

Stimulating entrepreneurship policy framework in Europe

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Rethinking Education (1)

- Youth unemployment is approaching 23% across Europe and at the same time we have over 2 million unfilled job vacancies.
- The knowledge economy continues to increase demand for higher skills but more than 70 million Europeans have only low or no formal qualifications.

Rethinking Education (2)

- This highlights a serious weakness in our education and training systems. Europe will only resume growth by producing highly skilled workers who can contribute to innovation and entrepreneurship.
- Efficient investment in education and training is fundamental to this.

Rethinking Education (3)

- It is essential that Member States create flexible options, such as high quality distance learning. Widening access and engagement through Open Education is a necessity. Technology will play a crucial role in this. We shall also talk to employer and workers' organisations about how to improve training opportunities for working adults.

Rethinking Education (4)

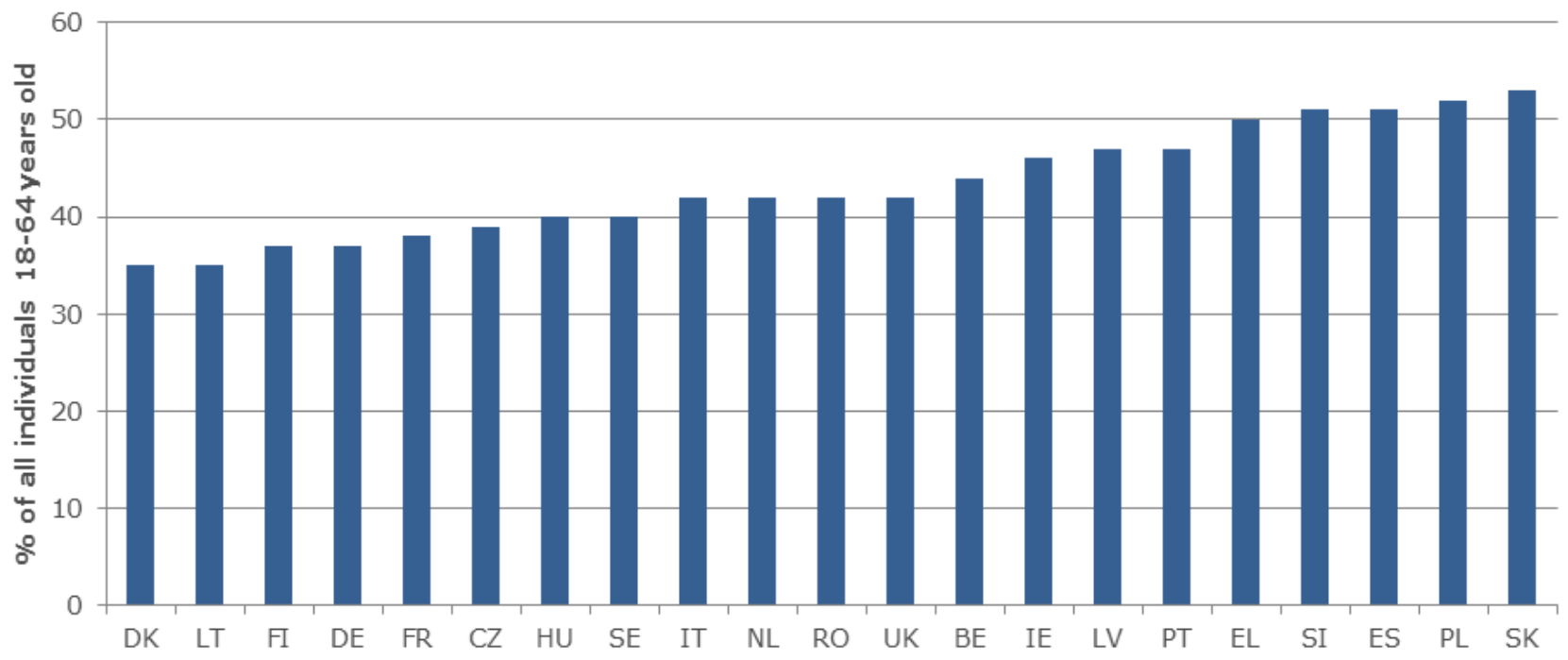
- Responsibility to deliver the right skills for the labour market must be shared between businesses, educational providers and other stakeholders, including students. We must also ensure that education and training remain equitable and accessible for those from disadvantaged backgrounds

- **Entrepreneurship education should be prioritised.**
- Most Member States have strategies or on-going initiatives addressing the implementation of entrepreneurship education into general education at primary and/or secondary level, yet only in a quarter of member states did a majority of adults believe they had the right skills and knowledge to start a business.
- Consequently, entrepreneurship needs to be introduced early, and included at **all levels** and in all disciplines of education and training.

- Key Competence Framework :
the entrepreneurship key competence refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives.
- The overall goal of entrepreneurship education is to give students the attitudes, knowledge and skills to act in an entrepreneurial way, for either a commercial or non-commercial objective.

- The fourth long term objective of ET 2020 is to enhance creativity and innovation, including entrepreneurship, at **all levels** of education and training.
- Results from a 2011 survey on entrepreneurship education show that 23 EU Member States have current strategies or on-going initiatives addressing the implementation of entrepreneurship education into general education at primary and/or secondary level.

Education and Training Monitor 2012



Looking back and looking ahead

Remember:
ICT and the university
twenty years ago – *online
not yet started*

Look around:
ICT and the university today
–breakthrough of online
education on and off
campus, *value to the
mission is demonstrated*

Imagine:
ICT and the university within
twenty years –
*mainstreaming of online
education in universities and
higher education systems
(diversity of solutions)*

- All sectors in society are affected by innovations, based on ICT. Universities have felt a lot of fear of commitment for online education, but today we seem to face a breakthrough. Tomorrow “online” will be an organic part of teaching and learning and higher education systems with a diversity of solutions.

- Because of its promising potential, online education will increasingly affect all educational activities of a university.
- The accessibility and flexibility, brought by the use of ICT and new media, will create new educational activity areas, which are entirely internet-based or to a large extent blended.

Opportunities of “open and free”

Open knowledge sharing and informal learning

Knowledge networks (user side): domain-specific, professional, regional

Innovation in teaching and learning on and off campus

Transition to formal learning through additional services

Innovative Pedagogies

New pedagogy for e-books

Publisher-led short courses

Assessment for learning

Badges to accredit learning

OER and MOOCs

Rebirth of academic publishing

Seamless learning

Learning analytics

Personal enquiry learning

Rhizomatic learning

Partnerships and online education

- With ICT, universities can create high quality borderless education. For the digital generation it is their natural environment.
- Strategic partnerships and knowledge alliances
- The role of “online”
- New types of curriculum collaboration and related mobility

CBVI



- Cross Border Virtual Incubator (CBVI) flexibly reaches out to workers and learners to promote entrepreneurship and enterprise creation. It has the objective to demonstrate experiments with social and learner-centric entrepreneurship environments for the acceleration of new starters and cross border knowledge exchange.

Focus CBVI

- Stimulating entrepreneurship
- Focus on incubation process
- Higher education in cooperation with business
- Use of virtual environments
- Cross border

Thank you!!!

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