EntreComp in Youth Work and in Non-formal Learning

EntreComp 360

What's inside?

How can EntreComp support non-formal learning and youth empowerment?

1. Acting upon opportunities and ideas
2. Mobilizing different resources
3. Action toward social, cultural, or economic impact

Created in the project EntreComp 360, coordinated by Haskoli Island, supported by the European Union. https://entrecomp360.eu

With contributions of Democracy and Human Rights Education in Europe, Haskoli Island, Bantani Education, Consorzio Materahub Industrie Culturali e Creative, Innogate to Europe SL, The Women's Organisation Ltd (UK), and Not a Bad Idea Ltd.

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How can EntreComp support non-formal learning and youth empowerment?

In times of fundamental change proactivity and innovation are crucial for the further development of resilient democratic societies. Civil engagement and participation are important elements of active citizenship, a basic condition for an innovative and democratic Europe. The Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education puts this at its core, "equipping learners with knowledge, skills, understanding and developing their attitudes and behaviour", and enabling these to „play an active part in democratic life," [1]

Similarly, in the labour-market context new and sometimes disruptive developments require active responses. We are witnessing different economic crises that are affecting young people in particular.

Overall, digital transformation is challenging workers and enterprises to think about how they do business, how they are governed and structured and how to upskill and to innovate .

Young people need to find ways to be active citizens as well as finding their way into the labour market, as employees and entrepreneurs.

Education can help with the process of active (re)orientation by adopting an holistic, human-centred and systemic approach to learning. Tailor-made instead of one-size-fits-all. Empowering and enabling. Encouraging critical thinking and problem-solving.

In the New Skills Agenda for Europe the EU Commission highlighted the importance of a competence-centred understanding of learning: "Formal education and training should equip everyone with a broad range of skills which opens doors to personal fulfillment and development, social inclusion, active citizenship and employment. These include literacy, numeracy, science and foreign languages, as well as transversal skills and key competences such as digital competences, entrepreneurship, critical thinking, problem solving or learning to learn, and financial literacy."[2]

1 Council of Europe: Charter on Education for Democratic Citizenship and Human Rights Education

2 Communication from the Commission to the European Parliament, the European Economic and Social Committee and the Committee of the Regions: A New Skills Agenda for Europe - Working together to strengthen human capital, employability and competitiveness COM/2016/0381 final

In line with the EU concept of Key Competences for Lifelong Learning the European Entrepreneurship Competence Framework: EntreComp[3] (revised in 2018)[4] focuses on one area of these key areas. EntreComp recognises entrepreneurship to be the important process of creating value for others, thereby requiring a level of civil engagement as part of that process. The value created may be social, cultural or financial value creation. This is in contrast to the conventional view of entrepreneurship that focuses on economic gain. In EntreComp, "entrepreneurship" encompasses the gain of economic literacy or an economic mindset (= classic economic education), and covers other kinds of social, cultural and economic activity intending to create a value or impact in the society. The EntreComp lens also recognises active cultural pedagogy and active citizenship education as being entrepreneurial.[5]

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 also provides a solution to a common a problem across European education and learning in that often proactivity, engagement and entrepreneurship are perceived as self-evident consequences of knowledge-centred teaching. Despite declarations of intent, it can be challenging for educators and teachers to help learners to recognise their competences , to build on their strengths, and provide opportunities for experiential learning and building self-efficacy.

"By focusing on the development of competences through the actual creation of entrepreneurial value, the model breaks down the boundaries between education, work and civic engagement." EntreComp

The EntreComp framework is a reference that can help to create learning activities and environments that acknowledge, that "creation" is starting with "creativity" and that "co-creation" is a fundamental condition for social, cultural or economic innovation.

3 Bacigalupo, M & Kampylis, P. & Punie, Y. & Van den Brande, L.. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN. https://doi.org//10.2791/593884

4 Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance.) ST/9009/2018/INIT OJ C 189, 4.6.2018, p. 1–13

5 McCallum E., Weicht R., McMullan L., Price A., EntreComp into Action: get inspired, make it happen (M. Bacigalupo & W. O'Keeffe Eds.) , EUR 29105 EN, Publications Office of the European Union, Luxembourg, 2018. ISBN 978-92-79-79360-8, https://doi.org/10.2760/574864 ; JRC109128; p. 13

HOW TO USE COMPETENCE FRAMEWORKS?

Learning can take place everywhere, at any age and in any situation. Successful and relevant application of learning happens when individuals activate and apply their knowledge, attitudes and skills in a specific situation. Knowledge, skills and attitudes complete and support each other and by doing so they can help people to master complex challenges in private, social and professional life situations.

From a lifelong learning perspective, it is a short time people spend in education institutions. But does learning stop afterwards? Probably not. Even those that do not engage in further formal learning, will very often be learning "informally": The term describes "forms of learning that are intentional or deliberate but are not institutionalized" [6].

Outside of formal learning settings such as in schools, colleges or universities people continue with their self-development. We learn in school, in society, in the job, in families, through books, in training, and in civil engagement. The combination of informal learning with a conscious decision to learn is considered to be very effective. This kind of learning is non-formal: "Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view."[7]

From a youth work perspective, European key-competences are becoming increasingly evident in informal and non-formal learning contexts.

"Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision-making."[8] Learning of initiative, proactivity or other transversal competences is appearing in an interplay of different activities and experiences, taking place in dedicated learning spaces, as well as during self-learning or in situations where learning was not intended.

Competence frameworks are tools for giving orientation to educators and learners also in absence of the chapter structure of a schoolbook. Instead of following a too strong topical logic, the golden thread in a competence centered approach is the individual ability. Instead of thinking about – what elements do I have to teach? The question shifts rather to: "What should learners be able to

6 UNESCO-UNEVOC Centre for technical and vocational education and training TVETipedia Glossary

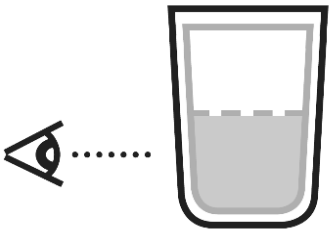
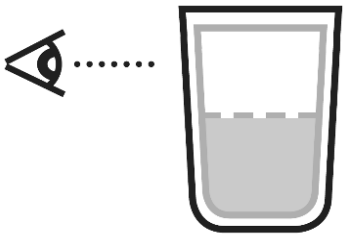
7 CEDEFOP (2008) Terminology of European Education and Training Policy: a selection of 100 key terms (Luxembourg).

8 European Union (2020) Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the Framework for establishing a European Youth Work Agenda 2020 (EU (2020/C 415/01). OJ C 415, 1.12.2020, p. 1–8

afterwards?" From the learner's perspective, the legitimate goal of having a say in what one considers relevant comes to the fore.

This does not mean that content is less important. Rather the idea of competence-centered learning responds to the fact, that learning is more effective when treated as a non-linear process involving head, heart and hand (knowledge, attitude skills dimension in the same way), taking place in an area between theoretical reasoning and practical experience, and practised in a mix of individual and social forms. Reflection is recognised as crucial, providing a constructive approach to challenges and failures, and building the learners' ability to perceive and treat cognitive-emotional-practical real life situations as learning opportunities.

Adopting such an approach can shift the focus toward the individual learners' strengths. The question arising from such a resource-oriented (instead deficit-oriented) perspective are: What exactly are they doing well? Where exactly do they see potential or feel a need for improvement? The goal is to achieve strong learners, and a focus on what they can do rather than what they are not able to. This also requires that educators or teachers need to understand their role as facilitators. Competence-centered learning allows and demands, at the same time, the educator or teacher to consider themselves as (continuous) learners and teaching process as a learning experience.

Resource orientation	Deficit orientation
Takes into account participants' existing knowledge and expertise	Based on teachers' or experts' knowledge and expertise
Focuses on options and possibilities	Elaborates on the complexities and disadvantages of various options
Focuses on developments	Emphasis on the learning material
Identifies learning material within the process	Defines learning material in advance
	

So, the challenge for educators is to compose learning designs that are giving these aspects appropriate attention, that provide rich learning opportunities that are embedded in to the curriculum or the learning activity. Competence frameworks help to make this learning explicit. The definition and descriptions of competences helps educators and learners to grasp the challenge, to describe the growth and to reflect on the learning journey.

"We´ve learned and been trained to do needs analyses at the begining of every project, but not so much to 'identify potentials' nor to see 'generative opportunities'. We need to experience walking together under uncertainty and allowing oneself to explore."
A facilitator

COMPETENCE-CENTRED LEARNING
Considers all learners' experience from diverse situations, roles and life phases as relevant.
Goes beyond knowledge-centered learning, working also on attitudes, values and skills, and reflect how they interplay.
Takes the individual learner seriously and tailors learning activities to their needs.
Sees learning as a cooperative and social process – between classroom and real life, formal, non-formal and informal learning – and also societal sectors.
Strengthens the individual's ownership of their own learning, encourages work on personal competence and the building the ability to learn-to-learn.

Competences are transversal, that is, they are useful in different situations. For example, an EntreComp competence is "creativity" which is relevant to different situations and therefore in other competence frameworks. There is no single competence framework that includes all transversal competences, so educators and facilitators may need to develop learning activities, which pull together ingredients from different competence frameworks to meet the specific learning goals of their organization or education institution to make a meaningful whole.

This requires systems thinking approach where we learn how things relate and interact, and helps to understand the nature of a competence better. This is integral to the EntreComp framework, with the 15 competences recognised as being "interrelated and interconnected and should be treated as parts of a whole".

