

Appendix 4: The Faroe Islands

Introduction

Entrepreneurship and innovation have increasingly become part of the education discourse, also in a Nordic context. This is due to the globalisation and pervasive societal changes (Moberg 2014). In the Nordic countries there is, in general, a great focus on implementing innovation and entrepreneurship in the education system to ensure that pupils and students acquire entrepreneurial competences. And with good reason!

Entrepreneurship education is an important factor in changing and developing society. Focusing on and aiming at obtaining more entrepreneurship education throughout the entire education system is based, among other things, on the economic belief that the Nordic countries need more entrepreneurs and innovative employees in order to increase job creation, new business ventures, and productivity. This is particularly urgent for outlying geographical areas and islands in the North.

Today the Nordic countries experience different socio-economic challenges, and the outlying geographical areas are especially marked by challenges such as lack of education possibilities and jobs, depopulation, and economic stagnation. This requires focus and a special effort.

This is particularly so in some Nordic islands who also experience a loss of high skilled labour as young people with high career ambitions leave the area and move to urban areas due to job shortage. Moreover, new companies and working places do not replace the ones that have disappeared and thus new jobs are not generated. One of the reasons could be said to be the lack of entrepreneurs and innovative employees.

Teaching children and young people the entrepreneurial skills during their education in local schools and educational institutions and supporting the local development of new business can help redress such challenges and stimulate economic growth in the local area.

The one-year pilot project, *Nordic Entrepreneurship Islands*, launched in November 2015, especially addresses the educational and new business venture challenges on seven selected islands. The project also addresses the opportunities and potentials arising from an increased focus on entrepreneurship education and start-up capital for student start-ups on the islands.

In order to define the opportunities and to forecast the potential development of entrepreneurship education and future potential candidates for receiving a student start-up Micro Grant, a mapping of the existing spread of entrepreneurship education at the upper secondary and tertiary education levels has been carried out on the seven islands. The entrepreneurial potential of each island is assessed on the basis of these results as well as other research.

The full entrepreneurial potential is viewed as the number of young people partaking in entrepreneurship education and the expected amount of new companies/jobs created as an outcome of implementing different initiatives. The objectives of enhancing pupils and students with entrepreneurial competences and start-up capital are based on the rationale of increasing societal creativity and ideation. The ambition is that, in the long term, new companies will emerge as a result of these initiatives and more students will obtain skills and competences that will enable them to create and establish new companies.

The quantitative objective is to ensure that young people at different educational levels will engage in entrepreneurship education at least once during their education. As a whole, the project is about enhancing the islands' market position internationally and contributing to a sustainable development, growth and jobs through young people who remain in the local area and start up new businesses.

Methodology and Structure of the report

This report maps the present situation in the Faroe Islands with regard to aspects concerning entrepreneurship education on three levels: the macro, the meso and the micro level. Moreover, a Micro Grant was awarded to a promising student start-up in the Faroe Islands.

In order to map the status of entrepreneurship education in the Faroe Islands, data were collected by means of surveys in the form of questionnaires to respondents on three levels of the "entrepreneurship education ecosystem".

The three levels are:

- Macro level: The national strategy for entrepreneurship education in the Faroe Islands.
- Meso level: The strategy for entrepreneurship & innovation of educational institutions.

- Micro level: The number of pupils and students participating in entrepreneurship education at upper secondary and tertiary level.

The report is divided into chapters according to the three levels and the Micro Grant. As a background for the mapping, demographic data provided by Nordregio concerning population changes and employment situation in the Faroe Islands are shortly discussed.⁹³

Definitions of entrepreneurship and entrepreneurship education

In Autumn 2010, the Danish Foundation for Entrepreneurship formulated a definition of entrepreneurship with the aim of applying and incorporating it in a variety of educational contexts and of accommodating both a commercial entrepreneurial approach and an educational and competence-based approach. In 2013, a definition of entrepreneurship education was formulated.⁹⁴

Entrepreneurship is defined in the following way: "Entrepreneurship is when actions take place on the basis of opportunities and good ideas, and these are translated into value for others. The value thus created can be of an economic, social or cultural nature." (FFE, 2011). This definition shows that the creation of value can take different forms and may thus include intrapreneurship, social enterprise, cultural innovation, etc.

Entrepreneurship education is defined as: "Content, methods and activities that support the development of motivation, competence and experience that make it possible to implement, manage and participate in value-added processes." (FFE, 2013).

Both definitions are used as a frame to define the questionnaires and course descriptions on the meso and micro levels and thus set the frame for the mapping of entrepreneurship education on the seven Nordic islands.

⁹³ <http://www.nordregio.se/> Nordregio is a leading Nordic research institute within the broad fields of regional development and urban planning.

⁹⁴ See www.ffe-ye.dk A Taxonomy of Entrepreneurship Education: Perspectives on goals, teaching and evaluation, 2015 for a detailed discussion of this.

Macro level

The Progression Model for Entrepreneurship Education Ecosystems in Europe from the European Commission (see Appendix A for further details) has served as inspiration for framing the data collection on the macro level. The model identifies four different stages in the development of a strategy for entrepreneurship education:

- Pre-strategy (based on individual initiative).
- Initial Strategy Development.
- Strategy Implementation, Consolidation & Development of Practice.
- Mainstreaming.

The model also identifies five key areas in which a development of practice takes place during the development and implementation of a national strategy for entrepreneurship education. The questionnaire for the macro level is built on these five key areas:

- Developing the national strategy framework.
- The role of local and regional authorities.
- Implementing entrepreneurship education.
- Teacher education and training.
- Engaging with businesses and private associations and organisations.

The project manager in the Faroe Islands completed the questionnaire in the course of 2016. Wherever necessary, the project manager received expert knowledge from relevant government officials and people with knowledge in the area.

Meso level

To map the meso level, which constitutes the link between the national strategy level and the implementation level, that is the actual teacher practice, a questionnaire targeted the institutional management of educational institutions was designed. The questionnaire examines the strategy of entrepreneurship education at educational institutions at the upper secondary and tertiary education levels on four main areas:

- School strategy & form.
- Organisation.
- Competence.
- Practice.

The purpose of this survey at the meso level is to provide an overview of the existing measures related to a strategy for entrepreneurship education in the educational institutions as well as their experiences with activities related to entrepreneurship education.

The Danish Foundation for Entrepreneurship has not previously conducted a mapping at the meso level. As a continuation of the Progression Model for Entrepreneurship Education Ecosystems in Europe, the Danish Foundation for Entrepreneurship therefore developed the questionnaire specifically for the mapping of the meso level in this project. "A Quality Standard for Enterprise Education", developed by Centre for Education and Industry, University of Warwick, and "HEInnovate", a self-assessment tool for entrepreneurial higher education institutions, initiated by the European Commission, DG Education and Culture and the OECD LEED forum,⁹⁵ both served as inspiration for elaborating the questionnaire for the Nordic Entrepreneurship Islands project. The questionnaire is also framed by the definitions of entrepreneurship and entrepreneurship education, which were formulated by the Danish Foundation for Entrepreneurship.

The questionnaire was sent through the project manager in the Faroe Islands to the management of educational institutions on the upper secondary level and the tertiary level in the Faroe Islands.

Micro level

The micro level concerns the actual practice of teachers in educational institutions at the upper secondary level and vocational/VET and the content of the course descriptions at the tertiary level.

At upper secondary level and vocational/VET the data were collected by means of a questionnaire directed at the teachers. The two different types of teaching have been taken into consideration when designing the questionnaires. One questionnaire is used for the upper secondary level and another for vocational/VET.

⁹⁵ <https://heinnovate.eu/>

The purpose of the survey is to map the number of pupils in upper secondary education and vocational/VET who in the school year 2015/2016 participated in education or in activities leading to increased competence levels in innovation and/or entrepreneurship.

The two questionnaires examine basic information about the teachers' evaluation of their school's policy on innovation and entrepreneurship education.

It also examines the teachers' evaluation of the teaching in entrepreneurship education, but the methods vary in the questionnaires for upper secondary education and for vocational/VET education. The questionnaire aimed at upper secondary level teachers focus on four areas or "entrepreneurial dimensions". Please see "A Taxonomy of Entrepreneurship education" for further elaboration on the entrepreneurial dimensions.⁹⁶

The four entrepreneurial dimensions examined are:

- Action.
- Creativity.
- Environment (outward orientation).
- Attitude.

The questionnaire for vocational/VET teachers focuses on the type of teaching, e.g. innovation or entrepreneurship (start-up).

For the purpose of mapping entrepreneurship education at the tertiary education level, data were collected in the form of descriptions of courses within innovation and entrepreneurship and the number of students following these courses during the academic year 2015–16. To examine how and to which extent entrepreneurship and innovation are implemented at the tertiary level, "Stjernemodellen" is used as a tool for the categorisation of courses (see Appendix B for further details).⁹⁷

The Star Model was developed by Øresund Entrepreneurship Academy with the purpose of identifying and quantifying entrepreneurship education courses in Danish universities. It was later updated by the Danish Foundation for Entrepreneurship in order to be applied for diploma and bachelor educations too, and was used by the Foundation during the last 6 years to map entrepreneurship education at the tertiary level in Denmark.

⁹⁶ <http://eng.ffe-ye.dk/media/555477/taksonomi-eng-2.pdf>

⁹⁷ "Stjernemodellen" will henceforth be referred to as the Star Model.

The model and method is used exclusively to identify the extent to which the course/subject focuses on entrepreneurship, it is not an evaluation or assessment of the quality of the course/subject as such.

At both the meso and micro levels, descriptive statistics were used in the treatment of the survey results.

Micro Grants and the innovation ecosystem on the islands

All islands in the pilot project have had the opportunity to award a micro grant to a promising student start-up. The Micro Grant is a small financial aid of DKK 25,000 that allows the student start-up to take their business further. A small case written about the local start-up and Micro Grant recipient documents the effects, needs and possibilities for young people on the island after receiving a Micro Grant.

The project manager in the Faroe Islands has also provided information about the innovation ecosystem on the islands in the form of a case (see Appendix D, in Danish).

All data were collected in the summer of 2016 and the preliminary findings were presented at a conference in November 2016 with the participation of different stakeholders from all seven islands. The preliminary findings were discussed, elaborated on and developed to customise and adjust the report and the forecasting about entrepreneurship education and Micro Grants on the seven islands.

Limitations of the methodology

Nordregio has provided the data for the overall demographic mapping of the seven Nordic islands. Nordregio was selected as the single source in order to ensure that the same method was applied to all islands and countries in question. Small variations between data may, however, occur when our data are compared with local statistics or surveying methods.

The desk research regarding the macro level is based on questionnaires, which have been answered by the responsible project manager on the island. Whenever answers were missing or elaboration was needed, a few additional questions have been sent per email to the responsible project manager on the island. A few data were collected from other sources as well. The way in which the questionnaire was answered differs from island to island. Some have answered in more detail than others and also with different strategic knowledge behind the answers. The data given about each island/country are therefore not always equivalent, because they depend on the sources and on which information was available.

When it comes to the meso and micro levels, the percentages of participating institutions and participating teachers also vary from island to island. This mapping is

based on the responses received. The mapping may therefore give an inaccurate picture of the actual circumstances on the islands, because it is not possible to know whether entrepreneurship education exists on educational institutions that did not participate in the survey. The actual situation on the individual islands when it comes to the existence of entrepreneurship education may therefore be different than what is communicated in this report.

As entrepreneurship education is a complex subject matter involving many levels of society and many stakeholders, it is not possible to give the full picture of the situation on each island regarding the strategies for entrepreneurship education by means of questionnaires distributed to a few key persons.

This report does not provide any conclusion about the maturity level of the individual islands/countries regarding a national strategy for entrepreneurship education. The Progression Model for Entrepreneurship Education Ecosystems in Europe (Appendix A) offers descriptions of a development of practice on each key area and thus allows the islands to evaluate the maturity stage of their own entrepreneurship education ecosystem, and at the same time the model suggests possible ways to further develop this ecosystem.

This report maps aspects of entrepreneurship education activity on different levels of society and thus depicts the different aspects of the entrepreneurship education ecosystem on each individual island. This makes it possible to draw conclusions about the potential of each island and define the key actors useful in the future development of the specific island.

The juxtaposition of seven such different islands caused some problems from a methodological perspective as differences in area size, population size and constitution are so pervasive and had to be taken into account whenever possible. Still, it was of course not possible to account for all differences between the islands.

Demographics

This chapter describes the main demographic development in the Faroe Islands in the recent period. This will serve as background for the mapping of the situation in the Faroe Islands and for the suggested measures to stimulate growth. See Appendix C for tables on population and age structure as well as labour market for the seven islands participating in the Nordic Entrepreneurship Islands project.

Population and age structure

According to the data from Nordregio (see tables in Appendix C), there has been a slight decrease (-0.9%) in the total Faroese population in the period 2009–2015. The share of 0–24 olds has *decreased* by 4.3%, whereas the share of people aged 25+ has had a slight *increase* of 0.9%. This is a significant decrease in the very young part of the population; only Greenland, Bornholm and Gotland have more significant decreases of the 0–24 olds, also when compared with the change in the share of people aged 25+. Many young people go abroad to study and about half of them never return, presumably because there is a lack of knowledge-intensive workplaces in the Faroe Islands.⁹⁸

In the Faroe Islands, the old age dependency, although still smaller than the youth dependency rate, has had a considerable increase in the period 2009–2015 from 22.2% to 26.9% (a 20.9% increase). In the same period, the youth dependency rate remained at status quo with 34.4% and 34.5% in the two years.

Labour market

The Faroe Islands' overall employment rate is the highest of all islands presented in this mapping and has increased in the period 2009–2013, from 88.1% to 90.8%. In the same period, the unemployment rate has decreased from 4.8% to 3.9%. The youth unemployment rate is almost 10%, which is the second lowest of all presented islands (the lowest rate being 8.6% and the highest 23.7%), but it is still something that ought to be addressed.

Education level

The share of the population with a tertiary education in the Faroe Islands is relatively high (almost 36%), compared to the other six islands.

