



A REPORT FOR POLICY MAKERS ON ENTREPRENEURSHIP EDUCATION

Introduction

In the Eurydice Report on Entrepreneurship Education in Europe (2016)¹ all the efforts on entrepreneurship education (EE) of European countries are listed. Many countries, like Lithuania, have included EE in their strategies, which also cover primary education, yet an explicit integration in the curriculum of primary schools and in initial teacher education for primary schools is lacking. This situation can be found in many European countries.

This report for Policy makers is a result of the exchange of experiences in six different European countries: Belgium, Denmark, Germany, Lithuania, Spain, and Sweden. It sums up the experiences of those HEI and NGO's during the EIPTE project in regard to the necessary local, regional or national strategies for effective EE in Initial Primary Teacher Education.

It includes a few parts: 1) the reasoning for EE in HEI with initial primary teacher education; 2) suggests entrepreneurship competences for the educators in higher education institutions to work with and learning outcomes for students to be developed through their studies; 3) guidelines for policy makers.

The overall work on this report consisted of two main phases:

1 – the analysis of the contemporary policy situation of EE in ITE in partner countries (including the latest EURYDICE and GEM reports). This analysis came from the close cooperation of the partners within this Strategic Partnership, since it was possible to get a deeper understanding of the development of policies in each participating country.

2 – preparation of the report for policy makers on the possible improvement of the existing regulation on Entrepreneurship Education in ITE.

The recommendations were developed by partner institutions and suggestions from a broader circle, not only from existing papers but also from the experiences with students and educators from 6 participating countries together with a number of other participants – including teachers, teacher educators, policy makers, etc. – from other countries (during the Multiplier event in Vilnius).

1. The need for Entrepreneurship Education in Higher Education Institutions with Initial Primary Teacher Education

The project EIPTE was developed and supported as a European project Strategic Partnership within the ERASMUS + Program as a respond to the societal and educational need to strengthen Entrepreneurship competencies of children being taught in schools and out of them. Project aims at considerably improving initial teacher education. This needs to be done at the HEI's where young adults are being taught to become primary teachers. This is the starting point. If teachers are not prepared to teach entrepreneurial competences, pupils won't be able to acquire these competences. But till today, the HEI's in Europe are not prepared to teach entrepreneurship to their primary teacher students, despite of a lot of European and national strategy papers which aim at entrepreneurship education in universities/colleges.

In the frame of the project activities project partners (Leuphana University of Lüneburg, University of Deusto, Mid Sweden University, University College Absalon, Vilniaus

¹ Europeia, C. (2016). Entrepreneurship education at school in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union.



Kolegija/University of Applied Sciences, Artesis Plantijn University College of Antwerp, Danish Foundation for Entrepreneurship, Technichus Science Center) seeks to integrate entrepreneurship education, some partners introduced EE as a free elective subject (Lithuania, Germany), others have it as a part of the other mandatory course (Belgium) or a separate entire EE oriented mandatory course, some partners introduce EE it at the very beginning of the teacher education (Lithuania, Belgium), others – quite late (Germany).

Analyses of European policy documents shows increasing priority of Entrepreneurship education during last two decades (for example, "Implementing the Community Lisbon Programme: Fostering entrepreneurial mind sets through education and learning, 2006²; Entrepreneurship in Vocational Education and Training, 2009³; Entrepreneurship education policies, 2011⁴; Policy Brief on Youth Entrepreneurship, 2015⁵); Most of the documents indicates that „sense of initiative and entrepreneurship“ is identified as one of the 8 key competences of European Union⁶.

That's why not surprisingly special attention in EU policies is paid to teacher training at different levels (Teacher training in Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011⁷; Entrepreneurship Education at School in Europe, 2012⁸; Entrepreneurship in Education and Training – from compulsory school to higher education 2009–2014⁹; Should Entrepreneurship be a Subject in Schools?, 2018¹⁰).

Analyses of the national policy documents let us point out that most of the policies and practices in project partner countries cover some of the elements of understanding of EE.

For example, Information technologies and media, language development, innovation and entrepreneurship are three main interdisciplinary themes in the Danish Common goals that are part of the teaching in the compulsory subjects of the school. The topics are incorporated into the objectives of the subjects, and there are prepared teaching guidelines for the three themes that appear on EMU Denmark Learning Portal (emu.dk), administered by the Ministry of Education. Innovation and entrepreneurship emphasize the students' process and ability to organize, communicate and collaborate. These aspects are made clear in all compulsory subjects and are included in the curricula for the subjects. Even though German educational system is decentralized and responsibility for education lies primarily with the federal states (Bundesländer), still national documents provided by the Kultusministerkonferenz (KMK) function as a framework. Lithuanian educational policy is under reformation, where it's foreseen to include EE as an optional subject into secondary school curriculum. But practically schools already have very good examples of using programs to develop student's entrepreneurial skills, for example, Lithuanian Junior Achievement. Project team did find that in most countries EE appears in school curriculum only from grades 5 and above.

²Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning. Commission of the European Communities. Brussels: European Commission, 13.2.2006 COM(2006) 33 final. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52006DC0033:LT:NOT>

³Entrepreneurship in Vocational Education and Training, 2009.

http://ec.europa.eu/enterprise/policies/sme/files/smes/vocational/entr_voca_en.pdf

⁴Entrepreneurship education policies. Investment, Enterprise and Development Commission Multi-year Expert Meeting on Enterprise Development Policies and Capacity-building in Science, Technology and Innovation (STI). Third session Geneva, 19–21 January 2011. http://unctad.org/en/Docs/ciimem1crp2_en.pdf.

⁵Policy Brief on Youth Entrepreneurship, 2011.

https://www.oecd.org/employment/leed/Youth%20entrepreneurship%20policy%20brief%20EN_FINAL.pdf

⁶ <http://mobilitycompetences.com/wp-content/uploads/2016/10/The-8-key-competences-of-European-Union.pdf>

⁷Entrepreneurship Education: Enabling Teachers as a Critical Success Factor. A report on Teacher Education and Training to prepare teachers for the challenge of entrepreneurship education, 2011.

<https://www.tesguide.eu/policy-strategy/enabling-teachers-as-a-critical-success-factor.htm>

⁸Entrepreneurship Education at School in Europe, 2012.

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/135EN.pdf.

⁹Entrepreneurship in Education and Training – from compulsory school to higher education 2009–2014.

http://planipolis.iiep.unesco.org/upload/Norway/Norway_Action_Plan_Entrepreneurship_2009_2014.pdf.

¹⁰Singh, N. 2018. Should Entrepreneurship be a Subject in Schools? <http://entm.ag/4nh>



As for initial teacher education, including primary school teacher training, EE is not mentioned in the official curriculum regulatory documents most of the time, for example in the German “Standards für die Lehrerbildung: Bildungswissenschaften” (English: Standards for initial teacher education: educational sciences) and “Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung” (Common content requirements occupation-related applied scientific theory and subject didactics in initial teacher education). The latter does contain some information on businesses, because of the school subject economics, but does not specify any kind of entrepreneurial competences in the sense that we define in our EIPTE project. And in Belgium there are no subjects directly oriented to the promotion of the entrepreneurial spirit in the initial primary teacher education curriculum.

The qualification or the degree programs for Primary Education teachers must meet at least some minimum requirements in all countries as teacher profession is a quite regulated profession. Most countries possess sort of a teacher profile in which they describe the competencies of a teacher. It enables the National Governments to shape or influence the curriculum of teacher training or continuous development programs thus leaving the freedom to organize training in their own way and to create their own exclusivity. If we compare teacher training programs with one and other, we notice a lot of similarities on terms of didactic and subject to be thought in the primary schools, but

Entrepreneurial courses are mostly not included, although in some countries schools or in-service teachers are given opportunities to implement EE. As a good practice example can be Denmark, where teachers can use well known webpages with a lot of ideas to work with entrepreneurship in the school subjects¹¹. EE in Denmark is also enhanced via The Foundation For Entrepreneurship, which is established by four ministries and is a very important resource at practical level. This Foundation¹² is the central national knowledge centre and focal point for developing entrepreneurship in education at all levels of education – from primary school to PhD. The Foundation also develops and publishes teaching materials, advises on the implementation of entrepreneurship in teaching and is a facilitator for collaboration and networks on EE, disseminate research on EE in teaching. Through studies and analyses, the Foundation for Entrepreneurship also helps to generate new knowledge about the prevalence and effects of entrepreneurship education in Denmark.

Project members managed to draw attention of not only policy makers, but also other organizations, what became part of each partner EE network. It is worth to mention NGO Aflatoun International, which vision is socially and economically empowered children and young people who act as agents of change in their own lives for a more equitable world. Themes and curriculum Aflatoun International had developed have many overlapping topics with EE.

2. The Concept of Entrepreneurship Education in The Frame of EIPTE

Looking carefully into understanding of the EE concept, presented in the European and national policy documents, we face with the very wide range of the ideas covered by this concept starting from the critical thinking skills and initiatives and going towards personal life management, etc.

