


Vilniaus Kolegija
University of Applied Sciences
6th of March

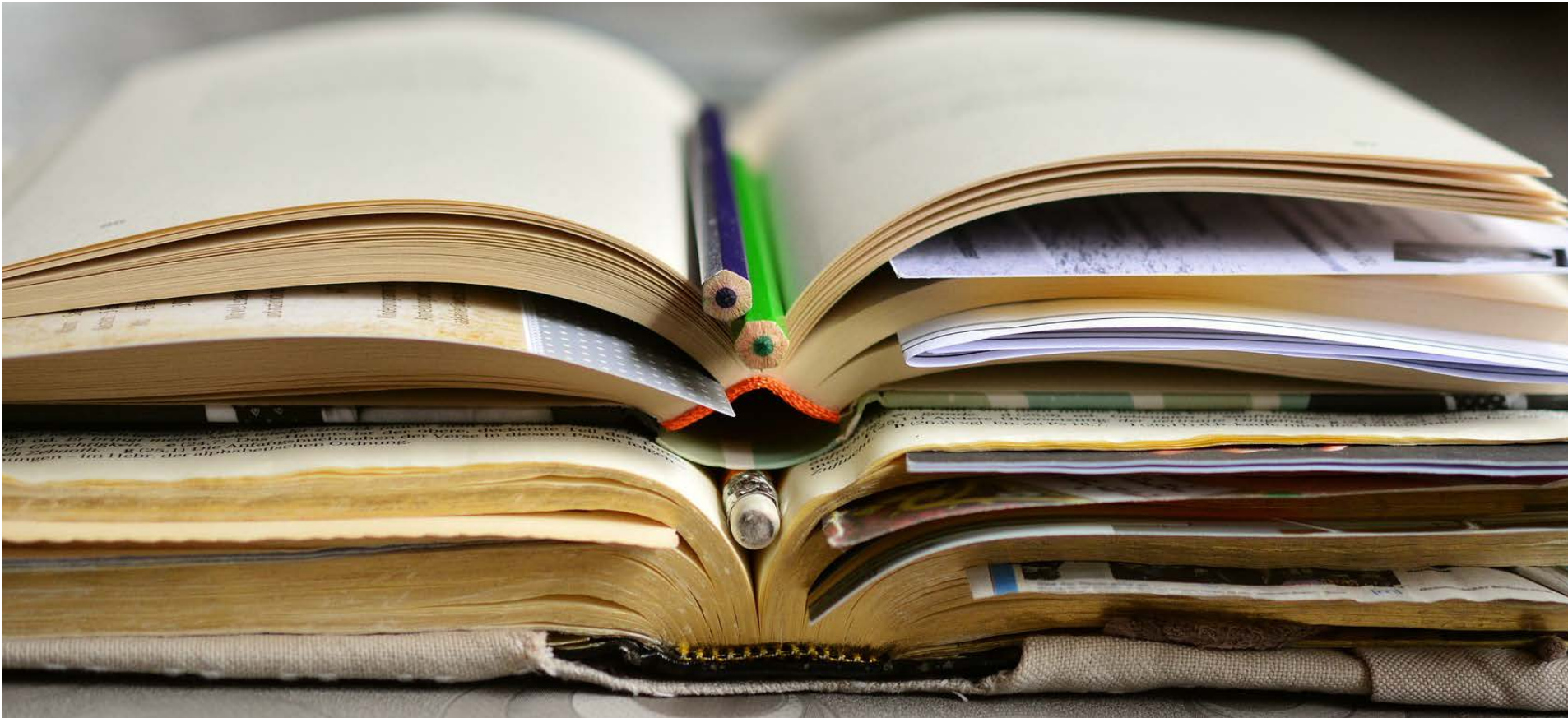
Laying the foundations for boosting entrepreneurship competence

INTERNATIONAL EDUCATION CONFERENCE - FORUM

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 **Deusto**
Facultad de Psicología y Educación
Psikologia eta Hezkuntza Fakultatea
Faculty of Psychology and Education



The European Commission first referred to the importance of **entrepreneurship education in 2003**, in the European Green Paper on Entrepreneurship in Europe.

By 2006, the European Commission had identified a '**sense of initiative and entrepreneurship**' as one of the eight key competences necessary for all members of a knowledge-based society.

The 2008 Small Business Act for Europe, the 2012 Communication on Rethinking Education, the 2013 Entrepreneurship Action Plan 2020, and more recently the New Skills Agenda for Europe, have kept **the need to promote entrepreneurship education and entrepreneurial learning under the spotlight.**

Entrepreneurship

“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”.

The Danish Foundation for Entrepreneurship

“It is a **transversal competence**, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial)”

EntreComp framework

It embraces different **types of entrepreneurship**:

- ✓ intrapreneurship,
- ✓ social entrepreneurship,
- ✓ green entrepreneurship,
- ✓ digital entrepreneurship.

Entrepreneurship Education

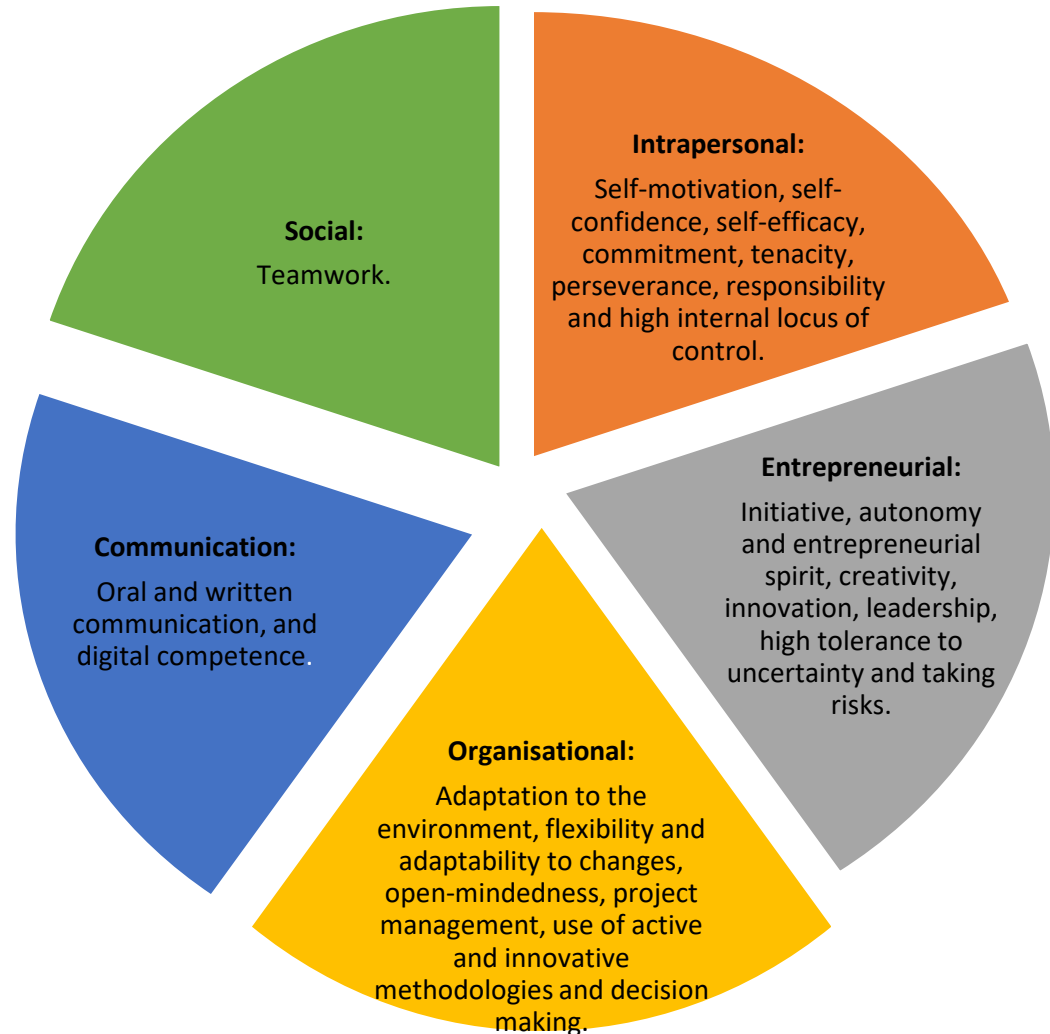


It comprises the **content, methods and activities** that support the **development of motivation, competence and experience** that make it possible to:

- implement, manage and participate in value-added processes;
- give individuals the opportunity and the tools to shape their own lives;
- educate committed and responsible citizens;
- develop knowledge and ambition to establish businesses and jobs;
- increase creativity and innovation in existing organisations;
- and create sustainable growth and development, culturally, socially and economically.

Entrepreneur teacher-Teacherpreneur

Teacherpreneurs are individuals (professionals) who have a **great passion for teaching, a positive attitude and a great ability to inspire others.**