EntreComp Competences

Transforming ideas and opportunities...	by mobilising different resources...	into action toward value and impact.
Spotting opportunities Creativity Vision Valuing ideas Ethical and sustainable thinking	Self-awareness and self-efficacy Motivation and perseverance Mobilizing resources Financial and economic literacy Mobilizing others	Taking the initiative Planning and management Coping with uncertainty, ambiguity and risk Working with others Learning through experience

A competence-based description of learning goals and outcome helps educators and learners alike to (self-)assess, recognize and describe competence level and to progress through a learning process more precisely, as it invites close consideration of individual strengths and areas for development. Underpinning the learning process a competence framework can provide a

good frame for regular reflection as well as for assessment. Learners can better explain their strengths and experience to others by describing specific examples of how they have demonstrated competences in different situations. Written descriptions are usually based on a dialogue / reflection between the learner and educator carried out throughout the learning journey over several steps, and involving self-reflection and feedback. Examples of this in practice are Youthpass, or for educators in the GRETA model, the Council of Europe Youth Work Portfolio Tool, the SALTO ETS Competence Model for Trainers or the SALTO ETS Competence Model for Youth Workers to Work Internationally. SALTO's Booklet Tools to get started is designed to inspire educators to make use of competence frameworks in different ways for themselves – and also for learners.

Following a learning activity, a competence description provides a realistic and richer picture of a learner's abilities, adding value and depth of understanding to a certificate of achievement. It also enables learners to better explain their capacities and experience to others when they understand the concept of competences (exemplary: Competendo's template).

For EntreComp, the guide EntreComp into action: Get inspired, make it happen is also a good source for inspiration.

LEVELS OF PROFICIENCY

Most competence frameworks distinguish between levels of proficiency.
In EntreComp these are

foundation	Relying on support from others
⇩	
intermediate	Building independence
⇩	
advanced	Taking responsibility
⇩	
expert	Driving transformation, innovation and growth

They remind us, that learners may not need to achieve expert level in every domain. Rather, competence frameworks allow a realistic view on own strengths and potentials.

FEATURES OF NON-FORMAL LEARNING ACTIVITIES

Voluntary;
Accessible (ideally for everyone);
Organised process with educational goals and process-oriented facilitation;
Participative and learner-centred;
Based on experience and action and the needs of the learners;
Provides life skills and prepares learners for their entrepreneurial role, for instance as active citizens;
Includes both individual learning and learning in groups.

ENTREPRENEURSHIP, PARTICIPATION, ACTIVE CITIZENSHIP

EntreComp's definition of "entrepreneurship" - creating value for others – is included in many practices, such as in a practical pedagogy of participation / active citizenship education, in competence-based forms of learning global competence, or in holistic approaches of cultural/arts education.

ACTIVE CITIZENSHIP: Become informed! Be consulted! Participate! (European Passport to Active Citizenship)

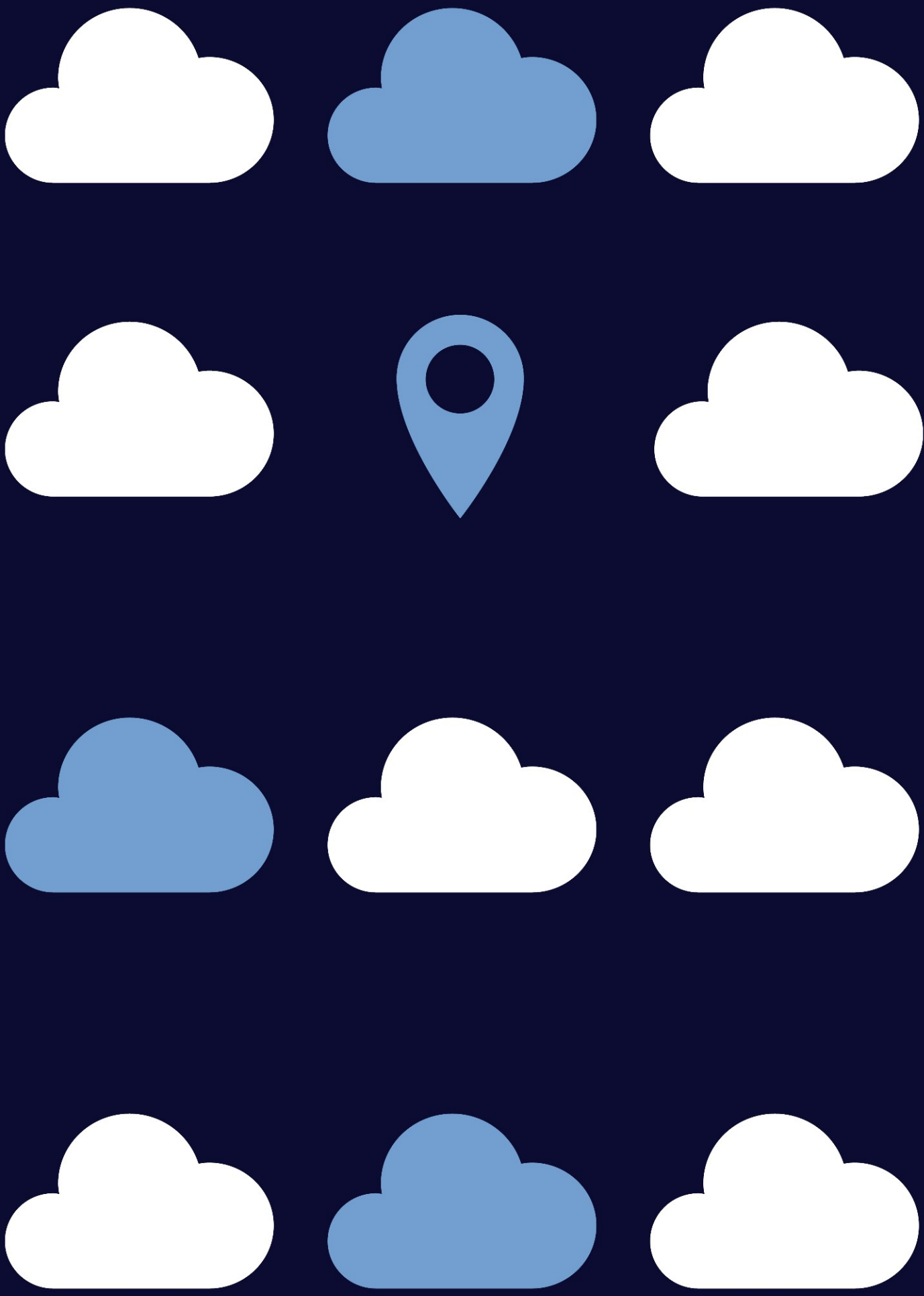
PARTICIPATION: Express opinions, exert influence and democratic control, decide, co-create solutions.

