



**EURYDICE
REPORT**

Entrepreneurship education at school in Europe

2025

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Entrepreneurship education at school in Europe – 2025

Eurydice report

Foreword



Entrepreneurship is often imagined as a rare flash of inspiration – the lone inventor in a garage turning an idea into a business. This image overlooks a more practical truth: entrepreneurship is not an innate gift, but a set of skills and attitudes that can be learned, practiced, and refined. And that learning should begin early, within schools.

The report ***‘Entrepreneurship education at school in Europe – 2025’***, provides a snapshot of the different strategies developed by education authorities across Europe to promote entrepreneurship education, including in curricula development as well as the support and guidance provided to educators and schools.

The report shows that in most education systems, students can engage in practical entrepreneurial experiences either as part of their curriculum or as an extracurricular activity, this is a significant step forward in fostering an entrepreneurial culture in our societies.

Moreover, it finds that education authorities have improved regulations or schemes that provide ‘school leaders’ and teachers with training opportunities in entrepreneurship education. While these results are encouraging, ‘entrepreneurial abilities’ like those identified by our EntreComp framework – vision, financial literacy, risk-taking – should be more widely represented in school curricula. An entrepreneurial mindset should be seen as an asset beyond the traditional business world. There remains a need to move from elective to *essential*, and from extracurricular to *core*. For instance, the report shows that practical experiences, which are essential for applying entrepreneurial abilities in real world contexts, are often optional or relegated to extracurricular activities. Policymakers could focus on providing schools, especially school leaders, with in-service training to provide all learners with hands-on entrepreneurial experiences.

This work is closely linked to broader EU goals. The Union of Skills, our flagship strategy to strengthen Europe’s competitiveness, resilience, and readiness, depends on equipping people with both foundational and forward-looking competences.

A resilient and competitive Europe depends on people who can think independently, act decisively, and adapt quickly. Entrepreneurship education has shown it can develop precisely these abilities.

My heartfelt thanks go to the Eurydice Network for producing this report, which offers valuable direction for policymakers, school systems, and educators alike. Its conclusions will inform the next phase of our work, including the EU Teachers and Trainers Agenda planned for next year. More importantly, it reinforces the need to treat entrepreneurial education as a necessary part of how we prepare young people for their futures.

Roxana Mînzatu

Executive Vice-President for Social Rights and Skills,
Quality Jobs and Preparedness

Contents

Foreword	3
Table of figures	7
Codes and abbreviations	9
Executive summary	11
Main findings	12
Concluding remarks	16
Introduction	19
Policy context	19
Key concepts and definitions related to entrepreneurship in education	21
Content and structure of the report	21
Methodology and data sources	22
Chapter 1: Policy frameworks for entrepreneurship education	23
1.1. Top-level strategies for entrepreneurship education	23
1.2. Beyond strategies: large scale initiatives and other action to support entrepreneurship education	27
1.3. Top-level reforms shaping entrepreneurship education in the last five years	29
Conclusion	31
Chapter 2: Entrepreneurship education in the curriculum	33
2.1. Embedding entrepreneurship education into the curriculum	33
2.1.1. Cross-curricular approach to entrepreneurship education	34
2.1.2. Subject-based approach to entrepreneurship education	37
2.1.3. Other approaches to embedding entrepreneurship education into the curriculum	40
2.2. The entrepreneurship competence in the curriculum	41
2.2.1. Definition of entrepreneurship as a competence	41
2.2.2. Survey of components of the entrepreneurship competence in the curriculum	42
2.2.3. Summary of the curricular survey and suggestions for further research	51
Conclusions	52

Chapter 3: Education and training of teachers and school leaders	53
3.1. Teacher competence frameworks	54
3.2. Continuing professional development of teachers and school leaders	56
3.2.1. Continuing professional development of teachers	56
3.2.2. Continuing professional development of school leaders	59
Conclusions	61
 Chapter 4: Whole-school approach and practical entrepreneurial experience	 63
4.1. Whole-school approach	63
4.1.1. Guidance for whole-school approach	64
4.1.2. Financial and non-financial incentives to support whole-school approach	66
4.2. Practical entrepreneurial experiences	67
4.2.1. Practical entrepreneurial experiences in the top-level curriculum and as extracurricular activities	68
4.2.2. Practical entrepreneurial experiences in the top-level curriculum as a compulsory component	68
4.2.3. Examples of practical entrepreneurial experiences in the top-level curriculum	70
4.2.4. Examples of practical entrepreneurial experiences as extracurricular activities	71
Conclusions	72
 References	 73
 Glossary	 77
 Annex	 81
Chapter 2	81
Chapter 3	96
 Acknowledgements	 99

Table of figures

Executive summary	11
Figure 1: Approaches to entrepreneurship education in primary and general secondary education curricula, by education level, 2024/2025	13
Figure 2: Presence of selected entrepreneurship competence components in primary and general secondary education curricula, by education level, 2024/2025	14
Figure 3: Availability of practical entrepreneurial experience in primary and general secondary education, by education level, 2024/2025	16
Chapter 1: Policy frameworks for entrepreneurship education	23
Figure 1.1: Top-level ongoing strategies supporting entrepreneurship education in European education systems, primary and general secondary education, 2024/2025	24
Figure 1.2: Top-level reforms concerning any dimension of entrepreneurship education in the last five years, primary and general secondary education, 2024/2025	29
Chapter 2: Entrepreneurship education in the curriculum	33
Figure 2.1: Integration of entrepreneurship education into primary and general secondary education through a cross-curricular approach, 2024/2025	34
Figure 2.2: Cross-curricular approach to entrepreneurship education in primary and general secondary education, by education level, 2024/2025	36
Figure 2.3: Entrepreneurship education as a separate subject with 'entrepreneurship' in its name in primary and general secondary education, 2024/2025	37
Figure 2.4: Provision of a separate subject with 'entrepreneurship' in its name in primary and general secondary education, by education level, 2024/2025	38
Figure 2.5: Integration of entrepreneurship education in other specific subjects than those including 'entrepreneurship' in their names in primary and general secondary education, 2024/2025	39
Figure 2.6: Subjects integrating entrepreneurship education in primary and general secondary education (other than separate subjects with 'entrepreneurship' in their names), by type and education level, 2024/2025	40
Figure 2.7: Presence of the entrepreneurship competence component 'Spotting opportunities' in primary and general secondary education curricula, by education level, 2024/2025	43
Figure 2.8: Presence of the entrepreneurship competence component 'Vision' in primary and general secondary education curricula, by education level, 2024/2025	44

Figure 2.9: Presence of the entrepreneurship competence component 'Mobilising resources' in primary and general secondary education curricula, by education level, 2024/2025	45
Figure 2.10: Presence of the entrepreneurship competence component 'Financial and economic literacy' in primary and general secondary education curricula, by education level, 2024/2025	47
Figure 2.11: Presence of the entrepreneurship competence component 'Planning and management' in primary and general secondary education curricula, by education level, 2024/2025	48
Figure 2.12: Presence of the entrepreneurship competence component 'Coping with uncertainty, ambiguity and risk' in primary and general secondary education curricula, by education level, 2024/2025	50

Chapter 3: Education and training of teachers and school leaders 53

Figure 3.1: Explicit reference to entrepreneurship education in top-level teacher competence frameworks (or professional standards), 2024/2025	54
Figure 3.2: Reference to training opportunities in entrepreneurship education for teachers in primary and general secondary education in top-level regulations and schemes, 2024/2025	57

Chapter 4: Whole-school approach and practical entrepreneurial experience 63

Figure 4.1: Specific guidance for whole-school approach, primary and general secondary education, 2024/2025	65
Figure 4.2: Practical entrepreneurial experiences in the top-level curriculum and as extracurricular activities in primary and general secondary education, 2024/2025	68
Figure 4.3: Practical entrepreneurial experiences in the top-level curriculum of primary and general secondary education, 2024/2025	70

Codes and abbreviations

Country codes

EU/ EU-27	European Union / 27 Member States of the European Union		
BE	Belgium	MT	Malta
BE fr	Belgium – French Community	NL	Netherlands
BE de	Belgium – German-speaking Community	AT	Austria
BE nl	Belgium – Flemish Community	PL	Poland
BG	Bulgaria	PT	Portugal
CZ	Czechia	RO	Romania
DK	Denmark	SI	Slovenia
DE	Germany	SK	Slovakia
EE	Estonia	FI	Finland
IE	Ireland	SE	Sweden
EL	Greece	EEA and candidate countries	
ES	Spain	AL	Albania
FR	France	BA	Bosnia and Herzegovina
HR	Croatia	CH	Switzerland
IT	Italy	IS	Iceland
CY	Cyprus	LI	Liechtenstein
LV	Latvia	ME	Montenegro
LT	Lithuania	NO	Norway
LU	Luxembourg	RS	Serbia
HU	Hungary	TR	Türkiye

Other codes

— not applicable

Abbreviations

CPD	continuing professional development	ITE	initial teacher education
EACEA	European Education and Culture Executive Agency	JA	Junior Achievement
EU	European Union	JRC	Joint Research Centre
ISCED	International Standard Classification of Education	STEM	science, technology, engineering and mathematics

Executive summary

School education plays a vital role in equipping young people to navigate the complexities and uncertainties of today's world, while also empowering them to take advantage of the opportunities it presents. Entrepreneurship education is a key contributor to these overarching educational objectives. It cultivates essential skills and competences such as creativity, critical thinking, problem-solving, collaboration and adaptability, enabling young people to thrive in an ever-changing society and preparing them to seize opportunities, overcome challenges and make a positive impact in their communities.

The European Union (EU) has been promoting entrepreneurship education for over 20 years, with the first significant milestone being the 2006 Recommendation on key competences for lifelong learning, which included 'sense of initiative and entrepreneurship' as a key competence for a knowledge-based society ⁽¹⁾. The recommendation confirmed a broad conception of entrepreneurship as the ability of individuals to turn ideas into action, encompassing creativity, innovation and risk-taking. This understanding was reaffirmed in 2018 ⁽²⁾ and further developed with the publication of the European entrepreneurship competence framework (EntreComp) in 2016, which established a common understanding of entrepreneurship education across the EU (Bacigalupo et al., 2016). More recently, entrepreneurship has been promoted in EU policy agendas addressing challenges such as sustainability, digital innovation and skills development. Initiatives such as the 2020 European skills agenda ⁽³⁾ and the 2025 European Commission Communication on the union of skills ⁽⁴⁾ encourage the development and improvement of entrepreneurship education at all education levels.

Against this briefly outlined policy context, the current report aims to analyse key education policy areas related to entrepreneurship education, providing an overview of the efforts made by top-level education authorities to enhance entrepreneurship education in schools. It uses EntreComp as a conceptual framework and builds on two previous Eurydice reports on entrepreneurship education (EACEA / Eurydice, 2012; European Commission / EACEA / Eurydice, 2016).

Specifically, this report explores policy instruments used by top-level education authorities to promote entrepreneurship education in schools, including strategies, large-scale initiatives and reforms. It also examines how entrepreneurship education is integrated into primary and general secondary education curricula and the extent to which those curricula address specific entrepreneurial abilities. Additionally, it investigates whether key top-level policy documents

⁽¹⁾ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC), OJ L 394, 30.12.2006, p. 17.

⁽²⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 1.

⁽³⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 'European Skills Agenda for sustainable competitiveness, social fairness and resilience', COM(2020) 274 final of 1 July 2020.

⁽⁴⁾ Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions, 'The Union of Skills' COM(2025) 90 final of 5 March 2025.

that frame teacher education and training, such as teacher competence frameworks and regulations governing the provision of continuing professional development (CPD), refer to entrepreneurship education. Finally, it assesses the guidance and support provided to schools by top-level education authorities to implement a whole-school approach to entrepreneurship education, with a particular emphasis on practical entrepreneurial experiences that bring learning to life.

The report relies on qualitative data on policies and support measures that have been collected by means of a Eurydice data collection survey. It covers primary and general secondary education in all 27 EU Member States, along with Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia and Türkiye.

Main findings

In many education systems, entrepreneurship education is included in top-level strategies pursuing objectives that go beyond entrepreneurship education

Most education systems have in place at least one strategy that includes entrepreneurship education. Notably, in 20 education systems, these strategies extend beyond entrepreneurship education to encompass broader policy areas, including school education in general, the development of 21st-century skills in the context of lifelong learning, economic development and growth and youth empowerment. In contrast, only five education systems have strategies that are entirely dedicated to promoting entrepreneurship education in schools.

In addition to these strategies, several top-level authorities have developed large-scale initiatives to promote entrepreneurship education. Compared to broader strategies, large-scale initiatives often involve a more detailed approach to implementing entrepreneurship education. They may include dedicated funding, personnel and infrastructure to support their objectives. An analysis of the reported initiatives reveals several commonalities such as the involvement of external partners, the use of additional funding and the focus on competitive activities (Chapter 1).

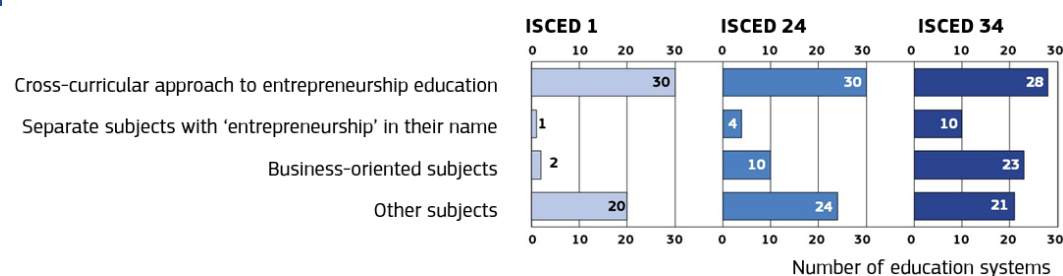
All education systems include entrepreneurship education in their curricula, commonly using cross-curricular or subject-based approaches

Around three-quarters of the education systems surveyed use a cross-curricular approach to integrating entrepreneurship education into teaching and learning. This applies to all education levels investigated, that is, to education from primary up until the end of upper secondary schooling. In addition to this approach, a subject-based methodology is also widely used.

However, the type of subjects through which entrepreneurship education is delivered varies significantly depending on the education level. Specifically, in general upper secondary education, entrepreneurship education is often taught through a variety of specialised subjects, including subjects with ‘entrepreneurship’ in their names or business-oriented subjects. In contrast, primary education curricula do not include such specialised subjects and tend to integrate entrepreneurship into various other subjects, including science, technology, engineering, and mathematics (STEM) and humanities subjects. This suggests that any subject

can offer a basis for teaching entrepreneurial abilities. Lower secondary education occupies a middle ground, where some education systems introduce subjects with 'entrepreneurship' in their names or incorporate business-oriented subjects already at this stage of education (Chapter 2).

Figure 1: Approaches to entrepreneurship education in primary and general secondary education curricula, by education level, 2024/2025



Source: Eurydice.

Explanatory note

The figure brings together data displayed in Figures 2.2, 2.4 and 2.6. For details, please refer to those figures.

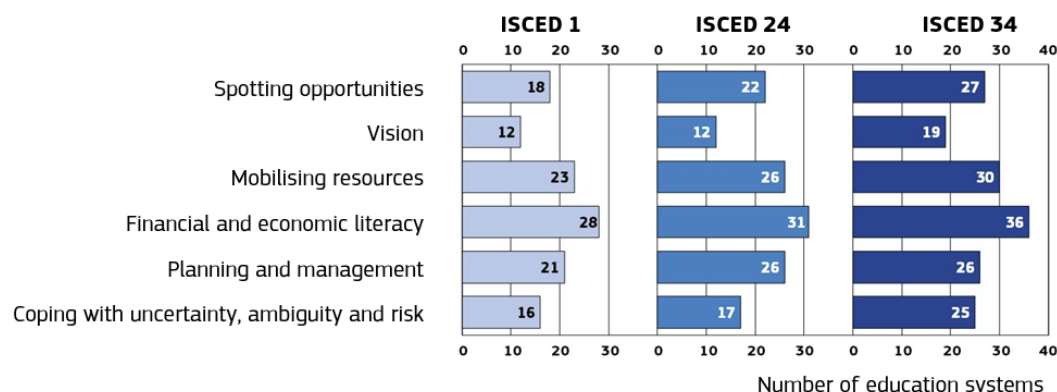
Among the six entrepreneurial abilities investigated, 'financial and economic literacy' is the most present in European curricula

Focusing on a subset of six entrepreneurial abilities (out of 15), as defined by the EntreComp framework (Bacigalupo et al., 2016), the analysis provides insight into the presence and absence of these skills in the curricula.

'Financial and economic literacy' emerges as a very prominent component in curricula across all education levels. In contrast, the competence component 'vision' is underrepresented in curricula, especially in primary and general lower secondary education. Moreover, two additional competence components that rely heavily on imaginative thinking, namely 'spotting opportunities' and 'coping with uncertainty, ambiguity and risk', are also frequently absent from curricula, especially in early stages of education. This imbalance suggests that school programmes tend to concentrate on a narrower economic and business-oriented conception of entrepreneurship education as opposed to a wider conception encompassing also envisioning, proactivity and innovation.

Another notable takeaway from the exploration of entrepreneurial abilities in curricula is that European education systems tend to address entrepreneurial abilities more extensively in higher school grades than in lower ones. Specifically, all the competence components investigated registered a higher occurrence in general upper secondary education than in primary education. This disparity can partly be explained by the structure of curricula, namely the presence of various specialised subjects targeting entrepreneurship education in higher school grades (Chapter 2).

Figure 2: Presence of selected entrepreneurship competence components in primary and general secondary education curricula, by education level, 2024/2025



Source: Eurydice.

Explanatory note

The figure brings together data displayed in Figures 2.7–2.12. For details, please refer to those figures.

Further research is needed to validate these findings, particularly to address potential methodological limitations. For instance, the present investigation's approach may be biased towards identifying knowledge-oriented elements, such as financial literacy, rather than skill- and attitude-oriented elements, such as vision, which may be embedded in curricula in more nuanced and subtle ways. Additionally, exploring the remaining nine components of entrepreneurship competence beyond the six examined in this study would provide a more comprehensive understanding of the topic.

References to 'entrepreneurship education' in teacher competence frameworks are very rare across European education systems

Teacher competence frameworks (or professional standards) are widely regarded by researchers and policymakers as essential tools within education systems. They serve various purposes such as guiding teachers' practices and establishing reference standards for both initial teacher education and CPD. In fact, most European education systems have implemented teacher competence frameworks, highlighting their importance in supporting teacher professionalism.

However, despite their prevalence, it is rare for teacher competence frameworks to explicitly reference entrepreneurship education. Only three education systems (Estonia, Poland and Norway) incorporate such explicit reference into frameworks applicable to all teachers (i.e. not just to those teaching entrepreneurship), while one education system (Austria) has developed a competence framework specifically designed for teachers delivering entrepreneurship education.

The diversity of teacher competence frameworks is noteworthy, with significant variations in terms of document type, length and focus. This variability is important to consider when interpreting findings, as concise frameworks may lack comprehensive coverage of the knowledge, skills and curriculum expertise required of teachers. As a result, it is essential to approach comparisons and analyses of teacher competence frameworks with caution, considering the characteristics and emphases of each framework (Chapter 3).

Few regulations or support schemes reference training opportunities in entrepreneurship education targeting school leaders

In most education systems, top-level authorities establish regulations or support schemes for teachers' CPD. Notably, these regulations or schemes often include references to training opportunities in entrepreneurship education, with 19 education systems providing such references and 15 of them outlining specific learning objectives. However, the survey reveals a contrasting trend for school leaders, with top-level education authorities being less likely to reference entrepreneurship education training tailored to their needs in their regulations and support schemes.

The few reported training programmes for school leaders often focus on general leadership skills, such as management and communication, which benefits the schools' operation but does not specifically enhance entrepreneurship education (Chapter 3).

Specific guidance and support from top-level education authorities for implementing a whole-school approach is not very common

Adopting a whole-school approach to entrepreneurship education provides students with a comprehensive and immersive learning experience, enabling them to learn and practice entrepreneurial skills in a supportive and collaborative environment.

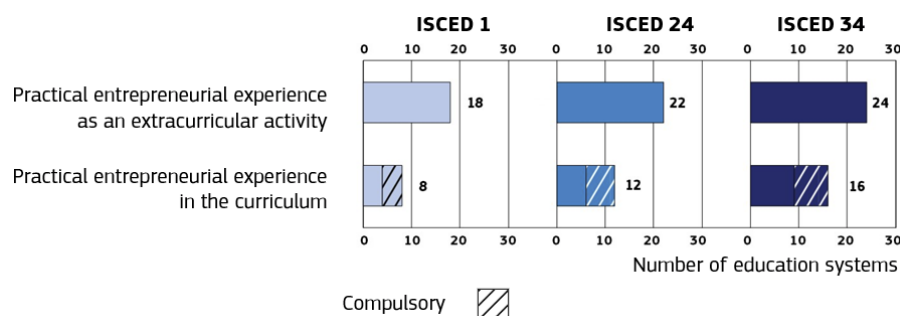
The survey shows that in about one-third of education systems, top-level education authorities provide guidance for implementing this approach. In most cases, the guidance provided relates to involving outside partners in learning activities. Financial and non-financial incentives such as the allocation of project-specific funding, certification or awards are even less common to support schools in developing a whole-school approach to entrepreneurship education (Chapter 4).

Practical entrepreneurial experiences are most commonly offered as extracurricular activities

Practical entrepreneurial experiences are essential educational activities to foster entrepreneurial abilities as they enable students to develop and implement their ideas in a real-world context with the support and guidance of external partners. By participating in these activities, students can gain valuable hands-on experience, applying theoretical concepts to practical problems and challenges.

In most education systems, students can engage in practical entrepreneurial experiences either as part of their curriculum or as an extracurricular activity. This is particularly prevalent in secondary education. However, despite their importance, these activities are rarely compulsory (Chapter 4).

Figure 3: Availability of practical entrepreneurial experience in primary and general secondary education, by education level, 2024/2025



Source: Eurydice.

Explanatory note

The figure brings together data displayed in Figures 4.2 and 4.3. For details, please refer to those figures.

Concluding remarks

Overall, this report highlights positive developments in promoting entrepreneurship education in schools across Europe. Most top-level authorities have introduced strategies supporting entrepreneurship education or the development of entrepreneurial abilities. Often, these strategies have a scope that extends beyond entrepreneurship education, encompassing a broader range of goals that align with the needs of modern societies and economies. This may suggest that policymakers recognise the multifaceted potential of entrepreneurship education to address the complex challenges facing Europe. In addition, the report reveals that the teaching of entrepreneurship and entrepreneurial abilities is included in the top-level curriculum in all education systems, as a cross-curricular theme or through a subject-based approach. Furthermore, in most education systems, top-level education authorities provide students with opportunities to learn and practice entrepreneurial abilities through practical entrepreneurial experiences. Finally, top-level education authorities have often implemented regulations or schemes that provide teachers with training opportunities in entrepreneurship education.

Despite these encouraging outcomes, the report also indicates that there is still scope for improvement in various policy dimensions of entrepreneurship education in schools in Europe. First the analysis highlights that skill- and attitude-based entrepreneurial abilities, including 'vision,' are underrepresented in the curricula compared to knowledge-based entrepreneurial abilities like 'financial and economic literacy'. These findings may suggest that the full potential of entrepreneurship competence, as a life competence, going beyond the traditional focus on business creation, may not have permeated all curricula across Europe. Furthermore, the fact that practical entrepreneurial experiences are often optional and are offered either as a curricular option or as extracurricular activities, means that not all students have access to hands-on learning opportunities. However, these are essential to fully master entrepreneurial abilities and to engage with the real world.

In addition, the analysis highlights that top-level education authorities tend to overlook the importance of specific in-service training for school leaders in enhancing entrepreneurship education in schools. Further, these authorities provide limited guidance and incentives to support institutions in implementing a whole-school approach to entrepreneurship education. These findings suggest that top-level education authorities could play a more supportive role in helping schools, particularly school leaders, to develop best practices for teaching entrepreneurship, which requires an integrated and holistic approach that connects students to the real world.

In a nutshell, while positive steps have been taken to promote entrepreneurship education in schools in Europe, additional efforts are needed to integrate attitude- and skill-oriented entrepreneurial abilities more extensively into the curriculum. This would help unlock the broad potential of entrepreneurship education and incorporate it fully into education programmes. Additionally, policymakers could focus on providing schools, especially school leaders, with the support and training necessary to provide all students with comprehensive and hands-on entrepreneurial experiences. Moreover, these findings offer a valuable opportunity for further research based on a wider scope of entrepreneurial abilities and different methodological approaches.

Introduction

Entrepreneurship competence has been recognised as one of the eight key competences for lifelong learning defined at the European level ⁽⁵⁾. Considering the significance of this competence, this report aims to analyse key education policy areas related to entrepreneurship education, providing an overview of the efforts made by top-level education authorities to enhance entrepreneurship education in schools in Europe.

Policy context

Developing and promoting entrepreneurship education has been on the European Union (EU) policy agenda for more than two decades. Already in 2000, the European Charter for Small Enterprises ⁽⁶⁾ identified education and training on entrepreneurship as one of the ten lines for action to improve the business environment for small enterprises. The 2003 Commission Green Paper 'Entrepreneurship in Europe' emphasised entrepreneurship education even further, by stating that '[e]ducation and training should contribute to encouraging entrepreneurship, by fostering the right mindset, awareness of career opportunities as an entrepreneur and skills' ⁽⁷⁾. The 2006 Commission Communication 'Fostering entrepreneurial mindsets through education and learning' presented the idea that the benefits of entrepreneurship education go beyond business and job creation. The communication promoted entrepreneurship as 'a key competence for all, helping young people to be more creative and self-confident in whatever they undertake and to act in a socially responsible way' ⁽⁸⁾. The 2006 Recommendation on key competences for lifelong learning confirmed this conception by recognising 'sense of initiative and entrepreneurship' as one of the eight key competences necessary for a knowledge-based society ⁽⁹⁾.

The initial steps in promoting entrepreneurship education taken at the EU level in the early 2000s were followed by further policy initiatives addressing this matter. Indeed, entrepreneurship education was promoted in several EU steering documents issued between 2006 and 2016, including the 2008 Small Business Act for Europe ⁽¹⁰⁾, the 2012 Commission

⁽⁵⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 1.

⁽⁶⁾ European Charter for Small Enterprises was adopted by the 'General Affairs' Council in Lisbon on 13 June 2000 and approved by the Feira European Council on 19 and 20 June of the same year.

⁽⁷⁾ Green Paper 'Entrepreneurship in Europe' (presented by the Commission), COM(2003) 27 final of 21 January 2003, p. 12.

⁽⁸⁾ Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions, 'Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning', COM(2006) 33 final of 13 February 2006, p. 4.

⁽⁹⁾ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC), OJ L 394, 30.12.2006, p. 17.

⁽¹⁰⁾ Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions, 'Think Small First' – A 'Small Business Act' for Europe, COM(2008) 394 final of 25 June 2008.

Communication on rethinking education ⁽¹¹⁾, the 2013 Entrepreneurship Action Plan 2020 ⁽¹²⁾ and the 2016 New Skills Agenda for Europe ⁽¹³⁾.

An important milestone in promoting entrepreneurship education was the publication, in 2016, of the European entrepreneurship competence framework (EntreComp) (Bacigalupo et al., 2016). Developed by the Joint Research Centre of the European Commission, this framework establishes the basis for a common understanding of entrepreneurship education as a competence across the EU. Specifically, the framework understands entrepreneurship as the ability to turn ideas into action that generates value for others. This ability is perceived as ‘a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial)’ (Bacigalupo et al., 2016, p. 6). Building on this understanding, the EntreComp framework organises components of entrepreneurship into three competence areas and fifteen competences, which are further defined in terms of learning outcomes. The aim is to inspire and support the design of educational interventions ⁽¹⁴⁾.

Nowadays, entrepreneurship education remains under the spotlight in the EU. Contrary to the initial perception at the very beginning of the 2000s, when it was mainly seen as a tool to support business and job creation, entrepreneurship education is now understood as a transversal competence that can be relevant in many contexts. This understanding has been reaffirmed by the 2018 Council Recommendation on key competences for lifelong learning, which recognises entrepreneurship as one of the eight most essential competences for lifelong learning ⁽¹⁵⁾. The ongoing 2020 European skills agenda ⁽¹⁶⁾ also promotes this transversal and wide-reaching conception by highlighting the need for the development of entrepreneurship skills at all levels of education and training, and by calling for the systematic use of the EntreComp framework. Additionally, entrepreneurship as a competence is being promoted in other ongoing EU policy agendas, including those related to the green transition and sustainable development, digital learning and innovation.

Building on this momentum, the EU has continued to emphasise the importance of entrepreneurship education in its very recent policy initiatives. For instance, the 2025 Commission communication on the union of skills ⁽¹⁷⁾ and on a STEM education strategic

⁽¹¹⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, ‘Rethinking Education: Investing in skills for better socio-economic outcomes’, COM(2012) 669 final of 20 November 2012.

⁽¹²⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, ‘Entrepreneurship Action Plan 2020. Reigniting the entrepreneurial spirit in Europe’, COM(2012) 795 final of 9 January 2013.

⁽¹³⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, ‘A new skills agenda for Europe. Working together to strengthen human capital, employability and competitiveness’, COM(2016) 381 final of 10 June 2016.

⁽¹⁴⁾ Since the publication of the EntreComp framework, the JRC elaborated different materials supporting its implementation. See https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework/entrecomp-support-material_en.

⁽¹⁵⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 1.

⁽¹⁶⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, ‘European Skills Agenda for sustainable competitiveness, social fairness and resilience’, COM(2020) 274 final of 1 July 2020.

⁽¹⁷⁾ Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions, ‘The Union of Skills’, COM(2025) 90 final of 5 March 2025.

plan ⁽¹⁸⁾, which are part of the union of skills strategy, highlight the need to boost entrepreneurship education at all levels of education.

Key concepts and definitions related to entrepreneurship in education

Since its emergence, there has been and continues to be an evolving discussion of what **entrepreneurship education** can or should mean for learners, teachers and curricula (Gibb, 2003; Crespi et al., 2022). At the European level, the **entrepreneurship competence** is specified in the 2018 key competence framework for lifelong learning ⁽¹⁹⁾, which defines it in line with the EntreComp framework (Bacigalupo et al., 2016). Therefore, this report uses the EntreComp definition of the entrepreneurship competence (i.e. the ability to turn ideas into valuable action that benefits others, applicable in various aspects of life) to analyse top-level policy frameworks related to entrepreneurship education across European education systems.

The understanding of the entrepreneurship competence as a transversal life skill shifts entrepreneurship education away from its traditional focus on business creation. Instead, it embraces a broader perspective on personal development, making it relevant to all aspects of life. This shift brings new opportunities, but also challenges to stakeholders involved in the delivery of entrepreneurship education in schools, including policymakers, school leaders, teachers and external partners. It follows that this dynamic field of study and policy demands regular evaluation and analysis.

Content and structure of the report

This report builds on two previous reports on entrepreneurship education published by Eurydice (EACEA / Eurydice, 2012; European Commission / EACEA / Eurydice, 2016) and considers major policy developments that have occurred since the production of these reports. It examines several areas for enhancing entrepreneurship education at school in Europe, including overarching policy frameworks, specific curricula and the training of teachers and school leaders.

Specifically, the report is divided into four chapters.

Chapter 1 explores top-level strategies, large-scale initiatives and recent reforms to promote entrepreneurship education at schools.

Chapter 2 examines different ways of integrating entrepreneurship education into primary and general secondary education curricula and the extent to which the curricula address specific entrepreneurial abilities.

Chapter 3 investigates the inclusion of entrepreneurship education in teacher competence frameworks and the specifications provided by top-level authorities' regulations for the training of teachers and school leaders in the area of entrepreneurship education.

⁽¹⁸⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 'A STEM Education Strategic Plan: skills for competitiveness and innovation' COM(2025) 89 final of 5 March 2025.

⁽¹⁹⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 1.

Chapter 4 assesses the guidance and support provided by top-level authorities to promote a whole-school approach to entrepreneurship education, with a particular emphasis on practical entrepreneurial experiences that bring learning to life.

The chapters are accompanied by a glossary that explains the key concepts mentioned. The annex provides complementary information on various aspects of the report.

Methodology and data sources

The report relies on qualitative data on policies and support measures that have been collected by means of a Eurydice data collection survey.

The report provides comparative analyses based on information derived primarily from national regulations or other official top-level education documents, such as curricula, guidelines or similar steering documents. Comparative analyses are supplemented by country examples that illustrate key aspects of these analyses.

Data cover primary and general secondary education (ISCED 1, 24 and 34) in public schools. In the case of Belgium, Ireland and the Netherlands, government-dependent private schools are also taken into account.

The reference period for the data is the 2024/2025 school year.

The report covers 38 education systems that are part of the Eurydice network, namely the 27 EU Member States ⁽²⁰⁾, along with Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia and Türkiye ⁽²¹⁾. All contributors are acknowledged at the end of the report.

⁽²⁰⁾ When it comes to Belgium, each of the three Belgian Communities (Flemish Community, French Community and German-speaking Community) is considered a separate education system.

⁽²¹⁾ North Macedonia, although a member of the Eurydice Network, did not participate in this project. Moldova and Ukraine are new members of the network and do not yet participate in comparative reports.

Chapter 1: Policy frameworks for entrepreneurship education

The importance of entrepreneurship education has been advocated by policymakers for over two decades, and its implementation in schools requires strong support from top-level authorities to become a reality.

The European Commission and other international bodies, including the Organisation for Economic Co-operation and Development, have long highlighted the importance of governments providing support for entrepreneurship education through policy measures (European Commission, 2012 ⁽²²⁾; European Parliament, 2015 ⁽²³⁾; Lackéus, 2015). Literature available on the topic has also reinforced the idea that government funding and resources are essential for setting up and maintaining successful entrepreneurship education programmes (Stevenson and Lundström, 2001). In fact, enforcement from top-level authorities can play a crucial role in encouraging entrepreneurship education in schools. Through steering documents, strategies, initiatives and reforms, for instance, governments set priorities, allocate resources, create policies, scale up programmes and institutionalise entrepreneurship education to, in the long run, prepare students for the challenges of real life.

To gain a clearer understanding of the current state of entrepreneurship education in the European education systems studied in this report, the first step is to examine policy frameworks, which are issued by top-level education authorities and which facilitate the integration of entrepreneurship education in schools.

The review of these policy frameworks can contribute to the identification of areas of alignment and divergence among European education systems and

highlight best practices and opportunities for enhancing entrepreneurship education.

This first chapter explores the existence of top-level strategies (Section 1.1), large-scale initiatives (Section 1.2) and recent reforms (Section 1.3) aimed at promoting entrepreneurship education in schools across Europe.

1.1. Top-level strategies for entrepreneurship education

To understand how different education systems are working to foster entrepreneurship education in schools, the first step is to investigate whether there are any top-level strategies guiding decision-makers towards this specific objective.

In this report, a strategy is understood as a document that can comprise a vision, identify objectives and goals (both qualitative and quantitative), describe processes, relevant authorities involved and individuals in charge, identify funding sources and make recommendations, among other things (see Glossary). In this context, examining strategies is fundamental to comprehend the thinking behind policy plans and how they impact education programmes and their outcomes.

In the survey, data providers from the Eurydice network were asked to identify up to three ongoing strategies issued by their governments that foster entrepreneurship education. These could include strategies that are fully dedicated to entrepreneurship education and ones that have a dedicated section or

⁽²²⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 'Rethinking Education: Investing in skills for better socioeconomic outcomes', COM(2012) 669 final of 20 November 2012.

⁽²³⁾ European Parliament resolution of 8 September 2015 on promoting youth entrepreneurship through education and training (2015/2006(INI)) (2017/C 316/07).

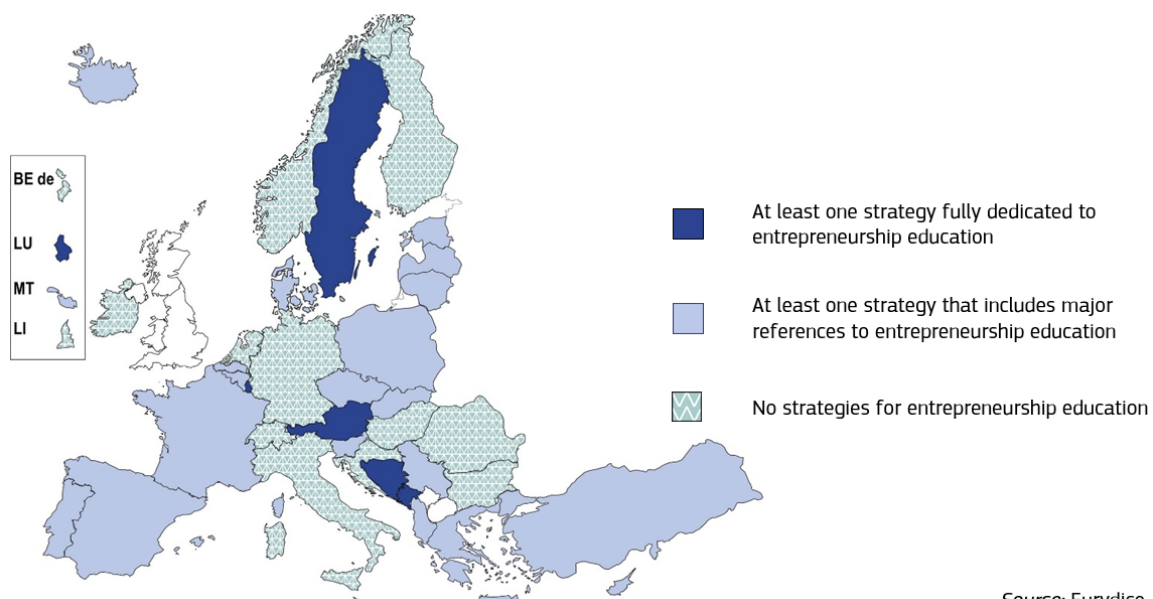
specific objectives related to entrepreneurship education, even if they are not solely focused on it.

Figure 1.1 serves as a valuable starting point for exploring the extent to which European education systems prioritise entrepreneurship education. It illustrates whether top-level education authorities have developed strategies to support entrepreneurship education in their education systems.

The majority of the education systems analysed have a strategy in place that includes entrepreneurship

education. Figure 1.1 reflects the level of focus on entrepreneurship education within these strategies. On one end of the spectrum, there are 20 education systems with strategies that include a dedicated section or specific objectives related to entrepreneurship education, although it is not the sole focus of these strategies. On the other end, five education systems have strategies that are fully dedicated to enhancing entrepreneurship education in schools.

Figure 1.1: Top-level ongoing strategies supporting entrepreneurship education in European education systems, primary and general secondary education, 2024/2025



Source: Eurydice.

Country-specific note

Albania: Data not validated.

The absence of top-level strategies does not necessarily suggest a deficiency in the commitment of top-level authorities to promoting entrepreneurship education. In some cases, political roadmaps and coalition agreements serve as guiding documents to support the development of entrepreneurship education within the respective country. In other cases, there may be strategies that only briefly refer to entrepreneurship education, or certain aspects of it, but do not provide a clear framework for its implementation in schools.

The next few paragraphs provide more details and examples of education systems with broader strategies that incorporate significant references to entrepreneurship education, along with education

systems with strategies that are fully dedicated to entrepreneurship education.

Entrepreneurship education as a key component of top-level broader strategies

Broader top-level strategies often incorporate entrepreneurship education to pursue a range of ambitious objectives, including enhancing overall school education, fostering the development of 21st-century skills in the context of lifelong learning, driving economic growth and promoting youth development. These comprehensive strategies recognise the value of entrepreneurship education as a key component in achieving their overarching goals.

Following this approach, a number of education systems have weaved entrepreneurship education into the fabric of their **overall education strategies**. Strategies focusing on education in general are concerned with the inclusion of entrepreneurship competence into existing curricula. These strategies seek to provide students with a holistic learning experience that combines more basic subjects (e.g. mathematics, languages, sciences) with entrepreneurial abilities. For instance, the Flemish Community of Belgium and Serbia have implemented strategies that represent this approach, demonstrating how entrepreneurship education can be effectively incorporated into the broader education system.

In **Belgium** (Flemish Community), the government issued, in 2021, the STEM Agenda 2030 – STEM competencies for a future- and mission-oriented policy ⁽²⁴⁾. This agenda references the connection between science, technology, engineering and mathematics (STEM) education and entrepreneurship education in schools. The strategy recognises the importance of developing entrepreneurship competence within STEM education. It includes several strategic and operational objectives that emphasise entrepreneurship, such as incorporating entrepreneurial challenges into STEM education and creating entrepreneurial learning environments.

In **Serbia**, the Ministry of Education introduced the strategy for the development of education in the Republic of Serbia by 2030 ⁽²⁵⁾, in 2021. This comprehensive strategy encompasses all education levels, including adult education and teacher training, and includes specific indicators and activities related to entrepreneurship education. Under the measure ‘Support to education institutions in strengthening the educational function’, two key indicators are particularly worth highlighting: 1) an increase in the number of accredited continuous professional development programmes focused on implementing activities that promote entrepreneurship education; and 2) enhanced financial competence among students. These indicators suggest a concerted effort to integrate entrepreneurship education into the Serbian education system.

Another common type of broader strategy that has been frequently reported by European education systems **focuses on the development of 21st-century skills** and aims to cultivate a range of essential skills and competences – including critical thinking, creativity, problem-solving and digital

literacy – that are deemed crucial for success in today’s rapidly changing world. These strategies are inspired by the European skills agenda ⁽²⁶⁾, which is a key EU document focusing on the development of 21st-century skills, with the aim of helping individuals and businesses develop the skills needed for sustainable competitiveness, social fairness and resilience. Examples of such strategies that include the development of entrepreneurship education among their objectives, can be found in Czechia (National research and innovation strategy for smart specialisation of the Czech Republic ⁽²⁷⁾), in Greece (see country example below), in Poland (Integrated skills strategy 2030 ⁽²⁸⁾), in Portugal (see country example below) and in Slovakia (Human resources development strategy in the education, training and sport sector until 2030 ⁽²⁹⁾).

In **Greece**, the Ministry of Education, Religious Affairs and Sports issued the Skills Labs strategy ⁽³⁰⁾ in 2021. This strategy aims to nurture responsible and informed individuals equipped with the skills needed to navigate societal and economic complexities. Entrepreneurship education is included in this strategy as part of the development of the skills area identified as ‘Life skills,’ which includes financial literacy, initiative-taking, organisational ability and planning, among others.

In **Portugal**, the national strategy for citizenship education defines a set of rights and duties that must be reflected in the citizenship education of children and young people. Its goal is to help shape future adults with civic values rooted in equality, respect for diversity, human rights and democratic citizenship, and it serves as a non-prescriptive, flexible reference to guide educational practices across all school levels. A key element of this strategy is the entrepreneurship education framework ⁽³¹⁾, which promotes creativity, initiative-taking and social responsibility within the education system. The framework defines clear themes (e.g. entrepreneurial competences, creativity, communication) and subthemes (e.g. innovation, financial literacy, ethics), accompanied by performance descriptors outlining the knowledge, skills, values, attitudes and behaviours expected at each educational stage.

In other cases, entrepreneurship education is supported by strategies that are closely tied to **economic development and growth**. This category of strategies prioritises the promotion of innovation,

⁽²⁴⁾ [STEM Agenda 2030 – STEM competencies for a future- and mission-oriented policy](#).

⁽²⁵⁾ [Strategy for the development of education in the Republic of Serbia by 2030](#).

⁽²⁶⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, ‘European Skills Agenda for sustainable competitiveness, social fairness and resilience’, COM(2020) 274 final of 1 July 2020.

⁽²⁷⁾ [National research and innovation strategy for smart specialisation of the Czech Republic](#).

⁽²⁸⁾ [Integrated skills strategy 2030](#).

⁽²⁹⁾ [Human resources development strategy in the education, training and sport sector until 2030](#).

⁽³⁰⁾ [Skills Labs strategy](#).

⁽³¹⁾ [National strategy for citizenship education](#).

social economy and entrepreneurship as key drivers of economic growth and sustainable development. These strategies often promote collaboration between education institutions and industry, with the aim of creating a cohesive and supportive ecosystem that enables entrepreneurs and small businesses to thrive, and ultimately contributes to the country's economic prosperity and competitiveness. Examples include, among others, Spain's 'Spanish strategy for social economy 2023–2027' ⁽³²⁾, Cyprus's 'National policy statement for the enhancement of the entrepreneurial ecosystem' ⁽³³⁾, Lithuania's 'State progress strategy: Lithuania's future vision – Lithuania 2050' ⁽³⁴⁾, Malta (see country example below), and Iceland's 'The innovation country Iceland' ⁽³⁵⁾.

In **Malta**, the Ministry for Education, Sport, Youth, Research and Innovation launched a comprehensive strategy titled 'National education strategy 2024–2030: Visioning the future by transforming education' ⁽³⁶⁾. The strategy is built around three pillars: 1) growth and empowerment, 2) well-being, and 3) equity and inclusion. Under these pillars, a range of targeted measures are outlined, including an emphasis on fostering stronger synergy between the education sector and industry. Specifically, the strategy advocates for a more concerted effort to promote entrepreneurship education across all levels of the education system.

Finally, entrepreneurship education can also be a key component of strategies that are specifically dedicated to supporting young people. These **youth-focused strategies** aim to empower young individuals with the skills, knowledge and opportunities they need to succeed and thrive in a rapidly changing world. By focusing on the needs and challenges of young people, these strategies seek to address issues such as youth unemployment, social exclusion and skills mismatch, and to provide young people with the support and resources they need to succeed in their personal and professional lives. Examples include Cyprus (see country example below) and Slovakia ('Youth strategy 2021–2028') ⁽³⁷⁾.

In **Cyprus**, the national youth strategy ⁽³⁸⁾ was published in 2017, with the aim of investing in young people and addressing youth needs. The strategy includes a range of measures and policies related to education and training, the validation of non-formal education and the social inclusion of young people, among other topics. Examples of key fields of action that are particularly relevant for entrepreneurship education are 1) employment and entrepreneurship, which aims to develop, support and promote entrepreneurship among young people; and 2) education and training, which seeks to develop education and training programmes that promote creativity, innovation, entrepreneurship, democratic principles, peace, respect for diversity and critical thinking. Following the positive impact of this strategy, the government of Cyprus has committed to continuing its efforts to identify and address the challenges faced by young people, and a new strategy – the second national youth strategy 2030 – is currently being developed.

Among the 20 education systems that reported having in place at least one strategy that makes major references to entrepreneurship education, as shown in Figure 1.1, it is interesting to note that some have implemented not only one, but a series of strategies to support entrepreneurship education in schools. These strategies are often issued by different government bodies, highlighting the importance of developing entrepreneurship competence across various domains. For example, in Poland, top-level education authorities can rely on several strategies that support entrepreneurship education, demonstrating a comprehensive approach to promoting entrepreneurship competence (see country example below).

In **Poland**, there are at least three distinct strategies that promote entrepreneurship education in schools in different ways.

1. The integrated skills strategy 2030 ⁽³⁹⁾ issued by the Ministry of Education is a policy document dedicated to skill development for lifelong learning. Its main aim is to create opportunities and conditions for developing broad skills that strengthen community ties, promote social inclusion, boost economic growth and improve quality of life. The strategy highlights the importance of building a strong foundation for management and business skills. This can be done by focusing on these skills from early education and by improving existing programmes that support management and business abilities.

⁽³²⁾ [Spanish strategy for social economy 2023–2027.](#)

⁽³³⁾ [National policy statement for the enhancement of the entrepreneurial ecosystem.](#)

⁽³⁴⁾ [State progress strategy: Lithuania's future vision – Lithuania 2050.](#)

⁽³⁵⁾ [The innovation country Iceland.](#)

⁽³⁶⁾ [National education strategy 2024–2030: Visioning the future by transforming education.](#)

⁽³⁷⁾ [Youth strategy 2021–2028.](#)

⁽³⁸⁾ [National youth strategy.](#)

⁽³⁹⁾ [Integrated skills strategy 2030.](#)

2. The strategy for responsible development ⁽⁴⁰⁾ issued by the Ministry of Development underlines the importance of strengthening key competences, such as entrepreneurship competence, to build a modern economy based on knowledge and innovation.
3. The human capital development strategy 2030 ⁽⁴¹⁾ issued by the Ministry of Development, Labour and Technology is a strategy for the 2020–2030 period that focuses on increasing human capital and social cohesion in Poland. It highlights the importance of shaping pro-innovation attitudes among young people, including through entrepreneurship education.

Top-level strategies fully dedicated to entrepreneurship education

Top-level strategies fully dedicated to entrepreneurship education are relatively rare but highly valuable due to their focused approach. Among the 38 national education systems studied, only five – Luxembourg, Austria, Sweden, Bosnia and Herzegovina, and Montenegro – have a strategy issued by a top-level authority that is fully dedicated to entrepreneurship education, with the primary focus of developing students' entrepreneurship competences (see Figure 1.1). This approach aligns with the Council Recommendation on key competences for lifelong learning ⁽⁴²⁾, which highlights the need for education systems to develop students' key competences, including entrepreneurial abilities, in order to equip them with the knowledge, skills and attitudes necessary to adapt to changing economic and social contexts. In addition, all the education systems with a strategy fully dedicated to entrepreneurship education have also mentioned the importance of adopting the European entrepreneurship competence framework (EntreComp) as the guiding framework for fostering entrepreneurial skills development (Bacigalupo et al., 2016). In terms of education level coverage, nearly all strategies cover primary and secondary education, except Luxembourg, where only the secondary level of education is covered (see country examples below).

In **Luxembourg**, in 2020, the Service for the Coordination of Research and Pedagogical and Technological Innovation, on the occasion of the launch of the 'Sustainable entrepreneurial schools' project, issued the memo to the minister on entrepreneurial schools ⁽⁴³⁾ to promote entrepreneurship education. This strategy focuses on fostering innovation and creativity among secondary general school students by integrating the sustainable entrepreneurial competence with 21st-century skills.

In **Sweden**, in 2009, the Ministry of Enterprise and the Ministry of Education initiated the strategy for entrepreneurship in the field of education ⁽⁴⁴⁾, a comprehensive strategy that has been integrated into various education policies. This strategy, which is still ongoing, covers primary and secondary education, with the goal of fostering an entrepreneurial mindset and skills across the education spectrum.

In **Montenegro**, in 2020, the Ministry of Economic Development released the strategy for lifelong entrepreneurial learning 2020–2024 ⁽⁴⁵⁾, which focuses on promoting entrepreneurship skills throughout an individual's life. The strategy emphasises innovative thinking and creative problem-solving across economic sectors and integrates entrepreneurship education into all stages of learning, from early childhood to higher education and adult learning, while also providing opportunities for continuous professional development and skill enhancement.

1.2. Beyond strategies: large scale initiatives and other action to support entrepreneurship education

In addition to strategies issued by top-level authorities, some countries may have specific initiatives, programmes or schemes that operate nationwide or across a substantial geographical area, aiming to support entrepreneurship education in a more focused manner in terms of objectives.

This section examines large-scale initiatives, designed as a long-term component of the education system, with resources allocated to cover several consecutive years. These initiatives often involve a more detailed approach to implementing entrepreneurship education compared to strategies, and may include dedicated funding, personnel and infrastructure to support their objectives. Examples of such initiatives might include national competitions that encourage students to develop entrepreneurial abilities, decisions to assign dedicated funding to entrepreneurship education projects or the development of ad-hoc learning

⁽⁴⁰⁾ [Strategy for responsible development](#)

⁽⁴¹⁾ [Human capital development strategy 2030](#)

⁽⁴²⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 1.

⁽⁴³⁾ [Memo to the minister on entrepreneurial schools](#)

⁽⁴⁴⁾ [Strategy for entrepreneurship in the field of education – U2009/3635/G](#)

⁽⁴⁵⁾ [Strategy for lifelong entrepreneurial learning 2020-2024](#)

materials and resources for teachers to effectively teach entrepreneurship education. In some cases, these initiatives may be launched and managed by a combination of public and private entities, highlighting the potential for collaboration and partnership in promoting entrepreneurship education.

The Eurydice survey has collected data on various initiatives related to entrepreneurship education. In most cases, these initiatives aim to engage students through activities like competitions, start-ups and hands-on projects to develop their entrepreneurial abilities. Additionally, there are initiatives aimed at integrating entrepreneurship education into school curricula. These efforts include developing educational frameworks, providing systemic support and creating specialised materials for teachers. Schools may also receive extra funding for entrepreneurship activities through dedicated grants. Some initiatives are more nationally or locally focused, while others, like the Junior Achievement (JA) programme, are part of international schemes adopted by multiple national education systems.

The analysis of the reported initiatives shows several commonalities such as the involvement of external collaborators, the use of additional funding and the focus on competitions.

One key aspect is **partnership and collaboration**, where external partners and stakeholders are involved in the creation and implementation of activities dedicated to the development of entrepreneurship competences. This involvement brings in diverse perspectives, skills and resources, and enriches the overall experience for students.

In **Portugal**, a notable example of collaborative action involves multiple stakeholders actively engaged in the entrepreneurship education framework ⁽⁴⁶⁾, such as the National Agency for Qualification and Vocational Education and Training, the Directorate-General for Schools, the Portuguese Institute for Sports and Youth, the Portuguese Industrial Association, the Chamber of Commerce and Industry, the Agency for Competitiveness and Innovation, and the Policy Experimentation and Evaluation Platform. These organisations collectively contribute by developing curricula, coordinating school programmes, engaging youth, bridging education and industry, supporting innovation and evaluating policies to foster entrepreneurial skills and align education with economic and societal needs.

Another significant factor is **systemic support and additional funding**, often in the form of grants. This external funding helps teachers and school leaders design and deliver programmes that are tailored to the specific needs of their students.

Competitions are another important dimension of these initiatives, playing a crucial role in promoting a competitive spirit among students. Through events such as Olympic-style competitions, hackathons and other entrepreneurship challenges, students develop essential entrepreneurial abilities, including critical thinking and problem-solving, collaboration and teamwork, design thinking and prototyping and presentation skills. By fostering a mindset that values competition and innovation, these initiatives help students acquire the skills and confidence needed to succeed in the entrepreneurial landscape. Moreover, the sharing of best practices and resources across borders can have a profound impact on entrepreneurship education. Notable examples of EU-wide initiatives that support entrepreneurship education among young people include the JA Europe and YouthStart programmes (see programme examples below). Both the JA Europe programme and the Youth Start programme demonstrate the importance of cross-border cooperation in promoting entrepreneurship education. They provide valuable models that can be adapted and expanded across other education systems, fostering a new generation of skilled and innovative young entrepreneurs.

JA Europe ⁽⁴⁷⁾ is a non-profit organisation that aims to promote entrepreneurship, employability and financial literacy among young people aged 10–25 through a network of schools, universities and business partners across the continent. JA Europe offers a range of programmes and activities, including entrepreneurship skills training, mentorship and business plan competitions. By doing so, JA Europe plays a significant role in promoting entrepreneurship education and fostering a culture of entrepreneurship and innovation across Europe. Several countries have highlighted JA Europe as part of their national initiatives, including Czechia, Estonia, Ireland, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Slovakia, Sweden and Norway.

The **YouthStart** programme is another noteworthy initiative. It is implemented in Belgium, Luxembourg, Austria and Slovenia, among others, and it focuses on developing entrepreneurship competence in students through experiential learning and hands-on activities. It provides tailored educational tools and resources designed to foster creativity, critical thinking and problem-solving skills.

⁽⁴⁶⁾ [Entrepreneurship education framework](#).

⁽⁴⁷⁾ [JA Europe programme](#).

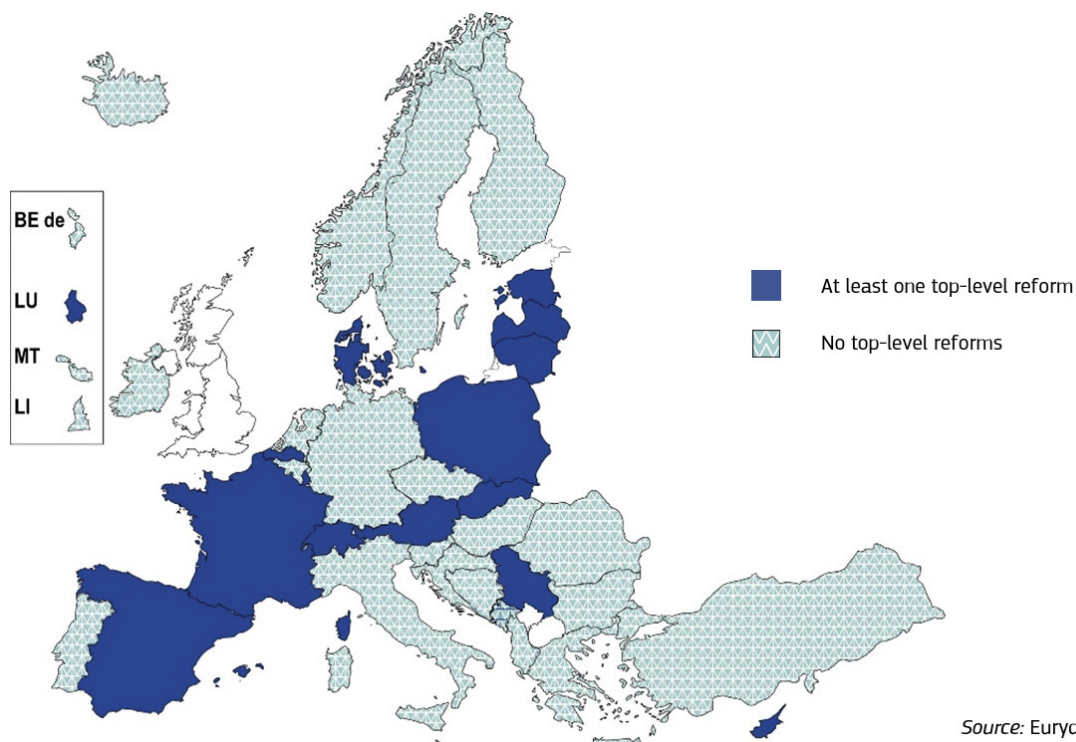
1.3. Top-level reforms shaping entrepreneurship education in the last five years

The first two sections of this chapter focusing on top-level strategies and major initiatives have shown that the majority of countries are implementing policy initiatives to develop entrepreneurship education within schools. In addition to strategies and major initiatives, reforms are crucial tools for top-level education

authorities: they target efforts towards specific objectives and allow for the adaptation of existing legislation to meet the evolving needs of education systems.

Figure 1.2 displays the education systems in which there has been at least one top-level reform regarding any dimension of entrepreneurship education in the last five years. As the data show, slightly more than one-third of the education systems studied have introduced such reforms.

Figure 1.2: Top-level reforms concerning any dimension of entrepreneurship education in the last five years, primary and general secondary education, 2024/2025



Country-specific note

Albania: Data not validated.

The results from the Eurydice survey also show that the reported reforms primarily focus on reforming the top-level curriculum to integrate entrepreneurship education.

There are different approaches to embedding entrepreneurship education into the top-level curriculum (see Section 2.1 of Chapter 2). One common way is to incorporate it within cross-curricular themes, which then implies that all components in the curriculum should, to some extent, contribute to the

development of entrepreneurial abilities. This approach has been introduced or reinforced through recent reforms in several education systems, including in Austria ⁽⁴⁸⁾, where, since 2024, the elementary school curriculum includes entrepreneurship education as an overarching topic that is integrated across various school subjects, and in Slovakia (see country example below).

⁽⁴⁸⁾ [New curriculum for primary and lower secondary education from the 2023/24 school year.](#)

In **Slovakia**, the 2023 reform 'State educational programme for primary and lower secondary education' ⁽⁴⁹⁾ focuses on equipping students with essential 21st-century skills. This includes critical thinking, digital literacy and soft skills, with a significant focus on entrepreneurship and initiative-taking as a central part of this new cross-curricular approach. From the 2026/2027 school year onwards, all primary and lower secondary schools must implement this updated programme. Inspired by the EntreComp framework, the 'Man and work' educational area in the new education programme emphasises entrepreneurship education, encouraging students to work both individually and collaboratively on ideas that they develop and bring to life.

Another common way to include entrepreneurship education in the top-level curriculum is to integrate entrepreneurship education into specific subjects. In some education systems, the reforms concern this subject-based approach to entrepreneurship education. For instance, in Poland, the introduction of the subject 'Business and management' in place of 'Entrepreneurship education' was aimed at modernising and adapting economic education to contemporary challenges and the needs of the labour market. In Switzerland (see country example below), the focus is on strengthening entrepreneurship education by making 'Economy and law', the subject through which it is taught, a core curriculum subject. Similarly, in Serbia, 'Economics and business' ⁽⁵⁰⁾ is now an option that all general upper secondary schools must offer.

Switzerland, in 2024, introduced a significant reform that upgraded the subject 'Economy and law' ⁽⁵¹⁾ from being a compulsory course that varied in depth according to each school's discretion, to a core subject alongside other subjects such as mathematics, history and languages. This change ensures that in all general secondary schools students develop a strong foundation in economics and law, which is important for developing entrepreneurship skills. The reform emphasises developing competences such as idea pitching, teamwork, effective communication, critical thinking and strategic learning.

The Eurydice survey has also identified reforms that pertain to elements other than the curriculum of entrepreneurship education. These elements include the creation of tailored teaching materials, the cooperation with external partners (see country examples below) and the development of career education. However, these reforms concern a small number of education systems.

In **Austria**, the Entrepreneurship Education platform ⁽⁵²⁾, which started in 2013 as a strategic initiative, has eventually reformed the way schools collaborate with external partners within the context of entrepreneurship education. The platform is created to actively involve external partners in school-based entrepreneurship initiatives. Its goal is to encourage collaboration between schools, businesses and other organisations. This collaboration allows students to work on real-life challenges and entrepreneurship projects, ultimately contributing to the development of entrepreneurial mindsets from early education. The platform functions as a key interministerial working committee, providing a collaborative framework that unites a diverse group of stakeholders, including 65 partners such as government ministries, business organisations, education institutions and other essential partners.

In **France**, the 2024 updated *Parcours Avenir* pathway ⁽⁵³⁾, which is part of a broader set of pedagogical reforms aimed at modernising education and better preparing students for the future, aims to facilitate and develop exchanges between schools and local economic players. At both the lower and upper secondary levels, it is structured around a meeting with a professional, a visit to a company and participation in an educational project based on initiative, commitment and group spirit. To achieve this, it can draw on numerous local partnerships and educational initiatives dedicated to discovering the professional world, such as the 'school-business week'.

⁽⁴⁹⁾ [State educational programme for primary and lower secondary education.](#)

⁽⁵⁰⁾ [New subject 'Economics and business'.](#)

⁽⁵¹⁾ [Transversal competences: explanations and proposals for implementation in the disciplines.](#)

⁽⁵²⁾ [Entrepreneurship Education platform.](#)

⁽⁵³⁾ [Parcours Avenir pathway.](#)

Conclusion

This chapter provided a valuable overview of how the European education systems that participated in the Eurydice survey are addressing entrepreneurship education in terms of policy commitment. While not exhaustive, it offered a selection of insightful examples and cases that illustrate the diverse approaches to promoting entrepreneurship education. Specifically, it described three main policy tools: top-level strategies, large-scale initiatives and recent reforms.

