



# 2011- 2014 Action Plan on Entrepreneurial Education

Action Plan for the promotion of Entrepreneurial Spirit and Entrepreneurship  
through Education

30 September 2011



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# 1 Introduction

The present document is based on a declaration of intent<sup>1</sup> signed by the Flemish Minister responsible for economy, agriculture, fisheries and rural policy, Kris Peeters, by the Flemish Minister responsible for employment and professional training, Philippe Muyters and by the Flemish Minister responsible for education, Pascal Smet.

By signing the declaration of intent, it was agreed to pursue a harmonised and integrated policy between the Economy, Science and Innovation policy area, the Work and Social Economy policy area, the Agriculture and Fisheries policy area and the Education and Training policy area.

In this context, it was agreed to focus on two aspects; first focus is on instilling an entrepreneurial attitude into pupils and students and second focus is on imparting the necessary competences for independent entrepreneurship to pupils and students and on encouraging them to choose independent entrepreneurship.

## *Flemish framework*

This Action Plan is built on the earlier action plan<sup>2</sup> that served as a starting point for consultations between all the parties involved in this theme. The previous action plan was instrumental in setting up new specific actions such as the Entrepreneurial Class Week (Ondernemersklasseweek) and the study commissioned by the King Baudouin Foundation as well as in carrying on existing actions such as the calls for the bridging economy & education projects. It lays the foundation for the current policy which is a step towards more structured cooperation between all the departments and agencies involved.

The Action Plan carries out the intentions of the Flemish Coalition Agreement<sup>3</sup>. In this context, the Government of Flanders wants to facilitate entrepreneurship by continued awareness-raising. This awareness-raising must help counter the negative image of entrepreneurs. The purpose of the Action Plan is to support initiatives in the work field and to throw some light on the funding mechanism.

Furthermore, the Government of Flanders committed itself to integrating entrepreneurial competences in cross-curricular attainment targets as well as in the competence profile of teachers.

This Action Plan on Entrepreneurial Education also acts upon the Flemish Parliament resolution<sup>4</sup> of 15 June 2011 on the promotion of entrepreneurial spirit and entrepreneurship in education. This resolution asks for more entrepreneurial spirit and entrepreneurship throughout education. That is why the Flemish Parliament proposes to work on a continuous learning line and on the alignment between initiators and teachers. In addition to this, the intention is to avoid the fragmentation of projects and to make the [www.competento.be](http://www.competento.be) website more accessible and transparent. As far as teachers are concerned, the objective is to invest in teacher training courses, in-service training and placements in industry. Finally, sufficient space must be provided for secondary education reform and solid projects must be given a more structural character.

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<sup>1</sup> Communication to the members of the Government of Flanders about the declaration of intent on Entrepreneurship Education of 8 April 2011.

<sup>2</sup> Action Plan in implementation of Fact Sheet 3 of the Competence Agenda (2007).

<sup>3</sup> Policy statement of the Government of Flanders, 2009.

<sup>4</sup> Flemish Parliament. Resolution on the promotion of entrepreneurial spirit and entrepreneurship in education. Document 965, no 4, adopted on 15 June.

Moreover, the present Action Plan has a clear place in the Flemish plan for the future 'Flanders in Action'. Indeed, the Pact 2020 includes specific objectives to reinforce entrepreneurial culture in Flanders. The actions in the context of Entrepreneurial Education may make a major contribution here. Some of these actions were also included in the Entrepreneurship Action Plan<sup>5</sup> as promoting an entrepreneurial attitude in education is one of the Entrepreneurship Action Plan's operational objectives in order to develop a strong entrepreneurial culture.

Another aim is to create sufficient synergy and alignment between the Action Plan on Entrepreneurial Education and the "Action Plan on the Promotion of Careers in Mathematics, Exact Sciences and Technology", which is launched by the Flemish Minister responsible for education in collaboration with the Flemish Minister responsible for science and technological innovation policy and the Flemish Minister responsible for employment policy. This action plan will especially focus on increasing the outflow from scientific and technical courses in secondary education, the inflow and transition to scientific and technical courses of study in higher education and the entry into the labour market. It will also be aligned to the actions announced in this field in the White Paper on New Industrial Policy.

#### *European framework*

The European reference framework with key competences for lifelong learning<sup>6</sup> includes the *development of initiative and entrepreneurship* as a key competence. Key competences are those competences which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. This competence refers to an individual's ability to turn ideas into action and includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

This key competence supports individuals in their everyday lives at home and in society and is the foundation for specific skills and knowledge required by people in order to contribute to social or commercial activities.

The strategic framework<sup>7</sup> for European cooperation in education and training (ET 2020) includes a fourth strategic objective which aims at enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

#### *Partners involved*

This Action Plan was created in collaboration with all the policy actors involved:

- the Department of Education and Training,
- the Department of Economy, Science and Innovation,
- the Enterprise Flanders Agency,
- the Department of Work and Social Economy,
- the Department of Agriculture and Fisheries,
- the Flemish Agency for Entrepreneurship Training SYNTRA Vlaanderen,
- the ESF Agency,
- the office of the Minister-President of the Government of Flanders and Flemish Minister for Economy, Foreign Policy, Agriculture and Rural Policy,

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<sup>5</sup> Bis Communication to the Government of Flanders with regard to the presentation and extension of the Action Plan on Entrepreneurship on 25 November 2010.

