



# Entrepreneurial skills and competences throughout life

*Community for Educational Innovation (CEI)*



*June 26, 2025*



European  
Commission



# Agenda

## 15:30 Welcome

**15:35 Intervention 1:** Entrepreneurial Skills Pass: From experience to evidence in secondary education.  
*Joanna Andrzejewska*

**15:55 Intervention 2:** Entrepreneurship competences in VET: Insights from a European study.  
*Dmitrijs Kuļšs*

**16:15 Intervention 3:** Building bridges: enhancing entrepreneurial education and regional Innovation. The case of Contamination Lab in Pisa.  
*Alessio Cavicchi*

**16:35 Intervention 4:** Flexible, inclusive, and future-ready: How EIT Campus supports lifelong entrepreneurship.  
*Luisa Esposito*

**16:55 Closing remarks**

## OBJECTIVE

Explore the role of entrepreneurial skills and competences from secondary to continuous education.

## KEY TOPICS

- Entrepreneurial skills in lifelong learning and career development.
- Integrating entrepreneurial competences at diverse levels of education.
- Impact of entrepreneurial education on personal and professional growth.





**Joanna Andrzejewska**

Junior Achievement  
Europe (JA Europe),  
Belgium.

## Intervention 1

# Entrepreneurial Skills Pass: From experience to evidence in secondary education

- Head of programmes at JA Europe and former Deputy CEO of JA Poland.
- Over 15 years of experience managing and designing educational programmes to empower young people with skills in entrepreneurship, financial literacy, and work-readiness.
- Former researcher focusing on migration at the Centre for Migration Research (Poland) and Norwegian University of Science and Technology – NTNU (Norway).
- Master's in Sociology from Jagiellonian University in Krakow (Poland) and European Political Sociology from Högskolan Dalarna (Sweden).



# Entrepreneurial Skills Pass: From experience to evidence in secondary education

Joanna Andrzejewska, JA Europe  
26/06/2025



Entrepreneurial  
Skills Pass



# This is JA Europe



OUR 2050 AMBITION

20 MLN YOUTH PER YEAR



*Young Europeans have the skillset and mindset to build thriving communities*

# JA Europe focus areas



**ENTREPRENEURSHIP**



**WORK READINESS**



**FINANCIAL LITERACY**

**CROSS**



**STEM**



**DIGITAL SKILLS**



**SUSTAINABILITY**



# What we are proud of



## SINCE 1919...

### RETURN ON INVESTMENT



**11 %**  
Decrease of unjustified  
absences from class



**84%**  
Feel JA connected  
to the real world



**88%**  
of alumni  
satisfied with careers



**1 €** Invested  
**45 €** returned to society

### GLOBAL RECOGNITIONS



### JA PREPARES EUROPE'S FUTURE LEADERS



**Roberta Metsola**  
President of the  
European Parliament



**Alexander de Croo**  
former Prime  
Minister  
of Belgium



**Karoli Hindriks**  
CEO & Founder of Jobbatical  
Top 50 influential women in the  
European startup and VC space

# JA Europe Micro-credentials



## Passport for entrepreneurship



**Entrepreneurial  
Skills Pass**

**EXPANSION TO NEW JA AND NON-JA LEARNING EXPERIENCES**

### GLOBAL SCALE

5 JA regions | 61 countries | 60,000+ ESP holders

### GLOBAL RECOGNITION



Education 4.0 Lighthouses  
*Best Practice of 2023*



Fighting **youth unemployment**  
*European Parliament resolution*



**Reference** on how  
entrepreneurship is taught and  
learnt as a key competence



Organization of  
American States



## Passport for employability

**NEW CERTIFICATION**

### EU GRANT

3 years | 3 countries | 1500 holders | 150 employers





# What is ESP



## Where does ESP come from?

- Launched in 2013
- Junior Achievement's first micro-credential
- Designed to assess completion of the JA Company programme

## Who are the target learners?

- 15- to 19-year-olds, in secondary school

## What is its purpose?

- Passing demonstrates learners have successfully acquired entrepreneurial knowledge, skills and competences provide an internationally recognised qualification able to improve students' job prospects

## ESP BY THE NUMBERS



From 15 to 67 Countries



10,000 Schools



~70,000 Students certified



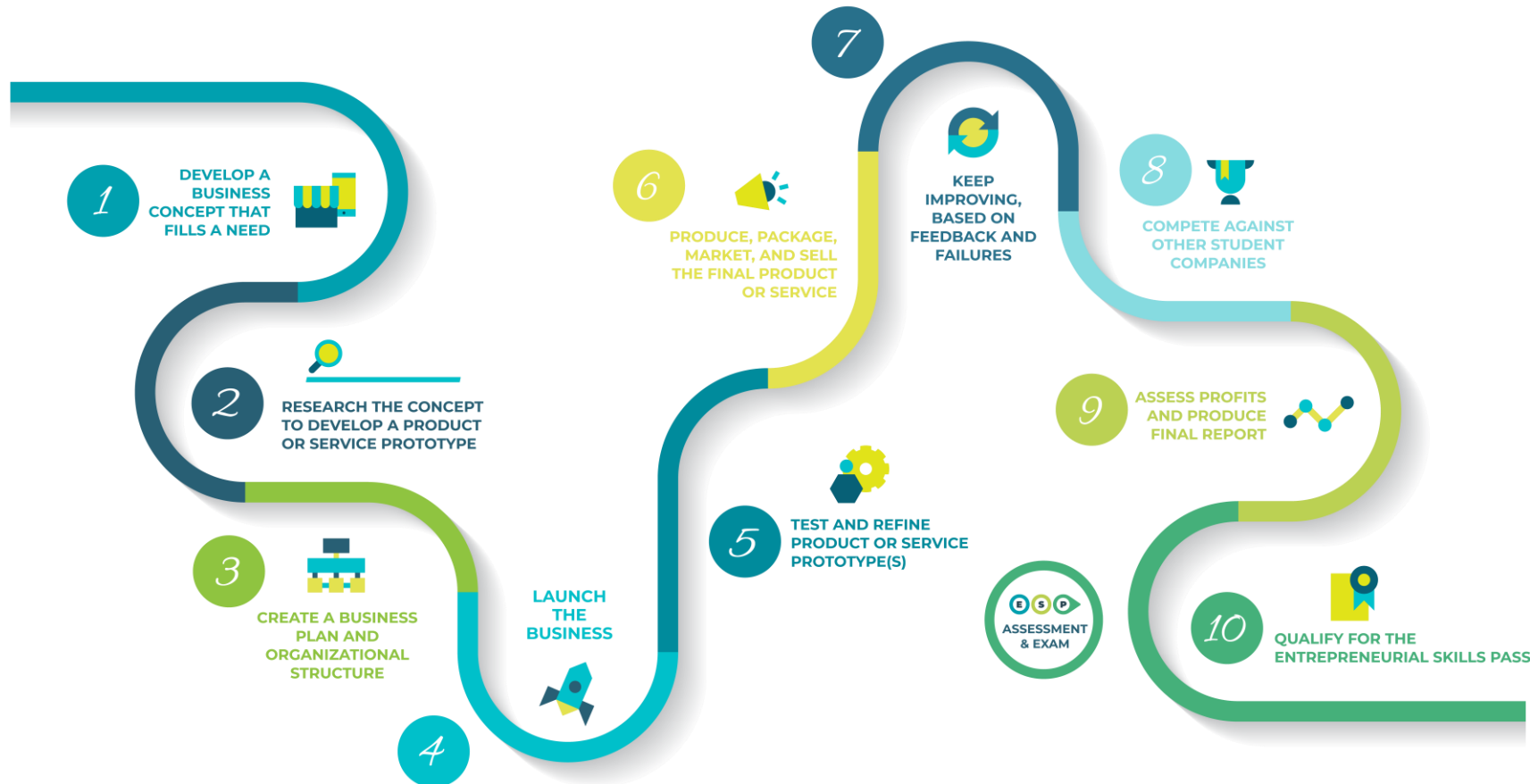
From 1 language to 26

# JA Company programme



## Road to Entrepreneurship

JA Company Program x Entrepreneurial Skills Pass



“We are running this process ourselves. Teachers trust us and, in the end, teachers want results. Of course there is supervision from them, but we are free to manage and arrange everything. At the very beginning, we had some guidelines, and we asked for help when we needed it, but we did it all by ourselves.”

JA Company Program student

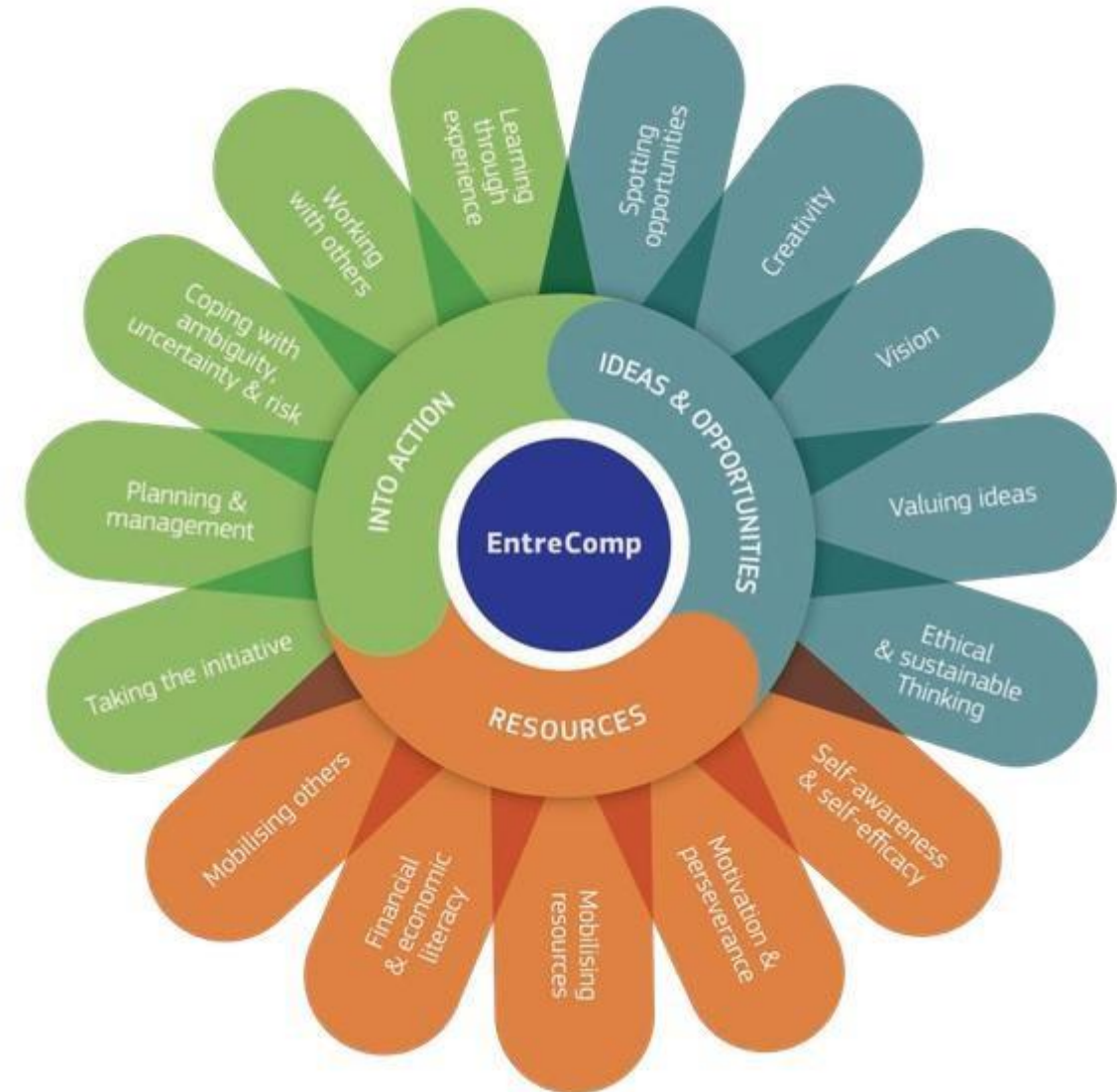
# Learning Outcomes



The ESP addresses a variety of entrepreneurship competences covering all components - **knowledge, skills and attitudes**.

