

## **Developing Entrepreneurship Education in Europe: Teachers' Commitment to Entrepreneurship Education in the UK, Finland and Spain**

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# DEVELOPING ENTREPRENEURSHIP EDUCATION IN EUROPE: TEACHERS' COMMITMENT TO ENTREPRENEURSHIP EDUCATION IN THE UK, FINLAND, AND SPAIN

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## ABSTRACT

Entrepreneurship education is increasingly promoted in the European Union, and European countries are fast developing their policies for entrepreneurship education. It seems however that schools and teachers have difficulties in implementing entrepreneurship education in their work. This

paper concerns teachers' ability to commit to entrepreneurship education, especially to its aims, implementation, and outcomes. The study applies a qualitative methodology, analyzing responses from 61 teachers from the UK, Spain, and Finland. The results of the study suggest that teacher commitment to entrepreneurship education is obstructed in many ways. Overall, it seems that teachers have difficulties in explicating their aims for entrepreneurship education. As such, the phenomenon seems distant and teachers' personal attachment to it may remain low. We suggest that the measures to support policy level objectives are not targeted correctly or cannot reach the schools and teachers that need them. We conclude that the development of expectations for entrepreneurship education has been faster than the development of teacher commitment. This is an important result as the introduction of more sophisticated and complex approaches to entrepreneurship education requires skillful and committed teachers as facilitators. Our results suggest that teacher training on entrepreneurship education should be developed further. In essence, the teachers' knowledge of entrepreneurship education, reflection upon it, and, finally, commitment to it can be assisted through training programs. The paper contributes to entrepreneurship education research in three ways. First, we identify teachers' routes to commitment in entrepreneurship education as well as the problems and hindrances obstructing it. Second, with the analysis of teachers from three different countries (the UK, Spain, and Finland), we identify the types of variation in commitment and the reasons for the variance. Finally, the analysis shows how teachers' commitment to entrepreneurship education is built in Europe.

**Keywords:** entrepreneurship, entrepreneurship education, enterprise education, teachers' commitment, teachers' reflection, teachers' learning

## INTRODUCTION

The advancement of entrepreneurship is becoming more and more significant for national economies and for the entire of Europe. In the process of catching up with the development's needs, European countries have tackled the promotion of entrepreneurship from different policy areas such as formal education, youth, lifelong learning, and employment. Some countries have specific strategies focused exclusively on the integration of entrepreneurship into education whereas in some others the

objectives for entrepreneurship education are parts of broader educational or economic strategies (European Commission, 2006; Eurydice, 2016).

In general, the purpose of entrepreneurship education is to educate students to take more responsibility for themselves and their learning, to try to achieve their goals, to be creative, to discover existing opportunities, and to cope in a complicated society. Moreover, another aim is for them to take an active role in the labor market and consider entrepreneurship as a natural career choice. Entrepreneurship education involves developing behavior, skills, and attributes, applied both individually and collectively, to help individuals and organizations of all kinds to create, cope with, and enjoy change and innovation (e.g. Gibb, 2005; 2006; Pittaway & Cope, 2007a; 2007b).

Earlier research suggests that developing entrepreneurial mind-sets is a key ingredient of growth and a must for sustainable development and social cohesion, both locally and regionally (e.g. Hynes & Richardson, 2007). There is growing evidence of the impact of entrepreneurship education: Studies indicate that entrepreneurship education can increase youths' entrepreneurial intentions and knowledge; stimulate their creativity, collaborative abilities, and self-confidence; and enhance the learning of other subjects (e.g. Johansen & Somby, 2016; European Commission, 2013). Therefore, the EU declares that all students should have at least one practical entrepreneurial experience before leaving compulsory education (European Commission, 2013).

