"ENTERPRISE IN EVOLUTION" THE OSLO AGENDA: 10 YEARS ON

EXECUTIVE SUMMARY – FROM ENTERPRISE EVOLUTION IN ASSOCIATION WITH EEUK

In celebration of the 10 years since the publication of the "Oslo Agenda" (26-27 October 2006) a policy-based online survey was released through Aug-Oct 2016 by 'Enterprise Evolution', in association with Enterprise Educators UK (EEUK). This paper presents the findings of the 100 respondents and identifies some clear areas of improvement within the diverse responses to the 49 key areas of the Oslo Agenda (A-F). Most notably, respondents indicated several areas of recognised improvement, particularly in "Entrepreneurship Activities in Schools and Higher Education[1]" such as:

- D11 Bringing **entrepreneurs into the classroom** and involving students directly in **enterprise projects** (94%)
- D14 Encourage (students) with **commercially viable business ideas through support** (89%)
- D10 HEIs should integrate entrepreneurship across **all subject areas** (88%)
- D6 Associating students with **real companies and business people** (87%)
- D8 Engage **Alumni** in activities in school/university/classroom (86%)

Overall the survey shows that most impact can be seen in areas where one agency has had the opportunity to make change for their own stakeholder group without reference to others or transnational standards. This would include an individual member of academic staff creating change for the benefit of their students or agencies deciding to celebrate activities and programmes whilst the weakest areas identified within the survey have been those seeking to create these European wider experiences or solutions. Examples of which include:

- A2 Integration into Lisbon Monitoring Process;
- A3 Set up of European Framework;
- A9 European level co-ordination of evaluation;
- C4 training for teachers with a European dimension and
- C5 support for mobility of educators across Europe.

Whilst these results indicate the complexity of transnational working, and/or communicating this work across a range of stakeholders, it heralds the achievements of the individual actors or agencies action to impact the lives of others, in support of the Oslo Agenda.

In summary, it is clear that there has been change that has benefited many individuals across Europe though the guidance and direction of the 'Oslo Agenda' itself – and so the work continues. The recent release (July 2016) of the EU's "EntreComp: The Entrepreneurship Competence Framework"[2] continues the work of the agenda by providing the guidance and addressing calls within Framework for Policy Development (Section A). This framework is also likely to stimulate unified activity and support the development of work within evaluation and impact and it is hoped that release of these survey results will stimulate the debate further.

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[1] Whilst this may be a reflection of the strong number of HE respondents (67%) it does indicate a positive change.

2 Bacigalupo M, Kampylis P, Punie Y, Van de Brande G (2016) "EntreComp: The Entrepreneurship Competence Framework" JRC Science for Policy Report EC EUR 27939EN

INTRODUCTION

The last 10 years has seen a wide range of agencies from the public, business and education sectors across Europe engaging with the broad policy area of "promoting the entrepreneurial mind-set".

In 2006, a call was made across Europe to step up the progress promoting entrepreneurial mind-set in society and the key stakeholders identified areas for action, resulting in 49 points for advancement. This policy statement has guided activity across member states, and guided the action of many.

The aim of the "Oslo Agenda" was to step-up progress in the promotion of entrepreneurial mind-sets in society, systemically and with effective action being taken by stakeholders. The Agenda was the outcome of the conference "Entrepreneurship Education in Europe: Fostering Entrepreneurial Mind-sets through Education and Learning" held on 26-27 Oct 2006.

METHOD

The survey design was based upon the Oslo Agenda itself and replicates a similar survey undertaken by the "3EP" project, funded through the European Union's Competitive and Innovation Framework (EU CIP) Programme for a 'think tank' discussion held 6 years after its release (2012). The results of this smaller survey are contained within this document to allow for comparison (see below).

The survey sought the views of enterprise educators and those working to create entrepreneurial outcomes in others, to reflect upon the menu of proposals suggested at the time (as the Oslo Agenda) in order to understand progress 10 years on. Recipients were invited to share their personal view as to progress in each of 6 areas (A-F) identified in the Oslo Agenda, indicating awareness of improvement/action over the last 10 years by asking: *Are you aware of improvement in these areas over the last 10 years?*

The survey was open for 2 months (10/08/1016- 17/10/2016) and publicised by both 'Enterprise Evolution' and EEUK (Enterprise Educators UK) through their existing networks and contacts. The survey was distributed widely by email and on social media, as well as being promoted at the International Entrepreneurship Educators Conference 2016. Wider networks were reached through the EEUK membership newsletter, as well as through the assistance of partner organisations (ISBE newsletter) and colleagues (Bantani Education and Research Toolkit www.research-toolkit.co.uk) for which we are particularly grateful.

Respondents: The views of 100 self-selecting respondents were captured for this 2016 survey. The respondents identified themselves as primarily working in Higher Education (67%) with only 4 respondents from Further Education and 5 working in schools. A wide range of supporting bodies and consultants contributed 20% of the responses, from areas that they classified as research; policy; student support; careers and international organisations supporting entrepreneurial learning. Geographically, the response rate was 55% England and Northern Ireland, with an additional 14 respondents from Wales and 5 from Scotland.   21% of the respondents declared themselves as based within Europe, with 5 commenting from outside.

Not unexpectedly, the majority of respondents were already aware of the Oslo Agenda (77%) of which 50% were confident in their knowledge. This contrasted with the 21% who were unaware prior to answering the survey and 2% who were neither sure nor really aware.

