

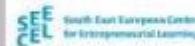
# Webinar

## TIME TO ACT

### Making entrepreneurship education strategy work



Consortium partners



Partners



# Speakers



**Jari Matti Riihelainen**  
Education, Audiovisual and  
Culture Executive Agency



**Margherita  
Bacigalupo**  
DG JRC, Institute for  
Prospective Technological  
Studies



**Michaela Sojdrova**  
Member of the European  
Parliament and EE-HUB  
Ambassador

# Intro: The NEED



## Entrepreneurship 2020 Action Plan

European HUB for Entrepreneurial Learning

Reinforce cooperation/ exchange of  
experience between the Member States

COSME Work  
Programme 2014

Erasmus+

Reference framework for  
the entrepreneurship  
competence

HEInnovate

# Intro: The SOLUTION



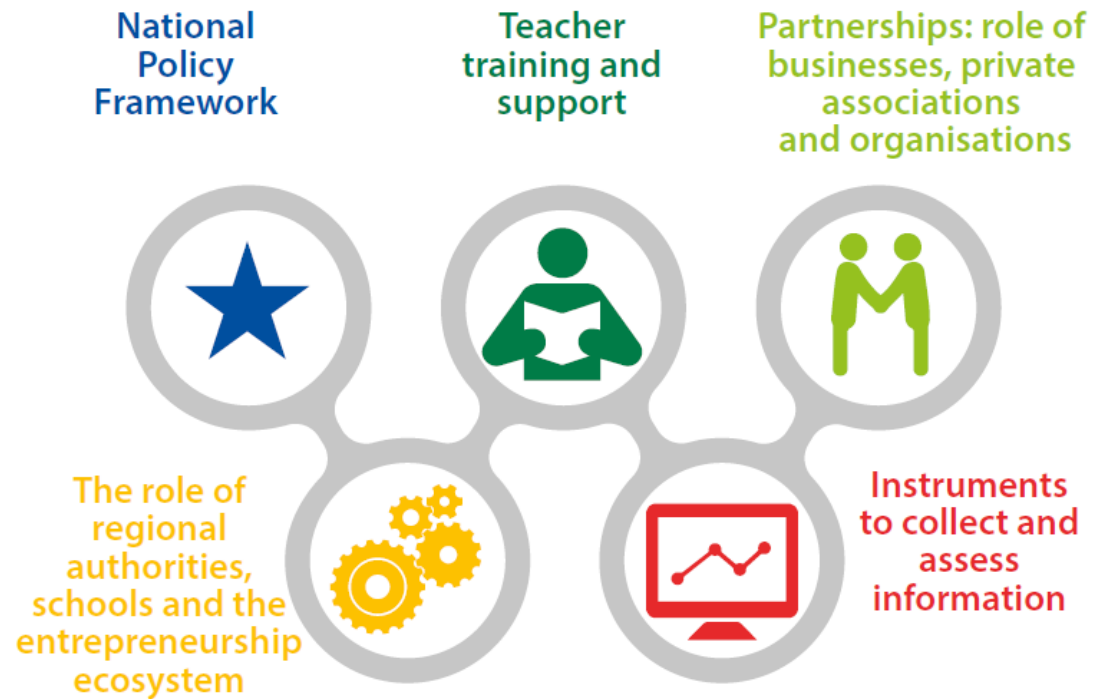
## European Entrepreneurship Education NETwork (EE-HUB)

Bring together European experts and policy makers to  
share good practices and collaborate

Make policy recommendations that will help increase  
the uptake of entrepreneurship education across  
Europe

