

Freedom, sculptor: Zenos Frudakis
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Summary

ENTREPRENEURSHIP

and Education for Sustainable Development in Schools and Colleges

The World Needs Creative Entrepreneurs

Today, we live as though there were three planets. Knowledge and capacity are needed for schools and communities to be able to live in accordance with what the earth can withstand.

Throughout ones education, from preschool through college, entrepreneurship is held up as a fundamental skill. At the same time, sustainable development is emphasized as an overarching perspective of all education. Stimulating entrepreneurship is welcome, but there are also shortcomings to be addressed.

I mean that the link between innovations and entrepreneurship, and the need for solutions to problems that are encountered in a troubled nature must be both clear and concrete

This report, *Entrepreneurship and Sustainable Development in Schools and Colleges*, will show opportunities in education that help youth to develop the knowledge and ability to see the major global challenges, and through initiative and creative actions contribute to sustainable development.

Solna, March 2012



Håkan Wirtén
Secretary General

This is a summary.

The complete report is available at www.wwf.se

1. Foreword

This is a shortened version of the report, *Entrepreneurship and Sustainable Development in Schools and Colleges* (2012). This report can be downloaded in its entirety at the website of the World Wildlife Fund. WWF extends its appreciation to all those who in some way contributed to the realization of this investigation.

2. Background

During 2011, major reforms were made in the Swedish school, including a new education law, new curricula, a new high school, a new grading scale and a change in teacher education.

Also new is that entrepreneurialism shall infuse the entire educational system. This was confirmed by the government in *Strategy for Entrepreneurialism in Education* (2009). The aim is that the foundation for entrepreneurialism is to be laid in the elementary school by stimulating students' curiosity and confidence. In the new high school and during post-high school education, greater emphasis will be placed on knowledge about starting and running businesses. ¹ "At the college-level, entrepreneurial education can be about the study of the entrepreneurial process and how to establish a company in the market. At the same time, the UN has declared 2005-2014 the decade of education for sustainable development. The world's governments are challenged to integrate sustainable development into all levels of education.

Sweden acts nationally and globally for sustainable growth. In November 2011, the government announced a Future Commission on Global Challenges. On May 16, 2011 several ministers in the civil government wrote in the DN-debate that "Sweden can contribute to a new vision for a sustainable world." ² The government has taken the initiative to develop a national innovation strategy till 2020. ³ The Swedish Minister for International Development, Gunilla Carlsson, sits on the high-level committee on global sustainability established by UN Secretary General Ban Ki-moon prior to the 2012 environmental summit in Rio. ⁴ As an EU member, Sweden is for Europe 2020 - Europe's common growth and employment strategy; in "Smart and sustainable growth for all"⁵ in which "smart and sustainable development for all" is discussed.

¹ <http://www.regeringen.se/sb/d/11359/a/126909> (Retrieved 2011-10-01)

² <http://www.regeringen.se/sb/d/14206/a/168528> (Retrieved 2011-11-09)

³ <http://www.regeringen.se/sb/d/14440/a/161379> (Retrieved 2011-11-09)

⁴ <http://www.regeringen.se/sb/d/14184/a/180903> (Retrieved 2011-11-25)

⁵ <http://www.regeringen.se/sb/d/2504> (Retrieved 2011-11-09)

3. Purpose and Questions

The purpose of this study was to provide a picture of if and how entrepreneurship and sustainable development can be combined in the education system. WWF believes that learning that combines entrepreneurship and sustainable development creates the foundation for the creativity, proactivity and ability needed to meet future challenges, which leads to a minimized ecological footprint. One aim has also been to clarify concepts and identify interesting examples of schools and educational programmes that have intertwined entrepreneurship, innovation and education for sustainable development. The inquiry provides WWF support for efforts to strengthen the link between entrepreneurship and education for sustainable development in the education system.

To achieve these goals, the report has sought to answer the following questions:

- To what extent are entrepreneurship, innovation and sustainable development included in governing documents and do these governing documents provide support for combining entrepreneurship and education for sustainable development? What is the status at the college and university levels?
- What financial investments are being made in entrepreneurship, innovation and education for sustainable development in the education system, and how do these investments affect the work?
- What initiatives and activities have been taken so far in the education sector that combine entrepreneurship, innovation and education for sustainable development?

