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Executive summary

Within this output, REACT project aims at the development of a Recommendation document that consists of two different chapters:

1. Analysis of different methods for the recognition of entrepreneurship competence in Europe

This chapter is based on the results of the research done by each partner for identifying the National Strategies for the recognition of entrepreneurship competence in the countries involved in the REACT project. The main aim of this chapter is to build an overview of existing concepts, policies and/or initiatives, which seek to establish the state-of-the-art of entrepreneurship competence within four different EU Member States as it is briefly described below:

In France

There is no specific system of recognition of entrepreneurship skill, but broader strategies and laws refer to the development of Entrepreneurship such as:

- ✓ The Guidance and Planning for the Reconstruction of the School in the Republic (210) – Law 2013-595 of 8 July 2013 stating that it is the school's responsibility to promote a sense of initiative and encourage engagement with external partners via initiatives such as business visits, internships and discovery of enterprise, as well as relevant projects for skills' development.
- ✓ The Common Basis of Knowledge and Skills (*Socle commun*) (211) – Decree No 2015-372 of 31 March 2015 that identifies the link with the competence 'Autonomy and Sense of Initiative', which requires students to take initiative, be entrepreneurial and implement projects after assessing the possible outcomes of their actions.

However, the most relevant strategy is the national innovation strategy 'A New Deal for Innovation', launched in 2013. The lead for this strategy is the General Commissioner for Innovation, under the authority of the Prime Minister, working with the Ministry of National Education, Higher Education and Research and the Ministry of the Economy. The objectives of this strategy is focused on four action areas:

- ✓ organisation and evaluation of public policies in favour of innovation;
- ✓ development of a culture of entrepreneurship and innovation;
- ✓ increasing the economic impact of public research transfer;
- ✓ supporting business growth through innovation.

In the Netherlands

In the Netherlands the situation about recognition of entrepreneurship competence is different from the other countries because the government has launched in 2008 an Action Programme for Education and Entrepreneurship (*Actieprogramma voor onderwijs en ondernemerschap*) provided by the Ministry of Economic Affairs and the Ministry of Education, Culture and Science in the Netherlands.

The schools in the Netherlands have a high level of autonomy concerning their curricula. In this respect, entrepreneurship education is not explicitly recognised as a compulsory part of curricula, but there is a high demand for entrepreneurship education, mostly in vocational education as it being focused on the development of specific entrepreneurial skills. Therefore, students involved in vocational education have the opportunity to choose CE Entrepreneurship as elective subject (*keuzedelen*).

After being applied for 3 years, the Action Programme for Education and Entrepreneurship was reviewed and a module was developed by the Centre of Expertise on Vocational Education, Training (VET) and the Labour market for the Trade Sector (*KCH - Kenniscentrum Handel*) in cooperation with stakeholders. The module has as its main objective to enable VET students to become self-employed or freelancers and develop an entrepreneurial mind-set to become more employable.

In Finland

In this context, Finland is the most cutting-edge country with respect to the development of strategies for the recognition and strengthen of entrepreneurship skill.

Since 2009, Finland has a national strategy for Entrepreneurship called “Guidelines for entrepreneurship education”, which is led by the Ministry of Education and Culture (MoEC) and covers the period 2009-2015. The guidelines were prepared through broad-based cooperation with different operators in the entrepreneurial community. The Guidelines address all levels, from early childhood education and care to adult education and higher education, its aim being to enhance the entrepreneurial spirit among Finns and make entrepreneurship a more attractive career choice. The measures go across the whole education system, aiming to develop active citizenship, enhance creativity and innovation in education and training, create a positive entrepreneurial culture and attitude, and promote business start-up.

In Italy

In Italy, there is no official entrepreneurship strategy for the recognition of this competence, but the central government is implementing a national system of certification of skills acquired by people (in study, in life and in work). In order to promote their geographical mobility and the meeting between supply and demand in the labour market, Italy is elaborating a recognition system that assesses the visibility of learning and spend ability of certification at national/European level. In the Italian model of competence certification, each region is either creating its own validation model or creating a fragmented system with different contents and procedures.

