



Networking for Entrepreneurship Education



EntreComp
360

What's inside?

Networking for Entrepreneurship Education

Collaboration as a Competence

The EntreComp Community

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
and Not a Bad Idea Ltd.

Editor: Nils-Eyk Zimmermann ([DARE
network](#)). Editorial support: Lisa McMullan,
Candice Astorino. Reykjavík/Brussels, 2022

Icons: [Font Awesome](#) (CC BY 4.0 License)

The European Commission's support for
the production of this publication does not
constitute an endorsement of the contents,
which reflect the views only of the authors,
and the Commission cannot be held
responsible for any use which may be
made of the information contained therein.



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



Networking for Entrepreneurship Education

This guide aims to support actors in all sectors of the lifelong learning system to enhance the development, validation and recognition of entrepreneurship key competences as defined by the European competence framework, EntreComp. Specifically, this guide focuses on **networking, exchange and collaboration** as an important aspect in and for entrepreneurship education.

The **EntreComp framework** aims to support education and training in facilitating entrepreneurship and proactivity towards social change. It defines entrepreneurship as the “capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial” (Bacigalupo et al., 2016). EntreComp describes one of the key competences identified by the EU as important for lifelong learning (European Union, 2018). EntreComp details 5 competences in each of the 3 following areas:

- 1** Acting upon **opportunities and ideas**
- 2** by mobilizing different **resources**
- 3** for **action** toward social, cultural, or economic impact.

Therefore, it extends the meaning of entrepreneurship from teaching the competence to create economic gain, economic literacy or an economic mindset (= classic economic education) to include social, cultural and economic activity intended to create value or impact for others. This broader definition has the potential to increase the **outreach of entrepreneurship education**, making it more relevant and inclusive for other fields of active pedagogy like active citizenship education, participation or active cultural pedagogy. It also provides a framework to consider how **entrepreneurial learning can be improved** by working with stakeholders from related fields which are also committed to an active pedagogy for social impact.

Coming from different fields of education and with different focal points of work, the EntreComp 360 project partners are united by the idea that proactivity, active participation and the desire to shape social change play an important role in education. By highlighting EntreComp's opportunities and benefits to different stakeholders, we want to **inspire and popularise entrepreneurship education** in all fields of lifelong learning. From a survey we conducted as part of our project, we learned that the EntreComp competence framework is currently seen as an important tool in explaining entrepreneurship education and raising awareness of entrepreneurial education, inspiring students, curricula developers and educators (Seikkula-Leino et al., 2021, p. 16). Respondents from the field(s) perceive EntreComp as helpful for explaining entrepreneurship education as a concept, why

it is necessary and inspiring educators and trainers for practice- and impact-oriented active education.

Based on this, we would like to contribute to the exchange, information and transfer between these individuals and organisations by **building an EntreComp community**. That is why, in addition to this guide, we have worked to connect various stakeholders and organisations interested in entrepreneurship education. In particular, we draw your attention to the **central European platform** <https://entrecomp.com>, which is described in the last chapter.

ENTREPRENEURSHIP, PROACTIVITY AND ACTIVE PARTICIPATION

The authors of EntreComp explain explicitly that the opportunity and scope of the framework lies in its cross-pedagogical conception: “This definition focuses on value creation, no matter what type of value or context. It covers value creation in any domain and possible value chain. It refers to value creation in the private, public and third sectors and in any hybrid combination of the three. It thus embraces different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship” (Bacigalupo et al., 2016).

The EntreComp framework can be used as an inspiration, orientation and tool for any approach that aims to support learners in taking the initiative, creating social change or active involvement in society (social, cultural or economic participation).

WHAT IS AN ENTREPRENEUR?
Following this open definition anyone who aims to create social, cultural and economic change and who undertakes steps toward this goal may be considered to be an entrepreneur. For example,
- Artists aiming to raise awareness for a socio-political problem or who collaborate with others toward a social or cultural aim
- Educators and youth workers, facilitating an active pedagogy towards participation in political, cultural, social or economic fields
- Founders of organisations and start-ups
- Cooperatives sharing, selling or producing
- Networks aiming to bring people and organisations from different backgrounds together
- Activists for a cause in civil society or civil initiatives
...

INTRAPRENEUR
Similarly, when a person shows initiative and seeks to change an organisation from the inside, they may be considered as being entrepreneurial as described by EntreComp. They are often called intrapreneurs . These may be individuals changing a group or organisation from the inside by, for example, promoting new ways of collaboration, bringing innovative approaches to work or introducing new activities to an existing environment.