Projects that have been ongoing, completed or initiated in 2011, that combine entrepreneurship, innovation and education for sustainable development have been identified and a number of good examples have been selected. The inventory was limited to large metropolitan areas: Stockholm, Gothenburg and Malmö. The study has drawn conclusions about factors that may contribute to success in combining entrepreneurship, innovation and sustainable development. Recommendations put forward measures that practitioners in the Swedish education system should adopt.

4. Methodology

The Swedish National Agency for Education notes in *Entrepreneurship in School - a Survey (2009)* that "A basic requirement for working with entrepreneurship is that the concept is known. It is entirely possible that an activity can be characterized by an entrepreneurial approach without being characterized as such."¹ The survey also indicates that when concepts are explained many schools report that this stimulates creativity, collaboration and problem solving skills.

The Agency's survey highlights the difficulty of assessing which schools combine entrepreneurship and sustainable development. In this study, the schools' responses have been interpreted and the schools have since been divided into three groups: schools that combine entrepreneurship and sustainable development, schools that do this to some degree, and schools that do not make this connection.

This survey has chosen to select schools and organizations based on the Agency's support for school principals and organizations that focus on entrepreneurship in schools,

¹ <http://fssc.se/>, <http://www.skolverket.se/publikationer?id=2392> (Retrieved 2011-09-30)

and on the National Agency for Education Award for Sustainable Development. In making this selection of colleges and universities, the investigation began with the report *Survey of Training in Entrepreneurship and Innovation* conducted by the National Agency on behalf of the 2009 government. Even at the university level, the concept of entrepreneurship is interpreted in different ways, but the Agency has assumed the government's broader definition and allowed the universities to describe their activities based on how they themselves define entrepreneurship and innovation.¹

The survey sample is not representative, partly because the sample is small and partly because the schools, programs and organizations in particular have attracted the attention of the National Agency for Education and the National Agency for Higher Education for their work on entrepreneurship and sustainable development.

The criteria for a school / course of study to be included as an example of a school / course of study that combines entrepreneurship and sustainable development are as follows:

- The work of entrepreneurship shall have a sustainability perspective and teaching sustainable development should be entrepreneurial.
- The development of expertise should encourage taking on sustainability challenges which can lead to a reduced ecological footprint.
- In entrepreneurial teaching, the teacher is regarded as a guide, coach and facilitator.
- Teaching shall be interdisciplinary and reality-based.
- Efforts to combine entrepreneurship and sustainable development are schoolwide.

5. Central and Controversial Concepts

The National Agency for Education talks about a broader and a narrower definition of entrepreneurship. Under the broader definition, entrepreneurship in schools is a pedagogical approach in the classroom, where entrepreneurial skills such as taking responsibility, seeing opportunities, taking initiative and turning ideas into action to are developed and stimulated, but it is also about developing self-reliance, creativity and teamwork. Under the narrower definition, entrepreneurship is about starting and running a businesses.² In entrepreneurship students are seen as active, searching, responsible and full of initiative.³

Entrepreneurship is a multifaceted concept with both positive and negative meanings. Bengt Johannisson, professor of entrepreneurship, in the article, *The Swedish schools' agonies about the challenges of entrepreneurship*, analysed the criticism regarding entrepreneurship. Entrepreneurship is, by some, linked to capitalism, which schools should not condone. Other critics argue that entrepreneurship is a threat to the schools' core mission, that of education. Further criticism about entrepreneurship in schools is that it is a passing trend.⁴ Bengt Johannisson believes that teacher

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<http://www.hsv.se/download/18.3b7dc9e51254f547e147ffe2422/0933R.pdf#search='entrepren%C3%B6rska p', s. 8> (Retrieved 2011-10-05)

² Konferens Entreprenöriellt lärande och entreprenörskap i skolan. Skolverket. Stockholm 2010-11-23 Skapa och väga. Om entreprenörskap i skolan, s. 12 f (2010). Skolverket

³ *Skapa och väga. Om entreprenörskap i skolan*, s. 62 (2010). Skolverket

⁴ *Ibid*, s. 25 (2010). Skolverket

education leaves teachers without support on the issue of how to implement entrepreneurship in schools.¹