Comparative results: This survey followed the presentational approach of the previous survey in 2012 which led with policy area (D.) activities in your own institution, and followed with (E.) links to wider environment, (C.): wider support, (B.) your institution and (A.) European Framework and finally policy area, (F.) communications. This first survey was completed as part of the work undertaken for the 3EP 'European Think Tank' held at IEEC 2012 and was completed by 48 respondents. These respondents were primarily working within the Tertiary Education sector in Europe, although only half indicated their institutional affiliation (11 – England; 5 – Europe; 4 – Wales; 2 – Scotland and 2 - Ireland).

Results from this earlier survey will be presented here for comparative analysis and to help support future discussion of the change over the 10 years.

LIMITATIONS

The following limitations were identified, and are presented here with potential next steps for researchers wishing to take this forward:

Survey design: It is accepted that the design of this survey is somewhat 'blunt', asking only simple/polarised questions against the Oslo Agenda actions. However this method was selected to be quick and immediate for respondents, and partly in response to the length of the policy document itself (49 policy statements) and also to allow for comparisons with the work undertaken in 2006 survey (n = 48) . Likert scaling was considered but rejected in order to develop an understanding of perceived change, before further work is conducted, and also to reflect the approach taken in 2006.

Sector focus: this survey has been primarily promoted within UK HE networks, and inevitably the survey results indicate the views of this group at the expense of the wider range of agencies.

Potential 'self-limiting' response rate: Given the promotion of the survey as "Oslo Agenda – 10 years on" the majority of respondents were well versed in this policy document (over 50%). It can therefore be suggested that most survey respondents were prompted to complete due to their long term interest and engagement in this agenda. This suggests the validity of respondent's views, however it will have reduced engagement with some practitioners and experts who were unaware or felt that they did not provide the 10 years' experience required to reflect upon the policy areas.

Next steps: This survey was designed as a 'blunt tool' to determine if a difference could be detected within the sector, and now that change has been identified, particularly in some specific areas, further work on these areas of change can be undertaken. There is clearly a further opportunity to pull out particular sectors or regions within this data set but also to continue the work and gauge the level of change perceived through using a more nuanced survey tool. This was best avoided in this initial 'temperature check' as clarity as to what constitutes measurable change would need to be outlined in any further survey work to ensure consistency of results. Having identified that, in the view of some respondents, there is a determinable difference in key policy areas, further work can now be conducted and is invited across the sector.

2016 SURVEY RESULTS: 10 YEARS ON

By asking "are you aware of improvement in these areas (A-F) over the last 10 years?" this simple survey has yielded the following results shared for review and reflection by those working across the sector. Presented by policy section, key highlights are provided below and the more detailed data is available in chart form in the Appendix.

Section A: Framework for policy development	(n=100)

Since 2006, most progress has been reported in the following area:

- A1 political support for entrepreneurship education at the highest level (68%)

Least progress was reported by respondents in the following:

- A2 Integration into Lisbon monitoring process (21%)
- A3 Set-up of European framework (33%)
- A9 European level co-ordination of evaluation (36%)

Section B: Support to Educational Establishments

Since 2006, most change had been perceived in relation to the following policy areas:

- B1 Better integration in curriculum (61%)
- B2 Included in primary schools (63%)
- B4 Support the use of practice-based pedagogical tools (67%)

All the policy areas within this section (B1-B9) were ranked over 45% or above, with the weakest areas of response relating to funding (B7 and B6) and wider reform (B3).

Section C: Support to Teachers and Educators

Since 2006, awareness was strongest and access highest for the following:

- C1 explaining why entrepreneurship is a key competence (64% aware or aware & accessed)
- C2 adopt innovative methods to train teachers (66% aware or aware & accessed)

Weakest areas for awareness or access were:

- C3 initiatives for school level teachers (41% unaware)
- C4 training for teachers with a European dimension (39% unaware)
- C5 Support for mobility of educators across Europe (39% unaware).

Section D: Entrepreneurship Activities in Schools and Higher Education

Since 2006, the following has been identified by respondents as having changed:

- D6: Associate students to real companies and business people (87%)
- D7: Allow and support spontaneous initiative of students associations (82%)
- D8: Engage Alumni in activities in school/university/classroom (86%)
- D10: HEIs should integrate entrepreneurship across all subject areas (88%)
- D11: In HEIs: bring entrepreneurs into the classroom and involve students in projects (94%)
- D14: Encourage (students) with commercially viable business ideas through support (89%)

The following key policy areas failed to provide much evidence of change (below 50%):

- D3 Disseminate within schools a book of success stories of young entrepreneurs
- D5 Test entrepreneurial competences and provide certificate
- D12 Increase production of European case studies

Section E: Building links and opening education to the outside world

Since 2006, the following areas were identified by respondents as having improved/increased:

- E1 Encourage the creation of learning communities (78%)
- E2 Encourage the involvement of private partners in education (73%)

Responses indicated weaker levels of change Weakness levels of response:

- E4 Develop or support research on how employers can be better engaged in school/university (49%)
- E5 Help develop the pedagogical abilities of entrepreneurs and business people in order to make their participation in the class room more effective (41%)
- E7 Give opportunity to create own "summer job" (48%)

Section F: Communication Activities

Positive responses were indicated for each of these policy areas, though F2 is notably the strongest response.

- F1 Awareness campaigns at European and national level (56%)
- F2 Celebration of activities and programmes (84%)
- F3 establish awards at European or national level (60%)

COMPARISIONS TO PREVIOUS SURVEY (2012)

With a similar survey undertaken in 2012, it is possible to explore both sets of data to identify trends in each section. The results for each of the sections are presented below, and commentary against the 2016 results is provided to prompt initial reflection.

