

# EU3 LEADER

Developing entrepreneurial third  
sector leaders across Europe

## LEARNING TO LEAD I

An overview of European Qualification  
Instruments



Written by Alessia Sebillio

Diesis Coop, Brussels

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- Learning to lead I: An overview of European qualification instruments
- Learning to lead II: Contemporary theories of entrepreneurship and leadership
- Learning to lead III: Leadership development opportunities for Europe’s third sector

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**EU<sup>3</sup>LEADER**

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## Glossary

**"Qualification"**: a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards.

**"Learning outcomes"**: statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence.

**"Unit of learning outcomes"** (unit): a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated.

**"Credit for learning outcomes"** (Credit): individuals' set of learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.

**"Competent institution"**: the institution which is responsible for designing and awarding qualification or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries.

**"Assessment of learning outcomes"**: methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence.

**"Validation of learning outcomes"**: the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification.

**"Recognition of learning outcomes"**: the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

**"ECVET points"**: a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

**"Competence"** In the context of the EntreComp study, competence is understood as a set of knowledge, skills and attitudes.

**"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 (FFE-YE, 2012).

**"Knowledge"** is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual (European Parliament and the Council, 2008).

**"Learning outcomes"**: Learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning (Cedefop, 2009). Such statements can be designed and used for educational planning and curriculum development or for different types of accountability such as legal accountability or professional accountability (Prøitz, 2010).

**"Resources"**: In the context of this work, resources is a term that encompasses personal resources (namely, self-awareness and self-efficacy, motivation and perseverance), material resources (for instance, production means and financial resources) or non-material resources (for instance, specific knowledge, skills and attitudes).

**“Skills”**: the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments) (European Parliament and the Council, 2008).

**“Social entrepreneurship”**: entrepreneurship that aims to provide innovative solutions to unsolved social problems. Therefore it often goes hand in hand with social innovation processes, aimed at improving people’s lives by promoting social change (see OECD, 2010).

## Introduction

The present paper forms one part of EU3Leader's Intellectual Output, which is the background to our new framework of competences for entrepreneurial leadership.

The present paper **analyses the relevance of existing European tools for qualifications and competences, with particular reference to the EntreComp**. This covers the development and availability of European tools for education and training. It sets out the wider background to the development of Europe-wide tools, situating the project and existing leadership development opportunities. It then goes on to focus in more detail on the tools that provide consistency to employment, education and training, namely Europass, EQAVET, and ECVET. Finally it provides crucial detail about EntreComp, which provides inspiration and guidance to EU3Leader.

## Definition of leadership

Here we share the definition provided by project partner WU - Vienna University of Economics and Business team in their companion report (Simsa et al., 2017):

**For the purposes of this paper, we define leadership as purposeful interventions in organisations of one leader or a group of actors, designed to effect the strategy, the climate, the decisions and the structures of that organisation, with responsibility for the survival and the success of the whole organisation.**

It is important, of course, to distinguish leadership from management, although this too is not always easy. According to leadership scholar Keith Grint, management refers to a form of activity directed at solving tame – that is, regularised – issues that may have a required response or correct way of operating. Or to put it another way:

**... management is the equivalent of déjà vu (seen this before), whereas leadership is the equivalent of vu jàdé (never seen this before). (Grint, 2010)**

## Why do we use EntreComp for the EU3Leader project?

EntreComp is a reference document that can be used by policy makers to help design curricula and cross-curricular interventions aimed at promoting entrepreneurial learning. It can also be used by learning providers, employers and others who need a framework for assessing individuals' competences or designing education and training materials.

The EU3Leader partners decided to use the EntreComp framework as a tool to understand the nature of each competence in order to better define what is needed to increase the entrepreneurial skills and competence of third sector leaders. Within the EntreComp, entrepreneurship is defined as both an individual competence and a collective one. This definition is very much appropriate for third sector organisations, where management is often intended to be collective and participatory.

