



European Training Foundation

EUROPEAN
TRAINING
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Entrepreneurial learning in VET

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ENTREPRENEURSHIP KEY COMPETENCE AND ENTERPRISE SKILLS

- Strong impetus for key competence development at EU level and in the EU partner countries
- EU flagship instruments – key competence frameworks: EntreComp, DigComp, LifEComp and derivative tools (e.g. EntreComp Edu)
- Growing experience in piloting and implementation of competence-based approach
- Critical importance of SME skills development in the ETF partner countries

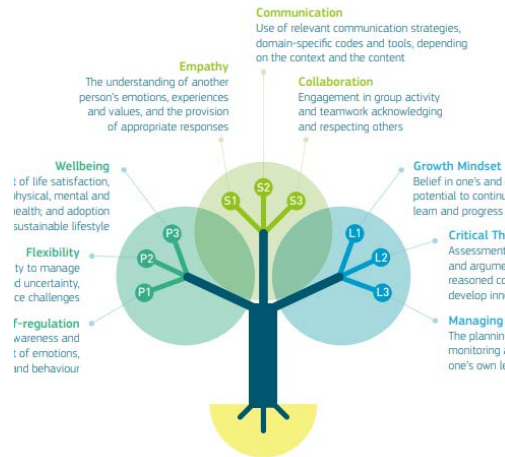
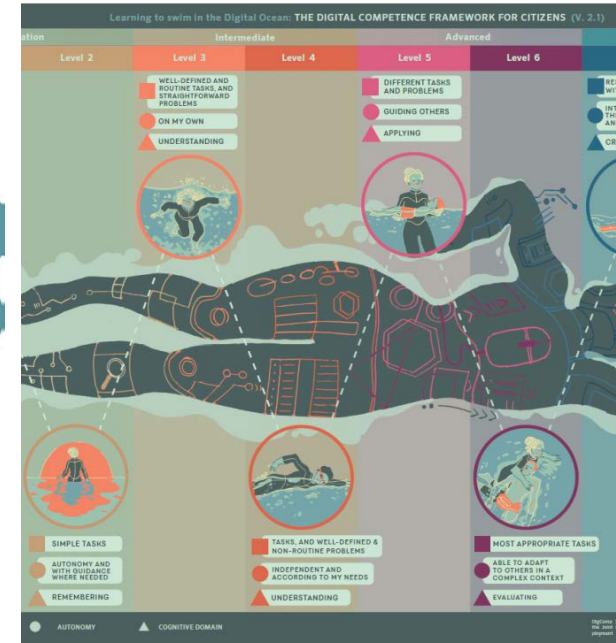


FIGURE 1. LIFEComp AT A GLANCE



(2018/C 189/01)

THE COUNCIL OF THE EUROPEAN UNION

Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165 and 166 thereof,


Having regard to the proposal from the European Commission,

Whereas:

- The European Pillar of Social Rights⁽¹⁾ states as its first principle that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that allow full participation in society and successful transitions in the labour market. It also states the right of everyone "to timely and tailor-made assistance to improve employment or self-employment prospects, to training and re-qualification, to continued education and to support for job search". Fostering the development of competences is one of the aims of the vision towards a European Education Area that would be able to harness the full potential of education and culture as drivers for jobs, social fairness, active citizenship as well as means to experience European identity in all its diversity⁽²⁾.
- People need the right set of skills and competences to sustain current standards of living, support high rates of employment and foster social cohesion in the light of tomorrow's society and world of work. Supporting people across Europe in gaining the skills and competences needed for personal fulfilment, health, employability and social inclusion helps to strengthen Europe's resilience in a time of rapid and profound change.
- In 2006, the European Parliament and the Council of the European Union adopted a Recommendation on key competences for lifelong learning. In that Recommendation the Member States were asked to develop the provision of key competences for as part of their lifelong learning strategies, including various strategies for achieving universal literacy, and use the 'Key Competences for Lifelong Learning – A Europe's Reference Framework'⁽³⁾. Since its adoption, the Recommendation was a key reference document for the development of competence-oriented education, training and learning.


SBA POLICY ASSESSMENTS IN THE EU PARTNER COUNTRIES

48 items found




SME Policy Index: Eastern Partnership Countries 2020
2020 Report
This is a unique benchmarking tool to assess and monitor progress in the design and implementation...

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SME Policy Index: Western Balkans and Turkey 2019 – Assessing the implementation of the Small Business Act for Europe
2019 Report
Robust SME sectors are critical to the prosperity of the six Western Balkan economies and Turkey...

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INFORM – Issue 25 – Start-up training: Tailor made for better impact
2019 Policy briefing
Start-up training gives entrepreneurs the confidence they need to succeed and to grow their...

PDF EN

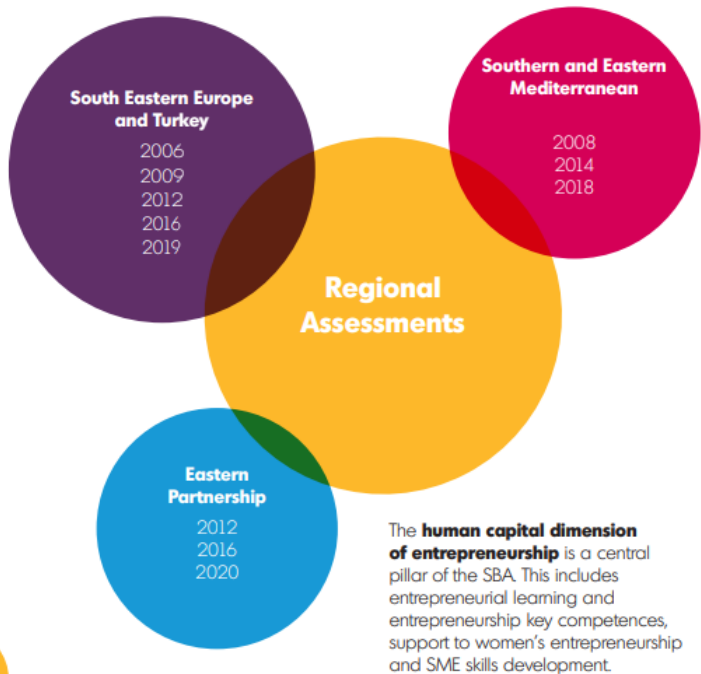


SME Policy Index: The Mediterranean Middle East and North Africa 2018 – Interim assessment of key SME reforms
2018 Report
This report provides an in-depth analysis of major reforms undertaken between 2014 and 2018 to...

PDF EN FR AR

Evidence-based policy assessments, jointly with the European Commission, OECD and EBRD

The SBA assessment helps policy makers to design and implement tools and mechanisms to improve the business environment on the ground and foster entrepreneurship and employment. The assessments also facilitate benchmarking with the European Union and between countries from the same region. The ETF has carried out assessments in its different regions as follows:



The **human capital dimension of entrepreneurship** is a central pillar of the SBA. This includes entrepreneurial learning and entrepreneurship key competences, support to women's entrepreneurship and SME skills development.

Body of analysis and data for supporting ETF partner countries in the development of entrepreneurship key competence and skills for SMEs

ENTREPRENEURIAL LEARNING AND ENTREPRENEURIAL PERSON

PROGRESSION MODEL: AUTONOMY & COMPLEXITY

A-FOUNDATIONS: Relying on external support	A1- Under direct supervision	A2 - With diminishing external support, some autonomy and together with my peers
B-INTERMEDIATE: Building autonomy	B1- With autonomy and together with my peers	B2- Taking and sharing some responsibilities
C –ADVANCED: Taking responsibility	C1- With some facilitation and together with others	C2 - Taking responsibility for decision making and working with others
D-EXPERT: Driving transformation, innovation& growth	D1 - Taking responsibility to contribute to complex developments in a specific field	D2 - Contributing substantially to the development of a specific field

- “Entrepreneurial learning” is
 - *all forms of education and training, both formal and non-formal, which contribute to an entrepreneurial spirit and entrepreneurial behaviour **with** or **without** a commercial objective.*
 - (ETF, 2009)
- “Entrepreneurial person” is
 - *someone who seeks out opportunities, takes initiatives often based on risk and through new ventures decides how resources can be most effectively applied.*
 - *Driven by the need for achievement, the entrepreneur may not necessarily be motivated by profit but use it as a measure of success.*
 - (ETF, 2009)