TOWARD COLLABORATION

Changing society is a complex undertaking and a daunting task for an individual, so what can we do? Change often starts within an organisation or group by individuals who want to make positive change and improvements and who are able to test ideas internally. To build upon and sustain the change these individuals will need to work with others in order to be successful. For example, they may join networks, seek out other groups, solicit support, or take further steps together. Successful change-makers are usually part of a larger community, a support group or have a network which helps them to become visible, to reach other key stakeholders, mobilise others etc. Therefore, collaboration and cooperation is essential.

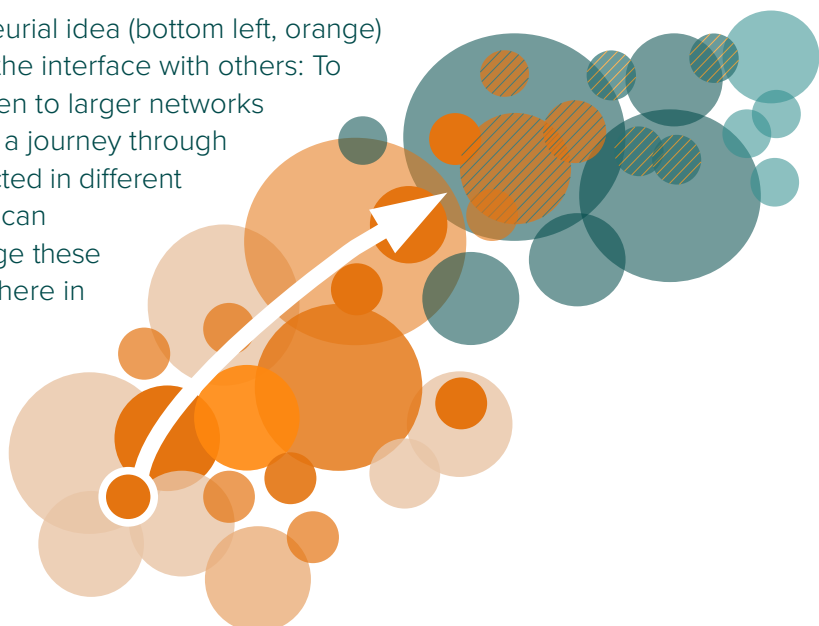
When many move forward together they can have an impact, achieve social change or develop creative and purposeful ideas, which is also key to entrepreneurship education. Social change and **innovation** refers to the successful implementation of an idea, as well as the means by which the idea may have a social impact beyond the direct environment where the idea was first developed or tested.

After a phase of incubation, an idea may also gain traction across system borders. Such successes are called “innovations.” Often they are “new combinations or hybrids of existing elements, rather than being wholly new in themselves” and in their development they “cut across organisational, sectoral or disciplinary boundaries” (Mulgan et al. 2007, p. 5).

How an idea permeates different sectors in the society




An originally intrapreneurial idea (bottom left, orange) spreads and grows at the interface with others: To like-minded people, then to larger networks around these. It enters a journey through different circles connected in different ways. Along the way it can change, and can change these other areas or sectors (here in turquoise).

Networking is the ability to communicate at these intersections.



Entrepreneurial learning and action are intertwined in this sense. That is why some authors propose to speak of **transition experiments**. “A transition experiment is an innovation project with a societal challenge as a starting point for learning aimed at contributing to a transition” (Van den Bosch 2010, p. 58).

Collaboration and networking among entrepreneurs in transition experiments always views action as a learning process as well as, open-ended and networked action. Van den Bosch and Rotmans (2008) identify as fundamental mechanisms **deepening, broadening and scaling-up**.

APPROACHES IN NETWORKED COLLABORATION FOR CHANGE	
Deepening a learning process through which actors can learn as much as possible about a transition experiment within a specific context.	
Broadening repeating a transition experiment in different contexts and linking it to other functions or domains.	
Scaling up embedding a transition experiment in dominant ways of thinking (culture), doing (practices) and organising (structure), at the level of a societal system.	

Source: Van den Bosch, Rotmans 2008, pp. 64

An example from the field of civil engagement is the idea of positive measures regarding gender representation. For example, activists started using speakers' lists with equal contributions of male and female contributors in their discussions, others introduced gender quotas for positions.

Originally tested and improved in grassroots groups, then broadened into small businesses and in civil society organisations, over time the idea gained acceptance beyond the groups of its ideators and grew more and more mainstream changing the composition of governing bodies in business, civil society, and politics (scaling up). Since 2003, the idea was enshrined in law in some countries and more and more countries are following. As a result, the under-representation of women on corporate boards has been somewhat mitigated and their share increased from around ten percent to about one-third (Arndt, Wrohlich 2019).