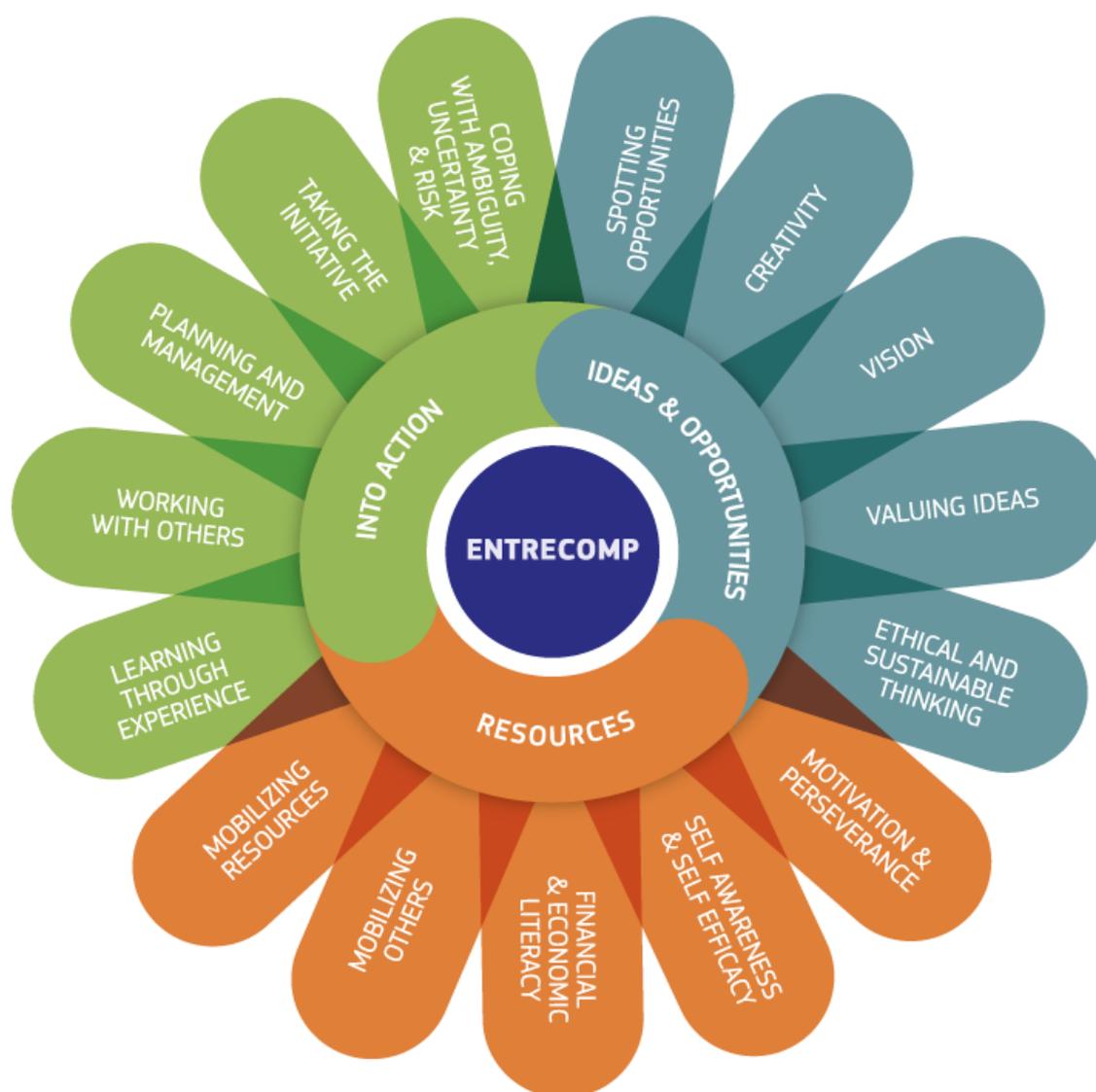


Figure 1 EntreComp Framework

## European tools in education and training

Qualifications, certificates and diplomas awarded following education, training and learning are vital in modern societies. They influence our ability to get a job, practise a profession, pursue lifelong learning and move between countries. They also affect our general social standing and status.