Section A: Framework for policy development	
2016 Commentary: It is clear from this initial survey that trans-national working across Europe has proved to be less achievable over the last ten years, and/or is less recognised by respondents. However the increasing political support has been consistently valued, at all levels.	**2012 Findings:** Since 2006, progress has been reported by most respondents in the following areas: • A1: Ensure political support for entrepreneurship education at the highest level (58%) • A6: The promotion of enterprise education at regional level (58%) • A4: The launch of national strategies for entrepreneurship education (52%) Since 2006, progress has been less widely reported by respondents in the following areas: • A3: The construction/design of a European-wide framework of what is to be achieved (19%) • A5: The creation of a Steering Groups at European and national level (17%)

Section B: Support to Educational Establishments	
2016 Commentary: These results have remained at similar levels across the two surveys. This maybe a reflection of the change in activity that respondents are clearly aware of, but also recognises their frustration that whilst there are pockets of excellence, there are also gaps that need work.	**2012 Findings:** In terms of support to educational establishments, respondents indicated that most had been received in relation to: • B4: The use of practice-based pedagogical tools whereby students are involved in a concrete enterprise project (65%) • B6: Development of research to assess the impact of entrepreneurship education on individuals, communities, society and the economy (60%) • B8: Public funding for the establishment of Entrepreneurship Centres at universities and the creation of a network between them (46%) Least had been received in relation to: • B5: The Implementation of pilot projects in schools, in order to test different ways of delivering entrepreneurship education (23%) • B8: Build common European and national platforms of existing programmes, projects and teaching material, in order to help sharing and dissemination (21%)

	Section C: Support to Teachers and Educators
2016 Commentary: Support has been made available but inevitably there has not always been wide spread access or engagement. However across the two surveys there has been perceived improvement in this area resulting in a perception of more innovative teaching.	**2012 Findings:** Positive messages in terms of support offered to educators included:
	• C2 More than a quarter (27%) indicated that they have received support in adopting innovative methods to train teachers in entrepreneurship
	Less positive messages in terms of support offered to educators included:
	• C3 Over one third (38%) are not aware of incentives to enable teachers to teach entrepreneurship

	Section D: Entrepreneurship Activities in Schools and in Higher Education
2016 Commentary: Strong results in this area are seen in both surveys with the drive to start graduate businesses seeing integration of entrepreneurship within HE subjects and a deeper connection with entrepreneurs and their projects. However it is clear in both survey results that a unified approach has not been sought at transnational level.	**2012 Findings:** Since 2006, progress has been reported by most respondents in the following areas:
	• D11 Bringing entrepreneurs into the classroom (in Higher Education) and involving students directly in enterprise projects (83%)
	• D10 The integration of entrepreneurship (in Higher Education) across different subjects of their study programmes (79%)
	• D6 Associate students to real companies and to business people (79%)
	• D14 Encourage students, graduates and researchers with commercially viable business ideas to develop them into companies (75%)
	Since 2006, limited progress has been reported by at least one-third of respondents in the following areas:
	• D5 Testing the entrepreneurial competences of students as part of the final evaluation of a programme or course in entrepreneurship (48%)
	• D9 Offering entrepreneurial education to disadvantaged groups (42%)
	• D12 Increasing the production of European case studies to be used in the classroom in HE (33%)

Section E: Building links and opening education to the outside world	
2016 Commentary: Links have been established over the last 10 years, as evidenced by both surveys. It is also clear here that these links are not developing the outcomes sought by the Oslo Agenda with its vision to create a unified approach.	**2012 Findings**: Since 2006, progress has been reported by most respondents in the following areas:
	• E1 Encouraging the creation of learning communities with a mission of fostering entrepreneurial mind-sets (71%)
	• E2 Encouraging the involvement of private partners in education for entrepreneurship (67%)
	• E3 Business donating a part of the working time of staff to participation in activities within schools and universities (65%)
	Since 2006, progress has been less widely reported by respondents in the following areas:
	• E6 The development of a label for entrepreneurial schools and entrepreneurial universities (38%)
	• E5 Support in developing the pedagogical abilities of entrepreneurs and business people (35%)
	• E7 Providing young people with the opportunity to develop their enterprising skills by helping them to create their own summer job (33%)

Section F: Communication Activities	
2016 Commentary The importance of communication activities is clear as the recognition of activities has been noted ongoing shift within the sector in both surveys, however the celebration of activities and programmes is clearly highlighted in the latest results**.**	**2012 Findings:**
	Since 2006, over half the respondents had seen progress in terms of:
	• F1 Celebrating entrepreneurship education activities and programmes that work well (65%)
	• F2 Launching awareness campaigns (56%)
	• F3 Establish awards (54%)

REFLECTION AND COMMENT:

The 10th anniversary of the Oslo Agenda is clearly cause for some celebration, where work across Europe has resulted in change for countless beneficiaries.

In terms of impact, the clarity and simplicity of the document itself has ensured that it has remained a well-known and valued guide to those seeking direction throughout the last 10 years - and clearly continues to do so, with the recent release of Entre Comp Framework (2016) continuing to build the pan-European framework for educators. However it is also clear that respondents are very aware that their work is not yet complete!

From our initial overview of the results, we believe that each section provides a clear message for wider reflection and review, where initial pointers are flagged within this commentary (below), but invite further discussion and review across the sector. We welcome comments and views and seek to engage the sector in a wider debate.

Section A: FRAMEWORK FOR POLICY DEVELOPMENT

It is clear that political support has been forthcoming over the last 10 years and whilst some of the trans-national objectives in this section are perceived by respondents to have had limited success, work at the national and regional level has been more easily achieved. Indeed segmentation of the results against country shows that where national policy has been strongest (such as Wales) the impact has been recognised as the strongest.