Macro level

Entrepreneurship education requires efforts on several levels to be successfully implemented in a country's education system and to have a societal impact. Measures need to be taken at both the policy level and at the implementation level with the involvement of, and collaboration with, key actors from all aspects of society. The

⁹⁸ http://www.setur.fo/fileadmin/user_upload/SSS/PDF-filur/Buskaparadid/Fragreidingar/Buskaparfragreiding_varid_2016.pdf

immediate responsible actors for entrepreneurship education are actors at the macro level (policy makers) who provide the framework for working on the area, actors at the meso level (school management), who decide how to implement entrepreneurship education in their respective educational institution, and actors at the micro level (teachers), who provide the entrepreneurship education in practice.

The private sector, e.g. private companies and organisations, is also essential, because they represent the labour market. The collaboration between educational institutions and the private sector helps shape efforts in the area and, again, influences policy makers to provide policies that will sustain these efforts.

As entrepreneurship is recognised as an important factor in a changing and developing society, the last decade has witnessed an increasing focus on developing strategies for entrepreneurship education in the European countries. Some of the Nordic countries are among the frontrunners and have well-established structures at the national level. Still, it takes a lot of time and patience to reach educational institutions in every region of a country.

This chapter will look at existing initiatives and measures at the macro level in the Faroe Islands. The desk research is based on information obtained from the islands by means of a questionnaire.⁹⁹

The questionnaire provides data on five main areas, which correspond to the five key components of the entrepreneurship education ecosystem. Ideally, a national strategy for entrepreneurship education has a focus on developing action on these five key areas, according to the European Commission:

- Developing the national strategy framework.
- The role of local and regional authorities.
- Implementing entrepreneurship education.
- Teacher education and training.
- Engaging with businesses and private associations and organisations.

⁹⁹ The Macro questionnaire has been validated by Eyðun Gaard, administration manager, Office for vocational/VET education, Alda Joensen, Head of Section, Ministry of Education, Research and Culture, Sámal í Skorini, Head of Section, Ministry of Education, Research and Culture and Jenny Lydersen, Educational leader, Ministry of Education, Research and Culture.

As action and measures are developed in these five key areas, the entrepreneurship education ecosystem goes from one maturity stage to the next. The Model identifies four maturity stages in the development and implementation of a national strategy for entrepreneurship education:

- Pre-strategy (based on individual initiative).
- Initial Strategy Development.
- Strategy Implementation, Consolidation & Development of Practice.
- Mainstreaming.

The Progression Model for Entrepreneurship Education Ecosystems in Europe from the European Commission can be viewed in detail in Appendix A.

Developing the national strategy framework

The Faroe Islands do not yet have a national strategy for entrepreneurship education, but have taken the first steps towards such a strategy in the form of an agreement between the Ministry of Education, Research and Culture and “Íverksetarahúsið” about the development of entrepreneurship education in primary school and lower secondary school. The agreement includes a national budget of DKK 40,000 which is earmarked for these activities and which is administered by Íverksetarahúsið. Evaluation of these initiatives also takes place through Íverksetarahúsið who evaluates their work and competitions together with the educational institutions and the teachers as well as in collaboration with the Ministry of Education, Research and Culture.

At the moment, two ministries are involved on the area of entrepreneurship education, the Ministry of Business and the Ministry of Education, Research and Culture. Other important stakeholders involved at the national level are trade unions and employers’ associations, Hugskotið (Innovation House) in Torshavn, Vinnuframi and iNova, as well as large businesses.

The role of local and regional authorities

There are strategic partnerships between educational institutions and businesses, and entrepreneurship education in the Faroe Islands is funded through both private and public means. The two entrepreneurship education centres in the Faroe Islands are Íverksetarahúsið in Klaksvík and Hugskotið (Innovation House) in Torshavn. Íverksetarahúsið is funded through local authorities and is an independent organisation

working to further new and existing businesses and arranging entrepreneurship education events in schools. There are also ecosystem initiatives such as iNova and Vinnuframi, which supports entrepreneurs and new businesses in the development phase of their business. Moreover, the Danish Foundation for Entrepreneurship has a regional unit, FFE Region Færøerne, in the Faroe Islands.

Implementing entrepreneurship education

Entrepreneurship education is implemented at all educational levels, but learning objectives have been formally approved only at the primary education level. At the primary and secondary education levels entrepreneurship education is implemented in the form of special programmes, which are given as a supplement to the ordinary education. In upper secondary education, there are optional courses in entrepreneurship. In the Faroese education system, entrepreneurship education is taught as a subject in primary school, as both a subject and a method in upper secondary school, and as a method in higher education. In most other islands, the way in which entrepreneurship education is taught in primary and in higher education is the reverse.

Teacher education and training

Íverksetarahúsið offers entrepreneurship courses for teachers. However, entrepreneurship education is also offered as an optional part of initial teacher training. There are guidelines as support for teachers who want to teach entrepreneurship education, but no other available means of teacher support.

Engaging with businesses and private associations and organisations

Both trade unions and employers' associations are involved in upper secondary education and vocational/VET in the Faroe Islands. Íverksetarahúsið in Klaksvík acts as an advisor for primary school, and private businesses play a role in relation to the university. The focus area of the business sector when it comes to entrepreneurship education is the recruitment of future employees. The business sector (Eik Bank and Vinnuhúsið (House of Industry)), upper secondary educations and the university are all represented on the board of the "FFE Region Faroe Islands", which has been one of the regional units of the Danish Foundation for Entrepreneurship since 2012.

To get a more in-depth overview of the innovation system in the Faroe Islands, please see Appendix D (in Danish).

Meso level

It requires a strategic and organisational overview of the school management to include entrepreneurship education in the normal education of the school or educational institution. School management (meso level), however, provides the very important link between a national/regional strategy level (macro level) and implementation (micro level) in the form of teachers, who teach entrepreneurial skills to pupils and students. The meso level has often been overlooked, or given less attention, in a country's combined efforts to develop and implement entrepreneurship education. But contributing to a (new) ideal of education where students learn to act in an entrepreneurial and innovative way is not only a pedagogical and didactic exercise, it is also a managerial and organisational practice.

In order to map the meso level of the island, and make the link between strategy and practice, a survey was sent to the school management of schools and institutions in the Faroe Islands. The survey examines four main areas: School strategy & form, Organisation, Competence and Practice. The purpose of the survey is to provide an overview of the existing measures concerning a strategy for education in Innovation & Entrepreneurship in educational institutions, or the experience with activities related to innovation and entrepreneurship education in schools and institutions.

The purpose of the survey is to map, not evaluate, the state of affairs of educational institutions when it comes to their experience with and strategies for education in innovation and entrepreneurship.

Strategy & Form

This area relates to background, motivation, challenges, objectives, common understanding, communication and evaluation.

8 out of 9 educational institutions at secondary and tertiary level in the Faroe Islands have participated in the survey.

The institutions are:

- Sjó nám.
- Fiskivinnuskúlin.
- Miðnámsskúlin í Suðuroy.
- Fróðskaparsetur Føroya.
- Heilsuskúli Føroya.
- Kambsdal College.

- Tekniski Skúlin í Klaksvík.
- Glasir.

None of the participating educational institutions have a strategy for entrepreneurship education. This means that there are no plan or goals set for the development of entrepreneurship education at the upper secondary and tertiary levels either.

No strategy but entrepreneurship activities

Nevertheless, management of all eight educational institutions in the survey state that entrepreneurship teaching and/or activities related to entrepreneurship are taking place at their institution. The activities vary. Five institutions state that their students are working with projects that bring them in contact with the surrounding society. Half of the eight institutions state that they teach innovation (students are being taught how to start a business, or they are being taught in new and innovative ways), and two of the eight institutions state that their educational institution has cooperation with the local business industry concerning students' education and further working life/career.

Three institutions participate in Company Programme,¹⁰⁰ which is a learning-by-doing programme in which pupils from upper secondary education learn to develop, get hands-on experience with, and realise good ideas within everything from social innovation to technical products. The pupils achieve valuable competences during the programme, which they can use in future as entrepreneurs or as more innovative employees in organisations.

In two of the eight educational institutions, none of the above mentioned entrepreneurship activities are taking place. On the other hand, the institutions mention activities that can be difficult to categorise as entrepreneurial activities. One states that their students "have internships and are thereby in contact with businesses where they continuously have to think creatively and innovatively." Another states, "they collaborate with Navigationsskolen in Torshavn and skoleskibet 'DRAGIN' concerning the practical elements of the ABC of the maritime."

¹⁰⁰ Glasir Tórshavn College, Tekniski Skúli í Klaksvík and Kambsdalur College.

Importance of strategy and education in entrepreneurship

On a scale from 1 to 5 the data from the Faroe Islands show a mean of 3.75 concerning the statement "It is important that my educational institution formulates a strategy for education in innovation & entrepreneurship".¹⁰¹ One institution "very much agrees" (5) and four institutions "agree" (4) to the statement. However, three institutions have stated "neither/or" (3) to the statement.

A slightly higher mean (3.88) is found concerning the statement "It is relevant for all students at my educational institution to be taught innovation and entrepreneurship". Again, one institution "very much agrees" (5) to the statement. Six institutions "agree" (4) to the statement. One institution disagrees to this statement.

Importance of goals for entrepreneurship teaching

All Faroese institutions participating in the survey agree that they can or should set goals for entrepreneurship education. Most of them (6 out of 8) agree that goals for education in entrepreneurship should be set to strengthen students' interest in becoming an entrepreneur/starting a new business. Five institutions agree that goals should be set to prepare students better for working life. And four out of eight institutions agree that goals for entrepreneurship education should be set to strengthen students' interest in their further education and career, strengthen the cooperation between the educational institution and the local society, and boost the development of the local area, for instance by contributing to new businesses through the skill development of young people.

Only three institutions agree that the goals should be set to strengthen the profiling and promotion of the educational institution, and even fewer (two institutions) agree that goals should be set to upgrade teachers' skills within entrepreneurship teaching. One institution believes that goals should be set to meet the new national/regional policy in the area of entrepreneurship education, and none of the institutions agree that goals for entrepreneurship education should be set to decrease the student dropout rate.

¹⁰¹ 1 = very much disagree, 2 = disagree, 3 = neither or, 4 = agree, 5 = very much agree.

External network

One of the eight Faroese institutions does not provide their students with the possibility for making contact with the institution's external network. Among the other seven educational institutions, five arrange for guest lectures given by local business people, entrepreneurs or other external representatives, and visits to companies. Four institutions provide exchange/trainee service in local businesses/organisations and subject-/project weeks or -days in cooperation with external partners. Two educational institutions also arrange competitions at their educational institution, where external contacts function as judges. Only one educational institution provides workshops in cooperation with external partners.

Involvement from school governing body and local businesses

In the Faroe Islands, there is generally a low degree of involvement from the governing body of the participating institutions and the local business as a resource in the work with entrepreneurship education. On a scale from 1 to 5 the educational institutions have a mean of 1.75 when it comes to the degree of involvement from the governing body and an only slightly higher mean (2.5) when it comes to involvement from the local business sector as a resource in the work with entrepreneurship education. This is the lowest mean of all islands in the survey and might reflect the fact that none of the educational institutions have a strategy for entrepreneurship education.¹⁰²

Organisation

This area is related to topics such as resources, structures and expectations.

Resources, structure and expectations

Half of the participating Faroese institutions do not have resources earmarked to entrepreneurship education. The other half have both financial resources and time allocated to entrepreneurship education. Three of them also have other resources such as staff with knowledge and expertise on the area.

In five of the eight educational institutions entrepreneurship teaching is part of the timetables and the annual teaching plans. Also, in four institutions, time has been allocated to entrepreneurial teaching courses of a longer duration in the annual teaching plans, for instance project weeks, optional subjects, etc. Half of the institutions use a

¹⁰² 1 = not at all, 2 = to a small extent, 3 = neither or, 4 = to some extent, 5 = to a high extent.

feedback system to ensure that the teachers follow up on the pedagogical goals and objectives. However, six of the participating Faroese institutions have not communicated their expectations to the teachers concerning where, when and how entrepreneurship teaching should be integrated at the educational institution. And none of the institutions require from the teachers that they include entrepreneurial learning objectives in their daily teaching and in the activities they set up with their students or that they describe in their annual plans how they integrate entrepreneurship in other subjects.

Management of half the participating Faroese institutions support dialogue and corporation between teachers from different disciplines through cross-curricular teaching and/or interdisciplinary project groups. Another two of the institutions support dialogue and cooperation between teachers from different disciplines through dialogue and co-decision between teachers and students. Two institutions have at present no particular structures for such a dialogue.

Competence

This area is about topics related to qualification, knowledge sharing, and pedagogics and cooperative relations.

Plan for teacher competence development

Three quarters (six out of eight) of the Faroese educational institutions in the survey have at present no plan for competence development and knowledge sharing within entrepreneurship education. One of the institutions has a plan for this through continuing education of teachers in entrepreneurship teaching and knowledge sharing about entrepreneurship teaching as well as through special networks. At one of them this takes place through a cross-curricular cooperation between teachers within the subject of entrepreneurship.

Experimenting with teaching forms

Six out of eight participating institutions in the Faroe Islands allow their teachers to experiment with teaching forms through project work / feature weeks or days. Five of them give this possibility through cross-curricular feature periods, and four of them through cooperation with businesses. The remaining two institutions do not at present offer such possibilities to the teachers.

Cooperation with surrounding society

Two of the participating educational institutions are not involved in cooperation and knowledge sharing with the surrounding society/local area at all. Three of them are

involved in cooperation and knowledge sharing with institutions within the public sector, two institutions are involved with other knowledge organisations, and one institution is involved with the established business/industry. None of the institutions are involved with newly started businesses /entrepreneurs.

Extra-curricular activities

Only two of the eight educational institutions offer extra-curricular activities that strengthen the entrepreneurial competences and mind-set of students. One institution organises extra-curricular activities by offering advice and guidance for student start-ups, and another institution arranges business plan competitions. The rest of the institutions do not at present offer extra-curricular activities, and none of them offer students incubator activities, entrepreneurship education given by entrepreneurs or student societies, organisational support in relation with innovation and entrepreneurship, or networks between students and entrepreneurs/business industry.

