

Syniadau Mawr
Cymru
Big Ideas
Wales



Unlocking Entrepreneurial Thinking: My Journey to Yours Applying EntreComp to Shape Impactful Futures

A Big Ideas Wales Role Model Session with Dr Felicity Healey-Benson

UWTSD, 13th February 2025

Busnes | Business
Cymru | Wales



Workshop 9.30-2pm



- Role Model introduction
- Portfolio Personal Preparation for Entrepreneurship
- Macro Context – Global and National
- EntreComp Framework
- My EntreComp School Clusters
- Scaffold Cards



Value Creation Change Agent

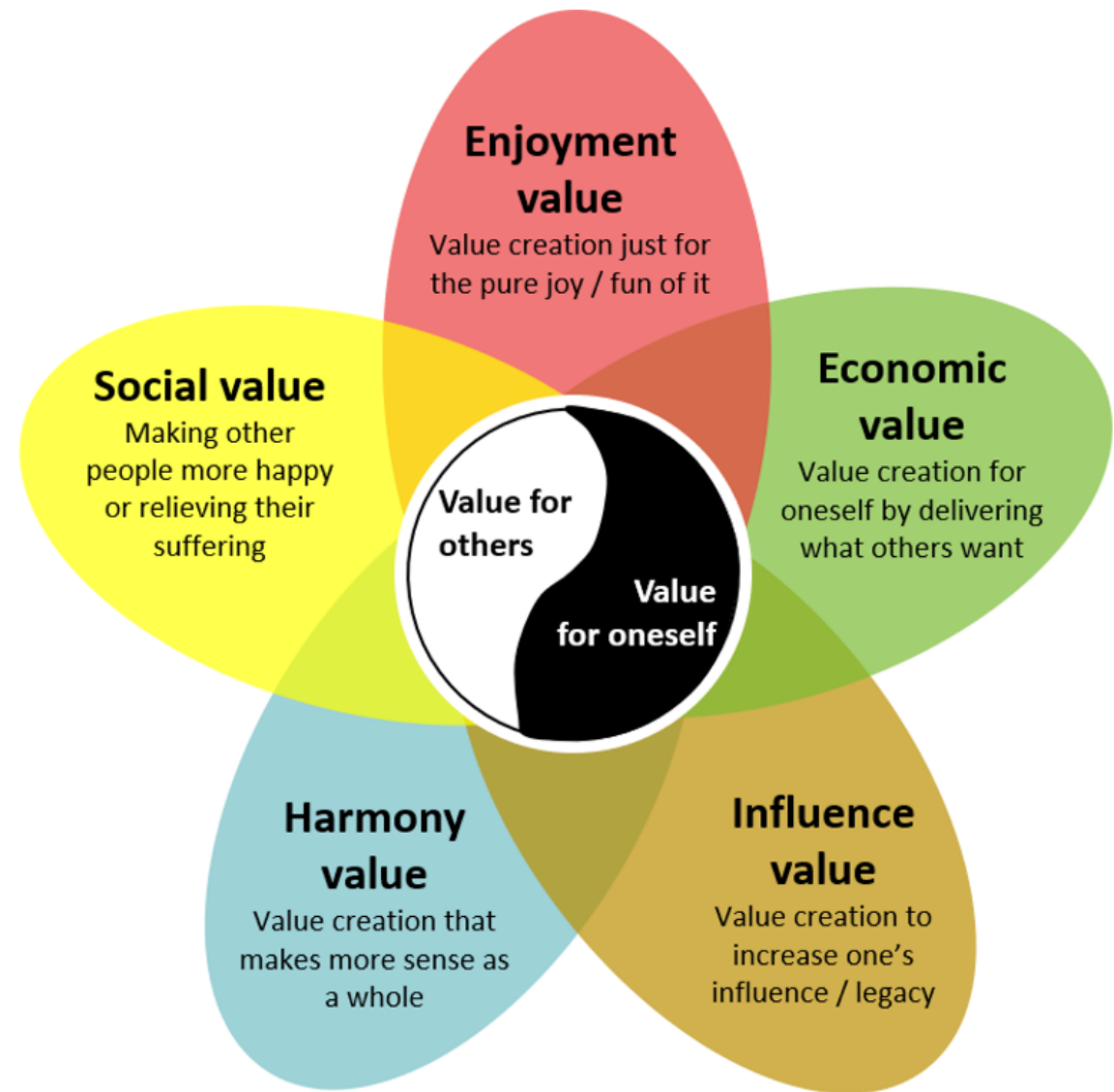


Figure 1. Framework for five different kinds of value (Lackéus 2018).



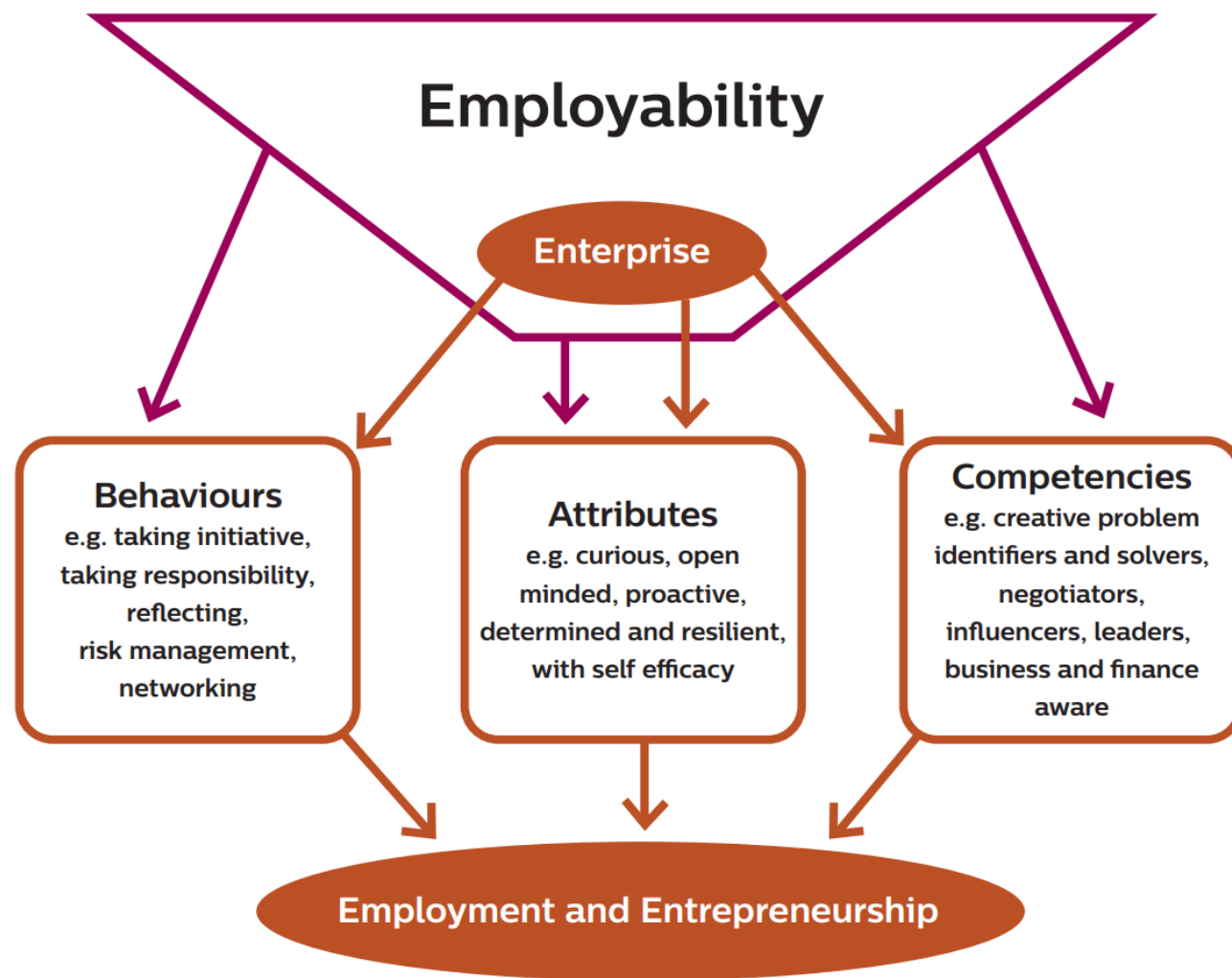
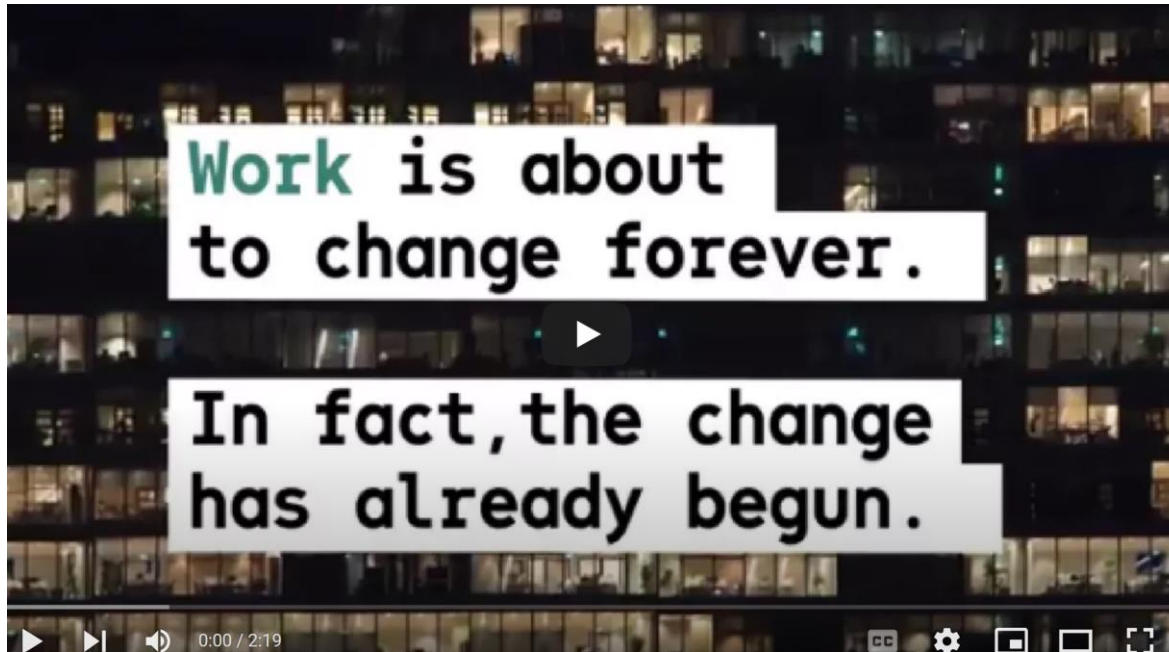


Figure 2: Discovering synergies between enterprise and employability
(credit: Higher Education Academy)

Ever changing world



<https://www.youtube.com/watch?v=ITJUQre19Mg>



We live in a **VUCA** world

Volatile: Things change quickly and often in unexpected ways.

Uncertain: It's hard to predict what will happen next.

Complex: Many different factors are connected and affect each other.

Ambiguous: Situations are unclear and can be understood in different ways.



Skills for 21st century context

- 1 Adaptability to multiple real-world contexts
- 2 Leveraging AI technology
- 3 Identifying multiple points of value creation
- 4 Effective problem-solving skills
- 5 Building collaboration and teamwork abilities
- 6 Developing innovation and adaptability skills
- 7 Developing transferable skills
- 8 Taking shared responsibility for societal issues
- 9 Engaging in practical collaborative action



EMERGENT THINKERS™



All disciplines/programmes

The four purposes

These four purposes will be the foundation of everything you learn.

All children and young people will get support to be:

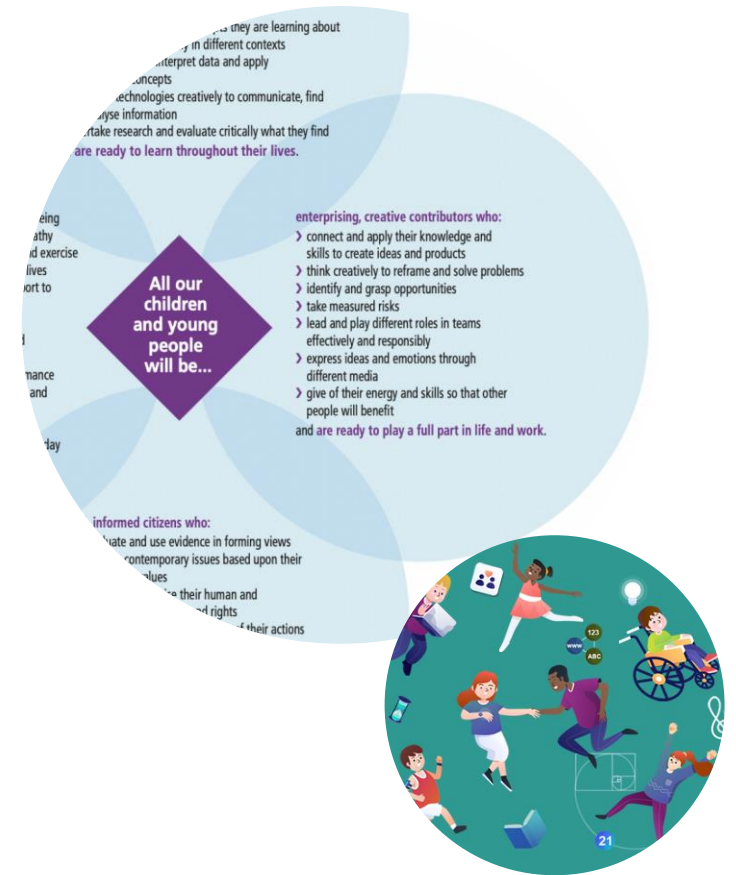
- **ambitious, capable learners** who are ready to learn throughout their lives
- **enterprising, creative contributors** who are ready to play a full part in life and work
- **ethical, informed citizens** who are ready to take part in Wales and the world
- **healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.



Entrepreneurial Education within the context of the National Curriculum in Wales

1. Purpose of Creative Enterprise Contributors:

- Enhance employability and creativity
- Foster adaptable and lifelong learners
- Encourage entrepreneurial thinking and societal contribution
- Instil a broad understanding of different values



Entrepreneurial Education within the context of the National Curriculum in Wales

2. Skills Emphasised:

Critical Thinking and Problem-Solving:

- Encouraging meaningful questioning & evidence evaluation
- Analysing & justifying solutions that generate diverse values

Creativity and Innovation:

- Supporting curiosity & the generation of multiple ideas
- Connecting disparate experiences & exploring alternative solutions

Planning and Organising:

- Importance of setting goals, making decisions, and reflecting on progress
- Managing time, people, and resources effectively

Personal Effectiveness:

- Need to develop emotional intelligence & self-awareness
- Oracy important too e.g., leading debates, evaluating learning,
- Becoming responsible citizens

Value Creation

- Learners should recognise, use, and create different types of value (financial, cultural, social, and learning).



Demands of the CfW 12 pedagogical principles

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

maintains a consistent focus on the overall purposes of the curriculum

challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them

means employing a blend of approaches including direct teaching

means employing a blend of approaches including those that **promote problem-solving, creative and critical thinking**

sets tasks and selects resources that build on previous knowledge and experience and engage interest

creates authentic contexts for learning

means employing assessment for learning principles

ranges within and across Areas

regularly reinforces the cross-curricular skills of **literacy, numeracy and digital competence, and provides opportunities to practise them**

encourages learners to take increasing responsibility for their own learning

supports social and emotional development and positive relationships

encourages collaboration



Why Entrepreneurial Education?

Applying learning to create value of different types for others

Preparing learners for life in a VUCA

Value creation pedagogy is purposeful and meaningful – real world

Engaging and empowering

Promotes empathy

Creative

Inclusive

Collaboration builds community cohesion and shared civic pride and responsibility



Morphology Exercise (Competition)

Ideastorm lists under 3 headings:
Materials, Shapes, Fixing Methods

- Be creative, open minds, be playful.
- Think about as many materials as you can, expanding thinking as broadly as possible - Push boundaries.
- No ideas are ruled out but justify inclusion if challenged.
- List as many things as possible for each heading.
- Make the list as long as you can within the time limit.



Morphology Exercise (Competition)

Creative Solutions

- Select random items from the first three columns: Materials, Shapes, and Fixing Methods.
- Combining for Innovation, to create a solution (address a purpose, such as a specific problem or goal)

Items: Bricks, Human Shape, Cable Ties.

Purpose: Weight-bearing.

Solution: A human-shaped table made of bricks held together with cable ties, designed to bear weight

