European Commission



EntreComp into Action

GET INSPIRED
MAKE IT HAPPEN

A user guide to the European Entrepreneurship Competence Framework

Joint Research Centre

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EntreComp into Action: get inspired, make it happen

EntreComp into Action is a guide for those individuals and organisations who want to use EntreComp, the Entrepreneurship Competence Framework, to foster entrepreneurial learning. It illustrates the breadth and depth of potential for using EntreComp to meet different goals and aims to inspire more actors across Europe and beyond to use it as reference.



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EntreComp into Action

GET INSPIRED MAKE IT HAPPEN

A user guide to the European Entrepreneurship Competence Framework

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Joint Research Centre

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LEARNING DESIGN COMMON VISION LEARNING ASSESSMENT MAPPING CURRICULUM BEING ENTREPRENEURIAL LOBBYING FOR CHANGE WORKPLACE INNOVATION CAREER PATHWAYS PERSONAL DEVELOPMENT CREATING VALUE TRAINING DESIGN SHOWING IMPACT MENTORING ENGAGING COMMUNITY INSPIRING CHANGE BENCHMARKING SOCIAL INNOVATION

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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 2016

DEFINITION DEVELOPED BY THE DANISH FOUNDATION FOR ENTREPRENEURSHIP – YOUNG ENTERPRISE, 2012

Welcome

The Commission is delighted to publish this user guide to support further use and awareness of the European Entrepreneurship Competence Framework (EntreComp).

Since 2016, EntreComp has become a key tool and source of inspiration to help Europe become an entrepreneurial society. This user guide demonstrates the inspiring level of use of EntreComp to date across different sectors and also offers an important starting point for new users who want to develop the potential and value of entrepreneurial competence.

EntreComp has an important task in starting conversations and improving understanding of what it means to be entrepreneurial in all aspects of life. The framework establishes the importance of entrepreneurship and initiative and shows how people and organisations can develop this competence to tackle economic, social and cultural challenges.

I would like to extend thanks to the Joint Research Centre (JRC) of the Commission and all the contributors that have produced such a comprehensive and engaging guide.

I would also like to highlight that a similar user guide to the European Digital Competence Framework for Citizens (DigComp) is being released simultaneously.

Alison Crabb
Head of Unit
E2 Skills and Qualifications
DG Employment, Social Affairs and Inclusion
European Commission

Editors' Foreword

Digital technologies are transforming the way we interact with each other, learn, access services, work, exert our rights as citizens, travel and have fun. At the same time, phenomena such as demographic change, migration, climate change and the threat of food scarcity are putting unprecedented pressure on the planet and humanity.

To face up to these challenges and keep pace with change, people need to strengthen their capacity to challenge mainstream thinking, develop relevant skills, and transform new ideas into sustainable solutions for the common good.

Being entrepreneurial enables people to act and transform ideas and opportunities into shared value. Fostering entrepreneurial learning informs citizens – as lifelong learners – how to keep up with changing environments, as they not only adapt to change, but hold their future in their hands.

The European Commission has been promoting entrepreneurial learning for more than a decade, helping Member States in their effort to afford learners, employees, job-seekers, volunteers and innovators the opportunity to turn their ideas into action, adding significant social, cultural and economic value.

EntreComp: The Entrepreneurship Competence Framework represents a milestone in this journey. EntreComp is the European reference framework for the understanding and development of entrepreneurship as a competence. EntreComp offers a definition of what it takes to be entrepreneurial and puts forward a progression model built on statements of "learning outcomes" that can inspire pedagogical intervention within and outside the world of formal education.

This user guide represents a further step in informing, promoting and inspiring the development of entrepreneurial learning based on EntreComp.

EntreComp can be used to raise awareness about the importance of entrepreneurial learning, appraise and assess entrepreneurship as a competence, set up effective delivery methods and recognise entrepreneurial learning progression.

This user guide is intended for anyone – whether individual or organisation – working to promote entrepreneurial learning in formal education and training, non-formal learning initiatives or offering training and professional development in the workplace.

The guide includes a broad range of examples of those who use EntreComp that will inspire new and further adaptation of the framework in different contexts.

Introducing EntreComp into Action

EntreComp into Action is a guide to help individuals and organisations explore why, when and how they can use EntreComp (EUROPA.EU/!CD39VB), the Entrepreneurship Competence Framework published by the European Commission in 2016.

It provides an introduction to the EntreComp framework and shares more than 70 practical examples of how EntreComp can be used for lifelong learning across formal education and training, non-formal learning, employment or business. The case studies, tools and ideas in this guide have been collected from partners who have been inspired by EntreComp, and reflect the rich and varied landscape of how entrepreneurial learning is embedded into different sectors and for different audiences.

The entrepreneurship competence is increasingly recognised as a competence for life, relevant to personal development and fulfilment and finding and progressing in employment, as well as initiating new ventures ranging from community campaigns, social enterprises to new start-up businesses. The examples in this guide showcase the breadth and depth of the potential of EntreComp, which will also evolve through time and with experience.

EntreComp itself is a comprehensive framework, based on research and built upon a pan-European consensus. It is flexible, adaptable and free to be used by any individual in any context. The framework comes to life when individuals and organisations use it to help understand, value, implement, assess and recognise entrepreneurial competences of learners from different walks of life.

EntreComp into Action aims to inspire more actors from across Europe and beyond to get involved, to join a community of practitioners committed to embedding these competences for life into education, communities, work and enterprise.

Part A • **Understanding EntreComp**

About EntreComp: the Entrepreneurship Competence Framework

What is EntreComp?

EntreComp is a comprehensive, flexible and multi-purpose reference framework designed to help you understand what is meant by entrepreneurship as a key competence for lifelong learning and to be able to use this in your work. It is intended to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations, and was launched in 2016 as part of the New Skills Agenda for Europe (EUROPA.EU/!PN98BM).

EntreComp creates a shared understanding of the knowledge, skills and attitudes that make up what it means to be entrepreneurial – discovering and acting upon opportunities and ideas, and transforming them into social, cultural, or financial value for others.

Entrepreneurship as a competence

Entrepreneurship as a competence is defined as the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial. EntreComp recognises the opportunity to be entrepreneurial in any situation: from school curriculum to innovating in the workplace, from community initiatives to applied learning at university. In the EntreComp framework, entrepreneurship competence is both an individual and collective capacity.

Entrepreneurship is a competence for life. Being creative or thinking about how to do things in new ways is equally relevant to progressing your career or coming up with new business ideas.

Taking the initiative, mobilising others and getting them on board with your idea are useful skills when fundraising for your local sports team, or establishing a new social enterprise. Understanding how to put a plan into action and use finances wisely are relevant for your own life and for business planning in a small or medium-sized company (SME).

EntreComp basics

EntreComp identifies the competences that make someone entrepreneurial. These can then be used to support entrepreneurial learning in different settings – this may include civil society, companies, education, youth work, communities, start-ups and among individuals.

The EntreComp wheel offers an overview of the different yet interconnected competences. These competences are designed to help you think about the entrepreneurial skills and attitudes that your work involves, they can be used as a guide when designing a new activity and/or a model for you to use or adapt for learning and assessment.

At its very simplest level, EntreComp is made up of 3 competence areas: **Ideas & Opportunities**, **Resources**, and **Into Action**. Each area contains 5 competences, and together these make up the 15 competences that individuals use to discover and act upon opportunities and ideas.



The EntreComp wheel: 3 competence areas

15 competences of equal importance

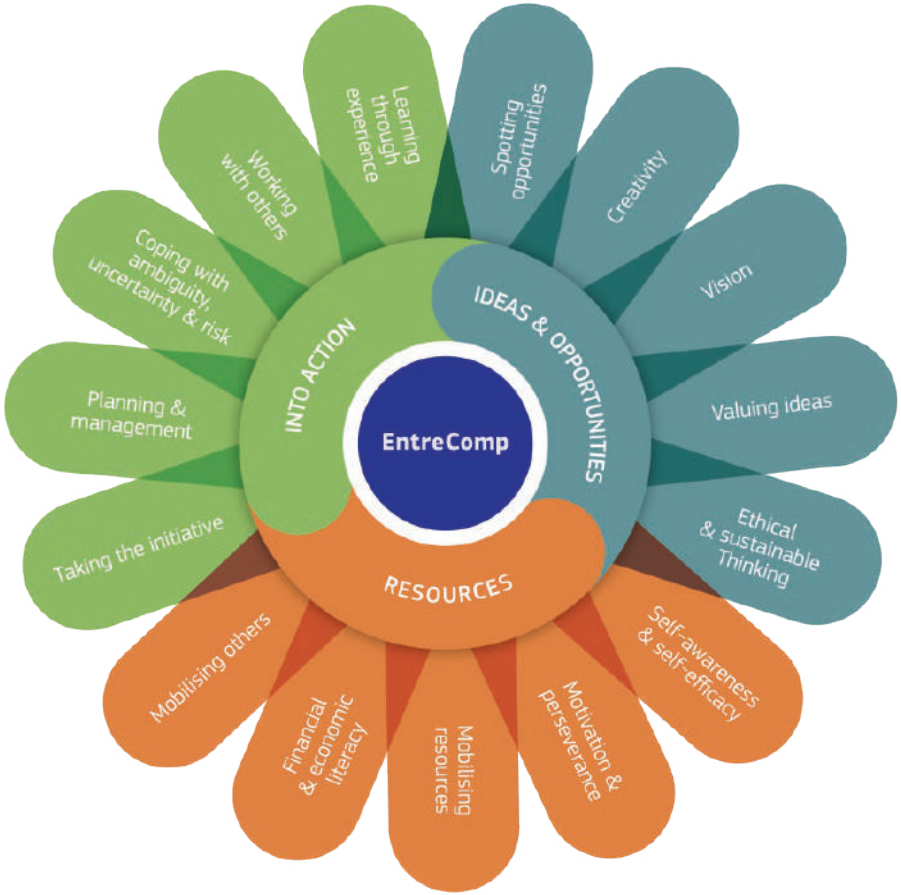
There is no single core competence in EntreComp and the competences are of equal importance. The competences are numbered to allow ease of reference (see pages 15, 16, 17), but the order in which they are presented does not imply a sequence in the acquisition process or a hierarchy. A learning activity or development tool may address only 1 competence, or develop all 15 competences.

Adaptable and flexible

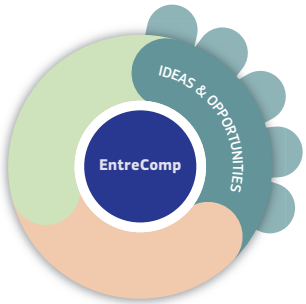
Depending on where and how EntreComp is used, it is reasonable to expect that emphasis be placed on some competences more than others, or that the model is adapted with less competences prioritised to mirror a particular entrepreneurial learning process or experience.

A simple starting point

In other words, the EntreComp wheel can be seen as a simple starting point for understanding and interpreting what is meant by the entrepreneurship competence. It can be refined and applied in more depth to address the particular needs of specific target groups. The next three pages provide a more detailed explanation of the 3 competence areas and 15 competences.



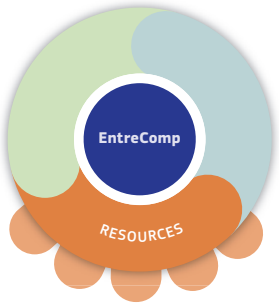
The EntreComp wheel: 3 competence areas and 15 competences



Competences per area

IDEAS & OPPORTUNITIES

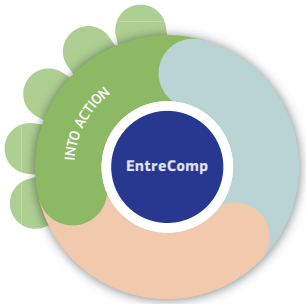
COMPETENCE	HINT	DESCRIPTION
1.1 **Spotting opportunities**	Use your imagination and abilities to identify opportunities for creating value	• Identify and seize opportunities to create value by exploring the social, cultural and economic landscape • Identify needs and challenges that need to be met • Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
1.2 **Creativity**	Develop creative and purposeful ideas	• Develop several ideas and opportunities to create value, including better solutions to existing and new challenges • Explore and experiment with innovative approaches • Combine knowledge and resources to achieve valuable effects
1.3 **Vision**	Work towards your vision of the future	• Imagine the future • Develop a vision to turn ideas into action • Visualise future scenarios to help guide effort and action
1.4 **Valuing ideas**	Make the most of ideas and opportunities	• Judge what value is in social, cultural and economic terms • Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
1.5 **Ethical & sustainable thinking**	Assess the consequences and impact of ideas, opportunities and actions	• Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment • Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen • Act responsibly



Competences per area

RESOURCES

COMPETENCE	HINT	DESCRIPTION
2.1 **Self-awareness & self-efficacy**	Believe in yourself and keep developing	• Reflect on your needs, aspirations and wants in the short, medium and long term • Identify and assess your individual and group strengths and weaknesses • Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
2.2 **Motivation & perseverance**	Stay focused and don't give up	• Be determined to turn ideas into action and satisfy your need to achieve • Be prepared to be patient and keep trying to achieve your long-term individual or group aims • Be resilient under pressure, adversity, and temporary failure
2.3 **Mobilising resources**	Gather and manage the resources you need	• Get and manage the material, non-material and digital resources needed to turn ideas into action • Make the most of limited resources • Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
2.4 **Financial & economic literacy**	Develop financial and economic know-how	• Estimate the cost of turning an idea into a value-creating activity • Plan, put in place and evaluate financial decisions over time • Manage financing to make sure your value-creating activity can last over the long term
2.5 **Mobilising 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



Competences per area

INTO ACTION

COMPETENCE	HINT	DESCRIPTION
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 & management**	Prioritise, organise 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 & 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)

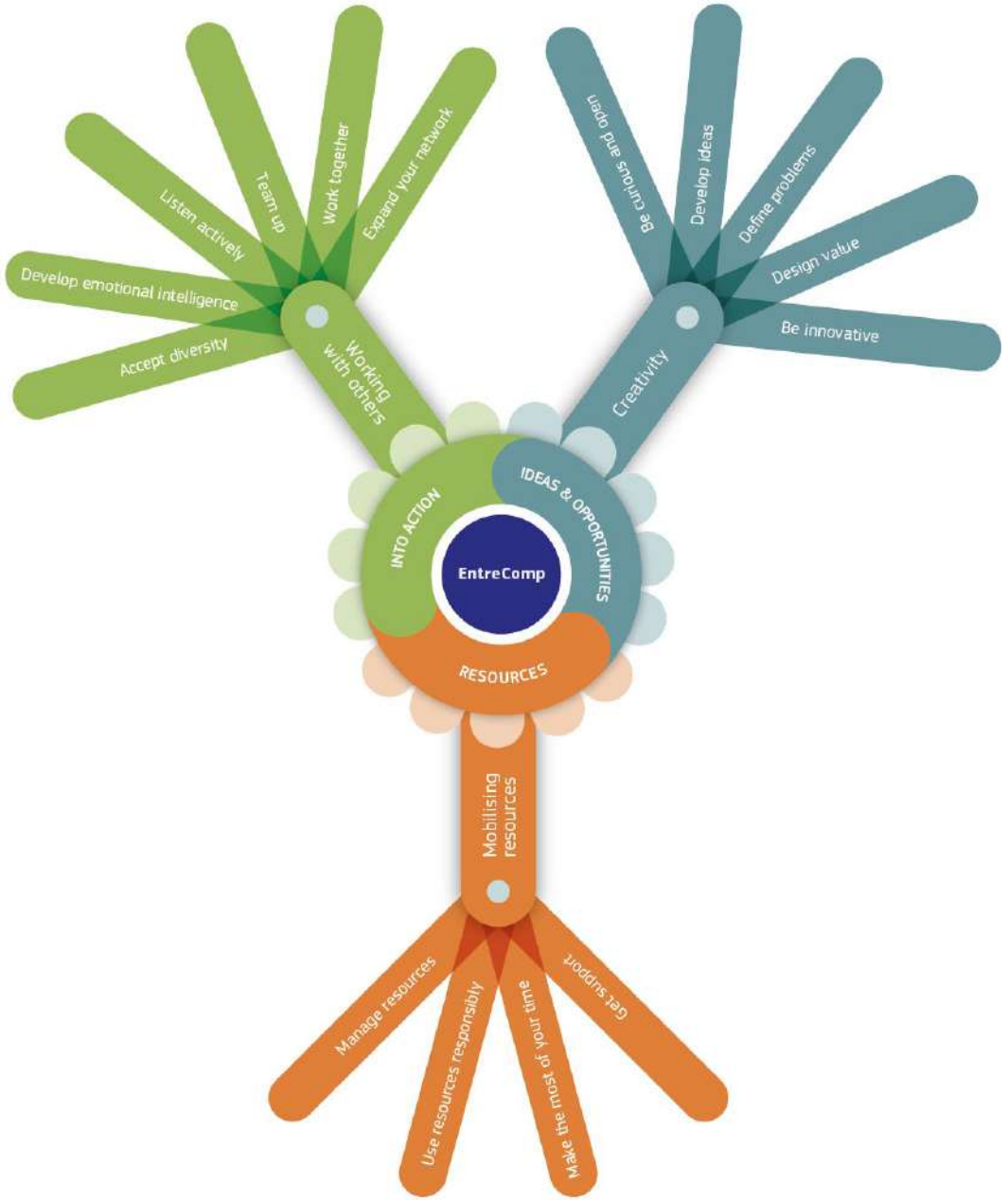
EntreComp building blocks

Beneath each of the 15 competences are a number of different threads that describe what the particular competence really means in practical terms. These threads are the building blocks of each competence. The image on the right shows the threads for 3 competences: **Creativity**, **Working with others** and **Mobilising resources**. For example, the threads for **Creativity** are **Be curious & open**, **Develop ideas**, **Define problems**, **Design value**, and **Be innovative**.

A progression model with 8 levels

Each thread has associated learning outcomes across 8 progression levels, from foundation to intermediate, advanced and expert levels (see page 20). This sense of progression is important when considering the development of a learner over time, the different starting points of learners or exploring to create a coherent entrepreneurship education pathway.

For the **Creativity** competence, the **Develop ideas** thread suggests learning outcomes for each of the 8 levels of progression model. This ranges from **I can develop ideas that solve problems that are relevant to me and my surroundings** at level 1, to **I can test the value of my solutions with end users** at level 4, to the more complex **I can set up processes to involve stakeholders in finding, developing and testing ideas** at level 6. You can see this example set out at the bottom of page 20.



Expanding the EntreComp wheel to show the threads for 3 competences

With increasing autonomy of the learner

The progression model illustrates the connection between the learning outcomes and the increasing level of autonomy of the learner. This starts at foundation level where the learner is expected to gradually decrease external support, and progress through intermediate to advanced and expert levels where learners would work more autonomously to transform ideas into action with increasing levels of impact. The progression model highlights that proficiency depends upon the capacity of the learner to deal with situations of greater complexity.

Adaptable to suit your context

Adapting EntreComp offers the opportunity for it to be tailored to a specific audience or goal.

EntreComp learning outcomes may not be sufficiently specific to be directly used for didactic planning or curriculum development. They may need to be adapted to real learning contexts to become meaningful and applicable. With the different starting points of an individual learner and the different priorities of a learning activity or goal, learning outcomes for the same activity may be drawn from different levels of the progression model to reflect this.

See page 20 for further information on the progression model and how it works across 8 levels.

EntreComp can help enterprises to respond to the challenges of the business environment, young people to recognise their non-formal and informal competences and trainers to have a common culture for engaging global change processes.

CLAUDIA IORMETTI
OPENGROUP.EU COOPERATIVE

Before EntreComp I saw different and separated sectors (business, policy making, youth work), now I see a truly cross-sector approach, provided that we use EntreComp to get all the pieces to make them work together.

JUAN RATTO-NIELSEN
INTER·ACCION

Learners have different starting points for their skills development and the different priorities of a learning activity; so learning outcomes from across different levels of the progression model may be relevant for the same learning activity.

ANDY PENALUNA
UNIVERSITY OF WALES - TRINITY SAINT DAVID

EntreComp progression model

FOUNDATION RELYING ON SUPPORT FROM OTHERS		INTERMEDIATE BUILDING INDEPENDENCE		ADVANCED TAKING RESPONSIBILITY		EXPERT DRIVING TRANSFORMATION, INNOVATION AND GROWTH	
Under direct supervision. (Includes, for example, support by teachers, mentors, peers, advisors, or consultancy services)	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
1. Discover Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	**2. Explore** Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	**3. Experiment** Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	**4. Dare** Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.	**5. Improve** Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	**6. Reinforce** Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.	**7. Expand** Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.	**8. Transform** Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.
EXAMPLE: LEARNING OUTCOMES / AREA: IDEAS & OPPORTUNITIES / COMPETENCE: CREATIVITY / THREAD: DEVELOP IDEAS							
I can develop ideas that solve problems that are relevant to me and my surroundings	Alone and as part of a team, I can develop ideas that create value for others.	I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.	I can test the value of my solutions with end users.	I can describe different techniques to test innovative ideas with end users.	I can set up processes to involve stakeholders in finding, developing and testing ideas.	I can tailor a variety of ways of involving stakeholders to suit the needs of my value-creating activity.	I can design new processes to involve stakeholders in generating, developing and testing ideas that create value.

Using EntreComp

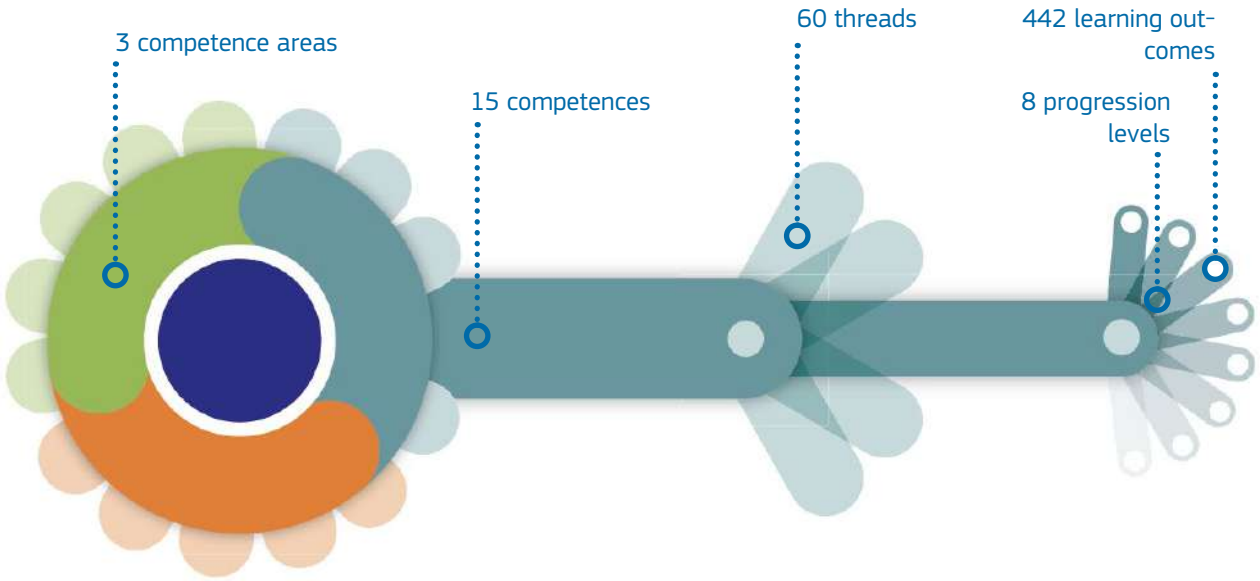
The full picture

EntreComp is a framework of 15 entrepreneurship competences, broken down further into threads, clearly defined through learning outcomes which are mapped across 8 different levels of progression from beginner to expert.

Using EntreComp to achieve goals

EntreComp has been applied in different ways and has proved to be useful in helping projects and organisations to achieve a number of goals. These goals have been to:

- **mobilise** interest in entrepreneurship and inspire action;
- **create value** by adapting the framework to specific contexts;
- **appraise & assess** levels of entrepreneurship competence;
- **implement** entrepreneurial ideas and projects;
- **recognise** entrepreneurship skills.



Mapping different goals against the elements of EntreComp

EntreComp can help you to achieve a number of goals:

GOAL I WANT TO MOBILISE

To mobilise a user group means to engage interest and inspire action

It includes the sub-goals to raise awareness and understanding about entrepreneurship as a key competence, entrepreneurship education and entrepreneurial learning to create a common vision and language for actors, and to initiate partnerships in the local eco-system, using EntreComp as the reference.

GOAL I WANT TO CREATE VALUE

To create value means to adapt the EntreComp framework to your own context

This means to translate it into different languages, adapt it for new audiences, use it to provide support for evidence-based practice, and to use it to align existing skills and recruitment frameworks.

GOAL I WANT TO APPRAISE & ASSESS

To appraise and assess is to understand the starting point or demonstrate progress made

It means to use EntreComp to map existing actions or resources, to discover skills gaps, to identify individual strengths and weaknesses, but also to reflect on or assess learning, using EntreComp to self-assess learning, and to demonstrate progression.

GOAL I WANT TO IMPLEMENT

Using EntreComp to help with the implementation of ideas or projects

It means to design entrepreneurial learning or practical entrepreneurial experiences, to design skills development and career pathways or start-up pathways, to embed EntreComp or link to other key competences, to establish or enhance existing start-up support initiatives, and to develop entrepreneurial organisations with EntreComp.

GOAL I WANT TO RECOGNISE

Recognising skills

This is about using EntreComp to recognise skills development and to identify professional competences, or to demonstrate the impact of programmes or activities.

Who is EntreComp for?

EntreComp can be used by different actors, and is relevant to those interested and working in formal education, non-formal learning and inclusion activities as well as in organisations and businesses of all sizes. The examples in Part C of this guide show how others have used or have been inspired to use EntreComp.

For example, if you are **working in and influencing policy** you may use EntreComp to:

- Develop a shared understanding and common language with all parties involved
- Inform policies linked to education, economic, employment or community development
- Define entrepreneurship impact indicators

If you are working in **education and training** you may use EntreComp to:

- Tailor entrepreneurial learning outcomes to a specific context
- Create new or enhance existing teaching and learning activities to develop entrepreneurial competences
- Design assessment of entrepreneurial learning

If you are working with young people **outside of formal education** you may use EntreComp to:

- Design activities that provide practical entrepreneurial experiences
- Help young people understand how entrepreneurial they are
- Recognise your own entrepreneurial competences

If you are working with **start-ups and entrepreneurs,** you may use EntreComp to:

- Understand how existing activities contribute to entrepreneurial competences
- Help entrepreneurs map their own entrepreneurial competences
- Design new training to support business creation or business growth mapped to EntreComp competences

If you are involved in **recruiting and managing human resources** you may use EntreComp to:

- Help define job-specific competency requirements
- Plan organisational learning and development strategies and activities
- Build entrepreneurial teams

Top tips for getting started with EntreComp

The EntreComp framework provides a practical and flexible reference. It is designed to be adapted and applied to promote and enable individuals and organisations to be entrepreneurial.

Here are some tips to help you approach EntreComp.

CREATE SHARED UNDERSTANDING

Use EntreComp as a basis for creating a shared understanding of what it means to be entrepreneurial. Use its language for a clear and consistent approach to developing strategies and actions.

USE THE VISUALS

Use the EntreComp visuals to engage learners, colleagues and other stakeholders. For example, the wheel provides an easy-to-understand visual that different stakeholder groups can relate to and remember.

FIND THE RIGHT LEVEL

Think about who you are working with and decide which level of EntreComp works for your audience – do you need to explain the whole model, or do you simply need to share what it means to 'be entrepreneurial'?

FIND THE RIGHT COMPETENCES

Prioritise the entrepreneurial competences needed for your project or organisation, and include them in recruitment and/or training and development activities. An activity may address only 1 competence, or could develop all 15 competences.

UNDERSTAND YOUR STARTING POINT

Appraise your existing activities or resources against the EntreComp competences to identify how you are supporting others to develop their own entrepreneurship competences.

ADAPT IF YOU NEED TO

EntreComp is not a fixed tool, and can be adapted in any way. For example, the learning outcomes are generic and it is likely that you will need to adapt them to work for your needs.

UNDERSTAND THE STARTING POINT OF YOUR LEARNERS

Whoever they are, employees or school children, they will have different starting points for their skills development. A learner is not expected to develop all the competences to a specific level and very few learners are expected to acquire the highest level of proficiency in all the competences.

REFINE OR EVALUATE LEARNING STRATEGIES

Think about your approach to teaching and learning – whatever your subject area. Consider how you could adapt your approach or introduce opportunities for practical entrepreneurial experiences to also develop 1 or more entrepreneurship competences.

IDENTIFY THE LEARNING OUTCOMES THAT SUIT YOUR ACTIVITY

Learning outcomes may be relevant from different levels of the progression model for the same learning activity e.g. level 4 in creativity but level 1 in financial literacy.

SELF-ASSESSMENT

Introduce EntreComp to your learners as a framework for reflection or self-assessment so that they can assess the level of their own competences and chart their progress.

DEMONSTRATE VALUE

Show the value of your activities and resources by highlighting those that successfully address EntreComp competences.

MAP AGAINST YOUR EXISTING ACTIVITY

Identify opportunities to extend your activities to support entrepreneurial learning by mapping them against EntreComp to identify any gaps.

PROVIDE AN EVIDENCE BASE

Use EntreComp as the evidence base for making changes in your approach to learning. Research shows that these are the competences that learners need to effectively create social, cultural or financial value at work or in the community.

Part B • **Using this Guide**

Exploring EntreComp into Action examples

EntreComp into Action aims to inspire, enable and equip you to use EntreComp by showing how others have used the framework to address problems and have adapted it to fit their purpose.

It contains examples of how EntreComp has been applied and adapted by organisations to achieve different goals. The examples have also been identified as being particularly relevant to those working or interested in 3 main areas of work or domains: formal education & training, non-formal learning & inclusion, and employment & enterprise.

EntreComp into Action also compiles examples of tools & ideas that could help you apply EntreComp and develop entrepreneurship competences.

Example types

CASE STUDIES

Examples of why and how organisations have used EntreComp in their work, and the results of this work.

TOOLS & IDEAS

Tools or resources can help you apply EntreComp or to achieve entrepreneurship competences aligned to EntreComp. Ideas can be early-stage thinking on how organisations could use EntreComp.

Examples are presented in 2 ways:
by **domain** – your area of work,
and by **goal** – what you want to achieve.

Exploring EntreComp into Action by domain

Domains are colour-coded so they are easy to identify

DOMAIN
FORMAL EDUCATION & TRAINING

This includes anyone interested in formal education at any level including vocational education and training (VET)

You might be a teacher, trainer, curriculum designer, qualification provider, quality assurance body, student, education leader or policy maker.

DOMAIN
NON-FORMAL LEARNING & INCLUSION

This includes anyone working in youth and non-formal education

You might be a youth worker, educator, work in a third sector organisation, inclusion specialist, training provider, coach or mentor, learner in non-formal education or involved in community-, inclusion- and citizenship-related policy.

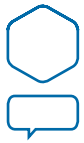
DOMAIN
EMPLOYMENT & ENTERPRISE

This includes anyone involved in entrepreneurial development linked to the workplace

You might be a recruiter, employer, HR specialist, social enterprise, third sector organisation, trainer, mentor, professional network, employee, freelancer, entrepreneur, or involved in start-ups, growing businesses and learning organisations including the policy perspective.



Examples may apply
to **more than 1 domain**.



Each example highlights both the domain(s) and goal(s) it relates to. Look out for the indicators or refer to the full list of examples on page 171 to help you navigate your way through the Case studies and Tools & ideas sections.

Exploring EntreComp into Action by goal

GOAL
I WANT TO MOBILISE

- Raise awareness and understanding
- Create common vision and language for stakeholders
- Initiate partnerships for a whole-system approach

GOAL
I WANT TO CREATE VALUE

- Translate into different languages
- Align to existing skills and frameworks
- Adapt for new audiences
- Provide support for evidence-based practice

GOAL
I WANT TO APPRAISE & ASSESS

- Discover skill gaps
- Assess learning
- Map against existing actions or resources
- Identify strengths and weaknesses
- Demonstrate progression
- Reflect on learning
- Self-assess learning

GOAL
I WANT TO IMPLEMENT

- Design practical entrepreneurial experiences
- Design entrepreneurial learning
- Establish or enhance existing start-up
- Embed / link to other key competences
- Design start-up pathways
- Design skills development and careers pathways
- Develop entrepreneurial organisations

GOAL
I WANT TO RECOGNISE

- Recognise entrepreneurship competences
- Recognise wider key competences
- Identify professional competences
- Demonstrate impact of programmes

Goal / **I want to mobilise**

Each example here shows how EntreComp can be used to engage and mobilise partners to promote entrepreneurial learning.

This can mean to **raise awareness and understanding**, illustrated in the case studies from Luxembourg (**C2**), SEECEL (**C7**) and Imkan Upper Egypt (**C3**). These case studies show how EntreComp has helped to build understanding of and commitment to entrepreneurship education across different policy areas including education, employment and economic development.

It also relates to helping **bridge differences between different types of stakeholders** and to agree a common vision and language. This is seen in SOCCES (**T11**) in their collaborative work to develop a competence framework combining entrepreneurial and social values, and Story-me (**C15**), who used EntreComp when working with multiple non-profit development partners to design activities for schools.

EntreComp has also been used to **engage partners** from many audiences, such as educators, parents and community organisations as in COMEET+ (**T7**), or businesses seeking to find the skills to grow as in BIG Apprenticeships (**C21**).

To **build understanding** across the whole institute, the University of Turku (**C24**) used EntreComp as an easy-to-understand standard of what entrepreneurial competences mean in a multi-disciplinary university as the starting point for developing a whole-organisation 'Entrepreneurial Path'.

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C3	IMKAN UPPER EGYPT	P. 42	C21 BIG APPRENTICESHIPS	P. 76	T11 SOCCES	P. 128
C4	FOSTERING ENTREPRENEURIAL YOUTH IN MADAGASCAR	P. 44	C24 UNIVERSITY OF TURKU	P. 82	T17 OPEN BADGES FOR ENTRECOMP	P. 138
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C15	STORY-ME	P. 64	C36 ESPACIO RES	P. 102		
C16	21ST CENTURY SKILLS	P. 66	C38 EU3LEADER	P. 106		
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Goal / **I want to create value**

EntreComp can help organisations create value and strengthen their activities and capacity.

This can take different forms, such as the **translation** of EntreComp into new languages to enable more audiences to access it as has been done in Greece (**C1**), or by **adapting the framework** for a new audience as is being planned in the new EntreComp for Teachers (**C11**) project to support educators to be entrepreneurial in their classroom.

Birmingham City University (**C26**) is using EntreComp to **provide an international evidence base** and credibility to their curriculum or assessment, similar to other examples such as the Chalmers University of Technology (**C32**), the Vlajo EntreComp-based assessment tool (**C19**) and Working Together (**T27**) for their employability action supporting adults with HIV. The University of Huddersfield (**C22**) has used EntreComp to add value to their assessment approach of an Enterprise Placement Year. The UK's Quality Assurance Agency for Higher Education (**C10**) updated their guidance for enterprise and entrepreneurship educators to reflect EntreComp.

Within **employment & enterprise**, to create value can mean to build entrepreneurial leaders in the third sector and use EntreComp as the evidence base and foundation for capacity-building workshops, as the eu3leader (**C38**) project does. The HR recruitment agency EARS (**T31**) visualises EntreComp for a new audience, seeing the potential for the framework to be a reference point for the recruitment of entrepreneurial staff. Within the non-formal learning & inclusion domain, Tomorrow's Land (**T22**) is working on a new framework to enhance the potential of future social innovators, inspired by EntreComp.

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Goal / **I want to appraise & assess**

Using EntreComp to **appraise and assess** is about mapping, reflection and assessment.

A number of the examples provided in Part C have used EntreComp to **appraise existing activities** by mapping them against the different competences. For example, in Swansea University (**C23**) the mapping process investigated whether curriculum delivery was aligned to competence development, while Enactus (**T18**) encourages students to map the entrepreneurial competences they developed in learning experiences outside formal education.

From a **teaching perspective**, the EntreComp Giant (**C17**) is a simple exercise which helps any type of user to reflect on their EntreComp strengths. REACT (**T2**) and INTENSE (**C34**) both use EntreComp as a tool to research and assess the quality of diverse entrepreneurship education practices, with REACT focusing on practice-built skills of disadvantaged adults.

Mapping learning resources against the EntreComp framework to identify delivery gaps is demonstrated by The Women's Organisation (**C33**) working to empower women. The iWoman Academy (**C30**) creates opportunities for women by teaching them broadcasting, and the women in the programme use self-assessment checklists based on EntreComp to explore their learning levels.

LoopMe (**T15**) allows users to reflect on learning using a structured approach that can be designed around EntreComp, as part of an assessment process, as University of Huddersfield (**C22**) has done. The EntreAssess (**T16**) project maps innovative assessment methods and tools on a progression model for teachers that is based on EntreComp.

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T33	DYNAMIQE™	P. 166
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Goal / **I want to implement**

To **implement** is about using the framework to design and action learning that takes inspiration from EntreComp and develops some or all of the 15 competences.

This includes **designing practical entrepreneurial experiences** as done by the Youth Start Entrepreneurial Challenges (**T4**) project, who teach the entrepreneurial spirit through challenges. In Madagascar (**C4**) and Ukraine (**C6**), partners used the framework to design a competency-based curriculum, while Viadrina (**C35**) used the competences to design and implement intercultural learning. Learning to enhance skills development and career pathways were designed and delivered by the University of Wales Trinity Saint David (UWTSD) (**C9**), who developed a Professional Doctorate in Education based on the EntreComp framework.

In the **non-formal learning and inclusion** domain, SFEDI Awards (**C31**) has developed a passport to enterprise and employment to support the rehabilitation of prisoners, while Fresh Start (**C39**) has designed tailored entrepreneurial learning pathways for refugees and migrants.

At the Advice Skills Academy (**C27**), EntreComp is being used to enhance the learning opportunities offered as part of its workforce development activities for the independent advice sector. EntreComp can also be used to design pathways to start-up: the PACE (**T3**) project promotes a culture of entrepreneurship and has developed a workbook with examples of activities that support the development of the entrepreneurial competences identified in EntreComp, and the Simply Do Ideas (**T25**) tool is a gamified approach to developing an entrepreneurial mindset. To implement can also mean to develop entrepreneurial organisations as shown by LEEN (**T21**) in the formal education domain, or supporting entrepreneurial teams as visualised by iKindu (**T32**) in the employment and enterprise domain.

Entrepreneurial learning is an area of importance for the **third sector or social entrepreneurship environment**, illustrated by Social Keys (**C28**) in their work to design learning for social entrepreneurs.

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Goal / **I want to recognise**

This goal means to recognise entrepreneurship competences, recognise wider key competences, identify professional competences and demonstrate impact of programmes.

In **formal education**, at the University of Limerick (**C25**) students recognise their own progress in developing entrepreneurial skills along the EntreComp progression model, while the Entrepreneurial Skills Pass (**C18**) recognises the entrepreneurial competences of those completing a mini-company programme.

A similar approach has been adopted by Certiport (**T14**) Entrepreneurship and Small Business certification and by Young Business Generations (**T24**) training programme. Within Erasmus for Young Entrepreneurs (**C37**), EntreComp is currently part of a pilot to recognise skills development among young entrepreneurs using the LoopMe (**T15**) tool.

In Finland (**C13**), a major evaluation programme is underway to investigate the impact of entrepreneurial education through research with both VET and higher education students, staff and institutions.

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Part C • **Putting EntreComp into action**

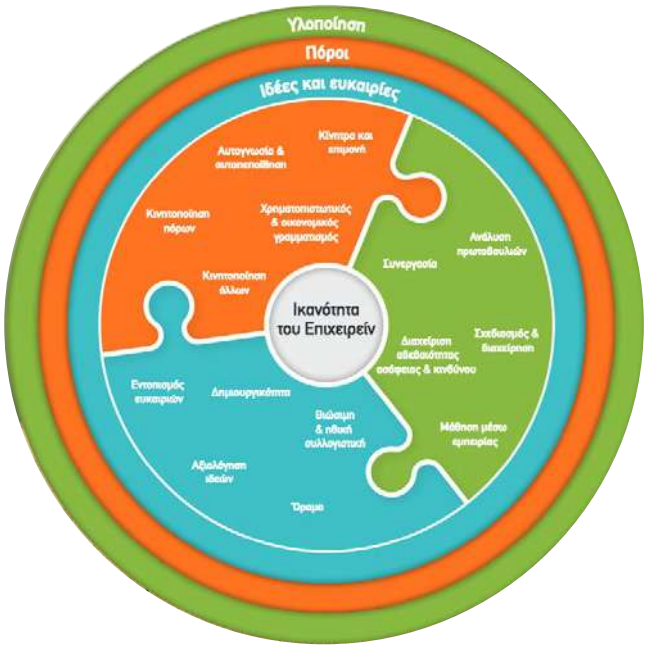
Case studies

C1

GREECE

GREECE: TRANSLATING THE FRAMEWORK

Creating a Greek version of EntreComp while remaining truthful to the spirit of the framework



The Greek wheel (image courtesy of the contributor)

Translation as an entrepreneurial endeavour in itself

In Greece, partners needed to adapt and translate the EntreComp framework before it was possible to share it more widely with colleagues from across the country.

Antonis Bessios led this work, which was published by the Greek Ministry of Education, Research and Religious Affairs in 2017.

Coping with ambiguity

The translation journey offered many challenges regarding how to cope with the ambiguity of words used when considering how to represent these in Greek. Whereas English is an analytical language, which breaks concepts down into separate words, Greek synthesises multiple concepts into each word, and is thus defined a synthetic language.

English uses few inflections, many grammatical words and depends on the order of the words in a sentence to articulate meaning. Greek, on the other hand, is a synthetic language where much more meaning is borne by each word, with each generally inflected with the tense, number or gender, for instance.

Although novels are relatively easy to translate because of their wealth of text and imagery, frameworks like EntreComp with single and unrelated elements within the learning outcomes table represent an almost impossible task from a translation point of view.

Further, in Greek the word επιχειρηματικότητα (entrepreneurship) pertains to a register which is exclusive to the business world. Although the word entrepreneurship exists in Greek, using it would have been unfaithful to the intentions of EntreComp. Therefore, instead of the επιχειρηματικότητα, the phrase "το επιχειρείν" has been used,

ACKNOWLEDGEMENTS

Antonis Bessios

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Panagiota Karkaletsi

First Translation from English into Greek, English Language Teacher, seconded to the Ministry of Education, Research & Religious Affairs in the European Union Unit of the Directorate for European & International Affairs

FURTHER INFO

TINYURL.COM/Y82VXLLK

C1

The greatest amount of work needed to come up with a Greek version of the framework was dedicated to reconstructing the narrative behind the tables, so as to have the context needed to define the Greek text..

ANTONIS BESSIOS

which is the infinitive form from ancient Greek (still in use). This infinitive has the same etymological root and expresses the original meaning of the word entrepreneurship (namely to seek, to try to do something, to engage in the completion of a project) before it narrows down its meaning to the economic field. That's why we cannot speak of a Greek translation of EntreComp, but only of translation and adaptation.

Multiple attempts to translate the true meaning of EntreComp

Bessios explains that the initial translation of EntreComp into the Greek language, conducted by the Greek Ministry of Education, Research and Religious Affairs, revealed the need for a thorough adaptation of the content. Converting simple statements – such as threads – is not a straightforward exercise. Translating "Focus on challenges" into Greek requires a decision to be made. Is "Focus" a noun, an infinitive verb or an imperative, and if an imperative does it speak to one or to many? From the onset the translators opted for the infinitive, a basic form of the verb, which does not bear an inflection binding it to a particular subject or tense, but simply indicates what's expected within that particular thread. However, further on in the document, another thread states "Follow your aspirations", which now bears an imperative meaning. In an attempt to be consistent then, the initial translation used the imperative tense in the Greek version, too.

The EntreComp framework, in English, is a document that uses positive and encouraging terminology, both kind yet full of calls to action. In contrast, the initial translation into Greek often used the imperative form, which could not convey the positive and encouraging spirit of the framework. This was mainly due to the way hints, descriptors and threads are phrased in the English document, which when translated into Greek gave the document the wrong tone. To overcome these challenges, two translators were involved in this work, and significant editorial work was also needed on top of the translation.

Further, the adaptation was not carried out in isolation. Bessios took the initiative to ask the authors of the framework for advice and explanations of what they meant with each and every element of EntreComp. To conclude, to come up with a Greek version of the framework, a large portion of time was dedicated to reconstructing the narrative behind the tables, so as to have the context needed to define the Greek text.