## 4 Main Themes:

- General understanding of organization
- Main steps & legal requirements
- From idea generation to the market
- Financial resources & budgeting



# The challenge



ESP is a **global micro-credential** but Company programme is **delivered in 100+ countries**, each adapting content to their **local context**.

**How can we design a single assessment that encompasses such diversity?**



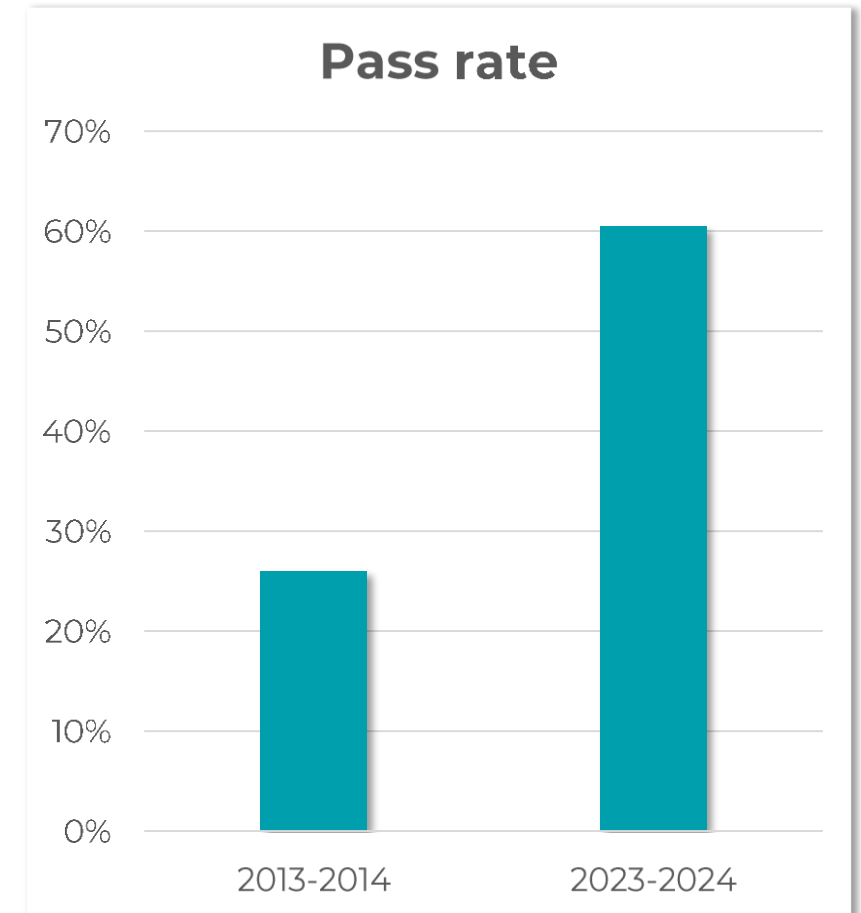
# The solution



ESP as a tool providing both a **certification for students** and a **feedback loop for educators**.



**Proven Impact:** Analysis shows stronger programme alignment leads to better student performance on the ESP.





# How do we provide value to the learners?



# Creating an ESP Ecosystem



Key stakeholders endorsing ESP

**Ministry of Education of Bahrain**

**University of Bahrain and Bahrain Polytechnic University**



## Further Opportunities

In-line with Bahrain's Economic Vision 2030 goals for continued economic development, Bahrain Maritime & Mercantile International Group Alorsa Scholarship Program launched by BMMI is granting 20 INJAZ ESP and Company Program students with scholarship to access 2 Universities (University of Bahrain or Bahrain Polytechnic).

JA Bahrain is also providing CEO Job Shadowing for top 5 scorers on ESP.

Other incentives:

- Internship opportunities
- Free learning Courses



## Key Partnerships

JA Bahrain also engaged not only but key private companies to provide internship opportunities for ESP holders. In 2024 they had collaboration with 5 different companies:

- Bapco Refining
- National Bank of Bahrain
- Bank of Bahrain and Kuwait
- Al Salam Bank
- Gulf Hotels



## Learning Opportunities

JA Bahrain has a collaboration with KPMG which provides access to the following courses for those who hold the ESP certificate:

- Cyber Security
- Negotiation Skills
- Personal Data Protection
- Presenting with Impact
- Time and Stress Management
- UN Sustainable Development Goals

# The future of ESP



Introduce modular and stackable micro-credentials with on-demand skills easily plugged into the assessment depending on the needs of learners and markets.



**ESP Emerging**



**ESP Skilled**



**ESP Expert**

Badge  
Names

Key Themes

**Building an  
innovation mindset**

**Human centred design  
and prototyping**

**Entrepreneurship  
in action**

On-demand  
new skills

**Durable Skills for Entrepreneurship**

**AI and GenAI**

**Sustainability**

**Project Management**

**Any new skill can be added flexibly as needed**



# Thank you!



Visit [gen-e.eu](https://gen-e.eu) and [jaeurope.org](https://jaeurope.org) to see our impact.



**Dmitrijs Kuļšs**

European Centre for the  
Development of  
Vocational Training  
(Cedefop), Greece.

## **Intervention 2**

# **Entrepreneurship competences in VET: Insights from a European study**

- Expert at Cedefop, specialising in key competences and vocational education and training (VET) policies and systems.
- Has led a European study on entrepreneurship competence in VET since 2021, carried out as part of Cedefop's key competences project.
- Headed the higher education and research sectors at Latvia's Ministry of Education and Science, before joining Cedefop in 2013.
- Master's in Finance and a PhD in Education at the University of Latvia.



CEDEFOP

European Centre for the Development  
of Vocational Training



# Entrepreneurship competence in VET

Insights from a European study





CEDEFOP

European Centre  
for the Development  
of Vocational Training

- EU decentralised agency since 1975
- vocational education and training (VET), skills and qualifications
- disseminates knowledge, provides evidence and services for policy-making, including research-based conclusions, and facilitates knowledge sharing among and between EU and national actors

# Union of Skills 2025



Brussels, 5.3.2025  
COM(2025) 90 final

COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN  
PARLIAMENT, THE EUROPEAN COUNCIL, THE COUNCIL, THE EUROPEAN  
ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE  
REGIONS

**The Union of Skills**

Entrepreneurial  
skills gap

Boost entrepreneurship  
education at all levels

# ENTREPRENEURSHIP COMPETENCE

## Main research questions:

To what extent, and how, do the dimensions of VET entrepreneurial learning ecosystems facilitate acquiring entrepreneurship competence in Europe?

Which policies, methods, tools and approaches best support embedding entrepreneurship competence in VET?



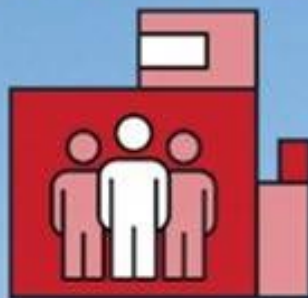


# OUR DESK AND FIELD RESEARCH



**36**

Policy-makers,  
VET experts &  
social partners  
(interviews)



**71**

VET provider  
managers,  
including companies  
(interviews)



**167**

Teachers  
and trainers  
(interviews)



**64**

VET graduates  
(interviews)



**43**

Learners  
(focus groups)



**727**

Policy and VET  
provider documents

# VET PROVIDERS VISITED

## AUSTRIA

- Geberit
- Zumtobel Lighting GmbH
- Business Academz Mazgasse, Wien 13 (HAK)
- Higher College for Engineering Wolfsberg (HTL Wolfsberg)
- Fashion School Hallein (Modeschule Hallein)
- Institute for Economic Promotion of the

## CROATIA

- Secondary school of tourism and hospitality Osijek
- Commercial School Instituto professionale Buje
- Varaždin School of Economics
- Technical School Ruđer Bošković
- Harburg-Freudenberger Belišće Ltd
- Hotel Waldinger Osijek

## FINLAND

- Jyväskylä Education Consortium Gradia
- Finnish Institute for Enterprise Management
- Vamia
- Turku Vocational Institute
- Stadin AO, Helsinki Vocational College and Adult Institute
- Savo Municipal Federation of Education Samiedu Vocational College

## FRANCE

- Lycée professionnel Saux-Maraais
- Ecole de Production de Besançon
- CFA
- Chamber of commerce and industry
- Lycée Saint Bégnine
- Lycée des Marcs d'Or

## ITALY

- IAL FVG
- I.C. Primiero
- I.I.S. Lancia
- I.I.S.T.A.S. Spallanzani
- I.S.I.S. Facchinetti
- IST.T. Costa

## LATVIA

- Riga State Vocational Technical School
- Ogre Vocational Technical School
- Ventspils Vocational Technical School
- Liepāja State Vocational Technical School
- Rimi
- Liepājas Papīrs

## SPAIN

- CIFP La Costera
- CIFP Nicolás Larburu
- CIFP Río Tormes
- CIFP Comunicación, Imagen y Sonido (CISLAN)
- IES Francisco Tomás y Valiente
- Institut Escola del Treball

