

Promotion of Innovation and Entrepreneurship: Scandinavian Model

Statistics relative to education for entrepreneurship draw on responses to the questionnaire sent by the 'Polifonia' Project's Working Group 4 to European conservatoires in January 2013.

1) Education for Entrepreneurship

Promotion of innovation and entrepreneurship has been integrated by Scandinavian countries at every educational level.

Examples of Good Practice

- Sweden: since 2009, a reform process supports the development of entrepreneurship programs.
- Finland: promotion of entrepreneurship is included the development plan for education and research (2011-2016).
- Denmark: since 2001, there exists a public-private foundation for entrepreneurship in primary and secondary schools, and since 2004, the International Danish Entrepreneurship Academy (IDEA) for entrepreneurship fosters education in universities.
- Norway: the action plan «Entrepreneurship in Education and Training» 2009-2014 has been implemented from the primary school level through to higher education.

* Primary and Secondary Schools

In Scandinavian countries, entrepreneurship is taught from primary school on as a cross-curricular skill and not as a separate class.

Examples of Good Practice

- Sweden: in 2009, the National Agency for Education gave comprehensive support material to primary and secondary schools with examples on how to include entrepreneurship training in teaching. In 2012, schools were awarded grants to stimulate the development of entrepreneurial learning. Entrepreneurship is integrated in school curricula and examinations.
- Norway: entrepreneurship is integrated in the National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training.
- In secondary schools, entrepreneurship education is part of the compulsory subject 'Social Studies' and is included as well within many new optional subjects.

* Universities

Scandinavian universities systematically teach entrepreneurship in many different classes and create projects for students that include the development of an entrepreneurial mindset.

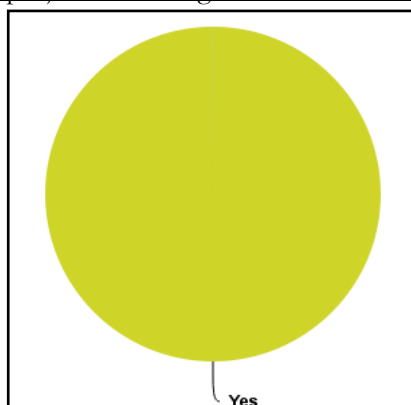
Example of Good Practice: Denmark

The IDEA organizes innovation camps where students, teachers and entrepreneurs can meet. In 2008, IDEA launched an international Master in Entrepreneurship Training with Danish and European universities.

* Conservatoires

All Conservatoires responding believe their region promotes the development of innovative and entrepreneurial projects in the higher education or cultural sector.

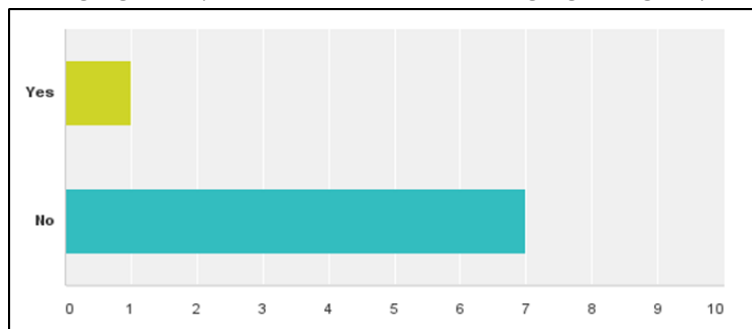
Does your country or region promote the development of innovative, entrepreneurial projects in the higher education or cultural sector?



2) Study of a foreign language

The study of a second language is obligatory in only 12,5% of the responding conservatoires. When it is the case, English, German, French and other language courses are available.

Language Study: are studies of a second language obligatory?

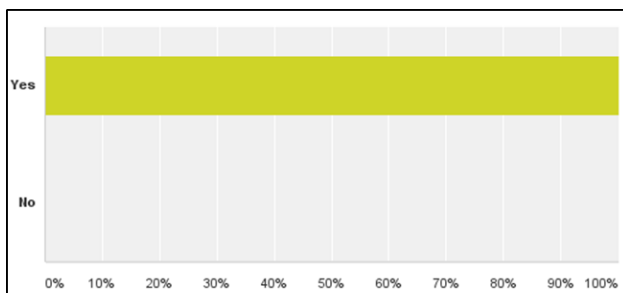


3) Entrepreneurial Training in Conservatoires

In general, courses are taught by music professors (86%), music professionals and university professors (57%). 43% have business managers in their educational team.