The findings indicate that top-level strategies for entrepreneurship education are in place in the majority of European education systems that contributed to this study. While only five education systems have a strategy fully dedicated to entrepreneurship education, 20 of them have incorporated it as a key component of broader top-level strategies aimed at general education, skills development, economic growth or youth empowerment, among others. These data suggest a growing recognition of entrepreneurship education as a key component of overall national societal and economic development, rather than merely an element of an education programme.

In addition to dedicated strategies, many countries have incorporated entrepreneurship education into their education systems through various large-scale initiatives. Most of these initiatives have certain features in common: the involvement of external partners, the use of additional funds and a competitive dimension. They represent a positive step towards promoting entrepreneurship education and contribute to its growing recognition as an essential component of education.

Finally, reforms concerning entrepreneurship education have taken place in one-third of education systems. These reforms mainly relate to the inclusion of entrepreneurship education in the curriculum, although few of them concern other dimensions such as the creation of tailored teaching materials, the cooperation with external partners and the development of career education.

Chapter 2: Entrepreneurship education in the curriculum

Entrepreneurship education holds significant promise for equipping individuals with the knowledge, skills and attitudes necessary to thrive in today's world. When entrepreneurship education is embedded in school curricula, students are expected to develop the capabilities needed to identify opportunities, navigate challenges and pursue their entrepreneurial aspirations (Park, 2024). This reflects a recognition that entrepreneurial abilities are relevant not only to aspiring business owners but also to individuals pursuing careers in various sectors and disciplines.

This chapter focuses on the incorporation of entrepreneurship education within top-level primary and general secondary education curricula across European countries. The analysis is limited to top-level curricula, excluding those developed by individual schools or local education authorities. Additionally, the focus is on the curricula themselves, rather than on the accompanying teaching guidelines, supplementary teaching materials or other steering documents that may be used by teachers to support implementation or refer to extracurricular activities.

The chapter starts by providing an overview of different ways of integrating entrepreneurship education into the curriculum (Section 2.1). It then investigates entrepreneurship competence components, examining if and how they are included in top-level curricula (Section 2.2).

2.1. Embedding entrepreneurship education into the curriculum

Entrepreneurship in primary and secondary education can be taught in many ways. Sommarström et al. (2020) refer to possibilities such as a compulsory or an optional school subject, a short entrepreneurship course of a few weeks or an entrepreneurship club in the afternoon outside regular school hours.

Furthermore, an entrepreneurial approach can also be implemented in teaching and learning in every subject at all education levels (Sommarström et al., 2020).

There have been debates in research literature regarding the most effective ways of incorporating entrepreneurship education into the curriculum. In this context, research tends to privilege integrative or interdisciplinary approaches (Hytti, 2002; Hytti and O'Gorman, 2004; Lackéus, 2015). This is supported by contemporary broader understanding of the concept of entrepreneurship education, which extends beyond economic and business-oriented aspects to encompass all spheres of life. However, research also argues that the chosen approach should consider the age of students. For example, in its integrated model for entrepreneurship education, Lackéus (2015) suggests that the provision of entrepreneurship education should preferably start at an early age, in preschool and primary education, with a wide definition of entrepreneurship embedded across the curriculum. Later, in secondary education, the embedded approach should continue with an enhanced emphasis on knowledge and, in parallel, students should be able to make an active choice leading to a separate subject, where business concepts are added.

The following subsections investigate how primary and general secondary education curricula across Europe incorporate entrepreneurship education. The analysis outlines, respectively, approaches to embedding entrepreneurship education across the curriculum (Section 2.1.1), the provision of entrepreneurship education within different subjects (Section 2.1.2) and, finally, further methods of integrating entrepreneurship education into the curriculum (Section 2.1.3).

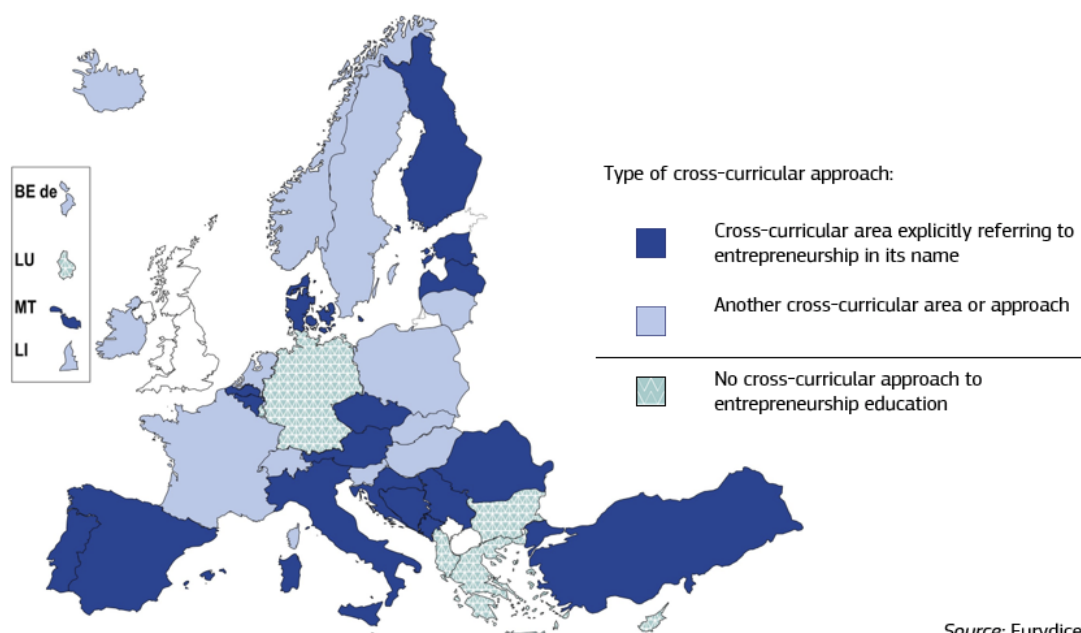
2.1.1. Cross-curricular approach to entrepreneurship education

One possible way of embedding entrepreneurship education into the curriculum is to integrate it into different subjects through a cross-curricular approach. A typical cross-curricular approach consists of defining a cross-curricular area, meaning a broad overarching topic that may apply to and be taught within various subjects and school activities. Under this approach, instead of (or in addition to) being explicitly mentioned as part of specific subjects, educational content and

objectives are understood to be transversal. This may allow the exploration of connections between different areas of learning, which, in turn, can lead to a more integrated understanding of a topic.

Figure 2.1 shows that most European education systems apply a cross-curricular approach to teaching entrepreneurship in primary or general secondary education. However, education systems differ in how they conceive the delivery of entrepreneurship education in a cross-curricular manner.

Figure 2.1: Integration of entrepreneurship education into primary and general secondary education through a cross-curricular approach, 2024/2025



Source: Eurydice.

Explanatory notes

The figure displays a cross-curricular approach when it is found in at least one education level surveyed (i.e. primary, general lower secondary or general upper secondary education). The Annex (Table 2.1) provides details on the education level(s) at which the cross-curricular approach is used.

The category '**cross-curricular area explicitly referring to entrepreneurship in its name**' considers education systems that have in place a 'cross-curricular (teaching/learning) area' (as defined in the Glossary) that refers, in its name, to 'entrepreneurship' (with or without other terms).

The category '**another cross-curricular area or approach**' considers two types of situations: 1) systems with 'cross-curricular (teaching/learning) areas' that do not refer, in their names, to entrepreneurship but still address abilities related to the entrepreneurship competence; and 2) systems where curricula identify entrepreneurship as a general objective of education but without specifying it as a 'cross-curricular (teaching/learning) area'.

When a country has in place, in at least one educational level, a 'cross-curricular area explicitly referring to entrepreneurship in its name', the figure does not display whether, additionally, another cross-curricular area or approach is in place.

The descriptions that the categorisation is based on are provided in the Annex (Table 2.1).

Country-specific notes

Czechia: The figure displays the category that applies to general upper secondary education. The category that applies to primary and general lower secondary education is 'another cross-curricular area or approach'.

Denmark and Finland: The figure displays the category that applies to basic (i.e. primary and lower secondary) education. The category that applies to general upper secondary education is 'another cross-curricular area or approach'.

Albania: Data not validated.

Around half of the education systems with a cross-curricular approach have in place a **cross-curricular area explicitly referring to entrepreneurship in its name**.

In some of the systems with a cross-curricular area explicitly referring to entrepreneurship in its name, the area in question is entirely dedicated to entrepreneurship education. For example, in Croatia, the national curriculum for primary and secondary education specifies six cross-curricular areas – ‘Entrepreneurship’ being one of them. Montenegro provides another illustrative example through the inclusion of the cross-curricular area ‘Entrepreneurial learning’.

Some other education systems use a slightly broader approach, addressing, within the same cross-curricular area, entrepreneurship and other topics. The topics in question commonly refer to concepts and themes closely related to entrepreneurship, such as creativity or innovation⁽⁵⁴⁾. For example, in the French Community of Belgium, the core curriculum for primary and lower secondary education refers to eight key learning areas, including ‘Creativity, commitment and the spirit of enterprise’. Denmark has in place a cross-curricular area titled ‘Innovation and entrepreneurship’, which is provided through all subjects in basic (i.e. primary and lower secondary) education. Malta, in turn, delivers a cross-curricular theme called ‘Education for entrepreneurship, creativity and innovation’, which applies to both primary and secondary education.

A cross-curricular area explicitly referring to entrepreneurship in its name is sometimes expressed in reference to competences or skills. This means that, instead of defining an ‘area’, ‘topic’ or ‘theme’, the curriculum identifies and defines specific competences to be taught across all disciplines. This is closely linked

to policy steering at the EU level, in particular the Council Recommendation on key competences for lifelong learning⁽⁵⁵⁾, which identifies eight key competences to be addressed throughout life – entrepreneurship being one of them⁽⁵⁶⁾. National curricula are often inspired by this framework, they refer to it and specify either the same or very similar competences. For example, the curriculum of Estonia specifies eight general competences – including the ‘Entrepreneurship competence’ – that should be integrated in all subjects, along with extracurricular and out-of-school activities in primary and lower secondary education.

Many national curricula do not include a cross-curricular area explicitly labelled in reference to entrepreneurship but specify **another area or approach** that promotes the imparting of the entrepreneurship competence throughout various disciplines. Different types of provisions can be distinguished in this regard.

One type of provision consists of cross-curricular areas that do not explicitly refer to entrepreneurship in their names but cover different components of the entrepreneurship competence as defined by the European entrepreneurship competence framework (EntreComp framework) (Bacigalupo et al., 2016)⁽⁵⁷⁾. For example, the primary and secondary education curriculum in Iceland specifies and defines several cross-curricular areas (‘pillars of education’) – ‘Creativity’⁽⁵⁸⁾ being one of them. In Slovakia, top-level authorities elaborated a national financial literacy framework⁽⁵⁹⁾, which is intended to inspire learning processes across different disciplines by defining elements of financial literacy that students in primary and lower and upper secondary education are expected to achieve. Ireland defines in its curricular frameworks several key skill areas, some of which refer directly to

⁽⁵⁴⁾ The EntreComp framework recognises ‘Creativity’ as one of the 15 components of the entrepreneurship competence and ‘Innovation’ as one of the key learning outcomes related to ‘Creativity’. For more details on the EntreComp framework, see Section 2.2.1 of this chapter.

⁽⁵⁵⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 1.

⁽⁵⁶⁾ The competences specified are: 1) Literacy competence; 2) Multilingual competence; 3) Mathematical competence and competence in science, technology and engineering; 4) Digital competence; 5) Personal, social and learning to learn competence; 6) Citizenship competence; 7) Entrepreneurship competence; and 8) Cultural awareness and expression competence.

⁽⁵⁷⁾ For details on the EntreComp framework and its competence components, see Section 2.2.1 of this chapter.

⁽⁵⁸⁾ According to the EntreComp framework, ‘Creativity’ is one of the components of the entrepreneurship competence. For details, see Section 2.2.1 of this chapter.

⁽⁵⁹⁾ According to the EntreComp framework, ‘Financial and economic literacy’ is one of the components of the entrepreneurship competence. For details, see Section 2.2.1 of this chapter.

components of the entrepreneurship competence. For example, the upper secondary education curriculum specifies, among its five key skill areas, the area ‘Working with others’ ⁽⁶⁰⁾.

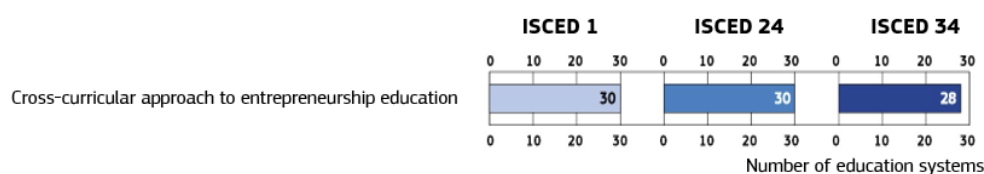
Entrepreneurship may also be promoted in a less explicit way, through cross-curricular areas or approaches that do not directly refer to components of the entrepreneurship competence, as defined by the EntreComp framework, but that still address entrepreneurial abilities. For example, in Czechia, the basic (i.e. primary and lower secondary) education curriculum specifies cross-curricular themes such as ‘Personal and social education’ or ‘Democratic citizenship’. While not directly referring to components of the entrepreneurship competence, these themes include elements relevant for building the entrepreneurship competence (e.g. the cross-curricular theme ‘Personal and social education’ contributes to the development of the entrepreneurship competence component ‘Working with others’) ⁽⁶¹⁾. Similarly, in France, the cross-curricular area ‘Methods and tools to learn’, found in the new curriculum for students aged 6–16, incorporates elements that contribute to the development of entrepreneurship competence components such as ‘Mobilising resources’, ‘Mobilising others’, ‘Self-awareness and self-efficacy’ and ‘Motivation and perseverance’ ⁽⁶²⁾.

An education system may also use a very general cross-curricular approach that consists of specifying entrepreneurship among the main objectives of education. This commonly means that entrepreneurship is put forward in the curriculum, often in its introductory part, but no details are provided regarding this concept or its actual implementation across different subjects. Sweden, for instance, refers to entrepreneurship when defining the fundamental values and mission of the school.

Figure 2.2 brings together the approaches identified in Figure 2.1 and examines them, across all the education systems surveyed, by education level. As the figure shows, there are no major differences between the three education levels investigated, meaning that the cross-curricular approach is used almost equally in primary, general lower secondary and general upper secondary education.

However, the almost equal distribution across the three educational levels does not imply that, in every education system, a single cross-curricular reference framework applies to all levels. Indeed, there are often different reference frameworks for different stages of education. Moreover, a cross-curricular approach sometimes covers only one or two levels of education, rather than all three levels investigated. Information covering these aspects is provided in the Annex (Table 2.1).

Figure 2.2: Cross-curricular approach to entrepreneurship education in primary and general secondary education, by education level, 2024/2025



Source: Eurydice.

Explanatory notes

The figure brings together the two cross-curricular approaches identified in Figure 2.1. and treats them as a single category. For each education level, the number of education systems that use a cross-curricular approach (out of 38 systems education surveyed) is displayed.

For further explanatory notes, please refer to Figure 2.1.

⁽⁶⁰⁾ According to the EntreComp framework, ‘Working with others’ is one of the components of the entrepreneurship competence. For details, see Section 2.2.1 of this chapter.

⁽⁶¹⁾ According to the EntreComp framework, ‘Working with others’ is one of the components of the entrepreneurship competence. For details, see Section 2.2.1 of this chapter.

⁽⁶²⁾ According to the EntreComp framework, ‘Mobilising resources’, ‘Mobilising others’, ‘Self-awareness and self-efficacy’ and ‘Motivation and perseverance’ are some of the components of the entrepreneurship competence. For details, see Section 2.2.1 of this chapter.

2.1.2. Subject-based approach to entrepreneurship education

In parallel to (or instead of) being a cross-curricular theme, entrepreneurship education may be (and commonly is) integrated into distinct areas of learning within the school curriculum, that is, subjects. The following two subsections provide an overview of different subject categories that incorporate entrepreneurship education. The basic distinguishing feature between the main subject categories is whether subjects include the notion of entrepreneurship in their names or focus on other aspects.

2.1.2.1. Separate subjects including 'entrepreneurship' in their name

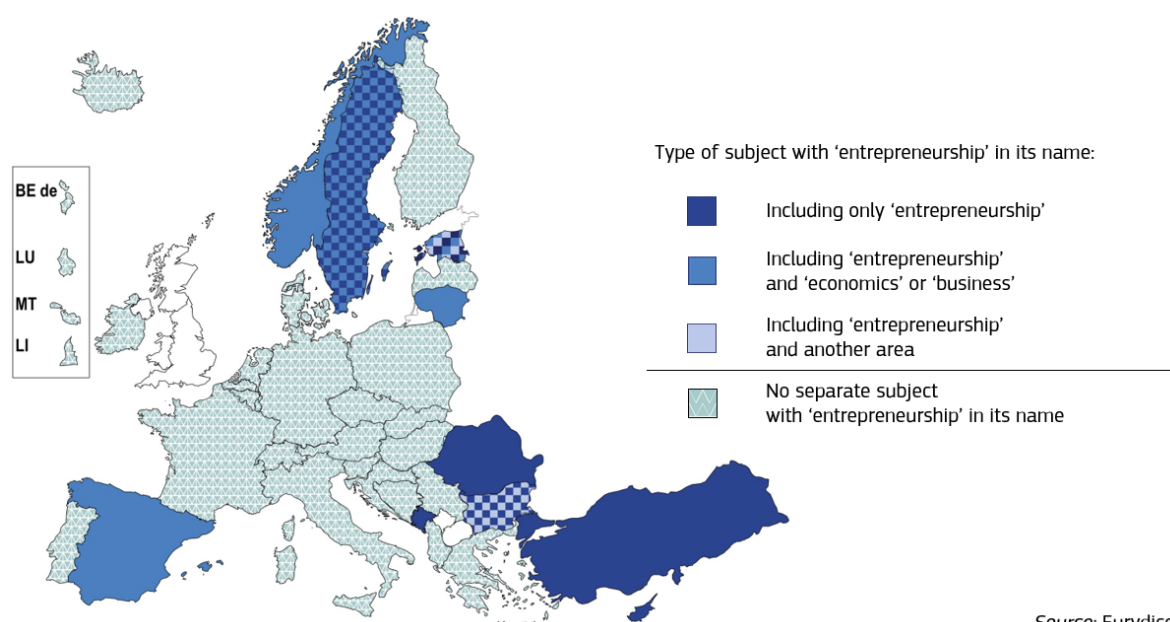
This subsection discusses the subjects that explicitly refer, in their name, to entrepreneurship.

As Figure 2.3 shows, around a quarter of the education systems investigated offer one or more such subjects in primary or general secondary education. Among

these systems, some have in place several entrepreneurship education subjects. For example, in Estonia, there are three such subjects. When several entrepreneurship education subjects are offered, they generally do not have the same scope or concern the same students.

The scope of subjects with 'entrepreneurship' in their names may be narrower or wider. As Figure 2.3 specifies, some subjects' names have a very focused character, meaning that they include only entrepreneurship (Bulgaria, Estonia, Cyprus, Romania, Sweden, Montenegro and Türkiye). Other subjects' names refer to entrepreneurship and other areas. When this approach is used, the connection is commonly made between entrepreneurship and economics or business (Estonia, Spain, Lithuania, Sweden and Norway). Other areas connected to entrepreneurship include technology (the subject 'Technology and entrepreneurship' in Bulgaria) and work education (the subject 'Entrepreneurial mindset in the world of work' in Estonia).

Figure 2.3: Entrepreneurship education as a separate subject with 'entrepreneurship' in its name in primary and general secondary education, 2024/2025



Source: Eurydice.

Explanatory notes

The figure considers subjects that explicitly refer, in their name, either to entrepreneurship or to different variants of the term (e.g. 'entrepreneurial'). Alongside this key dimension, the subject's name may cover other fields. A literal translation from the national languages is used when establishing whether a subject includes the term 'entrepreneurship' in its name.

The figure displays a separate subject with 'entrepreneurship' in its name when it is found in at least one education level surveyed (i.e. primary, general lower secondary or general upper secondary education).

The descriptions that the categorisation is based on are provided in the Annex (Table 2.2).

Country-specific notes

Ireland: The leaving certificate vocational programme, which is classified as ISCED 34 (i.e. general upper secondary education) but has a strong vocational focus, includes a compulsory module called 'Enterprise education'. Since the figure focuses on subjects (and not modules), this type of provision is not considered in the figure.

Spain: In lower secondary education, the national curriculum does not include any separate subject with 'entrepreneurship' in its name. However, many autonomous communities do offer such subjects. This type of provision is not considered in the figure (only upper secondary education provision, based on the national curriculum, is considered) but is specified in the Annex (Table 2.2).

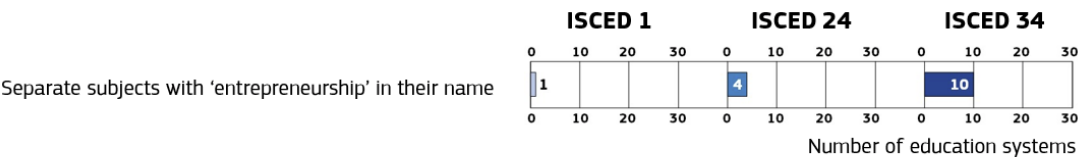
Portugal: In the framework of their autonomy, schools can create a subject with 'entrepreneurship' in its name as a complementary offer. This type of provision is not considered in the figure.

Albania: Data not validated.

Figure 2.4 demonstrates that, across all the education systems surveyed, entrepreneurship education as a separate subject with 'entrepreneurship' in its name is noticeably more common in general upper secondary education than in primary and general lower secondary education. More specifically, all education systems that offer this type of subject provide it in general upper secondary education. In contrast, such provision is rare in primary education, existing only in Bulgaria, where the subject 'Technology and entrepreneurship' is

provided in primary and secondary education. It addresses a range of different abilities including design and production of objects. At the lower secondary level, four education systems offer a separate subject with 'entrepreneurship' in its name (Bulgaria, Estonia, Lithuania and Montenegro). In Spain, where the national lower secondary education curriculum does not include such a subject, several autonomous communities ensure this type of provision.

Figure 2.4: Provision of a separate subject with 'entrepreneurship' in its name in primary and general secondary education, by education level, 2024/2025



Source: Eurydice.

Explanatory notes

The figure brings together the three categories of subjects with 'entrepreneurship' in their names, as identified in Figure 2.3, and treats them as a single category. For each education level, the number of education systems that provide one or more such subjects (out of 38 systems education surveyed) is displayed.

For further explanatory notes, please refer to Figure 2.3.

A separate subject with 'entrepreneurship' in its name, when offered, is most often optional for students. In five education systems, however, some compulsory provision exists (Bulgaria, Cyprus, Lithuania, Romania and Sweden). Bulgaria has in place the most extensive compulsory exposure through the subject 'Technology and entrepreneurship', which is compulsory at the primary, lower secondary and upper secondary school levels. Lithuania, in turn, makes the subject 'Economy and entrepreneurship' compulsory in lower secondary education and optional in upper secondary education. The three remaining education systems (Cyprus, Romania and Sweden) make a separate subject with 'entrepreneurship' in its name compulsory at the upper secondary level. However, the subject is not necessarily compulsory for all students. For example, in Sweden, the subject 'Entrepreneurship and business' is only

compulsory for students specialising in economics, and is optional for all other students.

2.1.2.2. Specific subjects other than those including 'entrepreneurship' in their names

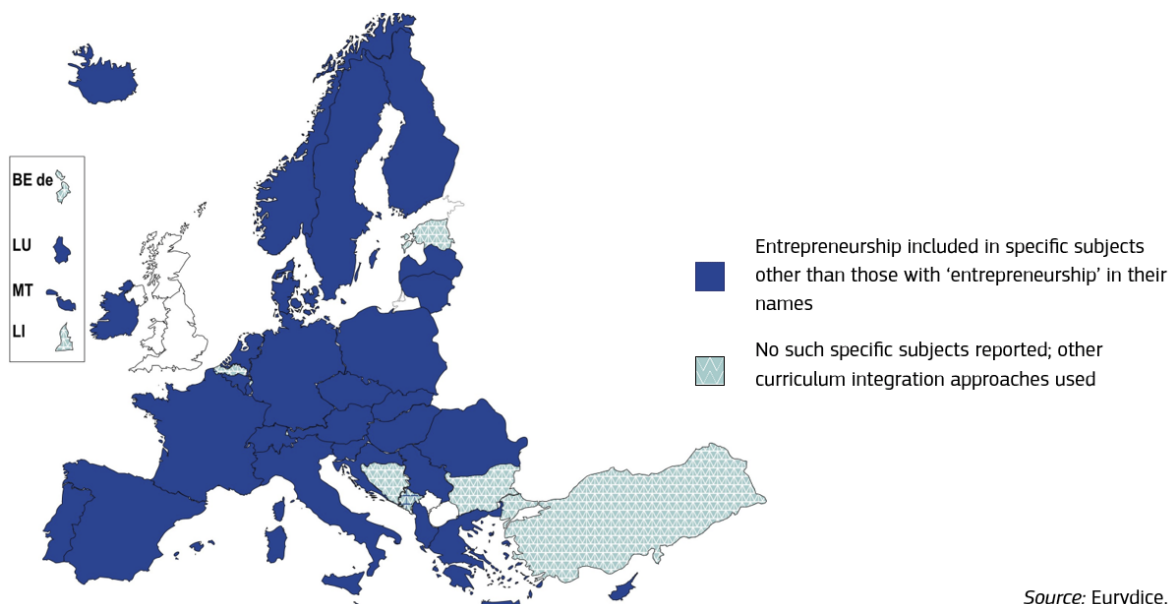
The previous subsection investigated those subjects in the curriculum that explicitly refer, in their name, to entrepreneurship. However, entrepreneurship education may also be provided within subjects that do not include 'entrepreneurship' in their names. This can be done, more generally, through a cross-curricular approach that integrates entrepreneurship education into all subjects (see Section 2.1.1), or by incorporating entrepreneurship education into various specific subjects. The present analysis focuses on the latter possibility.

Figure 2.5 demonstrates that most European education systems provide entrepreneurship education within at least one specific subject with a name that does not refer explicitly to entrepreneurship. Therefore, this curricular approach is more common than the provision of entrepreneurship education through separate subjects with ‘entrepreneurship’ in their names (compare Figures 2.3 and 2.5). Nonetheless, the two approaches are not mutually exclusive, meaning that education systems providing a separate subject explicitly referring to entrepreneurship in its name may also integrate entrepreneurship education in a variety of other subjects. For example, Sweden includes entrepreneurship education in different subjects (see Figure 2.5) and, at the same time, provides subjects explicitly referring to entrepreneurship (see Figure 2.3). Moreover, still in Sweden, the curriculum promotes a cross-curricular approach (Figure 2.1) by recognising entrepreneurship among the fundamental values and

mission of the school, which implies that all components in the curriculum should, to some extent, contribute to the development of entrepreneurial thinking. It follows that the information displayed in Figure 2.5 should be considered together with Figures 2.3 and 2.1. for a fuller understanding.

The complementarity of the above three figures is particularly important when considering countries not reporting the integration of entrepreneurship education into specific subjects other than those including ‘entrepreneurship’ in their names (Figure 2.5). Indeed, all these countries have in place at least one of the previously analysed approaches to integrating entrepreneurship education into the curriculum: a cross-curricular approach (Figure 2.1) or the provision of entrepreneurship education through a separate subject with ‘entrepreneurship’ in its name (Figure 2.3).

Figure 2.5: Integration of entrepreneurship education in other specific subjects than those including ‘entrepreneurship’ in their names in primary and general secondary education, 2024/2025



Source: Eurydice.

Explanatory notes

The figure displays the integration of entrepreneurship into specific subjects other than those including ‘entrepreneurship’ in their names when it is found in at least one education level surveyed (i.e. primary, general lower secondary or general upper secondary education).

The country information that the categorisation is based on is provided in the Annex (Table 2.3).

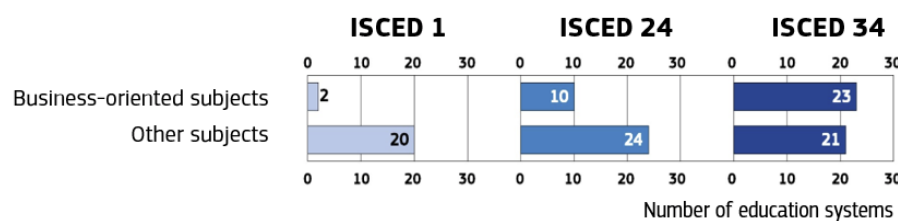
Country-specific note

Albania: Data not validated.

Figure 2.6 provides details on the reported specific subjects per education level, by distinguishing between two types of subjects according to their names: business-oriented subjects (understood here as subjects labelled in reference to ‘business’, ‘business administration’, ‘economics’, ‘management’, ‘marketing’, etc.) and other subjects. As the figure shows, business-oriented subjects are very common in general upper secondary education, but practically non-existent in primary education. When considering other subjects (than ‘business-oriented’ subjects), different education levels display a rather balanced distribution.

This means that, in upper secondary education, entrepreneurship education is commonly included not only in business-oriented subjects but also in a variety of other specific subjects. The other subjects cover a wide range of disciplines, including STEM (science, technology, engineering and mathematics) education and humanities education. This suggests that any subject can, in principle, offer a basis for teaching entrepreneurial abilities. The Annex (Table 2.3) provides details on these specificities, by listing all the reported subjects.

Figure 2.6: Subjects integrating entrepreneurship education in primary and general secondary education (other than separate subjects with ‘entrepreneurship’ in their names), by type and education level, 2024/2025



Source: Eurydice.

Explanatory notes

For each education level, the figure displays the number of education systems that reported relevant provision (out of 38 systems education surveyed).

‘Business-oriented subjects’ are understood in the figure as subjects with names that refer explicitly to ‘business’, ‘business administration’, ‘economics’, ‘management’, ‘marketing’, etc. Besides this key dimension, the name may include other topics/areas. However, when the name also explicitly refers to ‘entrepreneurship’, the subject is not considered in the present figure as it is already considered in Figures 2.3 and 2.4.

The country information that the categorisation is based on is provided in the Annex (Table 2.3).

2.1.3. Other approaches to embedding entrepreneurship education into the curriculum

After having examined the cross-curricular and subject-based approaches to incorporating entrepreneurship education into primary and general secondary education curricula, a question may be raised of whether entrepreneurship education is being incorporated into curricula through any other approaches.

Data collected through the Eurydice network suggest that the two previously analysed approaches correspond to the main ways of integrating entrepreneurship education into national curricula. Nonetheless, some additional aspects and types of provision ought to be specified to complete the picture.

In some education systems, the curriculum includes various practice-oriented or project-based components that do not fully comply with the traditional understanding of subjects. These activities, which are typically provided in upper secondary education, are generally not explicitly labelled in reference to entrepreneurship. Nonetheless, they commonly contribute to the development of the entrepreneurship competence. For example, in Estonia, one of the requirements for graduating from upper secondary education is to complete a research or practical project. While the format of the project is not imposed, a common format is the participation in the Junior Achievement (JA) programme (i.e. a programme targeting the development of the entrepreneurship

competence) ⁽⁶³⁾. In Slovenia, in general upper secondary education, students must complete compulsory ‘elective content’. This refers to various activities that schools offer quite autonomously and that, as a rule, comprise different forms of active learning, including project-based learning. Finland, in turn, incorporates in upper secondary education ‘cooperative activities’, which comprise various work opportunities for students, including work for local businesses. In Hungary, students must complete 50 hours of community service before they leave secondary school.

