



European Training Foundation

# EUROPEAN TRAINING FOUNDATION

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We acknowledge the valuable work of Ms Elin McCallum in the conception and development of this presentation





European Training Foundation

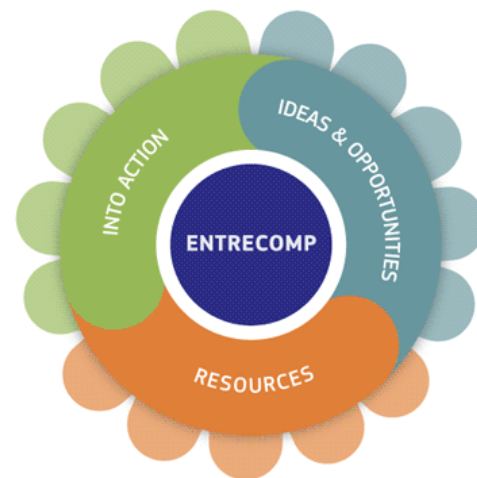
# Supporting assessment of entrepreneurial competences

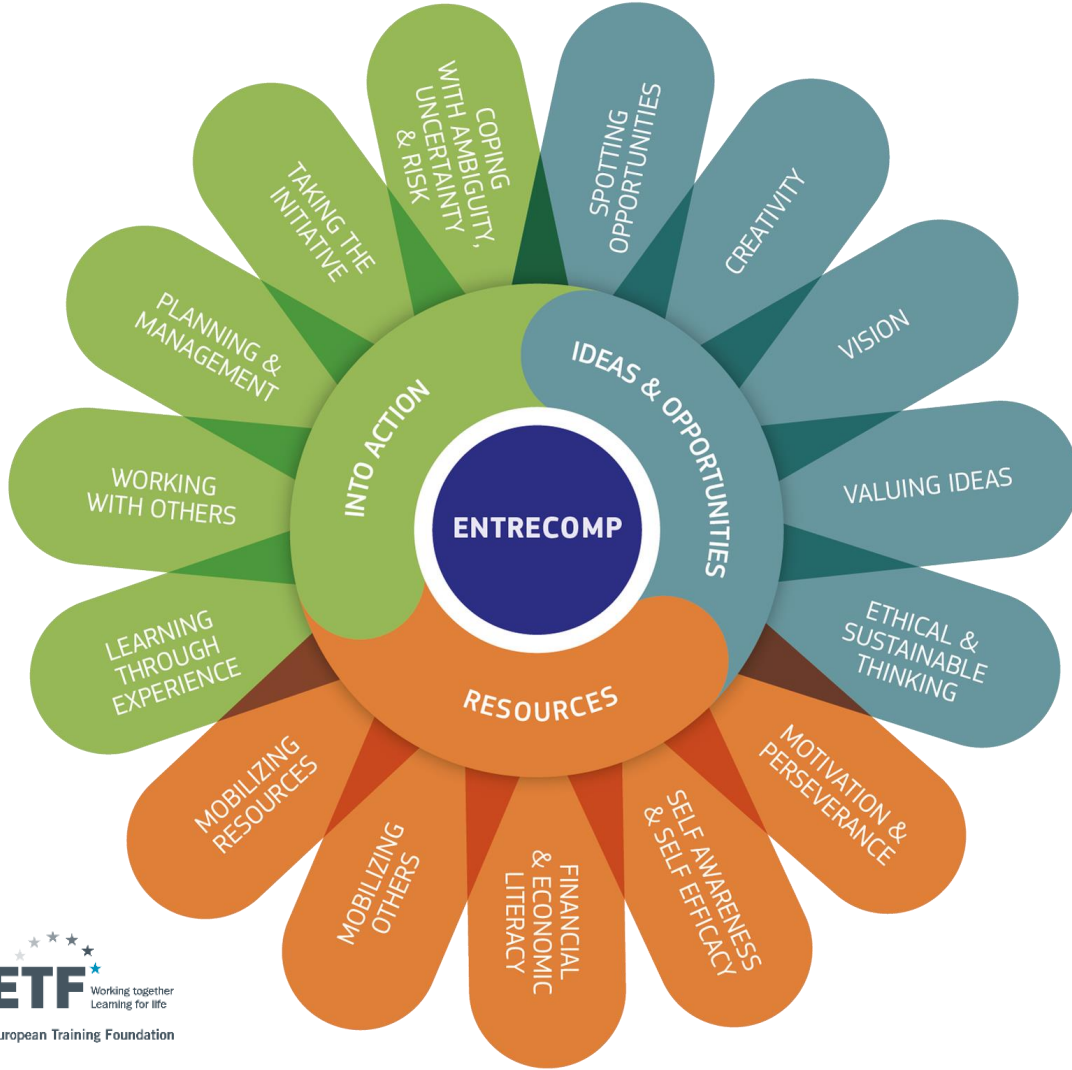
# EntreComp definition

L'entrepreneuriat consiste à exploiter les opportunités et les idées et à les transformer en valeur pour les autres. La valeur créée peut être financière, culturelle ou sociale.

*EntreComp 2016*

*Danish Foundation of Entrepreneurship / FFE 2011*





# Your EntreComp

**Déceler des opportunités**

**Avoir de la créativité**

**Stimuler sa vision**

**Valoriser les idées**

**Penser de manière éthique et durable**

**Conscience de soi et auto-efficacité**

**Motivation et persévérance**

**Mobilisation des ressources**

**Culture financière et économique**

**Mobilisation les autres**

**Prendre l'initiative**

**Planifier et gérer**

**Gérer l'incertitude, l'ambiguïté et les risques**

**Travailler avec les autres**

**Apprendre de ses expériences**

# Agenda

10.15-11.00 Practical Guide to Assessment (40 minutes presentation)

- Reflecting on the questions to support guidance on assessment

11.00-12.30 Assessment Guidance: Teacher Practice Cards ( 90 minutes workshop)

- What works?
- What needs to be changed?
- What is missing? What else do trainers need to implement these practices into their teaching

13.30-14.15 Making the link (45 minutes presentation with discussion)

- How can we link the competences with the subject content, teaching and assessment?

14.15-15.30 Reflecting on discussions with the students (75 minutes presentation with small group discussion and plenary feedback))

- Exploring the competences
- Exploring the methods

15.30-16.00 Latest developments on EntreComp in the EU (30 minutes presentation with plenary discussion)