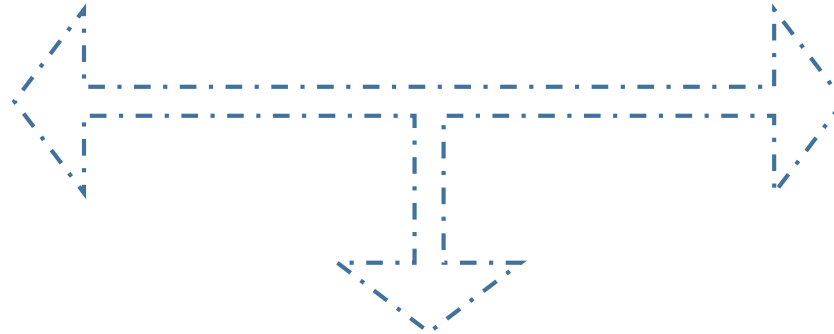
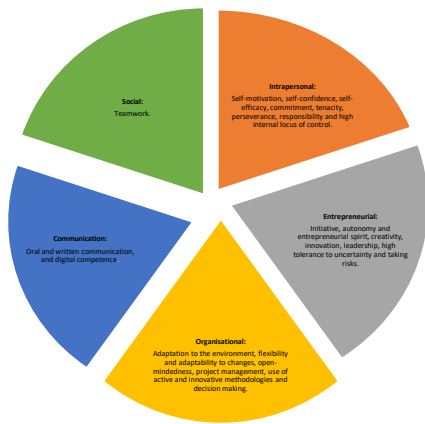
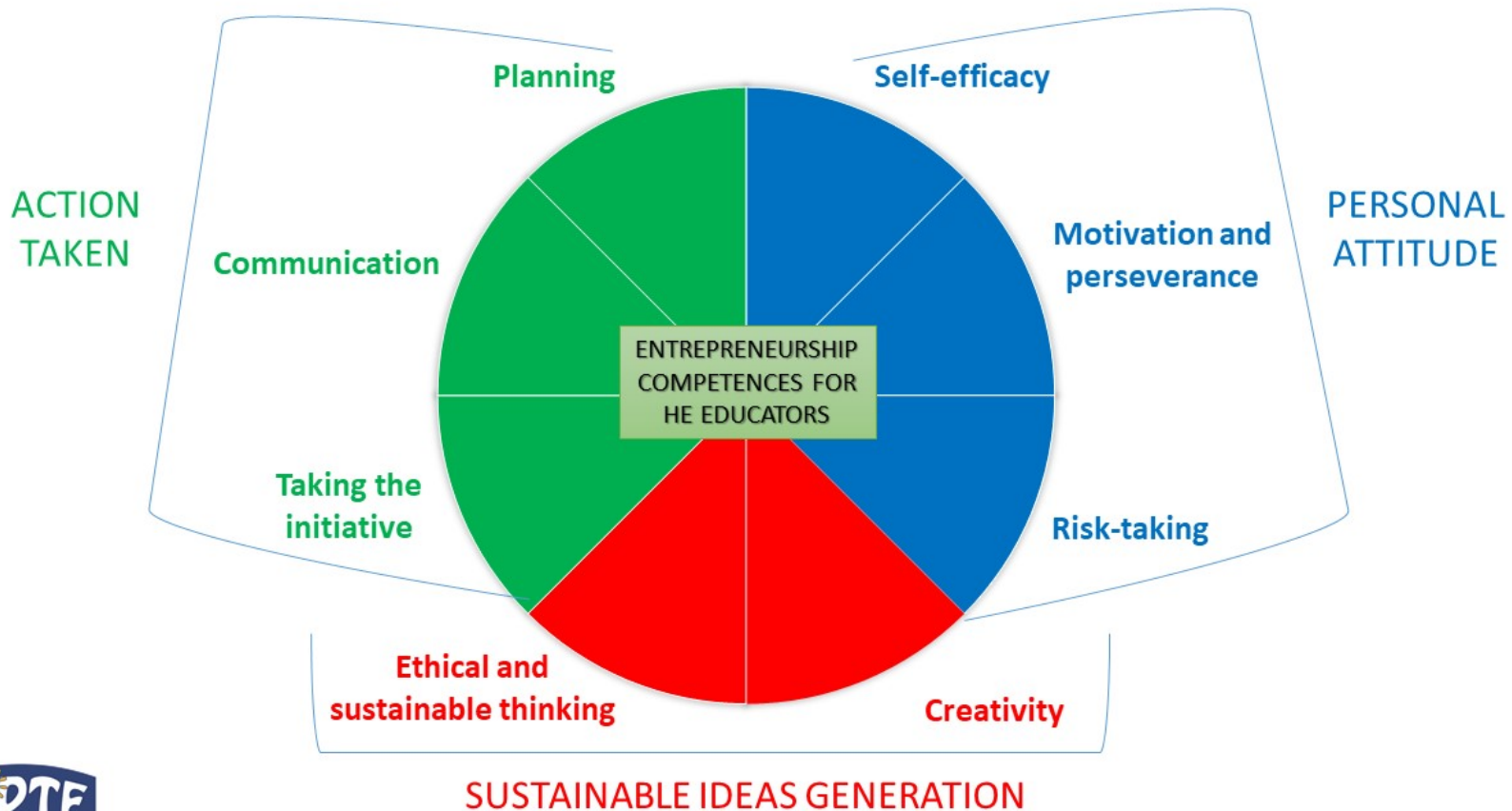
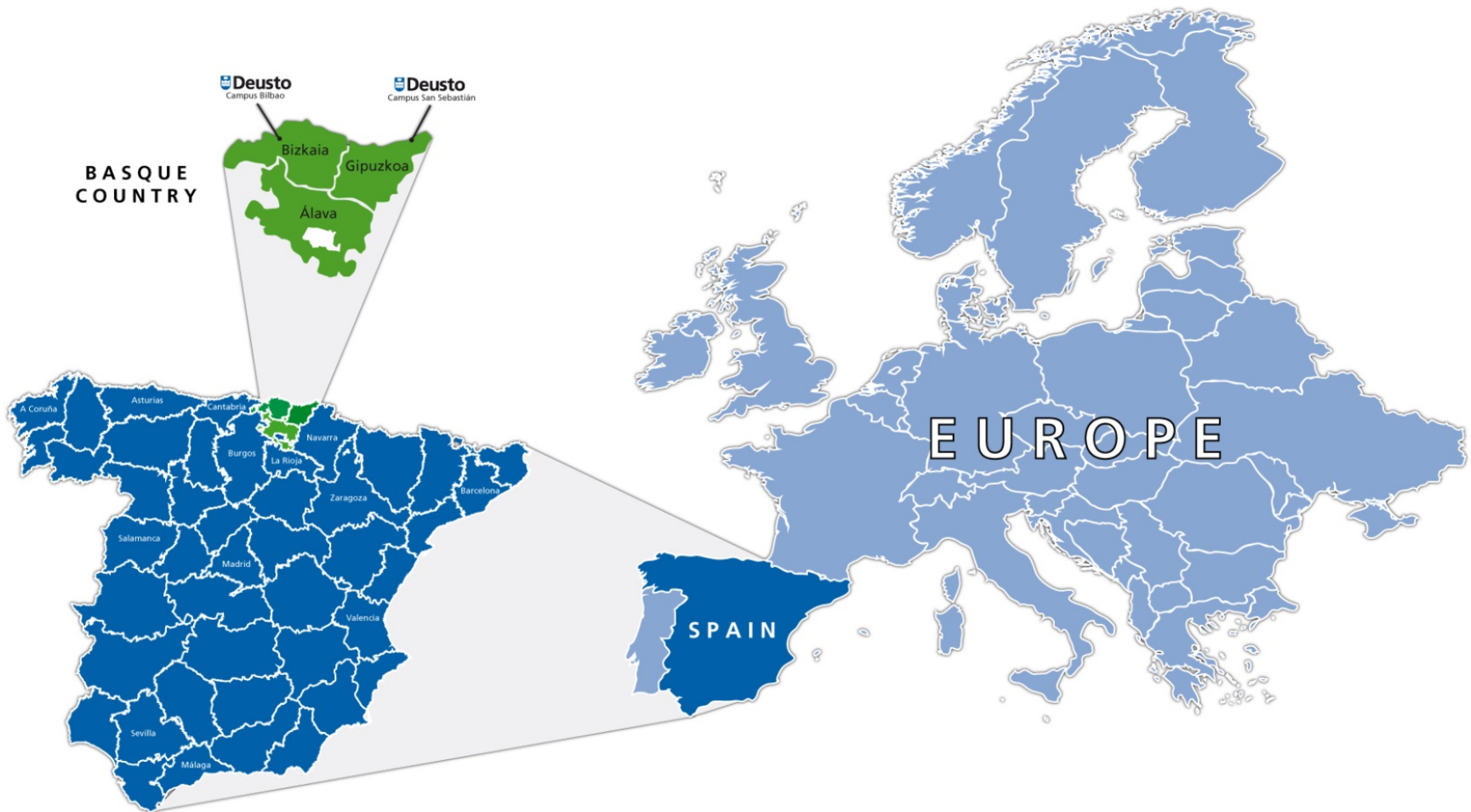


