

European Alliance for Apprentices
Workshop 3: Entrepreneurship in Apprenticeships
Vienna, 8 November 2018, 16.30-18.00

Background note

Introduction

This workshop – part of the EAfA 5th anniversary - will be the first time the EAfA addresses entrepreneurship in a significant way. This background note gives an overview of policy initiatives, measures taken etc. by the European Commission related to entrepreneurship in education and training. It provides the workshop with some background information for a discussion on what entrepreneurship in apprenticeships could mean. The aim of the workshop is to discuss how the Alliance, going forward, should deal with the topic of entrepreneurship; who are the key actors who could influence the development of entrepreneurial skills in apprenticeships; and how can the Alliance support their work.

What is entrepreneurship in education and training and why is it important for the European Union?

- As laid out in the European Commissions' Communication "Entrepreneurship 2020 Action Plan" (2013), the Commission aims to ease the creation of new businesses and to encourage a supportive environment for existing entrepreneurs to thrive and grow. The plan identifies three areas for intervention. One of them is entrepreneurial education and training to support growth and business creation (European Commission: 2013).
- Entrepreneurship is a skill that can be learnt. The main objective of the European Commission, as specified in the Council Recommendation on Key Competences for Lifelong Learning is to promote entrepreneurship competence as a key competence for lifelong learning that can be developed, recognised and applied in all aspects of life (European Commission, 2018a).
- Entrepreneurship is the capacity to act upon opportunities and ideas. Entrepreneurship education and training can help people develop the skills, knowledge and attitudes necessary to open doors to fulfilment, be active citizens and manage their careers in times of uncertainty and rapid change (European Commission: 2018a).
- Evidence also shows that people with entrepreneurial education are more employable. Young people with entrepreneurship education are more likely to set up their own companies. Up to 20% of students who participate in a mini-company programme in secondary school will later start their own company. That is up to five times higher than in the general population. Businesses started by these students are also more ambitious (European Commission: 2018a).

Projects on entrepreneurship in education and training – some examples

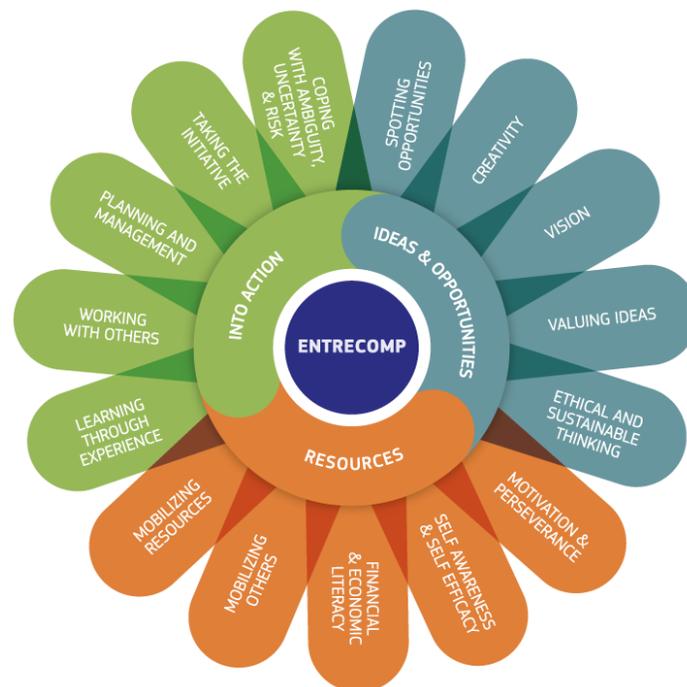
- The Commission has adopted a Digital Education Action Plan, which includes 11 actions to support technology-use and digital competence development in education. One of the actions is “Training in digital and entrepreneurial skills for girls”. The objective is to promote digital and entrepreneurship as key competences among girls in primary and secondary education through positive role models. A Key task is designing, promoting and delivering a set of face-to-face workshops targeted at girls in primary and secondary schools. The objective of these workshops is to inspire the next generation of female students to consider careers in technology, entrepreneurship and innovation, including starting up their own companies. 20 000 girls in primary and secondary education across Europe will take part in the workshops over the coming three years. (European Commission, 2018 b).

- The Innovation Cluster for Entrepreneurship Education (ICEE) has carried out a research project on the impact of entrepreneurship education, co-funded by the Erasmus+ programme (ICEE, 2018). The test bed for the field trials was the JA Europe Company Programme (CP). This mini-company programme is a practical entrepreneurial experience based on a learner-driven method. Students work in teams and under the guidance of teachers and business volunteers. Among the key findings we find:
 - Quantity is essential if practical entrepreneurship projects like mini-companies are to make an impact for the individual and society
 - The programme has no negative impact and improves school performance
 - Most business people and entrepreneurs believe in the importance of entrepreneurship education, and the business sector wants to be more involved
 - Government priority, curriculum, teacher training and school/business cooperation are key areas for increasing uptake of entrepreneurship education (ICEE, 2018).

- The Erasmus+ project The Youth Start – Entrepreneurial Challenges project (2015-2018), was one of the largest projects ever undertaken in entrepreneurship education and evidence-based public policy. The project was coordinated by PEEP (Portugal) and represents a collaboration between the ministries of education of Austria, Luxembourg, Portugal, and Slovenia (Youth Start 2018a). An essential feature of the model is the self-assessment to be done at the end of the challenge. The students reflect on their own behavior, using questions such as: Have I reached my goals? What role did I play in the group? How can I apply what I learned to my daily life? This self-assessment helps students assume responsibility and makes them aware of how important it is that they actively contribute to projects. Results will be presented on the web page of the project (Youth Start 2018b).

How to define and assess entrepreneurial skills?

- In the Council Recommendation on Key Competences for Lifelong Learning (May 2018), entrepreneurship is defined as one of eight key competences. Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into value for others (European Commission: 2018c). This value can be financial, social or cultural (European Commission: 2018d).
- The European Entrepreneurship Competence Framework (EntreComp) builds on the definition as set out in the Recommendation mentioned above, and sets out a reference framework to help understand entrepreneurship as a competence (European Commission: 2016). EntreComp maps out 15 individual competences that make up entrepreneurship. The 15 individual competences are shown in the figure below.
- The EntreComp also showcases several examples of how to develop entrepreneurial competences in different settings, including one example in an apprenticeship setting (European Commission: 2018e: p. 76).



References

European Commission (2013): [Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Entrepreneurship 2020 Action Plan. Reigniting the entrepreneurial spirit in Europe.](#)

European Commission (2016): [EntreComp: The Entrepreneurship Competence Framework.](#)

European Commission (2018a): [Web page of the European Commission.](#)

European Commission (2018b): [Web page of the European Commission.](#)

European Commission (2018c): [Council Recommendation on Key Competences for Lifelong Learning.](#)

European Commission (2018d): [Web page of the European Commission.](#)

European Commission (2018e): [A user guide to the European Entrepreneurship Competence Framework.](#)

Innovation Cluster for Entrepreneurship Education (2018): [*A Summary of the key findings from the ICEE research project on the impact of entrepreneurship education.*](#)

OECD: [From creativity to initiative. Building entrepreneurial competencies in schools. Guidance note for policy makers.](#)

OECD: [From creativity to initiative. Building entrepreneurial competencies in schools. Guidance note for teachers and school managers.](#)

Youth Start (2018a): [Web page of the project.](#)

Youth Start (2018b): [Web page of the project.](#)