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STRATEGY FOR EDUCATION AND TRAINING IN ENTREPRENEURSHIP

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1 INTRODUCTION

Globalisation offers Denmark opportunities which we must exploit if we are to maintain our position as one of the richest countries in the world.

In its 2006 *Strategy for Denmark in the Global Economy* the Danish Government sets objectives for how Denmark can make most of globalisation. The objectives are that Danish enterprises and public institutions should be among the most innovative in the world, and that Denmark should be one of the countries with the most high-growth entrepreneurs.

Denmark's ability to develop, produce and market new goods and services will be vital in achieving these objectives. We need to be innovative and convert ideas and knowledge into value throughout society. This applies to enterprises, organisations and the public sector.

Our future competitiveness will be enhanced by using the Danish education system to stimulate the ability of students to innovate, see opportunities and convert ideas into value, in other words to be "*entrepreneurial*". In Denmark we must not just be well educated, we must also be entrepreneurial.

With the Strategy for Education and Training in Entrepreneurship the Danish government now presents a framework for how Denmark will educate and train the entrepreneurial business managers and employees of the future. These entrepreneurial managers and employees will create social and commercial success not only in new enterprises and organisations but also

within the framework of existing enterprises or public institutions. They will help to create Denmark's future competitiveness and contribute to achieving the objectives contained in the Strategy for Denmark in the Global Economy.

The Strategy for Education and Training in Entrepreneurship will build on the work carried out so far, while representing a concentration and consolidation in the area. Entrepreneurship needs to be put on the timetable in the Danish *folkeskole* (municipal primary and lower secondary education) and upper secondary education, as it must be part of the syllabus in higher education.

The strategy describes an active investment in entrepreneurship training at educational institutions. In the future, laws, executive orders and performance/development contracts will address education and training in entrepreneurship wherever relevant. No other country has involved every level of education, earmarked funds and included entrepreneurship in the management of educational institutions in the same way as Denmark.

The strategy has three parts. In the first part the Danish government sets objectives for the *folkeskole*, upper secondary education and higher education. The government will use existing management tools in all areas of the education sector to ensure that these objectives are achieved. This might, for example, involve the integration of entrepreneurship in executive orders, laws or performance contracts for players in the education system.

THE KAUFFMAN FOUNDATION IN THE USA

The creation of the *Foundation for Entrepreneurship* was, among other things, inspired by, the Kauffman Foundation in the USA. The Kauffman Foundation has been working to promote education and training in entrepreneurship for more than 40 years and has supported many new teaching initiatives, including the Kauffman Campuses project. The project is aimed at offering tuition in entrepreneurship to university students whatever their course. The university and the foundation sign a co-financing agreement. The foundation also works to enhance research into entrepreneurship education and training and influence new political initiatives in the area.

The second part of the strategy involves bringing all the supporting work together under a single player, the *Foundation for Entrepreneurship*. The foundation will promote the training of teachers and the development of teaching methods and courses, etc., for pupils and students in all branches of education. In concentrating its efforts the Danish government aims to create a player of sufficient size to drive development forward, build up knowledge and create continuity between the work done at every level of the education system.

The third part is creating the *Partnership for Education and Training in Entrepreneurship* between the Ministry of Culture, the Ministry of Science, Technology and Innovation, the Ministry of Education and the Ministry of Economic and Business Affairs. The interministerial partnership will cooperate on implementation of the strategy, including in the form of coordinating other initiatives aimed at achieving targets and collabor-

ating with the Foundation for Entrepreneurship.

The Partnership for Education and Training in Entrepreneurship will meet with parties from the education sector on an ongoing basis with a view to developing the strategy further through dialogue and cooperation. If the strategy is to succeed, it is vital that there is backing for it throughout the education sector.

The government will use regional partnership agreements to involve regional growth forums in developing the foundation and training in entrepreneurship at all levels of education.

THE FOUNDATION FOR ENTREPRENEURSHIP, ACTIVITIES AND CULTURE

The evaluation of the Foundation for Entrepreneurship Activities and Culture draws attention to the fact that the foundation has successfully put entrepreneurship and idea development on the agenda in large parts of the Danish education sector and enhanced the quality of teaching. There has also been a marked increase in activities both in the *folkeskole* and on a number of upper secondary courses. Around 11,500 *folkeskole* pupils took part in entrepreneur activities in the 2007/2008 school year compared with about 3,500 in the previous year, while a third of a year in upper secondary education took part in one or more of the foundation's education concepts. In the same period the foundation's combined activities expanded from 11,630 participants to more than 40,000.

2 BACKGROUND OF THE STRATEGY

Since 2001, the Danish government has implemented a number of initiatives aimed at strengthening entrepreneurship in the education system. Among other things, it set up the Foundation for Entrepreneurship Activities and Culture - Young Enterprise. The government also provided funding for the creation of IDEA (International Danish Entrepreneurship Academy) and the Øresund Entrepreneurship Academy, while a large number of educational institutions have received grants to set up student growth houses.

In this way education and training in entrepreneurship has been put on the agenda at many educational institutions. All three players have helped to develop courses, teaching materials, in-service training for teachers and actual study programmes. This has established a firm platform on which we now have to build upon.

