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WP2 Capacity Building Programme

D2.5 EU Competence Frameworks Training – EntreComp

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EntreComp: Turning ideas into action

EntreComp is the European framework that helps people develop an entrepreneurial mindset, which refers to the ability to **create value for others**, in their work, community or daily life. It is not about starting a business, but about thinking creatively, taking initiative and making ideas happen.

It helps VET teachers and learners to

- Think beyond technical skills
- Connect classroom learning with real-life challenges
- Build confidence, creativity, and initiative. In changing labour markets, being entrepreneurial means being ready for opportunities, adaptable and proactive in any profession

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The three areas of EntreComp

EntreComp is structured around **3 main areas** that represent the journey from idea to impact:

Ideas & Opportunities

spotting needs, imagining solutions, creating value

Resources

using skills, time and support to make ideas real

Into Action

turning plans into action and learning from experience

Each of these split in **5 specific competences**, each composed of **different threads** describing the competence and associated to **learning outcomes** across **8 progression levels**

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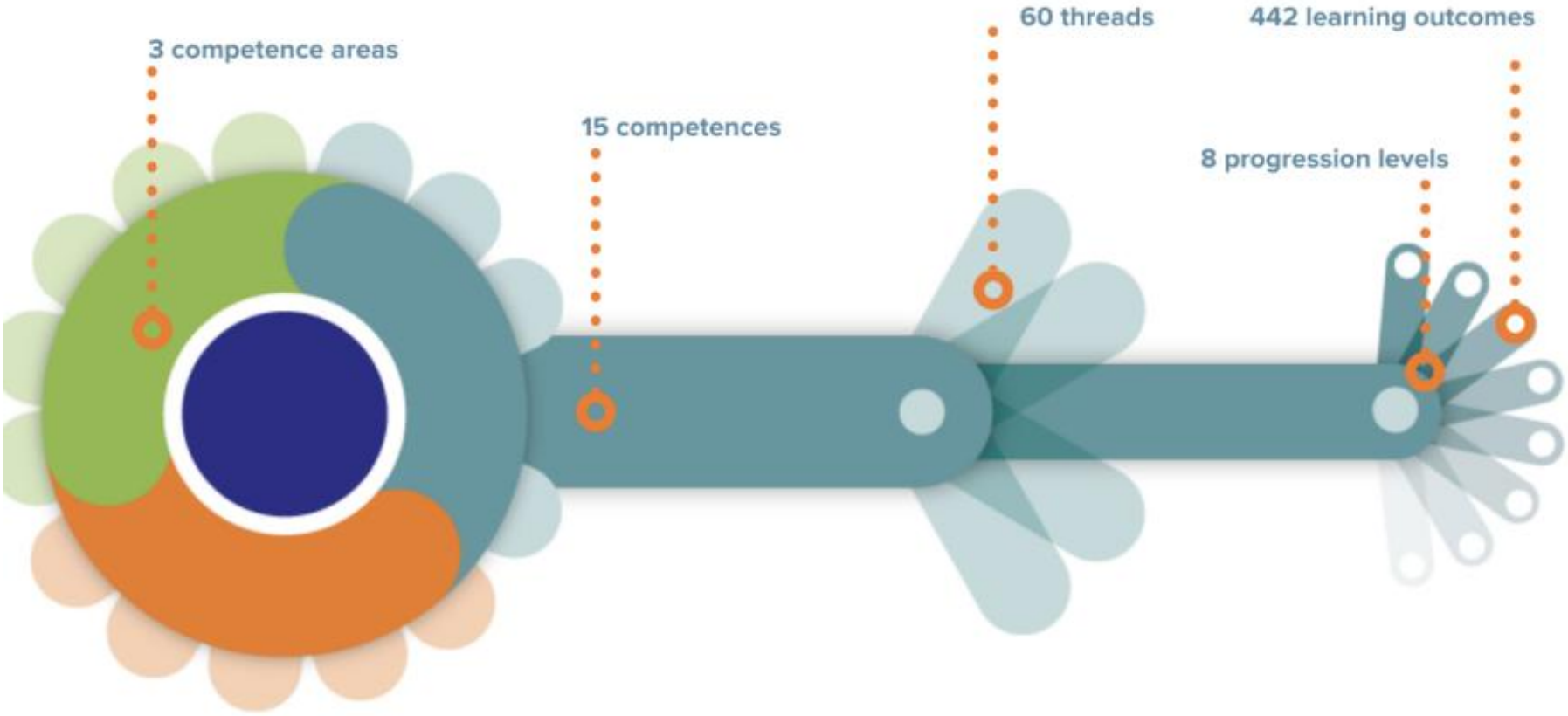
EntreComp - a visual representation



