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The European Entrepreneurship Competence Framework – uses in Higher Education .

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Outline

- Entrepreneurship as a key competence for life-long learning
- EntreComp building blocks:
 - Conceptual elements
 - Progression model
- Distinctive features of the framework
- Examples of use by Higher Education institutions
- Take away

Entrepreneurship as a key competence

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)



Learning **THROUGH** Entrepreneurship

A descriptive reference framework

Ent(...)ship as a competence

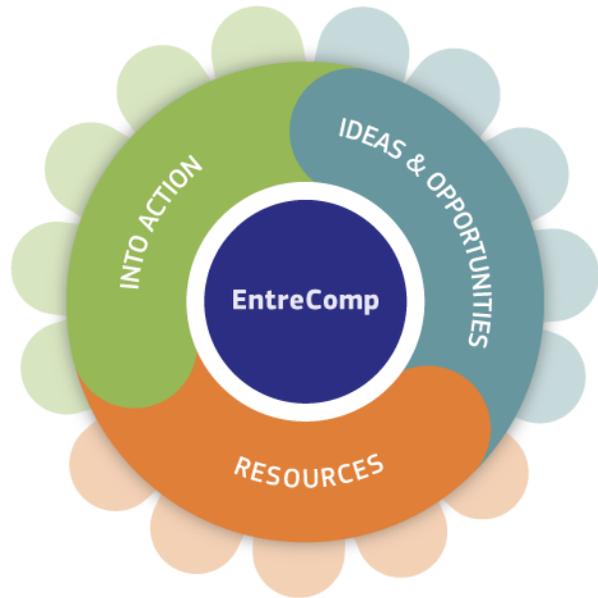
- Transversal, non subject specific
- Individual and collective
- Applies to all walks of life
- Is nurtured through value creation, which requires pedagogical approaches that have **learners transform ideas into action**

The EntreComp

- Designed for LLL
- To bridge the world of education & work
- Comprehensive, but flexible
- Defines entrepreneurship as a competence to a very fine-grained level of detail



EntreComp building blocks



- 3 areas

EntreComp building blocks



- 3 areas
- 15 competences

Areas, Competences, Hints & Descriptors



Competences per area

IDEAS & OPPORTUNITIES

COMPETENCE	HINT	DESCRIPTION
1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> 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 the landscape to create opportunities to create value
1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
1.3 Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> Judge what value is in social, cultural and economic terms Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
1.5 Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen Act responsibly

Areas, Competences, Hints & Descriptors



Competences per area

RESOURCES

COMPETENCE	HINT	DESCRIPTION
2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> • Reflect on your needs, aspirations and wants in the short, medium and long term • Identify and assess your individual and group strengths and weaknesses • Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
2.2 Motivation & perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> • Be determined to turn ideas into action and satisfy your need to achieve • Be prepared to be patient and keep trying to achieve your long-term individual or group aims • Be resilient under pressure, adversity, and temporary failure
2.3 Mobilising resources	Gather and manage the resources you need	<ul style="list-style-type: none"> • Get and manage the material, non-material and digital resources needed to turn ideas into action • Make the most of limited resources • Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
2.4 Financial & economic literacy	Develop financial and economic know-how	<ul style="list-style-type: none"> • Estimate the cost of turning an idea into a value-creating activity • Plan, put in place and evaluate financial decisions over time • Manage financing to make sure your value-creating activity can last over the long term
2.5 Mobilising others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> • Inspire and enthuse relevant stakeholders • Get the support needed to achieve valuable outcomes • Demonstrate effective communication, persuasion, negotiation and leadership