Set the basis for a pan-European Center  
for Entrepreneurial Learning

# Intro: The EE-HUB





# Entrepreneurship Education at School in Europe

*Eurydice Report*



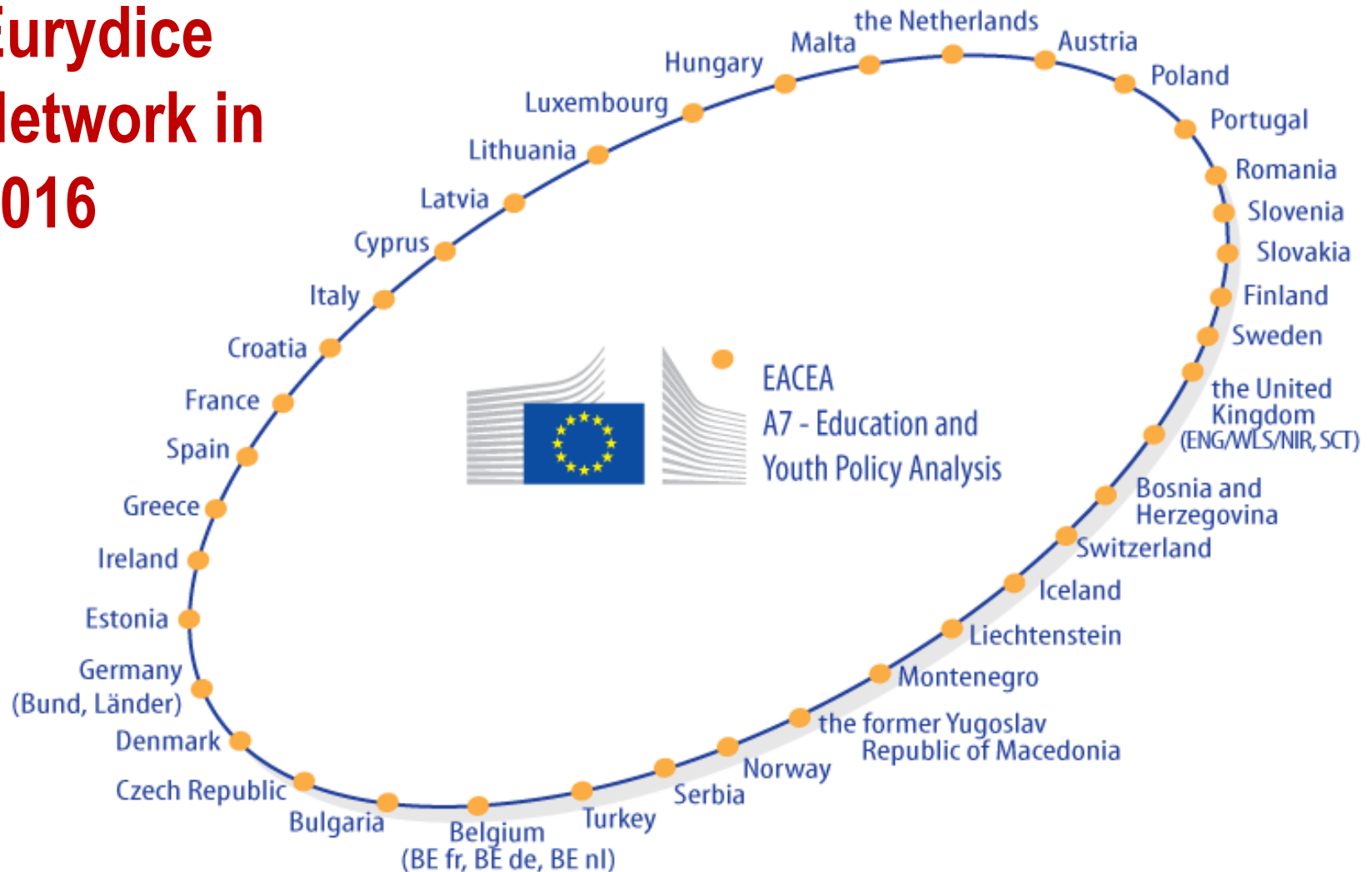
Education and  
Training

## Presentation of the 2016 Eurydice Report on Entrepreneurship Education

Jari Matti Riiheläinen  
Education and Youth Policy Analysis  
EACEA A7

- Eurydice: Who we are
- Context of entrepreneurship education in Europe
- Main results on definitions, strategies, curriculum and teachers
- Conclusions

# Eurydice Network in 2016





- High unemployment, rapidly changing economy: transversal skills (esp. Entrepreneurship essential)
- Entrepreneurship skills benefit not only business but the society as a whole
- European institutions have supported development of entrepreneurship education:

# Context (cont.)

- European Commission: *Rethinking education (2012) emphasises fostering entrepreneurial skills from primary school to HE*; the Entrepreneurship 2020 Action Plan, published in 2013, identified entrepreneurial education as one of three areas for immediate intervention
- The Council Conclusions (Dec. 2014) emphasised entrepreneurial mindset beneficial for both society and individuals
- European Commission New Skills Agenda (June 2016) -> New 'Entrepreneurship Competence Framework', shared definition of entrepreneurship as competence, bridge between education and work