Entrepreneurship is in the process of being integrated into teaching in the Danish education system. Many educational institutions now have entrepreneurship on the timetable. Both the number of schools and educational institutions offering education and training in entrepreneurship and the scope of activities are growing. The increased level of activity is, among other things, due to growing political awareness of entrepreneurship education and training in recent years.

However analyses show, that Denmark still lags behind the best countries when it comes to education and training in entrepreneurship. There is therefore a need for greater efforts to be made in this field.

A competitive international culture of entrepreneurship will not just happen. It will make demands on the Danish education system and require far more students and teachers than the current numbers who do courses that provide them with entrepreneurship competencies to a high standard. In order to achieve this it will be necessary to:

- Create management backing in educational institutions, in the regions and in local authorities
- Educate teachers and provide in-service training
- Increase the range of courses and subjects on offer at educational institutions that provide education or training in and about entrepreneurship in a broad sense
- Create room for courses and subjects on syllabuses and ensure that the credit system and examinations make it attractive for pupils and students to take the courses and subjects
- Ensure cooperation on entrepreneurship between subject areas and educational institutions
- Establish a research-based knowledge resource for education and training in entrepreneurship
- Demonstrate the benefits of more education and training in entrepreneurship at every stage of education
- Increase interest in entrepreneurship among pupils and students

The Foundation for Entrepreneurship will help to meet the challenges that Denmark is facing with its work to promote a culture of entrepreneurship.

3 VISION FOR EDUCATION AND TRAINING IN ENTREPRENEURSHIP

Education and training in entrepreneurship enables the individual to create value by starting new activities or improving existing activities, by thinking independently, dealing with uncertainty and identifying and exploiting new opportunities, and by setting him/herself ambitious goals and achieving them. These activities might be commercial, such as Skype, or social, such as Hus Forbi, a Danish homeless newspaper. Both Skype and Hus Forbi are new activities that create value and which are started by entrepreneurial people.

Education and training in entrepreneurship plays a role in two areas. First of all it aims to stimulate the desire to become entrepreneurial. This can happen through education or training in entrepreneurship, either as an integral part of education or as separate topic. Secondly, the ability of pupils and students to become more entrepreneurial should be enhanced. This can be achieved by means of knowledge that is relevant when it comes to starting up, operating and growing an organisation or enterprise, including knowledge of innovation processes together with their organisation and work forms. Education and training in entrepreneurship can be an activity, an independent subject or elements integrated in existing subjects.

The following broad definition of entrepreneurship is used in the government's strategy:

- Innovation for commercial purposes or value creation in a broader sense. That is to say a process, in which a person sees an opportunity, has an idea and implements it, with the result that the idea creates value. The value creation does not need to be financial in nature.
- The creation in an existing enterprise of new processes and/or products that can be of value to the existing enterprise or organisation.
- Starting one's own business and putting it into operation.

The vision of the Danish government is to:

- Give pupils and students an introduction to entrepreneurial thinking.
- To develop pupils' and students' knowledge of entrepreneurship.
- To develop the ability of pupils and students to act entrepreneurially.

Teaching at the various levels of education should be structured progressively up through the education system. Teaching in upper secondary education should build on the *folkeskole*, etc. In the *folkeskole* the emphasis should be on stimulating the desire to innovate, for example, while the need to teach concrete entrepreneurial competencies increases the closer students come to completing their education.

Innovative education theory and practice should be widely used throughout the education system. The teacher should use a methodology that enhances the student's specialist competencies and ability to use those competencies innovatively both on their own and in conjunction with other competencies. Innovative teaching methods should reinforce broad-based, lasting competencies in pupils and students.

Research into entrepreneurship shows that full learning is achieved by solving practical problems in which specialist knowledge is combined with experimental knowledge. Students should take part in creative processes and develop their experimental knowledge in parallel with their specialist knowledge. Close interaction with the business community is also an important element of successful education and training in entrepreneurship.

The objective is that people who have received education or training in entrepreneurship should create more value for themselves and other people than those who have not received such education and training. This initiative will help to create a labour force with entrepreneurial competencies and a large number of people who start their own high-growth enterprises or become entrepreneurial employees in public institutions, associations or existing enterprises.



4 OBJECTIVES FOR EDUCATION IN 2015

The Danish government's objectives for 2015 for the various levels and branches of education are described below. Efforts should be adapted to the individual branch and level of education. In recent years the government has launched a large number of initiatives that have contributed to a substantial increase in several areas in the number of students at the various levels who have received education or training in entrepreneurship.

In implementing its strategy the government wants to further enhance education and training in entrepreneurship at every level of the Danish education system. The starting point is a broad understanding of entrepreneurship education and training.

The objectives cover upper secondary and higher education. The *folkeskole*, which is the responsibility of local authorities, is the food chain for upper secondary and higher education. Activities and results in the *folkeskole* therefore have an impact on which competencies future pupils and students will have at the start of upper secondary education and can be expected to acquire as their studies progress.

An evaluation of progress at the individual levels of education will be carried out in 2012 at the latest and may lead to a revision of the objectives. This work is described further in section 6.