Section B & C SUPPORT TO EDUCATIONAL ESTABLISHMENTS & SUPPORT TO TEACHERS & EDUCATORS

Whilst change has been recognised, it is clear that institutional support has not been perceived by the respondents as strongly as progress in other sections, particularly in the areas of funding and reform.

Whilst understanding that (trans)national funding and support has become much less available over the last 10 years, our experience indicates that staff development can address some of these issues either at faculty level through bespoke teaching programmes or through the sharing of practice through the development of a network of "enterprise champions". Supporting staff to develop their eco-system as well as providing guidance on appropriate teaching techniques can be powerful mechanisms to deliver on these policy outcomes at local level. Such institutional support as well as personal mentoring and guidance is now available and organisations are recommended to seek support from national bodies (such as EEUK) and to access free teaching resources (such as ETCToolkit www.etctoolkit.org.uk).

Section D: ENTREPRENEURSHIP ACTIVITIES IN SCHOOLS AND IN HIGHER EDUCATION

It is clear that significant change has been recognised within the classroom, and within University support for enterprise and business start-up. Overall this is a strong response by those working within education, and yet calls for change and policy drivers indicate that there is still significant work to be done to "change the way we teach" (Lord Young 2014). In the UK, the TEF (Teaching Excellence Framework) may be an unexpected driver towards entrepreneurial teaching methods becoming more embedded within all disciplines, as academics seek to build skills as well as knowledge through interactive teaching and learning. This together with the future Government/ BEIS Industry Strategy could provide clearer momentum for further engagement.

Section E: BUILDING LINKS AND OPENING EDUCATION TO THE OUTSIDE WORLD

There is clearly still work to be done to open up education to furthering links with a wide range of sectors and external stakeholders. However it is interesting to note that "E5 Help develop the pedagogical abilities of entrepreneurs and business people, in order to make their participation to activities in the class room more effective" scored a stronger "no" than "yes" (44% to 35%) and this may indicate a strong view regarding the important role of the educator in this process.

Our experience indicates that external links can be built into enterprise and entrepreneurship teaching to create an effective eco-system for graduate start-ups to thrive within. By creating a virtuous circle with external engagement (alumni; entrepreneurs; start-ups) support can be built into the pipeline of start-up and building an effective infrastructure for this agenda that is reinforced across all stakeholders. However without institutional review and planning to create this virtuous circle, external engagement can be perceived as an additional strain on the role of an academic. Additional support and staff development is recommended to provide a coherent strategy for engaging externals.

Section F: COMMUNICATION ACTIVITIES

With key activities now established within the annual calendar, such as the National Entrepreneurship Educations Awards in the UK (www.neea.org.uk) the celebration of entrepreneurial activities is an increasingly recognised part of the work of those supporting enterprise. However it is our experience that staff can feel this is an additional burden and, when busy, it can be poorly designed which limits impact. A full review of enterprise activities, together with how they are promoted and profiled, can create robust systems within the delivery of enterprise support that supports, the pipeline for future involvement.

APPENDIX

Full chart data and statements (questions) are provided.

Q4 Section D: Entrepreneurship Activities in Schools and in Higher Education Are you aware of improvements in these areas over the last 10 years?
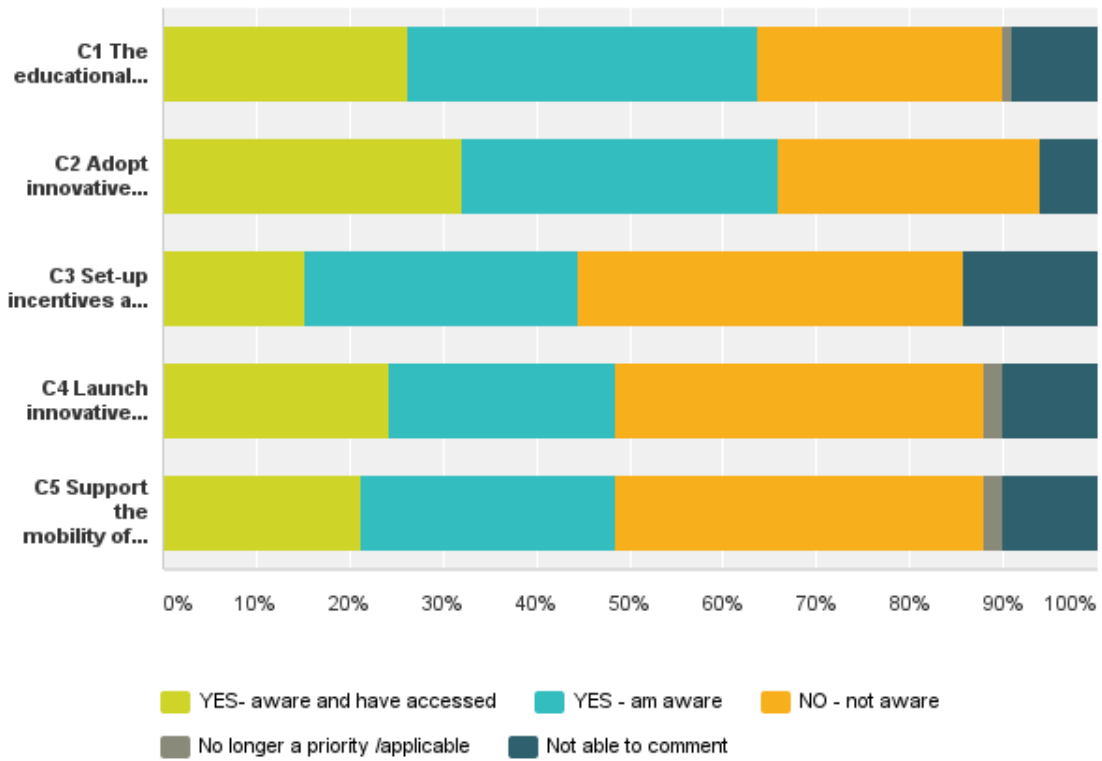
Answered: 100   Skipped: 0