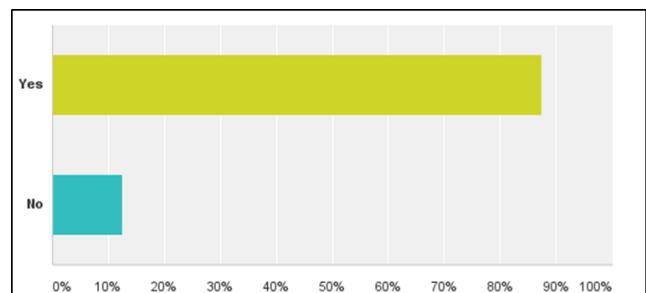
* Communication Skills

Written communication skills
(appropriate sensitivity, artistic and verbal skills to engage with diverse audiences)



Written: provided by all conservatoires, through writing of reflective journals (100%), reports (50%), program notes, theses. Bachelor (100%) and Master (75%) level.

Training in outreach/community engagement
(ability to engage through teaching, research, and performances with new and/or diverse audiences)

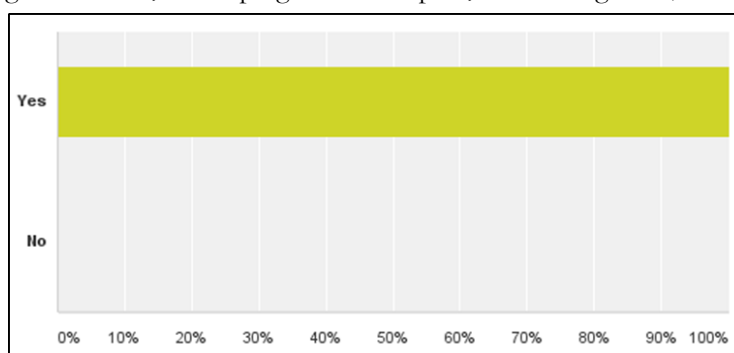


Oral (training in outreach and community engagement): provided by 87%. Courses mainly compulsory (57%). Bachelor (100%) and Master level (71%).

* Management and Business Skills

Provided by all the conservatoires through the development of a business plan, fundraising skills, marketing skills. Bachelor (100%) and Master (62%) level, for one semester on average.

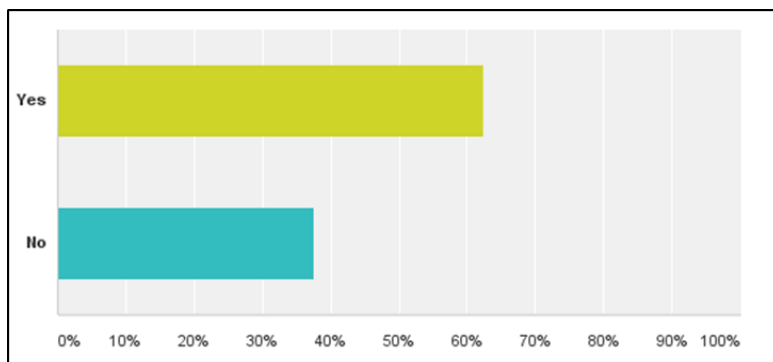
Generating, delivering and planning musical projects: project management and self-management skills, developing a business plan, fundraising skills; marketing skills



* Leadership Skills

Provided by 62%: to encourage students to initiate and take full responsibility for large scale projects (concerts, festivals...). Bachelor and Master level (100%).

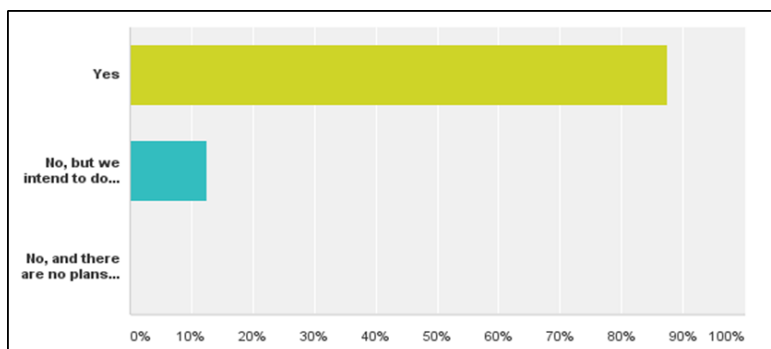
Leadership skills: are students asked to initiate and take full responsibility for larger scale projects, be they for performances, developing new audiences, etc.?