<sup>6</sup> Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC).

<sup>7</sup> Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (2009/C 119/02).

- the office of Flemish Minister for Finance, Budget, Work, Town and Country Planning and Sport and
- the office of Flemish Minister for Education, Youth, Equal Opportunities and Brussels Affairs.

The Action Plan was submitted for advice to the Flemish Education Council (Vlaamse Onderwijsraad), the Socio-Economic Council of Flanders (Sociaal-Economische Raad van Vlaanderen) and the network for providers of initiatives that promote entrepreneurship and entrepreneurial spirit.

## 2 Scope of the Action Plan

### 2.1 Definitions

For the development of a sound policy on the promotion of entrepreneurial spirit and entrepreneurship through education it is essential that all policy actors use the same terminology.

When referring to *entrepreneurial spirit*<sup>8</sup> we mean the ability to take initiatives, to develop ideas in a certain context, to show perseverance, a sense of responsibility, pluck, creativity and self-direction, i.e. the personal qualities which enable people to convert ideas into actions. It is also about designing and managing projects to achieve objectives.

Entrepreneurial spirit delivers added value to each individual in his or her daily life at home and in society and in addition helps him or her contribute to and seize opportunities within the working environment.

The term *entrepreneurship*<sup>9</sup> relates to all stages an entrepreneur may go through when developing an enterprise (starting up, carrying on, expanding, restarting an enterprise,...) in a broad range of sectors, both in the private sector and in the non-profit sector. This requires a good understanding of the operation of the economy and of the possibilities and challenges an entrepreneur or an organisation will be confronted with. Entrepreneurial spirit is considered here as a *conditio sine qua non* for entrepreneurship. Moreover, it is of importance to be fully aware of the responsibility enterprises have in playing an ethical role and of the positive influence they can have both on themselves and on their environment for example through fair trade or corporate social responsibility<sup>10</sup>.

*Entrepreneurial Education* is used as the generic term describing education which stimulates entrepreneurial spirit and/or entrepreneurship.

### 2.2 Target group

The present Action Plan aims at fostering entrepreneurship in young people and adults through regular education.

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<sup>8</sup> Here, we refer to the definition of entrepreneurial spirit used by Professor F. Laevers (CEGO, 2004, *Ondernemingszin (h)erkennen - Recognising entrepreneurial spirit*) and to the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC).

<sup>9</sup> In the King Baudouin Foundation (2007)'s report entitled "Ondernemend leren en leren ondernemen. Pleidooi voor meer ondernemerschap in het onderwijs." (*Entrepreneurial Learning and learning to become an entrepreneur. A strong plea for entrepreneurship in education*), the concept of entrepreneurship is understood in a very broad sense. The report introduces three forms of entrepreneurship: business, social and personal entrepreneurship. Business entrepreneurship is aimed at the creation of economic value by establishing new enterprises; it is entrepreneurship in a narrow sense. Social entrepreneurship is about taking initiatives and realising innovations in a non-profit context; it refers to the creation of social added value. Personal entrepreneurship relates to the behaviour of individuals, who take their life into their own hands and devise innovations for their employers. This corresponds more or less to the concept of entrepreneurial spirit which is used here.

<sup>10</sup> Based on the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC).



Training courses for adult learners who are already on the road towards independent entrepreneurship and are attending a training course, do not come within the scope of the Action Plan. Nor is it the intention of this Action Plan to initiate new entrepreneurship training courses in Adult Education Centres or SYNTRA.

We explain this by means of the overview below.

The following groups belong to the Action Plan's target group:

- Pupils in nursery and primary education
- Pupils in full-time and part-time secondary education, including apprenticeship and Se-n-Se (secondary after secondary education)
- Pupils in part-time education in the arts
- Students in higher education
- Course participants in adult education, with the exception of the training course leading to the business management certificate

The following groups do not belong to the target group of the Action Plan:

- Course participants of private training providers
- Course participants in training courses organised by SYNTRA, with the exception of apprenticeship
- Course participants in training courses organised by VDAB
- Course participants in agricultural training
- Course participants of the Adult Education Centres, who are training to obtain the certificate of basic knowledge of business management

### 3 Strategic objectives

This Action Plan starts from transparent objectives so that schools know which goals they are collaborating on and providers of initiatives relating to entrepreneurship education know which goals should be pursued.

This Action Plan was established for the purpose of realising four strategic objectives. These objectives are equally important. Nevertheless, the objectives will not be equally present at all times. Depending on the age and the developmental level of the pupil, student or course participant and the training pathway he or she pursues, some of the objectives will be more focussed on than others.

#### **Objective 1**

**Pupils, students and course participants have the necessary entrepreneurial spirit when leaving education.**

When completing their educational pathway, pupils, course participants or students must be able to set objectives for themselves, take initiatives, be confident enough to go for it, be creative, organise themselves and demonstrate the perseverance required to achieve these objectives. They need this entrepreneurial spirit to shape their lives. Entrepreneurial spirit helps people outline their further educational career and complete it successfully, facilitate their access to the labour market and further develop their professional career and plan their leisure time and family life.