It is also noteworthy that practice-oriented learning is not necessarily specified as a standalone component in curricula. Rather, it may be specified as part of different curricular components, discussed in Sections 2.1.1 and 2.1.2. Indeed, cross-curricular areas and subjects identified in the previous subsections of this chapter commonly promote active teaching and learning, including project-based learning. For example, in Denmark, upper secondary subjects such as ‘Business economics’ or ‘Marketing’ (see Section 2.1.2.2 of this chapter and Table 2.3 in the Annex) include mandatory project-based learning. Bulgaria provides another illustrative example through the subject ‘Technology and entrepreneurship’ (see Section 2.1.2.1 of this chapter and Table 2.2 in the Annex), which requires students in lower and upper secondary education to develop and run a company. Similarly, in Spain, within the subject ‘Economics, entrepreneurship and business activity’, which is provided in upper secondary education (see Section 2.1.2.1 of this chapter and Table 2.2 in the Annex), students are expected to create and launch their own entrepreneurial project. Finally, in France, the optional year-10 subject ‘Management and administration’ (see Section 2.1.2.2 of this Chapter and Table 2.3 in the Annex) provides opportunities for students to practice entrepreneurship at different stages of project development (from idea generation to project evaluation). By guiding students through this process, the subject helps them develop a crucial skill: the ability to consider the context in which a project takes place and adapt to it.

The topic of practice-oriented learning is further discussed in Chapter 4, which maps the provision of practical entrepreneurial experiences both within the curriculum and as part of extracurricular activities.

2.2. The entrepreneurship competence in the curriculum

The first part of this chapter provided an overview of different ways of integrating entrepreneurship education into top-level primary and general secondary education curricula. This second part looks at the content of the curricula and investigates which entrepreneurial abilities are being addressed. The analysis is guided by the EntreComp framework (Bacigalupo et al., 2016) and is structured in three parts: the first specifying how the EntreComp framework defines the entrepreneurship competence (Section 2.2.1), the second investigating the presence of entrepreneurship competence components in top-level curricula (Section 2.2.2) and the third providing a summary of the investigation and ideas for further research (Section 2.2.3).

2.2.1. Definition of entrepreneurship as a competence

The EntreComp framework (Bacigalupo et al., 2016), which was developed by the Joint Research Centre of the European Commission, provides a definition of entrepreneurship as a competence. The framework understands and defines entrepreneurship as the ability to turn ideas into action that generates value for others. This ability is perceived as ‘a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial)’ (Bacigalupo et al., 2016, p. 6). In other words, the entrepreneurship competence is seen as relevant not only for aspiring business owners but also for all individuals and all areas of life.

⁽⁶³⁾ For more information on the JA Europe programme, see Chapter 1.

Building on this understanding, the EntreComp framework defines the entrepreneurship competence through 15 competence components ⁽⁶⁴⁾ that are grouped into three areas – ‘Ideas and opportunities’, ‘Resources’ and ‘Into action’ – and are linked to more than 400 learning outcomes. The framework does not establish a hierarchy between the areas and the competence components, meaning that no area or component is more important than others. Rather, the idea put forward is that the 15 components composing the entrepreneurship competence are interrelated and interconnected and should be treated as parts of a whole.

2.2.2. Survey of components of the entrepreneurship competence in the curriculum

Although the EntreComp framework is mainly intended to inspire the design of educational interventions, it can also be used in other ways, such as to guide cross-country research on education policies and practice. Indeed, by defining the entrepreneurship competence and its constituting elements, the EntreComp framework provides a basis for exploring the extent to which education systems address entrepreneurial abilities.

The analysis that follows, which is guided by the EntreComp framework, investigates the presence of entrepreneurship competence components in top-level primary and general secondary education curricula. The focus is on six out of the 15 components of the entrepreneurship competence, namely ‘Spotting opportunities’, ‘Vision’, ‘Mobilising resources’, ‘Financial and economic literacy’, ‘Planning and management’ and ‘Coping with uncertainty, ambiguity and risk’. The restricted focus aims at ensuring the feasibility of the investigation, considering that searching for each competence component involves a review of the entire top-level curriculum.

The competence components have been selected considering three main aspects. First, the selection tends to privilege components that are specific to the entrepreneurship competence, as opposed to those that are covered by other European competence frameworks ⁽⁶⁵⁾. Second, the selection considers different dimensions of entrepreneurship, including a narrower economic and business-oriented dimension (e.g. the component ‘Financial and economic literacy’) and a wider dimension incorporating, for instance, the notion of imagination (e.g. the components ‘Spotting opportunities’ or ‘Vision’). Third, the selection offers a balanced distribution of competence components across the three competence areas (i.e. ‘Ideas and opportunities’, ‘Resources’ and ‘Into action’), by surveying two competence components per area.

Each investigated competence component is analysed within a separate subsection that first presents its definition and then specifies how widespread it is in top-level curricula across European education systems and how the curricula commonly refer to it.

2.2.2.1. Spotting opportunities

The EntreComp framework (Bacigalupo et al., 2016, p. 12) specifies ‘Spotting opportunities’ as one of the five entrepreneurship competence components of the area ‘Ideas and opportunities’ ⁽⁶⁶⁾. This competence component refers to the use of imagination and the ability to identify opportunities for creating value. Specifically, the aim is to:

- ‘identify and seize opportunities to create value by exploring the social, cultural and economic landscape;
- identify needs and challenges that need to be met;
- establish new connections and bring together scattered elements of the landscape to create opportunities to create value’ (Bacigalupo et al., 2016, p. 12).

⁽⁶⁴⁾ The 15 components of the entrepreneurship competence are ‘Spotting opportunities’, ‘Creativity’, ‘Vision’, ‘Valuing ideas’, ‘Ethical and sustainable thinking’, ‘Self-awareness and self-efficacy’, ‘Motivation and perseverance’, ‘Mobilising resources’, ‘Financial and economic literacy’, ‘Mobilising others’, ‘Taking initiative’, ‘Planning and management’, ‘Coping with uncertainty, ambiguity and risk’, ‘Working with others’ and ‘Learning from experience’.

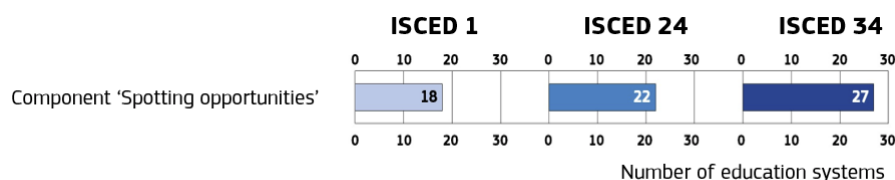
⁽⁶⁵⁾ The following competence frameworks were considered when establishing the selection: 1) GreenComp (European Commission: Joint Research Centre et al., 2022); 2) LifeComp (Sala et al., 2020); 3) DigComp (Vuorikari et al., 2022); and 4) the Council of Europe Reference Framework of Competences for Democratic Culture (Council of Europe, 2018).

⁽⁶⁶⁾ The area ‘Ideas and opportunities’ comprises the following competence components: ‘Spotting opportunities’, ‘Creativity’, ‘Vision’, ‘Valuing ideas’ and ‘Ethical and sustainable thinking’.

As Figure 2.7 shows, the presence of the competence component ‘Spotting opportunities’ in top-level curricula increases with education level. In primary education, less than half of the education systems investigated (18 out of 38) provide curricular content

related to the component ‘Spotting opportunities’. The number of systems is slightly higher in general lower secondary education (22 systems) and the highest in general upper secondary education (27 systems).

Figure 2.7: Presence of the entrepreneurship competence component ‘Spotting opportunities’ in primary and general secondary education curricula, by education level, 2024/2025



Source: Eurydice.

Explanatory notes

For each education level, the figure displays the number of education systems (out of 38 education systems surveyed) that include the specific competence component in their curriculum.

Table 2.4 in the Annex provides the data (per education system) that populate the figure.

In the early years of school education, when the component ‘Spotting opportunities’ is less prevalent, students start identifying opportunities for creating value mainly in their immediate surroundings, including their local community, school or family. Both cross-curricular and subject-based learning are used to help building abilities related to ‘Spotting opportunities’ (the examples of Czechia and Lithuania).

In **Czechia**, in primary education, within the educational area ‘People and their world’ (see Table 2.3 in the Annex), as part of the theme ‘Place where we live’, students familiarise themselves with their immediate surroundings and learn about relationships, contexts and the organisation of life in the family, school, community and society. They learn to participate actively in daily life with their own ideas and to pursue new and interesting endeavours.

In **Lithuania**, in primary education, within cross-curricular learning (see Table 2.1 in the Annex), students learn to identify local community needs through simple problem-solving activities, like identifying areas in their environment where they can contribute or improve conditions.

In secondary education, students commonly explore needs and opportunities in more complex situations and environments. This means that, beyond students’ immediate environments (such as the local community, school or family), the value creation starts being related to a wider range of areas, including the industry or the economy. This type of learning takes place within subjects with ‘entrepreneurship’ in their names (the example of Romania), subjects other than

those with ‘entrepreneurship’ in their names (the examples of Cyprus and Slovakia) and cross-curricular themes (the example of Montenegro).

In **Cyprus**, within the upper secondary education subject ‘Design and technology’ (see Table 2.3 in the Annex), students learn to identify needs and problems. These may concern various areas (e.g. energy, health, entertainment, culture) and refer to various environments (e.g. home, school, local community, industry).

In **Romania**, the compulsory upper secondary education subject ‘Entrepreneurial education’ (see Table 2.2 in the Annex), which is offered in grade 10, specifies and addresses the ability of ‘spotting market opportunities’.

In **Slovakia**, within the subject ‘Geography’ (see Table 2.3 in the Annex), students in general lower and upper secondary education learn to assess Slovakia’s potential for the development of tourism and key sectors of the industry.

In **Montenegro**, within cross-curricular learning (see Table 2.1 in the Annex), students in general upper secondary education learn to identify entrepreneurial opportunities based on market conditions. They learn to use various techniques, including market research and budgeting.

2.2.2.2. Vision

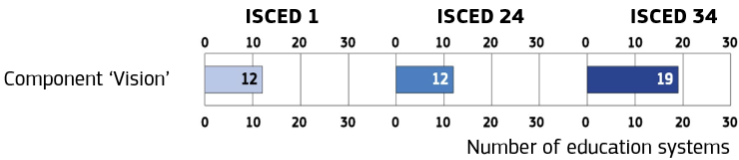
The EntreComp framework (Bacigalupo et al., 2016, p. 12) specifies ‘Vision’ – alongside the previously analysed component ‘Spotting opportunities’ – as one of the components of the area ‘Ideas and opportunities’ ⁽⁶⁷⁾. This component comprises the ability to:

- ‘imagine the future;
- develop a vision to turn ideas into action;
- visualise future scenarios to help guide effort and action’ (Bacigalupo et al., 2016, p. 12).

As Figure 2.8 shows, the competence component ‘Vision’ is present in slightly less than one-third of

primary and general lower secondary education curricula (12 education systems out of 38 at each of these two levels) and in half of general upper secondary education curricula (19 systems). The relatively low number of education systems addressing ‘Vision’ in the curriculum echoes the findings of the Eurydice survey of sustainability competences (European Commission / EACEA / Eurydice, 2024), which identified the vision-oriented competence ‘Futures literacy’ ⁽⁶⁸⁾ as the least present sustainability competence in top-level curricula. In other words, both the survey of sustainability competences and the present survey suggest that envisioning and imagining the future is somewhat left aside in school education across Europe.

Figure 2.8: Presence of the entrepreneurship competence component ‘Vision’ in primary and general secondary education curricula, by education level, 2024/2025



Source: Eurydice.

Explanatory note

For explanatory notes, please refer to Figure 2.7.

When taught in primary education, the concept of ‘Vision’ is generally limited to a few introductory ideas provided within cross-curricular themes or specific subjects. The concept may, for instance, be introduced in relation to students’ immediate environment (the examples of Lithuania and Finland) or as part of teaching environmental sustainability (the example of Cyprus).

In **Cyprus**, the primary education subject ‘Environmental education / Education for sustainable development’ (see Table 2.3 in the Annex) includes the teaching element ‘Vision for the future with respect to affected parties’. The aim is to consider an idea or a vision in relation to both personal and collective interests.

In **Lithuania**, within cross-curricular topics (see Table 2.1 in the Annex), students in primary education are encouraged to imagine their future community and develop simple ideas for improving it.

In **Finland**, as part of the cross-curricular area ‘Working life competence and entrepreneurship’ (see Table 2.1 in the Annex), students in grades 1 and 2 are encouraged to explore new things and reflect on what they are particularly good at and what they can do for others, both at school and at home.

As students advance to higher grades, especially within secondary education subjects with ‘entrepreneurship’ in their names, the concept of vision becomes more closely linked to envisioning an entrepreneurial undertaking such as setting up a company or business (the examples of Bulgaria, Spain and Montenegro).

⁽⁶⁷⁾ For the list of competence components in the area ‘Ideas and opportunities’, see the previous footnote.

⁽⁶⁸⁾ The competence ‘Futures literacy’ refers to competences defined in the GreenComp framework (European Commission: Joint Research Centre et al., 2022). When surveying ‘Futures literacy’, the Eurydice survey of sustainability competences (European Commission / EACEA / Eurydice, 2024, p. 39) considered the following abilities: 1) envisaging alternative sustainable futures; 2) developing alternative scenarios (considering differences, opportunities, limitations and risks); and 3) identifying the steps needed to achieve a preferred sustainable future.

In **Bulgaria**, within the subject 'Technology and entrepreneurship' (see Table 2.2 in the Annex), students in the 7th grade (lower secondary education) learn about the process of setting up a company. In this context, they conduct marketing research and develop a virtual project simulating the launching of a small company. In the 9th grade (upper secondary education), within the topic 'Entrepreneurial initiative', which is taught as part of 'Technology and entrepreneurship', students analyse ideas for creating a new business.

In **Spain**, the upper secondary school subject 'Economics and entrepreneurship' (see Table 2.2 in the Annex), which covers economic and financial education, encourages students to come up with ideas addressing needs identified around them and develop strategies to bring those ideas to life.

In **Montenegro**, the general upper secondary education subject 'Entrepreneurship education for the 1st or 2nd year of gymnasium' (see Table 2.2 in the Annex) addresses students' ability to explain the vision, mission and goals of a business. Students should be able to apply these concepts to their own business idea.

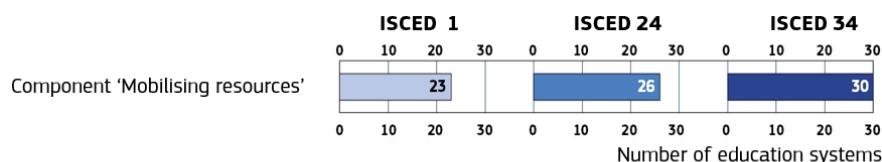
2.2.2.3. Mobilising resources

The EntreComp framework (Bacigalupo et al., 2016, p. 12) specifies 'Mobilising resources' as one of the five competence components of the area 'Resources' ⁽⁶⁹⁾. This competence component refers to gathering and managing resources, which includes the ability to:

- 'get and manage the material, non-material and digital resources needed to turn ideas into action;
- make the most of limited resources;
- get and manage the competences needed at any stage, including technical, legal, tax and digital competences' (Bacigalupo et al., 2016, p. 12).

Figure 2.9 shows that primary and general secondary education curricula across Europe commonly include elements that comprise the competence component 'Mobilising resources'. More specifically, this competence component has a rather prominent place in general upper secondary education, where more than three-quarters of the education systems surveyed (30 out of 38 systems) address it. The numbers are lower in primary and lower secondary education, but still exceed half of the systems surveyed (23 and 26 systems, respectively).

Figure 2.9: Presence of the entrepreneurship competence component 'Mobilising resources' in primary and general secondary education curricula, by education level, 2024/2025



Source: Eurydice.

Explanatory note

For explanatory notes, please refer to Figure 2.7.

When included in early years of school education, the competence component 'Mobilising resources' commonly appears within thematic areas related to sustainability, and particularly environmental sustainability. Indeed, from the very beginning of schooling, pupils learn that natural resources need to be protected and used efficiently and responsibly. This type of content appears in various parts of the

curriculum, including cross-curricular themes (the example of Croatia), practice-oriented subjects (the examples of the French Community of Belgium, and Slovakia) and subjects other than those with 'entrepreneurship' in their names (the example of Sweden).

⁽⁶⁹⁾ The area 'Resources' comprises the following competence components: 'Self-awareness and self-efficacy', 'Motivation and perseverance', 'Mobilising resources', 'Financial and economic literacy' and 'Mobilising others'.

In **the French Community of Belgium**, within the subject 'Manual, technical, technological and digital education' (see Table 2.3 in the Annex), students in primary and lower secondary education learn how to sort recyclable, compostable and recoverable waste. They also learn how to use consumables and energy rationally.

In **Croatia**, within the cross-curricular topic 'Entrepreneurship' (see Table 2.1 in the Annex), students in primary education gain knowledge allowing them to recognise and explain the scarcity of resources in their immediate surroundings. They also develop attitudes towards valuing resources and understanding the impact of their own actions and those of other people on the community and the environment.

In **Slovakia**, within the primary education subject 'Work education' (see Table 2.3 in the Annex), students learn to identify possibilities for the secondary use of waste materials, for instance, by creating products from natural and technical waste material. They also learn to evaluate different types of household waste.

In **Sweden**, in basic (i.e. primary and lower secondary) education, within the subject 'Biology' (see Table 2.3 in the Annex), students study human dependence and impact on nature. This includes topics such as natural resources, sustainable development and ecosystems.

Early years of schooling can also address the management of other than natural resources, including, for instance, the management of time (the example of Czechia).

In **Czechia**, within the educational area 'People and their world' (see Table 2.3 in the Annex), students in primary education address various health-related topics, including how to efficiently plan their time for learning, work, leisure and relaxation, according to their needs and with respect to the justified needs of others.

In higher grades, students commonly explore additional types of resources, both material and non-material, and their interdependence. This is done within cross-curricular themes (the example of Montenegro), subjects with 'entrepreneurship' in their names (the examples of Spain and Lithuania) and subjects other than those with 'entrepreneurship' in their names (the example of Luxembourg).

In **Spain**, within the subject 'Economics and entrepreneurship' (see Table 2.2 in the Annex), students in the 10th grade (upper secondary education) learn to transform ideas into prototypes. Within this process, they explore how to obtain and manage available human, material, non-material and digital resources, and gather and select those that can ethically, efficiently and sustainably bring an entrepreneurial idea to life.

In **Lithuania**, within the secondary education subject 'Economy and entrepreneurship' (see Table 2.2 in the Annex), students explore how to manage financial, material and human resources for long-term sustainability. In this context, they also investigate support from public or private entities for entrepreneurial activities.

In **Luxembourg**, within the subject 'Digital economy' (see Table 2.3 in the Annex), students in general upper secondary education learn about the concept of the circular economy and its different aspects.

In **Montenegro**, within the framework of cross-curricular learning (see Table 2.1 in the Annex), students in general upper secondary education learn to evaluate the main resources needed to produce goods or services, analyse decisions (as consumers, producers, savers, investors and citizens), propose measures to improve the living environment and demonstrate responsibility for the environment and public goods.

2.2.2.4. Financial and economic literacy

The EntreComp framework (Bacigalupo et al., 2016, p. 12) specifies 'Financial and economic literacy' – alongside the previously analysed component 'Mobilising resources' – as one of the components of the area 'Resources' ⁽⁷⁰⁾. This competence component covers financial and economic know-how, which includes the ability to:

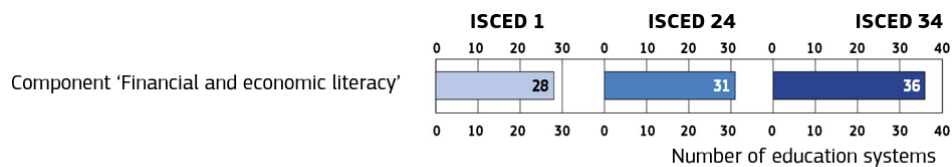
- 'estimate the cost of turning an idea into a value-creating activity;
- plan, put in place and evaluate financial decisions over time;
- manage financing to make sure [the] value-creating activity can last over the long term' (Bacigalupo et al., 2016, p. 12).

⁽⁷⁰⁾ For the list of competence components in the area 'Resources', see the previous footnote.

Figure 2.10 shows that, among the six analysed components of the entrepreneurship competence, ‘Financial and economic literacy’ is the most prevalent component. It has been identified in virtually all general upper secondary education curricula (36

education systems out of 38 systems investigated) and around three-quarters of primary and general lower secondary education curricula (28 and 31 systems, respectively).

Figure 2.10: Presence of the entrepreneurship competence component ‘Financial and economic literacy’ in primary and general secondary education curricula, by education level, 2024/2025



Source: Eurydice.

Explanatory note

For explanatory notes, please refer to Figure 2.7

Excerpts from national curricula demonstrate that students are exposed to various economic and financial concepts already in their early years of schooling. They learn about money, effective managing of finances and budgetary planning, often through examples from their daily life (e.g. family budgeting, grocery shopping, the planning of a school trip). More advanced financial knowledge may also be provided already at the early stages of education, including learning about the role of banks and concepts such as taxation, wealth, cash, debt, income, expense, profit, etc. Both cross-curricular learning (the examples of Bosnia and Herzegovina, and Montenegro) and learning through specific subjects (the examples of Bulgaria, Hungary, Slovenia, Slovakia and Sweden) are used to build financial and economic literacy from early years of schooling.

In **Bulgaria**, within the subject ‘Technology and entrepreneurship’ (see Table 2.2 in the Annex), students in the 4th grade (primary education) learn about the movement of money in the community. They also learn about taxes and the role of banks. In the 6th grade (lower secondary education), students learn to distinguish between different types of budgets (personal, family, company) and, in this context, they prepare variants of a family budget.

In **Hungary**, in primary-school ‘Mathematics’ (see Table 2.3 in the Annex), students conduct calculations with domestic and foreign currency units. They also learn about the relationship between wealth, cash and debt through puzzles, drawing exercises and diagrams.

In **Slovenia**, in primary-school and lower-secondary-school ‘Mathematics’ (see Table 2.3 in the Annex), students learn about monetary units (e.g. euro, euro cent) and conduct mathematical operations with these units based on examples from everyday life.

In **Slovakia**, within the primary education subject ‘Work education’ (see Table 2.3 in the Annex), students learn to prepare for grocery shopping and estimate the cost of planned purchases.

In **Sweden**, within the subject ‘Civics’ (see Table 2.3 in the Annex), which is provided in basic (i.e. primary and lower secondary) education, students learn about the use and value of money. This includes knowledge about different forms of payment and the cost of some common goods and services.

In **Bosnia and Herzegovina**, within cross-curricular themes (see Table 2.1 in the Annex), students in primary education learn to distinguish between an invoice and a receipt, and an income and an expense.

In **Montenegro**, within cross-curricular themes (see Table 2.1 in the Annex), students in primary education learn to compare profit with costs, create a personal budget and estimate the costs of organising a trip, excursion or event.

As students advance to higher grades, especially in upper secondary education, they are exposed to a multitude of additional financial concepts and terms. This goes hand in hand with the fact that, as demonstrated by the learning outcomes specified in the annex to the EntreComp framework (Bacigalupo et al., 2016, pp. 29–30), financial and economic literacy involves a high number of knowledge-oriented components. These are, as a rule, incorporated into secondary subjects dedicated to business (the example of Switzerland), subjects with ‘entrepreneurship’ in

their names (the examples of Bulgaria, Estonia and Lithuania) or other subjects (the example of Czechia).

In **Bulgaria**, within the subject 'Technology and entrepreneurship' (see Table 2.2 in the Annex), students in the 9th grade (upper secondary education) learn about the involvement of banks in economic life. This includes learning about the structure of the national banking system and the principles of monetary and credit policy. Students also learn to evaluate and characterise sources of financing for their own simulated businesses.

In **Czechia**, in general upper secondary education, the educational area 'People and the world of work' (see Table 2.3 in the Annex) includes several topics targeting economic and financial literacy. For example, within the topic 'Market economics', students get familiar with various economic terms (e.g. types of economies, the economic cycle, the market mechanism, supply, demand, price formation and global economic questions) and they also learn about legal norms related to enterprises and legal forms of enterprises (trade, types of companies, cooperatives). Within the topic 'National economy and the role of the state in the economy', students learn about the fiscal and monetary policies of the Czech National Bank. The topic 'Finance', in turn, covers knowledge of money, household management, financial products and the banking system.

In **Estonia**, the upper secondary subject 'Economic and entrepreneurship education' (see Table 2.2 in the Annex) includes seven hours dedicated to the topic 'Finances'. Within this topic, students get familiar with concepts such as fixed and variable costs, and cost price and selling price. They also learn budgeting and the principles and regulations of economic accounting.

In **Lithuania**, within the secondary education subject 'Economy and entrepreneurship' (see Table 2.2 in the Annex), students learn to create detailed financial plans, understand taxation and evaluate the costs and benefits of business activities.

In **Switzerland**, the general upper secondary education subject 'Economy and law' (see Table 2.3 in the Annex) includes learning about the monetary economy and the role of commercial banks and the central bank. Students also get familiar with monetary disturbances and their effects.

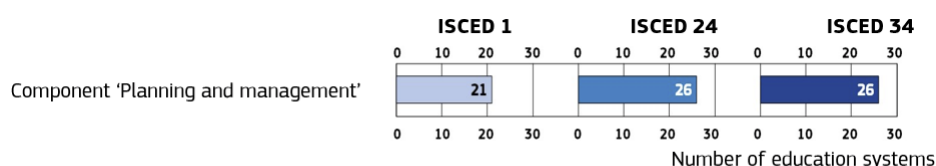
2.2.2.5. Planning and management

The EntreComp framework (Bacigalupo et al., 2016, p. 13) specifies 'Planning and management' as one the five competence components of the area 'Into action' ⁽⁷¹⁾. This competence component covers prioritisation, organisation and follow-up, and refers to the ability to:

- 'set long-, medium- and short-term goals;
- define priorities and action plans;
- adapt to unforeseen changes' (Bacigalupo et al., 2016, p. 13).

Figure 2.11 shows that 'Planning and management' is more commonly covered in general lower and upper secondary education curricula (26 education systems out of 38 at each of these two levels) than in primary education curricula (21 systems).

Figure 2.11: Presence of the entrepreneurship competence component 'Planning and management' in primary and general secondary education curricula, by education level, 2024/2025



Source: Eurydice.

Explanatory note

For explanatory notes, please refer to Figure 2.7.

When national curricula address planning and management, students commonly learn to organise their activities, develop an action or business plan and work with others (the examples of Bulgaria, Czechia,

France, Lithuania and Portugal). This type of learning may be theory- or practice-oriented, and present in several parts of the curriculum rather than in one specific part (the example of Lithuania).

⁽⁷¹⁾ The area 'Into action' comprises the following competence components: 'Taking initiative', 'Planning and management', 'Coping with uncertainty, ambiguity and risk', 'Working with others' and 'Learning from experience'.

In **Bulgaria**, within the subject 'Technology and entrepreneurship' (see Table 2.2 in the Annex), students in the 9th grade (upper secondary education) learn to develop a strategy for a specific simulated company and establish its business plan.

In **Czechia**, in basic (i.e. primary and lower secondary) education, within the educational area 'People and the world of work' (see Table 2.3 in the Annex), students learn to work with various materials to acquire basic working skills and habits. They learn to plan, organise and evaluate working activities independently and in a team. In general upper secondary education, within the same area, students learn how to best organise their work and time, how to manage their interpersonal relations and how to find a balance between work and other areas of life, such as family.

In **France**, in lower secondary education, based on the framework defining the core common competences (see Table 2.1 in the Annex), students learn to cooperate when conducting different activities. This includes the organisation and sharing of tasks within a group, be it within a project or during ordinary class activities.

In **Lithuania**, in basic (i.e. primary and lower secondary) education, within the subject 'Social science' (see Table 2.3 in the Annex), students get familiar with basic planning by conducting simple goal-setting exercises. Moreover, 'Technologies' classes (see Table 2.3 in the Annex) focus on creating project plans and adapting to resource limitations. Furthermore, in general lower and upper secondary education, the subject 'Economy and entrepreneurship' (see Table 2.2. in the Annex) provides more advanced activities in business planning and adapting to market changes. Additionally, within the subjects 'Technologies', 'Applied technologies' and 'Engineering technologies' (see Table 2.3 in the Annex), students establish and run their own companies, with planning and management being compulsory components.

In **Portugal**, in primary and lower secondary education, within the curricular area 'Citizenship and development' (see Tables 2.1 and 2.3 in the Annex), students learn to work autonomously, defining priorities and managing projects effectively. They are encouraged to critically evaluate their own and others' contributions, and understand the importance of skills like creativity, critical thinking and collaborative work. This enables them to plan and implement projects efficiently, recognising key components of entrepreneurial projects.

Excerpts from national curricula (the examples of Italy, Malta and Sweden) also demonstrate that planning and management cannot be dissociated from some other competence components, particularly the component 'Financial and economic literacy' (Section 2.2.2.4), which includes budgetary planning and management. The EntreComp framework acknowledges such links, by specifying that 'the

coupling between competence areas and competences does not have taxonomic rigour' (Bacigalupo et al., 2016, p. 10). In other words, there can be – and there are – links and overlaps between competence areas and competences that compose the EntreComp model.

In **Italy**, in primary education, within the subject 'Civic education' (see Table 2.3 in the Annex), students learn to manage and administer small economic assets, creating simple spending and saving plans. In lower secondary education, within the same subject, students learn to plan the use of financial assets and design simple spending plans and budgets. In upper secondary education, students learn to plan expenditures, implementing strategies and tools to protect and enhance their assets.

In **Malta**, the lower and upper secondary education subject 'Home economics' (see Table 2.3 in the Annex) provides students with the knowledge and skills to become responsible and informed consumers, which includes financial planning.

In **Sweden**, in lower secondary education, the subject 'Home and consumer studies' (see Table 2.3 in the Annex) addresses young people's personal finances. This comprises consumption and financial planning, including budget preparation.

2.2.2.6. Coping with uncertainty, ambiguity and risk

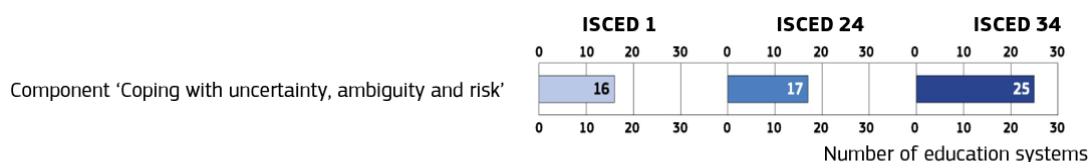
The final competence component investigated, namely 'Coping with uncertainty, ambiguity and risk', belongs, alongside the previously analysed component 'Planning and management', to the area 'Into action' ⁽⁷²⁾ (Bacigalupo et al., 2016, p. 13). This competence component encompasses the ability to make decisions in contexts characterised by uncertainty, ambiguity and risk. More specifically, the aim is to:

- 'make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes';
- within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing;
- handle fast-moving situations promptly and flexibly' (Bacigalupo et al., 2016, p. 13).

⁽⁷²⁾ For the list of competence components in the area 'Into action', see the previous footnote.

Figure 2.12 shows that elements contributing to building the ability of ‘Coping with uncertainty, ambiguity and risk’ are present in less than half of primary and general lower secondary education curricula (16 and 17 systems, respectively, out of 38)

Figure 2.12: Presence of the entrepreneurship competence component ‘Coping with uncertainty, ambiguity and risk’ in primary and general secondary education curricula, by education level, 2024/2025



Source: Eurydice.

Explanatory note

For explanatory notes, please refer to Figure 2.7.