- Overview of current initiatives and future plans

# Summative assessment

Assessment OF Learning

Usually given at the end of a course to assess achievement of learning outcomes

Types:

- Exam
- Presentation
- Portfolio
- Project

# Formative assessment

Assessment FOR Learning

Given frequently during a course to support and evaluate progress

Types

- feedback
- group discussion
- self reflection
- practice quiz
- peer assessment

# PURPOSE OF ASSESSMENT

## **WHY: what is the purpose of assessment for entrepreneurial learning**

To highlight the different purposes of the assessment process. This will connect the ‘when’ to the ‘why’

- a. Assessment *for* learning – mainly formative assessment – used to assist the process of learning, can be integrated into instruction to become assessment *as* learning
- b. Assessment *of* learning – mainly summative assessment to evidence the learners

# STAGES OF ASSESSMENT

## **WHEN: when does the assessment of entrepreneurial competences take place?**

Three main stages of assessment within entrepreneurial learning in TVET

Initial or baseline assessment – understanding prior skills and understanding at the beginning of the learning process

Examples of initial assessment

Formative assessment – supporting learning progress and process during the module or course

Examples of formative assessment

Summative assessment – certifying learning at the end of the modules or course

Examples of summative assessment

# WHO CAN ASSESS

1. **WHO: the different actors involved in assessment and their potential to be the assessors**
  - a. Self – the student can self-assess and reflect on their own learning
  - b. Teacher – teacher can undertake teacher led feedback, assessment or observation
  - c. Peers – with training, peer assessment can be a good tool to support reflection
  - d. External stakeholders – can provide a powerful real-life perspective from someone less known to the learner
  - e. Industry representative e.g. work based learning or apprentice supervisor