#### **Objective 2**

**Before leaving education, pupils, students and course participants have had the opportunity to prepare themselves for entrepreneurship.**

When graduating, students, course participants or pupils must be sufficiently prepared to engage in entrepreneurship. This means that students, pupils and course participants know which steps to take to become an entrepreneur and have acquired sufficient basic knowledge at the end of their training course.

#### **Objective 3**

**Pupils, students and course participants are motivated to become an entrepreneur.**

Pupils, students and course participants must adopt a positive attitude towards entrepreneurs and enterprises and consider entrepreneurship as a valuable career choice for themselves and for others.

**Objective 4****Teachers show entrepreneurial spirit and have a balanced view of entrepreneurship.**

In order to make pupils, students and course participants gain a positive image of entrepreneurship, it is essential that teachers and other directly involved parties such as school management teams have a sufficiently balanced vision of entrepreneurship themselves. If this is not the case, they will not be able to convey a balanced image of enterprises and entrepreneurs. Teachers and school management teams need to have enough entrepreneurial spirit themselves in order to be able to provide Entrepreneurial Education.

## **4 Operational objectives and actions**

### ***4.1 Terminology***

In the work field, terms like entrepreneurship, entrepreneurial spirit, sense of enterprise, entrepreneurial behaviour...are interpreted differently all the time. However, designing a sound policy on Entrepreneurial Education requires that all the policy actors use the terminology in the same way, hence avoiding confusion of terms.

That is why we try to ensure that all the departments, agencies and bodies involved in providing initiatives for promoting entrepreneurial spirit and/or entrepreneurship use the same terminology in the framework of this action plan.

All government actors involved commit themselves to using the terms entrepreneurial spirit, entrepreneurship and Entrepreneurial Education as they were defined in this Action Plan (cf 2.1). From now onwards, the defined terms will be consistently used in for instance calls for projects, grant decisions, cooperation with external partners, in publications and external communication, ... within the framework of this Action Plan.

Moreover, external organisations receiving funds from the government are expected to use this terminology correctly.

As resources are limited and priorities must be set, no specific actions will be taken to disseminate this terminology more widely. However, when communicating, it will be ensured that the terminology is used correctly.

### ***4.2 Support of teachers***

Teachers and lecturers play a key role in providing Entrepreneurial Education. That is why it is important to provide sufficient support to teachers and lecturers of Entrepreneurial Education.

In this context, different types of support are offered: on-line support, face to face support by third parties, support through the exchange of experience with peers, provision of a qualitative offer of activities and the creation of teacher placements in industry.

#### *On-line support*

Teachers are supported by the provision of on-line teaching materials and pedagogical concepts.

Competento has existed since 2007. Its on-line knowledge centre gives all training and education actors the opportunity to find information on the provision of activities, methodologies and concrete teaching materials as well as a calendar of specific initiatives. This website also tries to increase the visibility of entrepreneurial spirit and entrepreneurship and shows good practices at home and abroad with the aim of inspiring other teachers.

In order to enhance the visibility and accessibility of the data on Competento's website, close cooperation will be set up with the educational portal site KlasCement in the future. Databases will be exchanged: in this way items from the Competento database will be opened up via KlasCement and reversely, relevant data of the KlasCement database will be accessible via the website of Competento. The Competento website and its external features will be maintained.

Competento will also examine the possibility of cooperating with other websites and knowledge centres that have similar themes to those of Competento's website, e.g. [www.projectloket.be](http://www.projectloket.be), the Flemish Network for the promotion of entrepreneurship (Ondernemerschapsbevorderend Netwerk, [www.von-online.be](http://www.von-online.be)) and the websites of structural partners regarding Entrepreneurial Education.

In addition, Competento will undertake a user analysis to further optimise the website.

### *Exchange of experiences*

Exchange of experiences between teachers may have a stimulating effect. By asking (experienced) teachers to share good practices, others may be persuaded to organise an entrepreneurship project at their school too.

An excellent tool is setting up informal group discussions for teachers and lecturers placing the focus on informal consultation. In the past year, this formula was tested and considered successful.

Nevertheless, it is not desirable to organise isolated informal group discussions. Preference should be given to linking them to other activities, events, competitions, initiatives of structural partners, etc. in the field of Entrepreneurial Education or related subjects. The Vocational Training Service (DBO) and Competento work on this together.

Some thought should be given to whether learning from other teachers' experiences can be stimulated by acknowledging the achievements of excelling teachers through awards.

### *Quality provision of activities*

For the purpose of supporting teachers who are teaching Entrepreneurial Education, it is of importance that sufficient and high-quality materials and concepts are offered.

In order to guarantee a minimum quality, a cross-policy area working group will elaborate quality standards that can be used as directives for awarding funding to activities promoting entrepreneurial spirit or entrepreneurship.

In order to give greater publicity to the existing provision, Competento organises a biennial information fair featuring stands of Entrepreneurial Education providers. This information fair will be organised in close consultation with the structural partners in the field of Entrepreneurial Education and will take place in autumn 2011 and 2013.