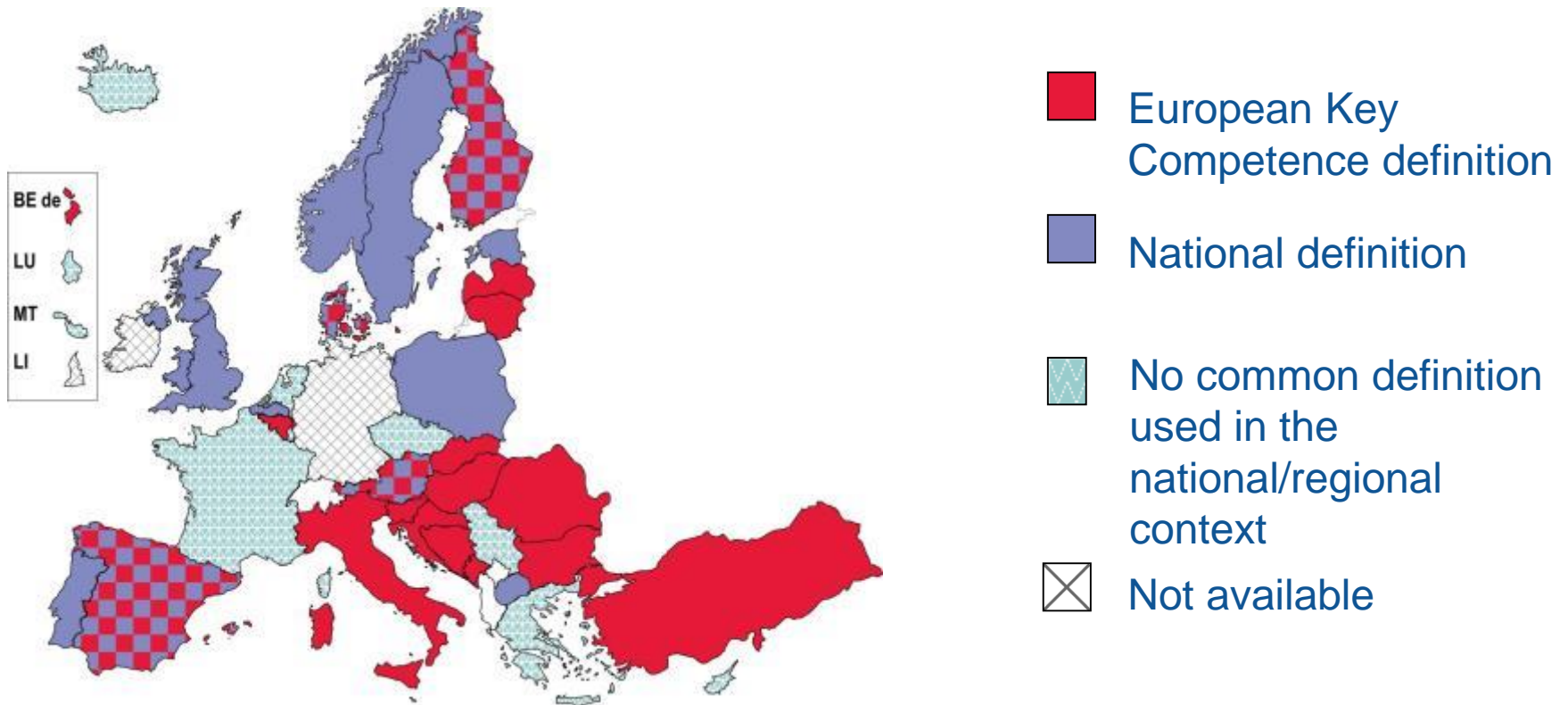
# Scope and definition

- **School education** levels: primary, general secondary and school-based initial VET (reference year **2014/15**)
- EE definition: **key competence** (2006) and TWG on EE (2012):

***'turn creative ideas into entrepreneurial action  
– a key competence for all learners, supporting  
personal development, active citizenship, social  
inclusion and employability – relevant across the  
LLL process'***

# Definitions

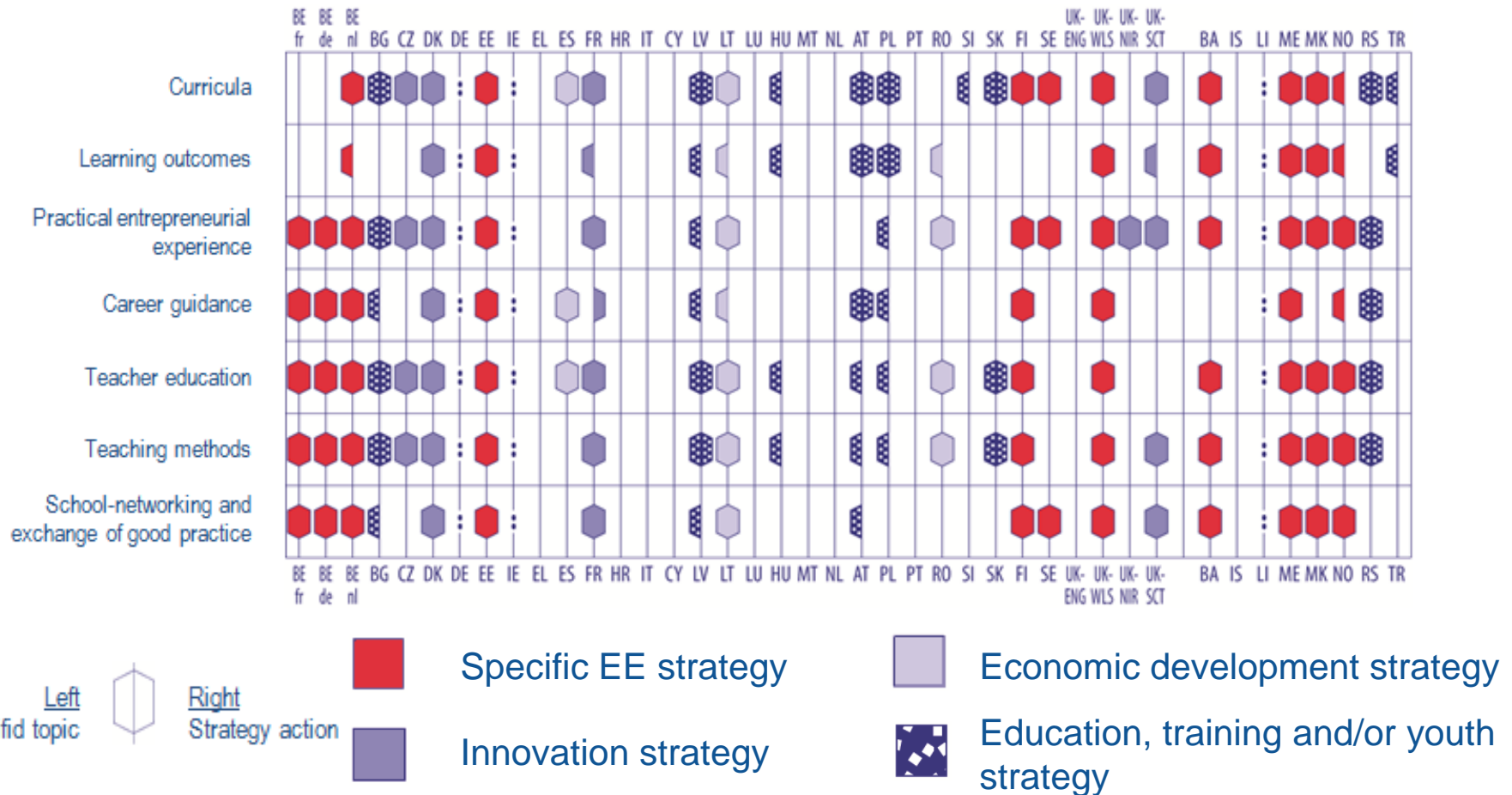
Definitions of entrepreneurship education used, shared and agreed  
by most stakeholders at central level, 2014/15