The Greek document (see link to further information) is now a fully conceptualised and adapted translation of EntreComp, with a new design and approach to explain why and how it can be used.

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
- I WANT TO APPRAISE & ASSESS
- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C3 IMKAN UPPER EGYPT P. 42
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- C11 ENTRECOMP FOR TEACHERS P. 58
- T1 ENTRECOMP4ALL P. 110
- T17 OPEN BADGES FOR ENTRECOMP P. 138

C2

LUXEMBOURG

LUXEMBOURG

Luxembourg Government supporting development of Entrepreneurial Schools and entrepreneurial learning activities

ACKNOWLEDGEMENTS

Tom Muller

SCRIPT – Ministère de l'Education Nationale, de l'Enfance et de la Jeunesse

Luxembourg's membership in the Youth Start Entrepreneurial Challenges Consortium (see **T4** Youth Start Entrepreneurial Challenges) raised interest within the Ministry of Education, who decided to take this work a step further. The government decided to develop a national initiative supporting the concept of Entrepreneurial Schools, creating a whole-school approach to the development of entrepreneurial competences. EntreComp has been a central tool for this work; it was important to the Luxembourgish Ministry of Education to use an internationally agreed framework that could support their activities. The Ministry of Education is in charge of coordination and pedagogical follow-up, and has a strong partnership with the Ministry of Economy which fosters links with companies, entrepreneurs and other stakeholders. The project's objectives are to:

- Develop transversal competences linked to entrepreneurship education
- Create the link between the schools and the "real world" surrounding them
- Prepare young people for a labour market demanding these competences
- Reduce the number of young people leaving education early

Entrepreneurial education – curricular and extra-curricular – for all students in selected pilot schools

Selected pilot secondary schools were identified to provide entrepreneurial education for all students in all classes by 2021, through the implementation of:

1. The Youth Start Entrepreneurial Challenge Programme
2. Newly developed entrepreneurial challenges
3. Bringing external speakers into the classrooms
4. Visiting companies in line with students' career expectations

In these schools, every student now does entrepreneurial activities for an average of three hours every week, as learning is embedded in the normal lessons. Optional activities available as extra-curricular activities complete the entrepreneurial education offer in each school. Although this whole offer develops all EntreComp competences, the Ministry of Education has placed a particular emphasis on **Creativity**, **Self-awareness & self-efficacy** and **Working with others**.

EntreComp shows that entrepreneurial education goes beyond business competences

Entrepreneurship education is often reduced to business skills, despite the actual competences developed by entrepreneurial activities being much broader. For Luxembourg, EntreComp is the only framework that represents the breadth of competences developed by entrepreneurial education. To demonstrate this, it can be used as an assessment tool for entrepreneurial activities. It also guides research in this field, by measuring the impact of entrepreneurship education. By using the EntreComp descriptors, it is easy to assess the individual's degree of competence.

Producing a simplified version of EntreComp across only first four levels of progression

A team of experts (teachers, trainers, school directors, entrepreneurs) examined the framework to determine which competences and what level of competences could be trained in secondary education in Luxembourg. As the number of indicators are quite high, they chose only those which fitted the Luxembourgish school system. At the same time, they decided

C2

We think that the way we have used EntreComp and adapted it to our national needs is a wholly transferable approach, if the uncut version of EntreComp is used as a common base of understanding.

TOM MULLER

to use only the first four levels of competence, deciding that the higher levels were not suited. By doing this, they produced a simplified version of EntreComp which is easier to read and still includes the main spirit of the framework. At the beginning, the quantity of information included in the whole framework felt enormous to them, but everything became clearer once they started to work with it.

Next steps – including government certification of entrepreneurial competences such as creativity

The next step to be taken in early 2018 is to match the entrepreneurial activities used in the Entrepreneurial Schools project against this simplified version of EntreComp. It is important to find out which activity develops which competence and at what level. This will allow EntreComp to be used as an evaluation tool for certification: students that have completed activities covering level 4 in specific competences (**Creativity**, for example) will receive a Ministry of Education certificate recognising this.

GOALS

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RELATED EXAMPLES

- C4 FOSTERING ENTREPRENEURIAL YOUTH IN MADAGASCAR P. 44
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- C8 EXTREMADURA P. 52
- C17 ENTRECOMP GIANT P. 68
- T17 OPEN BADGES FOR ENTRECOMP P. 138

C3

EGYPT

IMKAN UPPER EGYPT

Putting EntreComp into action to support TVET teacher training and curriculum development in Egypt through the UNIDO IMKAN project

ACKNOWLEDGEMENTS

Annachiara Scandone
Cherine Khallaf
United Nations Industrial Development Organization (UNIDO) – Regional Office in Egypt

Frank Hennessey
Consultant for UNIDO

FURTHER INFO

IMKAN Facebook page

WWW.FACEBOOK.COM/IMKANPROJECT

IMKAN video, Luxor

YOUTU.BE/2CW3DRVN0CG

IMKAN video, Qena

YOUTU.BE/PHJ6GU2PPCG



The IMKAN Entrepreneurship Competence Framework, adapted from the EntreComp (image courtesy of the contributor)

Supporting sustainable job creation and self-employment

Sustainable job creation and employment are not quick fixes. They require sustained rates of economic growth, structural changes in productive sectors, urgent actions in demand-driven skills development and important reforms of related sectors such as education. This entrepreneurial education intervention was designed as part of the IMKAN project supporting youth employability and entrepreneurship in Upper Egypt, to address a decline in the tourism sector and its impact on poverty and alienation of youth from economic activities. It was led by UNIDO in partnership with the Ministry of Trade and Industry, the Ministry of Education and Technical Education (MoETE), and Luxor Governorate, with funding from the Government of Japan.

Fostering the entrepreneurial capacity of teachers and students

IMKAN is aimed at fostering the entrepreneurial capacity of Egyptian teachers and students, ranging from life skills to entrepreneurship and business-specific skills. To achieve this, IMKAN assisted MoETE to introduce entrepreneurial education into technical secondary schools and non-formal schools in the Luxor governorate, using experience from UNIDO's flagship Entrepreneurship Curriculum Programme (ECP) and a previous pilot in the region. The project used EntreComp as the framework to build common understanding among partners and support curriculum design through three main areas of action, including capacity-building of teachers, school leadership and MoETE TVET staff, mentoring of trained teachers when delivering newly designed lesson plans, and creating a pool of teacher trainers for wider dissemination of learning.

Using EntreComp to build understanding and build teachers' capacities

The project employed the EntreComp framework to introduce the teachers and the other stakeholders involved to entrepreneurship as a competence. The EntreComp definition was often used as a reference, to help converge towards a more unified understanding and definition of entrepreneurial education among different actors. It also used the EntreComp frame-

work to build the teachers' capacities around specific entrepreneurial competences and learning outcomes prioritised for this project, based on the most pressing needs of the Egyptian TVET sector. The comprehensiveness of the EntreComp learning outcomes within a progression model allowed the right flexibility in adapting the entrepreneurship competences to the local culture and resources, aligning to current proficiency levels and integrating the entrepreneurship learning outcomes within the existing subject-specific ones.

Supporting teachers to integrate entrepreneurial education into their teaching

The teachers were asked to introduce their students to relevant entrepreneurial concepts and skills within their own subject disciplines, depending on their resources and the current curricula used in schools. The programme consisted of 30 hours of face-to-face training complemented by 35 hours of self-directed work aimed at enhancing teacher abilities to:

- Identify and integrate entrepreneurial competences and learning outcomes into their lesson plans
- Use different active learning methods to integrate entrepreneurial competences and learning outcomes
- Develop assessment tools adequate to the competences and learning outcomes integrated into their lessons
- Identify the impact of entrepreneurial education methods on their students

As a result of their new lesson plans, the teachers reported high levels of student engagement, increased teacher self-esteem, improved student behaviour and improved teacher-student rapport.

The project has now reached 21 out of 26 technical secondary schools in the Luxor governorate, involving 94 teachers from a range of subjects in face-to-face training. Seventeen of them have taken the exam for being accredited as master trainers by the Egyptian Professional Academy for Teachers (PAT). This has created a pool of teacher trainers able to share their learning on entrepreneurial competences and teaching with other teachers, with a view to supporting a MoETE-planned nationwide roll-out of entrepreneurship across all technical secondary schools in 2018/19.

Challenges to implementation in developing contexts

There were some difficulties with using the EntreComp framework. The first linked to the need for the framework to be translated into local languages, as immediate usability is significantly reduced in countries where the majority of public school teachers and administrators are not proficient in English. Secondly, some developing local or national contexts may not have a strong understanding or knowledge of how to implement a competence-based approach, which may affect the ability to use the framework.

Next steps

The next steps are to finalise the PAT accreditation of the trained teachers in order to enable the training of additional teachers and widen the reach to more teachers and students. The lesson plans produced will be incorporated into an UNIDO user guide for trainers and trainees (in both English and Arabic). This user guide will be designed based on the EntreComp competence areas and used as the basis of the new national competence-based entrepreneurship curriculum. This work is being led by MoETE with the support of a group of international donor organisations supporting development of entrepreneurial education in TVET. Using EntreComp as a reference point, the guide will support the planned introduction of entrepreneurial education into all technical secondary schools in 2018/2019.

GOALS

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RELATED EXAMPLES

- C1 GREECE: TRANSLATING THE FRAMEWORK P. 38
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- C11 ENTRECOMP FOR TEACHERS P. 58
- C16 21ST CENTURY SKILLS P. 66
- T10 ECO-SYSTEMAPP P. 126

C4

MADAGASCAR

FOSTERING ENTREPRENEURIAL YOUTH IN MADAGASCAR

Developing a competency-based curriculum to strengthen entrepreneurial skills, using EntreComp to guide design and implementation

ACKNOWLEDGEMENTS

Hary Lala Razafinimpiasa
Ministry of Employment, Technical Education and Vocational Training

Gabriele Ott
United Nations Industrial Development Organization (UNIDO)

FURTHER INFO

WWW.MEETFP.GOV.MG/NEWS.HTML

TINYURL.COM/YB7RPYN9



Teachers are at the heart of the project development (image courtesy of the contributor)

Madagascar's Ministry of Employment, Technical Education and Vocational Training working in cooperation with UNIDO

Madagascar is the world's fourth largest island, but it is also one of Africa's poorest countries with an estimated 92 per cent living on less than $2 a day. To boost employment and create job opportunities, the Ministry of Employment, Technical Education and Vocational Training (MEETFP) is reforming its education system, and developed the National Policy for Employment and Vocational Training. The Ministry aims to strengthen teachers' pedagogical abilities and to revise the curriculum along a competency-based approach. It has also added entrepreneurship to the curriculum to make learning both more practical and useful. UNIDO is supporting the Government of Madagascar in its ambition to equip high-school students with entrepreneurial competences. MEETFP, working in collaboration with UNIDO, has developed an entrepreneurship syllabus taking inspiration from EntreComp. This will be piloted in 10 technical schools in the school year 2017/2018. The three-year course targets students from 16 to 18 years of age, and each year includes 75 hours of practical entrepreneurship learning. The project's development phase is being financially supported by the Kingdom of Norway with technical assistance from UNIDO.

The immediate expected achievements are as follows:

- The introduction of a three-year Entrepreneurship course to complement technical skills, managed by the Ministry of Employment, Technical Education and Vocational Training
- The acquisition of entrepreneurship attitudes, skills and knowledge by about 12,000 young Madagascans (50 per cent female)
- Youth in Madagascar will demonstrate entrepreneurial behaviour in their professional and social lives
- An improvement in start-up rates and success rates of young entrepreneurs (50 per cent female)
- Young people will integrate more easily and will be better qualified to work in enterprises

C4

EntreComp was used as a base document

The programme has benefitted from the guiding work by the Joint Research Centre (JRC) for the European Commission on developing an entrepreneurship competence framework, as well as drawing ideas from the methodological work by the International Organisation for Francophone countries (OIF) on the competency-based approach in vocational training. EntreComp served as a base document for the Ministry's Technical Working Group to develop the progression of the entrepreneurship competences over three years, complementing the technical skills that the students learn in the technical schools and training centres. Once the syllabus was agreed upon and contextualised, teaching and learning materials were developed.

The progressive development of competences in EntreComp was a real strength

In total, three main areas will be covered, i.e. ideas and opportunities, resources and implementation. Young people will have the opportunity to acquire and apply their initiative, innovativeness and creativity to discover opportunities within their communities and transform their ideas into value for themselves and others. The course will be action-orientated, and mobilise the community including the local private sector. The well-structured approach including the progressive development of the competences was found to be a strength of EntreComp. It channels the emphasis and attention on the competences and less on knowledge transmission, and this is an innovation for the education system and teachers in Madagascar.

Supporting results for vocational education in Madagascar

UNIDO is the first organisatin to use EntreComp in Africa. EntreComp challenged the curriculum developers to bring in the practical application in the economic context and to make the concept and language accessible to teachers and students. As of October 2017, the following results were achieved:

2015

- In October, a roadmap for the introduction of an entrepreneurship curriculum was defined
- MEETFP Technical Working Group was established and trained, including representatives from both the private sector and the Ministry of Industry

2016

Several curriculum development workshops and a participatory consultation process took place, to address the change from an objective- to a competency-based syllabus.

2017

- MEETFP approved the syllabus for pilot testing in 10 schools
- In March, two education officials participated in an exchange visit to Namibia to learn about its experience
- In July, a teacher's guide and student textbook for the first year of pilot testing were validated
- In September, training sessions for trainers and subsequent teacher-training took place, with 17 trainers and 30 teachers taking part
- In November, teaching of the entrepreneurship course began in 10 pilot schools, reaching 3,350 students

The schools will be monitored and evaluated to identify achievements and to pinpoint any problems encountered during the pilot experience. Following this, a review will be undertaken to explore what the next steps should be.

GOALS

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RELATED EXAMPLES

- C3 IMKAN UPPER EGYPT P. 42
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- C20 DOIT P. 74
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114
- T16 ENTREASSESS P. 136

C5

MONTENEGRO

MONTENEGRO: A POLICY-LED APPROACH

Strategic approach to embed EntreComp into national curriculum and teacher education

ACKNOWLEDGEMENTS

Nevena Cabrilo

Bureau for Education Services

Andjela Gajevic

Chair – National Partnership for Entrepreneurial Learning

FURTHER INFO

BlueSKILLS Project

WWW.BLUESKILLS.EU

BlueSKILLS Competence Framework

TINYURL.COM/Y8YGWBAP



Entrepreneurial learning activities at school in Montenegro (image courtesy of the contributor)

Building understanding across government and stakeholders

Montenegro has been widely recognised for its coherent and joined-up approach to entrepreneurial learning policy and practice, both at regional level through the EU Small Business Act index in south-eastern Europe and their work with SEECEL (see **C7**) and in the 2016 Eurydice report on Entrepreneurship Education in Schools. At national level, the Montenegrin National Partnership for Entrepreneurial Learning drives implementation of the national strategy for entrepreneurial learning, supported by the European Training Foundation. The National Partnership has been active in promoting EntreComp through national conferences and workshops as a framework relevant to education, employment, youth and SME policy areas. As a prominent member organisation, the Bureau for Education Services took the strategic decision to test and embed the EntreComp framework into different levels of education and training.

Implementing to create common understanding across transnational project

The first exercise the Bureau undertook was adapting EntreComp for use within an international project involving five countries, to help create and implement a common understanding of competences for VET mobilities. In the BlueSKILLS (WWW.BLUESKILLS.EU) project, the project team (led by the main consultant Gilberto Collinassi) used EntreComp to create a map of the key competence-related learning outcomes that VET students would achieve during a three-month stay overseas. To do this, the project team simplified EntreComp to ensure that all countries would buy into it. They then developed a set of Professional Qualification Descriptors (QPR) compliant with the European Qualification Framework standard with evaluation (Typical Situation Sheet) guidance alongside to create a common framework and standardise the approach for teachers across different hosting countries. The Montenegrin Bureau for Education was responsible for developing the learning to learn and entrepreneurship competences (TINYURL.COM/Y8YGWBAP)

C5

Translating the framework into Montenegrin and allowing teachers to reflect on content

Following the success of this work, the Bureau took the decision to translate the whole framework and accompanying report into Montenegrin to support its ambition to embed it across all levels of education and training. This was a challenging task but the framework is now available in the local language through the education website and the national platform for entrepreneurial learning. This was seen as a key step in the journey to fully implement EntreComp, as a means of informing the lead entrepreneurship educators at each school about the framework and allow them time to reflect and provide advice/input to the Bureau on how to take it forward. The commitment to this is driven by the simple framework allowing users to see what learning outcomes are suggested for students when they finish an educational course / level, i.e. which skills and attitudes they should have developed. This helps teachers understand what entrepreneurial learning needs to achieve.

Next steps – full integration into the national curriculum

The Bureau, with the support of partners within the National Partnership for Entrepreneurial Learning, intends to connect EntreComp to entrepreneurial learning at primary, secondary and upper secondary levels. They will also include entrepreneurial learning, based on the EntreComp model of learning outcomes. In the adult education programme. To achieve this, they will adapt the existing cross-curricular topic for entrepreneurial learning to reflect, use and assess EntreComp competences. To do this they will identify the priorities or learning outcomes that are judged most relevant to each level of education. This will be followed by national guidance, teacher training and teacher seminars to support implementation, resulting in the full integration of EntreComp into the official national curriculum in 2018.

The largest challenge is to create effective methods of assessing entrepreneurial learning outcomes. There is limited guidance, and the country is seeking examples of international practice to help overcome this challenge.

GOALS

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RELATED EXAMPLES

- C2 LUXEMBOURG P. 40
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- C13 FINLAND: VET/ HE EVALUATION MODEL P. 62
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114
- T5 I-LINC MOOC P. 116
- T16 ENTREASSESS P. 136

C6

UKRAINE

UKRAINE: NEW SCHOOL CURRICULUM

Embedding EntreComp into the Ukrainian New School curriculum reforms and teacher-training programmes

ACKNOWLEDGEMENTS

Roman Shyyan

Director, Lviv Regional In-Service Teacher Training Institute

FURTHER INFO

WWW.LOIPPO.LVIV.UA



Training teachers to embed the use of EntreComp in the design of a new curriculum (image courtesy of the contributor)

Transforming education

Ukraine is undergoing a transformation after the 2013-14 revolution, with economic and social impetus for reforms in all areas. Among these, education has been a high-profile area. In 2016, the Ukrainian Government came forward with an ambitious reform programme to develop the New Ukrainian School and turn the education system into a competence-based, student-centred learning institution, aiming to introduce rapid developments at both system and school level. This work is being led by an expert group including representatives from different professional communities, such as the network of teacher-training institutes (pre and in service), the Ministry of Education, different levels of formal and non-formal education, educational and civic interest NGOs, the Ukrainian Centre for Assessment of Education Quality and the National Academy for Pedagogical Sciences. This group is engaged in the development of new education standards and curricula design inspired by the EU key competences for lifelong learning.

Harmonising with the European approach to entrepreneurship education

There are three drivers of this work. Firstly, the leadership by the Ministry of Education and other parts of the Government, as well as the enthusiasm of the expert group created synergy with European approaches to education. This created a strategic interest at national level to harmonise the new Education law, the new SME Strategy and the New Ukrainian School concept with the EntreComp and DigComp frameworks. Secondly, the international engagement that exists with the European Training Foundation (ETF – an agency of the European Commission) is important. Since 2012, they have led the development of entrepreneurial learning as part of the Small Business Act policy assessments and support, under the EU Eastern Partnership cooperation process and have supported the Ukrainian experts in their first steps in applying EntreComp and DigComp. Thirdly, the expert group has been vital to the process, bringing together and building understanding with representatives from education stakeholders including those who already have commitment and experience from prior projects.

Building understanding of EntreComp

The first experience with EntreComp came at a multi-country conference on EntreComp led by ETF in early 2016 for the Eastern Partnership region, involving a Ukrainian country team drawn from the fields of educa-

C6

tion, economy and the world of work. Those involved have learned that a focus on EntreComp should be seen as an entry point into a) promotion of strategic focus on competence-based education and key competences for LLL, but also b) allowing local experts and policy-makers to discover broader horizons for the career development of students, with entrepreneurship and self-employment as the "alternative" to wage-employment.

Using EntreComp as a practical example of how to demonstrate progression

Local education experts in Ukraine used EntreComp to design the progression model for the overall education standard, forming the backbone of the new standard to create a coherent progression of learning across all levels. For some areas, including the social health and well-being subject area, there is a direct correlation with the EntreComp progression structure.

Integrating EntreComp at each level of education

This process has included design and participation at national-level workshops. Thanks to teaching other professionals, EntreComp understanding has grown. Reforms are being implemented via extensive curriculum re-design, piloting processes and teacher-training roll-out. EntreComp is taking centre-stage in this work. Primary education was the first level developed and is now in the piloting phase, integrating EntreComp through the entrepreneurship theme. Training for trainers' sessions were held in July and October 2017 – jointly held by the expert group and ETF – to prepare teacher training for the pilot schools for the first-grade primary curriculum and to set grounds for the 2018 "rolling" exercise of training small groups of curricula/teacher development experts across all regions of Ukraine. It was found that EntreComp learning outcomes were not simple enough for the first grade of primary, and so these have been adapted to reflect this. At the lower secondary level, a national expert was recruited (supported by ETF) to work with national subject experts. This small team provided guidelines for different subject experts on how to modernise existing curricula by applying EntreComp across subjects at grades 5-9. Now, the expert knowledge developed by this group is feeding back into the current development of the new curriculum at upper secondary and VET level. Across all levels of secondary and VET, the DigComp and EntreComp frameworks will be co-worked within the curriculum. An intensive curriculum development workshop for the expert group was held in October 2017, and the work continues in 2018. There are 3 main lessons that those involved have learned so far:

1. EntreComp can be used to support 'light' improvements to standards and curricula
2. Moving into large-scale revision inevitably brings the need to engage large groups of experts into a multi-year work on step-by-step integration of new approaches into the standards and curricula
3. Teacher training is the core element for both approaches, with the need for changes in teacher qualifications, teacher training and career promotion systems

The final picture

Once each phase is fully developed, the new education standard and the competence-based approach will be reflected across all levels of education. EntreComp has been a model for building understanding across different stakeholder groups, integrating entrepreneurial outcomes and reflecting how these progress across the different levels of learning.

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RELATED EXAMPLES

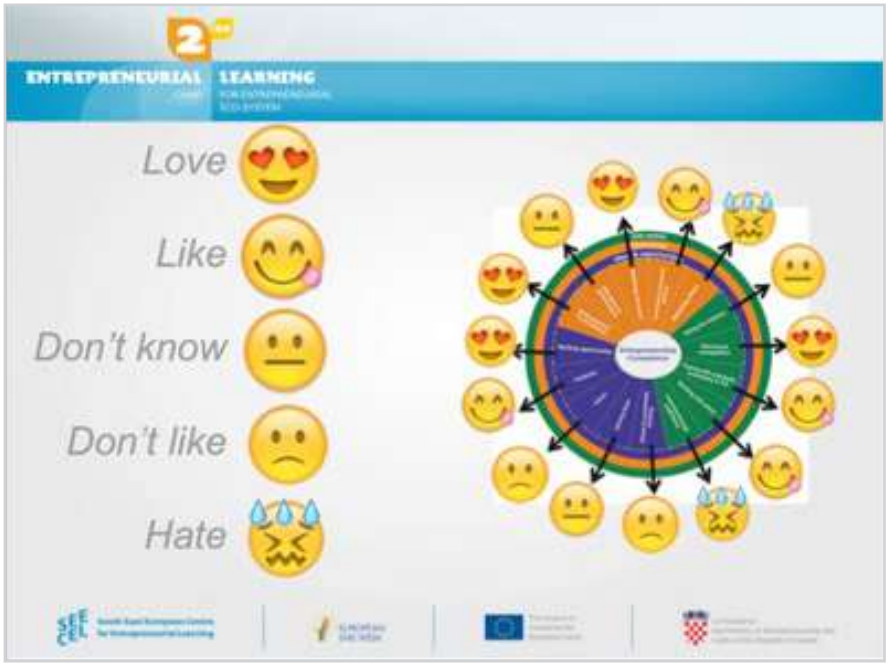
- C2 LUXEMBOURG P. 40
- C3 IMKAN UPPER EGYPT P. 42
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C11 ENTRECOMP FOR TEACHERS P. 58
- C13 FINLAND: VET/ HE EVALUATION MODEL P. 62
- T10 ECO-SYSTEMAPP P. 126

C7

ALBANIA • BOSNIA • CROATIA • KOSOVO* • FORMER YUGOSLAV REPUBLIC OF MACEDONIA • MONTENEGRO • SERBIA • TURKEY

SEECEL

Building understanding of and commitment to EntreComp across policy, education and young people



The EntreComp framework used as part of the workshop 'Developing the Entrepreneurial Student' at the second SEECEL Entrepreneurial Learning Camp (image courtesy of the contributor)

Building understanding and commitment for EntreComp across South East European countries

The South East European Centre for Entrepreneurial Learning (SEECEL) is based in Croatia and made up of the SEECEL Member States – eight countries in the Western Balkans and Turkey. Supported by the European Commission, it is a regional think-tank for human capital development and lifelong entrepreneurial learning and is a member of the European Commission's expert group which brought together the ideas on how to develop an entrepreneurship competence reference framework. Proud to have supported EntreComp in its development, SEECEL has now integrated the framework into their own work.

SEECEL works on the systematic development of lifelong entrepreneurial learning, on entrepreneurship as a key competence, and on the alignment of policies and practices with those of the EU by strengthening structural regional cooperation. Its vision is to build entrepreneurially literate societies by strengthening entrepreneur-friendly environments and the entrepreneurial mind-sets that lead to sustainable economic growth and development.

For SEECEL Member States, EntreComp is a reference tool to map their current provision against, and to identify how to better align their work to the entrepreneurial key competence. SEECEL's role has been to ensure that all countries are aware at the level of both policy makers, education leaders and practitioners. They have achieved this through political influence and networks, transnational workshops, webinars and being a partner of pan-European initiatives such as the EE-Hub.

EntreComp to change mind-sets

EntreComp has become a central consideration for all SEECEL activities. In

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence

ACKNOWLEDGEMENTS

Maja Ljubic

Assistant Director, South East European Centre for Entrepreneurial Learning

Efka Heder

Director, South East European Centre for Entrepreneurial Learning

FURTHER INFO

WWW.SEECEL.HR

C7

one example, in October 2016, SEECEL held its second Entrepreneurial Learning Camp, bringing together over 450 teachers, students, policy makers and entrepreneurs who have participated in SEECEL programmes or contributed to its work. This brought together a breadth of experience from European, national and local levels representing the SEECEL Member States. EntreComp was a central pillar of the three days, with both presentations and workshops to ensure clear messages for different audiences. While the plenaries featured EntreComp using messaging to gain buy-in and commitment from policy makers and education leaders to embed this framework in their future work, the workshops focused more closely on the different types of audience.

Students are always the most important, and the workshop with this group took an interesting approach… Led by Andy and Kath Penaluna (who are also involved in **C9** UWTSD PhD, **C11** EntreComp for Teachers and **T10** ECO-SystemApp), the workshop used EntreComp as the basis to inspire over 100 students to think about what the teacher of the future should look like. If EntreComp were the skills of the future – what competences does a teacher need to develop these? The results were inspiring for the whole conference, with passionate speeches from the young people involved recognising that the EntreComp competences were also the skills that teachers needed to deliver entrepreneurial learning in their classrooms. This has provided important messages for teacher training.

Young people see the importance of EntreComp for their learning experience

SEECEL's work is already closely aligned to EntreComp – having developed learning outcomes and competence frameworks for students, teachers and education leaders. This is complemented by teaching and learning methods, teacher training modules as well as monitoring and evaluation methods. These have been developed, tested, strategically piloted and implemented in the eight SEECEL member states.

This workshop, and the wider messages from the conference placed significant focus on EntreComp for all participants, showing that young people from many countries see the relevance of these skills to both themselves and others. The strongest message from the young people was that this framework must be embraced, in order to create meaningful change for entrepreneurial learning delivery.

GOALS

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RELATED EXAMPLES

- C3 IMKAN UPPER EGYPT P. 42
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- C17 ENTRECOMP GIANT P. 68
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114
- T9 ENTREPRENEURIAL COMPETENCES WORKSHOP P. 124

C8

SPAIN

EXTREMADURA

Using EntreComp as an opportunity for regional government to reshape existing entrepreneurial learning programmes



Working with partners from across the community, including children, parents, entrepreneurs and community associations. (image courtesy of the contributor)

ACKNOWLEDGEMENTS

Ana María Vega Fernández
DG Enterprise and Competitiveness, Regional Government of Extremadura

FURTHER INFO

CULTURAEMPRENDEDORA.EXTREMADURAEMPRESARIAL.ES

Extremadura recognised as an entrepreneurial region

Since 2005, the Regional Government of Extremadura (one million inhabitants) has been developing entrepreneurship education programmes and offering a training itinerary for schools and students to boost entrepreneurship spirit and skills. From primary school to university, each year more than 4,500 students and 350 teachers participate in the current programmes, and in general terms, more than 40,000 students have participated in the programmes since 2005. The European Committee of the Regions recognised Extremadura as an European Entrepreneurial Region 2017, and the entrepreneurship education programmes have contributed to this achievement.

The methodology used in developing training and didactic materials is the cornerstone of the programmes and breaks the traditional roles of the classroom: teachers become facilitators of a creative entrepreneurship process where students, through a learning by doing process, learn how to take the initiative and develop a project linked to their own interests, but at the same time connected to their background.

A strong collaboration between government departments (the regional ministries of Education and Employment, Economy and Youth working together to design and implement the entrepreneurship education programmes) and other stakeholders including private organisations, entrepreneurs, community associations and families has been created. Together, the collaboration can offer as real entrepreneurial experiences as possible in a formal education context, and provide a direct link with real businesses. A strong emphasis is also put on assessing the impact and value of the programmes.

EntreComp has informed the region's

C8

entrepreneurship programmes and underpins the work undertaken to help students develop their entrepreneurial competences, boost teachers to use new active methodologies in the classroom, provide practical entrepreneurial experiences, and involve all the education community actors (teachers, associations, local government, entrepreneurs and families). As such, it is instrumental in enabling the regional government to achieve its goal to increase regional entrepreneurship rates and improve young people's employability.

How EntreComp can help a regional government

The Extremadura Regional Government's experience indicates that EntreComp can be useful in several ways:

- To give a common understanding of the entrepreneurship competence
- To help unify sub-competences, definitions, organise tools and identify gaps
- To develop better indicators to measure the impact of programmes
- To provide an official basis for building a real progression model, shape assessment and programme learning outcomes
- To help teachers/schools embed the entrepreneurship competence in the curriculum

Extending the application of EntreComp across the region

The application of EntreComp provides endorsement for the work done so far by the regional government and there are now plans to extend its application. Although the 15 competences and the 3 areas of the EntreComp framework are already present in programmes, there is the opportunity to go beyond that and unify the work. From this school year onwards (2017-2018), all main programmes will adopt EntreComp as the general background framework. The EntreComp framework and conceptual model will be disseminated to the 400 teachers participating in entrepreneurship education activities to test the applicability of the framework at regional level.

For now, EntreComp continues to be used as a formal framework of programmes with mid-term plans for its use to better assess the learning outcomes of programmes and to certify this learning so that it becomes a 'lifelong learning' certification, similar to that of languages.

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
- I WANT TO APPRAISE & ASSESS
- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C2 LUXEMBOURG P. 40
- C4 FOSTERING ENTREPRENEURIAL YOUTH IN MADAGASCAR P. 44
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- C13 FINLAND: VET/ HE EVALUATION MODEL P. 62
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114

C9

UNITED KINGDOM

UWTSD PHD

EntreComp informed and integrated into development of a Professional Education Doctorate

ACKNOWLEDGEMENTS

Andy Penaluna

Research Director, International Institute for Creative Entrepreneurial Development, University of Wales Trinity Saint David (UWTSD)

FURTHER INFO

UWTSD.AC.UK/DOCTORATE-EDUCATION

The University of Wales Trinity Saint David (UWTSD) has been leading teacher-level support for entrepreneurial learning since 2010, and has recently developed an innovative Professional Education Doctorate (EdD), designed specifically for those involved in education and working across a range of occupations: teachers, leaders and managers in schools, lecturers in higher and further education institutions, voluntary and third sector officers, local authority and regional consortia staff, training organisations and so on. It is a programme that will provide the skills and knowledge to interrogate research, critique theory, and conduct robust research which will impact on policy and practice in their area of professional activity.

EntreComp has informed the development of the EdD and is being applied in two ways:

- To inform the research process
- As an aid to assess students' performance

EntreComp informs the research process

Although all university developments in the UK are based on the institution's Quality Code and guidance from the Quality Assurance Agency for Higher Education, most are focused on undergraduate degrees, master's courses and research PhDs. Very little is aimed at schools' level. Universities offering teacher training have to bridge this gap; EntreComp has helped with this.

The EntreComp framework was chosen to design this EdD programme because research-informed approaches are central to any doctoral-level programme. EntreComp, having been produced and developed by the European Commission's Joint Research Centre, has the necessary kudos for this level of academic enquiry. EntreComp was used at the outset of developing this programme, as it provided the clearest teacher-facing guidance that could be found. It underpins the content and learner evaluation aspects of this programme; provided a framework for the taught elements of the programme, as well as assisting in individuals' evaluation and assessment.

EntreComp as an aid to assess students' performance as Welsh education system changes

A UK university has detailed guidelines to adhere to when writing new course provisions, partly to ensure that external perspectives have been considered and that learning progression can be carefully mapped in a clear and transparent way. Simply put, learners wish to understand how their work will be graded, and educators need to ensure everything is fair and robust.

The *Successful Futures* report was adopted by the Welsh Government in 2015, and marks a step change in the way that enterprise is considered. As of 2021, it will become one of four 'pillars' of the Welsh curriculum. UWTSD's first step was to compare this to its existing teacher-training modules. One module developed in 2010 had been recognised as EU best practice within the EU and this provided the springboard for the new programme to be developed, reviewed and approved.

Answering the needs of educators to have access to professional learning opportunities amid education system changes

The Welsh Government is committed to a radical overhaul of education provision and to provide opportunities for those within the education profession to access meaningful and effective professional learning opportunities. This requires programmes of initial teacher education that are highly effective in developing knowledgeable, capable, reflective profes-

C9

EntreComp offers clear and concise guidance for all levels of education and, importantly, picks up on the creativity and innovation aspects that so many other frameworks and assessment guidance seem to give scant attention to. The teachers told us that they were struggling in these areas, and as recent reviews have shown us, the story can be heard right across Europe. EntreComp not only takes these aspects into account, it really reinforces them.

ANDY PENALUNA

sionals who are well versed in research and practical evidence about pedagogic decisions and their impact on learners. The review requires existing education professionals to radically re-think the approach taken to curriculum planning, implementation and evidence-based evaluation. There is a significant need for leaders across the education landscape to be capable, critically informed and effective to attain the vision for Wales as an international leader in its education system. It is widely acknowledged that there is a link between the quality of leadership and the quality of outcomes for learners.

The aim of the UWTSD EdD programme is to respond to policy recommendations that senior teachers and teacher managers should undertake research related to the new curriculum that is being introduced in all schools in Wales, especially as the development of entrepreneurial skills are central to these recommendations. The benefits seen are that teachers and teacher managers, especially head teachers, are keen to engage in doctoral-level work that supports entrepreneurial learning right across the country. To many, this is new territory and EntreComp supports the idea that teachers can promote and position their schools through the way that they engage with entrepreneurial endeavours.

UWTSD is set to continue providing teacher-level support for entrepreneurial learning with new modules already in development for formal university validation at initial teacher training, continuous professional development and master's levels, with EntreComp at their core.

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
- **I WANT TO APPRAISE & ASSESS**
- **I WANT TO IMPLEMENT**
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C3 IMKAN UPPER EGYPT P. 42
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C12 SEE PROGRAMME P. 60
- T5 I-LINC MOOC P. 116
- T10 ECO-SYSTEMAPP P. 126
- T21 LEEN P. 146

C10

UNITED KINGDOM

QAA GUIDANCE

Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers updated reflecting EntreComp

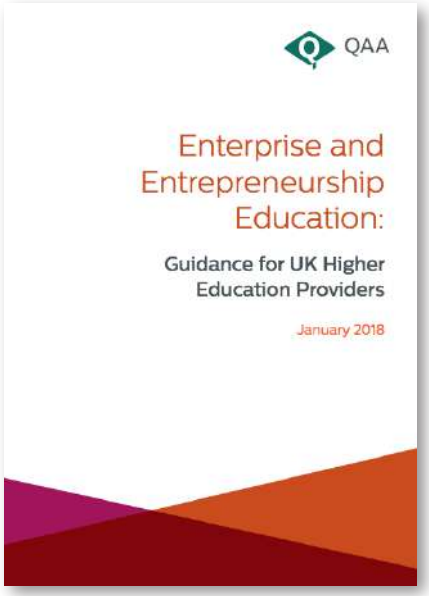
ACKNOWLEDGEMENTS

Andy Penaluna

Chair, QAA Enterprise and Entrepreneurship Review, Quality Assurance Agency for Higher Education

FURTHER INFO

TINYURL.COM/YDFUKY9V



Cover of the guide

Update of 2012 guidance

Following five years of national discussions, the UK enterprise and entrepreneurship higher education (HE) community set out five goals in their 2010 "International Entrepreneurship Educators Conference" Concordat. The third of these goals called for "improved guidance on issues of quality and assessment". In 2012, after consultation with 72 UK universities, the UK's body for safeguarding standards and driving improvements in UK higher education, the Quality Assurance Agency for Higher Education (QAA), published their first interdisciplinary guidance, stating that entrepreneurship education is for all university subjects. This was used to help map initial versions of EntreComp. Concrete outcomes in the 2012 version include consensus on definitional stances, teaching and learning strategies, and a pipeline for learning development. Following a year of reviews and discussions, in January 2018 an updated version was published. This encompasses EntreComp, offers new dimensions, reinforces the definitional stances, aligns the work to other international initiatives and actively supports the development of quality-enhanced approaches in all UK higher education provision, including that of UK universities working in overseas environments.

Objectives of the guidance document

The guidance aims to:

- Promote enterprise and entrepreneurship in all subjects and topics within UK HE provision
- Guide educators, managers and policy makers
- Clarify helpful distinctions between employability, enterprise and entrepreneurship
- Offer national quality-enhanced approaches to delivery, assessment and evaluation of impact
- Illustrate a learning journey, from awareness to capability and mindset, and, ultimately, towards entrepreneurial effectiveness
- Illustrate opportunities for both in curricular and extra-curricular and co-curricular provision
- Illustrate quality-enhanced approaches to leadership, management and the development of supportive institutions

C10

How EntreComp influenced the guidance

Initially, the development of the 2012 guidance document informed the development of EntreComp. However, EntreComp has extended and enhanced the 2012 version and helped to frame subsequent developments – it is therefore natural that EntreComp, with its new insights, informed the new 2018 version. EntreComp's close alignment to QAA perspectives and metrics has enabled the developers to promote the idea that entrepreneurial competences can be learned, highlight the fact that overly simple metrics such as start-up figures miss many opportunities to celebrate success, and provides a clear framework that helps educators to cover the full gamut of competences.

Andy Penaluna says: "Our year-long review of the more than five-year-old 2012 guidance indicates that a significant range of subjects and courses now include entrepreneurial learning, and that it is no longer considered to be just the domain of the business school in the UK. EntreComp enhances this multi-disciplinary approach and given that the QAA Guidance has been employed in research and practice worldwide, for example Chinese and Thai Further Education, the evidence suggests that the work is extremely adaptable."

Next steps

QAA has worked with an extensive range of national stakeholders and international leaders in education. Through partnerships with these bodies, the agency is planning a series of case studies that illustrate the guidance in use, offers insights into metrics, clarifies impact and generally promotes entrepreneurial education in the UK university sector, which includes overseas provision. As EntreComp features strongly in the guidance, it will further inform development, illustrate opportunities and generally support the promotion of entrepreneurial learning.

The Mandarin version of QAA Guidance was launched at the same time as the English version, and this also includes the EntreComp framework. Immediate steps include collaborative work with universities in China.

GOALS

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RELATED EXAMPLES

C9 UWTSD PHD P. 54

C13 FINLAND: VET/ HE EVALUATION MODEL P. 62

C29 WORCESTER BUSINESS SCHOOL P. 92

T12 CURRICULUM DEVELOPMENT CANVAS P. 130

T20 EEE TEACHING TOOLKIT P. 144

T35 ENTRECOM4ALL P. 169

C11

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ENTRECOMP FOR TEACHERS

Transforming EntreComp into a clear professional competence framework and training package for teachers to support them in being entrepreneurial in their classroom

ACKNOWLEDGEMENTS

Rebecca Weicht
Co-Founder, Bantani Education

FURTHER INFO

WWW.BANTANI.COM/PROJECTS

Adapting EntreComp to develop teacher competences to support creative and entrepreneurial mind-sets among pupils and young learners

This Erasmus+ funded Forward Looking Cooperation Project which kicks off in 2018 will address the professionalisation of teachers through a skills framework model to understand and strengthen teacher competences for entrepreneurial learning. This will help teachers to build creative and entrepreneurial mind-sets and to bring real-life context into their classrooms. The project is built around EntreComp simplifying the framework and turning it into a professional entrepreneurial skills framework. Teachers can use the professional skills framework to understand the skills they already have and which ones they might want to build. EntreComp for Teachers will also develop an implementation practice map that helps teachers implement entrepreneurial skills into their teaching with ease.

EntreComp for Teachers will develop the following tools:

1. EntreCompEdu, a Professional Entrepreneurial Skills and competence-based framework outlining the skills teachers can use to facilitate entrepreneurial learning
2. An Implementation Practice Map, collated by and for teachers which will contain practical examples of how teachers have used these skills in their teaching
3. A Scalable Model for Initial and Continuing Professional Development based on EntreComp for Teachers that will support both trainee and existing teachers to enhance their skills

Translating EntreComp into a clear framework for teachers to support them in being entrepreneurial in their classroom

Relying on EntreComp as a clear framework of the skills that learners need to be entrepreneurial, EntreComp for Teachers will create a map for teachers to see how these skills can be integrated into any type of learning and show them the strengths they already have and how they can use these strengths to deliver impactful entrepreneurship education. Teachers are often not aware that entrepreneurial teaching may be more about rethinking and re-purposing their wider life experience for the purpose of learning. EntreComp for Teachers also wants to improve the quality (and inclusiveness) of school education through making direct policy and practice-based links between the professionalisation of teachers, educators and leaders. It draw the content of the professional skills framework from the EntreComp framework because it meets European-wide policy imperatives, and offers a consistency to the quality assurance of the project.

The project will also operate a teacher-focused model of the skills through the skills framework and demonstrate to teachers through the practice map both what these skills look like in practice and help them with the learning process to develop and/or strengthen their entrepreneurial skills and practices. Lastly, the Policy Toolkit will demonstrate how easily these steps can be scaled up to impact at macro level through more and better quality practical entrepreneurial learning experiences for young people.

Result: tools for teachers to become entrepreneurial in their teaching

Although such support is available for DigComp through DigCompEdu (EC.EUROPA.EU/JRC/EN/DIGCOMPEDU), the project will develop a teacher-based skills framework for EntreComp from scratch. The final framework will offer a common and validated understanding of the skills needed by teachers to integrate entrepreneurship education across the curriculum at all levels.

C11

The most exciting thing is that teachers will be at the centre of the development process. Teachers will act as action-researchers to guide, design and test our joint work, to make sure the training is effective, that it results in real impact on student entrepreneurial learning and to advise on how to improve the institutions and system in which they work.

ELIN MCCALLUM
PROJECT PARTNER

This will result in teachers who understand the why (importance) and how (methods) of community and business engagement to support entrepreneurial learning. The impact is professionalisation of the teacher community in terms of their confidence and ability to deliver quality entrepreneurship education within the curriculum, and an understanding of how these methodologies support wider policy priorities (e.g. citizenship, employability).