INGREDIENTS FOR A SUCCESSFUL COLLABORATION

Collaboration becomes feasible when a number of factors come together; successful collaboration requires them to be worked at, to strengthen and harmonise. Key factors, or ingredients for successful collaboration include:

Seeing the common goal: understand how activities benefit others and recognising a win-win-situation.

Building trust in each other, for example when others see commitment to and actions taken to achieving the common goal, or how they share goals and values.

Understanding own needs: By seeing and hearing others, we can better understand ourselves what we want to achieve in the future.

Mutual learning: We can be inspired by how others plan and manage their projects and how they work together.

Seeing new benefit: Of course others have what we may not have – specific knowledge, contacts, reach, credibility, money, spaces, supporters... We can gain new perspectives or create new quality by combining experience.

Strengthen awareness and promotion of an important cause: By collectively standing up for an idea or a shared interest, we are better able to increase awareness of the issues and reach a wider audience.

Because the parts of a network put together **create a network effect** – the network is stronger than its parts.

“Competence frameworks [are] leaving users a broad space for customisation. Customisations however do not happen in the void and the success of the interventions will be largely affected by contextual elements, such as institutional buy-in, the willingness of educators to engage in competence-based education, the availability of peer networks and community of practice where professional learning can happen” (Bacigalupo 2022).

Increasing the Impact of Entrepreneurship Education

The benefits and wider impacts of collaboration for entrepreneurship educators include:

ENHANCING TEACHING AND LEARNING

- ✘ Peer-learning among educators in and beyond education institutions.
- ✘ Exchange and collaboration in peer learning networks for EE.
- ✘ Sharing of EE knowledge across national or regional boundaries in Europe – and across sectors (including educators, teachers, ministries, civil society organisations...).

IMPROVED PROMOTION OF ENTREPRENEURSHIP EDUCATION

- ✘ Promote entrepreneurship as a transversal competence (in particular, with the help of the EntreComp framework)
- ✘ Raise awareness, recognise and reward EE efforts and initiatives in ten different entrepreneurship-related learning fields.
- ✘ Get into exchange with neighbouring active pedagogies like active citizenship, cultural pedagogy

MORE LEARNING ABOUT AND IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION

- ✘ Motivating and supporting educators/facilitators/teachers and leaders of education institutions to better understand why and how to deliver entrepreneurship education and build entrepreneurial competences.
- ✘ Reaching and engaging leaders of educational institutions and schools.

GREATER COMMUNITY COOPERATION FOR ENTREPRENEURSHIP EDUCATION

- ✘ Education institutions connecting with and involving the (local) community in entrepreneurship education activities.
- ✘ Entrepreneurship education stakeholders could instigate and coordinate cross-sectoral exchange between researchers, practitioners and policy maker.
- ✘ Discuss and develop EE trends, approaches or curricula and agree on common measures on a policy level.
- ✘ Matching possible partner organisations in future collaborations.
- ✘ Encourage and facilitate a broad European policy platform for the work on EE.

GAINING INSIGHTS AND OVERVIEW ABOUT EE METHODS, POLICIES AND IMPACT

- ✘ Higher education institutions could strengthen EE research together with their ecosystem.
- ✘ Practice-research collaboration.
- ✘ Pan-European research about EE methods and policies for different types of entrepreneurship-related pedagogies.

Collaboration as a Competence

The value of collaboration is integral to the EntreComp framework, recognised as a competence required to put ideas into action:

WORKING WITH OTHERS: TEAM UP, COLLABORATE AND NETWORK									
Work together and cooperate with others to develop ideas and turn them into action					Network		Solve conflicts and face up to competition positively when necessary		
Source: EntreComp									

As such, we suggest that entrepreneurship education promotes and supports the development of this competence.

A starting point to encourage learners to join networks and groups is understanding how they work, which can be described as a basic **network literacy**. Depending on their size, the way they organise themselves and their density, networks are shaped in very **different forms and operate differently**. A network supported by many very committed individuals works in a different way than one in which the influence and size of the actors determine the way it works. The former could be attractive to many small members and work in a very deliberative way. The latter could more easily leverage the influence of its members. A decentralised or federated network serves different purposes than a centrally organised one. It is also useful to understand how networks organise themselves, formally or informally.

Formalised networking happens when different people or organisations are bound together in a formal way, for example by membership, by regular meetings, statutes or other formal frameworks. Formal networks tend to act as one body in front of other corporate actors and representing a larger social interest or even a whole sector.