Source: Eurydice

# Strategies

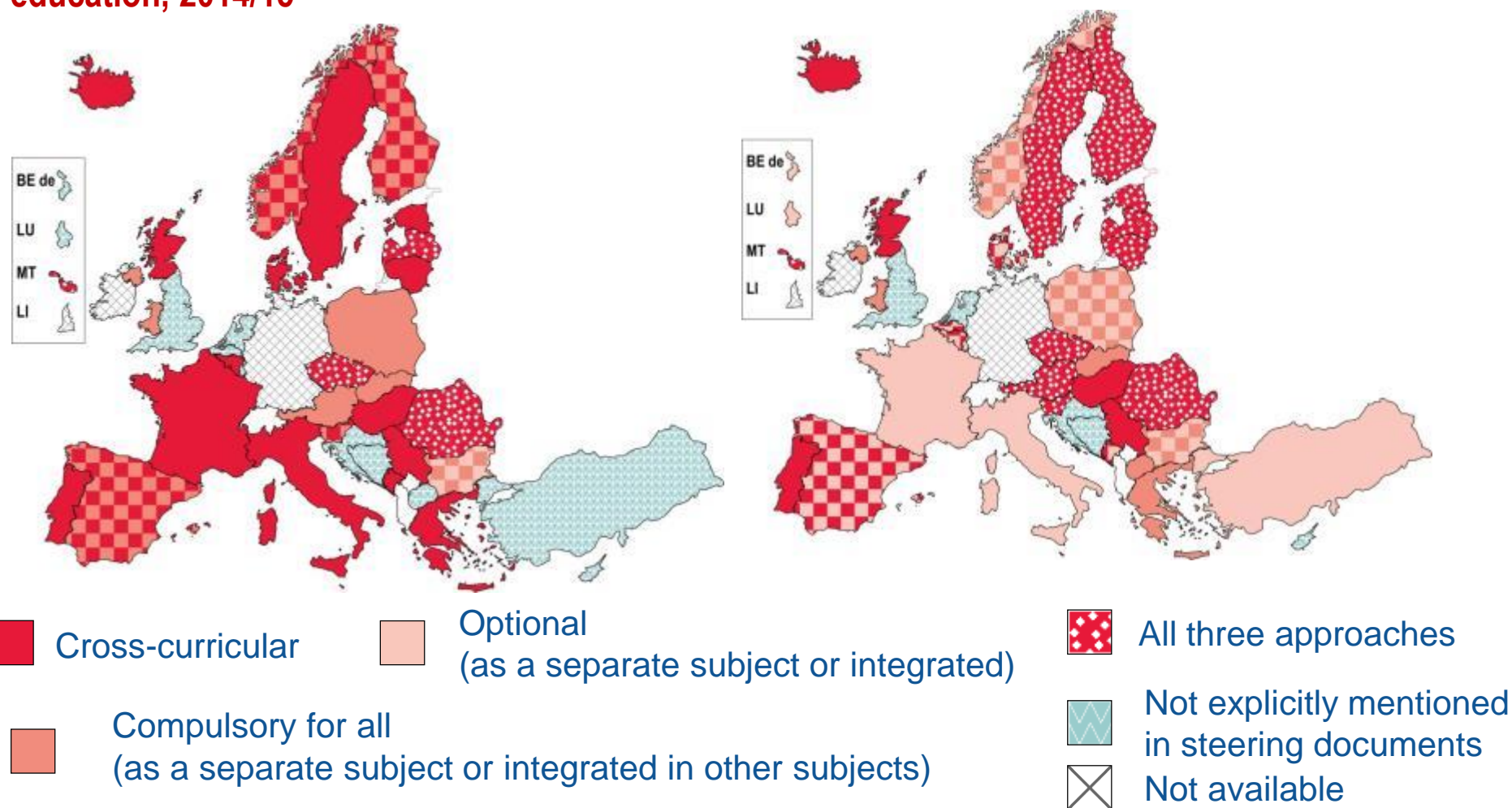
## Strategy topics and corresponding actions linked to EE, 2014/15