Although entrepreneurship education seems to be gaining ground and the need for this educational reform has been noticed at policy level, at times teachers have had difficulties in identifying the content and methods with which to implement entrepreneurship education in their everyday work (Seikkula-Leino, 2008; 2010). This is understandable as entrepreneurship policy is not very well supported by other measures, such as teacher training or evaluation tools. Ruskovaara and Pihkala (2013; 2014) have shown that teacher training has strong positive effects on teachers' perceptions and entrepreneurship education practices. However, a Eurydice report (2016) pointed out that in entrepreneurship education, teachers' attitudes and behavior may be more important than knowledge. In this sense teacher training gains another task—to raise understanding of the aims, methods, and outcomes of entrepreneurship education. In this regard, teachers' personal attachments are likely to be crucial. For example, Kelchtermans (2005) highlighted the role of emotional commitment in a teacher's job. He suggested that teachers' thoughtful actions reflect emotional involvement and moral judgment. The role of teacher training is decisive as entrepreneurship education practices are built on teachers' emotional commitment to the topic.

This paper concerns teachers' ability to commit to entrepreneurship education and especially to its aims, implementation, and outcomes. The purpose of the paper is to highlight the role of

teachers' commitment to entrepreneurship education practices. The research question of the study is how is teachers' commitment reflected in their entrepreneurship education practices? The paper contributes to entrepreneurship education research in three ways. First, we identify teachers' routes to commitment to entrepreneurship education as well as the problems and hindrances obstructing it. Second, with the analysis of teachers from three different countries we focus on the types of variation in commitment and the reasons for the variance. Finally, the analysis gives us a picture of how teachers' commitment to entrepreneurship education is built in Europe.

## LEARNING AND REFLECTION GUIDE COMMITMENT TO ENTREPRENEURSHIP EDUCATION PRACTICES

### *Teacher's commitment guides the practices of entrepreneurship education*

Teachers' commitment to the subject or pedagogics has become an important issue, especially related to educational reforms or innovations. In that sense, the willingness of teachers to adopt new concepts and approaches, and even accept that there is organizational debate about their acceptability or functionality, seems to be related to the teachers' personal commitment to the issue. Kelchtermans (2005) stressed the role of teachers' professional vulnerability in educational reforms—that is, the introduction of innovations is always somewhat micropolitically suspect within a school. For this reason, the teacher's conviction and commitment becomes a decisive factor for the undertaking of the innovation. Kelchtermans (2005) suggested that teachers' sense of identity or “self-understanding” plays a vital role in the challenges of the renewal process. In line with Kelchtermans (2005), Perrotta (2015) showed how teacher engagement with technology is mediated by culture and emotions. Perrotta strongly questions the rationalistic assumption that teachers will adopt innovations from the perspective of the maximization of interest and utility. Instead, Perrotta (2015) argues that the adoption of innovations is related to a complex combination of educational cultures, policies, rationality, and emotional dimensions. While commitment is created based on other factors than rationality, knowing and understanding the concept is vital for the teacher's reflection and thus learning. Seikkula-Leino, Ruskovaara, Ikävalko, Mattila, and Rytkölä (2010) studied teachers' learning and reflection, and how undeveloped reflection could impede the development of entrepreneurship education. They analyzed teachers' conceptions of the aims, practices, and outcomes

of entrepreneurship education and noticed that for teachers these elements are difficult to distinguish. Furthermore, teachers considered the aim of entrepreneurship education from the pupils' perspective rather than their own (Seikkula-Leino et al., 2010). If teachers are uncertain about what they are expected to accomplish and how they should implement these expectations, their personal attachment to entrepreneurship education is likely to remain low (Leffler & Svedberg, 2005).

### *Teachers' realization of entrepreneurship education*

The desired commitment of teachers is centrally related to teachers' learning and reflection processes. Shulman and Shulman (2004) suggest that an accomplished teacher should be a member of a professional community and be ready, willing, and able to teach and to learn from his or her teaching experiences. Furthermore, *a vision* generates readiness and willingness, which induce *motivation* (see figure 1). In line with this, an accomplished teacher should be ready to pursue a vision of the classroom or school that forms a "learning community," where teachers *understand* and are motivated to further develop the forms of pedagogical and organizational *practices* needed to transform their visions, motives, and understanding into a functioning, pragmatic reality. When teachers form learning communities and work as members of such communities, they are capable of learning from their own and others' experiences through active *reflection*.

