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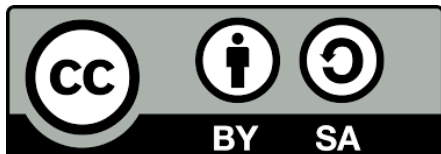


Erasmus+ KA2 Strategic Partnership for VET

IO1 – Competence Framework

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The consortium

The consortium comprises six partners that contribute by using their specific expertise to help the project to reach the main goal, which is to strengthen VET students' entrepreneurial skills and competencies.

The Coordinator of the Project is the Department of Civic Education of the **Leibniz Universität Hannover-Germany**, a university with 21,000 students and 1,300 employees. The research group of the Department of Civic Education enables both young and adult people to acquire skills and social competences through a sense of initiative, entrepreneurial skills, and learning-to-learn activities that are necessary for active citizenship and participation at all levels of social and political life. The Department of Civic Education has a strong record of developing educational tools, curricula, and teaching material, thus, the coordination and participation of the Department of Civic Education in European Union (EU) funded projects is substantial.

The **2nd Training Centre of Piraeus** is a public VET school, located in the industrial city of Piraeus. The city of Piraeus operates the largest commercial port in Greece, surrounded by a diverse and multi-cultural population. It provides workshops in 29 specialized laboratories to serve the need for training of 11 different vocational sectors. The **2nd Training Centre of Piraeus** employs 77 teachers that have experience and education in almost all technical specialties. The group of teachers oversee teaching and training for about 850 students.

Emphasys is a Centre for Education, ICT Training and Research approved by the Ministry of Education in Cyprus. It has 20 years of experience in the development of ICT training programmes for professionals and students. Emphasys is widely known for its reputation in the field of education, training, and research in which being active in the implementation and management of EU projects. The promotion of digital citizenship and safety online has been the focus of its work in the last years. Emphasys is a member of the DLEARN Network with over 25 organisations and thousands of target groups and a member of the National Strategy for Digital Jobs in Cyprus.

CDIMM Maramures is a twenty-one-year-old company that builds its reputation and experience in business advisory, consulting, training, and ICT for small and medium-sized enterprises (SMEs). It has experience in entrepreneurial education for youth and ICT innovation from University to SME sector, BisNET – SMEs development at a regional level. For over fifteen years, **CDIMM Maramures** has operated a Business Incubation Centre that aims at providing support to SMEs and entrepreneurs by strengthening their competencies and skills through education, consultancy and training. Their aims and goals are to help businesses to gain competitive advantage and serve the needs of the labour market, which will be highlighted in the project.

Lancaster and Morecambe College (LMC) is a public sector college of supplementary education and the main provider of vocational and adult education and training in North Lancashire and

South Cumbria. It annually has around 1500 full-time students and over 3000 part time or work-based students. LMC's main role is to provide training in vocational skills to young people, leading to employment and/ or academic skills leading to a place in higher education. LMC welcomes young people and has well established courses in basic skills as well as initial teacher training and a range of business courses. Its experience in developing professional training courses will support the consortium.

Reykjavik University's (RU) is a vibrant, student-centered, international university with nearly 200 partner schools. The number of students at RU is approximately 3500, and all teaching takes place under one roof, creating a real sense of community. RU offers educational opportunities through two schools: School of Social Science and School of Technology. The University has a modern, interdisciplinary approach and offers programmes that, for example, cross-business with computer science and computer science with engineering. RU is at the forefront of research in Iceland in its focus areas. Reykjavik University has a clear and progressive research strategy and stands first among equals in Iceland when it comes to research in its main academic fields. Overall research activity is constantly rising as is the number of publications in peer-reviewed outlets. Both Schools have a wide experience in education that focuses on career orientation and entrepreneurship education.