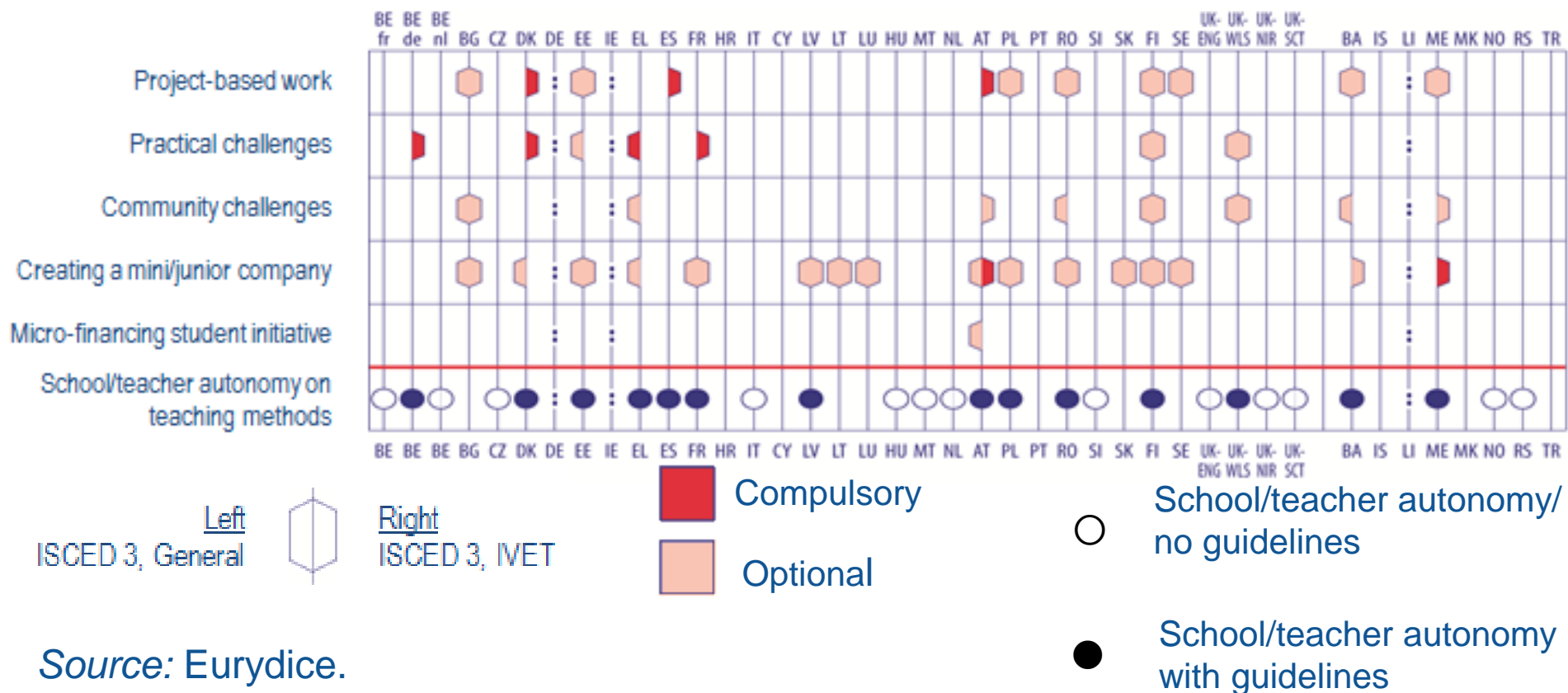
Source: Eurydice.

# Curriculum

## Curricular approaches to entrepreneurship education in primary and upper secondary education, 2014/15



## Practical entrepreneurial experiences in the curriculum, 2014/15 General upper secondary education and school-based IVET