Practice

This area is about topics that concern actual teaching forms and programmes, feedback, materials and teachers' aids.

At half the educational institutions in the survey, teachers have access to materials and teachers' aids to support their teaching in innovation and entrepreneurship. Only two of the institutions have experience with actual teaching forms and programmes within entrepreneurship (e.g. European Business Game). One of the eight institutions continuously validates and revises the learning objectives for entrepreneurship teaching with a view to updating the teaching programmes, and one institution develops its curriculum in cooperation with external stakeholders in order to get input concerning useful competences in future. None of the institutions, however, measures the impact of the entrepreneurship teaching before, during and after the course/teaching.

Micro level

The micro level concerns the implementation level, that is, the actual teaching taking place in educational institutions and the spread of this form of education, that is, how many students participate in this form of education on the island.

In the early phases of the development of a national strategy for entrepreneurship education, this level often relies strongly on individual teachers' enthusiasm. Teacher

training is limited with no or little in-service training. But as the island or country develops their activity in the area of entrepreneurship education, measures on the micro level become more systematised, the teachers' central role is increasingly recognised, good practice examples are identified, and teaching materials are being elaborated. In the more advanced stages, teachers are making increased use of national/regional or local support mechanisms such as training or exchange platforms. More teachers follow the good examples and are engaging with the entrepreneurship education agenda. This development is of course faster and easier when the management of the national education institutions have a clear focus on and agenda for working in this field.

This chapter maps entrepreneurship education from the perspective of teachers in upper secondary education, vocational/VET and tertiary level education, on different parameters.

The share of pupils and students who have received entrepreneurship education is calculated on the basis of the total number of pupils and students on the islands. It must be emphasised that this share may be inaccurate, as it is based on the responses received. There may be other Faroese pupils and students who participate in entrepreneurship education but whose teachers did not participate in the survey.

Upper secondary education

At the upper secondary level, the data have been collected by means of a questionnaire for the teachers. The purpose of the survey is to map the number of pupils in upper secondary education who participated in education or activities leading to increased competence levels in innovation and/or entrepreneurship in the school year 2015/2016.

The questionnaire is divided into four main categories.

Basic information consists of two questions about whether the teachers perceive that the school has a clear policy of integration of innovation and entrepreneurship in the education. The responses to these questions thus indicate a score that reflects the extent to which this is the case.

Taxonomy contains the following four dimensions: *action, creativity, environment* and *attitude*.¹⁰³ These terms refer to entrepreneurial competences, which are not necessarily a subject or subject knowledge in themselves but are competences to set initiatives in motion and create opportunities. As such, a high score in the teachers' perceptions of the fulfilment of these four indicators is desirable. The score in the four

¹⁰³ Please see "A Taxonomy of Entrepreneurship education" for further elaboration on the entrepreneurial dimensions.
<http://eng.ffe-ye.dk/media/555477/taksonomi-eng-2.pdf>

dimensions of the pupils and students who have received entrepreneurship education is compared to the scores of the pupils and students who have not received entrepreneurship education.

Entrepreneurship and setting things in motion is the foundation of entrepreneurship education. The total number of pupils and students having received entrepreneurship education in any given area is comprised of all teachers who have answered the questions regarding whether the pupil or student has received instruction in starting a business and/or tried starting up and gained experience starting a business affirmatively.

Entrepreneurship education, which is the percentage of pupils and students who have received entrepreneurship education, is calculated from the total number of pupils and students on the respective islands/areas. As mentioned above, reservations are taken about the accuracy of this percentage.

In Table 1 below, the overall results for the upper secondary level are presented. The scale from 1–7, which was used in the survey, has been converted to a new scale, which spans from 1–100. This ensures that all answers in the survey can be compared.

A total of 28 teachers have answered the survey. All together, they represent 803 students divided on 45 classes. Overall, 180 pupils at the upper secondary level in the Faroe Islands have encountered entrepreneurship education in the 2015/2016 school year.

As is evident in Table 1, the teachers from upper secondary education in the Faroe Islands only experience a clear policy on innovation and entrepreneurship to a very low degree. The score for this question is 19 and 18, respectively, which is below the average of 26 and 27, respectively.

This is also evident in the number of classes that encounter entrepreneurship education according to the teachers. Less than 25% encounter entrepreneurship education and only 20% have realistic experience in business start-up. In real numbers, 180 pupils at the upper secondary level in the Faroe Islands receive entrepreneurship education.

The score for the entrepreneurial parameters; *action, creativity, environment* and *attitude* for pupils who receive entrepreneurship education is, according to the teachers, almost double that of pupils who do not receive entrepreneurship education.

Table 1: The results for the upper secondary level

Subject	Variable	The Faroe Islands
Basic information	Policy on innovation	19
	Policy on entrepreneurship	18
Taxonomy	Action	36
	Creativity	40
	Environment	38
	Attitude	42
Entrepreneurship	Teaching in start-up percentage	24
	Realistic experience with start-up, percentage	20
Entrepreneurship education	Number of students receiving entrepreneurship education	180
Score for students receiving entrepreneurship education	Action	78
	Creativity	66
	Environment	61
	Attitude	68
Score for students <i>not</i> receiving entrepreneurship education	Action	23
	Creativity	31
	Environment	31
	Attitude	33

Note: The result is comprised of answers from 28 teachers with a total of 45 classes and 803 pupils.

Vocational/VET

At vocational/VET level data have been collected by means of a questionnaire directed at the teachers. The purpose of the survey is to map the number of pupils in vocational/VET who in the school year 2015/2016 participated in education or activities leading to increased competence levels in innovation and/or entrepreneurship.

The questionnaire is divided into four main categories.

Basic information is comprised of two questions. They concern whether the teachers experience that their school has clear policies on innovation and entrepreneurship in education, respectively. The scores for these questions thus reflect to what degree that is the case.

Teaching, which focuses on the degree to which the teachers experience that the students have participated in innovation and entrepreneurship education in class instruction and courses, as clear subjects in their practical training and internships as well as clear subjects in their apprenticeship tests.

Entrepreneurship and setting things in motion is the foundation for entrepreneurship education. The teachers were asked whether the pupils have

participated in feature weeks, camps, projects or the like focusing on innovation and entrepreneurship, respectively. In addition, the teachers were asked whether the pupils had participated in other innovation or entrepreneurship projects. If the answer is yes to any one of these questions, the pupils are included in the total number of pupils and students who receive entrepreneurship education. As such, there are three different questions, which all play a part in determining whether the pupils have received entrepreneurship education.

Entrepreneurship education thus indicates the number of pupils who, based on the abovementioned questions, receive entrepreneurship education. The share of pupils and students who have received entrepreneurship education is based on the total number of pupils and students on the respective islands/areas. Again, and as mentioned above, reservations are taken about the accuracy of this share.

In Table 2, the overall results for vocational/VET are presented. The scale from 1–7, which was used in the survey, has been converted to a new scale, which spans from 1–100. This ensures that all answers in the survey can be compared.

The results in Table 2 show that the teachers experience a clear policy on innovation (30) more than entrepreneurship (23). The scores are both below the average of 33 and 32, respectively.

According to the teachers, the pupils only encounter innovation and entrepreneurship during class instruction and thus not during their practical training and internships. In addition, none of the pupils encounter innovation and entrepreneurship as a clear and obvious topic during their apprenticeship tests. This may be caused partly by some students not having had practical training and/or internships and partly by the teachers not finding that the pupils have had innovation and entrepreneurship as part of their practical training, internship and their apprenticeship tests.

24 pupils have received entrepreneurship education with a focus on innovation and/or entrepreneurship in the technical/vocational schools in the Faroe Islands.

Table 2: The results for vocational/VET

Subject	Variable	The Faroe Islands
Basic information	Policy on innovation	30
	Policy on entrepreneurship	23
Teaching	Innovation in subject/course	20
	Innovation as a clear topic in practical training/apprenticeship	0
	Innovation as a clear topic in apprenticeship test	0
	Entrepreneurship in subject/course	17
	Entrepreneurship as a clear topic in practical training/apprenticeship	0
Entrepreneurship	Entrepreneurship as a clear topic in apprenticeship test	0
	Innovation, percentage	20
	Start-up of business / Entrepreneurship, percentage	0
Entrepreneurship education	Other, percentage	0
	Number of students receiving entrepreneurship education	24

Note: The result is comprised of answers from 4 teachers with a total of 5 classes and 96 pupils.

Upper secondary education and vocational/VET

The total number of pupils receiving entrepreneurship education in the 2015/2016 school year on both upper secondary education and vocational/VET in the Faroe Islands is 204. This is the equivalent of 8.9% of the 2,284 pupils in upper secondary education and vocational/VET in the Faroe Islands.

In comparison, a mapping in the 2014/15 school year shows that 36.9% of pupils in upper secondary education and vocational/VET in Denmark participated in entrepreneurship education.¹⁰⁴ However, this percentage includes pupils and students receiving teaching materials published by the Danish Foundation for Entrepreneurship (hand-outs as well as downloads) in Company Programme as well as in particular educational activities such as regional projects, supported projects, competitions etc.

Tertiary education

For the purpose of mapping entrepreneurship education at the tertiary education level, the islands were asked to send course descriptions of courses within innovation and entrepreneurship or courses that resemble this kind of teaching at this level along with

¹⁰⁴ <http://www.ffe-ye.dk/media/783586/samlet-notat-omkring-kortlaegningstal-2014-15.pdf>

the number of students partaking in these courses during the academic year 2015–16. The received course descriptions were then screened on the basis of the categories in the Star Model – a model for identifying entrepreneurship courses.

In the Star Model courses and subjects are categorised according to how much focus they put in the individual categories of the model. Apart from identifying a course or subject as entrepreneurship education, the model can be used to obtain an insight of how much emphasis is put on entrepreneurship in the form of content or teaching methodology in a course/subject. The model and method is used exclusively to identify the extent to which the course/subject focuses on entrepreneurship, it is not an evaluation or assessment of the quality of the course/subject as such.

The Faroe Islands have provided descriptions of six educations at the tertiary level in the Faroe Islands, three of which have been identified as entrepreneurship education or as containing elements of innovation and entrepreneurship:

Table 3: The results for the tertiary level for the Faroe Islands

Course	Number of students 2015–16
Academy Professional Degree in Marketing Management (Markedsføringsøkonom)	24
Academy Professional Degree in Production Technology (Produktionsteknolog)	15
Master in West Nordic Studies	11

Academy Profession Degree in Marketing Management

Teaching in all subjects of the education contains elements of entrepreneurship and innovation and is interdisciplinary. In the fall semester 2015, the students have worked with a large interdisciplinary project, where they have made a business plan in relation with the establishment of a new company. In the spring semester 2016, the students have worked with an interdisciplinary project where they have compiled a marketing plan.

Academy Profession Degree in Production Technology

The education is project-oriented and interdisciplinary and contains elements of innovation and entrepreneurship. During the education, the students get assignments from the business sector, and the business sector evaluates the result of these assignments. Some of the objectives of the education are that the student must be able to apply methods for idea generation, to manage resources – individually as well as in groups. Moreover, the student acquires learning re. methods about managing projects and about financing in projects, as well as about developing a business from idea to product.

Master in West Nordic Studies

The purpose of the education is to provide students with specific knowledge of the West Nordic Region combined with abilities to manage and link present day issues and past developments in relation to the major themes of the present debate on societal challenges – specifically in relation to the complexities of the High North, climate and environmental change, and sustainability. To provide students with a unique opportunity to take part in shaping the West Nordic Region of Greenland, Iceland, the Faroe Islands, and coastal Norway and offers students a chance for enhanced mobility within the region.

The learning style is based on active learning, giving relevant responsibility to the student, both for choice of subject and organisation of time. Approaches in core courses at the University of the Faroe Islands include problem-based work, team work, practical work with the requirement of dissemination of new knowledge gained through dialogue (with societal actor) in combination with teacher-guided reflective learning. The programme is distinctly interdisciplinary.

In total, 50 students at the tertiary level in the Faroe Islands have participated in entrepreneurship education during 2015–16. This corresponds to 5.1% of the total number of tertiary level students in the Faroe Islands (973). In comparison, the percentage of Danish tertiary level students who participated in entrepreneurship education was 13.7% in 2014–15. The percentage of Danish tertiary level student who participated in entrepreneurship education in 2015–16 is 15.8%.

Micro Grant

Since 2011, the Danish Foundation for Entrepreneurship has awarded Micro Grants to students at upper secondary and tertiary level with entrepreneurial ambitions. Initially, the Micro Grants initiative was a pilot project but, since 2014, the Micro Grant initiative has taken the form of a larger programme. The Micro Grant should be viewed as an extra-curricular initiative and thus as a continuation of entrepreneurial education and the competences which the students obtain through their education. The objectives of the Micro Grant Initiative are to enhance growth and employment. By supporting student start-ups, the long-term objective is to create growth companies that can contribute with more jobs, export incomes and societal growth. On a yearly basis, approx. 250 applications are submitted (corresponding to approx. 1,000 students) in Denmark, and approx. 65% of them have participated in entrepreneurship education. 70 grants (DKK 2.5 million) are handed out on a yearly basis.

Analysis shows that the Micro Grant Initiative has a catalytic effect and contributes to enhancing employment in Denmark.¹⁰⁵ Only 4–12 months after receiving a Micro Grant 50 grant recipients created the equivalent of 79 full-time positions in Denmark. Put in another way: For every million invested more than 40 full-time positions have been created in the period. Micro Grant recipients also actively seek new capital after receiving a grant. Two out of three grant recipients have had contact with private investors after they received the Micro Grant. Nine grant recipients have achieved growth capital (up to DKK 2.3 million) within 4–12 months. None of the control group achieved further growth capital in the period.

In the Faroe Islands, there are seven upper secondary educational institutions and five tertiary educational institutions. The total number of students in the school year 2015–16 is 3,257. At present, no funds are earmarked for student start-ups in the Faroe Islands.