Figure 2: Areas and competences of the EntreComp conceptual model.



Entrepreneurship Education in Spain



Entrepreneurship Education concerning Primary Education



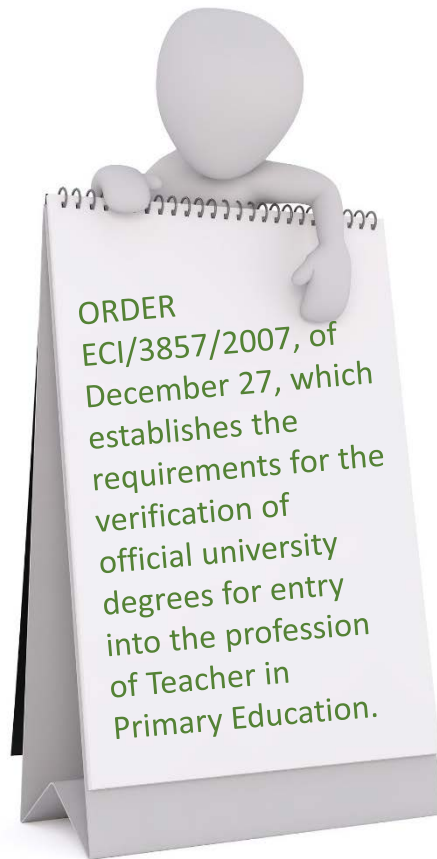
Future primary school teachers (from 6 countries) who participated in the EIPTE project:

- ✓ perceived themselves to be entrepreneurs;
- ✓ considered themselves good at planning, creativity and self-motivation, but less so at risk taking;
- ✓ gender and the number of times that they had participated in the intensive programmes for learners made no difference to the results obtained.

WE CONCLUDED THAT:

Entrepreneurship education should be promoted and risk taking and taking the initiative must be boost.

Higher Education Primary Education Degree



REGARDING PLANNING SKILLS:

Didactic planning and design in mathematics, social sciences, languages; music, plastic and visual education; physical education; and experimental sciences are included among the objectives of the degree in Primary Education.



Planning has usually been a generic instrumental competence integrated into the higher education curricula since the Bologna Declaration (Villa & Poblete, 2008).

THE FOUNDATIONS:

The degree in Primary Education is a regulated profession.

- ❑ It must meet some **minimum requirements** (competences to be developed and structure of the curriculum to be followed)
- ❑ Each university has a range of 30 to 60 ECTS at its disposal to decide the specialization itineraries or qualifying mentions that they would like to offer to students.

In 2016-2017 academic year:

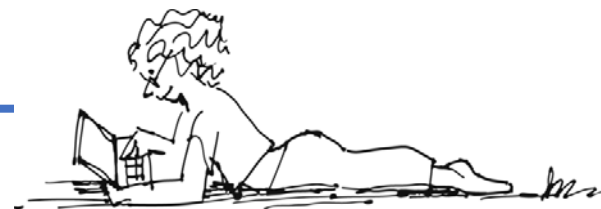
There were 257 out of 414 mentions offered by Spanish universities that were qualifiers.

What happens with the rest? Are there non-qualifying ones?

(2015) Spanish Ministry of Education, Culture and Sports:

It does not seem to be specific education subjects for entrepreneurship in the different pathways of initial teacher training.





Concerning the primary education teacher training:

- ❑ there is not any subject directly oriented to the promotion of the entrepreneurial spirit;
- ❑ there is not any mention specifically focused on the development of competences associated with the profile of the teacherpreneur;
- ❑ only 20 out of 414 mentions are related to ICT - competences on digital and technological communication (communication competence), and competence on management of innovative projects (organisational competence).

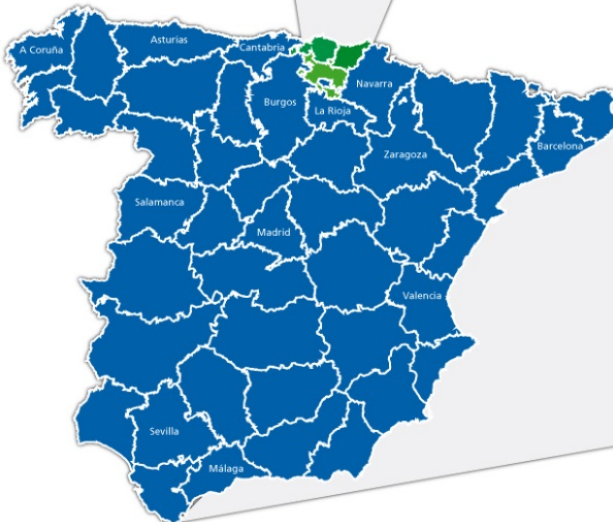
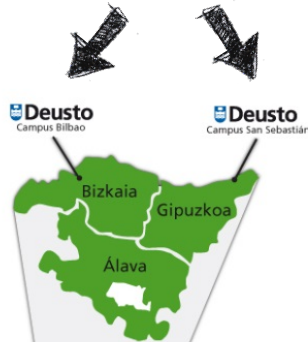
Only one mention is related to social-emotional education (This is the one that works in some extent the competences proposed for the development of the entrepreneurial profile of the teacherpreneur)-intrapersonal competences: self-motivation and self-confidence.