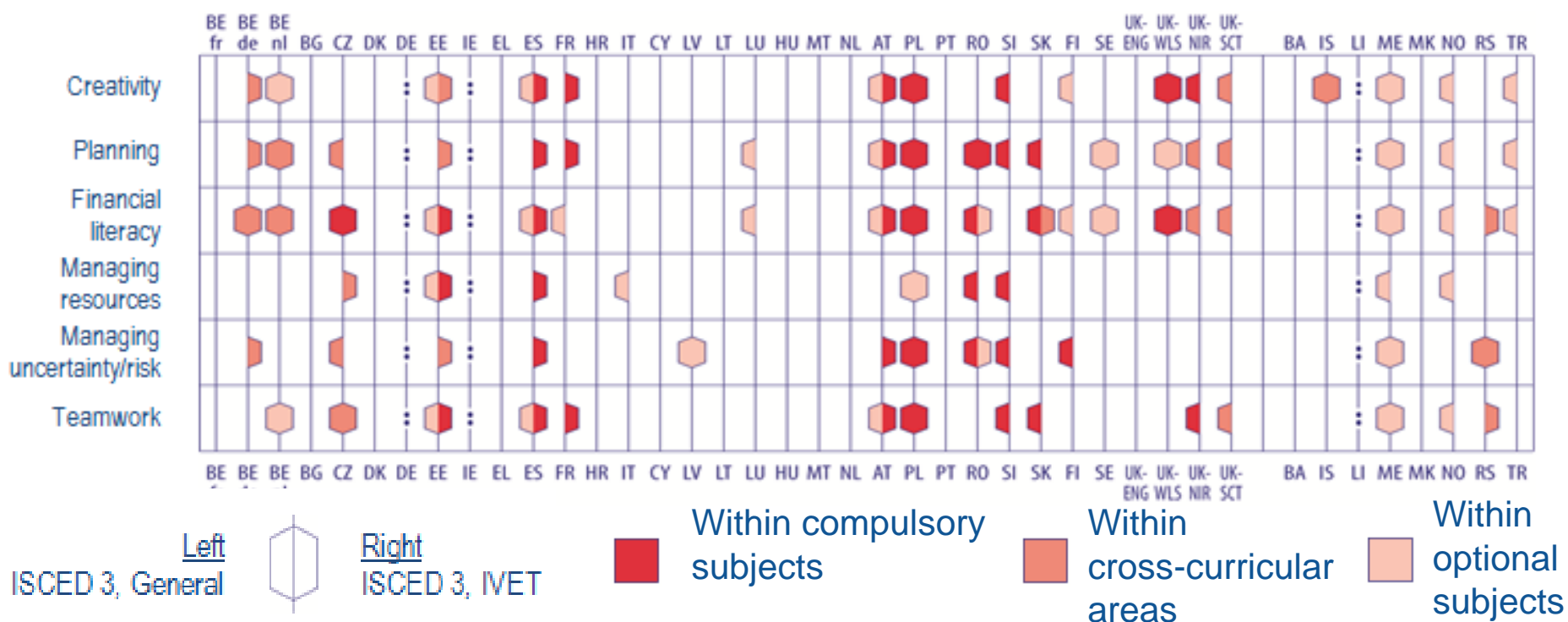


Source: Eurydice.



# Curriculum

- Learning outcomes for entrepreneurship education (entrepreneurial skills) in general upper secondary education and school-based IVET, 2014/15

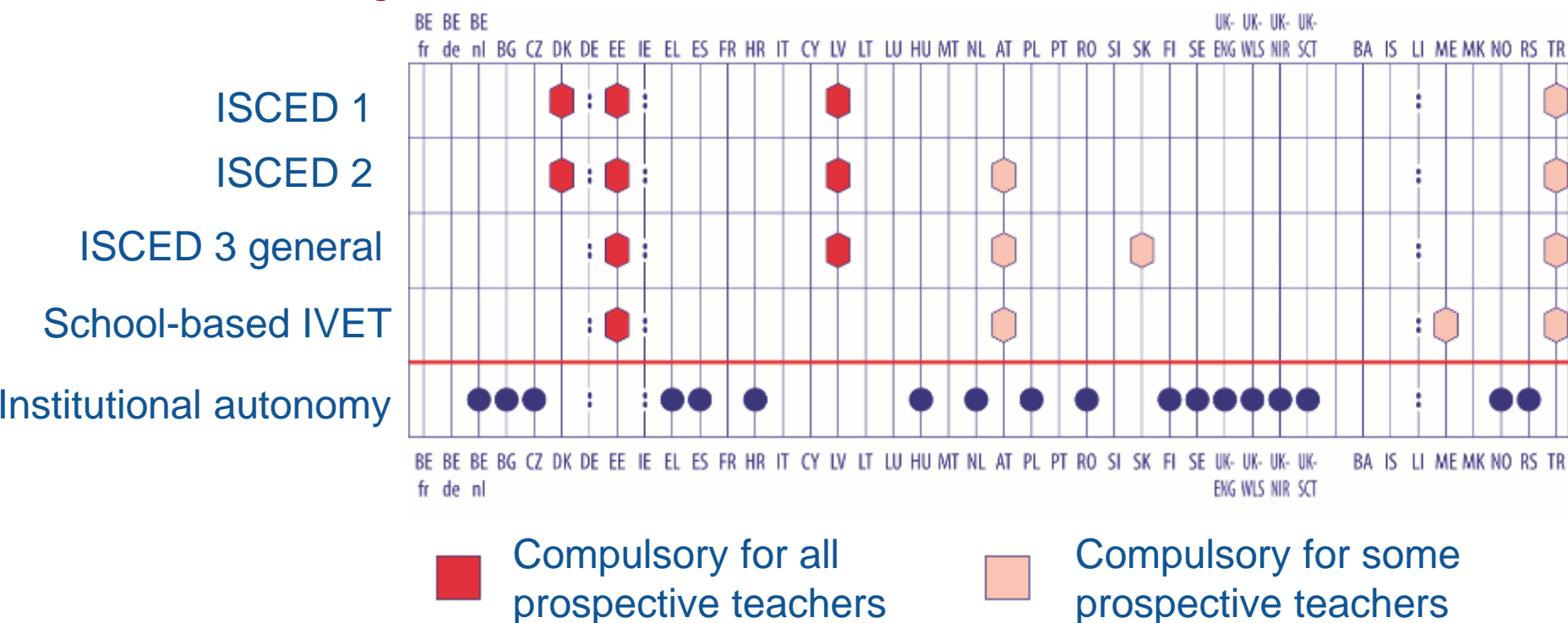


Source: Eurydice.



# Teacher education

## Entrepreneurship education as a compulsory topic in the initial education of teachers in primary and secondary education, according to central level recommendations/guidelines, 2014/15



Source: Eurydice.

# Conclusions

- None of the countries covered by the report have fully mainstreamed EE
- Progress is needed the most in developing learning outcomes and teacher education

# Conclusions (cont.)

- The report only examined what is prescribed in official documents, therefore next questions:
- How well is EE strategy implemented?
- Do teachers fully understand what is required in the curriculum for teaching EE?
- Examination of the quality of EE provision?