The definition of sustainable development is based on the Brundtland Report (1987). It describes sustainable development as "development that meets present needs without compromising future generations' ability to meet their own needs." Sustainable development is considered as an interaction between social, ecological and economic sustainability. Education for sustainable development, according to the National Agency for Education, is an approach that aims to give students and adults hands-on tools to make informed choices that are sustainable for our future. / ... / Teaching for sustainable development should be conducted in a manner that prepares students for active participation in society and develops their ability to take personal responsibility.²

Education for sustainable development is perceived as difficult, partly because of its interdisciplinary character. The focus on sustainable development in the 2000s has led to mixed results, due in part to the magnitude of what it takes to develop expertise in this area. Ingela Bursjö's research shows that many teachers believe that sustainable development is complex and requires taking a political stance which they are not willing to do. That instruction must include both entrepreneurship and sustainable development can be experienced as a major challenge by teachers because these are new formulations in the curricula as of the fall of 2011.³

Peder Sandahl, former director of The Global School, believes that education for sustainable development and entrepreneurship should be connected, and broken down on a concrete level.⁴ Per-Olov Ottoson, Head of Education for the National Agency for Education, believes that education for sustainable development must never be an isolated area, but stressed that "The connection between entrepreneurship and entrepreneurial teaching is logical!"⁵

6. Entrepreneurship and Teaching for Sustainable Development in Governing Documents

Policy documents in primary, secondary and higher education have been reviewed based on what they say about entrepreneurship and sustainable development. The conclusion is that education for sustainable development and entrepreneurship should permeate the entire field of education.

Education for sustainable development has been integrated in the national curriculum: in the old Education Act § 2, there was a formulation regarding the environment that was removed in the new Education Act. In the new Education Act § 5 there is text with a focus

¹ http://www.svensktnaringsliv.se/fragor/entreprenorskap_i_skolan/entreprenorskap-i-skolan-fortfarande-svagt-forankrat_121974.html?utm_source=newsletter&utm_medium=email&utm_content=2010-12-10&utm_campaign=nfskola, publicerad 2010-12-09 (Retrieved 2011-09-29)

² [Http://www.skolverket.se/skolutveckling/hallbar_utveckling/larande-for-hallbar-utveckling-1.98120](http://www.skolverket.se/skolutveckling/hallbar_utveckling/larande-for-hallbar-utveckling-1.98120) (Retrieved 2012-03-04)

³ Ingela Bursjö, lärare och doktorand, Göteborgs Universitet, *Lärares formande av en yrkesidentitet relaterad till hållbar utveckling* (licentiatavhandling). 2011-10-19. E-post 2011-11-23

⁴ Peder Sandahl, tidigare verksamhetsledare på Den Globala Skolan. Telefonsamtal, 2011-12-12

⁵ Per-Olov Ottoson, Skolverket, om nya skolreformerna och hållbar utveckling inom skolan, seminariet "Globalt lärande – bidrag till skolors måluppfyllelse", SIDA den 5-6 maj 2011. Power Point presentation <http://www.programkontoret.se/sv/Den-globala-skolan/Material/>

on democracy and human rights.¹ The formulation of sustainable development has been strengthened in the new curricula for primary and secondary schools, in which "should" has been replaced with "shall.": "Education shall show how society and our way of life and work can be adapted to create sustainable development".² Issues of sustainable development are also central to several subjects in primary school.³ The graduation goals for almost all programs in secondary schools refer to sustainable development, as do the subject plans.⁴ In secondary schools there are courses on the topic sustainable society. However, no mention of sustainability is made on the topic of entrepreneurship.⁵

At the university and college levels it is stated in the Rules of Higher Education (*högskolelagen*) Act § 5 as follows: "Universities shall in their activities promote sustainable development so that present and future generations are ensured a healthy and sound environment, economic and social welfare and justice." The objectives of a degree in teaching also include a statement about sustainable development.⁶

Entrepreneurship is evident in the primary and secondary national curricula: the new Education Act, § 4, states that, "The instruction also aims to cooperate with parents to promote children's and pupils' overall personal development into active, creative, skilled and responsible individuals."⁷ An entrepreneurial approach is even found in primary and secondary school curricula, as well as in the elementary school curriculum.⁸

Entrepreneurship exists in all of the objectives for a high school degree. In college preparatory programs the broader definition is used, while the narrower definition of starting a business is used in vocational programs. In some subject plans, entrepreneurship is mentioned and, in vocational programs, high school work can be adapted so that pupils can test their skills in a business-like setting.⁹ Entrepreneurship is a subject categorized with the Hotel and Tourism; Business and Administration; Handicraft and Natural Resources Programmes, but in other programmes, it is advanced study. In the Economics Programme, where the focus is economics, courses are offered on business and entrepreneurship.¹⁰

