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EntreComp at Work

The European Entrepreneurship
Competence Framework in action in the
labour market: a selection of case studies

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Title: *EntreComp at Work. The European Entrepreneurship Competence Framework in action in the labour market: a selection of case studies.*

Abstract: *EntreComp at Work provides insights into how EntreComp is being used by labour market intermediary organisations to support individuals in their journey towards sustainable employment. It shares a number of lessons derived from 10 case studies.*



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*Joint
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Centre*

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WELCOME

These two reports, *EntreComp at Work: The European Entrepreneurship Competence Framework in action in the labour market* and *The EntreComp Playbook* with practical guidance for labour market intermediaries are a new chapter in the success story of EntreComp.

Their publication comes at a time when the European economy, labour market and workforce are faced with unprecedented challenges. It has never been clearer that we require resilience, initiative and collaboration skills to respond and EntreComp can offer inspiration and lessons to build entrepreneurial mindsets across the EU.

The 10 case studies in the *EntreComp at work* report highlight the diversity of ways in which EntreComp can be used, including workforce development, design of training, support for start-ups, and design of personal development plans.

The *EntreComp Playbook* is an innovative collection of practices, tools and examples of how to activate EntreComp in the workplace. The 9 principles of EntreComp set out in the playbook have the potential to become a new methodology for building entrepreneurial skills – and can be applied equally by an individual planning their career or at system level to support an entire workforce.

Our hope is that these new publications serve as a call to action for greater uptake of EntreComp and delivering on the goals of the European Skills Agenda.

I wish to give special thanks to those organisations – Bantani Education together with Matera Hub, Espacio RES, the EU3Leader Consortium, Consorcio Fernando de los Ríos and its programme Guadalinfo, Mygrants, the SFEDI Group with SFEDI Awards, SFEDI Solutions and the IOEE, Social Innovators KG, Startup Support South Africa, the Women's Organisation and the Youth@Work Partnership – that gave such rich and inspiring information on their case studies. I also take the opportunity to welcome the diverse projects and commitment by the EntreComp community who have used EntreComp in the third sector, for social innovation and start-ups, and to support underrepresented and disadvantaged groups.

Thanks also to the team in the European Commission's Joint Research Centre for their work in creating this report as well as their ongoing commitment to the implementation and development of EntreComp.

Alison Crabb

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1. READER'S GUIDE

Today's world is characterised by volatility, uncertainty, complexity and ambiguity. Technological developments are redefining the nature of work, transferring tasks from humans to algorithms or robots. Demographic trends, globalisation and climate change are also contributing to rapid transformations of labour markets. To cope and thrive in a world where technology is pervasive and evolving rapidly, where a wide range of problems exist and where many of the challenges faced are on a global scale, both individuals and collective entities, such as companies or public bodies, need to develop new competences that secure their resilience in the face of a fast-changing economy and society.

The skills forecast of the European Centre for the Development of Vocational Training (Cedefop) ⁽¹⁾ lists the top 10 skills requested in job vacancies (2018 data) as the following: being adaptive to change, working well in teams, being able to use office software, assisting customers, using a computer, solving problems, communicating well, being creative, being able to prioritise and managing projects. These are embedded in the knowledge, skills and attitudes that the 2018 *Recommendation on Key Competences for Lifelong Learning* ⁽²⁾ has identified as critical for citizens not only to cope with fast-changing labour markets, but also to be active contributors to more resilient societies. In particular, the factors identified relate to digital and entrepreneurship competences. To support these two competences, the European Commission has published two reference frameworks: the *Digital Competence Framework for Citizens*, also known as DigComp ⁽³⁾, and the *Entrepreneurship Competence Framework*, known as EntreComp ⁽⁴⁾.

1 Cedefop, Eurofound (2018). Skills Forecast: Trends and challenges to 2030. Luxembourg: Publications Office. Cedefop reference series; No 108. <https://europa.eu/!Vn87qN>

2 [Council Recommendation](#) of 22 May 2018 on key competences for lifelong learning (2018/C 189/01)

3 Vuorikari, R., Punie, Y., Carretero Gómez S., Van den Brande, G. (2016). DigComp 2.0: [The Digital Competence Framework for Citizens](#). Update Phase 1: The Conceptual Reference Model. Luxembourg: Publication Office of the European Union. EUR 27948 EN; doi:10.2791/11517

4 Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). [EntreComp: The Entrepreneurship Competence Framework](#). Luxembourg: Publication Office of the European Union; EUR

EntreComp at Work focuses on how EntreComp is being used for the provision of services that support individuals in progressing towards and participating in labour market activities or entrepreneurial ventures. Presenting 10 case studies, this publication provides insights into actual uses of EntreComp to address the entrepreneurial skills challenge facing labour market intermediary (LMI) organisations that are working to support individuals in entering and progressing within the employability pathway, that is, to support their journey towards sustainable employment.

Some of the cases analysed deploy both EntreComp and DigComp. The reader can find an extensive analysis of the use of DigComp by LMIs in the twin guide to this publication, *DigComp at Work*.⁽⁵⁾ The European Commission has also produced *DigComp into Action* ⁽⁶⁾ and *EntreComp into Action* ⁽⁷⁾ guides for use by stakeholders, which provide examples of the use of both frameworks across different sectors. Some of the cases included in this analysis have previously been documented in the *EntreComp into Action* guide and, where this is the case, this is highlighted throughout this publication.

27939 EN; doi:10.2791/593884

5 Kluzer S., Centeno C. and O'Keeffe, W. (2020), *DigComp at Work*, Publications Office of the European Union, Luxembourg, EUR 30166 EN , doi:10.2760/887815, JRC120376

6 Kluzer S., Pujol Priego L. (2018). [DigComp into Action - Get inspired, make it happen](#). S. Carretero, Y. Punie, R. Vuorikari, M. Cabrera, and O'Keeffe, W. (Eds.). JRC Science for Policy Report, Luxembourg: Publication Office of the European Union; EUR 29115 EN; doi:10.2760/112945.

7 McCallum E., Weicht R., McMullan L., Price A.,(2018) [EntreComp into Action: get inspired, make it happen](#) (M. Bacigalupo & W. O'Keeffe Eds.), . Luxembourg: Publication Office of the European Union; EUR 29105 EN; doi:10.2760/574864,

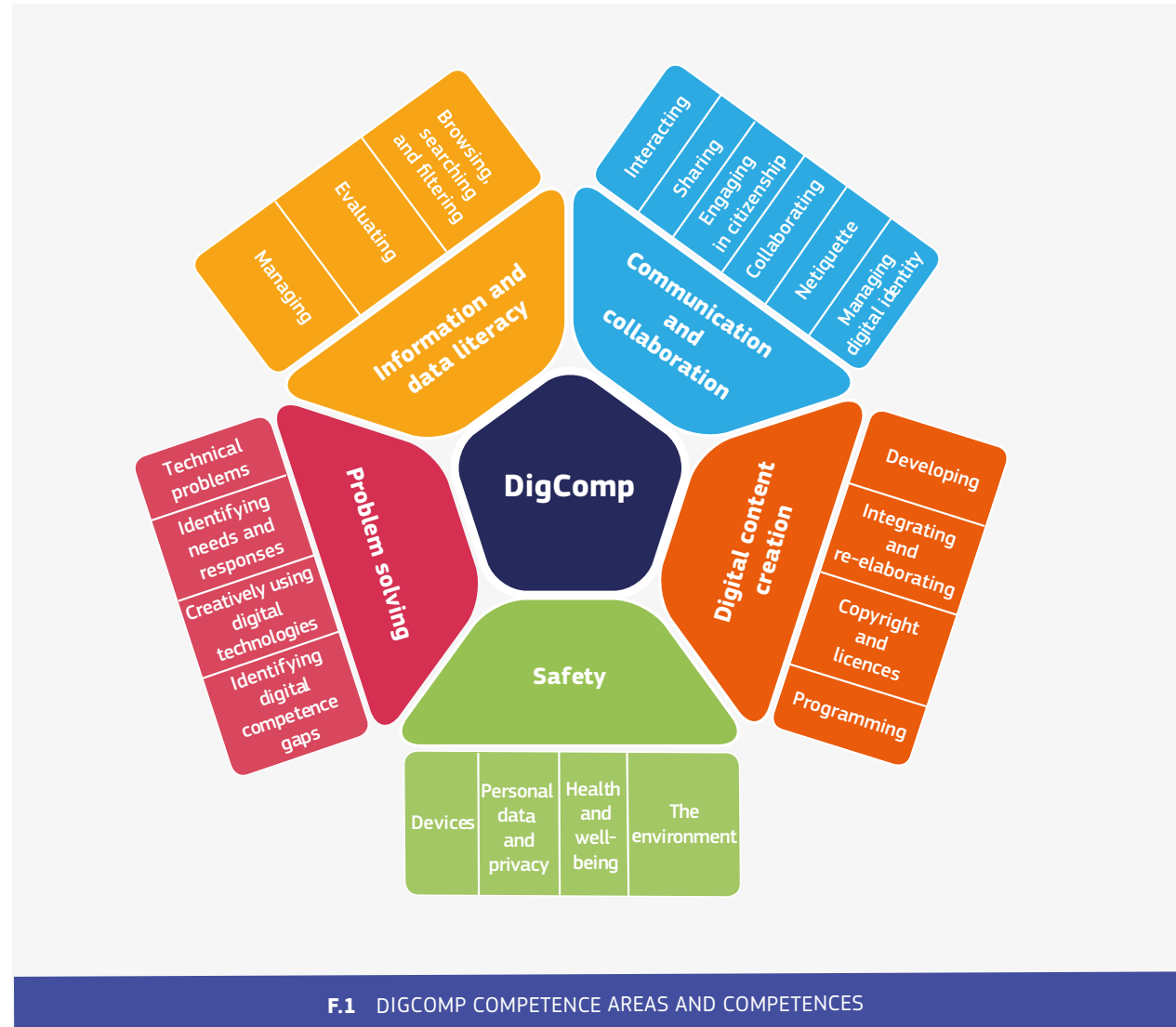
DIGCOMP AND ENTRECOMP: EUROPEAN KEY COMPETENCE FRAMEWORKS

DigComp

DigComp defines what it takes to be digitally competent. It offers a tool to improve citizens' digital competence. First published in 2013, DigComp has become a reference for the development and strategic planning of digital competence initiatives at both European and Member State levels.

The DigComp framework has five dimensions:

1. competence areas identified as part of digital competence (see **FIGURE 1**);
2. competence descriptors and titles that are pertinent to each area (also in **FIGURE 1**);
3. proficiency levels for each competence;
4. knowledge, skills and attitudes applicable to each competence;
5. examples of use showing the applicability of the competence to different purposes.



EntreComp

EntreComp focuses on the competences that make us entrepreneurial in any aspect of life. Published in 2016, it is a comprehensive, flexible and multipurpose reference framework designed to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations. EntreComp creates a shared understanding of the knowledge, skills and attitudes that define what it means to be entrepreneurial – acting upon opportunities and ideas and transforming them into social, cultural or financial value for others. EntreComp defines three competence areas: 'ideas and opportunities', 'resources' and 'into action'. Each area includes five competences, which, together, are the building blocks of entrepreneurship as a competence (see **FIGURE 2**). The framework develops these 15 competences along an eight-level progression model. In addition, it provides a comprehensive list of 442 learning outcomes, which offers inspiration and insight for those designing interventions from different educational contexts and domains of application.



F.2 ENTRECOMP COMPETENCE AREAS AND COMPETENCES

METHODOLOGICAL NOTE

Together with *DigComp at Work*, *EntreComp at Work* is the final output of the study **Mapping DigComp and EntreComp Use**, which was funded by the European Commission Joint Research Centre (JRC) and aimed to undertake a deep analysis of the uses of DigComp and EntreComp to inform policy responses around lifelong learning, guidance and employment support.

The information provided herein stems from fieldwork. Data to identify initiatives were collected through an open online call for information, an online questionnaire and email exchanges with networks of organisations interested in the application of the framework. An inventory of 29 initiatives that used EntreComp to provide entrepreneurial (up)skilling services from across the employability pathway was drawn up from the data collected. The selection of cases for in-depth analysis was based on their level of maturity, alongside the levels of activity and implementation of the framework. The selection also sought to ensure diversity in terms of the sector of origin (public, private and third sectors), the relevance of the initiative across the breadth of the employability pathway and the target population/beneficiaries of the services (i.e. unemployed people, employees, entrepreneurs(-to-be), volunteers, vulnerable people such as migrants, older people and low-skilled workers, and those facing particular challenges such as young people and women).

When identifying uses of EntreComp in work settings a broad perspective was adopted to encompass actors working towards developing the entrepreneurial skills of those who are unemployed, job seekers, employees and entrepreneurs(-to-be). The sample of cases selected is not representative.



2. MAPPING ENTRECOMP USE IN THE LABOUR MARKET

The aim of *EntreComp at Work* is to present insights into the real-life implementations of EntreComp in employability settings. By presenting 10 illustrative case studies and including insights from a consultation with 25 organisations, this publication shares a number of lessons derived from practice.

EntreComp at Work has been developed to complement the *EntreComp into Action* guide with a focus on the use of EntreComp in the provision of services supporting individuals in participating in labour market activities.

The 10 EntreComp cases included in the analysis are listed in **TABLE 1**. The organisations consulted, which represent a wide range of actors applying, or interested in applying, both DigComp and EntreComp frameworks are as follows: University College Leuven-Limburg (Belgium), Valnalón (Spain), Mindworks (Georgia), South East European Centre for Entrepreneurial Learning (Croatia), Virke (Norway), Cardiff Metropolitan University (United Kingdom), Materahub / Break in the Desk (Finland, France, Hungary, Italy, Spain and the United Kingdom), Simply Do Ideas (United Kingdom), Talous ja nuoret TAT (Finland), European Centre for Women and Technology (EU), Queensland innovation & entrepreneurial ecosystem (Australia), Kemmy Business School, University of Limerick (Ireland), State University of Applied Sciences in Elbag – PWSZ (Poland), Tomorrow's Land, Regenerus (United Kingdom), Advice Skills Academy (United Kingdom), PIETE, Univations GmbH (Germany), Entrepreneur Academy (Belgium), Asociación Jóvenes Solidarios (Spain), 1st EPAL of Lerapetra (Greece), Silesian University in Opava (Czechia), Istituto Superiore Luigi Einaudi (Italy), Hireable (United States), AUPEX (Spain), All Digital (EU) and European Grants International Academy (Italy).

Cases' visual cues

The 10 cases are represented by an icon and a sequence number. The colour of the icon indicates which sector the cases stem from.



C1 **NFLinEYE**
BELGIUM • ITALY

Capturing Non-Formal Learning in the Erasmus for Young Entrepreneurs Programme - Bantani Education and Materahub have conceptualised the use of EntreComp and a digital social learning media tool to measure the lifelong learning impact of the EYE programme and to capture the non-formal learning journey of 'new entrepreneurs' who participate in the programme

STAKEHOLDERS INVOLVED

- Placement organisations
- New entrepreneurs

C2 **Espacio RES**
SPAIN

Espacio RES is a foundation that was set up to create a sustainable start-up ecosystem in Seville, which uses EntreComp to develop, plan and organise its incubator programme for start-ups in social enterprise, technology, agriculture, clean energy and the creative fields

STAKEHOLDERS INVOLVED

- Entrepreneurs
- Aspiring entrepreneurs

C3 **EU3Leader**
AUSTRIA • CROATIA
SPAIN • UK

The Euclid Network's EU3Leader Erasmus+ project has developed a professional skills framework to foster entrepreneurial competences among third-sector leaders

STAKEHOLDERS INVOLVED

- Euclid Network – civil society organisations

C4 **Guadalinfo**
SPAIN

Guadalinfo is a regional consortium that is using DigComp and EntreComp to define its training programme, expanding the focus from digital competence development to citizen empowerment through support for developing social innovation and business ideas, contributing to their goal of employability for social inclusion

STAKEHOLDERS INVOLVED

- Regional:
- regional government
 - provincial councils
 - universities
 - schools / formal education
 - European networks (e.g. AllDigital, the European Network of Living Labs (ENoLL))
 - businesses
 - NGOs and civil society organisations
- Local:
- town halls
 - community organisations
 - women's associations
 - neighbourhood associations
 - schools
 - NGOs
 - businesses
 - users

C5 **Mygrants**
ITALY

Mygrants, a start-up in Bologna, has developed an app providing information and formative assessment services to refugees on asylum, social challenges and entrepreneurship. The system is used to scout out hidden talents among trainees and match them with job opportunities. EntreComp was used to design entrepreneurship-related content and offline activities

STAKEHOLDERS INVOLVED

- Public administrations
- Universities
- Third-sector organisations
- Business associations
- Banking associations

C6 SFEDI Awards
UK

The SFEDI Group is a group of organisations with a central focus on the development of enterprise and entrepreneurship through UK government-recognised National Occupational Standards for Enterprise. The organisation has taken the strategic decision to embrace and embed EntreComp through its project development, new course design and ongoing review of existing qualifications.

