



Profiling Different Entrepreneurship Education Approaches in the DESERVE Project

Abstract

Within the phase of profiling we fostered different aims, which are described in the next paragraph. The criteria of the categorization are shown and the questionnaire we used can be seen in the appendix of this report. The different categories according to different criteria build the main part of the profiling report, showing that the entrepreneurship education approaches in Europe (more specific in the six different countries of the DESERVE project consortium) are very different in many of the categories. To develop a mutual understanding and a more coherent European approach, discussions and still open questions have to be considered.

Aims of the profiling

Within our project step to profile the different strategies in the six project partners' countries we tried to foster the mutual understanding with regard to entrepreneurship education. In showing the different curriculum strategies, the different majored aims and the institutional strategies, we could open the discussion and compare the different approaches of each country. Already in our project consortium different approaches were brought into discussion. In order to build up a broader understanding of entrepreneurship education, which is wider than one national approach, the categorized descriptions helped to develop an understanding for each single approach. This founded a good base for the next steps in the project and fostered mutual understandings in the discussions. Through the developed description we gained a higher level of transparency within the entrepreneurial education approaches. The developed categorization template (see appendix) was used and it was tested whether it could work as a comprehensive framework for the description of entrepreneurship education. In comparison to other descriptions we tried to integrate different categorizations (e.g. curriculum dimension, goal dimension, pedagogical-didactical dimension, institutional dimension). This helps to get a more integrated and global view of the entrepreneurship education approach. Within the categorization the partners could give structured information and helped to develop the categorization framework further. We used the information of the six partners to compare the different approaches and to look for dominant patterns in order to help to describe European specifics in the entrepreneurship education.

Criteria for the profile framework

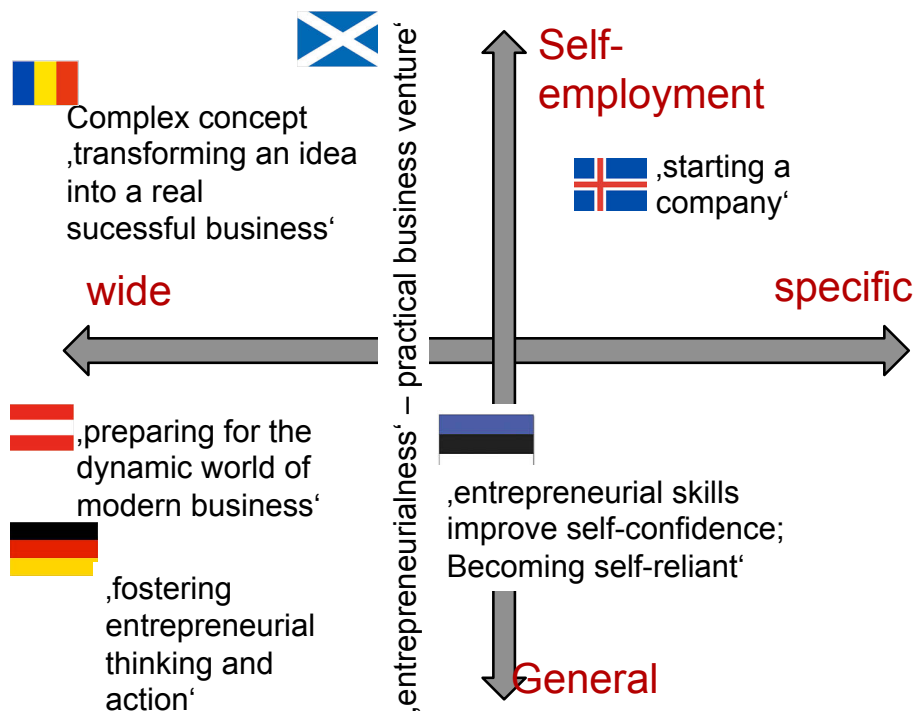
In order to create a mutual understanding we started the profiling with gaining information about the national specific understanding, and - if there was available - with a national definition of entrepreneurship. In the next step we asked the partners to describe the institutional strategy used to implement entrepreneurship education in their educational system via a questionnaire. The four dimensions in the profile questionnaire are directed towards the description of the approach itself: the curriculum structure, the available resources (e.g. time in the timetables, teachers education), the more specific pedagogical and didactical approach (especially the methods used for instruction) and the assessment of the competences of the learners. The last part of the questionnaire tries to sample the foreseen trends and challenges in regard to entrepreneurship education. With the description of each national profile we could collect a transparent description of each



partner’s approach. The comparison of the different categories shows the broad understanding and the differences already within the six partners approaches.

Profile of the different understandings of entrepreneurship education

In order to show the main differences of the understanding of entrepreneurship education we compared two dimensions of the understanding. We analysed whether the understanding is wide or specific. With that dimension we compared the understanding in regard to the single or multiple goals. The more specific the understanding is, the more single goal-oriented is the approach and the more specified is the definition. The broader the understanding the more multiple goals are combined within the understanding. In the second dimension we compared whether the understanding fosters more the idea of ‘self-employment’ or more general action competence. If an understanding tends more towards the ‘self-employment’-pole, the start-up of an own company defines the goal for the entrepreneurship education. The more the orientation tends towards the ‘general’-pole, the goals for the entrepreneurship education foster broader generic competences, which can be applied in work processes within companies or in a self-founded company. The different understandings can be seen in the following graphic.



graphic 1: understanding of entrepreneurship education goals

Profile of the different institutional strategies of entrepreneurship education

In order to give a very specific but informative insight in the institutional strategies we used the degree of institutional integration to describe the differences between the country’s approaches.

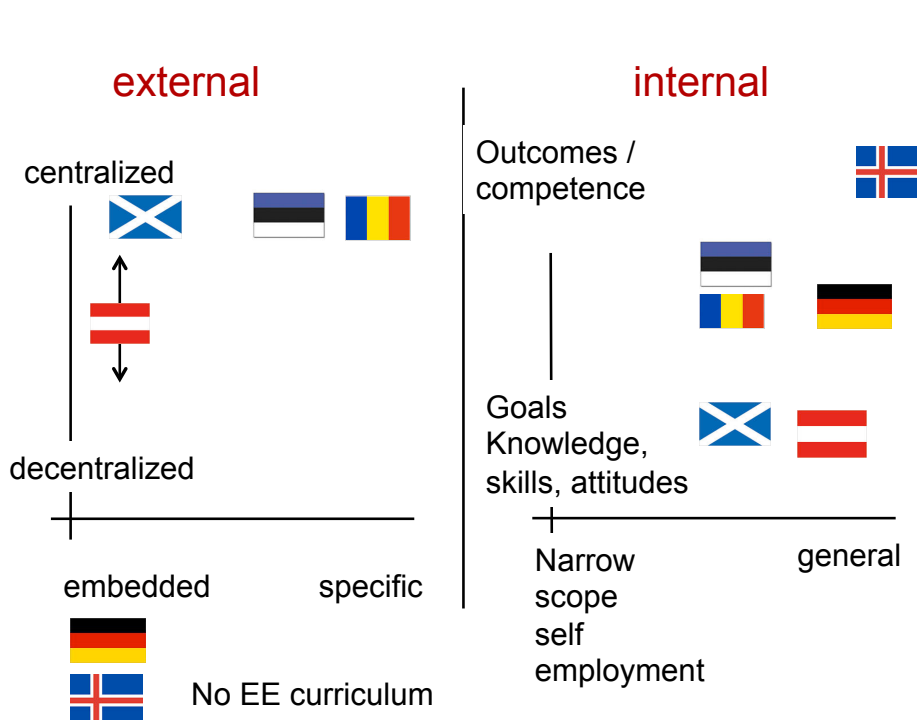
Institutional strategy	Country
No explicit strategy	Germany
	Iceland
	Scotland



Single goals are embedded	-
Specific elements of the institutional plan	Austria
	Estonia
Overall institutional perspective	Romania