Although not very common in early years of schooling, excerpts from curricula suggest that ‘Coping with uncertainty, ambiguity and risk’ can be incorporated into teaching and learning in a rather simple way. For example, already in primary education, students can test their ideas and tackle potential errors within small manual projects (the examples of Cyprus and Lithuania) or explore different methods for seeking information (the example of Sweden).

In **Cyprus**, within the subject ‘Design and technology’ (see Table 2.3 in the Annex), students in the 6th grade (primary education) work with construction models to explore an idea and a solution, identify errors and make corrections.

In **Lithuania**, in primary education, the subject ‘Technologies’ (see Table 2.3 in the Annex) incorporates simple projects like building basic structures or models. Within these projects, students are encouraged to experiment with materials and designs and test their ideas to see what works. They are also encouraged to adjust their approach when things do not go as planned.

In **Sweden**, within the subject ‘Civics’ (see Table 2.3 in the Annex), students in primary education learn about different methods for seeking information, such as texts, interviews and observations. They also discuss the usefulness and reliability of different information sources.

In higher grades, curricula commonly cover the concept of business risks and risks related to various types of financial investments. This type of learning is incorporated into subjects with ‘entrepreneurship’ in their names (the examples of Romania and Türkiye) and other types of subjects (the example of Italy).

and in two-thirds of general upper secondary education curricula (25 systems). This means that this competence component is not very widespread in school curricula, especially in early years of schooling.

In **Italy**, in the framework of ‘Civic education’ (see Table 2.3 in the Annex), students analyse the role of banks, insurance companies and financial intermediaries. They learn about the opportunities and risks of different forms of investment.

In **Romania**, within the upper secondary education subject ‘Entrepreneurial education’ (see Table 2.2 in the Annex), students learn to identify different types of risks specific to the launching and development of a business. They also learn how to minimise business risks.

In **Türkiye**, within the upper secondary education subject ‘Entrepreneurship’ (see Table 2.2 in the Annex), students study concepts such as risk and opportunity, including risks associated with business decision-making and financial investments. Through classroom activities, they are encouraged to reflect on how different approaches to managing these risks can impact long-term entrepreneurial success.

Students in higher grades may also (continue to) work on their ability to deal with different sources of information (the example of Czechia) or their capacity to face uncertainty (the example of Spain).

In **Czechia**, in general upper secondary education, within the education area ‘Computer science and information and communication technologies’ (see Table 2.3 in the Annex), students learn to obtain data from multiple alternative sources and distinguish between reliable and unreliable information sources.

In **Spain**, the upper secondary education subject ‘Economics and entrepreneurship’ (see Table 2.2 in the Annex), which is provided in the 10th grade, includes elements that enhance the skills and attitudes needed to face uncertainty, manage conflicts, think critically, make ethical decisions, cooperate in teams and negotiate. The subject addresses, among other matters, strategies for managing uncertainty and decision-making in changing contexts, along with viewing errors and validation as learning opportunities.

2.2.3. Summary of the curricular survey and suggestions for further research

Following the EntreComp conceptual framework (Bacigalupo et al., 2016), the previous subsections explored six (out of the 15) components of the entrepreneurship competence, examining their presence in top-level primary and general secondary education curricula. When bringing together findings related to individual competence components, two main messages, which call for some further research, emerge.

First, the survey results suggest that curricula across European education systems address entrepreneurship abilities more extensively in higher grades of school education, especially in upper secondary education, than in early years of schooling. Indeed, all competence components investigated are more present in general upper secondary education than in primary education. Lower secondary education, in turn, registered results situated between primary and upper secondary education for most competence components surveyed. This rather clear progression pattern can be explained by the structure of curricula, namely the fact that in higher grades of schooling, curricula commonly include various specialised subjects targeting entrepreneurship or economic or business education, which are not provided in early years of schooling (see Section 2.1).

Nonetheless, it is important to highlight that the above findings cannot be fully generalised since the survey covered only general secondary education. Additional research considering both general and vocational secondary education or only vocational secondary education would therefore be beneficial.

Second, the investigation identified variations regarding the presence of different entrepreneurship competence components in curricula. ‘Vision’, in particular, appears as a rather neglected component, especially in primary and general lower secondary education. This echoes the results of the Eurydice

survey of sustainability competences (European Commission / EACEA / Eurydice, 2024), which identified the vision-oriented competence ‘Futures literacy’ as the least present sustainability competence in school curricula. Moreover, within the present survey, two additional competence components that require the use of imagination, namely ‘Spotting opportunities’ and ‘Coping with uncertainty, ambiguity and risk’, also registered relatively low presence in school curricula, especially during early years of schooling. In contrast, ‘Financial and economic literacy’ appeared as a very prominent competence component at all levels of education investigated. These contrasting findings suggest that, when it comes to entrepreneurship education, curricula tend to emphasise a narrow(er) economic and business-oriented conception of entrepreneurship, as opposed to a wide(r) conception encompassing (also) the idea of ‘making students more creative, opportunity oriented, proactive and innovative’ (Lackéus, 2015, p. 6).

The above findings, however, would benefit from further research, including research examining the methodology of the present investigation. More specifically, it could be argued that knowledge-oriented elements, such as those referring to ‘Financial and economic literacy’, can be located in curricula more easily (e.g. by searching for key words such as ‘finance’ and ‘money’) than skill- and attitude-oriented elements such as ‘Vision’, which, by nature, can be included in curricula in many different and less explicit ways. Therefore, it would be important to confirm, through further research, that the results of the present investigation cannot be (fully) explained by methodological constraints.

Finally, considering that the present investigation explored only six (out of the 15) components of the entrepreneurship competence, further research could look at the remaining nine components to complement the present overview.

Conclusions

This chapter analysed how and to what extent entrepreneurship themes and abilities are embedded in top-level primary and general secondary education curricula across European education systems.

In its first part, the chapter examined how entrepreneurship education is incorporated into the structure of the curricula. The investigation showed that entrepreneurship or its distinct competence components are commonly specified among cross-curricular themes to be taught across all subjects and school activities. Indeed, around three-quarters of the education systems surveyed use a cross-curricular approach to integrating entrepreneurship education into teaching and learning. This applies to all education levels investigated, from primary until the end of upper secondary schooling. The subject-based approach, which commonly supplements the cross-curricular approach, is also widespread. However, the type of subjects through which entrepreneurship education is offered depends very much on the stage of education. General upper secondary education is characterised by a variety of specialised subjects, including subjects with entrepreneurship in their names or business-oriented subjects. In contrast, primary education curricula generally do not include such specialised subjects and entrepreneurship is mainly incorporated into various other subjects, including STEM and humanities subjects. Lower secondary education, in turn, is situated between these two extremities, with some education systems already providing, at this stage of education, specialised subjects explicitly referencing entrepreneurship in their names or business-oriented subjects.

Overall, the pattern observed across all the education systems investigated is that entrepreneurship education is commonly incorporated into the structure of the curriculum at an early stage, mainly through a cross-curricular approach and various generally oriented subjects. As students advance to higher grades, they are more and more exposed to various specialised subjects, including those focusing on entrepreneurship and, particularly, its economic dimension.

In its second part, the chapter has explored whether and to what extent top-level curricula address specific entrepreneurial abilities. The exploration was guided by the EntreComp framework (Bacigalupo et al., 2016) and concentrated on six (out of the 15) components of the entrepreneurship competence.

The survey has shown that European education systems tend to address entrepreneurship abilities more extensively in higher grades of school education than in lower ones. More specifically, all the competence components investigated registered a higher occurrence in general upper secondary education than in primary education. This can partly be explained by the structure of curricula, namely the presence of various specialised subjects targeting entrepreneurship education in higher school grades. An additional investigation would be needed to establish whether the same pattern would apply if vocational secondary education programmes were also covered.

Alongside the differences between education levels, the survey has identified differences in terms of the presence (or absence) of different entrepreneurial abilities in curricula. In particular, 'Financial and economic literacy' appears as a very prominent curricular component at all levels of education investigated. In contrast, the competence component 'Vision' is underrepresented in curricula, especially in primary and general lower secondary education. Moreover, two additional competence components in which the use of imagination is central, namely 'Spotting opportunities' and 'Coping with uncertainty, ambiguity and risk', are also missing in many curricula, particularly in the early stages of education. This suggests that school programmes tend to concentrate on a narrower economic and business-oriented conception of entrepreneurship education, as opposed to a wider conception encompassing also envisioning, proactivity and innovation. Further research exploring this conclusion would be useful, including research looking into the methodology of cross-country curricular analyses and research investigating the presence of the other nine components of the entrepreneurship competence in school curricula.

Chapter 3: Education and training of teachers and school leaders

The role of teachers in education is crucial and multifaceted. They are not only transmitters or facilitators of knowledge, but also guides and role models that shape the intellectual, emotional and social development of students (European Commission / EACEA / Eurydice, 2021). The strategic framework for European cooperation in education and training towards the European education area and beyond (2021–2030) recognises the important role of teachers and all education staff, and identifies the enhancement of competences and motivation within the profession as one of its five strategic priorities ⁽⁷³⁾.

Furthermore, there is a consensus among researchers and political leaders that teacher education matters for the quality of teaching and students' learning outcomes. In fact, many studies emphasise that teacher education is a critical factor in improving teacher effectiveness and, in turn, students' learning outcomes (Ventista and Brown, 2023). In the same line of research, the strategic framework for European cooperation in education and training towards the European education area and beyond (2021–2030) stresses that 'To support innovation, inclusion, quality and achievement in education and training, educators must be highly competent and motivated, which requires a range of professional learning opportunities and support throughout their careers' ⁽⁷⁴⁾.

In the specific context of entrepreneurship education, the European Commission: Executive Agency for Small and Medium-sized Enterprises et al. (2021) identify the development of the entrepreneurship education

competence of school leaders and teachers in education institutions as one of the five key actions to promote entrepreneurship education in Europe in their report *A Guide to Fostering Entrepreneurship Education: Five key actions towards a digital, green and resilient Europe*. Teachers are indeed 'key agents of entrepreneurship education in schools' (European Commission: Executive Agency for Small and Medium-sized Enterprises et al., 2021, p 9). Furthermore, the report highlights that 'support from principals is critical. Otherwise, entrepreneurship education teachers may end up as "lone soldiers" with limited impact' (European Commission: Executive Agency for Small and Medium-sized Enterprises et al., 2021, p 11).

This chapter investigates top-level policy documents that outline the initial and ongoing education and training of teachers and school leaders, and examines whether they support education professionals in acquiring the skills and knowledge necessary to enhance entrepreneurship education in schools. Specifically, the chapter is divided into two sections. The first section examines teacher competence frameworks (or professional standards) to determine if they explicitly refer to entrepreneurship education. The second section looks at the regulations drawn up by top-level education authorities and the schemes they support, in order to ascertain that they refer to training opportunities in entrepreneurship education for teachers and school leaders.

⁽⁷³⁾ Council Resolution of 19 February 2021 on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021–2030) (2021/C 66/01), OJ C 66, 26.2.2021, p. 1.

⁽⁷⁴⁾ Council Resolution of 19 February 2021 on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021–2030) (2021/C 66/01), OJ C 66, 26.2.2021, p. 6.

3.1. Teacher competence frameworks

In this report, teacher competence framework (or professional standards) is understood as a collection of statements about what a teacher, as a professional, should know, understand and be able to do. It may inform the content of initial training education (ITE) programmes and decisions on continuing professional development (CPD). It is acknowledged that the level of detail in the descriptions of knowledge, skills and attitudes varies across education systems.

Teacher competence frameworks are invaluable tools that serve various purposes at different levels of education systems, ultimately enhancing the overall quality of education:

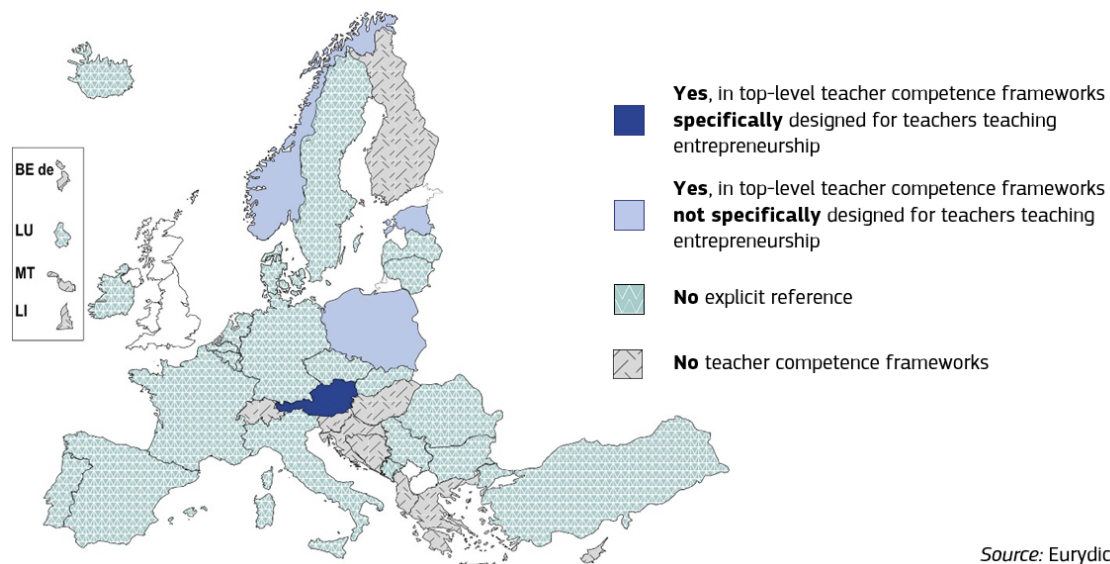
- at the teachers' level, they support and guide teachers' practices and professional development;
- at the school or local authorities' levels, they foster the development of schools as learning organisations by providing common ground for discussion, collaboration and reflection;

- at the education system level, they establish reference standards for ITE and CPD throughout teachers' careers (Caena and Redecker, 2019).

The usefulness of teacher competence frameworks is also highlighted by the Council conclusions on European teachers and trainers for the future ⁽⁷⁵⁾. These conclusions state that the adoption of a complementary and comprehensive approach to the management of the teaching workforce, from the recruitment and selection of students to the support of teachers' CPD, 'could be underpinned by up-to-date and relevant national comprehensive competence frameworks for teachers' ⁽⁷⁶⁾.

Figure 3.1 illustrates education systems that have developed top-level teacher competence frameworks (or professional standards) and among them, those that include explicit reference to entrepreneurship education. The figure is complemented by an annex (see Table 3.1), which provides some details of the teacher competence frameworks, such as their names in both English and the national language and weblinks giving access to them.

Figure 3.1: Explicit reference to entrepreneurship education in top-level teacher competence frameworks (or professional standards), 2024/2025



Source: Eurydice.

Explanatory notes

Teacher competence frameworks concern teachers in primary and general secondary education.

Country-specific note

Albania: Data not validated.

⁽⁷⁵⁾ Council conclusions on European teachers and trainers for the future (2020/C 193/04), OJ C 193, 9.6.2020, p. 11.

⁽⁷⁶⁾ Council conclusions on European teachers and trainers for the future (2020/C 193/04), OJ C 193, 9.6.2020, p. 15.

Although teacher competence frameworks are present in most European education systems, only four of them explicitly refer to entrepreneurship education. In Austria, this reference is included in a teacher competence framework specifically designed for teachers teaching entrepreneurship, while in Estonia, Poland and Norway, it is incorporated into teacher competence frameworks applicable to all teachers (i.e. not only those teaching entrepreneurship).

In **Austria**, in 2008, the entrepreneurial education for school innovation impulse centre of the Austrian Ministry of Education, Science and Research developed the 'competence compass' for teachers teaching entrepreneurship. This 'competence compass' describes the skills teachers need to teach entrepreneurship education. It can be used for self-assessment and as a guidance tool ⁽⁷⁷⁾.

In **Estonia**, the 'professional qualification standard' for general education teachers describes the teachers' work and the skills, knowledge and attitudes that teachers should have to do their job successfully. 'Entrepreneurship' is mentioned as one of the 11 defined competences ⁽⁷⁸⁾.

In **Poland**, the 'Regulation of the Minister of Science and Higher Education on the national standards for initial teacher training programmes' makes two explicit references to entrepreneurship education. The references relate to learning outcomes within the curriculum area 'Social and nature education', which future generalist teachers teaching the first three grades of primary education should reach at the end of their studies. Namely, these are: 1) 'the graduate knows and understands the basics of entrepreneurship and economics'; and 2) 'the graduate knows and understands the ways of shaping entrepreneurship in children and students' ⁽⁷⁹⁾.

Teacher competence frameworks (or professional standards) vary significantly in terms of official document type, length and focus. These differences should be considered when interpreting the findings. For instance, brief frameworks focusing on professional standards and guidelines may not comprehensively address the knowledge, skills and curriculum expertise teachers need to develop. The Annex (Table 3.1) reveals two main categories of frameworks. The first category encompasses teacher competence frameworks outlining the expectations for in-service teachers such as 'The code of professional conduct for teachers' in Ireland, the 'Teachers' professional profile' in the Flemish Community of Belgium or the 'General profile of professional performance of teachers of pre-primary, primary and secondary levels' in Portugal. The second category includes frameworks describing the sets of knowledge, skills and attitudes that teachers need to acquire during their education and training to meet professional demands, as exemplified by the 'Competence framework for teacher graduates' in Czechia.

⁽⁷⁷⁾ [Entrepreneurship Education](#)

⁽⁷⁸⁾ [Professional qualification standard: Teacher, level 2](#)

⁽⁷⁹⁾ [Announcement of the Minister of Science of 9 February 2024 on the publication of the uniform text of the Regulation of the Minister of Science and Higher Education on the national standards for initial teacher training programmes](#)

3.2. Continuing professional development of teachers and school leaders

The first section of this chapter looked at teacher competence frameworks to determine whether they explicitly reference entrepreneurship education. This second section investigates whether regulations established by top-level education authorities or the schemes they support refer to training opportunities in entrepreneurship education for teachers and school leaders. By establishing these regulations or supporting such schemes, top-level education authorities can steer the provision of CPD activities to align with policy priorities.

CPD is a vital component of lifelong learning for teachers and school leaders, enabling them to stay abreast of the latest pedagogical advancements, technological innovations and educational research, ultimately enhancing their teaching practices and leadership capabilities. In almost all European countries, CPD is a professional duty for teachers (European Commission / EACEA / Eurydice, 2021).

The Council conclusions on European teachers and trainers for the future indicate that the CPD of teachers ‘should be perceived as a precondition to delivering quality teaching and training’ ⁽⁸⁰⁾. The conclusions also state that teachers should ‘be encouraged to reflect on their practices and training needs, as well as be motivated and supported to engage by offering quality training opportunities, as well as giving them time to participate and providing incentives’ ⁽⁸¹⁾.

3.2.1. Continuing professional development of teachers

In the context of entrepreneurship education, the CPD of teachers can help address specific challenges related to the development of this curricular area, in addition to the general improvements it brings to teaching quality.

The first challenge relates to the recent emergence of entrepreneurship education as a learning area and thus its lack of a well-established knowledge base that is widely recognised both socially and historically (Fejes et al., 2018). While it is important to allow entrepreneurship education to keep growing as a field of study (Oksanen et al., 2023), it is also crucial to acknowledge the challenges the variety of definitions and teaching approaches may pose to teachers, especially when new curriculum content is introduced.

The second challenge concerns the development of entrepreneurship education in schools and its significant implications for teachers’ roles and approaches to teaching. In the context of entrepreneurship education, teachers’ roles resemble those of facilitators or coaches, enabling students to take the lead in the learning process and to actively engage with it. A major challenge in entrepreneurship education is its action-focused nature, which requires teachers to teach students how to apply knowledge in practical ways (Wraae and Walmsley, 2020). Effective teaching approaches to entrepreneurship education include learning-by-doing activities, project work and practice enterprise exercises, particularly those with real-life relevance (Oksanen et al., 2023).

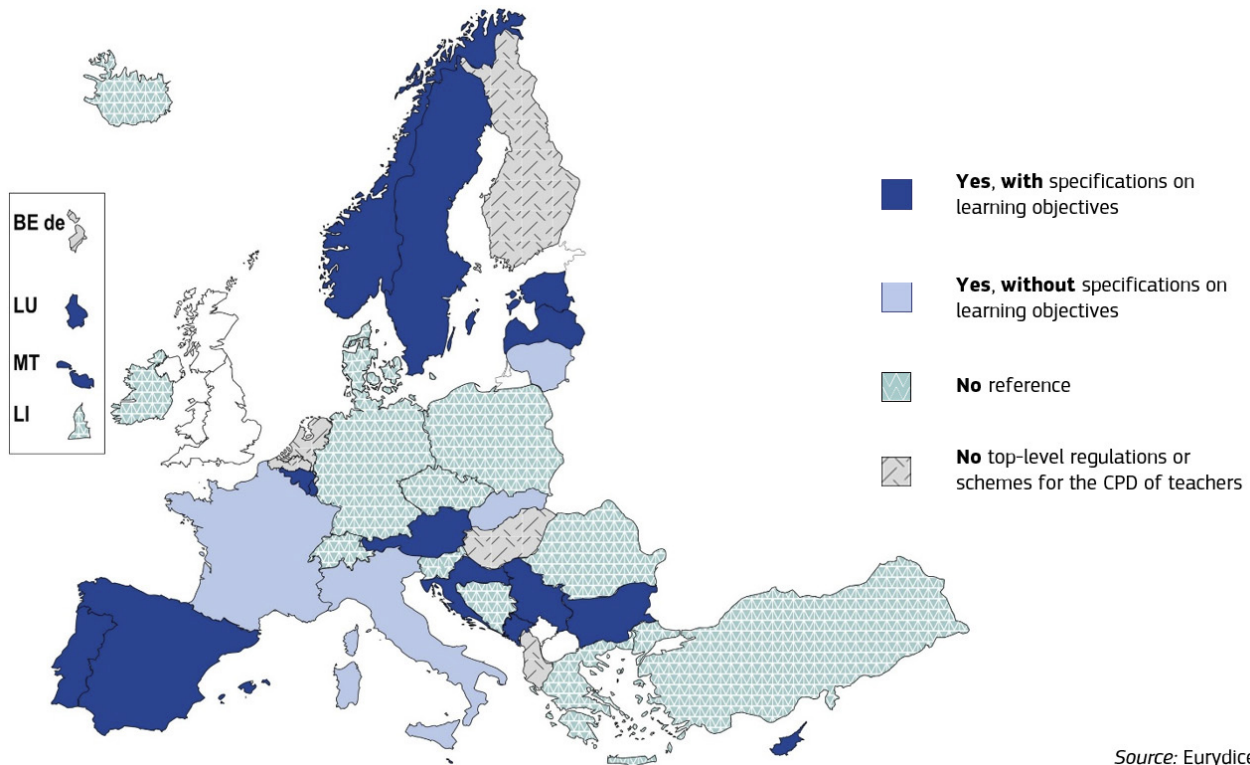
⁽⁸⁰⁾ Council conclusions on European teachers and trainers for the future (2020/C 193/04), OJ C 193, 9.6.2020, p. 15.

⁽⁸¹⁾ Council conclusions on European teachers and trainers for the future (2020/C 193/04), OJ C 193, 9.6.2020, p. 15.

Figure 3.2 illustrates whether regulations set by top-level education authorities, or the schemes they support, include reference to training opportunities in entrepreneurship education for teachers. The data indicate that such reference exists in 19 of the

education systems studied in this report. Among these education systems, 15 of them have regulations or schemes in place that specify the learning objectives related to training opportunities in entrepreneurship education.

Figure 3.2: Reference to training opportunities in entrepreneurship education for teachers in primary and general secondary education in top-level regulations and schemes, 2024/2025



Source: Eurydice.

Explanatory notes

This figure shows whether regulations on CPD drawn up by top-level education authorities or the schemes they support refer to training opportunities in entrepreneurship education for teachers.

Country-specific notes

Estonia: The figure concerns training opportunities for teachers in general lower secondary education. For teachers in primary and general upper secondary education, there is no reference to training opportunities in entrepreneurship education.

France: The figure concerns training opportunities for teachers in general lower secondary education. For teachers in primary education, there is no reference to training opportunities in entrepreneurship education. For teachers in general upper secondary education, there is reference to training opportunities in entrepreneurship education with specifications on learning objectives.

Albania: Data not validated.

Norway: The figure concerns training opportunities for teachers in primary education. There are no regulations or schemes for the CPD of teachers in general lower and upper secondary education, drawn up or supported by top-level education authorities.

The level of detail in these regulations or schemes varies significantly across education systems. Similarly, the process of developing specific learning programmes based on those regulations or schemes and the stakeholders involved can differ considerably across Europe. These variations often reflect the differences in education systems' approaches to education governance. For example, top-level

education authorities may identify priority areas for the CPD of teachers, which are then translated into in-service learning programmes by a national institute for pedagogy. Alternatively, multiple education providers may design professional development programmes for teachers, requiring accreditation from top-level education authorities to ensure programme quality and relevance.

In decentralised education systems, such as Finland's, where top-level education authorities do not issue regulations on CPD, local stakeholders, including schools and local authorities, play a significant role in determining teachers' needs for professional development. In this context, CPD providers, including universities, education centres and professional organisations, strive to tailor their offers to local needs and align with broader educational goals.

The data collected through the Eurydice network contain numerous examples of concrete CPD activities for teachers, focusing on entrepreneurship education. The examples provided below are only illustrative. They show the diversity of training opportunities in the field of entrepreneurship education provided or supported by top-level education authorities. This diversity concerns not only the content or learning objectives of the training programmes, but also the providers and the delivery format.

While in-service learning programmes may pursue several learning objectives, they usually focus on one or two of the following four overarching goals:

1. deepening teachers' knowledge and skills in entrepreneurship and entrepreneurship education;
2. equipping teachers with effective teaching approaches and methods to deliver entrepreneurship education;
3. providing teachers with the specific knowledge and skills necessary to support students in gaining practical entrepreneurial experiences (see Chapter 4) such as starting a company or managing a cooperative;
4. assisting teachers in implementing the curriculum of entrepreneurship education, notably in the context of curriculum reforms.

First, as indicated above, entrepreneurship education as a field of study can be challenging conceptually. It is therefore not surprising that top-level education authorities in Europe (or those in charge of defining in-service trainings based on the existing regulations) see the need to develop in-service learning programmes devoted to the clarification of key notions to ensure teachers' true understanding of entrepreneurship education, and ultimately good teaching practices.

In **Sweden**, the digital course 'Entrepreneurship in education' aims to help participants define the concept of entrepreneurial learning, compare entrepreneurial learning and entrepreneurship and identify differences between entrepreneurial and traditional learning ⁽⁸²⁾. The course was developed by Junior Achievement (JA) Sweden with the support of the Swedish National Agency for Education and is intended for teachers in compulsory education.

Second, in terms of teaching methods, the in-service learning programmes reported by the Eurydice network focus on pedagogy for teaching entrepreneurship, promoting experiential and project-based learning approaches. This may include specific didactic approaches, such as the use of business simulation games, which provide hands-on, practical experiences for learners and allow them to better engage with entrepreneurial concepts. In-service learning programmes may also cover specific teaching strategies for addressing key aspects of entrepreneurship education such as financial literacy.

In the **French Community of Belgium**, the in-service training 'Foundations of "entrepreneurship pedagogy": Unlocking student engagement and awareness of entrepreneurial possibilities' aims to introduce teachers to the fundamental principles of the 'entrepreneurially driven teaching approach' ⁽⁸³⁾. By doing so, it aims to equip them with the knowledge and skills necessary to cultivate an entrepreneurial mindset in their students. The training also explores the potential of gaming approaches in getting students to engage with their learning. Finally, it sheds some light on the significance and importance of the cross-curricular area 'Creativity, commitment and the spirit of enterprise'. This in-service programme, designed for secondary school teachers is organised by the inter-network institute for continuing professional development (*Institut interréseaux de la formation professionnelle continue*) ⁽⁸⁴⁾.

⁽⁸²⁾ [Utbildning i entreprenörskap för grundskolan | Ung Företagsamhet](#)

⁽⁸³⁾ This approach is based on five pillars: 1) every human is capable of learning; 2) entrepreneurship is to move from an idea to a concrete project; 3) schools have a role to play in developing the skills of the 21st century, which is essential for integrating a VICA ('Volatile', 'Uncertain', 'Complex' and 'Ambiguous') world; 4) alone we go faster, together we go further; and 5) we pass on what we are, hence the importance of adopting a benevolent posture (see [Step2you | Pédagogie Entre](#)).

⁽⁸⁴⁾ [Foundations of "entrepreneurship pedagogy": Unlocking student engagement and awareness of entrepreneurial possibilities](#)

In **Bulgaria**, the training programme 'First steps in the world of personal finance' introduces innovative approaches to financial literacy and entrepreneurship education. The individual's role in their family and community is explored, including basic economic concepts such as production, occupations, budgeting, saving and spending. Through interactive methods, such as experiential learning, role-playing games and theatre, teachers enhance their skills in developing key competences in students, including entrepreneurial, mathematical and social skills. The programme also emphasises the importance of knowledge in addressing real-life situations and fosters critical thinking, creativity, teamwork and presentation skills. This training program, approved by the Minister of Education and Science, is implemented by the training foundation 'Education 5.0 foundation' ⁽⁸⁵⁾.

Third, the reported in-service learning programmes designed for teachers who assist students with practical entrepreneurial experience address a specific need in entrepreneurship education. Practical experiences are vital learning activities for students pursuing entrepreneurship education. The Council Recommendation on key competences for lifelong learning (2018) states that students should be given opportunities to 'undertake at least one practical entrepreneurial experience during their school education' ⁽⁸⁶⁾. By participating in such activities, students develop essential skills such as problem-solving, creativity and risk-taking, and gain a deeper understanding of the entrepreneurial process. These experiences foster the ability to apply theoretical concepts to real-world scenarios, making students better equipped to turn their business ideas into reality. In this specific learning context, teachers require a distinct set of skills and knowledge such as hands-on business skills, industry expertise and the ability to facilitate experiential learning. Moreover, they need to adopt very practical and applied teaching approaches to guide students in the process of business creation and help them face the challenges of real-world business management.

In **Spain**, the educational programme 'Learning to be an entrepreneur – Create your own cooperative' aims to help students understand how the business world works, promoting their entrepreneurial spirit, autonomy and personal initiative. It targets primary school students in grades 5 and 6. In the context of this programme, specific training is also organised for teachers. The programme is offered by the Department of Education, Science and Universities of the Autonomous Community of Madrid, in collaboration with the Ibercaja Foundation ⁽⁸⁷⁾.

Finally, top-level education authorities (or those in charge of defining in-service trainings based on the existing regulations) offer tailored in-service training programmes to assist teachers in implementing the curriculum of entrepreneurship education in schools. This may occur in the context of curriculum reforms or when entrepreneurship education is part of a broader student learning programme, as seen in Portugal, where it is incorporated into the framework of education for citizenship (see Table 2.1 in the Annex).

In **Austria**, colleges of education offer compact and practice-oriented training courses as part of the 'Empowering every child' programme. This holistic learning programme aims at supporting schools in implementing the new curriculum within the overarching theme of entrepreneurship education in primary schools (see Table 2.1 in the Annex). The training courses were informed by scientific research conducted during the EU-wide field trial on entrepreneurship education, specifically the YouthStart entrepreneurial challenges project 2015/2018 ⁽⁸⁸⁾.

In addition to traditional courses, whether online or in person, teachers' CPD can be enhanced in other contexts, such as conferences or professional learning communities, or through participation in networks dedicated to entrepreneurship education.

3.2.2. Continuing professional development of school leaders

School leaders throughout Europe have a wide range of responsibilities within their institutions. To effectively assume these responsibilities, they must engage in several tasks related to staffing (e.g. appointing staff), budget (e.g. deciding on budget allocations within the school), school policies (e.g. establishing student disciplinary policies) and curriculum and instruction (e.g. deciding what courses are offered) (OECD, 2020). These responsibilities aim

⁽⁸⁵⁾ [Register of approved professional development programs for pedagogical specialists](#)

⁽⁸⁶⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 4.