The project team has developed logical scheme, which is based on Entrecomp Framework¹³ of the ENTERPRENEURSHIP COMPETENCES FOR THE EDUCATORS IN HIGHER EDUCATION INSTITUTIONS (see the picture 1). The main pillars in this scheme are:

- I. PERSONAL ATTITUDE (self-efficacy; motivation and perseverance; risk taking)
- II. ACTION TAKING (planning; communication; taking initiative)
- III. SUSTAINABLE IDEAS GENERATION (ethical sustainable thinking, creativity).

¹¹ <https://emu.dk/>

¹² <https://www.fonden-ye.dk/fonden/om-fonden>

¹³ Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

In general, these are desired competences for the pupils – and the aim is that students in ITE will know how to foster these in their later professional teacher lives. In order to develop above mentioned competences some Entrepreneurial learning outcomes for Initial Primary Education students are suggested by EIPTE team. After completing their study Initial Primary Teacher Education Students should:

- be able to develop their knowledge and understanding on entrepreneurship in an educational context.
- be able to design, develop and evaluate complex and challenging projects, instructional units, and learning activities that foster entrepreneurial competences.
- be able to reflect on ethical and sustainable issues that add social value to the designed projects.
- be able to generate original, practical, flexible and complex ideas to face real-world challenges and take the initiative through active methodologies.
- be able to use different forms of performance evaluation.
- be able to persuade audiences, adapting the means and the message to the situation and the audience.
- be able to deal with uncertainty and ambiguity in order to be an entrepreneurial teacher role model.
- be able to think critically and reflect on their teaching practice.
- be able to act as entrepreneurial teachers and spread their entrepreneurial spirit among the educational community.



Picture 1. *Entrepreneurship competences for the educators and students in higher education institutions*

3. WHAT COULD BE DONE BY EDUCATIONAL POLITICIANS?

Why should entrepreneurship education start as early as with primary pupils? If entrepreneurship education is understood in the above-mentioned broad way and if entrepreneurial competences are considered beneficial for both the professional and the private life of people, then it should start as early as possible. As analyses did show, there are still some fragmentation for EE polices, especially when it comes to implementation into practices. So far there are still strong need for toolboxes, modules or other specific learning materials available which HEIs can use to train primary teacher students to become professionals with competences in EE.

Project team focused on initial primary teacher education because in some partner countries EE is still seldom connected to primary education despite governmental strategies and curricula, in some countries even curricula isn't developed (Germany). Plus, the teacher students being offered entrepreneurship education will become 'entrepreneurial' teachers, teachers who act as a coaches to prepare the pupils and create an environment which boosts their courage and



to turn their ideas into actions, so they can become the determining force in their own lives and lives of their communities by creating value for others, solving sustainability issues of the world.

If EE is integrated into study programs, young adults willing to become future primary teachers will be able to gain the competences to teach entrepreneurial values, skills and knowledge in primary schools.

Therefore, the priority is ensuring that HEIs can teach their primary teacher students EE in a coherent matter, not leaving the development of EE competences to be continued (semi-) professional development (CPD) for teachers. Higher education institutions (HEI's) should become effective learning communities where excellent pedagogical practices are developed, analysed, improved and shared. This depends on the competence and motivation of HEI staff as educators and researchers. EIPTE project also provides a Framework for EE for higher education institutions (HEI) with initial primary teacher education.

By making sure that HEIs are being given an easy-to-use and flexible toolbox with different materials to use for modules in their initial teacher education (ITE), this project leads to the second priority of enhancing the quality and relevance of teacher students' knowledge and skills. Primary teacher students will have the necessary competences (see picture 1).

All policies must be directed towards knowledge, understanding, skills and attitudes, values suggested by EIPTE team and presented in the section above. At the same time we stress the importance of EE not only for teachers as professionals but as persons as active citizens: for their personal lives (values, attitudes, dispositions, creativity); for own social life management (lifelong learning, initiating and implementing socially responsible actions, etc.); for supporting family and community (school, local, nation, state, global) development.

Recommendations

EIPTE project team recommends to national policy makers to deal with entrepreneurship education in initial teacher training higher education institutions in more systematic way with a close cooperation with curriculum developers for these institutions.

We recommend that EE becomes an integral part (and obligatory content for each of teacher candidate for primary school) of social studies or social education programs. Entrepreneurship education is not teaching about economics, business, but it's a learning how to become a personality and professional having adequate competencies.

Thus, we strongly recommend that educational policies address the core content, competencies (see picture 1) and ways of learning developed and suggested by project team.

It covers:

1. Formal teacher education curriculum:

- as a separate mandatory course;
- as a cross-curriculum topic in the frame of university curriculum;
- as a project activity during practices at primary schools;
- as an integrated part of the subject (teaching subjects) based education.

2. Nonformal activities:

- students' start-up activities;
- participation in EU seminars, intensive training weeks, etc.;

3. Informal education activities:

- building up entrepreneurship friendly environment at universities,
- establishing motivating relationship with between universities and school communities, etc.

