



Promoting the employability and entrepreneurship
of Higher Education graduates
through innovative ways in the Philippines

PATHWAY

AN ENTREPRENEURSHIP COMPETENCIES FRAMEWORK FOR THE PHILIPPINES HIGHER EDUCATION SYSTEM

April 2024

Partners



**ATENELO DE MANILA
UNIVERSITY**
Ateneo de Manila
University



Benguet State
University



Lyceum of the Philippines
University - Batangas



Polytechnic University
of the Philippines



St. Paul University
Philippines



Universitat d'Alacant
Universidad de Alicante

University of Alicante
(Spain)



UNIVERSITÉ
DE MONTPELLIER

University of Montpellier
(France)



Commission on
Higher Education



European Chamber of Commerce
of the Philippines



Enactus Philippines

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



PATHWAY is co-financed by the European Commission through the Erasmus+ Programme, under contract number 618907-EPP-1-2020-1-ES-EPPKA2-CBHE-SP. The contents of this publication reflect only the views of the authors and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

Authoring Information	
Project	Promoting the Employability and Entrepreneurship of Higher Education Graduates through Innovative Ways in the Philippines (PATHWAY)
Project Reference Number	598612-EPP-1-2018-1-ES-EPPKA2-CBHE-SP
Document Authors	Dr. Sergel I. Dacut, Dr. Maribeth G. Buenviaje, Dr. Annalie Patena, Dr. Alex Ylagan (LPUB), Dr. John Luis Lagdameo (ADMU), Dr. Samuel Duyan and Mr. Jeftee Ben Pinos-an (BSU), Mrs. Ann Clarisse De Leon (PUP), Ms. Sophia Ordon and Ms. Katt Baligod (ECCP)

Please cite this publication as *Dacut S.I., Buenviaje M.G, Patena A., Ylagan A., Lagdameo J.L., Duvan S, Pinos J.B., De Leon A.C., Ordon S., Baligod K. (2024). An Entrepreneurship Competencies Framework for the Philippines Higher Education System. PATHWAY project. Erasmus+ programme.*

PATHWAY consortium

European Union:

- University of Alicante (coordinator)
- University of Montpellier

Philippines:

- Ateneo de Manila University (ADMU)
- Benguet State University (BSU)
- Lyceum of the Philippines University - Batangas (LPU-B)
- Polytechnic University of the Philippines (PUP)
- St. Paul University Philippines (SPUP)
- Commission on Higher Education (CHED)
- European Chamber of Commerce of the Philippines (ECCP)

Contact information:

Institutional Project Management Office (OGPI) – University of Alicante

Website: www.ogpi.ua.es

PATHWAY: www.pathway2employability.eu/

LEGAL NOTICE

The present document was developed and edited by the partner institutions of the Erasmus + Project PATHWAY- *Promoting the Employability and Entrepreneurship of Higher Education Graduates through Innovative Ways in the Philippines* under the coordination of the University of Alicante, Spain. The views and opinions expressed in this publication are those of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein. All contents generated by the PATHWAY Project are protected by intellectual property law, in particular copyright.

ENTREPRENEURSHIP COMPETENCIES FRAMEWORK

The PATHWAY Taskforce

The task force have the mission to review the existence research in the topic and interview main stakeholders to propose final recommendations by the end of the project.

The Task Force is composed of 3 members per Philippines partner universities Ateneo De Manila University, Benguet State University, Polytechnic University of the Philippines, St. Paul University Philippines, and Lyceum of the Philippines University-Batangas, and 2 members from ECCP and the Commission on Higher Education. They had 3 major face-to-face meetings and several online meetings to discuss how to translate entrepreneurship into competencies. Face-to-face meetings were held at LPU-Batangas, Benguet State University, and St. Paul University Philippines. Additional inputs were also came from University of Alicante, Spain and University of Montpellier.

The Entrepreneurship Competencies Framework

Being entrepreneurial is to live sustainably amidst economic challenges in today's technologically advanced global landscape. Becoming entrepreneurial involves the development of related competencies to be fully capacitated in identifying business opportunities and taking calculated risks to be engaged with sustainable ventures. The development of entrepreneurial competencies enables individuals to make viable financial decisions in their field of specialization.