GOALS

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RELATED EXAMPLES

C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48

C9 UWTSD PHD P. 54

C12 SEE PROGRAMME P. 60

T11 SOCCES P. 128

T15 LOOPME P. 134

T21 LEEN P. 146

C12

UNITED KINGDOM

SEE PROGRAMME

Scottish Enterprenuership and Enterprise Educators Programme – professional development for teachers using EntreComp

ACKNOWLEDGEMENTS

Carol Langston

Head of CREATE, Centre for Enterprise and Innovation at Inverness College, University of the Highlands and Islands

FURTHER INFO

TINYURL.COM/Y8VRJ9ZV



Supporting entrepreneurship educators (image courtesy of the contributor)

The SEE (Scottish Entrepreneurship and Enterprise Educators) programme is a continuing professional development (CPD) programme for educators who are primarily working in higher and further education, or faciliating training for groups. The EntreComp framework is used to show the participant educators how to foster entrepreneurial thinking in their learners.

Key agencies in Scotland (such as National Strategies of Developing the Young Workforce (DYW), Curriculum for Excellence (CfE), Career Education Standards, the Scottish Government's Scotland CAN DO Action Plan and the network of Innovation Centres) call for the entrepreneurial mind-set to support their national ambitions for the economy. Research shows that these ambitions can be appreciably enabled where practitioners are knowledgeable and confident in the concepts and effective teaching and learning methods to meaningfully support enterprise and entrepreneurship development in themselves and their learners.

Through the SEE programme, and other enterprise CPD programmes delivered by CREATE (the Highlands and Islands Centre for Enterprise and Innovation), high-quality personal and professional development is provided to equip participants to become informed, flexible and professional enterprise educators, who are able to inspire, facilitate and develop enterprising learning in others.

The SEE programme does not form a traditional education 'about' programme, but rather is development 'for' and 'through' enterprising educational practice. This learning approach is highly practical, interactive, engaging and reflective. Participants are challenged and supported to develop as professional enterprising educators and EntreComp provides a framework to support this. This active and immersive, non-accredited, three-day residential programme explores key topics such as:

- Mind-set for Enterprise and Entrepreneurship
- Enterpreneurial Teaching and Learning
- Entrepreneurship – Making it Happen!

The value of using EntreComp

However, 1 of the well-known challenges of Entrepreneurship Education is that there are a wide range of definitions and educational frameworks.

C12

EntreComp has proved of real benefit in the development of the SEE programme as it comprehensively covers the full range of education and levels of complexity; more than any pre-existing standards and frameworks.

SEE PARTICIPANT

These are designed for different sectors and academic levels, which can be confusing for educators and programme managers, especially when trying to identify learning outcomes. EntreComp helps to overcome these challenges.

The SEE programme facilitators have found educators to be very interested in the straightforward and easily accessible nature of the EntreComp framework. The clear language and its sub-categories encourage daily use, to show progression within structured reflective practice.

There is also an issue of capturing learning. Within Entrepreneurship Education, there is a recognition that the very nature of the active and experiential learning strategies can lead to a range of 'unintended' learning (in addition to pre-approved subject specific learning outcomes). EntreComp can help support the capture of this learning at an individual level, which is ideal as this learning is likely to be different for each participant.

Recent independent evaluation reported that participation in the SEE programme can lead to noticeable change in an educator's mind-set, confidence and skills for encouraging entrepreneurial outcomes in others. In particular, the programme:

- Contributes to the further embedding of an entrepreneurship culture within teaching
- Provides educators with the skills, understanding and confidence to enable change within their individual teaching and to share their skills/good practice with colleagues
- Creates evidenced change (for example mind-set/culture, course/module content, teaching methods and CPD training methods)

Next steps

These strong results are achieved by providing the educators with clear tools to take back into their teaching, and EntreComp has been vital in this process, providing a clear overview supported by detailed progression.

The benefits and impact of applying EntreComp to the SEE programme will be reviewed to ensure that it adds value to educator development.

The SEE programme was developed by CREATE, Inverness College UHI (University of the Highlands and Islands) in association with the National Centre for Entrepreneurship in Education.

GOALS

- I WANT TO MOBILISE
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RELATED EXAMPLES

- C9 UWTSD PHD P. 54
- C11 ENTRECOMP FOR TEACHERS P. 58
- C14 CRADLE P. 63
- C20 DOIT P. 74
- T10 ECO-SYSTEMAPP P. 126
- T21 LEEN P. 146

C13

FINLAND

FINLAND: VET/ HE EVALUATION MODEL

EntreComp as the foundation of the National Evaluation of Entrepreneurship and Innovation Activities in VET and HE in Finland (Yrtti-project)

ACKNOWLEDGEMENTS

Johanna Kolhinen
Project Manager Higher Education

Juha Vettenniemi
Project Manager VET and Adult Education

FURTHER INFO

TINYURL.COM/YCOW67OE

Understanding factors that promote or hinder entrepreneurship and innovation in VET and Higher Education

The Finnish Education Evaluation Centre (FINEEC), a governmental evaluation institute working on the national evaluation of education, is seeking to understand which factors promote or hinder entrepreneurship and innovation at the level of operating culture in vocational education and training as well as higher education. FINEEC have carried out an evaluation – from multiple perspectives and using a variety of materials – between 2017 and 2018. They gathered information through questionnaires, interviews with students on their education experience and workshops, and through the examination of existing materials.

All higher education institutions and providers of vocational education and training are included in the evaluation.

The evaluation will benefit the development of the educational and examination bodies, entrepreneurship and innovation activities promoting actors, students and graduates, as well as educational decision-makers.

EntreComp as the foundation of a student survey

FINEEC interviewed students and entrepreneurs asking them to assess the current state of the education system based on their experiences. Data was collected using structured and open questions based on EntreComp. FINEEC also used the EntreComp framework to prepare the other evaluation tools. EntreComp was considered beneficial "because it provides a comprehensive framework for conceptualising and operationalising entrepreneurial learning, skills and attitudes and making them more approachable for evaluation purposes", explains Mari Räkköläinen, Counsellor of Evaluation at FINEEC. EntreComp helped make the self-evaluation of competences more coherent.

Next steps

FINEEC is still carrying out the survey and next will evaluate the survey results against the institutions' answers on their entrepreneurship and entrepreneurship education activities. The institutions (VET and Higher Education Institutions) will receive their own feedback on their own results with corresponding national comparison data. The institutional-level interim reports are being delivered to VET education organisers at the time of writing.

From there, FINEEC organises regional workshops around the themes that were highlighted by the data analysis. FINEEC will publish national-level results and recommendations as a report in October 2018. The Yrtti project and its results are linked to the forthcoming EntreComp for Teachers project (See **C11**).

GOALS

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RELATED EXAMPLES

- C2 LUXEMBOURG P. 40
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114
- T11 SOCCES P. 128
- T15 LOOPME P. 134
- T16 ENTREASSESS P. 136

C14

EU-FUNDED PROJECT / BELGIUM • BULGARIA • GREECE • DENMARK

CRADLE

Linking entrepreneurial skills and foreign language through new practical language-learning environments

CRADLE stands for Creating Activity-Designed Language-Learning Environments for Entrepreneurship Education. The project aim is to develop a new teaching methodology for primary schools (the CRADLE methodology) and explore its potential. The methodology will employ a cross-curricular, activity-based, student-centred, exploratory teaching and learning approach, aligning learning for both development of foreign language and entrepreneurial skills among pupils (aged 8-12). Partners plan to work with the EntreComp framework to define the entrepreneurial competences that will be trained as part of the CRADLE methodology.

Foreign-language learning environments that foster entrepreneurial skills

The methodology will rely on primary school teachers who are not foreign language teachers to infuse their existing foreign language skills into their classroom. Generalist teachers in primary schools who have an existing understanding of a foreign language are an often-disregarded asset, and CRADLE aims to change this. The CRADLE teaching methodology will focus primarily on cross-curricular projects that support the learning of entrepreneurial skills and foreign languages. Of the pilot schools, three include students from immigrant backgrounds, thus benefits for social inclusion will also be tested.

Strengthening the teacher profession

Through this proof-of-concept project, the partners plan to:

- Strengthen teacher profiles through the development and accreditation of a Teacher Training Course (TTC) and Toolbox
- Develop Practical Implementation Recommendations for school directors, based on lessons learned from the experience of the pilot schools, to embed entrepreneurial skills easily in the wider school
- Test how EntreComp can be best used in design and implementation of the project
- Developing the CRADLE methodology for primary schools is intended to enhance the transversal skills among primary learners as they transition to secondary education and beyond

Students will acquire these entrepreneurial – or life – skills, supporting personal development, social inclusion, active citizenship and employment. At the same time they will acquire language skills and increase their understanding of languages as a tool for communication in subject-specific settings.

ACKNOWLEDGEMENTS

Anna Slavi
Project Coordinator, Goethe Institut, Athens

Rebecca Weicht
Co-Founder, Bantani Education

FURTHER INFO

WWW.CRADLEPROJECT.EU

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
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RELATED EXAMPLES

- C4 FOSTERING ENTREPRENEURIAL YOUTH IN MADAGASCAR P. 44
- C16 21ST CENTURY SKILLS P. 66
- C17 ENTRECOMP GIANT P. 68
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114
- T11 SOCCES P. 128
- T21 LEEN P. 146

C15

BELGIUM

STORY-ME

Using EntreComp to align objectives from different stakeholders and create a common curriculum, teacher training and impact assessment

ACKNOWLEDGEMENTS

Audrey Hanard
Telos Impact

FURTHER INFO

TELOSIMPACT.COM

Mobilising partners and funders around a common vision and model

Story-me (Collective Impact Entrepreneurship Brussels) is a pilot project aiming to test a new approach to foster entrepreneurial competences for the Belgian educational system, working specifically in vocational schools in Brussels. The vision of the organisations involved is to allow young people to construct their own future and be an active contributor to society, and Story-me helps them to see how they can become entrepreneurial in their later professional lives, as an employee or as founder of their own organisation or company. This project is the result of a Collective Impact initiative between eight non-profit organisations (development partners), eight funding organisations, government agencies and the different educational networks in Belgium. The pilot will run for three years in 12 schools in Brussels, to reach 10 per cent of the target students (3,300 students) and 180 teachers within those schools.

EntreComp was useful to the overall project in three ways:

- For the schools involved: the use of a common language and framework through EntreComp helped to support communication around the programme
- For the development partners: use of a comprehensive framework facilitated development of a common vision and common implementation programme
- For the funding organisations: EntreComp Framework is serving as the basis for the impact assessment

Using EntreComp to design and implement curriculum and teacher-training

EntreComp was used to both align and design the curriculum for students and the train-the-trainer programme for teachers. It proved particularly relevant for the definition of the overall project curriculum, because it provided an evidence-based methodology to identify and arrange the right building blocks to create a comprehensive and impactful teacher and students training curriculum.

Though structured around three main themes (Ideas & Opportunities, Resources, Into Action), the range of 15 competences beneath these three areas made it sometimes difficult to align priorities. To overcome this, the team adapted the framework and selected 12 competences to focus on more specifically within the curriculum modules.

Firstly, the team rated the relevance of each of the 15 EntreComp competences for each school grade, e.g. depending on the age of the students (from 15 years and up). This allowed them to prioritise specific competences in terms of student development through the curriculum experience (i.e. self-awareness from the beginning and bringing in project management at a later age). In parallel, each of the partnering non-profit organisations mapped their existing modules to EntreComp, to see which competences of the EntreComp Framework were most developed through the work they planned to bring to the project.

Recognising the impact

EntreComp was then used as the basis for the future impact assessment model, to make the connection to EntreComp a binding commitment for delivery of all modules and to demonstrate the success of the pilot. This impact assessment will consist of a combination of self-assessment, peer-to-peer evaluations, and teacher evaluations. The questionnaires for those assessments/evaluations will be adapted to the language used by students of different ages.

C15

The overall idea of leveraging the EntreComp framework to align a variety of stakeholders around the topic of "entrepreneurial skills" could be easily applied elsewhere.

AUDREY HANARD

Next steps

The project has now defined a curriculum spread over the third to sixth grade (targeting pupils ages 15 and beyond), with a combination of information sessions, training programmes, awareness actions and motivational sessions (i.e. the modules) around entrepreneurial skills development. The non-profits involved will go into schools to teach this set of modules initially, and – at the end of those three years – the aim is to have proven the efficacy of this approach to learning and to have enabled teachers in the schools involved to be able to teach these modules autonomously (as 'teacherpreneurs'). The Story-me programme is intended to be replicable across all schools in Brussels and potentially Belgium.

GOALS

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- I WANT TO RECOGNISE

RELATED EXAMPLES

- C8 EXTREMADURA P. 52
- C16 21ST CENTURY SKILLS P. 66
- T2 REACT P. 112
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114
- T7 COMEET + P. 120
- T11 SOCCES P. 128

C16

ITALY

21ST CENTURY SKILLS

Entrepreneurship education: methodologies and tools for secondary and A-level teachers aligned to EntreComp

ACKNOWLEDGEMENTS

Giorgia Bellentani
Fondazione Golinelli

FURTHER INFO

WWW.EDUCAREAEDUCARE.IT

FONDAZIONEGOLINELLI.COM

TINYURL.COM/YBS95406

The course, developed by the non-profit organisation Fondazione Golinelli, is about supporting teachers to develop entrepreneurial skills with their students. This is achieved through an experiential, collaborative and practical teacher-training course aligned to and introducing the EntreComp model. The approach is linked to constructivist learning, including design thinking and challenge-based learning.

As a training course, it is designed for secondary and upper secondary school teachers to develop entrepreneurial competences through challenge-based learning and project-based learning. At the beginning, it develops a process to move from a challenging problem to a solution-based entrepreneurial idea. By doing this, teachers are asked to use several entrepreneurial methods and tools, from idea generation to brainstorming, including ideas analysis (i.e. De Bono hats), to elevator pitching, and rapid prototyping to roadmaps among others. This culminates with a task to design an individual learning activity for students to embed their learning.

A blended training course

The course takes 25 hours to complete and it is delivered both online and face to face in three stages:

1. Online introduction (2 hours): with videos and documents to be studied and commented on, illustrating entrepreneurship as a pedagogical technique and introducing the EntreComp Framework
2. Face-to-face training (14 hours): practical entrepreneurial learning by working in groups of four or five to develop potential entrepreneurial ideas. This follows a learning experience journey of:
   - Choose an educational challenge/challenging problem to face as a group
   - Thinking about the challenge to spot opportunities, ideate possible solutions, evaluate them and choose the best one
   - Analyse the solution using the lean start-up canvas and create a one-minute elevator pitch to collect constructive feedback
   - Create a feasibility study including a planning roadmap and financial analysis
   - Draft and perform a visual pitch to engage others
   - Reflect on personal learning outcomes and debate on how to embed tools and process at school
3. Individual work (9 hours): design of learning activities for students that embed learning elements from the course

Why EntreComp?

It provides an international framework and definition of entrepreneurship that can help schools working to promote learning for competences. The project team sees it as a tool to connect the educational world with work and social life, and it offers a definition of entrepreneurship related to the value creation for others that can be easily embedded in project- and challenge-based learning education. It also provides a basis for formative evaluation of learning.

How has EntreComp been used?

EntreComp has been used in two ways throughout the course. Firstly, it has been introduced to all teachers to present entrepreneurship and as a summary of 21st-century skills. Secondly, it has been used in several moments to structure the teacher reflections and self-evaluation discussions about entrepreneurial learning outcomes, and also to reflect on how to build EntreComp-based entrepreneurial learning activities for students. The application of the EntreComp framework has helped to overcome the challenge of perception by teachers coming from different disciplines of what 'entrepreneurship' is, explaining to them that they were attending a course on pedagogy and not economy.

C16

"EntreComp should be also known by those in the start-up world and those working in open-innovation and social innovation fields.

GIORGIA BELLENTANI

How this training course can be used

The course has been designed to be repeated with different groups of teachers, and could be adapted to run with different stakeholders and students. It can also be used within an institution or organisation for team-building and to promote creative ways to face professional and organisational challenges. The benefits include:

- More ideas for new educational activities
- Developing teacher knowledge
- Increasing engagement of learners involved
- Developing collaboration – internally with colleagues or externally with stakeholders, social groups or others connected to your work or the challenge addressed within the course

Related resources and links

GIARDINODELLEIMPRESE.IT

DESIGNTHINKINGFOREDUCATORS.COM/TOOLKIT

CANVANIZER.COM

THELEANSTARTUP.COM

GOALS

I WANT TO MOBILISE

I WANT TO CREATE VALUE

I WANT TO APPRAISE & ASSESS

I WANT TO IMPLEMENT

I WANT TO RECOGNISE

RELATED EXAMPLES

C3 IMKAN UPPER EGYPT P. 42

C4 FOSTERING ENTREPRENEURIAL YOUTH IN MADAGASCAR P. 44

C13 FINLAND: VET/HE EVALUATION MODEL P. 62

T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114

T8 COMPETENDO P. 122

T9 ENTREPRENEURIAL COMPETENCES WORKSHOP P. 124

C17

GREECE

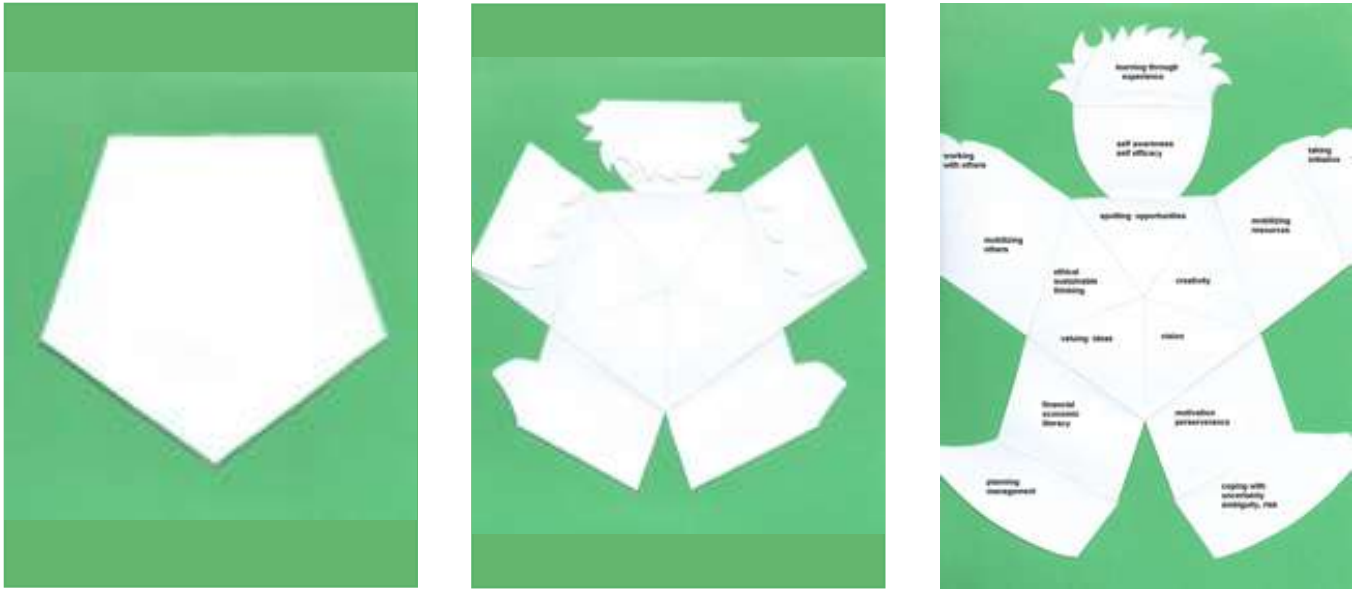
ENTRECOMP GIANT

A simple and engaging tool to visualise and map EntreComp strengths – relevant to any audience from primary school students to HR recruiters

ACKNOWLEDGEMENTS

Maria Sourgiadaki

1st EPAL Ierapetras (Vocational Education and Training College), Greece



The EntreComp Giant (image courtesy of the contributor)

Visualising your entrepreneurial competences

Maria Sourgiadaki is a vocational education teacher in Greece and a 2017 alumni of the European SchoolNet Academy MOOC on Entrepreneurial Education, a course modelled on and through the EntreComp framework. This MOOC inspired Maria to think about the EntreComp model differently.

The EntreComp Giant idea popped into her head during the MOOC, as a creative way to memorise the EntreComp framework and to highlight its importance. She sketched out her very own 'EntreComp Giant'... The main body includes the Ideas and opportunities competences – for Maria these are the core elements. The face, the arms and legs are the Resources area and the brain, the hands and the feet represent the Into action elements. She sees the EntreComp Giant as a representation of 1 aspect of our personality: an image of our hidden potentials, our entrepreneurial self.

An origami version of the EntreComp Giant...

She imagined a big poster in the classroom saying "My Giant: the skills that give me power for my future". This gave her the vision she needed to develop the giant into something more tangible to use in the classroom. She made a paper origami pentagon that can be unfolded into the shape of a giant, with each folded part representing 1 of the EntreComp competences. This unfolding process is intended to demonstrate the metaphor of how competences build our

C17

The EntreComp Giant as a guide in the classroom... That's what my EntreComp Giant is all about. It reminds me of what kind of teacher I should be. That's why it stays on my wall.

MARIA SOURGIADAKI

strengths... and act an engaging and memorable way for both younger and older students to get to know and understand the different entrepreneurial competences.

Using the EntreComp Giant has helped her to facilitate assessment of a project. As a teacher in the classroom, she asked herself, "How many competences do my students develop with this project?". It can facilitate self-assessment of each competence by the student too, using a variety of different ways. For example, they can colour in each part of the giant with a different colour, depending on how they feel they currently have (i.e. existing level) or recently (i.e. through a specific learning experience) developed that competence.

The EntreComp Giant can be given in a printable format, for use in the classroom, in any way the educator can imagine. It has now been used in other countries with teachers and other stakeholders, to help build understanding of EntreComp and allow discussion and self-reflection on strengths and the importance of the 15 different competences.

GOALS

- I WANT TO MOBILISE
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- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C7 SEECEL P. 50
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114
- T7 COMEET + P. 120
- T9 ENTREPRENEURIAL COMPETENCES WORKSHOP P. 124
- T12 CURRICULUM DEVELOPMENT CANVAS P. 130
- T17 OPEN BADGES FOR ENTRECOMP P. 138

C18

EU

ENTREPRENEURIAL SKILLS PASS

International qualification for students who have participated in the JA Company Programme



The tools supports the assessment of practical entrepreneurial experiences acquired through the JA Company Programme (image courtesy of the contributor)

The Junior Achievement (JA) Company Programme involves students in setting up and running a "real" mini-company while at school, through an education programme based on a clear set of steps and mainly focused on learning-by-doing methodologies and practical application of students' basic skills. Mini-companies are 1 of the most effective entrepreneurial experiences available for schools, supported by both teachers and business volunteers. The programme stimulates the development of all the competences of the EntreComp framework, which are considered equally important. The Entrepreneurial Skills Pass (ESP) was developed as an add-on to assess these competences, through both self-assessment and a final exam.

An international qualification

The ESP certifies that students (aged 15-19), who have participated in the JA Company Programme, have gained the necessary knowledge, skills and competences to start a business or to be successfully employed. It includes the 1 school-year mini-company experience through JA, alongside an assessment of entrepreneurial competences (pre-post self-assessment) and an examination of their business, economic and financial knowledge (1-hour online test). Students who are successful in gaining the certificate have the opportunity to use this accreditation to access further openings offered by small and large businesses, top higher institutions and international organisations across Europe. Co-funded by the European Commission, the project began in 2013 as a collaboration between the Austrian Chamber of Commerce (WKO) and the JA network. It expanded to include the European Business Network for Corporate Social Responsibility (CSR Europe) and a large number of international organisations and companies

ACKNOWLEDGEMENTS

Caroline Jenner
CEO & Global Head of Regional Growth and Development
JA Europe

FURTHER INFO

ENTREPRENEURIALSKILLSPASS.EU

C18

with long track records in supporting entrepreneurship education. Today the ESP is implemented in 28 countries and available in 22 languages.

Mapping and improving alignment to EntreComp

After EntreComp was published, an exercise was carried out to make sure there was complete alignment between the competences and learning outcomes identified in EntreComp and those developed through the JA Company programme and then evaluated by the ESP. The mapping exercise highlighted a complete alignment between the EntreComp and the JA Company Programme but it also helped to identify what areas and competences could be better covered in the self-assessment and final exam of the ESP to make sure they are equally learnt and evaluated.

Shaping the development of activity and how it is communicated to stakeholders

Using EntreComp for the mapping exercise positively influenced the way they communicate the impact of the mini-company experience and more generally present the ESP towards the main stakeholders (students, teachers, businesses, and so on). From an operational point of view, it is also influencing the improvements made every year in the content of the self-assessment and the questions of the final exam. Small tweaks and changes are all directed to make sure that 1) contents fit the students' understanding and learning process in the JA Company Programme 2) improvements go in the direction of reinforcing the assessment of all the competences that are in the framework. EntreComp will also shape the work going forwards, as the ESP is being considered for development for university level.

Replicable by other organisations

The EntreComp framework can be of high-level help for all organisations aiming to evaluate the learning outcomes of entrepreneurship education. It helps to clarify the components of entrepreneurship as a competence and to communicate and recognise the impact by using a vocabulary and a reference scheme that all stakeholders in the sector know and somehow share. The reviewing process followed by JA Europe for the ESP could be replicated by any other organisation delivering entrepreneurial activities, to map or verify the alignment between their work and the EntreComp framework.

GOALS

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RELATED EXAMPLES

- C19 VLAJO P. 72
- C37 ERASMUS FOR YOUNG ENTREPRENEURS P. 104
- T6 SIMULIMPRESA P. 118
- T14 CERTIPORT P. 133
- T24 YOUNG BUSINESS GENERATIONS P. 150
- T25 SIMPLY DO IDEAS P. 152

C19

BELGIUM

VLAJO: ENTRECOMP -BASED ASSESSMENT TOOL

An assessment tool for the Flemish education system modelled against the EntreComp framework





The assessment tool will be used to better understand the impact of the JA Company Programme in Belgium (image courtesy of the contributor)

ACKNOWLEDGEMENTS

Ben Peeters
Vlajo – Junior Achievement Belgium Flanders

FURTHER INFO

WWW.VLAJO.ORG

In the Flemish Community of Belgium, a new curriculum has recently been agreed for entrepreneurial education. The content for this is now being developed ready to be introduced into schools in September 2019. Vlajo is a key organisation working on entrepreneurial education in Flanders, both coordinating and delivering the Junior Achievement Company Programme as well as having a remit from the Flemish Agency for Innovation and Entrepreneurship (VLAIO) to support and train teachers in their delivery of wider entrepreneurial education.

Through its work, Vlajo recognised that while practical entrepreneurial experiences create impact on the development of the students, it is hard for teachers in schools and vocational education to assess this progress. To address this, Vlajo is creating a digital assessment tool for teachers and students, closely based on EntreComp. This will allow:

- Students to self-assess their own entrepreneurial competences
- Teachers to assess the entrepreneurial competences of students in their delivery of entrepreneurial education
- Vlajo to demonstrate and recognise the impact of the Company Programme

Using EntreComp as the building blocks for a digital assessment tool for entrepreneurial learning

The EntreComp framework gives Vlajo the necessary building blocks to develop a digital tool. The digital tool – still under development – aims to chart the entrepreneurial competences of the students involved in a company programme. Not only will it give a view on the entrepreneurial profile of the user, but it will also enable the teacher and student to map and assess progression and development within competences. At the end of the school career, the student is provided with a competence portfolio showing

C19

The assessment tool should be available for every student and teacher that is involved in entrepreneurial teaching, not only within a Company Programme but everywhere when an entrepreneurial competence is involved. This means not only by any teacher in a school but also in the home environment of the students.

BEN PEETERS

the progression and their current profile.

The first step will be to translate the competences into Dutch, taking into account the target group of students and teachers. After this, an assessment structure is being built up using the vocabulary from the framework. The challenge will be to overcome the fact that some of the competences are difficult for students and teachers to recognise within the classroom and school environment.

The EntreComp framework delivers the content for the digital tool, using 15 competences as well as the 8 levels of the progression model. The planned methodology will allow users to:

1. Log in to the system
2. Choose 1 of the 15 competences to assess
3. Choose the description that best describes your activity to assess
4. Choose 1 of the 8 levels that best describes your ability

After one or more school years all competences are assessed so a competence portfolio is created. The results of the tool (competence profile/ portfolio) are directly and fully linked to the EntreComp framework.

Applicable to any type of entrepreneurial education

The tool can be used by any teacher involved in entrepreneurial education. Put simply, when a teacher has a project that teaches entrepreneurial skills they can use the self-assessment and teacher assessment combination to effectively assess the learning and impact.

Next steps

The first phase of the pilot will test a paper version of the tool involving teachers and students from the Company Programme, while building and refining the digital platform based on the results. In the second phase of the pilot, the digital tool will be directly tested within schools. The organisation plans to have a digital tool ready by September 2018 for all users in Flanders, and the intention is to have it free for use for both students and teachers throughout Flemish education. Vlajo are also interested in sharing the tool widely with other organisations outside Belgium.

GOALS

- I WANT TO MOBILISE
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RELATED EXAMPLES

- C18 ENTREPRENEURIAL SKILLS PASS P. 70
- C21 BIG APPRENTICESHIPS P. 76
- T6 SIMULIMPRESA P. 118
- T14 CERTIPORT P. 133
- T15 LOOPME P. 134
- T16 ENTREASSESS P. 136

EU-FUNDED PROJECT / AUSTRIA • BELGIUM • CROATIA • DENMARK • FINLAND • GERMANY • LITHUANIA • NETHERLANDS • SERBIA • SLOVENIA • SPAIN

DOIT

EntreComp as inspiration for a new Horizon2020 project to develop young social innovators in a digital world



Activity in a Makerspace
(image courtesy of the contributor)

ACKNOWLEDGEMENTS

Sandra Schön
Salzburg Research

Christian Voigt
Centre for Social Innovation

FURTHER INFO

WWW.DOIT-EUROPE.NET

The beginning of a new Horizon2020 project

'DOIT – Entrepreneurial skills for young social innovators in an open digital world' is a Horizon2020-funded project to deliver and spread a new approach for early entrepreneurship education within Europe. It will contribute to youth employment and new jobs in the social economy by nurturing the seeds of active social innovation among young students: entrepreneurial mind-sets, know-how and skills. The project empowers primary and secondary school pupils (6-16 years) alongside educators to apply open innovation methods, digital maker tools and collaboration skills to tackle societal problems. It will develop toolboxes for children as well as facilitators to provide complementary know-how and support. They are designed so that children can experience being a social innovator in mobile and fixed child-friendly makerspaces and are easily accessible at the interactive DOIT web platform. DOIT's partners bring together well-known European makerspaces and Fablabs, which already work with children, with entrepreneurship education as well as social innovation experts and networks.

There are three main objectives:

1. Toolbox and platform for young social innovators (6-16 years) and facilitators
2. To tell and spread success stories about young social innovators
3. To build up a network of people and organisations for early entrepreneurship education building upon (digital) social innovations in makerspace settings

C20

Within DOIT – a European project about entrepreneurial skills for young social innovators in an open digital world (funded under Horizon 2020, No 770063), we will develop an approach to activate and foster early entrepreneurship thinking and experience – for children between 6 and 16 years. The EntreComp framework therefore helps us to be aware of a set of competences of entrepreneurship that can be seen as a European-wide developed common understanding.

SANDRA SCHÖN

Using EntreComp from the start of the project

The usage of Entrecomp gives DOIT a current and comprehensive overview and helpful consensus and reference when we talk about entrepreneurship in Europe or within European projects. Within the project design, it can be used as a source of inspiration on how to assess children's changes and developments within the activities with children as well as the impact of DOIT activities. The project only began in October 2017, and the project team just started to plan the evaluation of the pilot activities.

Adjusting for the age of participants

EntreComp provides a helpful framework about important and relevant aspects of entrepreneurship. Beyond this, the project team will use the framework within the development of the DOIT concept. This will help in checking if the project concept provides a structure to develop all of the 15 competences, or if there are any which require more focus. As DOIT is working in the field of early entrepreneurship education, starting with children of six years, they also see a need to adjust the levels of competences to the children's ages and world. While EntreComp outlines the 15 competences, DOIT also needs tools and indicators to measure development of these competences, and this will be a large amount of work.

Next steps - the phases of project implementation

DOIT's work will now move forward through the three major phases of the project:

1. Design phase: in the first six months, the pedagogical concept will be designed, and the first phase of modules, content, training guidelines and DOIT toolboxes will be developed as open educational resources (October 2017 to March 2018)
2. Testing phase: from April 2018 to November 2019 there will be large-scale testing and evaluation of the DOIT modules and platform across 10 European practice regions as well online
3. Roll out phase: the DOIT results and lessons learned will be transferred to European stakeholders within the roll-out phase (December 2019 to September 2020) including a massive open online course for DOIT facilitators.

GOALS

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RELATED EXAMPLES

- C16 21ST CENTURY SKILLS P. 66
- T5 I-LINC MOOC P. 116
- T11 SOCCES P. 128
- T21 LEEN P. 146
- T22 TOMORROW'S LAND P. 147
- T30 BREAK-IN THE DESK P. 160

C21

UNITED KINGDOM

BIG APPRENTICESHIPS

Business Innovation and Growth (BIG) Higher Apprenticeship programme uses EntreComp to map learning resources and address local employer needs



Creative learning activities at GLLM (image courtesy of the contributor)

GLLM's Level 5 Business Innovation and Growth (BIG) Apprenticeship is designed to meet the skills needs of businesses and organisations seeking to develop and grow. It promotes innovation and creativity across business activities and supports staff to develop appropriate skills. The programme's learning objectives, lesson plans and schemes of work were all developed before EntreComp became available but the link between the two is significant.

BIG needs mapped against EntreComp to support local employers

The BIG Apprenticeship programme's learning resources and outcomes are being mapped against EntreComp. The framework describes the needs and priorities of local employers in a very clear and accessible format. This is helping to build relationships with local employers by having a common language and understanding of the benefits of the programme's outcomes and how they relate to employers' recruitment and skills development needs.

The programme forms an integral part of GLLM's commitment to support the local economy in North Wales by equipping local people with the skills and qualifications needed to ensure the competitiveness and success of the region. With over 34,000 students and sites across the area, it plays a key role in the local economy and contributes to the Welsh Government's priorities of innovation and growth.

ACKNOWLEDGEMENTS

Suzanne Profit

Course Coordinator Business Innovation and Growth GLLM

Penny Matthews

Partnership Manager, Entrepreneurship Exchange at Big Ideas Wales and Tutor Business Innovation and Growth GLLM

FURTHER INFO

TINYURL.COM/YC8905G5

C21

The Apprenticeship is designed to develop the skills needed to be innovative and to support organisational growth. It is suitable for a wide range of job roles where innovation is an important aspect. Job roles may be very innovation-focused – e.g. business development, marketing or product development executive/manager or innovation scout. Or, they may be general roles which benefit from an innovative perspective – e.g. supervisor or operations executive/manager.

Recent research has identified a worrying mismatch between the skills ranked as important to the performance of businesses, and those of recent entrants to the labour market. This Apprenticeship seeks to address this by focusing on the enterprising and supporting skills identified by employers as being most needed. These include creative problem-solving, critical thinking, making things happen, being resourceful, managing complexity, communication skills, empathy, intercultural awareness, leadership skills, team working, coaching, mentoring, lobbying and negotiating – all of which map to EntreComp.

Next steps

The process of mapping EntreComp against the lesson plan and scheme of work for each module of the Apprenticeship is being completed. The intention is that the entrepreneurship competences will become embedded within the teaching, assessment and learner self-reflection across the programme.

Learners will continue to develop the skills needed for business innovation and growth, and so reduce the gap between the skills that employers need and those readily available. Being able to articulate their learning in terms of entrepreneurship competences also helps them improve their employment prospects.

GOALS

- I WANT TO MOBILISE
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RELATED EXAMPLES

- C13 FINLAND: VET/ HE EVALUATION MODEL P. 62
- C20 DOIT P. 74
- C24 UNIVERSITY OF TURKU P. 82
- T2 REACT P. 112
- T13 SERC P. 132
- T28 PATHWAYS 4 EMPLOY P. 157

C22

UNITED KINGDOM

UNIVERSITY OF HUDDERSFIELD

Using a social media learning tool (LoopMe) for formative assessment of students on an Enterprise Placement Year



Students at University of Huddersfield (image courtesy of the contributor)

The enterprise team at the University of Huddersfield have used EntreComp to add value to their innovative approach to assessment of students' performance during their Enterprise Placement Year (EPY).

The EPY is an alternative type of placement to the more common internship or year in industry, where students can spend the year exploring, researching and starting a business or self-employment/freelancing activity. It forms part of the wide range of extra- and intra-curricular programmes and support services the university provides to encourage the successful start-up and growth of student and graduate businesses.

As the EPY experience can add value to a student's employability education regardless of their final career destination (employed, self-employed, or both), the university is keen to demonstrate programme activities mapped to the development of Key Graduate Attributes (KGA). The KGA Framework was produced by the University of Huddersfield's Career Service and is only used internally, however, it is underpinned by the HEA Employability Framework, which maps how universities can support and embed employability development via a series of four linked stages: TINYURL.COM/Y9G85FTL

Assessment in enterprise and entrepreneurship education is generally considered to be a persistent weakness and problematic issue. To tackle this the team have been exploring ways of innovating and evaluating the EPY using emotion-based assessment, social media tools and have linked this to EntreComp. A successful application to run a HEFCE Catalyst programme, an extension to the enterprise department's already innovative sector-specific variant of EPY, provided the opportunity to do this.

The social media learning platform LoopMe (see **T15**) has been used to interact and gather reflections from

ACKNOWLEDGEMENTS

Philip Clegg

Head of Student and Graduate Business Start-Up at the University of Huddersfield

Martin Lackéus

Division of Entrepreneurship and Strategy, Chalmers University of Technology

Carin Sävetun

CEO at Me Analytics AB

FURTHER INFO

STUDENTS.HUD.AC.UK/ENTERPRISE

C22

EPY students. LoopMe was originally developed and tested in Sweden and this is the first initiative to make use of it in the UK.

To make this formative assessment initiative directly relevant to the experiences of the EPY students, the enterprise team used the KGA framework and created LoopMe tags which related to the programme's intended learning outcomes. These were then mapped to EntreComp, demonstrating the wider relevance of student learning and links to entrepreneurial competences.

Results

From the outset, the results and insights the enterprise team have observed have been excellent.

There has been a marked increase in the willingness of students to undertake in-depth reflective practice and to report back on this via the confidential LoopMe system. In turn, this has enabled the enterprise team to provide relevant and timely interventions and support to students.

The enterprise team believes that the key success factors include the real-time nature of the reflection and feedback, the confidentiality of the feedback loop, and the option for students to reflect and feedback using their preferred communication technology. The system also generates quantitative data which links events and experiences to KGA and the EntreComp entrepreneurial competences.

Next steps

The enterprise team believes its approach is relevant to anyone interested in evidence-based practice and assessment in education and learning, particularly with learners who are comfortable with the regular use of up-to-date communications technology, and are confident that their Graduate Attributes Enterprise Framework (with EntreComp mapping and LoopMe tags) could be adapted for use in a wide range of different contexts. Indeed the university's Careers Service is now starting to utilise it for another innovative project.

The enterprise team are happy to share the framework free of charge, provided that the original authors of both the framework and LoopMe are credited.

GOALS

I WANT TO MOBILISE

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RELATED EXAMPLES

C23 SWANSEA UNIVERSITY P. 80

C24 UNIVERSITY OF TURKU P. 82

C25 UNIVERSITY OF LIMERICK P. 84

T3 PACE P. 113

T15 LOOPME P. 134

T19 LANCASTER UNIVERSITY P. 142

C23

UNITED KINGDOM

SWANSEA UNIVERSITY

Using EntreComp to revise Business School offer and strengthen the focus on entrepreneurial skills and attitudes



Swansea University: the Bay Campus (image courtesy of the contributor)

Entrepreneurship education at School of Management: focus on business planning & ideation

Swansea University School of Management has identified the provision of enterprise and innovation as a strategic pillar both in terms of business engagement and learning and teaching. As with most business schools, the approach taken with entrepreneurship modules has traditionally been focused on the relevant theories of business planning, ideation and leadership. However, this approach was limited in terms of the practical application of entrepreneurial skill sets and as a consequence of that the development of entrepreneurial mind-sets within their students and graduates.

Identifying gaps in the curriculum through mapping of EntreComp competences

It has been widely accepted that the development of entrepreneurial traits and enterprise skill sets are greatly enhanced by a practical pedagogic approach. With this in mind, a number of academic leaders in the field of entrepreneurial education development globally have been invited to assess the Business School's approach so it can change direction.

Internally, colleagues adopted a pragmatic approach to assessing the current suite of taught modules and to identify gaps in the curricula. It was identified fairly quickly that the enterprise modules and indeed the existing pathway contained a heavy theoretical bias with very little, if any, practical entrepreneurship. Module learning outcomes were then mapped against the EntreComp framework. As suspected, it was evident that around 75 per cent of these outcomes were aligned towards the ideation competences and less towards the resource management and action competences. As a result, this curricular "gap"

ACKNOWLEDGEMENTS

Corina Edwards

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David Bolton

Enterprise Support Manager, Research Engagement and Innovation Services, School of Management, Swansea University

FURTHER INFO

WWW.SWANSEA.AC.UK/SOM

C23

Essentially, we have used the framework as a tool in order to balance the learning outcomes of the modules more efficiently between theoretical knowledge, academic rigour and practical experience in entrepreneurship and enterprise skills.

CORINA EDWARDS
DAVID BOLTON

became the focus of redevelopment and to enable wider entrepreneurship competences to be recognised.

New focus on Resources and Into Action areas of EntreComp

The new approach is currently in its early stages as the modules on the entrepreneurship pathway are aligned. An example of action that has been taken is on an existing business planning module with learning objectives heavily weighted towards ideation competences. A new applied entrepreneurship module has been introduced as a co-requisite of the existing business planning module. This is aimed at level 5 undergraduate (year 2 degree level) students. In addition, funding has been secured from private sources as well as internally to allow students on the modules to pitch their ideas to gain funds to test-trade their business. This now shifts the focus to the resource and action competences of the EntreComp framework.

EntreComp has been used as a tool in order to balance the learning outcomes of the entrepreneurship modules more evenly between theoretical knowledge, academic rigour and practical experience. This has had the additional effect of increasing levels of interest in the entrepreneurship programme pathway as well as assisting the Business School in achieving synergistic transferable skills and levels of student satisfaction.

GOALS

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RELATED EXAMPLES

- C22 UNIVERSITY OF HUDDERSFIELD P. 78
- C24 UNIVERSITY OF TURKU P. 82
- C25 UNIVERSITY OF LIMERICK P. 84
- C32 CHALMERS UNIVERSITY OF TECHNOLOGY P. 96
- T2 REACT P. 112
- T19 LANCASTER UNIVERSITY P. 142

C24

FINLAND

UNIVERSITY OF TURKU

Using EntreComp to create a common understanding of entrepreneurship and entrepreneurial paths across faculties from STEM to arts and humanities



University of Turku (image courtesy of the contributor)

ACKNOWLEDGEMENTS

Kirsi Peura

Entrepreneurship Programme Manager, Development Services, University of Turku

FURTHER INFO

WWW.ENTREPRENEURIALUNIVERSITY.FI

The University of Turku (UTU) is a multi-disciplinary university with seven faculties and 25,000 students and faculty members. The university has developed a 'Strategy for Entrepreneurship and Entrepreneurship Education' that incorporates goals for enhancing entrepreneurial attitudes, behaviour and culture across the entire university and its activities. A key aim is to ensure the availability of entrepreneurship education for all degree students and to increase both the quality and quantity of entrepreneurship education, particularly in non-business disciplines.

To achieve this, UTU has developed an 'Entrepreneurial Path' that encompasses education, training and support services which are available for all students and faculty members. In a multi-disciplinary university such as UTU, however, there are many different interpretations of entrepreneurship and the goals of entrepreneurship education. In sciences, it is most commonly understood as encouraging students to start up their own company. In the humanities and educational sciences faculties, entrepreneurship education is understood to relate to graduate employability and working-life skills. To address this issue, the Entrepreneurial Path is being created with faculty-specific features. These are underpinned by a common framework that enables different issues to be explored while ensuring an overall coherent approach to entrepreneurship education at university level. EntreComp helps in defining a common language for these varied stakeholder audiences.

Layers of interpretation of what entrepreneurship competences mean

UTU's Entrepreneurship Programme Manager regularly interacts with faculty leaders and educators from different fields, supporting them to create and promote different oppor-

C24

I have tested the framework in workshops targeted at educators and found that it works well with novices. The easily understood framework allows them to discuss the different components of entrepreneurial competences and integrate them into their personal and business development depending on the emphasis chosen at the faculty.