All this will also require focus and strategies from different levels: law – policies curriculum – management – structure – instructors' competence and practice. If this chain is broken it is very possible that the intentions will fail.

5. Insights from national student teams and suggestions for overcoming obstacles of EE implementation.

Students of each country developed SWOT analyses (Pictures in the appendix) and prepared poster presentations about the situation in their own country, the posters were presented during project Multiplier Event in Vilnius (Picture 1). Students used different methods for data collection: overview of the national documents, scientific articles as well as interviews with experts of the field in their countries.



Picture 1. Presentation of SWOT analyses from students from all participating countries (Lithuania, Denmark, Spain, Sweden, Belgium, and Germany)

The broader circle of Vilnius Multiplier event brainstormed the word cloud of obstacles for EE implementation (Picture 2). It is interesting to see, that the biggest obstacles appeared to be motivation, money, time and knowledge, etc. In a World Café they developed ideas how they would recommend overcoming those.

The ideas were as follows.

Problem: KNOWLEDGE.

Solution:

- Focus on furthering and promoting lifelong learning about entrepreneurial learning (in teacher education, school);
- Collaboration between teachers, teachers and volunteers/parents/students/companies, government/...;
- Exchange (of knowledge) and learning from each other by providing schools with both a short- and long-term interconnected information platform.



Problem: RESOURCES/MONEY.

- own material creation, recycled products, toolbox;
- school projects to earn money for implementation of ideas, e.g. baking and selling waffles
- cooperation with companies, school manager;
- specific learning materials;
- school trips;
- Government awareness of EE benefits;
- Government funding;
- games and experiments;
- collaboration between schools (network);
- help from community (parents, family members, entrepreneurs, ...);
- workshops for teachers, teacher's educators,
- collaborative workshop with experienced teachers,
- teachers' platform with examples to put it in practice,
- workshops for kids,
- clear curriculum.

Solutions:

- give teachers and schools time to prepare, learn and try out, it's OK to make mistakes;
- access to a platform with a teacher's guide, tips and tricks and lesson examples;
- complex subject;
- invest in a mindset from early age -> entrepreneurship in Primary schools;
- grown mindset, social networking between teachers, exchanging practice experiences & examples;
- embrace environment.

Solutions:

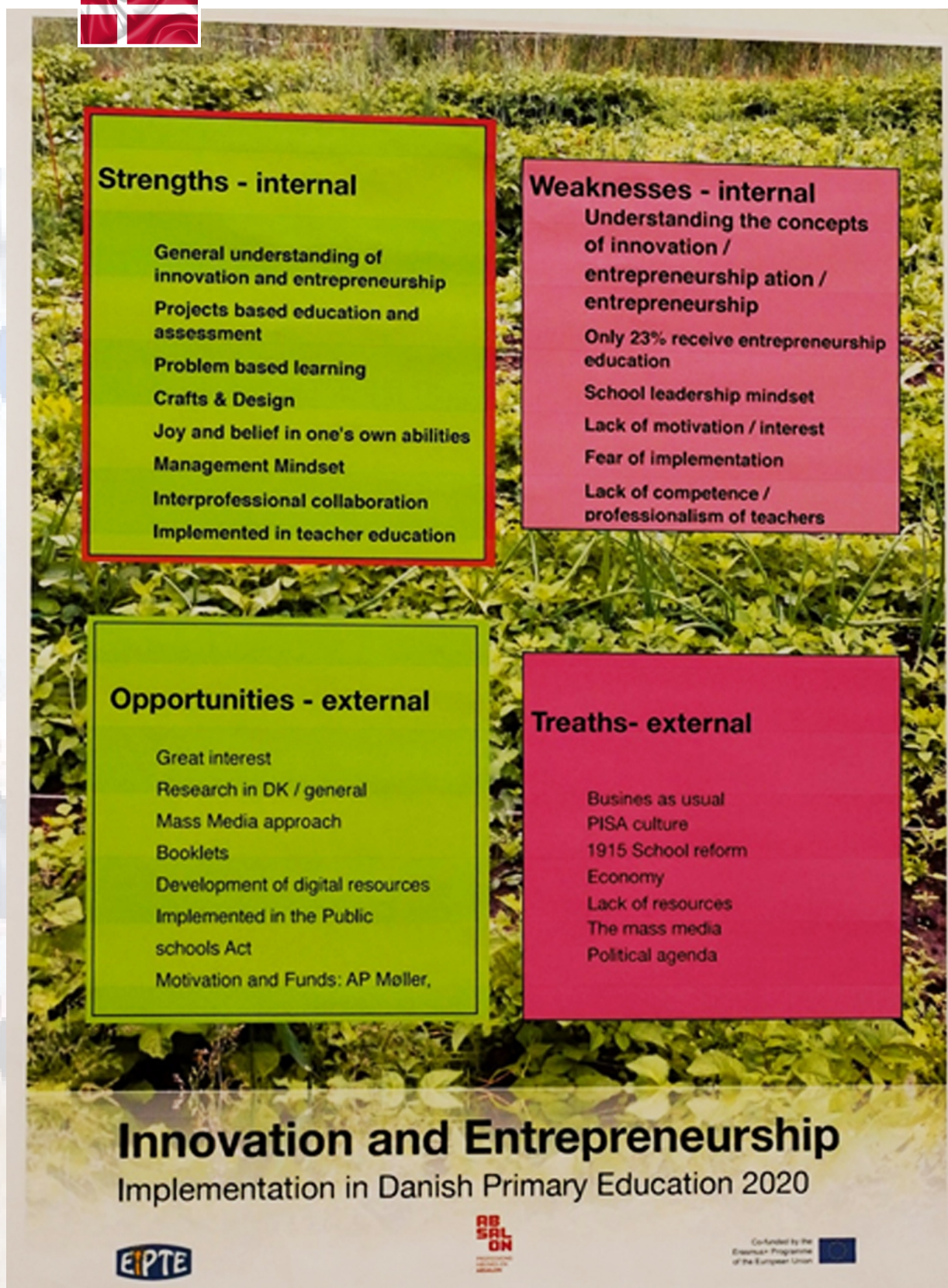
- political awareness,
- entrepreneurship written in the teachers' education curriculum,
- workshops,
- experts,
- going abroad more,
- our project!
- 1 hour/week included in the school programme.