Developing entrepreneurial competencies among students will prepare them for their entrepreneurship journey. This will equip students with the competencies required to manage and sustain their entrepreneurial ventures. This will help them address the demands and complexities of their entrepreneurial engagement to realize their entrepreneurial goals.

Entrepreneurship introduces students to the fundamentals of finance, economics, and business management. Acquiring entrepreneurial skills equips students with financial literacy, enabling them to make informed financial decisions, manage resources effectively, and understand the implications of their actions. This knowledge builds a strong foundation for future ventures and enhances their overall business acumen.

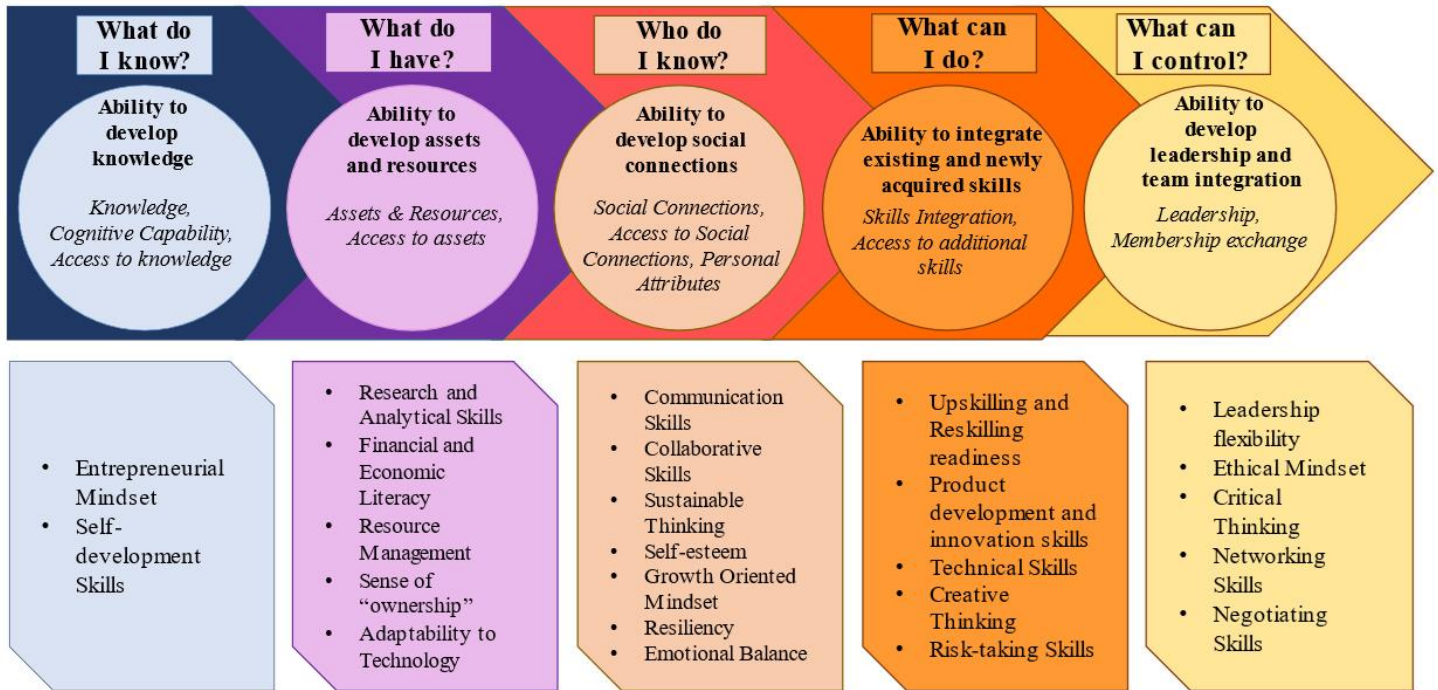
Due to the heterogeneity in definitions and competence frameworks in the field of entrepreneurship education, literature, and practice still illustrate much confusion about what should be taught in academic entrepreneurship courses and which competencies need to be developed (Tittel and Terzidis, 2020). These authors made an in-depth review of entrepreneurial competencies dating back to the year 2008 by Mitchelmore and Rowley by condensing the entrepreneurial competencies mentioned in the literature and developing a list of them. As a result, the study illustrates that the authors Bird (1995), Man et al. (2002), and Mitchelmore and Rowley (2010) are identified to be of vital importance not only about the definitions but also for categorization and the listing of entrepreneurial competencies.