1. Introduction

Strong evidence shows signs in substantial improvement, indicating that for many VET students building their own business is an option. This implies a higher potential for entrepreneurship can be reached, compared to the status quo. For most students – as potential entrepreneurs – discover the chance to become an entrepreneur is a process and not a moment of perception. The EU-EntreComp framework provides a broad and more general understanding of which entrepreneurship is competence, the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial. The EU-EntreComp framework recognises chances to be entrepreneurial in any situation, including school curriculum to innovating in the workplace, from community initiatives to practical learning at research facilities. Within the framework, entrepreneurship competence can be an individual and collective attainment.

The EU-EntreComp framework aims to build bridges between education and work to encourage entrepreneurs to take action that can lead to further improvements in education and economic prosperity. It is an orientation for any initiative which aims to foster entrepreneurial learning, which can inspire the reform of curricula in the formal education and training sector, the design of practical entrepreneurial experiences in non-formal learning contexts.

Subsequent, we emphasise the aspects and items of the die EU-EntreComp framework, which were identified as preferred by the investigated groups in the EntreVet schools comparative

report. This approach is helpful to make a starting point for teaching/learning material and a VET school educational guidance.

2. Reader expectation

The EU-EntreComp framework supports an entrepreneurial spirit, compared to other knowledge and skills needed to start a business. However, practical considerations can play an important role in the model, but the survey conducted by the consortium has confirmed that the general approach was emphasising the motivation and attitude. Hence, motivation and attitude are seen as fundamental requirements for entrepreneurship by VET students, teachers, and entrepreneurs.

3. Aims and Activities of IO1

The kick-off meeting took place in Hannover, Germany. The meeting was to ensure a common understanding of the Entre@Vet schools project, an overall plan, the product outcome, a schedule, and the objectives shown in this section. In addition, the four plans were presented by the partners responsible: The management, financial and communication plan, the dissemination plan, and the quality control and assurance plan, as well as the reporting schedule. Furthermore, during the kick-off meeting, the draft website and logo of the project have been presented. The questionnaire template, the focus groups, and the report were developed based on the kick-off meeting and provided shortly after the meeting. Intellectual output 1 (IO1) includes a number of objectives and activities that partially build on one another and which are needed for the products of the following intellectual outputs 2-4.

During the IO1 period, a benchmark survey has been conducted to map out career guidance services in VET schools with an emphasis on entrepreneurship paths, from theory to practice. This survey is the first of two products of IO1. The benchmark survey and the first research work as guide to mapping career orientation practices and policies and support identifying the challenges and gaps of the needs in the provision of entrepreneurship education paths. The consortium prepared a comparative report by compiling six national reports and the analysis of the survey.

Based on the entrepreneurial skills identified by our research, the development of the competence framework took off with in-built benchmarks and indicators on which students' skills can be monitored and assessed.

The second product of IO1 is the competence framework analysing the entrepreneurial skills identified and organised, to be used as part of the innovative programme to be offered. The work includes a comparative INDEX format that ensures practicality career orientation with a focus on entrepreneurial routes. This competence framework focuses on the conceptual

mapping of the benchmarks, i.e., the aims and objectives for the trainer and the indicators, i.e., the level of acquisition of competences for the learner, entrepreneurship.

4. Methodology

The Entrepreneurship Competence Framework consists of two main dimensions. *Firstly*, the three competence areas (Ideas and Opportunities, Resources, Into Action) that directly reflect the characterisation of entrepreneurship as the ability to turn ideas into action that generate value for someone other than oneself; and *secondly* the 15 competencies that, make up the building blocks of the entrepreneurship as a competence. The EU-EntreComp framework offers a tool to improve the entrepreneurial capacity of European citizens and organisations. The framework aims to build consensus around a common understanding of entrepreneurship competence by defining three competence areas, a list of 15 competencies, learning outcomes, and proficiency levels, which current and future initiatives can refer to and use.