Picture 3. *Brainstorming ideas for overcoming Obstacles of EE in a World Café's.*

ANNEX: SWOT Analyses Made by Students from All Participating Countries:

Denmark, Lithuania, Spain, Sweden, Belgium, Germany.

Strengths - internal

- General understanding of innovation and entrepreneurship
- Projects based education and assessment
- Problem based learning
- Crafts & Design
- Joy and belief in one's own abilities
- Management Mindset
- Interprofessional collaboration
- Implemented in teacher education

Weaknesses - internal

- Understanding the concepts of innovation / entrepreneurship / entrepreneurship
- Only 23% receive entrepreneurship education
- School leadership mindset
- Lack of motivation / interest
- Fear of implementation
- Lack of competence / professionalism of teachers

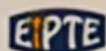
Opportunities - external


- Great interest
- Research in DK / general
- Mass Media approach
- Booklets
- Development of digital resources
- Implemented in the Public schools Act
- Motivation and Funds: AP Møller,

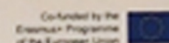
Treats- external

- Busines as usual
- PISA culture
- 1915 School reform
- Economy
- Lack of resources
- The mass media
- Political agenda

Innovation and Entrepreneurship Implementation in Danish Primary Education 2020







Annex 1. Danish students' SWOT analysis.



SWOT ANALYSIS OF ENTREPRENEURSHIP EDUCATION IN LITHUANIA

STRENGTHS:

- THE REGULATION OF ENTREPRENEURSHIP EDUCATION IS EMPHASIZED IN ALL EDUCATIONAL DOCUMENTS.
- THE CONCEPT OF ENTREPRENEURSHIP, SKILLS AND ATTRIBUTES OF ENTREPRENEURIAL COMPETENCE ARE EXTENSIVELY ANALYZED.
- KEY COMPETENCIES (OUTCOMES) FOR ENTREPRENEURSHIP EDUCATION ARE IDENTIFIED.
- ONGOING ANALYSIS OF ENTREPRENEURSHIP EDUCATION STRATEGIES AND OBJECTIVES.
- ENTREPRENEURSHIP EDUCATION IS OVERSEEN AND TAUGHT IN TEACHER TRAINING PROGRAMMES.
- KINDERGARTENS AND SEVERAL SCHOOLS IN LITHUANIA ARE ORIENTED TOWARDS ENTREPRENEURSHIP EDUCATION.
- AT SECONDARY SCHOOL, STUDENTS HAVE A SEPARATE LESSON: ECONOMIC LITERACY.
- METHODOLOGIES AND TOOLBOXES FOR ENTREPRENEURSHIP EDUCATION WERE DEVELOPED.
- ENTREPRENEURSHIP IS UNDERSTOOD AS AN INTERDISCIPLINARY GOAL.