European qualifications are increasingly included in national qualification frameworks linked to the European Qualifications Framework. These frameworks make understanding and comparing qualifications easier within and between countries, and they encourage countries to rethink and reform policy and practice on education, training and lifelong learning. Qualifications can also be awarded by international bodies and organisations, reflecting the internationalisation of technologies and labour markets.

However the situation with national and regional authorities responsible for the qualification system is very fragmented. There is a large number of different institutions and actors such as ministries, agencies, occupational sectors, companies, social partners, chambers, non-governmental organisations, and so forth. In some cases, a national authority may accredit or empower training providers or other actors to prepare and issue qualifications, points, etc. In other cases, these functions can be devolved to the regional level, or to the providers.

Concerning the award of qualifications in some systems, it is based on the accumulation of units of learning outcomes either associated with credit points (United Kingdom, Finland, Sweden...) or without credit points (France, Spain...). Credit systems are sometimes developed within a broader qualifications framework (Scottish and Welsh credit and qualifications framework) or designed for specific qualifications (IFTS system in Italy).

To overcome this diversity of approach, common conventions are required in order to ensure mutual understanding and enable the transfer and recognition of learning outcomes also in the context of transnational mobility.

The Lisbon European Council in 2000 concluded that increased transparency of qualifications and lifelong learning should be two of the main components in efforts to adapt Europe's education and training systems both to the demands of the knowledge society and to the need for an improved level and quality of employment.

The 2002 Council Resolution on the promotion of enhanced European cooperation in Vocational education and training (VET) (the "Copenhagen Process") emphasised that giving priority to a system of credit transfer for VET was one of the common measures needed in order to promote the transparency, comparability, transferability and recognition of competence and/or qualifications, between different countries and at different levels.

In the 2004 Maastricht Communiqué, the Ministers responsible for VET, the Commission and the European social partners, agreed to give priority to the development and implementation of a European Credit system for Vocational Education and Training (ECVET). This was confirmed by the same group in the 2006 Helsinki Communiqué which calls for further development of common European tools namely ECVET. On this basis, in 2009 the specific Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of ECVET was published.

The Bruges Communiqué (2010) defined the long-term strategic objectives for the next decade (2011-2020). It presents a vision of a modern and attractive vocational training system which ensures maximum access to lifelong learning, so that people have opportunities to learn at any stage in life by making routes into education and training more open and flexible; more opportunities for experience and training abroad to boost language skills, self-confidence and adaptability; higher quality courses, providing the right skills for specific jobs; more inclusion and access for disadvantaged people and creative, innovative and entrepreneurial thinking.

The New Skills Agenda for Europe (2016) launches a number of actions to ensure that the right training, the right skills and the right support is available to people in the European Union. It will aim at making better use of the skills that are available and equip people with the new skills that are needed to help them find quality jobs and improve their life chances.

The Commission invites Members States, social partners, the industry and other stakeholders to work together to:

- improve the quality and relevance of skills formation
- make skills and qualifications visible and comparable
- advance skills intelligence, documentation and informed career choices

Within the new skills agenda vocational education and training (VET) is valued for fostering job-specific and transversal skills, facilitating the transition into employment and maintaining and updating the skills of the workforce according to sectoral, regional and local needs. Making VET a first choice requires improving the quality and effectiveness of vocational programmes, but also to raise awareness among young people, their families and adult workers of the opportunities offered by VET, to persuade companies and authorities to invest in the development of vocational skills.

## Existing European tools for the transparency of qualifications and competences

The European Commission has responded to those educational needs, creating common European tools, principles and guidelines which have been developed to make qualifications more transparent, comparable and transferable, as well as to improve flexibility and quality of learning.