In the book *High School in 2011*, the Agency makes a link between entrepreneurship and sustainable development. In the chapter on society, it states: "The topic entrepreneurship is included in <fen>. In the Social Science Programme, the focus might be on social entrepreneurship, for example to launch and operate a community-based programme where the driving force, in the first place, is to contribute to a better society."¹¹

¹ <http://www.riksdagen.se/webbnav/index.aspx?nid=3911&bet=2010:800#K4> (Retrieved 2011-10-01)

² Lpo94, SKOLFS:1, s. 6, <http://www.skolverket.se/publikationer?id=2575>, s. 9 (Retrieved 2011-10-01), Lpo94, SKOLFS:1, s. 6, <http://www.skolverket.se/publikationer?id=2575>, s. 9 (Retrieved 2011-10-01)

³ http://www.programkontoret.se/Global/program/denglobalaskolan/DGS_styrdokument_inkl%20ws1.pdf (Retrieved 2011-10-03)

⁴ <http://www.skolverket.se/publikationer?id=2705> (Retrieved 2011-10-05)

⁵ <http://www.skolverket.se/publikationer?id=2705> (Retrieved 2011-10-05), *Gymnasieskola 2011*, Skolverket, s.14f.

⁶ <http://www.hsv.se/reglerochtillsyn/lagarochregler/hogskolelagen.4.539a949110f3d5914ec800062716.html> (Retrieved 2011-10-07)

⁷ <http://www.riksdagen.se/webbnav/index.aspx?nid=3911&bet=2010:800#K4> (Retrieved 2011-10-11)

⁸ <http://www.skolverket.se/publikationer?id=2575>, s.9 (Retrieved 2011-10-04), <http://www.skolverket.se/publikationer?id=2705> (Retrieved 2012-03-22)

⁹ <http://www.skolverket.se/publikationer?id=2705> (Retrieved 2012-03-22), <http://www.skolverket.se/publikationer?id=2597> (Retrieved 2012-03-22)

¹⁰ <http://www.skolverket.se/publikationer?id=2705> (Retrieved 2012-03-22),

¹¹ *Gymnasieskola 2011*, s. 267

In the rules for Higher Education, as in the degree objective for the new teacher education programme, text on entrepreneurship is missing.

7. Financial Support for Entrepreneurship

Significantly more efforts are being made regarding entrepreneurship and innovation in relation to education for sustainable development in the education system. At primary and secondary school levels, the National Agency offers school administrators and organizations the opportunity to apply for financial assistance to develop entrepreneurship in schools. The application lacks a requirement for a sustainability perspective. Schools can seek to be designated as a School for Sustainable Development, however without financial support. In the Government's appropriation to the National Agency for Education 2011, there is no mention of sustainable development. The appropriation for 2012 states, however, that the National Agency shall report the extent to which the work has benefited from the international work on education for sustainable development.¹ Until 2008, the then Agency for School Improvement received more support for sustainable development, which meant that they could play more of a consultative role with kindergartens and schools.²

In the Government's appropriation letter to the National Agency for 2011 and 2012, it is clear that the Agency is to stimulate work on entrepreneurship in schools. In 2011, 28.5 million kronor were budgeted for this purpose, and for 2012 the amount was 24.5 million kronor. Of these funds, 7 000 000 kronor is allocated annually to Young Enterprise.³ At the regional level, in Skåne and Gothenburg, entrepreneurship is being supported with support from the EU, among others.