KIRSI PEURA

tunities for students to develop their entrepreneurial knowledge, skills and competences. This group is very heterogeneous with regards to their theoretical and practical understandings of entrepreneurship and entrepreneurship education. Although some might have prior knowledge and experience of entrepreneurship, many lack conceptual tools to explore this area at a deeper level. Overall, the topic of entrepreneurship education is seen as either hazy (too generic to grasp) and value-laden (questions of commercialism, or social and cultural impact). Adaptation of the broad definition of entrepreneurship at UTU also creates another layer of interpretation.

By using the EntreComp framework, the lack of clarity among educators and faculty leaders is being addressed. EntreComp has been tested in workshops targeted at educators and found to work well with novices. An easily understood framework allows them to discuss the different components of entrepreneurial competences and integrate them into their personal and business development depending on the emphasis chosen at the faculty. The framework can be used as a base for mapping the development of entrepreneurial competences in different educational programmes to identify whether existing or new educational components or other interventions are needed. Furthermore, it allows educators to make the development of entrepreneurial competences explicit both for themselves and their students.

Next steps

In the long term, it is important to engage more educators in the development of the University Entrepreneurial Path. That's why it is important to use approaches that are easily understood and connect with educators who have a nascent interest in entrepreneurship education. UTU recognise that a critical mass of educators is needed. Further opportunities to integrate are being explored to integrate EntreComp into existing voluntary training in entrepreneurial pedagogies. This is a new programme that has been created to provide educators with the tools and models to embed entrepreneurship into other teaching subjects.

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
- I WANT TO APPRAISE & ASSESS
- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C22 UNIVERSITY OF HUDDERSFIELD P. 78
- C23 SWANSEA UNIVERSITY P. 80
- C25 UNIVERSITY OF LIMERICK P. 84
- C32 CHALMERS UNIVERSITY OF TECHNOLOGY P. 96
- T15 LOOPME P. 134
- T19 LANCASTER UNIVERSITY P. 142

C25

IRELAND

UNIVERSITY OF LIMERICK

Using EntreComp to recognise competences at the Kemmy Business School University of Limerick



University of Limerick
(image courtesy of the contributor)

ACKNOWLEDGEMENTS

Briga Hynes

Head, Department of Management and Marketing and Lecturer in Entrepreneurship, Kemmy Business School, University of Limerick

FURTHER INFO

WWW.UL.IE/BUSINESS

Developing marketing and sales skills in the context of small business ventures – for potential employees, employers and entrepreneurs

Articulating the links between EntreComp and the module's learning objectives helps students to recognise their own learning. At the Kemmy Business School at the University of Limerick, Ireland, students (who may also be entrepreneurs) use EntreComp to recognise their own progress in developing entrepreneurship competences within the Entrepreneurship Modules/Programmes.

Within the New Venture Marketing and Sales module, the EntreComp competences are achieved and expressed in the learning objectives. The module provides an understanding of the contemporary marketing practices and sales strategies that are appropriate for the various stages of new venture formation and growth. It evaluates the changing marketing landscape and develops knowledge and skills in devising a marketing strategy. The module runs for 13 weeks and consists of approximately 40 hours in-class delivery. In addition, learners are required to undertake independent study, research and project work.

The practical assignments are designed to provide practical entrepreneurial experiences. They are both team and individual-based, and have an external small firm focus. The learning outcomes emphasise cognitive and applied knowledge, which are integrated throughout and include practical in-company projects, involvement of external guest speakers and workshops.

For example, students are charged with the task of devising a marketing strategy for a small firm with the ultimate objectives of generating enhanced awareness of the business while increasing sales, achieving and

C25

sustaining a competitive advantage. The final plan must be multi-faceted, realistic and implemented consistently over a 12-month period.

Target audiences are students and entrepreneurial learners who wish to become more knowledgeable and skilled in entrepreneurial marketing and sales. The learning programme simplifies the practicalities of marketing as they apply to the small firm and provides learners with practical and applied marketing tips, tools and techniques to add value (financially and non-financially) to the entrepreneurial context. This also provides resource-constrained small firms with assistance in meeting their marketing requirements.

Results

The benefits of this approach are beginning to be seen. With the introduction of EntreComp to module resources, early evidence indicates clear advantages on three levels:

1. The learner develops knowledge of SME marketing practices and selling in an authentic entrepreneurial context. This experiential and action-based learning provides positive and negative learning – what does not work and why and how to minimise this happening in the future. They also develop their communication, selling, team work, negotiation and real-time decision-making skills. This deep learning experience is achieved as students can chart their own progress in terms of EntreComp competences. This helps students to reflect on and assess their own learning and appreciate their skill development and where to develop next.
2. The entrepreneur and small company also benefit from the practical tasks, as they obtain new perspectives and insights from enthusiastic students who bring new ideas and opportunities to the firm. This creates a network of potential employees for the business and an awareness of additional professional agencies and associations who will have longer-term benefit to the company. Introducing the EntreComp framework as a way to assess the student working on their project also provides a tool to raise awareness and understanding of entrepreneurship, as well as supporting their internal team development and recruitment needs.
3. Finally, the entrepreneurship teaching faculty benefit by developing partnerships with local businesses, which ensures the educator is up-to-date and familiar with the realities of entrepreneurial marketing and the type of marketing assistance small firms need. Entrepreneurs also provide a source of guest speakers for the classroom.

Next steps

By using EntreComp in this way the university is reviewing how it has benefited from having an enhanced image and credibility within the local business economy and as being relevant and inclusive beyond its student population.

GOALS

- I WANT TO MOBILISE
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RELATED EXAMPLES

- C22 UNIVERSITY OF HUDDERSFIELD P. 78
- C23 SWANSEA UNIVERSITY P. 80
- C24 UNIVERSITY OF TURKU P. 82
- C32 CHALMERS UNIVERSITY OF TECHNOLOGY P. 96
- T19 LANCASTER UNIVERSITY P. 142
- T25 SIMPLY DO IDEAS P. 152

C26

UNITED KINGDOM

BIRMINGHAM CITY UNIVERSITY

Using EntreComp to bring credibility to practical entrepreneurial learning activities



Detail from Inge Hill's Start up: a practice-based guide for new venture creation, 2015

ACKNOWLEDGEMENTS

Inge Hill

(Formerly) Senior Lecturer Strategy and Entrepreneurship, Birmingham City University, Senior Fellow Higher Education Academy, Director Enterprise Educators UK

FURTHER INFO

Hill, I. (2015). **Start Up: A Practice Based Guide For New Venture Creation**. London: Palgrave Macmillan.

TINYURL.COM/Y9TXOM29

Colleagues at Birmingham City University are applying EntreComp because it gives credibility to their ongoing work. Mapping programme and module learning outcomes to EntreComp provides a clear framework to demonstrate the nature and level of student learning. It also supports the development of a more authoritative argument for gaining resources and institutional support.

An example of a learning activity that students particularly enjoy is a pop-up shop, which has been successful for the past three years. The purpose of the activity is for students to run a pop-up shop to raise money for a charity while engaging in planning and running a stall for a day. Matching the learning outcomes of this experiential learning activity to EntreComp demonstrates how they lever and manage resources to put their ideas into practice, while creating social value for a charity of their choice.

Other examples of activities where EntreComp has been applied include visits to local incubators and the reflection on learning about the real world of start-ups afterwards.

EntreComp visualises learning for students and staff

EntreComp also improves how learning and assessment strategy and actual learning outcomes are articulated. It supports a clearer message to learners, and the quality assessment process both within and outside of the university.

Other examples of how EntreComp is used at Birmingham City University include:

- In class: the wheel is a great visual and textual summary of what students will learn. Within the first two weeks of each module, at level 6 and

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Students see what they are meant to learn and through reflection are able to match their actual learning to the entrepreneurship competences.

INGE HILL

7, they are introduced to EntreComp and become familiar with the range of competences and skills they will acquire over the 15 or 30 weeks respectively the modules run.

- For staff workshops via the 'Community of Practice on Enterprise in the Curriculum'. EntreComp is used to demonstrate the wide range of possibilities for learning and provide inspiration, in particular for colleagues outside of the Business School.

To date, EntreComp has helped to improve the learning case for students to engage in a pop-up shop activity and to meet an external business mentor. Students see what they are meant to learn and through reflection are able to match their actual learning to the entrepreneurship competences as well as their learning about themselves, start-ups, the product or service they sold, and the differences between commercial selling and raising money for charity.

The most important benefits in using EntreComp are:

- A formal framework to map learning outcomes against
- A recognised and published framework that provides context and evidence to support the business case for gaining funding and support
- Having a structure and lots of ideas for further developing teaching and learning strategies
- Work gains greater credibility, not only in a national but international context.

Next steps

The associated learning and teaching resources are being disseminated across the university through its Moodle site as well as directly to colleagues through the newly established 'Community of Practice on Enterprise in the Curriculum'. These activities are designed to promote the integration of enterprise and self-employment learning in the curriculum and include workshops designed to engage staff and encourage reflection on their own teaching practice and learning. The value and potential of EntreComp as a resource is included. Further plans to share learning and resources include a journal article and via an international discussion forum with JISC (a membership organisation providing digital solutions for UK education and research) under the topic Community of Interest Startup – New venture creation.

GOALS

- I WANT TO MOBILISE
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- I WANT TO APPRAISE & ASSESS
- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

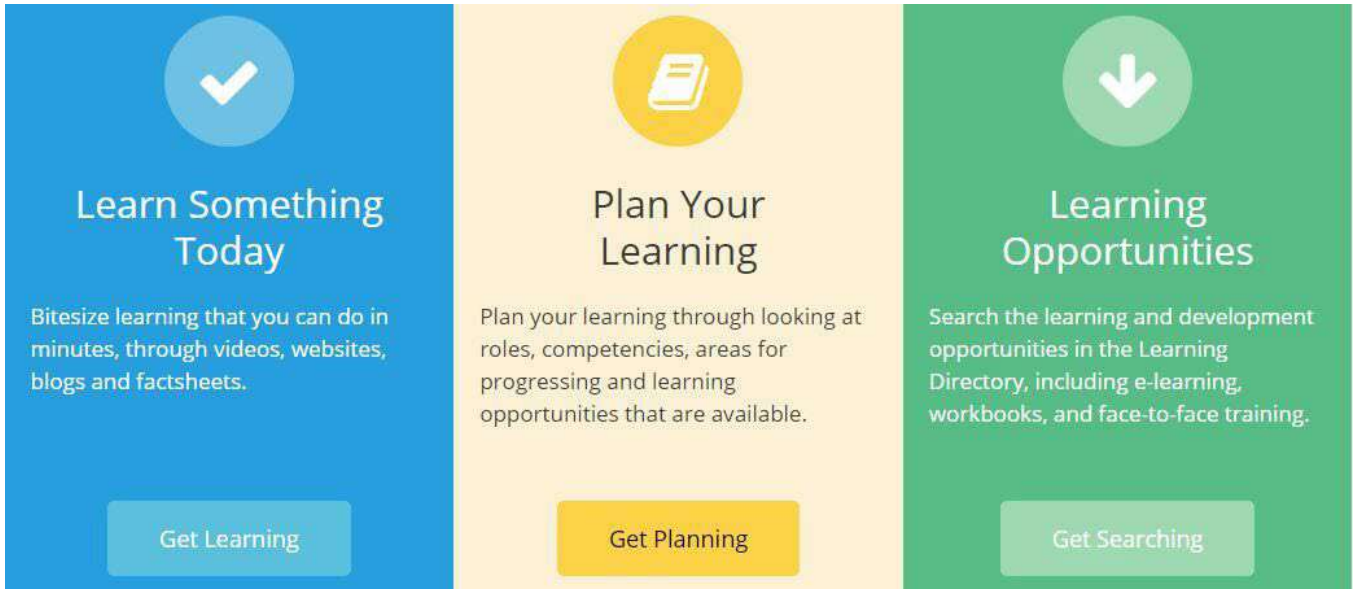
- C22 UNIVERSITY OF HUDDERSFIELD P. 78
- C23 SWANSEA UNIVERSITY P. 80
- C29 WORCESTER BUSINESS SCHOOL P. 92
- C32 CHALMERS UNIVERSITY OF TECHNOLOGY P. 96
- T2 REACT P. 112
- T19 LANCASTER UNIVERSITY P. 142

C27

UNITED KINGDOM

ADVICE SKILLS ACADEMY

Project supporting workforce development in the independent advice sector



ASA website: coordinating workplace learning and development activities (image courtesy of the contributor)

ACKNOWLEDGEMENTS

Helen Simpson
Advice Skills Academy Consultant

FURTHER INFO

ADVICESKILLSACADEMY.ORG.UK

EntreComp framework included in the Advice Skills Academy (ASA) workforce development project for the independent advice sector

The ASA project aims to develop higher-level skills and enhance the career prospects of employees from local Citizens Advice and independent advice agencies across the Liverpool City Region. The project co-ordinates learning and development provision, from a wide range of workplace learning opportunities to more traditional, classroom-based courses. ASA is supporting organisations to adopt a positive learning culture, where individual staff take responsibility for managing their own learning and development and where partner organisations can learn and develop collaboratively.

Competence and performance frameworks are central to how ASA works. A bank of competencies has been compiled for different job roles. It includes frameworks and competencies developed by Citizens Advice, sector bodies, professional membership organisations and the Advice Skills Academy project team.

The sector has had a good track record of using competence statements to define the skills and behaviour expected of advisers and to inform their learning and development. However, the existing statements do not fully reflect the wide and evolving range of job roles now found in independent advice services. Nor do they take account of the latest developments in the field of workforce learning and development.

To address this, ASA has expanded its bank of competence frameworks (ADVICESKILLSACADEMY.ORG.UK/HOME/COMPETENCIES) by creating specific frameworks for leadership & management and transferable skills required by all roles.

ASA defines transferable skills as the crucial functional and employabili-

C27

EntreComp has struck exactly the right balance between being sufficiently generic to apply in any context, and sufficiently detailed to offer meaningful insight and practical application.

HELEN SIMPSON

ty skills that enable individuals and organisations to work, learn and develop together effectively. They are generic skills that apply in, and can be transferred to, any job role and employment context. The work was undertaken prior to EntreComp and ASA drew on the Skills for Business Employability Skills Toolkit, the Employability Skills Matrix for the Health Sector and the Get Digital basic digital skills framework.

More recently, EntreComp and DigComp have been added to the project's bank of competencies.

Next steps

The project has plans to update and enhance its transferable skills and leadership & management competence statements by incorporating competences from EntreComp. A self-assessment checklist for entrepreneurship competence is also planned. It will be based on EntreComp and used within ASA's forthcoming 'Career and Personal Development Planning' sessions.

Use in other contexts

Whilst the leadership & management performance framework, transferable skills competences and self-assessment checklists are contextualised to the independent advice sector, there is much scope for a similar approach to be adopted. ASA Learning and Development Plans (ADVICESKILLSACADEMY.ORG.UK/HOME/LEARNING-PLAN-TEMPLATES) for organisations, individuals, staff as well as feedback templates are available and these can be adapted to different occupational sectors or workplace settings.

The Advice Skills Academy resources will be freely available from the project website as they are developed.

GOALS

- I WANT TO MOBILISE
- **I WANT TO CREATE VALUE**
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- I WANT TO RECOGNISE

RELATED EXAMPLES

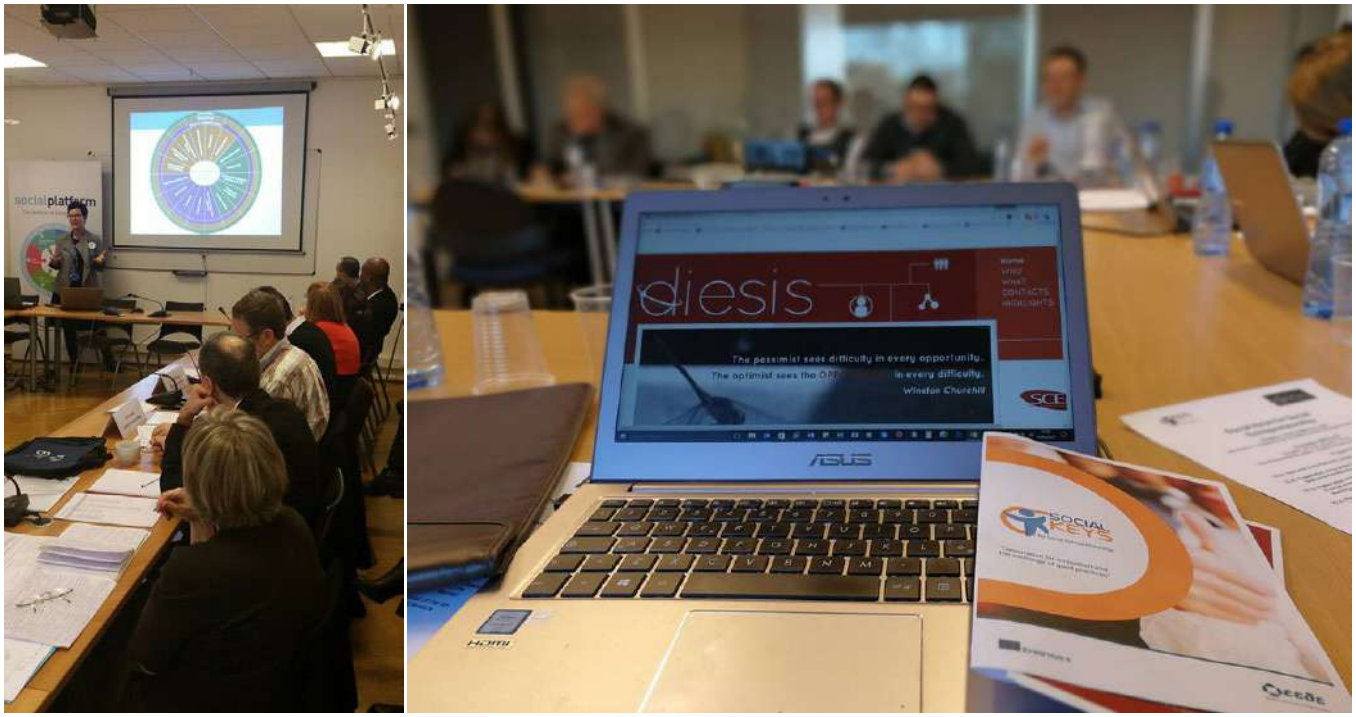
- C30 IWOMAN ACADEMY P. 93
- T2 REACT P. 112
- T26 JOB-YES! P. 154
- T28 PATHWAYS 4 EMPLOY P. 157
- T29 WAW P. 158
- T31 EARS P. 162

C28

EU-FUNDED PROJECT / BELGIUM • GREECE • ITALY • POLAND

SOCIAL KEYS

Using EntreComp to develop a common competence framework for skills and qualifications in the Social Entrepreneurship sector



Working in collaboration to understand and implement EntreComp (image courtesy of the contributor)

Social Keys is a European project financed by the Erasmus+ programme. It aims to develop a common competence standards framework to improve skills and qualifications in the Social Entrepreneurship sector. To achieve this, it followed the knowledge, skills and competences approach established by the European Qualification Framework, and used EntreComp to help guide this development. Working across Greece, Poland, Belgium and Italy, the project objectives were to:

- Create a VET professional qualification
- Design a qualification framework based on competences needed by the sectoral labour markets
- Set the basis for the creation of a common European training standard, using the qualification framework and defined in terms of curricula and VET courses

Using EntreComp to improve what had already been developed

During the first year of the Social Keys project, the partnership researched and outlined a competence framework related to entrepreneurship activity in general but with a social economy slant. It was hard to find a unique collection to use as a basis that would also be recognised at EU level – which was important for this project as they operate in four different countries and want to share their work more widely.

The EntreComp framework was then published, and this offered an opportunity to compare what they had developed with a model that had been agreed at EU level. EntreComp was used as a way to verify what they had already developed and to choose those areas and competences that best fitted the aims of the project. Indeed, the partnership decided to modify some elements of the origi-

ACKNOWLEDGEMENTS

Alessia Sebillo
Diesis Coop

FURTHER INFO

WWW.SOCIALKEYS.EU/EN

C28

Entrecomp can be used also as a "glossary". It is a tool where you look for what you need in order to better understand your own path.

ALESSIA SEBILLO

nal framework to reflect the 3 areas of action included in the EntreComp wheel.

Creating curricular and professional competence framework for social entrepreneurship

EntreComp allowed a set of competences to be defined that could be used as the basis for the training course and supporting materials for social entrepreneurs, aligned to a recognised EU competence framework. All the materials produced by the project can be freely downloaded via the website. These include curricula and the professional standards/competence framework for the new VET European common professional qualification in the social entrepreneurship sector.

Using EntreComp as a glossary

EntreComp was a starting point, and although its application solved the problem of common understanding and definition of the different levels of proficiency and competences in the European context, it did not represent a solution in itself. The most difficult part was going through all the competences. At the beginning no one knew how it could be applied and what was necessary. However, Social Keys' partners realised that they did not need to go through all of it, and could instead use it as a glossary. It is a tool they can use to better understand their direction, giving them a clearer overview of how to apply it in their own context and areas of interest.

Keep it simple!

The next steps for the Social Keys project is to make the work available to different VET providers and to consider extending it to university level. The EntreComp division levels will help in this sense and also the definition of new sets of competences where entrepreneurship skills and competences are needed. The partners found EntreComp a generic and flexible tool, allowing different organisations to apply and shape it to their needs. They said that although it is very flexible, it could also be confusing to dive into the finer details at first reading, and welcome the idea of developing a guide with examples of its different possible applications to help users.

GOALS

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RELATED EXAMPLES

- C16 21ST CENTURY SKILLS P. 66
- C36 ESPACIO RES P. 102
- C38 EU3LEADER P. 106
- T11 SOCCES P. 128
- T22 TOMORROW'S LAND P. 147
- T30 BREAK-IN THE DESK P. 160

C29

UNITED KINGDOM

WORCESTER BUSINESS SCHOOL

Incoming business school students self-assess their entrepreneurial skills for lecturers to be able to provide tailored support

ACKNOWLEDGEMENTS

David Bozward
Senior Lecturer in Entrepreneurship,
Worcester Business School,
University of Worcester

FURTHER INFO

TINYURL.COM/Y94DWVOU

At the Worcester Business School, University of Worcester, the EntreComp framework is used to survey incoming students who take part in entrepreneurship modules. As part of their induction to the module students are invited to gauge their perceived ability on the different areas of the framework. This is used to help understand students' level of competence and the development needed to support the learning outcomes.

EntreComp allows a complete picture of the diverse student population and a focus on fine-tuning the number of modules per semester

The student population can be diverse with a mixed set of existing competences and the university team seek to understand this mix before taking the students on their entrepreneurship learning journey. Using EntreComp as a framework that covers a wide range of competences allows a complete picture of the student population and their needs to be drawn. The insights from the survey has in some cases helped to shape the topics being taught and the methods used to teach them. For students, it helped prompt a degree of awareness in many of them as to their abilities and provided baselines for areas which needed to be developed.

In addition, EntreComp has been used as a focal competency model to reduce the number of competences needed to start a business. The stages of business have been broken down into discovery, modelling, start-up, existence, survival, success, adaption, independence and exit and these have been mapped against EntreComp. This has resulted in clearly defined learning modules that can be taken by a student 1 semester at a time.

Research

The conclusions of this research have been published and are available here: EPRINTS.WORC.AC.UK/5377

Colleagues from Worcester Business School at the University of Worcester welcome views and debate and hope that others will look at what's being done, and get inspired to tackle some of these ideas, apply these models to see what works and, crucially, what can be developed and improved upon.

GOALS

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RELATED EXAMPLES

- C22 UNIVERSITY OF HUDDERSFIELD P. 78
- C23 SWANSEA UNIVERSITY P. 80
- C24 UNIVERSITY OF TURKU P. 82
- C25 UNIVERSITY OF LIMERICK P. 84
- C32 CHALMERS UNIVERSITY OF TECHNOLOGY P. 96
- T19 LANCASTER UNIVERSITY P. 142

C30

UNITED KINGDOM

IWOMAN ACADEMY

Using EntreComp to inspire women to think about their entrepreneurship competences

ACKNOWLEDGEMENTS

Ngunan Adamu
Founder iWoman Academy

FURTHER INFO

FACEBOOK.COM/IWOMANACADEMY



Using radio & broadcasting skills to empower women (image courtesy of the contributor)

EntreComp has inspired iWoman Academy to enhance its innovative training programme for women

The iWoman Academy, launched in September 2016, creates opportunities for women through training in journalism and broadcasting training. It aims to boost confidence and help participants to take control of their own learning, development and career plans. All of the women participating in the programme are unemployed. Some are refugees or asylum seekers; many are from disadvantaged backgrounds. Now on its third intake, the iWoman team are reflecting on their experiences and looking for ways to further improve the quality of the overall learning experience they provide. EntreComp has been identified as a way to add value to the existing training programme. It is helping iWoman to engage and inspire learners to think about their skills and experiences in terms of entrepreneurship competences. This activity has raised awareness and understanding of what it means to be entrepreneurial amongst the group.

An EntreComp-inspired self-assessment checklist is being used to help women understand the importance of these competences for their own development. It is helping participants to appraise and appreciate their current levels of entrepreneurship competence, and to inform their future plans.

Next steps

Going forward, iWoman plans to build on the entrepreneurship self-assessment activities so that learners can recognise their own development in terms of the EntreComp competences.

GOALS

- I WANT TO MOBILISE
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- I WANT TO RECOGNISE

RELATED EXAMPLES

- C27 ADVICE SKILLS ACADEMY P. 88
- C33 THE WOMEN'S ORGANISATION P. 98
- C39 FRESH START P. 108
- T22 TOMORROW'S LAND P. 147
- T29 WAW P. 158
- T31 EARS P. 162

C31

UNITED KINGDOM

SFEDI AWARDS

Using EntreComp to unlock potential – reform and rehabilitation using entrepreneurial education

ACKNOWLEDGEMENTS

Nic Preston
SFEDI Awards, UK

FURTHER INFO

SFEDI website
SFEDIAWARDS.COM

SFEDI Awards newsletter
TINYURL.COM/YBSE4X4Z



Unlocking the potential and supporting new futures for offenders currently in prison in the UK (image courtesy of the contributor)

Supporting rehabilitation of offenders in the UK

To support the rehabilitation of prisoners and the reduction of reoffending rates, SFEDI – the awarding body for enterprise in the UK – sought to create the UK's first set of enterprise and employment qualifications based on the IOEE National Enterprise Standards (IOEE.UK/NATIONAL-ENTERPRISE-STANDARDS) and the EntreComp framework.

In 2016 SFEDI released the Passport to Enterprise and Employment suite of qualifications that are now being delivered within multiple prisons across England and are soon to be released in Wales. The first set of learners will complete and feedback but the impact so far has been encouraging. The team coordinating this entrepreneurial curriculum across UK prisons, working with prisoners of all ages, seek to:

- Build self-awareness and self-belief
- Help to reduce re-offending rates on release from prison
- Build a sense of ethical thinking and community spirit

Addressing all competences, prioritising self-efficacy, ethical thinking and coping with uncertainty

The subject of enterprise and entrepreneurship can be difficult to engage with if you don't have prior knowledge and experience as it is not always a quantifiable thing. For offenders it can be a vital subject to support their development and help produce a more cohesive and productive society. Having a guide/benchmark is important to support those new to the subject to engage in an informed way, to either develop themselves or others by underpinning their learning journey with a standardised and evidence-based approach. This is what EntreComp provided for the Passport to Enterprise and Employment programme.

Through the embedding of wider enterprise and entrepreneurial abilities, behaviours, knowledge and skills, SFEDI offer a flexible learning programme that meets the needs of diverse learners. It helps personal development as well as encouraging the development of a community/society mind-set.

EntreComp helps to standardise these on a European-wide scale, complementing national standards set by the Institute of Enterprise and Entrepreneurs (IOEE), a professional body in the

C31

UK. SFEDI benchmarked both the IOEE National Enterprise Standards and the EntreComp framework to highlight the main subjects/points to include within the qualifications. These were then used to underpin the development process and consultations that took place to finalise the products prior to release. Basing the qualification on EntreComp and IOEE provides clear evidence to both learners and other stakeholders of the best practice in this approach.

Positive feedback from both learners and the education community

Feedback from multiple prisons is very encouraging, with learners commenting that they feel prepared for both employment or self-employment on release. Comments also included how useful the subjects had been in building their own sense of worth. These qualifications were shortlisted as a finalist for the Federation of Awarding Bodies Qualification of the Year Award 2017 in the UK. The Federation of Awarding Bodies (FAB) is the trade association representing over 125 organisations that award vocational qualifications in the UK and over 20 stakeholder organisations.

Looking to the future

Research will track learners post-release over a period of time to see the impact of the qualifications, but this will be a long period of research due to the nature of the individuals and the environment they are currently in.

Having used EntreComp to support the development of vocational and higher qualifications, this approach will be expanded into multiple environments, with a focus on youth groups and unemployed support.

GOALS

- I WANT TO MOBILISE
- **I WANT TO CREATE VALUE**
- I WANT TO APPRAISE & ASSESS
- **I WANT TO IMPLEMENT**
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C28 SOCIAL KEYS P. 90
- C39 FRESH START P. 108
- T2 REACT P. 112
- T17 OPEN BADGES FOR ENTRECOMP P. 138
- T27 WORKING TOGETHER P. 156
- T28 PATHWAYS 4 EMPLOY P. 157

C32

SWEDEN

CHALMERS UNIVERSITY OF TECHNOLOGY

Integrating entrepreneurial experiences in engineering education using EntreComp to communicate and explain the competences gained through value creation

ACKNOWLEDGEMENTS

Kristina Henricson

Project Manager of the ENG project, Division of Entrepreneurship and Strategy, Chalmers University of Technology

Martin Lackéus

Researcher, Division of Entrepreneurship and Strategy, Chalmers University of Technology

FURTHER INFO

TINYURL.COM/Y9SMTM7Z



The Entrepreneurship in education approach by Chalmers University of Technology (image courtesy of the contributor)

Chalmers University of Technology launched an initiative in entrepreneurship in 2015 to get more ideas, have more start-ups and stronger entrepreneurial skills among engineering students. The goal was that at least half of all students were to experience in-curricular entrepreneurial experiences during their education at Chalmers. In order to realise this, the "ENG" project was initiated – Entrepreneurship in undergraduate education – with a special focus on making Chalmers' undergraduate education more 'entrepreneurial'. An important part of the project has been to arrive at a definition of what an 'entrepreneurial experience' for a student means in the context of undergraduate engineering education.

Based on broader definitions of entrepreneurship as value creation and entrepreneurship as creative process, three forms of entrepreneurial experiences were identified as central to the project; (1) students who, through interaction with other people, get an understanding of their needs and based on these needs try to create something of value for them, (2) students undergoing an iterative process of generating and designing ideas, evaluating them, choosing an idea, packaging and selling the idea and implementing it in a relevant context so that value is created for others, as well as (3) students who exercise their ability to identify, combine and use their own and others' competences and resources in a self-reflective way, in order to create value for others.

EntreComp used to communicate and explain competences built

The EntreComp framework has been used in the ENG project to communicate and explain the intended end result of the project, in terms of abilities and competences that students are to develop as a result of their entrepreneurial experiences. EntreComp

C32

EntreComp has helped us both sense-make a broader view of entrepreneurship within the project and communicate this broader view externally.

KRISTINA HENRICSON

is of particular relevance and usefulness when it comes to the third form of entrepreneurial experiences described above. Explaining entrepreneurship in a broader sense is often a challenge, since most people equate entrepreneurship with new business start-ups. Such a narrow view of entrepreneurship is not the focus of the ENG project, which is why EntreComp has been a key part of activities in the project, the organisers say. It has been used internally among the project managers for sense-making and externally when communicating around the project. EntreComp helps explain to teachers what a broader view of entrepreneurship can signify. It facilitates a much-needed discussion around how entrepreneurship in its broader sense can be embedded into existing courses and programmes that are not focused on business start-ups.

Results so far: EntreComp helps overcome reluctance

The ENG project is in an early stage where the first groups of teachers are now getting training in how to embed entrepreneurial experiences into their courses and programmes. It is too early to specify any resulting impact so far. What can however be seen already is that entrepreneurial experiences viewed as described above triggers significant enthusiasm among teachers from a broad spectrum of non-business disciplines. EntreComp thus helps overcome a very common initial reluctance to work with entrepreneurship as a term and concept.

Next steps

Upcoming steps related to EntreComp include the addition of learning outcomes related to entrepreneurial competences to existing course and programme descriptions. The resulting impact on student learning of key dimensions in the EntreComp framework will also be measured in different ways in the project.

GOALS

- I WANT TO MOBILISE
- **I WANT TO CREATE VALUE**
- I WANT TO APPRAISE & ASSESS
- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C22 UNIVERSITY OF HUDDERSFIELD P. 78
- C23 SWANSEA UNIVERSITY P. 80
- C24 UNIVERSITY OF TURKU P. 82
- C25 UNIVERSITY OF LIMERICK P. 84
- T15 LOOPME P. 134
- T19 LANCASTER UNIVERSITY P. 142

UNITED KINGDOM

THE WOMEN'S ORGANISATION

Applying EntreComp to existing programmes that build women's entrepreneurial knowledge, skills and confidence





Training and support for entrepreneurs (image courtesy of the contributor)

Enhancing training & support

The Women's Organisation (The WO) is using EntreComp to review its existing services and identify additional opportunities to help their clients to develop the full breadth of entrepreneurship competences.

The WO works with women from diverse communities and delivers a broad range of information, advice, training and other support services to inspire and enable women to be economically active, create and grow their own businesses and to realise their potential. The WO is applying EntreComp to appraise and assess its existing portfolio of personal development and business skills training and to identify any gaps in developing the different competences described in EntreComp.

By enhancing its existing programmes and designing new training, The WO is implementing new projects and activities for the women it works with to develop their entrepreneurial competences. Not only is EntreComp providing a useful structure to review and design the services delivered, it has inspired the development of new resources and materials. For example, The WO training team are planning to use the EntreComp wheel and model as a tool for learners to recognise their own entrepreneurial skills and the progress made over time. By introducing EntreComp into programmes, learners and entrepreneurs are able to clearly understand and articulate their own entrepreneurial competences.

At the same time, the use of EntreComp as a self-assessment tool will provide an interesting tool to measure the impact of its activities in terms of supporting entrepreneurship development, as well as identify areas for further development and improvement.

ACKNOWLEDGEMENTS

Bernie Cox
Training Coordinator,
The Women's Organisation

FURTHER INFO

THEWOMENSORGANISATION.ORG.UK

C33

I'm excited by the potential of EntreComp. The flexibility and accessibility of the framework allows us to apply it across the range of training we offer. Already we've found that it works well in different settings, particularly in helping women to recognise their own skills and how these are important, whether thinking about setting up or growing their own small business.

BERNIE COX

Applying EntreComp across the organisation

Since using EntreComp to develop and enhance services for its clients, The WO has also identified how the framework can be applied to the organisation's learning and development plans. The WO is currently reviewing and updating its internal learning and development plan for directors, staff and volunteers. EntreComp is adding value to this process, providing a competence framework that complements and strengthens existing frameworks for colleagues working across business functions – for administrators and finance officers, business advisers and trainers, project managers and organisational leaders. EntreComp is providing a structure that is helping all those involved to develop their entrepreneurial skills, as well as contributing to the overall development of the organisation.

GOALS

I WANT TO MOBILISE

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I WANT TO APPRAISE & ASSESS

I WANT TO IMPLEMENT

I WANT TO RECOGNISE

RELATED EXAMPLES

C28 SOCIAL KEYS P. 90

C30 IWOMAN ACADEMY P. 93

C34 INTENSE P. 100

C37 ERASMUS FOR YOUNG ENTREPRENEURS P. 104

C39 FRESH START P. 108

T30 BREAK-IN THE DESK P. 160

C34

EU-FUNDED PROJECT / BELGIUM • CROATIA • FINLAND • GERMANY • NETHERLANDS

INTENSE

An Erasmus+ project using EntreComp to map and assess good practices, and for assessment

ACKNOWLEDGEMENTS

Patricia Huion

Senior Researcher and European Project Writer and Manager, University College Leuven-Limburg

FURTHER INFO

INTENSE.EFOS.HR

The International Entrepreneurship Skills Europe (INTENSE) project is an Erasmus+ project with partners from five higher education institutions (HEIs) across Europe. The project aims to promote collaboration and innovation between HEIs and small and medium-sized enterprises (SMEs) to stimulate entrepreneurial behaviour and internationalisation activities. The project focuses on developing and implementing a teaching module on the internationalisation of SMEs for higher education students. Mixed teams of students, SMEs and HEI staff from five EU countries help SMEs to internationalise their businesses and raise awareness of the importance of internationalisation in globalised work and learning environments.

Using EntreComp

Firstly, the project partners used EntreComp to help them assess identified good practices by applying the framework to these examples and then selecting the most appropriate to inform and promote the new teaching module. Secondly, EntreComp was used by students as part of their self-assessment activities, especially in the area of creativity and in curriculum design activities.

EntreComp worked well in this situation because as a comprehensive tool it defines the many aspects of entrepreneurship both in a narrow and broader sense. The framework provided a structure for discussion and debate and a common language for students, staff and SME colleagues to explore what entrepreneurship means to them. It helped make connections because many of the module's learning outcomes, in the end-users' minds, were not linked to entrepreneurship.

EntreComp has helped partners to design tools, curriculum, module manuals and clear learning outcomes for learners in their self-assessment.

Although INTENSE partners initially found EntreComp overwhelming, they found it useful to break it down by linking the many learning outcomes directly into actionable projects. Linking these back to entrepreneurship in a very practical way for the project's different audiences – for example with a focus on financial skills for SMEs – was also important.

EntreComp now also contributes to the ongoing educational debate between partners and within their institutions.

Furthermore, seeing the further potential of EntreComp, partners are planning a future project to support new teachers' development.

GOALS

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RELATED EXAMPLES

- C23 SWANSEA UNIVERSITY P. 80
- C26 BIRMINGHAM CITY UNIVERSITY P. 86
- C27 ADVICE SKILLS ACADEMY P. 88
- C32 CHALMERS UNIVERSITY OF TECHNOLOGY P. 96
- T19 LANCASTER UNIVERSITY P. 142
- T33 DYNAMIQE™ P. 166

C35

GERMANY

VIADRINA

Illustrating the competences gained through entrepreneurial student and peer learning at the Centre for Key Competences and Research-Oriented Learning

ACKNOWLEDGEMENTS

Susanne Schwarz

Centre for Key Competences and Research-Oriented Learning, European University Viadrina

FURTHER INFO

TINYURL.COM/YCOJ8ATY

Entrepreneurial competences in the context of intercultural learning

The European University Viadrina's Centre for Key Competences and Research-Oriented Learning conducts research in the field of learning processes, production of knowledge and key competences. The focus is on intercultural learning, peer-tutoring, collaborative learning and writing didactics. In the course of their work and training, students work with peer tutors developing skills and key competences that are useful in entrepreneurship, including self-awareness and self-efficacy, motivation and perseverance, mobilising and working with others.

EntreComp has been identified as a perfect tool to create a common vision and language among different stakeholders. EntreComp clearly shows which competences are entrepreneurial and which knowledge, skills and attitudes are related to these competences. To foster the development of these key competences, it is important to explicitly illustrate what is meant by talking about entrepreneurship competence, and EntreComp enables that.

EntreComp illustrates the different competences, skills and attitudes needed by students

The Centre aims to enable students and peer tutors to foster their personal development of entrepreneurial competences. To reach that goal, students must be made aware of the key competences and skills they will gain on their courses. EntreComp is used to illustrate these different competences, skills and attitudes. The conceptual model with its various descriptors has proved to be especially helpful.

An example of how the students are trained in the key competences is the "collaborative learning: organising and leading" course, which focuses on basic elements of project management and theoretical input and reflection on the experience of teamwork.

GOALS

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RELATED EXAMPLES

- C15 STORY-ME P. 64
- C26 BIRMINGHAM CITY UNIVERSITY P. 86
- C31 SFEDI AWARDS P. 94
- T11 SOCCES P. 128
- T12 CURRICULUM DEVELOPMENT CANVAS P. 130
- T15 LOOPME P. 134

C36

SPAIN

ESPACIO RES

Start-up grows a holistic approach to entrepreneurship as a competence



The Wanted programme brings students from different disciplines together to work on an entrepreneurial venture (image courtesy of the contributor)

ACKNOWLEDGEMENTS

Lilian Weikert García
Co-Founder & Patron,
Foundation ESPACIO RES

FURTHER INFO

WANTED.ESPACIORES.ORG

Espacio RES (Universo de Resiliencia creativa) is a physical space and a community in Seville where start-ups develop their activities in the social enterprise, technology, agro-industry, tourism or creative sectors.

Espacio RES used EntreComp to develop, plan and organise its training programme. They started working on the framework from the outset as they were involved by the JRC as stakeholders in the development of the framework. At that stage, only the wheel of sub-competences was developed, neither the progression model nor the levels of proficiency. As such, in the beginning Espacio RES applied their understanding of the EntreComp wheel.

Using EntreComp to support self-assessment of learning activities for start-ups

Today, the application of EntreComp has progressed, with a self-assessment test for the competences being developed which will support and better plan the activities on offer. Espacio RES understands the entrepreneurial competences as transversal so is trying to design training activities that will promote them in an implicit way.

EntreComp offers a taxonomy that allows Espacio RES to develop specific practical learning experiences with the aim of improving the differ-

C36

EntreComp offers us a taxonomy that allows us to develop specific practical learning experiences with the aim to improve the different competences. It also helps us to develop a common language for associates and collaborators.

LILIAN WEIKERT GARCÌA

ent competences. It also helps with developing a common language for associates and collaborators. The EntreComp wheel is introduced and used in most of the different activities offered, and to associates and collaborators coming from different sectors and ecosystems. The intention is to promote a shared understanding that to be an entrepreneur is not only to do with business but also with personal development.

EntreComp behind the design of activities and assessment to help students understand their strengths and areas of development

Espacio RES used EntreComp in their 'Wanted' programme in the design of all activities, either in an explicit way or tangentially. 'Wanted' is an activity which brings university students with different profiles together – creative, technological and economic or business students – to work on the same entrepreneurial project under Espacio RES guidance. They collaborate in interdisciplinary groups by taking the first steps in building a start-up. The EntreComp framework is presented to them to self-assess themselves, discover their skills and where there may be gaps. Based on this self-assessment, activities and training can then be designed to reinforce progression in these competences. For example, these may include exercising the art of spotting opportunities and creativity by using different methodologies and game situations, thus sharing financial and economic know-how as well as ethical and sustainable thinking.

EntreComp beneficial as a common language and to go beyond entrepreneurship as something economical only

Espacio RES believe that one of the benefits of EntreComp is its holistic approach, which values both financial and business skills and civic and personal competences, too. EntreComp is useful as a 'common language' when working with other institutions and countries as the framework functions as standard-setter. This also benefits students in being able to categorise and define competences and skills that are not traditionally on the spectrum of entrepreneurship competences. This is important because an entrepreneurial mind-set is not just for economic benefits but also has social advantages. The use of EntreComp makes this opening of the mind possible.

GOALS

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RELATED EXAMPLES

C31 SFEDI AWARDS P. 94
C33 THE WOMEN'S ORGANISATION P. 98
C37 ERASMUS FOR YOUNG ENTREPRENEURS P. 104
T30 BREAK-IN THE DESK P. 160
T32 IKINDU P. 164
T33 DYNAMIQE™ P. 166

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BELGIUM • ITALY

ERASMUS FOR YOUNG ENTREPRENEURS

Developing skills of new entrepreneurs & assessing impact of the Erasmus for Young Entrepreneurs programme

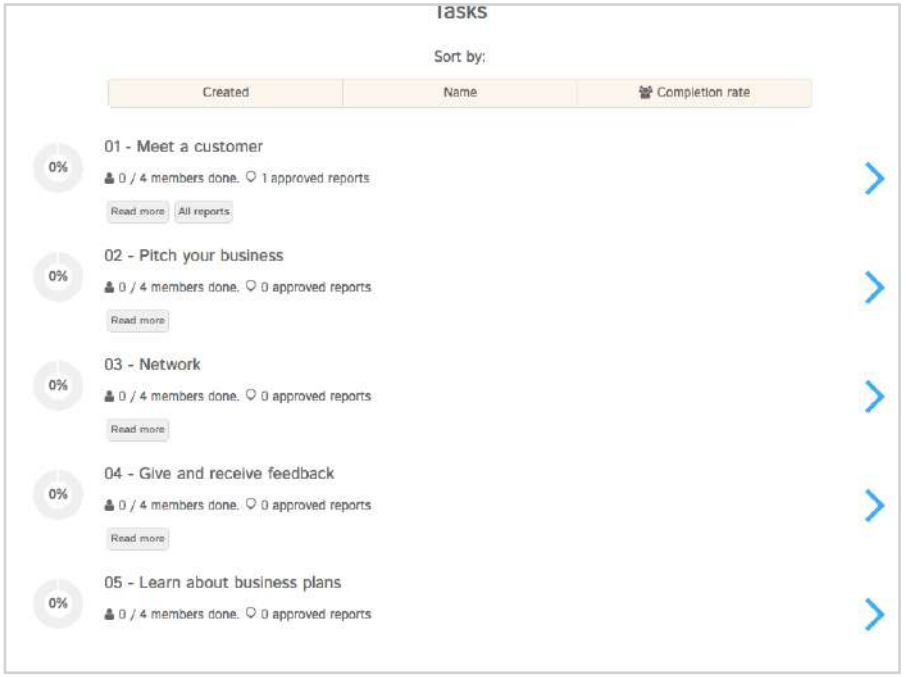
ACKNOWLEDGEMENTS

Rebecca Weicht
Co-Founder, Bantani Education

Paolo Montemurro
Project Manager, Materahub

FURTHER INFO

WWW.BANTANI.COM



A screenshot from LoopMe (image courtesy of the contributor)

Erasmus for Young Entrepreneurs (EYE) is a European-funded exchange programme in which new entrepreneurs (aspiring entrepreneurs or those with less than three years' entrepreneurial experience) learn from an experienced host entrepreneur. The latter benefits from new insights and the possibility to open doors towards new markets and partnerships.

New entrepreneurs' skills development not measured

The skills development of the new entrepreneur, which is at the core of the programme, is not measured, however, as EYE does not collect evidence of its impact on new entrepreneurs' skills development.

As a new entrepreneur at education-technology start-up, Me Analytics, who developed the LoopMe tool (see T15), Rebecca Weicht identified the opportunity to use EntreComp and LoopMe to measure the entrepreneurial development of new entrepreneurs. She mapped the activities that a new entrepreneur may carry out against the competences that are developed based on these activities as defined in EntreComp. For example, the task 'Pitch your business' trains the EntreComp competences 'Taking the initiative', 'Planning and management', 'Coping with ambiguity, uncertainty and risk', 'Learning through experience', 'Self-awareness and self-efficacy', 'Financial and economic literacy', 'Mobilising others', 'Spotting opportunities', and 'Creativity'. Rebecca then built a task package in the LoopMe tool identifying the EntreComp competences as tags that serve as learning outcomes. New entrepreneurs, whenever they complete an activity, reflect on their activity and 'tag' it, e.g. they might reflect that the activity to pitch their business made them 'reflect on feedback', put them 'out of (their) comfort zone', or made them a 'better networker', which

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Our goal is to help EYE's new entrepreneurs through LoopMe by letting them do a set of targeted activities that train exactly those entrepreneurial skills that they have identified as those they want to strengthen in their commitment with the IO before they go abroad on their exchange.

PAOLO MONTEMURRO

translates to having strengthened the EntreComp competences 'Coping with uncertainty, ambiguity and risk', 'Planning and management' and 'Working with others' respectively.

Pilot underway

The pilot for this trial is led by Paolo Montemurro of the Intermediate Organisation (IO) Materahub in Italy who also sits in a working group on impact assessment, bringing together a number of different intermediary organisations who manage EYE. The IOs participate voluntarily and bring in their new entrepreneurs who use LoopMe throughout their exchange. Within the pilot, IOs will read the loops sent by their new entrepreneurs and engage with them, offering comment and support.

Expected results

The overarching goal for this pilot is to help new entrepreneurs train exactly those entrepreneurial skills they want to improve through the exchange by doing targeted activities. Paolo Montemurro says that his expectation for the pilot is "to help build entrepreneurial skills among new entrepreneurs".

GOALS

I WANT TO MOBILISE

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I WANT TO RECOGNISE

RELATED EXAMPLES

C36 ESPACIO RES P. 102

T14 CERTIPORT P. 133

T15 LOOPME P. 134

T22 TOMORROW'S LAND P. 147

T29 WAW P. 158

T30 BREAK-IN THE DESK P. 160

C38

EU-FUNDED PROJECT / AUSTRIA • CROATIA • SPAIN • UNITED KINGDOM

EU3LEADER

Fostering a new European profession – the entrepreneurial third-sector leader

ACKNOWLEDGEMENTS

Marta Bruschi

Programmes & Network Manager, Euclid Network

FURTHER INFO

EUCLIDNETWORK.EU/PORTFOLIO-POSTS/EU3LEADER

Eu3leader fostering a new European profession – the Entrepreneurial Third-Sector Leader

The eu3leader project is funded by the Erasmus+ programme, and aims to strengthen the leadership and entrepreneurship capacity of third-sector organisations so they are better able to drive positive change in tomorrow's Europe. Working with leaders, trainers and researchers across Europe, the project is developing a framework and know-how platform for entrepreneurial leadership in the third sector. The framework will include key competences for leaders in the third sector, with a platform offering e-learning training programme resources based on the competence framework.

Focusing on a range of competences such as entrepreneurialism, advocacy, social innovation and impact evaluation, eu3leader is the first Europe-wide initiative for improving leadership in the third sector. It explicitly looks at EntreComp as a tool to guide and assess third-sector leaders' entrepreneurial competences, and its capacity-building workshops will follow the EntreComp framework's logic and examine the 3 main competence areas: Ideas & Opportunities, Resources, and Into action.

Creating a Common European Framework for Entrepreneurial skills of Third-Sector Leaders

There is a growing awareness of entrepreneurial skills among different societal groups and sectors. One of the EUCLID Network's visions is to empower civil society leaders by connecting them to each other and to improve the capacity of civil society organisations to tackle the challenges they face in a modern Europe.

One of the ideas to help them to overcome those challenges is to promote and develop the entrepreneurial mind-set and to find solutions for a sustainable future for third-sector organisations. EntreComp offers the overview of transversal skills that are applicable to various contexts, and can be adapted to this purpose. The 3 competence areas intertwine with each other, and this means the framework can be easily applied to the partners' target group. The descriptive format helps the competences to be chosen and fostered in order to generate value and have social impact. Eu3leader partners will not adjust EntreComp but re-purpose it to their needs, prioritising the areas where improvement is needed in order to become more entrepreneurial, which leads to greater sustainability.

Using EntreComp to guide development

Eu3leader is at the first stage of the project cycle, so the activities are not yet fully developed, however the first step that has been undertaken is the decision that EntreComp will be the baseline of the development of the framework of competences for the third-sector leaders and the project's four capacity-building workshops are following the logic of the EntreComp framework. In all these workshops, the third-sector leaders – the eu3leader fellowship group – are asked to assess the competences against their experience. This is intended to both map their development and ensure the competence framework for third-sector leaders is complete. Along with the workshops, the project is developing resources for the eu3leader platform (testimonials, interviews, training resources and training methodology). Using EntreComp as a baseline for developing the framework provides the starting point and the direction to follow when focusing on entrepreneurial competences. It provided the bigger picture and illustrated the competences that were being missed and which should be developed to a higher level.

C38

EntreComp offers the overview of transversal skills that may be applicable to various contexts, and the framework will be the backbone of the platform and the pilot trainings that will be developed at the end of the project.

MARTA BRUSCHI

Understanding how to make it work was not straightforward

However, the project partners acknowledge that it was sometimes difficult for them and participants to understand their proficiency across so many levels. With such a broad framework, users did not initially fully understand how they could use it – whether they needed to select a certain set of competences or analyse them 1 by 1 – to assess the competences against their own experience. They needed additional guidance, but after the first workshop partners can now see how developed the eu3leader leaders' competences are in the first area (Ideas and Opportunities). By analysing the results, the level of overall development can be seen, as can the skills gaps and where there is a need to further develop certain competences.

The eu3leader partners suggest that understanding how to use and adapt EntreComp to any particular context is an ongoing process. It is important at first to understand the purpose of EntreComp and take a step-by-step look at the competences. Secondly, the understanding of entrepreneurship as a competence itself can help to visualise what needs to change in this sector. At first agree on a common approach, then make sure that project partners fully understand the concept of entrepreneurship. Lastly, see how EntreComp can be adapted and who will be involved in the process, setting a clear target group. The aim is to make it fit for purpose and to work for each partner.

Next steps

The next steps are to create the beta version of the competence framework and then to gather the training resources on the open platform that will be created through the project. The framework will be the backbone of the platform, and will be piloted towards the end of the project. The goal is to create an open-source platform for third-sector leaders, allowing them to follow online training to develop their entrepreneurial competences relevant to the ecosystem they are operating in.

GOALS

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RELATED EXAMPLES

- C28 SOCIAL KEYS P. 90
- C30 IWOMAN ACADEMY P. 93
- T8 COMPETENDO P. 122
- T12 CURRICULUM DEVELOPMENT CANVAS P. 130
- T22 TOMORROW'S LAND P. 147
- T27 WORKING TOGETHER P. 156

C39

EU-FUNDED PROJECT / BELGIUM • NETHERLANDS • UNITED KINGDOM

FRESH START

EntreComp's learning outcomes turned into 'can-do' statement to foster migrants' entrepreneurial spirit

ACKNOWLEDGEMENTS

Patricia Huion

Senior Researcher and European Project Writer and Manager, University College Leuven-Limburg

FURTHER INFO

WWW.FRESHSTARTEU.COM

Project to improve migrants' entrepreneurial skills

Fresh Start is an EU-funded project that provides 120 first-generation migrants in the London (UK), Maastricht (NL) and Limburg (BE) areas with routes to social and economic inclusion by encouraging and supporting their entrepreneurial talents. It teaches entrepreneurial competences, provides social capital and addresses needs through a business support programme, mentoring, and one-to-one business advice. The EntreComp framework serves as a baseline assessment tool of migrants' entrepreneurial skills and to monitor their progress.

Community-based approach to foster migrants' entrepreneurial spirit

At the core of Fresh Start is a community-based approach to foster migrants' entrepreneurial spirit. It supports migrants who want to turn ideas into action and those who have an entrepreneurial background or have already started a business but need support to grow and develop it. It also supports migrants who want to foster their entrepreneurial skills to carve out jobs in existing companies. Such an ecosystem of support services is important "to empower and enable young migrants to nurture their entrepreneurial spirit", says Patricia Huion of the University College Leuven-Limburg.

EntreComp embedded across project activities

In addition to using the EntreComp framework as a baseline assessment, Fresh Start uses the EntreComp learning outcomes as 'can-do' statements in their 2D game and as part of their mentoring scheme. EntreComp is also used as a qualitative lens for curating existing training programmes.

> *We want to change the conversation about entrepreneurship within migrant communities through tailor-made modules for migrants. Among other things, we will develop a 2D game to detect, assess and increase the entrepreneurial mind-set and to connect refugees to resources of the host countries.*
>
> PATRICIA HUION

GOALS

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- **I WANT TO IMPLEMENT**
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C30 IWOMAN ACADEMY P. 93
- C36 ESPACIO RES P. 102
- T24 YOUNG BUSINESS GENERATIONS P. 150
- T29 WAW P. 158
- T33 DYNAMIQE™ P. 166
- T34 ENTREPRENEUR SCAN P. 168

Part C • **Putting EntreComp into action**

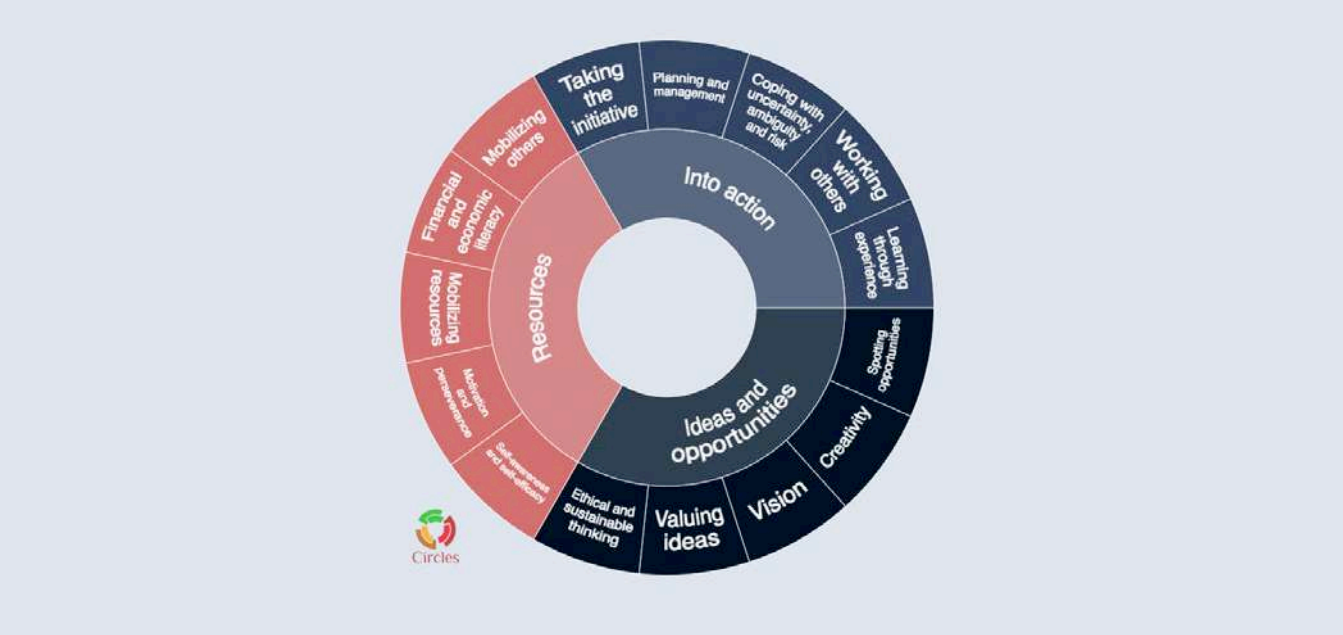
Tools & ideas

T1

GREECE

ENTRECOMP4ALL

Engaging new audiences with EntreComp through an online resource centre modelled on the EntreComp framework



By scIFy – organisation behind EntreComp4All (image courtesy of the contributor)

EntreComp4All Online is a project that is just beginning to develop its capacity as a resource centre for EntreComp. In its first iteration, which is now available online, it offers a clickable EntreComp model that users can explore to see the definitions and insights behind each of the 15 competences. In the future this will expand to be a skills resource for all. It directly links to the research and work around EntreComp, and the objectives are to:

- Build entrepreneurial skills in a structured and measurable way that is based on EntreComp
- Have an online tool that will be adjusted using the latest findings / results of the ecosystem created around EntreComp
- Create an ecosystem of stakeholders that help users of the tool to create their own path in building their competences

A vision for understanding and recognising entrepreneurial skills

The vision is to create an online application that will help users:

- Understand that entrepreneurship can be learned and broken down into a set of competences/skills
- Identify and assess the level of their entrepreneurial skills through a self-assessment tool
- Link entrepreneurial skills with relevant digital skills
- Build / evolve entrepreneurial skills by linking them to:
  - learning material (mostly Massive Open Online Courses - MOOCS such as Udemy, Pluralsight, Coursera courses etc.)
  - other training service providers
  - other sources of support such as mentoring / incubation services
- Share a public profile demonstrating her skills and/or search for people with specific skills at desired levels

ACKNOWLEDGEMENTS

Vassilis Giannakopoulos
Science For You – SciFY PNPC

FURTHER INFO

ENTRECOMP.SCIFY.ORG
GITHUB.COM/SCIFY/ENTRECOMPONLINE



In the future, we would like to explore the EntreComp model in relation to DigiComp, and how the EntreComp can be adapted to suit a) social entrepreneurship needs, and b) people with disabilities.

VASSILIS GIANNAKOPOULOS

Next steps

The team behind the initiative want to give users the ability to explore the framework, find relevant e-learning material, training services and stakeholders that are directly linked with each 1 of competences and the learning outcomes.

Once fully deployed, it will allow users to create personal learning paths for the development of entrepreneurial competences, find support services and networks to do so, understand its relations to digital competences and how it needs to be adapted (with a particular focus on social entrepreneurship and inclusion of people with disabilities). The team is keen to access a usable self-assessment tool to allow users to gain insight into their strengths.

Once developed, it will be a comprehensive resource for those coming from formal education, non-formal learning and inclusion as well as users from employment and enterprise backgrounds.

The project is in early development under an open-source licence through GitHub, and the code repository for this can be found here GITHUB.COM/SCIFY/ENTRECOMPONLINE.

As an open-source digital tool, it can easily be changed to suit further or different needs, such as specific user groups.

GOALS

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RELATED EXAMPLES

- C1 GREECE: TRANSLATING THE FRAMEWORK P. 38
- C2 LUXEMBOURG P. 40
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C34 INTENSE P. 100
- C35 VIADRINA P. 101
- T11 SOCCES P. 128

T2

EU-FUNDED PROJECT / FINLAND • FRANCE • ITALY • NETHERLANDS

REACT

Using EntreComp to map best practices in entrepreneurial education around Europe

ACKNOWLEDGEMENTS

Daniele Morselli
Università Cà Foscari Venezia

FURTHER INFO

WWW.REACTPROJECT.ONLINE

REACT stands for 'Reinforcing Entrepreneurship in Adults through Communication Technologies', and is an Erasmus+ key action 2 project for adult education. The project is about building capacity among disadvantaged adults, by using the community as a classroom in which learners experience real life entrepreneurial learning. The team are particularly interested in gamification, and they will try and gather examples of initiatives that use gamification to develop entrepreneurial competences.

The EntreComp framework was useful because each competence is clearly defined in simple language, and the team have developed a practice mapping tool allowing them to explore how each practice addresses EntreComp, as well as DigComp (the European reference framework for the digital competence). The project has only recently started, and the first step is to map the relevant and diverse practices across Europe on a) adult entrepreneurial education, b) gaming, c) teaching methods. We will use the 15 competences of EntreComp to connect these three research streams, and to see what teaching method and activity works best for each competence.

Next steps

The research phase will soon be completed and results will be shared via the website. The mapping tool developed could also be used by others to benchmark practice in entrepreneurial education, and the team would welcome any wider use of their work.

The next steps within the project activities will test a selection of the practices identified and use this information to develop an innovative tool for the certification of the entrepreneurship competences in adult education, also enhancing digital competences through this learning experience.

> *EntreComp will help educators develop the entrepreneurial competence as a cross-curricular subject. These competences and their descriptors can help set learning outcomes according to the specific cultural environment and the competences that educators have reason to value in their context.*
>
> DANIELE MORSELLI

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
- **I WANT TO APPRAISE & ASSESS**
- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

C31 SFEDI AWARDS P. 94
T21 LEEN P. 146
T23 SIMVENTURE P. 148
T25 SIMPLY DO IDEAS P. 152
T27 WORKING TOGETHER P. 156
T29 WAW P. 158

T3

DENMARK

PACE

Education resources to promote a culture of entrepreneurship and develop EntreComp-linked competences

ACKNOWLEDGEMENTS

Helle Neergaard

Professor, Past-President ECSB, Department of Management iCARE, Aarhus University

FURTHER INFO

Programme website

MGMT.AU.DK/PACE

The PACE project believes that to nurture the talent of the next generation, novel educational measures are needed. To aid this process, it has produced an entrepreneurship education resource that provides examples of activities and approaches that can support the development of the entrepreneurial competences identified in EntreComp.

The PACE project applies an explorative approach to develop new solutions and practices as well as providing transferable teaching models. The PACE project contributes to theory development in several distinct but previously divided areas, including the understanding of entrepreneurship, creative processes and entrepreneurial identity formation, creativity research, learning theory, pedagogy and didactics – and, most importantly, to its application. The theoretical potential lies in its integration of research on entrepreneurship and creativity on the one hand, with research on learning, pedagogy and didactics on the other. The PACE project implements new and innovative methodology using a mixed methods approach (interventions, observation, measurement). The ambition is to triangulate novel with known activities and tools, and develop tailored versions of these in order to develop our understanding. This methodology is an innovative step within entrepreneurship and entrepreneurship education as a coherent system of educational techniques is developed that can be used individually or in combination.

Entrepreneurship Education Resource: experiences from the PACE project

There has been incredible demand for the Danish version of the PACE project workbook and an English version is now available. It has been produced by a team of entrepreneurship educators – Per Blenker, Steffen Korsgaard, Helle Neergaard, Lene Tanggaard and Claus Thrane from Aarhus and Aalborg Universities based on the research and teaching practice that has been developed and tested in the PACE research project. The workbooks can be downloaded for free from the project website (TINYURL.COM/Y8DD77UP).

The resource combines theory and practice in a series of exercises and assignments ready to use in class. Each step in the resource consists of an introduction to the underlying theory which constitutes the framework for the exercises that can be used in class and an assignment that students can carry out either in class or at home. Although originally designed for use in higher education, the workbook can also be used at other levels of education and by individuals considering whether they have the capabilities to become an entrepreneur, as outlined in EntreComp.

The materials are free to use as long as the PACE project is cited.

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
- I WANT TO APPRAISE & ASSESS
- **I WANT TO IMPLEMENT**
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C24 UNIVERSITY OF TURKU P. 82
- C25 UNIVERSITY OF LIMERICK P. 84
- C32 CHALMERS UNIVERSITY OF TECHNOLOGY P. 96
- T5 I-LINC MOOC P. 116
- T8 COMPETENDO P. 122
- T21 LEEN P. 146

T4

EU-FUNDED PROJECT / AUSTRIA • DENMARK • LUXEMBOURG • PORTUGAL• SLOVENIA

YOUTH START ENTREPRENEURIAL CHALLENGES

Entrepreneurial challenges that foster entrepreneurial skills through reflection



The Youth Start Challenge Model (image courtesy of the contributor)

Learning the entrepreneurial spirit through challenges and reflection – competences mapped against EntreComp

'Youth Start – Entrepreneurial Challenges' is a platform developed by the Erasmus+ funded project of the same name that aims to foster entrepreneurial competences of youth aged seven to 19 through challenges. The project preceded the EntreComp framework but mapped its learning programme against the EntreComp framework to make it easy to find teaching material for each of the EntreComp competences.

Experiential learning challenges are actionable tasks that learners complete. They are designed so that learning takes place through reflection on hands-on tasks. The programme is based on the 'TRIO Model for Entrepreneurship' that encompasses:

- Core Entrepreneurial Education
- Entrepreneurial Culture
- Entrepreneurial Civic Education

The individual EntreComp competences such as working with others, creativity, or coping with uncertainty, ambiguity and risk can thus be found in the broader segments in which they support the above objectives.

For teachers of all school types and levels

The Youth Start programme is designed to be flexible in its application and has intensive and extensive programmes, making it possible for teachers at all school types and levels and from various disciplines to use Youth Start modules with their students. The challenges have been developed by a team of Austrian experts and the effectiveness of the programme is being assessed through a randomised controlled trial methodology in Austria, Luxembourg, Portugal and Slovenia in primary schools, sec-

ACKNOWLEDGEMENTS

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President, Initiative for Teaching Entrepreneurship

FURTHER INFO

WWW.YOUTHSTART.EU

T4

ondary schools, secondary business and business administration schools as well as secondary schools for tourist professions and artistic professions. This makes the project the largest policy experimentation project in education in Europe.

How to find teaching material

The web-based platform functions in three steps:

1. Educators choose the challenge that fits best for their students. Challenges for different ages and focus areas are available and can be filtered by level, duration, area of focus and challenge family, which clusters groups of challenges, for example on creating value from rubbish through recycling or upcycling
2. The educator then downloads the training material and prepares it. All challenges are briefly introduced and come with a unit planner explaining the how-to. Recommendations for challenges to combine with before and afterwards are also made
3. The educator is inspired by the challenges and applies them in the classroom. They can adapt the material so that it suits their students

In addition, Youth Start makes activities available to help activate students and improve their concentration. These are presented in step-by-step PDF guides and videos.

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
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- **I WANT TO IMPLEMENT**
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C2 LUXEMBOURG P. 40
- C5 MONTENEGRO: A POLICY-LED APPROACH P. 46
- C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48
- T12 CURRICULUM DEVELOPMENT CANVAS P. 130
- T18 ENACTUS P. 140
- T21 LEEN P. 146

T5

EU-FUNDED PROJECT

I-LINC MOOC

A free MOOC based on EntreComp to foster teachers' sense of initiative to develop students' entrepreneurial mind-set



The MOOC trains and empower teachers to foster a sense of initiative and an entrepreneurial mind-set in their students (image courtesy of the contributor)

'Boosting a Sense of Initiative and Entrepreneurship in Your Students' is a free massive open online course for teachers based on the EntreComp competences

'Boosting a Sense of Initiative and Entrepreneurship in Your Students' is a massive open online course (MOOC) that is targeted at primary and secondary school teachers of any subject. VET and further education teachers may also benefit, as well as actors involved in students' career decisions. The MOOC contextualises the 15 EntreComp competences by illustrating them with practical examples and mapping them to classroom activities that teachers could use in order to foster these competences.

Fostering teachers' sense of initiative to develop students' entrepreneurial mind-set

The MOOC trains and empowers teachers in fostering a sense of initiative and an entrepreneurial mind-set in their students by developing innovative and creative attitudes and skills. The course highlights the broader application of entrepreneurship competence and the role that teachers can play in nurturing it, regardless of the subject and educational level. For the course, EntreComp is instrumental in highlighting entrepreneurship as a transversal competence, which applies to all spheres of life. The course helps teachers understand that they are often already fostering these competences through their teaching practice. In short, entrepreneurial teaching is about reflecting on the approach and the different ways to foster entrepreneurial competences, regardless of the subject or topic that is taught.

The course consists of four modules:

- Engaging students through entrepreneurship education
- Enabling students to take the future in their hands

ACKNOWLEDGEMENTS

Tomislava Recheva
Project Officer, European Schoolnet

FURTHER INFO

WWW.I-LINC.EU
TINYURL.COM/YC57UNH9

T5

The MOOC contextualises the 15 EntreComp competences by illustrating them with practical examples and mapping them to classroom activities that teachers could use in order to foster these competences.

TOMISLAVA RECHEVA

- Making good use of resources
- Achieving goals by putting plans into action

Each module consists of several videos, illustrating lesson plans, teaching activities, or possible resources that could enable teachers and educators to strengthen entrepreneurial skills in their students. The estimated workload is three hours per module. Upon completion, learners will be issued a badge for every module completed.

Learners are encouraged to engage with each other and the course moderators on social media and on the i-LINC community, where a community of practice for entrepreneurial teachers is set up.

EntreComp serves as content guide

EntreComp was used as a guiding document in several ways. First, the structure of the framework is duplicated in the MOOC structure, which adds an introductory part of the benefits and meaning of entrepreneurial learning. The framework was moreover guiding the development of content for each competence. The EntreComp wheel and conceptual model are given visibility throughout the MOOC. The course uses 15 videos illustrating EntreComp for teachers, which were produced for the European Commission's Joint Research Centre (see TINYURL.COM/YC57UNH9). Each video introduces 1 of the competences and outlines ideas how it can be taught in practice.

Further support comes from EntreLearn, an entrepreneurial learning toolkit for educators with practical activities mapped to the EntreComp competence model. This resource is downloadable from I-LINC.

GOALS

I WANT TO MOBILISE

I WANT TO CREATE VALUE

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I WANT TO RECOGNISE

RELATED EXAMPLES

C16 21ST CENTURY SKILLS P. 66

C17 ENTRECOMP GIANT P. 68

T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114

T9 ENTREPRENEURIAL COMPETENCES WORKSHOP P. 124

T12 CURRICULUM DEVELOPMENT CANVAS P. 130

T17 OPEN BADGES FOR ENTRECOMP P. 138

T6

ITALY

SIMULIMPRESA

A simulation game mapped against EntreComp to teach entrepreneurial skills



Layout of an office in a school
(image courtesy of the contributor)

Simulimpresa teaches entrepreneurial competences through simulations of running an enterprise in schools, vocational training centres, universities and companies. The participants may be unemployed, high-school or university students, young people with a low school attendance level, secondary school children, or workers in need of updating their vocational skills. Simulimpresa is used across sectors and has been used in administrative, commercial, tourist-related and industrial enterprises. The institutions involved in the Simulimpresa project have applied EntreComp to focus on the entrepreneurship competences and skills they want to foster in their learners.

The Simulimpresa project team noticed differences between the approaches taken by the different organisations. For example, generic education schools adopted competences in the Ideas & Opportunities and Resources competence areas, while technical schools tended to choose competences from the Resources and Into Action areas.

How EntreComp was used

The Simulimpresa team suggested that the schools and trainers use the EntreComp framework to choose competences and progression levels to profile students and their learning outcomes.

How schools can run enterprise simulations in their own institutions

The methodology is available through the European-Pen International network of practice. The institutions make a classroom available in their building that is furnished like a work environment. Learners then work in 'departments' based on the blueprint of a company in their local area. Each learner rotates through every department to foster their skills in:

ACKNOWLEDGEMENTS

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National Manager of Programma Simulimpresa, Istituto Don Calabria

FURTHER INFO

WWW.SIMULIMPRESA.COM

T6

- Administration
- Accountancy
- Computing
- Personnel management
- Marketing and sales
- Purchasing
- Entrepreneurship

The teacher decides when a student moves to the next department based on the improvement of their skills. As such, it may be that a student stays longer in 1 department than in another. Students are also supported to behave as if they are in a real-life work environment.

Impact in Italy

Although the approach can be applied in education and in a workplace, in Italy, it has particularly helped schools uphold a new education law: 'La Buona Scuola' (the Good School), which requires every VET student to undergo 200 obligatory internship hours. As many small and medium-sized enterprises were unable to host an intern for such a long time, high schools adopted the Simulimpresa method to teach enterprise skills. The skills most improved among students were found to map directly to the EntreComp competences:

- Learning through experience
- Motivation and perseverance
- Self-awareness and self-efficacy
- Working with others
- Planning and management
- Taking the initiative
- Creativity
- Spotting opportunities
- Valuing ideas
- Ethical and sustainable thinking
- Financial and economic literacy

The Simulimpresa team believe that based on EntreComp and their programme, there is a learning opportunity for education providers as to how to bridge education and training with the world of work using challenge-based learning and have learners face real-life problems and situations.

GOALS

I WANT TO MOBILISE

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RELATED EXAMPLES

C18 ENTREPRENEURIAL SKILLS PASS P. 70

C19 VLAJO P. 72

C21 BIG APPRENTICESHIPS P. 76

C23 SWANSEA UNIVERSITY P. 80

T11 SOCCES P. 128

T24 YOUNG BUSINESS GENERATIONS P. 150

T7

EU-FUNDED PROJECT / BELGIUM • CYPRUS • ITALY • NETHERLANDS • ROMANIA

COMEET+

A platform to support community actors in fostering entrepreneurial young people





COMEET+ supports communities as incubators of tomorrow's entrepreneurs (image courtesy of the contributor)

COMEET+ – 'Community Entrepreneurship Education' – aims to support communities as incubators of tomorrow's entrepreneurs. The project promotes a holistic approach to entrepreneurship education engaging and enabling parents, teachers, youth educators, and people working in community associations that have a responsibility for shaping the mindset of young people and encouraging them to be more active and entrepreneurial in their everyday life. The project partners aimed to create a useful social learning platform for different community actors who work with entrepreneurial education. This learning platform is adapted to the training needs of different actors such as teachers, families, youth workers and entrepreneurship facilitators' needs.

The project partners recognise that it is entrepreneurial skills that will improve the future employment chances for young people. The platform will meet community actors' learning needs and share good practices and methodologies, creating specific tools and training resources for the acquisition of entrepreneurial skills among young people.

EntreComp serves as a compass and categorises resources of entrepreneurial skills

In COMEET+, the partners have used EntreComp to set a common competence framework that helps categorise and curate resources for developing entrepreneurial skills.

In the first phase of the project, the 'Knowing' phase, partners curated resources on entrepreneurial skills based on the different preferences

ACKNOWLEDGEMENTS

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FURTHER INFO

COMEETPLUS.EU

T7

and needs of community actors, by applying the EntreComp framework to categorise the resources. Having understood how the competences and different audiences pair, they used learning tools designed to fit both filters. During the 'Designing' phase, the second project phase, they adapted content that the Junta de Extremadura had already developed. Partners designed a methodological model in which flexible and practical learning can happen. Here, EntreComp helped to ensure that all entrepreneurial competences were tackled. The progression framework became a compass to define the direction towards a learning solution that could meet the needs of professional and non-professional groups with differing levels of existing knowledge.

COMEET+ partners then piloted the training resources in each of their countries. Having learnt that the knowledge of and experiences of entrepreneurial learning was widely different among the target groups, EntreComp was used to introduce entrepreneurial competence to all groups. This helped build a shared vision and a consensus on learning outcomes.

The project is now in its last phase ('Sharing'), where COMEET+ resources and contents are being made available through the project's learning platform. The platform itself refers to EntreComp, recognising how it has helped partners to build coherence among the different learning modules.

Next steps

The COMEET+ model offers the opportunity for different actors - especially families and teachers - to understand their role in developing entrepreneurial competences, working to impact in formal education as well as the wider community.

This work has been shared with key target groups, and partners are recommending that policy makers and project managers take the EntreComp framework into account when they review existing programmes and design new ones.

GOALS

- I WANT TO MOBILISE
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- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C7 SEECEL P. 50
- C16 21ST CENTURY SKILLS P. 66
- C39 FRESH START P. 108
- T9 ENTREPRENEURIAL COMPETENCES WORKSHOP P. 124
- T11 SOCCES P. 128
- T24 YOUNG BUSINESS GENERATIONS P. 150

T8

EU-FUNDED PROJECT / AUSTRIA • BULGARIA • GERMANY • POLAND

COMPETENDO

Handbooks and resources to foster entrepreneurial competences in the wider context of social and civic competences



Competendo handbooks for facilitators

Competendo: five free handbooks for facilitators to develop civic competences

Competendo is an international education platform committed to the development of civic competences. It developed as an Erasmus+ project and today is a community that connects and empowers facilitators of different backgrounds and in diverse fields of education. Although Competendo preceeded the EntreComp framework, the EntreComp competences are clearly embedded within the work of the project and the free Competendo resources are thus a practical resource for anyone willing to foster entrepreneurial learning in the wider context of social and civic competences.

Competendo is a free platform for good practice and education materials. Beside distributing and developing tools as Open Educational Resources, Competendo advocates a better integration of modern competency-centred learning in curricula, in schools and universities, in participatory processes and in the educational work of organisations and initiatives.

For educators and youth workers, Competendo has developed free handbooks on facilitating civic competences as well as accessing a community of NGOs, informal groups, citizens' networks and formal education institutions to explore practice, share experiences and find inspiration.

Available as PDF, e-book and in hard copy format

The handbooks for facilitators, trainers, animators or other educators are published as PDF files and e-books on the website and are available in hard copy format. The files are completed by additional working material and the content of virtual toolboxes that are showcased. The handbooks are broken down into different sections (Understanding, Before, During, After)

ACKNOWLEDGEMENTS

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FURTHER INFO

COMPETENDO.NET

T8

that relate to introducing civic competences into a learning environment. 'Understanding' reflects on theory, the competences involved, facilitation and group-related and interpersonal aspects. 'Before' explores attitudes, planning and management, 'During' explains facilitation techniques, social skills and the different education fields, while 'After' looks at evaluation, the validation of learning outcomes and documentation.

The handbooks

- **Steps Towards Action: empowerment for self-responsible initiative and engagement** helps learners discover their vision and to turn it into concrete civic engagement. The book covers among others the competences needed to get involved with civic action, why people get inspired and how to inspire them (Mobilising others), motivation and how to sustain it (Motivation and perseverance), and teams and support (Working in teams and mobilising resources).
- **Holistic Learning: planning experiential, inspirational and participatory learning processes** helps educators design practical entrepreneurial learning experiences that focus on value creation. It introduces a planning approach that includes a broad range of learning opportunities, such as incorporating knowledge, learning by doing, reflecting on specific actions, and cooperative learning. This allows for a conversation between self-driven activities and methods of facilitation that include participants and groups and all their needs, experiences and expertise. It also contrasts teaching against facilitating. Between the lines the reader can understand how planning and management are key for entrepreneurial educators to create learning experiences that bring value to the audience.
- **Facilitation Step-by-Step: a self-learning portfolio tool for facilitators in non-formal education** is meant to serve the facilitator throughout their work by functioning as a planning tool. It helps the facilitator find their definition of a facilitator through observation, practice or individual work. The companion helps to collect experience and makes it accessible for self-evaluation in a systematic way. Facilitators are encouraged to write, paint, draw or find another comfortable format to express themselves as well as to reflect on others' feedback. It is a scaffold for educators to reflect on their practice and learn from experience.
- **The Everyday Beyond: European, international and global dimensions of learning processes** focuses on 'global humans' that talk about global issues with friends and families, which facilitators, teachers and trainers to children, youth or adult learners need to bear in mind. The book covers how global, international and European learning contributes to competency development and introduces the European, international and global dimensions.
- **Creativity**: Creativity is a crucial competence needed in a process of empowerment and self-empowerment. It helps people to initiate things, to ideate and to connect new ideas with existing experience. It is a key competence for adapting proactively toward social change and to co-create this change. The handbook introduces methods, ideas and case studies in order to shape spaces for creativity. It shows how individual creativity can be learned and how it might be activated in processes of co-shaping social change.

GOALS

I WANT TO MOBILISE

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I WANT TO RECOGNISE

RELATED EXAMPLES

C11 ENTRECOMP FOR TEACHERS P. 58
C12 SEE PROGRAMME P. 60
C20 DOIT P. 74
C28 SOCIAL KEYS P. 90
T18 ENACTUS P. 140
T22 TOMORROW'S LAND P. 147

T9

EU • ARMENIA • AZERBAIJAN • BELARUS • GEORGIA • MOLDOVA • UKRAINE

ENTREPRENEURIAL COMPETENCES WORKSHOP

Workshop using EntreComp as the basis to explore and analyse how to improve support systems for development of entrepreneurial learning

ACKNOWLEDGEMENTS

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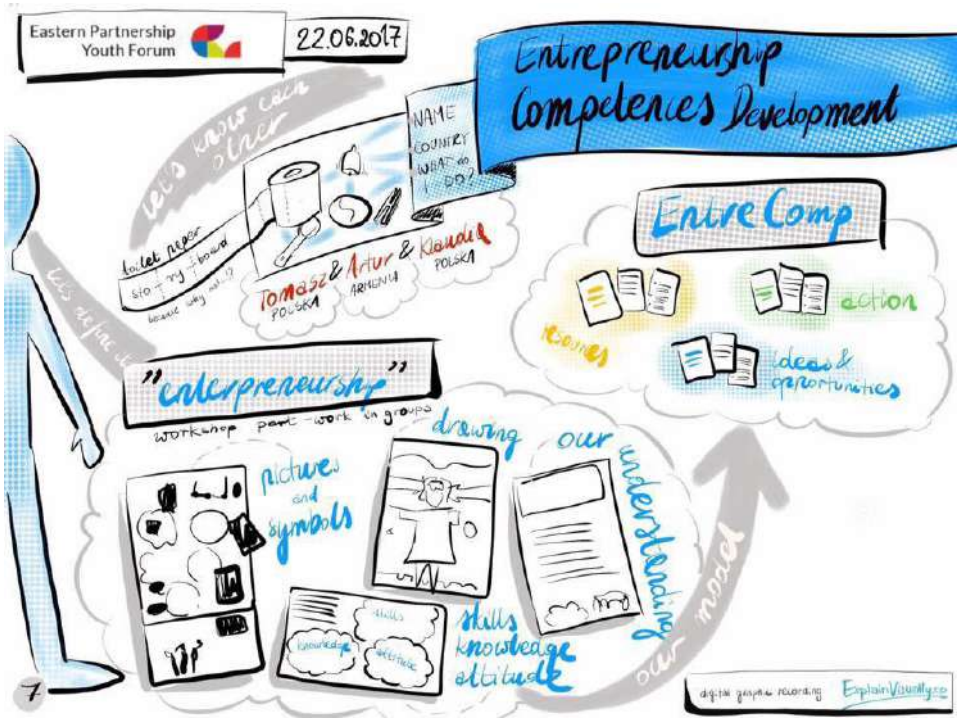
Inter-Training

Joanna Stompel
Polish National Agency of Erasmus+

FURTHER INFO

EAP-YOUTH-FORUM.PL/HOME

WWW.INTER.TRAINING



Images from the Eastern Partnership Youth Forum (image courtesy of the contributor)

This workshop aimed to explore diverse understandings of entrepreneurship and entrepreneurial learning within the neighbouring countries to the EU (Eastern Partnership – EaP) and analyse it in the light of the EntreComp framework. The topic was addressed both from individual and organisational perspectives to discover and map the needs, methods and policies of youth work to support entrepreneurship competence development in young people. It was organised as part of the third Eastern Partnership Youth Forum, gathering nearly 300 young leaders, youth workers and youth policy-makers from the EU and Eastern Partner Countries on 22-23 June, 2017, in Warsaw, Poland.

The workshop can be adapted to work with different groups, and provides a method to:

- Introduce the Entrepreneurship Competence Framework as a tool to define entrepreneurship
- Share good practices of supporting entrepreneurship competences development (policies and strategies)
- Map concrete practices and policies that support the development of EntreComp
- Analyse the main characteristics of identified "support systems"
- Match EntreComp and support systems in both Programme and EaP countries to see transferability/adaptability
- Draw conclusions on how to improve support systems (public policies)

The workshop follows a three-session approach:

Session 1 (120 min)

- Getting to know you – introduction of trainers and participants
- Introduction to the topic of the workshop – Exploring our understanding of entrepreneurship competences

T9

in youth work in Programme and EaP countries

- Introducing the different competences within EntreComp
  - Card-based game – each group of three participants has a mixed-up EntreComp card set (made by facilitators – each card printed with either competences, descriptors or hints) and is asked to match the cards
  - Show them the EntreComp framework to check the card game and show how it works.
- Session summary question: What's your opinion on this framework? Can you apply it to any reality? Why? Why not?

Session 2 (90 min)

- Review the previous session 1
- Good-practice hunting exercise
  - Participants interview other participants about best practices in entrepreneurial learning

    1. What do you do with young people to support them to take their future into their own hands?

    2. What does your organisation/ What do you do to support the development of this competence?

    3. What opportunities do young people have in your country/region to develop it?
  - In small groups (three people) choose the three you can transfer into your practice
  - Map them against the competence cards – which parts of EntreComp do they support?
- Final sum up: final round with speakers from each group sharing examples (15 min)

Session 3 (90 min)

- Open-floor ideastorming: What are the opportunities for youth to develop these competences?
- Support systems: Using your own experience, identify your support system
  - First, facilitators introduce quick examples to explain "support systems"
  - Participants are asked to use their own experience and examples to consider how the support systems match the entrepreneurial competences elements
  - In the same groups use the competence cards to create a mind-map connecting the examples and the competences with the central concept "youth entrepreneurship/ entrepreneurial learning"
- In the same groups participants analyse the support systems and make recommendations both organisation-wide and system-wide. Guiding questions could be:
  - Which competences are met by these support systems?
  - Which are not and how can they be addressed? Any recommendations?
- Presentation of recommendations/ policies (10 min)

GOALS

I WANT TO MOBILISE

I WANT TO CREATE VALUE

I WANT TO APPRAISE & ASSESS

I WANT TO IMPLEMENT

I WANT TO RECOGNISE

RELATED EXAMPLES

C17 ENTRECOMP GIANT P. 68

T1 ENTRECOMP4ALL P. 110

T8 COMPETENDO P. 122

T12 CURRICULUM DEVELOPMENT CANVAS P. 130

T17 OPEN BADGES FOR ENTRECOMP P. 138

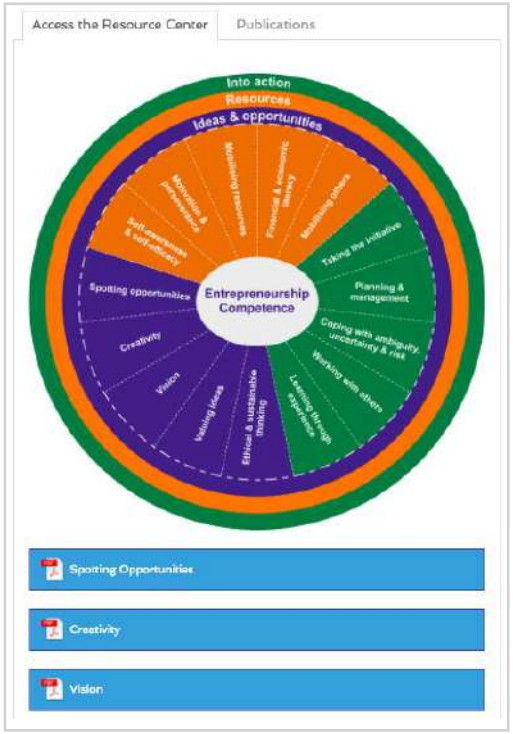
T34 ENTREPRENEUR SCAN P. 168

T10

EU-FUNDED PROJECT / BELGIUM • ITALY • FORMER YUGOSLAV REPUBLIC OF MACEDONIA • SLOVAKIA • SPAIN • UNITED KINGDOM

ECO-SYSTEMAPP

One-stop shop for entrepreneurship educators offering open-source training modules using the EntreComp model



ECO-SystemApp offers a resource centre for teachers based on the EntreComp competences (image courtesy of the contributor)

ECO-SystemApp is a set of open-source training modules for teachers in formal and informal education to learn how to use entrepreneurship education in their classroom and beyond. It is designed around the EntreComp competences for teachers to understand their own entrepreneurial skills to improve their teaching of entrepreneurial competences.