THREATS:

- THE IDEA OF ENTREPRENEURSHIP EDUCATION WHICH IS WRITTEN IN POLICY, HASN'T BEEN IMPLEMENTED YET SUCCESSFULLY.
- SECONDARY SCHOOL STUDENTS ARE UNPREPARED FOR INTEGRATION INTO THE LABOR MARKET, THEY ARE NOT GIVEN ADEQUATE GUIDANCE TOWARDS THEIR FUTURE PROFESSION.
- LACK OF QUALITY EDUCATION FOCUSED ON GENERIC KEY COMPETENCES (ENTREPRENEURSHIP IS ONE OF THE KEY COMPETENCES).
- THE QUALITY OF EDUCATION ORIENTED TOWARDS GENERAL COMPETENCIES IS NOT SUFFICIENT ENOUGH (AND ENTREPRENEURSHIP IS ONE OF THESE GENERAL COMPETENCIES).

WEAKNESSES:

- IN TEACHER EDUCATION: ENTREPRENEURSHIP EDUCATION IS TAUGHT AS A SEPARATE SUBJECT. AFTER THE TRAINING, PROSPECTIVE EDUCATORS FIND IT DIFFICULT TO INTEGRATE ENTREPRENEURSHIP INTO OTHER SUBJECTS AND LACK THE IMPLEMENTATION OF ENTREPRENEURIAL SKILLS IN THE PEDAGOGICAL PROCESS.
- ALTHOUGH THE CONCEPT OF ENTREPRENEURSHIP IS WIDELY ANALYZED, THERE IS NO CONSENSUS ON THE STRUCTURE OF ENTREPRENEURSHIP COMPETENCE.
- ENTREPRENEURSHIP METHODOLOGIES HAVE BEEN DEVELOPED BUT THEIR IMPLEMENTATION IS INCONSISTENT FROM THE ELEMENTARY TO THE UNIVERSITY LEVEL.
- LACK OF TRAINING OF IN SERVICE TEACHERS AND TEACHER EDUCATORS ON ENTREPRENEURSHIP EDUCATION.
- THERE IS A LACK OF SPECIFIC RECOMMENDATIONS ON HOW TO INTEGRATE ENTREPRENEURSHIP EDUCATION WITH OTHER SUBJECTS.
- A LACK OF DEVELOPMENT OF PRACTICAL ENTREPRENEURIAL SKILLS.

OPPORTUNITIES:

- THE EMERGENCE OF NEW METHODOLOGIES FOR DEVELOPING ENTREPRENEURIAL COMPETENCES.
- THE DEVELOPMENT OF NEW PROGRAMS / SUBJECTS FOR THE IN SERVICE TEACHERS, SO THAT THEY ARE READY TO IMPLEMENT ENTREPRENEURSHIP EDUCATION.
- THE SUPERVISION OF ENTREPRENEURSHIP EDUCATION AT DIFFERENT LEVELS OF EDUCATION, BY IDENTIFYING THE LEARNING OUTCOMES / DESIRED RESULTS OF ENTREPRENEURSHIP EDUCATION FOR EACH OF THEM.

Annex 2. Lithuanian students' SWOT analysis.



EIPTE SPANISH TEAM



Vilnius intensive week

Deusto



SCHOOL LEVEL
(Regional and National)

ANALYSIS

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STRENGTHS

- Entrepreneurship and initiative of pupils.
- Formation courses for teachers.
- Idea of INCLUSION

WEAKNESSES

- Founding for projects.
- Constantly changing laws.

OPPORTUNITIES

- Cooperative + collaborative work.
- Failure = learning opportunity.
- Same learning opportunities for everyone.
- Special educational needs in class.

THREATS

- Teachers' opinion not taken into account.
- Teachers job not considered very important.
- Excessive education law and constant changes.
- Opinion of families not taken into account.
- People with special needs included, but still need more improvement.
- Scarce formation and need for change.

POSITIVE

NEGATIVE

TEACHER'S ROLE IN SPAIN

- Students are the protagonists.
- Different contexts → own attitudes and values.
- Globalized European create space for innovation.
- Role of researching, accompanying, facilitating, energizing and making their students think.

STUDENTS' ROLE IN SPAIN

- Be the center point of their learning and have a more active role.
- To work together and collaborate in the work they do
- Learning communities have a specific goal.
- We will achieve active students of society

COMMUNITY'S ROLE IN SPAIN

- The community is a fundamental part of Spanish schools.
- It is made up of both teaching and non-teaching staff.
- Non-teaching staff can take part in class.



LEARNING COMMUNITIES - SUCCESSFUL EDUCATIONAL ACTIONS (SEAS)

- Interactive Groups
- Dialogic Gatherings
- Extended Learning Time

STRENGTHS

- Family-students-school.
- Inclusion.
- Good relationships.
- Different teachers role.