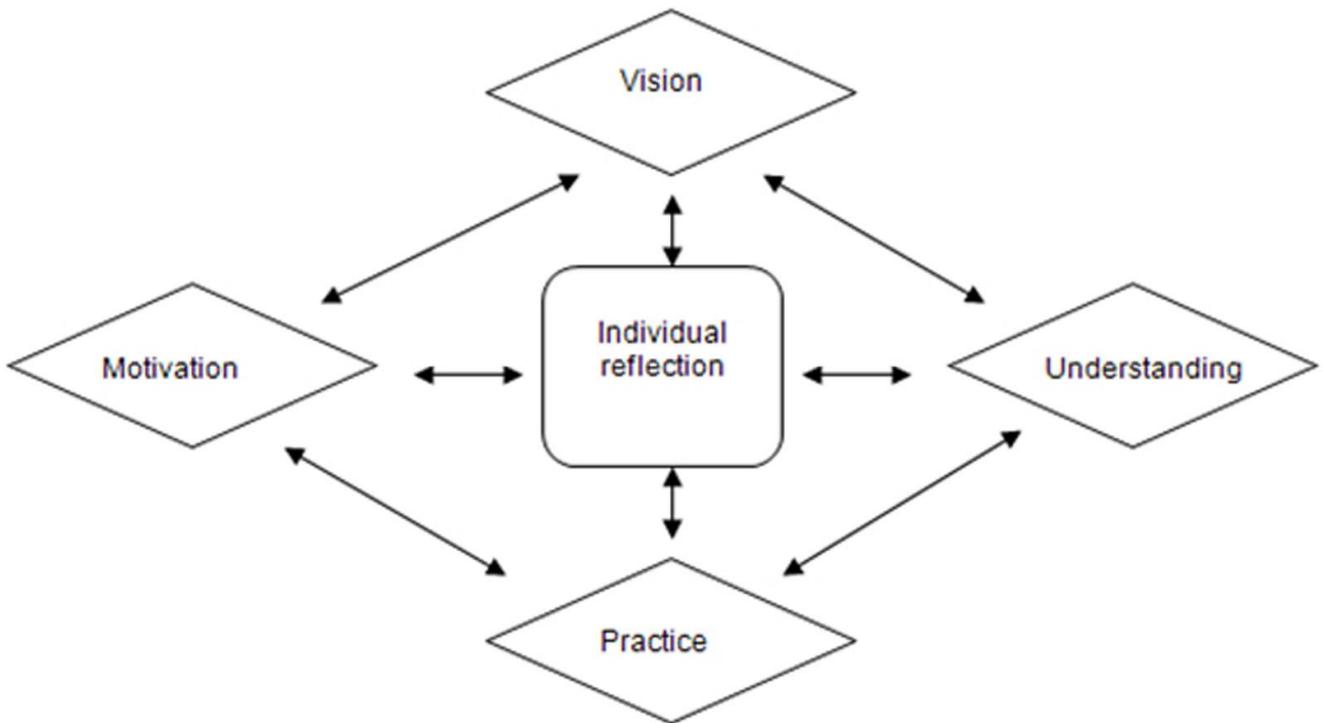


Figure 1: The features of teachers' development and reflection process (Shulman & Shulman, 2004).

