



EE-HUB.EU

Policy Recommendations

MOVING ENTREPRENEURSHIP EDUCATION
FORWARD IN HUNGARY

- 2018 MAY -

THE EUROPEAN ENTREPRENEURSHIP EDUCATION NETWORK (EE-HUB.EU)

Introduction

'Sense of initiative and entrepreneurship' can be broadly defined as the capacity to turn ideas into action, ideas that generate value for someone other than oneself. Sense of initiative and entrepreneurship is a transversal key competence, which every citizen needs for personal fulfilment and development, active citizenship, social inclusion and employment in the knowledge society. (Entrepreneurship Competence Framework, 2016).

Entrepreneurship education has long been a policy priority at EU level, underlined in a succession of strategic EU documents and communications including the Key Competences Framework for Lifelong Learning Europe 2020, the Small Business Act and most recently, the New Skills Agenda. In the Entrepreneurship Action Plan 2020 and the Rethinking Education Communication, the European Commission recommends all young people should have a practical entrepreneurial experience before leaving school.

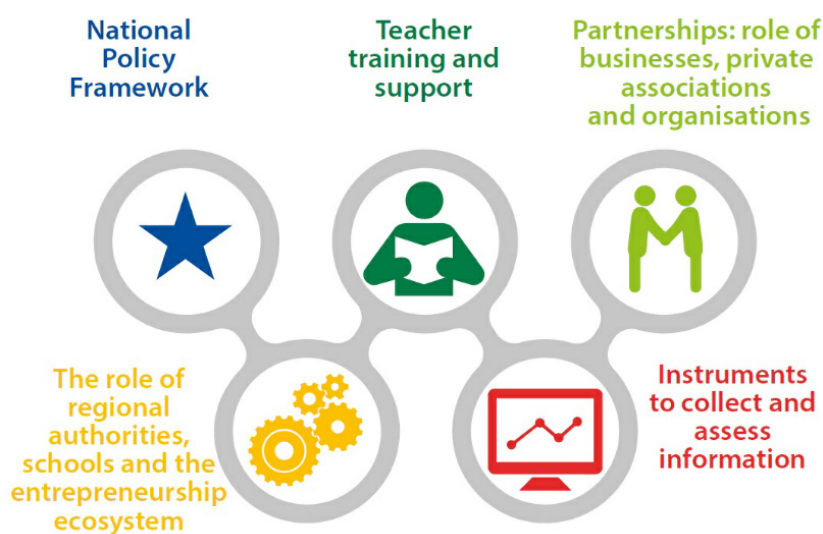
Still, the European Commission Overview of Employment and Social Developments in Europe in 2015 reveals that "the lack of entrepreneurship education remains a significant bottleneck to stimulating self-employment and entrepreneurship in the EU." The COSME programme specifically underlines the importance of investment in the development of entrepreneurial skills and competences at all levels of education.

The EURYDICE report on Entrepreneurship Education released in 2016 clearly shows that the "uptake" of entrepreneurship education in the EU has a significant way to go. Only 11 Member States have made it an explicit priority so far. The European Parliament, in its resolution Promoting youth entrepreneurship through education and training from September 2015, underlines the necessity for education systems to include entrepreneurship as a priority in the national education curricula, and at the same time the need for teacher training to increase the uptake of entrepreneurship education in European schools. A meta-study of impact research and important case studies from across Europe, Entrepreneurship Education: The Road to Success (2015) published by DG Growth is a key compendium for policy makers and practitioners who want to know what works and what doesn't. Furthermore, at European level, the European Parliament calls upon the European Commission to support a European entrepreneurship education network along the lines of EE-HUB.EU.

About the EE-HUB

The European Entrepreneurship Education NETWORK (EE-HUB) was launched in May 2015. With 40+ experts from more than 20 countries, it is a unique advisory group for policy-makers. The EE-HUB engages in outreach and awareness activities across several work streams (i.e. national strategies, partnerships with business, support for teachers and the role of regional authorities).