WEAKNESSES

- Lack of learning spaces.
- Lack of materials.
- Economic autonomy.
- Poor motivation (teachers, parents...)

OPPORTUNITIES

- Teamwork skills.
- Diversity.
- Family involvement.
- Extended learning time.
- Poor motivation (students).

THREATS

- Adaptation to technological changes.
- Poor valoration of teachers work.
- Excessive education law and constant changes.



Annex 4. Spanish students' SWOT analysis, part II.



THINK
OUTSIDE
THE BOX

Introduction

This is the Swedish students' SWOT analysis. We have done an analysis and discussed entrepreneurship and entrepreneurial learning in school based on four factors. Strengths, weaknesses, opportunities and threats. We have discussed on the basis of school level, higher education institution, regional level, and national level. Our poster consist of a summary of our discussion, interviews and quotes from our curriculum and other references.



Swedish curriculum

"The school should stimulate students creativity, curiosity and self-confidence as well as their willingness to try and put ideas into action and solve problems. Pupils should be given the opportunity to take initiative and responsibility and develop their ability to work independently as well as with others. The education should thereby provide the students with the conditions to develop an approach that promotes entrepreneurship." (Skolverket, 2019)

The curriculum for the Swedish preschool doesn't mention the word entrepreneurship, but that's the basic way we work with the children all the time. We mostly work in groups with the children but also individually. We aim for the children to be interested and curious. We want them to try, fail and try again. We use Play as a tool in Early childhood Education in everything we do to make the learning playful, interesting and at their level

"Preschool should stimulate children's creativity, curiosity and self-esteem. The children should have the opportunity to marvel and develop their ability to explore, communicate and reflect. The education should stimulate the children to take initiative and responsibility and give them the opportunity to work both independently and with others. The education should encourage and challenge the children to test their own and others' ideas, solve problems and put the ideas into action." (Lpfö, 2018)



"Some see 'entrepreneurship' as knowledge only about self-employment, but the broad definition is about developing abilities and competencies that make us entrepreneurial as individuals. This does not imply any specific method or work content, but is more of an approach to how we conduct school teaching and what abilities and competencies we want our students to develop. We see entrepreneurial learning as a key to accessing students' own will and motivation."

Strengths

- We see these strengths with entrepreneurial learning in school
- Our students become more motivated and engaged in their own and others learning
- Students can collaborate with other students but also with other actors from different activities by introducing entrepreneurial ecosystems
- Students can be creative and create based on their own and others interests and ideas
- Pupils must be involved and influence and learn to take responsibility for their learning
- The students work with problem solving that benefits their future learning
- Important with teachers who have knowledge and who want to test new things
- It is enrolled in the curriculum that students should work in a way that promotes entrepreneurship
- We have supporting authorities the school administration has produced supporting material for teachers as well as research.
- Principals and teachers have relatively high degrees of freedom when it comes to educational models.



Weaknesses

- The weaknesses we can find are:
- The school's organization decides. If there is no leadership that promotes entrepreneurial learning, it will be difficult for teachers to implement it in their teaching.
 - Lack of knowledge of what entrepreneurship is for teachers and how it should be included in the school's activities.
 - Teachers and other staff who do not dare to work with new methods and working methods to promote entrepreneurial learning
 - Entrepreneurship is not included in the degree objectives for teacher education.
 - It is largely up to individual municipalities, principals and staff to design entrepreneurship in the school.
 - The definition of what entrepreneurship in school should be, is abstract and unclear.

Opportunities

- The opportunities we can see in working with entrepreneurship in school are
- Students will be better prepared for the future
 - Students who become motivated and engaged in their school work by working with entrepreneurial learning want to learn more and they have a better chance of developing their abilities
 - That students have a chance to cooperate and establish contacts with new people outside school. One way to work with entrepreneurship in preschool and school is to make use of the surroundings outside school, for example cooperate with companies or people that work with farming, nursing or other professions