4.1 THE FOLKESKOLE

Section 1 of the Danish Folkeskole Act states that "*The folkeskole shall develop working methods and create such opportunities for experience, industry and absorption that the pupils develop awareness and imagination, so that they acquire confidence in their own possibilities and a background for committing themselves and taking action.*" The statutory basis of the *folkeskole* allows teachers to use innovative teaching methods that enhance the ability of pupils to use their competencies innovatively and develop their independence.

Efforts are already being made to create subjects, new teaching materials and other activities for pupils and teachers in the *folkeskole*. In addition, teaching methods aimed at developing pupils' innovative competencies are enshrined in the Executive Order on Teacher Training of 2007.

In the practical/musical subjects in the *folkeskole*, teaching very much aims to train children to think innovatively, with pupils learning to carry out the elements in a design process.

In view of the varied initiatives implemented in relation to the *folkeskole* development is judged to be heading in the right direction. Future work within the *folkeskole* will therefore take the form of continuing the current initiatives.

ANNA - YEAR 8 PUPIL, FREDERIKSBORG BYSKOLE:

(municipal primary and lower secondary school)

"For our project in Year 8 our group chose to work on "making Hillerød happier". The best part was visiting nurseries and old people's homes to find out what makes people happy at different ages. The hardest thing was having to talk to so many people to get the money for the happiness stone that we put up in the Slotsarkademe. (Shopping center)

4.2 UPPER SECONDARY EDUCATION

Upper secondary education includes both general and vocational education. The Danish government has the following general objectives for upper secondary education.

Objectives:

- All young people will acquire knowledge of innovative methods and entrepreneurial competencies as part of their upper secondary education.

In concrete terms this means that:

- Evaluation the entrepreneurial competencies of pupils' must be included in examinations in relevant subjects and subject-related contexts.
- Young people in upper secondary education must be able to choose entrepreneurship subjects as far as possible.
- Relevant teachers in upper secondary education must be given the opportunity to obtain qualifications and do in-service training in innovative educational theory and methodology, and to qualify to teach entrepreneurship subjects.
- Particularly talented young people should have the opportunity to take part in talent development programmes with a view to developing their own projects or enterprises.

MARIA-THERESA - YEAR 2, RUNGSTED GYMNASIUM

(General upper secondary education)

"Dear Teacher, I really want you to know how much your innovative teaching means to me. I've become much happier – my parents and friends say so too. I can also use the methods we use in class in other subjects and it seems to me that I feel much more inclined to do my homework."

4.2.1 GENERAL UPPER SECONDARY EDUCATION

Following the most recent reform, all general upper secondary education includes multidisciplinary subjects. The aim is to enhance pupils' capacity for study, including their ability to use knowledge and methods from several subjects to throw light on topics and problems that cut across subjects and their ability to compare knowledge and methods from different subjects. In the general objectives importance is attached to pupils being able to use their specialist knowledge in an innovative context and having access to education or training in entrepreneurship. The Network for Entrepreneurship and Innovation in Schools (NEIS) has been set up as a pilot project in the Central Denmark Region and the Region of Southern Denmark with the purpose of spreading innovation and entrepreneurship subjects and courses. About 5 per cent of schools offering general upper secondary education have taken part in NEIS.

Objectives:

- In the long term, all the pupils in a general upper secondary year should have taken part in subjects or other educational activities to do with entrepreneurship.
- The Network for

Entrepreneurship and Innovation in Schools (NEIS) must be nationwide and in the long term all institutions offering general upper secondary education should take part in it.

In concrete terms this means that:

- Types of examinations and tests have been developed that make it possible to document entrepreneurial competencies in relation to general upper secondary education.
- Professional postgraduate teacher training should contain a compulsory module in innovative educational theory and methodology.
- Activities must be instituted that prompt teachers to provide innovative education or training based on the connection between specialist competencies and innovative thinking that takes the surrounding community as its starting point.
- Relevant teachers have acquired teaching competencies in entrepreneurship subjects.

4.2.2 VOCATIONAL UPPER SECONDARY EDUCATION

When legislation on vocational education was last revised in July 2007, innovation and entrepreneurship received a boost. The purpose of the Act now stresses that vocational courses "shall meet the labour market's need for an innovative and creative labour force". Around half of all vocational courses now include innovation and entrepreneurship as a basic subject, while innovation and entrepreneurship are also taught

in connection with projects and themes on a number of vocational courses. All vocational schools also have to offer education and training in setting up a business, including innovation, as an elective subject. By supervising school syllabuses, the Ministry of Education ensures that innovation is incorporated in subjects in an interdisciplinary manner with respect for the individual subject and its culture, and that evaluation of pupils' innovative competencies is incorporated in final examinations.

In 2008 around 30 per cent of pupils took part in subjects or other educational activities which focused on innovation and entrepreneurship.

