

IO3: IN-SERVICE TRAINING FOR VET TUTORS

LEARNING UNIT 1

ANNEX 2: WHAT IS ENTRECOMP?

WHAT IS ENTRECOMP



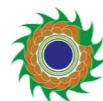
Green-4-Future

Greening the EntreComp Framework to Reconcile Economic
Development and Environmental Security

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1. POLICY CONTEXT



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The development of the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the EU and Member States for many years. There is a growing awareness that entrepreneurial skills, knowledge, and attitudes can be learned and in turn lead to the widespread development of entrepreneurial mind-sets and culture, which benefit individuals and society as a whole.

The European Commission first referred to the importance of entrepreneurship education in 2003, in the European Green Paper on Entrepreneurship in Europe. By 2006, the European Commission had identified a 'sense of initiative and entrepreneurship' as one of the eight key competences necessary for all members of a knowledge-based society. The 2008 Small Business Act for Europe, the 2012 Communication on Rethinking Education, the 2013 Entrepreneurship Action Plan 2020, and more recently the New Skills Agenda for Europe, have kept the need to promote entrepreneurship education and entrepreneurial learning under the spotlight. This has led to a wealth of initiatives across Europe.

Despite the vibrant interest in entrepreneurial capacity building, almost a decade after the 2006 Recommendation on 'Key competences for lifelong learning', there is still no consensus on what the distinctive elements of entrepreneurship as a competence are. As highlighted in the 2016 edition of the Eurydice Report on 'Entrepreneurship Education at School', about half the countries in Europe make use of the European Key Competence definition of entrepreneurship. A third of the countries use their own national definition and almost 10 countries have no commonly agreed definition at national level. Further-more, the lack of comprehensive learning outcomes for entrepreneurship education is identified by Eurydice as one of the main hindrances to the development of entrepreneurial learning in Europe.

As a result, there is a clear need to define and describe entrepreneurship as a competence; to develop the reference framework describing its components in terms of knowledge, skills and attitudes; and to provide European citizens with the appropriate tools to assess and effectively develop this key competence.

In this context, the Entrepreneurship Competence study (EntreComp) was launched by the JRC on behalf of the Directorate General for Employment, Social Affairs, and Inclusion (DG EMPL) in January 2015. One of the key objectives of EntreComp was to develop a common conceptual approach, which could support the development of entrepreneurship competence at European level.



2. WHAT IS ENTRECOMP?

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We live in a rapidly changing society where it is essential that everyone has the capacity to act upon opportunities and ideas, to work with others, to manage dynamic careers and shape the future for the common good.

To achieve these goals we need people, teams, and organisations with an entrepreneurial mindset, in every aspect of life.

The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset.

EntreComp offers a comprehensive description of the knowledge, skills, and attitudes that people need to be entrepreneurial and create financial, cultural, or social value for others.

EntreComp is a free, flexible reference framework that can be adapted to support development and understanding of entrepreneurial competence in any setting.

Since its launch in 2016 EntreComp has been used in both policy and practice across multiple sectors to support active citizenship, innovation, employability and learning through entrepreneurial thinking and action.

The European Pillar of Social Rights highlights the importance of lifelong learning by all to ensure equal opportunities, access to the labour market, and inclusion. We need to develop and recognise entrepreneurial competence as a key part of our lifelong learning.

Entrepreneurial competence is often misunderstood and unevenly incorporated in education and training across the EU. EntreComp has the potential to support development of entrepreneurial competence for all and can be tailored and targeted to support different skills levels, needs and goals.

3. UNDERSTANDING ENTRECOMP

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EntreComp is a framework of 15 entrepreneurship competences, broken down further into threads that describe what the particular competence really means in practical terms. These are clearly defined through learning outcomes (442 in total) – what a learner knows, understands, and can do. The learning outcomes are mapped across 8 different levels of progression, from beginner to expert.

There are 5 key building blocks to understanding EntreComp: definition, areas, competences, threads and progression levels.

1. Definition

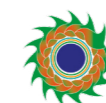
EntreComp defines entrepreneurship as: The capacity to act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social.

2. Areas

EntreComp identifies 3 competence areas: This framework for entrepreneurship competencies is developed by a Joint Research Centre (JRC) in the EC. It focuses on three areas: Ideas and Opportunities, Resources and Action-related competences, each of which consists of five specific competencies. These include, but are not limited to, recognising opportunities, creativity, evaluating ideas, personal qualities (self-awareness, motivation, financial literacy) and developing the ability to take the initiative, undertake planning, and promote teamwork and collaborative learning.