* Knowledge of the Business Sector

Provided by 87%. Compulsory classes for 86%. Bachelor (100%) and Master (71%) level. Courses titles include: «Entrepreneurship for Musicians» at the Royal College of Music in Stockholm or «Building a Professional Portfolio» at the Norwegian Academy of Music.

Knowledge of the professional sector: music & concert venues, cultural organisations, media...



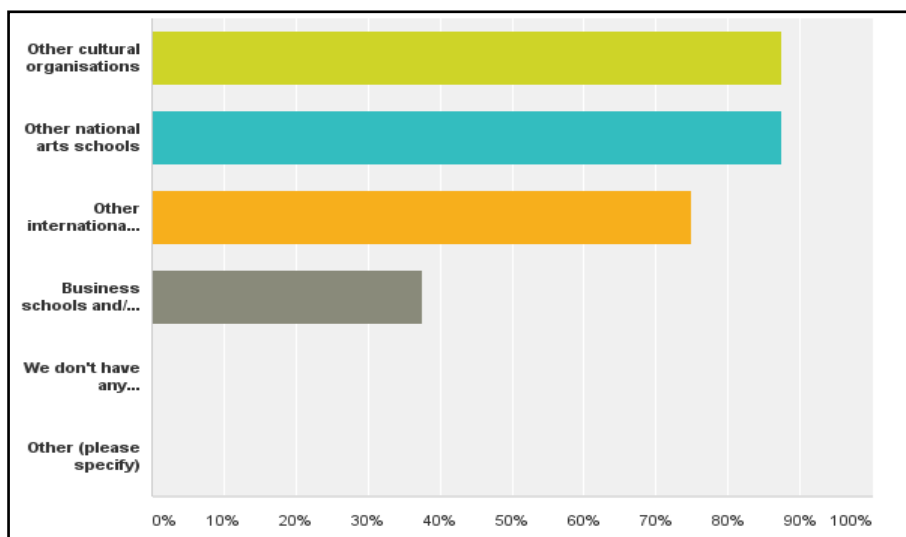
Example of Good Practice: Finland

At the Helsinki Conservatory of Music, students benefit from periods of apprenticeship in professional organizations.

4) Partnerships and Mentoring

* Scandinavian conservatoires have partnerships with:

- other cultural organizations: 87%
- other national art schools: 87%
- other international art schools: 75%
- business schools and/or the business sector: 37%



- * 62% of the conservatoires offer placement opportunities with external arts organizations.
- * 78% offer incentives to the development of entrepreneurial projects through technical assistance (75%) and financial incentives (50%).

Good practice: Finland

The Helsinki Conservatory of Music cooperates with the Ballet School of the National Opera and many professional orchestras.

5) National Funding for Culture

* **Public Funding:** in Scandinavian countries, strong support is given to the individual artist. This comes both from the State but also from the municipalities, so that decisions on cultural policy are taken as close to the citizens as possible, corresponding to devolution and decentralization.

* **Private Funding:** States are still very present, but Scandinavian public authorities increasingly expect cultural institutions to generate new sources of revenue or develop new funding sources.

* **Overall Trends**

Sweden:

- in 2011, 2 billion € was allotted in public funding for culture -> 44% from the central government, 15% from the regions, 40% from the municipalities.
- Culture as share of total central government spending: 2.60%
- In 2013, almost 1 billion € for culture from the central government, 8 million € of which for Umeå European Capital of Culture 2014 and 1 million € for the Creative Schools (whose aim is to strengthen cooperation between schools and professional cultural life and thus promote access for all children to culture and individual creativity).

Denmark:

- in 2012, 3 billion € in public funding was provided for culture -> 29% from the Ministry of Culture, 43% from the municipalities, 19% from the licensing fees and 5.5% from the profits of the national lottery.
- 13% for performing arts and music.

Norway:

- in 2010, 2 billion € in public funding was allocated for culture, including 45% from the central government, 5% from the regions, 50% from the municipalities.
- The government's Cultural Initiative includes a general increase in allocations in the government budget to art, culture and voluntary activity.

Finland:

- in 2013, 434 million € was allocated for culture in the government budget. A major role is played by municipalities.
- Culture represents 99% of total central government spending.