It is considered a one-stop shop that brings together six resources for entrepreneurship educators:

- A peer-to-peer learning guide
- An open online course
- An open online course handbook (text book)
- A service structure kit for a virtual exchange programme between entrepreneurship educators and entrepreneurs
- A repository of educational resources
- A network for exchange.

Starting point is the educator: 'Which skills should I develop for the future?'

ECO-SystemApp has been developed to strengthen teachers' entrepreneurial competence to align their skills, interests and knowledge to the role of the 'teacher of the future'. The educator maps each of the 15 EntreComp competences to an emoticon (Love, Like, Don't Know, Don't Like, Hate) to work out which competence they enjoy teaching. This first module helps the educator to identify which of the modules to focus on and helps them decide whether to go through all modules or to concentrate on some of the seven specific learning modules.

Seven training modules to understand your own teaching

The ECO-SystemApp Learning Centre consists of seven learning modules (Getting Started; Creating Vision – Seeing Chances; Valuing Ideas; Trust

ACKNOWLEDGEMENTS

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FURTHER INFO

ECOSYSTEMAPP.NET

T10

in Myself and Follow My Passion; What Have I Got and What Can I Get; Having a Go, Taking a Chance; Is it Working – Did it Work?) in several languages that take the educator on a journey to become entrepreneurial in their own teaching. Teachers are first introduced to the EntreComp framework and subsequently learn:

- How to enhance their creativity
- How to introduce the meaning of 'value' into their learning environment
- How to use their strengths to help learners find their motivation, talents, strength and passion
- How to teach the importance of sharing resources as well as networking and launching and growing a venture including explaining economic and financial concepts of venture operations
- How they can support their students to show initiative and have a go
- What the value of cross-stakeholder engagement is and how to assess and validate the learning experience

In addition to these training modules, a LinkedIn group ('Entrepreneurship Education Hub') is available for educators to share best practice and to give them room to address a specific challenge in relation to entrepreneurship education and the opportunity to open a discussion. The specific challenge will be discussed by community members and experts to come up with creative solutions. The different solutions will stay online for everyone to consult and to avoid the same questions getting asked twice.

Lastly, the project has developed a peer-to-peer learning guide for entrepreneurship education. It showcases examples of successful entrepreneurship education practices across all education areas (formal ranging from primary to adult education including VET, non-formal, informal).

EntreComp was the starting point for the project team and was used throughout the project. The modules' design and structure is aligned to the EntreComp framework, to ensure that teachers both understand the model and how to develop the competences with their learners, through training modules that develop their own EntreComp competences.

GOALS

I WANT TO MOBILISE

I WANT TO CREATE VALUE

I WANT TO APPRAISE & ASSESS

I WANT TO IMPLEMENT

I WANT TO RECOGNISE

RELATED EXAMPLES

C9 UWTSD PHD P. 54

C13 FINLAND: VET/ HE EVALUATION MODEL P. 62

C29 WORCESTER BUSINESS SCHOOL P. 92

T12 CURRICULUM DEVELOPMENT CANVAS P. 130

T20 EEE TEACHING TOOLKIT P. 144

T35 ENTRECOM4ALL P. 169

T11

EU-FUNDED PROJECT / BULGARIA • FINLAND • FRANCE • ITALY • NETHERLANDS • UNITED KINGDOM

SOCCES

Assessment framework and tools for teachers to support social and entrepreneurial competences

ACKNOWLEDGEMENTS

Elena Luppi
Researcher and Lecturer in Educational Research, University of Bologna

FURTHER INFO

WWW.SOCCES.EU

The Erasmus+ SOCCES project (Social Competences, Entrepreneurship and Sense of Initiative – Development and Assessment Framework, 2015 - 2017) set out to develop an assessment framework for the two transversal competences, 'sense of initiative & entrepreneurship' and 'social competences'. EntreComp was published in the midst of the project and it was found be an extremely reliable reference framework for creating a common vision and language for stakeholders and to define competences.

Before EntreComp, lack of consistent framework for competences

As with many other education institutions, the project partners struggled with different taxonomies or rubrics when developing an assessment framework for entrepreneurial and social competences. It was the partners' experience, confirmed when working in collaboration with others, that there was no single consistent framework that defined entrepreneurial and transversal competences. Not only did SOCCES find EntreComp to be a useful reference for competence levels that could be assessed, but they also found it to be a robust framework with a solid, evidence-based foundation. EntreComp provided both inspiration, and a structure for SOCCES to assess transversal competences.

Today, the project has produced a framework and tools for teachers to:

- Define and describe entrepreneurial and social competences for their students
- Support students with the development of these competences in an inclusive, virtually enabled setting
- Assess and provide feedback to students on their progress in the development of entrepreneurial and social competences

SOCCES also provides support for students to:

- Describe, self-assess and benchmark their entrepreneurial and social competences
- Articulate these competences to others such as teachers and employers

T11

We set out to develop an assessment framework for the two transversal competences 'sense of initiative and entrepreneurship' and 'social competences' to be implemented as a 'European Driving Licence' or 'EuroComPass'. The EntreComp framework was published in the midst of our project and we found it to be an extremely reliable reference framework to define our competences.

ELENA LUPPI

Results of SOCCES work

Relevant to EntreComp, the project has produced tools for teachers, higher-education practitioners, policy makers and other interested parties. These are available online and include:

- A teacher handbook to assist in using the assessment framework and tools
- A baseline analysis of current practices, the context for the framework and tools
- Additional guidance for teachers including a curriculum for developing the SOCCES competences
- The Eurocompass model for developing the two SOCCES competences
- Published papers outlining the research and evaluation that informed SOCCES
- Introductory videos and webinar recordings

GOALS

I WANT TO MOBILISE

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I WANT TO IMPLEMENT

I WANT TO RECOGNISE

RELATED EXAMPLES

C2 LUXEMBOURG P. 40

C3 IMKAN UPPER EGYPT P. 42

C4 FOSTERING ENTREPRENEURIAL YOUTH IN MADAGASCAR P. 44

C6 UKRAINE: NEW SCHOOL CURRICULUM P. 48

C15 STORY-ME P. 64

C20 DOIT P. 74

T12

EU/GLOBAL

CURRICULUM DEVELOPMENT CANVAS

Exercise to develop and design new competence-based learning which can be aligned to the EntreComp framework



Workshop version of the Curriculum Development Canvas (image courtesy of the contributor)

The Curriculum Development Canvas (CD Canvas) is a one-page inquiry-based collaborative exercise to guide the design of training curricula focused on competence development. It is free to use (see links on left for more guidance), and was inspired by different business and Human Resource Development canvas models. Originally designed to support the design of training for low-skilled or unemployed adults, it has now been used to design different types of training including successful testing using EntreComp as the basis to design entrepreneurial learning activities.

The objectives of using the CD Canvas are threefold:

- To identify the different elements of a curriculum and their dynamics
- To create a training curriculum based on competence development
- To check and analyse needs, methods and impact

To design training courses which specifically develop entrepreneurial competences, users should use EntreComp as the starting point of their thinking.

Here is a suggested structure for a workshop which uses a group work approach to develop new training using the CD Canvas:

A) Introduce Curriculum Development Canvas Methodology (30 minutes)

1. Present the CD Canvas Method and elements (allowing time for questions)
2. Prepare for the work on CD Canvas by using guideline questions i.e. guiding the whole group through a short session to explore the needs of the end-users (i.e. learners), inspiring ideas towards curriculum-building where they can input available/relevant material and further develop it

B) Draw your CD Canvas (90 minutes – working in small groups)

1. Place a large copy (ideally A1-size)

ACKNOWLEDGEMENTS

Juan Ratto-Nielsen
Inter-training

FURTHER INFO

TINYURL.COM/YD3Y5BGM

How to use

TINYURL.COM/YBYWUZFS

INTER.TRAINING

T12

EntreComp is perfectly adaptable to the youth work ecosystem. Proper training along with youth-work-proof activities must be designed in order to embed it into non-formal learning.

JUAN RATTO-NIELSEN

CD canvas on each group table with Post-it notes to help complete it

2. Ask each group to start filling in the Canvas, firstly using EntreComp as a starting point, focusing on the needs of the end-users they have identified earlier in the workshop, and using experience and contents from their own organisations (50 min)

3. Emphasise that this is a teamwork approach, and encourage them to talk to the facilitator to help out and answer questions

C) Reflect and Revise (40 minutes)

1. Reflection: invite the teams to reflect on the discussions so far, in order to identify elements in the Canvas that may need to be modified

2. Identify difficult points: using the Canvas you drew, circle the building blocks where you feel dissatisfied or challenged

3. Explain that the CD Canvas works in a dynamic way, so to check if any changes being considered may impact on the other elements

4. Revise: switch half of the team in each table (so each small group has new members). Newcomers will now act as consultants and help out the group to find solutions

5. Tell the newcomers to go through the guideline questions and add new ones, including about the most challenging building block(s) if necessary. Write them down and discuss between whole team

D) Reinvent (50 minutes)

1. Ask the original group members to gather again at their own tables

2. Explain to them that they need to modify the blocks and evaluate effects

3. Referring to the group responses to the questions, list the modifications they would like to make to your building blocks in their table

4. Redraw or modify the CD Canvas: Ask the groups to rewrite the elements they consider necessary on Post-it notes (different colour), this time, guided by the feedback they received, including the new ideas from the "revise your CD Canvas" activity and their questions

E) Final presentation by each team and debriefing (30 minutes).

GOALS

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RELATED EXAMPLES

C2 LUXEMBOURG P. 40

C9 UWTSD PHD P. 54

C11 ENTRECOMP FOR TEACHERS P. 58

C12 SEE PROGRAMME P. 60

T5 I-LINC MOOC P. 116

T10 ECO-SYSTEMAPP P. 126

T13

UNITED KINGDOM

SERC

Ideas for embedding EntreComp into an integrated teaching system

ACKNOWLEDGEMENTS

Aurla McLoughlin

Deputy Head of The Learning Academy, South Eastern Regional College (SERC) Northern Ireland, UK

FURTHER INFO

WWW.SERC.AC.UK

Southern Eastern Regional College (SERC) is exploring how EntreComp relates to their innovative whole-system approach to supporting their skills development work across the institution.

The college has introduced an integrated teaching system designed to nurture and assess whole-brain thinking in students, supported by train the trainer and educator mentoring programmes. This system assists academic staff to recognise the difference between individuals who have predominantly right or left-brain traits and to develop an understanding of how they can nurture students to build non-natural traits, by creating opportunities to produce new neuron connections through adapted pedagogy, lesson planning and schemes of work.

The college embeds project-based learning into all of its academic and vocational programmes, ensuring every student has measured opportunities to build new skills by planning, managing, and implementing projects. This approach to delivery has created real-life challenges for students to solve and the traditional teacher became a facilitator of learning. Students suddenly had autonomy, and with this, self-awareness and self-efficacy became paramount. Dealing with ambiguity, uncertainty and risk were part of successfully completing the challenge and students required self-motivation and perseverance to achieve amongst their peers. Since introducing this system, colleagues at SERC have identified how closely the outcomes achieved map to the entrepreneurship competences described in EntreComp. These are also the areas needed by local employers and entrepreneurs for economic growth, with evidence of a skills deficit in soft skills through the Northern Ireland Skills Barometer. These include critical thinking, communication, ability to prioritise and risk taking, all easily mapped to EntreComp.

Resources

SERC can see the potential for this system to provide a structure to embed the EntreComp framework across learning programmes, promoting a whole-system approach to entrepreneurial development. To help implementation at system level, SERC has produced a 12-stage model of project-based learning where students outline the challenge, set parameters, researching and presenting solutions to peers and industry experts. Furthermore, the “Ingenio” app helps students identify their learning characteristics and maximise individual learning opportunities. This tool also provides qualitative data that will be used in analysing the impact of project-based learning for students.

Results

Early results indicate that the tools and teaching approaches introduced by SERC have the capacity to develop students to their full potential by encouraging the growth of whole-brained thinkers. Further data on a whole college platform across academic and vocational courses from level 1 to 5 will be available as per July 2018.

GOALS

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RELATED EXAMPLES

- C3 IMKAN UPPER EGYPT P. 42
- C9 UWTSD PHD P. 54
- C11 ENTRECOMP FOR TEACHERS P. 58
- C15 STORY-ME P. 64
- T5 I-LINC MOOC P. 116
- T10 ECO-SYSTEMAPP P. 126

T14

GLOBAL / EU

CERTIPORT

Certification programme to develop and certify entrepreneurial skills for VET students

ACKNOWLEDGEMENTS

Fiona Fanning

Director of European Affairs,
Certiport, a Pearson Vue business

FURTHER INFO

WWW.CERTIPORT.COM/ESB

Certifying entrepreneurial skills for VET students

The Certiport Entrepreneurship and Small Business (ESB) certification programme is a curriculum, practice test and certification offering that provides key conceptual knowledge of entrepreneurial and small business principles for VET students. ESB is built to test and validate foundation-level concepts in entrepreneurship and small business management such as digital marketing and financial skills, recognising and evaluating opportunities; or planning for, starting and operating a business.

The EntreComp framework served Certiport, the certification agency behind ESB, as a reference when developing their programme. In the curriculum development phase of ESB, Certiport used EntreComp and a number of other frameworks as a reference to create the objective domains of the credential. ESB is partially based on EntreComp. For example, the ESB certification aligns with the EntreComp framework along the entire conceptual model at the Foundation and Intermediate levels: it incorporates all 15 of the EntreComp competences.

How to get the ESB certification

There are two ways to become ESB certified. Through the pathway 'Learn, Practice, Certify', you can choose a traditional class offered by existing schools or training centres, or you could find an online offering through multiple providers. Prior to taking the certification exam, you can use a video study guide and try a practice test. In order to take the certification exam, you need to check in at a Certiport Authorized Testing Center, where an authorised test proctor can confirm identification to allow the identified individual to take the test.

Certified students receive a printable certificate and an electronic badge that they can put on their social media profiles to demonstrate their achievement. In addition to the exams, there are a number of preparation tools, including existing and forthcoming books, e-books and online learning tools that can be used on their own or to supplement classroom learning.

Results

Since ESB's launch, Certiport have already learnt that the programme is popular outside of its intended target audience. Learners from outside the formal education sector go through the programme, for example, those who have left school already and are considering setting up a business.

GOALS

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RELATED EXAMPLES

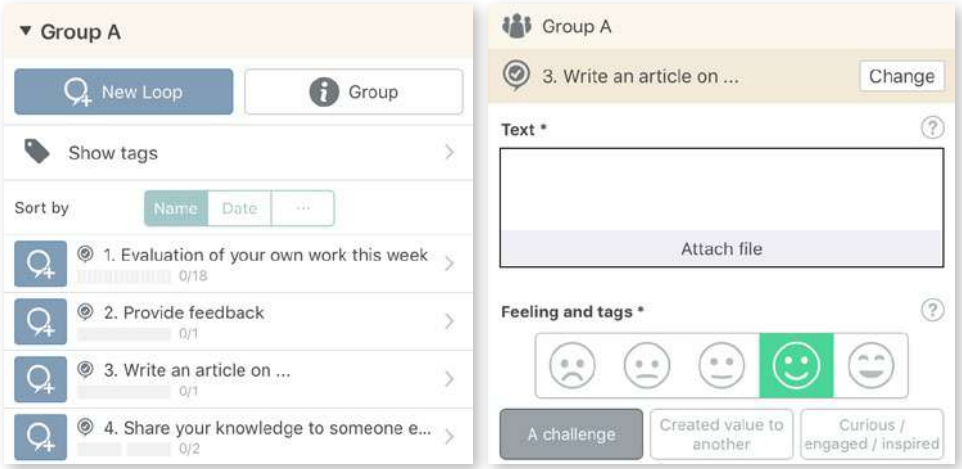
- C16 21ST CENTURY SKILLS P. 66
- T2 REACT P. 112
- T12 CURRICULUM DEVELOPMENT CANVAS P. 130
- T17 OPEN BADGES FOR ENTRECOMP P. 138
- T33 DYNAMIQE™ P. 166
- T34 ENTREPRENEUR SCAN P. 168

T15

SWEDEN

LOOPME

A task-based reflection tool using social learning media, that can embed EntreComp as learning outcomes for immediate learner feedback



Screenshot of the LoopMe app (image courtesy of the contributor)

'Social learning media' for reflection and assessment

LoopMe is an IT tool available on the web and for iOS and Android for anyone who works in individual and organisational development, and can be adapted to any learning outcomes such as those in the EntreComp framework. LoopMe puts the educational theory of 'constructive alignment' that aligns learning objectives and student activities with the assessment focus into practice through reflections on activities. These learning objectives as mapped to the EntreComp competences allow teachers to make causal links to understand which of their learning activities lead to the improvement of which entrepreneurial skill.

How to use LoopMe

1. A teacher defines a set of learning activities into 'task packages' that students need to go through. This can be over the duration of a semester or school year, for example. Tasks can be performed in the classroom as well as outside, for instance in a job placement or in an extra-curricular activity.
2. Upon completing each activity, each student reflects on the activity by filling in 'loops' in the app or on the website that are shared instantly with the teacher. Each loop consists of free-flow text, an emotional value as illustrated on an emoji scale (effectively a five-point Likert scale), and a selection of tags that categorise the reflection.
3. The collected qualitative (free-flow loop and content of tags) and quantitative data (emotional value and number of tags per activity) allows the teacher to establish causation of which learning activities lead to which tags. The tags can be defined by the teacher to signify a variety of information, for example as the EntreComp skills to be learning out-

ACKNOWLEDGEMENTS

Martin Lackéus

Division of Entrepreneurship and Strategy, Chalmers University of Technology

FURTHER INFO

LOOPME.IO

T15

comes and thus show which learning activities lead to the best improvement of the EntreComp competence.

4. In addition, the instant feedback that the teacher receives through the loops allows him/her to amend their teaching based on the feedback. S/he might decide to reiterate content that has proved difficult for students or to assign more tasks to strengthen an EntreComp skill.

As an innovative communication and learning app, LoopMe uses a new approach combining the administrative abilities of a classic online learning environment for education with the best of connecting people as used in social media into 'Social Learning Media'.

To date, LoopMe is primarily being used in three areas:

- Teaching across different school levels (primary, secondary, higher education and VET)
- Research in entrepreneurship education
- Organisational change management

Other uses where feedback needs to be collected are possible.

Applicable in education, the world of work and policy-making

In addition to education, the tool may also be used by leaders in workplaces or policy-making who steer and follow organisational change, as causality can be established by studying activities in relation to how users, e.g. employees, reflect on them:

- LoopMe and human resources management: LoopMe can measure employee engagement and training of entrepreneurial competences based on EntreComp can be promoted
- LoopMe in start-up coaching and acceleration: LoopMe can be used to distribute prescriptive advice or mandatory tasks and to monitor which result in desired outcomes
- LoopMe in youth work: The tool can create a connection between the youth worker and youth between sessions; it offers robust reflection on their personal development e.g. linked to the EntreComp learning outcomes
- LoopMe in policy-making: Leaders that initiate change can understand the causality of their interventions

GOALS

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RELATED EXAMPLES

C19 VLAJO P. 72

C22 UNIVERSITY OF HUDDERSFIELD P. 78

C37 ERASMUS FOR YOUNG ENTREPRENEURS P. 104

T16 ENTREASSESS P. 136

T17 OPEN BADGES FOR ENTRECOMP P. 138

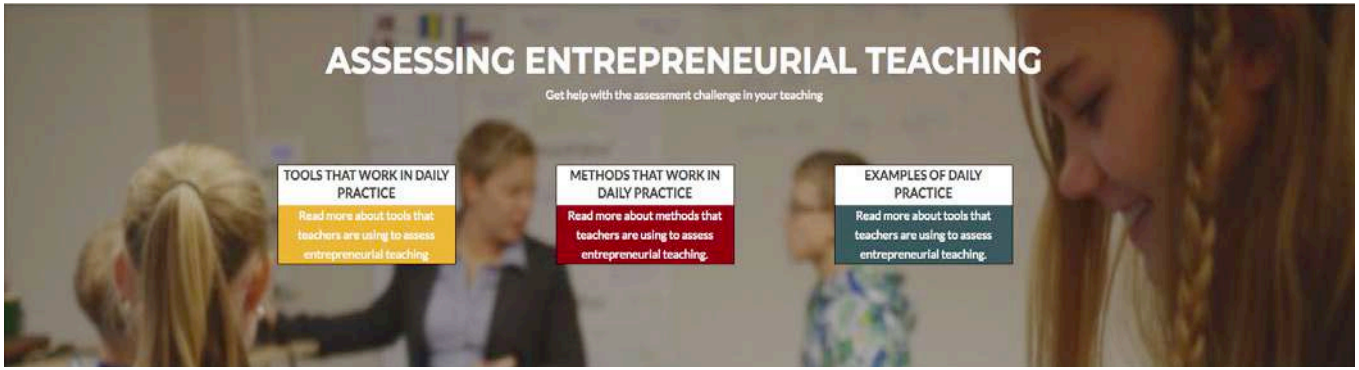
T25 SIMPLY DO IDEAS P. 152

T16

EU-FUNDED PROJECT / ICELAND • SPAIN • SWEDEN • UNITED KINGDOM

ENTREASSESS

A progression model for assessment of entrepreneurial competences



Project website image

ACKNOWLEDGEMENTS

Svanborg R. Jónsdóttir

Senior Lecturer/ Associate Professor
School of Education, University of Iceland

FURTHER INFO

ENTREASSESS.COM

A progression map for assessment of entrepreneurial competences

EntreAssess is an Erasmus+ project that by 2018 plans to have developed a progression model for assessment of entrepreneurial competences as well as provide online tools for assessment of entrepreneurial learning. The EntreComp framework is a model of learning outcomes that serves as an existing reference point. The project is aimed at teachers and will adapt existing reference frameworks for schools and develop new ones bearing in mind the different national or regional contexts and curricular requirements.

Assessment that shows how students become independent, innovative thinkers

EntreAssess wants to recognise and validate entrepreneurial skills that are useful for learners and empower them to take part in life and work-life. The educators behind EntreAssess believe that clear progression models and reasoned assessment procedures illustrate how the learner becomes an independent innovative thinker and are important both for learners on each level and for their teachers. In short, EntreAssess empowers teachers and learners alike. The EntreComp framework offers the EU model which the EntreAssess model needs to support and align, to allow results to be relevant across Europe.

Assessment methodologies and tools for entrepreneurial learning

Educators should use the tool if they are looking for ideas on entrepreneurial approaches to assessment. The EntreAssess website is searchable by tools and methodologies of assessment that work in daily practice, as well as examples of how they are used. All information is freely available and does not require logins.

On the homepage, the user is asked

T16

to choose one of three avenues and is then redirected:

- The methods are presented on one-pagers and are defined and described. The benefits and challenges are explained and an introduction is given on how to use each method in entrepreneurial teaching
- Each tool one-pager explains the tool, how it works, what the benefits and challenges are and how relevant it is for entrepreneurial teaching. They also show how it is applied in assessment and give an example from practice
- Each example of daily practice is also packed into the one-pager format and gives a short summary, information on the age group, initial challenges, what was done about the challenges, results, relevance for entrepreneurial teaching, and which applied assessment method and tools were used. Contact information and web links are also provided

Blog: insights from project partner's Local Action Groups

In addition to the tools, methodologies and practice examples, the EntreAssess website is rounded off with a blog that gives insights into the development progress of the project and has reflections from the Local Action Groups consisting of educators that advise the project partners in their work.

GOALS

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RELATED EXAMPLES

C2 LUXEMBOURG P. 40

C13 FINLAND: VET/ HE EVALUATION MODEL P. 62

C14 CRADLE P. 63

C19 VLAJO P. 72

T15 LOOPME P. 134

T17 OPEN BADGES FOR ENTRECOMP P. 138

T17

EU/GLOBAL

OPEN BADGES FOR ENTRECOMP

Idea with the potential to create Open Badges based on EntreComp to recognise any type of entrepreneurial learning

ACKNOWLEDGEMENTS

Simone Ravaioli
Digitary

FURTHER INFO

WWW.OPENBADGES.ORG

Area	**Ideas & opportunities**
Competence	**Creativity**
Thread	**Design value**
Proficiency	**5**



Area	**Ideas & opportunities**
Competence	**Creativity**
Thread	**Be curious and open**
Proficiency	**6**



Area	**Into action**
Competence	**Creativity**
Thread	**Plan and organise**
Proficiency	**4**



Badges design proposals (image courtesy of the contributor)

An idea: open badges to recognise learning

Open Badges are connected, verifiable credentials represented in portable image files. They represent a more detailed picture than your CV or résumé as they can be presented in ever-changing combinations, creating a constantly evolving picture of your lifelong learning journey. An open badge can provide a flexible way to recognise learning wherever it happens, in and out of formal education and the workplace, representing any achievement from simple participation to evidence-backed competency development. Through the combination of graphics and text, a set of Open Badges can be developed to be visually appealing and fit for sharing while carrying data inside which enables analytics, matching and recommendation services.

- To make your learning visible
- To easily share your achievements online
- To facilitate the design and award of digital certificates, if you are a training provider
- To verify the skills of an individuals, if you are an employer

The potential to recognise EntreComp using Open Badges

One organisation, such as a training provider, can create its own set of Open Badges, branding it with its own identity (as the issuer), describing the criteria for awarding them and embedding the possibility for learners (as the earners) to attach evidence of learning (any digital object e.g. PDF) to them.

Open Badges ultimately make it easier for any training provider to embed EntreComp into their recognition of entrepreneurial learning pathways, creating value for their learners, who



EntreComp can be a blueprint for a system of Open Badges representing all levels of the framework – a set of template Open Badges that could be made available as a companion to implementation guidelines.

SIMONE RAVAIOLI

can easily display a visible proof of their achievements and to all players who may want to verify that someone has achieved entrepreneurial learning outcomes.

Bridging the world of education and the world of work

Open Badges can be transferred across the web and other digital platforms, different learning providers and borders, to recognise both accredited and non-accredited learning in formal, informal and non-formal settings. As such they are an ideal vector to support the goal that EntreComp has to become a common reference across learning contexts, from formal education and training to non-formal and informal learning.

GOALS

- I WANT TO MOBILISE
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RELATED EXAMPLES

- C1 GREECE: TRANSLATING THE FRAMEWORK P. 38
- C18 ENTREPRE-NEURIAL SKILLS PASS P. 70
- C19 VLAJO P. 72
- T14 CERTIPORT P. 133
- T16 ENTREASSESS P. 136
- T28 PATHWAYS 4 EMPLOY P. 157

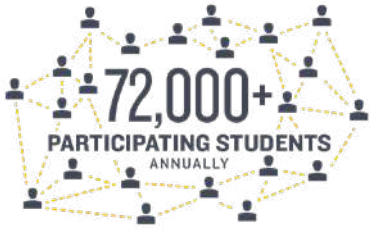
T18

GLOBAL

ENACTUS

Progamme for university students that promotes entrepreneurial action as a way to make a difference, and achieve EntreComp competences

















Investing in students who take entrepreneurial action for others (image courtesy of the contributor)

EntreComp defines a sense of initiative and entrepreneurship as the capacity to turn ideas into action, ideas that generate value for someone other than oneself.

Although the Enactus model is well established, the UK team have identified how their approach and activities map against and align to EntreComp. The EntreComp message fits with the Enactus approach of building a diverse community of students, academics and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world. By contributing their talents to projects that improve the lives of others, Enactus participants demonstrate that individuals with a knowledge and passion for business can be a powerful force for change and creating social impact.

ACKNOWLEDGEMENTS

Rosie Connolly
Operations Director, Enactus UK

Callum Usher-Dodd
Senior Programme Improvement Manager, Enactus UK

FURTHER INFO

ENACTUS.ORG

T18

We believe investing in students who take entrepreneurial action for others creates a better world for us all.

ENACTUS

In a nutshell, Enactus has a novel way of harnessing the skills and enthusiasm of university students to build capacity in some of the most disadvantaged and marginalised communities by implementing social enterprise projects that lead to safe, sustainable economic development. Enactus supports them with training and provides business and academic mentors to guide them in their work. Students develop practical entrepreneurship and leadership skills, becoming more concerned and engaged with society and our future. The experience not only transforms lives, but it helps students develop the kind of talent and perspective essential in an ever more complicated and challenging world. Through these practical experiences students develop their entrepreneurship competences.

Enactus provides university students with the opportunity to make a meaningful contribution to their communities while also discovering their own potential to achieve an even greater impact as the business leaders of tomorrow. It's this balance between immediacy of results and the continual development of effective, responsible leaders that defines Enactus and is essential to creating truly sustainable change.

Enactus believes that success in entrepreneurship has as much to do with attitude and personality as it does to an understanding and applying of business theories. As such, the programme is designed to help students develop key success skills, expose them to the real world, and, more importantly, develop an entrepreneurial mind-set. This lets them become calculated risk-takers with a sharp eye for identifying opportunities, who are solution-orientated, tough and see failures as learning opportunities they can bounce back from. Many Enactus graduates naturally head down the entrepreneurial path, while others take up jobs where they become successful, creative and innovative 'intrapreneurs'.

Next steps

Each stage of the Enactus model challenges and stimulates the development of entrepreneurial capabilities which align closely with all parts of the EntreComp Framework. Prior to the publication of EntreComp, Enactus consulted with employers and industry leaders to identify the key competences that their students should develop. They now plan to build on this and explore ways of applying EntreComp to their ongoing work particularly to help students assess their entrepreneurial development as well as the impact of their experiences.

GOALS

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RELATED EXAMPLES

C22 UNIVERSITY OF HUDDERSFIELD P. 78

C24 UNIVERSITY OF TURKU P. 82

C26 BIRMINGHAM CITY UNIVERSITY P. 86

T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114

T8 COMPETENDO P. 122

T19 LANCASTER UNIVERSITY P. 142

T19

UNITED KINGDOM

LANCASTER UNIVERSITY

Using EntreComp as a checklist to help communicate how enterprise education is relevant and adds value for learners and educators

ACKNOWLEDGEMENTS

Amanda Brooks

Enterprise Education Development Manager, Lancaster University

FURTHER INFO

LANCASTER.AC.UK/ENTERPRISECENTRE

The goal for Lancaster University's Enterprise Education Development team was to use EntreComp as a starting point to create a consistent set of competences and learning outcomes from which to check and develop the Enterprise Team's evolving and emerging extra-curricular and co-curricular enterprise offer. They wanted to pin down a clear framework for creating an intervention checklist to use for the design and development of future programmes and learning sessions, and EntreComp provided the foundation for this work.

EntreComp has also been identified as being helpful in bringing stakeholders on board to show how entrepreneurship education is central to their work. The words 'entrepreneurship' and 'entrepreneurial competence' are still a barrier in many respects and the team have adapted EntreComp to meet the needs of their students. For example, the central part of the EntreComp wheel, which states the entrepreneurship competences, was replaced with 'Your competences and attitudes beyond your degree' or 'Attributes of a Lancaster University Graduate'. By doing this, the model became relevant for the students, and questions or debate about what is meant by the words 'entrepreneur' or 'entrepreneurial' were avoided.

How EntreComp is used at Lancaster University

Having reviewed a number of frameworks including Vitae, SFEDI and EntreComp, the team at Lancaster opted for EntreComp as the most accessible for their intervention checklist for the 'uStart' extra-curricular project. They particularly liked the learning outcomes framework and the way in which the potential to consider progression and learning levels for future programmes and activities can be seen.

"The clarity that EntreComp provides is expected to help in terms of attracting learners and educators to our programmes. With a clear set of learning outcomes, it could also provide an appropriate structure to evidence these outcomes in a bid to achieve accreditation for the programme in the future", says Amanda Brooks.

Benefits of the EntreComp framework for our work

EntreComp was recommended to Lancaster University when it was released and for them, stands out for highlighting the importance of entrepreneurship for all. Always keen to consider the latest approaches, and anything that helps them to make the notion of entrepreneurship accessible to all, and improve the quality of their work and learning experiences, EntreComp was embraced in its early days. It provides a clear and simple expression of entrepreneurship as a set of competences relevant to all sections of society, the economy, and all fields and disciplines of education.

This has also allowed the elements of the conceptual model to be used in marketing materials and visuals in the learner induction process. In particular, it has proved useful to highlight how the competences support learners to develop, benefit employers and personal development.

EntreComp is a forward-looking model that is relevant to the work of Lancaster University's Enterprise Education team and, recognising its value, they are committed to staying connected in wider EntreComp conversations.

EntreComp was found to be the most actionable framework. It is in a form that will help shape and communicate the value and credibility of Lancaster University's work and its impact. Already the team are feeling more confident having this solid base to build on.

T19

The university is developing a new Education Strategy and EntreComp's simplicity and clarity should help us communicate that our work in the Enterprise Team is underpinned by relevant, value-adding, learning experiences and outcomes.

AMANDA BROOKS

The framework will also help with staff communication, demonstrating the value and relevance of entrepreneurship competences for all students. This is expected to help further in communicating its relevance and potential to shape future Education Strategy.

EntreComp was easy to cross-reference to other frameworks. It provided a starting point for Entrepreneurial Competences and Intended Learning Outcomes which was adaptable and easily accessible to all learners, students and colleagues.

Next steps

The next steps are to learn by doing and to start to test the new programme development using the framework, and to disseminate it to colleagues. In addition, an option being explored is the potential to reframe the competences on the wheel to a bias to action through communication with all of their stakeholders, for example, 'How might I/a student develop my/their creativity?', shifting a competence on paper to the potential of becoming an action.

In the first instance, it is probable that they will experiment with EntreComp, using the intervention checklist as a prompt to access the framework, while developing the content of their extra-curricular activities. This is anticipated to include:

- A learner induction process – using the visuals in inductions to communicate the competences that will be developed through the journey of validating an idea or working on a challenge to find solutions
- A boot-camp to give learners an overview of the tools used to validate and test ideas
- An ideas lab programme and community to support the process of exploring the feasibility, desirability and viability of an idea
- A start-up lab programme to support prestart to prepare to launch and post start-ups with their early-stage business

GOALS

I WANT TO MOBILISE

I WANT TO CREATE VALUE

I WANT TO APPRAISE & ASSESS

I WANT TO IMPLEMENT

I WANT TO RECOGNISE

RELATED EXAMPLES

T22 TOMORROW'S LAND P. 147

T23 SIMVENTURE P. 148

T24 YOUNG BUSINESS GENERATIONS P. 150

T25 SIMPLY DO IDEAS P. 152

T29 WAW P. 158

T32 IKINDU P. 164

T20

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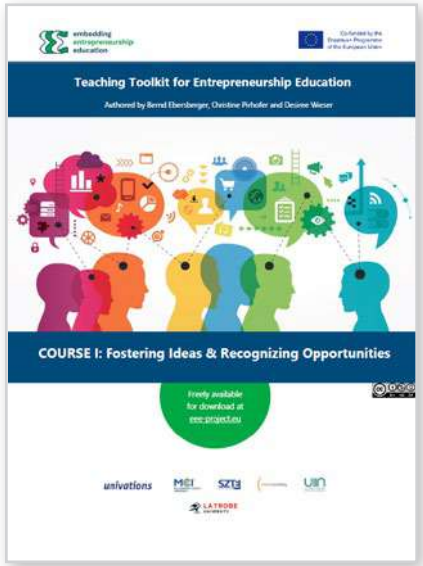
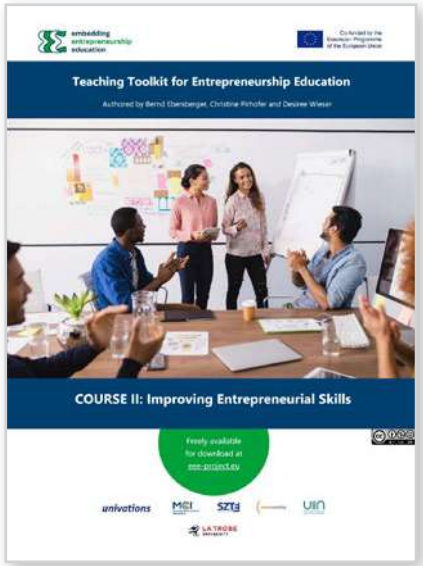
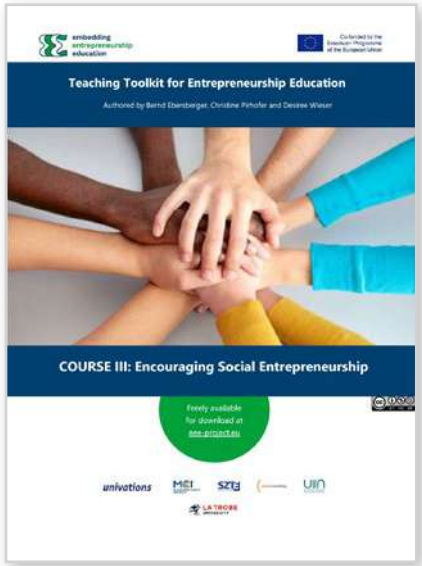
EEE TEACHING TOOLKIT

Compendium of practical entrepreneurial exercises for higher education educators







EEE Teaching Toolkit Course 1,2 and 3 cover pages (image courtesy of the contributor)

The Embedding Entrepreneurship Education Teaching Toolkit is a compendium for educators in higher education institutions (HEI) interested in fostering entrepreneurial competences. It consists of 23 practical entrepreneurship education teaching modules which can be used to enrich existing courses through the integration of single modules, or to create full academic courses through the combination of a set of different modules.

The EEE Teaching Toolkit wants to:

- Embed and facilitate entrepreneurial teaching and learning in HEIs
- Provide guidance for HEI lecturers and curriculum planners
- Sensitise HEI staff with non-business backgrounds for the added-value of entrepreneurship education
- Catalyse the inclusion of entrepreneurship education into HEI curricula
- Involve stakeholders of the entrepreneurial eco-system in practically driven entrepreneurship courses

How EntreComp is used

Whilst putting together the teaching compendium, the project partners realised that there is a strong need to provide guidance for curriculum development not only on the content but also on the structural level. EntreComp provided a valuable structural foundation for the development of the EEE Teaching Toolkit. Thus, all modules are linked to the 3 EntreComp competence areas and 15 competences.

How to access and use the EEE Teaching Toolkit

The EEE Teaching Toolkit can be used to enrich existing lectures through the implementation of single modules or a combination of single modules that create full courses. Equally, educators may choose modules from relevant competence areas based on their institutional needs, target group, personal preferences or learning objectives.

ACKNOWLEDGEMENTS

Bernd Ebersberger
Christine Pirhofer
Desiree Wieser
MCI Management Center Innsbruck, Austria

T20

EntreComp served the EEE partnership well as orientation for the structuring of our entrepreneurship education teaching toolkit. Equally, EntreComp has also facilitated dissemination of the toolkit as it provides a common understanding for competences that may be developed through entrepreneurship education teaching efforts. This is particularly important for us when approaching higher education lecturers that have not much experience in the field of entrepreneurship education. We are convinced that EntreComp can provide guidance to other HEI lecturers and curriculum developers and thus strongly recommend its application.

DANIEL WORCH
CEO, UNIVATIONS GMBH

Educators may also use the toolkit as guidance for planned contribution to curriculum development or may adapt and complement existing content with material from the toolkit. All materials are freely available online and as downloadable PDF files on the EEE Resource Platform under the "Teaching Toolkit" tab.

Applicable across audiences

The EEE Teaching Toolkit has most impact when applied practically and all learning modules provide the basis for learning experiences that foster the development of entrepreneurial competences in at least 1 of the 3 EntreComp competence areas. The methodology largely rests on real-life examples, case studies and interaction, as well as a 'learning by doing' approach. The toolkit offers content that can be applied in classroom delivery modes or in online education courses. The involvement of external actors such as regional entrepreneurs, start-ups and experts on entrepreneurship is core to the learning modules to support the embedding of the HEI into the regional entrepreneurship ecosystem.

Further resources

The EEE consortium has also created other open educational resources that may be exploited to foster entrepreneurial learning and teaching inside HEIs:

1. EEE Regional Alliance Roadmap: The roadmap provides guidance on how to organise a regional support group that – among other things – fosters the practical teaching of entrepreneurship education in HEIs.
2. EEE Promotion Campaign Handbook: This handbook provides guidance on how to carry out promotional activities that alert higher education educators and students to the added value of entrepreneurship education in higher education.

GOALS

- I WANT TO MOBILISE
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- I WANT TO RECOGNISE

RELATED EXAMPLES

- C10 QAA GUIDANCE P. 56
- C12 SEE PROGRAMME P. 60
- C13 FINLAND: VET/HE EVALUATION MODEL P. 62
- C24 UNIVERSITY OF TURKU P. 82
- T21 LEEN P. 146
- T35 ENTRECOM4ALL P. 169

T21

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LEEN: LIMINALITY & EDUCATIONAL ENTREPRENEURSHIP

EntreComp's 'I can' statements linking higher education teachers to small and medium-sized enterprises

ACKNOWLEDGEMENTS

Patricia Huion

Senior Researcher and European Project Writer and Manager, University College Leuven-Limburg

FURTHER INFO

L33N.EU

HEIs and SMEs collaborate to innovate both sectors

Liminality & Educational Entrepreneurship (LEEN) is a project among European Higher Education Institutions (HEIs), secondary schools and entrepreneurs funded by the Erasmus+ programme. LEEN wants to promote the collaboration and innovative practices between HEIs, secondary education and small and medium-sized enterprises (SMEs). To achieve this goal, LEEN uses EntreComp to collect good practices among teachers. A template based on the can-do statements of EntreComp has been created which asks teachers to describe their teaching practice using these EntreComp statements. As part of the 'liminal labs', the project specifies which entrepreneurship competences they aim to foster and in take-away sessions they ask teachers to assess their evolution. In the learning grid, students are asked to create an entrepreneurial selfie based on EntreComp. LEEN has also developed an alphabet of entrepreneurial learning and teaching where they used EntreComp to sum up the debate about entrepreneurship in education in 26 key concepts. Each key concept starts with a direct quote from EntreComp and continues with the ongoing educational debate.

We find that EntreComp is a language you have to learn. In the beginning, you do not understand what these words and phrases mean but once you start working with them, it broadens your view on entrepreneurship. And we found that this happened in the minds of the students who road-tested the learning grid as well as in the mind-sets of teachers and entrepreneurs. As such, EntreComp offers an updated definition of entrepreneurship that allows learners to gear up for future societies.

PATRICIA HUION

GOALS

- I WANT TO MOBILISE
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- **I WANT TO APPRAISE & ASSESS**
- **I WANT TO IMPLEMENT**
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C11 ENTRECOMP FOR TEACHERS P. 58
- C19 VLAJO P. 72
- T4 YOUTH START ENTREPRENEURIAL CHALLENGES P. 114
- T5 I-LINC MOOC P. 116
- T7 COMEET + P. 120
- T24 YOUNG BUSINESS GENERATIONS P. 150

T22

EU-FUNDED PROJECT / DENMARK • GERMANY • ITALY • LATVIA • PORTUGAL • UNITED KINGDOM

TOMORROW'S LAND

A learning framework to define the knowledge, skills and competences for future social innovators

ACKNOWLEDGEMENTS

Ruth Livesey
Coordinator of Inspiring Activities, Regenerus, UK

FURTHER INFO

WWW.TOMORROWSLAND.EU

A learning framework for project innovators

Project partners have undertaken research and developed a learning framework for social innovators. Their work directly draws from EntreComp as a rich source of guidance, helping to identify social innovation competences, describe social innovator profiles and inform the design of creative learning resources. In its Strategic Foresight report, the project describes a social innovation implementer as being someone who 'makes things happen, they know how to find and use different resources and are fully capable of bringing new ideas to life. They adapt to new situations with innovative solutions. They take risks and put ideas into practice with the ability of generating value: in the form of social value and money. They have the confidence to motivate and inspire people to achieve a desired goal.' The links to the 3 key areas of entrepreneurship competences identified in EntreComp are clear: Into Action, Resources, Ideas & Opportunities.

