

EUROCLIO POSITION ON ENTREPRENEURSHIP IN EDUCATION

Why a EUROCLIO Position on Entrepreneurship?

The European Reference Framework adopted by the Council of Ministers of the European Union in 2006 designates entrepreneurship as one of the 8 Key Competences for Lifelong Learning, in association with the “*sense of initiative*”¹. Entrepreneurship is considered as a top priority in the 2012 Communication of the European Commission "[Rethinking Education: Investing in skills for better socio-economic outcomes](http://ec.europa.eu/education/news/rethinking_en.htm)"². Is it to say that all young people should be educated with the idea that they will all start a business when they enter the labour market?

Entrepreneurship is a competence for life and cannot be reduced merely to a set of skills for employability: it encompasses context appropriate knowledge, skills, attitudes, dispositions and values that all together contribute to the personal, social and professional development of young people.

The definition of entrepreneurship in the European Reference Framework stresses its connection with a number of transversal competences that high quality history, heritage and citizenship education contributes to develop (see *EUROCLIO Manifesto on High Quality History, Heritage and Citizenship Education*), such as communication, motivation, organisation and planning, decision-making, risk-taking and teamwork. Nowadays school curricula are compelled to integrate transversal competences as learning outcomes in their generic as well as subject-based guidelines.

Entrepreneurship as a competence needs to be mainstreamed in the teaching and learning of already existing compulsory subjects such as history. It also calls for a better recognition of the impact of non-formal education, including non-formal teachers' education, in preparing young people for the labour market.

The introduction of entrepreneurial learning at school cannot happen without the teachers and educational staff in general. Creativity, innovation and risk-taking, at the centre of the definition of entrepreneurship, also need to be developed in the educators themselves so that they can transmit these skills and attitudes to their students. EUROCLIO believes in reinforcing professional talents as fundamental resources for innovation and change and builds the capacity of history, heritage and citizenship educators to become social activists and entrepreneurs through their work.

The emphasis on entrepreneurship in education should focus on raising awareness in the teachers' and school managers' community about the best way to create an engaging entrepreneurial environment for students inside and outside the classroom.

¹ http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf

² http://ec.europa.eu/education/news/rethinking_en.htm

How does history, heritage and citizenship education contribute to the development of a culture of entrepreneurship among young people?

High-quality history, heritage and citizenship education supports the development of an entrepreneurial mindset through its content, its methodology as well as its pedagogy.

Knowledge

“Necessary knowledge includes the ability to identify (...) “bigger picture” issues that provide the context in which people live and work” – European Reference Framework, Key Competence 7, Sense of Initiative and Entrepreneurship

High-quality history, heritage and citizenship education develops a broad evidence-based understanding of long-term socio-economic developments, analysing the workings of the economy and assessing motivations and behaviours of people who lived and worked at the certain time. It introduces global perspectives and encompasses different dimensions which enable to put socio-economic trends into perspective. The subject addresses economic ethical and environmental questions and the role of societies, companies and individuals in risk-taking, decision-making and failures. It shows the complexity of societies and does not reduce the workings of the economy to a simple, mono causal narrative.

Methodology

“Skills relate to pro-active project management (involving for instance the ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief, evaluate and record)” – European Reference Framework, Key Competence 7, Sense of Initiative and Entrepreneurship

High-quality history, heritage and citizenship education develops students’ curiosity and spirit of inquiry. In order to carry out a historical inquiry, a student needs to be able to formulate questions and make an analytical use of empirical evidence. This implies gathering, organising, investigating and assessing material in a logical and coherent way, based on critical thinking leading to conclusions for a plausible (historical) interpretation.

Pedagogy

“An entrepreneurial attitude is characterised by initiative and pro-activity, independence and innovation in personal and social life, as much as at work.” – European Reference Framework, Key Competence 7, Sense of Initiative and Entrepreneurship

High-quality history, heritage and citizenship education asks students to take responsibility for their own learning by being able to independently take initiatives, fulfill obligations, complete tasks, and meet deadlines. The pedagogy promoted by EUROCLIO includes active learning strategies and assessment methods that enhance individual motivation and engagement. It stimulates effective written and oral communication and efficient collaboration with others.

How does EUROCLIO support the development of an entrepreneurial mindset in the history, heritage and educators' community?

EUROCLIO supports the development of sustainable, active and innovative civil society networks by establishing and empowering **independent professional history, heritage and citizenship educators' Associations** in all European countries and beyond. These organisations are multipliers of EUROCLIO's work at the national level. They stimulate creativity, initiative and innovation in the field of history, heritage and citizenship education, therefore having an undeniable social impact.

The history, heritage and citizenship educators' Associations member of EUROCLIO are **effective capacity-building hubs**. Through their involvement in these organisations, individual educators develop a set of skills and attitudes as set out in the definition of Entrepreneurship as a Key Competence in the European Reference Framework that are reflected in their teaching practice and have thus a **direct impact on students**.

To build and develop successful, sustainable and attractive organisations, the Associations' leadership and members have to acquire and demonstrate the following abilities:

The Mindset

- ❖ Show motivation and determination to meet goals and objectives
- ❖ Act independently and take initiative
- ❖ Accept innovation and change
- ❖ Be aware of ethical values
- ❖ Think creatively
- ❖ Solve problems
- ❖ Recognise risks
- ❖ Show respect and consider others as equals

"Turning Ideas into Actions"

- ❖ Plan and manage projects
- ❖ Identify available opportunities and challenges for activities
- ❖ Promote good governance
- ❖ Perform effective representation and negotiation
- ❖ Communicate ideas to others efficiently
- ❖ Work in team and make decisions together with others
- ❖ Plan, delegate, lead, debrief, evaluate and record
- ❖ Complete tasks, fulfill obligations and meet deadlines
- ❖ Develop effective decision-making processes
- ❖ Appraise own assets and competences