STAKEHOLDERS INVOLVED

- Public administrations
- Vocational education and training (VET) providers
- Third-sector organisations
- Educational organisations
- Companies
- Employment organisations
- Universities

C7 Social Innovators KG
AUSTRIA

Social Innovators KG runs an incubator programme for social enterprises in Graz, Austria. The 15 participants are unemployed individuals with a business idea who were placed in the programme by the Styrian public employment service (AMS). EntreComp serves the programme in developing holistic entrepreneurial skills for participants to address social problems when institutions cannot

STAKEHOLDERS INVOLVED

- Start-ups

C8 Startup Support South Africa
SOUTH AFRICA

Startup Support South Africa is an organisation supporting a range of entrepreneurship capacity-development initiatives. This short case study focuses on its work with a major bank, in which EntreComp was used as the basis for a completed pilot study and will be used in the planned roll-out of workforce redeployment training to support existing employees at risk of redundancy to develop their part-time enterprises into a sustainable full-time income.

STAKEHOLDERS INVOLVED

- Universities
- Client company

C9 The Women's Organisation
UK

The WO is a women's economic development agency providing a wide range of enterprise creation and growth incubation services for women. It is using EntreComp to review and develop its services for women entrepreneurs and start-ups, and as an organisational development tool for team training and strategic direction..

STAKEHOLDERS INVOLVED

- Public administrations
- VET providers
- Third-sector organisations
- Entrepreneurs/founders
- Small businesses
- Businesses Associations/networks
- Universities

C10 Youth@Work Partnership
TURKEY • ITALY • POLAND
FRANCE • REPUBLIC OF
NORTH MACEDONIA • SPAIN
CYPRUS • HUNGARY • UK •
MALTA • GREECE

This is a strategic cooperation between a number of Erasmus+ national agencies in Europe to support and develop the themes of entrepreneurship and employability across youth-work strategies and initiatives at national and EU levels. They are using EntreComp and DigComp as competence frameworks underpinning their strategic objectives and approach. They have so far provided tailored capacity-building training to national agency staff and followed this up by creating and training a pool of trainers to specialise in these topics and support the work of the Youth@Work Partnership at the EU level and of national agencies at the national level.

STAKEHOLDERS INVOLVED

- National ministries
- Regional administrations
Chambers of commerce Universities
- Social innovation centres
- Larger NGOs

ENTRECOMP USE BY LABOUR MARKET INTERMEDIARIES

LMI operate in the labour market to bridge the gap between labour supply and demand. They are made up of a range of organisations from the public, private and voluntary sectors and include public employment services, welfare-to-work providers, private-sector employment agencies, training providers, careers support services and community-based non-statutory organisations. They provide services to increase the employability of unemployed people and those seeking jobs, to support employees to upskill or progress in work, and to support those striving for entrepreneurial development, either for themselves through self-employment or within an organisation.

In increasingly volatile, complex and fragmented employment settings, LMIs' role and services offered are growing. **FIGURE 4** provides an overview of the main services offered by LMIs along a generic 'employability pathway'.

The journey to and through employment can be complex for the individual, the employee, the employer and the LMI providing support. For example, while the steps may be followed in a linear way, individuals' experiences entering into and within the labour market rarely follow a direct path. Given this, a challenge for LMI actors is to be flexible enough in their provision of employability services to meet the different needs of those that they work with.



2. MAPPING ENTRECOMP USE IN THE LABOUR MARKET

TABLE 2 presents an overview of the EntreComp LMI cases mapped against the employability pathway.

None of the 10 cases analysed in this study covers the full pathway. Furthermore, none of the cases offers services in the ‘employee support’ step. Of the 14 services, or steps, of the employability pathway, six stand out, as these were used most often:

- the design of training/development (in 9 of 10 cases);
- the delivery of training/development (in 9 of 10 cases);
- the assessment of skills (in 8 of 10 cases);
- personal development plans (in 8 of 10 cases);
- the start-up pathway (in 8 of 10 cases);
- the certification of competence (in 6 of 10 cases).

T.2 CASES MAPPED AGAINST EMPLOYABILITY PATHWAY STEPS - (✓) planned rather than actual activity (Grey background denotes steps in which EntreComp is not used yet)										
EMPLOYABILITY PATHWAY STEPS	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Labour market skills analysis			✓		✓		✓		✓	
Outreach to the under-/unemployed				✓			✓		✓	
Assessment of skills	✓	✓	✓	(✓)	✓	✓	✓	✓		✓
Personal development plan	✓		✓	✓	✓	✓	✓	✓	✓	
Design of training/development	✓		✓	✓	✓	✓	✓	✓	✓	✓
Delivery of training/development	✓	✓	✓	(✓)	✓	✓	✓	✓	✓	✓
Careers advice					✓					
Client tracking and monitoring						✓				
Liaising with employers for job placement/experience					✓					
Job search/support				(✓)						
Employee support										
Workforce development	✓				✓	✓		✓	✓	
Start-up pathway	✓	✓		✓	✓	✓	✓	✓	✓	
Certification of competence	✓	✓		(✓)		✓	✓	✓		✓

2. MAPPING ENTRECOMP USE IN THE LABOUR MARKET

TABLE 3 maps the cases against lifelong learning ⁽⁸⁾ settings, showing a prevalence among the cases of non-formal and adult learning services offered, which reflects how LMI actors typically operate outside formal education systems.

TABLE 4 (next page) provides examples of how EntreComp is used in support of each step of the employability pathway. Not all cases are featured in this list and while, in various cases, actions may have been implemented across multiple steps in the employability pathway, EntreComp is not always explicitly used in each step.

T.3 THE 10 CASES MAPPED AGAINST LIFELONG LEARNING SETTINGS										
LIFELONG LEARNING SETTINGS	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
School education						✓				
Higher education										
VET						✓				
Youth work										✓
Work-based learning	✓	✓						✓		
Adult learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Non-formal learning	✓	✓	✓	✓	✓		✓	✓	✓	✓

⁸ The classification of lifelong learning sectors is based on the lifelong learning sectors identified within the European Commission definitions and organisations structure, and the following European Parliament analysis: <http://www.europarl.europa.eu/thinktank/infographics/lifelonglearning/index.html>

2. MAPPING ENTRECOMP USE IN THE LABOUR MARKET

T.4 EXPLICIT USE OF ENTRECOMP IN EACH STEP OF THE EMPLOYABILITY PATHWAY 1/2											
EMPLOYABILITY PATHWAY STEP	EXPLICIT USE OF ENTRECOMP	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Labour market skills analysis	Skills for third-sector leaders are analysed through the EntreComp prism			✓							
	Labour market shortages are identified through links with business associations					✓					
Outreach to the under-/unemployed	Not explicit: under- and unemployed participants for business start-up course are identified via public employment offices							✓			
Assessment of skills	EntreComp is used to design a reflection process to support the assessment of skills	✓									
	EntreComp is used to assess the skills of aspiring/new entrepreneurs		✓					✓			
	EntreComp is mapped to the existing self-assessment tool to ensure alignment								✓		
	EntreComp is used to assess skills via self-assessment and a 360 feedback process			✓							
	Continuous assessment of achievements via an online app					✓					
	EntreComp is used to assess skills via self-assessment and a qualification-based assessment							✓			
	Planned: development of self-assessment tool					✓					
Personal development plan	Personal development plans aligned to EntreComp are captured via a learner commitment and the mandated tasks set in the LoopMe tool	✓									
	A specific model is mapped to EntreComp to ensure alignment with the framework competences								✓		
	Personal development plans are mapped to EntreComp-inspired third-sector leader skills framework			✓							
	Personal development plans are developed via an online app					✓					
	Personal development plans are integrated into the qualification-based course							✓			
Design and delivery of training	Learning activities are designed/delivered and are fully aligned to EntreComp	✓	✓		✓				✓	✓	✓
	Training is mapped to EntreComp-inspired third-sector leader skills framework			✓							
	EntreComp is embedded into the learning outcomes and modules of the qualification-based course							✓			

2. MAPPING ENTRECOMP USE IN THE LABOUR MARKET

T.4 EXPLICIT USE OF ENTRECOMP IN EACH STEP OF THE EMPLOYABILITY PATHWAY 2/2											
EMPLOYABILITY PATHWAY STEP	EXPLICIT USE OF ENTRECOMP	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Careers advice <small>(It is considered that this step is closely related to the development of personal development plans. However, it is worth noting that no specific career guidance is linked to the cases analysed)</small>	Personal development plans aligned to EntreComp are captured via a learner commitment and the mandated tasks set in the LoopMe tool	✓									
	An already developed model is compared with / mapped to EntreComp to ensure alignment with the EntreComp competences								✓		
	Personal development plans are mapped to EntreComp-inspired third-sector leader skills framework			✓							
	Personal development plans are developed via an online app					✓					
	Personal development plans are integrated into the qualification-based course							✓			
Liaising with employers for job placement/ experience	Job placements / integration-focused internships are offered via an app and/or training					✓					
Job search/support	Not with EntreComp use										
Employee support	Not with EntreComp use										
Workforce development	Workforce development support is supplied to organisations as customers					✓					
	EntreComp-related qualifications are used for workforce development						✓				
	The workforce deployment programme (resulting from job cuts due to artificial intelligence) is explicitly aligned to EntreComp								✓		
Start-up pathway	Links to skills for start-up are explicitly made	✓	✓				✓			✓	
	The main area of personal development is aligned to EntreComp competences and start-up					✓					
Certification of competence	Competences are informally recognised via completion of EntreComp-aligned tasks or training		✓								
	YouthPass is used in training events (where EntreComp is explicitly mentioned as a focus of the training undertaken)										✓
	Competences are formally recognised via a qualification from a government-recognised awarding body						✓				
Client tracking and monitoring	Limited research is conducted via surveys of pre- and post-release prisoners on their perceptions of the learning process and its actual/future benefits						✓				

2. MAPPING ENTRECOMP USE IN THE LABOUR MARKET

TABLE 5 provides a more in-depth analysis of the four steps within the employability pathway that feature most frequently (analysis of competences, assessment of skills, design of training and recognition/certification). To these four steps, it is important to add an additional step in this table, which is not covered within the employability pathway – to mobilise or promote entrepreneurship using EntreComp (see the discussion in the ‘How EntreComp is used’ section below).

T.5 COMMON USES OF ENTRECOMP ACROSS THE 10 CASE STUDIES - (✓) planned rather than actual activity						
CASE	ENTRECOMP USAGE					PUBLICLY AVAILABLE OUTPUTS
	MOBILISE/PROMOTE ENTREPRENEURSHIP	ANALYSIS OF COMPETENCES	ASSESSMENT OF SKILLS	DESIGN OF TRAINING	RECOGNITION/CERTIFICATION	
C1		✓	✓	✓	✓	
C2	✓		✓	✓	✓	
C3	✓	✓	✓	✓	✓	Competence framework for third-sector leaders and training programme
C4	✓	✓	(✓)	(✓)	(✓)	
C5	✓	✓		✓	✓	
C6	✓	✓	✓	✓	✓	Course specifications
C7	✓		✓	✓	✓	
C8	✓	✓	✓	✓		
C9	✓	✓	✓	✓		
C10	✓	✓	(✓)	(✓)	(✓)	

HOW ENTRECOMP IS USED

EntreComp was launched in 2016 and when data for the present study were collected (at the end of 2018) the use of the framework by early adopters was still in its infancy. In brief, EntreComp provides a structure for mapping existing entrepreneurship training and services according to the 15 competences of the framework and provides a check-list for those involved in the development of new training or wider employability support initiatives, not only at the learning outcome level but also at the **strategic level**. The framework creates value by providing a robust, credible context and an innovative approach that underpin decisions or proposals to address EntreComp-related competence development. In [C9 The WO](#), EntreComp has provided the evidence base to support the writing of proposals and tenders for the provision of local enterprise services.

Similarly, the framework is useful to support **policy interventions**. [C10 Youth@Work](#), is the exception to the main group of case studies. In its strategic cooperation with Erasmus+ national agencies, it sees its role, namely driving the implementation of both the EntreComp and DigComp frameworks, as a clear objective of the cooperation. EntreComp is used as a structure to provide evidence of the impact of such competences in the areas of employability and entrepreneurship, which are under-represented in youth-work objectives.

What follows is a presentation of how EntreComp has been used by the 10 cases in the first 18 months after its public release.

EntreComp for the analysis of competence requirements

LMI use EntreComp as a guiding tool to **identify competences** that can or should be developed to support the development of entrepreneurial skills and an entrepreneurial mindset. Different players have used the framework as a reference for generic skills analysis, but none has used EntreComp for occupational profiling⁽⁹⁾. Similarly, EntreComp has provided a structure for **mapping existing entrepreneurship training**

9 DigComp, which has been out for longer than EntreComp (since 2013), has already been used to define occupational profiles, as documented in Kluzer S., Centeno C. and O’Keeffe, W. (2020), DigComp at Work, Publications Office of the European Union, Luxembourg, EUR 30166 EN , doi:10.2760/887815, JRC120376

and services against the 15 competences of the framework ([C9 The WO](#)), leading to training programmes being redesigned, rather than being turned into a baseline for benchmarking.

[C3 EU3Leader](#), has defined a competence profile using EntreComp as a research tool to underpin the development process. [C4 Guadalinfo](#), is planning to do so for its target audiences and [C10 Youth@Work](#), is considering how to adapt the framework to youth workers. However, through the current and planned applications identified in these cases, EntreComp is being applied generically to a broad skills profile rather than to specific occupations.

Benchmarking is not highlighted in any of the current EntreComp cases, while it is an emerging theme in the use of DigComp⁽¹⁰⁾.

The cases studied **mainly address all of the competence areas**. Given that all of the cases state that ‘EntreComp provides a common language’, it is not surprising that the majority of cases focus on all of the competence areas ([C1 NFLinEYE](#); [C2 Espacio RES](#); [C3 EU3Leader](#), [C6 SFEDI](#), [C8 Startup Support South Africa](#) and [C10 Youth@Work](#)) and only one case tackles two out of the three EntreComp competence areas ([C7 Social Innovators KG](#)), namely ‘resources’ and ‘into action’. Within the ‘resources’ area, the project focuses on a specific set of competences: mobilising resources, self-awareness and self-efficacy, and motivation and perseverance.

Only [C7 Social Innovators KG](#) considered additional entrepreneurial competences. These stem from the actors’ own experiences, rather than from an analytical comparison, which is reflected in, for example, its call for a sales skill to be included.

[C2 Espacio RES](#) is the only programme that also focused on building other key competences. It initially set out to focus on all eight key competences defined by the European Commission⁽¹¹⁾, but the project abandoned this approach because it was not feasible. Its work now focuses on entrepreneurial skills.