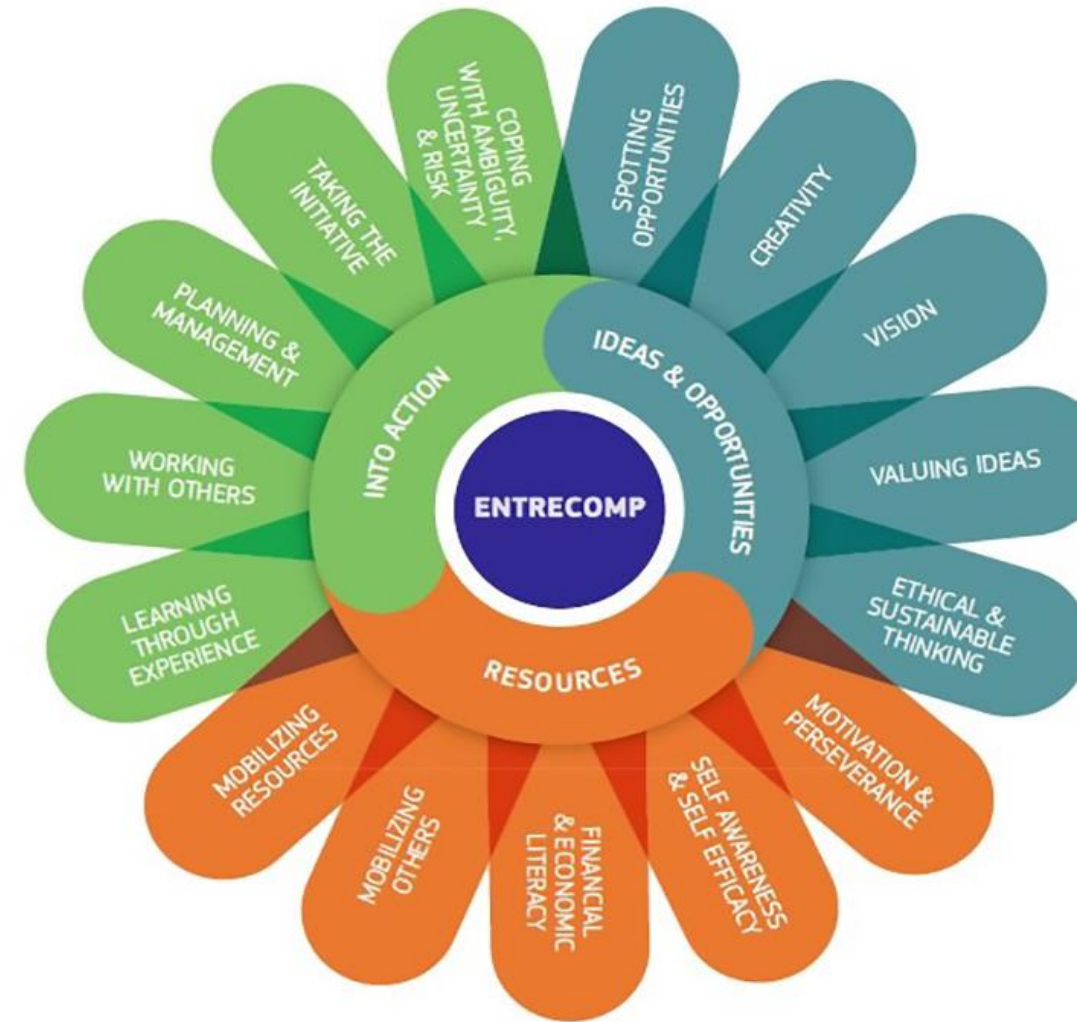


EntreComp Framework



Schools need support to

- Develop an entrepreneurial approach to teaching and learning
- Create an environment that enables innovation in teacher education and teaching practice.
- Overcome negative notions of 'entrepreneurship' e.g endorsing the concept of social entrepreneurship: 'profit-making' rather than 'profit taking'
- Develop or access practical and concrete materials to help implement entrepreneurship education
- Develop or access quality assured assessment methods for entrepreneurship education pedagogy.
- Access networks to share practice



EntreComp competencies link to Curriculum for Wales

• Into action

- Taking the initiative
- Planning & management
- Coping with ambiguity, uncertainty, risk
- Working with others learning through experience

• Resources

- Self awareness & self efficacy
- Motivation and perseverance
- Mobilising resources
- Financial and economic literacy
- Mobilising Others

• Ideas and opportunities

- Spotting opportunities
- Creativity
- Vision
- Valuing ideas
- Ethical and sustainable thinking

4 core purposes

1. **Ambitious, capable learners** who are ready to learn throughout their lives.
2. **Enterprising, creative contributors** who are ready to play a full part in life and work.
3. **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
4. **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