The definitions given by these recognized authors are: Entrepreneurial competencies have been identified as a specific group of competencies relevant to the exercise of successful entrepreneurship (Mitchelmore and Rowley, 2010); entrepreneurial competencies are defined as underlying characteristics such as generic and specific knowledge, motive, traits, self-images, social roles and skills which result in venture birth, survival and/or growth (Bird, 1995); entrepreneurial competencies are considered a higher-level characteristic encompassing personality trait, skills and knowledge and therefore can be seen as the total ability of the entrepreneur to perform a job role successfully (Man et al., 2002).

From the policy studies, the EntreComp Framework report (Bacigalupo et al., 2016) defines entrepreneurship as a competence, that applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person and also to starting up ventures (cultural, social or commercial).

Acquiring entrepreneurial skills is not limited to starting businesses; it is about empowering students to navigate an ever-changing world with confidence, creativity, and resilience. These skills foster innovation, leadership, and critical thinking—qualities that are highly sought-after in today's job market. By developing an entrepreneurial mindset, students are better equipped to shape their own future, pursue their passions, and make a positive impact on the world around them. So, with entrepreneurial skills, it will undoubtedly unlock a world of opportunities and set you on a path to success.

ENTREPRENEURIAL COMPETENCIES FRAMEWORK



The Entrepreneurial Competencies Framework refers to the knowledge, assets, social connections, integration of skills, and leadership that are essential for individuals to successfully start, manage, and grow businesses. These competencies encompass a wide range of traits and capabilities that enable entrepreneurs to identify opportunities, navigate challenges, and achieve their goals in the competitive world of business.

Recommendations for Implementation

Taskforce recommendations on entrepreneurship often aim to foster an environment conducive to entrepreneurial activity, stimulate economic growth, and promote innovation. Taskforce recommends creating supportive policy environments at the national, regional, and local levels. Entrepreneurship education and training programs can equip individuals with the skills and knowledge needed to start and grow businesses. Taskforce recommendations focused on integrating entrepreneurship education into school curricula not only concentrating on Entrepreneurship majors but all across programs, offering vocational training programs, and providing mentorship opportunities for aspiring entrepreneurs. The

task force recommends measures to support research and development, foster technology transfer, and promote collaboration between start-ups and established firms.

In addition, building a vibrant entrepreneurship ecosystem requires collaboration among various stakeholders, including government, academia, industry, and the community where initiatives to foster collaboration, such as creating co-working spaces, organizing networking events, and establishing start-up incubators or accelerators. Finally, entrepreneurship is a dynamic field, and recommendations should emphasize the importance of continuous learning and adaptation. The task force recommends mechanisms for ongoing dialogue and collaboration among stakeholders to stay abreast of emerging trends and evolving needs in the entrepreneurial ecosystem.

Some practical recommendations on how this framework could be implemented.

1. In the academe, this framework can be implemented by incorporating it in the BS in Entrepreneurship curriculum as well as other degree programs. It starts with the alignment of program outcomes to this framework so that it will be embedded in all of the courses in the degree that the students will take.
2. The framework can be included as one topic in the basic entrepreneurship course, particularly under the characteristics or competencies of an entrepreneur.
3. This framework can also be integrated specifically in designing various class activities.
4. Integrate the framework into entrepreneurship students' capstone projects or thesis requirements, requiring them to apply principles and competencies to develop business plans, demonstrate their understanding, and assess their mastery.
5. Create guest speaker sessions anchored on entrepreneurship competencies or industry panels featuring successful entrepreneurs, sharing their experiences and insights. Encourage students to analyze these presentations, complementing theoretical coursework and providing real-world perspectives.