Profile of the different curriculum structures for entrepreneurship education

We looked for dominant patterns within the curriculum structure of the six different countries. First we compared the external structure of the curriculum, if there is a more centralized or a more decentralized way in defining the entrepreneurship curriculum and if the goals and contents of entrepreneurship are more embedded in other subjects or if there is a specific subject for ‘entrepreneurship’. In Germany and Iceland one cannot find an entrepreneurship curriculum. In a second stage we looked more into the internal structure of the curriculum. First we compared the scope of the curriculum, if it is narrow or broad and if the way to describe the aims of the curriculum is more outcome- / competence-oriented or more goal-oriented (with goal-elements like knowledge, skills, attitudes). You can see the different profiles in the second graphic.



Graphic 2: profiles of the entrepreneurship education curriculum

Profile of the different resources available for entrepreneurship education

It is very difficult to compare the available resources of entrepreneurship education since the institutionalization strategies vary a lot. We looked for the time in timetables for students, which are dedicated to entrepreneurship education. The spectrum varies from a not defined time amount for entrepreneurship education (in Germany and Iceland) to certain modules (in Scotland and Estonia), to 1 – 3 hours per week (in Romania) up to 5 – 8 hours per week (in Austria, in a specific program).

In each country course books and materials are available. The countries have different strategies in selecting the materials, this varies from centralized nationwide materials to materials, which are selected and developed by each teacher.

The national teacher training programs (especially in the field of business and economics) determine the teachers’ profile in entrepreneurship education. In Estonia and Romania



specific trainings in basic and continuous education for teachers in entrepreneurship education have been developed and implemented.

Profile of the different pedagogical / didactical approaches for entrepreneurship education

In all the six different countries the pedagogical, didactical approach can be described as a mixed approach between instruction- and experience-based approaches. The mix tends more towards an instruction-based approach in Austria and Estonia and more towards an experience-based approach in Iceland. In combination with the dimension of the integration within a program, the entrepreneurship approach in Austria and Scotland tends more towards a project- or program-centred approach, whereas the profile tends more towards student centeredness in Iceland.

Comparing the different methods used within the entrepreneurship education, one can describe a repertoire of methods, which are used by almost all entrepreneurship education activities in the six countries (e.g. projects, business plans) and methods which are used not by all of the countries (e.g. training /practice firms and business plan competitions). In Austria and Romania a broad mix of different methods are implemented in the entrepreneurship education.

With regard to the assessment one can differentiate the format of the assessment and the criteria used as assessment criteria. In all the six countries we see a variety of assessment formats (like written, oral or practical formats), with an emphasis on oral presentations as assessment format. Therefore the criteria *communication* and *presentation competence* are often used as assessment criteria combined with other criteria like *feasibility of ideas and plans* and the *structure in the documentation*.

The certificate is mainly integrated into the program certificate. Only Austria hands out a separate entrepreneurship education certificate. In the project the project partners rate the relevance of a certificate in the field of entrepreneurship especially high in regard to individual career options, but not yet developed as a 'standard'.

Foreseen trends and challenges for entrepreneurship education

In the group of the DESERVE project partners different trends were mentioned, which have an impact on entrepreneurship education. The trends were structured in different dimensions:

- Social trend: the demographic change has an impact on entrepreneurship education on the one side in regard to business ideas and on the other side on the decreasing student population.
- Psychological trend: The project partners described a lack of or a decreasing interest in business aspects
- Political trend: the (frequent) experienced political changes and reforms in the educational sector are interpreted as difficult surroundings for entrepreneurship education.
- Business trend: the high innovation dynamics, new business models and the idea of disruptive innovation make the field of entrepreneurship education highly volatile in its content.

Out of the discussion of these trends two main challenges can be derived:

The institutional restraints (as seen in inflexible curricula, lack of financing entrepreneurship education, restricting rules or lack of specific resources, ...) make it difficult to adapt as flexible as necessary to the dynamic demands in entrepreneurship education.



The dynamic requirements in the innovative field of entrepreneurship education challenge the actors in entrepreneurship education to keep up with trends and innovation (especially disruptive innovations) and to stay aligned with the dynamics in the authentic business life.

Profile of a European Entrepreneurship Education Approach

Out of the structured information of the six different entrepreneurship education approaches and their comparison we tried to define characteristic aspects of a European Entrepreneurship Education Approach:

- Entrepreneurship Education in Europe is seen more as an integral and embedded part of the educational systems.
- The aim of Entrepreneurship Education in Europe is more generally defined as entrepreneurial thinking and acting than as specific self-employment.
- Points of references are small and medium sized companies.
- The Entrepreneurship Education in Europe is oriented towards a basic idea of variation of existing business models but is confronted with the challenge of disruptive innovation as challenges.
- Through frameworks, curriculum and the used teaching and learning regime the European Entrepreneurship Education approach can be described as an instructional-guided, experience-based pedagogical and didactical approach.



Appendix

Profiling the different Entrepreneurship Education Approaches in the DESERVE-Project

Understanding of entrepreneurship	Please define entrepreneurship according to the understanding in your school / institution!	
	Do you refer to specific models / concepts of entrepreneurship in your school / institution?	
	Please name the three most important aims / goals in regard to entrepreneurship education in your school / institution	
Strategic positioning of entrepreneurship	In regard to entrepreneurship education, is there a strategy / vision implemented in your school / institution?	<input type="checkbox"/> no strategy in regard to entrepreneurship education <input type="checkbox"/> single aims / goals are defined in regard to entrepreneurship education <input type="checkbox"/> entrepreneurship education is an element of the school's / institution's strategic plans <input type="checkbox"/> the school / institution sees itself as an entrepreneurial institution <input type="checkbox"/> other (please describe briefly):
Curriculum structure	What forms of curricula for entrepreneurship education do you have in	<input type="checkbox"/> national centralized <input type="checkbox"/> regional <input type="checkbox"/> school based



	your institution?	<input type="checkbox"/> no specific entrepreneurship curriculum <input type="checkbox"/> other (please describe briefly):
	Who was /is developing the curriculum?	<input type="checkbox"/> Teachers <input type="checkbox"/> Business representatives <input type="checkbox"/> Government representatives <input type="checkbox"/> NGO / Initiatives representatives <input type="checkbox"/> other (please describe briefly)
	What is the external structure of the curriculum?	<input type="checkbox"/> specific entrepreneurial subject <input type="checkbox"/> entrepreneurship aspect embedded in other subjects (such as business administration, social science,...) <input type="checkbox"/> entrepreneurship principle embedded as general aim <input type="checkbox"/> no formal description <input type="checkbox"/> other (please describe briefly)
	What is the basic structure of the aims / goals of entrepreneurship education	<input type="checkbox"/> knowledge about entrepreneurship <input type="checkbox"/> entrepreneurial skills <input type="checkbox"/> entrepreneurial attitudes <input type="checkbox"/> learning outcomes / competence in regard to entrepreneurship <input type="checkbox"/> other (please describe briefly)
	Is there a sequence / progression in the entrepreneurial education?	<input type="checkbox"/> specific stage model, <input type="checkbox"/> hints on progression <input type="checkbox"/> no formal description <input type="checkbox"/> other (please describe briefly)
Resources	What is the background of the teacher teaching entrepreneurship?	<input type="checkbox"/> specific training in entrepreneurship education <input type="checkbox"/> personal entrepreneurial experience <input type="checkbox"/> trained in a related subject, such as (e.g. business) <input type="checkbox"/> personal interest in entrepreneurship education