10 Kluzer S., Centeno C. and O’Keeffe, W. (2020), DigComp at Work, Publications Office of the European Union, Luxembourg, EUR 30166 EN , doi:10.2760/887815, JRC120376

11 [Council Recommendation of 22 May 2018](#) on key competences for lifelong learning (2018/C 189/01)

A number of projects included a focus on digital competences as described in DigComp. This is particularly clear in **C4 Guadalinfo**, in which DigComp competences underpin its training programme, and in **C10 Youth@Work**, in which the dual focus on EntreComp and DigComp competences is reflected in the strategic objectives.

EntreComp for assessment tests, recognition and certification of competences

As seen in **TABLE 4**, this area is **not yet well developed for EntreComp**, which is in stark contrast with the analysis of the results of the DigComp cases, presented in *DigComp at Work*. It is likely that this is a result of the different stages of maturity of each framework, and, importantly, the development path of DigComp may offer some indication of how EntreComp could progress in the future.

A more fine-grained analysis of the process, from assessment to recognition, as demonstrated in the implementation of EntreComp offers more insight, as seen in **TABLE 6**. While a number of cases highlight assessment and recognition as themes, deeper analysis shows that the approaches are usually more informal than with the implementation of DigComp, with fewer links to formal certification of competences. Indeed, only **C6 SFEDI** demonstrated formal certification, with most cases lying instead in the realm of social recognition of competences to explicitly demonstrate their value to the learning process and to the individual learner. This links to the 'shift in mindset' that **C7 Social Innovators KG** highlighted as an important result of using the framework – namely that, through explanation and use of EntreComp, stakeholders were supported in and began to understand the value of these competences within the learning process and ultimately to the learner.

The **importance of assessment** is evident in a number of cases, both existing and planned. It can be seen most explicitly in **C1 NFlinEYE**, which uses LoopMe.io – a commercial tool – to provide a structured assessment process, with learning objectives and learning outcomes mapped to EntreComp competences (but does not offer formal certification). Courses and assessments in **C6 SFEDI** are clearly mapped to EntreComp competences and a number include a self-assessment tool aligned to the framework. **C8 Startup Support South Africa**, has drawn on existing assessment tools from academia and analysed these in relation to the EntreComp competences

to ensure alignment prior to using them. **C10 Youth@Work** is in the planning stages of developing a bespoke assessment tool, for which the next step will be a 'hackathon' with young people, employers and experts from the worlds of assessment and youth work to begin the co-creation of an approach/tool to work alongside YouthPass ⁽¹²⁾.

It is apparent that **certification is not yet widespread** among the EntreComp cases and can be seen only in **C2 Espacio RES** (open badges), and **C6 SFEDI**. **C6** is the most prominent example, as it is a qualification-awarding body designing and delivering certified courses through a range of delivery providers. They have a series of qualifications that map to EntreComp and highlight the value of EntreComp for the recognition and certification process to delivery providers.

One aspect worth highlighting within the EntreComp cases is the concept of creating value for the competences being developed and assessed. This is a form of **social recognition** and can be seen in EntreComp in those situations where formal routes of assessment and certification do not exist. A number of cases are actively seeking practice examples covering both assessment and certification, to inform planned developments (**C4, Guadalinfo** and **C10 Youth@Work**), linked to **less experience and understanding of how to effectively assess and certify** these competences. It can be related back to the mindset shift needed when working with EntreComp, to the earlier level of maturity of the framework itself and to the overall lower use of related competences within lifelong learning than in DigComp (which may not be widely recognised in existing learning approaches).

EntreComp to design training programmes

The framework is very widely used as a foundation for the design and delivery of training on entrepreneurial skills, as illustrated in **TABLE 7**. This aspect features in all of the cases, varying from courses for the staff of policy organisations (**C10 Youth@Work**) to training for entrepreneurs (**C9 The WO** and **C2 Espacio RES**). Direct EntreComp specification was a common feature, defined as explicit use of the EntreComp competences within the design of training. In EntreComp, this does not align with the

¹² [YouthPass](#) is a recognition tool for non-formal and informal learning in youth projects

2. MAPPING ENTRECOMP USE IN THE LABOUR MARKET

T.6 COMPETENCE ASSESSMENT AND CERTIFICATION IN THE CASE STUDIES- (✓) planned rather than actual activity									
CASE	LINK TO ENTRECOMP								COMMENT
	SOCIAL VALUE/RECOGNITION	SELF-ASSESSMENT	FEEDBACK ASSESSMENT	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	VALIDATION	INFORMAL CERTIFICATION	FORMAL CERTIFICATION	
C1	✓	✓	✓		✓	✓			Embedded within the LoopMe tool
C2	✓						✓		Participants receive course completion badge
C3									None
C4	✓	(✓)			(✓)	(✓)		(✓)	Seeking best practice for future plans on assessment
C5	✓	✓		✓			✓		Continuous/formative assessment of learning achievements
C6	✓	✓	✓		✓	✓		✓	Used within formal qualification
C7			✓						Participants receive course completion certificate
C8	✓	✓			✓	✓			Uses existing tools that align to EntreComp
C9	✓								Competences made explicit through training
C10	✓	✓	(✓)		(✓)	(✓)		(✓)	Piloted basic use – planning assessment-based tool development

2. MAPPING ENTRECOMP USE IN THE LABOUR MARKET

use of the progression model.

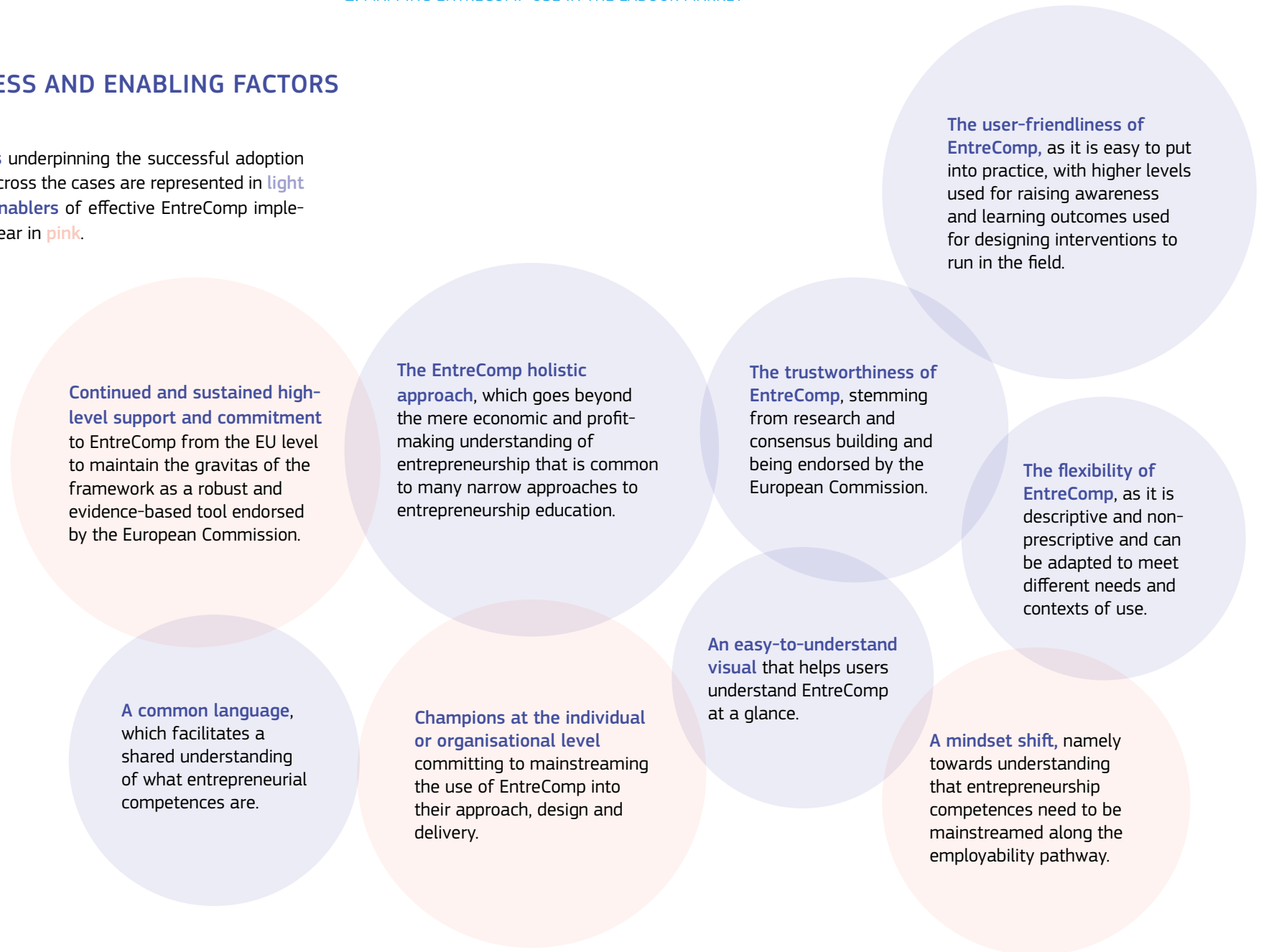
The **degree of framework use and the integration of EntreComp in the structure and design** of training actions varies, ranging from informal uses ([C2 Espacio RES](#)) to very formalised structures ([C3 EU3Leader](#), [C1 NFLinEYE](#) and [C6 SFEDI](#)). While both [C3, EU3Leader](#), and [C1 NFLinEYE](#) rely heavily on EntreComp, the way it is used in these cases is quite different. [C3 EU3Leader](#) took a lot of inspiration from the framework for its own competence framework; this project mirrored the approaches for hints and descriptors and involved in-depth discussions regarding progression levels, with the final outcome being that the number of progression levels was simplified. [C1 NFLinEYE](#) used the EntreComp framework as a foundation and did extensive mapping. It developed a training programme for aspiring and new entrepreneurs based on the framework to ensure that, over the course of an EYE mobility training course, every EntreComp competence is covered at least once.

There are specific examples of how the EntreComp visuals and framework have been adapted **to create new materials and resources** that have been used in learning environments with would-be entrepreneurs and their educators/advisers ([C9 The WO](#)). Training programmes not only address end-users, but also, in a number of EntreComp cases, shape learning opportunities for **team or staff development** as part of an organisation's learning and development activities ([C9 The WO](#) and [C10 Youth@Work](#)). In common with DigComp cases, all EntreComp cases highlighted the **clear structure of EntreComp** as a significant benefit to its use within training design and delivery. The EntreComp cases stated that, like DigComp, the framework facilitated dialogue between training designers and different contributors. However, while there was a concern that DigComp may become out of date in the face of technological advances, questions over the longevity of EntreComp were not mentioned in any feedback. It is noteworthy that **few cases made significant use of the EntreComp progression levels**. In those that did use the progression model, [C6 SFEDI](#) highlighted its usefulness in aligning the use of the competences in training design to different levels of qualification. [C8 Startup Support South Africa](#), used the progression model in two ways, both to determine the right content for the level of development and to map the life cycle of the training participant, namely from being supported by his/her employer to finding independent employment through business start-up.

T.7 ANALYSIS OF TRAINING DESIGN IN ENTRECOMP CASES	
CASES	BASIS OF TRAINING DESIGN
C1	Direct EntreComp specification within the personal development plan and task-based training plan
C2	Direct EntreComp specification as the basis for the informal guide for the informal competence-based training plan
C3	User needs analysis
C4	Not yet developed – being planned with direct EntreComp specification
C5	Direct EntreComp specification
C6	Direct EntreComp specification
C7	Direct EntreComp specification
C8	Direct EntreComp specification
C9	Direct EntreComp specification
C10	Direct EntreComp specification

KEY SUCCESS AND ENABLING FACTORS

The **key factors** underpinning the successful adoption of EntreComp across the cases are represented in **light blue**. The **key enablers** of effective EntreComp implementations appear in **pink**.



COMMON CHALLENGES

Turning EntreComp into action requires vision, motivation, perseverance and the capacity to take the initiative and to learn through experience. The key challenges that LMIs faced along their journey are summarised below.

Complexity

The framework provides an overview across the three areas and 15 competences that is straightforward and easy to communicate, but it becomes complex at its lower levels of specificity. The language used within the learning outcomes, for instance, was at times considered too complex ([C6 SFEDI](#), and [C4 Guadalinfo](#)). Some users also had questions about the number of progression levels and the granularity between each level. It is noteworthy that few cases worked across the progression levels; instead, most focused on the hints and/or descriptors. Interestingly, those highlighting the complexity of the framework were also mostly those that were using it more comprehensively ([C6 SFEDI](#); [C4 Guadalinfo](#); and [C3 EU3Leader](#)).

Need for adaptation

EntreComp offers a way of understanding entrepreneurship competences that is broad and comprehensive and facilitates the use of a common language across education, training, employability initiatives, career guidance and the employment world. While the mapping of competences and threads may be straightforward, LMIs find that using the learning outcome statements in a specific context is not so easy ([C4 Guadalinfo](#)). EntreComp learning outcomes are general enough to be applicable across sectors and to be understandable by all players in the lifelong learning path; however, they need to be adapted to become specific to a context ([C3 EU3Leader](#)).

Lack of awareness

A lack of awareness of EntreComp among wider stakeholders was a challenge for many organisations including [C6 SFEDI](#), [C9 The WO](#), [C10 Youth@Work](#), and [C8 Start-up Support South Africa](#). These cases needed to raise awareness and build understanding in order to get buy-in to the use of the framework.

Lack of ecosystem integration

A challenge, which can also be considered an opportunity, is the current lack of connection between policy and industry. The framework can facilitate a mindset shift between business and policy in that it allows both groups to speak the same language and gives them a starting point to support a holistic view of entrepreneurship. [C7 Social Innovators KG](#), welcomed the framework, as it linked to their mission of shifting mindsets towards viewing entrepreneurial skills as transversal skills and understanding that creating value does not have to refer only to economic value. This was echoed by [C6 SFEDI](#), which found that, through the framework, this shift in thinking was taking place in the organisation, and by [C4 Guadalinfo](#), which found that the framework supported its work on social innovation and living labs.

Co-working frameworks

Explicit use of both EntreComp and DigComp competences is present only in [C4 Guadalinfo](#), [C9 The WO](#) and [C10 Youth@Work](#). [C4 Guadalinfo](#), has an existing portfolio of digital training courses and it has started to add entrepreneurial training to its programme. [C9 The WO](#), uses both frameworks as part of its toolbox to support the design of new training programmes. [C10 Youth@Work](#), is focusing mainly on EntreComp because it is the most difficult for new colleagues to grasp, but in the training it has thus far designed it is presenting the competence frameworks side by side to allow the development of awareness of both frameworks and it is also developing practices for applying both frameworks to the design of new youth-work actions. Expanding to a second framework can require additional effort or expertise. So far, no amalgamation of the two frameworks has been reported. Even in the cases in which both competence frameworks are applied, they are treated very separately. The primary message from these cases is that co-working with two competences is complex and further guidance is needed. However, it is clear that there is significant potential to co-work with these and other competences. Simply put, entrepreneurial learning always has the potential to be delivered through a methodology that uses DigComp competences, and all kinds of entrepreneurial activities may be enabled by or require digital competence (as mentioned in [C5 Mygrants](#)).

ANNEX. ENTRECOMP CASE STUDIES

C1	NFLinEYE - Non-Formal Learning in the Erasmus for Young Entrepreneurs Programme	p. 27
C2	Espacio RES	p. 34
C3	EU3Leader	p. 37
C4	Guadalinfo	p. 44
C5	Mygrants	p. 51
C6	SFEDI	p. 61
C7	Social Innovators KG	p. 67
C8	Startup Support South Africa	p.71
C9	The Women's Organisation	p.75
C10	Youth@Work - Strategic Partnership on Youth Employability and Entrepreneurship of Erasmus+ national agencies	p.82



F.5 COUNTRIES INVOLVED IN ENTRECOMP CASES INCLUDED IN THE STUDY

C1 NFLinEYE

Erasmus for Young Entrepreneurs is a European Commission cross-border exchange programme, which gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in other participating countries.