Objectives:

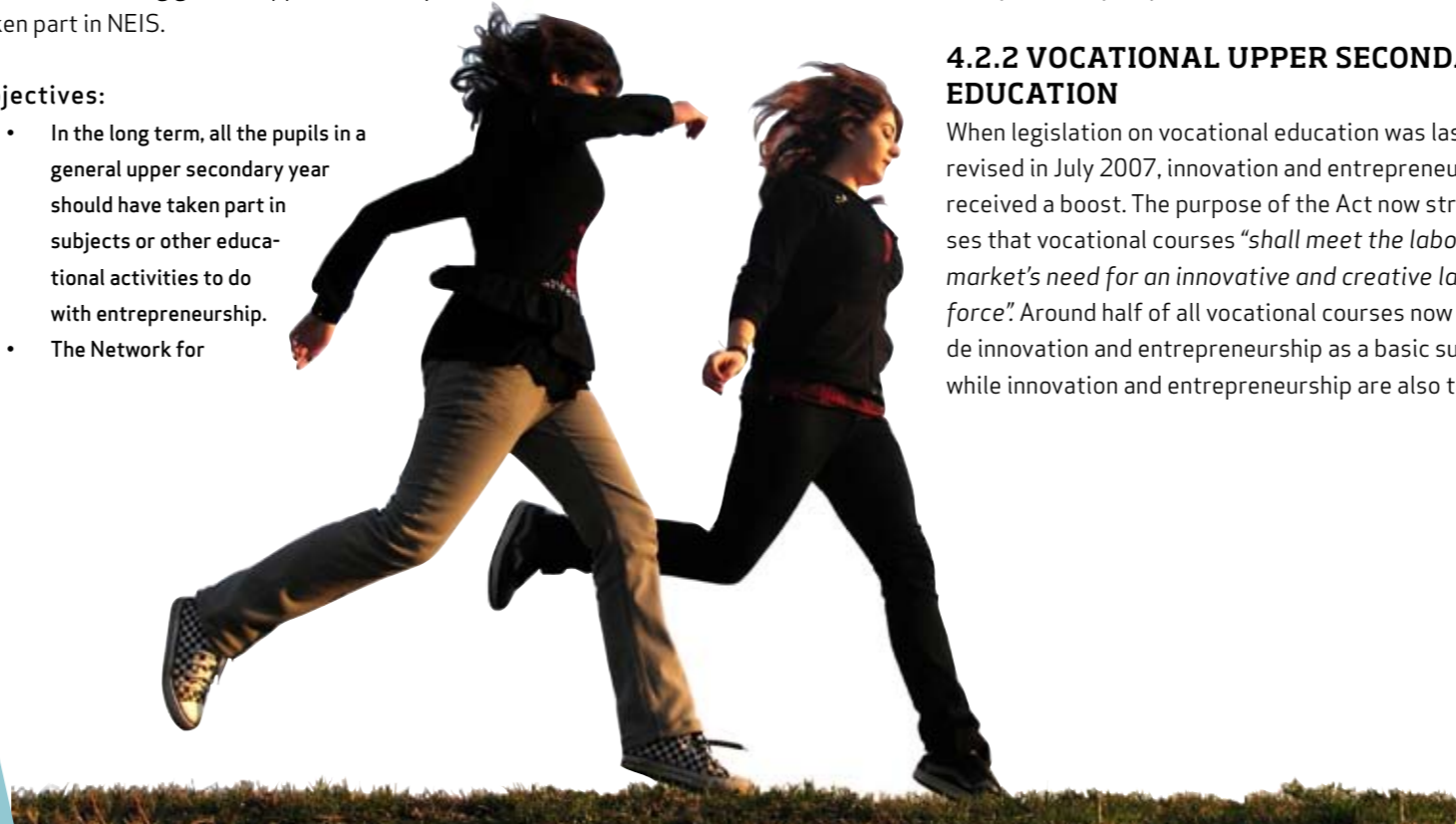
- A much larger proportion of a vocational education year has taken part in subjects or other educational activities to do with entrepreneurship.

In concrete terms this means that:

- Types of examination and test have been developed that make it possible to document relevant entrepreneurial competencies in relation to vocational education.
- Activities must be established across industries that prompt pupils to use innovative thinking and development that takes their own industry as its starting point.

NIDAL - VOCATIONAL BASIC COURSE 2, VEJLE BUSINESS COLLEGE:

"Hey, working like this we've made much more progress with this assignment in an hour than we managed with our project in two days. And we even managed to phone two businesses in that time."



4.3 HIGHER EDUCATION

Higher education in Denmark includes professional bachelor and academy profession programmes, maritime programmes, artistic programmes and university programmes.

4.3.1 PROFESSIONAL BACHELOR AND ACADEMY PROFESSION PROGRAMMES

These programmes are intended to develop independence, interpersonal skills and the ability to innovate. They should, as an integral part of the competencies they teach, develop students' entrepreneurial abilities with a view to meeting society's need for strong entrepreneurial skills at a higher professionally oriented level.

Objectives:

- The programmes should use innovative forms of teaching that develop the ability of students to see and work on opportunities, and their understanding of the commercial exploitation of creative ideas.

In concrete terms this means that:

- Types of examination and test have been developed that make it possible to document relevant entrepreneurial competencies in relation to the field of education.
- Relevant teachers on higher education programmes must be given the opportunity to obtain qualifications and do in-service training based on a strong link between profes-

sional competencies and innovative thinking in relation to the sphere of work.