Most people or organisations are not necessarily part of formal networks but will be part of many different personal and professional collaboration contexts.

Informal networking means, for example, when you meet someone at a conference and exchange contacts, when individuals come together to implement a joint project or to consult each other. Sometimes the cooperation results in a stronger bond or an expansion of contacts. In informal networking, similar to formal networking, there are also central or less central points and more or less influential networkers. In contrast to more formal approaches to networking these are not usually recognisable at first glance.

Cross-sectoral Networking Competences

To help a creative idea make its way across local or sectorial boundaries or even through an entire society, the idea's authors and supporters must be able to share it with others and to convince them of its merit. Authors and others often use an internal language, following an internal logic, which can be perceived as a kind of unfamiliar culture or 'foreign language'. Cross-sectoral competence (competence understood as the interplay of knowledge, values, skills and attitudes) can help us learn and speak these languages (Zimmermann et al. 2018).

Perhaps the term "soft skill" applies here more than to other areas of competence. This competence requires intuition, understanding, and empathy, and links these with action competencies in the sense of creating or planning. We consider these and similar "ingredients" to be worth emphasizing:

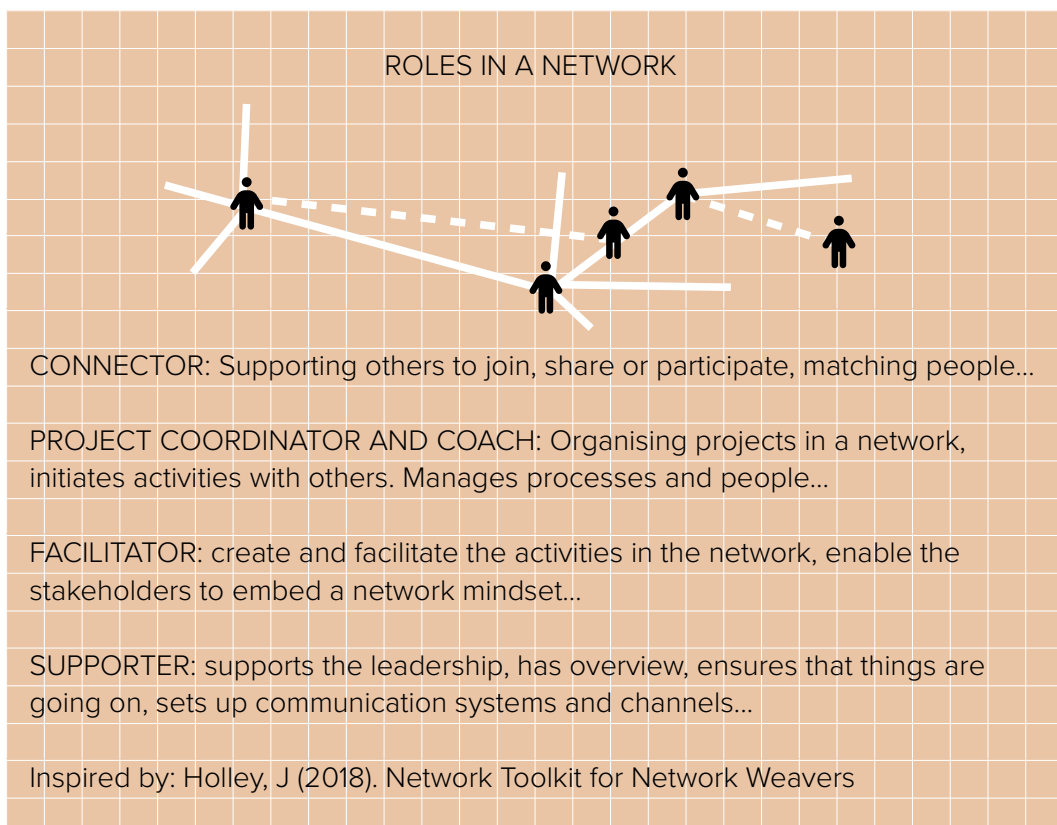
Knowledge about the "languages" and habits which people involved in other contexts cultivate or follow. → 2 Mobilising others
An ability to deal with ambiguity and unexpected, being surrounded by people with other habits, needs or expectations → 2 Taking the initiative; 3 Coping with uncertainty, ambiguity and risk
An openness toward the demands and needs of other people or actors and to spot opportunities for collaboration → 1 Spotting opportunities; 1 Valuing ideas
Ability to create together with others → 2 Mobilising others; 3 Working with others
Responsive communication including "linguistic creativity": an ability to describe new things or to describe things in a new way, responding to the habits, needs or interests of others. → 1 Creativity; 2 Mobilising others
Building relations, giving trust and creating a frame in which these might deepen by step-by-step interaction → 2 Mobilising others, 3 Working with others
The ability to situate one's own action within a larger social vision → 1 Vision; 1 Value; 1 Ethical and sustainable thinking
The ability to organize oneself in an adequate way (according to the own capacities but also according to the needs of cross-sectoral collaboration), act strategically → 3 Planning and management; 3 Learning through experience
Referring EntreComp competences: 1: ideas and opportunities 2: resources 3: into action.