At the university level, the government granted funds to eight universities in November 2009 to build innovation offices for the purpose of commercializing research results.⁴ In 2009, the government decided to support cutting-edge programs in entrepreneurship at Chalmers / Göteborg University, and at Lund University.⁵ Universities and colleges primarily finance their operations through government funding, but can also obtain external funding. Mats Lundqvist at Chalmers University of Technology notes that there is consensus that sustainable solutions are needed to solve global challenges and the insight that there is big money to be made in their development.⁶

¹ http://www.skolverket.se/polopoly_fs/1.165963!Menu/article/attachment/Regleringsbrev2012.pdf (Retrieved 2012-02-08)

² Per-Olov Ottosson, undervisningsråd på Skolverket, telefonsamtal 2011-11-18

³ <http://esv.se/Verktyg--stod/Statsliggaren/Regleringsbrev/?RBID=13676> (Retrieved 2011-10-22), http://www.skolverket.se/polopoly_fs/1.165963!Menu/article/attachment/Regleringsbrev2012.pdf (Retrieved 2012-02-08)

⁴ <http://www.regeringen.se/sb/d/11327/a/135235> (Retrieved 2012-02-08)

⁵ <http://www.regeringen.se/sb/d/11322/a/128126> (Retrieved 2012-02-08)

⁶ Mats Lundqvist, PhD, ansvarig för Chalmers Entreprenörskapsskola, mats.lundqvist@chalmers.se. Personlig intervju 2011-12-01

8. Entrepreneurship within OECD and on the Nordic and European Levels

The focus on entrepreneurship in schools is not just happening in Sweden. OECD, the Organisation for Economic Co-operation and Development, has advocated for the promotion of entrepreneurship in society for two decades. The Nordic Council of Ministers will present the report *Creativity, Innovation and Entrepreneurship in the Nordic Education Systems (2011)* with results showing that the globalized world economy creates opportunities and calls for new skills. Education systems that develop young people's ability to be creative and think of innovative solutions to society's problems is one of the most important prerequisites for the Nordic countries to remain competitive. There are, however, a number of obstacles in the implementation of entrepreneurship in schools. Traditional teaching is valued higher in international assessments and it is difficult to engage teachers as long as the goal of developing students' entrepreneurial skills is not part of their education.¹

9. Are Entrepreneurship and Sustainable Development combined in the Education System?

In WWF's survey, about a third of elementary and secondary schools responded yes to the question of combining entrepreneurship and sustainable development, while a third of the schools are doing it to some extent, and one third answered no.

In the new teacher education in Stockholm, Gothenburg and Malmö, there is currently no requirement that all student teachers be trained in entrepreneurship and sustainable development. This can be compared with teacher education programs in Denmark and Norway where they have chosen to include entrepreneurship in their teacher education programmes².

At the university and college levels, a majority of the programs and initiatives on entrepreneurship have a sustainability perspective. In Stockholm, entrepreneurship and sustainable development are combined in all the institutions mentioned in the report: KTH, Stockholm University, Stockholm School of Entrepreneurship, Karolinska Institute, Stockholm School of Economics, and the art schools. However, the inquiry was limited to programs identified in the report; not all the universities were reviewed. In the top programmes at Chalmers/Gothenburg University and Lund University, the sustainability perspective is clear. Most of the initiatives at Lund University have a sustainability perspective and there is an ongoing commitment to social entrepreneurship at Malmö University.

10. Analysis and Reflections

In summary, in the governing documents for elementary and secondary school, there is support for working with entrepreneurship and sustainable development; there is

¹ <http://www.norden.org/sv/publikationer/publikationer/2011-706>

² Skapa och väga. Om entreprenörskap i skolan, s. 7 (2010). Skolverket, s. 61

even room for combining these perspectives. The government contends that the curriculum for secondary schools contains a requirement that entrepreneurship and sustainable development be included in the teaching which ensures that both perspectives are included.¹ However, the emphasis is on entrepreneurship and the combination of sustainability combined with entrepreneurship is not emphasized.

The study shows that, in primary and secondary schools as well as in organizations, universities and colleges, there are examples of both practitioners who combine entrepreneurship, innovation and sustainable development and those who do not.

What factors, on the individual, group and community levels, can contribute to the success of the process of combining entrepreneurship and sustainable development?

In this study there are several examples of initiatives that combine entrepreneurship and sustainable development that have been taken on the individual level, often by "enthusiasts" with a personal interest and links to industry. These individuals have acquired training in the field of entrepreneurship and education for sustainable development. Encouragement and support from school leadership, colleagues, or from the personal sphere, play an important role. At the same time, the organization will become vulnerable if capacity is concentrated in a few people. The role of school leadership and the school's structure for development-related work is a prerequisite regarding interdisciplinary and pedagogically challenging endeavours, which was also clear in WWF's *School on a Sustainable Path*.²

There is a clear teacher mandate at the group level, in which all teachers are expected to participate in a significant joint effort. Collaboration is important because the necessary skills are multi-disciplinary. Primary and secondary schools can learn from colleges where students from different disciplines come together in a creative environment.