- The Executive Order on Lecturer Evaluation will be revised with a view to introducing an element on competence in the use of the elements of a subject from an application-oriented perspective.

4.3.2 MARITIME PROGRAMMES

Maritime programmes, which come under the Danish Maritime Authority, cover a broad spectrum, from the basic professionally oriented level to professional bachelor level. Maritime programme reform in 2003 led to a greater emphasis on introducing innovation on the programmes, including setting up the Department of Maritime Research and Innovation at the University of Southern Denmark.

Objectives:

- Education and training in and about entrepreneurship and innovative teaching methods must be introduced on all maritime programmes. Students on maritime programmes must also have the opportunity to experience entrepreneurial environments, in which they can work on the development of their own projects or enterprises with structured advice and guidance.

In concrete terms this means that:

- The qualification requirements for teachers must include entrepreneurial competencies. Relevant opportunities to obtain qualifications that focus on the link between a programme's elements and innovative thinking in relation to the sphere of work therefore need to be established for teachers at maritime educational institutions.
- The Danish Maritime Authority must supervise maritime educational institutions with a view to ensuring that entrepreneurship is incorporated in the curriculum of as many subjects as possible, while respecting the individual subject and its culture.

- Entrepreneurship must be incorporated in assessments on programmes where relevant.
- In order to collect experiences from successful entrepreneurial environments, maritime educational institutions should bolster cooperation on entrepreneurship with other Danish and foreign educational/knowledge institutions, including the Department of Maritime Research and Innovation.
- Entrepreneurship should be introduced on the programmes in such a way as to promote the development of small-scale shipping too.

4.3.3 HIGHER ARTISTIC PROGRAMMES

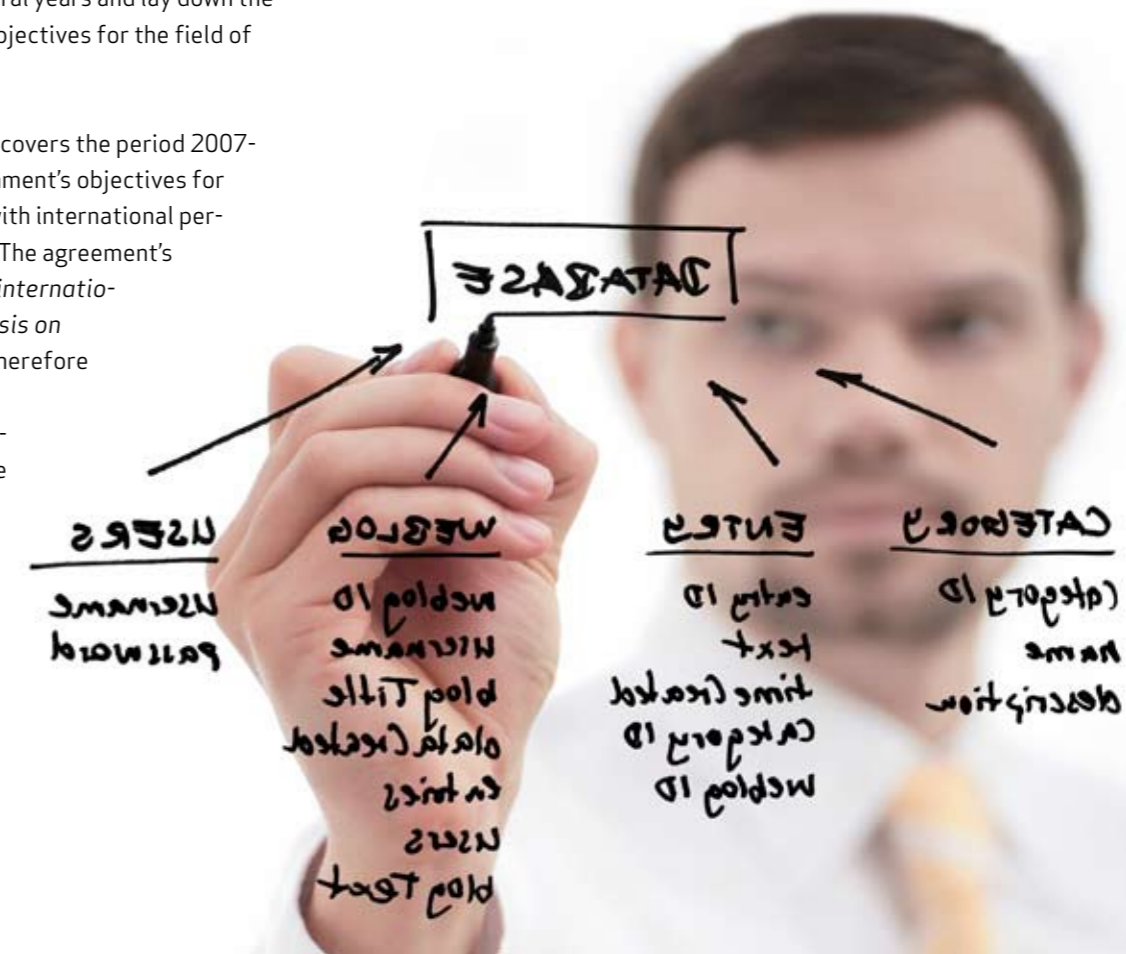
The Ministry of Culture's programmes are regulated by political agreements that last several years and lay down the forward-looking development objectives for the field of education.