DEMOCRATIC CITIZENSHIP: Play an active part in democratic life, with a view to promoting and protecting democracy and the rule of law (CoE).

EDUCATION FOR SUSTAINABLE DEVELOPMENT: Responsible actions for environmental integrity, economic viability and a just society, for present and future generations (UNESCO).

TRANSFORMATIVE COMPETENCES FOR 2030: Shape a world where well-being and sustainability – for themselves, for others, and for the planet – is achievable (OECD).

GLOBAL COMPETENCE: Engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (PISA).



Acting upon ideas and opportunities

1

EntreComp comprises 3 main areas: ideas and opportunities; resources; and into action. The first of these focuses on the ability to be imaginative; to be creative; and to see value in an idea. It recognises not only the ability to spot opportunities but values also understanding of (positive or negative) impact - ethical, environmental or social. When an individual learner is starting an entrepreneurial 'can-do' journey, EntreComp competences can help them to consider their strategic vision of what value they want to create, the different paths available to achieving that and the impact of their choices. To see many options as potential solutions to a problem and to appreciate the variety of them is as crucial (divergent thinking), as the ability to analyze, prioritize and funnel them (convergent thinking).

Relevant EntreComp Competences

SPOTTING OPPORTUNITIES

- Use your imagination and abilities to identify opportunities for creating value
- Identify, create and seize opportunities
- Focus on challenges
- Uncover needs
- Analyse the context

CREATIVITY

- Develop creative and purposeful ideas
- Be curious and open
- Develop ideas
- Define problems
- Design value
- Be innovative

VISION

- Work towards your vision of the future
- Imagine
- Think strategically
- Guide action

ETHICAL AND SUSTAINABLE THINKING

- Assess the consequences and impact of ideas, opportunities and actions
- Behave ethically
- Think sustainably
- Assess impact
- Be accountable

VALUING IDEAS

- Make the most of ideas and opportunities
- Recognise the value of ideas
- Share and protect ideas

Ideating and spotting opportunities is an entry point for social change. It requires creative approaches – chaotic yet structured, divergent and convergent, planned and spontaneous in nature. Furthermore, creativity is both a social and individual process, so the design of learning activities or programmes need to contribute to each of these dimensions.

Since more creativity in learning spaces is a shared desire by many learners and educators across Europe, including the EntreComp 360 Community of Practice is striving to share and exchange experiments, approaches and experience. Very much in line with the demand of the 1.000 participants of the 3rd European Youth Work Convention (EU, 2020/C 415/01, p. 10).

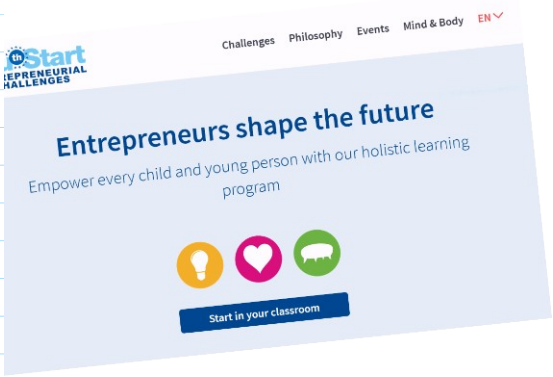
"Co-creation and engagement of all the qualities of the youth work community of practice are fundamental prerequisites to develop quality youth work practices and policies. This requires the provision of spaces to explore, exchange and build on examples of good practices across different styles of practice, via (digital) networks, platforms and other means, from local to European level".

Examples of projects and resources supporting young people to develop ideas and spot opportunities include:

METHODS: UKIDS

A project in which partners from six countries (Austria, Denmark, Finland, Hungary, the Netherlands and Portugal) created and researched lessons for elementary schools and teacher training programmes on Social Entrepreneurship. It collected the challenges and methods in a digital toolbox.

Website



CREATIVE CARDS

Creative Cards consists of a set of 54 cards which contain a range of ideas and exercises focusing on problem solving and offering inspiration for collaboration and creative thinking.