Shulman and Shulman (2004) believe that reflection is the key to a teacher's learning and development. They summarize that an accomplished teacher smoothly integrates vision, motivation, understanding, and practice with teaching and learns to improve teaching through active reflection. In fact, Seikkula-Leino (2007) points out this same aspect in her study concerning entrepreneurship education development through curriculum reform. According to her results, a teacher's reflection does not have the scope for developing visions, even though there are elements for enhancing the motivation to implement entrepreneurship education. The lack of understanding of entrepreneurship education and the undeveloped implementation of practices hamper the development of teachers' reflection and, as a consequence, the development of entrepreneurship education. Also, other curriculum research points out this aspect of the teacher's role and reflection (see, e.g., Schwartz, 2006; Westbury, I., Hansen S.-E., Kansanen, P., and Björkvist, O. (2005). In line with this, Edelman, Manolova, and Brush (2008) point out that there is a need to consider the relevance of the curriculum and how teachers could realize its aims in order to enhance entrepreneurship. In fact, Schwartz (2006) stresses that educational change, like curriculum reform, is more about educating teachers than students.

## METHODOLOGY: a target survey

### *The research approach*

In this study we adopt social constructivism as our epistemological position. That is, we believe that teachers' views on and underlying assumptions about entrepreneurship education can be accessed through studying texts that teachers have produced. As researchers, we are interested in what is being said and are aiming at both a deeper understanding of entrepreneurship education in a specific context and also at being part of reproducing interpretations of it (Silverman, 2001). The research methodology relies on the qualitative approach, and in the analysis, content typing was used.

For the analysis, we collected data from three countries. The data consists of a target survey of teachers' from the UK, Finland, and Spain. Each of them have or have had a very distinct approach to entrepreneurship education. While being rather different, entrepreneurship is or has been considered rather important in their national strategies for education.

### *The three countries*

The landscape of entrepreneurship education in Spain can be described as uneven. On the one hand, some regions have been implementing ambitious, well-funded, specific strategies; introduced curricular reforms; invested resources in design of interventions; and trained teachers (continuing professional development, not initial). On the other hand, other regions rely on external providers to deliver extracurricular, short-term interventions (Eurydice, 2016).

In the UK, entrepreneurship education is taught as part of Personal, Social and Health Education, but it does not have a statutory basis and is not part of the National Curriculum. There are however non-statutory programs for students. The state of entrepreneurship education is incoherent in different parts of the UK (Eurydice, 2012). Furthermore, entrepreneurship education is no longer a priority theme for the government, and therefore there is no strategy for it (Eurydice, 2016).

In Finland, entrepreneurship education has been included in the national curriculum for general education for about twenty years (Ministry of Education, 2009). Moreover, all vocational examinations include entrepreneurial skills (Hytti, 2002). Furthermore, since 2004, the Ministry of Education (2009) has been communicating about the expected development through the national guidelines for entrepreneurship education.

### *Data gathering and survey questions*

The teachers in the analysis represent the educational system rather well. The teachers worked at the basic education level (the elementary and upper level of comprehensive schools), upper secondary education level, and in basic vocational training. In Finland, the data was collected from twenty-nine (29) teachers. In the UK, the data was collected from nineteen (19) teachers and in Spain it was collected from thirteen (13) teachers. For data collection, a set of three questions was formed. The questions were based on the model by Shulman and Shulman (2004). The questions were as follows:

1. What kinds of aims do you have for entrepreneurship education?
2. How do you put entrepreneurship education into practice?
3. What kinds of results have you achieved in entrepreneurship education?

The questions were translated into Spanish and Finnish for the respondents in Spain and Finland. The data collection was designed as an e-mail survey. During the survey, all of the respondents were participating in entrepreneurship education projects targeted at developing teachers as entrepreneurship educators. For this reason, all the teachers included in the sample responded to the survey.

### *Content typing as the analysis method*

After carrying out the target survey, we analyzed the data through content analysis and, more particularly, through content typing. In content typing, the data is grouped into parallel types by searching for similarities in the data. It is based on theme categorization and grouping, and is a valuable method for illustrating research problems with examples (Eskola & Suoranta, 1998). With

content typing, we aimed at finding answers to the question of what is being said, and we concentrated on teachers' views on entrepreneurship education and identified similarities from the data. The content typing was realized as follows:

1. The data collected from Finland and Spain was translated into English. Then, the survey data was read several times to try to construct an overall picture of the responses, which included the elements of how entrepreneurship education was described.
2. The data was read more reflectively and analytically, aiming to organize the data through the questions answered by the teachers.
3. The answers were mirrored against our literature review and concept definitions, which involved, for example, different aspects of entrepreneurship education. Similar types of answers were grouped.
4. The data analysis described above was integrated, which allowed analysis of the teachers' reflections in the context of entrepreneurship education.