The current political agreement covers the period 2007-2010 and is based on the government's objectives for higher education and research with international perspectives and competitiveness. The agreement's action areas include "enhanced internationalisation" and "greater emphasis on employment". Importance was therefore attached to improving graduate employment and developing programmes in cooperation with the business community.

Against this background the Ministry of Culture signed performance contracts with the individual educational institutions, setting goals with regard to the institutions entering into partnerships with the business community on joint projects to

do with, for example, internships, mentor schemes, research and industrial PhDs, where relevant. The institutions should monitor the labour market closely with a view to adapting their programmes to the needs of society, with annual employment reports and websites with information on job opportunities, etc. Finally, employer panels are to be set up in the current agreement period (2007-2010) for the individual programmes to advise on programme quality and relevance, the development of new programmes and new forms of teaching and testing.

Innovation and creativity are the core elements of artistic programmes. One of the main aims of the programmes is that students should become better at thinking entrepreneurially.



MORTEN - TEACHER STUDENT AT METROPOLITAN UNIVERSITY COLLEGE:

"On the camp we had to develop new teaching aids for some of the big publishers. It was highly motivating to know that the results would be used by the publishers and might be published. It made great demands on our competencies and we went into everything in a whole new, detailed way."

The programmes are therefore well advanced with regard to teaching entrepreneurship, but the Ministry of Culture has not assessed how much progress they have made with disseminating entrepreneurship.

Objectives:

- There must be a relevant increase in the proportion of students who receive education or training in entrepreneurship in the course of their studies. This can take the form of an independent activity, an independent subject or an integral part of an existing subject.

In concrete terms this means that:

- The management of educational institutions must actively include entrepreneurship in its development strategies for programmes.
- Educational institutions must strengthen cooperation on entrepreneurship with other educational institutions, with the business community and with other stakeholders, both nationally and internationally. With this in mind, there needs to be relevant development of education and training in entrepreneurship on individual programmes.
- The opportunities for gaining experience of entrepreneurship must be enhanced on the PhD programme with the aim of students being motivated to start businesses and gain experience that will enhance their academic competencies in the area. The objective must be for all PhD students to be offered a course in entrepreneurship during their PhD programme.

In the next performance contract period (2011-2014) the Ministry of Culture will ensure that the individual educational institution increases its efforts to promote education and training in entrepreneurship. During this next period the Ministry of Culture will take stock of and draw up targets for efforts at the individual institution.

4.3.4 UNIVERSITY PROGRAMMES

The Ministry of Science draws up development contracts for the future focus and objectives of universities together with the universities themselves. In recent years the universities have implemented a number of initiatives with the aim of strengthening education and training in entrepreneurship and motivating more students to start their own business. These initiatives include the creation of subjects and programmes with the emphasis on entrepreneurship. There are also a number of entrepreneurship centres that support entrepreneurial culture in the individual educational institutions. The strategy aims to support these local initiatives and centres.

Both Danish and foreign experience points to the potential in students with different specialist backgrounds working together on entrepreneurship. This scheme needs to include more students, and in this context the educational institutions can coordinate their subject provision in entrepreneurship with a view to opening up opportunities for interdisciplinary courses – both between different departments and faculties, and between different universities.

The universities can enhance their entrepreneur profile and educational competencies in the area by, for example, giving bachelor, master's and PhD students more contact with small and new businesses.

The number of students who received education or training in entrepreneurship in the course of their studies is estimated to have doubled between 2005 and 2008. In the 2008 autumn semester around 2.2 per cent of students at universities took part in an entrepreneurship course or subject. This is equivalent to 5 per cent of students taking part in entrepreneurship education or training in the course of their studies.

Objectives:

- A much larger proportion of students must take entrepreneurship subjects and courses during their studies.

In concrete terms this means that:

- Interdisciplinary entrepreneurship courses must be set up to help strengthen this area, with the universities having the opportunity to coordinate their subject provision with the aim of opening the way for interdisciplinary courses between different departments, faculties and universities.

- Danish educational institutions must enhance cooperation on entrepreneurship with foreign universities with the aim of collecting experiences from the best international entrepreneurship environments. Contact with Danish innovation centres can be increased in this context.
- The opportunities for gaining experience of entrepreneurship must be enhanced on the PhD programme with the aim of students being motivated to start businesses and gain experience that will enhance their competencies in the area. The objective must be for all PhD students to be offered a course in entrepreneurship during their PhD programme.



5 THE FOUNDATION FOR ENTREPRENEURSHIP

The Danish government is establishing the Foundation for Entrepreneurship in order to strengthen and create a coherent national commitment. The foundation is intended to create a coherent national commitment to education and training in entrepreneurship and become a national knowledge centre for education and training in entrepreneurship.

