

1.1. Practices of inclusion in formal and non-formal education contexts

SP - (18650) - ENTREPRENEURSHIP IN EDUCATION: A CASE STUDY IN AN UNDERGRADUATE DISCIPLINE

Ana Luísa Rodrigues (Portugal)¹

1 - Instituto de Educação, Universidade de Lisboa

Short Abstract

Introduction

Entrepreneurship education (EE) has been one of the key policy objectives in Europe in recent years, being essential to equip young people with skills, knowledge and attitudes that are indispensable for the development of entrepreneurial culture, does not only in work and business context but also in general context of life (Eurydice, 2016).

Entrepreneurial competencies in a broad sense are part of the European Reference Framework of Key Competences for Lifelong Learning (European Commission, 2006), defined as a spirit of initiative and entrepreneurship, and realized as the ability of individuals to turn ideas into action, including creativity, innovation, risk-taking, and the ability to plan and manage projects in order to achieve objectives or yet autonomy, planning, financial literacy, technological, cooperation and problem-solving (DGIDC, 2006, Eurydice, 2016). These are currently embodied in EntreComp: the Entrepreneurship Competence Framework. In this, entrepreneurship is a competence defined as the capacity to act upon opportunities and ideas to create social, cultural, or financial value for others, whether in the school curriculum, innovation in the workplace, community or at university (McCallum et al., 2018).

In Portugal, there are currently no relevant national strategies nor explicit learning outcomes for entrepreneurship education, and in Europe, educational institutions have not yet managed to consistently implement EE in the curricula or in the real context (Eurydice, 2016), despite some initiatives, with subjects related to entrepreneurship, especially in polytechnics and business schools.

Research Goals

Therefore, this paper aims to analyze the importance of implementing an entrepreneurship subject in education and training undergraduate degree. In this discipline, the concept of entrepreneurship will be seen in a broad perspective, including the personal, formative, cultural, emancipative and skills development components, in addition to the associated concepts of financial and economic literacy. The main objective will be to observe and analyze the level of development of entrepreneurial skills, supported by technology, built by students over a semester of classes. Insofar as technology can complement emerging pedagogical approaches such as project-based, experiential or inquiry-based and facilitate the teaching of 21st-century skills (World Economic Forum, 2015).

Methodology

This study will take the form of a case study developed in Entrepreneurship curricular unit of Education and Training degree at the University of Lisbon, in Portugal. It will aim to test and analyze which pedagogical methodologies are best suited to the development of entrepreneurial competencies and to assess students' perceptions regarding the evolution of their entrepreneurial skills.

Participant observation, document analysis of the written reflections produced by the students, and a final evaluation questionnaire at the end of the semester will be used to collect the data.

Final Considerations

Considering that Entrepreneurial competencies are significant for the students' working world and professional future as active and participative citizens in society, entrepreneurship education can be a lever, both at a personal growth perspective, and by enabling the stimulation of innovative educational and economic activities, as well as allowing a structural change in education at the level of instructional methods and focus on the development of competencies.

References

Comissão Europeia (2006). *Competências Essenciais para a Aprendizagem ao Longo da Vida do Quadro de Referência Europeu* (anexo da Recomendação do Parlamento Europeu e do Conselho publicada no Jornal Oficial da União Europeia em 30 de Dezembro 2006/L394). Serviço das Publicações Oficiais das Comunidades Europeias.

Eurydice (2016). *Educação para o Empreendedorismo nas Escolas Europeias*. Relatório Eurydice. Serviço de Publicações da União Europeia, Comissão Europeia.

[https://www.dgeec.mec.pt/np4/np4/%7B\\$clientServletPath%7D/?newsId=192&fileName=EC0216104PTN_002.pdf](https://www.dgeec.mec.pt/np4/np4/%7B$clientServletPath%7D/?newsId=192&fileName=EC0216104PTN_002.pdf)

DGIDC (2006). *Educação para a Cidadania – Guião de Educação para o Empreendedorismo*. Ministério da Educação, http://www.dge.mec.pt/sites/default/files/ficheiros/guiao_educ_empreend_2006.pdf

McCallum, E., Weicht, R., McMullan, L., & Price, A. (2018). *EntreComp into Action: get inspired, make it happen*. In M. Baci-Galupo, & W. O’Keeffe (Eds.). Publications Office of the European Union. doi:10.2760/574864.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC109128>

World Economic Forum (2015). *New Vision for Education – Unlocking the Potential of Technology*. World Economic Forum.

https://www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf