) on Entrepreneurship ● B5/B7: We have already funded projects on all educational levels (total of 5 million Euros for 28 projects in 2007) and funded the development of 6 centres of entrepreneurship (universities and higher education)
<p>SYNTRA Flanders Belgium</p>	<ul style="list-style-type: none"> ● Policy development: by providing policy input and participation in a steering group in which both policy and administrative level is represented. This group acts as the coordinator of an ‘action plan Entrepreneurial Education’ aiming at all levels of education (A1, A4 and A5). ● Support to educational establishments and teachers: by subsidising a whole system of SYNTRA, entrepreneurial training centres in Flanders (B6), by the implementation of innovative methods to train teachers within SYNTRA (C2), and by providing an online knowledge centre ‘Competento’ on the development of entrepreneurial competences (including teacher materials, research, events, etc.)¹ (B8). ● Raising awareness among policy makers, teachers and youngsters, pedagogical coaches, VET representatives (managers, instructors, trainers) and other stakeholders by organizing different activities, e.g. the ‘Entrepreneurial Class Week’, info markets, seminars, etc. (A6 and F1).
<p>Welsh Assembly Wales</p>	<ul style="list-style-type: none"> ● Introduction of Youth Enterprise Strategy for Wales and development of new action plan for this strategy for 2010-2015 ● Specialist business support for graduates with business ideas ● Integration of entrepreneurship into curriculum

¹ The SYNTRA training centres, coordinated and subsidised by the Flemish Agency of SYNTRA Flanders, provide vocational training for future as well as settled independent entrepreneurs and their staff members in Flanders. Each year, about 100.000 trainees follow a course. There are 4 levels of training within SYNTRA: Apprenticeship (the second largest alternating training system for young people), Entrepreneurial training and Business Management, Specialization and Taylor made training program or in company. As such, the SYNTRA follow the principle of life long learning. The training is being provided in 22 venues of training (grouped in 5 centres

APPENDIX FIVE

WAYS IN WHICH SEET PARTNER ORGANISATIONS CONTRIBUTE TO SIX ELEMENTS OF THE OSLO AGENDA (THOSE PREVIOUSLY IDENTIFIED AS ELEMENTS TO WHICH FIVE OR MORE SEET PARTNER ORGANISATIONS SIGNIFICANTLY CONTRIBUTE)

Organisation	Contribution to: A6 Promote entrepreneurship education at regional level, with a coherent programme bringing together local stakeholders and addressing the various levels of education
AUDAX, Portugal	Training of trainers, talking to politicians
DBO, Belgium	<ul style="list-style-type: none"> Action plan entrepreneurial education in Flanders Chairman Steering Committee Entrepreneurial education in Flanders (department of Education and department of Economy) Participating in Entrepreneurial Class Week
FIKNF, Iceland	<ul style="list-style-type: none"> Is a platform for teachers and administrators at compulsory school (6 years old to 16) and upper secondary school level (16-20 years) and other interested to connect and work together at enhancing innovation- and entrepreneurial education (IEE) in Iceland Is a central source for information about IEE for those who are interested.
NHO Telemark Norway	We have (had) a partnership agreement in the “triple helix”
Scienter Espana Spain	Very difficult in Spain (in Belgium, it seems possible, also in Wales).
Senternoven The Netherlands	Funding 27 regional networks (at least 4 partners in it, schools and businesses). Providing them with a platform to interact with each other and monitoring their activities.
SYNTRA Flanders Belgium	<ul style="list-style-type: none"> Online knowledge centre (Competento) ² Entrepreneurial Class Week (ECW) ³ Seminars, information markets for trainers and teachers
Welsh Assembly Wales	<ul style="list-style-type: none"> Strategic action plan on a national level. Significant stakeholder engagement and identification of appropriate communication channels

² See abstract on TKC.

³ The Entrepreneurial Class Week is (“Ondernemersklasseweek”) highlights actions on entrepreneurship during 1 week in schools and training centres in Flanders. The coordinator, SYNTRA Flanders, takes a neutral position in education and training so all creative and innovative ideas and initiatives get an equal chance to be known by the target public. A leaflet to inspire is provided to the participants. More information can be found on the Dutch website www.competento.be

Organisation	Contribution to: A1 Ensure political support for entrepreneurship education at the highest level.
AUDAX, Portugal	Our goal next year is to develop a parliamentary working group on this subject
DBO, Belgium	<ul style="list-style-type: none"> • Action plan entrepreneurial education in Flanders; • Steering Committee Entrepreneurial education in Flanders (department of Education and department of Economy)
FIKNF, Iceland	Has offered specialist advice to the Ministry of Education and been lobbying for keeping IEE in the curriculum for compulsory schools and enhancing it at upper secondary level.
NHO Telemark Norway	We are represented in committees dealing with political strategies for higher education, and arrange our own “meeting places” with politicians
Scienter Espana Spain	We can contact the main stakeholders at regional and national level and present interim results.
Senternoven The Netherlands	We evaluate effects of our programme on each of the 7 action lines and advice policy makers on how to improve policies to enhance effects.
SYNTRA Flanders Belgium	By providing policy input to Flemish Education Action Plan Steering group
Welsh Assembly Wales	Written ministerial commitment to links between enterprise and education. The national strategy is the delivery vehicle for this commitment.

Organisation	Contribution to A5 Create Steering Groups , both at European and at national level, where the different stakeholders can be represented.
AUDAX, Portugal	Parliamentary group planned, working groups of academics (such as polytechnic institutions)
DBO, Belgium	Steering Committee Entrepreneurial education in Flanders (department of Education and department of Economy)
FIKNF, Iceland	Collaborates with related associations in Iceland and Europe on implementing and disseminating IEE
NHO Telemark Norway	
Scienter Espana Spain	If little funding available we could do this
Senternoven The Netherlands	We participate in SEET and via the CE's we grant, we are informed of other international activities in the field of EE.
SYNTRA Flanders Belgium	Participation in a Flemish steering group in which both the policy (departments of education, economy and labour) and administrative level is represented
Welsh Assembly Wales	<ul style="list-style-type: none"> • Youth Enterprise Strategy Panel – national • Enterprise Champion Network (post-16 education) – national • SEET network - European

Organisation	Contribution to B4 Support the use of practice-based pedagogical tools ... Embed these activities as a recognised option in official school programmes, particularly at secondary level.
AUDAX, Portugal	Part of the content of our programme
DBO, Belgium	<ul style="list-style-type: none"> • Informing teachers • Developing tools and teaching material • Competitions • Teacher training
FIKNF, Iceland	<ul style="list-style-type: none"> • Informs teachers and teacher training institutions on Innovation Education and Entrepreneurship Education • In-service teacher training • Members produce teaching materials • Member do research on teaching and learning in IE an EE • Actively involved in the development of new curriculum structure for upper secondary education as well as compulsory education and primary education
NHO Telemark Norway	We had a massive programme with this focus from 2002-2008
Scienter Espana Spain	Intense expertise in mentoring and use of ICT.
Senternoven The Netherlands	We support the use of practice based tools; trying to point out effective tools to others who are not familiar with them., but we have little influence on official school programmes
SYNTRA Flanders Belgium	<ul style="list-style-type: none"> • By yearly making and disseminating an 'inspirational book' that collects tools of most of the suppliers of resource tools and materials in Flanders • By the 'Entrepreneurial Spirit Magnifying Glass' (ESMG) (Entrepreneurial Magnifying Glass) ⁴
Welsh Assembly Wales	<ul style="list-style-type: none"> • Creation of Dynamo Curriculum Materials for 5-19 year olds • Specialist accredited curriculum materials developed in post-16 education (colleges and universities)

⁴ The "Entrepreneurial Spirit Magnifying glass is a screening instrument that permits measuring whether a project organized in an educational context stimulates entrepreneurial spirit and to what extent it stimulates entrepreneurial spirit.