The field of entrepreneurship education is driven by a whole ecosystem of interconnected stakeholders and partnerships including the EU institutions, national governments, NGOs, businesses and, of course, schools and universities.



The EE-HUB experts have put forward 60 'good practices' summarized in canvas templates (www.ee-hub.eu) providing a snapshot of the selected initiatives. In their discussions, EE-HUB experts concentrated on their success factors, which served as a background for the following policy recommendations.

In Hungary, within the frames of EE-HUB, the conversation began among the various stakeholders, an EE conference for educators was organised to support them with tools and methodology and also the working group members started to work on recommendations for the improvement of the entrepreneurial education in Hungary.

"The lack of entrepreneurship education remains a significant bottleneck to stimulating self-employment and entrepreneurship in the EU."

European Commission, DG for Employment, Social Affairs and Inclusion, Employment and Social Developments in Europe, 2015.

TOWARDS A PERMANENT HUNGARIAN EE HUB

EE Hub's mission

- Promote and support collaboration between business, education and NGOs; improve access to entrepreneurship education for marginalised groups.
 - Recommend a progression model in entrepreneurship education and seek consensus around it.
 - Coordinate the development of a common validation and certification system for entrepreneurship education for teachers and students, as well as European competence-based assessment tools.
 - Map research efforts in Hungary and Europe and disseminate results.
 - Serve as a know-how and support centre for policy-makers.
 - Identify, recognize, and centralise existing good practices .
 - Collect, develop and disseminate tools and methods to be used in the classroom.
 - Develop and encourage use of technologies and blended learning tools for teachers and students.
 - Support initial teacher training and continuous professional development in entrepreneurship education.
 - Seek out a good legal/financial framework to support practical entrepreneurship experiences at school.
 - Raise awareness, recognize and reward efforts and initiatives that support entrepreneurship education.
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1.

Recommendations for the Government

The Government should:

Facilitate a broad policy platform for the work on entrepreneurship education: cross-ministerial collaboration, with the Ministry of Education in a leading role and with players from as many public domains as possible.

Maintain strong stakeholder relations; create win-win situations as well as involve stakeholders in designing, planning, implementing and evaluating policy and activity.

Leverage entrepreneurship education.

Recognize and reward educators related to EE. Integrate EE and special methodology in initial and in service teacher training, as part of the professional development of teachers.

Establish long term funding.

Redesign the system and structure of the subjects and lessons, aiming to synthesize knowledge.

Support and initiate EE in higher education including but not limited to courses, activities, programmes and initiatives.

Create visibility and promote EE and entrepreneurship.

Make legislation especially for experiential entrepreneurship programmes for students of all levels to give a legal frame for their business activities.

Map activity, monitor progress and measure impact.

Maintain strong stakeholder relations

Seek broad engagement from organisations such as employers' organisations, unions, chambers of commerce and industry and other national organisations from the financial or start-up community that can support and strengthen dimensions in entrepreneurship education

Have strong involvement from businesses, particularly SMEs, and acknowledge the contribution from the private sector. There is an increased need to develop and maintain sustainable partnerships between the business community and education in order to provide practical entrepreneurial experiences: this should be encouraged and supported by the national authorities

Revision of the scheme for the support of in service teacher training courses so that teachers would have access to quality trainings in EE. As part of the system teachers would be provided with vouchers that can be used at the training organisation to cover the costs of the training.

Active involvement of external experts, professionals, businessmen in EE.

Strengthen the relations of stakeholders

Regular communication between experts and decision makers (such as employers, entrepreneurs, educators, educational experts, policy makers, chambers or NGOs)

Organisation of joint events (conferences, workshops or networking events) with the involvement of corporate and educational professionals.

Involvement of teachers, head teachers, professors, students, student organisations to move forward EE .

Establish and maintain an online/offline platform and community to share good practice, knowledge, current points of development, to maintain a forum, to create visibility.

Leverage entrepreneurship education. Recognition and reward of teachers.

Revision of in service teacher trainings, introduction of new ones (diverse in length, main focus on methodology).