The case reported herein relates to a pilot initiative capturing **non-formal learning** in the **Erasmus for Young Entrepreneurs Programme** (NFLinEYE) aimed at capturing the non-formal learning journey of new entrepreneurs who participate in the programme and at measuring the impact of the EYE programme, looking beyond the indicators, such as how many new businesses are created following the programme.

Bantani Education and Materahub, both third-sector organisations, came up with the idea of assigning a set entrepreneurial tasks to the EYE programme and capturing the non-formal learning of new entrepreneurs throughout their mobility experience.

The NFLinEYE pilot has been running since April 2018 and had its first evaluation in 2019 (later than the data collection phase for the preparation of this case study).

The NFLinEYE pilot matches the tasks that participants can fulfil with EntreComp competences, but EntreComp is not directly visible to participants, who nevertheless reflect on their progress and the competence acquired through the process.

The NFLinEYE pilot shows how EntreComp can be used to appraise and assess skills in the labour market by helping entrepreneurs identify their strengths and weaknesses through targeted development programmes and reflection, as well as how to demonstrate progression through a learning journey.

T.8 C1 – NFLINEYE AT A GLANCE

Leading organisation	Bantani Education · Materahub
Sector	Third sector
Frameworks used	DigComp EntreComp
Start / end date	2018 – ongoing
Country	Belgium · UK
Geographical scope covered	EU and EYE countries
Target audience	Start-up entrepreneurs · entrepreneurs-to-be
Professional sectors covered	General
Stakeholders involved	EYE new entrepreneurs · EYE intermediary organisations · EYE European support office
Online resources	For internal use only
EntreComp into Action	C37
Contributors	Bantani Education – Rebecca Weicht, Co-Founder (REBECCA.WEIGHT@BANTANI.COM) Materahub – Paolo Montemurro, Director (PAOLOMONTEMURRO@MATERAHUB.COM) Innogate to Europe – Katharina Kühnelt, former Director of EU Projects

T.9 C1 - NFLINEYE EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	✓
5	Design of training	✓
6	Development/Delivery of training	✓
7	Careers advice	
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	✓
12	Start-up pathway	✓
13	Certification of competence	✓
14	Client tracking and monitoring	

CONTEXT AND DRIVERS

EYE is a [cross-border exchange programme](#) that gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in other participating countries. EYE is financed by the European Union and operates across the participating countries with the help of local contact points that are competent in business support (e.g. chambers of commerce, start-up centres, incubators, etc.). Their activities are coordinated at the European level by the Support Office of the Programme. All contractual aspects of the projects financed to implement the programme are managed by the EASME.

EYE helps provide aspiring entrepreneurs with the skills necessary to start and/or successfully run a small business in Europe. The programme wants to facilitate the exchange of experience and information between new entrepreneurs and experienced host entrepreneurs in Europe.

New entrepreneurs are hosted by an experienced entrepreneur with whom they exchange knowledge and business ideas and collaborate for a period of between one and six months. The European Union funds the exchanges up to 100%. The EU budget also co-finances a large part of the expenses incurred by the intermediary organisations, which are indispensable for the programme to work. These are local contact points that are responsible for promoting the programme, recruiting the right entrepreneurs, verifying applications (including business plans), organising the matching process between the two entrepreneurs and helping both the new and host entrepreneur throughout the exchange. They also facilitate a 'Commitment to Quality' agreement that all parties commit to consisting of a description of the work/learning project, objectives, tasks, responsibilities, deliverables, financial conditions and legal implications of the exchange.

The NFLinEYE pilot aims to measure the lifelong learning impact of the EYE programme and to capture the non-formal learning journey of new entrepreneurs who participate in the programme. It was conceptualised by two third-sector organisations, Bantani Education and Materahub, and is implemented by the two organisations with the support of the European support office for EYE, Eurochambres. It has

been running since April 2018 and started with 16 new entrepreneurs, and 10 intermediary organisations from six countries are involved in the pilot.


This pilot supports the following stages of the employability/self-employment pathway: personal development, the design and delivery of training, the start-up pathway, the assessment of skills and the certification of competence.

Bantani Education is a Brussels-based non-profit organisation that develops and supports creative and entrepreneurial learning policy and practice. Rebecca Weicht, Bantani co-founder, participated in the EYE scheme as a new entrepreneur in 2017. She was hosted at the Swedish educational technology start-up Me Analytics.

Materahub is a consortium that works at the international level to support enterprises, start-ups and aspiring entrepreneurs, institutions and organisations through European projects. For years, Materahub has been an intermediary organisation of the EYE programme in the south of Italy. Paolo Montemurro is Materahub's Project Area Director and is a member of the EYE working group on impact assessment.


Weicht and Montemurro, both entrepreneurs and project managers with experience in EntreComp and in the EYE programme, came together to develop the idea of capturing the informal learning that new entrepreneurs experience by participating in EYE.

While hosted by ed-tech company Me Analytics AB, Weicht became familiar with [LoopMe](#), a social learning media tool that the company had developed. LoopMe



Rossella reported on 15 - Reflect on cultural differences in business in Erasmus for Young Entrepreneurs

2018-11-28, 11:34



I encountered evident cultural differences between me and my colleagues. I was coming from a different way of working and managing a tattoo business. Here in Rome, I understood that I had to completely change my approach in order to be successful and have good results. The way of doing prices, approaching clients, organising the everyday life of the shop, and promoting the business are completely different.

In Rome the clients are always right, and because it is full of tourists, it is essential to listen to them and understand completely their requests. In London the artist has always the last word, because he/she is the one to know the job and the dynamics of the art on skin. In London the clients trust you. In Rome clients are more diffident.

According to this, the overall organisation change and the job in Rome becomes quicker because it has to respond quickly, and model itself to other people's requests. In London the rhythms are slower and based on a more quality job. The cultural background determine all these differences.

Prices change because tattoos are more rooted in London even though Italy is the most tattooed country in EU. The difference is that in Italy is a trend, while in England tattoos still represent a strong belonging to an important underground- subculture within the society (a parallel revolutionary world of art against the big establishments).

What did you learn about dealing with others from a different cultural background?
I have learnt that differences can be great opportunities for thinking and creating new successful solutions.

Collaboration

Communicated more effectively

Considered other people

Considered wider impact

I influenced someone

F.6 A REFLECTION (LOOP) ON THE TASK 'REFLECT ON CULTURAL DIFFERENCES IN BUSINESS'

is an app that helps foster and assess entrepreneurial skills and competences. It stems from research in entrepreneurship education by Chalmers University of Technology in Sweden. It allows educators and trainers to set tasks that learners complete and then reflect upon. The app guides learning, builds entrepreneurial mindsets and helps monitor skills development.

Reflecting on her own exchange and how her learning journey was captured and measured, Weicht sought to bring the framework and the tool together, to conceptualise the use of LoopMe to capture and foster entrepreneurial skills development for new entrepreneurs of the EYE programme based on the EntreComp competences. The team designed a set of learning activities ('tasks') for new entrepreneurs to foster those commercial and lifelong learning skills laid out in the EntreComp framework. Over the course of their placement, new entrepreneurs were asked to complete 16 tasks (see **TABLE 8**). Each time the new entrepreneur completed a task, they reflect upon it in the app. This reflection (a 'loop') is then shared immediately with their intermediary organisation. Some tasks are set to be completed more than once, e.g. 'Pitch your business'. The reflections that new entrepreneurs share are prompted by questions. For example, the 'pitch your business' task asks new entrepreneurs to pitch twice to different contacts and to reflect on the experience: how they felt the pitch went, what went well and what they could do differently next time. The collated reflections show the new entrepreneurs' learning progress and are captured in a clear learning journey.

T.11 THE ENTRECOMP COMPETENCES TRANSLATED INTO TAGS	
LOOPME TAGS	LINK TO ENTRECOMP
Spotted opportunity	Spotting opportunities
Managed priorities better	
More commercially aware	Financial and economic literacy
Increased customer understanding	Valuing ideas
Becoming more creative	Creativity
Becoming more enterprising	Taking the initiative
Out of comfort zone	Learning through experience
Better problem solving	
Becoming more resilient	Self-awareness and self-efficacy
Reflecting con feedback	Coping with ambiguity, uncertainty and risk
Coping with uncertainty	
Finding things difficult	
Not what I expected	
Feeling unmotivated	
Disappointing results	
Collaboration	Working with others
Increased my social skills	Planning and management
Better networker	
Better leader	Mobilising others
I influences someone	Mobilising resources
Communicated more effectively	
More socially/globally aware	Vision
Considered other people	Ethical and sustainable thinking
Considered wider impact	

against the EntreComp competences. Throughout his or her learning journey, a new entrepreneur will foster all 15 EntreComp competences.

A task can be understood widely and could be:

- any sort of contact or meeting (e.g. with stakeholders, a team meeting or customer meetings);
- emotional events (e.g. 'be surprised');
- major decisions;
- helping others' events;
- discussions around content;
- the application of knowledge in practice;
- targeted value creation for others.

New entrepreneurs complete the assigned tasks one by one. They do not have to be completed in a specific order. Each loop (reflection) must meet three characteristics. First, it must contain free-flow text to which a file (e.g. a picture) can be added. This constitutes the main part of the loop and the reflection. There is no minimum number of characters. Second, each loop must contain an emoticon that the new entrepreneur chooses from a range that vary from unhappy to very happy; these effectively form a five-point Likert scale. Finally, each loop must contain one or more tags that the new entrepreneur chooses. As part of the pilot, there are 25 tags. For a task to be completed, each of the three dimensions needs to be present.

The tags used in the pilot were defined by the lead organisations based on academic research. To send a loop, new entrepreneurs have to tag each reflection with one or several tags. This helps the intermediary organisations understand their new entrepreneurs' learning outcomes and emotions and show the new entrepreneurs' learning journey.

Generally, tags can be aligned to learning outcomes (e.g. becoming more creative) or emotions (e.g. disappointing result). For this pilot, the tags were defined as a mixture of both learning outcomes and emotions.

All tags were mapped against the EntreComp framework but were translated into more approachable language to allow non-native speakers of English to understand

them without problems (see **TABLE 11**). They stem from research at Huddersfield University and were used in previous entrepreneurship education programmes and thus had already been tested in practice. The intermediary organisations involved in this pilot manage their new entrepreneurs' learning progress via LoopMe. They read, approve and comment on loops where they deem this to be necessary. This might include sharing encouraging words, asking follow-up questions or simply 'approving' a loop, which signals to the entrepreneur that their contribution has been read.

Paolo Montemurro says:

With the EntreComp framework it has become easier to have a common reference tool when talking about skills development, creating immediate understanding among different contexts where entrepreneurship can be promoted and supported. The framework has also made it easier to build new or to adapt existing programs for skills development of young entrepreneurs. By launching the LoopMe pilot in EYE, using EntreComp as a common element, we had the chance to make the pilot something very relevant as we were using two of the most important initiatives promoted by EntreComp on entrepreneurship education and promotion.

Speaking the same language on entrepreneurial skills is also helpful to intermediary organisations. The home intermediary organisation can capture and monitor a new entrepreneur's learning journey while on placement in a different country through the LoopMe app, as it allows easy and tailored support to be provided. Katharina Kühnelt, Director of European Projects at Innogate to Europe, an intermediary organisation in Spain that has been involved in the EYE scheme since 2014, says:

For us, several things were very interesting: learning happens when reflection happens and even more so, when this is linked to an emotion. It is interesting to see how this affects the learning path of the entrepreneurs.

The fact that the tasks do not have to be carried out in a specific order, allows the entrepreneurs to 'dial in and dial out' and train the competences as the opportunity occurs or specifically ask to train a certain competence (it is more realistic and allows for a personalised learning path).

The new entrepreneurs come from different educational backgrounds in which some EntreComp competences have been trained more than others – this pilot gives us insight on how the entrepreneurs train the competences that they did not master before and provides us with information on what they enjoyed and what works and has the biggest impact on them.

Many of the EYE new entrepreneurs have not yet started their business when doing this learning experience and start their business soon after the exchange, but not immediately after the exchange. The linking of this pilot to EntreComp is therefore important because it trains transversal competences which are important not only to create a business but are crucial throughout life and can help the aspiring entrepreneurs 'getting to where they want to be'.

By capturing both numerical data (through the emoticons / Likert scale) and qualitative data (through the free-flow reflections), LoopMe is able to establish causality between tasks and learning outcomes (as shown through the tags). This enables intermediary organisations and the project organisers to understand exactly which activities lead to which EntreComp-related learning outcomes. It also highlights which activities are the most effective in fostering certain entrepreneurial skills. These outcomes will add a new dimension of impact assessment to the EYE scheme as a whole, as the progression of entrepreneurial skills development is captured for the first time. At the project's first interim evaluation, the following outcomes were observed among new entrepreneurs:

- 75 % improved their collaboration skills (EntreComp: 'working with others');
- 67 % had better problem solving (EntreComp: 'taking the initiative' and 'learning through experience');
- 67 % were better leaders (EntreComp: 'mobilising others');
- 67 % increased their customer understanding (EntreComp: 'financial and economic literacy' and 'valuing ideas');
- 50 % were better networkers (EntreComp: 'working with others');
- 50 % increased their commercial awareness (EntreComp: 'vision' and 'ethical and sustainable thinking');

- 33 % increased their consideration for others (EntreComp: 'vision' and 'ethical and sustainable thinking').

C2 Espacio RES

Espacio RES is a foundation set up to create a sustainable start-up ecosystem in Seville, Spain. It offers people and start-ups with support to build successful and socially responsible projects and businesses. It is a hybrid between an incubator and a business accelerator.

Espacio RES runs different structured programmes including an entrepreneurial learning camp for university students and a social incubator.

EntreComp is the basis for these programmes. All incubator activities are developed to ensure that they foster each of the EntreComp competences in at least one activity over the course of a 1-year programme.

T.12 C2 - ESPACIO RES AT A GLANCE

Leading organisation	Espacio RES
Sector	Third sector
Frameworks used	DigComp and EntreComp
Start / end date	2018 – ongoing
Country	Spain
Geographical scope covered	Local
Target audience	Students • Start-up entrepreneurs • Entrepreneurs-to-be
Professional sectors covered	General
Stakeholders involved	Entrepreneurs • Entrepreneurs-to-be
Online resources	For internal use only
EntreComp into Action	C36
Contributors	Espacio RES - Lilian Weikert, Founder (LILIAN@ESPACIORES.ORG)

T.13 C2- ESPACIO RES EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	
5	Design of training	
6	Development/Delivery of training	✓
7	Careers advice	
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	
12	Start-up pathway	✓
13	Certification of competence	✓
14	Client tracking and monitoring	

EMPLOYABILITY PATHWAY ACTIVITIES

Espacio RES provides labour market functions for the start-up pathway. It assesses a wide range of skills of its incoming entrepreneurs, including digital and entrepreneurial skills (employability pathway activity 3), delivers a training programme for pre-start-up businesses (activities 6 and 12) and certifies attendance at the ‘Wanted’ workshop for students (activity 13).

CONTEXT AND DRIVERS

[Espacio RES](#) is a foundation set up to create a sustainable start-up ecosystem in Seville, Spain. It is a hybrid between an incubator and a business accelerator. It works with all types of businesses, but it focuses on social entrepreneurship, digital products, art and design, tourism, agriculture and clean energy.

Espacio RES is built on the values of collaboration, alliance, hybridisation, innovation, responsibility, optimism, creativity, humour, effort and sustainability. It was founded in 2012 to deliver specific and specialised mentoring, share professional experience and provide access to investment and other drivers of business, through a shared workspace and a sense of community. The space was founded by four entrepreneurs in 2012 and in 2018 was converted into a foundation. Currently, 36 projects are hosted by Espacio RES.

Espacio RES runs different structured programmes.

- The Wanted programme is a free, 3-day workshop for 30 students from different faculties of the University of Seville. The students come together, form mixed groups comprising technological capacity, business vision and creativity and, through techniques such as design thinking and group game dynamics, participants conceptualise a business idea. During the first day, students will learn about ideation and business models through the use of tools such as the business model canvas. The second day is focused on technical support and prototyping, and in the final day students give presentations of their ideas and projects. The programme is paid for by the University of Seville.
- The incubator at Espacio RES is a 1-year mentoring programme for the pre-start-

up level.