3. Competences

Each area contains five competences, and together these make up the 15 competences that create an entrepreneurial mindset (as shown in the image below). Each competence is explained through a hint and a brief description, and then developed further into thematic threads and learning outcomes.





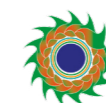
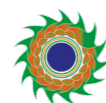
Each slice has a different colour: blue for the competences in the 'Ideas and opportunities' area, orange for those in the 'Resources' area and green for the competences in the 'Into action' area. The slices are surrounded by the three competence rings, which embrace all the 15 competences. This representation underlines that the coupling between competence areas and competences does not have taxonomic rigour. For example, creativity is presented as one of the competences in the 'Ideas and opportunities' area, even though the creative process entails both the use of resources and the capacity to act upon ideas to mould their value. The reader is welcome to establish new links among areas and competences to expand the elements of the framework and adapt them to best fit his/her focus.

The image above provides an overview of the EntreComp conceptual model, showing how the entrepreneurship competence has been broken down into its constituent parts within the framework. Competences are numbered for ease of reference – the order in which they are presented does not imply a sequence in the acquisition process or a hierarchy: no one element comes first, and none of them is more important than the others. There are no core competences and enabling competences in the EntreComp conceptualisation.

Depending on the context of take-up, it is reasonable to expect that more emphasis may be put on some of the competences and less on others, or else that competences are streamlined to mirror an entrepreneurial process created to foster learning through entrepreneurship. In other words, the EntreComp Framework can be seen as a starting point for the interpretation of the entrepreneurship competence, which over time will be further elaborated and refined to address the particular needs of specific target groups.

Competences per area: IDEAS & OPPORTUNITIES

Competence	Hint	Description
Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> 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
Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> 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
Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> 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
Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities, and actions	<ul style="list-style-type: none"> 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

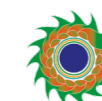
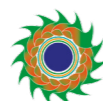


Competences per area: **RESOURCES**

Competence	Hint	Description
Self-awareness & self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> • 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
Motivation and perseverance	Stay focused and do not give up	<ul style="list-style-type: none"> • 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
Mobilising resources	Gather and manage the resources you need	<ul style="list-style-type: none"> • 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
Financial & economic literacy	Develop financial and economic know-how	<ul style="list-style-type: none"> • 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
Mobilising others	Inspire, enthuse, and get others on board	<ul style="list-style-type: none"> • 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
Taking the initiative	Go for it	<ul style="list-style-type: none"> • Initiate processes that create value • Take up challenges • Act and work independently to achieve goals, stick to intentions and carry out planned tasks
Planning & management	Prioritise, organise, and follow up	<ul style="list-style-type: none"> • Set long-, medium- and short-term goals • Define priorities and action plans • Adapt to unforeseen changes
Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity, and risk	<ul style="list-style-type: none"> • 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
Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> • 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
Learning through experience	Learn by doing	<ul style="list-style-type: none"> • 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)





'Ideas and opportunities', 'Resources' and 'Into Action' are the three areas of the conceptual model and they have been labelled to stress entrepreneurship competence as the ability to transform ideas and opportunities into action by mobilising resources. These resources can be personal (namely, self-awareness and self-efficacy, motivation, and perseverance), material (for instance, production means and financial resources) or non-material (for instance, specific knowledge, skills, and attitudes).

The three **competence areas are tightly intertwined:** entrepreneurship as a competence stands above all three of these together. The 15 competences are also interrelated and interconnected and should be treated as parts of a whole. We are not suggesting that the learner should acquire the highest level of proficiency in all 15 competences or have the same proficiency across all the competences. The framework does, however, imply that entrepreneurship as a competence is made up of 15 building blocks.

4. THE ENTRECOMP PROGRESSION MODEL

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Entrepreneurship as a competence is developed through action by individuals or collective entities to create value for others.

The progression in entrepreneurial learning is made up of two aspects:

1. Developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value;
2. Developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments.

The EntreComp Progression Model does not lay down a linear sequence of steps that every citizen must take to become proficiently entrepreneurial or to start-up a venture. Instead, it shows that the boundaries of individual and collective entrepreneurial competences can be pushed forward, to achieve greater and greater impact through value creating endeavours.

