

## INTEGRATION OF ENTREPRENEURSHIP KEY COMPETENCE INTO EDUCATION CURRICULA IN UKRAINE: THE WAY TOWARD DEMOCRATIC SCHOOL

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**Purpose.** The analysis of the integration of entrepreneurship competence into the school curricula from the prospective of the democratization process and education reform. **Methodology.** To analyze and characterize the ways and approaches to the entrepreneurship competence development into the students of secondary school, to describe the European entrepreneurship competence framework and its progression model the common research methods have been used.

**Finding.** Studying of the main trends of education reform in many European countries has found out that development of the sense of initiative and entrepreneurship into students ensure the acquirement of the necessary knowledge, skills and attitudes which are important to meet the requirements of the new market economy, for the bulging of the life trajectory and for the future profession orientation, as for the possibility to successful entrepreneurship. It is important to underline the necessity of the integration of entrepreneurship competence into the school curricula from the prospective of the democratization process and education reform; to define the main European approaches and tendencies of the integration of entrepreneurship into the curricula content and teaching process; to define the main notions and to describe the main basis of the EntreComp and of its components (ideas and opportunities, resources, into action); to draft the recommendations for the domestic specialists and decision makers on the entrepreneurship education integration into the school curricula. **Originality.** The paper contains characteristic of European entrepreneurship competence framework (EntreComp), the main steps on the EntreComp progression model.

**Results.** We have found out that entrepreneurship learning is one of the main trends in the countries of European Union. It's extremely important to integrate entrepreneurship competence into the school curriculum as one of the key direction of the modern democratic schooling. **Originality.** We have identified the ways and given the recommendations for the decision makers on entrepreneurship competence integration into the school curriculum. **Practical value.** The materials of this paper may be used by the authors of school curricula and standards. **Conclusions.** Entrepreneurship competence is an important feature of the modern personality able to live and work in the new market economy and labour market for the integration in European society. EntreComp is the latest development of teachers, employers and stakeholders that specifies the algorithm of the entrepreneurship competence development throughout life.

**Key words:** democratic school, secondary school curriculum, competence, entrepreneurship.

## ІНТЕГРАЦІЯ КЛЮЧОВОЇ ПІДПРИЄМНИЦЬКОЇ КОМПЕТЕНТНОСТІ ДО ШКІЛЬНИХ ПРОГРАМ В УКРАЇНІ: ШЛЯХ ДО ДЕМОКРАТИЧНОЇ ШКОЛИ

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Обґрунтовано актуальність інтеграції ключової підприємницької компетентності до шкільних програм загальноосвітніх навчальних закладів з точки зору перспективи демократизації шкільних реформ в Україні. Розкрито основні європейські підходи до інтеграції підприємницької компетентності у зміст шкільних програм на основі документів Європейського Союзу. Виокремлено необхідність формування підприємницької компетентності в учнів середніх шкіл у контексті демократизації школи та сучасних реформ. Надано опис рамки підприємницької компетентності та її складових. Визначено підприємницьку компетентність як важливу рису особистості у сучасних умовах. Надано рекомендації вітчизняним фахівцям щодо запровадження навчання підприємництва у школах України.

**Ключові слова:** демократична школа, програма середньої школи, компетентність, підприємливість.

**PROBLEM STATEMENT.** The development of the entrepreneurship competence of young people is a vital issue of Ukrainian society in the framework of the integration of Ukraine into the European democratic society. The sense of initiative and entrepreneurship is important for the young people in the process of building of a competitive economy, and the formation of these features is a key to a successful life start.

The current education reform in Ukraine proclaimed the competency based approach to the curricula design and implementation. The main trend of this reform is the integration of the Ukrainian education system to the European education environment and the need of the

new components of the knowledge for new economy and democratic citizenship. The development of the entrepreneurial capacity of Ukrainian citizens is in this context one of the key policy objectives for education system.

The development of the sense of initiative and entrepreneurship will ensure the acquirement of the necessary knowledge, skills and attitudes which are important to meet the requirements of the new market economy, for the bulging of the life trajectory and for the future profession orientation, as for the possibility to successful entrepreneurship.

Key Competences. Ten years ago, the European Commission identified sense of initiative and entrepreneurship as one of the 8 key competences necessary for a knowledge-based society (Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC) which become a European Reference Framework.

*The aim of the article is to define the main ways of the integration of entrepreneurship competence into the school curricula as one of the democratization processes of school reforms, and to define recommendations for the decision makers.*

EXPERIMENTAL PART AND RESULTS OBTAINED. Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment. The Reference Framework sets out eight key competences:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression.

The main aims of the Reference Framework are to: identify and define the key competences necessary for personal fulfillment, active citizenship, social cohesion and employability in a knowledge society; support countries' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives; provide a European level reference tool for policy makers, education providers, employers, and learners themselves to facilitate national and European level efforts towards commonly agreed objectives.

It should be emphasized that the above-mentioned document of 8 key competences for lifelong learning defines entrepreneurial competence as a sense of initiative and entrepreneurship. These terms were used in 2006 to emphasize the character quality/human capacity that it has to acquire education and active participation in society, matching labor market and the life quality in general.

Besides this, The European Commission, starting from 2012 in the Report "Rethinking Education: Investing in skills for better socio-economic outcomes" [1] defines entrepreneurial skills which are important for the 21 century. The Commission characterizes these skills at transversal, such as critical thinking, take initiative, and solve problems, collaborative skills, which prepare youth to meet modern and unpredictable ways in personal development and future carrier.

The European Commission first referred to the importance of entrepreneurship education in 2003, in the European Green Paper on Entrepreneurship in Europe [10]. 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 [11], the 2012 Communication on Rethinking Education [10], the 2013 Entrepreneurship Action Plan 2020 [12], and more recently the New Skills Agenda for Europe [10], have kept the need to promote entrepreneurship education and entrepreneurial learning under the spotlight.

Later on this concept as a new one starting from 2015 is using as entrepreneurship competence. This concept is in the base of the European Entrepreneurship Competence Framework (EnteComp).

Later in 2016 European Commission published a Eurydice Report on Entrepreneurship education in school in Europe [14] which reflects the current state of the entrepreneurship education in different European countries.

*What is entrepreneurship?* Entrepreneurship is the concept that refers to the different contexts of personal, economic, organizational activity. Personal activity and entrepreneurship is closely linked with the motivation and ability of personality's independence in identifying potential opportunities to achieve and to generate new values or obtain economic success.

Entrepreneurship has traditionally been defined as the process of designing; launching and running a new business, which typically begins as a small business, such as a startup company, offering a product, process or service for sale or hire, and the people who do so are called "entrepreneurs".

Entrepreneurship involves creativity, its implementation in a market economy to change and to create new markets, the ability to turn ideas into successful projects that requires the ability to combine creativity with innovation and management, the ability to be adapted to trends in the business at all stages of the life cycle.

In the 2000s, the definition of "entrepreneurship" has been expanded to explain how and why some individuals (or teams) identify opportunities, evaluate them as viable, and then decide to exploit them, whereas others do not, and, in turn, how entrepreneurs use these opportunities to develop new products or services, launch new firms or even new industries and create wealth.

The entrepreneurial personality (individual) always knows how to make choices, to create and to use business ideas and how to implement these ideas in strategic decisions for the life. Entrepreneurial behavior involves the willingness and ability tackle with the risks personally and within the organization.

Entrepreneurship contains the following components:

- the ability to produce new ideas with the new content;
- the capital to implement ideas that can be inherited or acquired in the market. To learn how to ob-

tain the capital is necessary to understand and to identify potential investors, how to "sell" these ideas to investors. You can acquire this ability, learning from other entrepreneurs;

- the ability to take and resist risks. Willing to take risk includes the knowledge how to manage risk, how to confront them when they arise, may also gain from the experience of others. Such situations are closely related to the situation of uncertainty that arises from not understanding and ignorance or inattention to a particular situation. It can be avoided through learning and training;

- the ability to accumulate factors of production in an efficient manner that requires from the person organizational skills that can be acquired in the of learning process and socialization [11].

*Entrepreneurship competence (sense of initiative and entrepreneurship): definitions.* It's important to define the concepts of "entrepreneurship learning" and "entrepreneurship" education.

«*Entrepreneurship learning*» (learning entrepreneurship) is used when the person needs to learn in order to be an entrepreneur and to get success by different ways. This approach is characteristics for the American authors [11]. But this approach doesn't exclude the possibility to develop the entrepreneurship competence in order to be an entrepreneur as well as to the life success and to develop the abilities needed for the labour market.

Entrepreneurship education. This conceptualization of *entrepreneurship* as a key competence has since been further developed by the European Commission Thematic Working Group on Entrepreneurship Education (Geneva, 2012) and its definition is used in this report: "*Entrepreneurship education* is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective".

The modern Ukrainian researchers define "entrepreneurship education" in more general context, as a development of general knowledge and skills for entrepreneurship of about entrepreneurship in total. They propose to deliver entrepreneurship education as a part of education programs on the primary, secondary and university level in different education institutions.

*Entrepreneurship learning* is defined as a creation of knowledge and skills to be ready to start the enterprise of business. Thus the goal of entrepreneurship education and learning are more specific than of entrepreneurship education, which is more general [4].

The European authors use the concept "entrepreneurship education", that means education for entrepreneurship or education in order to become an entrepreneur and also to define an education process *that makes you an entrepreneurial person.*

The entrepreneurship education related to school education process is used in the context to develop different kinds of entrepreneurship skills such as: to take initiative, to be creative in solving problems, to evaluate creatively the situation, to be responsible and not be afraid to take responsibility, to bring the case to a close, to take thoughtful risk and identify it with common sense, to use the scientific and technological achievements and ICT (information networks, computers, new technology etc.).

The important features of entrepreneurial personality should be: perseverance, motivation to work, hard work, striving for success, ambition, self-confidence, professional orientation, internal independence, determination and creativity, the ability to learn from experience and take into account the experience of others, ethics and morality, disposition to charity, generosity and charity, etc.[4, с.101-102]. It is therefore important in entrepreneurship education to use such methods of teaching, as case methods, training and practical research that help to develop the mentioned students' abilities.

Ukrainian authorities are now increasingly considering promotion of entrepreneurship as one of the potential key elements of modern development of an individual and society in general. The Draft Law on Education of Ukraine (from 19.11.2015) states: "the principles and foundations of educational activities is to promote lifelong learning; integration into the international educational and scientific environment".

The Draft Law stresses the importance to take into account the creation of educational programs at all levels on the basis of the National Qualifications Framework (2011) and states that "The National Qualifications Framework is implemented to introduce European standards and principles of quality assurance with the requirements of the labor market to the competence of specialists to ensure harmonization of legislation in education and industrial relations, promoting national and international recognition of qualifications acquired in Ukraine, establishing effective cooperation of education and labor market." [3].

The entrepreneurship competence which is a key competence is recognized now at the level of educational policy requires implementation in the content of general educational programs have to be defined in the framework of international and domestic trends of the education reform in Ukraine. It is important to take into account the formation and training of young people to achieve goals of education in the context of the needs of labor market, social, economic development and globalization tendencies. The expected results of entrepreneurship education have to be reflected in the education standards and curricula.

*Why Entrepreneurship Education is important?* Entrepreneurial education contributes to job creation and general prosperity, promotes competitiveness, creation of new businesses, accelerating performance.

Entrepreneurial education is important to accelerate social and economic cohesion of the regions that needs development to stimulate economic activity and create

new jobs for integrating unemployed or disadvantaged people in getting jobs.

*Entrepreneurs* are the economic drivers of the market, their achievements contribute to the development of society and the welfare of their achievements provides public benefits, jobs and diversity of choice for consumers.

Rising public expectations of employers regarding the contribution of business to society environment resulted in that large enterprises have launched a system of *corporate social responsibility*, providing voluntary integration of social and friendly environment initiatives for responsible business and industry, their interaction with society and recognition that responsible business can bring success. Responsible business behavior includes, for example, eco-efficient production, taking into account the interests of consumers.

*Entrepreneurship competence.* Entrepreneurship as a competence applies to all spheres of life. It enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

Entrepreneurship Competence Framework (EntreComp) defines entrepreneurship competence as: individual ability to turn ideas into action. It includes creativity, innovation, risk-taking and the ability to plan and manage projects to achieve these goals. It includes awareness of ethical values and supports good management processes [6].

This personality characteristic is manifested not only in everyday life, at home and in the community and in the workplace in the context of awareness and the ability to use features. It is the foundation for more specific skills and knowledge needed to those who establish or contribute to the business.