Various forms of supporting teachers' professional development: teacher trainings, establishing teacher panels based on innovation goals, provision of dedicated time for teachers, good practice, good models adaptation, gain of practical experience in business world.

Recognition of schools' EE activities: introduction of the international "The Entrepreneurial School" Award

Recognition and reward of teachers active in EE (Edupreneurs).

Integration of special courses in initial teacher training. *Basics of Economics* course for one term, with special focus on methodology and hands-on learning.

Optional courses beside *Basic of Economics* in initial teacher training: *Basics of Finances, Basics of Entrepreneurship and Methodology of Teaching Economics and Entrepreneurship*. Those who complete all four will receive an extra certificate with their diploma.

Creation of necessary teaching material, methods and tools and digital learning material.

Revision of assessment tools (assessment of competencies and skills).

Introduction of 50 hour "entrepreneurship service" for secondary school students. As a part of this service students will be able to do company programme, job shadowing, company visit, project work or any other entrepreneurship activities.



Establish long term funding

Expansion of the scope of Corporate Tax Allowance so that it can be used to support EE activities, initiatives and programmes. Restructuring the conditions of use to improve efficient application of money.

Schools which win the "The Entrepreneurial School" award would be granted an allowance which helps the school to maintain a local EE ecosystem with the involvement of local stakeholders, and also to share good practice, knowledge and tools with external teachers and professionals.

Redesign the structure and system of subjects and lessons

Application of tools and methods enhancing experiential and project based learning. Methods and tools are not related to the plain transfer of facts and data but to the development of skills and competences.

Restructuring the 45 minute long lesson frame in order to enable teachers to apply methods developing skills. Introduction of epochs.

Synthesis of information that are scattered in various subjects.

Dedicate time for EE in the curriculum.

Opening the schools to the world of work and business, involvement of business professionals, entrepreneurs .

Application of info-communication tools.

Introduction of EE goals in the strategy of schools (educational goals, local curriculum, extracurricular activities, project themes).

3-4 week training of the first graders in school: learning to learn, soft skills development which provides a basis for further development.

Establishment and support of EE in grammar schools and primary schools, open up these schools to the world of business, work so students can be more exposed to EE.

Fostering the implementation of successful, hands-on EE programmes in schools developed by NGOs, companies or chambers.

EE in higher education

Develop entrepreneurship and financial courses available for students of any faculty with special focus on experiential learning. Engage local entrepreneurs and practitioners to participate more systematically in entrepreneurship courses (The course could be led by external expert, corporate economist instead of academics.)


Strengthen the cooperation of companies, entrepreneurs, chambers and lecturers, professors.

Support of programmes and initiatives strengthening the entrepreneurial spirit: good practice, stories of success and failure, mentor programmes, cooperation between universities, adoption of good practice by foreign universities.

Enable students to realize their own ideas in forms of mini companies, startups. Optional course- own entrepreneurial experience. Create joint entrepreneurship programmes between economics and non-economics students.

Develop programs to train teachers in the field of entrepreneurship.

Introduce learning outcomes related to entrepreneurship education regardless of the specialization of the students.



Opportunity for students to write their research paper, thesis on issues, topics that are relevant to businesses or NGOs to support their work.

Building of networks , strengthening partnerships.

Visibility

Promotion and support of awareness raising events.

Promotion of entrepreneurship and EE.

Entrepreneurship should become an option at career choice for students..

Support of events that improve the general view of entrepreneurs and entrepreneurship and promote EE. (Entrepreneurship Week- Expo to present all EE related programmes developed by NGOs, companies, chambers, schools and other organisations).

Legislation for the legal frames of company programme

Legislation to secure the legal frame of hands-on company programmes in primary, secondary , vocational schools and at universities.

Map activity, monitor progress and measure impact

Ensure both the formal and informal learning pathways in entrepreneurship education are validated.

Map the spread and measure the impact of entrepreneurship education initiatives.

2.

Recommendations for Educational Institutions

With respect to the entity responsible for the maintenance of the institute

Make entrepreneurship education part of the school's strategy and communicate those plans to teachers, students, parents and the local community.