- Espacio RES facilitates a community of entrepreneurs. Incubator alumni stay in contact to network and exchange experiences and share expertise. The programme is financed on a per start-up basis.

USE OF DIGCOMP AND ENTRECOMP

Espacio RES uses both the DigComp and the EntreComp frameworks in its work. Initially, it assessed all incoming start-ups to the incubator against the [eight key competences for lifelong learning](#) as laid out by the European Commission, but it abandoned this practice because it was too cumbersome. The focus is now on the DigComp and EntreComp skills.

As part of the Wanted programme, EntreComp is primarily used in an informal way. The students conduct self-assessments against the EntreComp competences based on the wheel visualisation and propose activities to improve those competences when they feel their skills are weak. However, this approach is only rudimentary, as it takes place on a competence level, not along the progression scale.

As part of its incubator, Espacio RES uses EntreComp as guide to highlight to the participating entrepreneurs which competences entrepreneurs should have. The training activities that the entrepreneurs undertake are developed to ensure that training is given on each of the 15 EntreComp competences over the course of 1 year. If the organisers feel that a competence (from either the EntreComp or the DigComp framework) is missing within a certain team, they might provide further activities to foster this competence. If a competence is weak across several start-ups, the Espacio RES team creates an activity for all start-ups. They might also organise a discussion on a certain topic to build capacity. For example, in the past they have organised talks on topics such as cybersecurity to raise awareness. There is no specific focus on one of the framework competences; instead, the vision and mission of Espacio RES is to strengthen transversal competences and highlight the importance of creating value beyond economic value. Thus, Espacio RES focuses on building competences such as 'ethical and sustainable thinking' and 'creativity' in EntreComp.

Espacio RES plans to map its incubator programme against EntreComp in detail in the near future.

Skills certification takes place for the students in the Wanted programme through open badges. As they do not receive a certification from their university, Espacio RES issues confirmation of attendance certificates via an open badge.

One of the core benefits of using the frameworks for Espacio RES is that they establish a common language. Espacio RES finds it helpful to be able to use EntreComp when talking to businesses and government and to be able to point towards competences such as 'ethical and sustainable thinking' and 'creativity' as being as important as financial literacy for entrepreneurs. EntreComp's understanding of creating value that is not solely economic aligns with the vision and mission of Espacio RES. In addition, the frameworks carry gravitas, as they were developed by and for the European Commission. Espacio RES finds that this opens new paths for conversation when liaising with the Andalusian regional government on entrepreneurship.

EU3Leader

The EU3Leader project was an Erasmus+ strategic partnership of third-sector organisations set up to transform the current training programme in third-sector management. It wanted to help third-sector leaders make the leap into quality entrepreneurial third-sector leadership.

The project duration was 30 months and the partners were from Austria, Belgium, Croatia, Spain and the United Kingdom.

T.14 C3 – EU3LEADER AT A GLANCE

Leading organisation	Euclid Network
Sector	Third sector
Frameworks used	DigComp and EntreComp
Start / end date	2016 – 2019
Country	Austria • Croatia • Spain • United Kingdom
Geographical scope covered	EU
Target audience	Students • Start-up entrepreneurs • Entrepreneurs-to-be
Professional sectors covered	Third-sector leaders
Stakeholders involved	Euclid Network • Wirtschaftsuniversität Wien • Fundación Pere Tarres • Diesis • The Open University • Smart
Online resources	Skills framework Numerous project reports
EntreComp into Action	C38
Contributors	Euclid Network - Marta Bruschi (TEAM@EUCLIDNETWORK.EU)

T.15 C3 - EU3LEADER EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	
5	Design of training	
6	Development/Delivery of training	✓
7	Careers advice	
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	
12	Start-up pathway	
13	Certification of competence	✓
14	Client tracking and monitoring	✓

EMPLOYABILITY PATHWAY ACTIVITIES

The EU3Leader project worked across activities 1, 3, 4, 5 and 6 of the employability pathway. The project determined which skills third-sector leaders across different countries need, looking at different competences through the prism of EntreComp's three broad categories: 'ideas and opportunities', 'resources' and 'into action' (activity 1). EntreComp served as a baseline in the project and helped in navigating and narrowing down different competences. The project partners continued to rely on EntreComp as a baseline framework throughout the further steps along the employability pathway when conducting research (activity 3).

The EU3Leader personal development plan (activity 4) and training (activities 5 and 6) are both focused on the final EU3Leader competence framework that the project developed.

CONTEXT AND DRIVERS

The project reacted to the need to support third-sector organisations to identify, address and exploit emerging opportunities and to deal adequately with existing challenges. The project involved desk research, which found that the third sector in Europe faces many challenges and opportunities. Some of them are observable all over Europe, such as growing tendencies of managerialism, increasing inequalities and thus increasing demands for third-sector organisations amid decreasing public funding owing to austerity and marketisation. Third-sector organisations are operating in highly dynamic environments, with high diversity and rapid changes in a world characterised by volatility, uncertainty, complexity and ambiguity. The most important [challenges and opportunities](#) relate to:

- funding,
- innovation and entrepreneurial thinking,
- human resource management,
- public image and trust in the sector,



- accountability and governance,
- cooperation and dealing with (country-specific) legal and governmental frameworks.

The EU3Leader project aim was to strengthen leadership and entrepreneurship capacities so that third-sector organisations are better able to drive positive change. Specifically, the project aimed to:

- move from management to leadership in third-sector organisations in Europe, based on emerging challenges and opportunities for these organisations;
- create and consolidate a strategic partnership among a few core organisations working in entrepreneurial third-sector leadership in Europe;
- create high-quality, publicly accessible and useful materials for third-sector training institutions, research professionals and policymakers.

The project produced several outputs, including a report on the state of the third sector across the EU including patterns and trends, and challenges and opportunities; three reports on learning to lead; a framework of key competences for leaders in the third sector (see **FIGURE 7**); and a pilot training programme for third-sector leaders.

The [EU3Leader competence framework](#) presented in **FIGURE 7** is meant to be used by any manager, employee or volunteer interested in third-sector leadership. It applies across different sizes of organisations, activities and countries. It aims to help those interested in third-sector leadership to master positive habits through the related behaviours set out in the framework. It focuses on core competences (those relevant

T.16 EU3LEADER ENTREPRENEURIAL COMPETENCE DESCRIPTORS

CORE	COMMITMENT	concerns the motivation to commit to the vision, mission and values of the organisation, aligning one's own interests and behaviours with the needs, priorities and goals of the organisation.
	VISION & STRATEGIC THINKING	concerns the ability to identify objectives, anticipate opportunities and foresee future scenarios, which contribute to the achievement of an organisation's mission.
STRATEGIC: EXTERNAL	FINANCIAL SUSTAINABILITY	refers to the ability to obtain funds from a range of sources to cover the full operating costs as well as a programme and delivery costs, from strategic plans to individual actions, understanding environment to identify opportunities and to create value to funders and to the organization. This also implies knowledge and understanding (e.g. financial analysis, accounting, budgeting) to accurately identify opportunities and risks in organisation strategies.
	ADVOCACY	is about persuading or influencing someone to change his/her position, achieving positive outcomes in support of for the mission of the organisation. This may also include campaigning, agenda-setting, channel spontaneous movements and protests both in own market/sector or country but also Europe-wide and globally.
STRATEGIC: INTERNAL	ENVIRONMENTAL UNDERSTANDING	concerns the ability to clearly read opportunities and threats in the sector/market and weaknesses and strengths in the organisation, to identify the most appropriate strategic response.
	CREATIVITY & INNOVATION	is about developing original, purposeful and impact-focused solutions, ideas or approaches to improve effectiveness and efficiency in reaching the organisation's goals.
	ANALYTICAL THINKING	is the ability to identify problems, analyse significant information, look for and present relevant data to figure out a conceptual map that can help to make decisions and solve the issue. It also includes the ability to identify patterns or keys in complex situations that are not obviously related.
LEADERSHIP: OTHERS	ENGAGING and DEVELOPING OTHERS	is about encouraging, inspiring and supporting others to develop confidence and capability to help them realise their full potential and to achieve common goals as a team.
	INTERPERSONAL COMMUNICATON	is the ability to listen, seek and express ideas and messages effectively, using coherent speech (verbal, nonverbal and emotional) in private or public situations, and active listening to fully comprehend what others are saying.
	COLLABORATION	is about working in a cooperative way with others, both within and outside the organisation, even beyond own market/sector or country, combining individual with interdependent and common goals, based on common values and a shared culture.
LEADERSHIP: SELF	ADAPTABILITY	is about effectively adapting your behaviours to a variety of situations, individual or groups, either expected or unexpected. It also shows versatility to accept changes or difficulties in achieve goals, individual or organisational.
	SELF-AWARENESS	is about identifying own beliefs, values, strengths and weaknesses, and understanding the impact that they have on emotions and behaviours. It is also about controlling emotions in difficult situations, responding appropriately, recognising own 'triggers' and how one's behaviour impacts on others.
	LEARNING ORIENTATION	is the capability to keep focused on updating and increasing knowledge, skills and experiences to consistently improve performance. To do this, one seeks learning opportunities, shares knowledge with others and applies learning to the job.

T.17 SET-UP OF A COMPETENCE IN THE EU3LEADER COMPETENCE FRAMEWORK

VISION & STRATEGIC THINKING concerns the ability to identify objectives, anticipate opportunities and foresee future scenarios, which contribute to the achievement of an organisation's mission.		Responds to EU3Leader challenges & opportunities: <ul style="list-style-type: none"> • Ensure sustainable resources • Development of leadership competences • Organisational management / Professionalisation • Strong governance 	
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<ul style="list-style-type: none"> • Sets goals and identifies improvements for the future (short or medium term) • Understands connection between personal and organisational objectives • Is aware of environmental trends • Realigns regular activities to meet long-term objectives better 	<ul style="list-style-type: none"> • Turns long-term vision into effective actions • Anticipates potential opportunities that improve organisation's performance • Sets and monitors indicators of environmental change in own market/ sector and beyond • Ensures team knows strategy and sets goals for its realisation 	<ol style="list-style-type: none"> 1. Visualises future scenarios based on the trends and intuition, to guide efforts and actions 2. Identifies and keeps in touch with external stakeholders who can facilitate organisation's goals 3. Regularly reviews own objectives to ensure they support mission 4. Projects a shared vision, which motivates people and drives results 	<ul style="list-style-type: none"> • Is able to make complex analysis to create a new concept that is not at first visible to others • Restructures processes to anticipate future changes • Assesses and creates alternative scenarios to face challenges • Develops alliances with stakeholders, or even competitors, to meet opportunities and solve problems
RELATED COMPETENCES: Planning & organising, Commitment, Analytical thinking, Impact orientation, Environmental understanding			

to all third-sector organisations) and competences specific to certain subsectors and to organisational forms, sizes, countries or regions. The framework is divided into four competence parts:

- strategic (internal) competences, implying behaviours mainly focused within the organisation;
- strategic (external) competences, implying behaviours mainly focused outside the organisation;
- leadership (others) competences, implying behaviours mainly focused on interacting with others, whether inside or outside the organisation;
- leadership (self) competences, implying behaviours mainly focused on oneself.

Each competence follows the structure outlined below.

1. Definition. Each competence is defined, with a narrow focus on the third sector.
2. Challenges and opportunities answered. The third-sector challenge (or challenges) to which the competence is responding is/are presented.
3. Observable behaviours, distributed across four levels. Each behaviour is defined by verbs, sequence, context and approach (task and people, emotional and rational, etc.). These descriptors establish the learning outcomes.
4. Related competences. Other related competences are shown.

Our framework has four levels of acquisition.

1. **You have the competence.** At the lowest level, it means simple skills, namely behaviours about me, motivating myself, short-term effects, being reactive or passive and taking a one-dimensional perspective.

2. **From reactive to active.** Now we start including others, managing relations with small groups, motivating teams and thinking about medium-term effects.
3. **Proposal and proactive.** This level involves considering relations with an important group of people, teams and multidisciplinary profiles and is focused on medium- and long-term effects and acting as an example or model to others.
4. **Anticipation, global vision, multidimensional:** impact at the organisational level. This stage involves exploring and creating and is focused on long-term effects.

The project has piloted and tested an e-learning course on the collaboration competence. It was a blended learning course in which content was taught online, but action had to be taken in practice too. For example, learners took a 20-question survey to self-assess their collaboration skills. They then asked two colleagues from their organisation to fill in the survey too and to thus generate 360-degree feedback on their competence and see their colleagues' assessment of their level of skill. In addition, they were prompted to follow up their learning with self-reflection. The course provided guidance to self-reflect.

USE OF ENTRECOMP

The EU3Leader partners decided to use the EntreComp framework as a tool to understand the nature of each competence in order to better define what is needed to increase the entrepreneurial skills and competence of third-sector leaders. Within EntreComp, entrepreneurship is defined as both an individual and a collective competence, a definition that the partners found appropriate for third-sector organisations, in which management is often intended to be collective and participatory. The EntreComp framework has been used intensively in the development of the EU3Leader competence framework for third-sector leaders, which aimed to enable third-sector leaders to spot opportunities and bring them to life amid the sector's continuing challenges. The EU3Leader framework mirrors the EntreComp framework in that the idea of hints (in the EU3Leader project they were called behaviours) and descriptors was used.

The starting point was to define what the project wanted to address. It wanted to foster entrepreneurship and leadership skills, which meant addressing the following

questions: What is entrepreneurship? What does it mean to be entrepreneurial? What is leadership? The project started out seeking to address the entrepreneurship question because the third sector faces many challenges (funding, etc.), which prompt organisations to come up with different business models, which led to the consideration of entrepreneurial competences. This train of thought steered the project partners in the direction of the European Commission's work on social entrepreneurship and in turn towards the EntreComp framework. The project partners found EntreComp's three categories a particularly good fit for their purpose: that entrepreneurial leaders spot opportunities and use resources to turn them into value. EntreComp helped the project partners to understand how leadership fits into their project because the way EntreComp applies leadership in the voluntary sector matches the challenges of civil society organisations.

The first exploratory work with the EntreComp framework then led to research being conducted across the (at the time) 28 EU Member States on entrepreneurial competences. A [literature review](#) was carried out on which competences third-sector leaders need and what the challenges and opportunities of the sector are. The project found that, indeed, most competences as they are reflected in EntreComp fit and that the mindset of leaders is changing. Consequently, the project developed its EU3Leader competence framework in a way that reflected how the competences addressed the third sector's challenges and opportunities (see the section on 'responding to challenges' in the EU3Leader framework).

Throughout this research and development phase, an advisory board of third-sector leaders consulted the project partners. For example, at the end of its competence collation phase, the project had collected 51 competences, which the board helped to narrow down. Once again, the three EntreComp categories and a comparison to the EntreComp framework helped guide this process. The EU3Leader framework was narrowed down to 13 competences and a 14th, which is labelled 'commitment', forms the heart of the framework.

During the process of developing the definitions and setting out to develop the details of the EU3Leader framework, the project looked towards the EntreComp framework for a structure that works well. The project partners decided to also use behaviours

(hints) and descriptors, but discussed in detail the number and labelling of the levels. Several partners did not feel comfortable with the levels; therefore, at the beginning, the framework now stresses that it is okay to have Level 1 behaviours in some competences and Level 4 behaviours in others. It also stresses that the levels are fluid because they depend on the role, person and organisation (e.g. behaviour X might not be relevant in one role or might not be exercised any more, but that does not mean the leader in question does not have this competence any more). The partners found that EntreComp had too many levels and was too complicated, so they wanted to simplify their framework (also with a view to designing training). In the final stages of the project, they went back to considering other approaches to the contentious question of levels (e.g. active, proactive, reactive or categories of colours).