The foundation will receive a government grant from the globalisation reserve of DKK 25 million per annum in the period 2010-2012. The grant will be made up of DKK 10 million per annum in 2011-2012 from an agreement on distribution of the globalisation reserve for research and development, and DKK 15 million per annum in 2010-2012 from an agreement on distribution of the globalisation reserve for innovation and entrepreneurship, etc. For 2010 DKK 10 million has already been set aside from Ministry of Science funds. The grant is tied to a performance contract between the Danish government and the foundation.

There is also provision for private enterprises and associations to contribute financial support, teaching materials, company visits and teachers. In the period 2005-2008 the Foundation for Entrepreneurship Activities and Culture attracted external funding in the form of sponsorships, contributions in kind and project financing worth a total of DKK 76 million in addition to its government grant of DKK 30 million. IDEA and the Øresund Entrepreneurship Academy have also attracted outside capital.

The government's present financial support for IDEA and the Øresund Entrepreneurship Academy is coming to an end. In the future the Foundation for Entrepreneurship will have overall responsibility for financing, implementing and developing relevant

activities in its own name and brand, including tasks for which IDEA and the Øresund Entrepreneurship Academy previously received government grants.

The Foundation for Entrepreneurship will support educational institutions at every level in achieving the government's objectives and help them to strengthen and improve the efficiency of their strategic commitment to education and training in entrepreneurship. The foundation will ensure that knowledge is gathered and disseminated systematically, implement activities in the area and work to achieve more backing and ownership in the education system. There will be a targeted and coordinated effort at every level of education.

The effort at the three main levels of the education system – the *folkeskole*, upper secondary education and higher education – should be adapted to the individual level.

Denmark has around 1900 *folkeskole* schools and institutions of upper secondary education. These smaller institutions will be unable to complete the task without outside support. The Foundation for Entrepreneurship will therefore have to make a permanent contribution at these levels of education in order to enhance education and training in entrepreneurship.

The institutions of higher education, on the other hand, are of sufficient size and academic breadth to be able to perform the task more or less independently of the Foundation for Entrepreneurship. The institutions of higher education have been through a phase of positive development and in recent years have worked on a number of important initiatives with regard to education and training in entrepreneurship. However, there is still some way to go before the



goal is achieved. The foundation will therefore have to support this commitment and boost the area beyond of 2015. The boost will come from investments in entrepreneurial projects aimed at building up the disciplines. The foundation will invest in the entrepreneurship strategies of higher education. A special part of the foundation's budget will be reserved for this purpose.

The Foundation for Entrepreneurship Activities and Culture has achieved good results in the *folkeskole* and upper secondary education, and is in a good position to carry out the task of establishing the Foundation for Entrepreneurship.

The Danish government has therefore agreed with the Foundation for Entrepreneurship Activities and Culture – Young Enterprise that the Foundation for Entrepreneurship should be set up within the framework of the Foundation for Entrepreneurship Activities and Culture. The board of the Foundation for Entrepreneurship Activities and Culture has made it known that it takes a positive view of changing the foundation's objects and statutes to enable it to carry out the tasks described in this strategy.

The restructuring of the Foundation for Entrepreneurship Activities and Culture, including the adoption of new statutes, will take place by the end of 2009 in a close dialogue between the present board and the Partnership for Education and Training in Entrepreneurship. A new board will be appointed in the beginning of 2010. The new board will continue to build on the good work done by the present board. The Minister for Economic and Business Affairs and the Minister for Science, Technology and Innovation will each appoint a new member to the new board. The other members will be elected by a supervisory committee made up of representatives of trade and industry, the education sector and relevant organisations. A number of advisory forums will also be set up for the various levels of education in order to ensure the broad involvement of all branches of education.

5.1 THE TASKS OF THE FOUNDATION

The Foundation for Entrepreneurship will have 10 main tasks to attend to:

1. DEVELOPMENT OF ENTREPRENEURSHIP TEACHING

The foundation will focus on development by educational institutions of education and training in entrepreneurship at every level of education and help to root knowledge and competencies in the individual schools and institutions.

2. DEVELOPMENT OF STUDY PROGRAMMES, COURSES AND TEACHING METHODS FOR STUDENTS

The foundation will administer funds for the development of programmes and courses for pupils and students in collaboration with educational institutions. In this context the foundation can also function as a coordinating body between educational institutions with the aim of creating interdisciplinary offerings, with students from different academic backgrounds being given the opportunity to meet each other. The foundation will also be able to develop new teaching methods and materials in collaboration with researchers and teachers.

3. DEVELOPMENT OF TESTS AND EXAMINATIONS

The foundation will help to develop tests and forms of examination that will make it possible to evaluate the entrepreneurial competencies of pupils and students, including helping to incorporate subjects in the merit system.

4. TALENT DEVELOPMENT

The foundation will develop a talent support programme for particularly talented young people who set up their own business while in education.

5. COLLECTING AND DISSEMINATING KNOWLEDGE

The foundation will be a centre for collecting and disseminating knowledge on education and training in entrepreneurship in Denmark. This can be achieved by initiating research, analyses

and evaluations in the field, and disseminating knowledge to relevant players in society, including educational institutions.