Organisation	Contribution to E6 Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities"
AUDAX, Portugal	We tried to have an initiative in this area – but an evaluation was decided by the funders and ourselves to be what was needed in accordance with where Portugal is in its development
DBO, Belgium	
FIKNF, Iceland	Each year FIKNF awards one school, primary, compulsory or upper secondary an award for the school that is doing best in developing IE and EE in the school curriculum and activities.
NHO Telemark Norway	We developed quality criteria for entrepreneurial schools, and used them to evaluate schools – acknowledgement of good practice and identification of further challenges to work on
Scienter Espana Spain	We have experience in building processes and Certification of HE institutions with a quality award. (projects: MASSIVE, Unique, and HEXTLEARN). Could present applications for funding!
Senternoven The Netherlands	We are developing a project in which one national certificate for students will be established.
SYNTRA Flanders Belgium	
Welsh Assembly Wales	<ul style="list-style-type: none"> • University Enterprise Network (UEN) – UK initiative currently being explored in Wales • Enterprise Education Consortia – clusters of further/higher education institutions

Organisation	Contribution to F1 Launch awareness campaigns at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business).
AUDAX, Portugal	We have done several through the conference, TV show we organize and sponsor etc.
DBO, Belgium	<ul style="list-style-type: none"> • At regional level • Entrepreneurial Class Week
FIKNF, Iceland	FIKNF is a partner in the National Young inventors competition which is an ongoing awareness raising activity
NHO Telemark Norway	We developed a “progression model” – it clarifies E in a broader sense. This model was then the basis of the Norwegian strategy plan
Scienter Espana Spain	Could participate in awareness campaigns with little funding
Senternoven The Netherlands	We have an award campaign for entrepreneurial pupils and students. We also contribute to several different seminars and workshops. We are national host for the Global Entrepreneurship Week (GEW).
SYNTRA Flanders Belgium	<ul style="list-style-type: none"> • By organizing different activities, e.g. the ECW, info markets and seminars • By developing and disseminating tools, e.g. a promotional DVD, the ESMG, etc.
Welsh Assembly Wales	<ul style="list-style-type: none"> • National awareness campaign for young people • Tailored staff development for staff in schools, colleges and universities • Awareness raising among education senior management and key stakeholders

APPENDIX SIX

WAYS IN WHICH THE SEET PROJECT ADDRESSES AND CONTRIBUTES TO THE OSLO AGENDA

Organisation	Ways in which the SEET Project Addresses and Contributes to The Oslo Agenda
AUDAX, Portugal	<ul style="list-style-type: none"> • Transnational exchange of best practices • Bring practitioner organizations / educational entities together to further develop initiatives • Facilitates a more European-wide conversation
DBO, Belgium	<ul style="list-style-type: none"> • Create Steering groups; • Support the mobility of educators across Europe; • Support the use of practice-based pedagogical tools (good practices...).
FIKNF, Iceland	<ul style="list-style-type: none"> • Offers an opportunity to develop A7 (Facilitate the development of entrepreneurship education within the Bologna process by: encouraging the mobility of teachers (across countries and across different institutions, including in the private sector). • Offers a start for B8 Build common European and national platforms of existing programmes, projects and teaching material, in order to help sharing and dissemination. Such platforms will greatly support practitioners in improving the offer of entrepreneurship education. • I think SEET is working in the spirit of E2 Encourage the involvement of private partners in education for entrepreneurship, through funding or contributions in kind.
NHO Telemark Norway	<ul style="list-style-type: none"> • D 12 - Increase the production of European case studies to be used in the classroom in higher education. • F1 - Launch awareness campaigns at European and national level, ensuring that entrepreneurship is understood in its broader sense (not just about running a business). Broad initiatives could bring together and coordinate different actions to take place at national and local level (eg entrepreneurship days, or a European Year of Entrepreneurship). • B1 - Better integrate entrepreneurship programmes and activities in the established curriculum for schools at all levels
Scienter Espana Spain	<ul style="list-style-type: none"> • Promoting exchange of practices in Entrepreneurial education throughout the EU • Setting the basis for the future involvement of the partners participating in SEET in further activities • Contacting with key stakeholders. It should also build on future relations with EU policy makers.