These points indicate that collective impact and individual capabilities are inter-dependent. If we see competence as ability, knowledge, and attitude, then all three are necessary, ability and knowledge on their own are not enough. For example,

those who want to create good links between people will build relationships, listen to others, and thus learn how their own goals and ideas about cooperation can be brought together. However entrepreneurs and their organisations, initiatives or companies are often in competition, in example for attention or money. This competition is sometimes stimulating because it motivates them to develop good ideas or implementations. But it often also slows them down. Networking and collaboration as an **attitude** are ways to mitigate this tension.

Because networks are created by humans, influenced by their different characters and talents and because of the different needs and circumstances they are in they fulfil **different roles**. The challenge and core feature of successful networks is to appreciate this diversity.

Inspired by June Holley we can also have a look on specific roles required in networks in order to keep it running and moving.



**“Take a genuine interest in the other person.
Be curious about who they are and how they think.
Be willing to see the world from their point of view.”**

The Women’s Organisation

Team Roles

Based on extensive research Belbin identified Team Roles as clusters of behavioural attributes that are effective in facilitating team progress and working together effectively. There are different roles in teams and in networking that can enhance the success of the collaboration if purposefully engaged or sometimes be a threat to constructive development:

SOCIAL ROLES



The Resource Investigator is communicative and enthusiastic, establishes contacts and mostly keeps a contingency plan in mind. However, they can quickly lose interest once the initial euphoric start of the project is over.

The Co-Ordinator brings together the different minds in the team. They are good at setting goals, assigning tasks and encouraging decisions. But this way they can also be manipulative and threaten to delegate too much work to other team members.

The Teamworker is cooperative, diplomatic, able to perceive the feelings of others, a good listener and keeps the team together. But during crises they can be indecisive and struggle to make a decision.

THINKING ROLES



The Plant introduces new and innovative ideas and is able to solve difficult problems. In doing so, they may also be absent minded and overly concerned about effective communication.

The Specialist is focused and committed, provides expert knowledge and information, but may get lost in details.

The Monitor Evaluator is level-headed, critical and thinks strategically – and they judge fairly because every option is considered. But they are seldom a source of inspiration or motivation.

ACTION ROLES



The Shaper is good at working under pressure and has sufficient energy and courage to confront obstacles. But they can also be provocative and capable of offending others' feelings.

The Implementer gets their job done efficiently and in a disciplined manner. You can rely on them. They work according to the principle 'walk the talk', but they are also quite inflexible at that and find it hard to adopt new ideas.

The Completer works carefully and conscientiously, detects the smallest mistakes and is punctual. They tend to think about everything and not be good at delegating work.

After: M. Belbin: Belbin Associates

Method: Elevator Speech

i The elevator speech has been used successfully to exercise being concise and to the point in sharing a main idea or information in a limited span of time. This is an example of such an exercise:

Present yourself in less than a minute.

1. your name “My name is...”

→ Look the other person in the eye. Smile. Shoulders back. Speak with confidence. Sincerity and passion are crucial in making a strong early impression.

2. your business name “I work for...” or “My business is ...”

→ Loud clear proud again. Do not ask “Have you heard of us..?” or wait for recognition.

3. based and covering where “I am based...” and “I cover...”

→ Adapt the town, city, geography for the situation. There is little value in mentioning a tiny village if you are at a global gathering, or your global coverage if you are at a local town gathering. Make this relevant to the situation.

4. your personal specialism and/or offering, and your aims

→ Be different and special and better in some way from your competitors. Be meaningful for the event or situation or group, and as far as you can guess, be meaningful for the contact.

→ Express what you offer in terms of positive outcomes for those you help or supply, rather than focusing on technical details from your own viewpoint. Load your statements here with special benefits or qualities.

→ Be positive, proud and ambitious in your thinking and expression of what you do. Include in this statement what your aims are, to show you have ambition and that you know what you are seeking from network contacts.