The common EU tools and principles that aim to implement a greater degree of consistency in employment, education and training policy across Europe include:

- Europass
- European Quality Assurance in Vocational Education and Training (EQAVET)
- Validation of non-formal and formal learning
- The European Credit System for Vocational Education and Training (ECVET)

These tools and principles have been defined in order to support the educational progress of people at any age, including those changing careers or moving abroad for work or for further education.

The European Commission was supported in this process by CEDEFOP, the European Centre for the Development of Vocational Training, the EU's decentralised agency that supports development of European VET policies and contributes to their implementation. CEDEFOP also supports the work on the Skills Agenda initiated by the European Commission since 2016.

Another important related issue for skilled and knowledgeable citizens is the recognition of learning acquired in non-formal or informal ways. The 2012 Council Recommendation on validation encourages Member States to put in place national arrangements for validation by 2018. These arrangements will enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities. The following pages outline these European tools in a little more detail.

### EUROPASS: EUROPEAN SKILLS PASSPORT

(<https://europass.cedefop.europa.eu/>)



Europass is a portfolio of five documents, designed to make skills and qualifications clearly and easily understood across Europe.

Europass helps:

- citizens – to communicate their skills and qualifications effectively when looking for a job or training;
- employers – to understand and compare the skills and qualifications of the workforce;
- education and training authorities – to communicate the content of curricula.

Two documents are directly completed and updated by citizens using the Europass online editor, with the help of examples and tutorials:

- the Curriculum Vitae (CV) presents skills and qualifications acquired in formal and non-formal learning; a cover letter can also be created online and attached to the CV, along with copies of qualifications, employment certificates, etc.;
- the Language passport gives a detailed description of language skills.

Three documents are issued by national authorities:

- the Europass mobility is a record of knowledge and skills acquired during a placement or a training in another European country;
- the Certificate supplement describes the content of training programmes (knowledge and skills acquired, validation, certification level, legal framework). It complements the information included in official certificates;
- the Diploma supplement is issued to graduates of higher education. It describes the nature, level, context, content and status of the studies.

### EQAVET: EUROPEAN QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING

(<http://www.eqavet.eu/gns/home.aspx>)



EQAVET is a community that brings together the EU Member States, the Social Partners and the European Commission to develop and improve quality assurance in European VET systems. Moreover it is a community of practice where members and national experts:

- exchange information and experience in open discussions;
- initiate a process of mutual learning and consensus building for the development of common principles, reference criteria, indicators and tools for quality improvement in VET, and the implementation of the Reference Framework;
- reach shared results and solutions in the development of guidelines and criteria for quality assurance, embedding a culture of quality improvement and sense of ownership in implementing the Reference Framework across Europe.

This community of practice leads to higher levels of cooperation and synergy within and across EU Member States on quality assurance related issues. However EQAVET does not prescribe any specific system to assure quality in the VET system. Instead, it defines a process of a four-phase quality cycle: planning, implementation, evaluation, review. It can be perceived as a “toolbox” enabling each country to select the concepts that match its own national quality assurance requirements.

(<http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073>)



Non formal and informal learning recognition has been the centre of discussion for many years. Two important milestones in this process are the 2009 European Guidelines on validating non-formal and informal learning and the European Council Recommendation on the validation of non-formal and informal learning of 20 December 2012.

The European Guidelines identify policy makers and practitioners' main challenges and possible responses. The guidelines are practical, and provide advice for individuals and institutions responsible for initiating, developing, implementing and operating validation arrangements. Their impact relies exclusively on their relevance and ability to add value at national or local level.

Since it is an ongoing process, the inventory is the most regularly updated overview of validation practices and arrangements across Europe. The online platform makes accessible all the current practices covering all the countries taking part in the EU 2020 cooperation process. All material is publicly available and can be downloaded from the website. The European database is a pilot data visualisation project, which connects the European Guidelines with the European inventory.

