

# **EntreComp Framework in the Belarusian Context**

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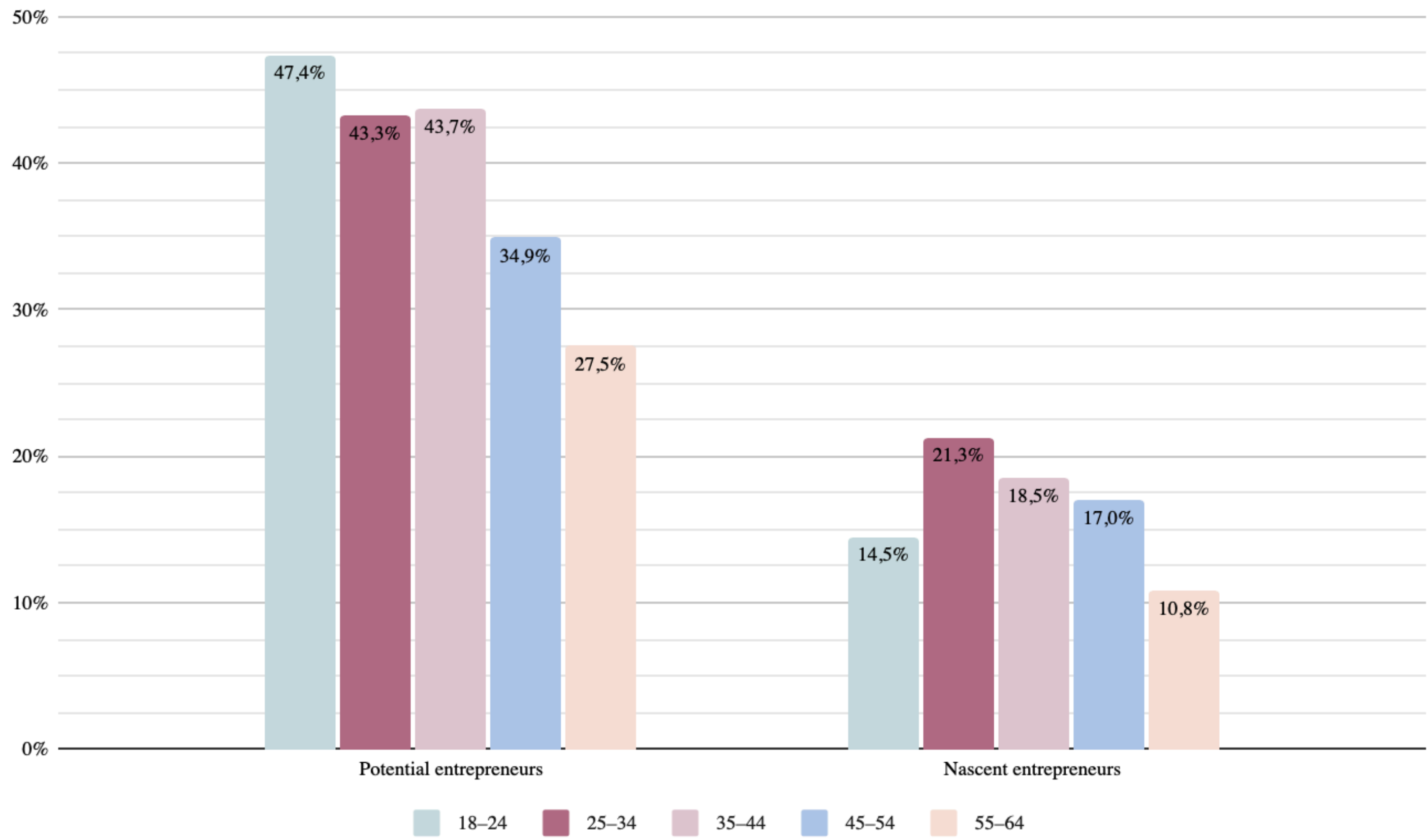
RESULTS

# Research question

What entrepreneurial competencies are most relevant for Belarusians in the EU, and how can existing frameworks (such as EntreComp) be adapted to their needs?