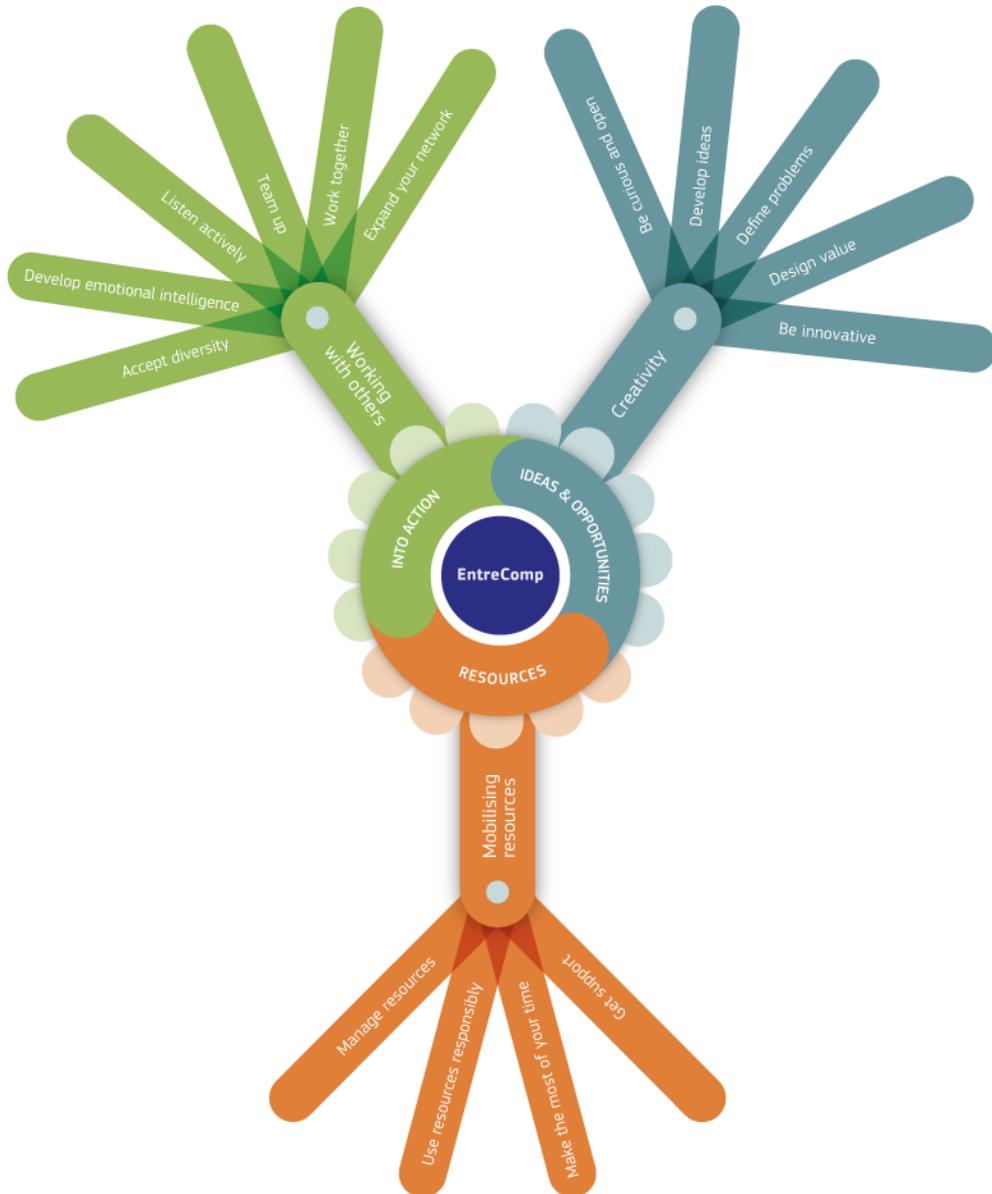
Areas, Competences, Hints & Descriptors



Competences per area
INTO ACTION

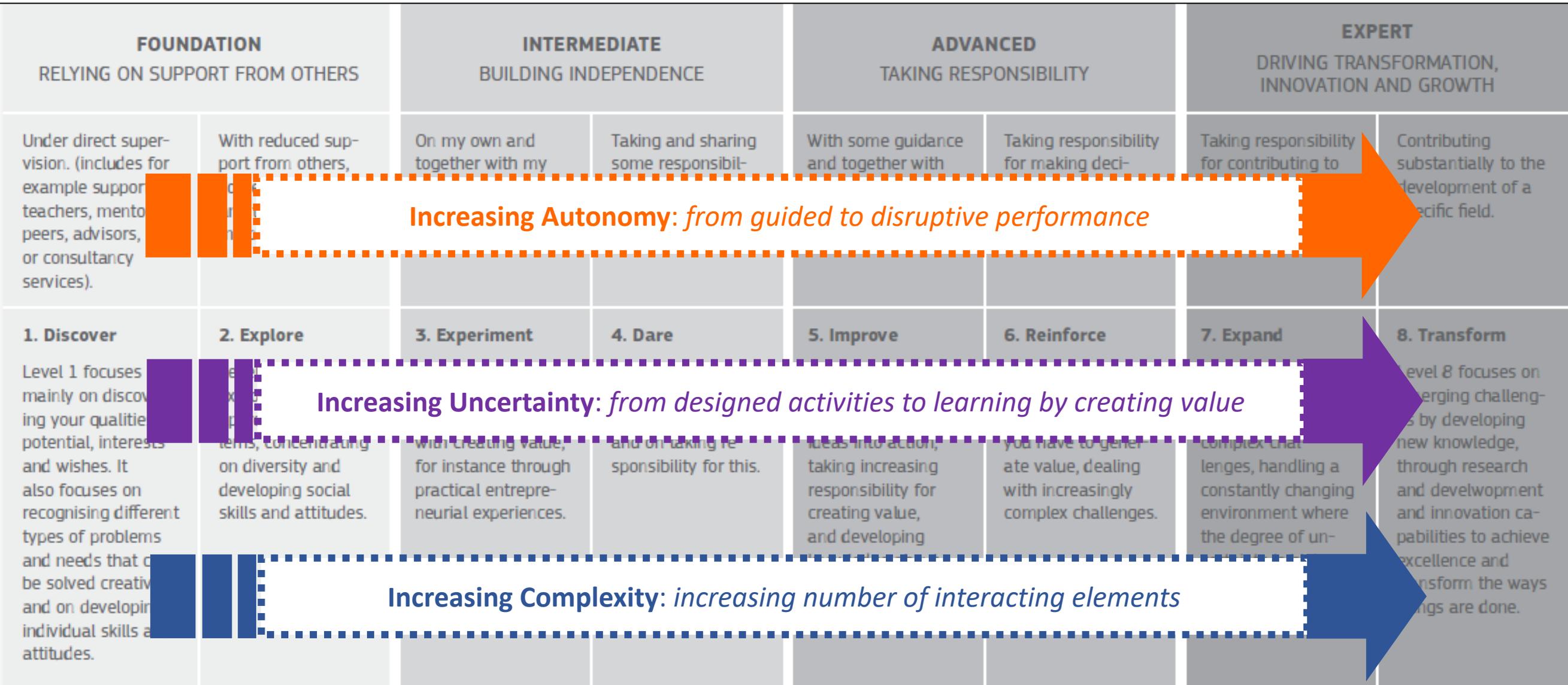
COMPETENCE	HINT	DESCRIPTION
3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> Initiate processes that create value Take up challenges Act and work independently to achieve goals, stick to intentions and carry out planned tasks
3.2 Planning & management	Prioritise, organise and follow up	<ul style="list-style-type: none"> Set long-, medium- and short-term goals Define priorities and action plans Adapt to unforeseen changes
3.3 Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing Handle fast-moving situations promptly and flexibly
3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> Work together and co-operate with others to develop ideas and turn them into action Network Solve conflicts and face up to competition positively when necessary
3.5 Learning through experience	Learn by doing	<ul style="list-style-type: none"> Use any initiative for value creation as a learning opportunity Learn with others, including peers and mentors Reflect and learn from both success and failure (your own and other people's)

Threads lead to learning outcome statements



- 3 areas
- 15 competences with hints and descriptors
- 60 thematic threads, which unfold into
 - 8 proficiency levels
 - 442 learning outcomes