Thank you for your attention!

The full report available for free online @  
[bookshop.europa.eu](http://bookshop.europa.eu)

Follow #eurydiceeu on Twitter

# EntreComp, the reference framework for the entrepreneurship competence

by Margherita Bacigalupo, JRC researcher

- The [EntreComp](#) was published in June 2016, as the [New Skills Agenda for Europe](#) came out.
- It was developed by the [JRC](#) on behalf of DG [Employment, Inclusion & Social Affairs](#)
- It is a reference framework, which defines and describes what it takes to be entrepreneurial, identifying 3 areas and 15 competences



# What?

- The EntreComp unpacks the following definition  
entrepreneurship is when you **act** upon opportunities and ideas and transform them into **value for others**. The value that is created can be **financial, cultural, or social** (FEE-YE, 2011).
- Into **442 learning outcomes along 8 levels of proficiency**

Area	Competence	Hint	Descriptor	Thread <sup>10</sup>	Foundation		Intermediate		Advanced		Expert	
					Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
					Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
					Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
					Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Opportunities	Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value.	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of	Identify, create and seize opportunities.	I can find opportunities to help others.	I can recognise opportunities to create value in my community and surroundings.	I can explain what makes an opportunity to create value.	I can proactively look for opportunities to create value, including out of necessity.	I can describe different analytical approaches to identify entrepreneurial opportunities.	I can use my knowledge and understanding of the context to make opportunities to create value.	I can judge opportunities for creating value and decide whether to follow these up at different levels of the system I am working in (for example, micro, meso or macro).	I can spot and quickly take advantage of an opportunity.
				Focus on challenges.	I can find different examples of challenges that	I can recognise challenges in my community and surroundings that	I can identify opportunities to solve problems in	I can redefine the description of a challenge, or the challenge itself	I can take apart established practices and challenge them	I can judge the right time to take an opportunity	I can cluster different opportunities and identify	I can define opportunities where I can intervene

# What for?

- It is a comprehensive reference document,
- Based on the methodological approach designed for the [Digital Competence Framework](#)
- It is widely endorsed by a large group of experts in the [#EntEd](#)
- It establishes a common language that can bridge the world of education and work across Europe

## BUT

- It is not a curriculum, nor it prescribes a programme content +
- It is too generic to be applied as is into educational practice
- **to implement it, time and effort have to be envisaged and especially a driving vision**

- **Madagascar**

- Ministry of Employment and VET, + UNIDO + Norway,
- Reform of VET curriculum + teaching programmes + certification + evaluation guidelines based on EntreComp **to have their 16-18 y.o. VET students develop entrepreneurial competences.**
- Reference material is being produced to sustain a 3 year programme in VET (75 h per year) based on practical value creation.



## • Ukraine

- MoE + ETF
- Reform of their VET curricula based on EntreComp
- ETF facilitate the process of adaptation and take up
- Very strong support from the authorities who are driving the necessary reforms

**BUT**

- **Outside of the Eastern Partnership**, ETF has to demonstrate the value of EE:
- in these cases they are working on digging out local good practices that provide evidence, paving the way for take-up

## • Finland

- EntreComp is the reference framework to for the thematic evaluation of *Entrepreneurship and innovative capacity in higher education and vocational education and training* in the [National Plan for Education Evaluations 2016-2019](#)

## • Estonia

- The MoE has set up a 3 year project to embed EE across curricula in general education and VET, teacher training and a pre-incubation programme with the aim to bridge EE with economic development.
- They are using EntreComp as a reference to benchmark their own work

# So?

- The reference framework is a **stepping stone**.
- JRC and DG EMPL will deliver **support material** to foster take up (video series, handbook for implementation, as self-assessment tool...)
- There is an active **community of practice** discussing the challenges that laying ahead and sharing experiences



- Early adopters can **act entrepreneurially** and
  - Identify their strategic objectives and set a **vision** accordingly
  - Mobilise the necessary **resources** (time, competences, funds, technical means)
  - **Learn** through the experience

# Follow us & keep us posted

<https://ec.europa.eu/jrc/entrecomp>



The screenshot shows the JRC website header with the European Commission logo and navigation links. The main content area is titled 'EntreComp: Entrepreneurship Competence'. It includes a section 'Entrepreneurship Competence' with a paragraph about the development of entrepreneurial capacity. Below this, there is a 'Related Publications' section listing three reports: 'EntreComp: The Entrepreneurship Competence Framework', 'Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives - Final Report', and 'Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives - In-depth case studies report'. A 'More >' link is provided. At the bottom, there is a 'Related Content' section.

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EntreComp  
Entrepreneurship Competence

Entrepreneurship Competence

The development of the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the EU and Member States for many years. There is a growing awareness that entrepreneurial skills, knowledge and attitudes can be learned and in turn lead to the widespread development of entrepreneurial mind-sets and culture, which benefit individuals and society as a whole.

The European Commission first referred to the importance of entrepreneurship education in 2003, in the European Green Paper on Entrepreneurship in Europe. By 2006, the European Commission had identified a 'sense of initiative and entrepreneurship' as one of the eight key competences necessary for all members of a knowledge-based society. The 2008 Small Business Act for Europe, the 2012 Communication on Rethinking Education and the 2013 Entrepreneurship Action Plan 2020 have kept the need to promote entrepreneurship education and entrepreneurial learning under the spotlight. This has led to a wealth of initiatives across Europe.