The EntreComp Progression Model provides a reference for the development of proficiency starting from value creation achieved through external support, up to transformative value creation. It consists of four main levels: Foundation, Intermediate, Advanced and Expert. Each level is in turn split into two sub-levels. At Foundation level, entrepreneurial value is created with external support. At Intermediate level, entrepreneurial value is created with increasing autonomy. At Advanced level, responsibility to transform ideas into action is developed. At Expert level, the value created has considerable impact in its reference domain.

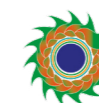
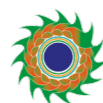
These proficiency levels provide a way for the reader to look at the learning outcomes. For instance, the first learning outcome of the 8th proficiency levels is: I can spot and quickly take advantage of an opportunity. Although 'spotting and taking advantage of opportunity'

is a skill that learners start developing at lower levels, level 8 emphasises the need to do it 'quickly'. At this expert level, timeliness in making use of a window of opportunity has a strategic importance which can lead to high growth, breakthrough innovation or radical transformation.

The EntreComp aims to be comprehensive and to offer a tool that can be adapted to different needs. It is not prescriptive, and it does not suggest that all learners should acquire the highest level of proficiency in the competences, or that they should reach the same proficiency across all the competences. For example, we could imagine designing an entrepreneurial learning experience targeted at the employees of the shoe-making district of our region. In our programme we could, for instance, aim at an advanced level of proficiency in competences like 'spotting opportunities', 'vision', 'mobilizing resources', 'mobilising others' and 'planning and organising'. At the same time, we could aim to achieve an intermediate level of proficiency in 'financial and economic literacy'. We could deem it important to provide our learners with the skills to understand the financial viability of their ideas, but not important to have them develop double-entry bookkeeping skills, which would require an advanced level of proficiency.

We remind that entrepreneurial value creation and entrepreneurial learning can take place in any sphere of life.

The EntreComp Progression Model does not refer to any specific setting, especially not to formal education settings. By focusing on the development of competences through the actual creation of entrepreneurial value, the progression model breaks down the boundaries between education, work, and civic engagement. In this respect, the EntreComp Progression Model is transversal to formal, non-formal and informal learning contexts.



5. USING ENTRECOMP TO ACHIEVE GOALS

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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.

ENTRECOMP CAN HELP YOU TO ACHIEVE A NUMBER OF GOALS, SUCH AS:

- **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 and 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**

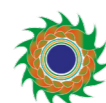
Using EntreComp to help with the implementation of ideas or projects It means to design entrepreneurial learning or practical entrepreneurial experiences, to design skills development and career pathways or start-up pathways, to embed EntreComp or link to other key competences, to establish or enhance 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 recognize skills development and to identify professional competences, or to demonstrate the impact of programmes or activities.



6. WHO IS ENTRECOMP FOR?



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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.

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



7. TOP TIPS FOR GETTING STARTED WITH ENTRECOMP

7. 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**

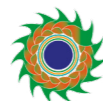
Whoever they are, employees or school children, they will have different starting points for their skills development. A learner is not expected to develop all the competences to a specific level and very few learners are expected to acquire the highest level of proficiency in all the competences.

- **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**

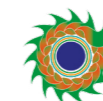
Show the value of your activities and resources by highlighting those that successfully address EntreComp competences.

- **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.



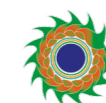


8. REFERENCES

- EntreComp: The European Entrepreneurship Competence Framework (<https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>)
- *EntreComp into Action: get inspired, make it happen* - A user guide to the European Entrepreneurship Competence Framework

Activity Code	Activity Title	Activity type <small>(i.e. face-to-face learning or self-directed learning)</small>	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.1	"Getting to know GreenEntreComp - importance and purpose"	Individual work	K.1.1 K.1.2. S.1.4.	60 min
TASK 1	Interpret and describe in your own words the benefits and importance of the GreenEntreComp.			

Activity Code	Activity Title	Activity type <small>(i.e. face-to-face learning or self-directed learning)</small>	Learning Outcomes to be achieved through this activity	Learning Time for this activity
A1.2 - TASK 2	"Benefits and importance of GreenEntreComp"	Group work (3-4 trainees)		60 min
TASK 2	Discussion about: <ul style="list-style-type: none"> • Rationale behind "greening" the EntreComp • Benefits of using GreenEntreComp • Descriptors of GreenEntreComp • Importance of GreenEntreComp Create new "greener" descriptors and competences using the existing ones from EntreComp.			





Green-4-Future



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

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Project Number: 2020-1-DE02-KA202-007429