A progression model for lifelong learning



One thread mapped on the progression



LEARNING OUTCOMES / AREA: IDEAS & OPPORTUNITIES / COMPETENCE: CREATIVITY / THREAD: DEVELOP IDEAS

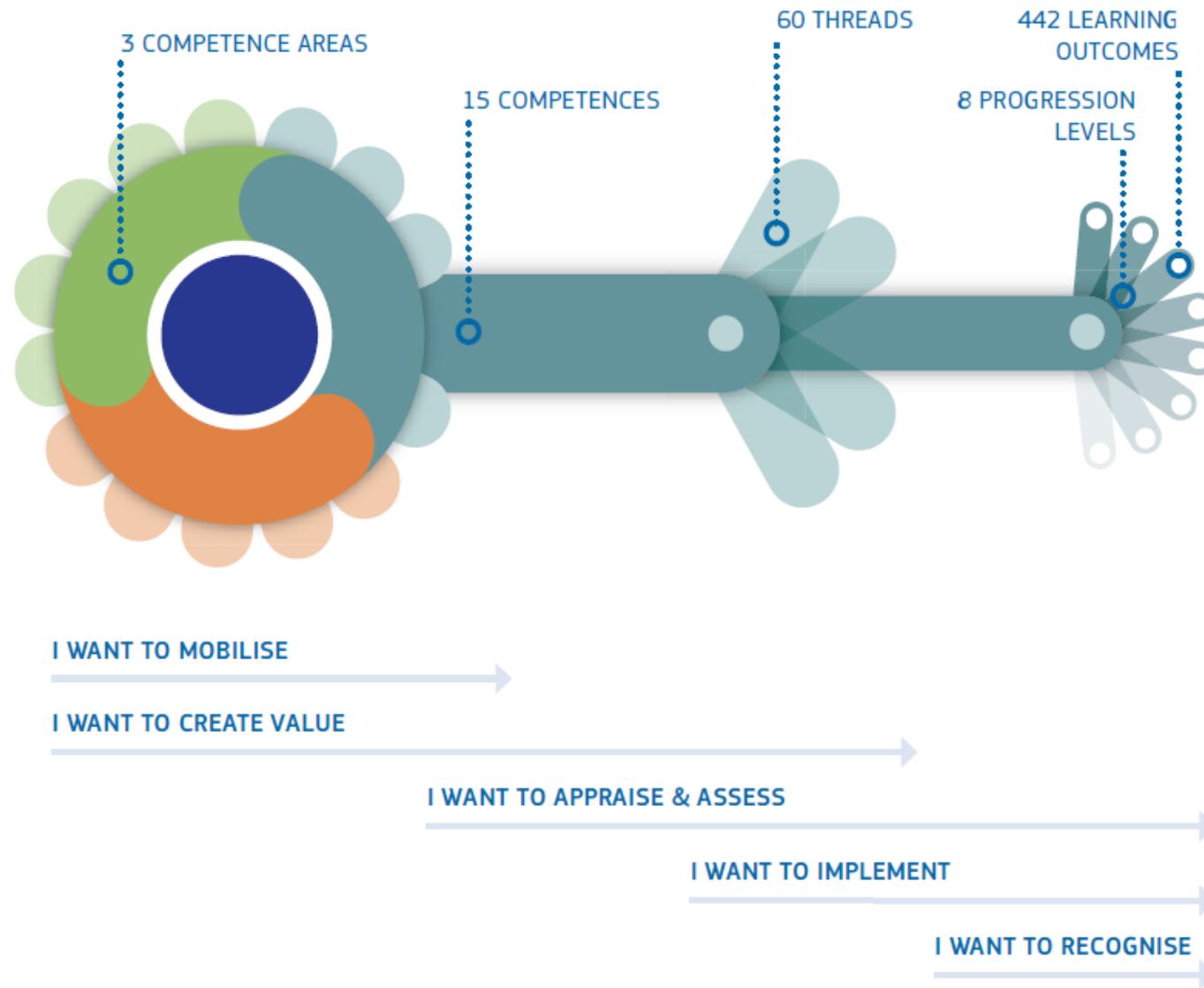
I can develop ideas that solve problems that are relevant to me and my surroundings.	Alone and as part of a team, I can develop ideas that create value for others.	I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.	I can test the value of my solutions with end users.	I can describe different techniques to test innovative ideas with end users.	I can set up processes to involve stakeholders in finding, developing and testing ideas.	I can tailor a variety of ways of involving stakeholders to suit the needs of my value-creating activity.	I can design new processes to involve stakeholders in generating, developing and testing ideas that create value.
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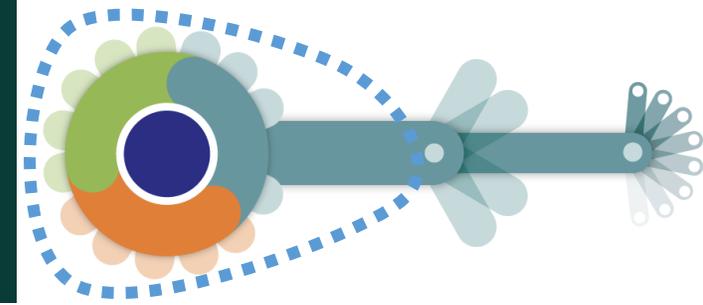


