

# Entrepreneurial and Intrapreneurial Competences Assessment Alliance (EICAA)

## 1. Overview

### → Education sector

The [Entrepreneurial and Intrapreneurial Competences Assessment Alliance \(EICAA\)](#) is a project that targets the higher education and corporate training sector, specifically university educators and enterprise coaches engaged in entrepreneurship education and training.

### → Main objective

The main objectives<sup>1</sup> of EICAA are to develop a digital platform for the assessment and development of entrepreneurial competences, to refine the [European Entrepreneurship Competence Framework \(EntreComp\)](#), and to provide teaching and training materials to foster entrepreneurial thinking and action among students, academic staff and corporate employees.

### → Institutions involved

The EICAA consortium consists of nine<sup>2</sup> organisations from five EU countries: Univations Institute (EICAA Coordinator, Germany), Adsata (Germany), University of Hohenheim (Germany), TecnoCampus (Spain), Antwerp Management School (Belgium), Management Center Innsbruck – MCI (Austria), ProMedia Kommunikation GmbH (Austria), Evista Ltd. (Hungary), and University of Szeged (Hungary). The project is also supported by a network of associated partners across Europe.

### → Timeframe of implementation and budget

The project started on 1st January 2021 and has a duration of three years. It is funded by the Erasmus+ programme<sup>3</sup> of the European Union under the Knowledge Alliances action.

## 2. Description of practice

EICAA is a form of European university-business collaboration that has developed a digital platform for the assessment and development of entrepreneurial competences. The platform users are typically entrepreneurship educators and trainers as well as programme managers and executives. Anyone interested in fostering entrepreneurial competencies is invited to make use of the free of charge instruments on the platform, namely the [Competence Monitor](#) and the [Competence Development Kit](#).

### → Specific objectives

- to develop a digital platform that allows educators and trainers to assess entrepreneurial competences of learners based on self-reflection, and to receive suggestions for learning activities or training opportunities to improve their competences.
- to refine the EntreComp framework by adding indicators, levels and descriptors for each competence area, and to align the EICAA instruments with the revised framework.

<sup>1</sup> <https://www.eicaa.eu/about-us/>

<sup>2</sup> Ibid

<sup>3</sup> The total budget of the project is EUR 969.672,00 (see: <https://www.tecnocampus.cat/en/projectes-de-recerca/entrepreneurial-and-intrapreneurial-competences-assessment-alliance>).



- to create a Competence Development Kit that consists of teaching and training materials for different target groups, such as students, academic staff and employees, covering various entrepreneurial competence areas.
- to test and validate the EICAA instruments through pilot applications in different contexts and sectors across the EU, and to evaluate their impact and effectiveness.



[image: Freepik - Innovation model. Group of attentive students making notes while studying consciously]

## → Main outputs

- Creation of the [EICAA Competence Framework](#). The work under this project has led to the development of the EICAA Competence Framework (EICAA-CF). While maintaining the same competence areas as EntreComp (“Ideas and Opportunities”, “Resources” and “Into Action”), along with the underlying competences, it also introduces new competences, restructures existing ones, and suggests changes at the thread level
- Launching of the [EICAA Competence Monitor](#). After determining the set of competences that are relevant for entrepreneurship education, as outlined in the EICAA Competence Framework, the project proceeded with the theoretical preparations necessary for establishing the EICAA Competence Monitor by developing:
  - \* A rubric system designed for the assessment of entrepreneurial and intrapreneurial competences, expanding upon previous efforts in EntreComp. The rubric system comprises an assessment matrix aligned with the dimensions of the EICAA-CF. As a result, it mirrors the structure of the EICAA-CF, encompassing competences and threads, and additionally introduces scoring mechanisms.
  - \* Surveys on entrepreneurial and intrapreneurial competences developed for self-assessment, targeting both university students and employees.
- Development of the [EICAA Competence Development Kit \(CDK\)](#) - a repository of teaching and training resources designed to promote entrepreneurial education. It supports students and employers in enhancing their entrepreneurial development through higher education programmes and business training. CDK is in complete alignment with the EICAA-CF. Consequently, it provides educational modules for a range of 19 distinct competences across three levels of progression (basic, intermediate, and advanced). Moreover, these modules are crafted to be micro-credential-ready, adhering to the latest guidelines of the European Commission. It is recommended to utilise the CDK alongside the EICAA Competence Monitor,



- as this combined approach unleashes the full potential of the EICAA Digital Platform. Nevertheless, the CDK can also serve as a valuable resource to inspire entrepreneurial thinking and actions in learners, even without prior self-assessment.
- Preparation and dissemination of several issues of the [EICAA magazine](#), on the following topics:
  - \* Wide and narrow understanding of entrepreneurship education
  - \* Entrepreneurial and intrapreneurial dynamics inside the EICAA consortium
  - \* The benefits and challenges of working on EICAA
  - \* The implementation of the EICAA Pilot Round.

The EICAA Digital Platform resulting from the project was finalised at the end of 2023, following intensive testing of more than 2 000 students and more than 200 employers from across the EU. It can be accessed through the [EICAA website](#) or directly via: <https://platform.eicaa.eu/>.

### 3. Relevance to the sector / digital education and replication across countries / education sectors

The project is relevant to the education and training sector because it addresses a key challenge of fostering entrepreneurial competences among students, academic staff and employees in Higher Education Institutions (HEIs) and enterprises. Entrepreneurial competences are considered as transversal skills that are essential for personal development, employability, innovation and social inclusion in the 21st century. By providing a digital platform for the assessment and development of entrepreneurial competences, EICAA contributes to enhancing the quality and relevance of education in the EU.

The project is also relevant to digital education because it uses digital technologies to support learning processes and outcomes. The EICAA Digital Platform offers a flexible and accessible way for users to (self-)assess entrepreneurial competences of learners online, to receive personalised feedback and recommendations, and to access various learning resources. Moreover, the EICAA instruments are based on sound pedagogical principles that promote self-directed learning, collaborative learning, experiential learning and reflective learning.

### 4. Reflection on the practice

The EICAA project introduces an innovative approach aimed at cultivating entrepreneurial skills within students, academic faculty, and professionals in both higher education institutions and businesses. Through the creation of a digital platform designed for evaluating and nurturing entrepreneurial abilities, EICAA offers a valuable resource to enhance the quality and applicability of education in the EU. Additionally, the project plays a pivotal role in refining the EntreComp framework, crafting a toolkit for competence development, testing and validating EICAA tools, and disseminating its results and outputs. With its focus on a pivotal challenge of the 21st century, the EICAA project holds significance for the education sector, digital education, and potential replication across diverse countries and educational domains.

### References

- <https://www.eicaa.eu/>
- <https://platform.eicaa.eu/>
- <https://www.mdpi.com/2227-7102/12/11/805>
- [https://www.eicaa.eu/wp-content/uploads/2023/05/2023\\_5\\_Anand\\_The-EICAA-Competence-Framework-A-Suggestion-for-EntreComp-2.0.pdf](https://www.eicaa.eu/wp-content/uploads/2023/05/2023_5_Anand_The-EICAA-Competence-Framework-A-Suggestion-for-EntreComp-2.0.pdf)