Legend: Yes | No | No longer a priority / applicable | Unable to comment
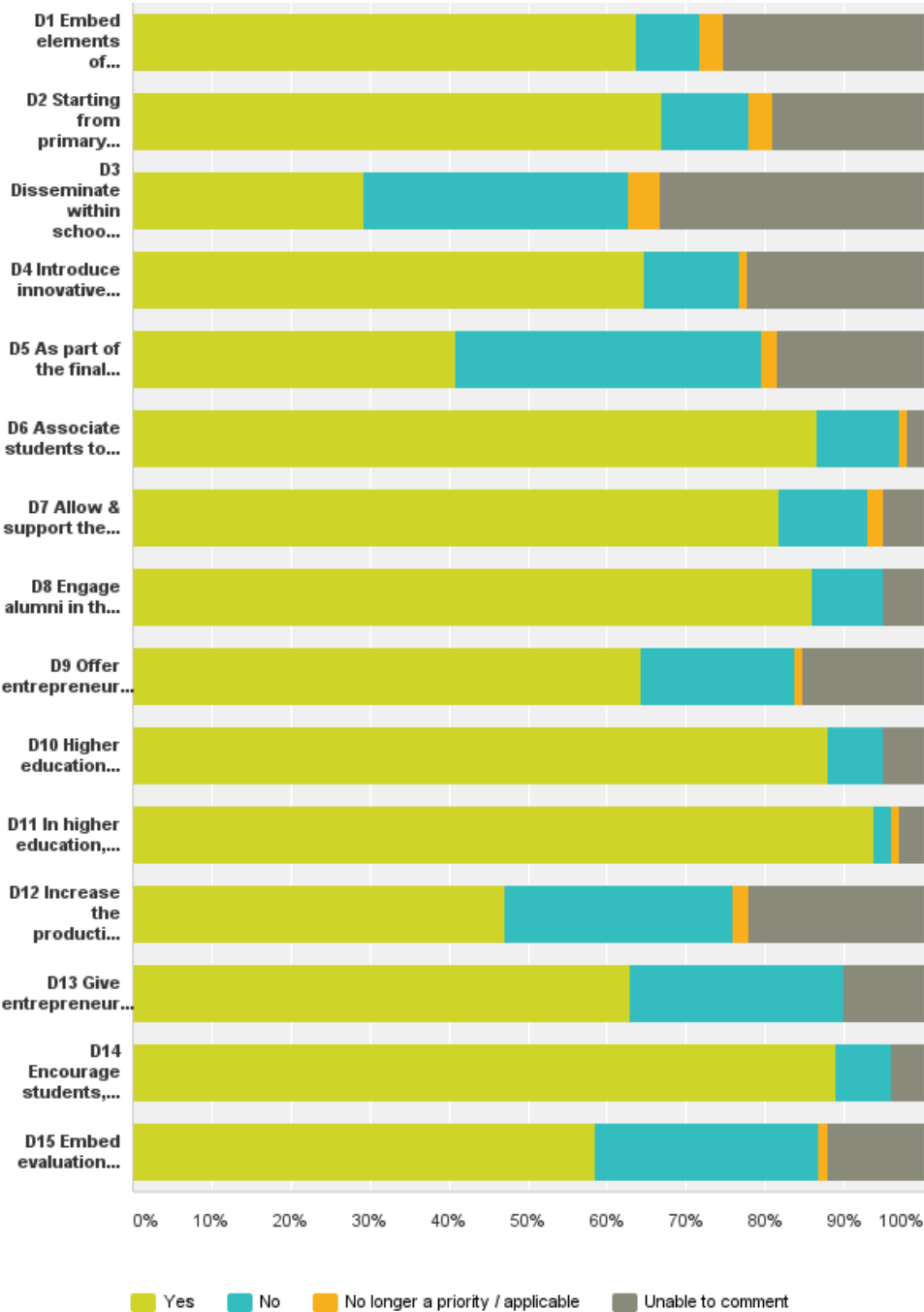
Q5 Section E: Building links and opening educations to the outside world Are you aware of improvements in these areas over the last ten years?