In our primary research, we identified the two most important competencies, a leading and a second category, for each of the three competence areas (out of five). The assessment and importance of the single categories have been made on the measures shown in the comparative report. For the competence area “Ideas and Opportunities” the leading category is “Spotting opportunities”, the second is “Creativity”; for “Resources” it is “Mobilising resources”, the second category is “Motivation and perseverance”; “Into Action” it is “Taking the initiative”, with the second category “Learning through experience”.

The importance ascribed to the categories, i.e., the competencies, is somewhat consistent between the three different groups investigated according to the empirical results from the survey. This also applies to differences between the countries. Our approach to reduce the number of categories offers the chance to concentrate on the most frequently mentioned competencies for successful entrepreneurship in entrepreneurship education. This can help the trainers and the learners to become successful in their approach to entrepreneurship education.

The next step is the integration of the progression model adopted from the EU-EntreComp framework. It provides a reference for the development of proficiency starting, from value creation achieved through external support. It consists of four primary levels: Foundation, Intermediate, Advanced, and Expert. Each level splits into two sub-levels. Decisive for the following framework is not the level of but the assignment of competences to the learning outcomes and the skills and attitudes.

The statements in the following tables, modules 6.1 - 6.6, under the column (“Knowledge” learning outcomes), can be designed and used for educational planning and curriculum development or different types of accountability such as legal accountability or professional accountability. In the column “Skills & Attitudes”, the motivators of performance, including

values, aspirations, and priorities, are listed. The column that refers to “entrepreneurial spirit” relates to the ability to apply knowledge and use know-how to complete tasks and solve problems we also find in that column. The latter is 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) stressing the “practical” side of entrepreneurship.

5. Competence Framework

5.1 Spotting Opportunities

MODULE 1: Spotting Opportunities - Use your imagination to identify/create opportunities		
Topic	Knowledge (Learning Outcomes)	Skills & Attitudes
6.1.1 Identify, Create and Seize Opportunities	<ul style="list-style-type: none"> - I can explain what makes an opportunity to create value. - I can describe different analytical approaches to identify entrepreneurial opportunities. - I can find opportunities to help others. - I can use my knowledge and understanding of the context to make opportunities to create value. - I can recognise opportunities to create value in my community and surroundings. 	<ul style="list-style-type: none"> - I can act upon ideas and create and generate value for others. - I am aware of the importance of identifying and creating optimal solutions that generate new solutions and opportunities. - I find myself confident in motivating others to seize opportunities and act like entrepreneurs. - I can find opportunities to help others and adapt the attitude to help this process. - I can proactively look for opportunities to create value, including out of necessity. - I can use my skills to judge opportunities for creating value and decide whether to follow these up at different levels of the system I am working in. - I can spot and quickly take advantage of an opportunity using my skills.
6.1.2 Focus on Challenges	<ul style="list-style-type: none"> - I can recognize challenges in my community and 	<ul style="list-style-type: none"> - I can break down complex ideas into opportunities and activities that

Badge for “ Spotting Opportunities”

	<p>surroundings that I can contribute to solving.</p> <ul style="list-style-type: none"> - I can redefine the description of a challenge, so that alternative opportunities address it may become apparent. - I can identify opportunities and challenges ideal to maintain competitive advantage. - I can recognise challenges and investigate alternative opportunities to address them. - I can recognise and define opportunities where I can maintain a competitive advantage using my focus and spotting opportunities. - I can cluster different opportunities or identify synergies among different opportunities and options to make the most out of them in a positive way. 	<p>improve the community and surroundings.</p> <ul style="list-style-type: none"> - I can address complex entrepreneurial ideas and opportunities and suggest relevant ideas that create value for others. - I can transform emerging challenges of entrepreneurship that create opportunities and competitive advantage. - I can find different examples of challenges that need solutions and transfer these to challenges in my setting. - I can judge the right time to take an opportunity to create value in addressing challenges. - I can recognise and act on challenges in my community and surroundings that I can contribute to solving on a practical level. <p>I can work with others to focus on immediate challenges and create added value using my skills.</p>	
<p>6.1.3 Analyse Context/ Uncover Needs</p>	<ul style="list-style-type: none"> - I can identify needs in my community and surroundings that have not been met. - I can promote a culture within my organization that is open to spotting the weak signals of change, leading to new opportunities for creating value. - I can identify challenges related to the contrasting needs and interests of different stakeholders. - I can carry out a need's analysis involving relevant stakeholders. - I can tell the difference between different areas where value can be created (for example, at home, in the 	<ul style="list-style-type: none"> - I can use my entrepreneurial experience to generate value that leads to improvements in my community - I am aware of the emerging challenges that organizations are facing, which, in fact, enables me to make improvements, generate knowledge, and force entrepreneurial activities within organizations to create value. - I can identify opportunities in a diverse cultural environment and respond to problems that involve stakeholders to participate in transforming and achieving skills to tackle uncertainty. - I can recognise the different roles the public, private and third sectors 	