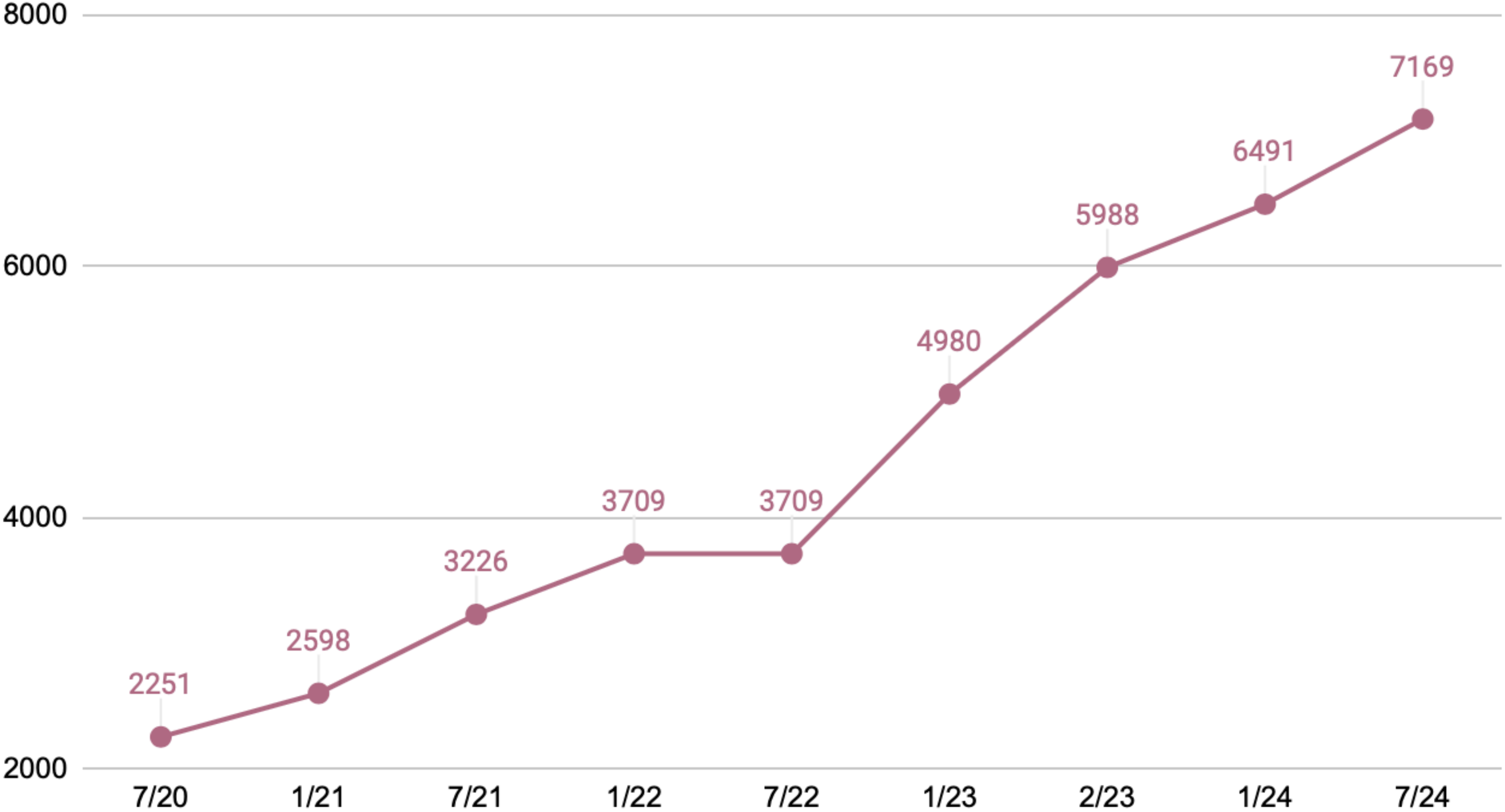
# Why study this?