During the project trial granting Micro Grants of DKK 25,000 in the Faroe Islands, two applications from student start-ups were received. Normally, a student start-up is comprised of 2 to 6 pupils or students. The team that received the grant is comprised of students who have all participated in entrepreneurship education. Furthermore, they have attended external lectures with Íverksetarahúsið, Hugskotið and Vinnuframi. In addition, they have participated in Company Programme, which is a programme that is offered by the local branch of the Danish Foundation for Entrepreneurship. The Micro Grant was marketed through a variety of local news platforms as well as schools and other educational institutions.

Effects

For the student start-up, the Micro Grant will have a range of effects. They say: “It’s so great to be awarded the Micro Grant. We had really hoped for it. Now we have the opportunity to keep working on the project. The Micro Grant will, among other things, be spent on collecting raw materials, developing prototypes and packaging, renting fields, testing the products etc.” They continue: “The Micro Grant has been a prerequisite for moving the project forward. It has been necessary in order to finance the last step needed to begin commercial production. There are other ways for us to gain financial support during the early beginnings of the business, e.g. Vinnuframi, which supports Faroese entrepreneurs. We have considered applying for financial support for marketing at Vinnuframi. Because of the Micro Grant, we were contacted by Vinnuframi, who stated that they would be willing to support Green Growth after the end of the test period. Green

¹⁰⁵ <http://www.ffe-ye.dk/media/699249/effektmaaling-mikrolegater-oktober-2015.pdf>

Growth has further had the opportunity to participate in the international competition Creative Business Cup.”

Derivative effects for the island and local community as a consequence of the idea: “Our natural fertiliser will replace the current amount of artificial fertiliser used. Artificial fertilisers may be part of what pollutes fields, streams and fjords. When the farmers can use our natural fertiliser, the use of the artificial fertilisers will drop. This will also create a greener image for the farmers’ products, which are used in the Nordic cuisine and kitchens. This also has an effect on the growing tourist industry, which has our food culture – the new Nordic kitchen – as a main selling point.”

They continue: “We believe that this is a huge opportunity for our project to become real and we have plans to keep working on it while we finish our education. When we are done, we will have even more time for the project. Our dream for the future is that we can be part of solving the problem with pollution, create jobs and at the same time become economically successful.”

Needs and possibilities

During the process, the student start-up has been guided in making a business plan, budgets, accounting, marketing, etc. Further, they have been offered office facilities and benefited from sharing experiences and knowledge with other entrepreneurs. However, they ask for more help in developing the product and in establishing contact with more specialists in fertiliser production. In addition, they need professional and financial support in order to move the project further.

Micro Grant Recipient

Green Growth

Our idea is to transform fish excrements to fertiliser which can be used in the agricultural sector. We wished to utilise waste from the fish farming industry in the Faroe Islands and to find an eco-friendly solution to some of the problems created by salmon breeding and salmon hatching. At the same time, we wanted to create a profitable business. Green Growth's earnings are based on several sources of income. We want to sell fertiliser in huge quantities to the Faroese agricultural sector as well as in smaller units to private households. In addition, we want to sell surplus energy to distributors of electricity and district heating.

Future entrepreneurial potential

There has been a decrease in the very young part of the population and a considerable increase in the old age dependency in the Faroe Islands. Even though the employment rate is high and the youth unemployment rate is low the islands suffer from many young people going abroad to study, as about half of them never return, presumably because there is a lack of knowledge-intensive workplaces in the Faroe Islands.¹⁰⁶

Based on the objective of creating solutions that will entail positive effects for the Faroe Islands, the first objective for this pilot project has been to ensure a mapping of entrepreneurship education in the area. There is no or only limited prior data available for mapping entrepreneurship in the educational sector in the Faroe Islands. Knowing the present situation in the islands the second objective has been to define the potential for entrepreneurship education and Micro Grants in the Faroe Islands from 2016/2017 to 2020/2021. This forecast includes economic measures and is based on six years of experience and development rates from the Danish Foundation for Entrepreneurship.

The ambition in the long term is that new companies will follow from initiatives implemented and more students will obtain skills and competences that will enable them to create and establish new companies. Thus, the aim is that young people in the Faroe Islands learn how to act on opportunities and good ideas and how to convert these ideas into economic, social and/or cultural value for others. As a whole, the continuation of this pilot project is about enhancing the market position of the Faroe Islands internationally and contributing to a sustainable development, growth and jobs.

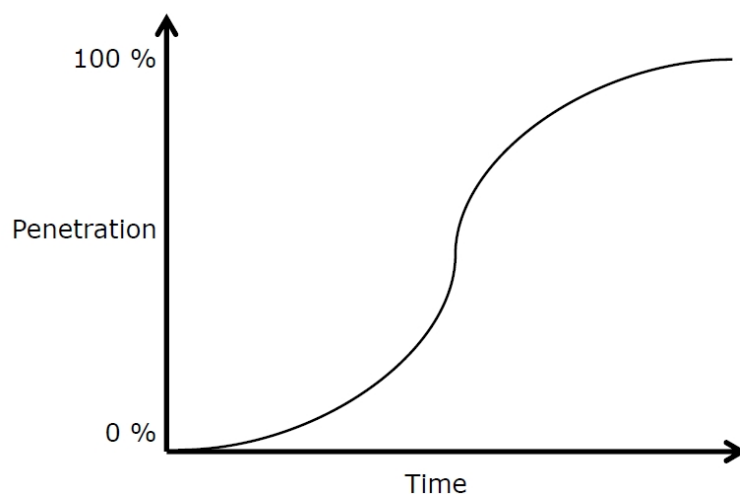
Forecasting entrepreneurship education and micro grants for the Faroe Islands

This pilot project is the first step in securing a solid foundation for implementing and anchoring future initiatives in the Faroe Islands. The quantitative objective is to ensure that young people at different educational levels will engage in entrepreneurship education at least once during their education and that resources for student start-ups are available.

Vital for this development is an informed forecast in terms of the possible percentage increase in students receiving entrepreneurship education, student start-ups receiving a Micro Grant and the annual costs to obtain this increase over a period from 2015/2016 to 2020/2021.

¹⁰⁶ http://www.setur.fo/fileadmin/user_upload/SSS/PDF-filur/Buskaparadid/Fragreidingar/Buskaparfragreiding_varid_2016.pdf

When looking at the penetration rate for entrepreneurship education it develops according to an S-curve (Figure 1). The Faroe Islands is in the initial stage of the S-curve.



The forecast is presented in Table 4 and Figure 2 below.

The forecast is based on:

- The data collection and findings in this report.
- Stakeholder insights and comments from the Faroe Islands.
- The maturity level in the islands with regard to entrepreneurship in education (The "s-curve").
- Development rates from Denmark and Bornholm (2010 – 2016).
- The average of total costs per student during the last three years in Denmark (including development, Micro Grants and administration/operation costs e.g. salary, travel expenses, communication etc.).

And the forecast is based on the assumptions that:

- There are no changes from school year 2015/2016 to 2016/2017.
- The number of students is constant.
- A percentage increase in the number of students receiving entrepreneurship education which corresponds to the historic percentage increase in Denmark.

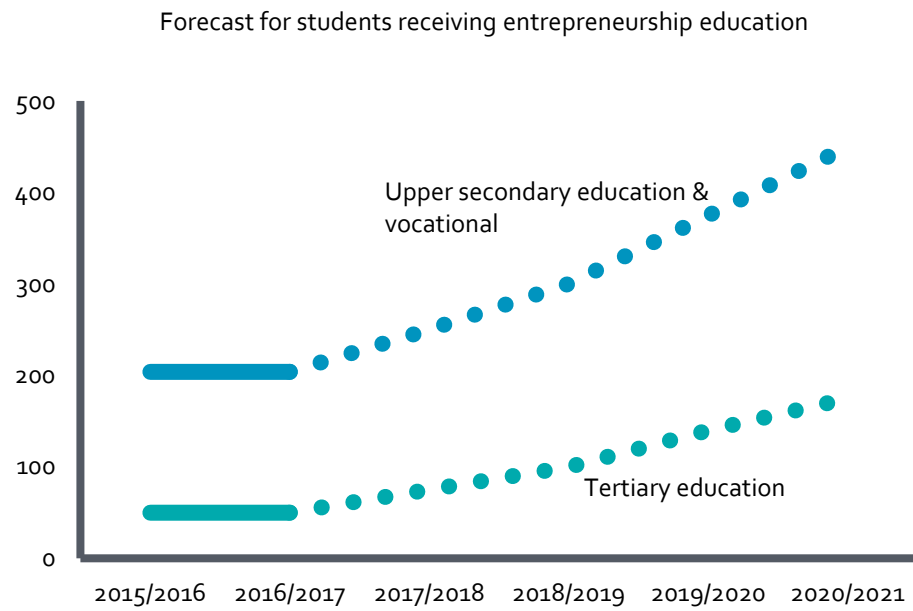
- Annual costs per student corresponding to the annual costs per student in Denmark (based on the average of total costs during the last three years).

It is important to bear in mind that the forecasts cannot be made with 100% accuracy, but are estimates.

Table 4: Forecast for the Faroe Islands

Forecast for entrepreneurship and micro grants until the school year 2020/2021. The Faroe Islands						
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Upper secondary education & vocational/VET						
Students in total	2,284	2,284	2,284	2,284	2,284	2,284
Students receiving entrepreneurship education, forecast	204	204	250	300	375	450
Share of students receiving entrepreneurship education, percentage	8.9%	8.9%	10.9%	13.1%	16.4%	19.7%
Tertiary education						
Students in total	973	973	973	973	973	973
Students receiving entrepreneurship education, forecast	50	50	75	100	140	175
Share of students receiving entrepreneurship education, percentage	5.1%	5.1%	7.7%	10.3%	14.4%	18.0%
Applicants receiving a grant						
Accepted applicants	1	2	3	4	5	6
Average annual costs (4 years) in DKK			DKK 1,600,000–2,000,000			

Figure 2: Forecast for the Faroe Islands



Recommendations for the Faroe Islands

- A national strategy and a cross-ministerial collaboration are necessary means to build a strong foundation for developing regional and island strategies. In the Faroe Islands, several initiatives have been implemented. However, the development of a national structure for entrepreneurship education is still in its very early stage. A higher political commitment to the area is required in order to create an overall national strategy for entrepreneurship education covering all education levels.
- A national operator/ responsible organisation is important to secure implementation and make the link between political level and the educational sector. There are several actors in the Faroe Islands covering different levels of education in the Faroe Islands. The political commitment must go hand-in-hand with a structured approach (not only a network between existing operators) to the coordination of actions and measures on all education levels – and this preferably through one national operator.
- A specifically dedicated budget for development and activities is necessary. There are only limited resources for entrepreneurship education and no resources for student entrepreneurs in the Faroe Islands. Financial resources should be allocated both at national and local level (in the islands). This should be a collaborative effort between public and private sector.
- Promote entrepreneurship education. An important part of the efforts at national level is to broadly communicate the focus on, and goals for, entrepreneurship education to all important stakeholders in the Faroese society; educational institutions, teachers, students, parents as well as private and public sectors and local and regional authorities.
- Strong stakeholder relations are essential. Private sector, public sector and the educational institutions should cooperate when implementing the national and regional strategies. This could take form as a cross-sector board in a national/regional organisation.
- Support and collaboration with schools and educational institutions on all levels. Danish research shows that to achieve the greatest effects entrepreneurship education must be differentiated on the respective levels of education and must be provided to pupils as early as possible during their education. Entrepreneurship in higher education is the most effective way to foster long-run student start-ups. Recommendations should moreover be directed towards ensuring a more comprehensive implementation of entrepreneurship education in educational

institutions. Entrepreneurship education in the Faroe Islands seems to be mostly given as an “add-on” to the ordinary education, that is, given in the form of special events, competitions, innovation days etc. that take place outside normal everyday teaching. However, the recommendation is that entrepreneurship education should be integrated as a method and a way of thinking in the entire education system. This should be accompanied by the understanding that entrepreneurship is not only about starting a new business, but it is also about being an innovative employee in all kinds of workplaces, and that the learning of entrepreneurial skills is useful for every pupil and student.

- Collecting data to secure knowledge on the development in penetration of entrepreneurship education should not be underestimated. Mapping entrepreneurship education and later on making impact studies is vital for the support from ministries and private sector. Making a structure for the continuous mapping and impact assessment of entrepreneurship education is an important next step for the Faroe Islands.
- Involvement from school management and building strategies at education institution level is essential. School management provides the very important link between a national/regional strategy level and implementation level in the form of teachers who teach entrepreneurial skills to pupils and students. Contributing to a (new) ideal of education where students learn to act in an entrepreneurial and innovative way is not only a pedagogical and didactical exercise, it is also a managerial and organisational practice. This mapping shows that management from the Faroese educational institutions participating in the survey have not implemented a strategy for entrepreneurship education. Moreover, the degree of involvement from the governing body of the institutions and local businesses are the lowest of all islands participating in the survey.
- Communicating the educational institutions’ entrepreneurship strategy to all stakeholders both internally (teachers and students) and externally to collaborating partners outside the institution is essential for the strategy to have an impact on the penetration rate for entrepreneurship education in the islands.
- A plan and resources for providing and ensuring the teachers the necessary competences on the area are necessary elements from the beginning. There are no or limited resources for entrepreneurship teachers’ competence development (e.g. further education in entrepreneurship teaching and networks) in the Faroe Islands and the mapping shows that this has not been a focus at the upper secondary or higher education institutions so far. New forms of teaching and teacher roles need to be acquired by teachers.

- Start with existing teaching programmes. There seems to be a relative lack of teaching materials and experience with actual teaching forms and programmes by Faroese teachers. However, the Faroe Islands have access to Junior Achievement programmes and country specific teaching programmes, all of which are tested and functioning entrepreneurship teaching programmes. Studies show that JA programmes subsequently create significantly more entrepreneurs and higher income and they have a positive impact on the pupils' motivation to study, their school engagement and their academic confidence and they have a positive impact on the primary school pupils' grades.^{107 108 109}
- Extra-curricular entrepreneurship activities such as; incubators, business plan competitions and advice and guidance for student start-ups could be a supplement to the curricular teaching and thus function as a job creator. This is particularly relevant for educational institutions at tertiary level.
- A small financial aid (Micro Grant) to student start-ups in the initial phases of the start-up process has proved (in Denmark) to have a catalytic effect and contributes to enhancing employment. The recipients of the grant also actively seek growth capital after receiving a grant. This could supplement the entrepreneurship teaching and help create new start-ups in the islands. However, it takes time before the students have become accustomed to applying for this grant.
- Whenever possible, synergies across the Nordic islands should be utilised.