6. INTERNATIONAL AND CROSS-NATIONAL INITIATIVES

The foundation will ensure an international and cross-national dimension to the work of promoting education and training in entrepreneurship. This can take the form of knowledge sharing in international forums, cross-national cooperation in the Øresund Region, for example, or cooperation with Danish innovation centres abroad.

7. DEVELOPING AND CO-FINANCING ENTREPRENEURSHIP STRATEGIES IN THE EDUCATION SYSTEM

The foundation can invest in the entrepreneurship strategies of individual institutions. This will encourage educational institutions to adopt ambitious, long-term strategies for education and training in entrepreneurship. Part of the foundation's grant will be earmarked for investments in institutions of higher education.

8. DIALOGUE WITH EDUCATIONAL INSTITUTIONS

The foundation should support the development of the strategy for education and training in entrepreneurship at all levels of the education sector.

9. IMPLEMENTING ACTIVITIES TO FOSTER A CULTURE OF ENTREPRENEURSHIP

The foundation will be able to support new and existing initiatives that promote an entrepreneurial culture, e.g. Venture Cup, European Business Game and Global Entrepreneurship Week.

10. OPERATOR OF FUTURE NATIONAL AND REGIONAL INITIATIVES

In some cases the foundation will be appointed as the operator of national and regional projects, including structural fund projects. The foundation will also be able to take on the role of coordinator or project manager with the purpose of ensuring the implementation of national and regional projects.

5.2 INTERACTION OF THE FOUNDATION WITH OTHER PLAYERS

An important groundwork for the success and effectiveness of the new structure will be provided by the Foundation for Entrepreneurship involving external players in its work as much as possible. Businesses, local authorities, regional players and other stakeholders can help to co-finance specific activities or operation of the foundation itself. The various arrangements will be a good entry point for businesses that want to make contact with students interested in entrepreneurship.

The regional growth forums focus on entrepreneurship and growth, and several have entrepreneurship in education as an action area. Therefore this strategy will open the way for regional players and the foundation to co-finance efforts in this area.

The contribution made by private enterprises in the form of sponsorship, co-financing of projects and voluntary manpower currently plays a central role in the Foundation for Entrepreneurship Activities and Culture – Young Enterprise. Provision will be made for this close cooperation to be continued and enhanced further in the Foundation for Entrepreneurship, as this involvement is a vital criterion with regard to strengthening the field of education.

In the areas of research and development, consultancy and venture capital there are players who will be able to make a positive contribution to the work of the foundation. This could take the form of networks or the development of courses, internships and workshops.

6 PARTNERSHIP FOR EDUCATION AND TRAINING IN ENTREPRENEURSHIP

In order to ensure that the strategy is implemented and followed up, the Danish government is setting up a Partnership for Education and Training in Entrepreneurship between the Ministry of Culture, the Ministry of Science, Technology and Innovation, the Ministry of Education and the Ministry of Economic and Business Affairs.

The purpose of the partnership is to implement the Danish government's overall Strategy for Education and Training in Entrepreneurship. It will be achieved by means of the regular discussion of objectives and means, and the involvement of stakeholders. The partnership will meet annually with the Foundation for Entrepreneurship and relevant stakeholders in order to discuss how the work to promote education and training in entrepreneurship is progressing. The starting point for the discussion will be an annual report by the partnership, which will follow up on the strategy and measure progress.

The partnership will be responsible for developing a number of evaluation methods in collaboration with the Foundation for Entrepreneurship in order to provide the government with a better decision-making basis in future. In the short term the methods will document whether the proportion of pupils and students who receive education or training in entrepreneurship meets the targets set in this strategy. In the long term the methods will make it possible to measure the extent to which entrepreneurship teaching affects students' abilities, competencies and interest in entrepreneurship.

The Ministry of Economic and Business Affairs will act as chair and secretariat for the partnership. The chair will supervise the Foundation for Entrepreneurship. The partnership will be involved in the conclusion of performance contracts and follow-up on them.

The Strategy for Education and Training in Entrepreneurship, including the objectives for the education system and tasks for the Foundation for Entrepreneurship, will be evaluated by the partnership in 2012. The evaluation will be submitted to the Danish government.



STRATEGY FOR EDUCATION AND TRAINING IN ENTREPRENEURSHIP

In the future, significantly more students must receive education and training in entrepreneurship. Furthermore there will be established a new fund to pool efforts in the area. This is the core principles of the Danish government's new Strategy for Education and Training in Entrepreneurship.

Education and training in entrepreneurship supports the creation of more high-growth entrepreneurs and more new businesses with high growth rates. Denmark's future competitiveness will be strengthened by the fact that the Danish education system stimula-

tes the ability of students to think innovatively, see opportunities and turn ideas into value.

First and foremost the vision of the government is to develop pupil and student knowledge about entrepreneurship as well as their ability to act entrepreneurially.

The Strategy for Education and Training in Entrepreneurship has been developed through collaboration between the Ministry of Science, Technology and Innovation, Ministry of Culture, Ministry of Education and Ministry of Economic and Business Affairs.