## SWEDEN

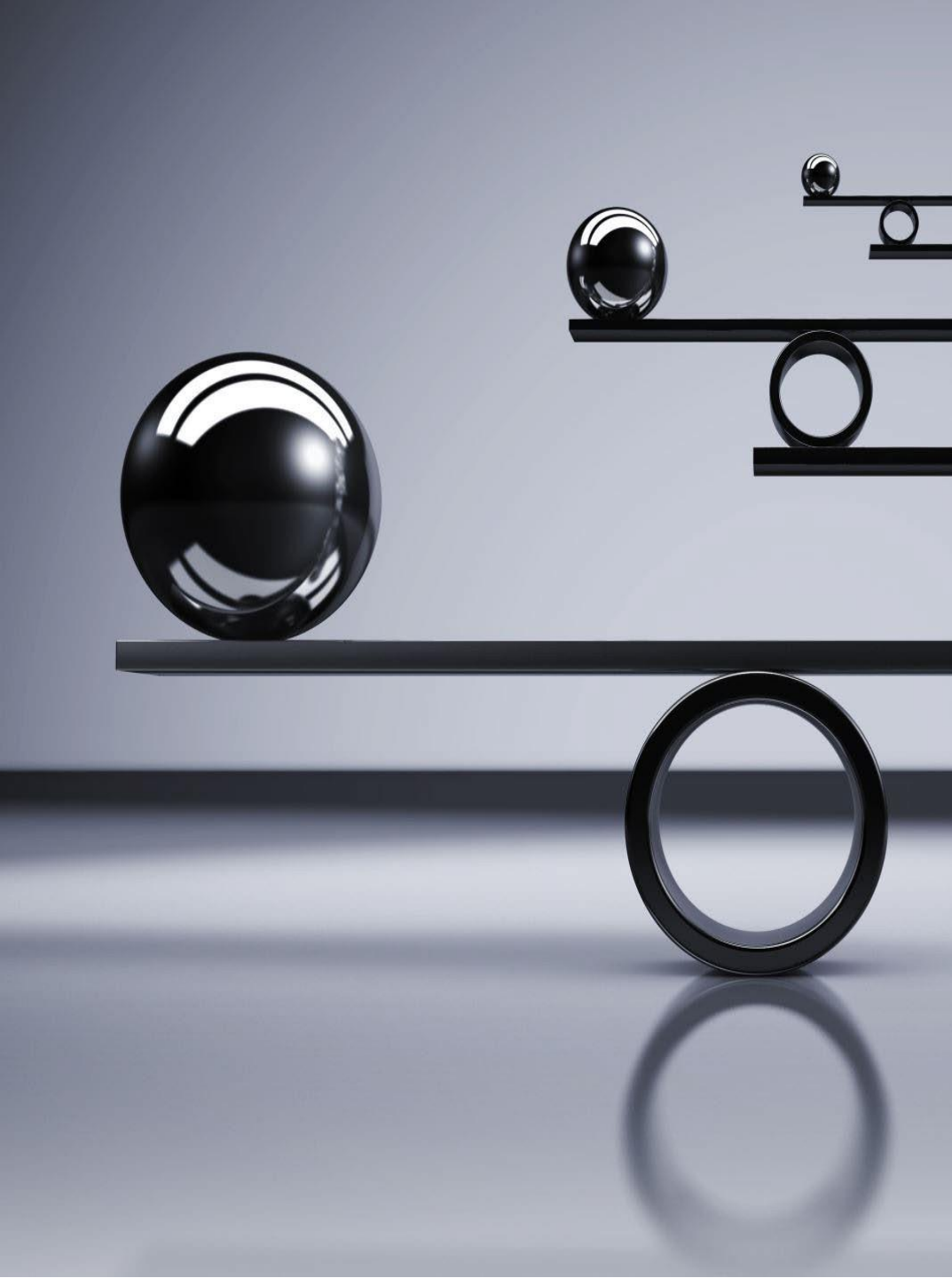
- Luleå kommun Gymnasium
- Praktiska gymnasiet i Luleå
- Changemaker Educations
- Malmö lärlingscenter
- Peab-skolan
- Lärlingsakademin



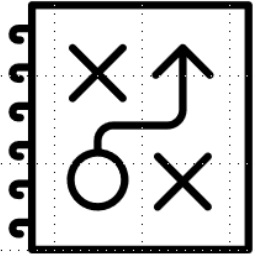
# 8 CASE STUDIES AND A SYNTHESIS REPORT PUBLISHED



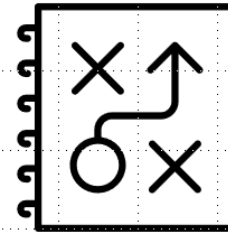




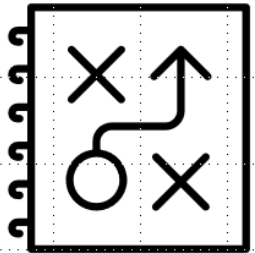
# FIVE PARADOXES



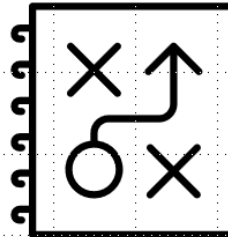
**1. The conceptual paradox:** is the term 'entrepreneurship' supporting or hindering the development of the competence?



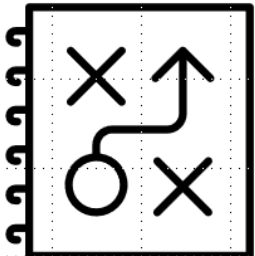
**4. The employability paradox:** does entrepreneurship competence improve the employment prospects?



**2. The curricular paradox:** dedicated modules/subjects or cross-curricular approach?



**5. The policy paradox:** do those who act on policies participate in designing them?

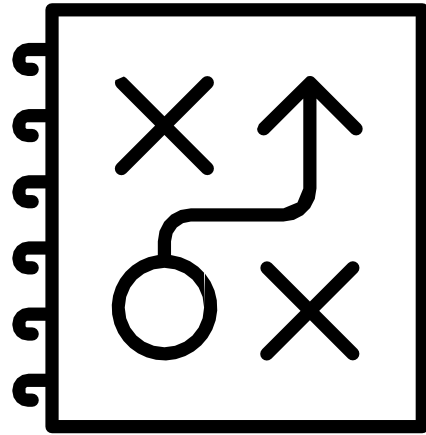


**3. The implementation paradox:** broad goals versus narrow actions

## Disclaimer

- **Paradox thinking is not about opting for one way or the other.** Each paradox represents an opportunity to question our assumptions, reconsider our methods, and reshape our understanding of entrepreneurship in the VET context





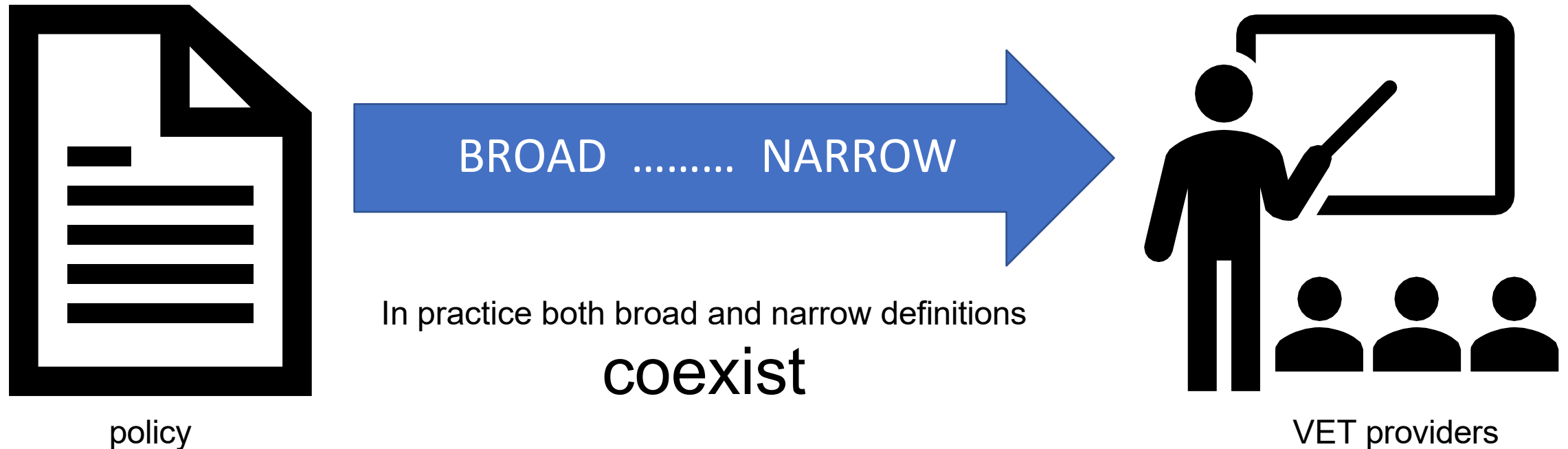
1. The conceptual paradox: is the term 'entrepreneurship' supporting or hindering the development of the competence?



VET teachers often  
have mixed feelings  
about the nature and  
definition of  
entrepreneurship

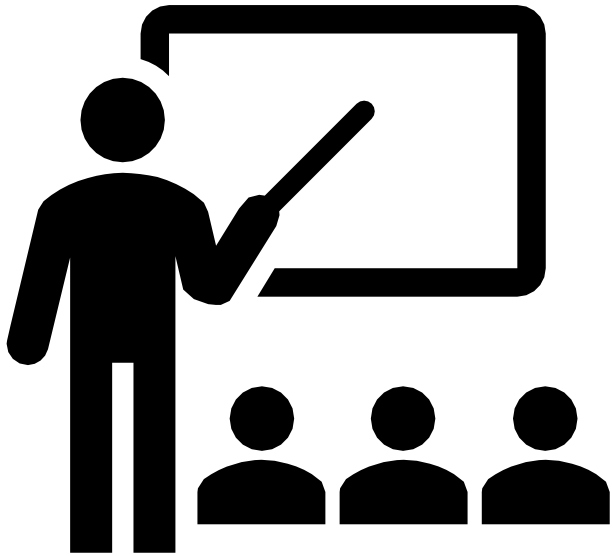
# The many meanings

The concept of entrepreneurship competence varies among and within countries





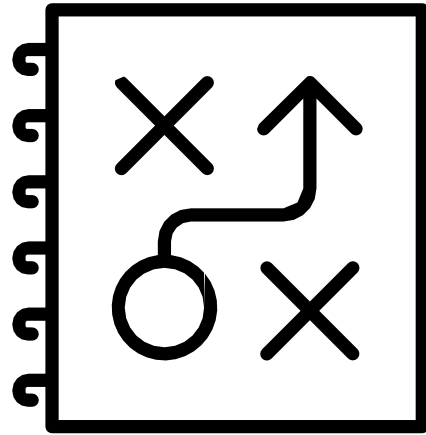
# The many meanings: VET provider level



- More business-related than transversal
- The way the competence is approached depends on the VET programme: occupation-specific, professional requirement, transversal
- A part of the skillset, enhancing employability