¹⁰⁷ Elert, Andersson & Wennberg (2015) developed a propensity score matching on three cohorts of Company Programme pupils, who had finished their training 11 years earlier. 10,103 CP- pupils were matched with 214,735 non CP-pupils.

¹⁰⁸ Johansen (2008) conducted a survey on 1,400 9th grade pupils and 1,700 VET pupils.

¹⁰⁹ Johansen and Schanke (2014) conducted a survey on 1,880 secondary pupils and 1,160 primary school pupils who participated in Junior Achievement's programmes.

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- Nordregio, <http://www.nordregio.se/>
- HEInnovate, <https://heinnovate.eu/>

Appendix A. A Progression Model for Entrepreneurship Education Ecosystems in Europe¹¹⁰

Table 5: A Progression Model for Entrepreneurship Education Ecosystems in Europe

Stage	Pre-Strategy (based on individual initiative)	Initial Strategy Development	Strategy Implementation and Consolidation & Development of Practice	Mainstreaming
Indicative timeframe	Starting position	0–2 years	c. 2–5 years	c. 5 years +
National strategy, ¹¹¹ frameworks	No formal strategy in place. Entrepreneurship education covered – if at all – in disparate policy documents. Little or no effective interministerial cooperation. No or rudimentary platforms for dialogue with relevant social partners.	Development and promulgation of strategy, with identification and agreement of entrepreneurship education objectives and of competences, roles and responsibilities of key players. Mechanisms being established for cooperation between key ministries. Platforms being established to include wider stakeholders. Vision (and intended outcomes) in process of being determined, which may involve reconciling competing agendas within government and between public and private sectors etc. Mapping and analysis of entrepreneurship education. Good practice examples being identified. Collection of effective teaching methods and materials. Launching of communications campaigns to stimulate interest of business community. Awareness raising with teachers.	Specification of learning outcomes, objectives, indicators and targets. Methods being developed for assessing learning outcomes; and development of appropriate qualifications. Regular cooperation mechanisms being embedded at various levels of system, with relative roles and responsibilities of different stakeholders clearly defined and accepted. Development of funding streams: allocation of dedicated resources. Implementation support mechanisms being put in place. Resource banks of teaching materials available. Dissemination and broad-based application of the effective teaching methods identified. Research base being developed.	On-going monitoring and regular evaluation of entrepreneurship education in terms of quality of activity and learning outcomes being achieved. Implementation support mechanisms part of everyday teacher and school development; entrepreneurship education fully integrated into initial teacher training for every teacher. Continuous application and refinement of effective teaching methods. Robust funding mechanisms established.

¹¹⁰ Towards Greater Cooperation and Coherence in Entrepreneurship Education, European Commission, 2010.

¹¹¹ Or regional strategy and frameworks depending on governance structures.

Stage	Pre-Strategy (based on individual initiative)	Initial Strategy Development	Strategy Implementation and Consolidation & Development of Practice	Mainstreaming
Indicative timeframe	Starting position	0–2 years	c. 2–5 years	c. 5 years +
Schools	Penetration of entrepreneurship education highly variable; much ad hoc activity. Tends to be an "add-on" to the mainstream curriculum with emphasis on "entrepreneurship" as running a business. Tends to be focused in secondary education and in specific subjects. No or sporadic formal assessment of learning outcomes. Use of (unaccredited) prizes and awards to recognize achievement.	Role of schools articulated in strategy – recognition of central role. Entrepreneurship education starting to be developed across the curriculum as an embedded set of competences, not just as a separate subject. Development of entrepreneurship education beyond secondary level especially, e.g. at primary level: and school clustering.	Entrepreneurship education being made available in every school, embedded within the curriculum as part of the overall teaching concept and also as a separate subject. Progressive establishment of partnerships with businesses in all schools (e.g. through pilots).	High quality entrepreneurship education being made available to every student in every phase/type of education. Clear linkages established between different phases/types of education. Progressive development of wider linkages as part of development of local entrepreneurship ecosystem. Learning outcomes assessed.
Teachers	Strong reliance on individual teacher's enthusiasm. Entrepreneurship education often delivered outside core school hours as extra-curricular activity. Teacher training very limited. No or little in-service training.	Role of teachers articulated in strategy – recognition of central role. Good practice examples being identified of: teacher training; teaching materials.	Teachers making increasing use of national/regional and local support mechanisms (e.g. training or exchange platforms). Use of pilots to spread good practice and increase numbers of teachers engaging with entrepreneurship education agenda. Initial or in-service training on entrepreneurship made available to all interested teachers.	All teachers receiving entrepreneurship education as an integral part of their initial and their continuous in-service teacher training. All teachers teaching entrepreneurship education as integral part of the curriculum.
Regional and local authorities ¹²²	Patchy involvement: some authorities involved in development of local partnerships; others not involved at all.	(Potential) role of local authorities considered in strategy development process. Development of good practice examples of school clusters and education-business partnerships at local level.	Local authorities playing an increasingly important role in school cluster development and education-business links.	Full participation of local authorities in organising entrepreneurship education. Possible establishment of statutory requirement for organisation of partnerships based on municipality geography.
Businesses, private associations and organisations	Involvement of businesses tends to be patchy, unstructured, and often reliant on individual initiative by parents. Use of programmes developed by private organisations (e.g. JA) tends to be ad hoc on individual school basis but plays vital role in providing essential experiential and "hands-on" learning.	Key role of businesses and private organisations articulated in strategy. Businesses (increasingly) involved through social partner organisations in policy development and in delivery of entrepreneurship education in schools.	Consideration of potential to upscale the role played by businesses and private organisations in entrepreneurship education: extension and deepening of that role. Businesses being more systematically engaged at local level – movement away from ad hoc approaches to establishment of mechanisms for brokerage and establishment of long-term, sustainable relationships with schools.	Full participation of businesses in entrepreneurship education in all schools/universities. Businesses support for entrepreneurship education at all levels increasingly delivered through structured channels, e.g. education-business partnerships, organised brokerage.

¹²² The role of regional and local authorities depends on the distribution of responsibilities between tiers of government.

Figure 3: Two judges discussing the student ideas at the Start Up Programme



Photo: Lars V. Andersen.

Appendix B: “The Star Model” – a method for identifying entrepreneurship education

“The Star Model” was developed by Øresund Entrepreneurship Academy with the purpose to identify and quantify entrepreneurship education courses in Danish universities. It was later updated by the Danish Foundation for Entrepreneurship to use for short and medium-length tertiary educations also.

Courses and subjects are categorised and given 1–3 stars according to how much focus they put in the individual categories of the model. Apart from identifying a course or subject as entrepreneurship education, the model can be used to get an image of how much emphasis is put on entrepreneurship in the form of content or teaching methodology in a course/subject. The model and method is used exclusively to identify the extent to which the course/subject focuses on entrepreneurship, it is not an evaluation or assessment of the quality of the course/subject as such.

Table 6 below illustrates the overall structure of “the Star Model” which consists of two dimensions 1) Teaching design and 2) Phases in the entrepreneurial life cycle. The categories under Teaching design on the horizontal axis are divided into two main categories each of which describes the subject content and teaching approaches and methods, which together form a unifying concept for the pedagogics, didactics and methods which characterise the teaching or education. The categories on the vertical axis describe the phases in the entrepreneurial life cycle. To read more about the Star Model, see the report about examination forms, *Eksamensformer*, on the website of the Danish Foundation for Entrepreneurship.¹¹³

¹¹³ <http://www.ffe-ye.dk/videncenter/entreprenorskabs-undervisning/eksamensformer>

Table 6: The Star Model

Teaching design								
Subject-related content					Teaching approaches and methods			
Phases/ Categories	Intrapre- neurship	Entrepre- neurship	Finance/ VC	Law	Practical dimensions	Student participation	Interdisci- plinary	International dimensions
Idea								
Beginning								
Growth								
Running								

Appendix C. Demographic data on the seven islands

Table 7: Population changes (increase and decrease) in % between 2009 and 2015

Unit	Changes in total population	Changes in population aged 0–24	Changes in population aged 25+	Changes female ratio	Youth dependency changes*			Old age dependency changes**		
	2009–2015	2009–2015	2009–2015	2009–2015	2009	2015	Change	2009	2015	Change
Norway	7.6	6.0	8.4	-1.6	28.7	27.4	-4.4	22.1	24.5	10.9
Andøy	-0.8	-2.0	-0.4	-2.3	29.0	25.3	-12.7	33.2	37.9	14.1
Finland	2.7	-0.7	4.2	-0.6	25.2	25.7	2.2	25.2	31.3	24.2
Pargas	0.5	-2.3	1.7	-0.5	27.1	27.8	2.6	30.9	40.0	29.5
Denmark	2.7	2.6	2.8	-0.4	27.8	26.4	-5.0	24.1	28.8	19.5
Bornholm	-6.4	-14.3	-3.6	-0.7	25.5	23.0	-9.6	33.2	44.6	34.5
Faroe Isl	-0.9	-4.3	0.9	1.4	34.4	34.5	0.4	22.2	26.9	20.9
Greenland	-0.3	-7.9	4.6	1.0	32.9	29.8	-9.4	9.3	10.7	15.2
Sweden	5.3	4.8	5.5	-1.0	25.4	27.3	7.4	27.1	31.1	14.8
Gotland	0.4	-4.8	2.6	-0.7	22.9	24.6	7.3	31.0	39.2	26.5
Iceland	4.1	0.9	4.2	2.2	30.9	30.8	-0.3	17.2	20.5	19.2

Note: * population aged 0–14 as a share of population aged 15–64.

**population aged 65+ as a share of population aged 15–64.

Source: National statistical institutes and Eurostat.

Table 8: Increase and decrease in employment and education rates of the population 2009–2013

Unit	Employment rate*			Unemployment rate**			Youth unemployment rate***			Tertiary education****
	2009	2013	Change	2009	2013	Change	2009	2013	Change	2014
Norway	76.6	75.6	-1.3	3.2	3.5	9.4	9.2	8.6	-6.5	
Andøy	75.6	72.8	-3.7	2.8	4.8	71.4		12.7		26.6
Finland	68.4	68.4	0	8.4	8.4	0	21.5	19	-11.6	
Pargas	74.5	73.2	-1.7	4.9	4.6	-6.1		14.3		43.2
Denmark	75.1	72.3	-3.7	6.1	7.2	18.0	11.8	14.1	19.5	
Bornholm	68.8	69.3	0.7	8.9	8.9	0		19.7		23.7
Faroe Isl	88.1	90.8	3.1	4.8	3.9	-18.8		9.9		35.9
Greenland	64.9	63.3	-2.5	7.5 (2010)	9.7	29.3		17		14.4
Sweden	72.4	74.5	2.9	8.5	8.3	-2.4	25	23.7	-5.2	
Gotland	74	77.4	4.6	8	6	-25				31.1
Iceland	78.3	81.1	3.6	7.2	5.4	-25	16	13.6	-15	

Note: * number of employed persons as a share of the population aged 15–64.

** total number of unemployed persons as a share of the labour force (labour force is made up by the total number of persons employed or looking for a job).

*** unemployed persons aged 15–24 as a share of the labour force aged 15–24.

**** persons with a tertiary education as a share of the population aged 25+.

Source: National statistical institutes and Eurostat.

Appendix D. Innovationssystemet på Færøerne

Skrevet af Súsán Klein Gregoriussen

Indledning

Globaliseringen og den demografiske udvikling er i dag med til at skabe nogle økonomiske og sociale udfordringer for det færøske samfund. En af de største udfordringer på Færøerne i dag er, at for mange unge flytter til udlandet. Analyser fra Búskaparráðið¹¹⁴ (Økonomisk Råd på Færøerne) viser, at kun lidt over halvdelen af de unge, der rejser til udlandet for at studere, kommer hjem igen. Denne demografiske udvikling medfører, at der bliver en skæv fordeling med færre mennesker i den arbejdsdygtige alder i forhold til antallet af pensionister. Fremskrivninger viser, at mens vi i dag er 4,5 personer i alderen 16–66 for hver person over 67 år, vil der i 2050 kun være 2,1 personer i alderen 16–66 for hver person i alderen over 67 år. Denne demografiske udvikling medfører, at de offentlige udgifter fremover vil stige markant mere end de offentlige skatteindtægter.

Ifølge Búskaparráðið er en af hovedårsagerne til, at de unge ikke vender hjem til Færøerne efter endte studier, at der mangler videnstunge arbejdspladser på Færøerne. Færøske virksomheder, der søger folk med en højere uddannelse, modtager ofte mange ansøgninger fra færingere med bopæl i udlandet. Dette kan indikere, at der er mange unge færingere, der ønsker at rejse hjem, såfremt de får en tilfredsstillende jobmulighed.

Gennem de seneste år har især den pelagiske industri, fiskeindustrien og lakseopdræts-industrien været i vækst, mens fremstillingsindustrier og serviceindustrier er stagneret. Det færøske erhvervsliv er således præget af nogle få industrier i det primære erhverv, der kendetegnes ved virksomheder med få videnstunge arbejdspladser. Dette kan have en betydning for de unges tilflytning til Færøerne, da de fleste unge med en højere uddannelse fra udlandet må forventes af søge videnstunge stillinger i tertiære erhverv.

Det er en stor udfordring for det færøske samfund, at erhvervslivet består af nogle få brancher med relativt få videnstunge stillinger. Med den nuværende udvikling er der

¹¹⁴ http://www.setur.fo/fileadmin/user_upload/SSS/PDF-filur/Buskaparadid/Fragreidingar/Buskaparfragreiding_varid_2016.pdf (Hentet 09-10-2016).

en risiko for, at der fremover vil mangle både folk i den arbejdsdygtige alder og arbejdspladser på Færøerne.