One of the most significant benefits of using EntreComp for the project was that the framework gave a good overview of competences in a concise manner. The framework is not overly extensive, has boundaries and has a set of competences to refer to, which helped the project narrow down its focus. Equally, the framework's universal approach is credited. In addition, English as a common language was credited in that it can express very well what a skill encompasses, which helped establish a common language.

C4 Guadalinfo

Established in 2003, Guadalinfo is a regional initiative, which is run through a consortium co-owned by the regional government and eight provincial governments. It aims to close the urban-rural digital divide by supporting access to, raising awareness of and training for living, working and social innovation within a digital society. It works through a network of more than 800 community centres across Andalusia, offering training, mentoring and workshops.

It has applied DigComp to its training programme since 2014 and, since 2018, has been exploring how to co-work with DigComp and EntreComp to support both digital competence training and support programmes for local social innovators and entrepreneurs.

T.18 C4 - GUADALINFO AT A GLANCE

Leading organisation	Consortio Fernando de los Ríos
Sector	Government (public administration organisation)
Frameworks used	DigComp (since 2014) and EntreComp (since 2018)
Start / end date	2003 – ongoing
Country	Spain
Geographical scope covered	Andalusia region
Target audience	Students • Start-up entrepreneurs • Entrepreneurs-to-be
Professional sectors covered	General, with a focus on six specific profiles defined for Guadalinfo social-innovation-related training (linked to EntreComp and DigComp): the employability of citizens • entrepreneurs • innovators – rural and social • intrapreneurs • innovation agents • children and young people
Stakeholders involved	More than 2 000 stakeholders involved Regional level: regional government (including different departments) • diputaciones – eight provincial councils of Andalusia • universities • schools / formal education • European networks (e.g. AllDigital, ENoLL) • business • NGOs and civil society organisations Local level – for over 800 Guadalinfo centres: town halls • community organisations • women's associations • neighbourhood associations • schools • NGOs • businesses • users
Online resources	DigComp self-assessment tool DigComp training provision Certification platform (in development – led by regional gov.)
EntreComp into Action	-
Contributors	Consortio Fernando de los Ríos - Luis Navarro Lopez, Director General, formerly Guadalinfo Head of Project Unit (LUIS.NAVARRO.LOPEZ@GUADALINFO.ES)

T.19 C4 - GUADALINFO EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	
5	Design of training	
6	Development/Delivery of training	✓
7	Careers advice	
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	
12	Start-up pathway	✓
13	Certification of competence	✓
14	Client tracking and monitoring	

EMPLOYABILITY PATHWAY ACTIVITIES

Guadalinfo provides services for citizens across many areas of the employability pathway.

The main task of the network is to reach out to citizens both online and through a network of local centres, to target audiences in rural and deprived areas of Andalusia including unemployed and under-employed individuals (employability pathway activity 2).

It has developed an online self-assessment tool for digital competences designed to identify individuals' existing strengths and weaknesses (activity 3), which is followed by personalised training plans delivered both online and through the network of centres (activities 2, 4, 5 and 6).

At the centres, innovation agents can support individuals with job search services (activity 9).

Centres provide workshops and mentoring to help social innovators, social entrepreneurs and entrepreneurs to develop and realise their ideas (activity 12) through the InnyCia programme ().

A certification process is currently being developed to provide recognition of an individual's digital competence (activity 13).

CONTEXT AND DRIVERS

[Guadalinfo](#) is an initiative of the regional government of Andalusia and is overseen by the Consorcio Fernando de los Ríos, a public administration organisation co-owned by the Andalusian regional government and the eight provincial councils of Andalusia. Guadalinfo was launched in 2003 as a pilot initiative to close the digital gap between urban and rural areas by extending high-speed broadband to remote and underprivileged areas of the region while at the same time offering support and training to encourage citizens to develop the knowledge and skills needed in a digital society.

Vision: To be a single, integrated and accessible network, available throughout Andalusia both through physical centres and online, using information and communica-

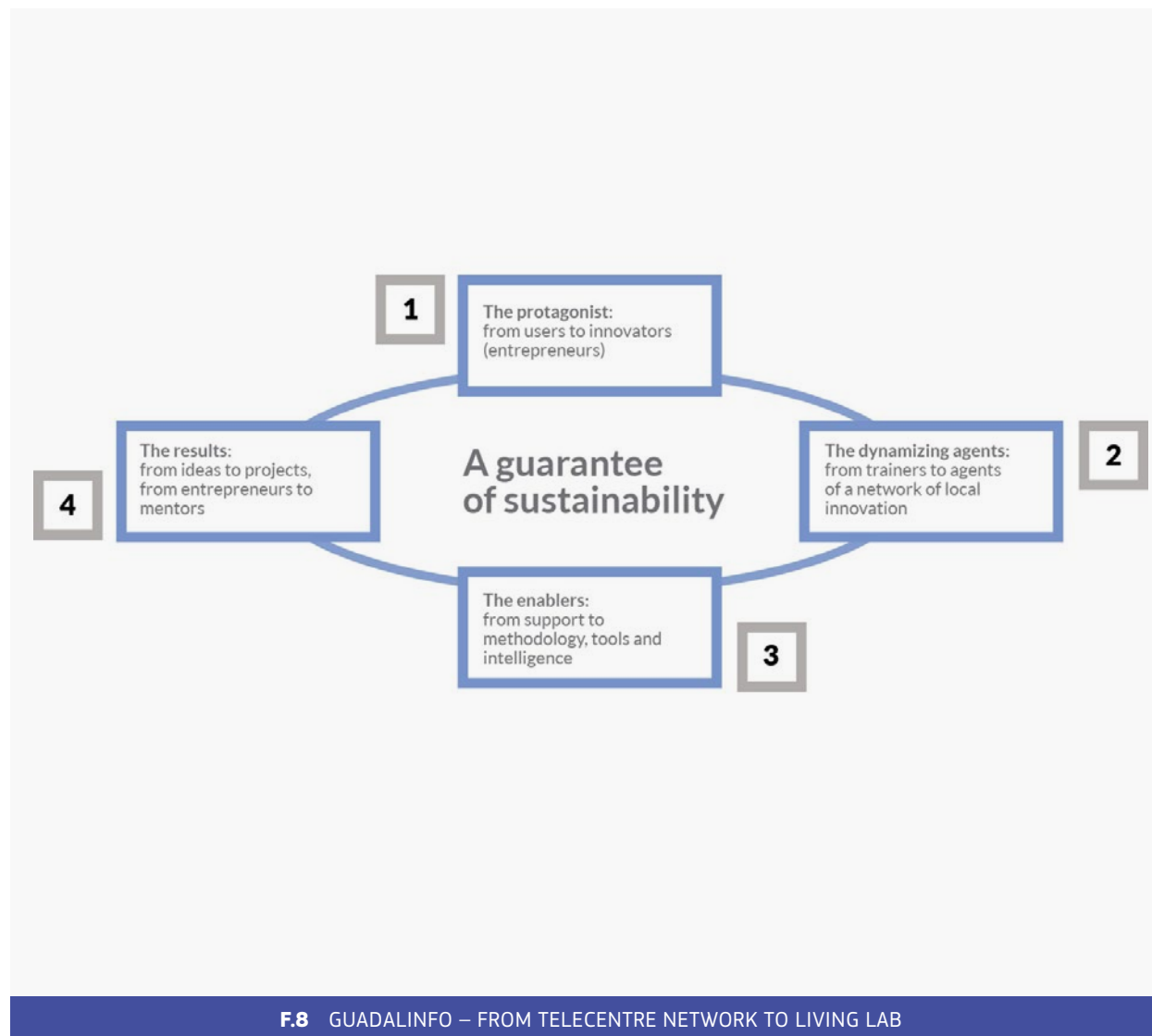
tions technology (ICT) and social innovation to improve quality of life ⁽¹³⁾.

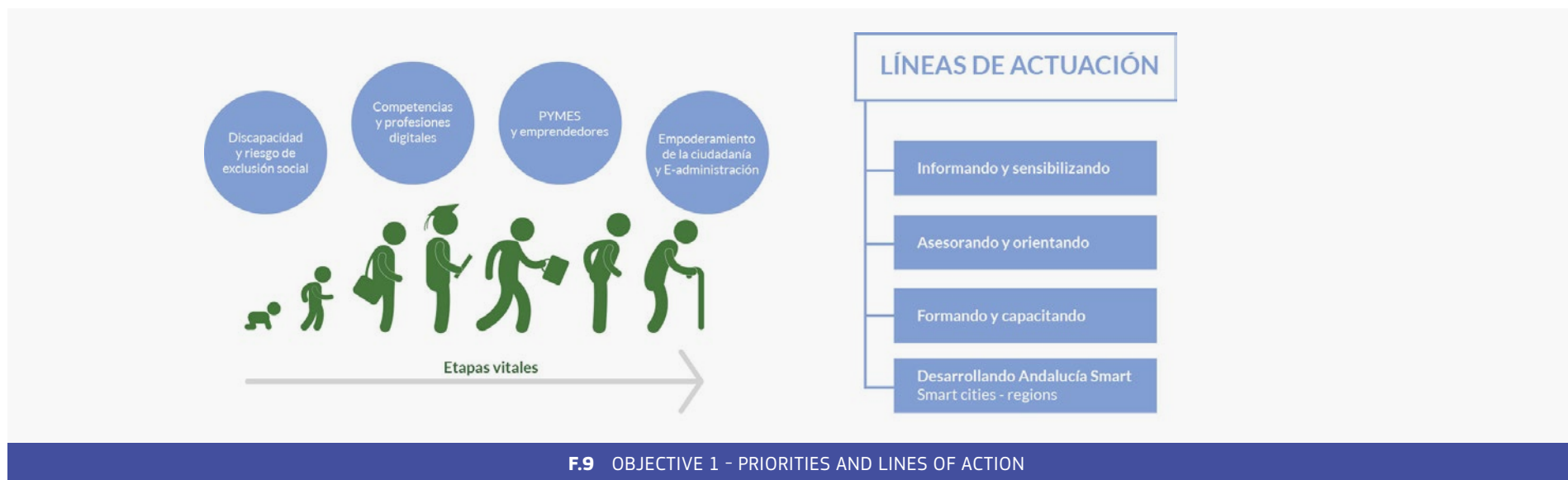
Since its inception, funding for this initiative has been sourced from all levels, including from the European Regional Development Fund, the regional government, the eight provincial councils and the municipal town halls hosting each Guadalinfo centre. It is both a social project and a technology-based project, which uses digital means to improve the quality of life for citizens. This has been achieved through a network of Guadalinfo community-based training centres.

Mainstreamed into a strategic project in 2008, the network has now grown to over 800 centres across the region of Andalusia, including 637 in municipalities of fewer than 10 000 inhabitants, more than 80 in municipalities of fewer than 20 000 inhabitants and over 60 located in neighbourhoods with high levels of poverty and deprivation.

Since 2003, the network has evolved from being a provider of ICT-based training to becoming a pioneer in social innovation, now recognised as a regional Living Lab network by the [ENoLL network](#). Since 2012, facilitators in each Guadalinfo territorial cluster have received training to become innovation agents and develop the skills and knowledge needed to transform their local Guadalinfo centres into living labs. They have been introduced to social innovation and shown how to focus on the user experience, active listening, creativity, projects and start-ups, empowering citizens to

13 Translated from the Guadalinfo Strategic Plan 2016–2020, p. 10.





build digital skills, develop ideas, work with mentors and realise innovative projects and businesses.

Guadalinfo is now seen as the largest social innovation lab in Europe, with over 1 million registered users and more than 2 000 stakeholders linked to over 800 living labs within its network.

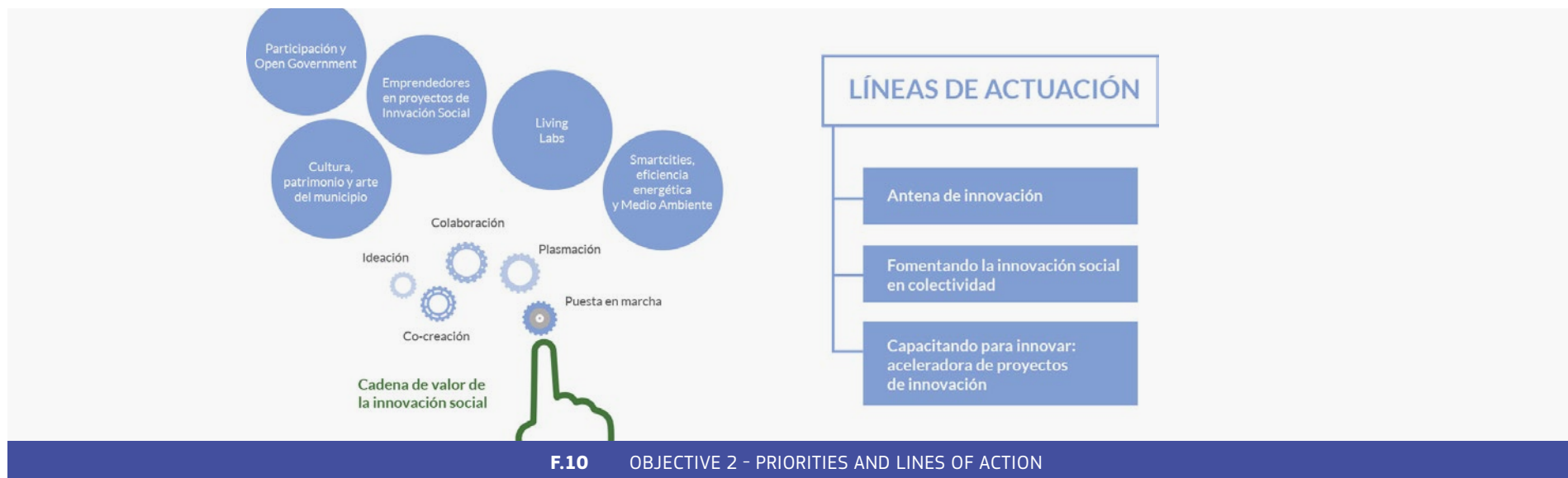
For the period 2016–2021, the organisation has defined three strategic objectives:

1. assist and improve the quality of life of citizens through ICT, with a particular focus on improving the employability of individual citizens, connecting citizens through e-government and supporting the digitalisation of small and medium-sized enterprises (SMEs) and business;
2. promote social innovation through cooperation, collaboration and citizen participation, seeking to stimulate new ideas and, where appropriate, the implementation of projects and initiatives with support provided by ICT;

3. create a network that is a reference point and a connector for wider networks (of stakeholders): on the one hand, a reference to address digital skills development needs; on the other hand, a network that connects networks (public and private services), engaging citizens with other agents and initiatives (through the Living Lab approach), through the contribution of its great reach (permeability across all parts of Andalusia), leadership and capacity ⁽¹⁴⁾.

Through this evolution, this project identified the utility and innovative potential of first DigComp and then EntreComp as key tools to support their training and mentoring programmes for citizens. The network became aware of DigComp through its involvement in AllDigital, the European network of telecentres, and quickly saw the potential for its work. In 2017, the network discovered EntreComp and its further potential to underpin its work on social innovation. The two frameworks are now being

¹⁴ Translated from the Guadalinfo Strategic Plan 2016–2020, p. 13.



used across two of the Guadalinfo 2016–2021 strategic objectives.

- Objective 1** includes four lines of action, including one that aims to drive awareness of the digital empowerment of citizens. This area of work has been a Guadalinfo priority since 2003 and, since 2014, the initiative has used DigComp as the competence framework underpinning design and implementation.
- Objective 2** drives the social innovation priority that has emerged since the inception of Guadalinfo, which builds on awareness of and training in digital skills and technologies to encourage and support the development of social innovation projects in which ICT plays a key role. Since 2018, Guadalinfo has been exploring how to use EntreComp as a tool to support the design and delivery of its work alongside and complementing its existing use of DigComp. Work linked to EntreComp is under development and not yet implemented into user programmes.