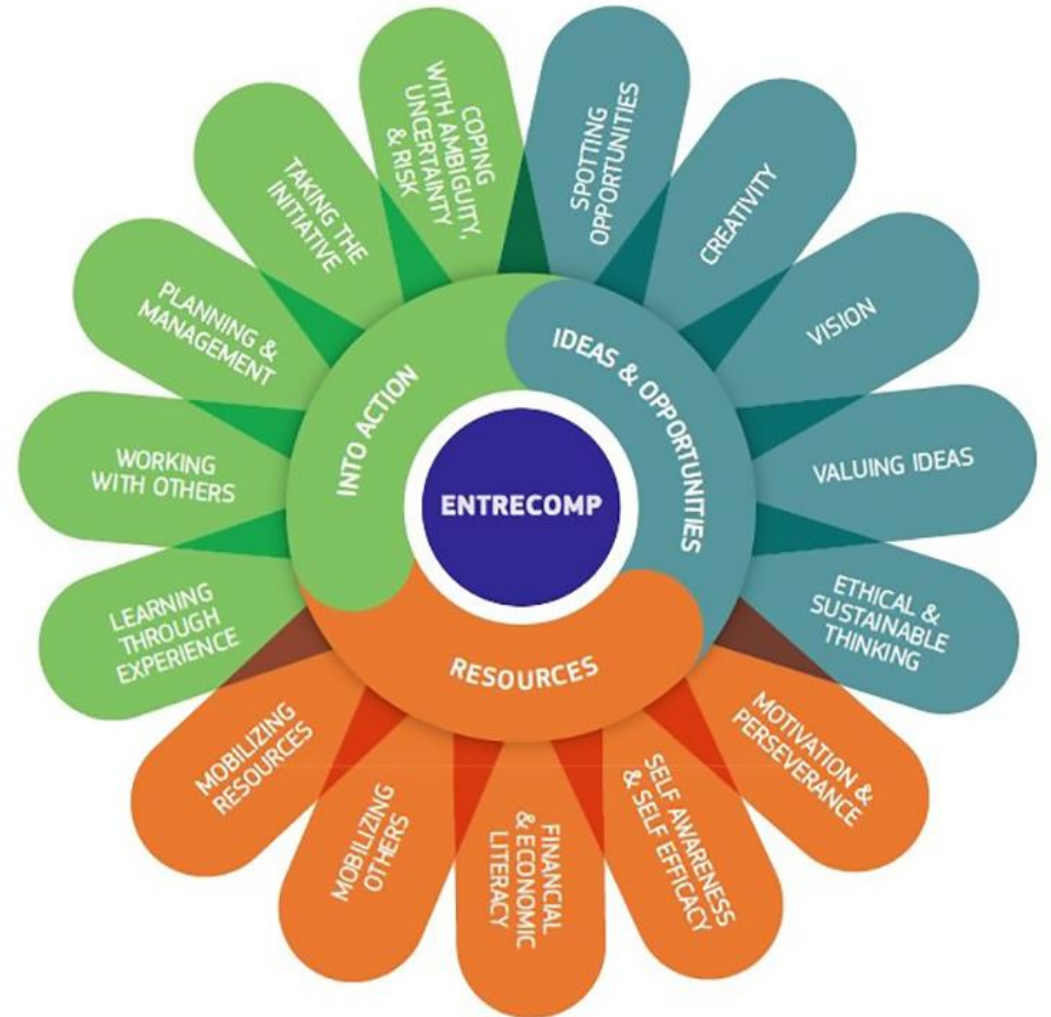


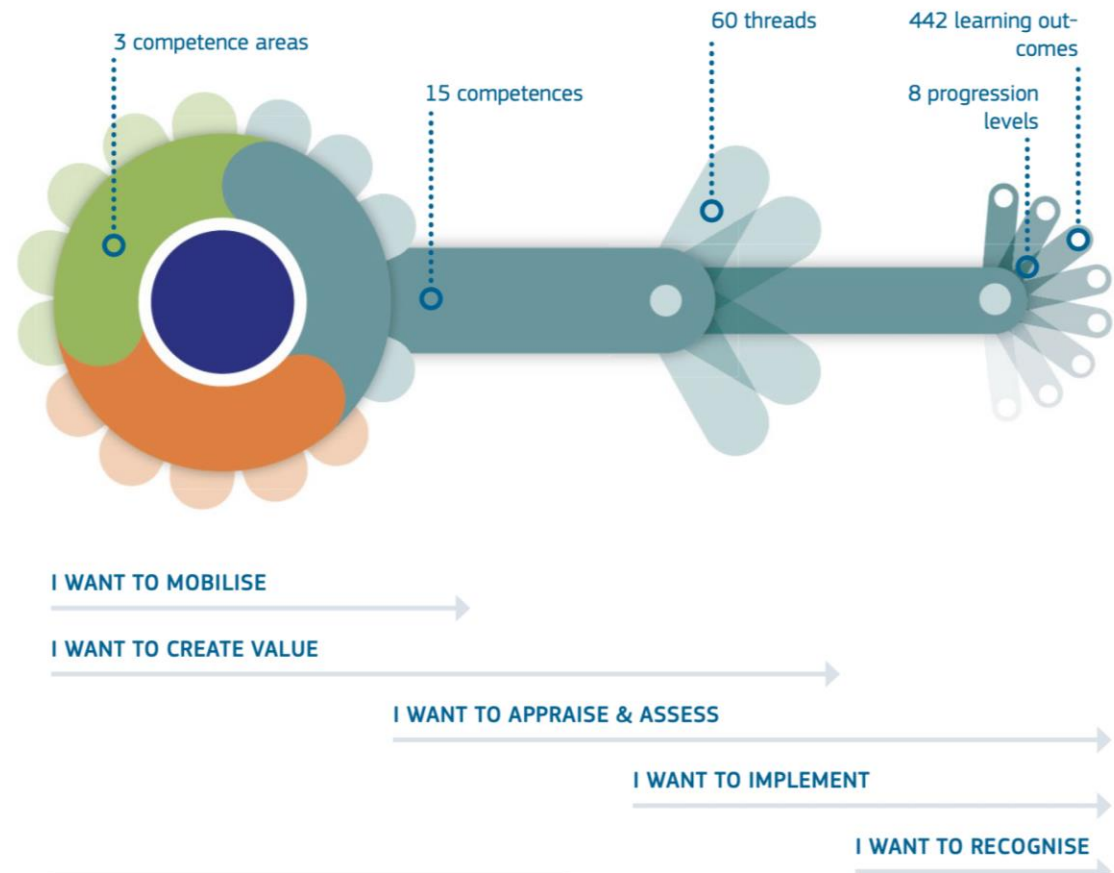
EntreComp helps educators to deliver entrepreneurial competences

The Entrepreneurship Competence Framework (EntreComp) offers a tool to improve the entrepreneurial capacity of learners, citizens and organisations

Creates a shared understanding of the knowledge, skills and attitudes that make up what it means to be entrepreneurial – *discovering and acting upon opportunities and ideas, and transforming them into social, cultural, or financial value or others*

3 competence areas, a list of 15 competences, learning outcomes and proficiency levels







AREA
IDEAS &
OPPORTUNITIES

COMPETENCE
VALUING IDEAS

HINT AND DESCRIPTOR

Make the most of ideas and opportunities.

Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
RECOGNISE THE VALUE OF IDEAS	I can find examples of ideas that have value for myself and others.	I can show how different groups, such as firms and institutions, create value in my community and surroundings.	I can tell the difference between social, cultural and economic value.	I can decide which type of value I want to act on and then choose the most appropriate pathway to do so.	I recognise the many forms of value that could be created through entrepreneurship, such as social, cultural or economic value.	I can break down a value chain into its different parts and identify how value is added in each part.	I can develop strategies to effectively make the most of opportunities to create value in my organisation or venture.	I can state the value of a new idea from different stakeholders' perspectives.
SHARE AND PROTECT IDEAS	I can clarify that other people's ideas can be used and acted on, while respecting their rights.	I can explain that ideas can be shared and circulated for the benefit of everyone or can be protected by certain rights, for example, copyrights or patents.	I can tell the difference between types of licences that can be used to share ideas and protect rights.	I can choose the most appropriate licence for the purpose of sharing and protecting the value created by my ideas.	I can tell the difference between trademarks, registered design rights, patents, geographical indications, trade secrets, confidentiality agreements and copyright licences, including open, public-domain licences such as creative commons.	When creating ideas with others, I can outline a dissemination and exploitation agreement that benefits all partners involved.	I can develop a tailored strategy on intellectual property rights that deals with geographic requirements.	I can develop a strategy on intellectual property rights that is tailored to the age of my portfolio.



ENTRECOMP REFERENCE FRAMEWORK AND LEARNING OUTCOMES

Learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning (Cedefop, 2009). These statements can be designed and used for educational planning and curriculum development or for different types of accountability such as legal or professional accountability (Proitz, 2010). Entrepreneurial learning can hardly be reduced to fixed pre-specified statements of learning outcomes since it deals with the creation of value that does not exist prior to the entrepreneurial learning process and cannot be foreseen in abstraction.

However, learning outcome statements are considered as crucial to make the framework actionable. EntreComp learning outcomes have been developed as references for different purposes. They could be used in the formal education and training sector for curricula design. In a non-formal learning context, they could be used to inspire the creation of programmes which aim to foster intrapreneurship within existing organisations. They could also be used to guide the definition of tailored pedagogies, assessment methods, and learning environments that foster effective entrepreneurial learning. Thus, EntreComp learning outcomes should not be taken as normative statements to be directly transposed into actual learning activities, or be used to measure student performance. They are a basis for the development of specific learning outcomes that are fit for the specific context and a basis for the development of performance indicators. Though comprehensive, the list of learning outcomes below is not exhaustive as it aims to suggest transversal applicability across educational contexts and application sectors.

			Level of proficiency		Foundation		Intermediate		Advanced		Expert	
			Progression	Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth		
				Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.	
				Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform	
Area	Competence	Hint	Descriptor	Thread ¹	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
1. Ideas and opportunities	Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value.	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.	Identify, create and seize opportunities.	I can find opportunities to help others.	I can recognise opportunities to create value in my community and surroundings.	I can explain what makes an opportunity to create value.	I can proactively look for opportunities to create value, including out of necessity.	I can describe different analytical approaches to identify entrepreneurial opportunities.	I can use my knowledge and understanding of the context to make opportunities to create value.	I can judge opportunities for creating value and decide whether to follow these up at different levels of the system I am working in (for example, micro, meso or macro).	I can spot and quickly take advantage of an opportunity.
				Focus on challenges.	I can find different examples of challenges that need solutions.	I can recognise challenges in my community and surroundings that I can contribute to solving.	I can identify opportunities to solve problems in alternative ways.	I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.	I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways.	I can judge the right time to take an opportunity to create value.	I can cluster different opportunities or identify synergies among different opportunities to make the most out of them	I can define opportunities where I can maintain a competitive advantage.
				Uncover needs.	I can find examples of groups who have benefited from a solution to a given	I can identify needs in my community and surroundings that have not been met.	I can explain that different groups may have different needs.	I can establish which user group, and which needs, I want to	I can carry out a needs analysis involving relevant stakeholders.	I can identify challenges related to the contrasting needs and interests	I can produce a 'roadmap' which matches the needs with the	I can design projects which aim to anticipate future needs.



[JRC Publications Repository - EntreComp into Action - Get inspired, make it happen: A user guide to the European Entrepreneurship Competence Framework](#) full booklet FREE online



Who uses it?