## ENSEIGNANT / FORMATEUR ORIENTÉ

Enseignant expert

L'enseignant est infaillible (apprentissage unilatéral)

Étudiant passif (recevoir des connaissances)

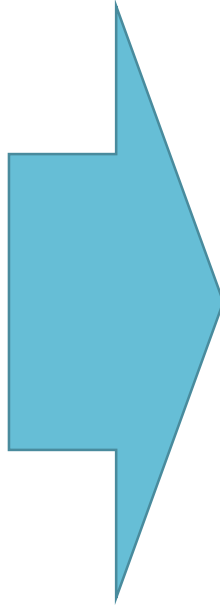
Objectifs d'apprentissage imposés

Détachement émotionnel

Échange limité

Sessions programmées

### **Conventional approach**



## ÉTUDIANT ORIENTÉ

Enseignant en tant que facilitateur

L'enseignant apprend (apprentissage bilatéral)

Étudiant actif (génération de connaissances et de valeur)

Objectifs d'apprentissage négociés

Implication émotionnelle

Apprentissage interactif

Sessions flexibles

### **Entrepreneurial approach**

## Educational design

Requirement to create a venture

Requirement to create value for other actors

Requirement to create something

## Emotional events

Frequent interaction with outside world

Happiness, motivation, sense of relevancy and meaning

Frustration, anger, despair etc.

## Entrepreneurial competencies developed

Increased uncertainty / ambiguity tolerance

"I dare!"

Increased energy input

Positive feedback from externals

Increased self-efficacy

"I can do this!"

Increased entrepreneurial passion

"I want more of this!"

Increased perseverance

"I overcome!"

Developed entrepreneurial identity

"This is who I am!"

## Educational assignments...

Creation

Value creation

Venture creation

Sustainable venture creation

## ...trigger emotional events, situations and activities ...

Interaction with outside world

Uncertainty and ambiguity in learning environment

Teamwork environment

Overcoming competency gaps

Presenting in front of others

And others...

## ...which in turn develop entrepreneurial competencies

Increased self-efficacy

Increased uncertainty and ambiguity tolerance

Increased self-insight

Formation of entrepreneurial identity

Increased marketing skills

And others...

What can students  
do at the end of the  
course?

**INTENDED LEARNING  
OUTCOMES**

**LEARNING  
ACTIVITIES**

What learning activities  
will help students  
achieve these learning  
outcomes?

**ASSESSMENT  
AND FEEDBACK**

How do you know if a  
student has achieved  
these outcomes?

## TASK: Identify opportunities for my career in car maintenance

Course Learning Goal	Entrepreneurial Learning Outcome	Learning Activity	Assessment method
To understand the common challenges facing the car maintenance sector	I can recognise challenges in my community and surroundings that I can contribute to solving.	Self-directed learning – student will carry out group research	Self reflection Group presentation
To consider how the sector can overcome one or more challenges faced	I can actively search for new solutions that meet my needs. Alone and as part of a team, I can develop ideas that create value for others.	Group ideas generation and feasibility – divergent to convergent thinking - process	Peer assessment – which key questions to be addressed
To identify career opportunities in the car maintenance sector	I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures.	Individual action planning process	Feedback (ipsative) assessment

# Reflecting..

## Steps made in Tunisia and developments in Europe

# PROGRESS SINCE 2015

## POLICY

National Charter for the Promotion of Entrepreneurial Learning (2017)

Integrated into National Strategy for Entrepreneurship (Pillar 1 – Human Capital) (2017)

Policy Advice supporting development of Entrepreneurial VET Centres (2019-2020)

## TEACHING AND LEARNING

Teaching Manual for the Entrepreneurial Project Module (2018)

Teacher training for entrepreneurial learning (T1 / T2 / T3) (2016-2019)