The project is a collaborative effort to support the next generation of social innovators to be fully capable of influencing and contributing to a more inclusive and innovative society. Work to date has included research and the development of the Tomorrow's Land learning framework. This framework underpins on-going activities to develop an online learning platform and facilitator training programme. The project partners have adapted EntreComp to create value to their own learning framework for social innovators. The first draft of the social innovator's learning framework is available in the Strategic Foresight report that can be downloaded here: TOMORROWSLAND.EU/FORMULAACUTERIO-REPORT.HTML

The Tomorrow's Land learning framework is an open resource that can be used to inform the development of entrepreneurship competences particularly for social innovators. EntreComp is also being used to inform the design and implementation of the Tomorrow's Land learning programme. Connections between entrepreneurship and social innovation competences are being made and opportunities for entrepreneurial learning experiences explored.

Next steps

The Tomorrow's Land social innovation framework and learning programme is being piloted during 2018. Partners will test resources, facilitate workshops and share findings with stakeholders across the EU. Overall, the project plans to build competences that will help stimulate new social innovations through Europe-wide collaborations, and to contribute to other emerging social innovation and competency frameworks.

GOALS

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RELATED EXAMPLES

- C20 DOIT P. 74
- C28 SOCIAL KEYS P. 90
- C33 THE WOMEN'S ORGANISATION P. 98
- C37 ERASMUS FOR YOUNG ENTREPRENEURS P. 104
- C38 EU3LEADER P. 106
- T30 BREAK-IN THE DESK P. 160

T23

GLOBAL

SIMVENTURE

An online business strategy game that helps learners develop entrepreneurial skills while running their own virtual business



SimVenture evolution menu page (image courtesy of the contributor)

SimVenture Evolution is an online business strategy game designed to fasttrack learning within corporate training and education learning environments.

The learning simulator allows learners to start, manage and/ or grow a small medium enterprise, and in doing so develop the competences identified in EntreComp. The simulation provides opportunities to experience and learn from the challenges of creating and running a business in a safe environment. It is suitable for potential entrepreneurs at all levels of education and business knowledge.

Potential applications

SimVenture Evolution can be used to address EntreComp learning outcomes and to provide a way to assess entrepreneurial competence.

It can be used to provide leaders and trainers in the business, education, community and public sectors with a tried-and-tested mechanism to support the development of entrepreneurial skills and knowledge in a wide potential interest group. The flexibility of the software and its delivery comes with support from a learning and development team with extensive business and education experience. As such, the software can be utilised in different scenarios and with different learners. For example, it has been used successfully with groups as diverse as school leavers, undergraduate students and experienced MBA students.

The wide range of interest groups and deployment that is possible with Evolution means it can be used to develop general interest and awareness in entrepreneurship, to work with individuals and groups engaging in business for the first time, or to enhance the skills of current entrepreneurs, as well as for general business education. It could also be used to help build

ACKNOWLEDGEMENTS

Peter Harrington
Managing Director, Venture Simulations Ltd

FURTHER INFO

People behind SimVenture Story
SIMVENTURE.CO.UK/SIMVENTURE-STORY

Accelerate Learning with SimVenture Evolution
SIMVENTURE.CO.UK/EVOLUTION

Free evaluation account
TINYURL.COM/Y8SXCDSE

T23

confidence and understanding, while providing pathways to deep learning.

One of the ways SimVenture Evolution could be used is to compete against the markets within the simulation or go head-to-head with others. This functionality heightens levels of engagement and sustained, authentic learning. The simulation maps closely to all areas of EntreComp, covering Ideas & Opportunities, Resources and Into Action. The tool could be used to address both the theory and practice of entrepreneurship, in a lively and engaging style.

Working individually or in groups, users run a virtual company for up to ten simulated years. At the same time, teachers or facilitators can set tasks, monitor progress, communicate and assess work – either in class or remotely. Tools within the business game allow learners to make extensive notes and record progress, while tutors and trainers can start and stop any activity and interact with learners.

It is possible to adapt the level of challenge and complexity of the simulation to specific learners who can then, in theory, progress through the 8 levels of EntreComp to the required standard of achievement relevant to their personal learning and development objectives. Detailed on-screen support is available throughout the simulation.

It is suitable for all types of entrepreneurial skills development that would benefit from learners being able to practise in a safe, authentic, simulated business environment.

GOALS

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RELATED EXAMPLES

- T6 SIMULIMPRESA P. 118
- T21 LEEN P. 146
- T24 YOUNG BUSINESS GENERATIONS P. 150
- T25 SIMPLY DO IDEAS P. 152
- T33 DYNAMIQE™ P. 166
- T34 ENTREPRENEUR SCAN P. 168

T24

FINLAND

YOUNG BUSINESS GENERATIONS

Training courses by the Finland Economic Information Office that strengthen young people's skills for the working world based on EntreComp

ACKNOWLEDGEMENTS

Lauri Vaara

Pedagogical Advisor, Young Business Generations, Economic Information Office, Finland

FURTHER INFO

TAT.FI/COURSES

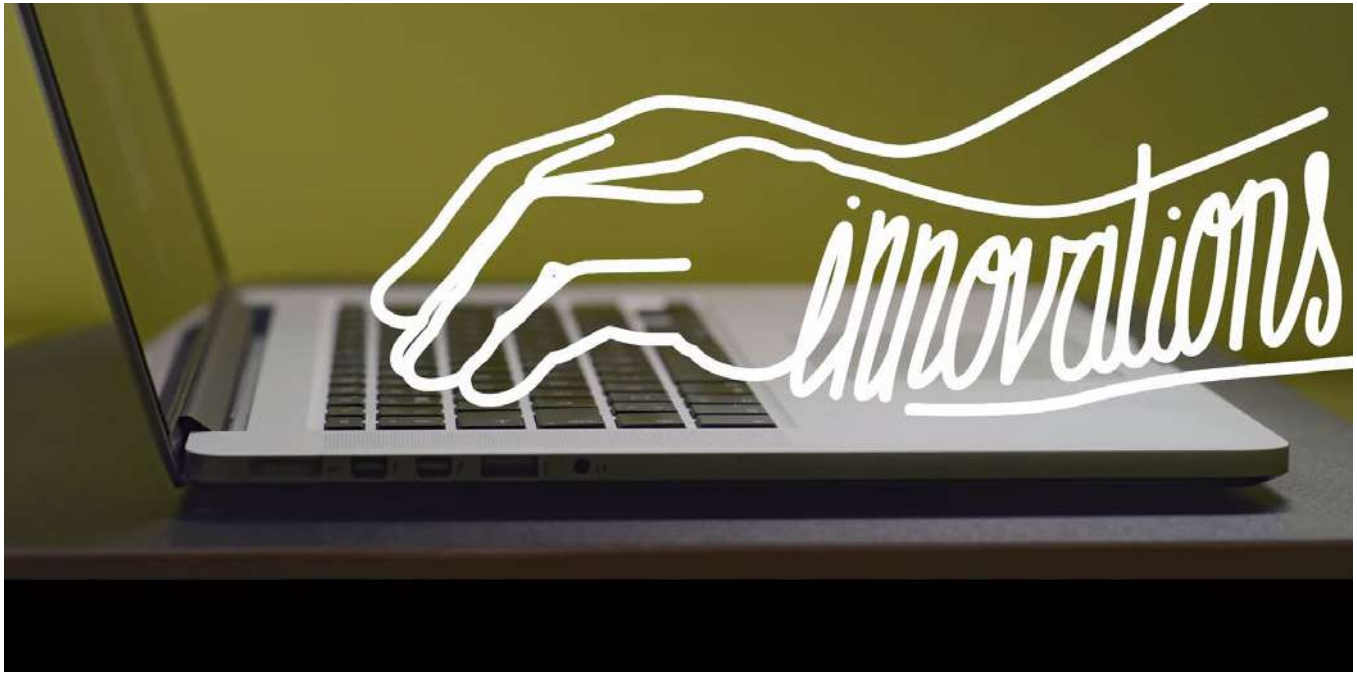

Image from project presentation video

Young Business Generations (YBG) is a training operation with the aim of strengthening young people's skills for the working world through interactive digital business courses. The skills taught are based on the EntreComp framework: teamwork, presentation skills, emotional skills, skills that improve oneself and one's way of thinking. These include innovation and reflection or knowledge-building; skills that help one adapt to constant changes and control current megatrends such as the application of knowledge practices, customer-based approaches and internationalisation skills. EntreComp's progression model is used to validate learners' progress and it is hoped that the framework gains international traction and acknowledgement to standardise definitions of entrepreneurial skills.

YBG has four digital business courses:

1. **Sales, marketing and commercialisation** teaches the basics of commercial activities in a global, customer-orientated operating environment
2. **Interaction and negotiating skills** helps young people to succeed in different negotiation situations
3. **Global markets** helps students understand international trade and its underlying factors
4. **Finances and money in business activities** offers a thorough understanding of business activities and tools to access further studies

More topics are planned and will be produced depending on user feed-

T24

It is important that the definitions of those skills behind the design of the business courses are approved and acknowledged globally. We think of EntreComp as a brilliant gateway for that.

LAURI VAARA

back. The course content has been developed in cooperation with expert organisations, for example, the pedagogy applied has been developed by the Research Group for Educational Psychology at the University of Helsinki. Nearly all competences in YBG have foundations in the EntreComp framework.

EntreComp's progression model indicates competences improved

In the past there were problems authenticating students' progress while studying the YBG courses. Learners are informed about the competence they are meant to develop during each assignment, but before adopting EntreComp there was no tool for verifying if they had managed to do so. By using EntreComp, YBG have begun developing an assessment tool based on the EntreComp progression model. The existing level descriptors clearly show each learner's progression. YBG also look forward to testing any other tools that are developed around EntreComp to verify the learning process of the entrepreneurship competences.

In addition to the assessment tool, the aim is to improve YBG's course content by putting them in a wider international context. For that reason, it is important that the definitions of those competences underpinning the design of business courses be approved and acknowledged globally. YBG think EntreComp is an excellent gateway for that.

Positive feedback from learners

YBG have had great feedback on the three courses in use and the two that were tested with over 30 high schools during the piloting phase, with 91 per cent of the participating students saying they would recommend YBG courses.

Further in-depth analysis of the feedback is being undertaken to better understand the courses' impact on learning. According to the data gathered from the piloting phase, it already seems that the strong pedagogical approach and the integration of 21st-century skills are bringing true added value to the learning process.

GOALS

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RELATED EXAMPLES

- C15 STORY-ME P. 64
- C31 SFEDI AWARDS P. 94
- T11 SOCCES P. 128
- T14 CERTIPORT P. 133
- T25 SIMPLY DO IDEAS P. 152
- T28 PATHWAYS 4 EMPLOY P. 157

T25

UNITED KINGDOM

SIMPLY DO IDEAS

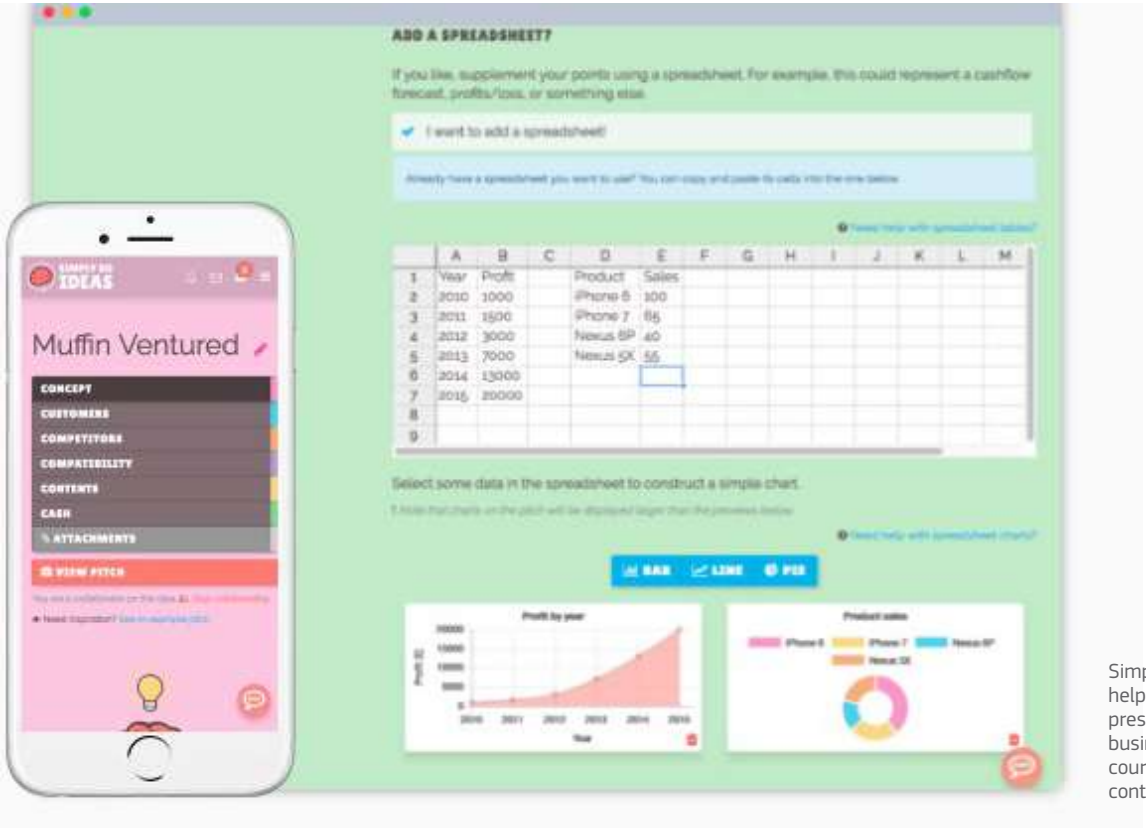
A business planning canvas tool which gamifies learning and idea development, fostering an agile mind among aspiring entrepreneurs and learners in entrepreneurship education

ACKNOWLEDGEMENTS

Lee Sharma
CEO, Simply Do Ideas

FURTHER INFO

WWW.SIMPLYDO.IO



Simply Do Ideas helps turn ideas into presentation-ready business plans (image courtesy of the contributor)

What is Simply Do Ideas and who should use it?

Simply Do Ideas is an online platform supporting the development and growth of early-stage business ideas. It turns business ideas into action by embedding tried-and-tested business planning canvases into a fun, engaging yet academically robust experience thus making business canvases accessible.

The Simply Do Ideas software fosters the EntreComp competences of creativity, vision, and valuing ideas during the development phase of ideas and then moves on to strengthen the practical aspects of putting ideas into practice through motivation and perseverance, mobilising resources, financial and economic literacy, taking the initiative, and planning and management.

Simply Do Ideas can be used in start-up support, entrepreneurship education, and industry innovation (i.e. intrapreneurship):

- Simply Do Ideas for start-up support saves facilitators time as students and graduates can use the platform to capture and submit their ideas for review prior to any meetings
- In entrepreneurship education, the tool enhances the curriculum by easily embedding quality ideation and entrepreneurship activities into teaching and learning. For example, it supports enterprise and business plan modules but it can also go beyond the curriculum; it can be used for pitching events or idea 'hackdays', for example
- In Industry Innovation, the tool helps streamline idea competition by

T25

vetting and managing business ideas entered into the software – in other words, it fosters intrapreneurship. Resources for idea development competitions and start-up workshops are also provided

What is the objective of this tool?

The Simply Do Ideas tool serves three main objectives:

1. Better Outcomes for Young People and Organisations: Simply Do Ideas was developed to meet the needs of enterprising young people but also those organisations supporting them. It delivers improved and measurable organisational outcomes linked to entrepreneurship and employability.
2. Capturing Innovation, Impact and Progression: The platform supports your entrepreneurial eco-system, allowing the support, referral and tracking of young people and their ideas.
3. Save Staff Time and Resources: The technology allows 24/7 multi-device access providing wider geographical reach and greater accessibility. The engaging yet robust framework ensures a consistent quality while empowering young people to safely test out their ideas and motivation.

How does it work?

Simply Do Ideas is an IT platform that works on desktop and mobile where users input information about an idea into the provided (online) canvas in a variety of formats, e.g. text, images or weblinks. This allows the user to capture, test, develop and progress their ideas.

The user fills in an online canvas based on the lean start-up principles. However, the complicated language associated with developing a business idea and writing a business plan has been stripped away. The user simply answers questions around their idea on concept, customers, competitors, contents, and cash. These prompts force the user to be clear about their idea. The answers can then be added in the form of very engaging content through images or weblinks and so on. The outcome is a website that pulls together the answers which in turn can serve as a basis for a stylised business plan and for pitches. The website fosters an 'agile mind for a changing world' (Lee Sharma, CEO), which is the enterprising mind-set that EntreComp nurtures.

In addition, users can collaborate on ideas (across multiple channels) by providing feedback via instant messaging and announcements (e.g. teacher to student) as well as open their work-in-progress to experts to gather support or feedback.

The teacher or other kind of leader can analyse data about users and ideas. Simply Do Ideas is suitable for all school levels.

In start-up business development, the collaborative work feature allows teams to develop ideas together for new products or similar. The ability to write material that will be readily converted into usable visuals for pitching eases the workflow from turning ideation into action.

Building on an idea like that is a useful way to overcome potential confidence gaps that relate to pitching as the platform as a tool will prompt users to think about all areas in relation to enterprise, e.g. funding, target audience or competitors, as well as outside the box to consider further added value. Effectively, Simply Do Ideas will lay the foundation for writing a solid business plan for its users that will wow a potential bank manager even though an idea might be in its early stages.

GOALS

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RELATED EXAMPLES

- T15 LOOPME P. 134
- T17 OPEN BADGES FOR ENTRECOMP P. 138
- T21 LEEN P. 146
- T23 SIMVENTURE P. 148
- T24 YOUNG BUSINESS GENERATIONS P. 150
- T30 BREAK-IN THE DESK P. 160

T26

EU-FUNDED PROJECT / ITALY • LATVIA • LITHUANIA • SPAIN • UNITED KINGDOM

JOB-YES!

Online open-access resources to help people develop the soft skills needed to find, keep and progress in employment



Project website image

Online open-access resources to help people develop the soft skills needed to find, keep and progress in employment

The Social Innovation Fund (SIF), working with seven European partners, has developed a suite of online resources that support the development of those personal development and employment-related skills that are often difficult to articulate and measure – 'soft' skills. EntreComp helps to overcome this common challenge by describing many of these skills, providing a clear structure for personal development training.

The Job-Yes Erasmus+ project (2014-2016) created innovative ICT-based solutions to improve the employment prospects of people from disadvantaged backgrounds and with fewer opportunities in the labour market.

The aims of the project were:

1. To upgrade the soft skills of unemployed people, focusing on the development of key employment-related competences i.e. sense of initiative and entrepreneurship, social and civic, digital and learning to learn competences
2. To improve the quality of training provided by adult education organisations active in employment-related training in order to attract low-skilled people and motivate them to learn

Mapping the Job-Yes work retrospectively, it was found that the project's resources can provide useful tools to develop many of the EntreComp competences. These tools are freely accessible on the Job-Yes website and are available in five different languages (Lithuanian, Latvian, Italian, Spanish and English). They fall into two categories of resources supported by case studies and background information.

ACKNOWLEDGEMENTS

Liudmila Mecajeva

Director, Social Innovation Fund, Lithuania

FURTHER INFO

For access to all the tools and open learning resources

WWW.JOB-YES.EU

For more information about SIF

WWW.LPF.LT

T26

Tools to support learners

Tools based on the Innovative Model for Integration into the Labour Market (IMILM) are open educational resources that can be accessed directly by learners and completed as either self-directed learning, or supported by intermediaries from adult education or employment support organisations.

This part of the Job-Yes website offers an informal programme to develop employability skills which consists of four interconnected learning tools – a Self-Need Analysis, a Knowledge Portfolio, Exercises based on Open Educational Resources, and an Action Plan. The tools are learner-friendly and easy to use, and there is also a comprehensive Learner's Guide that describes how learners can get the best from the resources.

Tools to support adult education organisations and staff

Tools based on the Adult Education Organisation Model (AEOM) are open-access resources, aimed at those working in adult education or employment support organisations (including job centres) and their purpose is to ensure the effective implementation of the new educational methods and tools offered within the IMILM (Innovative Model for Integration into Labour Market) section of the website.

The methodology of the AEOM model is based on the use of 'reversed training', where educators facilitate self-directed learning rather than take the lead. The tools include an e-Guidebook for Adult Education Organisations, a Collection of Good Practice with Learners' Success Stories, and a Framework for Social Partnership Between Adult Education Organisations, Labour Exchange Offices and Employer Organisations.

Potential applications

The suite of resources on the Job-Yes website may be of interest to anyone concerned with helping unemployed people develop the employability and entrepreneurial skills they need to find and sustain employment and to progress in the workplace.

The existing tools could be adapted for use in other skills development contexts too by emphasising the key employment-related competences that the resources focus on and including additional learning materials that relate to other sections of the wider EntreComp framework.

GOALS

- I WANT TO MOBILISE
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- **I WANT TO IMPLEMENT**
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C27 ADVICE SKILLS ACADEMY P. 88
- C33 THE WOMEN'S ORGANISATION P. 98
- T14 CERTIPORT P. 133
- T24 YOUNG BUSINESS GENERATIONS P. 150
- T27 WORKING TOGETHER P. 156
- T28 PATHWAYS 4 EMPLOY P. 157

T27

UNITED KINGDOM

WORKING TOGETHER

Idea to incorporate EntreComp into an employment support project

ACKNOWLEDGEMENTS

Pam Smith
Employment Worker, Sahir House

FURTHER INFO

WWW.SAHIR.ORG.UK

EntreComp is helping adult learners living with HIV to understand and recognise their entrepreneurship competences.

The Working Together project provides a supportive and safe environment for people living with HIV to move closer to the labour market. It focuses on improving confidence, gaining new skills and building support networks with a view to enabling participants to progress into education, training or employment.

Given the inherent difficulties involved in assessing soft skills and personal outcomes, the project team has warmly welcomed EntreComp as a way to help articulate many of the project's learning outcomes. The EntreComp language is being used to help raise awareness and understanding of what is meant by the entrepreneurship competence and is providing a common understanding amongst different stakeholders involved, from participants to commissioners.

An example of how participants are already also using EntreComp is to help them understand their own starting points, assessing their strengths and weaknesses and to inform their plans for further development. The Working Together team intend to build on this and update their 'Individual Learning & Development Plan' template to incorporate the EntreComp competences.

EntreComp is also providing a useful reference that is informing discussion and supporting negotiations with commissioners and government departments. As a research-based framework, the EntreComp competences provide credible indicators that can be used to demonstrate learning for individuals and outcomes achieved as well as the wider impact of the programme.

The following quotes from Working Together learners illustrate some of the soft skills and personal impacts that using EntreComp will help define and measure:

> *The class had us all doing things we wouldn't usually do, removing inhibitions thus building confidence. Within the group we laugh a lot and contribute with ideas and different points of view. Those of us who were shy are no longer.*
>
> *The courses are pushing me as a person through barriers, through my mental health issues. Highlighting issues that I need to look at in my life, developing more awareness of my wellbeing.*
>
> WORKING TOGETHER LEARNERS

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
- I WANT TO APPRAISE & ASSESS
- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

- C30 IWOMAN ACADEMY P. 93
- C31 SFEDI AWARDS P. 94
- C39 FRESH START P. 108
- T26 JOB-YES! P. 154
- T28 PATHWAYS 4 EMPLOY P. 157
- T29 WAW P. 158

T28

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PATHWAYS 4 EMPLOY

Self-assessment tool that uses EntreComp and DigComp to map entrepreneurs' competences and offers online training via a learning platform

ACKNOWLEDGEMENTS

Gabriela Ruseva
Policy and Project Officer,
All Digital

FURTHER INFO

ALL-DIGITAL.ORG/PATHWAYS4EMPLOY

90% of jobs will require digital skills in future

Pathways4Employ partners want to ensure that entrepreneurs and virtual office workers (workers who work remotely at least one day per week) have the digital skills they need. As an entrepreneur or remote worker, one might not have the help of an IT support team that office workers might have. Virtual office workers also need to be able to use online collaborative tools to participate in meetings.

A self-assessment tool

Using Erasmus+ funding, Pathways4Employ aims to create a self-assessment tool for digital competences tailored to entrepreneurs and enabling them to identify their digital skills needs. By using the tool they learn more about themselves, e.g. they might know how to look for information online, but need to improve understanding of online safety.

Using EntreComp

EntreComp was used as part of the project's research methodology. The project partners asked entrepreneurs through a survey, which digital skills enable the entrepreneurial skills of EntreComp. Thus, they mapped digital competences to the framework. The results were used to define the most important digital skills for entrepreneurs.

Identifying the enabling skills

This cross-referencing of the DigComp and EntreComp frameworks prevented the pitfall of asking entrepreneurs which digital skill they perceive as important and ending up with a list of equally important skills. Instead, a list of core digital skills has emerged that are used more often by entrepreneurs and virtual office workers and are thus the most enabling for entrepreneurial competences. The project will now build a self-assessment tool that links to Mozilla's open-badges system, to give visibility to the skills users already have, and those that they can gain through the project's online learning platform. This will showcase the skills and abilities acquired outside formal education.

Next steps

Now the enabling digital competences are defined, the open-badges ecosystem will be designed. By working with key stakeholders for endorsement on local and regional level, project partners will lay out pathways to develop digital competences through e-assessment and an accreditation platform.

GOALS

- I WANT TO MOBILISE
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RELATED EXAMPLES

C2 LUXEMBOURG P. 40
C38 EU3LEADER P. 106
T2 REACT P. 112
T11 SOCCES P. 128
T16 ENTREASSESS P. 136
T21 LEEN P. 146

T29

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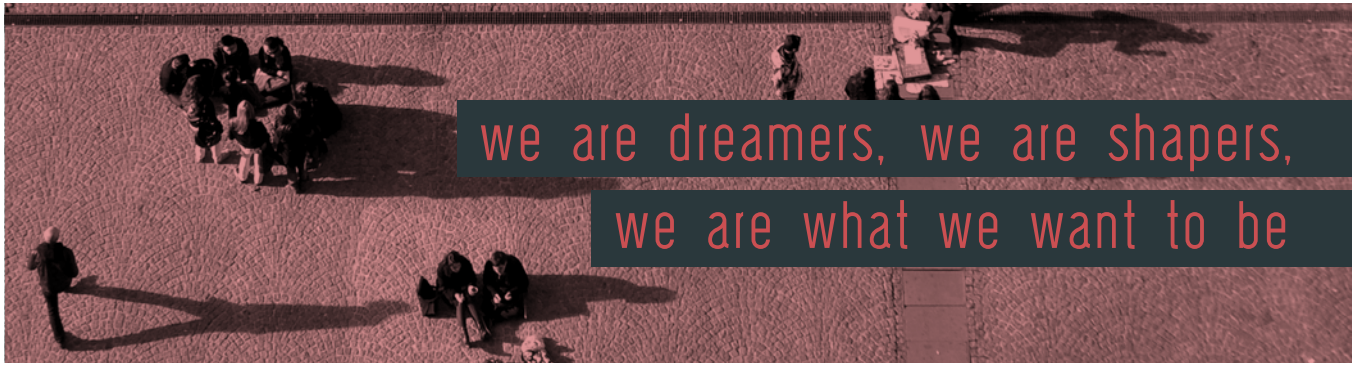
WAW

Skills development programme for women creating businesses underpinned by EntreComp and DigComp



The WAW approach helps women crowdfund businesses (image courtesy of the contributor)

ACKNOWLEDGEMENTS

Eva Fabry

Director, European Centre for Women and Technology

FURTHER INFO

UWAWME.EU

'We are women, we are dreamers' (WaW) is an Erasmus+ project that supports women to understand and take advantage of information, communication and technology (ICT) opportunities to start a crowdfunded business. The project provides e-learning, virtual collaboration and networking opportunities that develop entrepreneurial skills.

EntreComp was the foundation that defined the core competences to be built, such as creativity, taking initiative, problem-solving, risk assessment and decision-taking. Through the project, partners are seeking to foster these skills and improve women's awareness of innovation and technology opportunities, and to equip them for combating difficulties and setbacks faced during the innovation generation process. The purpose of the project is to:

- Improve access to knowledge
- Increase levels of cooperation and competence of ICT tools
- Set up mechanisms for developing, sharing and disseminating effective approaches in supporting innovative entrepreneurship
- Develop training tools for women to acquire new competences and skills to help them realise their dreams

Help women realise their dreams

WaW partners are addressing the need to support women to develop their business skills, particularly innovation and entrepreneurship. This involves ideas generation, problem-solving, critical thinking, and communication. Work is across different cultures, and by using crowdfunding new opportunities for funding are available to those women who are often at a disadvantage when it comes to accessing capital. Through training and education that supports strengths-based skills development and the practical application of having entrepreneurial ideas funded,

T29

We use EntreComp as the foundation that defines the core competences that need to be built, such as creativity, taking initiative, problem-solving, risk assessment and decision-taking.

EVA FABRY

WaW aims to help women realise their dreams.

Linking EntreComp to DigComp's digital skills

WaW partners have integrated entrepreneurial skills with the digital skills framework DigComp to demonstrate how the frameworks complement each other and how a digital conceptual reference model could be implemented in the field of entrepreneurship. The teaching of business skills and of an entrepreneurial mindset ensure that women understand and take advantage of ICT opportunities. To date, over 460 women have been surveyed – from across Europe – to understand the issues faced when it comes to using crowdfunding to launch a business. Findings show that there is an understanding of how EntreComp builds a valuable bridge between the worlds of education and work. WaW participants have also mentioned the value in the way that entrepreneurship is taught. Adopting very practical approaches through action-based learning, learning by doing and collaborative learning practices have provided opportunities to practise skills that are transversal, such as spotting opportunities, creativity, and financial and economic literacy.

Next steps

It is planned to disseminate the WaW tools to policy makers at regional, national and European level and lead the debate on crowdfunding. The partners will also build a platform and e-learning courses for training 21st-century skills and mastering the art of successful crowdfunding. Experiences and evaluation of the piloting of the WaW platform and e-courses will give feedback also on the use of the Entrecomp framework. Partners believe that by building the key tools of the WaW project on the DigComp and EntreComp frameworks, our target group – women and, specifically, disadvantaged women – will be better able to collaborate with digital market leaders. That is, their knowledge will more adequately meet the needs of the digital economy's key players and the digital single market itself.

GOALS

I WANT TO MOBILISE

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I WANT TO RECOGNISE

RELATED EXAMPLES

C7 SEECEL P. 50

C30 IWOMAN ACADEMY P. 93

C33 THE WOMEN'S ORGANISATION P. 98

C36 ESPACIO RES P. 102

T25 SIMPLY DO IDEAS P. 152

T33 DYNAMIQE™ P. 166

T30

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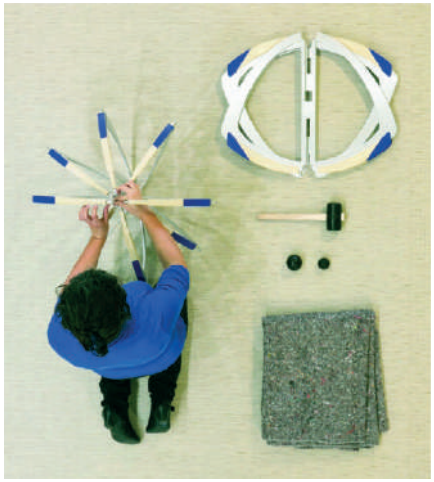
BREAK-IN THE DESK

Methodology for artists to improve their entrepreneurial skills and bring innovation to SMEs and public administrations







Examples of break-in actions in Europe (image courtesy of the contributor)

How artists can improve their entrepreneurial skills and bring innovation to businesses and government

The 'Break-in the Desk' Erasmus+ project aims to help artists, creatives and cultural practitioners develop their entrepreneurial skills. Artists learn how to plan and carry out a 'break-in action' or 'artistic intervention' in small and medium-sized enterprises (SMEs) or public administrations (PAs) with the aim of bringing innovation to these organisations. Partners have used EntreComp to map artists' competences and assess improvements in their skills gained through the project's non-formal learning activities. The 'break-In' methodology is a key output from the project and describes how to think, plan and execute a creative intervention in a company or public organisation.

Artists adding entrepreneurial value

The project aims to demonstrate how and where artists and creatives can interact with entrepreneurs and policy makers to become facilitators of innovation and problem-solving. Training and 'break-in' activities for artists and creatives are being piloted so that the resulting 'artistic interventions' can effectively help SMEs and PAs address problems through out-of-the-box thinking.

A 'break-in action' is when people, products or services from the world of arts are put into an organisation that is not working on cultural issues. The aim is for artists and creatives to do this to:

- Develop an organisation
- Promote innovation, or
- Work with the values of the company

For the Break-in the Desk project, EntreComp has helped the artists to plan their interventions and understand which key competences they need to perform a break-in action. The framework has also been used as

ACKNOWLEDGEMENTS

Paolo Montemurro
Project Manager, Materahub

FURTHER INFO

BREAKINTHEDESK.EU

T30

We think the EntreComp framework is innovative, fresh and simple.

PAOLO MONTEMURRO

a self-assessment tool for the artist to identify if they have the skills that they will need for the break-in action or if they need to be developed. At the end of every break-in action, the artists are asked to self-assess themselves again to see if they have built entrepreneurial competences as a result of their work developing break-in actions.

EntreComp helped standardise and validate skills developed through 'break-in' actions

When mapping artists' skills against EntreComp, project partners also saw how EntreComp could be used to assess and validate non-formal learning activities. For example, the collaboration between French importer Siplec and art company Mona Lisa led to the understanding that complex situations can be better solved through the deployment of innovative alternatives. The non-formal activities (the 'break-in' actions) can now be used to standardise and recognise skills gained. Partners think the EntreComp framework is innovative, fresh and simple and that it has helped them to put their plans into action.

Break-in the desk as stepping stone

Since developing and testing the 'Break-in the Desk' methodology, a community of artists, companies and public organisations has been built. The community discusses entrepreneurship education in arts and culture, plans creative interventions and simply shares experiences. The methodology has since been used in other projects and is available for download on the Break-in the Desk project website.

GOALS

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RELATED EXAMPLES

- C36 ESPACIO RES P. 102
- T7 COMEET + P. 120
- T22 TOMORROW'S LAND P. 147
- T25 SIMPLY DO IDEAS P. 152
- T26 JOB-YES! P. 154
- T29 WAW P. 158

T31

EU / GLOBAL

EARS

Idea for a reference framework for entrepreneurial skills in recruitment based on EntreComp

ACKNOWLEDGEMENTS

Anna Aleksandra Koj
Consultant, EARS

FURTHER INFO

THEEARS.EU

The European Affairs Recruitment Specialists (EARS) is the first dedicated recruitment firm specialising in international and EU affairs. EARS recruits for roles throughout all seniority levels (with a key focus on mid-senior to senior-level executives) catering to the European affairs market, primarily in Brussels. More and more clients of EARS – in particular, but not exclusively, within consultancies and private companies – mention entrepreneurial skills and attitude as being important for a candidate to be successful. With this in mind, the codified EntreComp competences serve as an irreplaceable framework to define soft skills and personality traits that employers are looking for today.

As part of their work, EARS carries out interviews with candidates in an exercise aimed at verifying whether there is a match between the candidate's experience and future plans and the client's needs. These matches are made based on hard skills, relevant knowledge and experience, motivation, as well as soft skills and certain personality traits. So, to find the best-fitting candidates, EARS needs not only to understand their education and professional experience but also to be able to assert skills including entrepreneurial skills such as, among others, creativity and vision, motivation and perseverance or ethical and sustainable thinking.

EntreComp competences and progression levels a potential reference framework for entrepreneurial skills in recruiting

Anna Koj, EARS Consultant, says that entrepreneurial skills are becoming more and more important, including for organisations active within EU affairs. This clearly stands out in discussions with clients and in the job briefs for assignments that EARS works on. Clients are looking for an entrepreneurial mind-set in candidates – they want someone who is proactive, open to new initiatives or to working on new projects, and who always looks for ways to bring new value to the organisation that s/he is working for. Anna Koj affirms that EntreComp could be a valuable list of skills to keep in the back of her mind during interviews.

EntreComp's progression model is of particular importance to a recruitment agency like EARS to evaluate and score a candidate's level of competency. Anna Koj summarises that EntreComp's existing four progression levels (Foundation, Intermediate, Advanced and Expert) work as a good indication of someone's expertise.

Needed: tool that assesses EntreComp competences

To date, the personality test used by EARS already assesses a certain number of EntreComp competences but these are not the primary focus of the test. A tool that adapts EntreComp for HR professionals and recruiters would be of great benefit to her work to be able to clearly evaluate a candidate's level of 'entrepreneurial literacy', says Anna Koj. Currently, entrepreneurial skills are tested via behavioural and situational interview questions based on a client's needs and a specific focus of the role. For example, 'vision' as a competence is often assessed by EARS in terms of the value a candidate sees her/himself bringing to an organisation and to their new role, including ways in which s/he could take the organisation forward or a unique touch s/he would be bringing to their new role. If a tool were available that would allow a recruiter to be used briefly in an interview or as a test or case study immediately after the interview, to understand, evaluate and score candidates' entrepreneurial skills, that would constitute a clear added value, Anna Koj states. In addition, such a tool would allow for an additional layer of impartiality.

The entrepreneurial skills that are

T31

EntreComp's progression model is of particular importance to a recruitment agency like EARS to evaluate and score a candidate's level of competency.

ANNA KOJ

particularly important in recruiting are:

- Self-awareness is about knowing which strong skills you (as a candidate) bring to a new organisation and in which areas you may require additional support to thrive
- Vision is assessed as value brought by a candidate to the new organisation and within their new role for a new organisation
- Taking the initiative is about being pro-active
- Planning and management is often expected of the candidate for middle to senior management roles
- Coping with ambiguity, uncertainty and risk is already part of EARS' recruitment process and also part of their more in-depth services such as the Personality Assessment Centre
- Working with others is a given (as to what clients expect from candidates) in today's work life
- Motivation and perseverance – Anna says: "High motivation is obviously an important indicator for recruiters, as you want to hire someone who is genuinely interested in what they do and will keep moving forward to achieve the goal even through potential difficulties and obstacles"
- Financial and economic literacy is important for senior management roles in terms of budgeting and managing financials of an organisation; at times in junior roles, this can be an important competence (albeit clearly on a different level) in administrative roles or when working as support to the Financial Director
- Spotting opportunities, Creativity, and Vision are core competences that recruitment agencies are looking for in candidates, as part of the day-to-day job on the EU market, not exclusively within creative and commercial roles
- Valuing ideas is often classed as a business development-focused skill, for example within senior roles for consultancies where questions touch on a strategic level such as new ways for client acquisition or the definition of new services
- Ethical and sustainable thinking is crucial in particular for candidates in EARS' work with non-for-profits
- Mobilising resources may also be relevant for roles in fundraising or with a commercial remit

Current drawbacks to using EntreComp

The EntreComp framework can be an important guideline, but it needs to be a tool that recruiters can use and therefore an adapted version of the framework is required, says Anna Koj. Recruiters need a set of questions where candidates' answers will show their competences per level. For the time being, the framework is too theoretical to be used by a firm like EARS on a daily basis, Anna Koj says.

GOALS

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RELATED EXAMPLES

C28 SOCIAL KEYS P. 90

C30 IWOMAN ACADEMY P. 93

T26 JOB-YES! P. 154

T32 IKINDU P. 164

T33 DYNAMIQE™ P. 166

T35 ENTRECOM4ALL P. 169

T32

BELGIUM

IKINDU

Idea to develop intrapreneurial teams through matching algorithms



Nine core emotional constructs and a visual stimulus example as developed by Emmanuelle Verhagen (image courtesy of the contributor)

Human Resource Management expert Emmanuelle Verhagen sees benefits in using the EntreComp framework to develop intrapreneurial teams. She has previously worked with psychodynamic matching algorithms and can see how they may be used to build intrapreneurial teams if fed the competences defined by EntreComp. A matching algorithm that defines the entrepreneurial skills of candidates could be set up to help organisations hire those prospective staff that not only fit well into existing teams and support the company culture, but also provide intrapreneurial traits. Equally, such an algorithm could be used to redefine a company culture towards an intrapreneurial direction.

How an algorithm finds entrepreneurial candidates

Matching algorithms as employed in Human Resource Management, market research and by dating websites assess a person's aspirations, inspirations and motivations to maximise their likelihood of fitting into a given environment. As such, if recruiters, for example, look to build an intrapreneurial team or hire candidates with distinct entrepreneurial skills, these could be set as the scale to which a candidate is to be matched. EntreComp would be particularly beneficial in this regard as it not only defines a progression model of 8 levels for each of the competences, but is on the way to becoming a de facto reference framework for entrepreneurial skills in Europe and beyond.

ACKNOWLEDGEMENTS

Emmanuelle Verhagen

Co-Active Life & Leadership Coach / Previously Co-Founder and COO of Psilogy

FURTHER INFO

WWW.IKINDU.COM

T32

A matching algorithm that defines the entrepreneurial skills of candidates could be set to help organisations hire those prospective staff that not only fit well into existing teams and support the company culture but also provide intrapreneurial traits.

EMMANUELLE VERHAGEN

Do we need to develop a tool that uses a matching algorithm to find intrapreneurial candidates?

Emmanuelle explains which steps would be required to develop a tool specifically destined to work with the EntreComp framework:

1. At first, the methodology to define a candidate's entrepreneurial skills needs to be set (e.g. if the candidate fills in a questionnaire to show his aspirations, inspiration and motivation).
2. Then, the data needs to be validated to come to a continuous re-definition of the algorithm. This way the algorithm learns and becomes better at matching over time.
3. Penultimately, there needs to be a computer programme (i.e. online tool) to capture the data, calculate the mind-set and output a profile that can be understood by hiring managers and those in need of understanding team dynamics.
4. Lastly, the profiles for candidates need to be written, which is largely done in the EntreComp framework.

Who are the users and beneficiaries?

It is envisaged that larger companies and organisations would be the primary beneficiaries of such a tool. 'There is power in volume' when it comes to the data. Big data will ensure that an iterative approach refines the algorithm and ensures continuous improvement.

GOALS

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RELATED EXAMPLES

- C27 ADVICE SKILLS ACADEMY P. 88
- C38 EU3LEADER P. 106
- T17 OPEN BADGES FOR ENTRECOMP P. 138
- T31 EARS P. 162
- T33 DYNAMIQE™ P. 166
- T34 ENTREPRENEUR SCAN P. 168

T33

GLOBAL

DYNAMIQE™

Using EntreComp to further develop and align a mobile platform for online entrepreneurial learning aligned to EntreComp

ACKNOWLEDGEMENTS

Andrew Atter

Founder & CEO, Pivomo

FURTHER INFO

PIVOMO.COM

Dynamiqe Role Profiles	Driver	Director	Dealer	Creator
Role Attributes	Funder - Author - Visionary	Organiser - Builder - Expert	Rainmaker - Insider - Hustler	Designer - Technician - Maker
Goal-orientated	Motivation & perseverance			
Take Charge			Taking the Initiative	
Part of a winning team		Valuing Ideas		
Shared purpose		Working with Others		
Delegation		Mobilising Others		
Listening to others		Self Awareness & self efficacy		
Visionary	Vision			
Methodical		Ethical & Sustainable Thinking		
Planful		Planning & Management		
Parsimonious		Financial & economic literacy		
Opportunist			Spotting Opportunities	
Adaptable			Uncertainty, ambiguity & risk	
Experimental				Creativity
Using trial & error				Learning through experience
Investment orientated		Mobilising resources		

Aligning EntreComp and Dynamiqe™ (image courtesy of the contributor)

The Dynamiqe™ psychometric tool provides an accessible mobile platform for online entrepreneurial learning, targeted at 18-25-year-old early phase "start-ups", social enterprises and project teams. Dynamiqe™ is directly aligned to the EntreComp model and provides an easy and inexpensive way to use it with communities of entrepreneurial learners. Dynamiqe™ is now in use in over 30 universities, tech accelerators and incubators, across 15 different countries. Users include university entrepreneurs, through to mature high-growth technology businesses. Dynamiqe™ is used in Social Storm, an annual 24-hour social enterprise hackathon, organised by Loughborough University, UEA and Plymouth University.

