

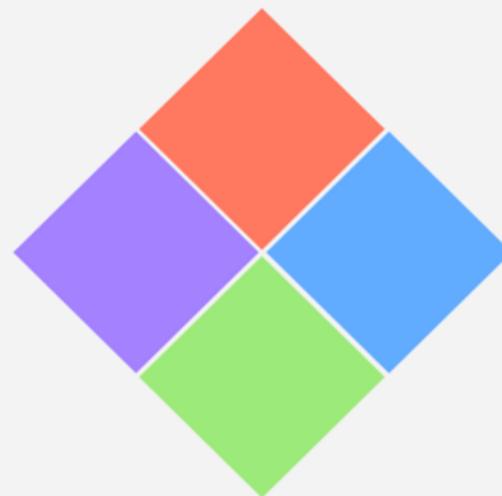


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# RAZVOJ PREDUZETNIČKOG UČENJA U SRBIJI



BEOGRAD, 27. AVGUST 2015.

# Sense of Initiative and Entrepreneurship: Towards an Competence Reference Framework for all citizens

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Studies*

**Enabling and Encouraging Entrepreneurial Learning In Serbia**

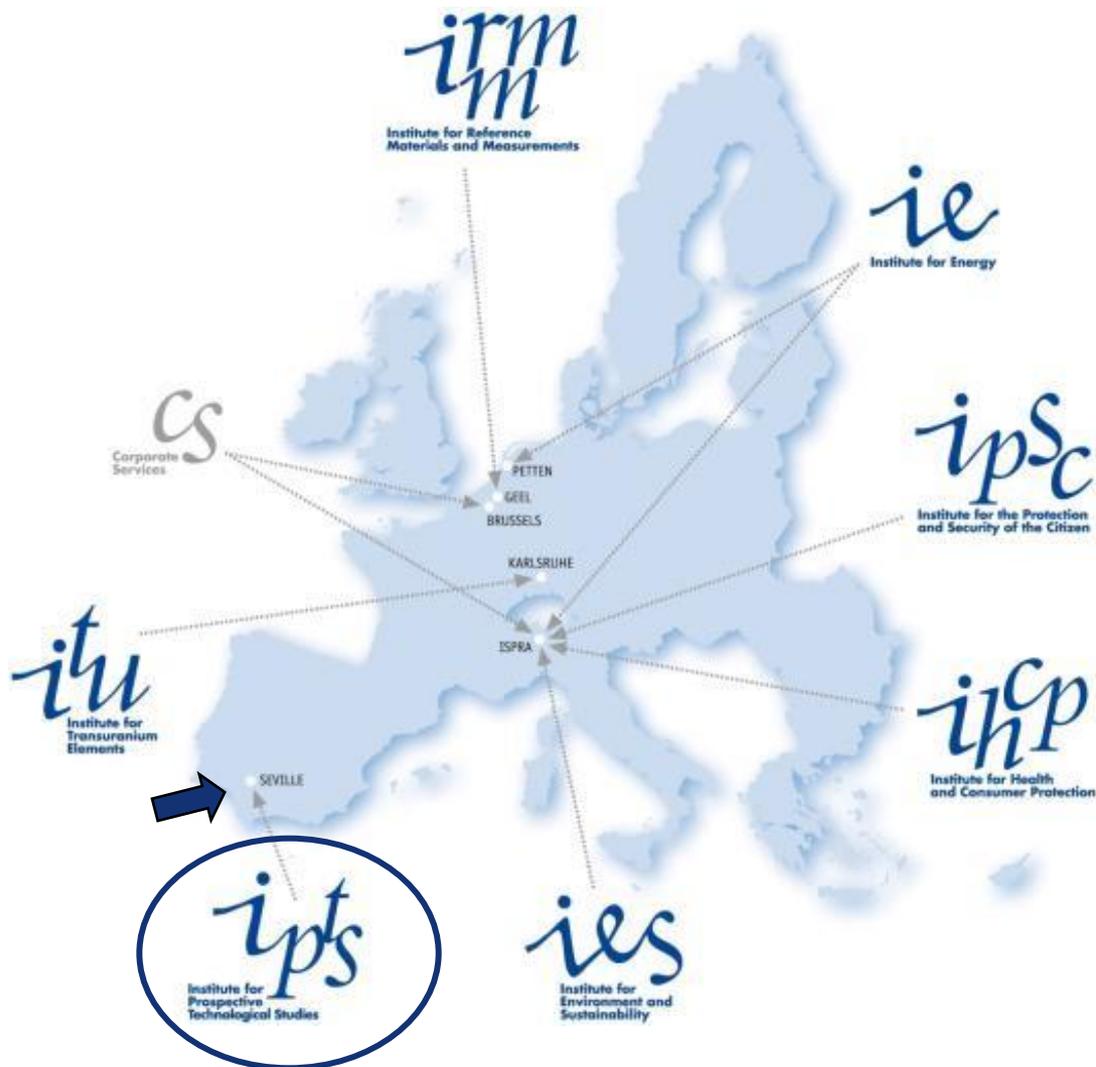
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European Commission,  
Joint Research Centre

**Institute for Prospective  
Technological Studies (IPTS):**

Research institute supporting  
EU policy-making on  
socio-economic, scientific  
and/or technological issues



### Team



### What:

- ICT for modernising and innovating E&T in Europe
- 21<sup>st</sup> century skills for digital economy and society

### Why:

- Europe is not a top performer in Education (E.g. PISA)
- ICT for learning and skills evolves fast
- Existing evidence is fragmented and not addressing EU
- Tackle MS differences in ICT use in E&T

- *>50 publications on IPTS eLearning website*
- *Principal client: DG Education & Culture*



**63%** of 9 year olds are **missing** the **digital equipment** they need at school

### Research strands

- Opening up Education, OER & Science 2.0
- Innovating Learning and Teaching
- Key Competences and 21st century skills

### Policy

- 2013 COM on Opening up Education; E&T 2020; Digital Agenda; New skills and Jobs; EU Recommendation on Key Competences for LLL,...

# JRC-IPTS study on behalf of DG EMPL

- Aim:** to better define and describe the Key Competence of "sense of initiative and entrepreneurship" by developing a framework which will allow to bridge the worlds of education and work
- Policy:** from the 2006 Recommendation on "Key Competences for Lifelong Learning" to the 2013 Entrepreneurship 2020 Action Plan it links directly with the Juncker's Commission priority on "Jobs, Growth and Investment"
- Why:** Many initiatives across Europe but lack of common and agreed definition of entrepreneurship competence, let alone a common conceptual approach
- What:** Meta-framework that current and future initiatives can refer to: competence areas, list of competences, learning outcome descriptors, self-assessment questionnaire

# Entrepreneurship 2020 Action Plan

a blueprint for action to unleash Europe's entrepreneurial potential

Three pillars:

1. Foster **entrepreneurial education and training** to create the new generations of entrepreneurs and businesses
2. Create an environment where entrepreneurs can flourish and grow, by removing existing administrative barriers and supporting entrepreneurs in crucial phases of the business lifecycle;
3. Promote a cultural change to make entrepreneurship attractive as a career option, reaching out to specific groups

# Objectives of the study

To better define and describe the Key Competence of "Sense of Initiative and Entrepreneurship" and develop a framework to bridge the worlds of education and work, the study will:

1. Develop a **conceptual framework** for Sense of Initiative and Entrepreneurship Competence that breaks the competence into its constituents parts, i.e. **competence areas** and relative **constituents** and provides **descriptors** for each of them; **October 2015**
2. Translate the constituents into sets of **learning outcomes** and relative levels of progress; **March 2016**
3. Design and pilot a **self-assessment questionnaire** for entrepreneurship competence to be used by citizens. **June 2016**

# The Challenge

To build a **comprehensive conceptual reference framework** for the key competence **sense of initiative & entrepreneurship** that is cross-cutting and transversal to:

- **Level of education** (from primary to LLL)
- **Learning context** (formal, informal, non-formal) and **pathway**/journey
- **Sector** of application (private, public, third sector)
- **Domain** of application (art & culture, high-tech, automotive, telecommunications, public administration, entrepreneurial education....)
- **Purpose** (personal development, career orientation, active citizenship, employability, self-employment, start-up news businesses, innovation, growth, competitiveness...)