Der er derfor et stærkt behov for, at der arbejdes mere med innovation og entreprenørskab, som kan være med til at fremme udviklingen af nye industrier, virksomheder og videnstunge arbejdspladser. Der bør lægges mere vægt på at skabe optimale rammer for entreprenører og iværksættere, der ønsker at etablere egen virksomhed. Desuden bør man gøre en større indsats for at fremme innovations- og entreprenørskabsaktiviteter på alle trin i uddannelserne, således at de unge mennesker bliver i stand til at skabe deres egne arbejdspladser og formår at møde de udfordringer, som vi står overfor med nye idéer og innovative løsninger.

Undersøgelse og resultater

Nordisk Ministerråd og Fonden for Entrepenørskab har igangsat en større undersøgelse, der har til formål at kortlægge i hvor høj grad, der arbejdes med innovation og entreprenørskab i otte nordiske øsamfund, heriblandt Færøerne.

Denne case beskriver innovationssystemet på Færøerne. Følgende spørgsmål er blevet undersøgt:

- Hvilke tilbud findes til iværksættere på Færøerne?
- Hvilke særlige tilbud findes til unge iværksættere (studerende)?
- Hvilke udfordringer står iværksættere og andre aktører, der arbejder med innovation og entreprenørskab, over for i dag?
- Hvad skal der til for at tilbyde unge mennesker på Færøerne de rette vilkår for at blive iværksættere?
- Hvilke tiltag mangler på Færøerne, og hvad kunne løsningen være?

Undersøgelsen er baseret på resultater fra fire kvalitative interviews med ledende personer fra det færøske iværksætermiljø. Desuden er oplysninger om tilbud til iværksættere og aktører i det færøske iværksætermiljø hentet fra aktørernes respektive hjemmesider.

Resultaterne fra undersøgelsen kan være med til at give et indblik i, hvilke aktører, der er med til at fremme innovations- og entreprenørskabsaktiviteter på Færøerne i dag, og hvilke udfordringer de står over for.

De interviewede personer har desuden nogle bud på, hvilke tiltag, der kan iværksættes for at skabe optimale rammer for dem, som ønsker at etablere egen virksomhed eller ønsker at arbejde med innovations- og entreprenørskabsfremmende aktiviteter.

Der blev anbefalet seksten tiltag, der kan kategoriseres i fire overordnede temaer: Iværksættere og risikovillig kapital (3 tiltag), Iværksættere og administration (4 tiltag), Iværksættere og eksport (1 tiltag) samt Entreprenørskab og uddannelse (8 tiltag).

Innovationssystemet på Færøerne

I det følgende gives en kort beskrivelse af nogle af de aktører, der arbejder med at fremme innovations- og entreprenørskabsaktiviteter på Færøerne.

Hugskotið

Hugskotið¹¹⁵ i Tórshavn er et iværksætterhus, der blev etableret af Torshavns Kommune 1. april 2014 med det formål at fremme innovation og entreprenørskab i kommunen. Hugskotið får en årlig bevilling på 1,2 millioner DKK af Torshavns Kommune. Hugskotið tilbyder en række tjenesteydelser til iværksættere og virksomheder i kommunen, heriblandt gratis rådgivning og lokaler til iværksættere. Der er kontorlokaler med plads til 10–12 iværksættere, og disse er altid fuldt optaget. Der er således et behov for at kunne tilbyde flere og større lokaler.

- *Gratis rådgivning*
Hugskotið tilbyder gratis rådgivning om virksomhedsetablering, patentansøgninger, markedsføring, regnskab, skat, moms, virksomhedsdrift, virksomhedsudvikling, vækst, m.m. Iværksætterne har desuden mulighed for at få gratis hjælp og vejledning fra mentorer, der alle arbejder på frivillig basis.
- *Iværksættercafé*
Hugskotið organiserer iværksættercafé én gang om måneden, hvor specialister holder foredrag om emner, der er relevante for iværksættere. Der plejer at møde mellem 50 og 80 mennesker til disse aftener, hvor iværksættere har mulighed for at mødes og sparre med hinanden.
- *Kurser for iværksættere*
Hugskotið afholder hvert år et 10 ugers kursus for unge iværksættere. De unge lærer bl.a. at lave en forretningsplan, og hvad der skal til for at etablere og drive en virksomhed. Kursisterne mødes én aften hver uge i ti uger.
- *Iværksætteraktiviteter for børn og unge*
Hugskotið har i samarbejde med en af kommunens folkeskoler organiseret innovations- og iværksætteraktiviteter for 4.–9. klasses elever. Formålet med disse aktiviteter er, at eleverne skal lære at tænke, at de selv kan være med til at skabe deres egen arbejdsplads. Eleverne gennemgik forskellige aktiviteter, der

¹¹⁵ www.hugskotid.fo

var med til at give dem en udvidet forståelse for begreberne innovation og kreativitet. De fik dernæst til opgave at gå ud i byen for at finde ud af, hvad der kan gøres bedre i Torshavns Kommune. Eleverne identificerede nye muligheder og behov, og på denne baggrund udviklede de idéer, der skulle omsættes til noget værdiskabende. Undervisningsforløbet sluttede med en konkurrence, hvor eleverne præsenterede over 60 gode og nyskabende idéer.

- *Creative Business Cup*

Hugskotið er medarrangør af Creative Business Cup, der er en international iværksætter konkurrence. Formålet er at knytte det kreative og erhvervsmæssige sammen i projekterne. Vinnuframi, Íverksetarahúsið og Hugskotið udvælger 10 projekter ud fra kriterier, der er fastlagt af Center for Kultur- og Oplevelsesøkonomi i København. Vinderen af den færøske finale går videre til en international finale, hvor de konkurrerer imod deltagere fra mere end 50 lande.

Íverksetarahúsið

Íverksetarahúsið¹¹⁶ i Klaksvík er en selvejende institution, der har til formål at medvirke til udvikling af nye og eksisterende brancher og virksomheder. Íverksetarahúsið får en årlig bevilling på 1,1 million DKK fra Uttanríkis- og vinnumálaráðið, 200.000 DKK fra Klaksvíks Kommune, samt 100.000 DKK fra Føroya Tele. Desuden får Íverksetarahúsið et beløb på 300.000 DKK årligt fra Mentamálaráðið. Dette beløb er øremærket til arbejdet med Skole FM.

Íverksetarahúsið tilbyder rådgivning, kurser og lokaler til iværksættere. Hvert år organiserer Íverksetarahúsið forskellige aktiviteter, der er med til at fremme innovation og entreprenørskab på Færøerne, heriblandt Skole FM, European Business Game, Startup Føroyar, Game Jam, Gaming Huset, Årets Iværksætterdag og Netværksaftener. Desuden er Íverksetarahúsið medarrangør af Creative Business Cup på Færøerne.

- *Skole FM*

Íverksetarahúsið organiserer hvert år Skole FM, hvor elever fra 9. og 10. klasse fra hele landet arbejder med innovation og entreprenørskab. Det er de unge, der skal forme fremtidens samfund. Derfor er det vigtigt, at de i undervisningen udvikler deres evner til at kunne se nye muligheder og at de får nogle værktøjer til at tage imod de udfordringer, der er i fremtidens samfund. Íverksetarahúsið har underskrevet en samarbejdsaftale med Mentamálaráðið, der viser, at de offentlige myndigheder ønsker at fremme elevernes interesse for entreprenørskab og at give dem erfaring med innovation og entreprenørskab. Som en del af Skole FM får eleverne undervisning i entreprenørskab, de besøger

¹¹⁶ www.iverksetan.fo

virksomheder, arbejder med innovation og udvikling af ideer, præsenterer egne virksomhedsidéer, m.m. Skole FM slutter med en konkurrence, hvor elever fra forskellige skoler konkurrerer imod hinanden.

- *European Business Game*
European Business Game (EBG) er en europæisk konkurrence for elever på gymnasiale uddannelsesinstitutioner. Med udgangspunkt i egen virksomhedsidé gennemgår de studerende processen fra idé til forretningsplan og finansiering. De studerende bruger her teorierne i praksis og etablerer kontakter til rådgivere, pengeinstitutter og andre fra erhvervslivet. Eleverne deltager i en konkurrence på Færøerne og vinderen får mulighed for at deltage i den internationale konkurrence, hvor elever fra de fleste europæiske lande konkurrerer imod hinanden. Konkurrencen går ud på at finde den bedste fiktive virksomhed. Færøske studerende har deltaget i EBG siden midten af 1990'erne med meget gode resultater og flere guldmedaljer. European Business Game sponsoreres af Bank Nordik.
- *Game Jam – Spiludvikling på Færøerne*
Íverksetarahúsið har tre år i træk organiseret såkaldte Game Jam event på Færøerne, hvor unge færinger mødes for at udvikle computerspil inden for en begrænset tidsperiode.
- *Gaming Huset*
Íverksetarahúsið har været med til at åbne et "Gaming Hus" i Torshavn, hvor de tilbyder lokaler og hjælp til unge, der ønsker at udvikle computerspil, Apps og 3D, m.m.
- *Startup Føroyar*
Startup Føroyar er en fælles betegnelse for en række kurser, som Íverksetarahúsið har tilbudt på Færøerne. Dog har et kursus været i København. Kursusdeltagerne arbejder med Business Model Canvas og finder ud af, hvad der skal til for at iværksætte en virksomhedsidé.
- *Netværksaftener*
Som noget nyt organiserer Íverksetarahúsið netværksaftener en gang om måneden, hvor iværksættere og andre interesserede har mulighed for at mødes til en forelæsning, kaffe og en snak. Iværksættere har tit fælles udfordringer og her har de mulighed for at mødes i et forum, hvor de kan diskutere udfordringer og dele erfaringer med andre i samme situation som dem selv.
- *Årets iværksætterdag*
Årets iværksætterdag afholdes en gang årligt, hvor årets færøske iværksætter bliver hædret. Dertil gives en innovationspris til en banebrydende innovation samt en investorpris til en visionær og produktiv investering.
- *Kvinnur Megna (Kvinder kan!)*
Kvinnur Megna er en iværksætterdag for kvinder. Der fokuseres på kvinder, der har klaret sig godt som iværksættere, og der gives en pris til en kvinde, der har vist gode resultater og har været med til at inspirere andre kvinder.

- *Iværksætterstøtte*
Iværksætterstøtte er en støtteordning med tilknyttede mentorer, der er lanceret i efteråret 2016. Formålet med ordningen er, at iværksættere får professionel støtte til at udvikle deres virksomheder samtidig med, at de får et godt netværk, der kan hjælpe dem med at skaffe kapital til virksomheden. Støtteordningen er beregnet til nye virksomheder, der har arbejdet med deres idéer i et stykke tid, men mangler at få gang i virksomheden. Der tilbydes daglig sparring og hjælp til at modne projektet, så det er klar til at blive præsenteret for investorer.
- *Informationsaftener på Færøerne*
Rådgivere fra Íverksetarahúsið rejser rundt på Færøerne og informerer om tilbud til iværksættere. Dermed forsøger man også at nå nye iværksættere på de andre øer.

Vinnuframi

Vinnuframi¹¹⁷ støtter iværksættere og virksomheder, der har behov for finansiel støtte og professionel rådgivning til bl.a. udvikling af en forretningsplan, produktudvikling, patentansøgninger samt markedsføring og salg. Støtten fra Vinnuframi er begrænset til kun at omfatte udvikling o. lign, og de er således ikke muligt at få støtte til drift og investeringer.

Vinnuframi støtter aktiviteter, der er med til at udvikle et forskelligartet erhvervsliv på Færøerne og udbreder anvendelse af ny viden. Vinnuframi er medarrangør af den internationale konkurrence Creative Business Cup. I 2015 fik Vinnuframi en årlig bevilling på finansloven på 3,2 millioner.

Inova

Inova¹¹⁸ er en forskerpark i Torshavn, der giver private virksomheder og offentlige organisationer adgang til laboratorier, laboratorieudstyr og lokaler. Inova tilbyder et unikt videnskabeligt miljø, hvor private virksomheders forskningsafdelinger har mulighed for at dele lokaler med universitetet og offentlig forskningsinstitutioner og koordinere et samarbejde, således at Inova's brugere kan få gavn af hinandens færdigheder og kompetencer.

Granskingarráðið

Granskingarráðið¹¹⁹ har til opgave at rådgive Landstyret og erhvervsvirksomheder i forskningspolitiske spørgsmål samt at administrere Granskingargrunnurin og Sjúkrakassagrunnurin.

¹¹⁷ www.vinnuframi.fo

¹¹⁸ www.inova.fo

¹¹⁹ www.gransking.fo

Granskingargrunnurin

Granskingargrunnurin¹²⁰ yder finansiel støtte til forskning og udvikling, der har tilknytning til færøske organisationer, virksomheder og personer.

Sjúkrakassagrunnurin

Sjúkrakassagrunnurin¹²¹ er en fond, der yder støtte til forskningsprojekter, som kan være med til at udvikle det færøske helse- og sundhedsvæsen, uden dog at være med til at finansiere driften af sygehusvæsenet. Sjúkrakassagrunnurin administreres af Granskingarráðið, der har ansvaret for at fordele i alt 28 millioner DKK til forskningsprojekter.

Horizon 2020

Horizon 2020¹²² er EU's støtteprogram for forskning og innovation i perioden 2014–2020. Der lægges vægt på samarbejde mellem forskere og erhvervslivet, og målet er, at Horizon 2020 vil føre til nyskabende forskning, innovative løsninger og nye teknologier ved at give støtte hele vejen fra idé til marked og bygge bro på tværs af grænser og sektorer. Programmet omfatter også støtte til små og mellemstore virksomheder, der kan søge informationer og rådgivning således, at det bliver lettere at omsætte idéer til markedsparate kommercielle produkter.

Fiskivinnuoyndir

Fiskivinnuoyndir er et støtteprogram under Fiskeriministeriet, der bl.a. har til formål at støtte innovative projekter inden for fiskeindustrien.