#### ECVET: EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING

(<http://www.ecvet-toolkit.eu/>)



The European Union has developed in recent years several instruments helping individuals in the transfer, recognition and accumulation of their assessed learning outcomes, to achieve a qualification or to take part in lifelong learning. The European credit system for vocational education and training (ECVET) is one of these instruments and includes transnational mobility.

The ECVET recommendation, established in 2009, invited Member States to create the necessary conditions and adopt measures to apply the system to all VET qualifications.

The ECVET system allows learners, all the way along their learning pathway, to accumulate, transfer and use their learning in units. This enables building a qualification at the learner's own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated. It offers a framework for making learners more mobile and qualifications more portable. It applies to VET qualifications at all levels of the European qualifications framework.

## ENTRECOMP

During recent years the EU and Member States have been focused on the importance of developing the entrepreneurial capacity of European citizens and organisations. Entrepreneurial skills, knowledge and attitudes represent a benefit for individuals and society as a whole and the most important elements may be learned.

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, 2013 [Entrepreneurship Action Plan 2020](#) and the 2016 [New Skills Agenda for Europe](#) have kept the need to promote entrepreneurship education and entrepreneurial learning under the spotlight. This has led to a wealth of initiatives across Europe.

EntreComp has been defined on behalf of DG Employment, Social Affairs and Inclusion as a framework of competences, attempting to create a bridge between education and the labour market.

By identifying the competences that make someone entrepreneurial, the EntreComp framework underlines the importance of capacities like being able to act upon opportunities and ideas, and transform them into financial, cultural, or social value for others.

## STRUCTURE

EntreComp<sup>1</sup> has been structured in three main areas: Ideas & Opportunities, Resources, and Into Action. Those areas are the conceptual model and they have been labelled to stress entrepreneurship competence as the ability to transform ideas and opportunities into action by mobilising resources. These resources can be personal (namely, self-awareness and self-efficacy, motivation and perseverance), material (for instance, the means of production and financial resources) or non-material (for instance, specific knowledge, skills and attitudes).

Each area is comprised of 5 competences. The 15 competences are also interrelated and interconnected; the order in which they are presented does not imply a sequence in the acquisition process or a hierarchy: no one element comes first, and none of them is more important than the others. The 15 competences are then further divided into 442 learning outcomes divided by 8 levels of proficiency, from foundation to expert level.

Within the areas, the competences and the levels of proficiency in the conceptual framework is a fourth dimension: hints. Hints are catchphrases that transpose the competence labels into exhortations for the learner. Their purpose is to translate the framework's technical jargon into plain language. Competences are numbered for ease of reference – the order in which they are presented does not imply any progression, nor does it imply a different degree of attainment.

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<sup>1</sup> <https://ec.europa.eu/jrc/en/entrecomp>

<b>IDEAS AND OPPORTUNITIES</b>	
<b>COMPETENCES</b>	<b>HINTS</b>
<b>Spotting opportunities</b>	Use your imagination and abilities to identify opportunities for creating value
<b>Creativity</b>	Develop creative and purposeful ideas
<b>Vision</b>	Work towards your vision of the future
<b>Valuing ideas</b>	Make the most of ideas and opportunities
<b>Ethical and sustainable thinking</b>	Assess the consequences and impact of ideas, opportunities and actions
<b>RESOURCES</b>	
<b>COMPETENCES</b>	<b>HINTS</b>
<b>Self-awareness and self-efficacy</b>	Believe in yourself and keep developing
<b>Motivation and perseverance</b>	Stay focused and don't give up
<b>Mobilizing resources</b>	Gather and manage the resources you need
<b>Financial and economic literacy</b>	Develop financial and economic know how
<b>Mobilizing others</b>	Inspire, enthuse and get others on board
<b>INTO ACTION</b>	
<b>COMPETENCES</b>	<b>HINTS</b>
<b>Taking the initiative</b>	Go for it
<b>Planning and management</b>	Prioritize, organize and follow-up
<b>Coping with uncertainty, ambiguity and risk</b>	Make decisions dealing with uncertainty, ambiguity and risk
<b>Working with others</b>	Team up, collaborate and network
<b>Learning through experience</b>	Learn by doing

## Conclusions

European tools are mostly addressed to providers offering learning opportunities in a particular professional field, but such VET courses are based on knowledge rather on competences.