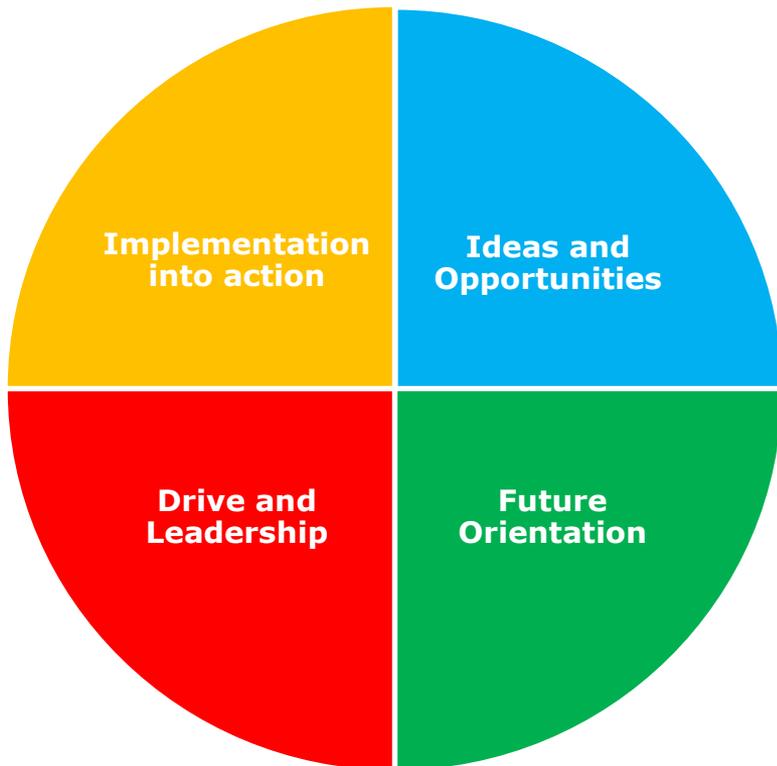
# Methodological Approach



# **Sense of initiative and entrepreneurship - The JRC-IPTS framework **DRAFT** proposal**

# Transforming ideas into action:

## 4 competence areas



Sense of initiative and entrepreneurship comprises an **individual dimension as well a social one** inasmuch the enterprising subject can be an individual or a collective entity such as a team or an organisation.

It is a cross-cutting competence that can be applied to **any purpose** and domain of application, that **develops in situated progression** and that is highly **shaped by the actual context** as the learner faces new situations, opportunities and spheres of action.

# 4 competence areas – 16 constituents

## IDEAS AND OPPORTUNITIES

1. Analytical Thinking	<i>Think outside the box: Spot opportunities.</i>
2. Creative Thinking	<i>Be creative: Develop purposeful ideas.</i>
3. Coping with risk, ambiguity and uncertainty	<i>Be bold: Deal with risk, uncertainty and ambiguity.</i>
4. Self-awareness and self-efficacy	<i>Believe in yourself: Be self-aware and believe in your own efficacy.</i>
5. Valuing ideas	<i>Protect ideas: Understand how to manage intellectual property.</i>

## FUTURE ORIENTATION

6. Envisioning	<i>Follow your dreams: Work towards your vision of the future.</i>
7. Ethical and sustainable thinking	<i>Think about ethics and sustainability: Evaluate consequences and assess impact.</i>

# 4 competence areas – 16 constituents

## DRIVE AND LEADERSHIP

8. Initiating	<i>Go for it: Take the initiative.</i>
9. Persevering	<i>Don't give up: Persevere.</i>
10. Motivation	<i>Stay focused: Keep up your motivation.</i>
11. Influencing others	<i>Mobilize others: Get them on board.</i>

## IMPLEMENTATION INTO ACTION

12. Working with others	<i>Work with others.</i>
13. Marshalling resources	<i>Gather and manage the resources you need: material, non-material and digital ones.</i>
14. Financial and economic literacy	<i>Develop financial and economic know how.</i>
15. Planning and management	<i>Plan and Manage.</i>
16. Learning through experience	<i>Learn through experience.</i>

## IDEAS AND OPPORTUNITIES

### 1. Analytical Thinking *Think outside the box: Spot opportunities.*

- spot existing, emerging and potential opportunities for value creation,
- explore the problem space,
- identify unmet needs,
- challenge mainstream thought,
- use critical judgement to identify opportunities, which have yet to be exploited,
- see the context as a setting where opportunities for value creating activities can be made seized and pursued,
- understand the pros and cons of being entrepreneurial.

### 2. Creative Thinking *Be creative: Develop purposeful ideas.*

- develop value-generating ideas,
- address problems with creative solutions,
- shape ill-defined problems,
- strive to find better ways to address existing needs,
- generate tangible or intangible outcomes that are original useful ethical and desirable.

## IDEAS AND OPPORTUNITIES

### 3. Coping with risk, ambiguity and uncertainty

***Be bold: Deal with risk, uncertainty and ambiguity.***

- evaluate what level of loss you can afford and are willing to assume,
- make decisions weighing up both the risks and the expected benefits,
- make decisions when results are uncertain when goals and action plans are ill-defined or inconsistent,
- make decisions based on partial and ambiguous information,
- handle dynamic situations flexibly,
- adapt to unexpected change improvising if necessary.