*Basic knowledge, skills and attitudes:*

- *knowledge and skills* to identify opportunities for personal, professional and/or business activities, providing wider coverage problems, which outlines the context in which people live and work;
- *understanding* how to work in an economy, opportunities and challenges, and be prepared to challenges of the employer and the company/organization;
- *awareness* of the ethical values of the enterprise and how it promotes well-being, for example, through fair trade. (EC, 2006)

The transversal nature of entrepreneurial competence means that it can be achieved in all spheres of life and learning, it applies to them all, especially constantly accumulating and carrying personal development, taking active part in society through entry into the labor market as an employee or self-employed person, as well as through the establishment of cultural, social or commercial transactions/cases.

*The Entrepreneurship Competence Framework* (EntreComp)[6]. The Entrepreneurship Competence Framework (EntreComp) was developed the 8-th of June 2016. It was adopted by the countries members of European Union as a guide for experts in reforming

curricula and qualifications systems. The short definition of this framework in European documents is *EntreComp*.

EntreComp is based on the wider concept of entrepreneurship that affects the creation of cultural, social and economic values. In particular, this structure covers different types of business: self- and social entrepreneurship, green enterprise and digital business.

Entrepreneurship, which provides a framework document, refers to individuals or groups of individuals, teams or organizations and their capacity to create, evaluate and implement in private life, private or public sector, or in their combination the ideas and opportunities to generate value for others in different areas and by various possible ways.

EntreComp propose to achieve entrepreneurship through the use of various methods and technologies that are based on academic research, study best practices and expert advice.

The consolidated EntreComp Framework has 3 competence areas and 15 competences, which unfold into 442 learning outcomes on 8 levels of proficiency. Experts that developed the framework mean knowledge, skills, attitudes and values as the components of the competence.

These components can be more specified in educational outcomes (expected results) that can be measured or evaluated in the education system in the application of appropriate evaluation tools.

*EntreComp* provides in its structure the progression model for 8 levels and a list of 442 academic results that can be achieved / acquired throughout life.

*The EntreComp contains three spheres:* “Ideas and opportunities”, “Resources” and “Into Action” are the 3 areas of the conceptual model and they have been labeled to stress entrepreneurship competence as the ability to transform ideas and opportunities into action by mobilizing resources. These resources can be personal (namely, self-awareness and self-efficacy, motivation and perseverance), material (for instance, production means and financial resources) or non-material (for instance, specific knowledge, skills and attitudes).

- *Ideas and opportunities:* empowerment, creativity, vision, evaluating ideas, critical thinking and sustainable;

- *Resources:* self-awareness and self-efficacy, motivation and persistence, resource mobilization, financial and economic literacy, mobilize others. Resources can be personal (self-awareness, self-efficacy, motivation, persistence), financial (capital goods, financial resources), intangible (specific knowledge, skills, attitudes);

- *Into Action:* taking the initiative, planning and management, overcoming ambiguity, uncertainty and risks; work with others, learning through experience.

*15 components of EntreComp are in the base of the table* (table 1) «EntreComp Conceptual model).

Table 1: EntreComp conceptual model

<i>Areas</i>	<i>Competences</i>	<i>Hints</i>	<i>Descriptors</i>
1	2	3	4
1. Ideas and opportunities	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<p>Identify and seize opportunities to create value by exploring the social, cultural and economic landscape</p> <p>Identify needs and challenges that need to be met</p> <p>Establish new connections and bring together scattered elements of the landscape to create opportunities to create value</p>
	1.2 Creativity	Develop creative and purposeful ideas	<p>Develop several ideas and opportunities to create value, including better solutions to existing and new challenges</p> <p>Explore and experiment with innovative approaches</p> <p>Combine knowledge and resources to achieve valuable effects</p>
	1.3. Vision	Work towards your vision of the future	<p>Imagine the future</p> <p>Develop a vision to turn ideas into action</p> <p>Visualise future scenarios to help guide effort and action</p>
	1.4 Valuing ideas	Make the most of ideas and opportunities	<p>Judge what value is in social, cultural and economic terms</p> <p>Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it</p>
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<p>Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment</p> <p>Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen</p> <p>Act responsibly</p>
2. Resources	2.1 Self-awareness and self efficacy	Believe In yourself and keep developing	<p>Reflect on your needs, aspirations and wants in the short, medium and long term</p> <p>Identify and assess your individual and group strengths and weaknesses</p> <p>Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures</p>
	2.2 Motivation and perseverance	Stay focused and don't give up	<p>Be determined to turn ideas into action and satisfy your need to achieve</p> <p>Be prepared to be patient and keep trying to achieve your long-term individual or group aims</p> <p>Be resilient under pressure, adversity, and temporary failure</p>
	2.3 Mobilizing resources	Gather and manage the resources you need	<p>Get and manage the material, non-material and digital resources needed to turn ideas into action</p> <p>Make the most of limited resources</p> <p>Get and manage the competences needed at any stage, including technical, legal, tax and digital competences</p>
	2.4 Financial and economic literacy	Develop financial and economic know how	<p>Estimate the cost of turning an idea into a value creating activity</p> <p>Plan, put in place and evaluate financial decisions over time</p> <p>Manage financing to make sure my value-</p>