Third sector leaders currently face obstacles to pursuing competence-based training, due to a lack of opportunities in this area. In addition, leaders within the third sector are unable to reap the full benefits from their work experiences as these are not typically recognised within knowledge-based learning.

The EntreComp Framework, as it identifies the key transversal competences to all types of entrepreneurship, has been taken as point of reference for the EU3Leader project.

By producing this new framework of entrepreneurial competences, the partners aim to build a bridge between leadership and entrepreneurship, and to provide a base for learning materials for third sector leaders.

The framework will be user-tested during the next phases of the project.

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- Highlight the Competences: <http://www.highlightcompetences.eu>
- Examples of Europass Certificate Supplement: <http://europass.cedefop.europa.eu/europass/home/hornav/Downloads/CSupplement/CSEexamples.csp>
- EUROPEAN SURVEY AND COMPETENCE GRID [http://www.adam-europe.eu/prj/3972/prd/6/2/European%20Survey\\_final%20June%202009.pdf](http://www.adam-europe.eu/prj/3972/prd/6/2/European%20Survey_final%20June%202009.pdf)
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- <https://ec.europa.eu/jrc/en/entrecomp>
- <http://ec.europa.eu/social/main.jsp?catId=1317&langId=en>
- [file:///C:/Users/alessia/Downloads/KE-04-17-328-EN-N%20\(1\).pdf](file:///C:/Users/alessia/Downloads/KE-04-17-328-EN-N%20(1).pdf)
- [https://ec.europa.eu/jrc/sites/jrcsh/files/EntreCompConceptualModel\\_16.pdf](https://ec.europa.eu/jrc/sites/jrcsh/files/EntreCompConceptualModel_16.pdf)
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Appendix: Table on different entrepreneurship definitions produced by the EntreComp framework

<b>Different definitions of entrepreneurship from the EntreComp framework</b>	
<b>Digital entrepreneurship</b>	Digital entrepreneurship is entrepreneurship that involves the use of new digital technologies (particularly social media, big data, mobile and cloud solutions). The purpose of this use may be to improve business operations, invent new business models, improve business intelligence or to engage with customers and stakeholders. <sup>9</sup>
<b>Entrepreneurship</b>	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 (FFE-YE, 2012).
<b>Green entrepreneurship</b>	Green entrepreneurship is entrepreneurship that has a positive effect on environment and can be seen as a move to a more sustainable future (Schaper, 2012).
<b>Intrapreneurship</b>	Intrapreneurship is entrepreneurship inside an organisation (see Pinchot, 1985).
<b>Practical entrepreneurial experiences</b>	Practical entrepreneurial experiences are educational experiences where the learner has the opportunity to come up with ideas, identify a good idea and turn that idea into action. They require the involvement of external partners in the design and/or delivery of this learning, to ensure relevance to the real world. Practical entrepreneurial experiences provide students with a supportive environment, where mistakes are embraced and failure is a learning tool, so that they gain the confidence and experience to turn their ideas into action in the real world. Practical entrepreneurial experiences should be a student led initiative either individually or as part of a small team, involve learning-by-doing and producing a tangible outcome (Thematic Working Group on Entrepreneurship Education, 2014).
<b>Social entrepreneurship</b>	Social entrepreneurship is entrepreneurship that aims to provide innovative solutions to unsolved social problems. Therefore it often goes hand in hand with social innovation processes, aimed at improving people’s lives by promoting social change (see OECD, 2010).