Source: EntreComp a practical guide, 2020

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The 15 competences (5 per area) and their key threads

Ideas & Opportunities	**Spotting Opportunities**	a) Identify needs and challenges, b) Observe and listen actively; c) Analyse context and trends; d) Search for creative opportunities; e) Seize chances to create value
	Creativity	a) Think divergently and imaginatively; b) Combine knowledge and resources in new ways; c) Experiment with ideas; d) Use creative techniques; e) Embrace curiosity and playfulness
	Vision	a) Imagine a desirable future; b) Define long-term goals; c) Inspire others through purpose; d) Communicate ambition clearly; e) Translate vision into achievable aims
	Valuing Ideas	a) Recognise the potential value of ideas; b) Evaluate impact and feasibility; c) Compare and select promising options; d) Protect and share ideas responsibly; e) Learn to justify and prioritise choices
	Ethical & Sustainable Thinking	a) Assess the consequences of actions; b) Think long-term and systemically; c) Promote fairness, inclusion, sustainability; d) Make decisions based on ethics and integrity; e) Act responsibly toward people and planet

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The 15 competences (5 per area) and their key threads

Resources	**Self-Awareness & Self-Efficacy**	a) Recognise one's strengths and limits; b) Build confidence through experience; c) Set personal learning goals; d) Reflect on performance; e) Seek feedback and growth
	Motivation & Perseverance	a) Stay committed to goals; b) Keep focus under pressure; c) Overcome obstacles and setbacks; d) Manage emotions constructively; e) Turn challenges into learning opportunities
	Mobilising Resources	a) Identify and use available resources; b) Obtain support, tools, and materials; c) Make effective use of time; d) Build partnerships and networks; e) Manage constraints creatively
	Financial & Economic Literacy	a) Understand value creation and cost; b) Manage budgets and resources; c) Assess financial risks and returns; d) Make responsible economic decisions; e) Understand the basics of sustainability economics
	Mobilising Others	a) Communicate effectively and persuasively; b) Build trust and empathy; c) Inspire and involve others; d) Lead collaboratively; e) Share vision and coordinate efforts

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The 15 competences (5 per area) and their key threads

Into Action	**Taking the Initiative**	a) Act independently and proactively; b) Take responsibility for decisions; c) Pursue opportunities with energy; d) Learn by doing; e) Move from intention to action
	Planning & Management	a) Set goals and priorities; b) Design step-by-step plans; c) Allocate tasks and time effectively; d) Monitor progress and adapt plans; e) Balance short- and long-term objectives
	Coping with Uncertainty, Ambiguity & Risk	a) Identify and assess risks; b) Tolerate uncertainty; c) Make decisions with limited information; d) Learn from mistakes; e) Stay calm and adaptive in change
	Working with Others	a) Collaborate in teams; b) Share responsibility; c) Manage conflict constructively; d) Appreciate diversity; e) Support and empower peers
	Learning Through Experience	a) Reflect on achievements and failures; b) Extract lessons from practice; c) Adapt and improve performance; d) Share knowledge with others; e) Apply learning to new contexts

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The progression levels – an example from the "Spotting opportunities" competence

Source: EntreComp a practical guide, 2020

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 need's 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.