Answered: 100   Skipped: 0

Legend: Yes | No | No longer applicable/ a priority | Unable to comment
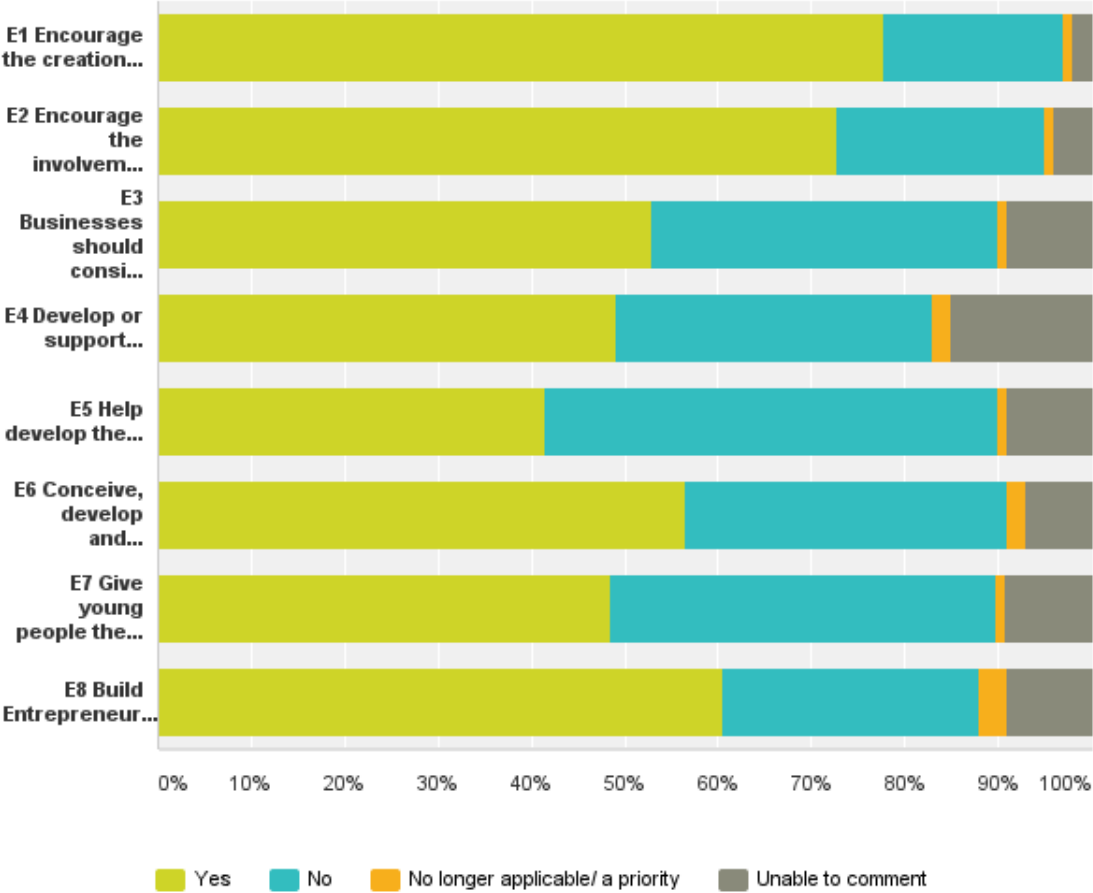
Q6 Section C: Support to Teachers and Educators Are you aware of improvements in this support over the last 10 year? (and/or have you have accessed the following):

Answered: 100   Skipped: 0

Legend:
- YES- aware and have accessed
- YES - am aware
- NO - not aware
- No longer a priority /applicable
- Not able to comment

Q7 Section B: Support to Educational Establishments   Are you aware of improvements in the following areas over the last ten years?