It is important to be tuned in to the needs of teachers and to fill in the gaps in the existing provision. However, it is not our intention to organise large-scale surveys at regular intervals. What we do want is to discover the gaps in the provision by setting up short enquiries on a voluntary basis during activities organised in the framework of Entrepreneurial Education by the Vocational Training Service, Competento and the Flemish Network for the Promotion of Entrepreneurship. In addition, the questionnaire form is provided on-line via the website of Competento. The Enterprise Flanders Agency will make the necessary arrangements to allow the non-profit Flemish Young Enterprises (Vlaamse Jonge Ondernemingen), the Education and Enterprise Foundation (Stichting Onderwijs en Ondernemen) and the

promoters of the supported bridging economy & education projects to disseminate this form during their activities aimed at teachers. To this end, the Entrepreneurial Education working group, composed of policy assistants of the agencies and departments concerned, will develop an easily accessible questionnaire form.

### *Face-to-face support*

A lesson we have learned from the past is that although plenty of inspiring examples<sup>11</sup> of teaching materials and concepts are made available, teachers are still convinced that starting Entrepreneurial Education is a challenging task. The existing channels focus first and foremost on the needs of teachers who have already taken the first steps towards Entrepreneurial Education.

Experiences in other regions (e.g. Wallonia and Wales) learn that it is worth the effort to go in person to the schools and teachers who are new to entrepreneurial spirit and entrepreneurship and familiarize them in a structural way with the possibilities of Entrepreneurial Education. Practical experiences in other regions also show that in this way even those institutions and individuals who are most reluctant towards Entrepreneurial Education can be reached and their enthusiasm for Entrepreneurial Education can be kindled.

At present, the Enterprise Flanders Agency has a sectoral account manager for education. This account manager is charged with the task of making the Enterprise Flanders Agency's provision known and possibly designing (own) adapted tools (developed example - Startkompas). In autumn 2011 - early 2012, various workshops regarding Startkompas will also be given to teachers and teacher trainees. The non-profit organisation Flemish Young Enterprises and the Education and Enterprise Foundation also adopt a direct approach to education institutions, the main focus being placed on face-to-face support. In addition, educational guidance services may give support to education institutions and provide, promote and reinforce innovations in education.

The actions taken by the above-mentioned actors can only partially meet the present need for face-to-face support.

Ideally, a large Entrepreneurial Education<sup>12</sup> Team should be created.

### *Placements in Industry*

Teachers are also supported by giving them the opportunity to get a feel for entrepreneurship. Teacher placements in industry are an effective means to do this, especially when the trainee is placed in a smaller enterprise.

One of the reasons why few teachers have undertaken placements in industry is the problem of finding a substitute teacher for the duration of the placement. It often happens that when no substitute teacher is found, teachers who are interested in a placement in industry, cannot start his/her work placement.

Via a project designed to solve the replacement problem, efforts are made to enable more teachers to go on a teacher placement in industry.

In this pilot project, a body will set up substitute educational activities while the teacher is away on a domestic placement in<sup>13</sup> industry. This substitute educational activity must aim at

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<sup>11</sup> methodologies such as competitions, projects or events to be organised by pupils, simulations, role-play, specific teaching materials, opportunities for contacts with entrepreneurs, company visits, pupil and student enterprises, work placements for teachers, training courses for teachers, etc.

<sup>12</sup> In Wallonia, such a team exists and consists of ten individuals catering for all education institutions of all education levels. In Flanders, a total staff of 12 would be required to cater for all the schools.

promoting entrepreneurial spirit and/or entrepreneurship in pupils. On the basis of 30 'substitutions', this pilot project will assess whether this formula may succeed in making pupils and teachers simultaneously work on their entrepreneurial spirit and entrepreneurship. The pilot project will take place in 2012 and will be preceded by a call for projects. When assessing the submitted projects, the experience of the submitter with actions regarding Entrepreneurial Education will play an important role.

### **4.3 Communication**

Providing clear and targeted communication and information to teachers, lecturers and schools is important. It should be avoided that education institutions and teachers or lecturers are flooded with information on various initiatives.

#### *Existing communication channels*

The Flemish Network for the Promotion of Entrepreneurship (Vlaams Ondernemerschapsbevorderend Netwerk), Competento and the Vocational Training Service communicated separately until now. From now on, communications on Entrepreneurial Education will happen timely and uniformly on the websites of the bodies and networks involved and will be coordinated by Competento. In any case, no additional website will be created by the Flemish authorities, nor will the creation of new websites be funded (unless they are part of the existing coordinating websites mentioned.)

#### *New accents in communication?*

It is being examined whether a group of students can be commissioned to develop a communication logo as a bachelor thesis and to make a recommendation on communication strategy with regard to Entrepreneurial Education. Here, serious consideration will be given to the fact whether it is useful to communicate directly to students in higher education or whether the integration of parts of the existing logo of Competento into the new logo can be an added value.

The logo makes the theme recognisable to teachers and lecturers. The use of the logo requires consultation and will lead in this way to a better alignment of the various communications.

#### *Entrepreneurial Class Day*

The Entrepreneurial Class Week was organised for the first time in 2007 by Competento and until now five editions have been set up. The evaluation of the Entrepreneurial Class Week showed that providers of Entrepreneurial Education activities and education institutions follow in the meantime their own agendas when organising and participating in initiatives. As a result, there is no longer a need for combining as many initiatives as possible during an annually fixed week.

That is why the existing formula of the Entrepreneurial Class Week was abandoned and replaced by an initiative in which actions for the promotion of entrepreneurial spirit and entrepreneurship are focussed on.