USE OF DIGCOMP AND ENTRECOMP

Guadalinfo has applied DigComp and EntreComp to varying degrees across its delivery, and its work continues to evolve. As the organisation is rooted in the delivery of digital competences, DigComp has been a fundamental feature of its work, while EntreComp's potential to work alongside DigComp and support the network's work on social innovation has been identified only relatively recently.

DigComp

Guadalinfo began integrating DigComp across its training programme in 2014. It now underpins all digital skills training from the first self-assessment through to the design and delivery of training programmes. It will soon also be reflected in an online certification platform for digital competences. The process of aligning its strategy with the competences outlined in DigComp was simple. It allowed the network to build



a clear structure for the digital competences within its training programme.

Self-assessment tool

The self-assessment tool is a questionnaire of 63 questions accessed via an [online portal](#). It takes the user through a series of practical questions asking them how they understand and/or use ICT to identify their strengths and weaknesses across the 21 DigComp competences. At the end of the questionnaire, the user receives a personalised report, which provides an overall level for each of the five competence areas (information, communication, content creation, security and problem solving) from starter to advanced levels. It then identifies which questions were answered correctly for each of the 21 competences, and provides a simple description of each of these competences as background information. The current version of the questionnaire is aligned to DigComp 2.1.

Digital skills training

An extensive portfolio of digital skills training mapped to the DigComp competences has now been designed. Training guides and content are designed centrally and then training for trainers is provided to the different Guadalinfo centres to allow them to teach each course according to the specific course programme and philosophy. Currently, the network undertakes evaluations on the basis of the numbers of participants and courses delivered; it does not explicitly evaluate the progress in ICT and/or DigComp-related competences of those taking the courses (this is something it is exploring). Instead, the network evaluates the performance of the centres, the number of courses delivered, the number of users engaged in the process and the number of innovators/entrepreneurs that are engaged in centre activities. Each centre has a different workplan and tailored evaluation measures that are agreed with the centre and linked to the size of the municipality in which it is located.

Certification platform

Currently in development is a [tailored certification process](#) for digital competences, which is being developed by the regional government. Following the launch of the tool, it is the network's intention that all new public-service employees will be asked to give evidence of digital competences as part of the recruitment process, based on assessment and certification taking place in Guadalinfo centres. The design will be aligned to DigComp and will build on a similar tool already being used in the Castile and Leon region, and results will be modelled on the Common Reference Framework for Language Learning (i.e. A1 to C2 levels of competence).

EntreComp

Guadalinfo is at an early stage in its use of EntreComp. It is in the first stages of exploring how EntreComp can align to the work it is undertaking in Objective 2 related to social innovation. Upon discovering the tool through its existing links to DigComp, the team immediately saw that EntreComp places a focus on the competences of the individual rather than on the value of the idea. The approach and language of EntreComp matches the Guadalinfo philosophy and actions. It matches the Guadalinfo approach of supporting social innovation and entrepreneurship by placing the focus on developing the EntreComp competences of the individual. The network believes this is where the main value to the community lies, namely through empowering individuals as protagonists in their entrepreneurial journey. In the future, the strategic plan will include indicators related to EntreComp.

In line with the Living Lab approach, the roadmap to deliver Objective 2 was developed through reflection workshops held with a cross-section of centre stakeholders. EntreComp had not been launched when the strategic plan was written, but these more recent reflection workshops have drawn on EntreComp to iterate, design and deliver projects within this objective. Six profiles have been defined for development linked to the EntreComp competences:

3. children and young people,
4. the employability of citizens,

5. entrepreneurs,
6. innovators – rural and social,
7. intrapreneurs,
8. innovation agents.

Five of these profiles relates to end-users, while innovation agents are trainers/facilitators within each Guadalinfo centre. The organisation recognises that its staff need these competences to be able to drive social innovation forwards through the Living Lab approach at the local level. Trainers/facilitators are key intermediaries working with innovators and entrepreneurs, or indeed any individuals, who are interested in developing ideas for social innovation or businesses through the [InnyCia programme](#), which will also be aligned to the EntreComp framework.

Guadalinfo is now finalising the study and roadmap to contextualise EntreComp through Guadalinfo's programmes. The first draft indicates the relevance of EntreComp to ICT, social innovation, promoting citizen participation and supporting projects and citizen start-ups. The recommendation is that Guadalinfo should aim to establish itself as a training and certification body for the entrepreneurial competences identified in EntreComp. To achieve this, the report advises that Guadalinfo has to diversify the vision of entrepreneurship connected to start-ups, and open up further areas to include:

- individual entrepreneurship
- collective entrepreneurship
- employability
- intrapreneurship.

At the time of data collection, Guadalinfo was about to develop 25 pedagogical guides including training content and resources. These were going to be mapped to both EntreComp and DigComp, reflecting the necessity of both these frameworks for all citizens and the ability to co-work with both frameworks through the same training activities. Training to the 800+ Guadalinfo centres was provided so as to begin training end-users in September 2019.

C5 Mygrants

Asylum seekers in Italy have, in recent years, spent 257 days on average in first-reception centres (waiting for their protection requests to be assessed) and about 1 year in second-reception centres, where they undertake personal autonomy and integration projects. Opportunities for these asylum seekers to prove that they can be useful and for training were generally limited. In the light of this situation, in 2017, Mygrants was created with the aim of developing an app to provide information and formative assessment services to refugees on three main topics: asylum, social challenges and entrepreneurship. The system uses advanced digital technology to scout out hidden talents among trainees based on their learning behaviour and achievements, and to match them with job opportunities. Mygrants had 44 000 trainees by the end of 2018 (with individuals using the app for, on average, 236 minutes daily) and had set up over 900 internships with companies. EntreComp inspired the app's overall structure and was used to design its entrepreneurship content and several related offline activities. DigComp may soon be used for analytical purposes.

T.20 C5 - MYGRANTS AT A GLANCE	
Leading organisation	Mygrants
Sector	Commercial
Frameworks used	DigComp and EntreComp
Start / end date	2017 – ongoing
Country	Italy
Geographical scope covered	International
Target audience	Migrants
Professional sectors covered	General
Stakeholders involved	A third-sector organisation (working with refugees), international organisations, business associations, a banking association, universities, the ministry of education, the local public administration
Online resources	All resources have been developed for internal use only, as the Mygrants app can be used only by registered users among Mygrants' customers
EntreComp into Action	-
Contributors	Mygrants - Chris Richmond N'zi, founder and CEO (INFO@MYGRANTS.IT, CHRIS@MYGRANTS.IT)

T.21 C5 - MYGRANTS EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	✓
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	✓
5	Design of training	✓
6	Development/Delivery of training	✓
7	Careers advice	✓
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	✓
12	Start-up pathway	✓
13	Certification of competence	
14	Client tracking and monitoring	

EMPLOYABILITY PATHWAY ACTIVITIES

Thanks to its relationship with business associations, Mygrants can identify labour market shortages (employability pathway activity 1) and develop related skills by designing and delivering general and ad hoc training (activities 5 and 6), which eventually leads to job placement (activity 8) and workforce development support for customer organisations (activity 11).

The continuous assessment of learning achievements is a key feature of the Mygrants app (activity 3), which supports the delivery of personal development support (activity 4) and careers advice (activity 7).

Mygrants' third main area of personal development is devoted to entrepreneurship and it offers support to start-ups born from this area (activity 12).

CONTEXT AND DRIVERS

Between 1 January 2013 and 31 December 2017, more than 700 000 asylum seekers and other immigrants landed in Italy (in 2018, these numbers dropped significantly). Of these, 90 % were under 35 years old, only 53 % had a higher degree and 13 % had a university degree. These people are placed in first-reception centres (term in Italian - centri di accoglienza straordinaria, CAS-), where they wait for their request for asylum or other protection to be assessed and, if granted the protection, some of them go to second-reception centres (term in Italian -sistema di protezione per richiedenti asilo e rifugiati, SPRAR-), where projects are started for their personal autonomy and integration. The average length of stay in first-reception centres is 257 days (600 days including second reception), during which the refugees have no way of carrying out productive activities: there are no means that allow immigrants to demonstrate that they are useful. Training opportunities are also generally limited, except for minors and for the learning of Italian as a second language.

Chris N'zi, Mygrants founder, spent 2010 to 2015 in Frontex, the European agency for the management of international cooperation at the external borders of the EU Member States, as a strategic intelligence analyst and then as commissioner. During

this period, he was able to study, in depth, the drivers of migratory flows towards the European Union, which suggest – beyond periodic fluctuations – their inevitable increase over time. He had often noticed that the reception activities referred to above are not very effective and that immigrants spent most of their time doing nothing. He and a colleague, later the co-founder of Mygrants, developed the conviction that it is possible and necessary to facilitate the transition of immigrants from being ‘assistance-dependent’ people (as they are often perceived by the native population) to being productive human resources. They believed that the migration phenomenon could be turned into and seen as a positive opportunity for immigrants, of course, but also for the host communities. The key they identified was the unexpressed potential, or talent, that they saw among the immigrants who arrived in Italy, although they have, on average, a lower social and educational profile than those who arrive in central and northern Europe. Chris N’zi and his colleague therefore decided to develop what they call ‘a lean solution for a complex problem’, getting involved personally with the creation of Mygrants.

Mygrants: the company and the web app

Mygrants is the first app (initially a web app) that, through modules with repeatable multiple-choice thematic quizzes in English, French and Italian, provides immigrants with basic information about their rights and duties and the operation of the Italian and European asylum system, a set of training courses to strengthen their previous knowledge and develop new knowledge, and a number of related support activities (some of which are illustrated later). The key value of the app, besides offering immigrants a constructive way to spend their time waiting in reception centres and contributing to their personal growth, is to collect a wealth of data about them. This allows Mygrants to identify those among them who are or become ready to move on towards three destinations: job placement, higher education and entrepreneurship. Predictably, given that earning a living and having money to send back home is the urgent priority for most immigrants, 99.8 % of Mygrants users aspire to a job placement, but 0.2 % among them aim to become entrepreneurs. As we will see later, Mygrants’ training and support programme, which is constantly being enriched, is increasingly being aligned with the labour market shortages in northern and central

Italy to provide immigrants with the training needed to fulfil these job roles, but is also linked to job and business creation opportunities in some African countries.

Mygrants is also the name of the start-up that created the app, which became operational in January 2017. It started with the two founders and today has 18 employees (in Bologna and elsewhere). The company was born with the economic, technical and networking support of some business angels, who also provided a space for co-working in the centre of Bologna. After designing the overall architecture of its training programme, Mygrants very rapidly started producing and translating the content to be delivered ⁽¹⁵⁾; developed, with internal professionals, the technology platform ⁽¹⁶⁾; and released the service on the market to test it. The first users of the Mygrants web app, called ‘trainees’, were active in April 2017.

Mygrants training is organised into two main levels of difficulty, called ‘discover’ and ‘explore’, which are aligned with the first two levels of the EntreComp progression model.

Discover addresses three main themes: rights and duties, social challenges and entrepreneurship. The three themes can be seen as reflecting the immigration journey in the host country: trying to acquire the right to stay in the country; understanding the functioning of the Italian and European asylum system and the challenges of integration, which are also social challenges everywhere (e.g. accessing services, education and work); and identifying what you want to and can achieve in your new life, by creating value for yourself and others, and how you can achieve this. Each theme is articulated into subtopics/courses, organised into three levels of progression (beginner, intermediate and advanced), which partly reflect the user’s progress in the

15 The initial content production activity was carried out in collaboration with University of Foggia, the Bologna Future Food Accelerator for start-ups and the Foundation for Financial Education and Saving (FEDUF), which was set up by the Italian Banking Association (ABI). Subsequently, commercial training content suppliers were identified, in particular [Skilla](#), an Italian learning content provider for business with a catalogue of more than 250 learning paths dedicated to soft skills, available in English and Italian.

16 Subsequent investment optimised the user experience, even for those with a weak or no internet connection.

process and partly reflect the difficulty of the content. In total, the discover level includes 56 courses, each with four quiz modules and a final test module, giving a total of 280 modules.

Explore is divided into two broad areas: soft skills (seven courses) and hard skills (16 courses). Courses in the explore level have different numbers of modules, with a total of 1 080 modules (as of January 2019). This part of the training is constantly enriched to reflect new needs and customisation options for customers, as explained later.

In the discover level, all immigrant trainees are required to start in the rights and duties area. They can then choose in which other area to continue, depending on their interests or their more urgent needs. Some modules, such as the one devoted to Steve Jobs' experience as a successful migrant, are extremely popular. Within each area, they can take courses following the beginner, intermediate or advanced progression path. Within each course, they are free to choose which module to start from. To access the explore level, trainees need to complete the discover level with at least 70 % correct answers.

Mygrants adopted a training delivery approach that blends the gamification of learning, adaptive training, adaptive microlearning, formative feedback, applied forgetting and the spacing and testing effects ⁽¹⁷⁾. Each module includes 10 questions, which are presented (with text and possibly also images) to users one at a time, each with three or more possible answers. If the answer selected is correct, trainees get formative feedback confirming the answer and they receive 1 point. If the answer is wrong, trainees receive feedback giving the right answer plus some additional explanation. In both cases, trainees are presented with the module's next question. After completing all questions, they can see their result and performance in that module. If they scored 7 or above, they pass the module and get information about their ranking in terms of their score in the weekly and global questions and in terms of their answering speed.

17 Also referred to as retrieval practice or test-enhanced learning, the testing effect states that the more often a learner retrieves information, the more likely it is to be stored in long-term memory. The testing effect is most pronounced when the memory being retrieved is at the edge of exiting short-term memory (as described by the spacing effect).

If they scored fewer than 7 points, they get a report listing all of the answers given, including their mistakes, and the module can be repeated. Trainees are free to decide whether to repeat the module immediately, try the next module or change topic. There is no limit to the number of attempts that can be made to pass a module. In fact, trainees can spontaneously take again a module that they already passed and be rewarded for that. Whether they passed the module or not, after a few weeks, the system suggests that the trainee take the test again. In this way, the system checks the applied forgetting (permanence) of the result, as trainees may have selected the right answers by chance or the information may also have been subject to oblivion. The analysis of the results data shows that both aspects are at play, for some trainees more than others and for some topics more than others. The Mygrants personal profiling algorithm can then make deductions depending, for instance, on whether you needed 3 or 10 attempts in order to score 8/10 in a given module, and so on.

The final test module of a course is also made up of (currently) 10 questions taken from those of the previous four modules and each question has to be answered within 120 seconds. A score of 8/10 is needed to pass a final test module and so the course.

Each month, the system produces a report for every trainee showing his/her performance in terms of the points earned, number of quiz modules completed, percentage of correct answers and time used, and highlighting his/her competences and interest, perseverance, motivation and talent and giving a suggestion for his/her personal development path. Every month, the best performing trainees also receive opportunities (called 'grants') according to their profiles and destination: higher education (e.g. scholarships offered to refugees by the United World Colleges or the participation of four Mygrants trainees in the [Silicon Valley Study Tour 2018](#)), job placement (following specific requests from enterprises) or entrepreneurial support (e.g. financial support through the [Mamaventure](#) investment fund dedicated to community-focused entrepreneurial projects launched by immigrants).

Since the first users became active on 1 April 2017, the Mygrants web app had had 27 000 active users in Italy by the end of 2017 and 44 000 in Italy and 12 000 in

Africa ⁽¹⁸⁾ by the end of 2018. In 2018, thanks to the acquisition of new customers and projects, Mygrants also started being used by Italian trainees, namely by about 1 800 ⁽¹⁹⁾ by the end of 2018. Training paths for Italians tend to be different at the beginning, as some subthemes are hidden to them (e.g. in the rights and duties area) and others of interest to them have been added, but they converge later with those of immigrant trainees.

Active users are those who use the app at least once a month ⁽²⁰⁾. The vast majority of users, thanks to Mygrants' content quality and gaming approach, use the system every day and for a long time: the average for active users is 236 minutes per day, although some reach over 6 hours per day! On the other hand, the drop-out rate from the Mygrants web app has been, until recently, around 3 %. These figures are strong evidence of Mygrants' success among its trainees.