THE FRAMEWORK, WITH LEARNING OUTCOMES

		Level of proficiency	Foundation		Intermediate		Advanced		Expert		
		Progression	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	
Competence	Hint	Descriptor	Thread ¹⁰	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
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 the landscape to create opportunities to create value.	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 need solutions.	I can recognise challenges in my community and surroundings that I can contribute to solving.	I can identify opportunities to solve problems in alternative ways.	I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.	I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways.	I can judge the right time to take an opportunity to create value.	I can cluster different opportunities or identify synergies among different opportunities to make the most out of them	I can define opportunities where I can maintain a competitive advantage.
			Uncover needs.	I can find examples of groups who have benefited from a solution to a given problem.	I can identify needs in my community and surroundings that have not been met.	I can explain that different groups may have different needs.	I can establish which user group, and which needs, I want to tackle through creating value.	I can carry out a needs analysis involving relevant stakeholders.	I can identify challenges related to the contrasting needs and interests of different stakeholders.	I can produce a 'roadmap' which matches the needs with the actions needed to deal with them and helps me create value.	I can design projects which aim to anticipate future needs.

ENTREPRENEURIAL VET COLLEGE – KEY PILLARS (THE CASE OF GEORGIA)

Entrepreneurial VET in Georgia

Leadership and governance
Supporting teachers and educators
Building networks
Innovative teaching learning and assessment
Integration of technology
VET financing
Reputation management

- Developing **entrepreneurial VET** is about a system that bridges education and employment, working with business and the community to be a **learning hub driving social and economic development.**
- **“Individual” competence vs. “collective” learning and innovation capacity and culture** of VET institution – and beyond: community and territory

WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 1: Supporting leaders

Pillar 2: Supporting teachers and educators

Pillar 3: Building networks

Pillar 4: Innovative teaching, learning and assessment

Pillar 5: Integration of technology

Pillar 6: Financing for VET

Pillar 7: Reputation management

WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 1: Supporting leaders

An entrepreneurial VET college leader...

- Has the entrepreneurial competences to see new opportunities, embrace new ideas from others and commit to leading a more entrepreneurial VET institution
- Engages the private sector and community partners into college vision and actions
- Places a priority on entrepreneurial and digital competences for students and staff
- Works with policy and government to review and revise VET legislation to better support entrepreneurial VET colleges
- Builds practice-sharing networks with VET institutions in Georgia and internationally.

WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 2: Supporting teachers and educators

An entrepreneurial VET college educator...

- Understands and values the impact of entrepreneurial learning on their students
- Is trained and confident to embed key principles of entrepreneurial and digital learning to support the introduction of key competences across all subjects
- Actively collaborates and exchanges practices with other educators both within the school and through wider VET networks beyond the school
- Values making connections with community and private sector to support teaching.

WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 3: Building networks

An entrepreneurial VET college...

- Has internal networks to share and build new ideas within the college
- Is part of a national or thematic network of VET colleges in Georgia
- Involves private sector, business and community to align to needs of labour market
- Opens up college resources for use by the local community and private sector
- Is part of international teaching and/or mobility networks
- Provides language teaching to enable staff and students to network internationally.

WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 4: Innovative teaching, learning and assessment

An entrepreneurial VET college...

- Includes entrepreneurial and digital learning outcomes in all subjects
- Places a focus on teaching and learning for creative thinking, purposeful collaboration and within real-world contexts
- Gives learners regular opportunity to understand and practice how they can create value for others through entrepreneurial learning activities
- Uses formative assessment to understand and make visible the value and impact of entrepreneurial and digital learning on students.

WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 5: Integration of technology

An entrepreneurial VET college...

- Supports leaders and educators to integrate and develop digital competences into entrepreneurial learning activities
- Supports leaders and educators to use digital technologies to support teaching, learning and assessment
- Supports leaders and staff to use technology with students and families to facilitate communication.

WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 6: Financing for VET

An entrepreneurial VET college...

- Seeks out opportunity to feedback and improve on national VET financing models
- Develops knowledge and training to increase internal financial effectiveness
- Embraces the new opportunity to develop college-level funding streams.

WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

- **Pillar 7: Reputation management**

An entrepreneurial VET college...

- Identifies good news stories from staff, students and community to promote a positive image of the college
- Actively contributes to national dialogue and campaigns on how to improve the image of VET.

SOME INSIGHTS ON THE FIRST STEPS...

- Developing awareness and commitment
- “Demonstration” projects
- Creating toolkits of resources
- Building entrepreneurial community and ecosystem
- Recognising excellence and recognising learning
- Encouraging innovation through VET financing

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