Entrepreneurship Education University of Deusto



Deusto

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Bilbao

The case of the University of Deusto

Innovation and Entrepreneurship Unit



ENTREPRENEURSHIP

Sobre la Unidad ▾

Formación

Incubación

Research

Networking



Formación para emprender con éxito

Programas formativos y metodologías pedagógicas que te ayudarán a desarrollar valores y actitudes necesarias para sentirti capaz de emprender

Infórmate >

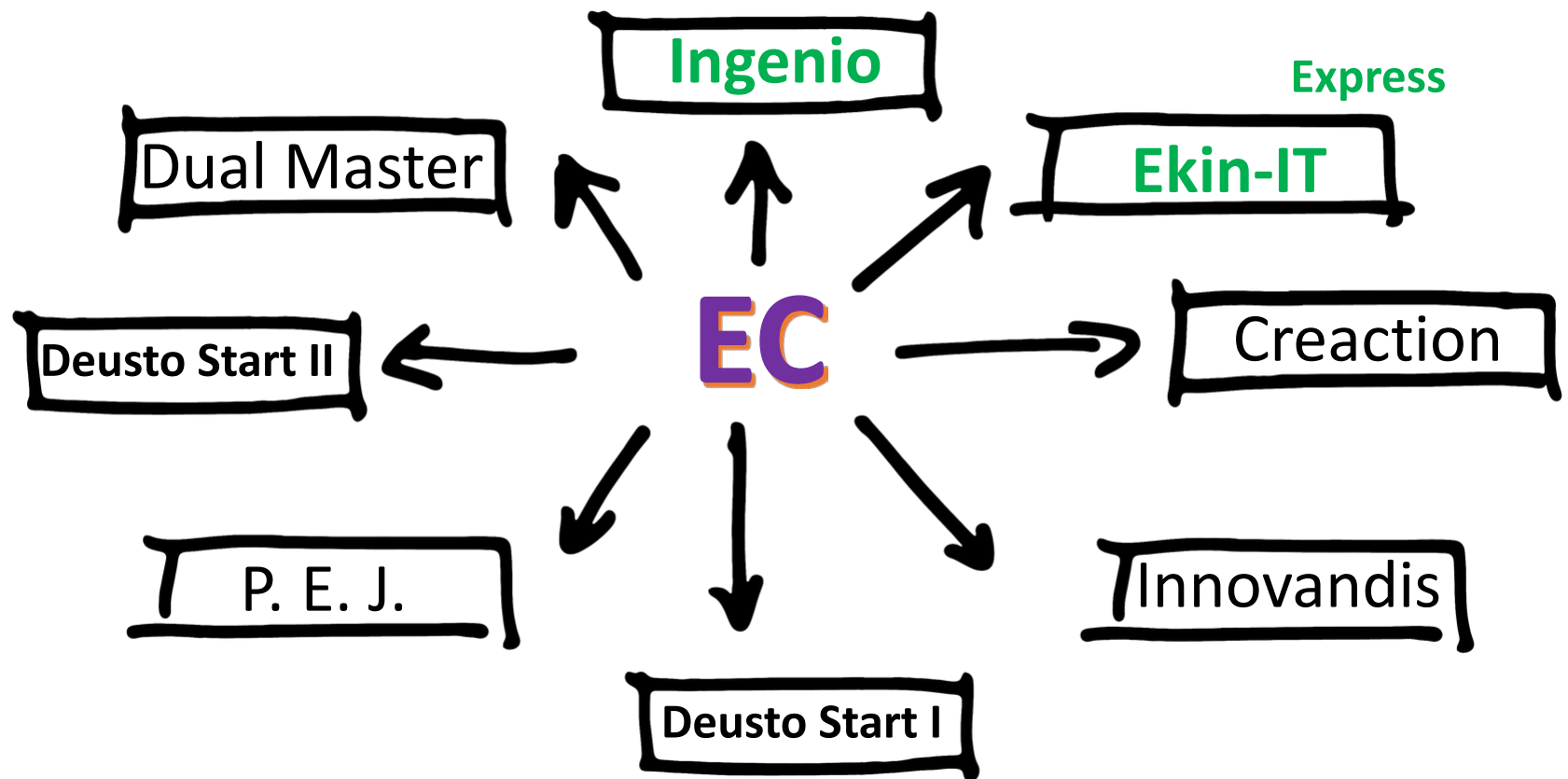


Facultad de Psicología y Educación
Psikologia eta Hezkuntza Fakultatea
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At all Faculty Level

Specific Programmes



Introduction
Deusto Educational Model
Student, the main protagonist
Teaching staff
Innovative experiences
Come and meet us

Aprender para enseñar



We take pride in our Teaching and Learning Strategy, which has produced good results for all parties involved (students, university community, employers and society). Examples and precise details of this strategy's consolidation can be consulted in the following links:

Educational Innovation Unit At all Faculty Level

Promote the development
teaching staff competences

Provide training and support
on the use of technologies in
teaching

Reflect on the
University of
the future

Contribute
to the
outreach of
the
educational
innovation
at the
University

Provide training and support
for the implementation of
new teaching-learning
strategies

Provide training and support
on competence assessment

Provide training and support
for competence-based
learning

Share good
practices
between
departments
or units

Support the
existence of
radical
innovations

At Faculty of Psychology and Education Level Primary Teacher Education Degree



Teacherpreneur izaten ikasten 7 hilabetetan 7 ikasketa baino gehiago

Why

OBJETIVOS:

1. IDENTIFICAR Y REFLEXIONAR SOBRE LAS CARACTERÍSTICAS DE LA P.E. Y SU NECESIDAD.
2. TRABAJAR METODOLOGÍAS Y TÉCNICAS ACTIVAS.
3. IDENTIFICAR Y REFLEXIONAR ACERCA DE CASOS REALES DE ÉXITO DE TEACHERPRENEURS.
4. DISEÑAR Y/O DESARROLLAR MATERIALES EDUCATIVOS, ESPACIOS EDUCATIVOS O PROGRAMACIONES DOCENTES INNOVADORAS.

How

1. Elaboración del perfil del teacherpreneur - pósters (Canva).
2. Diseño y desarrollo de materiales educativos, espacios educativos o programaciones docentes innovadoras (design thinking)

Elaboración de fichas sobre metodologías y técnicas activas - visual thinking y fichas..

3. Realización de vídeo-resúmenes cortos teacherpreneurs.

EIPTE Deusto

7 hilabetetan 7 ikasketa baino gehiago

Teacherpreneur izaten ikasten

When What **TALLERES Y WEBINARS:**

CURSO 2018-2019 (9:00-11:00)

27M19: Taller - Introducción a la actitud emprendedora y técnicas de creatividad y generación de ideas.

1A19: Webinar/Taller sobre Innovación desde una perspectiva metodológica I (W I): El design thinking aplicado a la educación y la transformación de los espacios educativos.

10A19: Taller sobre asunción de riesgos y adaptación al cambio.

(A19: W III: FLL + W IV: Escape room educativa + Panel de expertos con teacherpreneurs de centros innovadores + Presentación de recursos/proyectos.)*****

CURSO 2019-2020 (9:00-11:00)

25S19: W II: La utilización del visual thinking como herramienta de comunicación.

13S19: W V: Aprendizaje-servicio

D19: Proyecto INSPIRA: Ejemplo de emprendimiento en la universidad y ejemplo de trabajo universidad-empresa

M20: W VI: Gamificación.

A20: Presentación de trabajos finales.

EIPTE Deusto



Examples of methodological principles to be used:

During the lessons

- ✓ Create an **adequate classroom atmosphere.**
- ✓ Enhance the **usefulness of what is learned outside the school environment.**
- ✓ Create **participatory strategies.**
- ✓ **Motivate** towards the **learning objectives.**
- ✓ Encourage:
 - ✓ The **integrated and significant ICT use.**
 - ✓ The use of **different sources of information.**
 - ✓ **Oral or written communication of what has been learned.**
 - ✓ Use **different space and time management.**
- ✓ Promote **autonomous learning.**
- ✓ Promote **learning assessment.**



At school level Primary Education

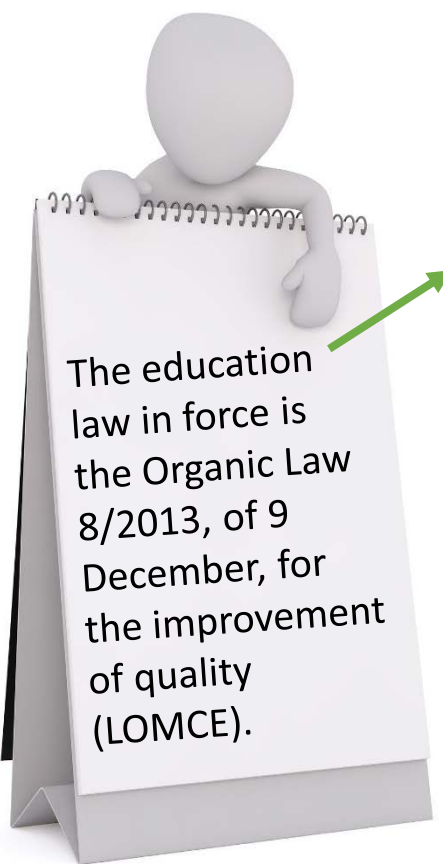
At national
level

In the
Autonomous
Community of
the Basque
Country

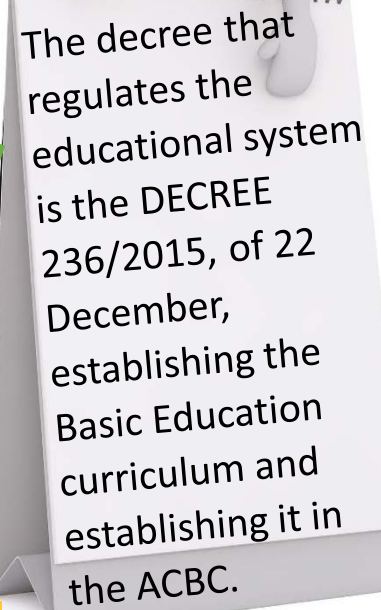
THE FOUNDATIONS:

Among the goals of Primary Education, there is:

b) To develop habits of individual and team- work, of effort and of responsibility in the study, as well as attitudes of self-confidence, sense of responsibility and critical, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.