## RESULTS

Next we present the findings categorized under Schulman & Shulman's (2004) model. We start with the vision, continue to practices, understanding and motivation, and finally, summarize the chapter with individual reflection.

### *Vision: aims for entrepreneurship education*

In Finland, the teachers' visions regarding themselves in the context of entrepreneurship education seemed rather limited. The teachers emphasized the nature of entrepreneurship as enterprising behavior rather than doing business. In line with the findings by Seikkula-Leino et al. (2010), the teachers did not talk about themselves but instead described their aims for the students. Moreover, when asking about the aims, teachers preferred to talk about their practices instead. It seems that the personal engagement of Finnish teachers in entrepreneurship education is not related to their personal aims. Correspondingly, they have not developed a vision about entrepreneurship education as a whole, nor about its different parts. Instead, the Finnish teachers' visions about entrepreneurship education are rather confusing. Following Leffler and Svedberg (2005), teachers did

not know their place in the field of entrepreneurship education and did not know what would be the best way forward.

The teachers in the UK sample described their aims for the students instead of talking about themselves, in a similar way to the teachers in the Finnish data. About half of the respondents linked entrepreneurship education to the subject they teach. They intended to show students the relevance of the subject content to real-life jobs. Teachers in the UK highlighted more real-world examples, real-life experiences, and the opportunities available to students. That makes the teaching of entrepreneurship education somehow more practical compared to Finland. It seems that for the UK teachers the objectives related to employment are easier to engage with than those specially related to entrepreneurship (cf. Perrotta, 2015). However, some teachers mention that they aimed to give students an insight into business. One teacher expresses clearly that he tries to integrate enterprise education throughout the curriculum without it being an “add on.” Overall, teachers seem to have a strong vision of the purpose of entrepreneurship education but they do not mention themselves or their professional development in this field. In that sense, when carrying out entrepreneurship education teachers still seem uncertain about their self-understanding as entrepreneurship educators (cf. Kelchtermans, 2005).

In the Spanish responses the aims are also student centered. Only one teacher engaged in reflective practices when he considered the appliance of new learning methodologies to be his main goal. None of the teachers mentioned aims related to the school community. In terms of commitment, the teachers’ showed engagement in students’ learning rather than in their own professional identity. This indicates that the teachers are still uncertain about their self-understanding related to entrepreneurship and thus commitment to entrepreneurship education may be weak. Interestingly, Spanish teachers talk about goals like offering students their first contact with business start-ups, participation in business projects, or business activity. It seems that the teachers in Spain are rather well aware of the concept of entrepreneurship. This is likely to help the reflection process (cf. Leffler & Svedberg, 2005).

### *Practices: entrepreneurship education practices and the results gained*

It seems that in Finland entrepreneurship education practices are rather limited and that they are not a part of normal schoolwork. Instead, they are implemented through separate projects and

theme days. The role of students' activity seems weak. The results gained clearly reveal that the student's activity is often difficult to evaluate. It seems that teachers seem to have some limited knowledge about how to implement entrepreneurship education. A limited knowledge of entrepreneurship may lead to a limited ability to reflect upon entrepreneurship education and, finally, to low commitment to undertaking challenging entrepreneurship education practices (Leffler & Svedberg, 2005).

According to the respondents, teachers in the UK have managed to integrate entrepreneurship education into their everyday teaching. Entrepreneurship education does not become evident merely through projects and theme days but it is present in daily lessons. This is good news as the functionality of entrepreneurship education may support its integration into normal school work. Many teachers gave practical examples of their lessons where, for example, students planned a new kitchen and worked to a specific budget or identified job opportunities. Regarding the results, all the respondents considered the outcome to be very positive. In terms of micropolitical acceptability (Kelchtermans, 2005), entrepreneurship may be more easily adopted if the outcomes are emphasized instead of the methods. The responses do not reveal what kind of evaluation system is put in place but most teachers argued that students' skills, competencies, and employability have improved. One teacher even referred to better grades and pass rates. This is in line with Johansen and Somby's (2016) findings.

Most Spanish teachers set a mini-company project in their lessons. The importance of ICT in teaching was also highlighted. However, teachers are not used to integrating entrepreneurship education in their daily routines and the practical implementation of the subject seems quite limited. According to the responses, the students adopted an active role in lessons but the teachers acknowledged difficulties in evaluating the outcomes and the learning results (Matlay, 2008; Fayolle, Gailly & Lassas-Clerc, 2006; Draycott, Rae & Vause, 2011). As such, the adoption of entrepreneurship in education may lead to professional vulnerability (Kelchtermans, 2005). However, the teachers referred to students' improved motivation or happier appearance rather than referring to attitudes, actual skills, or measurable abilities. This is in line with Perrotta (2015), who suggested that emotions mediate the adoption of educational innovations.

*Understanding: broader and narrower understanding*

It seems that UK, Spanish, and Finnish teachers' understanding of entrepreneurship education can be seen as rather limited. For many teachers, enterprising behavior was the main goal, instead of learning the general skills related to doing business or starting up businesses. The stated goals – like offering students their first contact with business start-ups, business projects, or business activity or offering real-life work skills – hint at “external entrepreneurship,” although this is not explicitly mentioned. Motivation seems to be built in different ways: Spanish teachers seem to understand the meaning of entrepreneurship education from the economic perspective of their society whereas Finnish and UK teachers put the emphasis on students' personal development and they stress the inner factors of learning, like motivation and self-esteem (Draycott et al., 2011; Fayolle et al., 2006). On the other hand, UK teachers emphasize the ways in which entrepreneurship education is integrated into daily teaching.

### *Motivation: interpretations of motivation*

Based on the analysis, Finnish teachers appear somewhat motivated and they have some ideas – although rather limited ones – about the aims and practices of entrepreneurship education. While Finnish teachers agree on the need for entrepreneurship education, it has not translated into personal commitment. This seems to be related to the school context. Perrotta (2015) suggested that educational culture may affect the adoption of educational reforms. It seems that the basis of motivation is largely based on bringing it in as separate, easy-to-use practice instead of being based on personal engagement with the subject. The low level of commitment may be related to the unwillingness to take on the more complex and time-consuming practices required to implement entrepreneurship education.

None of the UK teachers express their own feelings with respect to teaching entrepreneurship education. The teachers described the aims, practices, and outcomes in such a way as to suggest that they were not part of the process themselves. It is as if the teachers were only delivering the tools to their students and not participating. There was only one expression of a teacher's feelings, where the students' success clearly improved the teacher's motivation. While UK teachers' behavior could be understood as an indication of cultural differences, it could also signal the low levels of UK teachers' commitment to the topic. This finding is very interesting as the UK teachers were successful in the

integration of entrepreneurship education into normal school work – could the implementation be successful without the teachers’ personal commitment?

Some Spanish teachers have found entrepreneurship education difficult and challenging but motivating. A few teachers expressed their motivation by saying that teaching entrepreneurship education has been a rewarding, satisfying, and enriching teaching experience. A few teachers also said that their work is valued by the management team or by the students. These findings seem promising as moral support is important for the emerging self-understanding, commitment, and motivation of teachers (Kelchtermans, 2005). At least half of the teachers reported that the students are highly motivated, more focused, and look happier. It can be assumed that students’ attitudes positively affect teachers’ work and motivation.