- Ongoing migration from Belarus to European countries
- 143,6–171,9 thousands of Belarusians migrated in period 2021–2022
- About 47% of young Belarusians aged 18–24 have considered starting a business, but only 15% of them actually do so.
- Entrepreneurship and starting a business are alternative ways to integrate into society, become legally established, and earn money.
- The gap between the high level of interest in entrepreneurship among Belarusian youth and the actual number of aspiring entrepreneurs.



Source: Own elaboration based on GEM 2024 data

# Companies with Belarusian capital in Poland



Source: Own elaboration based on beroc Belarusian Business in Poland and Lithuania: Trends of 2024

# Use cases

Adaptation of the entrepreneurial competencies framework to enable the development of more effective educational and support programs that promote not only the economic but also the social integration of Belarusian youth into the EU.

Practical significance:

- Improvement and development of educational programs
- Development of tools for self-assessment and career guidance



**UKRAINIAN FRAMEWORK  
(ENTRECOMP4YOUTHUA,  
2022-2023)**



# Methodology

The study is based on a combination of qualitative research methods, including a literature review, expert interviews, and statistical analysis

## LITERATURE REVIEW

- Analysis of academic publications and reports
- Analysis of successful case studies and educational practices

## IN-DEPTH INTERVIEWS

- Dzmitry Kruk (director of BISEB)
- Dzmitry Samal (ex-director of School of Digital Competence)

## DATA ANALYSIS

- Data on GEM (Global Entrepreneurship Monitor)
- BEROC reserches

# Literature review

The literature review aimed to identify the most relevant entrepreneurial competencies for Belarusian youth, particularly in the context of migration, as well as to determine the need to adapt international frameworks (such as EntreComp) to the Belarusian and migratory context.

## FIRST STAGE

Objective: to identify which entrepreneurial competencies are most relevant for Belarusian youth, especially those living abroad, and what additional factors influence their development.

## SECOND STAGE

Objective: to analyze international educational and support initiatives for migrant entrepreneurs in order to identify successful practices and common barriers, and to develop recommendations for adapting these approaches to the needs of Belarusian youth in the migration context.

