

## Toward entrepreneurial competences

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The YEDAC project deals with entrepreneurship with respect to entrepreneurial education. The educational purpose is not to push every learner to become an entrepreneur but rather to support the development of entrepreneurial mind-set and offer resources for taking a responsibility for building one's own future. Entrepreneurship is seen as a mind-set and as a process leading to identify an opportunity and to pursue it in order to produce new value or economic success in the future world. An individual's ability to turn ideas into action demands not only creativity and innovativeness but also competences as new ways of action. Related to the entrepreneurial school entrepreneurship is considered with respect to active citizenship. It directs to define entrepreneurship as self-oriented entrepreneurship that refers to an individual's overall entrepreneurial attitude and approach in all areas of life.

Learning by Developing (LbD) is an action model that is based on a pragmatic learning concept. It can be seen as competence oriented, in which acting together is emphasized and the objectives are new ways of action as well as new innovations. Competence is defined as an integration of knowing, understanding, acting and situation management, which include different types of knowledge; knowledge written in theories and models, embedded in skills and abilities, moral knowledge and experiential knowledge. In the LbD learning process a starting point is a discovered idea for an inquiry that is formed by a project. It forms a learning environment, and it can be seen as a learner's 'own business'. Around an idea lot of knowledge will be acquired, as well as new tools in forms of concepts, theories and models as well as practical skills that are to be found in different workshops. Using them, experiencing and reflecting on experiences in a proceeding project will lead to the development of new ways of action and new 'business innovations'. They, in turn, prepare learners to meet an ever changing world.

A learner is seen as an actor, who is responsible for his or her own learning. She or he collects experiences, reflects on them and develops new habits of action facilitated by teachers, fellow learners, and other partners (domain specific experts), who, in an entrepreneurial school, are entrepreneurs. New phases in an inquiry open new challenges, which expect new ways of action. Earlier competences are not enough; new tools for the development of new ways of action are needed. Reflecting on the meanings of consequences of different ways of action include self-evaluation, peer evaluation as well as teachers' and other partners' evaluations. A learner creates his or her own "study plan" facilitated by teachers and takes responsibility for following it based on self - evaluation

Teachers have many different roles at entrepreneurial school. They have the same kind of understanding and a joint framework of how entrepreneurial mind-set can be created together. Teachers' implementations add value to each other and lead to strength the achievement of entrepreneurial ways of action. Their expertise is asked in project planning,

participation in different project stages, project management and organisation carried out with different participants. Teachers can be seen as 1) preparers and organizers of the LbD implementation process; 2) implementers; and 3) evaluators. They have a role in managing a project, building networks e.g. with entrepreneurs, parents and other stakeholders, guiding and facilitating various learning processes and developing a project. In workshops, teachers assist learners to achieve the needed tools for a project. As project managers, teachers have an important role in integrating teaching and development.

Guidance has a learner orientation and is in line with the overall situation. Also guidance provided by peers and other partners play an important role. In practical work to promote entrepreneurial development, the role of teachers as tutors varies according to the field. Additionally an entrepreneur serves as a tutor for students, and as a partner in the project. Teachers take part in planning and organising the placement. Tutoring takes place through joint activities. Teachers assist learners in understanding competence areas, setting goals and self-evaluation.

A curriculum, at entrepreneurial school, is competence oriented. Entrepreneurial competences are embedded in different subjects with various emphasizes. Curriculum design is carried out in interaction with all the teachers as well as with entrepreneurs and other stakeholders in the region. It is flexible and future oriented by taking into account challenges that change the world of work.

Leadership and management are participative and transformative by nature carried out by acting together and producing shared value. Sense of community, social responsibility and creativity can be seen as guiding values in the development of entrepreneurial school.

At entrepreneurial school a learning environment is the whole region where a school is. A learning environment is built as different types of knowledge, as entrepreneurial projects, and as a physical, spiritual and virtual space. Interaction, meeting with different people, and acting together as equal partners, are the essential elements in this environment. The entrepreneurial school is of life rather than for life.