### 4. Self-awareness and self-efficacy

***Believe in yourself: Be self-aware and believe in your own efficacy.***

- reflect on your own needs, aspirations and desires,
- judge and identify your strengths and weaknesses,
- devise effective self-directed strategies to develop the competences needed to achieve your goals and ambitions,
- believe in your capacity to shape the course of events despite uncertainty and ambiguity,
- muster the necessary personal resources to face current and future situations,
- use available resources meaningfully.

## IDEAS AND OPPORTUNITIES

### 5. Valuing ideas *Protect ideas: Understand how to manage intellectual property.*

- understand the notion of intellectual property,
- understand the notion of openness with respect to content, data, software and hardware,
- understand the notion of open innovation,
- understand how ideas can be protected by a range of different types of licences, which safeguard their commercial exploitation rights or can be freely circulated in the interest of a common good,
- understand the scope of trademarks, registered design rights, patents, geographical indications, trade secrets, confidentiality agreements and copyright licences including public domain licences such as creative commons,
- understand how to use others' intellectual property and at the same time respect their rights.

## FUTURE ORIENTATION

### 6. Envisioning *Follow your dreams: Work towards your vision of the future.*

- project the development of your ideas into the future
- develop a strategic vision to transform ideas into action,
- set long-term objectives for achieving your goals,
- strategically assess opportunities and challenges ahead,
- innovate.

### 7. Ethical and sustainable thinking *Think about ethics and sustainability: Evaluate consequences and assess impact.*

- reflect on the long term sustainability of your goals and selected courses of action,
- appreciate the ethical dimensions of issues and strategies to address them,
- evaluate the rightness or wrongness of goals and action plans,
- evaluate the consequences of value creating activities on the target community the market society and the environment,
- adhere to and promote values such as responsibility, accountability, integrity, sustainability, solidarity, public good or good governance.

## DRIVE AND LEADERSHIP

### 8. Initiating *Go for it: Take the initiative.*

- pursue opportunities for value creation and expansion,
- initiate proactively value generating processes within an existing venture and/or through the launch of a new venture,
- act independently,
- take responsibility,
- take up challenges,
- work autonomously to achieve your goals and accomplish tasks,
- take initiative to organize yourself.

### 9. Persevering *Don't give up: Persevere.*

- keep working to drive value creating processes forward,
- be prepared to defer gratification and keep trying over time to achieve your long-term objectives,
- be resilient in the face of pressure, adversities and failure.

## DRIVE AND LEADERSHIP

### 10. Motivation

***Stay focused: Keep up your motivation.***

- be determined to transform ideas into action and to satisfy your desire to achieve,
- harness the constructive energy arising from your passion and desire to achieve in order to generate value,
- be willing to make an effort to achieve objectives, be they personal goals or aims held in common with others,
- stay focused on future value and benefits despite obstacles and temporary failures,
- stay focused on shaping the outcomes of planned activities and getting things done.

### 11. Influencing others

***Mobilize others: Get them on board.***

- mobilize others' commitment towards value generating activities,
- lead others through the process of value creation,
- motivate others,
- present your ideas effectively,
- communicate, persuade, negotiate so as to transform ideas into action.

## IMPLEMENTATION INTO ACTION

### 12. Working with others *Work with others.*

- work in a team, collaborate and co-operate to put ideas into action,
- share responsibilities,
- delegate,
- engage in partnerships,
- manage stakeholders,
- network with the relevant communities,
- face up to competition positively.

### 13. Marshalling resources *Gather and manage the resources you need: material, non-material and digital ones*

- gather the material and non-material resources you need to initiate and grow activities and attain your objectives,
- make the best use of such resources,
- manage the means of production and production processes,
- manage digital tools,
- mobilize the competences required at any given stage, including legal, fiscal and technical and digital ones,
- use your knowledge to transform ideas into action,
- take action without being limited by the resources currently at hand.

## IMPLEMENTATION INTO ACTION

### 14. Financial and economic literacy *Develop financial and economic know how.*

- understand the financial landscape,
- understand how to use financial instruments and services to sustain ideas and ventures,
- know how to manage money, assets, credit, banking, insurance, savings and investments over time,
- plan implement and evaluate financial decisions.