	<p>community, in the environment, or in the economy or society).</p> <ul style="list-style-type: none"> - I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market). - I can identify the boundaries of the system that are relevant to my (or my team's) value-creating activity. - I can monitor relevant trends and see how they create threats and new opportunities to create value. 	<p>play in my region or country and act upon them to create opportunities</p> <ul style="list-style-type: none"> - I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures based on need. - I can analyse an existing value-creation activity by looking at it as a whole and identifying opportunities to develop it further to meet a need. - 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. 	
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5.2 Creativity

MODULE 2: Creativity – Develop Creative and Purposeful Ideas			Badge for “ Spotting Opportunities”
Topic	Knowledge (Learning Outcomes)	Skills & Attitudes	
6.2.1 Develop Ideas	<ul style="list-style-type: none"> - I can find creative inspiration in existing sources. - I understand how creativity can benefit entrepreneurial endeavours. - I can find existing examples of how creativity has benefitted entrepreneurial endeavours. - I can develop ideas that solve problems that are relevant to me and my surroundings. 	<ul style="list-style-type: none"> - I am often searching for ways to improve my creativity. - I am not afraid to try new ideas and approaches. - I can identify and create the optimal conditions for me to practice my creativity. - I know how to approach a task that requires me to generate and develop ideas. - I can develop ideas alone or in a team 	

	<ul style="list-style-type: none"> - I can describe different techniques to test innovative ideas with end users. 	<p>Alone and as part of a team, I can develop ideas that create value for others.</p> <ul style="list-style-type: none"> - I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way. - I can set up processes to involve stakeholders in finding, developing and testing ideas.
6.2.2 Define Problems	<ul style="list-style-type: none"> - I can identify existing and potential barriers and issues that require creative strategies to overcome. - I can identify and learn from existing examples of creative problem-solving. - I understand that I must test my creative solutions to ensure they will be successful. 	<ul style="list-style-type: none"> - I can demonstrate resilience when confronted with a challenge. - I am willing to explore out-of-the-box solutions. - I believe that my limitations can also be a catalyst for creativity. - I accept the idea of change. - I have the techniques to better understand problems and thereby better solve them. - I can explore open ended solutions to problems. - I can work with others to solve problems. - I can uphold a positive team spirit when facing challenges in creative projects. - 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.
6.2.3 Design Value	<ul style="list-style-type: none"> - I can find creative inspiration in existing sources and apply it to my own projects for valuable effect. - I can improve existing products, services and processes so that they better meet my needs or those of my peers and the community. 	<ul style="list-style-type: none"> - I feel confident that I can transform my ideas into practical actions. - I feel able to express my ideas to others. - I feel I have both a creative and entrepreneurial mind-set – always on the lookout for potential opportunities.