Answered: 99   Skipped: 1

Legend: Yes | No | No longer a priority/applicable | Unable to comment on this
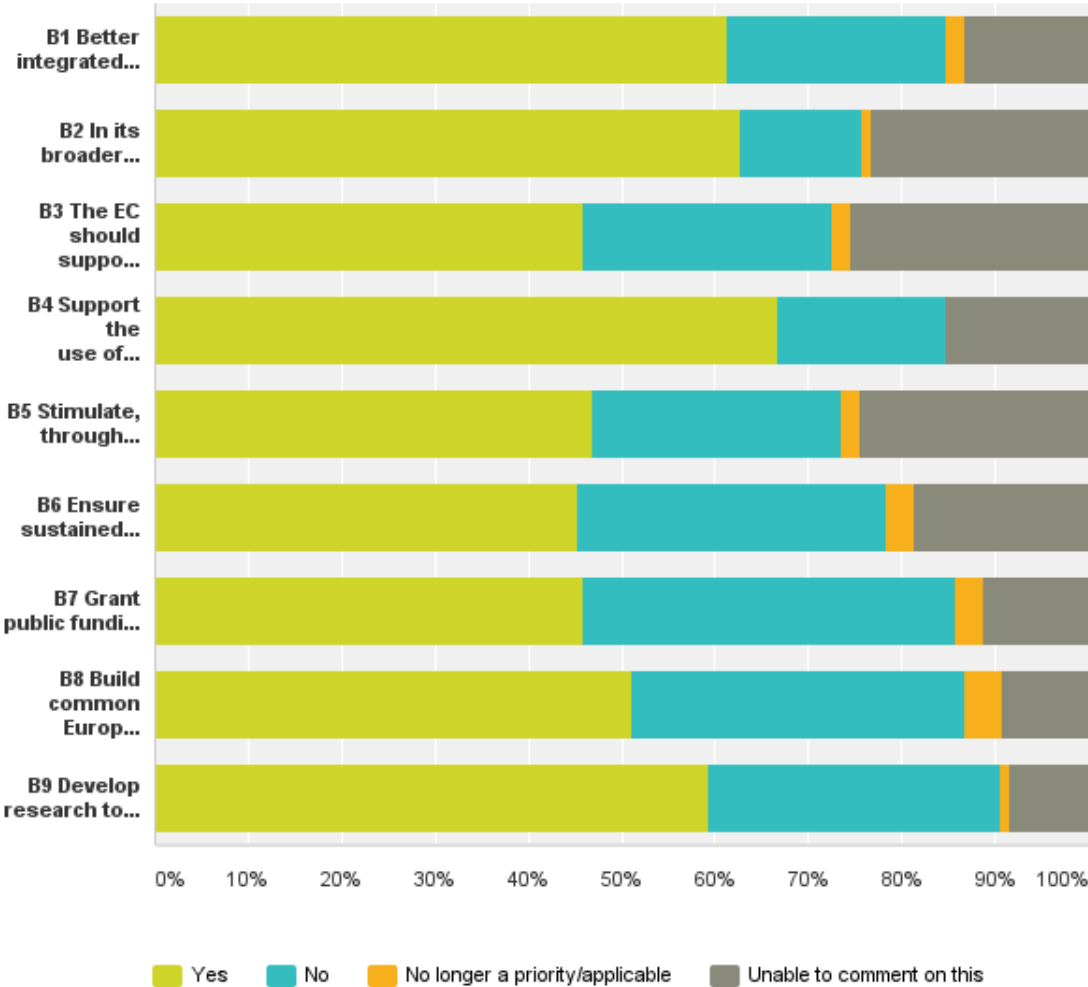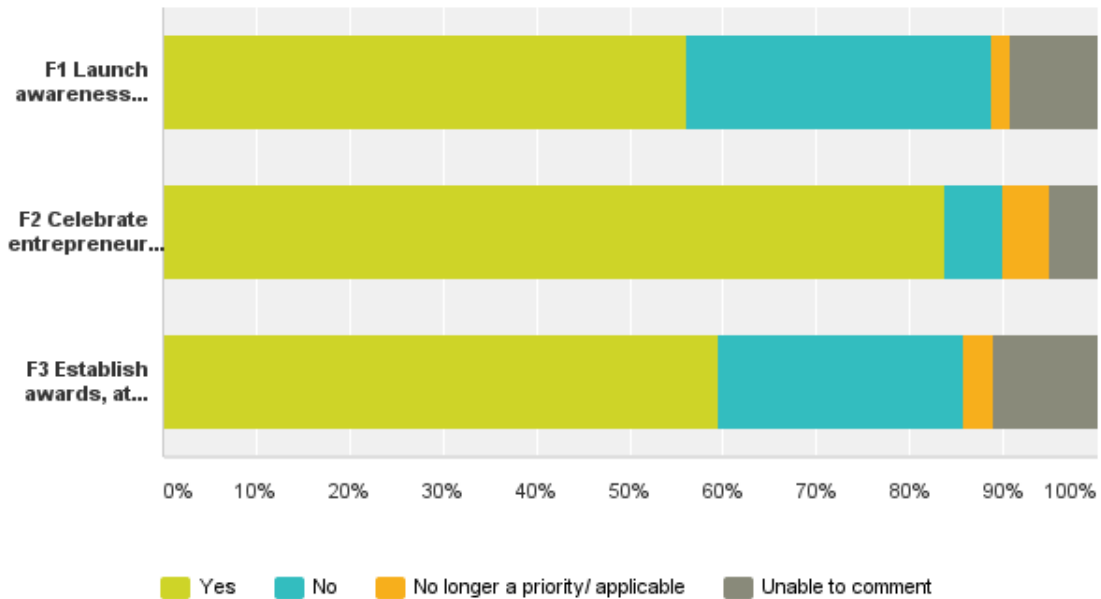
Q8 Section A: A Framework for Policy Development In the last ten years, are you aware of improvement in the following 'Oslo Agenda' policy areas?

Answered: 98   Skipped: 2
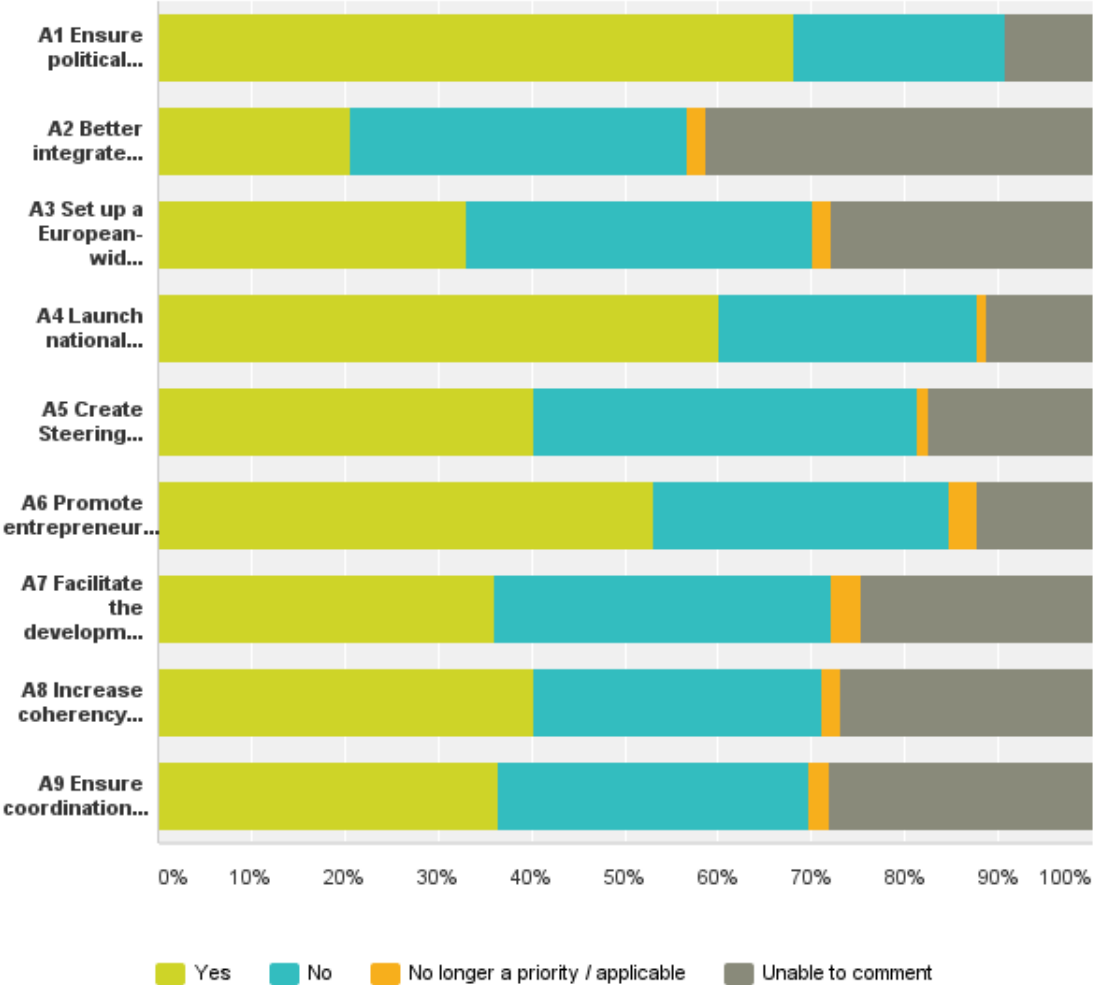
Q9 **Section F: Communication Activities Are you aware of improvements in these areas over the last ten years?**