After your elevator speech **end in a firm, positive, constructive way**. Ending with a question enables more to happen than letting the discussion tail off nowhere or into polite small-talk.

Less is more Lots of powerful points in very few words make a much bigger impact than a lengthy statement.

Create one version of this presentation for **less than 20 seconds**.

Source: [BusinessBalls](#)

Method: Scanning the Landscape

i Analyse the market and the context primary competences

When beginning to create a new product, service or project (or enhancing an existing one), it is helpful to **analyse the context, needs, the challenges and gaps**. This includes carrying out desk research, case studies, evidence gathering on similar or related products or services.

Give this template to your learners to help them frame their idea for a product or service in the greater context. Filling it in will shed light on already existing efforts and allow them to learn from available solutions and inform their own approach and understanding. Advise them to scan the web for similar projects, analyse competitors, learn from other projects, and adapt other ideas to their solution. The idea is to understand the context of the challenge and be aware that there may be others working along the same lines. Both history and recent innovations can enrich their thinking.

Landscape scan: What is the context like? What are the ideas, products or organisations your idea is competing with?	Trends: Ideas gaining momentum	Trials: Experimental solutions	Beacons: established ideas & players	Landmarks: “have always been there”

Source: [EntreComp Playbook](https://futures.nordkapp.fi/), adapted by Futures Nordkapp's Actionable Futures Toolkit <https://futures.nordkapp.fi/>

Method: Networking – Social Enterprise

i Objective: Understand the relevance of and practising networking

🚚 Small group (teams of 4-6) | approx. 60 minutes | Requirements: Presentation space, Carousel Tables (small working group), Outside

An **interactive practice-oriented method** of introducing the skill and importance of networking to a social enterprise. Students are exploring the art of networking in a safe and fun environment by first getting them to role play and have conversation in character with each other. A challenge is then set for students to get into groups and consider the skills set in their group.

Read the full instruction here: [ETC Toolkit: How To Guides & Case Studies](#)
Source: ETC Toolkit

Approach: Impact Chain for a Project

i A strong impact chain shows us ways in which a great social utopia can be realised step by step from the conditions of today through our and others' engagement. It creates a narrative which is connecting the intended social impact with the way how an organisation or business wants to achieve it (output/outcome). This enables us to communicate better to others and to understand others better, which is an essential basis for cooperation.

It helps entrepreneurs both in relation to their organisations and companies, as well as for any (collaborative) project.

Resources: Our starting point What a community, individuals or an entrepreneur bring into a community or a new collaboration: Can be material and immaterial resources like time, voluntary work, or in kind contributions, a vision, contacts, or monetary resources.

Outputs: Services and products What we or the people actively involved do or what they offer.


- Meetings, events and other opportunities where people might connect and exchange
- Services or products – like trainings, advice, service, goods, or guides like this here
- Ideas and concepts for policies
- Maintenance of an organisation, project, network, for instance maintaining a community garden, an entrepreneurial hub, an NGO

Outcomes: Individual or local change Results at the level of the target groups and people involved

- Changed perspective on an idea, a social group or a topic
- Change in people's thinking or behavior. Learners involved in an inspiring training behave and think differently, readers of a guide are afterwards doing first steps from understanding towards action
- An initiative, community, organisation or enterprise gains supporters, visibility or recognition. For instance, new active members, being invited to discussions, mentioned in media or gaining followers...

Impact: General social effect Results at the social level, the long-term change instigated by the activities

- The impact on a secondary and tertiary public that did not participate in the activities directly: For instance others in other sectors or countries apply an idea, it becomes basis for new policies, many people who heard about it now think or behave differently, or other people in other countries create similar communities or networks...
- Reaching the higher social good which a collaboration wanted to address becomes more overall relevant
- The way, how people and organisations collaborate starts changing, new networks emerge and gain influence


 1. Start with **vision and mission**. It has proven useful for many, instead of looking at their project from their often modest resources, to look at the bigger vision first. Why do we work? For what change?

2. In a second step, one can look at ways to move **closer to that vision** (how).

3. A critical and creative look at **resources** then allows us to set up a plan (what).

More: Social Impact Navigator by PHINEO <https://www.social-impact-navigator.org/>


Method: Collaboration Canvas

 This tool is based on the well-known [Business Model Canvas](#): a non-linear approach to brainstorming, strategizing and developing new projects. It allows you to describe, design, challenge and (re-)invent your project in a very visual manner.