1. **Educational Institutions** Schools, universities, and vocational training centres use it to structure curricula and educational programs that foster entrepreneurial skills among students.
2. **Business Incubators and Accelerators** use it to guide startups and entrepreneurs in developing the competencies necessary for business success.
3. **Non-Governmental Organisations (NGOs)** focused on business development, youth empowerment, and employment use it to design and implement training programs.
4. **Government Agencies** Particularly in Europe, various governmental departments responsible for education, employment, and economic development use it to shape policies and programs.
5. **Corporate Training and Development Departments** use it to enhance entrepreneurial thinking and skills among their employees, promoting innovation and proactive problem-solving.
6. **Professional Development Organisations** use it including entities that provide training and certification in business and entrepreneurship.
7. **Youth and Community Groups** use it to encourage entrepreneurial thinking and skills among young people and community members, these groups use it to make learning visible in their activities.
8. **European Union Initiatives and Projects** use it to support EU-funded projects and initiatives related to entrepreneurship education and employability skills development.



The Value of Using the EntreComp Framework for Inclusive Education

Comprehensive Skill Development

- Holistic Competence: Covers essential skills like creativity, problem-solving, and teamwork.
- Adaptability: Integrates various teaching methods and resources to cater to different learning needs and styles.
- Inclusive Education Impact:
 - Personalised Learning: Tailors educational experiences to individual strengths and needs.
 - Skill Diversification: Prepares students for various life scenarios.

Structured Planning and Delivery

- Clear Competency Goals: Provides clear objectives for each competency.
- Resource Utilization: Encourages the use of diverse resources and activities.
- Inclusive Education Impact:
 - Individualized Plans: Facilitates the creation of IEPs aligned with broader competency goals.
 - Engagement Strategies: Incorporates activities engaging all students, including those with additional needs.



The Value of Using the EntreComp Framework for Inclusive Education

Effective Assessment

- Measurable Outcomes: Defines specific outcomes for each competency.
- Flexible Assessment Methods: Supports various assessment techniques adaptable for students with high resource needs.
- Inclusive Education Impact:
 - Tangible Evidence: Collects diverse forms of evidence showcasing student achievements.
 - Progress Tracking: Tracks progress in a meaningful and encouraging way.



Promoting Inclusivity

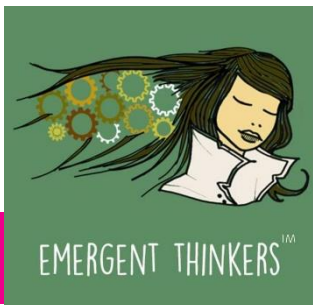
- Collaborative Learning: Emphasizes teamwork and collaboration.
- Empowerment: Encourages all students to take initiative and contribute.
- Sense of Belonging: Participation from all students incl. students with high resource needs.
- Aligning with Curriculum for Wales



The Value of Using the EntreComp Framework for Inclusive Education

Alignment with Four Purposes: Supports ambitious learners, ethical citizens, creative contributors, and healthy individuals.

- Future-Ready Skills: Prepares students for future challenges and opportunities.
- Inclusive Education Impact:
 - Integrated Learning: Equips all students with skills to thrive under new curriculum demands.
 - Whole-School Improvement: Promotes a cohesive approach benefiting the entire school community.



Dr Felicity Healey-Benson



ENTRECOMPEDU
TEACHER PIONEER



Co-funded by the
Erasmus+ Programme
of the European Union



Framework Implementation and School Support: since Feb 2020

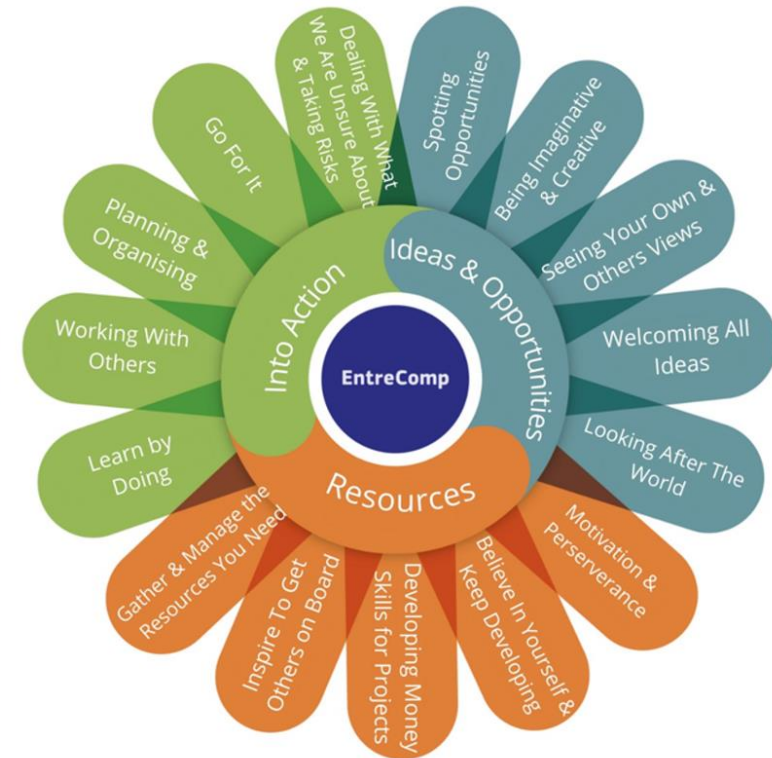
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Adapted EntreComp

Foundation Phase EntreComp



KS2 EntreComp



Personalising EntreComp

MARCH 24, 2020 BY DR FELICITY HEALEY-BENSON

EntreCompEdu supporting new national curriculum challenge



AUGUST 24, 2020 BY DR FELICITY HEALEY-BENSON

COVID-19 fails to halt CPD: Online celebration of Welsh entrepreneurial school



JUNE 22, 2021 BY DR FELICITY HEALEY-BENSON

Archived UWTSD comms EntreCompEdu School Pioneer Award for Dafen Primary



Dafen Primary School unveil Global EntreCompEdu Pioneer School Award

Co-funded by the Erasmus+ Programme of the European Union



Entrepreneurial Mindset Foundation: Catalyst for Resilience and Cultural Evolution

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2020

NOVEMBER 24, 2020 BY DR FELICITY HEALEY-BENSON

EntreCompEdu Pioneer School 'Into Action' for GEW2020



Embracing its EntreCompEdu Pioneer school status, Dafen Primary showcased its growing entrepreneurial vision and competences in Global Entrepreneurship Week (GEW2020 : 16-20 Nov).