	<input type="checkbox"/> other (please describe briefly)
What does the teachers training look alike?	<input type="checkbox"/> entrepreneurship education within the basic teacher training <input type="checkbox"/> entrepreneurship education within continuous teacher education <input type="checkbox"/> entrepreneurship education by personal interest of the teachers <input type="checkbox"/> no formal description <input type="checkbox"/> other (please describe briefly)
What are the teachers' roles in entrepreneurship education?	<input type="checkbox"/> teacher / trainer, <input type="checkbox"/> facilitator / organizer <input type="checkbox"/> coach / consultant <input type="checkbox"/> team-teaching with other representatives as: (e.g. business representatives) <input type="checkbox"/> other (please describe briefly)
What is the basic teaching format for entrepreneurship education	<input type="checkbox"/> within subjects in the schools <input type="checkbox"/> extracurricular projects <input type="checkbox"/> no basic format <input type="checkbox"/> other (please describe briefly)
Are specific time resources dedicated to entrepreneurship education within a school year?	<input type="checkbox"/> explicit time frame: (e.g. 2 hours a week for 6 month) <input type="checkbox"/> no explicit time frame: but an average time of (e.g. 60 hours course) <input type="checkbox"/> no formal definition <input type="checkbox"/> other (please describe briefly)
Is there standard material you use in the entrepreneurship education	<input type="checkbox"/> books (Please note the bibliographies data here!) <input type="checkbox"/> data from (Please note the data source here!) <input type="checkbox"/> examples (Please note the examples briefly) <input type="checkbox"/> no standardized material <input type="checkbox"/> other (please describe briefly)



	Does the entrepreneurship education have its own budget you can use	<input type="checkbox"/> specific budget for entrepreneurship education, <input type="checkbox"/> no <input type="checkbox"/> other (please describe briefly)
	Are there other stakeholders involved in the entrepreneurship education?	<input type="checkbox"/> external advisor, <input type="checkbox"/> connections to the local business community <input type="checkbox"/> network of educational community (e.g. other schools) <input type="checkbox"/> NGOs/ project organization, like <input type="checkbox"/> other (please describe briefly)
pedagogical approach / instructional design	What are the basic principles for training entrepreneurship?	<input type="checkbox"/> project based learning <input type="checkbox"/> experience based learning <input type="checkbox"/> instruction <input type="checkbox"/> no basic principles <input type="checkbox"/> other (please describe briefly)
	Do you have preferred training formats in your institution?	<input type="checkbox"/> project-based <input type="checkbox"/> practice firms <input type="checkbox"/> embedded in other day to day teaching <input type="checkbox"/> no preferences <input type="checkbox"/> other (please describe briefly)
	Which methods / instruments do you use	<input type="checkbox"/> developing business plans <input type="checkbox"/> business plan competitions <input type="checkbox"/> student projects <input type="checkbox"/> scenarios <input type="checkbox"/> games <input type="checkbox"/> other (please describe briefly)
assessment	Which forms of assessment	<input type="checkbox"/> written assignments



	do you use in entrepreneurial education	<input type="checkbox"/> oral test <input type="checkbox"/> presentations <input type="checkbox"/> project pitches <input type="checkbox"/> no specific assessment for entrepreneurial education <input type="checkbox"/> other (please describe briefly)
	Which assessment criteria do you use in entrepreneurial education?	<input type="checkbox"/> feasibility <input type="checkbox"/> structure of the presentations <input type="checkbox"/> presentation skills <input type="checkbox"/> communication skills <input type="checkbox"/> other (please describe briefly)
	Is there an extra certification for the entrepreneurial education programs?	<input type="checkbox"/> no extra certification <input type="checkbox"/> separate certificate <input type="checkbox"/> certification within the program certification <input type="checkbox"/> other (please describe briefly)
	Does the certificate for entrepreneurship education have a relevance for students' next steps?	<input type="checkbox"/> no relevance <input type="checkbox"/> the certification is relevant for: (e.g. in the recruiting process) <input type="checkbox"/> not applicable
strategic position	What are the strengths of entrepreneurial education in your school / institution?	
	What weaknesses do you see in your school's / institution's entrepreneurial education approach?	
	Do you see upcoming opportunities to foster	



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	entrepreneurial education in your school / institution?	
	Are there threats you see for entrepreneurial education in your school / institution?	