Distinctive features

- Embraces life-long learning, formal, non formal and informal settings, & captures progression → **COMPREHENSIVE**
- Generic, yet detailed → **MODULAR and ACTIONABLE**
- Not prescriptive, but designed to be adapted to the goal and the context → **FLEXIBLE**
- Scientifically sound and endorsed by policy → **CONSENSUAL**

The appropriate level of detail depends on the goal



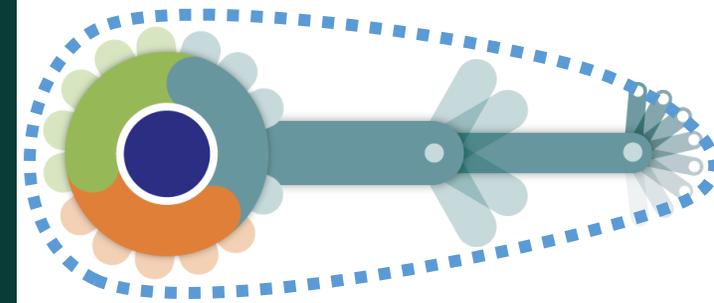


- **Goal:** enhance entrepreneurial attitudes, behaviour and culture transversally across all university activities
- **Challenges:** get educators on board (esp. beyond business schools)
- **Strategy:** i) establish an Entrepreneurial path that embraces education, training and support services for both lectures and students, ii) create a common approach while respecting and reflecting specificities
- **Use of EntreComp:** to set a common language that is clear also to those who have no background (e.g. A&H, STEM vs BS)



I want to mobilise

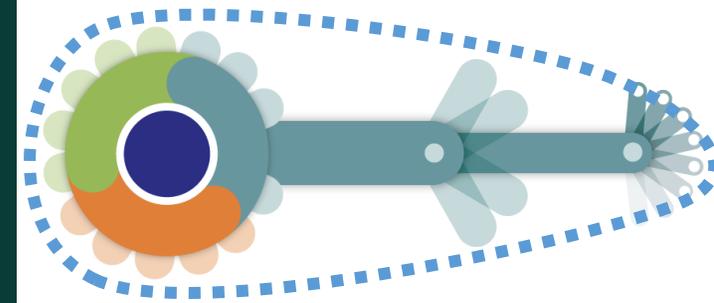
Scottish Entrepreneurship and Enterprise Educators' Programme (C12)



- **Goal:** supporting educators from different sectors and academic levels (HE, AL, FE) foster entrepreneurial learning in their students
- **Challenge:** build a common baseline among the multitude of existing specific frameworks
- **Strategy:** 3 day residential programme focus on learning for and through entrepreneurship (entrepreneurial mind-set, learning and teaching practice)
- **Use of EntreComp:** encourage (progressive) reflective practice to the appropriate level of detail to the task at hand (3/15/442)...



