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NETWORK
OF ENTREPRENEURIAL
SCHOOLS

ENTREPRENEURSHIP EDUCATION

Greece, Latvia, Portugal and Romania

Network of Entrepreneurial Schools | June.2019

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Network of Entrepreneurial Schools is developed under the framework of the project “Network of Entrepreneurial Schools” is the result of a research of best practices and policies related to Entrepreneurship Education in 4 different countries and that will serve as a basis to develop innovative action experiments for entrepreneurship education approaches.

**DNA.
CASCAIS**



DYPALL
DEVELOPING YOUTH PARTICIPATION
AT LOCAL LEVEL



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INTRODUCTION

In an economy oriented to be smart, sustainable and inclusive, it's essential to ensure employability, productivity and social cohesion levels, assuming entrepreneurship and the encouraging of the spirit of initiative of young people a key role in leveraging national economies. At the level of policies to support entrepreneurship, Audretsch identifies three key factors to be considered: entrepreneurship promotion policies, supply side policies and regulatory policies that act on the risk profile of the activity.

Entrepreneurship and high levels of entrepreneurial activity are considered important factors of economic growth. Regions with a high rate of new business creation tend to have a higher employment rate and more immediate growth. Policy makers at national, regional and local level have sought to develop public policies to support entrepreneurship as a means of promoting the economic growth of their regions.

Entrepreneurship and decision-making are essential in a knowledge society, allowing each individual to be able to adapt to the constant changes of the world today.

In this sense, it is important that Entrepreneurship Education be initiated throughout compulsory schooling, constituting in this way one of the pillars that guides the continuous learning of the individual.

Entrepreneurship Education assumes itself as a very valuable asset in the current education system, providing students with tools essential to meet the challenges of the real world and an ever-changing economy.

Entrepreneurship Education programs are not only aimed at combating employability problems, but also at providing students with not only the skills that enable them to be more successful in their employability and directly related to employability, but also skills and attitudes which aim to promote and support active citizenship, social entrepreneurship and an intrapreneurial attitude. In doing so we contribute to a culture of entrepreneurship that enables any young person to intervene in society.

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A Global Vision

The European Commission supports and recognizes the importance of the development of entrepreneurship education as set out in the Communication "Rethinking Education: Investing in skills for better socio-economic outcomes", in which the Member States assumed that:

"Member States should promote entrepreneurial skills through new and creative ways of teaching and learning with primary schools and at the next levels of education, while also retaining a focus, from upper secondary to higher education, on the opportunity of setting up businesses as a career destination. Real-world experience, through business links and problem-solving methods, must be incorporated into all disciplines and adapted to all levels of education. compulsory education "
(European Commission, 2012).

Reinforce entrepreneurial education in schools will have a positive impact on the entrepreneurial dynamism of our economies. Entrepreneurship and decision-making are essential in a knowledge society, allowing each person to be able to adapt to the constant changes of the world.

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A global vision

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ENTREPRENEURSHIP

Entrepreneurship plays a key role in addressing the global challenges of the XXI century, contributing to a more sustainable development, for the creation of employment opportunities, promoting social value for society and stimulating the development of local territories.

Entrepreneurship allows not only the creation of new jobs and new industries, but it's also an engine of innovation that contributes to the regeneration of different industries and institutions, being necessary to create a more entrepreneurial environment in society based on cohesive policies with the aim of changing mindsets, developing skills and creating enabling instruments for the creation and growth of these same enterprises.

An entrepreneur is someone with the aptitude to create a new way of using resources, to realize a personal idea or project, taking risks and responsibilities, continuously innovating, being responsible

for processes of creative destruction that result in the creation of new production methods, new products or exploring new markets.

Entrepreneurship is defined by the identification of opportunities and the consequent creation of a new economic activity, through the creation of a new organization, combining innovation, riskiness and proactivity - characteristics that are often considered as the basis of an entrepreneur profile.

Timmons - American Professor of Entrepreneurship, known as a pioneer of both entrepreneurship research and education - defines entrepreneurship as a process through which individuals or groups create value by pooling unique sets of resources to explore existing opportunities, and that can exist in any organizational context and giving rise to a variety of possible outcomes: new companies, new products, new services, new processes, new markets or new technologies.