Allocate for CPD for teachers and routines for teacher recognition and awareness.

Inclusion of family enterprises and parents.

Move towards an 'ecosystem approach' that supports schools, headmasters and teachers as they develop entrepreneurship education and foster stakeholder involvement



"Ecosystem approach"- allocate for school to open up and partner with local stakeholders in EE.

Encourage an entrepreneurial culture in schools where everyone inside the education institution as well as local organisations (NGOs, local authorities, parents and students associations, businesses, etc) are involved and aware of their role.

Promote the combination of entrepreneurship with other skills (digital, STEM)

Offer practical, well-tested hands-on entrepreneurship education methods (e.g. mini-companies)

Offer incentives and/or awards for students and teachers that stand out for their entrepreneurial spirit and competences. Use of media to share these success stories.

Train teachers to enable them to effectively integrate entrepreneurial learning in the subjects they teach





3.

Recommendations for the Business Community and Intermediary Organisations.

Collaborate in the successful design and implementation of entrepreneurship education.

Make EE a recognised and promoted element of the companies CSR activities.

Recognition of companies doing the most for the EE of young, provision of visibility.

Partner with local schools, VET and universities: activities such as mentoring teachers or students, school visits, open days, special events and competitions, internships and/or apprenticeships

Co-operate with relevant public authorities, NGOs and education institutions to raise awareness of the benefits of entrepreneurship and of the positive role that entrepreneurs play in the society.

Provision of programmes where teachers can gain an insight into the business world: job shadowing, short trainings and workshops.

“Boosting entrepreneurship starts with bringing the worlds of business and education closer together and Chambers and business organisations play a key role in this process. An entrepreneurial mindset is beneficial in all walks of life, but we hope that more and better entrepreneurship education will have a direct impact in terms of more and better start-ups across Europe.”

Arnaldo Abruzzini, Chief Executive Officer, EUROCHAMBRES

EE HUB Hungary Partners

Amerikai Kereskedelmi Kamara, Budapesti Gazdasági Egyetem
Budapesti Gazdasági Szakképzési Centrum, Budapesti Innovatív Gimnázium,
Citibank, Civil Közoktatási Platform, Colibri HR Solutions
Corvinus Egyetem, Debreceni Egyetem GTK, Gazdálkodástudományi Intézet,
Vállalkozásfejlesztési Tanszék, DEMOLA, DIA, Edunet Alapítvány,
Élményműhely, Eszterházy Károly Egyetem
Herman Ottó Mezőgazdasági Szakgimnázium, Szakközépiskola
Kaposvári Szakképzési Centrum Noszloy Gáspár Közgazdasági
Szakgimnáziuma,
Kunterbunte Welt, Metropolitan Egyetem,
Osztályfőnökök Országos Szakmai Egyesülete, SEED Alapítvány,
Szegedi Tudományegyetem Gazdaságtudományi Kar
Szent István Egyetem Gazdaság- és Társadalomtudományi Kar
uSchool, Vállalkozók Országos Szövetsége,
Veszprémi Szakképzési Centrum Közgazdasági és Közigazgatási
Szakgimnáziuma,
Women Startup Competition



EE HUB Activities in Hungary 2017-2018



Opening conference
12.12.2017

1st Working Group meeting
28.03.2018.

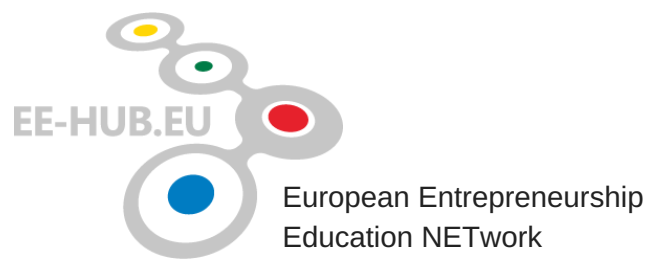


*EE Teachers Conference and
Workshop*
19.04.2018

2nd Working Group Meeting
16.05.2018.



*EE HUB Round Table
Budapest*
4-5.06.2018



Partners



Citi Foundation