The education law in force is the Organic Law 8/2013, of 9 December, for the improvement of quality (LOMCE).



The decree that regulates the educational system is the DECREE 236/2015, of 22 December, establishing the Basic Education curriculum and establishing it in the ACBC.

In the decree, one of the 5 basic transversal (key) competences to be developed by students is the competence for initiative and entrepreneurial spirit.

Competence for Initiative and Entrepreneurial Spirit

In most European countries the focus **for primary entrepreneurship education** lies in **the entrepreneurial mindsets** through: **encouraging character building, creativity, solution-oriented thinking, commercial/economic thinking and social skills.**

(ACBC) It is understood as:

to **show initiative** by **managing the entrepreneurial process** with **resolution, efficiency and respect for ethical principles** in different **personal, social, academic and work contexts** and situations, in order to **transform ideas into actions.**

This competence has **three components**:

- a) Generate and/or assume the idea or project, plan the project and analyze its feasibility.
- b) Execute the planned actions and make adjustments when necessary.
- c) Evaluate the actions carried out, communicate them and make proposals for improvement.

The entrepreneurial process

requires the development of attitudes and values:

- ✓ the **initiative** to implement projects and activities;
- ✓ the willingness to **act** in a **creative and imaginative** way;
- ✓ the **resilience** to be **persevering** and at the same time **flexible to adjust** with agility **to changing** conditions and situations;
- ✓ the **motivation, determination and willpower** to meet objectives.

**IS THERE ANY
IMPLICATION
CONCERNING
METHODOLOGY?**

Methodology

It is necessary to deal with:

- ✓ Situation/problem/integration based learning (related to students' context).
- ✓ Active methodologies and competence based learning (PBL).
- ✓ Regular task-based work (knowledge as resource).
- ✓ New forms of assessment.
- ✓ Declarative, procedural and attitudinal contents.



Roles of students and teachers: Students: active role / Teachers: facilitator, mediator, guide, companion

Teachers are the ones who must design "tasks" or learning situations that make it possible to solve problems, apply knowledge and promote students' activities.

ATTENTION

Entrepreneurs may have a set of innate values and attitudes, but also thanks to entrepreneurial education from an earlier age they can develop this competence further.

Every human being is born with entrepreneurial DNA, and this is why entrepreneurial education is so important.

At school level

- ✓ 1993
- ✓ Government of the Principality of Asturias
- ✓ “Entrepreneurship Training Chain” Plan
- ✓ **Entrepreneurship Education**
- ✓ Different educational projects structured as a chain throughout the entire educational system.
- ✓ **Aims to promote entrepreneurial spirit at the different levels of the education system.**

Examples of [different projects](#) carried out.



Schools Changemakers

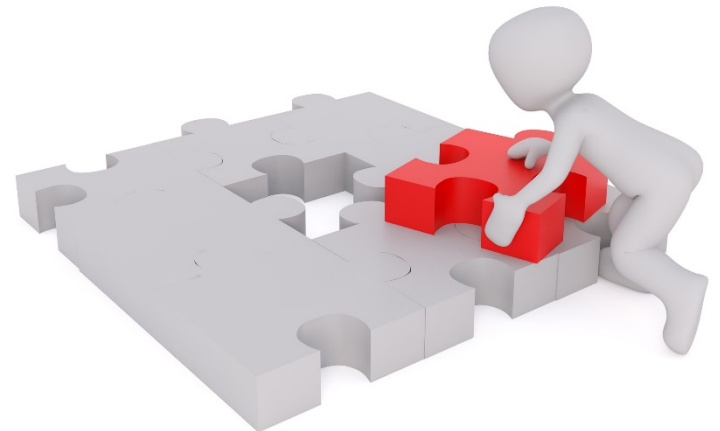
Construct a better world

“We want to live in a world in which every child and young person has opportunities to become an 'agent of change' ('changemaker') and this requires a new way of understanding school.”


This have to do not only with "educational innovation" but also about the final purpose of education, WITH:

- teacher training,
- learning spaces,
- methodology,
- center culture,
- community participation,
- evaluation, etc.

“The competences of the 21st century refer to the ability to collaborate, to innovate, to learn constantly, to solve problems, to communicate effectively... BUT...”



There are different Spanish schools involved in this programme, see this [link](#).

A silhouette of a person with long hair, seen from the back, looking upwards. A large thought bubble is positioned above their head, containing the text 'Thank you very much for your attetion!'. Three smaller circles lead from the person's head to the main thought bubble.

Thank you very much
for your attetion!

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