2021

DECEMBER 13, 2021 EDIT

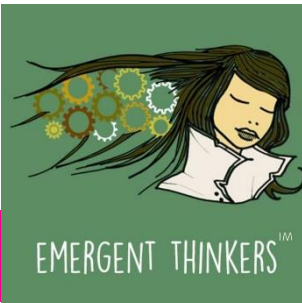
School GEW projects generate joy and value



2022

DECEMBER 12, 2022 EDIT

Dafen Primary, EntreCompEdu Pioneers rock another GEW

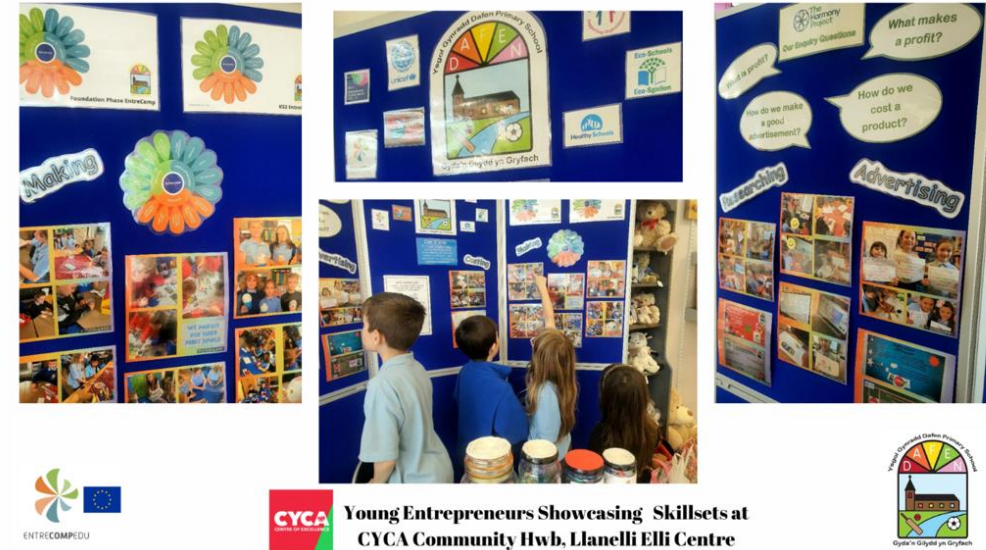


Annual GEWS and Initiatives: Commitment in Action

Dr Felicity Healey-Benson

JULY 8, 2023 BY DR FELICITY HEALEY-BENSON

Parentpreneur showcases Dafen School Global EntreComp Pioneers in Well-Being Craft Enterprise in Town Centre



From Classroom to Community: Parentpreneurship & Town Enterprise

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Dr Felicity Healey-Benson



Dafen School @DafenSchool · Sep 6

We are very excited to start our [#climatechange](#) journey with you
[@OCC_education](#) We are very grateful for your support [@Emergeooh](#)
Diolch yn fawr 🌍👍 [@EcoSchoolsWales](#) [@Keep_Wales_Tidy](#) [@StuartRRSA](#)

OCC @OCC_education · Sep 5

Good indoor air quality means a better learning and teaching experience with better outcomes! Delighted to be @DafenSchool to introduce our climate change program, sponsored by @Emergeooh. Welcome to movement! 🌍



Dafen School's HeadTeacher Mrs Davies with Mark Douglas, Bee1 and program sponsor Shaun Jones, Emerge Advertising



Dafen School @DafenSchool · Sep 8

☀️ Blwyddyn 6 ☀️ have had a great first week back in school. We are going to be learning how to help tackle climate change to make a better greener world, starting with our classrooms climate. So... we have started off by making an algae bioreactor to help clean our classrooms air.



Green Ventures: Carbon Capture Meets Integrated Entrepreneurial Education



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Online PgCert Enterprise Skills

Developed by IICED Entrepreneurship Team. First cohort underway

UWTSD accredited level 7 certificate to develop intrapreneurial and entrepreneurial skills and expertise so that students can recognise and take new venture or change opportunities into action



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Stage 2 EntreComp Cluster Journey to Date

Open invitation to 2 SS, 5 Primary Schools
1 Secondary School, 4 Primary Schools

March

- Leadership Collective SA1 Swansea

April-Sept

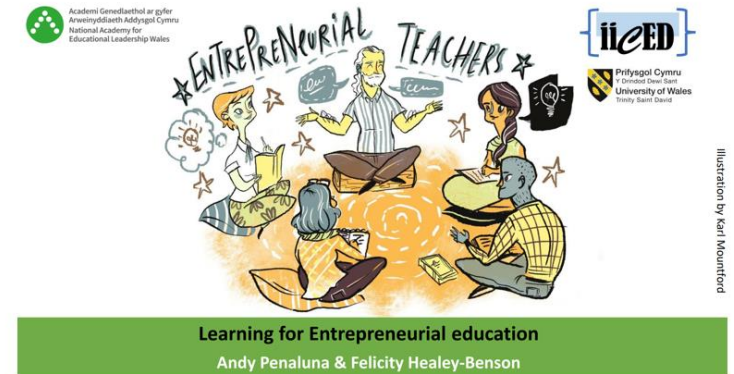
Open & Accepted invitations:

- School Visits
- INSET day support
- Staff Twilight session
- Focused Workshops

Sept- June

- Harmonious Heroes

Dr Healey-Benson 11.09.24





Journey customised to school context



2024 Swiss Valley CP School - from big picture into action

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Emergent Thinkers.com



An Entrepreneurial Education Pipeline: Lessons from Schoolteacher Training in Wales

Session 4 Reception Room - Cutlers Hall 9-10.30am
Enterprise Education Track



The 'Four Purposes of Curriculum for Wales'

Professor Emeritus Andy Penaluna
Dr Felicity Healey-Benson
Professor Kathryn Penaluna



ISBE24 Best Paper Enterprise Education

Championing Change:
Welsh Education Pipeline Wins ISBE Recognition



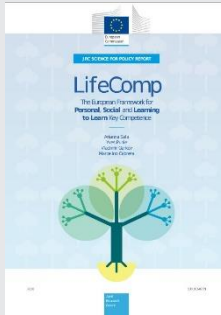
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RESOURCES/HELP



Competence frameworks



**Personal, social
and learning-
to-learn
competences**



**Entrepreneurship
competences**



**Digital
competences**



**Sustainability
competences**





EntreComp
360

The European
Entrepreneurship
Competence
Framework

Practice Toolbox

Coordinated
by Materahub (Italy)



Case study



Tools



Practice example



Research



01 - Introduction

Leading partner	MATERAHUB (Italy)
Partners	HASKOLI ISLANDS (Iceland)
	BANTANI EDUCATION (Belgium)
	INNOGATE (Spain)
	The Women's Organisation Ltd (UK)
	Democracy and Human Rights Education in Europe (Belgium)
	Not a Bad Idea Ltd. (Finland)

The toolbox develops an inspiring, user-focused and implementation-focused collection of tools, practice examples and case studies. These will be made available through a searchable database or wiki located within the Entrepreneurship360 Network platform/one-stop-shop to build on existing partner networks in order to achieve a toolbox that is both significant and valuable in terms of scope and potential use.