On a societal level, regional and municipal support are important. In the Gothenburg and Malmö regions multiple investments in entrepreneurship have been made, often supported by the EU. In Stockholm, school development is conducted in a more decentralized manner. At the local level, municipalities can play an important role in the focus on entrepreneurship and sustainable development in schools. In its 2009 report, the Agency for Education notes that good examples are often created in collaboration with the local labour markets and that an entrepreneurial climate in the region is essential for success. The business sector can also inspire; the textile and clothing industries in Älvsborg, according to UF in that region, contributed to environmental awareness. On a societal influence, political priorities, policy documents relating to education, and providing access to financial assistance, such as the National Agency for the design of government grant application for the development of entrepreneurship in schools.

The reason schools do not combine entrepreneurship and sustainable development include, among other things, a focus on other school reforms and personnel changes. Others believe that the combination of entrepreneurship and sustainable development is obvious. In higher education, the argument is that entrepreneurship and innovation must have a sustainability perspective to be financially sustainable and that this attracts investors.

The study validates to a certain degree the impression that entrepreneurship in schools has not taken hold and that education for sustainable development is difficult to

¹ Jan Schierbeck, Utbildningsdepartementet. E-post 2012-02-07

² www.wwf.se/source.php/1365091/WWF%20%20Skola%20slutversion.pdf

implement.¹ Although the terms are controversial, the investigation's interviews show that there is a belief that the entrepreneurial approach has positive effects. Students think and act sustainably and contribute to a "better world". Collaboration also creates a holistic worldview in the students.

11. WWF's Recommendations for Practitioners in the Educational System

The Government's national and global commitment to entrepreneurship and sustainable development should be reflected in the focus on entrepreneurship in the entire education system. The larger visions can more easily be achieved if the Swedish education system prepares children and young people for global challenges. WWF welcomes the Government's strategy on entrepreneurship, but maintains that entrepreneurship cannot be operated without a sustainability perspective. WWF also believes that entrepreneurial skills are needed to tackle global challenges.

This means that the government's strategy on entrepreneurship in schools should have a sustainability perspective. Furthermore, implementation of entrepreneurship and sustainable development in schools must require that teachers receive information, skills development and broad support. WWF urges managers to convert the wording of curricula into action plans by the government immediately producing a strategy for how education for sustainable development, from preschool through high school, can be realized. Here, entrepreneurship and entrepreneurial teaching shall be woven in. The concepts must be broken down and concretised. Teachers need practical tools to teach. It is high time to speed up work at home! WWF proposes the following initiatives be included in this plan:

Invest in skill development! Both entrepreneurship and education for sustainable development cannot be limited to a certain subject. Teachers and school leaders need training. Complex concepts are involved and there is great need for teachers to work together and even strive to collaborate with higher education and industry..

Examine teacher education! The Government should assign the National Agency for Education the task of ensuring that newly graduated teachers are well-versed with goals, approaches, knowledge and educational challenges. The interdisciplinary approaches in higher education are considered very fertile and should, to a high degree, bear fruit even in primary and secondary schools.

Challenge and encourage increased collaboration between education, industry and society! In the business sector, issues of ecological and social responsibility are often prioritized. Multidisciplinary work is neglected resulting in development on parallel tracks. Collaboration is a prerequisite for sustainable development. Therefore, educational issues cannot be handled separately and should be lifted into the development at all levels.

¹ Ingela Bursjö, *Lärares formande av en yrkesidentitet relaterad till hållbar utveckling* (licentiatavhandling). 2011-10-19

Support projects that include both entrepreneurship and teaching for sustainable development! Entrepreneurship and sustainable development are mutually reinforcing and essential for success.

Follow-up, evaluate! Give the National Agency for Higher Education and the Schools Inspectorate the mandate to ask for work in entrepreneurship and sustainable development. There is a lot to capture for discussion within the broader community and to give legitimacy to this work which is sometimes driven by "enthusiasts".

Research and participate in the process! Significant investments are being made in teaching and education research. It is also important that research findings are brought back and translated into policies and development.

To succeed in reducing the pressure on our planet and convert to a sustainable society, sustainability should be fundamental in all entrepreneurial initiatives. Sweden has much to gain by combining entrepreneurship and sustainable development in the school realm.