Despite the vibrant interest in entrepreneurial capacity building, almost a decade after the 2006 Recommendation on 'Key competences for lifelong learning', there is still no consensus on what the distinctive elements of entrepreneurship as a competence are.

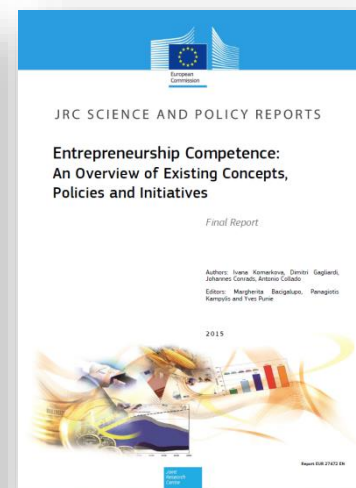
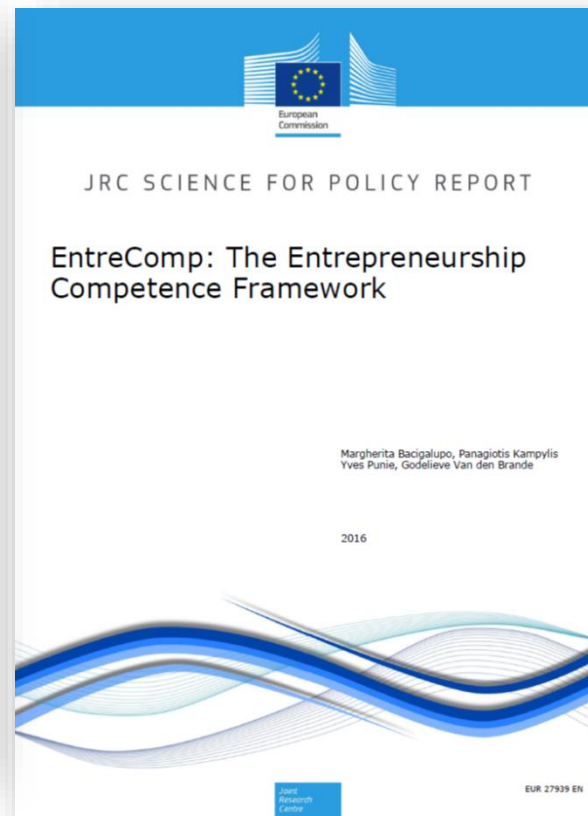
The JRC, on behalf of DG Employment, Social Affairs and Inclusion, has developed a definition of entrepreneurship as a competence and a reference framework describing it, the Entrepreneurship Competence Framework (EntreComp).

Related Publications

EntreComp: The Entrepreneurship Competence Framework.  
Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives - Final Report  
Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives - In-depth case studies report  
How could teachers' professional collaboration in teacher networks be better studied as part of digital competence?  
DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe.

More >

Related Content



[margherita.bacigalupo@ec.europa.eu](mailto:margherita.bacigalupo@ec.europa.eu)

- **Michaela Šojdrová**
- Member of EP
- CULT Committee  
Vice-Chair



- Rapporteur for EP resolution on on promoting youth entrepreneurship through education and training (9/2015)
- <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P8-TA-2015-0292+0+DOC+XML+V0//EN>

- First EP resolution on entrepreneurship education
- Linked to EC activities – monitoring studies, ET2020 Framework and pilot projects – and Council recommendations („key competence“
- Basic assumptions – „entrepreneurship can be learned“
- Commissioner Navracsics: „EE is topic which is particularly dear to me. My aim is to achieve that everyone will have some entrepreneurship experience before leaving compulsory education“.
- Highlighting formal and non-formal education (partnership with JA and other NGOs)
- Vocational education and traineeships
- Training for teachers

# To do list

- COM to develop methodological support and tools to made be available to national education systems in the area of entrepreneurship education and training
- Maintain EE as post 2020 Erasmus+ priority
- Promote skills to be used for entrepreneurship (but not only) - financial literacy, ICT literacy and skills, creative thinking, creativity, creative utility, problem- solving and an innovative mindset, self-confidence, confidence in one's ideas, adaptability, team-building, project management, risk assessment and risk-taking, as well as specific business skills and knowledge

# Pilot Project: EE for University Students

- Task: To connect university and companies for real market experience for students in area of entrepreneurship education.
- For who:
- **Teachers:** methodology and assessment tool
- **Students:** employability (experience, certificate)
- **Public:** barcamp (open conference)
- 2 years, 4 organisations: Tomas Bata University in Zlín, JA Europe, JA Czech, Foundation for entrepreneurship education in Denmark



- I am very glad that I am the EE HUB Ambassador
- Needed for coordination and exchange of best practices and promoting EE throughout Europe
- Our EP resolution called „on the Commission to support a European Entrepreneurship Education Network, on lines such as those of the European Entrepreneurship Education NETwork (EE-HUB)“

# Conclusions

## Takeaways

Lessons learned

Elements to add

Q&A

Questions or Comments?



European Entrepreneurship  
Education NETwork

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[www.ee-hub.eu](http://www.ee-hub.eu)