<i>Areas</i>	<i>Competences</i>	<i>Hints</i>	<i>Descriptors</i>
1	2	3	4
			creating activity can last over the long term
	2.5. Mobilizing others	Inspire, enthuse and get others on board	Inspire and enthuse relevant stakeholders Get the support needed to achieve valuable outcomes Demonstrate effective communication, persuasion, negotiation and leadership
3. Into action	3.1 Taking the initiative	Go for it	Initiate processes that create value Take up challenges Act and work Independently to achieve goals, stick to intentions and carry out planned tasks
	3.2 Planning and management	Prioritize, organize and follow-up	Set long-, medium- and short-term goals Define priorities and action plans Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	Work together and co-operate with others to develop ideas and turn them into action Network Solve conflicts and face up to competition positively when necessary
	3.5 Learning through experience	Learn by doing	Use any initiative for value creation as a learning opportunity Learn with others, including peers and mentors Reflect and learn from both success and failure (your own and other people's)

EntreComp can be used to create programs in formal and non-formal education and to use its separate elements during informal training (for example, to promote and support entrepreneurship in organizations). Framework is aimed at establishing a bridge between the worlds of education and employment through the formation and development of entrepreneurship competence.

**CONCLUSIONS.** Entrepreneurship competence is an important feature of the modern personality able to live and work in the new market economy and labour market for the integration in European society. EntreComp is the latest development of teachers, employers and stakeholders that specifies the algorithm of the entrepreneurship competence development throughout life.

One of the main characteristics of the entrepreneurship competence is the transversal, cross-cutting character, and flexibility. This characteristic allows giving the recommendations for the integration of entrepreneurship competence into the secondary education curricula:

- the role, status, content and context of entrepreneurship learning have to be reflected into education standards as well as into the policy documents with the further development of related mechanisms;
  - students, teachers, and parents have to be acknowledged about the links between the level of developed entrepreneurship competence and future students' possibilities to their employment in the labour market, their successful start-up and the life quality in general;
  - it's important to create the conditions for the training of teachers (develop manuals, incorporate the entrepreneurship education into the syllabuses of post-diploma institutes), support and motivate teachers to use and explore entrepreneurship learning;
- Extremely important is to use active methods, ICT in the framework of entrepreneurship learning. Involvement of the representatives of local community and business, entrepreneurs which have the experience of entrepreneurship is important to organize discussions, meetings, with the students, visits of enterprises.

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**ИНТЕГРАЦИЯ КЛЮЧЕВОЙ ПРЕДПРИНИМАТЕЛЬСКОЙ КОМПЕТЕНТНОСТИ В ШКОЛЬНЫЕ ПРОГРАММЫ В УКРАИНЕ: ПУТЬ К ДЕМОКРАТИЧЕСКОЙ ШКОЛЕ**

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Обоснована актуальность интеграции ключевой предпринимательской компетентности в школьные программы общеобразовательных учебных заведений с точки зрения перспективы демократизации школьных реформ в Украине. Раскрыты основные европейские подходы к интеграции предпринимательской компетентности в содержание школьных программ на основе документов Европейского Союза. Выделены необходимость формирования предпринимательской компетентности у учеников средней школы в контексте демократизации школы и современных реформ. Поданы описание рамки предпринимательской компетентности и ее составляющих. Определено предпринимательскую компетенцию как важную черту личности в современной среде. Даны рекомендации отечественным специалистам по вопросам внедрения обучения предпринимательству в школах Украины.

**Ключевые слова:** демократическая школа, программа средней школы, компетентность, предпринимательство.

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