Entrepreneurial educators can use the Dynamiqe™ tool to help students identify their "best fit" role in a start-up activity; and then determine which EntreComp competences they need to emphasise and develop in order to make the venture a success. EntreComp competences have been cross-referenced via the online Dynamiqe™ Development Advisor, which links directly to the Dynamiqe™ Profile psychometric report and also to e-learning modules. A free trial version of Dynamiqe™ is available, with paid access to 3-12 month membership options, providing a comprehensive online Development Advisor, e-learning and the psychometric tool.

Tested alignment with EntreComp

EntreComp provides an internationally recognised evidence base to underpin the Dynamiqe™ role profiles. For example, the Director profile in Dynamiqe™ with the role attributes of Organiser, Builder, Expert, matches to a range of competences such as Ethical & Sustainable Thinking, Planning & Management and Financial & Economic Literacy.

Thus far, the framework has been used in two ways. Firstly, EntreComp has

T33

been tested through direct coaching and mentoring advice to Dynamiqe™ Users, to help them identify and plan their ongoing learning needs. For example, Riham recognised the need to move from a "Director" profile to "Dealer"; broadly, a business planner to deal maker. She therefore needed to shift competences from Vision to Spotting Opportunities. This also illustrates the practical application of the Ideas into Action competency cluster.

In another example, Vivek, the CTO, recognised the need to enhance his "Director" profile (Dynamiqe™) by emphasising the Planning and Management competency (EntreComp). This resulted in him reducing his sole reliance on group brainstorming and introducing an individual planning session with each team member.

Secondly, the EntreComp competences have been matched to the online Dynamiqe™ Development Advisor. For example, if the Development Advisor indicates that the User needs to use more "Trial & Error" (e.g. Creator profile) then the EntreComp competency Learning Through Experience helps describe this and translate it into a specific learning need.

Benefits of using EntreComp to enhance mentoring

The matching of the two instruments has been tested in the MeVitae case study, an Oxford University machine learning start-up, which will provide the basis for further research. In the MeVitae case study, the co-founders were able to identify the specific competences that they needed to work on as their founder roles changed.

Next steps

Although high-level matching has been done between the 15 EntreComp competences, more detailed scrutiny is needed to test and align the two instruments. In the Dynamiqe™ role profiles, the "Driver" and "Dealer" both have a high need for autonomy, risk taking and freedom to act, and the Dynamiqe™ team would like to test EntreComp towards this type of "lone wolf" entrepreneur, or solopreneur, who yearn to be their own boss whatever the risk.

GOALS

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RELATED EXAMPLES

- C33 THE WOMEN'S ORGANISATION P. 98
- T6 SIMULIMPRESA P. 118
- T14 CERTIPORT P. 133
- T15 LOOPME P. 134
- T25 SIMPLY DO IDEAS P. 152
- T34 ENTREPRENEUR SCAN P. 168

T34

GLOBAL

ENTREPRENEUR SCAN

Online assessment, coaching and development tool which aligns well to EntreComp

ACKNOWLEDGEMENTS

Martijn Driessen
Entrepreneur Scan

FURTHER INFO

WWW.ENTREPRENEURSCAN.COM

E-Scan is a responsive online self-assessment, coaching and development tool that gives an immediate insight into how entrepreneurial a person is, and offers further online development opportunities through an E-Platform via E-Learning and E-Courses.

Increasing self-awareness and entrepreneurial development

The main aim of the tool is to help students and (nascent) entrepreneurs to increase their entrepreneurial self-awareness and (self-)develop. A freemium version generates an individual's entrepreneurial index, while a paid version provides an in-depth report. More than 700,000 users have taken the online self-assessment, and accessed the wide range of add-ons via the E-Platform for intrapreneurs, entrepreneurs and edupreneurs. Benefits include more self-awareness of strengths and weaknesses, how to develop them, analysis of team competences to discover best fits as well as impact and growth measuring.

The tool is based on 25 years of scientific research into entrepreneurial competences, and the model developed through E-Scan closely matches that of EntreComp: spotting opportunities, exploiting them and creating value for yourself and others. E-Scan covers almost all the competences, but may use different wording. The same goes for the descriptions for most of the entrepreneurial competences in EntreComp.

How to use the entrepreneur scan?

- Once an account is created, users are invited via email to do an E-Scan
- The E-Scan takes on average about 12 minutes to complete and results are immediate
- The user (often guided by their coach) can be invited to start developing himself based on an E-Learning or E-Course
- Teachers or coaches can coach both online and offline, and are able to monitor their users' progress

How can it support EntreComp?

The tool can help schools, universities, organisations or business coaches to assess and develop the competences of EntreComp by using E-Scan as an aligned assessment tool. Through E-Scan and the E-Platform, learners can be offered opportunities to further develop their entrepreneurial potential and monitor their progress. Policy makers are also able to establish the impact of programmes on group/s of users using E-Scan

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RELATED EXAMPLES

C33 THE WOMEN'S ORGANISATION P. 98
C36 ESPACIO RES P. 102
T6 SIMULIMPRESA P. 118
T30 BREAK-IN THE DESK P. 160
T31 EARS P. 162
T33 DYNAMIQE™ P. 166

T35

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ENTRECOM4ALL

Platform to find Open Educational Resources that teach EntreComp skills

ACKNOWLEDGEMENTS

Edmundo Tovar

Coordinator of the EntreCom4ALL consortium, Technical University of Madrid

FURTHER INFO

ENTRECOM4ALL.EU

The EntreCom4ALL tool (under construction) is a multilingual social and semantic software web portal where the learning needs of young entrepreneurs, female entrepreneurs and intermediaries such as teachers meet the most effective Open Educational Resources (OERs). The tool searches and collates OERs from different repositories as well as online social networks to find courses that help build entrepreneurial competences for free.

The tool will make a Skills Framework Analysis available to help start-ups identify the most important skills they need. This framework is based on EntreComp. An open web portal will then list free courses based on predefined entrepreneurship learning scenarios.

The web portal will scour more than 20,000 OERs on entrepreneurship and more than 3,000 OERs on more specific keywords for the user. The resources listed can then be filtered and selected by importance.

By using EntreCom4ALL, any user will promote open practices based on OERs and foster the effectiveness of OERs for entrepreneurial educational purposes. As part of an online peer-to-peer community, users will be able to evaluate OERs, share recommendations, customise them, and re-use the contents.

EntreCom4ALL target groups

The EntreCom4ALL tool will support the following target groups:

- Young entrepreneurs in training programmes offered via networks and institutions, and students in formal courses of higher education such as degree programmes in business and entrepreneurship
- Female entrepreneurs, and those running entrepreneurial training programmes
- Teachers, trainers and intermediaries specialising in running mentoring and coaching programmes to support entrepreneurs in a company and also offering engaging competitions in entrepreneurship

The EntreCom4ALL tool will be available in English, Spanish, Italian and Hungarian.

How to use EntreCom4ALL

Users will be able to use the EntreCom4ALL platform in simple steps:

1. They assess their skills according to a framework of competences based on EntreComp that has been adapted to the needs of the target group and the learning style they could belong to.
2. They can then find resources according to their specific audience (e.g. women entrepreneurs) and learning scenario (e.g. wanting to improve a certain EntreComp skill). The EntreCom4ALL tool will provide the user with a variety of customised training paths to support the development of entrepreneurship skills.

GOALS

- I WANT TO MOBILISE
- I WANT TO CREATE VALUE
- I WANT TO APPRAISE & ASSESS
- I WANT TO IMPLEMENT
- I WANT TO RECOGNISE

RELATED EXAMPLES

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Part D • **Annexes**

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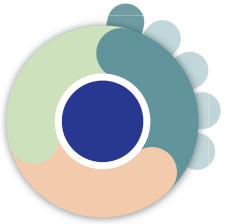
Glossary

Attitudes	'Attitudes' are motivators of performance. They include values, aspirations and priorities.
Competence	In the context of the EntreComp framework, competence is understood as a set of knowledge, skills and attitudes.
Entrepreneurship	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.
Intrapreneurship	Intrapreneurship is entrepreneurship inside an organisation.
Knowledge	Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.
Learning outcomes	Learning outcomes are statements of what a learner knows, understands and can do after completion of learning. Such statements can be designed and used for educational planning and curriculum development or for different types of accountability such as legal accountability or professional accountability.
Practical entrepreneurial experiences	Practical entrepreneurial experiences are educational experiences where the learner could come up with ideas, identify a good idea and turn that idea into action. They require the involvement of external partners in the design and/or delivery of this learning, to ensure relevance to the real world. Practical entrepreneurial experiences provide students with a supportive environment, where mistakes are embraced and failure is a learning tool, so that they gain the confidence and experience to turn their ideas into action in the real world. Practical entrepreneurial experiences should be a student-led initiative either individually or as part of a small team, involve learning by doing and producing a tangible outcome.
Resources	In the context of this work, Resources is a term that encompasses personal resources (namely, self-awareness and self-efficacy, motivation and perseverance), material resources (for instance, production means and financial resources), or non-material resources (for instance, specific knowledge, skills and attitudes).
Skills	Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Stakeholders	Stakeholders are individuals, groups and organisations with direct and indirect interest in value-creating activity and its impact.
System	A system is a dynamic complex whole made up of a set of interacting components that influence one another. A system is defined by the boundaries that distinguish it from the environment that surrounds it and interacts with it, and it is characterised by a structure, a purpose and way of functioning.
Uncertainty	Uncertainty is a situation which involves imperfect and (or) incomplete information, and which affects the predictability of outcomes. Uncertainty entails a risk of undesired effect or loss, whose probability and magnitude cannot be calculated.
Value creation	Value creation is the outcome of human activity to transform purposeful ideas into action which generates value for someone other than oneself. This value can be social, cultural or economic.

EntreComp: the full framework



AREA

IDEAS & OPPORTUNITIES

COMPETENCE

SPOTTING OPPORTUNITIES

HINT AND DESCRIPTOR

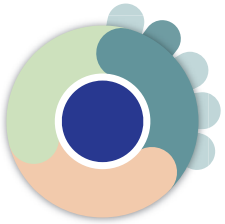
Use your imagination and abilities to identify opportunities for creating value.

Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
IDENTIFY, CREATE AND SEIZE OPPORTUNITIES	I can find opportunities to help others.	I can recognise opportunities to create value in my community and surroundings.	I can explain what makes an opportunity to create value.	I can proactively look for opportunities to create value, including out of necessity.	I can describe different analytical approaches to identify entrepreneurial opportunities.	I can use my knowledge and understanding of the context to make opportunities to create value.	I can judge opportunities for creating value and decide whether to follow these up at different levels of the system I am working in (for example, micro, meso or macro).	I can spot and quickly take advantage of an opportunity.
FOCUS ON CHALLENGES	I can find different examples of challenges that need solutions.	I can recognise challenges in my community and surroundings that I can contribute to solving.	I can identify opportunities to solve problems in alternative ways.	I can redefine the description of a challenge, so that alternative opportunities to address it may become apparent.	I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways.	I can judge the right time to take an opportunity to create value.	I can cluster different opportunities or identify synergies among different opportunities to make the most out of them.	I can define opportunities where I can maintain a competitive advantage.
UNCOVER NEEDS	I can find examples of groups who have benefited from a solution to a given problem.	I can identify needs in my community and surroundings that have not been met.	I can explain that different groups may have different needs.	I can establish which user group, and which needs, I want to tackle through creating value.	I can carry out a needs analysis involving relevant stakeholders.	I can identify challenges related to the contrasting needs and interests of different stakeholders.	I can produce a 'roadmap' which matches the needs with the actions needed to deal with them and helps me create value.	I can design projects which aim to anticipate future needs.



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
ANALYSE THE CONTEXT	I can tell the difference between different areas where value can be created (for example, at home, in the community, in the environment, or in the economy or society).	I can recognise the different roles the public, private and third sectors play in my region or country.	I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market).	I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures.	I can identify the boundaries of the system that are relevant to my (or my team's) value-creating activity.	I can analyse an existing value-creation activity by looking at it as a whole and identifying opportunities to develop it further.	I can monitor relevant trends and see how they create threats and new opportunities to create value.	I can promote a culture within my organisation that is open to spotting the weak signals of change, leading to new opportunities for creating value.



AREA

IDEAS & OPPORTUNITIES

COMPETENCE

CREATIVITY

HINT AND DESCRIPTOR

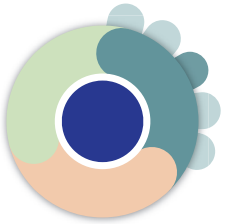
Develop creative and purposeful ideas.

Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
BE CURIOUS AND OPEN	I can show that I am curious about new things.	I can explore new ways to make use of existing resources.	I can experiment with my skills and competences in situations that are new to me.	I can actively search for new solutions that meet my needs.	I can actively search for new solutions that improve the value-creating process.	I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.	→	
DEVELOP IDEAS	I can develop ideas that solve problems that are relevant to me and my surroundings.	Alone and as part of a team, I can develop ideas that create value for others.	I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.	I can test the value of my solutions with end users.	I can describe different techniques to test innovative ideas with end users.	I can set up processes to involve stakeholders in finding, developing and testing ideas.	I can tailor a variety of ways of involving stakeholders to suit the needs of my value-creating activity.	I can design new processes to involve stakeholders in generating, developing and testing ideas that create value.
DEFINE PROBLEMS	I can approach open-ended problems (problems that can have many solutions) with curiosity.	I can explore open-ended problems in many ways so as to generate multiple solutions.	I can take part in group dynamics aimed at defining open-ended problems.	I can reshape open-ended problems to fit my skills.	I can describe and explain different approaches to shaping open-ended problems and different problem-solving strategies.	I can help others create value by encouraging experimentation and using creative techniques to approach problems and generate solutions.	I can initiate, develop, manage and complete a creative project.	I can use a mix of creative techniques to keep generating value over time.



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
DESIGN VALUE	I can assemble objects that create value for me and others.	I can improve existing products, services and processes so that they better meet my needs or those of my peers and the community.	I can identify the basic functions that a prototype should have to illustrate the value of my idea.	I can assemble, test and progressively refine prototypes that simulate the value I want to create.	I can create (alone or with others) products or services that solve my problems and my needs.	I can develop and deliver value in stages, launching with the core features of my (or my team's) idea and progressively adding more.	I can apply different design approaches to create value through new products, processes or services.	I can design and put in place innovative processes to create value.
BE INNOVATIVE	I can find examples of innovative products, services and solutions.	I can describe how some innovations have transformed society.	I can tell the difference between types of innovations (for example, process versus product innovation and social innovation, incremental versus disruptive innovation).	I can judge if an idea, product or process is innovative or just new to me.	I can describe how innovations diffuse in society, culture and the market.	I can describe different levels of innovation (for example, incremental, breakthrough or transformational) and their role in value-creating activities.	I can identify the steps needed to research the potential for an innovative idea in light of its development into an existing enterprise, a new venture or an opportunity for social change.	I can manage innovation processes that respond to emerging needs and make the most of opportunities as they become available.



AREA

IDEAS & OPPORTUNITIES

COMPETENCE

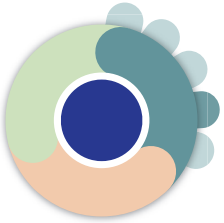
VISION

HINT AND DESCRIPTOR

Work towards your vision of the future.

Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
IMAGINE	I can imagine a desirable future.	I can develop simple future scenarios where value is created for my community and surroundings.	I can develop (alone or with others) an inspiring vision for the future that involves others.	I can build future scenarios around my value-creating activity.	I can use my understanding of the context to identify different strategic visions for creating value.	I can discuss my (or my team's) strategic vision for creating value.	I can develop (alone or with others) and compare different future scenarios.	I can show different audiences the benefits of my vision during turbulent times.
THINK STRATEGICALLY	→		I can explain what a vision is and what purpose it serves.	I am aware of what is needed to build a vision.	I can explain the role of a vision statement for strategic planning.	I can prepare a vision statement for my (or my team's) value-creating activity that guides internal decision-making throughout the whole process of creating value.	I can plan backwards from my vision to design the necessary strategy to achieve it.	I can encourage enthusiasm and a sense of belonging around a convincing vision.
GUIDE ACTION	→		My vision for creating value drives me to make the effort to turn ideas into action.	I can decide what type of vision for creating value I would like to contribute to.	I can identify the changes needed to achieve my vision.	I can promote initiatives for change and transformation that contribute to my vision.	I can identify challenges related to my (or my team's) vision, while respecting the different levels of the system and the variety of stakeholders affected.	I can create (alone or with others) a 'roadmap' based on my vision for creating value.



AREA

IDEAS & OPPORTUNITIES

COMPETENCE

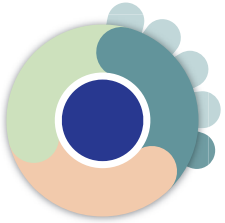
VALUING IDEAS

HINT AND DESCRIPTOR

Make the most of ideas and opportunities.

Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
RECOGNISE THE VALUE OF IDEAS	I can find examples of ideas that have value for myself and others.	I can show how different groups, such as firms and institutions, create value in my community and surroundings.	I can tell the difference between social, cultural and economic value.	I can decide which type of value I want to act on and then choose the most appropriate pathway to do so.	I recognise the many forms of value that could be created through entrepreneurship, such as social, cultural or economic value.	I can break down a value chain into its different parts and identify how value is added in each part.	I can develop strategies to effectively make the most of opportunities to create value in my organisation or venture.	I can state the value of a new idea from different stakeholders' perspectives.
SHARE AND PROTECT IDEAS	I can clarify that other people's ideas can be used and acted on, while respecting their rights.	I can explain that ideas can be shared and circulated for the benefit of everyone or can be protected by certain rights, for example, copyrights or patents.	I can tell the difference between types of licences that can be used to share ideas and protect rights.	I can choose the most appropriate licence for the purpose of sharing and protecting the value created by my ideas.	I can tell the difference between trademarks, registered design rights, patents, geographical indications, trade secrets, confidentiality agreements and copyright licences, including open, public-domain licences such as creative commons.	When creating ideas with others, I can outline a dissemination and exploitation agreement that benefits all partners involved.	I can develop a tailored strategy on intellectual property rights that deals with geographic requirements.	I can develop a strategy on intellectual property rights that is tailored to the age of my portfolio.



AREA

IDEAS & OPPORTUNITIES

COMPETENCE

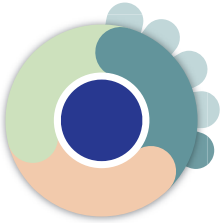
ETHICAL & SUSTAINABLE THINKING

HINT AND DESCRIPTOR

Assess the consequences and impact of ideas, opportunities and actions.

Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
BEHAVE ETHICALLY	I can recognise behaviours that show integrity, honesty, responsibility, courage and commitment.	I can describe in my own words the importance of integrity and ethical values.	I can apply ethical thinking to consumption and production processes.	I am driven by honesty and integrity when taking decisions.	I can argue that ideas for creating value should be supported by ethics and values relating to gender, equality, fairness, social justice and environmental sustainability.	I can take responsibility for promoting ethical behaviour in my area of influence, (for example, by promoting gender balance, highlighting inequalities and any lack of integrity).	I make it my priority to make sure that ethical behaviour is respected and promoted in my area of influence.	I take action against unethical behaviour.
THINK SUSTAINABLY	I can list examples of environmentally friendly behaviour that benefits a community.	I can recognise examples of environmentally friendly behaviour by companies that creates value for society as a whole.	I can identify practices that are not sustainable and their implications for the environment.	I can produce a clear problem statement when faced with practices that are not sustainable.	I can discuss the impact an organisation has on the environment (and vice versa).	I can discuss the relationship between society and technical developments, relating to their implications for the environment.	I can choose adequate methods for analysing environmental impact based on their advantages and disadvantages.	I can contribute to self-regulation discussions within my sector of operations.



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
ASSESS IMPACT	I can find and list examples of changes caused by human action in social, cultural, environmental or economic contexts.	I can tell the difference between the impact of a value-creating activity on the target community and the broader impact on society.	I can identify the impact that taking up opportunities will have on me and my team, on the target group and on the surrounding community.	I can identify stakeholders who are affected by the change brought about by my (or my team's) value-creating activity, including stakeholders who cannot speak up (for example, future generations, climate or nature).	I can analyse the implications of my value-creating activity within the boundaries of the system I am working in.	I can define the purpose of the impact assessment, impact monitoring, and evaluation of impact.	I can choose 'measure indicators' to monitor and assess the impact of my value-creating activity.	I can carry out impact assessment, impact monitoring, and impact evaluation on my value-creating activity.
BE ACCOUNTABLE	→			I can tell the difference between accounting for use of resources and accounting for the impact of my value-creating activity on stakeholders and the environment.	I can tell the difference between input, output, outcomes and impact.	I can discuss a range of accountability methods for both functional and strategic accountability.	I can use the accountability methods that hold me responsible to our internal and external stakeholders.	I can design ways to be accountable to all of our stakeholders.



AREA

RESOURCES

COMPETENCE

SELF-AWARENESS & SELF-EFFICACY

HINT AND DESCRIPTOR

Believe in yourself and keep developing.

Reflect on your needs, aspirations and wants in the short, medium and long term. Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT
FOLLOW YOUR ASPIRATIONS	I can identify my needs, wants, interests and goals.	I can describe my needs, wants, interests and goals.	I can commit to fulfilling my needs, wants, interests and goals.	I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects.	I can translate my needs, wants, interests and aspirations into goals that help me reach them.	I can help others to reflect on their needs, wants, interests and aspirations and how they can turn these into goals.	→
IDENTIFY YOUR STRENGTHS AND WEAKNESSES	I can identify things I am good at and things I am not good at.		I can judge my strengths and weaknesses and those of others in relation to opportunities for creating value.	I am driven by the desire to use my strengths and abilities to make the most of opportunities to create value.	I can team up with others to compensate for our weaknesses and add to our strengths.	I can help others identify their strengths and weaknesses.	→
BELIEVE IN YOUR ABILITY	I believe in my ability to do what I am asked successfully.	I believe in my ability to achieve what I intend to.	I can judge the control I have over my achievements (compared with any control from outside influences).	I believe I can influence people and situations for the better.	I believe in my ability to carry out what I have imagined and planned, despite obstacles, limited resources and resistance from others.	I believe in my ability to understand and take the good out of experiences that others may label as failures.	→



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
SHAPE YOUR FUTURE	I can list different types of jobs and their key functions.	I can describe which qualities and abilities are needed for different jobs, and which of these qualities and abilities I have.	I can describe my skills and competences relating to career options, including self-employment.	I can use my skills and competences to change my career path, as a result of new opportunities or from necessity.	I can discuss how a realistic understanding and evaluation of my personal attitudes, skills and knowledge can influence my decision-making, relationships with other people and quality of life.	I can choose professional development opportunities with my team and organisation based on a clear understanding of our strengths and weaknesses.	I can design professional development strategies for my team and organisation based on a clear understanding of our strengths and weaknesses, in relation to both current and future opportunities to create value.	I can design strategies to overcome my (or my team's or organisation's) weaknesses and to develop our strengths in anticipating future needs.



AREA

RESOURCES

COMPETENCE

MOTIVATION & PERSEVERANCE

HINT AND DESCRIPTOR

Stay focused and don't give up.

Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
STAY DRIVEN	I am driven by the possibility to do or contribute to something that is good for me or for others.	I am motivated by the idea of creating value for myself and others.	I can anticipate the feeling of achieving my goals and this motivates me.	I can regulate my own behaviour to stay driven and achieve the benefits of turning ideas into action.	→			
BE DETERMINED	I see tasks as challenges to do my best.	I am motivated by challenges.	I can set challenges to motivate myself.	I am willing to put effort in and use resources to overcome challenges and achieve my (or my team's) goals.	I drive my effort by using my desire for achievement and belief in my ability to achieve.	I can coach others to stay motivated, encouraging them to commit to what they want to achieve.	I can create the right climate to motivate my team (for example, by celebrating successes, by learning from failures and by encouraging innovative ways to tackle problems).	I consider all outcomes as temporary solutions appropriate to their time and context, and so am motivated to make sure they develop in a continuous cycle of improvement and innovation.
FOCUS ON WHAT KEEPS YOU MOTIVATED	→	I can recognise different ways of motivating myself and others to create value.	I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others.	I can tell the difference between personal and external factors that motivate me or others when creating value.	I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress).	I can use strategies to keep my team motivated and focused on creating value.	I can design effective ways to attract talented people and keep them motivated.	I can reward initiative, effort, and achievement appropriately within my team and organisation.



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
BE RESILIENT	I show passion and willingness to achieve my goals.	I am determined and persevere when trying to achieve my (or my team's) goals.	I can overcome simple adverse circumstances.	I can judge when it is not worth continuing with an idea.	I can persevere in the face of adversities when trying to achieve my goals.	I can devise strategies to overcome standard adverse circumstances.	I can cope with unexpected change, setbacks and failures (for example, job loss).	I can make sure that my team or organisation stay positive when making difficult decisions and dealing with failure.
DON'T GIVE UP	I do not give up and I can keep going even when facing difficulties.	I am not afraid of working hard to achieve my goals.	I can delay achieving my goals in order to gain greater value, thanks to prolonged effort.	I can maintain effort and interest, despite setbacks.	I can celebrate short-term achievements, in order to stay motivated.	I can inspire others to work hard on their goals by showing passion and a strong sense of ownership.	I can stay focused on my vision and goals, despite challenges.	



AREA

RESOURCES

COMPETENCE

MOBILISING RESOURCES

HINT AND DESCRIPTOR

Get and manage the resources you need.

Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (for example, through suitable partnerships, networking, outsourcing and crowd-sourcing).

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
MANAGE RESOURCES (MATERIAL AND NON-MATERIAL)	I recognise that resources are not unlimited.	I can appreciate the importance of sharing resources with others.	I can experiment with different combinations of resources to turn my ideas into action.	I can get and manage the necessary resources to turn my idea into action.	I can develop a plan for dealing with limited resources when setting up my value-creating activity.	I can get together the necessary resources to develop my value-creating activity.	I can allocate enough resources to each step of my (or my team's) action plan and for the value-creating activity (for example, time, finances, and my team's skills, knowledge and experience).	I can judge the key resources needed to support an innovative idea or opportunity to develop an existing business, launch a new venture, or initiate a social enterprise.
USE RESOURCES RESPONSIBLY	I value my possessions and use them responsibly.	I can describe how resources last longer through reuse, repair and recycling.	I can discuss the principles of circular economy and resource efficiency.	I use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces).	I take into account the non-material cost of using resources when taking decisions about my value-creating activities.	I can choose and put in place effective resource-management procedures (for example, life-cycle analysis, solid waste).	I can identify the opportunities that using resources efficiently and the circular economy bring to my organisation.	I can design and put in place innovative ways to lower the overall impact of my value-creating activity on the environment, the community and society, and measure the improvement.



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
MAKE THE MOST OF YOUR TIME	I can recognise different uses for my time (for example, studying, playing, resting).	I value my time as a scarce resource.	I can discuss the need for investing time in different value-creating activities.	I can use my time effectively to achieve my goals.	I can manage my time effectively, using techniques and tools that help make me (or my team) productive.	I can help others manage their time effectively.	I can put in place effective time-management procedures.	I can develop effective time-management procedures that meet the specific needs of my value-creating activity.
GET SUPPORT	I can look for help when I am having difficulty achieving what I have decided to do.	I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors).	I can describe the concepts of division of labour and job specialisation.	I can find and list public and private services to support my value-creating activity (for example, incubator, social enterprise advisors, start-up angels, chamber of commerce).	I can find digital solutions (for example, free, paid-for, or open-source) that can help me manage my value-creating activities efficiently.	I can find support to help me take advantage of an opportunity to create value (for example, advisor or consultancy services, peer or mentor support).	I can effectively delegate tasks within and outside my organisation to make the most value (for example, outsourcing, partnering, acquisitions, crowd-sourcing).	I can develop a network of flexible and responsive providers from outside the organisation who support my value-creating activity.



AREA

RESOURCES

COMPETENCE

FINANCIAL & ECONOMIC LITERACY

HINT AND DESCRIPTOR

Develop financial and economic know-how.

Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time. Manage financing to make sure my value-creating activity can last over the long term.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
UNDERSTAND ECONOMIC AND FINANCIAL CONCEPTS	I can recall basic terminology and symbols related to money.	I can explain simple economic concepts (for example, supply and demand, market price, trade).	I can use the concept of opportunity costs and comparative advantage to explain why exchanges happen between individuals, regions and nations.	I can read income statements and balance sheets.	I can explain the difference between a balance sheet and a profit-and-loss account.	I can build financial indicators (for example, return on investment).	I can use financial indicators to assess the financial health of a value-creating activity.	I can use financial indicators to compare the financial health of my value-creating activity with that of competitors'.
BUDGET	I can judge what to use my money for.	I can draw up a simple household budget in a responsible manner.	I can draw up a budget for a value-creating activity.	I can judge the cash-flow needs of a value-creating activity.	I can apply the financial planning and forecasting concepts that I need to turn ideas into action (for example, profit or not for profit).	I can judge the cash-flow needs of a complex project.	I can judge the cash-flow needs of an organisation that handles many value-creating activities that depend on each other.	I can create a plan for the financial and economic long-term sustainability of my (or my team's) value-creating activity.



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
FIND FUNDING	I can identify the main types of income for families, businesses, non-profit organisations and the state.	I can describe the main role of banks in the economy and society.	I can explain that value-creating activities can take different forms (a business, a social enterprise, a non-profit organisation and so on) and can have different structures of ownership (individual company, limited company, co-operative and so on).	I can identify public and private sources of funding for my value-creating activity (for example, prizes, crowd-funding, and shares).	I can choose the most appropriate sources of funding to start up or expand a value-creating activity.	I can apply for public or private business support programmes, financing schemes, public subsidies or calls for tender.	I can raise funds and secure revenue from different sources, and manage the diversity of those sources.	I can judge an opportunity as a possible investor.
UNDERSTAND TAXATION	I can outline the purpose of taxation.	I can explain how taxation finances the activities of a country and its part in providing public goods and services.	I can estimate the main accountancy and tax obligations I need to fulfil to meet the tax requirements for my activities.		I can estimate how my financial decisions (investments, buying assets, goods and so on) affect my tax.	I can make financial decisions based on current taxation schemes.	I can make financial decisions based on taxation schemes of different countries and territories.	



AREA

RESOURCES

COMPETENCE

MOBILISING OTHERS

HINT AND DESCRIPTOR

Inspire, engage 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.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
INSPIRE AND GET INSPIRED	I show enthusiasm for challenges.	I am actively involved in creating value for others.	I do not get discouraged by difficulties.	I can lead by example.	I can get endorsement from others to support my value-creating activity.	I can inspire others, despite challenging circumstances.	I can maintain momentum with my team, partners and stakeholders when involved in a challenging situation.	I can form coalitions to turn ideas into action.
PERSUADE	→	I can persuade others by providing a number of arguments.	I can persuade others by providing evidence for my arguments.	I can persuade others by appealing to their emotions.	I can pitch effectively in front of potential investors or donors.	I can overcome resistance from those who will be affected by my (or my (team's) vision, innovative approach and value-creating activity.	I can create a call to action that gets internal stakeholders on board, such as co-workers, partners, employees or senior managers.	I can negotiate support for ideas for creating value.
COMMUNICATE EFFECTIVELY	I can communicate my ideas clearly to others.	I can communicate my team's ideas to others persuasively by using different methods (for example, posters, videos, role-play).	I can communicate imaginative design solutions.	I can communicate the value of my (or my team's) idea to stakeholders from different backgrounds effectively.	I can communicate the vision for my (or my team's) venture in a way that inspires and persuades external groups, such as funders, partner organisations, volunteers, new members and affiliate supporters.	I can produce narratives and scenarios that motivate, inspire and direct people.	I can take part in constructive discussions with the community that my idea is targeted at.	I can get all relevant stakeholders to take responsibility to act on an opportunity for value creation.



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
USE MEDIA EFFECTIVELY	I can provide examples of inspiring communication campaigns.	I can discuss how different media can be used to reach audiences in different ways.	I can use various methods, including social media, to communicate value-creating ideas effectively.	I can use media appropriately, showing that I am aware of my audience and purpose.	I can influence opinions in relation to my value-creating activity, through a planned approach to social media.	I can design effective social-media campaigns to mobilise people in relation to my (or my team's) value-creating activity.	I can define a communication strategy to mobilise people in relation to my (or my team's) value-creating activity.	I can sustain and increase the support for my vision.



AREA

INTO ACTION

COMPETENCE

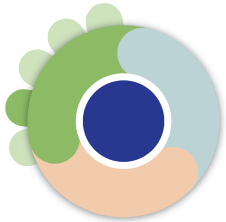
TAKING THE INITIATIVE

HINT AND DESCRIPTOR

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.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
TAKE RESPONSIBILITY	I can carry out the tasks I am given responsibly.	I am comfortable in taking responsibility in shared activities.	I can take individual and group responsibility to carry out simple tasks in valuecreating activities.	I can take individual and group responsibility in value-creating activities.	I can delegate responsibility appropriately.	I can encourage others to take responsibility in value-creating activities.	I take responsibility in complex value-creating activities.	I can take responsibility in seizing new opportunities and when facing unprecedented challenges in value-creating activities.
WORK INDEPENDENTLY	I show some independence in carrying out tasks I am given.	I can work independently in simple value-creating activities.	I can initiate simple value-creating activities.	I am driven by the possibility of being able to initiate value-creating activities independently.	I can initiate value-creating activities alone and with others.	I can help others work independently.	I praise initiative taken by others and reward it appropriately within my team and organisation.	→
TAKE ACTION	I can have a go at solving problems that affect my surroundings.	I show initiative in dealing with problems that affect my community.	I actively face challenges, solve problems and seize opportunities to create value.		I take action on new ideas and opportunities, which will add value to a new or existing value-creating venture.	I value others taking the initiative in solving problems and creating value.	I can encourage others to take the initiative in solving problems and creating value within my team and organisation.	→



AREA

INTO ACTION

COMPETENCE

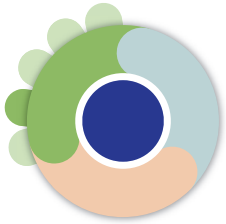
PLANNING & MANAGEMENT

HINT AND DESCRIPTOR

Prioritise, organise and follow up.

Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
DEFINE GOALS	I can clarify what my goals are in a simple value-creating activity.	I can identify alternative goals to create value in a simple context.	I can describe my goals for the future in line with my strengths, ambitions, interests and achievements.	I can set short-term goals that I can act on.	I can define long-term goals arising from the vision for my (or my team's) value-creating activity.	I can match short-term, mid-term and long-term goals to the vision for my (or my team's) value-creating activity.	I can design a strategy to achieve goals in line with my (or my team's) vision.	I can manage the balance between the need for creativity and for control so that my organisation's capacity to achieve its goals is protected and nurtured.
PLAN AND ORGANISE	I can carry out a simple plan for value-creating activities.	I can deal with a range of simple tasks at the same time without feeling uncomfortable	I can create an action plan which identifies the necessary steps to achieve my goals.	I can allow for the possibility of changes to my plans.	I can summarise the basics of project management.	I can apply the basics of project management in managing a value-creating activity.	I can develop and stick to a detailed project management plan, adjusting to changing circumstances to make sure goals are reached.	I can design managerial procedures to effectively deliver value in challenging circumstances.
DEVELOP SUSTAINABLE BUSINESS PLANS			I can develop a business model for my idea.	I can define the key elements that make up the business model necessary to deliver the value I have identified.	I can develop a business plan based on the model, describing how to achieve the value identified.	I can organise my value-creating activities using planning methods such as business and marketing plans.	I can keep my planning methods updated and adapt them to changing circumstances.	I can adapt my value-creating activity's business model to face new challenges.



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
DEFINE PRIORITIES	I can recall the order of steps that was needed in a simple value-creating activity I took part in.	I can identify the basic steps that are needed in a value-creating activity.	I can prioritise the basic steps in a value-creating activity.	I can set my own priorities and act on them.	I can define the priorities to meet my (or my team's) vision.	I can stay focused on the priorities set, despite changing circumstances.	I can define priorities in uncertain circumstances, with partial or ambiguous information.	
MONITOR YOUR PROGRESS	I can recognise how much progress I have made on a task.	I can monitor whether a task is going to plan.	I can identify different types of data that are necessary for monitoring the progress of a simple value-creating activity.	I can set basic milestones and observation indicators to monitor the progress of my value-creating activity.	I can describe different methods for performance and impact monitoring.	I can define what data is needed to monitor how effective my value-creating activities are and an appropriate way to collect it.	I can develop the performance indicators I (or my team) need to monitor progress towards a successful outcome in changing circumstances.	I can design and put in place a data collection plan to monitor whether my venture is achieving its aims.
BE FLEXIBLE AND ADAPT TO CHANGES	I am open to changes.	I can confront and deal with changes in a constructive way.	I can change my plans based on the needs of my team.	I can adapt my plans to achieve my goals in light of changes that are outside my control.	I can embrace change that brings new opportunities for value creation.	I can anticipate and include change during the value-creating process.	I can use the results of monitoring to adjust vision, aims, priorities, resource planning, action steps or any other aspect of the value-creating process.	I can communicate effectively to the organisation the reason for changes and adjustments.



AREA

INTO ACTION

COMPETENCE

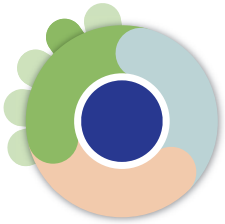
COPING WITH UNCERTAINTY, AMBIGUITY & RISK

HINT AND DESCRIPTOR

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.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
COPE WITH UNCERTAINTY AND AMBIGUITY	I am not afraid of making mistakes while trying new things.	I explore my own ways to achieve things.	I can discuss the role that information plays in reducing uncertainty, ambiguity and risk.	I can actively look for, compare and contrast different sources of information that help me reduce ambiguity, uncertainty, and risks in making decisions.	I can find ways of making decisions when the information is incomplete.	I can pull together different viewpoints to take informed decisions when the degree of uncertainty is high.	I can make decisions evaluating the different elements in a situation that is uncertain and ambiguous.	I can set up appropriate strategies for collecting and monitoring data, which help me take decisions based on sound evidence.
CALCULATE RISK	I can identify examples of risks in my surroundings.	I can describe risks related to a simple value-creating activity in which I take part.	I can tell the difference between acceptable and unacceptable risks.	I can weigh up the risks and benefits of self-employment with alternative career options, and make choices that reflect my preferences.	I can apply the concept of affordable losses to make decisions when creating value.	I can compare value-creating activities based on a risk assessment.	I can assess the risks my venture is exposed to as conditions change.	I can evaluate high-risk long-term investments using a structured approach.
MANAGE RISK	→		I can critically evaluate the risks associated with an idea that creates value, taking into account a variety of factors.	I can critically evaluate the risks related to the formal set-up of a value-creating venture in the area in which I work.	I can demonstrate that I can make decisions by weighing up both the risks and the expected benefits of a value-creating activity.	I can outline a risk management plan for guiding my (or my team's) choices while developing my value-creating activity.	I can use strategies to reduce the risks that may arise during the value-creating process.	I can come up with strategies to reduce the risk of my value-creating initiative becoming obsolete.



AREA

INTO ACTION

COMPETENCE

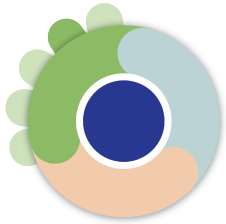
WORKING WITH OTHERS

HINT AND DESCRIPTOR

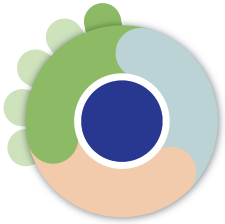
Team up, work together, and network.

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.

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
ACCEPT DIVERSITY (PEOPLE'S DIFFERENCES)	I can show respect for others, their background and situations.	I am open to the worth that others can bring to value-creating activities.	I can combine different contributions to create value.	I can value diversity as a possible source of ideas and opportunities.	→	I can support diversity within my team or organisation.	Outside of my organisation, I can find ideas that create value and make the most of them.	→
DEVELOP EMOTIONAL INTELLIGENCE	I can show empathy towards others.	I can recognise the role of my emotions, attitudes and behaviours in shaping others people's attitudes and behaviours and vice versa.	I can express my (or my team's) value-creating ideas assertively.	I can face and solve conflicts.	I can compromise where necessary.	I can deal with non-assertive behaviour that hinders my (or my team's) value -creating activities (for example, destructive attitudes, aggressive behaviour and so on).	I can manage conflicts effectively.	→
LISTEN ACTIVELY	I can show empathy towards others.	I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals.	I can listen to other people's ideas for creating value without showing prejudice.	I can listen to my end users.	I can describe different techniques for managing relationships with end users.	I can put in place strategies to actively listen to my end users and act on their needs.	I can pull together information from a wide range of sources to understand my end users' needs.	→



THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
TEAM UP	I am open to working alone as well as with others, playing different roles and taking some responsibility.	I am willing to change my way of working in a group.	I can work with a range of individuals and teams.	I share the ownership of value-creating activities with the members of my team.	I can build a team based on the individual knowledge, skills and attitudes of each member.	I can contribute to creating value by teaming up with distributed communities through digital technologies.	I can design physical and virtual spaces that encourage team members to work together.	I can build an organisation's capacity to create value by encouraging people to work together.
WORK TOGETHER	I am open to involving others in my value-creating activities.	I can contribute to simple value-creating activities.	I can contribute to group decision-making constructively.	I can create a team of people who can work together on a value-creating activity.	I can use techniques and tools that help people to work together.	I can give people the help and support they need to perform at their best within a team.	I can work with a remote team of people who can independently contribute to a value-creating activity.	I can design working methods and incentives that enable team members to work well together.
EXPAND YOUR NETWORK	I can explain the meaning and forms of association, co-operation and peer-to-peer support (for example, family and other communities).	I am open to establishing new contacts and cooperation with others (individuals and groups).	I can use the relationships I have to get the support I need to turn ideas into action, including emotional support.	I can establish new relationships to get the support I need to turn ideas into action, including emotional support (for example, joining a mentor network).	I can use my network to find the right people to work on my (or my team's) value-creating activity.	I proactively make contact with the right people inside and outside my organisation to support my (or my team's) value-creating activity (for example, at conferences or on social media).	I can use my network to bring together different perspectives to inform my (or my team's) value-creating process.	I can design effective processes to build networks of different or new stakeholders and keep them engaged.



AREA

INTO ACTION

COMPETENCE

LEARNING THROUGH EXPERIENCE

HINT AND DESCRIPTOR

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).

THREAD	FOUNDATION		INTERMEDIATE		ADVANCED		EXPERT	
REFLECT	I can find examples of great failures that have created value.	I can provide examples of temporary failures that have led to valuable achievements.	I can reflect on failures (mine and other people's), identify their causes and learn from them.	I can judge if and how I have achieved my goals, so that I can evaluate my performance and learn from it.	I can reflect on my (or my team's) achievements and temporary failures as things develop so as to learn and improve my ability to create value.	I can help others reflect on their achievements and temporary failures by providing honest and constructive feedback.	I can take my team or the organisation to a higher level of performance, based on the feedback collected and by learning lessons from achievements and failures.	
LEARN TO LEARN	I can provide examples that show that my abilities and competence have increased with experience.	I can anticipate that my abilities and competence will grow with experience, through both successes and failures.	I can reflect on the relevance of my learning pathways for my future opportunities and choices.	I am always looking for opportunities to improve my strengths and reduce or compensate for my weaknesses.	I can find and choose opportunities to overcome my (or my team's) weaknesses and to develop my (or my team's) strengths.	I can help others develop their strengths and reduce or compensate for their weaknesses.	I can identify opportunities for self-improvement in my organisation and beyond.	I can design and put in place a strategy for my venture to continue to generate value.
LEARN FROM EXPERIENCE	I can recognise what I have learnt from taking part in value-creating activities.	I can reflect on my experience in taking part in value-creating activities and learn from it.	I can reflect on my interaction with others (including peers and mentors) and learn from it.	I can filter the feedback provided by others and keep the good from it.	I can integrate lifelong learning into my personal development strategy and career progress.	I can help others reflect on their interaction with other people and help them learn from this interaction.	I can learn from the impact-monitoring and evaluation activities that I have designed to track the progress of my value-creating activity.	I can learn lessons from monitoring and evaluation processes and establish them into my organisation's learning processes.

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