# The way forward?

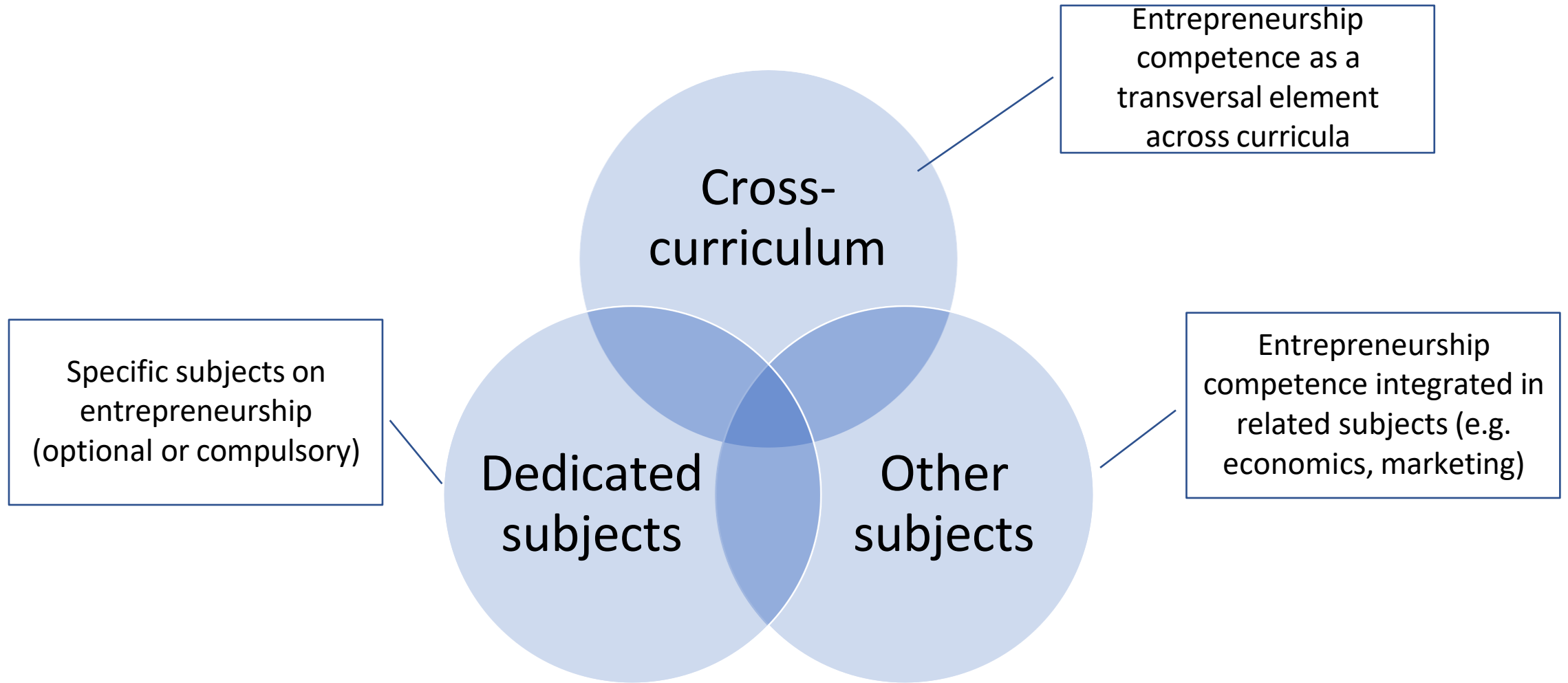
- Clarifying the goals of entrepreneurship competence
- Transversal competence for all (raise awareness of the broad concept)
- Selected learning outcomes (less than 400+) paired with assessment
- Teacher training and leadership training are key tools to understand the entrepreneurship competence. It is about clarifying how to do it and how practices can be created. Training and guidance are crucial tools
- Networking, collaboration (not only with companies)



2. The curricular paradox:  
dedicated modules/subjects  
or cross-curricular approach?



# Curriculum frameworks



# Learning outcomes in dedicated subjects (Sweden)

**Entrepreneurship, 100 credits (compulsory in four VET programmes and optional in others)  
(Skolverket, 2023a)**

- understanding of what entrepreneurship means for individuals, organisations, companies and society;
- ability to transform ideas into practical and goal-oriented activities to launch a project or simulated business[....]

**Entrepreneurship and business management, 100 credits (optional in 4 VET programmes where the 'Entrepreneurship' subject is compulsory)**

- knowledge of the different types of companies and their operating conditions in the form of laws and other regulations and other conditions affecting the companies' operations [...]



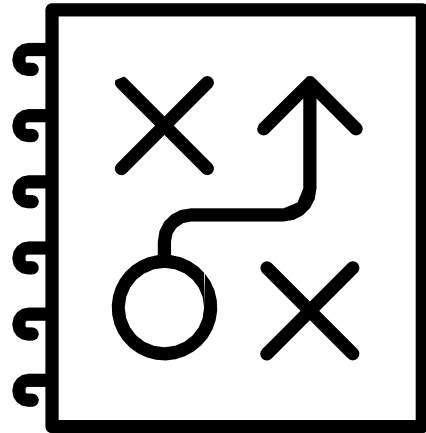
## Challenge

- The introduction of these modules eventually led to the partial abandonment of interdisciplinary approaches.
- Before the modules were introduced, all teachers were responsible for teaching entrepreneurship competence in their subjects. Now, it seems that many of them now rely on a single teacher of the dedicated subject.



# The way forward?

- One approach doesn't fit all
- Dedicated subjects can boost entrepreneurship and make harm – use with caution and safeguard the interdisciplinarity
- Mixes approach as an option (still not a panacea)



3. The implementation  
paradox: broad goals versus  
narrow actions

# Developing entrepreneurship competence

*“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” (EntreComp)*



- mini-companies / virtual firms
- business start-up support...





# Teacher & trainer beliefs and training



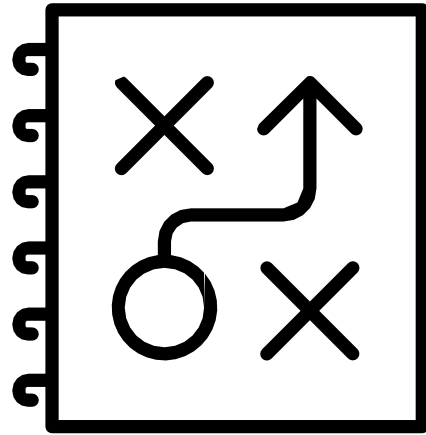
- Lack of industry experience
- Lack of time, overloaded curricula and excessive workload limit efforts to promote entrepreneurship competence
- Literacy, numeracy, socio-emotional, and technical skills should precede the development of entrepreneurship competence
- Unaware of previous efforts at primary/secondary level
- Lack of confidence, training and support to handle this topic, which is rarely covered in initial teacher training and optional at CPD level

# The way forward?

- Project-based learning, work-based learning
- Focus on a limited set of skills like teamwork, communication, and creativity, along with participation and engagement.
- Use of a variety of assessment activities (e.g. performance tasks, simulations, interviews, presentations) and tools (rubrics, scoring grids, portfolios, learning logs)
- Making the assessment a reality (it plays second fiddle to technical competences). Involving learners in the (self- and peer-) assessment process; and providing pertinent feedback

*“Real life situations are a key element in entrepreneurship pedagogy”*

**Olivier Toutain**, Burgundy School of Business, France



4. The employability paradox:  
does entrepreneurship  
competence improve the  
employment prospects?



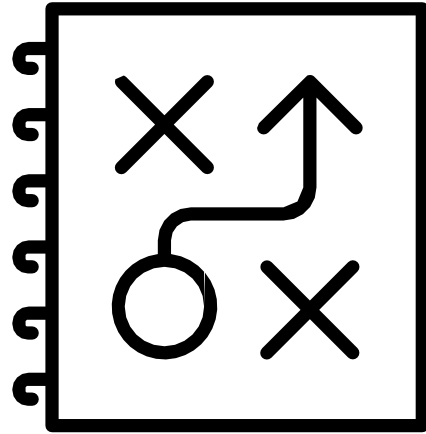
# Entrepreneurial mindset

*“Entrepreneurship competence increases employment prospects”*

**Christina Enichlmair**, Austrian  
Institute for SME Research

*“Companies offering entrepreneurship training might, in some cases, see it as a threat that employees might want to become competitors’ [...] If we view entrepreneurship as a broad set of skills, then companies that really care about results and development and care about open culture, internal culture, I think they value entrepreneurship competence a lot”*

**Anita Līce**, Employers’ Confederation  
of Latvia



5. The policy paradox: do those who act on policies participate in designing them?

# Challenges of translating policies into practice

- Not straightforward: the policies adopted are diverse, making generalisations difficult
- Top-down models don't always capture the complexity of policymaking in multi-level systems; countries are selecting measures that align with their objectives
- Local/regional developments sometimes precede the related national and European policy
- Keeping track of policy changes (especially high-level policies) is a challenge for VET principals, teachers and trainers
- Assessing the impact of policies is a challenge

# Thank you



## Embedding entrepreneurship competence in vocational education and training in Europe



#KeyCompetences  
[www.cedefop.europa.eu](http://www.cedefop.europa.eu)







**Alessio Cavicchi**

University of Pisa, Italy

### Intervention 3

## Building bridges: enhancing entrepreneurial education and regional Innovation. The case of Contamination Lab in Pisa

- Full Professor of Agribusiness, Rural Development, and Branding at the University of Pisa.
- Rector's Delegate for the Promotion of Entrepreneurial Culture and Innovation.
- His research focuses on rural development, innovation, and university-business collaboration.
- PhD in Economics of Food and Environmental Resources from the University of Naples and Master's in Food Economics and Marketing at the University of Reading.



**Circle U.**  
European University Alliance



# Building bridges: enhancing entrepreneurial education and regional Innovation. The case of Contamination Lab in Pisa

**Alessio Cavicchi**

Rector's Delegate

Promotion of Entrepreneurial Education and Social Innovation

[alessio.cavicchi@unipi.it](mailto:alessio.cavicchi@unipi.it)

# Entrepreneurial education and social innovation

## What is the Contamination Lab?

The Contamination Lab Pisa (CLab Pisa) was initially established as a laboratory to provide entrepreneurial education to potential startups.

Over time, it has evolved into a project focused on **entrepreneurship education and innovation** culture with **two** main objectives:

- offering **training** on entrepreneurship and innovation to the entire academic community;
- facilitating **relationships** between the University and the territory to co-create regional projects and grow an innovation ecosystem,



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DI PISA

# Participants until 2023

Editions	PhD+ 2018	CyB+ 2018	PhD+ 2019	CyB+ 2019	PhD+ 2020	CyB+ 2020	PhD+ 2021	CyB+ 2021	PhD+ 2022	CyB+ 2022	PhD+ 2023	CyB+ 2023
Part.	176	43	84	39	82	36	159	84	160	35	122	29