The canvas includes 10 steps of any basic project description: Stakeholders and target groups, budget etc. It is in this applied form putting **emphasis on the collaborative aspects** of project or activity developments. With a full canvas you can efficiently write down any project or business plan.

Read the full instruction and download the template here: [Collaboration Canvas – Competendo – Digital Toolbox](#)

Method: Stakeholder Analysis and Communication

 Creating activities and plans including a stakeholder analysis helps to perceive the range of actors that have influence on a project – partners, interested public audiences, multipliers, experts, donors...

This model evaluates stakeholders after two criteria. **Power** to influence your project and to increase its impact and **interest** in wanting to influence or to support the project.

When you analyse this you can draw some useful conclusions. For example – how to organise the communication with those stakeholders or to what extent and how you want to include them.

+ power - interest -> consultation keep satisfied	+ power + interest -> participation manage closely
- power - interest -> monitoring	- power + interest -> information support

Read the full instruction here: [Stakeholder Analysis and Communication – Competendo – Digital Toolbox](#)

Further Inspiration:



EntreComp Library in the EntreComp's community platform.

Networks and collaborations thrive on inspiration and sharing. Learn from others and inform them about your work.



The EntreComp Community

The EntreComp Community is an entrepreneurial learning platform, think of it as your one-stop-shop for entrepreneurial education, entrepreneurial competences, the EntreComp framework and more. The EntreComp Community was created and developed by a team of dedicated individuals looking to bring together various European projects working in entrepreneurship. Find out more about the key projects that bring content, resources and community building to The EntreComp Community learning platform.

Our aim is to **engage, connect, grow and sustain** the entrepreneurial learning community, bringing together different actors from diverse sectors who are interested in, inspired by or already using EntreComp to underpin entrepreneurial learning.

While the digital library and the articles are publicly available, to get the most out of the whole learning platform however, we suggest registering for a personal account. Only logged in users are able to access courses, events, articles, badges and most importantly of all, network groups which are sector or location specific and help you connect with like-minded people.

It is the opportunity to **create synergies** and **bring together** existing and new audiences relevant to or already engaged in implementing EntreComp or who are interested in entrepreneurial learning and entrepreneurship. The platform offers various opportunities:

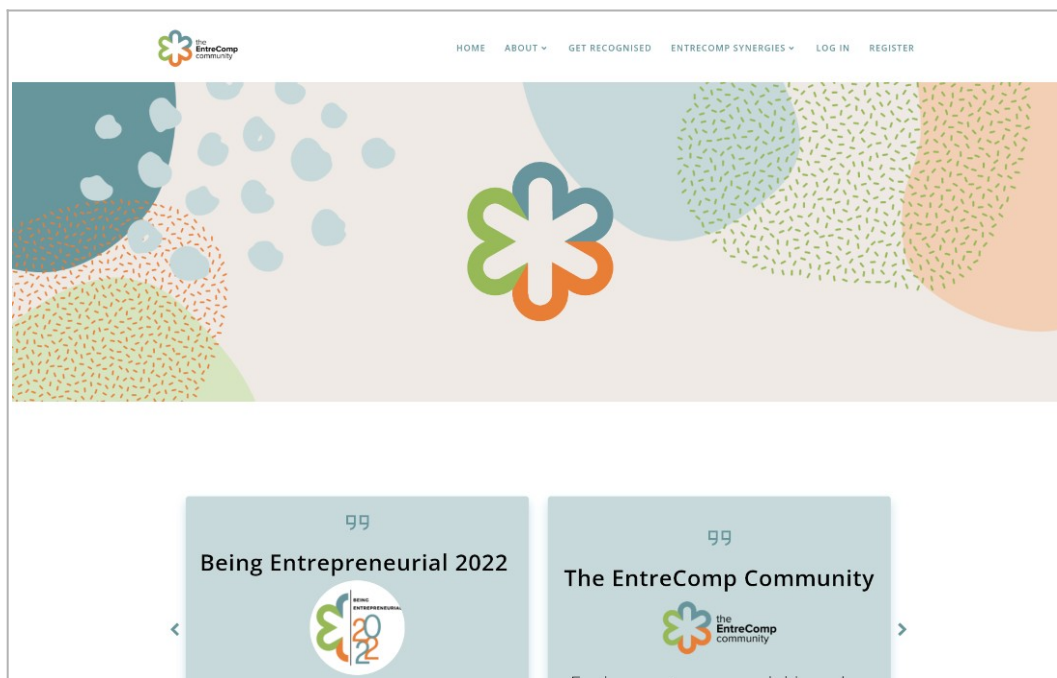
- A digital library, where everyone can explore the EntreComp Library where you will find publications, tools, case studies, videos and more, without the need for an account. All resources are free to view, download and share. Do you want to suggest a resource? Use the form.
- To work across sectors and with partners to develop their capacity and engagement through innovative and participatory learning events. The **Event app** gives an overview of different meetings, training opportunities and pending deadlines. Each member of the EntreComp community can share their events here. Event Calendar
- To network and collaborate within online communities of practice and recognise their progress and impact, through the **Networks app**. Join communities depending on your region or areas of interest, to discover practices and collaborate with other organisations around the globe.