	<ul style="list-style-type: none"> - I can identify the basic functions that a prototype should have to illustrate the value of my idea. 	<ul style="list-style-type: none"> - I can identify and utilise the resources that are available to me when putting an idea into practical action. - I can amend my creative processes in response to external change. - I have the organisational skills to translate an Idea into a practical action plan. - I can take a creative project from completion to conception. 	
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5.3 Mobilising Resources

MODULE 3: Mobilising Resources – Gather and Manage Required Resources			
Topic	Knowledge (Learning Outcomes)	Skills & Attitudes	
6.3.1 Manage Resources	<ul style="list-style-type: none"> - I can experiment with different combinations of resources to turn my ideas into action. - I can develop a plan for dealing with limited resources when setting up 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). 	<ul style="list-style-type: none"> - Risk Taking: Do not afraid to try new things and take risks. - Planning skills: to be able to draw a link among activities, results and limited resources. - Problem-Solving: find solutions to problems. - Time management Skills: 'Make the most of your time'. - Financial management Skills. - Human resources management Skills. - Communication Skills. 	Badge for "Spotting Opportunities"
6.3.2 Use Resources Responsibly	<ul style="list-style-type: none"> - I can describe how resources last longer through reuse, repair and recycling. - 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 	<ul style="list-style-type: none"> - Problem-Solving: find solutions to problems. - Openness: open minded and accepting. - Managerial skills: to create procedures and to implement them. - Time management Skills: 'Make the most of your time'. - To be motivated. - Communication Skills. 	

	and the circular economy bring to my organisation.	
6.3.3 Get Support	<ul style="list-style-type: none"> - I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors). - 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 develop a network of flexible and responsive providers from outside the organisation who support my value-creating activity. 	<ul style="list-style-type: none"> - Problem-Solving: find solutions to problems. - Analytical skills: to be able to identify and to select resources. - Time management-skills: 'Make the most of your time'. - To be motivated. - Communication Skills.

5.4 Motivation and Perseverance

MODULE 4: Motivation & Perseverance – Stay focused and don't give up.		
Topic	Knowledge (Learning Outcomes)	Skills & Attitudes
6.4.1 Stay Driven	<ul style="list-style-type: none"> - I am driven by the possibility to do or contribute to something good for me or others. - I can anticipate the feeling of achieving my goals that motivates me. - I see tasks as challenges to do my best. 	<ul style="list-style-type: none"> - I am motivated by the idea of creating value for myself and others. - I can regulate my own behaviour to stay driven and achieve the benefits of turning ideas into action. - I am motivated by challenges. - 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 consider all outcomes as temporary solutions appropriate to their time and context, and so am motivated to make sure they develop in a

Badge for "Spotting Opportunities"

		<p>continuous cycle of improvement and innovation.</p> <ul style="list-style-type: none"> - I can set challenges to motivate myself. - 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.
<p>6.4.2 Be determined/ Focus on what keeps you motivated</p>	<p>- I can recognize different ways of motivating myself and others to create value.</p>	<ul style="list-style-type: none"> - I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others. - I can use strategies to stay motivated. - I can reward initiative, effort, and achievement appropriately within my team and organization. - I can tell the difference between personal and external factors that motivate me or others when creating value. - 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.
<p>6.4.3 Be resilient/ Don't give up.</p>	<ul style="list-style-type: none"> - I can overcome simple adverse circumstances. - I can cope with unexpected change, setbacks and failures. - I am not afraid of working hard to achieve my goals. 	<ul style="list-style-type: none"> - I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others. - I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress). - I can reward initiative, effort, and achievement appropriately within my team and organization. - I can tell the difference between personal and external factors that

		<p>motivate me or others when creating value.</p> <ul style="list-style-type: none"> - 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. 	
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5.5 Taking the Initiative