The specific goal of this EntreComp Practices Toolbox is to include 120 EntreComp related practices into the toolbox, selected through existing practices known to the partners (through EntreComp into Action and Labour Comp research) and identification/contacting/sourcing of related practices/tools/IOs via the Erasmus+ Shared Results Platform

The contents are searchable based on specific sectors, uses, actors and levels, plus the use of tags to enable thematic searching and each month different types of practice are profiled, through a sector focus, for dissemination via social media channels

What is it?

Collection of practical tools, how-to guides and inspiring practices to support implementation of EntreComp into education, youth, employment and business

Who is it for?

open access to all visitors

Characteristics

inspiring, case-focused and implementation-focused

Availability

through a searchable database/wiki within the Entrepreneurship360 Network platform/one-stop-shop



FREE BOOKLET online goolge SCAFFOLD ENTRECOMP CARDS

https://publications.jrc.ec.europa.eu/repository/bitstream/JRC136622/JRC136622_01.pdf

WHAT IS SCAFFOLD?

A deck of 102 cards for educators and a short User Guide

Applicable to both formal and non-formal learning,
any subject area, any form of learning.

Helps teachers in designing any types of learning
activity - from one lesson to a longer course.

Integrates and combines multiple key
competences into the learning process.

[Scaffold: table game for educators](#)
[\(youtube.com\)](#)



SCAFFOLD WAS CREATED JOINTLY BY THE ETF AND JRC

Created jointly by the European Training Foundation (ETF) (under the Creating New Learning/CNL) and Joint Research Centre of the European Commission (JRC).

- Based on the European competence frameworks for lifelong learning.
- Links together digital, entrepreneurial, personal, social, and learning to learn competences, and competences for sustainability, and six transversal competences.
- Used for reference and is a “learning-by-doing” tool for teachers.

Educators are free to select the cards they need and can build complexity as they master the tool.

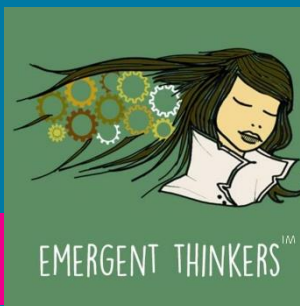


SCAFFOLD IS DIVIDED INTO 5 GROUPS OF CARDS:

These [horizontal] cards are used to plan and design a learning activity

- 1 Setting cards** – 8 (+ cover) cards conceptualise the lesson design, define the big picture, the objective of learning, picture the learner/s, the learners' needs, define the learning environment, duration, resources, etc.
- 2 Planning cards** – A canvas that guides the teacher in designing the activity and helps to build a lesson structure. They are numbered and are to be laid down in a set order. 7 (+ cover) cards - each prompts an action:
 - Decide how to teach.
 - To implement the timeline of the learning activity.
 - To choose one of the Competences, Methods or Assessments cards, etc.

Place them on a flat surface, or on a wall!
You could work alone or in a group.



SCAFFOLD IS DIVIDED INTO 5 GROUPS OF CARDS:

And these cards serve as libraries:

3 **Competence cards** - represent the competences in the four EU frameworks.

There are 57 competence cards (21 for DigComp, 15 for EntreComp, 9 for LifeComp and 12 for GreenComp) plus 4 cover cards - one for each competence. Each **Competence card**:

- Is cross-referenced to other competences in the deck.
- Has a visual link to the related transversal competence.
- Contains a suggestion for the teacher on how to develop the competence.
- Indicates which competence this card “good with”.

There are 7 **Transversal Competence cards** represent the competences that cut across the four EU frameworks. They help in navigating and harmonising the competences of the frameworks.



SCAFFOLD IS DIVIDED INTO 5 GROUPS OF CARDS:

4 **Teaching methods** - a library of modern pedagogical approaches. There are 7 assessment cards (+ cover). They:

- Could be used in developing key competences in an integrated way.
- Prompt and promote the selection of appropriate teaching methods.
- Provide practical guidance on how to put this method into action.

5 **Assessment methods** - a library of various assessment approaches. There are 7 assessment cards (+ cover). They:

- Can be used for diagnostic, formative, or summative assessment.
- Can help the teacher in defining the entry competence level of the learner.
- Applicable at the beginning of, during or after the activity.



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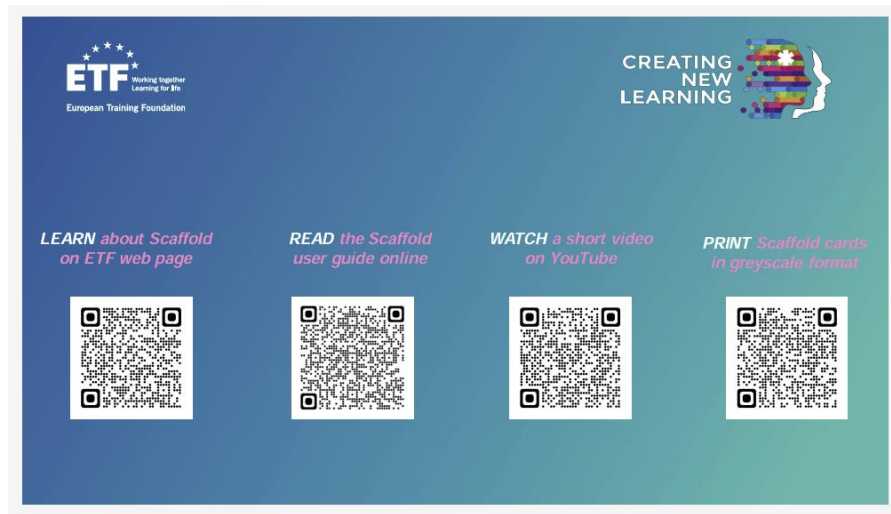
READY TO GO!

Students leading assessment

- Assessment as learning
- Assessment literacy in EntreComp
- Progression across phases
- Using open recognition to validate, share and celebrate pupil portfolios with authentic audience
- Applying four purposes to assessment



Going deeper



<https://op.europa.eu/en/publication-detail/-/publication/a9772d3b-dd0b-11ea-adf7-01aa75ed71a1/language-en>

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



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