In the analysis of the motivations that lead a person to start an entrepreneurial action it's important to distinguish two types of motivation: 1) entrepreneurship based on the opportunity resulting from the will of the individual to take advantage of an existing opportunity in the market, leading him to create a new company and 2) entrepreneurship based on a need which results from the absence of employment alternatives, leading the individual to create a new company, often for reasons of "survival" (European Commission, 2010).

In addition to entrepreneurship related to business creation, other forms of entrepreneurship such as intrapreneurship and social entrepreneurship must be considered. Intrapreneurship relates to entrepreneurs who operate successfully within an already established organization, developing innovative strategies. On the other hand, social entrepreneurship is related to the broader impacts that entrepreneurship can have on society, since social entrepreneurs are individuals who have innovative solutions to the various social problems.

Companies are constantly in search of innovation and a differential to enhance their competitive advantage. With a careful look inside the organization, many of them find among their employees those who seek, create and implement ideas, have a differentiated capacity to analyze scenarios and to find opportunities.

Intrapreneurs are dedicated people in what they do, they don't like routine, are people guided by results, with a strong focus on innovation and agents of change.

Increasingly, it's critical that organizations operate in directions that enable their employees to recognize more and better opportunities. It's recommended that organizations and communities provide and develop opportunities that feed the entrepreneurial thinking of their employees, creating mechanisms that promote the possibility of their employees to create innovation. Decentralization of decision-making processes and the development of organizational models that best emphasize independence, flexibility, partnerships and flexibility contribute to the growth of intrapreneurship.

This orientation towards constant innovation and intrapreneurship means that organizations, in the constitution of their teams, seek collaborators with the following key ingredients: autonomy, innovation, proactivity, competitiveness, commitment, creativity, willing to learn, vision, employees who want to do more, that have good networks of relationships inside and outside the organization, who know how to use resources wisely, results-focused and action-oriented

The current economic and social challenges lead us to find new answers to these same challenges, requiring a paradigm shift in the way organizations develop their activity, and before this paradigm the concept of entrepreneurship begins to be developed.

Entrepreneurship creates jobs and job opportunities, promotes wealth for society and, particularly through social entrepreneurship, contributes to the development of the community by taking on the role of social change agent. Social entrepreneurs are considered not only as producers of economic and social value, but also as agents capable of promoting social change.

According to Peter Drucker, "the entrepreneur is always looking for change, reacting to change and exploiting it as an opportunity." Social entrepreneurship seeks to create social value for the community in which it operates, to promote employment, to minimize social exclusion, and to increase community benefits.

Current societal challenges, resulting from such phenomena as migration, climatic emergencies, extreme poverty or social exclusion, mean that each individual has to act as an agent of social change and social transformation.

YOUTH ENTREPRENEURSHIP

We are faced with the generation with the highest academic education ever, and many of these young people face barriers to integration into the labor market and obtaining their first job. Faced with this situation, the solution for many of these young people is emigration, resulting in the so-called "brain drain" and the consequent loss of human capital and knowledge, which is a critical success factor for the countries development. It's vital to invest in strategy of economic and social growth for young people, where the investment on qualified human capital as a determinant vector for economic, social and cultural growth.

In a context of social and economic transformation education and science are a guarantee of the future, promoting education and cultural enrichment of citizens, their capacity for taking initiative, creativity and commitment to the common good.

Encouraging young people's entrepreneurship and entrepreneurship is also a priority for the growth of national economies, where the job creation is driven by the innovative ability of young people to stimulate business opportunities.

Young people's attitude and motivation towards entrepreneurship is strictly linked to the will to independence rather than motivated by job security. Young people have a positive attitude towards working on their own.

Young entrepreneurs have characteristics of great determination and motivation in making the "dream" of a business a reality and with a desire of creating something new and to be the owners of their own destiny. Due to the fact that their decision-making capacity is facilitated by the inexistence of family commitments, makes it easier for them to assume certain risks.

Young people generally have higher levels of education and education contributes to increasing the knowledge and skills required for the entrepreneurial activity, to innovation, to identify business opportunities and the use of new technologies.

Entrepreneurship is also as an alternative to the unemployment situation that young people faced and entrepreneurship training and education give to young people the knowledge they need to open and run a business and triggering them an entrepreneurial attitude.

ENTREPRENEURSHIP EDUCATION

Education plays a fundamental role in the development of competencies of any individual and contributing to the improvement of an entrepreneurial society. It's essential to create a more entrepreneurial environment in society, based on integrated policies that aim to change mindsets and improve skills, removing obstacles and barriers that block business creation and growth.