Download

CREATIVE WRITING HANDBOOK

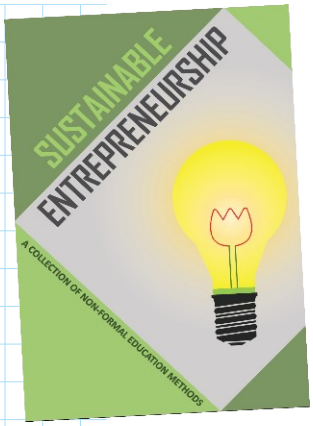
A publication in the Erasmus+ project "Creative Learning Cookbook". The team developed each a Creative Writing, Visual Facilitation and Storytelling Cookbook.

Download

HANDBOOK: SUSTAINABLE ENTREPRENEURSHIP

Non-formal education methods collected in the project Growing Green by Fora Copenhagen. The project promotes the approach of sustainable entrepreneurship. The book is offering methods about thinking in the three related domains – creativity, entrepreneurship, and sustainability.

Download



DIY TOOLKIT

Development Impact & You. A toolkit developed by Nesta on how to invent, adopt or adapt ideas that can deliver better results. It's quick to use, simple to apply, and designed to help busy people working in development. It is available in 9 languages.

Website

ENTRELEARN

Entrepreneurial learning toolkit for teachers developed by the EU I-Linc project.

Download

APPROACH: HACKATHON

Having its origin in the tech-scene, hackathons are becoming a recognised method for social and cross-sectoral ideation and stimulating social innovation. The word hackathon is a composite of to hack and marathon.

The principle is to bring people with different perspectives, competences and outlook together for a limited time, say 1 day, in an inspiring environment for them to come up with a solution for a social problem. The focus is on creating a concrete output in teams of a feasible concept or even a prototype.

Often the solutions include digital elements since the origin of the concept is in the tech sector - but doesn't necessarily need to be. Examples include local hackathons such as in Bamberg, and the pan EU initiative we vs. virus hackathon with 28.000 participants.

BARCAMP

A digital format for the collaboration in large groups, that delegates a great amount of responsibility to the participants. The BarCamp is a blank digital agenda table. Participants suggest contents, decide about these, and are responsible for their realisation and the documentation of the BarCamp. Some ready-made tools exist, for instance the free and rights-sensitive (German) Camper.

Download

STÍLL – DESIGN AND STYLE COMPETITION IN ICELAND

A nationwide competition for teenagers in fashion design, hairdressing, make-up, appearance and design. Still is organised by Samfés (Youth Work Iceland), the national association of community centers and youth clubs and its National Youth Council, along with local youth clubs and schools.

Registration for the competition takes place in the youth clubs, sending two groups each. The theme of the 2021 edition was “Circus”. The goals of the competition are
to encourage young people to create art and at the same time give them opportunities for original thinking and creativity.

Website

ENTRECOMP PLAYBOOK

The playbook aims to help non-formal learning facilitators, who operate outside the formal education system, design and facilitate entrepreneurial learning activities in meaningful ways. It is intended as a learning exercise itself for those that have little or no experience in designing practical entrepreneurial experience.

The playbook is built on the experiments, perseverance and lessons learned by users of EntreComp!

Download

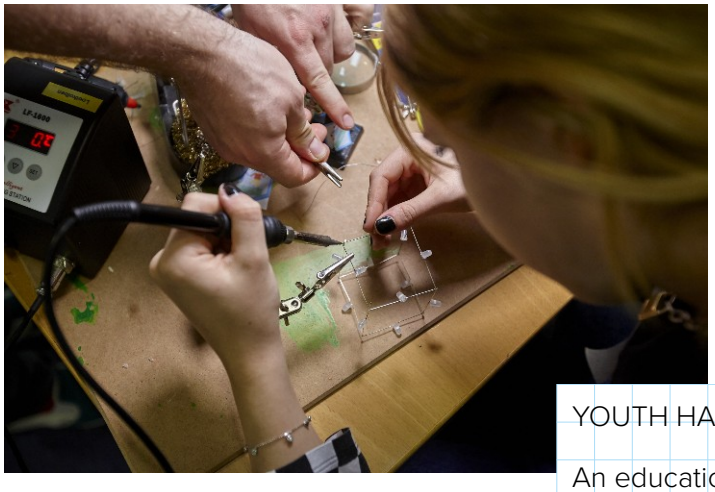


Foto: CC BY 4.0 Holger Dorn (Jugend hackt)

YOUTH HACKS

An educational programme for young people between the ages of 12 and 18 who are interested in technology and programming. Under the motto "Improving the world with code", the participants work together with the help of volunteer mentors on prototypes, digital tools and concepts for their vision of a better society.

The program is provided by Open Knowledge Foundation Germany and Mediale Pfade. It offers three different formats: Youth Hacks Events, Labs and international Networked Worlds.

Website

YOUTH GOALS PROJECT LAB

25 JUNE - 30 SEPTEMBER 2021 | CYPRUS

YOUTH GOALS PROJECT LAB

Project development and networking workshops are often offered to educators and professionals. Furthermore, they are usually not including longer processes of capacity building and conceptual work. The Youth Goal Project Lab is a digital-physical workshop series giving space to young adults in order to develop project ideas together. The lab was initiated by the Youth Board of Cyprus.