Framtaksgrunnurin

Framtaksgrunnurin¹²³ er en venturefond, der har en særlig rolle i færøsk erhvervsliv som en risikovillig og tålmodig investor, der investerer med venturekapital i færøske erhvervsvirksomheder og tilbyder ansvarlig lånekapital til nye og ældre færøske virksomheder. Eventuelle overskud geninvesteres i færøske virksomheder, der vurderes at have et udviklingspotentiale. Framtaksgrunnurin investerer bl.a. i virksomheder, der ønsker at udvikle nye produkter og markeder samt virksomheder, der har behov for investorer.

¹²⁰ Granskingargrunnurin er en forskningsfond.

¹²¹ www.vinnufram.fo

¹²² www.ec.europa.eu/programmes/horizon2020 Se også www.gransking.fo

¹²³ www.framtak.fo

TF Íløgur

TF Íløgur,¹²⁴ der er et datterselskab af TF Holding, har til formål at investere i færøsk erhvervsliv.

P/F Royndin

P/F Royndin¹²⁵ er en investeringsfond, der blev etableret af Føroya Lívstrygging i 2005. P/F Royndin investerer i det færøske erhvervsliv, dvs. i aktier og i garantkapital i færøske virksomheder.

Vækstfonden

Vækstfonden¹²⁶ er en dansk fond, der tilbyder vækstlån og vækstkaution til små og mellemstore virksomheder. Færøske virksomheder har mulighed for at søge Vækstfonden om finansiering, heriblandt vækstlån, der er målrettet til unge virksomheder, som allerede har produkter og kunder, men hvis korte historik gør det svært at skaffe finansiering til at accelerere væksten. Nye virksomheder kan bruge lånet, når deres sikkerhed ikke rækker til et almindeligt banklån. Vækstlån til iværksættere har en større risiko end almindelige banklån, og renten er derfor også højere. Iværksættere kan bruge vækstlånet som et supplement til deres øvrige finansiering.

Ud over at få støtte og vejledning fra ovennævnte aktører, har færøske iværksættere mulighed for at få vejledning fra Taks (de færøske skattemyndigheder), revisorer, bogholdere, advokater, banker, reklamebureauer, vejledning om eksport fra Uttanríkis- og Vinnumálaráðið (Udenrigs- og Erhvervsministeriet), ambassader i udlandet samt generel rådgivning fra erhvervsdrivende rådgivere. Såfremt der er behov for gratis rådgivning, er det bedst at henvende sig til Hugskotið eller Iværksætterhuset.

Særlige tilbud til unge entreprenører (studerende)

I de senere år har flere skoler og uddannelsesinstitutioner tilbudt eleverne at arbejde med innovations- og entreprenørskabsprocesser i længerevarende forløb. Således får de unge, der skal forme fremtidens samfund, udviklet deres evne til at se nye muligheder og blive bedre udrustet til at tage imod de udfordringer, som samfundet står overfor.

¹²⁴ www.tfholding.fo

¹²⁵ www.liv.fo/royndin

¹²⁶ www.vf.dk

Målet er at øge interessen for innovation og entreprenørskab blandt eleverne i folkeskolen og i gymnasiet samt at give elever og studerende mulighed for at skabe noget selv. På sigt er målet, at flere involverer sig i samfundet som aktive medborgere, innovative medarbejdere og succesfulde iværksættere.

Fonden for entreprenørskab

Fonden for Entreprenørskab var i 1996 med til at indføre innovations- og entreprenørskabs-aktiviteter i ungdomsuddannelserne på Færøerne. I 2012 blev der etableret en selvstændig region på Færøerne, der i dag hedder Fonden for Entreprenørskab Region Færøerne. I bestyrelsen sidder repræsentanter for Eik Banki, Vinnuhúsið (Industriens Hus), Tøkni, Visit Faroe Islands, Fróðskaparsetur Føroya (Universitetet), Glasir Tórshavn College (Sammenlægning af erhvervsskoler, teknisk skole, handelsskole og alment gymnasium) og Teknisk Skole i Klaksvík. Private virksomheder og foreninger bidrager med økonomisk støtte.

Fonden har primært støttet ungdomsuddannelserne på Færøerne, dvs. erhvervsuddannelserne og de gymnasiale uddannelser og har bl.a. fungeret som en koordinator mellem uddannelsesinstitutionerne med det formål at skabe tværfaglige tilbud, hvor studerende med forskellig uddannelsesmæssig baggrund har mulighed for at mødes. Fonden afholder informationsmøder, hvor studerende orienteres om muligheder for at arbejde med entreprenørskabsaktiviteter, og er koordinator for Company Programme på Færøerne. Eik Banki har været hovedsponsor for Company Programme siden 1996.

Fonden for Entreprenørskab Region Færøerne vil fremover øge indsatsen på alle niveauer i uddannelsessystemet på Færøerne.

Der er etableret gode samarbejdsrelationer mellem Fonden for Entreprenørskab, Undervisningsministeriet, Udenrigs- og erhvervsministeriet, gymnasier, erhvervsskoler, universitetet, foreninger og erhvervslivet på Færøerne. Disse relationer og støtten fra erhvervslivet har stor betydning for gennemførelsen af de forskellige innovations- og entreprenørskabsaktiviteter.

- *Company Programme*
Elever på erhvervsskolerne og de gymnasiale uddannelser har mulighed for at deltage i Company Programme. Eleverne arbejder med innovation og entreprenørskab i et længerevarende undervisningsforløb, der afsluttes med FM i entreprenørskab. Vinderen af den færøske konkurrence får mulighed for at deltage i DM i København. Der er tale om et learning-by-doing program, hvor eleverne bl.a. lærer at se og skabe idéer og muligheder samt at etablere og drive egen virksomhed. Elever, der deltager i Company Programme, udvikler bl.a. deres evne til at være innovative og at iværksætte idéer gennem samarbejde og

netværk. De har bl.a. kontakt til underleverandører, forhandlere, myndigheder, pengeinstitutter og rådgivere. Eleverne udvikler desuden evnen til at planlægge og organisere aktiviteter samt evnen at kunne analysere og håndtere risici. De får også erfaring med at samarbejde og kommunikere med netværk uden for skolen og udvikler deres faglige, personlige og sociale færdigheder, bl.a. evnen at kunne arbejde vedholdende både selvstændigt og i grupper.

- *Rådgivning og efteruddannelse af lærere*
Fonden for Entreprenørskab tilbyder rådgivning og vejledning til lærere på uddannelsesinstitutioner, der deltager i Company Programme og har desuden været med til at give undervisere på ungdomsuddannelserne efteruddannelse, for at fremme anvendelse af innovations- og entreprenørskabsrettede aktiviteter i undervisningen.
- *Internationalt samarbejde og innovation camp*
Fonden for Entreprenørskab har haft en koordinerende rolle i forbindelse med etablering af internationale samarbejdsrelationer mellem færøske og udenlandske uddannelsesinstitutioner. Desuden har fonden været med til at udvikle og afholde Innovation Camp, hvor undervisere og elever fra forskellige nordiske og baltiske lande har deltaget. De internationale Innovation Camps er afholdt med støtte fra bl.a. Nordplus Junior. Det internationale samarbejde har også omfattet samarbejde omkring nationale konkurrencer i Company Programme, hvor udenlandske elever har fået mulighed for at deltage med gæstevirksomheder, dog uden at deltage i selve konkurrencen.

Folkeskolen

I folkeskolelovens § 2, Stk. 2. fremgår, at "Folkeskolen skal skabe rammer for oplevelse, virkelyst og dybsindighed, således at eleverne kan udvikle erkendelse, fantasi og lyst til at lære, og udvikler evne til at vurdere selvstændigt, at træffe beslutninger, at handle og at udvikles med tillid til egne muligheder og de muligheder, der er i fællesskaber."¹²⁷

Der lægges vægt på, at eleverne foruden at opnå faglige kundskaber, også udvikler virkelyst, fantasi samt evnen til at vurdere selvstændigt og træffe beslutninger. Desuden lægges der vægt på, at eleverne ser muligheder og handler. Eleverne skal forberede sig på de videre studier og gøres klar til at kunne varetage et arbejde på fremtidens arbejdsmarked. Dette åbner op for, at lærerne anvender innovative undervisningsmetoder, der styrker elevernes evne til innovativ anvendelse af fagligheden samtidig med, at deres personlige og sociale kompetencer udvikles.

¹²⁷ Oversættelse af den færøske folkeskolelov. Se <http://logir.fo/Logtingslog/125-fra-20-06-1997-um-folkaskulan-sum-seinast-broytt-vid-logtingslog-nr-34-fra-28> (Besøgt 08.10.16)

Der gøres allerede i dag en indsats for, at elever i folkeskolen får undervisning i innovation og entreprenørskab, og nogle folkeskoler på Færøerne har faget entreprenørskab på skoleskemaet for elever i 9. og 10. klasse.

- *Skole FM*
Eleverne i 9. og 10. klasse har mulighed for at deltage i Skole FM, hvor elever fra forskellige skoler konkurrerer mod hinanden. Det er Íverksetarahúsið í Klaksvík, der i samarbejde med undervisningsministeriet står for organiseringen af dette undervisningsforløb. (Se beskrivelse af Skole FM på s. 7).

Erhvervsuddannelser og gymnasiale uddannelser

Flere af erhvervsuddannelserne og de gymnasiale uddannelser har grundfaget Innovation som valgfag. Desuden får eleverne undervisning i innovation og entreprenørskab i forbindelse med tværfaglige projekter og temaer.

- *Company Programme*
Elever på ungdomsuddannelserne har mulighed for at deltage i Company Programme, der koordineres af Fonden for Entreprenørskab. (Se beskrivelse af Company Programme på s. 13).
- *European Business Game*
Elever på de gymnasiale uddannelser har mulighed for at deltage i konkurrencen European Business Game, der koordineres af Íverksetarahúsið i Klaksvík. (Se beskrivelse på s. 6).

De videregående uddannelser

De videregående uddannelser på Færøerne dækker bl.a. over kortere videregående uddannelser, søfartsuddannelser samt universitetsuddannelser. Innovation og entreprenørskab indgår ikke som selvstændige fag på de korte videregående uddannelser, men indgår som elementer i fag på Markedsføringsuddannelsen og Produktionsteknologuddannelsen, hvor undervisningen er tværfaglig, og hvor eleverne bl.a. arbejder med produktudvikling og forretningsplaner. På søfartsskolerne indgår innovation og entreprenørskab som elementer i nogle af fagene på maskinmesteruddannelsen.

Uddannelserne på Fróðskaparsetur Føroya¹²⁸ (Det færøske universitet) har ikke innovation og entreprenørskab som selvstændige fag på deres uddannelser, men nogle

¹²⁸ www.setur.fo

af uddannelserne indeholder elementer af innovation og entreprenørskab, bl.a. uddannelsen Master i West Nordic Studies. I forbindelse med at bachelor- og kandidatstuderende arbejder med bacheloropgaver og masterafhandlinger, er de studerende ofte i høj grad med til at skabe værdi i samarbejde med eksterne samarbejdspartnere, private virksomheder og offentlige organisationer. Dermed indgår innovation og entreprenørskab som en del af disse projekter.

Fróðskaparsetur Føroya (Universitetet på Færøerne) arbejder med en strategi- og udviklingsplan med øget fokus på innovation og entreprenørskab og har ligeledes haft samarbejde med Íverksetarahúsið i Klaksvík om enkelte iværksætteraktiviteter på universitetet.

Udfordringer, anbefalinger og tiltag

De interviewede personer var enige i, at de største udfordringer, som færøske iværksættere og aktører, der arbejder med innovation og entreprenørskab, står overfor i dag, er iværksætternes manglende adgang til risikovillig kapital samt indføring af innovation og entreprenørskab i uddannelsessektoren. Andre udfordringer, der blev nævnt, er besværligheder i forbindelse med virksomhedsetablering og iværksætternes manglende erfaring med eksport.

Der anbefales i alt seksten forskellige tiltag, der kunne være med til at skabe bedre rammer for iværksættere og andre, der arbejder med innovation og entreprenørskab på Færøerne.

Iværksætteri og risikovillig kapital

- Tiltag 1 – Højere bevilling til Vinnuframi.
- Tiltag 2 – Bevilling til investering i risikofyldte start-up virksomheder.
- Tiltag 3 – Etablering af ny investeringsfond.

Iværksætteri og administration

- Tiltag 4 – Det skal være enkelt at etablere en ny virksomhed.
- Tiltag 5 – Oprettelse af en fælles iværksætterportal.
- Tiltag 6 – Rådgivning om lovmæssige og regnskabsmæssige krav.
- Tiltag 7 – Adgang til lokaler og laboratorier.

Iværksætteri og eksport

- Tiltag 8 – Styrke kontakten mellem iværksættere og eksportrådgivning.

Entreprenørskab og uddannelse

- Tiltag 9 – Øge udbuddet af kurser og fag med læring i og om entreprenørskab.
- Tiltag 10 – Progression i innovations- og entreprenørskabsaktiviteter i uddannelsessystemet.
- Tiltag 11 – Uddannelse og efteruddannelse af undervisere.
- Tiltag 12 – Udvikling af færøsk undervisningsmateriale om innovation og entreprenørskab.
- Tiltag 13 – Samarbejde om entreprenørskab på tværs af uddannelsesinstitutioner.
- Tiltag 14 – Måling og synliggørelse af effekten af entreprenørskabsaktiviteter.
- Tiltag 15 – Tættere samarbejde mellem startup-virksomheder og studerende på universitetet.
- Tiltag 16 – Højere økonomisk bevilling til entreprenørskab i uddannelsessystemet.

Iværksætteri og risikovillig kapital

En stor udfordring, som færøske iværksættere har i dag, er manglende adgang til risikovillig kapital. Ifølge flere af de interviewede personer, kan dette være en af hovedårsagerne til, at flere startup-virksomheder ikke rigtig kommer i gang og har svært ved at vokse eller komme ud på udenlandske markeder med deres produkter og tjenesteydelser.