⁽⁸⁷⁾ [Learning to be an entrepreneur – Create your own cooperative](#)

⁽⁸⁸⁾ [Empowering every child](#)

to enhance teachers' work and students' achievement. The activities undertaken by school leaders to reach these overarching goals can be instructional, such as working on a professional development plan for the school; administrative, such as reviewing school administrative procedures and reports; and communicative, such as sharing information with parents and the wider school community (OECD, 2020).

This wide range of responsibilities and tasks clearly necessitates an equally diverse array of skills, which school leaders can develop or strengthen through professional development programmes. These programmes may focus on resource management, teaching and learning leadership, developing relationships and collaborating with stakeholders, building partnerships and enhancing communication skills, among others.

In the context of entrepreneurship education, school leaders have an important role to play (Ruskovaara et al., 2016). Their actions are particularly decisive in the following areas:

- allocation of (financial and non-financial) resources to establish collaboration with businesses or other stakeholders;
- development of an entrepreneurial school culture (i.e. an educational environment that fosters innovation, creativity and proactive problem-solving among its members);
- active support to teachers' professional growth by encouraging, enabling and offering teacher entrepreneurship-related training (Hämäläinen, 2023).

There is a recognised need for further research on the CPD of school leaders, particularly those promoting entrepreneurship education within schools. The rapidly evolving educational landscape requires school leaders to be not only administratively competent but also able to foster entrepreneurial mindsets among students and staff. As Hämäläinen et al. (2018) note, additional studies are necessary to deepen our understanding of the specific CPD content required for school leaders to be effective. Such research could inform tailored training methodologies and content, enabling leaders

to develop entrepreneurial ecosystems within their schools. Although a research gap exists, a recent study by Hämäläinen (2023) demonstrates the positive impact of training school leaders in entrepreneurship education on their ability to engage and collaborate with external stakeholders. This takeaway is particularly relevant, as external stakeholders play a crucial role in providing students with practical entrepreneurial experiences (see Chapter 4), highlighting the importance of equipping school leaders with the necessary skills to leverage these partnerships.

The Eurydice survey shows that it is rather uncommon for top-level education authorities to draw regulations or support schemes on CPD, referring to training opportunities in entrepreneurship education specific to school leaders. The training programmes reported often focus on general leadership competences needed to perform daily administrative, managerial or communicative tasks, such as managing human resources or communicating with parents. This type of professional development certainly brings benefits to the running of the school, and ultimately to the delivery of the school curriculum. However, it does not specifically address the enhancement of entrepreneurship education in schools.

However, a few examples of training programmes for school leaders have a slightly stronger focus on entrepreneurship education. These programmes typically aim at developing school leaders' skills in establishing partnerships with local businesses or fostering their entrepreneurship skills to lead innovation and drive change within their institutions.

In **France**, training programmes are provided for school leaders to help them build partnerships with local businesses. Furthermore, in the general context of strengthening ties between schools and the world of work, school leaders are expected to do an internship in an enterprise ⁽⁸⁹⁾.

In **Norway**, a course on innovation leadership sees entrepreneurship skills as core skills to lead innovation and change in ever-changing environments. This course also considers institutions as learning organisations where school leaders take the role of architects to drive change ⁽⁹⁰⁾.

Finally, training programmes focusing specifically on the instructional dimension of school leadership, such

⁽⁸⁹⁾ [Establish and develop partnerships between schools and businesses starting from the 2016-2017 school year and onwards](#)

⁽⁹⁰⁾ [Leadership of development and change Initiatives](#)

as curriculum management or classroom observation, are quite uncommon. However, the Eurydice survey reported an interesting example of guidelines on the professional development of school leaders issued by the high training school for education (*Scuola Superiore della Formazione Insegnanti*) in Italy. These guidelines stress the importance of school leaders acquiring methodological and educational knowledge and competences to develop effective teaching strategies and improve instruction in their schools.

In 2023, **Italy** established the high training school for education to provide guidelines for initial teacher education and the professional development of teachers and school leaders. For school leaders, these guidelines emphasise the importance of developing knowledge and skills aligned with European competence frameworks such as DigComp, GreenComp, EntreComp and LifeComp. The newly gained knowledge and skills should empower school leaders to implement the didactic autonomy of schools by promoting innovative teaching and educational approaches that enhance the quality of teaching and improve student outcomes.

Conclusions

This chapter explored whether top-level policy documents that outline the education and training of teachers and school leaders explicitly support the acquisition of skills and knowledge to enhance entrepreneurship education within schools. Specifically, it focuses on teacher competence frameworks (or professional standards) and examines the regulations drawn up by top-level education authorities (or the schemes they support) that define training opportunities for teachers and school leaders.

According to researchers and policymakers, teacher competence frameworks (or professional standards) are invaluable tools within education systems. They serve various purposes such as guiding teachers' practices and establishing reference standards for both initial teacher education and CPD. Most European education systems have implemented teacher competence frameworks. However, it is rare for these frameworks to explicitly reference entrepreneurship education. Only Estonia, Poland and Norway incorporate such explicit reference into frameworks applicable to all teachers, not just those teaching entrepreneurship. Meanwhile, Austria has developed a competence framework specifically designed for teachers teaching entrepreneurship.

In the context of lifelong learning, CPD enables teachers and school leaders to keep up to date with the latest educational research and to adopt innovative teaching and leadership practices. The teaching of entrepreneurship education has its own challenges. First, as a relatively new and evolving field of study, it may cause conceptual difficulty for teachers. Second, the action-focused nature of entrepreneurship education may transform a teacher's role into that of facilitator or coach.

In most education systems, top-level education authorities issue regulations or support schemes for the CPD of teachers. These regulations or schemes refer to training opportunities in entrepreneurship education in 19 education systems, with 15 of them providing specifications on learning objectives. Providing regulations or schemes on CPD can help top-level education authorities direct CPD offers towards policy priorities. The various in-service learning programmes identified through the Eurydice survey provide interesting illustrative examples. Most of them serve one of the following four purposes: 1) deepening teachers' knowledge and skills in entrepreneurship; 2) equipping teachers with effective teaching approaches to teach entrepreneurship education; 3) providing teachers with the specific skills and knowledge to support students engaging in practical entrepreneurial experiences; and 4) helping teachers implement the curriculum of entrepreneurship education, notably in the context of curriculum reforms.

School leaders, with their wide range of administrative, instructional and communicative responsibilities, are well-positioned to support the development of entrepreneurship education in schools. This can be achieved by allocating resources to establish collaboration with businesses, fostering an entrepreneurial school culture and supporting teachers' CPD. The survey shows that it is relatively uncommon for top-level education authorities to formulate regulations or support schemes related to CPD, referring to training opportunities in entrepreneurship education specific to school leaders. The few reported examples of training programmes typically aim to develop school leaders' skills in establishing partnerships with local businesses or cultivating their own entrepreneurial skills to lead innovation and drive change within their institutions.

Chapter 4: Whole-school approach and practical entrepreneurial experience

According to the definition used in this report, the entrepreneurship competence is transversal and applies to all spheres of life. In order to promote the learning of the entrepreneurship competence, a comprehensive approach is needed, which considers not only classroom teaching, but also creates a conducive environment in which entrepreneurship can be not only learnt, but also practised. This is called a 'whole-school approach'.

The definition of a whole-school approach to entrepreneurship education used in this report is based on the relevant literature and on EU-level documents. It means embedding entrepreneurship education into all aspects of the learning environment, aiming not only to teach but to actively practise entrepreneurship (see Glossary).

The first section of this chapter examines in more detail what whole-school approach means, and to what extent there is guidance from top-level authorities to promote it in the case of entrepreneurship education. It examines guidance offered by top-level authorities in different areas (teaching, governance and involving outside stakeholders) that constitute different aspects of the whole-school approach. The first section also briefly examines the financial and non-financial incentives for schools to adopt a whole-school approach.

The second section argues that practical entrepreneurial experience is an important component of the whole-school approach and examines the extent to which it is part of European school curricula, offered as part of extracurricular activities and made compulsory for students. It also looks at the ways in which practical entrepreneurial experience is referred

to in curricula and what external stakeholders are involved in offering it (businesses, local stakeholders, non-governmental organisations (NGOs), etc.).

4.1. Whole-school approach

The whole-school approach as an approach to teaching and learning has recently been advocated at the European level. The Council Recommendation on pathways to school success states that 'whole-school approaches should be promoted, in accordance with national circumstances, incorporating all areas of activity (teaching, learning assessment, planning and governance, etc.) and engaging all key actors (learners, school leaders, teaching and non-teaching staff, parents and families, and local and wider communities)' ⁽⁹¹⁾. Furthermore, the Council recommends supporting schools in 'developing a whole-school approach to school success, in which all members of the school community (school leaders, teachers, trainers and other educational staff, learners, parents and families and the local community), as well as a wide range of stakeholders, engage actively and in a collaborative way to promote educational success for all learners' ⁽⁹²⁾.

The whole-school approach has also been advocated to be used in citizenship education. According to the United Nations Educational, Scientific and Cultural Organization (2014, p. 25), a whole-school approach should 'offer opportunities for students to experience learning in varied contexts including the classroom, whole school activities, and in one's communities, from the local to the global (e.g. community participation, international exchanges, virtual communities)'. According to the Centre for Global Education (2017), an

⁽⁹¹⁾ Council Recommendation of 28 November 2022 on pathways to school success and replacing the Council Recommendation of 28 June 2011 on policies to reduce early school leaving (2022/C 469/01), OJ C 469, 9.12.2022, p. 5.

⁽⁹²⁾ Council Recommendation of 28 November 2022 on pathways to school success and replacing the Council Recommendation of 28 June 2011 on policies to reduce early school leaving (2022/C 469/01), OJ C 469, 9.12.2022, p. 5.

ideal whole-school approach in citizenship education should contain four interconnected areas: 1) curriculum, teaching and learning; 2) effective leadership; 3) awards, initiatives and extracurricular activities; and 4) community connections.

There have also been recommendations in a European Commission report to take a whole-school approach to mental health and well-being in schools (European Commission: Directorate-General for Education, Youth, Sport and Culture et al., 2021). Moreover, a recent Eurydice report provides evidence that top-level authorities are implementing whole-school approaches to sustainability education. Most European education systems offer guidance or tools to develop these approaches, and nearly half use school labels as incentives (European Commission / EACEA / Eurydice, 2024).

As an example from the relevant literature, the concept of 'entrepreneurship school' is one way of taking a whole-school approach to entrepreneurship education. Lindner (2019, p. 5) argues that 'in the course of time, an overall concept for an 'Entrepreneurship School' should develop from various individual activities at a school. This is based on the conviction that entrepreneurship education and school development must go hand in hand and involve all those engaged in everyday school life in order to facilitate long-term changes'. Furthermore, 'creating suitable communication structures between school administration, teachers, students and parents must not be neglected' (Lindner, 2019, p. 7).

What, then, are the advantages of a whole-school approach to entrepreneurship education? While classroom teaching can be helpful in teaching entrepreneurship, it may not be the best place to learn the entrepreneurship competence. As described in Chapter 2, the European entrepreneurship competence framework (EntreComp) encompasses a wide range of different components – grouped into the categories 'Ideas and opportunities', 'Resources' and 'Into action' (Bacigalupo et al., 2016) – many of which may not be best suited to be taught exclusively in the classroom.

Moreover, extracurricular activities have been increasingly recognised for helping students develop practical skills in entrepreneurship (Hammoda, 2023).

According to some scholars, traditional methods such as lectures and classroom-based instruction have shown to have little effect on developing practical competences (Neck and Corbett, 2018).

A whole-school approach is an institution-wide approach. A European Commission report, which is a compilation of evidence on the impact of entrepreneurship education strategies and measures, suggests that 'students' entrepreneurial skills seem to improve when entrepreneurship is promoted through institution-wide initiatives. Institutional entrepreneurship education initiatives can also impact students' motivation' (European Commission: Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs et al., 2015, p. 49). Schools should thus have an approach to entrepreneurship education that fosters an environment that enables practising entrepreneurship in everyday school life, including extracurricular activities.

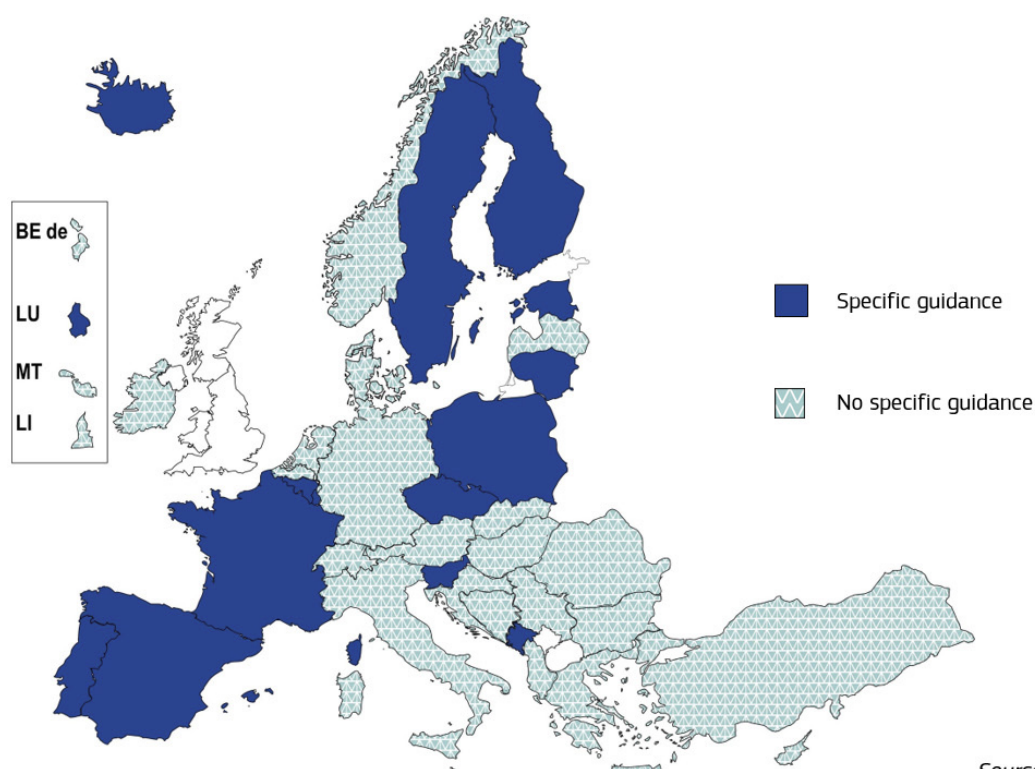
4.1.1. Guidance for whole-school approach

This subsection examines whether top-level authorities provide guidance to schools on promoting a whole-school approach to entrepreneurship education, and what forms this guidance takes. Such guidance may be found in curricula or other top-level official documents such as legislation, handbooks or online portals.

The Eurydice survey enquired specifically about three different aspects of guidance related to the whole-school approach: 1) guidance on teaching and learning (e.g. on teaching methods); 2) guidance and support on governance (e.g. guidance for school leaders to implement the whole-school approach); and 3) guidance on how to involve outside stakeholders (e.g. NGOs or local community) in the whole-school approach.

Figure 4.1 shows that about one-third of the education systems studied in this report offer specific guidance for at least one of the above-mentioned aspects of the whole-school approach. The most common type of guidance relates to involving outside partners or stakeholders, and it is present in almost all education systems where specific guidance exists, except in Iceland.

Figure 4.1: Specific guidance for whole-school approach, primary and general secondary education, 2024/2025



Source: Eurydice.

Explanatory note

Map is valid for primary and general secondary levels, except when stated otherwise in the country-specific notes.

'Specific guidance' refers to guidance given by top-level authorities on at least one of the following topics related to the whole-school approach: teaching methods, governance or involving external partners.

Country-specific notes

Belgium (BE fr): There is no specific guidance for general secondary education.

Spain: Concerns some autonomous communities only.

France and Luxembourg: There is no specific guidance for primary education.

Albania: Data not validated.

Businesses are the external partners most often explicitly mentioned in the guidance, for example in the French Community of Belgium, Estonia, Spain (Autonomous Community of Galicia), Lithuania, Poland, Slovenia, Finland and Montenegro.

In **Estonia**, guidance material and good practice guides are produced for schools to develop a whole-school approach and to enhance cooperation between schools and businesses within the framework of the entrepreneurship and career education programme *Edu&Tegu* ⁽⁹³⁾.

In **Spain (Autonomous Community of Galicia)**, there is guidance for schools through the *Eduemprende* programme ⁽⁹⁴⁾, which aims to establish links with the business sector, offering mentoring opportunities and collaborations with companies to provide students with a better understanding of the business environment.

References to NGOs or local communities, along with parents, are also made in some education systems (e.g. Lithuania and Montenegro) in addition to businesses, but they are less common. This suggests that businesses are seen in many education systems as the most relevant stakeholders in terms of gaining practical experience in entrepreneurship.

In **Montenegro**, there are guides that emphasise fostering partnerships with local businesses, involving also parents and community members. Instructions are provided to schools for involving various stakeholders, with concrete examples on how partnerships can be established ⁽⁹⁵⁾.

As argued above, traditional classroom teaching may not necessarily be best suited for learning

⁽⁹³⁾ [Entrepreneurship education programme Edu&Tegu](#)

⁽⁹⁴⁾ [Connecting with the business world](#)

⁽⁹⁵⁾ [Methodological instructions for entrepreneurial learning](#)

entrepreneurship. Therefore, it is important that teachers are trained on alternative ways of teaching entrepreneurship. Indeed, methodological recommendations for entrepreneurship education through a whole-school approach are mentioned, for example in Czechia, Lithuania, Poland and Montenegro.

In **Lithuania**, the regulations on the professional development of teaching staff ⁽⁹⁶⁾ highlight the importance of partnerships in providing real-world entrepreneurial experiences for students through a whole-school approach. These collaborations facilitate mentorship opportunities, internships and joint projects, enriching the educational experience and connecting classroom learning with practical applications.

In **Poland**, there is guidance for school volunteering that focuses on tackling challenges, solving problems in innovative and creative ways and cooperating as part of a whole-school approach. Both school staff and parents are involved in volunteering activities. Volunteering activities are regulated by the Law on Public Benefit Activity and Volunteerism ⁽⁹⁷⁾.

The information gathered shows that some guidance also targets school governance, aimed specifically at school leaders. This includes, for example, how to integrate a whole-school approach into the overall strategy or action plan of the school (as seen in Estonia, Lithuania and Montenegro).

In **Estonia**, within the framework of the entrepreneurship education programme *Edu&Tegu*, counselling was provided to school leaders to develop entrepreneurship education and the whole-school approach. School leaders from more than five percent of schools benefited from this counselling.

In **Lithuania**, the document 'Concept for teacher development' ⁽⁹⁸⁾ emphasises the importance of leadership in promoting entrepreneurship education. It provides guidelines for school leaders to create an environment conducive to entrepreneurial learning, including strategic planning, resource allocation and professional development for teachers. This approach ensures that entrepreneurship education is embedded in the school's vision and operational practices. School governance structures are designed to support initiatives that nurture entrepreneurship through both curricular and extracurricular activities, in collaboration with external partners such as businesses and community organisations. School leaders are encouraged to create an environment that fosters entrepreneurship, supporting initiatives that integrate entrepreneurial thinking into the school's strategic planning and daily operations.

In **Montenegro**, the whole-school approach to entrepreneurship education must be planned through the school's action plan, including the training of teaching staff, engagement with the wider community and the establishment of entrepreneurial clubs at the school level. Additionally, schools are encouraged to integrate entrepreneurship into their overall strategy, ensuring that it becomes a core part of the educational environment.

4.1.2. Financial and non-financial incentives to support whole-school approach

This subsection examines whether there are financial or non-financial incentives from top-level education authorities for schools to implement the whole-school approach. Financial incentives will be examined first. They may include earmarked funding or project-specific funding that can be applied for.

Very few education systems, for example Portugal and Spain, reported financial incentives specifically for implementing aspects of the whole-school approach in entrepreneurship education.

In **Spain**, there is earmarked funding specifically available for the creation of a network of entrepreneurship classrooms ⁽⁹⁹⁾ in secondary schools. It is, in most cases, aimed at vocational education programmes, but many autonomous communities extend it to general secondary education. These classrooms serve as catalysts for innovation, productivity and entrepreneurship within schools and their wider communities, support students on their initial entrepreneurial journey and help foster an entrepreneurial ecosystem within society.

In **Portugal**, top-level education authorities have earmarked funding specifically for entrepreneurship education, to provide students with comprehensive, school-wide learning experiences that foster entrepreneurial skills and knowledge.

Non-financial incentives such as certificates, awards or labels for schools are also beneficial when trying to support a whole-school approach and embed entrepreneurship into everyday school life. They give visibility to schools and can increase the motivation of teachers and students to teach and learn the entrepreneurship competence, and motivate school leaders to implement a whole-school approach to entrepreneurship education.

Non-financial incentives are relatively rare, but they are still more common than financial incentives. Examples of different types of certifications can be found in some education systems (as seen in Estonia and Spain).

⁽⁹⁶⁾ [Regulations on the professional development of teaching staff](#)

⁽⁹⁷⁾ [Law on Public benefit Activity and Volunteerism](#)

⁽⁹⁸⁾ [Approval of the concept of professional development of educators](#)

⁽⁹⁹⁾ [Entrepreneurial classrooms in Extremadura](#)

In **Estonia**, schools can apply for the entrepreneurial school quality label ⁽¹⁰⁰⁾, awarded by the entrepreneurial school education programme (a state-supported NGO). The label is a recognition awarded to schools that have systematically integrated entrepreneurship education into their curriculum and school culture. Schools are evaluated on their ability to provide an entrepreneurial learning environment, support teachers in implementing entrepreneurship education and create strong partnerships with local communities and businesses.

In **Spain**, the certification of schools towards sustainability ⁽¹⁰¹⁾ is awarded to education institutions that demonstrate an outstanding commitment to sustainability and the integration of projects that promote social and environmental entrepreneurship, to continue developing innovative initiatives and to continuously improve their practices.

4.2. Practical entrepreneurial experiences

Supporting practical entrepreneurial experiences for students has been high on the agenda of the European Commission since 2012, when they first advocated for young people ‘to have at least one practical entrepreneurial experience before leaving compulsory education, such as running a mini-company, being responsible for an entrepreneurial project for a company or a social project’ ⁽¹⁰²⁾. The Commission also stressed the importance of practical entrepreneurial experiences when revising the key competence framework, wherein ‘special attention will be paid to promoting entrepreneurial and innovation-oriented mindsets, including by encouraging practical entrepreneurial experiences’ ⁽¹⁰³⁾.

The Council of the European Union also supported practical entrepreneurial experience in their recommendation on key competences for lifelong learning, by stating the aim of ‘nurturing entrepreneurship competence, creativity and the sense of initiative especially among young people, for example by promoting opportunities for young learners

to undertake at least one practical entrepreneurial experience during their school education’ ⁽¹⁰⁴⁾.

Before examining what type of practical entrepreneurial experiences education systems provide, it is important to explain how they differ from other types of practical or project-based work in schools. Project-based teaching is common in various subject areas in schools, but there are certain aspects that make practical entrepreneurial experiences different. According to the definition used in this report, practical entrepreneurial experiences are educational experiences where the learner could come up with ideas, identify a good idea and turn that idea into action. These experiences require the involvement of external partners in the design or delivery of the learning process, to ensure real-world relevance. Practical entrepreneurial experiences provide students with a supportive environment, where mistakes are embraced and failure is a learning tool, so that they gain the confidence and experience to turn their ideas into action in the real world. They should ‘be a student-led initiative either individually or as part of a small team, involve learning-by-doing and producing a tangible outcome’ (Bacigalupo et al., 2016, p. 21).

These experiences can also involve the local community, NGOs or youth associations, for example. They may take place within or outside of schools, and should not be narrowly interpreted as limited to visiting or working in businesses. The value creation, which is central to entrepreneurship, can have a cultural, social or commercial motive (Bacigalupo et al., 2016). Therefore, it can take place in any sphere of life and be relevant to the private, public and third sectors or any combination of the three. It embraces different types of entrepreneurship, including intrapreneurship (entrepreneurship within a corporation), social entrepreneurship, green entrepreneurship and digital entrepreneurship.

⁽¹⁰⁰⁾ [Entrepreneurial school label](#)

⁽¹⁰¹⁾ [Certification of schools towards sustainability](#)

⁽¹⁰²⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, ‘Entrepreneurship Action Plan 2020. Reigniting the entrepreneurial spirit in Europe’, COM(2012) 795 final of 9 January 2013, p. 7.

⁽¹⁰³⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, ‘A new skills agenda for Europe. Working together to strengthen human capital, employability and competitiveness’, COM(2016) 381 final of 10 June 2016, p. 5.

⁽¹⁰⁴⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 4.

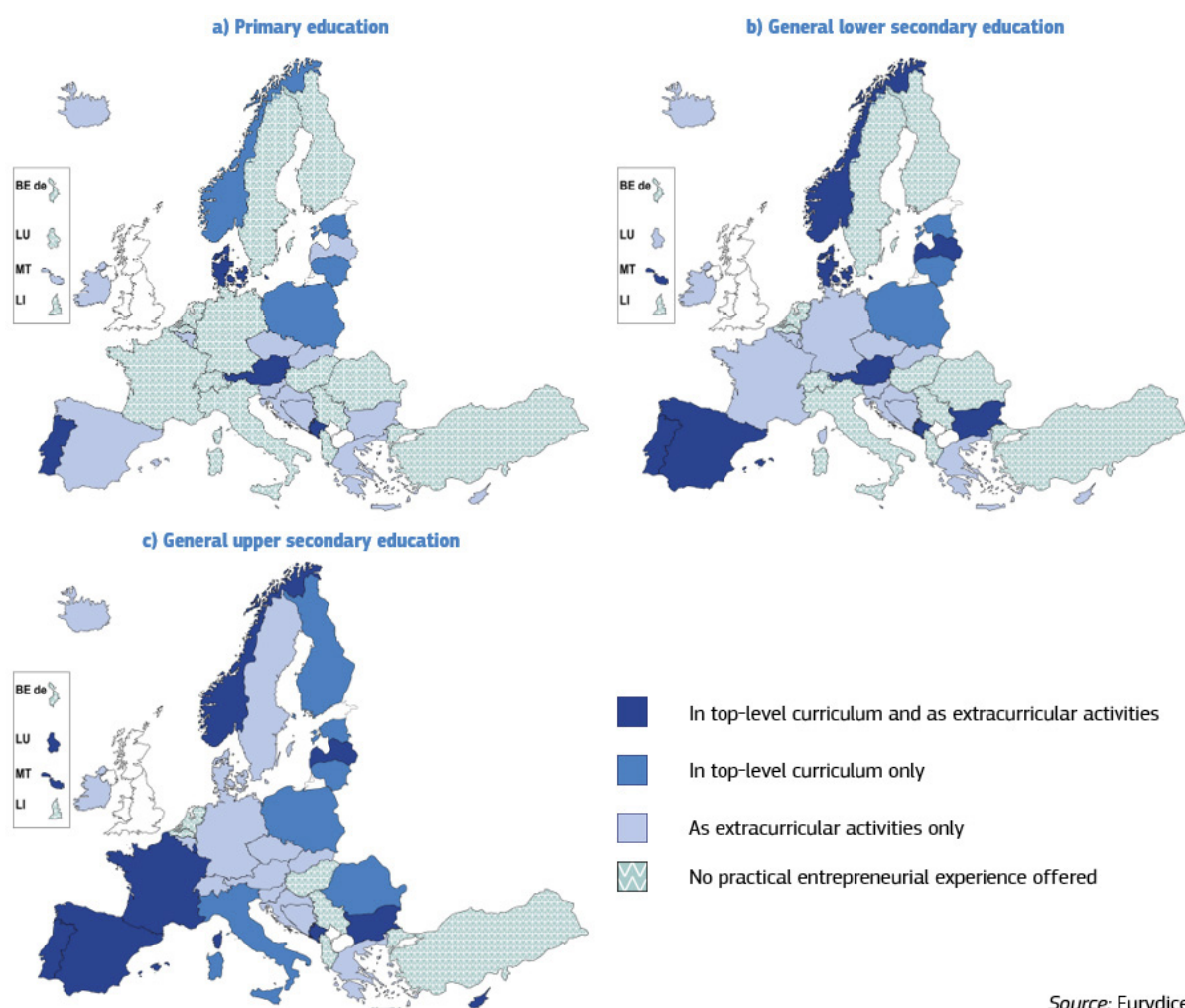
4.2.1. Practical entrepreneurial experiences in the top-level curriculum and as extracurricular activities

This subsection examines the extent to which education systems support the provision of practical entrepreneurial experiences in schools by including them in the top-level curriculum or as extracurricular activities. It also looks at the existing differences

between education levels when it comes to offering these experiences.

Figure 4.2 shows which education systems have practical entrepreneurial experiences in the top-level curriculum, as extracurricular activities or as a combination of the two, in primary, general lower and upper secondary education.

Figure 4.2: Practical entrepreneurial experiences in the top-level curriculum and as extracurricular activities in primary and general secondary education, 2024/2025



Source: Eurydice.

Explanatory note

Practical entrepreneurial experiences that are either done without the help of external partners or are work experiences or visits to external stakeholders without the specific development of a project are not considered here.

Country-specific note

Albania: Data not validated.

In primary education (see Figure 4.2a), four education systems offer practical entrepreneurial experiences both in the top-level curriculum and as extracurricular activities. In four education systems, these experiences are offered in the top-level curriculum only. In more than one-third of education systems, practical

entrepreneurial experiences are only offered as extracurricular activities. Finally, again in more than one-third of education systems, such experiences are neither present in the top-level curriculum nor available as extracurricular activities at this level of education.

In general lower secondary education (see Figure 4.2b), nine education systems offer practical entrepreneurial experiences both in the top-level curriculum and as extracurricular activities. In three education systems these experiences are offered in the top-level curriculum only. In about one-third of education systems, they are only available as extracurricular activities. Finally, again in about one-third of education systems, these experiences are neither provided in the top-level curriculum nor available as extracurricular activities at this level of education.

In general upper secondary education (see Figure 4.2c), ten education systems offer practical entrepreneurial experiences both in the top-level curriculum and as extracurricular activities. In six education systems these experiences are offered in the top-level curriculum only. In more than one-third of education systems, practical entrepreneurial experiences are only provided as extracurricular activities. Finally, in less than a quarter of education systems there are no such experiences provided in the top-level curriculum or as extracurricular activities at that level of education.

When looking at the education levels together, it appears that at all levels, practical entrepreneurial experiences are more common as extracurricular activities than as part of the top-level curriculum. When comparing education levels, the higher the education level, the more common it is that practical entrepreneurial experiences are offered either in the top-level curriculum or as extracurricular activities.