**+1200**  
PARTICIPANTS



**+ 120**  
INNOVATIVE PROJECTS



**+ 50.000**  
EUROS IN PRIZES



**19 Start-ups (from 2011)**







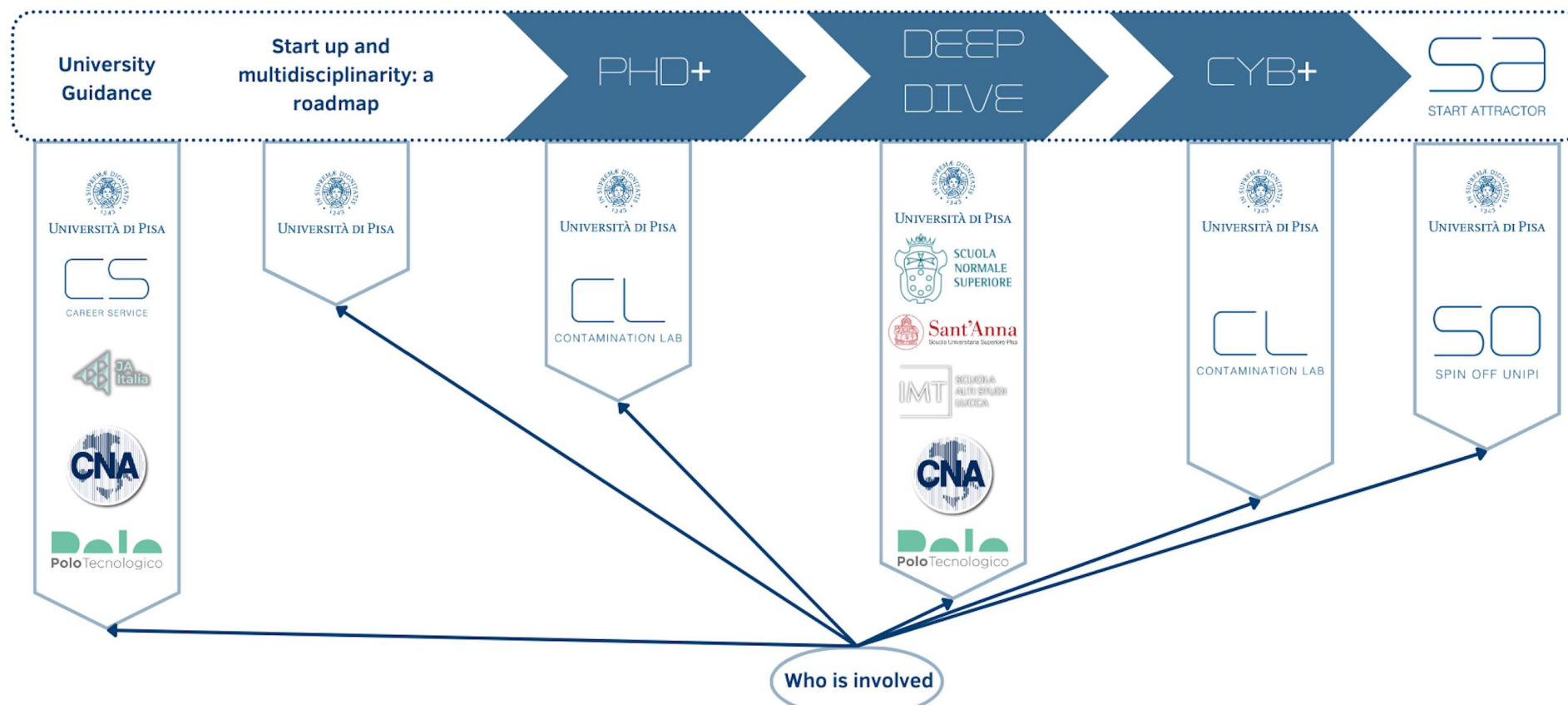
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DI PISA

# New governance @ UNIPI

TE  
TRASFERIMENTO  
TECNOLOGICO

CL  
CONTAMINATION LAB

UNIVERSITÀ DI PISA





UNIVERSITÀ  
DI PISA



UNIVERSITÀ DI PISA

University  
Guidance

Start up and  
multidisciplinarity: a  
roadmap

PHD+

DEEP  
DIVE

CYB+

SA  
START ATTRACTOR

## Entrepreneurship Training 2022-2023

- **PhD+ (Basic Course: Master's students, PhD):** 30 students – Topics include "inclusion" and "sustainability"
- **CYB (Advanced Course):** 30 students
- **Hackathons + Start For Future:** Entrepreneurial Education, Business Innovation, and Mobility



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## 2023-2024 – CLAB activities

- Participation in Guidance activities with High Schools activities for **High Schools**: Ideas in Action, Business in Action, Young Talks (with Camcom, CNA, Polo Navacchio, and Junior Achievement)
- New cross-disciplinary course: Start-up and Multidisciplinarity (n. 108 participants)
- **PhD+**: Shorter version integrated with the cross-disciplinary course (n. 66 participants)
- **CYB+**: With more targeted coaching for start-up development (9 teams, n. 40 participants)



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## 2023-2024 – CLAB activities

- **DEEP DIVES:** 6 vertical insights (Fashion, Wellness, Deep Tech, etc.) with the Innovation Ecosystem (Polo Navacchio, National Confederation of Crafts and Small and Medium Enterprises, Normale, Sant'Anna, School for Advanced Studies Lucca, Junior Achievement)
- 2 **BOOTCAMPS** for PhD with Challenge-based and Service learning methodology ("Tenuta di Suvignano" confiscated from the mafia, and Centro Avanzi)
- Transnational Challenges, Bootcamps, Hackathons (student and faculty mobility)





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## Background context: Co-creation for sustainability and Civic Universities

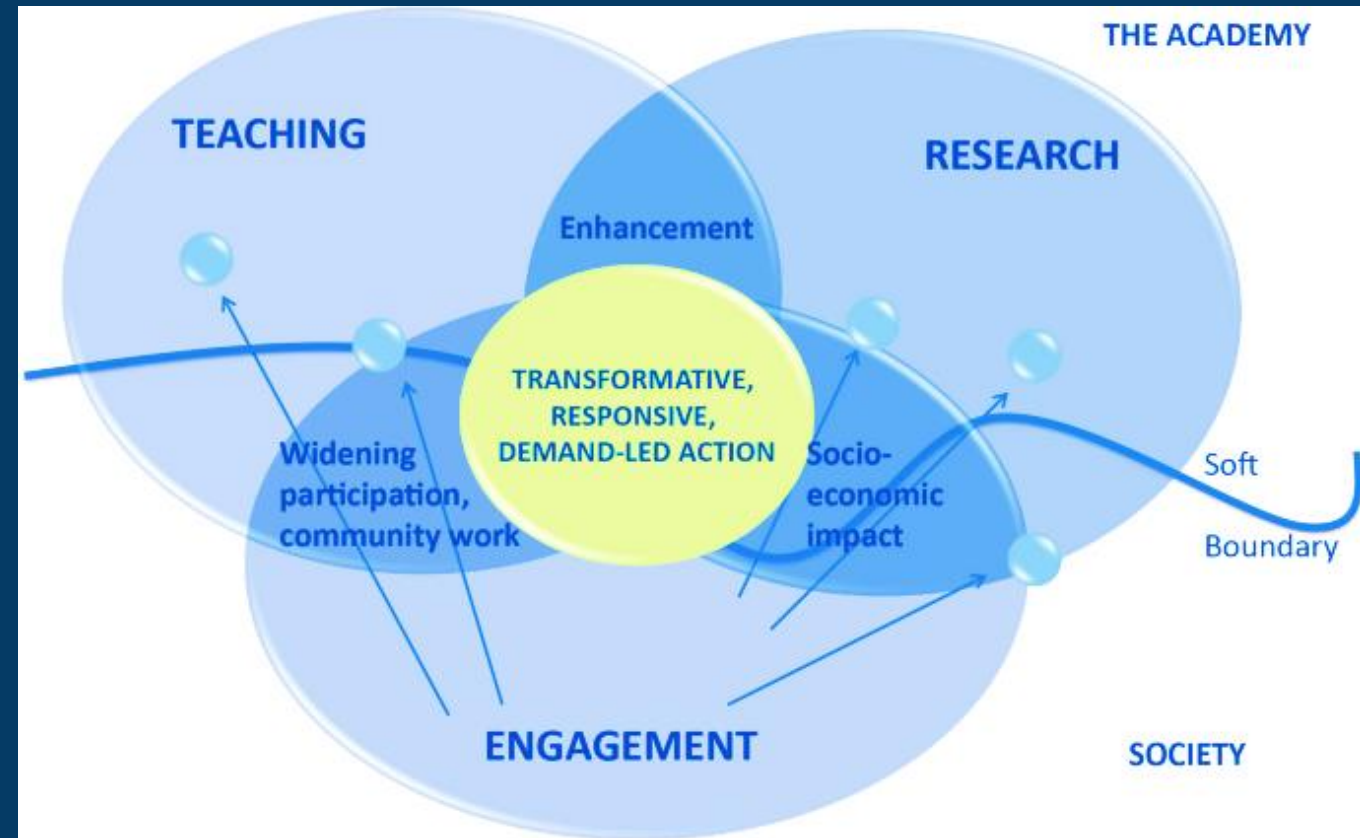
1. Concrete solutions for sustainability need to be co-created by multiple actors, such as universities, local government, communities, economic actors and civil society (Trencher *et al.*, 2014).
2. Transformative university: “a multi-stakeholder platform engaged with society in a continual and mutual process of creation and transformation”.
3. Civic University: University can thus be conceived as an active agent able to create networks between local systems of knowledge and broader national and international circuits of knowledge and expertise (Atterton & Thompson, 2010).



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DI PISA

## Co-creation for sustainability and Civic Universities

- ❖ Communities of Practice / Living Labs
- ❖ Constructivist Approaches:
  - Problem-based learning;
  - Location-based learning;
  - Service-based learning;
- ❖ Stakeholder engagement;
- ❖ Empowerment of local community;
- ❖ New role for scholars and tutors;
- ❖ Self-awareness of Public Administration




Goddard, Hazelkorn, Kempton and Wallace (2016)

[Start For Future](#) is an initiative promoted by an international network of more than 30 European universities and incubators (including the University of Pisa with the Contamination Lab), funded by the European Union through the European Institute of Innovation and Technology (EIT).

Individual talents and teams have the opportunity to grow their innovative sustainable business idea – inspired by the SDGs – thanks to the resources and contacts of the industrial partners that are part of the network. The goal is to grow and strengthen these ideas to transform them into scalable, sustainable, and impactful business models.

There are many online initiatives and communities to share info, good practices and calls for innovators...






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## Innovation Hub Pisa

E +85
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[Joined ▾](#)

[Live feed](#)
[Members](#)
[Events](#)



**Post**



**Russell W. Davis**

a month ago

Join us in Revolutionizing Healthcare with AI and Genetics

We're seeking passionate individuals—Professors, Scientists, Students, SMEs, and Startups—to collaborate on groundbreaking research in AI-Assisted Health, Large Language Models, and Polyamine-Genetics-PGX Genotyping.

Our Vision:

Early Disease Detection: Develop a saliva-based pre-screening tool capable of identifying early-stage diseases 2-3 years before traditional methods.

⋮

### About

**Welcome to the Pisa Innovation Hub Community.**

Our mission is to bring together the actors from the Pisa (and surroundings) entrepreneurial ecosystem to co-create innovation at the regional and international level, by addressing compelling social and environmental challenges with the help of digital technologies and deep tech, through knowledge and experience sharing, entrepreneurial education, and to inform members about start-up creation, acceleration and assistance opportunities at local and international level.