Ifølge flere af de interviewede personer, er færøske investeringsfonde og investorer meget forsigtige med at investere i startup-virksomheder. En af årsagerne kan være, at iværksætternes projekter ikke er modne nok til at blive præsenteret for investorer. Der er ofte tale om en idé og ikke en indtægtsgivende virksomhed. Iværksætterne har brug for at få hjælp til at gøre projekterne salgbare, før de bliver præsenteret for investorer. Der er også flere startup-virksomheder med gode projekter, der har svært ved at få den nødvendige kapital for at komme i gang.

Selv om der er flere investeringsforeninger og investorer på Færøerne, er det ifølge de interviewede personer kun et fåtal af færøske startup-virksomheder, der får risikovillig kapital fra investorerne. Vinnuframi er i øjeblikket den eneste aktør, der giver finansiel støtte til startup-virksomheder, der har behov for at få hjælp til produktudvikling og til at komme ud på markedet med deres produkter og tjenesteydelser. Vinnuframi giver kun støtte til udvikling og har ikke mulighed for at investere i selve virksomheden. Eftersom Vinnuframi kun får ca. 3 millioner DKK årligt til støtte af startup-virksomheder og andre virksomheder, er den samlede støtte til færøske iværksættere meget begrænset.

Der foreslås tre forskellige tiltag, der kan være med til at gøre det lettere for startup-virksomheder at få risikovillig kapital.

Tiltag 1 – Højere bevilling til Vinnuframi

Vinnuframi bør få en højere bevilling på finansloven, således at Vinnuframi kan støtte flere færøske startup-virksomheder og hjælpe iværksættere med at gøre projekterne klar til at blive præsenteret for investorer.

Tiltag 2 – Bevilling til investering i risikofyldte start-up virksomheder

Flere af de interviewede personer nævnte, at der bør bevilges penge til investering i start-up virksomheder. Et af forslagene går ud på, at Framtak får bevilget penge, der øremærkes til investering i risikofyldte start-up projekter. Et andet forslag går ud på, at Vinnuframi får bemyndigelse til at investere i risikofyldte startup-virksomheder, således at de får større mulighed for at hjælpe iværksættere med at realisere deres projekter. Når iværksætterne er kommet længere med deres projekter, har de bedre mulighed for at få risikovillig kapital fra andre investorer.

Tiltag 3 – Etablering af ny investeringsfond

Der bør etableres en investeringsfond, der primært investerer i nye risiko-fyldte startup-virksomheder, som har behov for risikovillig kapital. Der er flere forslag til, hvordan investeringsfonden kan skaffe kapital. Et af forslagene går ud på, at investeringsfonden får en årlig bevilling på finansloven, der kun bliver brugt til investeringer i risikofyldte startup-virksomheder. Et andet forslag går ud på, at færøske virksomheder forpligter sig til at indbetale en vis procentdel af deres overskud til investeringsfonden, der videreinvesterer pengene i risikofyldte startup-virksomheder. Fondens indtægter geninvesteres i nye startup-virksomheder.

Iværksætteri og administration

Når en virksomhed skal etableres på Færøerne, skal iværksættere igennem en længere proces, hvor de skal kontakte flere forskellige organisationer, heriblandt TAKS (de færøske skattemyndigheder), Skráseting Føroya og pengeinstitutter. Nye iværksættere har ofte svært ved at navigere rundt på de forskellige hjemmesider, og etableringsprocessen tager mere end en uge.

Der foreslås fire forskellige tiltag, der kan være med til at gøre det lettere at etablere en virksomhed:

Tiltag 4 – Det skal være enkelt at etablere en ny virksomhed

Tilgangen til at etablere en ny virksomhed skal være enkel og hurtig. Dette kan gøres ved hjælp af digitalisering og ved at gøre det lettere at navigere på TAKS hjemmeside.

Tiltag 5 – Oprettelse af en fælles iværksætterportal

Oprettelse af en fælles iværksætterportal, hvor iværksættere har adgang til alle aktører og organisationer, der er relevante i forbindelse med virksomheds-etablering, ville gøre det endnu enklere at etablere en ny virksomhed.

Tiltag 6 – Rådgivning om lovmæssige og regnskabsmæssige krav

Iværksættere skal opfylde mange lovmæssige og regnskabsmæssige krav. Flere iværksættere oplever, at deres manglende viden inden for dette område kan være en hindring. Derfor kunne det være relevant at tilbyde nye startup-virksomheder rådgivning fra bl.a. revisorer og advokater.

Tiltag 7 – Adgang til lokaler og laboratorier

I dag har iværksættere mulighed for at få adgang til lokaler hos Íverksetarahúsið i Klaksvík, Vinnuframi og Hugskotið i Tórshavn. Lokalerne er meget optaget, og det er ofte svært at få adgang til lokaler. Iværksættere skal have lettere adgang til kontorlokaler og laboratorier, og dette er noget, som de offentlige og kommunale aktører bør arbejde med.

Iværksætteri og eksport

Færøske virksomheder har et meget lille hjemmemarked, og derfor er det ofte nødvendigt at tænke på eksport allerede fra virksomhedens etablering. Ifølge flere af de interviewede personer mangler færøske iværksættere ofte viden om og erfaring med eksport, og derfor har de brug for god vejledning. Færøske virksomheder har mulighed for at få vejledning hos Dansk Eksportråd, der bl.a. tilbyder rådgivning og markedsundersøgelser.

Tiltag 8 – Styrke kontakten mellem iværksættere og eksportrådgivning

Der bør gøres en indsats for at styrke kontakten mellem iværksættere, ambassader og andre aktører, der kan rådgive omkring eksport til udenlandske markeder.

Entreprenørskab og uddannelse

Det er en stor udfordring for det færøske samfund, at der i dag kun er nogle få folkeskoler, der tilbyder eleverne mulighed for at arbejde med entreprenørskabsrettede aktiviteter. Elever fra erhvervsskolerne og gymnasierne har bedre muligheder for at arbejde med entreprenørskab, bl.a. ved at deltage i Company

Programme og European Business Game. De korte videregående uddannelser markedsføringsøkonom og produktionsteknolog indeholder flere elementer af innovation og entreprenørskab, mens uddannelserne på universiteterne ikke har innovation og entreprenørskab på skemaet. Her har de studerende dog mulighed for selv at arbejde med entreprenørskabsaktiviteter i forbindelse med projektarbejde og deres arbejde med bacheloropgaver og kandidatafhandlinger.

Flere aktører gør i dag en indsats for, at elever, studerende og undervisere får mulighed for at arbejde med entreprenørskabsaktiviteter. Der skal gøres en indsats for, at endnu flere elever og studerende får mulighed for at arbejde med innovation og entreprenørskab. Dette kan bl.a. gøres ved hjælp af følgende tiltag:

Tiltag 9 – Øge udbuddet af kurser og fag med læring i og om entreprenørskab

Flere af de interviewede personer understregede, at det er vigtigt, at udbuddet af kurser og fag om innovation og entreprenørskab øges på alle skoletrin. Dette er nødvendigt for at skabe interesse for innovation og entreprenørskab hos børn allerede i folkeskolen, således, at børnene lærer at se nye muligheder og får mulighed for at arbejde med teori og praksis. Entreprenørskab skal derfor på skemaet i alle folkeskoler på Færøerne. Der skal arbejdes mere med innovations- og entreprenørskabsrettede aktiviteter i folkeskolen allerede fra 4. klasse, og innovation og entreprenørskab bør indføres som valgfag fra 8. klasse.

Entreprenørskab skal også på skemaet i alle ungdomsuddannelser, således at alle elever får mulighed for at arbejde med entreprenørskabsaktiviteter. Erhvervsskolerne og gymnasierne skal lægge endnu større vægt på læring i og om innovation og entreprenørskab.

Entreprenørskabsaktiviteter skal ind i studieplanerne på de korte videregående uddannelser samt på universitetsuddannelserne, således at vi får flere innovative virksomhedsledere og medarbejdere.

Samfundet har et stort behov for, at flere unge med højere uddannelser får en øget interesse i at arbejde med entreprenørskab og at etablere egen virksomhed. Med en øget indsats på dette område ville vi på sigt kunne se nogle spændende og mere modne projekter hos startup-virksomheder.

Indføring af entreprenørskabsaktiviteter i uddannelsessystemet skal være koordineret, således at der er en sammenhæng og progression i det, som eleverne lærer i folkeskolen og det, de lærer på ungdomsskolerne og på universitetet. Der skal være en progression, således at der på alle uddannelsesniveauer indgår læringsmål med forskellige vidensformer og grader af kompleksitet.

Opgaven med at indføre entreprenørskabsaktiviteter på alle trin i uddannelsessystemet må først og fremmest varetages af Mentamálaráðið, men med god støtte fra Uttanríkis- og Vinnumálaráðið (Udenrigs- og erhvervsministeriet), Fonden for Entreprenørskab Region Færøerne, Vinnuhúsið (Industriens Hus), Íverksetarahúsið og Hugskotið.

Tiltag 10 – Progression i innovations- og entreprenørskabsaktiviteter i uddannelsessystemet

Undervisningen i innovation og entreprenørskab bør være en mere integreret del af undervisningen på alle niveauer, dvs. i folkeskolen, erhvervsskolerne, gymnasierne, de korte videregående uddannelser og på Universitet. I dag koordinerer Íverksetarahúsið i Klaksvík undervisning i entreprenørskab i 9. og 10. klasse i omkring 6–8 folkeskoler i samarbejde med Mentamálaráðið. Íverksetarahúsið koordinerer desuden European Business Game på ungdomsuddannelserne og har etableret samarbejde med Universitetet. Hugskotið i Tórshavn har i samarbejde med Fonden for Entreprenørskab organiseret et par undervisningstilbud til elever på en folkeskole samt en idékonkurrence for elever på erhvervsskoler og handelsgymnasiet. Fonden for Entreprenørskab koordinerer Company Programme og rådgiver i den forbindelse undervisere på erhvervsskoler og gymnasier om entreprenørskabsundervisning.

Alle uddannelsestilbud inden for innovation og entreprenørskab bør organiseres således, at der er en sammenhæng og progression i de forskellige innovations- og entreprenørskabsaktiviteter.

En mulighed er, at Mentamálaráðið sammen med Uttanríkis- og Vinnumálaráðið, Fonden for Entreprenørskab Region Færøerne, Vinnuhúsið, Hugskotið og Íverksetarahúsið opretter en fond, der har til formål at indføre en integreret og sammenhængende uddannelse i innovation og entreprenørskab på alle uddannelsesstrin, dvs. i folkeskoler, ungdomsuddannelser, korte videregående uddannelser og universitetsuddannelser. Medlemmer i fonden kunne være virksomheder, skoler og andre offentlige organisationer.

Tiltag 11 – Uddannelse og efteruddannelse af undervisere

At arbejde med innovation og entreprenørskab i undervisningen kræver meget af undviserne både m.h.t. faglig viden, pædagogik samt mod til at arbejde kreativt og eksperimenterende. Derfor bør lærere i folkeskoler samt undervisere på ungdomsuddannelserne og universitetet tilbydes opkvalificering og efteruddannelse i at undervise i entreprenørskab, for derigennem at sikre, at de har den nødvendige faglige og pædagogiske kompetence til at undervise i innovation og entreprenørskab.

Tiltag 12 – Udvikling af færøsk undervisningsmateriale om innovation og entreprenørskab

Både undervisere og rådgivere i iværksætermiljøet efterlyser færøske undervisningsmaterialer, der omhandler innovation og entreprenørskab. Såfremt vi ønsker at øge børnenes og de unges interesse og forståelse for innovation og entreprenørskab, må vi give de unge mulighed for at læse og tale om disse emner på færøsk. Unge iværksættere, der ønsker at starte egen virksomhed, kan også få glæde af dette. De har ofte svært ved at forstå fagbegreber på dansk eller engelsk og ved at udtrykke sig om emnet på færøsk, fordi det faglige ordforråd er mangelfuldt. Derfor har det stor betydning for formidlingen af undervisning og rådgivning om entreprenørskab, at der udvikles færøske undervisningsmaterialer og informationsmaterialer om innovation og entreprenørskab.

Tiltag 13 – Samarbejde om entreprenørskab på tværs af uddannelsesinstitutioner

Politikerne har arbejdet for at etablere et tættere samarbejde på tværs af uddannelsesinstitutioner på Færøerne. Dette har bl.a. resulteret i etablering af flere campus. I Tórshavn er tre gymnasiale skoler lagt sammen i et campus, der omfatter det almene gymnasium, teknisk skole og en handelsskole. Den nye skole har fået navnet Glasir Tórshavn College og flytter om kort tid ind i et nyt fysisk campus, der er under opførelse. Dette vil forbedre rammerne for et uddannelsesmiljø og give mulighed for et spændende samarbejde omkring innovation og entreprenørskab på tværs af faglige og uddannelsesmæssige retninger. Skoleledelse, lærere og elever bør prioritere og udnytte mulighederne for samarbejde omkring innovation og entreprenørskab.

Tiltag 14 – Måling og synliggørelse af effekten af entreprenørskabsaktiviteter

I dag findes der ikke systematiske målinger af, hvad der kommer ud af de forskellige innovations- og entreprenørskabsaktiviteter, hverken inden for uddannelsesområdet eller inden for iværksættermiljøet. Derfor bør der laves en systematisk undersøgelse, der måler effekten af de forskellige entreprenørskabsaktiviteter og ordninger. Resultater og succeshistorier bør synliggøres.

Tiltag 15 – Tættere samarbejde mellem startup-virksomheder og studerende på universitetet

Der bør etableres et tættere samarbejde mellem startup-virksomheder og studerende på universitetet. Dette kunne være med til at øge interessen hos de studerende for at arbejde med entreprenørskab og etablere egen virksomhed. Dette ville desuden give startup-virksomhederne viden og kunne være med til at gøre deres projekter mere spændende og modne.

Tiltag 16 – Højere økonomisk bevilling til entreprenørskab i uddannelsessystemet

Uddannelsesinstitutionerne bør få en bevilling, der er øremærket til faget innovation og entreprenørskab eller til arbejdet med at indføre innovations- og entreprenørskabsrettede aktiviteter på alle uddannelsesstrin i uddannelsessystemet på Færøerne.

Kilder

Interviews

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