Forum on Entrepreneurship in Schools

Department of Education and Skills

10th September 2015
Key Messages

• Entrepreneurship (Entrepreneurial thinking and action) is a vital process in our social and economic development and advancement - and so there are very important implications for education

• The skills, competencies, thought processes, experiences and dispositions associated with Entrepreneurship should be integral to high-quality Primary and Post-primary Education

• The EU concept of Entrepreneurship as a transversal skill is very compatible with our thinking and with our vision for providing all learners with an education relevant to the 21st Century.

• Entrepreneurship in Education can be encouraged very significantly by exploiting the potential of what exists already in our system.

• We don’t want to burden schools with additional work - it is about building on existing pedagogical practice - and enabling young people to think innovatively and creatively - so they can add value in commercial or social enterprises
”Every young person should have a practical entrepreneurial experience before leaving compulsory education” – EU Commission

Context:

- EU Education and Training (ET2020) - current overall framework for EU political cooperation in education

- The Council of the European Union - promotes the enhancement of innovation, creativity and entrepreneurship at all levels of education, from primary education right through to third level.

- National Policy Statement on Entrepreneurship in Ireland, DJEI 2014 and its Action Plan for Jobs are a priority for this Government - note the very appropriate treatment of educational purposes in the National Policy Statement
This is our 2\textsuperscript{nd} Forum on Entrepreneurship in Schools - the first was in September 2014 where Entrepreneurs involved with our schools provided their views.

Overall, the view was that there are a lot of \textquote{entrepreneurial} initiatives currently at Primary and Post-Primary levels but there is a need for the following:

1. Mapping of current entrepreneurship initiatives and supports

2. A more structured coordinated approach at a national level

3. A Coordinating Body/Unit to
   - support and guide entrepreneurship education for schools and teachers through
   - ....structured guidelines and frameworks, and
   - ....sharing of best practice nationally

4. An Entrepreneurship Education Portal to share resources, initiatives and ideas nationally
5. A Strategy Statement on Entrepreneurship Education including a definition of Entrepreneurship Education

6. Entrepreneurship embedded in Initial Teacher Education and Training and followed up through CPD in entrepreneurship education

7. Entrepreneurship as a whole-school priority objective/activity

8. Quality partnerships with local businesses, associations, Local Enterprise Offices (LEO’s) and organisations.

9. A national Entrepreneurship Award for Schools

Today, we want to follow up by looking at the role of Schools (Primary and Post-Primary) in developing and supporting entrepreneurship in our students
Entrepreneurship is when actions take place on the basis of opportunities and good ideas, and these are translated into value for others. The value created can be of an economic, social or cultural nature.’ (EU)

‘The ability to convert ideas into action’

- Definition agreed by EU and OECD
- Transversal skills and competencies
- Relate to all aspects of life
- Lead to better social and economic well-being
Entrepreneurship Education implies activities directed towards

1. Developing students’ ways of perceiving their world, themselves and others and how they handle their resources.

2. Developing the students’ attitudes and behaviours, particularly attributes such as personal responsibility, creativity, leadership, problem solving and risk taking.

3. Allowing students to reflect on, and take a critical and ethical view of value creation with a focus on developing technical and managerial competencies.
EU view - 5 competency areas of Entrepreneurial Education

- Ideas
- Decision making
- Vision
- Learning by creating value
- Action
Across the EU – A variety of models

▶ The EU is currently considering adopting the 5 key areas (as outlined in the previous slide) as the core components of entrepreneurial education.

▶ A minority of member states have fully embraced the European Commissions’ definition of “entrepreneurship” and treat it as a transversal key competence for life.

▶ Those Member States have invested in forms of entrepreneurship education that targets all students across all types and levels of education.

▶ Denmark promoted this approach under the motto “from ABC to PhD”.

▶ Other countries include entrepreneurship as a compulsory subject in the curriculum.
In Ireland –
National Policy Statement on Entrepreneurship in Ireland 2014
Action Plan for Jobs

Key Actions –

- Promoting a national spirit and culture of Entrepreneurship is essential if we are to facilitate a strong pipeline of future business start-ups.

- Work with education stakeholders across the education system to identify best practice and to mainstream successful programmes wherever feasible.

- Develop guidelines for schools

- Examine Entrepreneurship in Schools and develop strategies to increase participation and impact.
Entrepreneurship Education in Schools in Ireland

EU Commissions “Entrepreneurship Education at School in Europe Report 2012” outlined that there is no specific national strategy for Ireland in entrepreneurship education in general education, although there are ongoing initiatives.
Entrepreneurial Skills in Irish Schools Today:

- Significant work already underway
- We want to harness existing expertise
- Not about adding to curriculum
- Heightened awareness of quality Teaching & Learning that enhances creativity and innovation ....and other competencies that support entrepreneurial thinking
Primary Education

• Encourages active and collaborative learning for primary pupils through their involvement in an integrated curriculum

• Promotes the development of ICT skills and good arts education, all of which foster creativity, innovation, risk-taking and other key elements in entrepreneurial thinking and action.
Post-Primary Senior Cycle:

- 5 key skills which can promote entrepreneurship
  - Information processing
  - Communicating
  - Being personally effective
  - Critical and creative thinking
  - Working with others
National Entrepreneurship Projects are judged under some of these headings:

- Social and Cultural dividend
- Knowledge
- Quality/Skills
- Sustainability
- Marketing
- Presentation
- Finance
- Innovation/Creativity
Entrepreneurial skills:

• Develop as part and parcel of all high-quality teaching..... expanding our range of teaching approaches....ways in which we facilitate learning!

• Where students can learn to think in innovative and creative ways.
Now - Round Table Discussion

Round table discussions guided by questions that we hope will yield recommendations to be used to develop Education Policy to further support entrepreneurship and impact on schools and on the experience of students in this important area.
Questions

1. What should be the aim of Entrepreneurship Education in Primary and Post-primary schools?

2. What curricular or pedagogical models should be adopted to support Entrepreneurship Education in schools?

3. What challenges are presented in seeking to develop Transversal Skills relevant to Entrepreneurship across the curriculum - and how can we overcome these?

4. How can implementation of Entrepreneurship Education be best supported in schools and across the education system?