12. Conclusion

Entrepreneurship is often justified by the fact that, in order to maintain competitiveness in a globalized world economy, we need entrepreneurial people with the ability to be creative and innovative. Entrepreneurial individuals are also needed to address global environmental and social challenges. WWF believes that these goals and objectives should be reconciled. The Government's strategy for entrepreneurship education should include a sustainability perspective. This requires a clear strategy and implementation sequence. We believe that the combination of entrepreneurship and sustainable development motivates and encourages both teachers and students to work in an interdisciplinary and reality-based way to create a more holistic worldview among students. Entrepreneurial learning requires and contributes to strong subject knowledge.

We believe that young people perceive their own momentum and grow through the realization that they can change and influence. They can contribute to a better world and the school may be a facilitator. To achieve this objective, teachers need information, training and support from various stakeholders in education and society. Teachers also need time for collaboration with colleagues as entrepreneurship and education for sustainable development require interdisciplinary cooperation. To contribute to sustainable development is a common concern for all of us and we need to work together to achieve real results. WWF is convinced that entrepreneurship cannot succeed without a sustainability perspective. We urge the government to proceed and forge a path for growth in which entrepreneurship and education for sustainable development are combined in the entire education system.

ENTREPRENEURSHIP and Education for Sustainable Development in Schools and Colleges

ALL ARE WINNERS

Several examples show benefits to students' motivation when entrepreneurship and sustainable development are combined.

ENTREPRENEURS ARE WANTED

In the Western world we live as if we have three planet Earths. Change of lifestyle as well as smart and efficient initiatives have to be realized for a good life within the boundary of what our planet can support.

GLOBAL EFFORT

Governments across the world have decided to focus on education to give students knowledge and skills to participate in developing solutions for the future.

SCHOOLS IMPORTANT ROLE

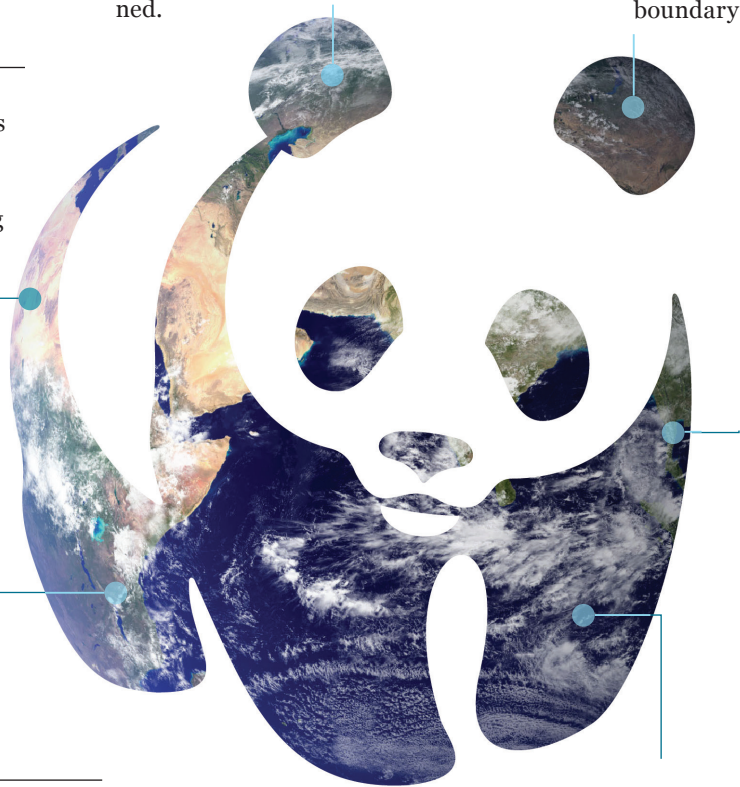
It's obvious that schools play a key role when society develops in sustainable direction.


EXAMPLE PARTILLE

Students are actively involved when the City center shall expand. This involves long term work where students meet many different stakeholders outside the classroom. Knowledge in different subjects is continuously challenged.

DIFFERENT COMPETENCIES

Entrepreneurship involves creativity, commitment and participation to solve problems with a holistic approach. One example is how to start and run a small scale business.



	<p>Why we are here To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.</p> <p>www.wwf.se</p>
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