*Individual reflection: summarizing the data according to visions, practices, understanding, and motivation and drawing conclusions based on the teachers’ reflections*

On the basis of the analysis, we could say that since Finnish teachers have some ideas about the aims and practices of entrepreneurship education – there is some appearance of reflection. However, they only have a limited understanding of entrepreneurship education in broader contexts, such as strategies and curricula (e.g. Schwartz, 2006). Therefore, we could deduce that the teachers have developed some reflection on entrepreneurship education, although these reflections are not powerful enough to meaningfully strengthen practical entrepreneurship education. Finnish teachers seem likely to benefit from teacher training in many ways, including their knowledge about the concept and skills, and their personal relationship with the issue.

In the UK, the teachers implement entrepreneurship education in many different ways and the different aspects of the subject are well presented. It is hard to find any indication of individual reflection because the teachers do not refer to themselves. None of them mentioned that they have reflected their teaching. Many teachers stated that they implement entrepreneurship education through programs that are included in either the school curriculum or the national curriculum. This is in line with Edelman et al. (2008). Thus, the teachers’ activities are not triggered by personal commitment but rather by external motivation and argumentation. However, this situation creates a good starting point for furthering entrepreneurship education in the UK.

In Spain, most teachers lean on the schools' entrepreneurship education related project, which is part of the school curriculum. Following Kelchtermans (2005), political support is vital for the teacher to maintain his or her professional identity. However, the broader context does not emerge from the responses. The reflection process seems to have started: Teachers indicate that teaching entrepreneurship education has been difficult and a personal challenge. The adoption of innovation (Perrotta, 2015) requires the teacher to engage in a learning process. In line with this, some teachers express that they have learned something during the teaching process; one teacher even noticed the need to improve many things, like evaluation, and another said that his approach to teaching has changed. Overall, the teachers described the whole teaching process in a positive way.

## DISCUSSION

This paper has highlighted the role of teachers' commitment to entrepreneurship education practices. In the European context, the development of entrepreneurship education is increasing in complexity. The policy-level aims and objectives at the EU and national levels are developing fast and setting expectations for the educational system. At the same time, the development in individual countries seems to be versatile. The adoption of entrepreneurship education in schools takes different routes and understanding these differences may be vital for the further promotion of entrepreneurship education.

The analysis of teachers from three different countries illustrates the different approaches to commitment well. It seems that in Finland entrepreneurship education practices take the form of "add-ons" that only require some commitment from the teachers, and the introduction of challenging and more complex approaches would cause difficulties. The motivation of Finnish teachers seems rather superficial and they seem to lack a personal relationship with entrepreneurship. As a result, teachers' ability to reflect upon their roles regarding entrepreneurship education seems modest. In Spain the teachers reported externally produced models. While it may not be the optimum way to build a personal relationship with the issue for teachers, good results and organizational backing seem to support the formation of commitment among the Spanish teachers. As a result, Spanish teachers seem motivated regarding entrepreneurship education, through both good results and their school's curriculum. Finally, in the UK the teachers reported entrepreneurship education to take place in normal school work, which may be the most effective way to promote the development of enterprising

behavior. Surprisingly, the UK teachers' personal motivation for entrepreneurship education seems vague and unattached. It seems that the external source of motivation is not enough for UK teachers to become committed to entrepreneurship education.

Building on the work of Kelchtermans (2005), Perrotta (2015), Shulman and Shulman (2004), and Seikkula-Leino et al. (2010), we suggest that teacher commitment to entrepreneurship education is obstructed in many ways. In overall, it seems that teachers have difficulties in explicating their aims for entrepreneurship education. As such, the phenomenon seems distant and teachers' personal attachment to it may remain low. We suggest that the measures to support policy-level objectives are not targeted correctly or cannot reach the schools and teachers that need them.