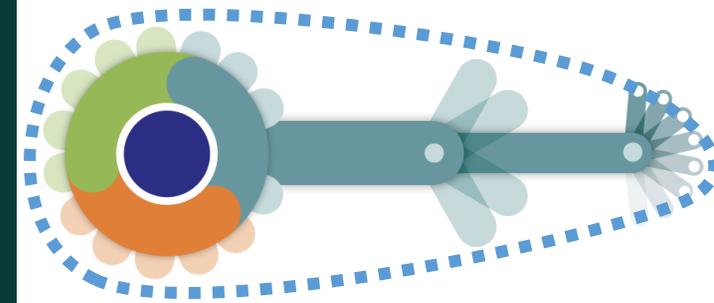
I want to create value



- **Goal:** enhance students employability education through Enterprise Placement Year
- **Challenges:** map their Key Graduates Attribute framework to EntreComp
- **Strategy:** Hook the mapping to the data collected through LoopME, the social learning media they use to attach students reflective practice to emotional events in real time
- **Use of EntreComp:** reinforcing their existing effort



I want to appraise and assess

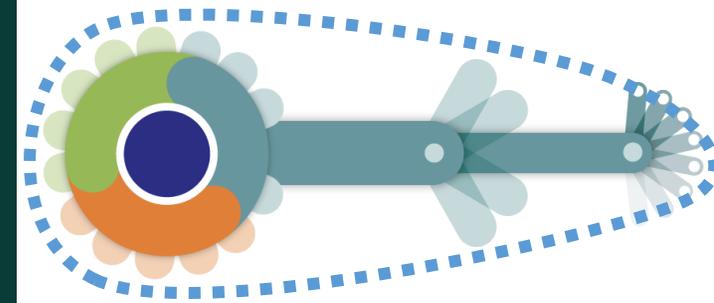


- **Goal:** embed the enterprise and innovation in their strategy and offer
- **Challenge:** enrich a theory driven educational approach with practical entrepreneurial learning
- **Strategy:** have their approach externally appraised, identify gaps to focus the redevelopment of their offer
- **Use of EntreComp:** map their existing learning outcomes on EntreComp to look at the gaps with a magnifying glass and guide change



I want to implement

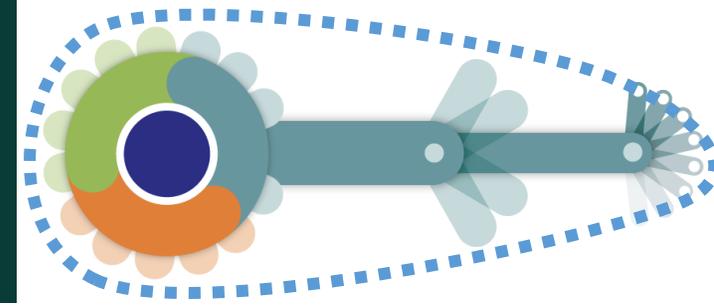
Embedding Entrepreneurship Education teaching toolkit (T20)



- **Goal:** embed and facilitate entrepreneurial teaching and learning HE
- **Challenge:** provide practical guidance for HEi curriculum planners and lecturers
- **Strategy:** create a teaching compendium that is focused on practical entrepreneurial learning and can be applied in any discipline
- **Use of EntreComp:** structure their OER toolkit and disseminate it by leveraging the fact that there is growing awareness around the European framework