The new formula aims at giving a strong profile to Entrepreneurial Education. A first highlight is the annual launching of a new inspirational guide to Entrepreneurial Education. In this inspirational guide, Competento presents a wide range of concepts and teaching materials.

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<sup>13</sup> A placement in industry means, in conformity with the circular on placements in industry, a period of at least five working days in enterprises, care and welfare institutions or public services during which staff members gain work experience in another working environment. These five days do not necessarily have to be consecutive. In this context, a placement agreement must be concluded between the placement provider, the school and the staff member concerned. A placement in industry is not paid by the placement provider.

A second highlight is the Entrepreneurial Class Day organised in May 2012 by Competento. On this day, the highlights of/in the work field are focussed on, while teachers as well as prize winners present good practices, etc. This must have a stimulating effect on other teachers and pupils or students.

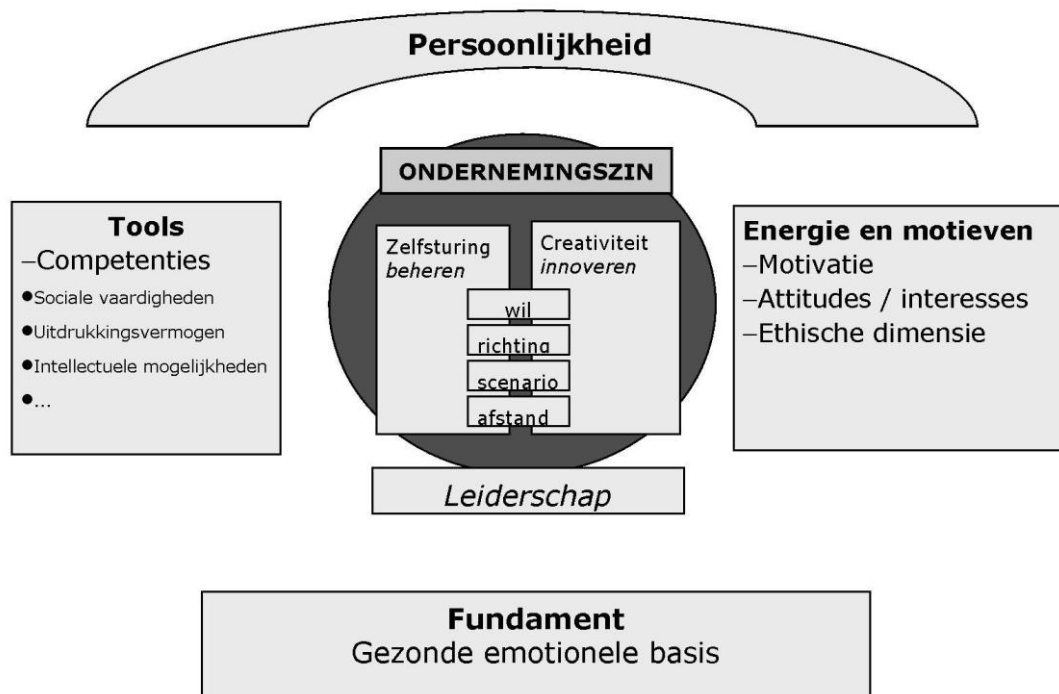
Competento will further develop this new formula in consultation with the cross-policy area working group on Entrepreneurial Education and will, from the start, also involve the structural partners in the field of Entrepreneurial Education. If the Entrepreneurial Class Day gets a positive evaluation, this action will be organised on an annual basis and will be reported on to the steering group.

#### 4.4 Line of learning

##### *Thematic components*

The two basic components of an Entrepreneurial Education line of learning are the terms "entrepreneurship" and "entrepreneurial spirit" as described above. In Flanders, various frameworks exist for the operationalisation of these terms and their further conversion into competences.

With regard to the operationalisation of entrepreneurial spirit, making maximum use of the so-called STEP profile was opted for<sup>14</sup>. Please find below the diagram of the profile. The key elements of the profile are self-direction and creativity.



<sup>14</sup> This profile was developed by CEGO, the centre for experience-based education related to KUL. Laevers F. & Bertrands E. 2004. *Ondernemingszin (h)erkennen*. (Recognising entrepreneurial spirit). Leuven: CEGO.



The ENTRE profile<sup>15</sup> offers a starting point for gaining an insight into the competences that are at the basis of entrepreneurship. In this ENTRE profile, an entrepreneur is regarded as a successful entrepreneur who, separately from a specific sector-related context, has succeeded in starting up his own (or taking over a) business and developing it into a sound business in the first three years, thus laying the foundations for running a solid business. So an SME entrepreneur starting his own business or taking over a business on his own or with a limited number of staff is used as a basis. Within seven key areas, 12 competences have been defined:

<b>Generic entrepreneurship competences from the ENTRE profile</b>
<b>FULL COMMITMENT TO ENTREPRENEURSHIP</b> Perseverance Self-knowledge
<b>ORGANISATIONAL ENTREPRENEURSHIP</b> Understanding of return on investment Decisiveness
<b>REASONED ENTREPRENEURSHIP</b> Autonomy Future-oriented planning
<b>COLLABORATIVE ENTREPRENEURSHIP</b> Persuasiveness Networking
<b>SEIZING OPPORTUNITIES</b> Seeing opportunities Understanding of market
<b>SOCIALLY CONSCIOUS ENTREPRENEURSHIP</b> Acting in a solidarity-based and eco-friendly way
<b>PROACTIVE ENTREPRENEURSHIP</b> Oriented towards learning