MODULE 5: Taking Initiative – Go for it.			Badge for “Spotting Opportunities”
Topic	Knowledge (Learning Outcomes)	Skills & Attitudes	
6.5.1 Take responsibility	<ul style="list-style-type: none"> - I can delegate responsibility appropriately. - I can carry out the tasks I am given responsibly. 	<ul style="list-style-type: none"> - Willingness to accept one's responsibility. - Being motivated; skills to motivate others. - Being able and comfortable in taking responsibility in shared activities and value-creating activities. - Ability to encourage others to take responsibility in value-creating activities. 	
6.5.2 Work Independently	<ul style="list-style-type: none"> - I can work independently in simple value-creating activities. - I can help others work independently. - I can initiate value-creating activities alone and with others. 	<ul style="list-style-type: none"> - Acting independently: showing independence by addressing given tasks. - I am driven by the possibility of being able to initiate value-creating activities independently. - I praise initiative taken by others and reward it appropriately within my team and organisation. 	
6.5.3 Take Action.	<ul style="list-style-type: none"> - I can have a go at solving problems that affect my surroundings. - I can value others taking the initiative in solving problems and creating value. 	<ul style="list-style-type: none"> - Proactive - Having Skills to solve problems, face challenges, and seize opportunities to create value. - Cooperative and motivating. 	

		- Ability to encourage others to take the initiative in solving problems and creating value within a team and organisation.	
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5.6 Learning through Experience

MODULE 5: Taking Initiative – Go for it.			
Topic	Knowledge (Learning Outcomes)	Skills & Attitudes	
6.6.1 Reflect	<ul style="list-style-type: none"> - I can find examples of great failures that have created value. - I can reflect on failures (mine and others) identify their causes and learn from it. - I can help others reflect on their achievements and failures by providing honest and constructive feedback. 	<ul style="list-style-type: none"> - Accountability Skills: be able to quickly acknowledge your mistakes and failures and focus on correcting the situation. - Self-awareness. - Openness: open minded and accepting. - Risk Taking: Do not afraid to try new things and take risks. - Communication Skills. 	Badge for "Spotting Opportunities"
6.6.2 Learn to Learn	<ul style="list-style-type: none"> - I can reflect on the relevance of my learning pathways for my future opportunities and choices. - I can find and choose opportunities to overcome my weaknesses and develop my strengths. - I can help others develop their strengths and reduce or compensate for their weaknesses. 	<ul style="list-style-type: none"> - Self-awareness. - Risk Taking: Do not afraid to try new things and take risks. - To be motivated. - Problem-Solving: find solutions to problems. - Critical Thinking: the ability to think clearly and rationally about your actions and beliefs. - Communication Skills. 	
6.6.3 Learn from Experience	<ul style="list-style-type: none"> - I am able to identify what I have learnt from taking part in value-creating activities. - I can filter the feedback provided by others and keep the good from it. 	<ul style="list-style-type: none"> - Self-awareness. - Openness: open minded and accepting. - Risk Taking: Do not afraid to try new things and take risks. - Communication Skills. - Self- Reflection. 	

	- I can help others reflect on their interaction with other people and help them learn from this interaction.		
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6. Conclusion

The six modules above present six competencies selected on the basis of a survey conducted among VET students, Vocational Professionals, and Entrepreneurs in all six countries participating in the Entre@VET schools project.

The EU-EntreComp framework aims to establish a common understanding of what entrepreneurship means and what competencies are essential for further improvement to further entrepreneur education. This contribution aims at specifying certain aspects within the comprehensive EU-EntreComp framework without neglecting other important points.

The framework introduced here is described as a flexible source of inspiration, to be used or adapted to support different contexts. We used the flexibility to emphasize on six of the 15 competencies. Reducing the number of categories offers the chance to concentrate on the most frequently mentioned competencies for potential success in entrepreneurship education, helping the trainers and the learners to focus.

The assignment of statements (learning outputs) to the modules (competence areas) can help develop pedagogical concepts for entrepreneurship education. They could be used in formal education and training sectors for curricula design. In a non-formal learning context, they could be used to inspire the creation of programmes which aim to foster entrepreneurship. They could further be used to guide the definition of tailored pedagogies.

The EU-EntreComp framework can support the development of assessment methods for effective entrepreneurial learning.

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