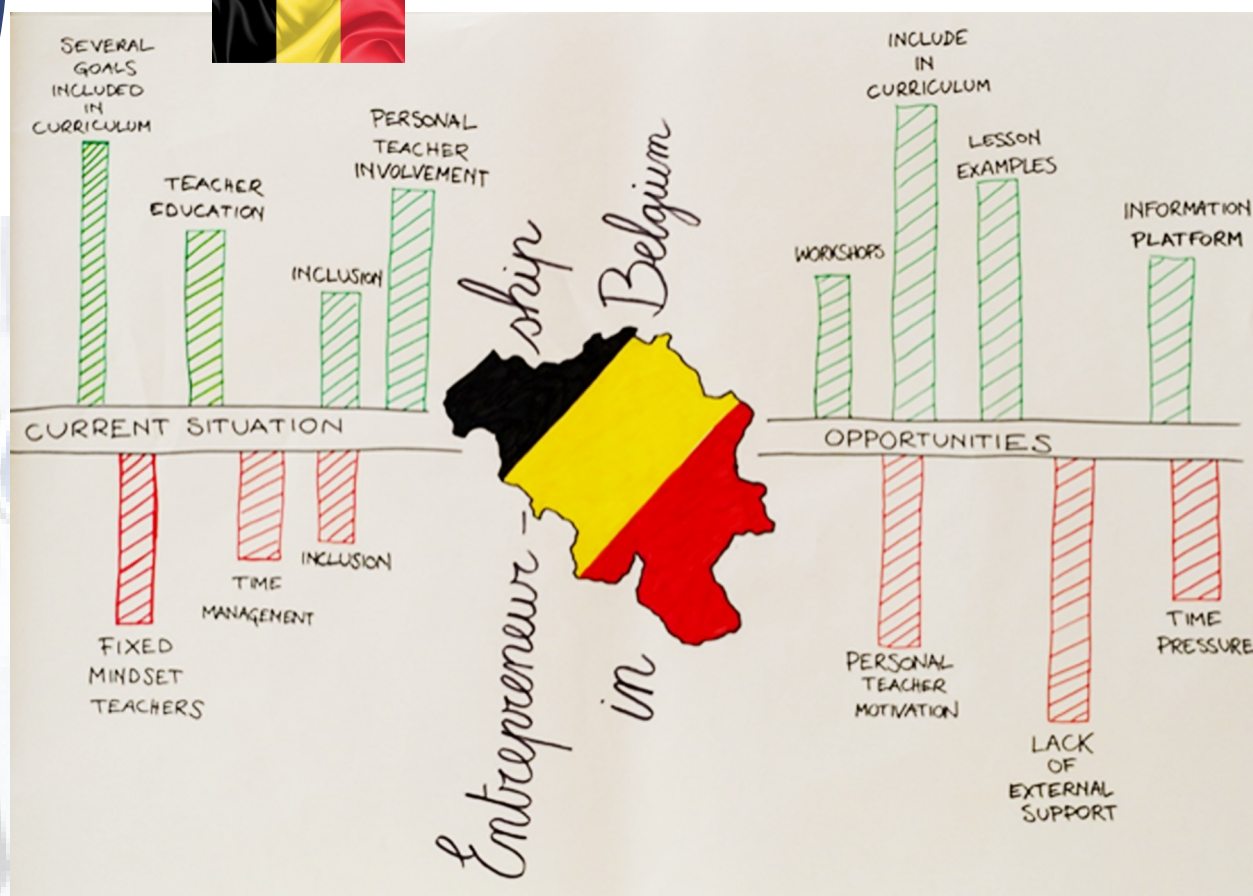


"The challenges in compulsory schooling are to get teachers and school management to actively work with entrepreneurship on the schedule to a greater extent. We have the tools and the conditions, but want more people to see the benefit of working actively with entrepreneurship and the effects that this gives. To get a chance to practice on qualities such as initiative, drive, collaboration and creativity, I am convinced that this gives us more people who ultimately dare to take the opportunity to see the opportunities of becoming an entrepreneur but also gives us more employable young people after High School."

Threats

- The threats we have been able to detect are
- Political decisions that can change the Swedish curriculum
 - The lack of entrepreneurship education in our teacher education





Annex 6. Belgian students' SWOT analysis.



SWOT Analysis of Implementation of Entrepreneurship Education with a Focus on Lower-Saxony, Germany

Internal Analysis

		strengths	weaknesses
External Analysis	opportunities	<p>Strengths that bring out new opportunities:</p> <ul style="list-style-type: none"> - studies: politicians think that EE is politically relevant - responsibility for education lies primarily with the federal states - initiatives are implemented in secondary school - public relations: official website (ministry of education, science and research) 	<p>Those weaknesses have to be eliminated to use opportunities:</p> <ul style="list-style-type: none"> - EE is not implemented in primary school - EE is not implemented in official documents (Regulation of the initial teacher education and examination of teachers during teacher practice, Standards for initial teacher education: educational sciences)
	threats	<p>Strengths that minimize threats:</p> <ul style="list-style-type: none"> - some politicians are interested and supportive - official website (ministry of education, science and research) 	<p>Strategies to avoid that weaknesses turn to threats:</p> <ul style="list-style-type: none"> - strategy that is needed to implement EE is to integrate it in official documents (Regulation of the initial teacher education and examination of teachers during teacher practice, Standards for initial teacher education: educational sciences)