Practical Guide for Assessment of Entrepreneurial Competences (2019)

## NETWORKS

Call for Tunisian Good Practices in Entrepreneurial Learning (2015)

National Forum of Policy Makers and Practitioners of Entrepreneurial Learning (Annual since 2015)

Mutual reinforcement among Tunisian initiatives to promote entrepreneurial learning

- TAIEX
- Compulsory module in VET
- Higher education reforms e.g. compulsory inclusion of entrepreneurial competences underpinned by EntreComp

# ENTRECOMP DEVELOPMENT IN EUROPE

Entrepreneurship EntreComp – developing activity across EU and globally

Belgium – major reforms to integrate EntreComp and DigComp into national curriculum delivery (schools and initial VET)

Wales – major reforms to integrate an adapted model into the schools and

EntreComp Europe – testing implementation of EntreComp in five countries (ES, IT, TR, MD, BE)

- Project development workshops – linked to Erasmus+
- Training workshops – cross-sector working on entrepreneurial learning
- Practice sharing conferences

Entrepreneurship360 – one stop shop for entrepreneurial learning and EntreComp

- Platform for practice sharing
- MOOCs
- Guidance for different sectors of lifelong learning and employment

EntreCompEdu.eu – teacher professional competence framework (delivering EntreComp competences) and associated CPD

**All our  
children  
and young  
people  
will be...**

**ambitious, capable learners who:**

- › set themselves high standards and seek and enjoy challenge
- › are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- › are questioning and enjoy solving problems
- › can communicate effectively in different forms and settings, using both Welsh and English
- › can explain the ideas and concepts they are learning about
- › can use number effectively in different contexts
- › understand how to interpret data and apply mathematical concepts
- › use digital technologies creatively to communicate, find and analyse information
- › undertake research and evaluate critically what they find and **are ready to learn throughout their lives.**

**healthy, confident individuals who:**

- › have secure values and are establishing their spiritual and ethical beliefs
- › are building their mental and emotional well-being by developing confidence, resilience and empathy
- › apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- › know how to find the information and support to keep safe and well
- › take part in physical activity
- › take measured decisions about lifestyle and manage risk
- › have the confidence to participate in performance
- › form positive relationships based upon trust and mutual respect
- › face and overcome challenge
- › have the skills and knowledge to manage everyday life as independently as they can

**and are ready to lead fulfilling lives as valued members of society**

**enterprising, creative contributors who:**

- › connect and apply their knowledge and skills to create ideas and products
  - › think creatively to reframe and solve problems
  - › identify and grasp opportunities
  - › take measured risks
  - › lead and play different roles in teams effectively and responsibly
  - › express ideas and emotions through different media
  - › give of their energy and skills so that other people will benefit
- and are ready to play a full part in life and work.**

**ethical, informed citizens who:**

- › find, evaluate and use evidence in forming views
- › engage with contemporary issues based upon their knowledge and values
- › understand and exercise their human and democratic responsibilities and rights
- › understand and consider the impact of their actions when making choices and acting
- › are knowledgeable about their culture, community, society and the world, now and in the past
- › respect the needs and rights of others, as a member of a diverse society
- › show their commitment to the sustainability of the planet

**and are ready to be citizens of Wales and the world**

# EntreCompEdu.eu



## EMPOWER

Empower teachers to rethink the skills they have and how they can be used



## RESOURCES

Give teachers the tools to improve school education



## TRANSFORM

Build a bridge from the classroom to policy



# TOOLS

## **ENTRECOMPEDU FRAMEWORK**

Reference point for the competences teachers need to include EntreComp and entrepreneurial education into their teaching

## **SELF-ASSESSMENT TOOL**

Personalised feedback as a first step to become a better teacher

## **TEACHER TRAINING**

Free online course for teacher development

## **MAP OF PRACTICAL EXAMPLES**

Examples by teachers for teachers how to deliver an entrepreneurial education

**ALL FREE ONLINE!**

**Website**

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