This space is particularly dedicated to the exchange among students, alumni, educators and researchers, founders/startups and spin-offs from the University of Pisa, Scuola Normale Superiore, Sant'Anna School and IMT Alt Studi Lucca, Polo Tecnologico di Navacchio, CNA Pisa, members of trade associations, entrepreneurship education organisations (e.g.: Junior Achievement), industry experts, consultants, investors, innovation hubs, public-private incubators/accelerators from the Pisa province and beyond. It is open to all the curious people that would like to support the implementation of this Hub as an interdisciplinary transformation-oriented knowledge/experience exchange platform, where


[REGIONAL ECOSYSTEMS](#)
[EVENTS & STORIES](#)
[SFF COOPERATIVE](#)
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## Members

### Countries

Talents annually

### Start-ups annually



### For students

## For industry

## For investors

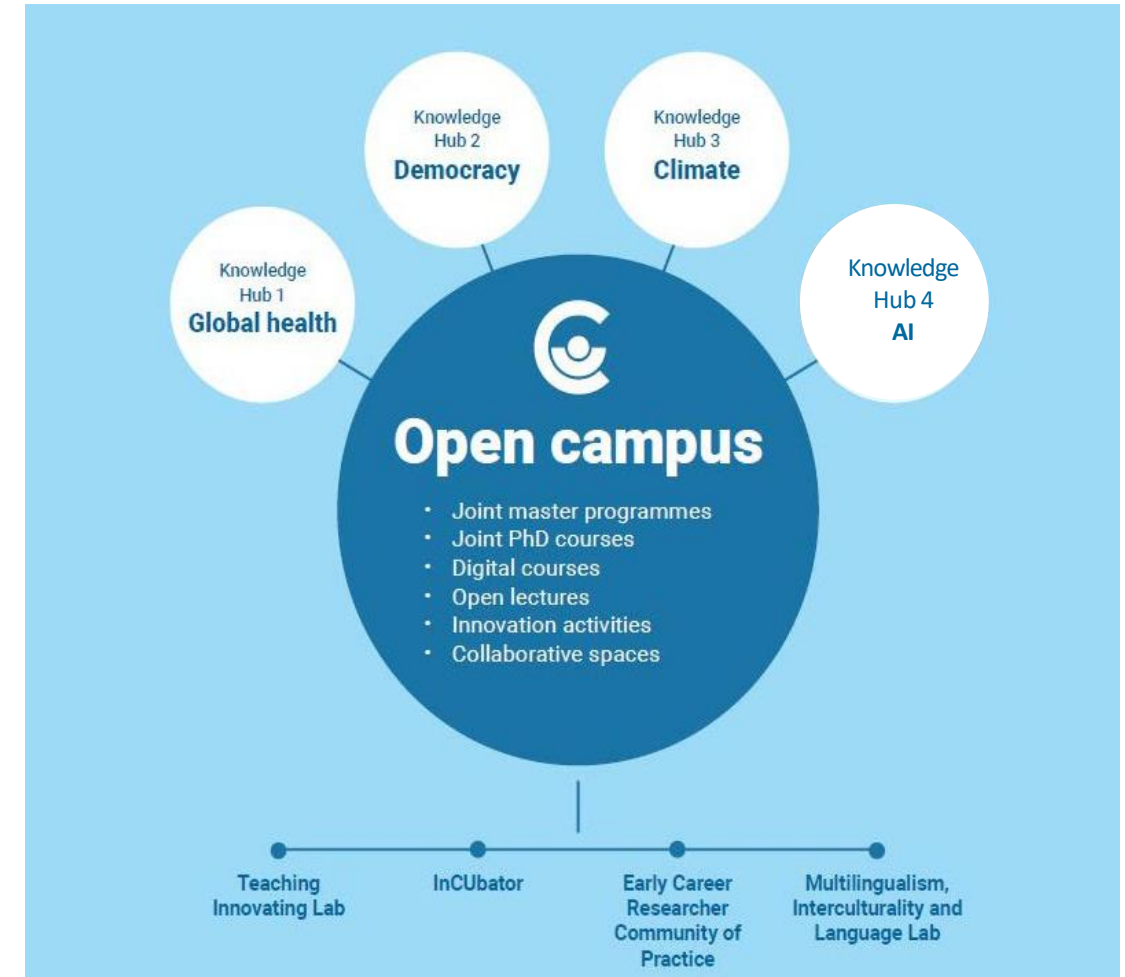
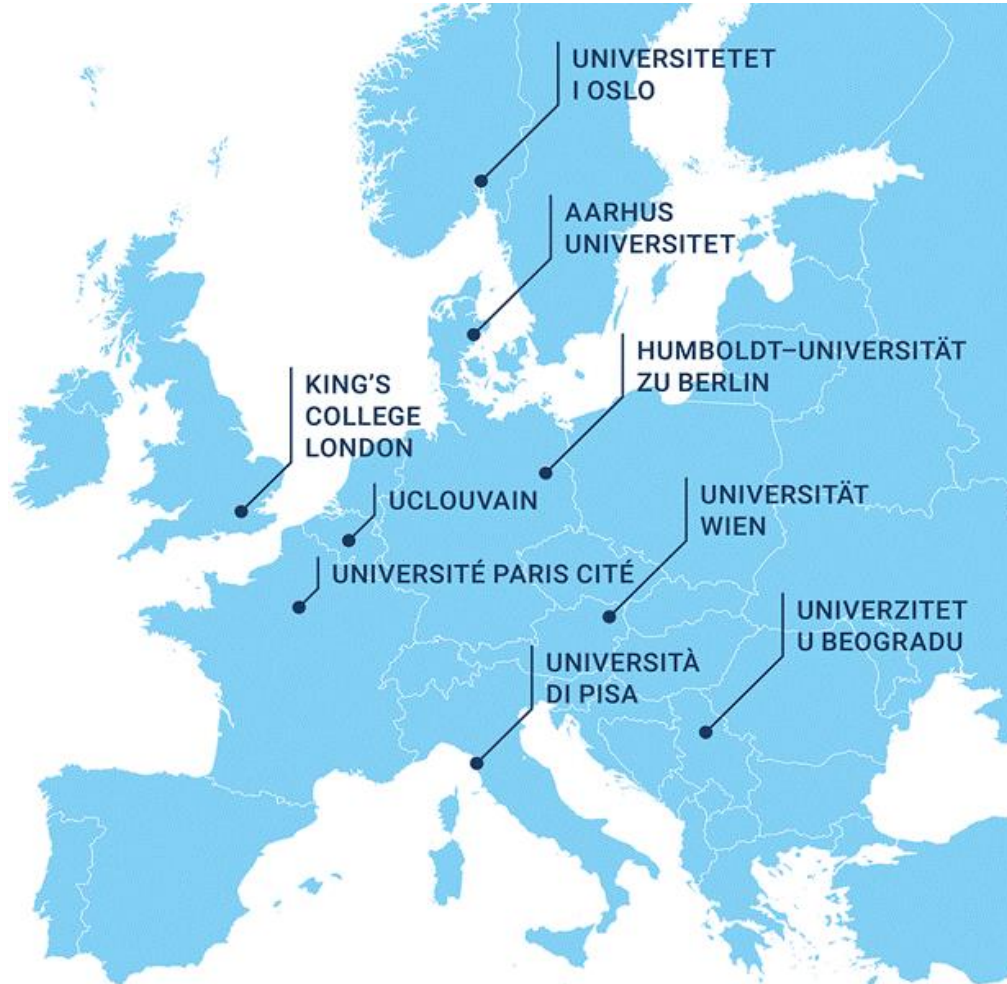
**For universities & incubators**

### For innovative thinker

Gain access to emerging talents, forge strategic partnerships, and tap into a wealth of knowledge to tackle challenges collaboratively. Utilize our 'opportunity feature' to engage with startups, post internships, and connect with entrepreneurial talents across 30 European countries. Leverage access to researchers, stay updated on events and tenders, and explore our international startup ecosystem. Join us and revolutionize your industry with our community!