# Literature review

Main directions in the literature

ПРЕДПРИНИМАТЕЛЬСТВО  
СРЕДИ БЕЛОРУСОВ И  
МИГРАНТОВ

ENTREPRENEURSHIP AMONG  
BELARUSIANS AND MIGRANTS

АДАПТАЦИЯ И ИНТЕГРАЦИЯ  
МИГРАНТОВ

ADAPTATION AND  
INTEGRATION OF MIGRANTS

ЦИФРОВИЗАЦИЯ И НОВЫЕ  
ТЕХНОЛОГИИ

DIGITALIZATION AND NEW  
TECHNOLOGIES

СОЦИАЛЬНЫЙ КАПИТАЛ,  
ДИАСПОРАЛЬНЫЕ И  
ПРОФЕССИОНАЛЬНЫЕ СЕТИ

SOCIAL CAPITAL, DIASPORA  
AND PROFESSIONAL  
NETWORKS

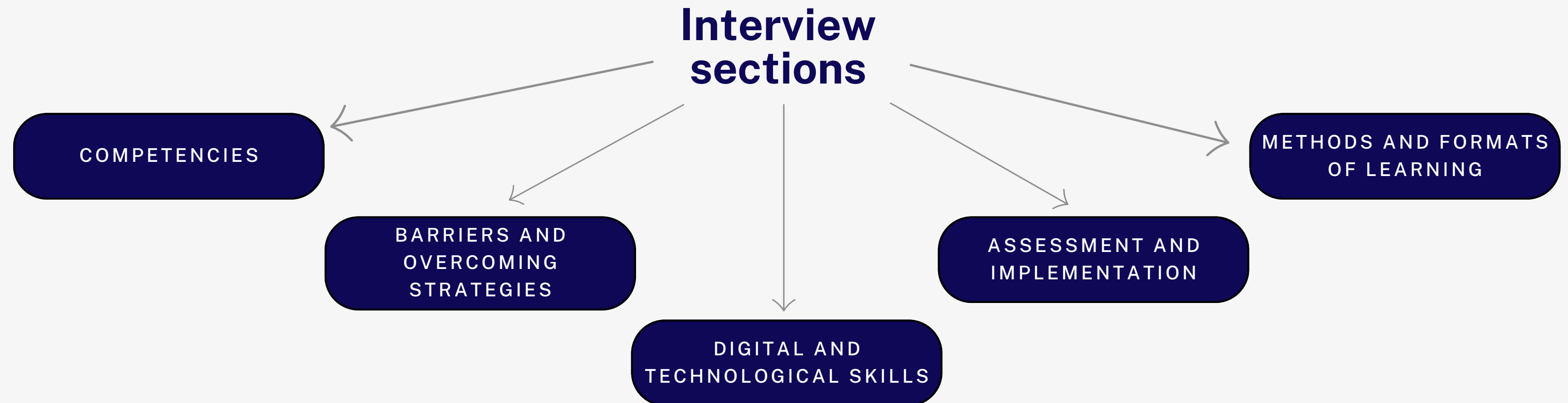
МОТИВАЦИОННЫЕ И  
ЛИЧНОСТНЫЕ АСПЕКТЫ  
(САМООРГАНИЗАЦИЯ,  
УСТОЙЧИВОСТЬ)

MOTIVATIONAL AND PERSONAL  
ASPECTS (SELF-  
ORGANIZATION, RESILIENCE)

# In-depth interviews

## Objectives:

- Identification of the most relevant competencies;
- Discussion of the applicability of existing frameworks (EntreComp, EntreComp4Youth);
- Identification of barriers and enabling factors for the development of entrepreneurship among Belarusian youth abroad.



**Suggestions for changes**

# Preconditions (S0)

- Add self-awareness, adaptability, and emotional resilience, with emphasis on migration, loss of familiar environment, and identity transition.
- Include understanding of social context, including cultural patterns, language, and market dynamics.



- Emphasize opportunity identification through digital tools, analytics, and niche market discovery.
- Emphasize willingness to take risks.
- Introduce Human Management – the ability to build and manage a team.

# Start (S1)

## Run (S2)

- Add to S2.C1: communication with diaspora communities; use of grants and support programs for migrants; AI opportunities for reducing capital expenditure and start-up costs.
- Expand S2.C4: multicultural communication; ability to understand and address stakeholders' motivations and interests.
- Add a technology literacy component: understanding technological trends and the impact of AI on business processes and operations.



- S3.C1: reflect readiness for reskilling, starting a career from scratch, and using AI to support skills development and continuous learning.
- S3.C2: add reputation management, ethical decision-making in the context of sanctions and political pressures, and navigating stigmatization and social bias.
- S3.C5: expand with examples of online businesses, distributed and remote teams, and critical digital literacy skills.

## Grow (S3)

# Development proposals

## **1. Self-Discovery ("Area S0")**

Modules for identifying motivations and skills, as well as mentoring support.

## **2. Self-Assessment (EntreGram4Youth)**

Competency assessment, annual progress tracking, and recognition of non-formal learning and experience.

## **3. Integration into Education**

Project-based work, collaboration with entrepreneurs, and learning through practice.

## **4. Migration Context**

Case studies on adaptation, cultural aspects, and local market environments.

## **5. Entrepreneurial Community**

Networking opportunities and participation in business clubs and associations.

## **6. Financial and Operational Skills**

Training in finance, taxation, access to support programs, and funding opportunities.