

# Embedding entrepreneurship competence in vocational education and training in Europe

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Online conference

#KeyCompetences  
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## The challenges and opportunities of implementing entrepreneurship as curriculum

Inspirational talk

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# Two definitions of entrepreneurship education

- A narrow definition equates entrepreneurship education with a specific course aimed at training people to start their own business.
- A wider definition equates entrepreneurship education with general skills that all students should learn, and which are construed as helpful for preparation for life in general.
- These two definitions are easily identified when turning to specific curricular documents.



# The Swedish curriculum

- In the curriculum for the Swedish upper secondary school from 2011 entrepreneurship was introduced as a concept and knowledge area that should permeate all educational programs and courses.
- In the curriculum for adult education from 2012 it was stated that:
  - Adult education should stimulate students' creativity, curiosity, self-confidence, and their willingness to experiment with and implement new ideas in practice, as well as their problem-solving abilities. Adult education should contribute to the development of an attitude that promotes entrepreneurship, business ownership, and innovation thinking, thereby increasing students' opportunities for future employment, whether through entrepreneurship or employment. Adult education should also ensure that students are provided with basic knowledge about the job market. (The curriculum for adult education)



# Curriculum theory

- Policy formulation and realisation (Lindensjö & Lundgren, 2000)
  - Formulation arena
  - Transformation arena
  - Realisation arena
- Pedagogical code (Bernstein 1971, 2000)
  - Classification (the what of education)
  - Framing (the how of education)



# The policy formulation arena

- In the policy formulation arena in Sweden entrepreneurship education gets (Fejes et.al., 2019):
  - a weak classification and weak framing (generic skills)
  - a strong classification and framing (learn to start your own business)
- In the curriculum for adult education the classification and framing is weak



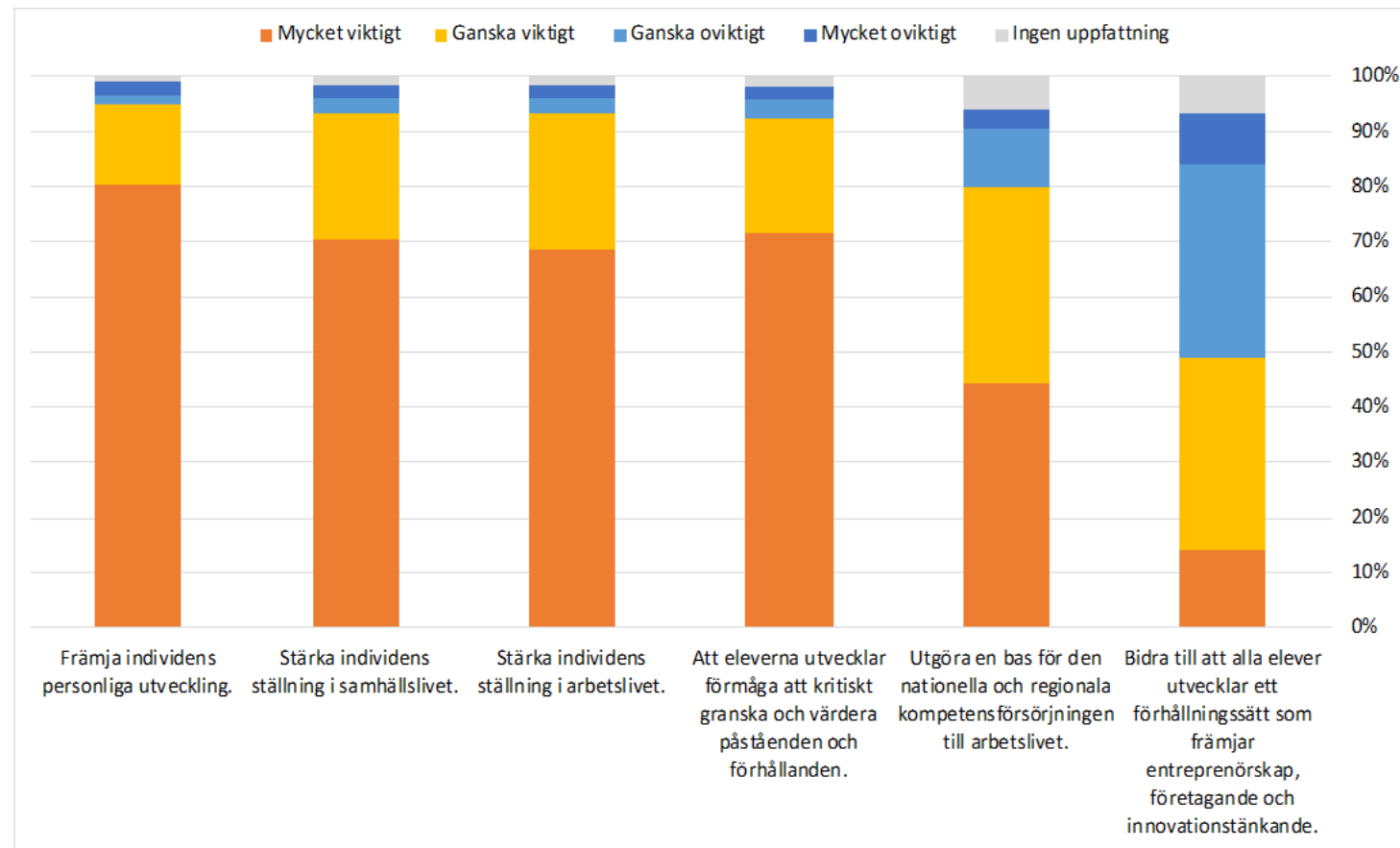
# The transformation arena

- Teachers transform the curriculum differently depending on how they view the subject (Fejes et.al., 2019)
  - Easier for those teachers who goes for a narrow defintion
  - Frustration among teachers who rather see the subject area as having weak classification and weak framing
- Entrepreneurship education easily ends up being equal to generic skills (wide definition)
- When teachers in adult education (across all parts and subject areas) are asked about what goals of adult education they construe as most important, entrepreneurship ends up in the bottom (Andersson et.al., 2023).



## How important are the following goals when you plan and carry out your teaching? – 1321 teachers in municipal adult education in Sweden responded to a survey

From left to right: 1. Support the students personal development, 2. strengthen the individuals position in society, 3. strengthen the individuals position in the labour market, 4. to support the development of students abilities to critically evaluate statments and conditions, 5. to be a base for the national and regional workforce planning, 6. support the development of an attitude that promotes entrepreneurship, business ownership, and innovation thinking



Source: Andersson, Fejes, Köpsén, & Nylund (2023)



# Is entrepreneurship education something new?

- Does entrepreneurship education actually introduce something new (as content)?
- Or does it rather introduce a new language which is part of a redefinition of the goal and value of education? (Dahlstedt & Fejes, 2019).





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Thank you

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