2. Analysis of situations in which entrepreneurship is recognised as an applicable competence

In this chapter the partners in the REACT project consortium applied a validation process inspired by the real system of certification of competences, consisting of four distinct phases: identification, recognition, evaluation and experimentation of the entrepreneurship competence. The REACT partners used this framework as a structure to follow, focusing their attention to the evaluation phase, since the project aims at designing different situations in which entrepreneurship is recognised as an applicable competence.

Identification phase:

In order to develop situations and activities in which entrepreneurship could be evaluated, in this first phase three or more competencies per partner were chosen from the EntreComp framework. Further on, the chosen competences have been evaluated through different activities proposed by the partner organisations involved in the REACT project, within the evaluation phase.

Recognition phase:

This phase was aimed at identifying and formally defining the competences that will be subject to validation, the identification of knowledge and/or skills to be validated being based on references/standards of formalised or institutionalised skills (e.g. regional qualifications systems, specific national standards etc.) or created "ad hoc". In this phase, the competences were described and formally reported in specific documents given by the candidate/learner who wants to have one or more entrepreneurial competences recognized (e.g. the ability to work in a team). This phase was useful to understand which are the steps for the formal recognition.

Evaluation phase:

In this phase, the REACT partners focused their work on finding activities and situations in which entrepreneurship competences could be evaluated, the aim of the evaluation phase being to verify the level of the existing skills acquired in non-formal and/or informal learning contexts.

Consequently, each of the project partners described three different situations and/or activities that make possible the assessment of some aspects of the entrepreneurship competence. According to EntreComp document, the framework is composed of three competence areas, fifteen competences, an eight-level progression model and a list of 442 learning outcomes.

In this respect, this chapter includes the following examples of activities chosen by the partners in the REACT consortium:

Quarter Mediation (NL):

LEGO Listening;

Qualities exchange;

Appreciative Inquiry.

Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara (FR):

Design thinking;

Introduction to an entrepreneurial cooperative mind set;

Simulation of a social cooperative.

Innoventum OY (FI):

Enterprise game;

Self-assessment;

Circular economy and enterprise game.

Università Ca' Foscari di Venezia (IT):

Space Adventure;

Elevator Pitch;

Business Model Canvas.

Civiform società cooperativa sociale (IT):

Entrepreneurship and business creation;

Marshmallow challenge;

GEM game.

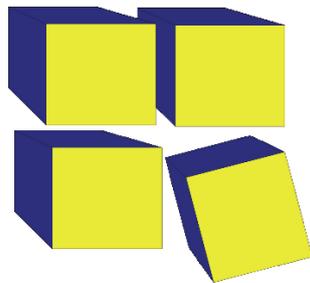
Experimentation phase:

In order to test the situations in which entrepreneurship is recognised as an applicable competence, the partners in the consortium decided to test at least one activity with their adult target groups or with the adults involved in the second Intellectual Output of the project.

For this phase, each partner, except the technical partner Innoventum Oy, has organised a workshop in which an evaluator monitored the way the participants carried out the activity following given instructions. During the activity, the evaluator had the task to observe the adult learners and their behaviour in order to check and – if the case - confirm their ability to develop certain competences targeted to be assessed within the specific activity. For each experimentation, the organisations partners in the REACT consortium decide to evaluate one or more entrepreneurial competences, depending on the type of activity each of them chose to organise.

Conclusion

A recognised process for the certification of entrepreneurship is still far from the objectives settled by the European Commission. Anyway, there were efforts done - especially in countries like the Netherlands and Finland - to officially include entrepreneurship within the scholastic curricula. Entrepreneurship as a competence is being progressively incorporated into school and vocational training curricula and efforts are being made to create frameworks and tools to operationalise entrepreneurship - among other transversal skills - in education, training and youth fields. The activities implemented through the REACT project were significant both for the target groups and the representatives of the partner organisations involved in the project activities, as they concretely contribute to reinforce the entrepreneurship skill useful for job seeking, to increase the quality of life and the better and faster social inclusion for the low skilled adults targeted by the project.



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