Entrepreneurship is an essential competence for any young person as it helps them to be more creative and self-confident.

Entrepreneurship education increases the chances of successful start-ups and helps businesses to become more innovative and more competitive, since they will only have benefits with young entrepreneurs. It's essential that the entrepreneurship education projects could be provided since the first school years and throughout the academic career of young people.

Considered as an education that encompasses two strands: 1) an attitude related to the detection of new opportunities and, 2) a behavior, to the extent that the entrepreneur performs a set of actions to turn that opportunity into a business activity, entrepreneurship education has become a very important topic on the political agenda and is currently a priority.

Entrepreneurship should be seen as a process rather than as an isolated event, identifying the following phases: recognizing opportunities (potential to create something new), deciding to move forward and combining the necessary resources, managing and developing the venture in a profitable business. In the act of entrepreneurship it's necessary that a fundamental binomial is gathered that considers on the one hand the business project and on the other the entrepreneurial profile.

Entrepreneurship education projects contribute to the development of an entrepreneurial attitude among young people, seeking to create personal, social, economic and cultural value.

These programs should consider the development of a set of competences, namely:

a) Management skills in areas such as Marketing and Finance;

b) Personal skills related to creativity, critical thinking, problem solving, communication, initiative and effectiveness;

c) Technical competencies related to the nature of the business (Design, Informatics, Biotechnology, Health, etc).

Reality has been showing us that, in order to narrow the gap between points (a) and (c), a greater emphasis is needed on the development of personal skills.

The report developed by the European Commission, Entrepreneurship Education at School in Europe, presents a set of competences to be developed in the context of entrepreneurship education programs in schools:

A) Knowledge (Understanding Entrepreneurship)

- How to identify opportunities and create solutions;
- To know processes of innovation and creativity;
- Know the different phases of the entrepreneurial process;
- Understand how the economy works;
- Understand the labor market context;
- Financial Literacy;
- Social Responsibility and Ethics

B) Attitudes (How to have an entrepreneurial attitude)

- Capacity to take initiative and work by objectives;
- Motivation, persistence and commitment;
- Creativity, curiosity and tolerance for error;
- Self-confidence; self-efficacy and self-awareness.

C) Skills (Entrepreneurial Skills)

- Planning and Organization;
- Leadership and Delegate;
- Capacity for analysis, communication and evaluation;
- Ability to work in a team and autonomously;
- Ability to identify strengths and weaknesses;
- Connect ideas and creative problem solving skills;
- Commitment and ability to mobilize commitment;
- Risk mitigation;
- Divergent thinking.

American universities were pioneer in the field of entrepreneurship education, being the first entrepreneurship course developed in 1947, by Harvard Business School. Started in the United States of America, in the beginning of the XXI century this phenomenon spread throughout Europe and in countries such as United Kingdom, Netherlands, Belgium and Germany, becoming an important academic discipline in universities, not only in the United States, but also in Europe.

It is increasingly emphasized the need to implement entrepreneurship courses for students from different areas. The development of entrepreneurship programs in areas such as chemistry, arts, computer technology and medical sciences promote the entrepreneurial spirit in the students who attend it. Not all students will be entrepreneurs, but at least they must be familiar with the role and importance of entrepreneurship in the economy, aware of the possibility of choosing this path at a certain point in their careers.

Entrepreneurship can be promoted through an entrepreneurial culture that can contribute to the promotion of entrepreneurial skills. The importance of entrepreneurship education from the earliest years of schooling and in areas not directly related to management is fundamental. Often students in other areas, such as the ones mentioned above, have ideas but then they don't have the knowledge needed to develop and implement that ideas effectively.

Entrepreneurship is one of the 8 key competences for lifelong learning and one of the pillars that guides the individual's learning. The entrepreneurship education programs must be transversal to all disciplines and the entrepreneurial spirit can't be directed only for the creation of companies, but also for promoting the use of knowledge, skills, attitudes and curricular knowledge.

Teachers assume a fundamental role in the creation of an entrepreneurship culture in schools, and the training of the teachers themselves is a basic point.

Another aspect is that it's important to ensure a set of guidelines capable of fostering an entrepreneurial spirit and related to the transition of young people to work, with a special focus on the importance of project based learning, study visits to companies, collaboration with entities outside the school, product creation and marketing, simulation of companies, etc.

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