Website

NOW PROJECT DEVELOPMENT HANDBOOK

Step-by-step instructions on different aspects of creating social change projects, published by the Swiss organisation NOW.

Download

Mobilizing different resources

2

Successful activities require resources. Some draw on their personal resources like time, passion, networks and are able to implement ideas without funding or in a low-budget style. Others may be good at fundraising, whilst others may prefer to maintain or build on existing resources. These examples show the relevance of adopting an entrepreneurial approach to resources whatever the approach – money, time, networks, attention. EntreComp recognises both internal and external resources with the framework emphasising the importance of personal resources with self-awareness & self-efficacy along with motivation & perseverance being 2 of the 5 competences in this area. The other relevant competences are: mobilising resources; financial & economic literacy; and mobilising others.

Relevant EntreComp Competences

SELF-AWARENESS AND SELF-EFFICACY

- Believe in yourself and keep developing
- Follow your aspirations
- Identify your strengths and weaknesses
- Believe in your ability
- Shape your future

MOTIVATION AND PERSEVERANCE

- Stay focused and don't give up
- Stay driven
- Be determined
- Focus on what keeps you motiovated
- Be resilient
- Don't give up

MOBILISING OTHERS

- Inspire, engage and get others on board
- Inspire and get inspired
- Persuade
- Communicate effectively
- Use media effectively

MOBILISING RESOURCES

- Get and manage the resources you need
- Manage resources (material and non-material)
- Use resources responsibly
- Make the most of your time
- Get support

FINANCIAL AND ECONOMIC LITERACY

- Develop financial & economic know-how
- Understand economic and financial concepts
- Budget
- Find funding
- Understand taxation

Taking the step from ideation toward realisation is strongly influenced by feelings of positive self-efficacy, that is believing in your ability to influence, to act successfully and to contribute to social change. A motivating and empowering learning process does not stop at the cognitive concept or idea but includes the step into practice as a specific from of experiential learning.

Many proactive people feel challenged by dealing with financial issues, although they are very creative in identifying broad social and non-monetary resources. It is often the case that in youth work and local community based work that project teams successfully follow a low-budget or even no-budget approach. Others have the opposite competence. What is your preferred way to involve resources? For sustainable social impact, however, all competences in mobilising and managing resources are welcomed and learning should give these equal importance.

The abilities and strengths of the learners become evident in real activities with real challenges. Examples of bringing real projects to learning programmes include the development of a financial plan or a resource-mobilisation strategy for local organisations, or community projects or small businesses. This approach can also help learners to explore and recognise their own areas of interest and self-motivation factors, and helps them to build skills in working with other others, recognising civic, cultural or economic engagement understood as a learning space.

Examples of projects and resources supporting young people to building their resource competences include:

ACTIVECO: SUSTAINABILITY IN ACTION

An educational programme for youth from Moldova, Romania and Ukraine. Its main goal is to empower creative and motivated people to focus on transitioning our society to sustainable living. The programme emphasis is on including the whole range of societal resources. Beyond only learning ‘classic’ fundraising this means also giving importance to the non-monetary resources in civic engagement. Participants are accompanied over half a year with a series of tailor-made trainings and meetings, a micro volunteer project grant, mentoring and the EcoVisio network. Info

PROJECT SEED: SOCIAL ENTREPRENEURSHIP IN SCHOOLS

SEEd is empowering youth in schools for initiative and social entrepreneurship in a Northern and a Southern part of Germany.

The programme brings new learning methods and a socially entrepreneurial approach to schools and strengthens young people's self-efficacy and problem-solving skills. The aim of the project is to give schoolchildren the opportunity to experience economic education on the basis of (own) life-world-related projects. The focus of the project is set to current social challenges and by accompanying the students in developing ideas for solutions.

Info

PACE PROMOTING A CULTURE OF ENTREPRENEURSHIP

To nurture the talent of the next generation, novel educational measures are needed and teachers have to become more entrepreneurial in their choices of effective teaching interventions. The PACE project aimed to explore what works and what does not in specific educational environments to contribute to the evidence-based development of entrepreneurial education.

The project's insights are published in different research articles and a "PACE work book". The project is coordinated by Aarhus University together with Aalborg University and Aalto University School of Economics.

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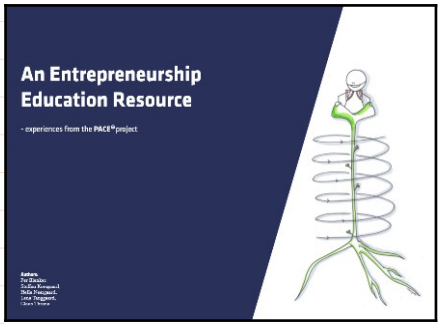


ENTRECOMP TEACHERS CARDS

A simple one-pager on each of the EntreComp competences to allow teachers to see the what, why, progression, learning outcomes and activity ideas for each competence. It was developed in response to a need to explain these competences simply, available in eight languages.

Each EntreComp competence is broken down into easy-to-consume snippets of information.