The necessary technical and content entrepreneurial competences have a regulatory basis and are listed in the so-called Royal Decree on Business Management (published on 24 July 2007 and are effective since 1 September 2008). The Royal Decree was translated into a circular entitled "Business management in secondary education (SO/2008/01) of 25 January 2008. In this circular, the following competences are put forward for imparting the basic knowledge of business management<sup>16</sup>:

**Competence 1: Writing a business plan as an entrepreneur**

1. Choosing whether or not to establish oneself as a self-employed person
2. Studying legal forms and conditions for start-up

<sup>15</sup> Results from the 2006 Entre Project in collaboration with the Centre for Research on Lifelong Learning and Participation (Centrum voor Sociaal-Culturele en Arbeidspedagogiek, K.U. Leuven) of the K.U. Leuven. The profile is largely used in Flanders via the application of ENTRE-Spiegel, a screening tool for detecting entrepreneurship. The ENTRE-Spiegel is among other things used in SYNTRA centres (in the business management course) and by VDAB for jobseekers with an interest in entrepreneurship.

<sup>16</sup> This is only a summary of the competences that were mentioned in the circular. Please visit <http://www.ond.vlaanderen.be/edulex /database/document/document.asp?docid=13955A> for the more detailed overview in the circular.

3. Doing market research
4. Establishing a financial plan

**Competence 2: Handling the administrative aspects of a business as an entrepreneur**

1. Acquainting oneself with the accounting and tax aspects of a business

**Competence 3: Handling the commercial aspects of a business as an entrepreneur**

1. Buying and selling

It is of importance to make pupils go through a process of gaining economic awareness. In this context, the existing cross-curricular attainment targets provide<sup>17</sup> a starting point.

Cross-curricular attainment targets are common to all types of education and courses of study. Apart from the attainment targets learning to learn, they comprise two components: a common *core* and seven *contexts*<sup>18</sup>.

The attainment targets from the *core*<sup>19</sup> contain elements of key competences that are very important for entrepreneurial spirit. They are practised in various settings. An example of a core attainment target: "Despite the difficulties, the pupils continue to pursue a goal".

The core is combined with the classical courses but also with the *contexts* of the cross-curricular attainment targets. These contexts are more knowledge-based. Context 6: "socio-economic society"<sup>20</sup> is a strong basis to tackle the knowledge with regard to entrepreneurship.

In the long run, a more explicit integration of the other aspects of entrepreneurial spirit and entrepreneurship in the cross-curricular attainment targets is being considered. Initiative and entrepreneurship competences are also part of the key competences which were described in the first exploratory memorandum for secondary education reform.

### *Structure*

Entrepreneurial Education must be incorporated in all courses of study and all education levels. However, it is of importance to clearly set which objectives of Entrepreneurial Education must be dealt with in which phase of life.

### **Principles**

1. Entrepreneurial Education must be provided in all levels of education.
2. Entrepreneurial Education must be provided in all courses of study.
3. Entrepreneurial spirit is provided throughout the Entrepreneurial Education line of learning.
4. Entrepreneurship is gradually developed within the Entrepreneurial Education line of learning.

We propose to limit the actions in nursery education to stimulating entrepreneurial spirit.

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<sup>17</sup> VOET@2010. New cross-curricular attainment targets for secondary education. Publication of the Flemish authorities.

<sup>18</sup> The contexts are: physical health and security, mental health, socio-relational development, environment and sustainable development, legal and political society, socio-economic society and socio-cultural society.

<sup>19</sup> The attainment targets of the core can be found at:

<http://www.ond.vlaanderen.be/dvo/secundair/vakoverschrijdend/globalevoetod.htm>

<sup>20</sup> The attainment targets of the context 6, socio-economic society, is available at the following website:

<http://www.ond.vlaanderen.be/dvo/secundair/vakoverschrijdend/context6.htm>

From primary school onwards, focus should not only be on promoting an entrepreneurial spirit, but also on creating a positive image of enterprises and raising awareness about the importance of enterprises for our society. A first real step to connecting with entrepreneurs must be taken here.

From secondary education onwards and in higher education a further step can be taken. Here it is important that the aspects which have already been worked on in nursery and primary education are further fleshed out. Secondary schools and higher education institutions thus continue to work on the promotion of entrepreneurial spirit and on building a positive, realistic image of enterprises and entrepreneurship. This should not only be translated into the curriculum, but also into an appropriate pedagogical approach and related evaluation. Moreover, it is essential that teachers and lecturers raise the pupils' and students' awareness about the importance of enterprises for our society and our prosperity. In addition, every pupil and student interested in this, irrespective of his or her course of study, should get the opportunity to learn how to create a business plan, to acquire a basic knowledge of accounting, commercial and legal aspects and to learn how to start a business. In secondary education it is crucial to impart entrepreneurial spirit and entrepreneurship in an integrated way and establish the link with for instance languages, sciences and technology.

Finally, it is important that the start-up of an enterprise is dealt with in educational and career guidance so that pupils consider creating an enterprise as a valid career choice.