Being part of the community is easy. First, you must Register an account. If you already have an account, you can log in. To help you get the most out of the learning platform, take a look at the User Guides

The benefit of joining the EntreComp community



Source: Seikkula-Leino et al. 2021, p. 13; Survey results. Research/development n=165; visibility on the map n=163; professional development n=136; recognition n=115; profiling and sharing n=113; other n=26



www.entrecomp.com

REFERENCES

- Arndt, P.; Wrohlich, K. (2019). Geschlechterquoten im europäischen Vergleich: Harte Sanktionen bei Nichteinhaltung sind am wirkungsvollsten. DIW Wochenbericht 38/2019; DIW Berlin — Deutsches Institut für Wirtschaftsforschung e. V.; https://doi.org/10.18723/diw_wb:2019-38-4
- Bacigalupo, M. (2022). Competence frameworks as orienteering tools. RiiTE Revista Interuniversitaria de Investigación en Tecnología Educativa, (12), 20–33. <https://doi.org/10.6018/riite.523261>
- 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>
- Belbin Associates (nd.) The Nine Belbin Team Roles, <https://www.belbin.com/about/belbin-team-roles>
- BusinessBalls: Business networking tips and techniques for networking events and networking websites. <https://www.businessballs.com/conflict-negotiation-and-influencing/networking>
- European Commission, Executive Agency for Small and Medium-sized Enterprises, Lilischkis, S., Tømmerbakke, J., Melleri, M. (ESMA 2021). A guide for fostering entrepreneurship education : five key actions towards a digital, green and resilient Europe, Publications Office of the European Union. <https://data.europa.eu/doi/10.2826/990680>
- European Union (2018). 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. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01))
- European Commission, Joint Research Centre, Bacigalupo, M., Weikert García, L., Mansoori, Y. (2020). EntreComp Playbook : entrepreneurial learning beyond the classroom, Publications Office. <https://data.europa.eu/doi/10.2760/77835>
- Enterprise Educators UK. Enterprise and Entrepreneurship Education Toolkit. <https://www.etctoolkit.org.uk/>
- Holley, J. (2018) Network Toolkit. For Network Weavers, October 2018. Network Weaver <https://networkweaver.com>
- Mulgan, G.; Tucker, S.; M Ali, R.; Sanders, B. (2007). Social-Innovation – What It Is, Why It Matters and How It Can Be. Accelerated; Skoll Centre for Social Entrepreneurship/The Young Foundation; 2007
- PHINEO gAG; Rickert, A. (ed.); Kurz, B.; Kubek, D. (2016). Social Impact Navigator. Berlin. <https://www.social-impact-navigator.org/>
- Seikkula-Leino J, Salomaa M, Jónsdóttir SR, McCallum E, Israel H. EU Policies Driving Entrepreneurial Competences—Reflections from the Case of EntreComp. Sustainability. 2021; 13(15):8178. <https://doi.org/10.3390/su13158178>
- Van den Bosch, S.; Rotmans, J. (2008). Deepening, Broadening and Scaling Up: A Framework for Steering Transition Experiments. Knowledge Centre for Sustainable System Innovations and Transitions (KCT), <https://hdl.handle.net/1765/15812>
- Van den Bosch, Suzanne. (2010). Transition Experiments: Exploring societal changes towards sustainability. Thesis to obtain the degree of doctor at the Erasmus University Rotterdam, <https://repub.eur.nl/pub/20714>
- Zimmermann N., Leondieva E., Gawinek-Dagargulia M. (2018): Creativity Handbook. Building connections, drawing inspirations and exploring opportunities as individuals and groups. Facilitator Handbook #4 Competendo, Berlin, MitOst 2018 https://competendo.net/en/Creativity_Handbook



www.entrecomp360.eu

EntreComp 360 is a project of



HÁSKÓLI ÍSLANDS
MENNTAVÍSINDASVIÐ

BANTANI
EDUCATION



The Women's Organisation



dare

Democracy and
Human Rights Education
in Europe