Download

BNEST – SOCIAL ENTREPRENEURSHIP INCUBATOR PROGRAMME

Designed by the Social Impact Ireland and Kemmy Business School specifically to create sustainable social enterprises. The target group for this programme are individuals who are thinking of starting a new social enterprise, social entrepreneurs, leading existing social enterprises or working in social enterprises. It focuses on the duality of the personal development of the social entrepreneur aligned with an emphasis on the creation and scaling of the social enterprise.

During the programme participants have access to experts in all areas of social business. At the end of the programme, an online showcase celebrates the effort and progress made by participants.

Info

YOUNG ENTREPRENEURS: IF NOT YOU, THEN WHO?

Ready to use methodology to teach young people entrepreneurial competences in Spanish, English and Turkish language. Developed in a partnership of Asociación Jóvenes Solidarios with London Borough of Hackney and Hacettepe University.

Download

EUROPEAN YOUTH FOUNDATION PILOT ACTIVITIES

The grants support actions which address young people's needs or challenges at a local level. These activities should be based on innovation or on replication of good practice, have a clear youth work dimension and be based on non-formal education principles.

The link between the action and the envisioned impact on the community should be clearly thought out.

Info

EUROPEAN SOLIDARITY CORPS - LOCAL SOLIDARITY PROJECTS

For groups wanting to make a positive change in their local community, the EC's European Solidarity Corps programme supports the first stage of entrepreneurial projects making a social impact in local neighbourhoods. Projects can last from 2 to 12 months and groups must contain at least 5 people (between 18 and 30 years) who are legally residing in the same country (there is no maximum number of people).

Info

ERASMUS FOR YOUNG ENTREPRENEURS

A cross-border programme facilitating the exchange of entrepreneurial and management experience. The exchange is implemented by a stay of a newly established or potential entrepreneur with a well-experienced entrepreneur running a small or medium-sized enterprise (SME) in another country.

Info

Into social, cultural, or economic action

3

The third area of EntreComp competences is “into action” which recognises the importance of being able to ‘make things’, an active experiential learning process. To apply the framework in youth work situation, the competences in this area connect real societal and organisational practices, including management and cooperation, with experiential pedagogic approaches – thereby encouraging ‘learning by doing’. The aspects of “self” competence are also integral to this competence area, recognising the importance of having a positive attitude toward new experience, learning and taking the initiative. EntreComp competences can be developed, built and described though the learning cycle of experiencing, reflecting, thinking and acting (experiential learning).

Relevant EntreComp Competences

TAKING THE INITIATIVE

- Take responsibility
- Work independently
- Take action

LEARNING THROUGH EXPERIENCE

- Reflect
- Learn to learn
- Learn from experience

WORKING WITH OTHERS

- Accept diversity (people’s differences)
- Develop emotional intelligence
- Listen actively
- Team up
- Work together
- Expand your network

COPING WITH UNCERTAINTY, AMBIGUITY AND RISK

- Cope with uncertainty and ambiguity
- Calculate risk.
- Manage risk

PLANNING AND MANAGEMENT

- Define goals.
- Plan and organise
- Develop sustainable business plans
- Define priorities
- Monitor your progress
- Be flexible and adapt to changes

Being active means learning by doing and exploring strengths and challenges under real conditions. We must enable learners to have new and rich experiences. At the same time, it is the task of trainers to help them engage with new and unfamiliar situations and to increase their ambiguity tolerance, openness to new things. Sometimes we are intrinsically motivated and learn incidentally and with pleasure, sometimes we learn through unpleasant things. Entrepreneurship education can help, in both cases, not to get off course. Very important here becomes the ability to reflect, independently or together with other peers. It is the condition for drawing conclusions, facing new challenges and flexibly align the original plans to changes.

Examples of practices and resources are shared below.

URBAN COMMONS COOKBOOK

Strategies and Insights for Creating and Maintaining Urban Commons. The book dives into practical examples of what makes urban commons projects, from community gardens to housing collectives, successful or not? It combines a theoretical framework on urban commons with real-world insights, usable tips, and tested methods for creating and maintaining commons from real urban commons projects.

Download

SKILLOON ASSESSEMENT

A research-based self-learning platform following the EntreComp model from Not a bad idea (Finland) and the Finnish education ministry. SKILLOON consists of four different concrete modules, practice learning, self-assessment, individual and group tasks and a digital portfolio.

The content of these modules is grounded in research into entrepreneurial learning, divided into six competence parts: Trust, get to know yourself, cooperation, learn to set goals, practice success, and path to future studies and working life. Info

STUDENT-RUN COMPANIES

Student-run companies are projects delivering services to the other students or to the public. Their aim is usually not to make profit but to provide a learning space or to perpetuate the company.

YOUTH HELPS – YOUNG ENGAGEMENT

Children for a better World (DE) supports young people up to 21 years with small project grants (max. € 2.500) and coaching. The programme is putting emphasis on self-initiated and controlled project work in the fields political/civil, social, or ecologic engagement.