4.2.2. Practical entrepreneurial experiences in the top-level curriculum as a compulsory component

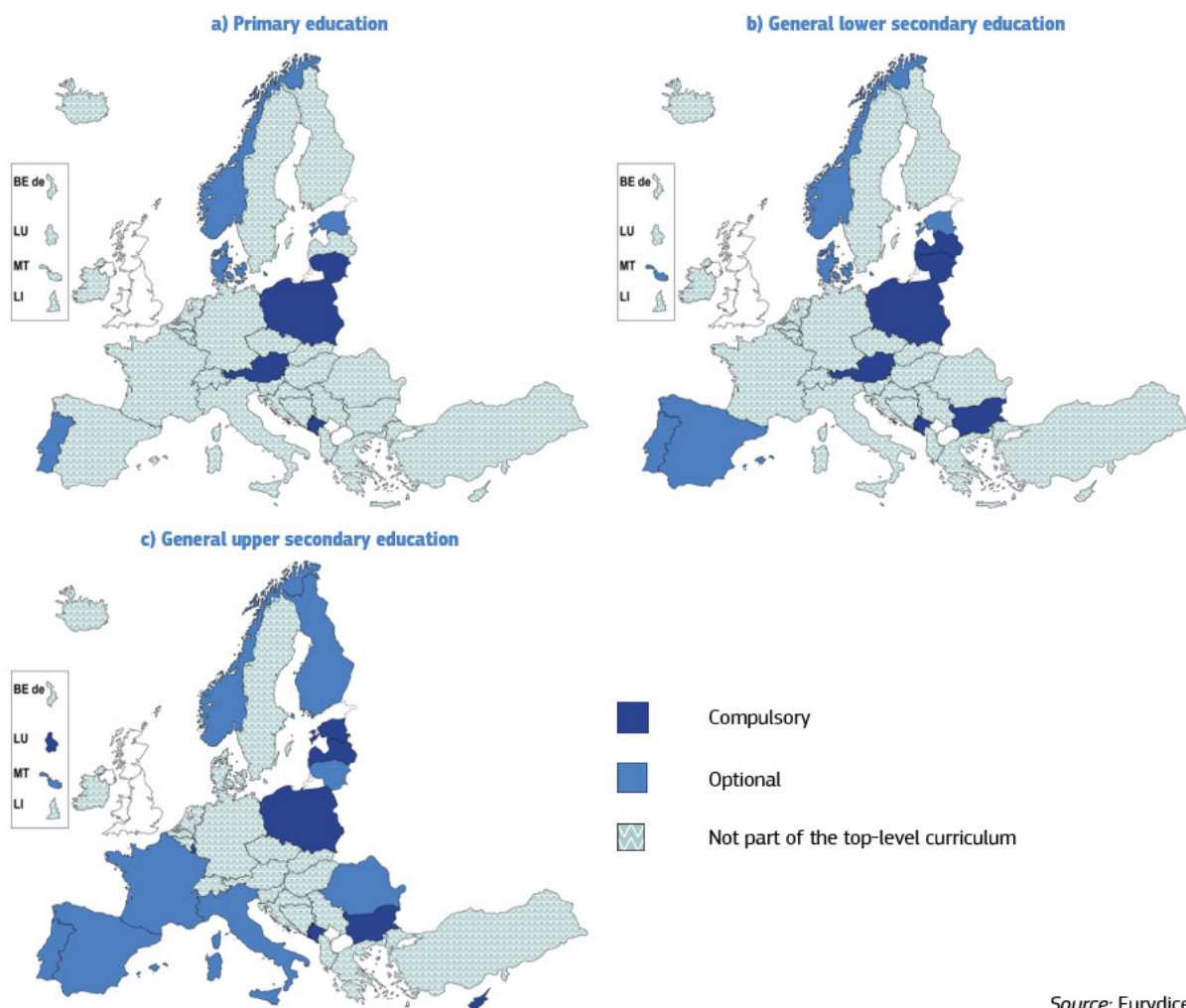
As the previous subsection showed, practical entrepreneurial experiences are offered either in the top-level curriculum or as extracurricular activities at all education levels in more than half of the education systems surveyed in this report. This subsection focuses on practical entrepreneurial experiences in the top-level curriculum and looks at whether they are compulsory or optional.

In primary education (see Figure 4.3a), practical entrepreneurial experiences are part of the top-level curriculum in eight education systems. These experiences are compulsory in four of them and optional in the remaining four. In general lower secondary education (see Figure 4.3b), practical entrepreneurial experiences are offered in the top-level curriculum in 12 education systems. In six of them, these experiences are compulsory, while in the remaining six they are optional. Finally, in general upper secondary education (see Figure 4.3c), practical entrepreneurial experiences are part of the top-level curriculum in 16 education systems. They are compulsory in seven education systems and optional in nine.

Thus, practical entrepreneurial experiences are included in the curricula of only a minority of education systems, and are compulsory in only about half of those when all levels are taken into account.

To summarise the findings in Sections 4.2.1 and 4.2.2, it can be concluded that there are a lot of opportunities offered for students to undertake practical entrepreneurial experiences, especially in secondary schools. However, practical entrepreneurial experiences are, in most cases, offered as an extracurricular activity, and they are compulsory in the top-level curriculum in a limited number of education systems.

Figure 4.3: Practical entrepreneurial experiences in the top-level curriculum of primary and general secondary education, 2024/2025



Source: Eurydice.

Country-specific note

Albania: Data not validated.

4.2.3. Examples of practical entrepreneurial experiences in the top-level curriculum

This subsection examines the ways in which practical entrepreneurial experiences are referred to in steering documents from top-level education authorities, and it explores variations in the delivery of these experiences across different education levels.

There are different approaches to embedding entrepreneurship education into the top-level curriculum. One common way is to incorporate it into cross-curricular themes, which then implies that all components in the curriculum should, to some extent, contribute to the development of entrepreneurial

abilities. Another common way is to adopt a subject-based approach to entrepreneurship (see Section 2.1 of Chapter 2).

When examining examples of practical entrepreneurial experiences in the top-level curriculum at the primary school level, these experiences are often linked to the learning outcomes of cross-curricular areas. The Eurydice survey provided examples of practical ways to link the learning outcomes of entrepreneurship education to specific practical entrepreneurial experience activities.

In **Montenegro**, the learning outcome of the cross-curricular area 'Entrepreneurial learning' is defined in the primary education curriculum as the student being able to develop and implement an entrepreneurial project ⁽¹⁰⁵⁾. In addition, various practical activities

⁽¹⁰⁵⁾ [Curriculum for primary education](#)

such as entrepreneurship clubs, workshops, fairs, discussion forums and round tables on entrepreneurship are organised at all levels of education, with the help of external stakeholders, including NGOs, local businesses, enterprises and the broader community.

In the curricula of general secondary schools, practical entrepreneurial experiences are often part of a subject-based approach to entrepreneurship, and they may be compulsory in some cases (e.g. in Latvia and Poland). They may also be an optional part in compulsory practical-oriented study components (e.g. in Italy).

In **Italy**, in all types of *liceo*, students are expected to attend the 'Path for the transversal skills and orientation' (*Percorsi per le competenze trasversali e per l'orientamento*) ⁽¹⁰⁶⁾, where students carry out activities linked to the business world and to professional life in general through simulated companies, for example. While the study path is compulsory, the 'entrepreneurship' component of it is optional.

In **Latvia**, practical entrepreneurial experiences are a compulsory component of the subject 'Social sciences' in general lower secondary schools ⁽¹⁰⁷⁾ and the subjects 'Social sciences I' ⁽¹⁰⁸⁾ and 'Job project' in general upper secondary schools. Junior Achievement (JA) Latvia organises trade fairs that allow students to implement their entrepreneurial projects and to contact businesses and potential clients.

In **Poland**, in general upper secondary schools, the basic course in 'Business and Management' ⁽¹⁰⁹⁾ promotes project management skills. Study visits, interviews with potential customers, entrepreneurs, clients, elements of gamification and business and investment simulations are also recommended. In addition, the advanced course for the subject includes the compulsory implementation of a business or social venture project as a practical entrepreneurial experience. Key external partners involved in practical entrepreneurial experiences include local businesses, financial institutions, chambers of commerce and start-ups.

4.2.4. Examples of practical entrepreneurial experiences as extracurricular activities

This subsection gives some concrete examples of different ways of offering practical entrepreneurial experiences to students as extracurricular activities. As described in Figure 4.2, these experiences are more commonly offered as extracurricular activities rather than as part of the top-level curriculum.

The most common type of practical entrepreneurial experience outside the curriculum is running a mini-company. This means having an idea for a business or social enterprise, setting it up and running it for a set period of time. In many education systems, it is organised by JA ⁽¹¹⁰⁾ (see Chapter 1). Other external partners also offer mini-company simulation schemes (e.g. in Ireland), opportunities for students to showcase their projects (e.g. in Luxembourg) and other types of business-related schemes such as 'innovation laboratories' (e.g. in Bulgaria).

In **Bulgaria**, eleven schools at both the primary and the secondary levels from different regions of the country are participating in the creation of 'innovation laboratories' in entrepreneurship and financial literacy ⁽¹¹¹⁾. In the laboratories, teams of teachers and students from individual schools, who have developed and implemented various innovations, exchange experiences and generate ideas with external experts and members of the academic community.

In **Ireland**, the Junior Entrepreneur Programme ⁽¹¹²⁾, which lasts 12 to 16 weeks, allows primary school children to engage in practical entrepreneurial experiences by proposing ideas and developing a class-run business. The use of extracurricular resources such as the *Bí Gnóthach* enterprise programme and the JA Ireland programme is also encouraged. These rely on support from organisations like the Oide, Education Centres, and the City and County Enterprise Boards.

In **Luxembourg**, the Young Entrepreneurs Luxembourg (*Jonk Entrepreneuren Luxembourg*) programme ⁽¹¹³⁾, which is a branch of JA, organises a trade fair for mini-companies from secondary schools, and hosts the Junior Project Awards for the best national projects.

While business-related activities are the most common type of practical entrepreneurial experiences, examples of involving local communities and other stakeholders can also be found in some education systems (e.g. in Cyprus, Malta and Portugal). Such experiences are sometimes organised through competitions (e.g. in Iceland).

In **Cyprus**, in addition to the JA Cyprus programme 'Mind REset', practical entrepreneurial experiences can be organised through the European programme 'Smart city of Aradippou: I improve my city with smart ideas' in both primary and secondary schools.

⁽¹⁰⁶⁾ [Paths for transversal skills and orientation](#)

⁽¹⁰⁷⁾ [Regulations Regarding the State Basic Education](#)

⁽¹⁰⁸⁾ [Social Sciences I. Sample Basic Course Program in General Secondary Education](#)

⁽¹⁰⁹⁾ [The core curriculum](#)

⁽¹¹⁰⁾ [Junior Achievement Company Programme](#)

⁽¹¹¹⁾ [Innovation laboratory for entrepreneurship](#)

⁽¹¹²⁾ [Junior Entrepreneur Programme](#)

⁽¹¹³⁾ [Young Entrepreneurs Luxembourg](#)

In **Malta**, one extracurricular initiative is the 'Responsible Living Programme' ⁽¹¹⁴⁾ for all education levels, which is part of a European Social Fund Plus project. Among other things, this hands-on programme enables participants to attain entrepreneurial business planning skills, identify economic factors that affect life choices and develop a sense of personal responsibility along with the ability to set and pursue goals.

In **Portugal**, since 2018, the *Escola Empreendedora* project ⁽¹¹⁵⁾, promoted by Coração Delta and the Nabeiro Group, together with the Ministry of Education, is an innovative educational initiative aimed at empowering children to become agents of change in their communities and beyond. The project's motto, 'Having ideas to change the world', reflects its mission to combat conformity and apathy among young people, preparing them for the global challenges of the future.

In **Iceland**, *Nýsköpunarkeppni grunnskólanna* ⁽¹¹⁶⁾ is an education-authorities-sponsored innovation and entrepreneurship competition, open for all students in participating primary and lower secondary schools around the country (grades 5 to 7). The students receive instructions from their local school on how to develop a project from an idea to reality in their field of interest. In the final round of the competition, students have an opportunity to realise their ideas further with the help of instructors from the University of Iceland, the University of Reykjavík and other partners.

Finally, in some education systems, there are funding arrangements set up to support practical entrepreneurial experiences in which top-level authorities provide financing for external partners to fund practical entrepreneurial experience projects.

In **Slovakia**, there is a funding scheme for supporting entrepreneurial education ⁽¹¹⁷⁾, which is intended for project proposals for activities primarily focused on the development of entrepreneurial skills, competences and students' potential. Through this scheme, direct grants are available for micro, small and medium-sized businesses for the implementation of projects primarily focused on supporting the entrepreneurial skills of students through practical entrepreneurial experiences.

Conclusions

This chapter examined the concepts of the whole-school approach and practical entrepreneurial experiences. The first part focused on whether education systems provide guidance on implementing a whole-school approach, and the extent to which financial and non-financial incentives are available to support its implementation. The second part looked at the extent to which education systems support the provision of practical entrepreneurial experiences to

students, the ways in which practical entrepreneurial experiences are offered to students, how they are referred to in the top-level curriculum and who is involved in providing them.

According to the Eurydice survey, specific guidance for implementing a whole-school approach is not very common and can be found in about one-third of education systems. Where guidance exists, it is often related to specific aspects of practical entrepreneurial experiences, such as how to involve external partners in entrepreneurship education. Some education systems also provide methodological teaching recommendations related to practical entrepreneurial experiences.

The information gathered shows that a couple of education systems also have guidance on governance, which is aimed directly at school leaders. This includes, for example, guidance on how to incorporate a whole-school approach into the overall strategy or action plan of the school.

Very few education systems provide financial incentives for the implementation of a whole-school approach. Non-financial incentives, such as certificates, awards or labels are also rare.

When it comes to practical entrepreneurial experiences, they are offered more commonly as extracurricular activities than as part of the top-level curriculum. Furthermore, the higher the education level, the more common it is that practical entrepreneurial experiences are offered to students. However, practical entrepreneurial experiences are compulsory in the top-level curriculum only in a limited number of education systems, regardless of the education level.

Most examples of practical entrepreneurial experiences collected through the Eurydice survey are strongly related to businesses, such as mini-company schemes. However, a broader understanding of practical entrepreneurship experience is also evident in initiatives and schemes involving NGOs, local communities and other non-business stakeholders.

⁽¹¹⁴⁾ [Responsible Living Programme](#)

⁽¹¹⁵⁾ [Coração Delta](#)

⁽¹¹⁶⁾ [Innovation competition for primary schools](#)

⁽¹¹⁷⁾ [Minimum aid scheme to support entrepreneurial education](#)

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Glossary

Cross-curricular (teaching/learning) area: an area (or theme or topic) that is explicitly defined by a cross-cutting teaching/learning principle. Under this approach, rather than (or in addition to) being explicitly mentioned as part of particular subjects, educational content and objectives are understood to be transversal and therefore taught across all subjects and curriculum activities. Cross-curricular areas are often outlined in the general part of curricula, but they may also be established in other top-level steering documents.

Competence: in the Council Recommendation on key competences for lifelong learning, ‘competences are defined as a combination of knowledge, skills and attitudes, where:

- knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;
- skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations’ ⁽¹¹⁸⁾.

Continuing professional development (CPD): in-service training that allows teachers to broaden, develop and update their knowledge, skills and attitudes. It may be formal or non-formal and include both subject-based and pedagogical training. Different formats are offered, such as courses, seminars, workshops, degree programmes, peer or self-observation or reflection, support from teacher networks and observation visits. In certain cases, CPD activities may lead to supplementary qualifications.

Curriculum: an official steering document issued by top-level authorities containing programmes of study or any of the following: learning content, learning objectives, attainment targets, guidelines on pupil

assessment or syllabuses. Specific legal decrees in some education systems may also be taken into account. More than one type of steering document may be in force at any one time in an education system and these may impose on schools different levels of obligation to comply. They may, for example, contain advice, recommendations or regulations. Whatever the level of obligation, they all establish the basic framework in which schools develop their own teaching to meet their pupils’ needs.

Entrepreneurship competence framework

(EntreComp framework): competence framework developed by the Joint Research Centre of the European Commission (Bacigalupo et al., 2016). It describes entrepreneurship as a lifelong competence, identifies what are the elements that make someone entrepreneurial and describes them to establish a common reference for initiatives dealing with entrepreneurial learning. It consists of 3 competence areas, 15 competences, 8 progression and 4 proficiency levels, and 442 learning outcomes. It is designed to be flexible and adaptable. It can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. It can also be used for the definition of parameters to assess learners’ and citizens’ entrepreneurial competences.

Entrepreneurship competence: refers to the ability to turn ideas into action that generates value for others. This ability is understood as a transversal competence that applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial) (Bacigalupo et al., 2016).

Entrepreneurship education: refers to educational interventions aiming to develop the entrepreneurship competence (see ‘entrepreneurship competence’).

⁽¹¹⁸⁾ Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01), OJ C 189/1, 4.6.2018, p. 7.

Initial teacher education (ITE): pre-service training that aims to provide prospective teachers with core professional competences and to develop the attitudes needed for their future role and responsibilities. ITE programmes cover general academic subjects and professional training (pedagogy, teaching methods and duties). The latter may also include the possibility of a first teaching experience through in-school placements. ITE is usually provided by a university or another teaching/education facility.

International Standard Classification of

Education (ISCED): the reference international classification for organising education programmes and related qualifications by levels and fields. It was developed to facilitate the comparison of education statistics and indicators across countries based on uniform and internationally agreed definitions. The coverage of ISCED extends to all organised and sustained learning opportunities for children, young people and adults, including those with special educational needs, irrespective of the institutions or organisations providing them or the form in which they are delivered.

The current classification – ISCED 2011 (United Nations Educational, Scientific and Cultural Organization: Institute for Statistics, 2012) – has nine levels, ranging from ISCED 0 (early childhood education) to ISCED 8 (doctoral or equivalent level).

This report covers three ISCED levels (i.e. ISCED 1–3), the key characteristics of which are as follows.

ISCED 1: primary education

Programmes at ISCED level 1, or primary education, provide learning and educational activities typically designed to enable students to develop fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy). It establishes a solid foundation for learning and a sound understanding of core areas of knowledge, and fosters personal development, thus preparing students for lower secondary education. It provides basic learning with little, if any, specialisation.

The customary or legal age of entry is usually not below 5 years old or above 7 years old. This level typically lasts 6 years, although its duration can range from 4 to 7 years. Primary education typically lasts until ages 10 to 12.

ISCED 2: lower secondary education

Programmes at ISCED level 2, or lower secondary education, typically build on the fundamental teaching and learning processes that begin at ISCED level 1. Usually, the educational aim is to lay the foundation for lifelong learning and personal development, preparing students for further educational opportunities. Programmes at this level are usually organised around a more subject-oriented curriculum, introducing theoretical concepts across a broad range of subjects.

Some education systems may offer vocational education programmes at ISCED level 2 to provide individuals with skills relevant to employment.

Students enter ISCED level 2 typically between the ages of 10 and 13. Lower secondary education typically lasts until ages 14 to 16.

ISCED level 24 denotes general lower secondary education.

ISCED 3: upper secondary education

Programmes at ISCED level 3, or upper secondary education, are typically designed for students completing secondary education in preparation for tertiary or higher education, or to provide skills relevant to employment, or both. Programmes at this level offer students more subject-based, specialist and in-depth programmes than in lower secondary education (ISCED level 2). They are more differentiated, with an increased range of options and pathways available.

ISCED level 3 programmes may be either general or vocational.

Students enter this level typically between the ages of 14 and 16. ISCED level 3 programmes usually end 12 or 13 years after the beginning of ISCED level 1 (or around the ages of 17 or 18).

ISCED level 34 denotes general upper secondary education.

Large-scale initiatives/programmes/schemes:

initiatives, programmes or schemes that operate nationwide or across a substantial geographical area rather than being restricted to a particular institution or geographical location. They are intended as a long-term element of the system with resources planned to

cover several consecutive years (as opposed to initiatives with short-term project-based funding covering only one or two years).

Practical entrepreneurial experiences: are educational experiences where the learner is encouraged to come up with ideas, identify a good idea and turn that idea into action. These experiences require the involvement of external partners in the design or delivery of the learning process, to ensure real-world relevance. Practical entrepreneurial experiences provide students with a supportive environment, where mistakes are embraced and failure is a learning tool, so that they gain the confidence and experience to turn their ideas into action in the real world. Practical entrepreneurial experiences should 'be a student-led initiative either individually or as part of a small team, involve learning-by-doing and producing a tangible outcome' (Bacigalupo et al., 2016).

Steering documents: different kinds of official documents containing regulations, guidelines or recommendations for education institutions.

Strategy (or other major policy plan): an official policy document developed by top-level authorities in an effort to achieve an overall goal. A strategy can comprise a vision, identify objectives and goals (qualitative and quantitative), describe processes, authorities and people in charge, identify funding sources, make recommendations, etc. Depending on the particular education system, a strategy may refer to a specific document bearing the title 'strategy', but it may also refer to a document (or documents) outlining a major policy plan equivalent to a strategy without, however, bearing the title 'strategy'.

Teacher competence framework (or professional standards): a collection of statements about what teachers, as professionals, should know, understand and be able to do. Such frameworks may inform the content of ITE programmes and decisions on CPD. The level of detail in the descriptions of knowledge, skills and attitudes varies across education systems.

Top-level (or top-level authorities): the highest level of authority with responsibility for education in a given country, usually located at national (state) level. However, in Belgium, Germany and Spain, the 'Communautés', 'Länder' and 'Comunidades Autónomas', respectively, are either fully responsible or share responsibility with the state level for all or most areas relating to education. Therefore, these administrations are considered as the top-level authority for the areas where they hold the responsibility, while for those areas for which they share the responsibility with the national (state) level, both are considered to be top-level authorities.

Whole-school approach to entrepreneurship education: refers to efforts to embed entrepreneurship education into all aspects of the learning environment, such as teaching and learning, school governance, facilities management and partnerships with the local community and external stakeholders. It aims to teach and practise the entrepreneurship competence.

Annex

Chapter 2

Table 2.1: Cross-curricular approach to entrepreneurship education in primary and general secondary education, 2024/2025

This table provides the data used in Figures 2.1 and 2.2 in Chapter 2. Please refer to those figures for explanatory and country-specific notes, and to the analysis provided in Section 2.1.1 for further information.

	Description of the approach		
	ISCED 1	ISCED 24	ISCED 34
BE fr	The core curriculum for primary and lower secondary education refers to eight key learning areas, including Area 6: 'Creativity, commitment and the spirit of enterprise' (<i>Créativité, engagement et esprit d'entreprendre</i>). The area is defined as a transversal/cross-cutting domain to be included in all core learning frameworks. This builds on Articles 1.4.2–3 of the 'Code of basic and secondary education' (Code de l'enseignement fondamental et de l'enseignement secondaire). Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	—
BE de	Primary and (lower and upper) secondary education follow several top-level core curricula (Rahmenpläne), along with a vocational orientation curriculum (Berufliche Orientierung). This framework specifies, in its Chapter 4.3, competences related to career orientation that students in primary and secondary education should acquire. Many of these competences refer to components of the entrepreneurship competence as defined by the European entrepreneurship competence framework (EntreComp). Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.
BE nl	—	Article 139 of the 'Codex secondary education' (Codex secundair onderwijs) specifies 16 key competences in which all students must achieve minimum attainment targets. Key competence 15 refers to 'Development of initiative, ambition, entrepreneurship and career competences' (<i>Ontwikkeling van initiatief, ambitie, ondernemingszin en loopbaancompetenties</i>). The attainment targets are not linked to specific school subjects. It is up to schools to make a connection between the targets and school subjects or subject clusters. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 24 applies also to ISCED 34.
BG	—	—	—

	Description of the approach		
	ISCED 1	ISCED 24	ISCED 34
CZ	The top-level curriculum includes several cross-curricular themes (CCTs). They are specified in the 'Framework education programme for basic education' (Rámcový vzdělávací program pro základní vzdělávání). The CCTs do not explicitly refer to 'entrepreneurship' but cover areas such as 'Personal and social education' and 'Democratic citizenship', which include learning elements relevant for building the entrepreneurship competence as defined by the EntreComp framework. The above 'Framework education programme for basic education' also defines several key competences to be achieved by students. None of them refer to 'entrepreneurship' but some refer to components of the entrepreneurship competence. Category in Figure 2.1: see the country-specific notes related to the figure.	Information provided for ISCED 1 applies also to ISCED 24.	The top-level curriculum includes several CCTs. They are specified in the 'Framework education programme for general secondary education' (Rámcový vzdělávací program pro gymnázia). The CCTs do not explicitly refer to 'entrepreneurship' but include references to some components of the entrepreneurship competence as defined by the EntreComp framework (particularly within the area 'Personal and social education'). The above 'Framework education programme for general secondary education' also defines several key competences to be achieved by students. One of them is 'entrepreneurship competence'. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.
DK	'Innovation and entrepreneurship' (Innovation og entreprenørskab) is defined as a cross-curricular area to be included in all subjects in basic (i.e. primary and lower secondary) education. There are general guidelines on the implementation of this cross-curricular area and, additionally, subject-related documents provide further guidelines on different dimensions to be considered. While the documents above set out some common guiding principles, schools and teachers have a high degree of autonomy regarding implementation. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	Upper secondary education includes the cross-curricular area 'Creative and innovative skills' (Kreative og innovative evner), which is specified and defined in Section 4 of the document 'Guidance on the cross-curricular areas of competence in upper secondary education' (Vejledning til de tværgående kompetenceområder på de gymnasiale uddannelser). Category in Figure 2.1: see the country-specific notes related to the figure.
DE	—	—	—
EE	'Entrepreneurship competence' is specified in paragraph 4 of the 'National curriculum for basic schools' (covering primary and lower secondary education) as one of the eight general competences to be integrated in all subjects and extracurricular and out-of-school activities. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	'Entrepreneurship competence' is specified in paragraph 4 of the 'National curriculum for upper secondary schools' as one of the eight general competences to be integrated in all subjects and extracurricular and out-of-school activities. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.
IE	The 'Primary curriculum framework' does not explicitly mention entrepreneurship, but it emphasises the development of soft skills closely related to the entrepreneurship competence, such as confidence, initiative, creativity and critical thinking, across different subjects (see p. 8 listing key competences to be developed in primary education). Category in Figure 2.1: another cross-curricular area or approach.	The 'Framework for junior cycle' emphasises key skills such as being creative and managing information and thinking, which support entrepreneurial thinking. There is a focus on developing creativity, innovation and enterprise skills across various subjects and learning experiences (see p. 29 of the document above). Category in Figure 2.1: another cross-curricular area or approach.	In the 'Senior cycle key skills framework', entrepreneurship education is not limited to specific subjects but is integrated across the curriculum. There is a focus on developing transferable skills that are valuable for entrepreneurship experiences across various subjects (see p. 5 of the document above). Category in Figure 2.1: another cross-curricular area or approach.
EL	—	—	—

Description of the approach			
	ISCED 1	ISCED 24	ISCED 34
ES	The 'Education law' (Ley Orgánica 2/2006, de 3 de mayo, de Educación) makes several references to entrepreneurship and the entrepreneurial competence, particularly when defining the objectives and pedagogical principles of education. It is stated that specific learning areas, including entrepreneurship, should be addressed across all subjects in the curriculum. The 'Royal Decree 157/2022 establishing the organisation and minimum standards for primary education' (Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria) provides further specifications regarding the entrepreneurship competence, including expected learning outcomes at the end of basic education. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	For the outline of the general education framework – the 'Education law' – please refer to the first paragraph of the description for level ISCED 1. The 'Royal Decree 217/2022 establishing the organisation and minimum standards for compulsory secondary education' (Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria) provides further specifications regarding the entrepreneurship competence, including expected learning outcomes at the end of compulsory secondary education. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	For the outline of the general education framework – the 'Education law' – please refer to the first paragraph of the description for level ISCED 1. The 'Royal Decree 217/2022 establishing the organisation and minimum standards for compulsory secondary education' (Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria) provides further specifications regarding the entrepreneurship competence, including expected learning outcomes at the end of compulsory secondary education. The 'Royal Decree 243/2022 establishing the organisation and minimum standards for bachillerato' (Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato) provides further specifications regarding the entrepreneurship competence, including expected learning outcomes at the end of bachillerato. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.
FR	Entrepreneurship is not explicitly specified as a cross-curricular area in the top-level curriculum. Nevertheless, the framework defining common core competences to be achieved by the end of compulsory education (Le socle commun de connaissances, de compétences et de culture) includes some references to components of the entrepreneurship competence as defined by the EntreComp framework. Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	—
HR	Chapter 6 of the 'National curriculum for primary and secondary education' (Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje) specifies six cross-curricular topics, 'Entrepreneurship' (<i>poduzetništvo</i>) being one of them. It is stated that the implementation of cross-curricular topics is mandatory in all subjects and school activities. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.

Description of the approach			
	ISCED 1	ISCED 24	ISCED 34
IT	Entrepreneurship is specified as a general aim of education in the introductory paragraphs of the 'National guidelines for the curriculum in pre-primary education and the first cycle of education' (Indicazioni nazionali per il curriculum della scuola dell'infanzia e del primo ciclo di istruzione). The idea is further developed in the document 'National guidelines and new scenarios' (Indicazioni nazionali e nuovi scenari), which complements the above guidelines. The latter document specifies the necessity to incorporate key competences, including entrepreneurship, into every aspect of school education. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	In all types of <i>liceo</i>, students are expected to attend the 'Paths for the transversal competence and guidance' (Percorsi per le competenze trasversali e l'orientamento). In 2018, the Ministry of Education published the 'Syllabus for entrepreneurship education in secondary schools' (Sillabo per l'educazione all'imprenditorialità nella scuola secondaria), which is annexed to the 'Paths for the transversal competence and guidance' guidelines. The syllabus, which identifies competences that students are expected to develop, is used in an interdisciplinary way. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.
CY	—	—	—
LV	The regulatory framework covering basic education (Noteikumi par valsts pamatizglītības standartu un pamatizglītības programmu paraugiem) identifies and defines several transversal skills, 'Creativity and entrepreneurship' (<i>jaunrade un uzņēmējspēja</i>) being one of them (point 5.2.2). Each transversal skill is accompanied by a short outline of key learning outcomes that students should achieve. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	The regulatory framework covering general secondary education (Noteikumi par valsts vispārējās vidējās izglītības standartu un vispārējās vidējās izglītības programmu paraugiem) identifies and defines several cross-curricular skills, 'Creativity and entrepreneurship' (<i>jaunrade un uzņēmējspēja</i>) being one of them (point 5.2.2). Each cross-curricular skill is accompanied by a short outline of key learning outcomes that students should achieve. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.
LT	The general curriculum specifies several cross-curricular themes (tarpdalykinės temos), including 'Financial literacy', 'Social and economic development', 'Environmental sustainability' and 'Career education'. While none of them refers explicitly to 'entrepreneurship', these areas incorporate some entrepreneurship competence components as defined by the EntreComp framework. Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.
LU	—	—	—
HU	The 'National core curriculum' (110/2012. (VI. 4.) Korm. Rendelet a Nemzeti alaptanterv kiadásáról, bevezetéséről és alkalmazásáról) specifies 12 cross-curricular areas, one of which is 'Economic and financial education' (<i>Gazdasági és pénzügyi nevelés</i>) – a component of the entrepreneurship competence as defined by the EntreComp framework. Moreover, the curriculum specifies seven key competences to be achieved by students, 'Employment, innovation and entrepreneurial competence' (<i>Munkavállalói, innovációs és vállalkozói kompetencia</i>) being one of them. However, no details are provided regarding each key competence. Category in Figure 2.1: another cross-curricular area or approach ⁽¹¹⁹⁾.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.

⁽¹¹⁹⁾ The category in Figure 2.1 (i.e. 'another cross-curricular area or approach') is based on the presence of the cross-curricular area 'Economic and financial education'. It is not based on the presence of the key competence 'Employment, innovation and entrepreneurial competence'. This is because the curriculum lists key competences but does not define them or provide details on their implementation across different subjects.