On the basis of our study we conclude that the development of expectations for entrepreneurship education has been faster than the development of teacher commitment. This is an important result as the introduction of more sophisticated and complex approaches to entrepreneurship education requires skillful and committed teachers as facilitators. Our results suggest that teacher training on entrepreneurship education should be developed further. In essence, the teachers' knowledge of entrepreneurship education, reflection upon it, and, finally, commitment to it can be assisted through training programs (Ruskovaara & Pihkala, 2014). Enhancing entrepreneurship education is the central focus in the development of social and economic well-being (Seikkula-Leino, Ruskovaara, Hannula, & Saarivirta, 2012; Johansen, 2014). We argue that since learner-centered education has been in focus in the past decades, teachers could strengthen their role as learners to meaningfully develop education. As Shulman and Shulman (2004), Schwartz (2006), Kelchtermans (2005), and Westbury et al. (2005) argue, educational reforms depend on teachers' learning and personal commitment.

As with any study, this study also has some limitations. The data was only collected from a few schools and it does not necessarily represent the prevalent situation in all three countries. Moreover, the respondents had participated in entrepreneurship education-related development projects. Therefore, the respondents may be more experienced and interested in entrepreneurship education compared to their peers.

## CONCLUSIONS

In this study, we aimed at creating new understanding of teachers' ability to commit to entrepreneurship education. We especially targeted highlighting the role of teachers' commitment to

entrepreneurship education practices, namely aims, implementation and outcomes of entrepreneurship education. Based on these, we constructed the following research question: How is teachers' commitment reflected in their entrepreneurship education practices?

Our study supports Kelchtermans' (2005) findings that claim that teachers' sense of identity is a key in challenging renewal processes. Furthermore, our findings are in line with Perrotta's (2015) study where he suggested that educational cultures, policies, rationality and emotional dimensions are crucial when adopting new approaches (innovations in his study). Additionally, our study creates new understanding of teachers' commitment and their aims to entrepreneurship education, bringing new depth to Kelchtermans' (2005), Perrotta's (2015) and Shulman & Shulman's (2004) findings. For example, teachers look as if they did not have personal connection to entrepreneurship education and they found the theme distant. Furthermore, teachers have difficulties in explaining their aims for entrepreneurship education. If that is the case, it is no wonder that the policy level objectives are not necessarily met as teachers have not set any objectives for entrepreneurship education. Therefore, we argue that teachers need activating and engaging tools and methods to be involved to take part in development of entrepreneurship education, and especially, to become target oriented entrepreneurship educators. Furthermore, based on our findings, we would challenge teacher training to develop: teachers need support to understand, reflect upon and commit to entrepreneurship education. Additionally, based on Leffler and Svedberg's (2005) study, this could mean that teachers' better understanding of entrepreneurship education could lead to utilizing more challenging entrepreneurship education practices. This supports Ruskovaara & Pihkala's (2014) findings about the importance of teacher training.

This is the first study of teachers' ability to commit to entrepreneurship education with a multi-national data setting. Therefore, our findings of similarities and differences between Finnish, UK and Spanish teachers are of novelty value. For example, Finnish teachers name students' enterprising behavior as an aim for their entrepreneurship education, whereas their colleagues from the UK highlight the importance of students' employability skills. Interestingly, Spanish teachers seem to be the most business oriented in their practices. Furthermore, in Finland, separate projects seem to gain ground, whereas in UK entrepreneurship education seem to be well embedded in everyday teaching. Finally, in Spain, mini-company projects appear to be very popular. We found it also interesting that Finnish teachers "outsource" themselves from the aims of entrepreneurship education, whereas their colleagues from the UK "outsource" themselves from reflecting their teaching.

Our study implies a need for further research. For example, it would be interesting to continue with a more in-depth analysis on entrepreneurship education practices in these countries. Additionally,

broadening the data setting with new countries could open interesting possibilities to categorize, compare and, finally, deepen our understanding of the phenomenon of entrepreneurship education globally. Also, multi-national studies about the motives behind the decision-making processes about how entrepreneurship education is developed, could be of interest. Furthermore, it would be worth studying the impact of teacher training and to understand what especially is needed in the field of teacher education.

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