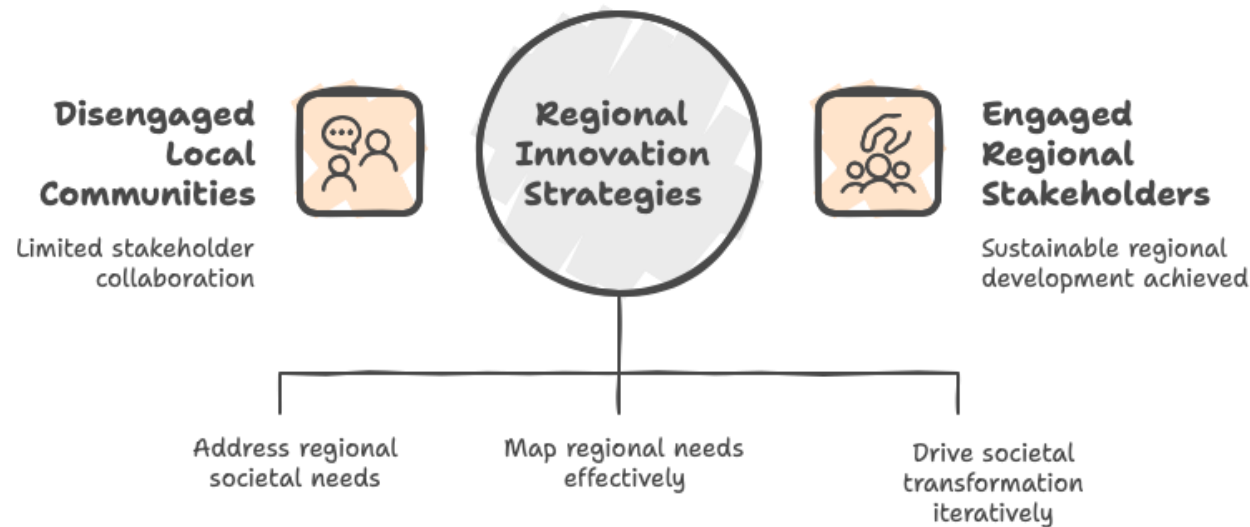


# CIRCLE U. ALLIANCE / WP5 STRENGTHENING SOCIETAL ENGAGEMENT



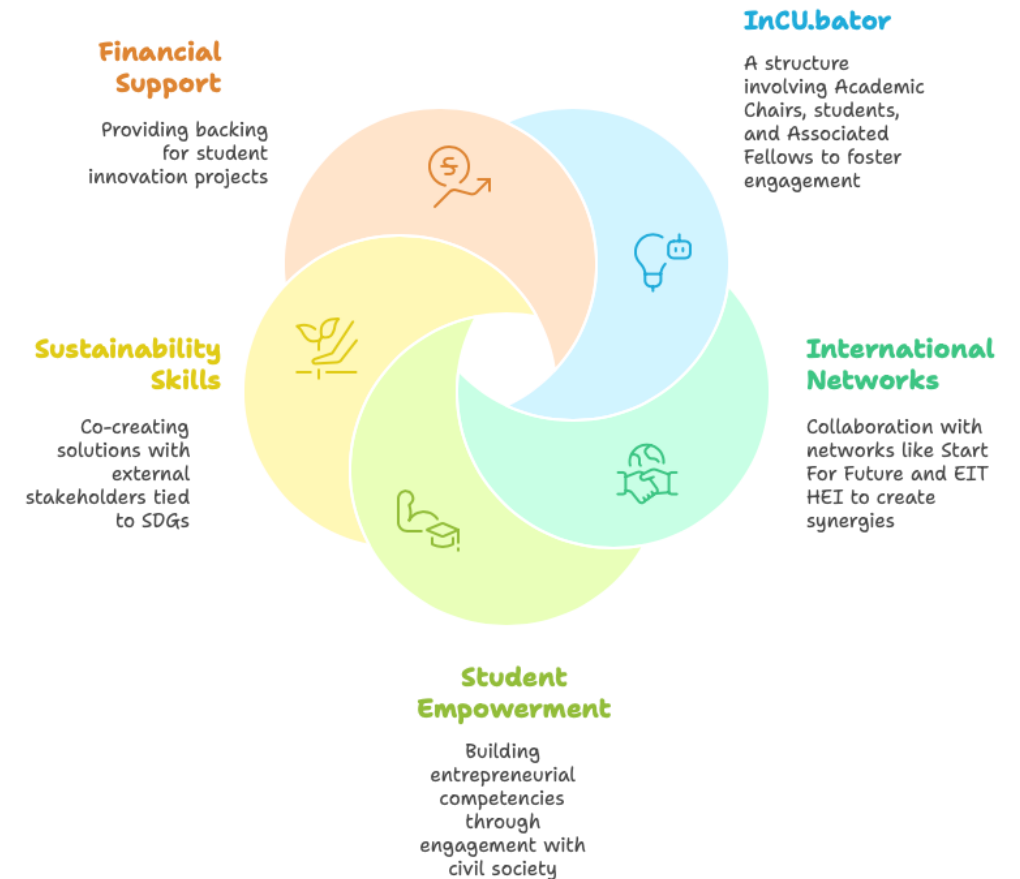
# CIRCLE U. ALLIANCE / WP5 STRENGTHENING SOCIETAL ENGAGEMENT

## Regional Innovation via Stakeholder Engagement



Made with Napkin

## Enhancing Societal Engagement in Circle U.

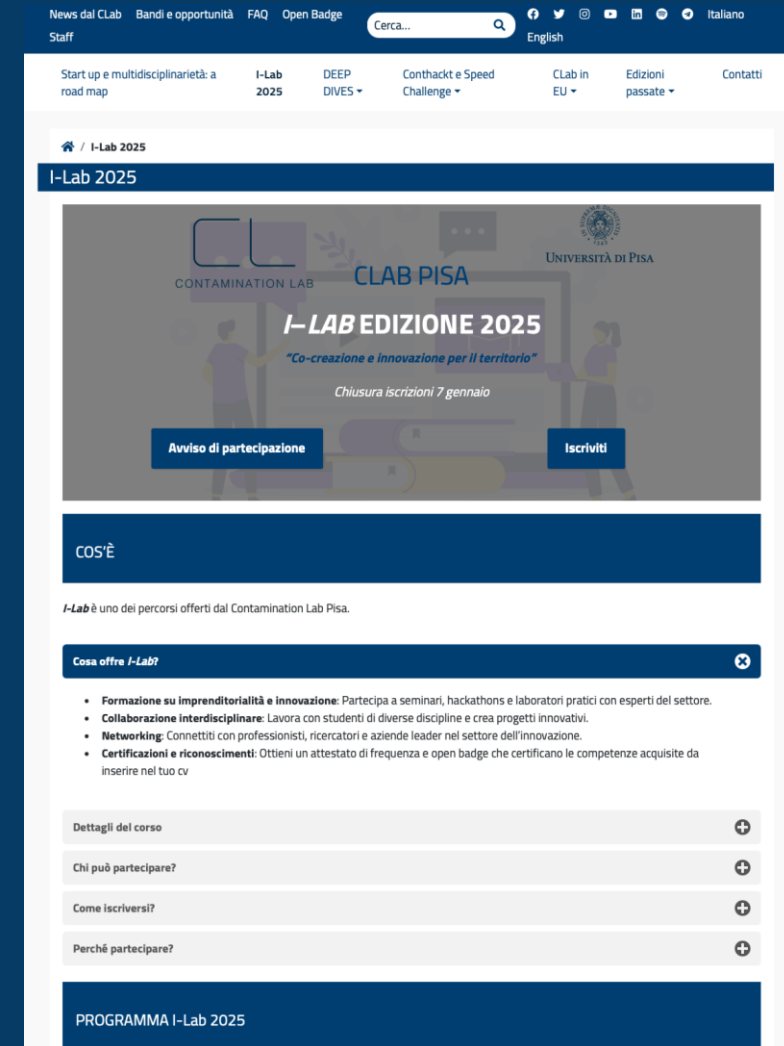


Made with Napkin

A new programme in 2025: «Co-creation and innovation for the territory»

To achieve these objectives, the Contamination Lab offers a series of activities throughout the year that provide transversal skills, essential in an era of ecological and digital transition.

These activities are mainly aimed at the figures of the **Innopreneur**, an innovator who creates value by focusing on sustainable, digital, or socially responsible solutions, and the **Innovation Broker**, a figure responsible for connecting individuals, organizations, and necessary resources to promote innovation, thus accelerating the development of new ideas, technologies, or practices.




The screenshot shows the website for the I-Lab 2025 program. The header includes navigation links for News dal Clab, Bandi e opportunità, FAQ, Open Badge, Staff, and a search bar. There are also social media icons and a language selector (Italiano/English). The main banner features the Clab Pisa logo and the text "I-LAB EDIZIONE 2025" with the subtitle "«Co-creazione e innovazione per il territorio»". It also mentions "Chiusura iscrizioni 7 gennaio" and has buttons for "Avviso di partecipazione" and "Iscriviti". Below the banner, there is a section titled "COS'È" and a list of activities offered by the I-Lab, including seminars, hackathons, and practical workshops. A sidebar on the right contains expandable sections for "Dettagli del corso", "Chi può partecipare?", "Come iscriversi?", and "Perché partecipare?". The footer mentions "PROGRAMMA I-Lab 2025".



# CIRCLE U. ALLIANCE / WP5 STRENGTHENING SOCIETAL ENGAGEMENT

## Entrepreneurial Change-making

This Circle U. roadmap towards innovation and sustainability is for anyone passionate about sustainability and eager to develop a sustainable business idea.

 Time and place: Oct. 16, 2024 5:30 PM – 8:00 PM, UCLouvain and online



Passionate about sustainability? Eager to develop a sustainable business idea? Starting online in October, the new edition of the Circle U. Entrepreneurial Change-making, is designed for you!

Open to all MA and PhD students, Entrepreneurial Change-making is a course that covers innovation and entrepreneurship to tackle major social, economic, and environmental challenges.

### Highlights:

- Online seminars by professors from various European universities and having very varied expertise
- Multicultural and multidisciplinary student teams
- Team facilitators guiding your business idea design

## SUSTAINABLE WINE INTENSIVE WEEK

The **Sustainable Wine Intensive Week** is an intensive program for master's students from Circle U. partner universities. This week-long experience brings together students from different countries to tackle real-world challenges posed by local stakeholders in Tuscany's wine and agribusiness sectors.



The programme, with contents both in Italian and English, is structured in **two phases**:

- **Online Phase** – Introductory seminars will provide students with key insights into the local wine industry and its challenges, laying the groundwork for practical activities.
- **In-Person Phase** – Participants will then spend a week in Tuscany, engaging in field visits to wineries, agritourism enterprises, and rural projects, applying their knowledge to real-world contexts.

Students will be divided into **international teams** to work on specific **challenges** provided by local companies. These challenges will focus on current issues in the wine industry, encouraging teams to collaborate and propose innovative solutions.

The Wine Week offers a blend of **theoretical learning** and **hands-on activities**, combining:

- **Seminars and lectures** led by industry experts.
- **Field visits** to local wineries and agritourism sites.
- **Team presentations** of proposed solutions at the end of the program.

With its focus on **collaboration**, **innovation**, and **experiential learning**, the Tuscany Wine Week offers students a unique opportunity to contribute to the wine sector's future while developing practical skills and building international networks.

## TENUTA LAB: SOCIAL INNOVATION BOOTCAMP

Located at the historic Suvignano Estate near Siena – confiscated from the mafia and reclaimed by the State – Tenuta Lab offers an immersive research experience that integrates food systems, rural innovation, ethics, and responsible entrepreneurship. Designed for MA/PhD students across disciplines, this intensive program fosters transdisciplinary collaboration to address contemporary challenges in agrifood, sustainability, and social impact.



Held from **June 9-13, 2025**, the bootcamp combines field-based research, design thinking, and entrepreneurial methodologies to develop innovative, community-driven solutions. Through hands-on projects, mentorship, and systemic analysis, participants engage with local stakeholders, policymakers, and business leaders to explore sustainable models for food production, circular economies, and ethical business practices.

By leveraging the unique context of Suvignano – a symbol of territorial regeneration and legal resilience – Tenuta Lab provides a dynamic learning environment where research translates into action. The program promotes impact-driven scholarship, equipping PhD students with the tools to co-design transformative interventions that bridge rural and urban food ecosystems while reinforcing cultural heritage and economic resilience.

### Program Highlights:

- **Just-in-Time Learning**: Practical information is delivered when needed, ensuring relevance and immediate application.
- **Active Learning**: Participants engage in exercises, case studies, simulations, and creative, non-formal education sessions to foster teamwork.
- **Mentorship**: Expert mentors provide ongoing feedback and personalized support to guide participants through the learning process.
- **Collaborative Focus**: Group projects, discussions, and interactive activities promote knowledge sharing and problem-solving.
- **Adaptable Agenda**: The program remains flexible, incorporating personalized sessions to meet the evolving needs of participants.



# Some takeaways

## Pedagogical Innovation and Challenge-Based Learning

- Both alliances support the development of **innovative educational formats**, such as:
  - The “**Tenuta Lab**” bootcamp, a challenge-based learning experience for PhD students, held on a property confiscated from the Mafia and repurposed for sustainable development
  - This model has been replicated in the **NPRR funded project ONFOODS** and is being proposed within Circle U. as a best practice

## Ecosystem Building and Territorial Engagement

- The alliances have catalyzed the creation of a **local entrepreneurial education ecosystem**, involving:
  - Universities (Pisa, Sant’Anna, Normale, IMT Lucca)
  - Schools, Junior Achievement Italia, CNA, and the Polo Tecnologico di Navacchio.
- This collaboration led to the launch of the “**Deep Dive**” format and the “**Innovation Hub Pisa**” section on the Start For Future platform, which aggregates opportunities for innovators



# Some takeaways

## Structural Transformation of the Contamination Lab

**The alliances have influenced a redefinition of the CLab's role:**

- From a standalone training program to a **node in a broader innovation infrastructure**
- Integration with **Start Attractor**, a new university initiative that now includes the former PhD+ and CYB+ programme
- Expansion of CLab's mission to include **internationalization, co-creation with regional partners, and systemic innovation**



Isolated  
Training  
Program

Limited impact on  
innovation



Central  
Innovation  
Node

Enhanced  
ecosystem with  
international reach



UNIVERSITÀ  
DI PISA

# Thanks!

**For further info**

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**<https://contaminationlab.unipi.it>**



**Isolated  
Training  
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**Central  
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international reach



**Luisa Esposito**

EIT Urban Mobility, Spain

## Intervention 4

### Flexible, inclusive, and future-ready: How EIT Campus supports lifelong entrepreneurship

- Education Project Manager with a strong track record in education reform, lifelong learning, and sustainability.
- She supports the development of flexible, modular learning pathways that foster entrepreneurial skills and mindsets across all stages of life.
- Committed to cross-sector collaboration and advancing education as a catalyst for entrepreneurship, inclusion, and sustainable development.
- Previous experience at the University of Cambridge focused on large-scale education transformation initiatives, involving strategic planning, stakeholder engagement, and interdisciplinary collaboration.



# EIT Campus

Flexible, Inclusive, and Future-Ready: How EIT Campus Supports Lifelong Entrepreneurship

*Luisa Esposito | EIT Campus / EIT Urban Mobility*

# The Changing World of Work and Learning

Career paths are non-linear.

Lifelong learning is no longer optional, it's essential.