Answered: 99   Skipped: 1

KEY REFERENCES

Bacigalupo M, Kampylis P, Punie Y, Van de Brande G (2016) "EntreComp: The Entrepreneurship Compentence Framework" JRC Science for Policy Report EC EUR 27939EN https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework

CIP "3EP" Evaluation Report http://ncee.org.uk/wp-content/uploads/2014/05/3EP_evalreportv5.pdf

Oslo Agenda:https://ec.europa.eu/growth/smes/promoting-entrepreneurship/support/education/projects-studies_en

Young (2014) "Delivering Enterprise for All" https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf

WHO WE ARE

This survey was instigated by **Enterprise Evolution**, and supported by the UK national membership organisation for Enterprise Educators, EEUK. Details of these organisations are provided below:

Enterprise Evolution

We offer entrepreneurial learning and support to organisations and individuals, helping with the adaption of new working practices/structures to embed high value approaches. We bring a wealth of experience of innovative practice relating to enterprise education, entrepreneurship support, women's economic development, project monitoring, evaluation and impact assessment.

Expertise:

- Supporting the development of entrepreneurial outcomes in others
- Developing the entrepreneurial mind-set
- Evaluating practice and progress

Enterprise Evolution offers a range of services for organisations that are looking to make a change through their own development, and that of their staff.   Our services include:

Enterprise Education – practitioner and staff development; awareness raising, educational policy overview and entrepreneurial teaching methods.
Mentoring – One-to-one mentoring for entrepreneurs and enterprise educators who are leading projects or teams or seeking to further their own, or their institutional, development.
Evaluation – review and support to help assess performance and impact; address organisational progress on the national stage; develop evaluation frameworks that support long-term development
Group Facilitation –customised workshops designed to develop entrepreneurial capacity, or reach key organisational outcomes (including Away-Days; team or board reviews, and supporting professional development programmes).
Workshops – stand-alone seminars that build entrepreneurial outcomes, or upskill educators to support entrepreneurial outcomes in others, including staff development
Research – Looking into the latest thinking in enterprise and entrepreneurship with a particular focus on supporting enterprise educators and their practice.

Recent client work has included:

- Staff Development Workshops and Programme Design/Delivery
- Entrepreneurial Teaching Methods
- Project Management and Research
- Curriculum and Institutional Review
- Group Facilitation including Away Days
- Individual Mentoring and Institutional Advisor
- Project Evaluation and Impact Assessment

Enterprise Educators uk

Enterprise Educators UK **www.enterprise.ac.uk**

Enterprise Educators UK has been networking, supporting and developing enterprise education for over 15 years. This national network, which is run by a board of directors elected from the membership, brings together over 1,500 enterprise and entrepreneurship educators and practitioners from around 100 UK Higher and Further Education Institutions.

Our purpose is simple - to support our members to increase the scale, scope and effectiveness of enterprise and entrepreneurship education and our vision is to be internationally acknowledged as the leading independent membership network developing and empowering enterprise educators.

ETC TOOLKIT
ENHANCING THE CURRICULUM

www.etctoolkit.org.uk

Curated by EEUK (Sept 2016)

A free online library of materials, underpinned by QAA www.etctoolkit.org.uk **The ETC Toolkit** is a new online resource developed by educators and delivered by the University of South Wales (2015) to share approaches that build skills and confidence in learners. Using QAA Subject Benchmarking Statements, it provides both teaching guides and subject-specific case examples. The Toolkit brings together a bank of readily available resources to offer inspiration and support to staff as they look to use new approaches within the curriculum to extend subject knowledge, develop confidence and build skills within learners.

Building upon the UK Quality Assurance Agency (QAA) Subject Benchmarking, the ETC Toolkit identifies enterprise skills that can be developed within each subject discipline. Users are guided to a range of "tried and tested" teaching technique guides that support the development of these skills. The guides are complemented by real-life subject-based case examples. These case examples show how academics in your subject area work with their students and the impact that this has had on their learners.

CONTACT DETAILS: ENTERPRISE EVOLUTION

The original data from this survey is being made available to researchers (anonymised) who wish to continue this work. If you are interested in discussing this further, please contact alison@enterpriseevolution.org.uk