Info

STUDENT COOPERATIVES

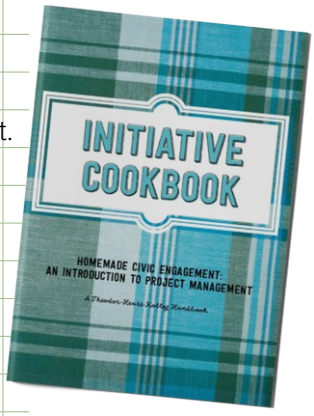
The programme is organised by three federations of German cooperatives and promotes school-based entrepreneurial learning with a focus on the economic type of membership-led cooperatives. The project supports the establishment of new cooperatives with advice and also matches student-led cooperatives with regional partner cooperatives.

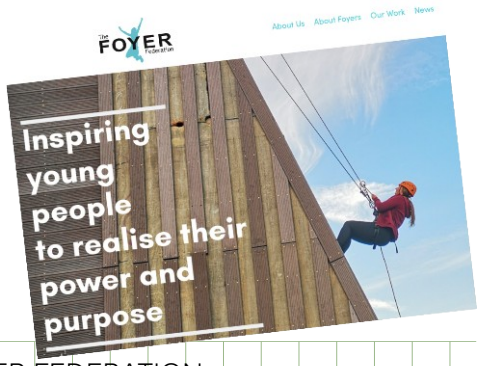
Info

INITIATIVE COOKBOOK – HOMEMADE CIVIC ENGAGEMENT

An Introduction into Project Management. The cookbook supports those who want to shape their society through common civil initiative. It covers a broad range of topics: ideation, planning, teamwork, target groups, public relations, fundraising, and finance management.

Download





FOYER FEDERATION

Homeless aged between 16-25 or at risk of becoming homeless get a foyer, a place to stay at one of the member facilities of the UK-based federation. This is accompanied by support for young people to reconnect with learning, increase their employability, improve their health and wellbeing, and develop leadership potential. The pedagogical core concept is the unique approach of enforcing “Advantaged Thinking”, in contrast to sticking to categories of disadvantage.

Info

YOUR THING: PROJECTS FOR DIVERSITY AND INCLUSION

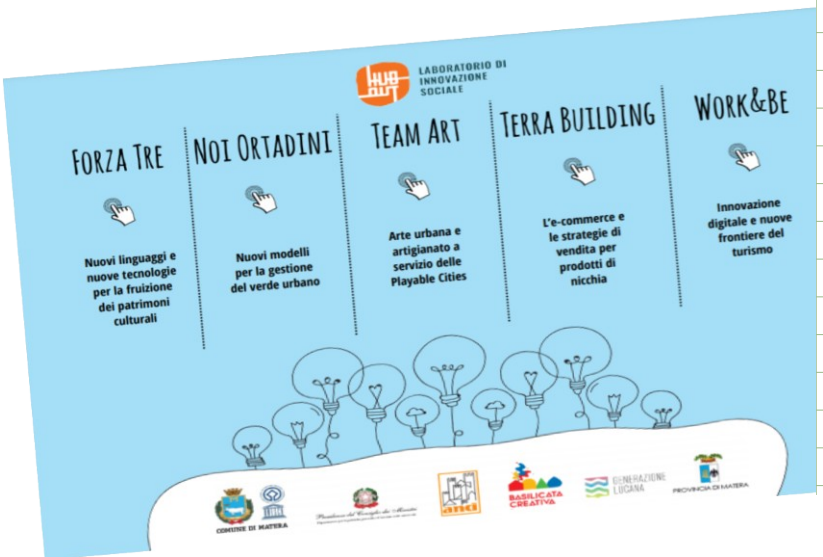
The German national social lottery Aktion Mensch is supporting youth-led projects with up to € 500,00 and consultancy, tailored support and coaching and networking.

The projects are selected by a young jury.

Info

ENTRECOMP LAB SENIOR

The EntreComp Lab Senior in Matera (Italy) is a training course for improving entrepreneurial skills based on the EntreComp framework addressed to young adults, who are interested in developing their own innovative and place-based business idea. Multidisciplinary teams are supported through a training, strongly oriented towards the transformation of innovative ideas into enterprises or start-ups that aim to generate economic, social and cultural value in their community.



Connect and share: EntreComp 360

THIS GUIDEBOOK AIMED....

To explain, why EntreComp is relevant to youthwork and you, as a facilitator in citizenship education, educator for global learning, youth worker doing cultural education, or as an influencer and agent of positive change for young people whatever your role.

To inspire, how you might use competence frameworks – in particular EntreComp – for designing learning and for your learners and your personal development.

To introduce the competence areas of EntreComp and provide examples of tools and practices that may be transferred and applied to address the needs of the young people you work with.

BUT MOST OF ALL....

We would like to motivate you to explore how interactive modern pedagogy in youth work and non-formal learning might support proactivity, help your learners to have a social, political, economic or cultural impact.

The EntreComp 360 project is supporting actors in all sectors of the lifelong learning system to enhance the development, validation and recognition of the entrepreneurship key competence across lifelong learning.

With our Entrepreneurship360 platform we build an interdisciplinary, cross-sectoral and diverse community of practice. Practice meets research. Policy meets pedagogy, Let's keep in touch.

www.entrecomp.com

www.entrecomp360.eu

EntreComp 360 is a project of