I want to implement

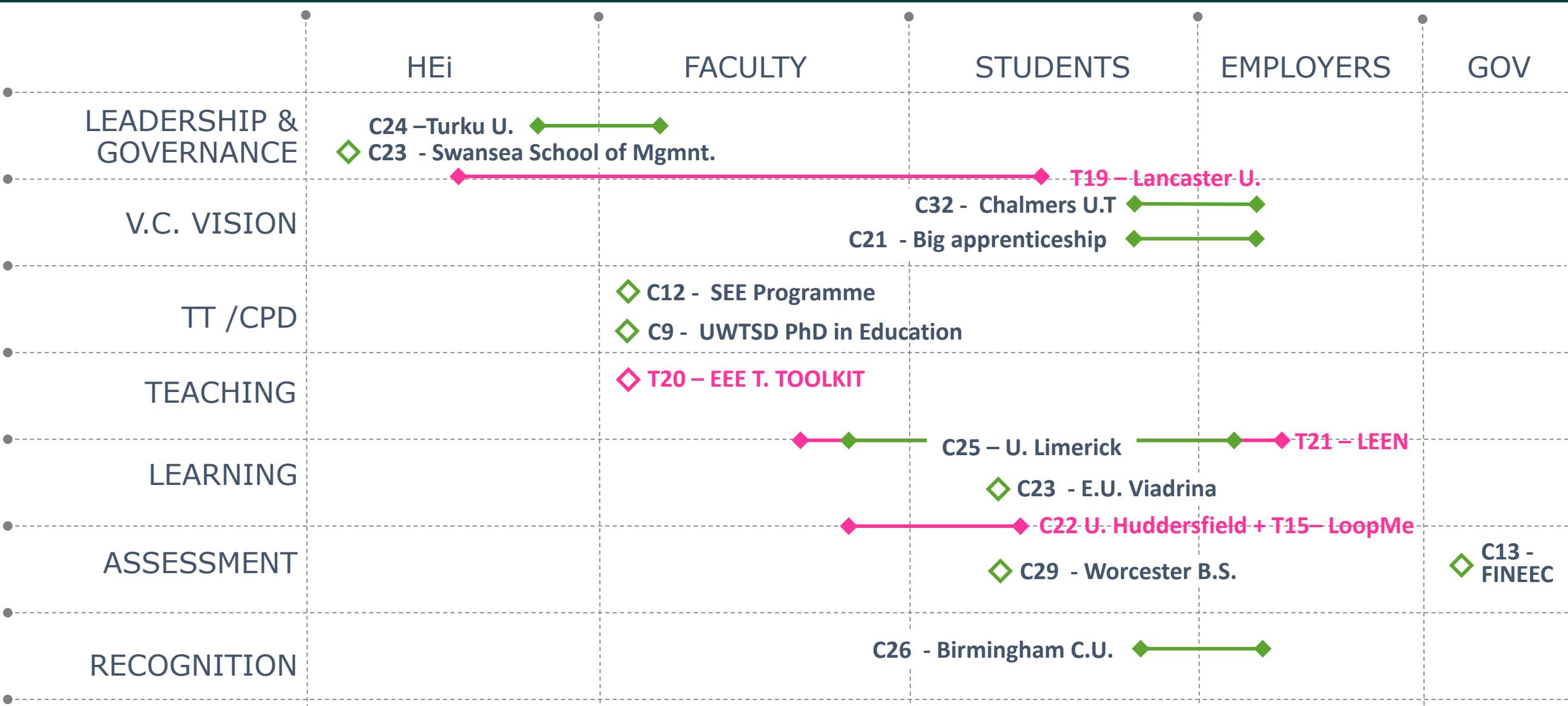


- **Goal:** balance theoretical and applied knowledge across their Entrepreneurship Modules
- **Challenge:** have students recognise their learning and progress across practical entrepreneurial experiences
- **Strategy:** design relevant project-based work that allows learners to apply their knowledge to create value for local SMEs
- **Use of EntreComp:** have learners chart their progress on the relevant competences and make these visible to the outer world (i.e. the SMEs)



I want to recognise

Take Away



EntreComp into Action: get inspired, make it happen.



- A [guide](#) for individuals and organisations who want to foster entrepreneurial learning
- It presents the EntreComp and its building blocks
- It provides tips and examples of how others have used the framework to fit their purpose, across
 - Formal education & training
 - Non formal learning & inclusion
 - Employment & Enterprise/Start-up



Thanks

What are your questions?

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