#### Overview

**Nursery education:**

- Entrepreneurial spirit
- Positive imaging

**Primary education:**

- Entrepreneurial spirit
- Positive imaging
- Basis of gaining economic awareness: importance of enterprises for society

**Secondary education:**

- Entrepreneurial spirit
- Positive imaging
- Gaining economic awareness
- Entrepreneurship: the individual choice of each pupil

**Higher education:**

- Entrepreneurial spirit
- Positive imaging
- Gaining economic awareness
- Entrepreneurship: the individual choice of each student

#### Actions

The Flemish authorities support the development of this line of learning by funding a number of actions and organisations, which provide activities (cf list in 4.6) that promote entrepreneurial spirit and entrepreneurship in education.

It is being examined how Entrepreneurial Education can be brought to the fore in higher education and how these activities can become more visible. For this purpose, Competento and the Education and Training Department work together with the Enterprise Flanders

Agency to list the actions already undertaken in higher education. By the end of 2011, a report on this will be submitted to the steering group.

In addition, the NVAO will explore the possibility of awarding a special quality label for entrepreneurship and/or entrepreneurial spirit to training programmes. To this end, two Flemish institutions will be able to participate in a pilot project in which a self-evaluation report will be judged by a panel and the training programme will be visited. These steps may lead to a report and an evaluation. A report on this will be presented to the steering group.

#### **4.5 Teacher education**

As Entrepreneurial Education can have more positive effects than simply increasing the number of enterprising young people and starting entrepreneurs, it is advisable to pay more attention to Entrepreneurial Education in initial teacher training and in-service training of teachers. Stimulating Entrepreneurial Education means stimulating an active educational approach, better motivating young people and partially preventing them from dreading school<sup>21</sup>.

We realize that too much is asked of teacher training courses because various groups expect that in teacher training focus is greater on specific social themes. It is not possible for teacher training to address all of these themes. That is why it is not realistic to expect future teachers to already learn how to engage in pedagogical activities within the framework of Entrepreneurial Education during teacher training.

Nevertheless, we may expect from teacher trainers that they try to make future teachers demonstrate more entrepreneurship themselves and acquire a positive image of entrepreneurship. In this context, it is important that teacher trainees are aware of the field of tension between Entrepreneurial Education and education culture<sup>22</sup>. Although education tries to gain control of a learning situation, Entrepreneurial education is another story. By confronting teachers with this tension, uncertainty is partially resolved.

##### *Initial teacher training*

In order to professionalise teacher training courses, a Flemish Parliament Act allows Associations, Adult Education Centres, colleges of higher education and universities training future teachers to create together a Network of Expertise or Regional Platform and conclude a framework convention to this end. Each network of expertise consists of one university, at least one college of higher education and at least one Adult Education Centre. Per association, maximum two networks of expertise can be created.

A Network of expertise or regional platform aims at combining and developing the complimentary expertise of various teacher training courses for the promotion of the quality of teacher training and reinforcing the provision of services in the field of the continuous professionalisation of teachers.

The networks of expertise conclude a management agreement to work on certain themes. It is examined to which degree it may be useful to include in the management agreement

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<sup>21</sup> Van den Berghe, W. (2007). *Ondernemend leren en leren ondernemen. Pleidooi voor meer ondernemerschap in het onderwijs*. (Entrepreneurial Learning and learning to become an entrepreneur. A strong plea for entrepreneurship in education). Report drawn up in the framework of 'Focus on Talent' by order of the Flemish Ministry of Education and Training. Brussels: King Beauduin Foundation

<sup>22</sup> Idem

whether action promoting Entrepreneurial Education will be taken. DBO and Competento will provide support if required.

In 2012, teacher training courses will be assessed. On the basis of this assessment, if relevant, adjustments regarding Entrepreneurial Education will be made to teachers' competence profiles.

*In-service training*

It is being examined whether it is useful to include *Entrepreneurial Education* as a theme in in-service training at the initiative of the Government of Flanders (priority in-service training) during the 2012-2013 school year.

## 4.6 Preconditions

### *Funding*

Until now, various policy areas independently funded actions for the promotion of Entrepreneurial Education. This led to inadequate alignment and a fragmentation of initiatives.

Ideally, all resources spent should be jointly managed so that a broad range of initiatives with a variation in methodologies are financed.

That is why in the framework of the present Action Plan, all departments and agencies involved agreed on the use of the resources from a common perspective. All departments and agencies involved make arrangements on how the resources are used and on who finances which actions.

The following arrangements were made regarding the structural and project-based funding of initiatives and organisations during this term of office:

- COFEP which is responsible for the organisation of training enterprises receives structural support. The Department of Education and Training allocates these resources via the RTC network. VDAB contributes to staffing costs.
- The non-profit organisation Vlajo and Stichting Onderwijs en Ondernemen are already structurally funded by the Enterprise Flanders Agency. Both organisations provide various complementary concepts and materials for Entrepreneurial Education. These activities are guaranteed but in order to stimulate harmonisation of the actions of both organisations, the Enterprise Flanders Agency will take the initiative to consult with both organisations so that they will submit a common proposal of activities, budget and reporting from 2013 onwards.  
For some school years, the dream factory of Vlajo has been receiving support from the Education and Training Department in the form of 1FTE seconded teacher. From 2013 onwards, the proposal of activities with the budget of Vlajo and UNIZO will also have to contain a proposal for the employment of seconded teachers. On the basis of these proposals, the number of FTE seconded teachers may be increased.
- Competento's operation is further guaranteed and funded by SYNTRA Vlaanderen. Competento is responsible for the on-line knowledge centre, the inspirational guide for Entrepreneurial Education and an Entrepreneurial Class Day.
- The Minister responsible for technological innovation policy ensures the structural funding of Flanders District of Creativity. Flanders DC takes initiatives to increase creativity within education. Flanders DC is also commissioned by the Enterprise Flanders Agency to organise the Flemish business plan competition for students (see below).
- COOS, a competition for school teams regarding entrepreneurial spirit and entrepreneurship is funded by resources of the Education and Training Department. As participation numbers were low for the 2011 edition, this activity will be assessed after the 2012 edition. Only if the participation was sufficiently high in 2012, this activity will be continued for the rest of the term of office.
- New calls for Bridging Projects will be launched by the Enterprise Flanders Agency. Via the bridging projects, the Enterprise Flanders Agency provides resources to projects which create partnerships for the purpose of developing new forms of knowledge exchange between the business world and education. The Enterprise Flanders Agency has earmarked the necessary funds for a new call in 2012. In this context, room is also

made for valorisation processes of the best practices arising from previous calls for Bridging Projects the operation of which is being embedded in Flanders. The practical launch of the call is done in consultation with the cross-policy area working group on Entrepreneurial Education.

- The Enterprise Flanders Agency funds an annual business plan competition for students and pupils. Various organisations will work on this together from the 2011-2012 school year. The "Beloftevolle Ondernemer competition" (Promising Entrepreneur) which was financed until 2011 by the Education and Training Department is no longer organised separately as it is included in the collaboration initiatives for the business plan competition. In the next period, maximum synergies between the business plan competition, the activities of Vlajo and the Stichting Onderwijs en Ondernemen and other initiatives within the framework of this Action Plan will be actively aimed at.
- The project entitled 'De wereld aan je voeten!' (The World at your Feet) in its current form will be extended for another year. This project receives means from different policy areas.
- Finally, the Education and Training Department provides project-based funding to Proleron bis and the pilot project for the promotion of teacher placements in industry (cf 4.2).
- The Enterprise Flanders Agency also awards funding to 2 audio-visual creations with a cross-media character that specifically aim at raising the awareness of young people to entrepreneurship. These creations are:
  - 'Later als ik groot ben' (Later, as a grown-up): This programme is about career planning for young people aged 10 to 15 and will be broadcast by Ketnet;
  - 'Jonge bazen' (Young Bosses) broadcast by Kanaal Z is a concept designed for students in secondary and higher education with a competition formula similar to mini-enterprises.

### *Legal and fiscal aspects*

The King Baudouin Foundation drew attention to the need for an adapted fiscal and legal framework for pupil and student enterprises<sup>23</sup>.

Throughout the period of this Action Plan, we wish to map out these concrete fiscal and legal bottlenecks that hamper the activities for the promotion of entrepreneurship and entrepreneurial spirit. Where necessary and desirable, talks regarding these bottlenecks will be initiated.

Here, we do not want to confine ourselves to the bottlenecks pupil and student enterprises are confronted with, but to extend their range to encompass all the activities that are undertaken to promote entrepreneurial spirit and entrepreneurship.

In order to map out the problems, providers of such activities already known to the Government of Flanders will be consulted. In addition, the Flemish Education Council (Vlaamse Onderwijsraad) will be asked to touch on these problems and to provide a list of

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<sup>23</sup> Van den Berghe, W. (2007). *Ondernemend leren en leren ondernemen. Pleidooi voor meer ondernemerschap in het onderwijs*. (Entrepreneurial Learning and learning to become an entrepreneur. A strong plea for entrepreneurship in education). Report drawn up in the framework of Focus on Talent (Accent op Talent) commissioned by the Flemish Ministry of Education and Training. Brussels: King Baudouin Foundation

the fiscal and legal bottlenecks. On the basis of the inventory of bottlenecks, a study may be commissioned to propose a number of amendments.



## 5 Follow-up and evaluation

### *Governance*

The steering group will monitor the implementation of this plan. At the official level, the necessary working groups are composed so that the relevant services cooperate on its operationalisation. In conformity with the declaration of intent, the partners in the field will be advised with.

### *Assessment*

Assessing the Action Plan on Entrepreneurial Education is no easy task. On the one hand, a lot of effects can only be measured in the long run. For example, there is a real risk that young people who have the intention to become an entrepreneur via the actions of the Action Plan, do not carry out their plan immediately but some time later. On the other hand, it is difficult to relate the measured effects unambiguously to the Action Plan's actions.

For these reasons, we choose to follow up the Action Plan on the basis of monitoring data relating to the scope of the planned and current actions contained in the Action Plan. A cross-policy area working group will be charged with developing a coordinated set of indicators in alignment with the objectives of the Action Plan.

Kris Peeters,

Flemish Minister for Economy, Foreign Policy, Agriculture and Rural Policy

Pascal Smet

Flemish Minister for Education, Youth, Equal Opportunities and Brussels Affairs

Philippe Muyters,

Flemish Minister for Finance, Budget, Work, Town and Country Planning and Sport