### 15. Planning and management *Plan and manage.*

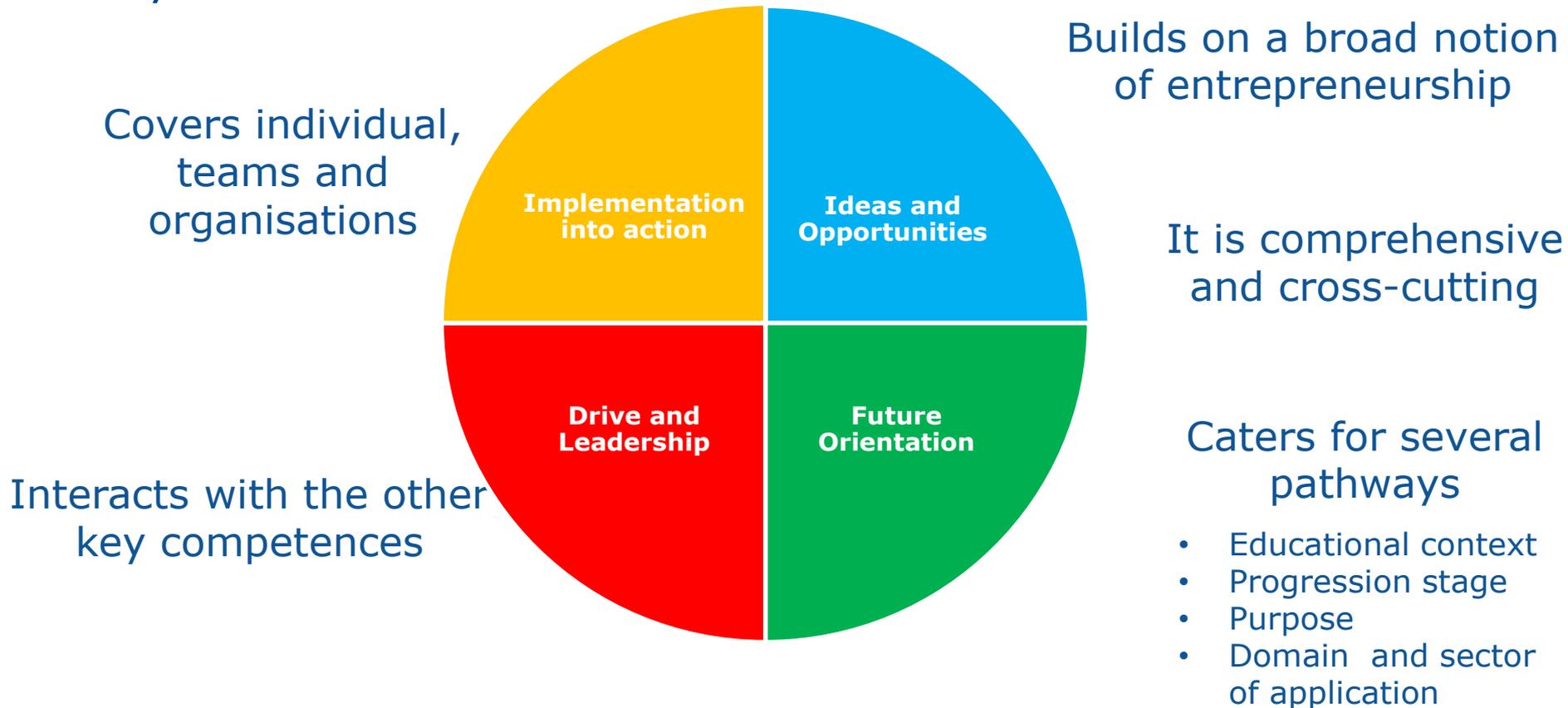
- define priorities,
- plan and implement adequate courses of action to achieve valuable effects,
- plan and organize activities to achieve your goals,
- manage projects and action plans to effectively and efficiently transform ideas into action,
- manage time efficiently.

### 16. Learning through experience *Learn though experience*

- learn to create value,
- learn by doing,
- learn to be resilient to failure,
- learn from others' experience,
- learn from trial and error,
- learn on the fly as the venture develops.
- incorporate feedback received to improve performance,
- reflect upon success and failure (your own and other people's) and learn from both.

# Sense of initiative and entrepreneurship

## Key features



## Next Steps

- 1. Consolidation** of conceptual reference framework based on feedback collected: September
- 2. Validation** of conceptual reference framework: October  
(ET2020 TSWG, inter-service and dedicated fora)
- 3. Development** of learning outcomes and proficiency levels: November-January 2016
- 4. Validation** of LA and proficiency levels: March 2016
- 5. Common reference framework** for the key competence sense of imitative and entrepreneurship: April 2016

**Thank you for your attention!**



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