	Description of the approach		
	ISCED 1	ISCED 24	ISCED 34
MT	The national curriculum specifies 'Education for entrepreneurship, creativity and innovation' as one of the cross-curricular themes for primary and secondary education. The 'Learning outcomes framework', in turn, specifies expected learning outcomes associated with this cross-curricular theme. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.
NL	The curriculum does not explicitly cover entrepreneurship. However, within its different learning areas there are references to entrepreneurial abilities. For example, the area 'Orientation in the world' (Oriëntatie op jezelf en de wereld) comprises various learning outcomes related to the entrepreneurship competence, as defined by the EntreComp framework, including learning outcomes referring to 'financial and economic literacy' or 'planning and management'. Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	—
AT	The curriculum for primary education (Bundesrecht konsolidiert: Lehrplan der Volksschule Anl. 1) refers, in its Part 4, to 13 cross-curricular (overarching) topics, entrepreneurship education being one of them. The cross-curricular topics are expected to be embedded in subject curricula to support the development of skills across subject boundaries. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	The curriculum for lower secondary education (Bundesrecht konsolidiert: Lehrpläne der Mittelschulen Anl. 1) refers, in its Part 4, to 13 cross-curricular (overarching) topics, entrepreneurship education being one of them. The cross-curricular topics are expected to be embedded in subject curricula to support the development of skills across subject boundaries. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	The curriculum for general secondary schools (Bundesrecht konsolidiert: Gesamte Rechtsvorschrift für Lehrpläne – allgemeinbildende höhere Schulen) refers, in its Part 4, to 13 cross-curricular (overarching) topics, entrepreneurship education being one of them. The cross-curricular topics are expected to be embedded in subject curricula to support the development of skills across subject boundaries. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.
PL	The core curriculum for primary schools does not explicitly cover entrepreneurship. However, it includes general objectives and specific requirements, the implementation of which supports the development of the entrepreneurship competence in children. Category in Figure 2.1: another cross-curricular area or approach.	—	—

Description of the approach			
	ISCED 1	ISCED 24	ISCED 34
PT	Entrepreneurship education is part of a broader framework of education for citizenship. More specifically, the 'Decree-Law n° 55/2018' (Decreto-Lei n.º 55/2018), which defines the curriculum for basic and secondary education, specifies the area 'Citizenship and development' as a teaching component to be included in all grades of primary and secondary education. Moreover, the 'National Strategy for Citizenship Education', which provides further details on the implementation of citizenship education, specifies that citizenship education consists of three thematic groups, and entrepreneurship is part of the third thematic group. Unlike the first two thematic groups, which refer to themes that must be implemented in the curriculum, the implementation of the themes listed in the third group (i.e. also entrepreneurship) is optional. Nonetheless, there is a top-level entrepreneurship education framework (Referencial de Educação para o Empreendedorismo – Educação Pré-Escolar, Ensino Básico e Ensino Secundário) guiding the implementation of entrepreneurship education in primary and secondary education. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship ⁽¹²⁰⁾.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.
RO	Information provided for ISCED 24 applies also to ISCED 1.	Page 22 of the national curriculum (Curriculumului național) and Articles 88 and 91 of the 'Law of Education no. 198/2023' (Legea nr. 198 din 4 iulie 2023) specify 'entrepreneurship competence' (<i>competență antreprenorială</i>) as one of the key competences defining the profile of the compulsory education graduate. Article 88(10) of the above law indicates that entrepreneurship, together with other listed topics, must be included in different subjects. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	—
SI	—	—	In the general upper secondary education curriculum, there is an 'interdisciplinary module' (<i>interdisciplinarni tematski sklop</i>), the aim of which is to foster various competences, including those closely related to entrepreneurship, such as innovation, creativity, teamwork, cooperation, etc. The module is an elective component of the curriculum. Category in Figure 2.1: another cross-curricular area or approach.
SK	The 'National financial literacy framework' (Národný štandard finančnej gramotnosti) prepared by the Ministry of Education and the Ministry of Finance, specifies elements of financial literacy that students in primary and (lower and upper) secondary education are expected to achieve. Schools can choose how they incorporate elements of the framework into the curriculum. It can be done through any subject or school activity. Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.

⁽¹²⁰⁾ The category in Figure 2.1 (i.e. 'cross-curricular area explicitly referring to entrepreneurship') is based on the fact that entrepreneurship is defined as a separate element within the policy framework targeting citizenship education and, at the same time, there is a top-level framework (guiding document) dedicated to the implementation of entrepreneurship education in primary and secondary education.

Description of the approach			
	ISCED 1	ISCED 24	ISCED 34
FI	The 'National core curriculum for basic education' (Perusopetuksen opetussuunnitelman perusteet) refers to several transversal competences. One of them is 'Working life competence and entrepreneurship' (<i>Työelämätaidot ja yrittäjyys</i>). The curriculum outlines each transversal competence and provides guidelines on its implementation in subjects. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	The 'Act on general upper secondary education (714/2018)' includes general references to entrepreneurship. More specifically, it states that 'the syllabus shall be organised in such a way that it is possible for students to develop their international competence and skills for working life and entrepreneurship' (p. 6). The national core curriculum for general upper secondary education provides further developments of this idea by referring to the entrepreneurship competence across various themes. Category in Figure 2.1: see the country-specific notes related to the figure.
SE	The 'Curriculum for the compulsory school, preschool class and school-age educare', refers to entrepreneurship when specifying the fundamental values and mission of the school (pp. 8–9). The text states that education shall 'provide pupils with the conditions to develop digital competence and an approach that promotes entrepreneurship'. Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	The curriculum for general upper secondary school (Läroplan, program och ämnen i gymnasieskolan) specifies that one of the missions of upper secondary school is to allow students to develop 'knowledge and attitudes that promote entrepreneurship, business, and innovative thinking, which increase their opportunities for future employment, either through entrepreneurship or employment'. Category in Figure 2.1: another cross-curricular area or approach.
AL ⁽¹²¹⁾	—	—	—
BA	The 'Common core curriculum for cross-curricular and interdisciplinary areas' (Zajednička jezgra nastavnih planova i programa za školskoizobrazno i međupredmetno područje definirano na ishodišta učenja) specifies the cross-curricular and interdisciplinary area 'Individual and social responsibility'. This area includes three competence components: 'entrepreneurship' (pp. 6–8), 'career orientation' and 'anti-corruption'. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship ⁽¹²²⁾.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.
CH	There are three language-regional compulsory curricula. All three curricula include transversal competences (Lehrplan 21: Überfachliche Kompetenzen; Plan d'études romand: capacités transversales; Piano di studio: competenze trasversali). While entrepreneurship is not specified as an explicit transversal competence, the competences included cover components of the entrepreneurship competence as defined by the EntreComp framework (e.g. 'creative thinking' in the Plan d'études romand: capacités transversales). Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	Entrepreneurship is not specified as an explicit transversal competence in general upper secondary education. Nonetheless, the competences specified in the Rahmenlehrplan gymnasiale Maturität / plan d'études cadre écoles de maturité gymnasiale: Überfachliche Kompetenzen refer to components of the entrepreneurship competence as defined by the EntreComp framework. Category in Figure 2.1: another cross-curricular area or approach.

⁽¹²¹⁾ Data not validated.

⁽¹²²⁾ The category in Figure 2.1 (i.e. 'cross-curricular area explicitly referring to entrepreneurship') is based on the fact that 'entrepreneurship' is defined and described as a separate competence within the cross-curricular area 'Individual and social responsibility'. The description includes an outline of expected learning outcomes related to 'entrepreneurship'.

Description of the approach			
	ISCED 1	ISCED 24	ISCED 34
IS	The 'Icelandic national curriculum guide for compulsory schools' includes six interrelated and interdependent fundamental pillars of education. While none of these pillars is 'entrepreneurship', one of them is 'creativity' (i.e. a component of the entrepreneurship competence as defined by the EntreComp framework). Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	The 'Icelandic national curriculum guide for upper secondary schools' includes six pillars of education and nine key competences. None of the pillars or competences is explicitly labelled as 'entrepreneurship'. However, they refer to components of the of the entrepreneurship competence as defined by the EntreComp framework (e.g. 'creativity'). Category in Figure 2.1: another cross-curricular area or approach.
LI	Components of the entrepreneurship competence are included in education in a transversal way, throughout the whole curriculum. However, entrepreneurship is not explicitly specified or defined as a cross-curricular area. Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.
ME	'Entrepreneurial learning' (<i>Preduzetničko učenje</i>) is integrated into the curriculum as a transversal or cross-curricular area that spans across all subjects. There are top-level guidelines (Metodološko uputstvo za realizaciju međupredmetne oblasti Preduzetničko učenje) for the implementation of this area. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.
NO	The 'Core curriculum – values and principles for primary and secondary education' refers to six core values. While none of them is named 'entrepreneurship', one value – 'The joy of creating, engagement and the urge to explore' – is closely related to the concept of entrepreneurship as defined by the EntreComp framework. Moreover, the core curriculum specifies three interdisciplinary topics ('Health and life skills', 'Democracy and citizenship' and 'Sustainable development'), which, once again, include some elements of the entrepreneurship competence as defined by the EntreComp framework. Category in Figure 2.1: another cross-curricular area or approach.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.
RS	The 'Law on education system foundations' (Zakon o osnovama sistema obrazovanja i vaspitanja) specifies the cross-curricular competence 'Sense of initiative and entrepreneurship' (<i>osećaj za inicijativu i preduzetništvo</i>) and provides a short description of this competence. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	The 'Standards of general cross-curricular competences in the end of secondary education' (Standardi opštih međupredmetnih kompetencija za kraj srednjeg obrazovanja) specify the cross-curricular competence 'Entrepreneurship and entrepreneurial competence' and provide an outline of the competence and the expected learning outcomes. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.
TR	The common part of the 'Century of Türkiye education model curriculum' (Türkiye Yüzyılı Maarif Modeli Öğretim Programları Ortak Metni) specifies four fields of skills, including 'Skills in social sciences'. This field consists of 17 skills, including the 'Entrepreneurship skill'. The curriculum (pp. 38–39) includes a description and definition of this skill. Category in Figure 2.1: cross-curricular area explicitly referring to entrepreneurship.	Information provided for ISCED 1 applies also to ISCED 24.	Information provided for ISCED 1 applies also to ISCED 34.

Table 2.2: Separate subjects including 'entrepreneurship' in their names in primary and general secondary education, 2024/2025

This table provides the data used in Figures 2.3 and 2.4 in Chapter 2. Please refer to those figures for explanatory and country-specific notes, and to the analysis presented in Section 2.1.2.1 for further information.

Only countries providing at least one separate subject including 'entrepreneurship' in its name in primary or general secondary education (or both) are listed in the table.

	Name of the subject in English and in the official language	ISCED level(s) at which the subject is provided	Compulsory or optional
BG	Technology and entrepreneurship (<i>Технологии и предприемачество</i>)	ISCED 1, ISCED 24, ISCED 34	Compulsory
	Entrepreneurship (<i>Предприемачество</i>)	ISCED 34	Optional
EE	Education in entrepreneurship (<i>Ettevõtlusõpe</i>)	ISCED 24	Optional
	Entrepreneurial mindset in the world of work (<i>Ettevõtlikuna töömaailma</i>)	ISCED 24	Optional
	Economic and entrepreneurship education (<i>Majandus- ja ettevõtlusõpe</i>)	ISCED 34	Optional
ES	In lower general secondary education, the national curriculum does not include a separate entrepreneurship education subject. However, many autonomous communities do offer such subjects. Examples: – Introduction to entrepreneurial and business activity (<i>Iniciación a la actividad emprendedora y empresarial</i>) in Castilla y León – Entrepreneurship (<i>Emprendimiento</i>) in Cataluña – Social entrepreneurship and sustainability (<i>Emprendimiento social y sostenibilidad</i>) in Extremadura – Social and sustainable entrepreneurship (<i>Emprendimiento social y sostenible</i>) in Comunitat Valenciana – Introduction to entrepreneurial and business activity (<i>Iniciación a la actividad emprendedora y empresarial</i>) in Andalucía	ISCED 24	Optional
	Economics and entrepreneurship (<i>Economía y emprendimiento</i>)	ISCED 34 (grade 10)	Optional
	Economics, entrepreneurship and business activity (<i>Economía, emprendimiento y actividad empresarial</i>)	ISCED 34 (grade 11)	Optional
CY	Entrepreneurship A' lyceum (<i>Επιχειρηματικότητα Α' Λυκείου</i>)	ISCED 34	Compulsory
	Entrepreneurship B' lyceum (<i>Επιχειρηματικότητα Β' Λυκείου</i>)	ISCED 34	Compulsory
LT	Economy and entrepreneurship (<i>Ekonomika ir verslumas</i>)	ISCED 24, ISCED 34	Compulsory at ISCED 24; optional at ISCED 34
RO	Entrepreneurial education (<i>Educație antreprenorială</i>)	ISCED 34	Compulsory
SE	Entrepreneurship (<i>Entreprenörskap</i>)	ISCED 34	Optional
	Entrepreneurship and business (<i>Entreprenörskap och företagande</i>)	ISCED 34	Compulsory for students specialising in economics; optional for other students
ME	Entrepreneurship for the 7th, 8th or 9th grade (<i>Preduzetništvo za 7., 8. ili 9. razred osnovne škole</i>)	ISCED 24	Optional
	Entrepreneurship education for the 1st or 2nd year of gymnasium (<i>Preduzetničko učenje za 1. ili 2. razred gimnazije</i>)	ISCED 34	Optional
NO	Entrepreneurship and business development (<i>Entreprenørskap og bedriftsutvikling</i>)	ISCED 34	Optional
TR	Entrepreneurship (<i>Girişimcilik</i>)	ISCED 34	Optional

Country-specific note

Albania: Data not validated.

Table 2.3: Other specific subjects (other than those including ‘entrepreneurship’ in their names) in primary and general secondary education, 2024/2025

This table provides the data used in Figures 2.5 and 2.6 in Chapter 2. Please refer to those figures for explanatory notes, and to the analysis presented in Section 2.1.2.2 for further information.

Subjects are listed in alphabetical order.

Subjects identified in Figure 2.6 as ‘business-oriented subjects’ are marked in bold.

Specific subjects in primary and general secondary education (other than those including ‘entrepreneurship’ in their names)			
	ISCED 1	ISCED 24	ISCED 34
BE fr	Manual, technical, technological and digital education Sciences	Manual, technical, technological and digital education Sciences	Computer science Economics Sciences
BE de	—	—	—
BE nl	—	—	—
BG	—	—	—
CZ (¹²³)	Computer science Health education People and their world People and the world of work	Computer science Health education Humans and nature: chemistry People and society: civic society People and the world of work	Computer science and information and communication technologies Health education People and society: basics of civics and social sciences People and the world of work
DK	—	—	Business economics (including ‘Individual project: business case’) Innovation Marketing (including ‘Individual project: business case’)
DE	General studies Mathematics	Career orientation Economics Labour studies Work/economics/technology	Business administration Career education Economics Geography Political economics Social studies
EE	—	—	—
IE	Social, personal and health education	Business studies	Business Economics
EL	Skills Labs	Home economics Skills Labs	Civic education Economics

(¹²³) Steering documents, which are the basis for the information presented, refer to ‘educational areas’ and ‘educational fields’ rather than ‘subjects’.

Specific subjects in primary and general secondary education (other than those including 'entrepreneurship' in their names)			
	ISCED 1	ISCED 24	ISCED 34
ES	Art education Education for civic and ethical values Foreign language Knowledge of the natural, social and cultural environment Mathematics Physical education Spanish language and literature	Biology and geology Physics and chemistry Technology and digitalisation	Artistic expression Artistic projects Biology Biology and geology Biology, geology and environmental sciences Business and business model design Foreign language I Foreign language II General mathematics Geography Geology and environmental sciences History of Spain Mathematics Mathematics applied to social sciences Music analysis Performing arts Personal and professional training and guidance Physics and chemistry Spanish language and literature Technology Technology and engineering
FR	—	Technology	Management and administration Management and management of digital resources
HR	Nature and society	Technical culture	Politics and economics
IT	Civic education	Civic education	Civic education Law and economics
CY	Design and technology 5th grade Design and technology 6th grade Environmental education/Education for sustainable development	Design and technology A', B', C' gymnasium	Business organisation and administration of B' lyceum Design and technology B' lyceum Economics of orientation A' lyceum
LV	Design and technologies Languages Mathematics Social sciences Visual arts	Computer science Design and technologies Languages Mathematics Social sciences Visual arts	Business basics Biology Computer Design and technologies Engineering Geography Chemistry Job project Languages Mathematics Physics Social sciences I and II Visual arts
LT	Mathematics	Computer science	Applied technologies

Specific subjects in primary and general secondary education (other than those including 'entrepreneurship' in their names)			
	ISCED 1	ISCED 24	ISCED 34
	Social science Technologies	Mathematics Social science Technologies	Computer science Engineering technologies Mathematics Social science
LU	—	—	Digital economy Economics and social sciences General economics Management economics and computer applications Political economy Project management
HU	Digital culture Mathematics	Citizenship Community education Economic and financial literacy I Enterprise economics I Ethics History Mathematics Sciences Technology Visual culture	Citizenship Community education Economic and financial literacy II Enterprise economics II Foreign languages Geography Language Mathematics Natural sciences
MT	—	Agribusiness Business studies Design and technology Economics Fashion and textiles Hairdressing and beauty Home economics Hospitality Media literacy education Retail	Agribusiness Business studies Design and technology Economics Fashion and textiles Hairdressing and beauty Home economics Hospitality Media literacy education Retail
NL	—	—	Business economics

Specific subjects in primary and general secondary education (other than those including 'entrepreneurship' in their names)			
	ISCED 1	ISCED 24	ISCED 34
AT	Art and design Mathematics General studies German Music Physical education Technology and design	Art and design Chemistry Digital literacy Economy, innovation and sustainability Educational and vocational orientation Geography and economic education German History and political education Mathematics Modern foreign languages Music Nutrition and home economics Physical education and sports Physics Technology and design	Economics Geography
PL	—	Biology Civic education Geography History Mathematics Technology	Business and management
PT ⁽¹²⁴⁾	Citizenship and development	Citizenship and development	Citizenship and development
RO	—	Social education Technological education and practical application	—
SI	English German Home economics Learning about the environment Mathematics Slovenian	Chemistry English German Mathematics Slovenian Society	Biology Chemistry English Geography Mathematics
SK	Ethics Mathematics Work education	Citizenship education Ethics Geography Mathematics Technics	Citizenship education Ethics Geography Informatics

⁽¹²⁴⁾ For information on the cross-curricular approach to entrepreneurship education by the curricular area 'Citizenship and development', please consult Table 2.1

Specific subjects in primary and general secondary education (other than those including 'entrepreneurship' in their names)			
	ISCED 1	ISCED 24	ISCED 34
FI	Environmental studies Ethics Guidance counselling Social studies	Biology Chemistry Crafts Geography Guidance counselling Home economics Social studies	Chemistry Geography Guidance counselling Mathematics Philosophy Social studies
SE	Biology Civics Geography Home and consumer studies Physics	Biology Civics Geography Home and consumer studies Physics Technology	Business economics Technology
AL (¹²⁵)	—	Citizenship Economics	Citizenship Economics
BA	—	—	—
CH	Nature, mankind, society	Economy, labour, household	Economy and law
IS	Home economics Social studies	Home economics Social studies	Economics Life skills (yearly compulsory class)
LI	—	—	—
ME	—	—	—
NO	—	—	Business economics Marketing and leadership (management)
RS	—	Biology Chemistry Citizenship education Geography Mathematics Technics and technology	Biology Chemistry Citizenship education Economics and business Education for sustainable development Fine arts Geography Informatics and computer science Mathematics Sociology
TR	—	—	—

(¹²⁵) Data not validated.

Table 2.4: Presence of specific components of the entrepreneurship competence in primary and general secondary education curricula, 2024/2025

This table provides the data used in Figures 2.7 to 2.12 in the main text and Figure 2 in the Executive summary. Please refer to Figure 2.7 for explanatory notes, and to the analysis presented in Section 2.2 for further information.

	Entrepreneurship competence components in primary and general secondary curricula																	
	Spotting opportunities			Vision			Mobilising resources			Financial and economic literacy			Planning and management			Coping with uncertainty, ambiguity and risk		
	ISCED 1	ISCED 24	ISCED 34	ISCED 1	ISCED 24	ISCED 34	ISCED 1	ISCED 24	ISCED 34	ISCED 1	ISCED 24	ISCED 34	ISCED 1	ISCED 24	ISCED 34	ISCED 1	ISCED 24	ISCED 34
BE fr							X	X	X	X	X	X	X	X	X			
BE de																		
BE nl		X	X								X	X						
BG	X		X	X	X	X	X	X	X	X	X	X			X		X	X
CZ	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X
DK ⁽¹²⁶⁾						X						X						
DE										X	X	X						
EE	X	X	X					X	X	X	X	X	X	X	X			
IE		X	X						X		X	X	X	X	X	X		X
EL									X	X	X	X	X	X				X
ES	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FR			X			X		X	X		X	X		X	X			X
HR	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X
IT	X	X	X			X	X	X		X	X	X	X	X	X			X
CY	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
LV	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LU			X			X			X			X			X			X
HU					X	X			X	X	X	X	X	X	X		X	X
MT	X	X	X				X	X	X	X	X	X		X	X	X	X	X
NL			X				X	X	X	X		X	X	X	X			X
AT	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X
PL	X	X	X			X	X	X	X	X	X	X	X	X	X			X
PT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RO		X	X						X		X	X		X	X			X
SI										X	X	X						
SK	X	X	X				X	X	X	X	X	X	X	X		X	X	X
FI	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SE		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
AL																		
BA		X	X				X	X	X	X	X	X		X	X			
CH				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IS										X	X	X						
LI	X	X	X				X	X	X	X	X	X						
ME	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NO							X	X	X			X			X			
RS			X			X		X	X			X						
TR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Total	18	22	27	12	12	19	23	26	30	28	31	36	21	26	26	16	17	25

Country-specific notes

Spain: Data related to ISCED 24 are based on examples of curricula of autonomous communities.

Albania: Data not validated.

Switzerland: Data are based on language-regional curricula (i.e. not on the top-level curriculum).

⁽¹²⁶⁾ **Denmark:** Entrepreneurship education is embedded in the curriculum as a cross-curricular area in basic education (i.e. primary and lower secondary education). However, the curriculum lacks specificity regarding the particular entrepreneurial abilities that should be taught to students.

Chapter 3

Table 3.1: Teacher competence frameworks, 2024/2025

This table complements the data shown in Figure 3.1 in Chapter 3. For further information, please refer to the analysis presented in Section 3.1.

	Teacher competence frameworks	
	Name in the official language	Name in English
BE fr	<i>Décret définissant la formation initiale des enseignants</i>	Decree defining initial teacher training
BE de	—	—
BE nl	<i>Beroepsprofiel van de leraar</i>	Teachers' professional profile
BG	<i>Наредба за държавните изисквания за придобиване на професионална квалификация 'учител'</i>	Ordinance on the state requirements for acquiring the professional qualification of 'teacher'
CZ	<i>Kompetenční rámec absolventa a absolventky učitelství – plná verze</i>	Competence framework for teacher graduates – full version
DK	<i>Bekendtgørelse om uddannelsen til professionsbachelor som lærer i folkeskolen</i> <i>Retningslinjer for universitetsuddannelser rettet mod undervisning i de gymnasiale uddannelser samt undervisning i gymnasiale fag i eux-forløb</i> <i>Bekendtgørelse om pædagogikum i de gymnasiale uddannelser</i>	- Ministerial order for teacher education programmes aimed at those teaching in primary and lower secondary education - Guidelines for university education aimed at those teaching in upper secondary education as well as upper secondary 'eux' course subjects - Ministerial order for professional postgraduate teacher training
DE	<i>Standards für die Lehrerbildung: Bildungswissenschaften</i> <i>Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung</i>	- Standards for teacher training: education sciences - Content requirements for subject-related studies and subject-related didactics in teacher training that apply to all Länder
EE	<i>Kutestandard: Õpetaja, tase 7</i>	Professional qualification standard: Teacher, level 7
IE	<i>The Code of professional conduct for teachers</i>	The Code of professional conduct for teachers
EL	—	—
ES	<i>Ley Orgánica 2/2006 de Educación (LOE), modificada por la Ley Orgánica 3/2020, de Educación (LOMLOE)</i> <i>Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria</i> <i>Orden ECI/3858/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de las profesiones de Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas</i>	- Education Law 2/2006 (LOE) amended by Education Law 3/2020 (LOMLOE) - Order ECI/3857/2007 of 27 December on the establishment of the requirements for the accreditation of official higher education diplomas for becoming a professional teacher in primary education - Order ECI/3858/2007 of 27 December on the establishment of the requirements for the accreditation of official higher education diplomas for becoming a professional teacher in secondary education, bachillerato, vocational training and language studies
FR	<i>Le référentiel de compétences des métiers du professorat et de l'éducation</i>	Competence framework for teaching and education staff
HR	—	—
IT	<i>DM 249/2010 Regolamento concernente: 'Definizione della disciplina dei requisiti e delle modalità della formazione iniziale degli insegnanti della scuola dell'infanzia, della scuola primaria e della scuola secondaria di primo e secondo grado, ai sensi dell'articolo 2, comma 416, della legge 24 dicembre 2007, n. 244'</i> <i>DM 226/2022: 'Disposizioni concernenti il percorso di formazione e di prova del personale docente ed educativo, ai sensi dell'articolo 1, comma 118, della legge 13 luglio 2015, n. 107 e dell'articolo 13, comma 1 del decreto legislativo 13 aprile 2017, n. 59, nonché la disciplina delle modalità di svolgimento del test finale e definizione dei criteri per la valutazione del personale in periodo di prova, ai sensi dell'articolo 44, comma 1, lett. g), del decreto legge 30 aprile 2022, n. 36, convertito con modificazioni dalla L. 29 giugno 2022, n. 79'</i> <i>DPCM 4 agosto 2023: Definizione del percorso universitario e accademico di formazione iniziale dei docenti delle scuole secondarie di primo e secondo grado, ai fini del rispetto degli obiettivi del Piano nazionale di ripresa e resilienza</i>	- Ministerial decree 249/2010 regulations concerning: 'Definition of the rules governing the requirements and procedures for the initial training of pre-primary, primary and secondary school teachers, pursuant to Article 2, paragraph 416, of Law No 244 of 24 December 2007' - Ministerial Decree 226/2022: 'Provisions concerning the induction phase for teaching and educational staff, pursuant to Article 1, paragraph 118, of Law No 107 of 13 July 2015 and Article 13, paragraph 1 of Legislative Decree No 59 of 13 April 2017, as well as the regulation of the manner in which the final test is to be conducted and the definition of the criteria for the evaluation of staff in the probationary period, pursuant to Article 44, paragraph 1, letter g), of Decree-Law No 36 of 30 April 2022, converted with amendments by Law No 79 of 29 June 2022' - Decree of the President of the Council of Ministers 4 August 2023: 'Definition of the university and academic pathway for initial training of secondary school teachers in order to meet the objectives of the National Recovery and Resilience Plan'
CY	—	—
LV	<i>Noteikumi par Profesiju klasifikatoru, profesijai atbilstošiem pamatuzdevumiem un kvalifikācijas pamatprasībām</i>	Regulations on the classification of occupations, their essential tasks and basic qualification requirements
LT	<i>Dėl Mokytojų ir pagalbos mokiniui specialistų kompetencijų aprašo patvirtinimo</i>	Description of teachers' and learner support specialists' competences
LU	<i>Référentiel de compétences professionnelles</i>	Professional competence framework

Teacher competence frameworks		
	Name in the official language	Name in English
HU	—	—
MT	—	—
NL	Besluit van 16 maart 2017 tot wijziging van het Besluit bekwaamheidseisen onderwijspersoneel en het Besluit bekwaamheidseisen onderwijspersoneel BES in verband met de herijking van de bekwaamheidseisen voor leraren en docenten	Decree of 16 March 2017 amending the Decree on competence requirements for teaching staff and the BES teaching staff competence requirements Decree in connection with the recalibration of the competence requirements for teachers and lecturers
AT	Kompetenzkompass für Entrepreneurship-Lehrende	Competence compass for entrepreneurship education teachers
PL	Obwieszczenie Ministra Nauki z dnia 9 lutego 2024 r. w sprawie ogłoszenia jednolitego tekstu rozporządzenia Ministra Nauki i Szkolnictwa Wyższego w sprawie standardu kształcenia przygotowującego do wykonywania zawodu nauczyciela	Announcement of the Minister of Science of 9 February 2024 on the publication of the uniform text of the Regulation of the Minister of Science and Higher Education on the national standards for initial teacher training programmes
PT	Decreto-Lei n.º 240/2001 (30 de agosto) o perfil geral de desempenho profissional do educador de infância e dos professores dos ensinos básico e secundário Perfil geral de desempenho profissional do educador de infância e dos professores dos ensinos básico e secundário	Decree-Law 240/2001 (30 August) on the general profile of professional performance of teachers of pre-primary, primary and secondary levels General profile of professional performance of teachers of pre-primary, primary and secondary levels
RO	Profilul și standardele profesionale ale cadrelor didactice	The profile and professional standards of teachers
SI	—	—
SK	Opisy študijných odborov: 38. Učiteľstvo a pedagogické vedy Učiteľ prvého stupňa základnej školy vrátane učiteľa prvého stupňa základnej školy v nultom ročníku Učiteľ druhého stupňa základnej školy Učiteľ akademických (všeobecnovzdelávacích) predmetov strednej školy	- Descriptions of study fields: 38. Teaching and pedagogical sciences - Primary school teacher, including primary school teacher in grade zero - Primary school teacher - Teacher of academic (general education) subjects of secondary school
FI	—	—
SE	Högskoleförordning (1993:100), bilaga 2 examensordningen -Grundläraresexamen -Ämnesläraresexamen	The Higher Education Ordinance (1993:100), Annex 2, system of qualifications -for primary education teachers -for subject teachers in lower and upper secondary education
AL ⁽¹²⁷⁾	—	—
BA	—	—
CH	—	—
IS	Lög um menntun, hæfni og ráðningu kennara og skólástjórnenda við leikskóla, grunnskóla og framhaldsskóla. 2019 nr. 95 1. júlí. 1355/2022 Reglugerð um hæfniramma með viðmiðum fyrir almenna og sérhæfða hæfni kennara og skólástjórnenda við leik-, grunn- og framhaldsskóla	- Act on education, qualifications and employment of teachers and school administrators in preschools, primary schools and secondary schools. 2019 No 95 1 July 1355/2022 - Regulation on a competence framework with criteria for general and specialised qualifications of teachers and school administrators in pre-school, primary and secondary schools
LI	—	—
ME	Standardi kompetencija za nastavnike i direktore u vaspitno-obrazovnim ustanovama	Competency standards for teachers and school leaders in education institutions
NO	Forskrift til rammeplan for grunnskolelærerutdanning trinn 1-7 Forskrift om rammeplan for grunnskolelærerutdanning trinn 5-10 Forskrift om rammeplan for yrkeslærerutdanning trinn 8-13	- Regulations relating to the framework plan for primary and lower secondary teacher education for years 1-7 - Regulations relating to the framework plan for primary and lower secondary teacher education for years 5-10 - Regulation for the framework for vocational teachers' education years 8-13
RS	Pravilnik o stalnom stručnom usavršavanju i napredovanju u zvanja nastavnika, vaspitača i stručnih saradnika, 2021.	Bylaw on the continuing professional development of teachers and education staff, 2021
TR	Öğretmenlik Mesleği Genel Yeterlilikleri	General competences for the teaching profession

(127) Data not validated.

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Entrepreneurship education at school in Europe - 2025

Entrepreneurship is one of the eight key competences for lifelong learning defined at European level. It empowers young individuals to navigate the complexities of an ever-evolving world, fostering innovation and equipping them with the skills necessary to tackle economic, social, and environmental challenges.

This report provides a comprehensive overview of entrepreneurship education at school in Europe, examining policy frameworks, curriculum integration, and the provision of practical entrepreneurial experiences, as well as teacher and school leader training. The report is supplemented by a detailed annex, which presents additional data and insights on curriculum integration and teacher competence frameworks.

Covering 36 European countries, including all 27 EU Member States, as well as Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia, and Türkiye, this report offers a unique perspective on the state of entrepreneurship education across the continent.

The Eurydice Network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is coordinated by the European Education and Culture Executive Agency (EACEA).

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