What it means to be entrepreneurial

To be entrepreneurial means to:

- See problems as opportunities
- Take responsibility instead of waiting for instructions
- Learn from mistakes and try again
- Work with others and turn ideas into action

Entrepreneurship → life skill for everyone (students, teachers, citizens)

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Examples from the classroom

EntreComp fits easily into everyday teaching. Examples:

A group project = *working with others*

A student proposing a new activity = *taking the initiative*

A teacher who asks students to reflect on what went well and what did not
= *learning through experience*

Small steps like these bring entrepreneurial learning to life.

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Benefits for VET trainers

Using EntreComp helps teachers to:

- Motivate students and make learning more dynamic
- Support transversal skills such as teamwork, communication, and creativity
- Connect lessons with community or workplace needs
- Build bridges between technical skills and personal development

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Benefits for learners

Learners who use EntreComp:

- Feel more confident to express their ideas
- Learn to plan and organise their work
- Develop resilience when facing difficulties
- Understand how their learning creates value for others

Learners → change-makers

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How to start with EntreComp in your school

EntreComp is flexible and easy to adapt. You do not need to redesign your curriculum, you might start from what you already have in place. Here are four simple steps you can use to introduce entrepreneurial learning in your VET institution:

Identify what is already there

Review your classes and activities. Many of them already include EntreComp competences (teamwork, creativity, problem-solving, communication)

Select one focus competence

Choose one competence to strengthen (e.g. taking the initiative or learning through experience).
You can consult all 15 competences, with definitions and progression levels

Design one small activity

It can be part of an existing lesson. Examples: group challenges, idea generation tasks or mini-projects that connect technical learning with real needs

Reflect and share

End the lesson with one reflection question such as "What did I learn by doing?" or "What would I do differently next time?"
It helps learners understand how competences grow through experience

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EntreComp in key VET sectors

Below there are three sector-based examples that VET trainers can use immediately in class.

Construction / Technical Trades
Scenario: "Your workshop must improve safety and reduce time lost due to disorganised tools and materials."
EntreComp competences most visible: taking the initiative (start improvements without waiting); planning & management (steps, roles, timeline); mobilising resources (use existing space/tools more efficiently); ethical & sustainable thinking (safety, responsibility).
Quick exercise: create a 3-step action plan + 2 indicators (e.g., time saved, incidents avoided).

ICT / Digital Services
Scenario: "Design a simple digital solution to improve a school process (room booking, issue reporting, internal communication)."
EntreComp competences most visible: spotting opportunities (identify the real need); vision (what "better" looks like for users); coping with uncertainty & risk (requirements change; privacy constraints); mobilising others (collect feedback).
Quick exercise: build a mini canva: users → problem → solution → risks → test plan.

Hospitality / Culinary
Scenario: "Improve customer experience while reducing food waste and cost in a training restaurant."
EntreComp competences most visible: creativity (new ideas for menu/service); valuing ideas (compare options with clear criteria: cost, time, quality); working with others (roles in service and kitchen); learning through experience (reflect after service: what worked/what to improve).
Quick exercise: create a service improvement card: idea → criteria → plan → reflection question.

Which sector is closest to your programme? Choose one scenario and identify 3 EntreComp competences you already teach, even if you do not call them "entrepreneurship".

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Mini practical exercise: EntreComp in action

This exercise helps both teachers and learners understand the logic of the framework: from ideas → to resources → to action.

Step-by-step activity:

Think of one improvement you could make in your school or training centre (e.g. a recycling corner, a digital notice board, a small event).

EntreComp Area 1: Ideas & Opportunities.

List what you already have. Identify available resources (people, tools, time, spaces, knowledge) and what is missing.

EntreComp Area 2: Resources.

Plan three concrete actions you could take this month. Define who does what, when and how you will check results.

EntreComp Area 3: Into Action.

Reflect together. Which competences did you use? (Creativity? Mobilising others? Learning through experience?) What challenges did you face, and how did you overcome them? What value did your idea create for others?

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