Organisation	Ways in which the SEET Project Addresses and Contributes to The Oslo Agenda <i>continued</i>
Senternoven The Netherlands	<ul style="list-style-type: none"> • A3 - in a way SEET is the start of what could be a European wide network, the seminar in January 2010 could be a start for describing a framework (extension with some more European partners could be useful) • A9 - The seminar in jan2010 will also look into effects and evaluation of programmes; this may influence future evaluations in partner-countries. SEET could stimulate this. • B4 - SEET contributes by showing practice-based tools from all partner-countries. This may lead up to a list of “what works everywhere” practice based tools.
SYNTRA Flanders Belgium	<ul style="list-style-type: none"> • By developing a European network of people working on the field, in order to help sharing between the partners: <ul style="list-style-type: none"> ◦ SEET partners share information and GP/BP during steering committees, study visits, informal meetings, etc. ◦ LinkedIn SEET group to broaden the network ◦ Online platform: the ‘Transnational Knowledge Centre’ (TKC). • By raising awareness and dissemination to our regional networks: <ul style="list-style-type: none"> ◦ SEET newsletter ◦ study visits (open for not-SEET partners) ◦ sharing of existing programmes, projects and teaching materials on the TKC. • By giving incentives to international cooperation (e.g. by organizing transnational seminars for policy makers), exploring possibilities for common benchmarking, etc. (A1 and A5).
Welsh Assembly Wales	<ul style="list-style-type: none"> • Enables us to benchmark on a European level • Share and learn from good practice • Identify opportunities for collaborative working

APPENDIX SEVEN

ITEMS ON THE OSLO AGENDA THAT SEET PARTNERS THINK A FUTURE PROJECT, BUILDING ON SEET, COULD AND SHOULD ADDRESS

Organisation	Items on The Oslo Agenda that SEET Partners Think a Future Project, Building On SEET, Could and Should Address
AUDAX, Portugal	<ul style="list-style-type: none"> • Perhaps the concept of a certification of entrepreneurial schools – I have not seen anything like this suggested at a transnational – EU level – there is a need for methodologies. • A comparative document – compiling our best practices – publication!!! (I would be happy to help organize/edit this – it would be important for my career development as well) • Comparative policy book – as there is very few academic studies in this area – and even fewer comparative studies in which national agencies are involved...Just a thought.
DBO, Belgium	<ul style="list-style-type: none"> • Build common European and national platforms • Conceive, develop and promote a label for “entrepreneurial schools” and “entrepreneurial universities” • Ensure coordination at European level in the evaluation of programmes and activities, in order to allow the comparability of results • Launch innovative actions for training teachers on entrepreneurship with a European dimension
FIKNF, Iceland	<ul style="list-style-type: none"> • E6 - Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities" • F1 - Launch awareness campaigns at European and national level, ensuring that entrepreneurship is understood in its broader sense • A4 - Launch national strategies for entrepreneurship education, with clear objectives covering all stages of education. Such strategies should call for the active involvement of all relevant actors (public and private), and establish a general framework while defining concrete actions. These will range from the inclusion of entrepreneurship into the national curricula to providing support to schools and teachers. The overall goal will be to ensure that young people can progress coherently in acquiring entrepreneurial competences across all stages of the education system.
NHO Telemark Norway	<ul style="list-style-type: none"> • E6 - Conceive, develop and promote a label for "entrepreneurial schools" and "entrepreneurial universities" • C1 - Providing specific training to teachers in entrepreneurship is a policy issue and should be attached to the national curriculum reforms. • B9 - Develop research to assess the impact of entrepreneurship education on individuals, communities, society and the economy.

Organisation	Items on The Oslo Agenda that SEET Partners Think a Future Project, Building On SEET, Could and Should Address <i>continued</i>
Scienter Espana Spain	<ul style="list-style-type: none"> • Bended mentoring as activity to foster entrepreneurial education in undergraduate schools • Certification of HE institutions as “good entrepreneurs” • Role modelling
Senternoven The Netherlands	<ul style="list-style-type: none"> • A6 - regional activities may benefit from international examples and international attention for the activities. SEET could help in giving the examples and may even provide a platform for the international attention. • F1 - Awareness campaigns should differ from local or regional orientated to international. SEET could provide the latter.
SYNTRA Flanders Belgium	<ul style="list-style-type: none"> • Continue and enlarge the network and its current activities. • Ensure coordination at European level in the evaluation of programmes and activities: benchmarking as a core goal. • Ensure political support for entrepreneurship education at the highest level, trough awareness raising activities & networking, regional and international.
Welsh Assembly Wales	<ul style="list-style-type: none"> • Evaluation and benchmarking