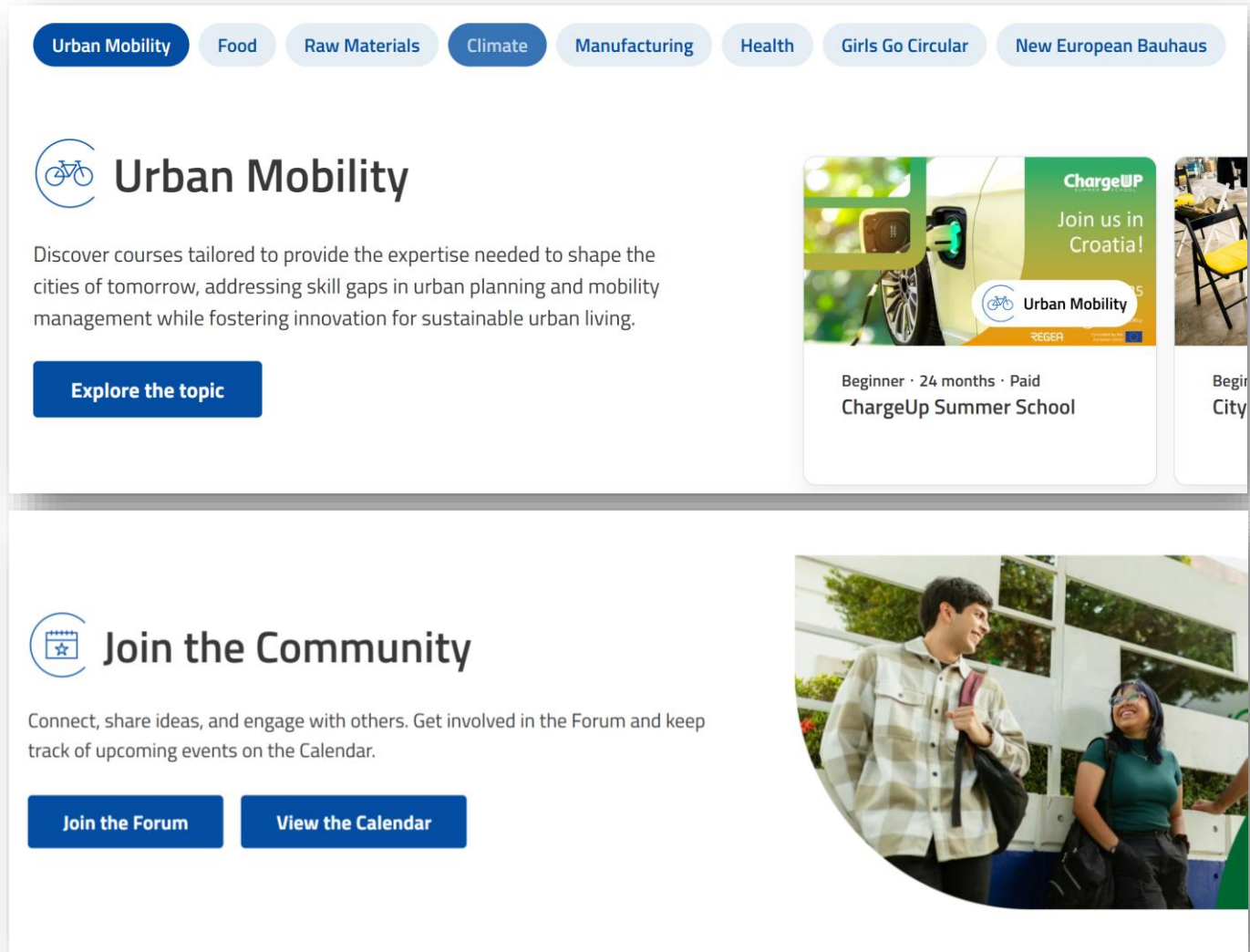
Skills, not just knowledge, drive future employability & social contribution.





# What is EIT Campus?

- Pan-European digital learning platform.
- Powered by EIT Knowledge & Innovation Communities (KICs).
- Interdisciplinary: urban mobility, climate, health, digital, energy, raw materials, and more.
- Combines education, innovation and entrepreneurship.



The screenshot displays the EIT Campus website interface. At the top, a navigation bar features several topic-based buttons: Urban Mobility (highlighted), Food, Raw Materials, Climate, Manufacturing, Health, Girls Go Circular, and New European Bauhaus. Below this, the 'Urban Mobility' section is prominently displayed with a bicycle icon. It includes a descriptive paragraph about tailored courses for urban planning and mobility management, followed by a blue 'Explore the topic' button. To the right of this section, there are two promotional cards. The first card, titled 'ChargeUP', promotes a summer school in Croatia, mentioning 'Beginner · 24 months · Paid' and 'ChargeUp Summer School'. The second card is partially visible, titled 'Begin City'. Below the Urban Mobility section, the 'Join the Community' section features a calendar icon and encourages users to connect, share ideas, and engage with others. It includes two blue buttons: 'Join the Forum' and 'View the Calendar'. On the right side of this section, there is a photograph of two young people, a man and a woman, standing outdoors and smiling.

## Challenges in Traditional Education:

Rigid and siloed learning structures.  
Limited real-world applicability.  
Slow response to evolving labour market needs.  
Access gaps for diverse learner groups.

## The Need for Flexible, Modular, Inclusive Learning:

Learning throughout life, at different stages.  
Modular courses & micro-credentials.  
Interdisciplinary pathways.  
Accessible to different audiences:

- Students & PhDs.
- Teachers & Teacher Assistants
- Researchers & practitioners.
- Policy makers & university staff.



# Entrepreneurship: A Lifelong Mindset

Not just about starting businesses.

Core entrepreneurial competences:

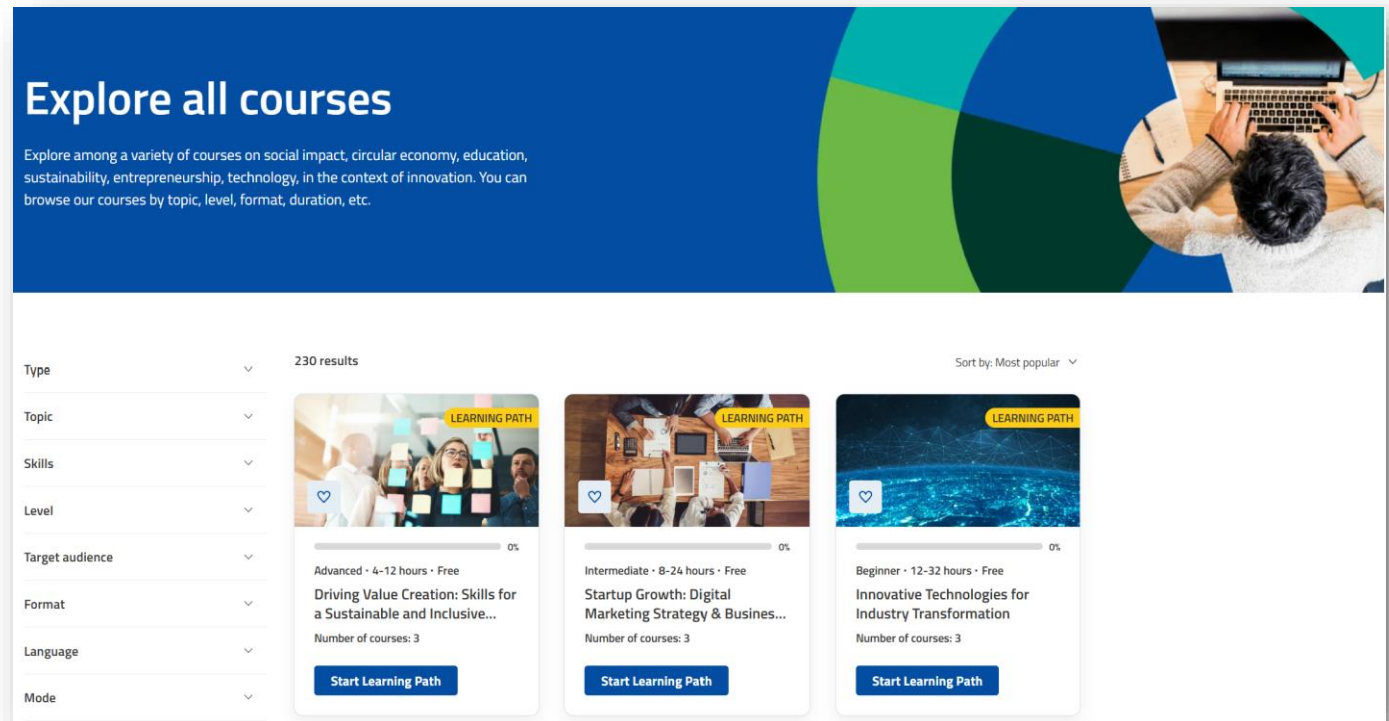
1. Problem-solving.
2. Creativity & innovation.
3. Resilience & adaptability.
4. Opportunity recognition.
5. Leadership & collaboration.

Relevant across all fields: academia, policy, industry, education.



# Our Approach to Lifelong Entrepreneurship and to these challenges

- Flexible, interdisciplinary learning pathways.
- Entrepreneurial competences embedded across domains.
- Applied learning: case studies, real-world projects.
- Opportunities for cross-sector, cross-disciplinary learning.



**Explore all courses**

Explore among a variety of courses on social impact, circular economy, education, sustainability, entrepreneurship, technology, in the context of innovation. You can browse our courses by topic, level, format, duration, etc.

230 results

Sort by: Most popular

**Learning Path 1:** Driving Value Creation: Skills for a Sustainable and Inclusive...  
Advanced • 4-12 hours • Free  
Number of courses: 3

**Learning Path 2:** Startup Growth: Digital Marketing Strategy & Business...  
Intermediate • 8-24 hours • Free  
Number of courses: 3

**Learning Path 3:** Innovative Technologies for Industry Transformation  
Beginner • 12-32 hours • Free  
Number of courses: 3



# Examples of Flexible Learning for All Audiences

- **Students:** develop entrepreneurial competences alongside studies.
- **PhD & Researchers:** translate research into commercial / societal impact.
- **Teachers & TAs:** integrate entrepreneurship in classroom teaching.
- **Policy Makers:** design agile, inclusive lifelong learning systems
- **Practitioners & Academics:** refresh skills for evolving challenges.





# The Impact

Build resilience, leadership and creativity.

Equip individuals to:

- Start ventures.
- Innovate within institutions.
- Lead sustainable transitions.

Strengthen institutional relevance and adaptability.

Support EU priorities: green & digital transitions, inclusion, competitiveness.

200k+

Visitors on  
website

2,142

User accounts

230+

Courses on the  
EIT Campus

15

Innovation Stories



## Key Takeaways:

Entrepreneurial learning is relevant across all stages of life and disciplines.



Education must be:

- Flexible.
- Inclusive.
- Future-ready.



EIT Campus provides a concrete example of how this can be delivered at scale.



# Thank you!

Luisa Esposito Project Manager

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<https://eit-campus.eu/>

## WE WANT TO HEAR ABOUT YOUR GOOD PRACTICES!

- **Share your practices** on 'Entrepreneurial skills and competences throughout life'
- **A short insight** into innovative practices
- To be presented in the **CEI report about the activities from Thematic Strand 1**

<https://ec.europa.eu/eusurvey/runner/GoodPractices1-3>



# CEI 2025-II: Thematic strand 2

**From Research to Impact: Bridging the innovation gap in higher education**



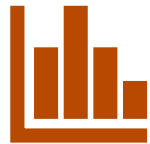
## **Thematic webinars**

- Partnerships with external stakeholders (September).
- Funding for innovation (October).
- Capacity building (November)



## **Study visit**

- Happening in November.
- In Austria (St. Pölten).



## **Polls and interviews**

Shared in the MS Teams Community.



## **Thematic report**

January 2026.







# Thank you!



[cei@ppmi.it](mailto:cei@ppmi.it)