Mygrants' evolving business model

Thanks to the analysis ⁽²¹⁾ of the massive number of data gathered from the quizzes' results and users' online behaviour, Mygrants is able to measure trainees' progress in knowledge acquisition and their capacity to implement the acquired knowledge; to

18 Mygrants started operating in Ghana, Côte d'Ivoire and Senegal with young people (students, those who were unemployed and workers) who had the aspiration to migrate. Using the app, they could learn more about the asylum system in Italy and Europe and their rights and duties, and also gain a wider knowledge and weekly updates (the app's global news) by exploring the training path, which was completely open and free for them. Mygrants is working on the development of a training programmes specific to trainees in different countries of origin (or in transition from those countries).

19 In particular, the main group comes from the Upshift 'ideas in action' project carried out with UNICEF in Sicily. [Upshift](#) empowers young people to build skills and find opportunities through social innovation and entrepreneurship. In Sicily, it involves 1 500 immigrant and 1 000 Italian young people.

20 After 30 days of non-use, users are given a dormant status and, after 60 days, they cannot use Mygrants anymore.

21 The data analysis, an activity that is strategic for Mygrants, is carried out in collaboration with a foreign company, as an agreement could not be made with a national company.

record their ability to achieve goals, their perseverance in the study, their discipline and other attitudes; and to map their interests, past skills and soft skills. By integrating all of this information, Mygrants can then profile trainees and identify those who are most dynamic and have the greatest potential. Suggestions can also be made to trainees on the areas in which they are lacking, leading them towards their most suitable destination for which they can get assistance from Mygrants (job placement, higher education and entrepreneurship).

Mygrants' initial business model was to provide a service to the organisations (usually associations, social enterprises and other third-sector organisations) that manage CAS and SPRAR reception centres for asylum seekers. These, on average, dedicated 5 %–7 % of the government contribution of EUR 35 per day for each of their guests to training and employment (EUR 1.75 per day). Mygrants proposed an economic agreement for a minimum period of 6 months at a cost of EUR 0.50 per day per trainee in 2017 and EUR 0.90 in 2018. Of this, 20 % of any profit would be reinvested to support the talented individuals identified as part of their path to emancipation (which includes railway tickets, additional training courses, participation in events, donations for self-employment, etc.). At a broader level, the local economy would benefit from Mygrants' capacity to identify and prepare thousands of talented young immigrants to enter the labour market or set up new businesses ⁽²²⁾.

Along with organisations running reception centres, Mygrants signed agreements to provide its service (with similar economic arrangements) to other actors working with/for immigrants, usually in the context of specific projects and initiatives. For instance, with ABI and FEDUF, in agreement with the Italian Ministry of Education, Mygrants ran a pilot in 2017 and 2018 with adult education centres (term in Italian - Centri Provinciali per l'Istruzione degli Adulti , CPIA) ⁽²³⁾ in Tuscany, so that immigrant students

22 In northern Italy in particular, many business sectors face labour shortages owing to skills mismatches, among other reasons. On the other hand, documented immigrants in Italy have been an important source of business creation in recent years. They represent about 9.5 % of the entire stock of active companies and are able to generate employment opportunities not only for migrants but also and above all for Italians.

23 CPIAs, which operate throughout Italy in most large urban centres, are the main system pro-

could develop new skills (in financial education) also during the summer school break and teachers could continue monitoring their learning progress. Mygrants' work with UNICEF is briefly illustrated in footnote 27. In Bologna, Mygrants signed an agreement with the Municipality of Bologna to provide services to its *Insieme per il lavoro* project, which develops job placement activities for young and adult unemployed people in very difficult economic and social conditions.

The most interesting development concerns Mygrants' relationship with business associations. This was set up at the outset, as such a relationship is crucial for achieving Mygrants' job placement goal. To summarise, firms from manufacturing industry and other sectors signal, through their trade associations with Mygrants, that they have or will soon have a number of vacant jobs in certain occupations ⁽²⁴⁾ and locations. Mygrants identifies, with the companies or the trade associations, the key requirements of potential candidates for those jobs, including the basic knowledge they must have, and checks on its database if anyone meets these requirements already or if anyone may reach them by undertaking additional training. If/when a match is found, Mygrants signals the available options to the companies (Mygrants trainees are geolocalised) and, if they confirm their interest, provides all the support needed to start the internship (*tirocinio*) or other work arrangement. Additional learning modules may be developed on the app to meet specific requests from the companies. In parallel, messages are sent through the app to specific trainees or whole groups of trainees, signalling that there are companies interested in recruiting people with those requirements and even sometimes providing very specific indications about the modules to study. This is a strong motivational factor for trainees.

On the other hand, thanks to consistent updates to the database following trainees' online activity, trainees' profiles are also dynamic. To exploit this opportunity, Mygrants gives companies the opportunity to directly query the database or to set thresholds for candidates' characteristics so that the system automatically sends

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 viding courses for Italian as a second language and civic education to migrants.

24 For instance, the manufacturing trade association Unindustria of Emilia Romagna sent Mygrants two requests for the local mechanical industry: in 2017 for 400 and in 2018 for 1 800 vacant positions.

companies an alert when someone meets their requirements, and the company can then 'pre-book' that person.

Thanks to these activities, by the end of 2017/early 2018, Mygrants had enabled 250 type C internships ⁽²⁵⁾ and a year later this figure was over 900 (an average of 22 per week). These internships were with companies in Emilia Romagna, Veneto, Tuscany and Piedmont and, more recently, also Lombardy, where Mygrants signed an agreement with the Milan Municipality. Of these placements, 82 % were turned into an apprenticeship, a temporary work contract or a permanent work contract. This is another indicator of Mygrants' effectiveness and an important motivation for its trainees. These results have also stimulated the Emilia Romagna regional government to test out Mygrants on the customers of public employment centres.

USE OF ENTRECOMP AND DIGCOMP

During his work at the European Commission, N'zi had heard about both the *EntreComp* and the *DigComp* frameworks. When he launched Mygrants in January 2017, both a partner (Simone Ravaioli) and a former colleague separately sent him the published frameworks and N'zi took this as a clear signal that he should look closely at them.

EntreComp

The Mygrants team identified entrepreneurship as one of the three main areas for information and training programme in its app. In fact, entrepreneurship was perceived as the area with the widest training needs and development potential (although these were also wide in the job placement area). To define the learning goals, structure and

25 Type C internships are placement/replacement internships aimed at facilitating the person's insertion or reintegration into the world of work and are specifically for disabled and other disadvantaged people, including asylum seekers, holders of international or humanitarian protection and persons on social protection pathways. The minimum duration of such an internship is 3 months. If things work out well, it is usually extended for another 6 months. The maximum duration is 1 year.

content for this area, the team developed a scheme that included three broad progression steps (beginner, intermediate and advanced); it was also noted that entrepreneurship required more than just the identification of ideas and opportunities, as trainees needed to find the resources required to turn these ideas into something real and so needed to know how to do this. Following this logic, the team identified five macro-topics for each of these broad steps, which could become courses, with each split into four or five subtopics that would be addressed by quiz modules.

After spending 2 days reading, analysing and brainstorming over the EntreComp framework, the team discovered that their scheme was perfectly compatible with the framework. Given that Mygrants was looking for a system that could support it in developing its training programme and, in particular, in making its programme visibly coherent with an established framework, the adoption of EntreComp, which had strong background and a European status, came as a fortunate opportunity and it was an easy decision to choose this framework. Its endorsement at the EU level was particularly important, in view of the high geographic mobility of immigrants in Europe. Mygrants' training programme and outcomes might be more easily recognised elsewhere if associated with EntreComp.

In practice, the first two steps of the EntreComp progression were chosen to define Mygrants' two levels of difficulty – discover and explore – around which the overall training programme is structured, encompassing not only entrepreneurship, but also the rights and duties and social challenges areas. In line with the lean start-up model, EntreComp's three competence areas – ideas and opportunities, resources and into action – were adopted to represent the beginner, intermediate and advanced steps of Mygrants' training on entrepreneurship development. This also reflects the view that these steps represent increasing complexity, especially for newcomers⁽²⁶⁾. Mygrants also named the 15 courses within the entrepreneurship training programme, so that

26 In the Upshift 'ideas in action' project (see footnote 27), the initiative was entirely centred on entrepreneurship, and Mygrants created personalised content according to the client's (UNICEF's) requests. In this case, courses were developed for all 15 EntreComp competences at the three difficulty levels (beginner, intermediate and advanced), with a total of 45 courses and 315 modules (seven modules in each course).

they now correspond to EntreComp's 15 competences. The content modules of each course were also identified to reflect some of the EntreComp competences and their threads, with inevitable adaptations.

For instance, the analysis of EntreComp competence 1.5, ethical and sustainable thinking (assess the consequences and impact of ideas, opportunities and actions), led to the development of the following discover modules: 'What is a market?', 'Do more with less', 'Keep it simple' and 'Follow your heart'. EntreComp competence 2.4, financial and economic literacy (develop financial and economic know how), inspired the creation of the following discover modules: 'The bank and I: our rights', 'Basic bank account', 'Tools to manage your money' and 'Digital tools to manage your money: internet and home banking'. At a higher progression level, learning content is provided about enterprise structures and their economic and financial management.

Besides using the framework to structure the training programme, EntreComp inspired Mygrants in the organisation of the support actions that it delivers to its most talented trainees. We refer in particular to the MakeMyWay entrepreneurial support programme offered to such trainees and to the MygrantsDays event. These activities are structured according to EntreComp's three main steps and areas: identifying ideas and opportunities, finding resources and moving into action. Without a clearly identified idea and opportunity, it is almost impossible to find the material and non-material resources to do anything and, without resources (and a structured idea), it is impossible to move into action and generate value. Each step is then developed according to the 'lean start-up' approach: build, measure and learn. It is important to prototype, test and validate each step before moving on to the next one.

MakeMyWay

In the MakeMyWay programme, 25 to 40 trainees who showed the highest interest and capacity based on their training performance and their participation in the MygrantsDays event were invited to a series of workshops and other activities that were held over a period of about 6 months that aimed to help participants develop an entrepreneurial mindset and, when possible, transform an idea into a real entrepreneurial venture.

The process begins with the selection by the participants of the key topics on which they want to work; this is actually done online before the workshop, along with the creation of working groups / teams. In the first workshops, the lean business model canvas, the business model canvas, the social model canvas and the value proposition canvas are presented to the trainees as useful tools for designing and developing their entrepreneurial intuition with an analytical and strategic spirit. In addition to design thinking, an important part of the entrepreneurial learning programme is the identification of real cases to be taken as a starting point to inspire the MakeMyWay participants, but also to provide them with useful input to strengthen, remodel or validate their ideas. For example, a would-be entrepreneur intended to develop a service (very similar to Mygrants) for low educated or illiterate young people in his home country in Africa. As an inspirational 'cue' (influencer), he chose Alloysius Attah and his company Farmerline. Alloysius developed a text-based app to provide information and training to local farmers in Ghana on various topics including the price of seeds, methods and timing of irrigation, and economic education with the aim of increasing their ability to generate market value from sustainable agriculture. Following the delivery of the prototype (the build stage), he realised that the adoption rate of the app was very low. After in-depth analysis and market research, he found that a high percentage of local farmers were illiterate (the measure stage). He thus understood (the learn stage) that the (perhaps most useful) way forward was to convert all of the text content into voice messages in local languages. The result was, after a new pilot, an increase in the adoption rate of Farmerline of 3 000 %.

Depending on the location of the teams, on the maturity of the entrepreneurial idea and on the activities to be done, the follow-up meetings take place every 7, 10 or 15 days, either face-to-face or with the support of online tools such as WhatAdventure. In the meetings, the teams identify and explore existing solutions to the challenges selected, develop ideas to improve at least one of them, develop prototypes when needed and work on the business models. The ultimate aim is to structure the initial ideas and turn them into viable entrepreneurial ventures. This entails, among other things, providing support for fundraising and for the creation of a successful team, by aggregating new human resources.

Through these processes, eight new enterprises were launched by members of the

Mygrants community by the time of data collection: two in 2017 and four in 2018, and two in early 2019). The Mamaventure investment fund for community projects launched by immigrants is one of these companies.

MygrantsDays

MygrantsDays is a 2-day event that Mygrants organises each year in Bologna in December, since 2017.. The event targets the 50 best would-be entrepreneurs identified among Mygrants trainees from all around Italy, who are also joined by Italian students interested in contributing. On the first day, participants are divided into six teams each formed of at least six people, which correspond to the six challenges launched for the event ⁽²⁷⁾. After a description of the challenges, the lean business model canvas is presented to participants. The hackathon called HackMyWay then starts and each team must carry out market research to produce the lean business model canvas of three existing solutions. All of the solutions considered are apps and other digital tools. For each challenge, the team must identify the best solution and present it in a Tweet. The teams must then identify the strengths and weaknesses of their chosen solution and they have 1 minute to present how they think it is possible to improve it, which they receive feedback on. Unlike in a proper hackathon, they do not develop a prototype during the event, but instead develop a mock-up; a prototype might be developed later in the MakeMyWay programme. On the second day, the teams work to produce the lean business model canvas of their entrepreneurial idea. Given that the success of an entrepreneurial idea frequently depends on not only what it is done, but also how it is presented, the teams must produce a pitch deck of their entrepreneurial idea. In the afternoon, they hand in the pitch deck that they developed and the 'celebrate' portion of MygrantsDays starts. Keynote speakers give presentations on the following topics: innovation as progress, adversity as progress (in which how Mygrants training experience helps in the path towards the three final destinations is discussed), skills as progress (in which companies discuss their experience of job placements of trainees found through the Mygrants trainees community) and, finally,

²⁷ Mygrants proposes a long list of 20 challenges online and, before the event, all trainees select their top six that they would prioritise.

competition as progress, in which the six teams face a pitch competition by presenting their entrepreneurial solutions. At the end of the pitch competition the panel of judges honours the winning team.

Mygrants is also developing profiles of aspiring entrepreneurs. This is a sort of dynamic CV that gathers in real-time the learning progress made by trainees towards the entrepreneurship destination. The profile provides an indicator of the trainee's level in each of the 15 EntreComp competences, based on the trainee's results in the Mygrants courses (e.g. he/she may be strong in creativity, but weak in financial and economic literacy). This is important information, because entrepreneurial ventures often require the mobilisation of different people who bring different skills and other resources. The profile provides an informal validation of entrepreneurial competence, that will be used by Mygrants to cluster trainees and develop new analyses about the performance of different groups and individuals, which in turn may help to identify gaps, barriers and drivers to be addressed by improving the Mygrants programme. At the individual level, the aim is to develop adaptive learning paths that match each trainee's profile and to offer tailored training to enhance each trainee's propensity – not everyone will be a start-up founder – for finance, business development, communication, marketing and so on.

The main benefit of using EntreComp has been that Mygrants was able to validate, with only some minor adjustments, the structure of its training programme. This was also a very important motivational aspect in the launching stage of the initiative, as the Mygrants team could see that it was heading on the right path.

Even though EntreComp is still not widely known, it certainly contributed positively to establishing the collaboration with UNICEF on the Upshift initiatives in Sicily. The Mygrants team showed UNICEF officers (who were already aware of EntreComp) how they had used EntreComp for the structure and development of the training programme and to map the background and new competences of trainees. These were appreciated as important features in the quality of Mygrants' proposal.

The openness of both the EntreComp and the DigComp frameworks makes them a useful reference for creating tools to informally profile entrepreneurial and digital competences, with the possibility of adapting the profiling tools over time as needed.

The use of EntreComp has definitely also contributed to the creation of a common language and understanding of entrepreneurship competences among Mygrants' staff and is helping in the dialogue with new customers, who are mostly unaware of EntreComp and are introduced to it by Mygrants.

DigComp

Along with EntreComp, the Mygrants founders also studied the DigComp framework, but they have not yet had the opportunity to implement it. Mygrants intentionally created an initial filter for users in the form of registration on its platform, which required users to create a username and a strong password and to provide an email address to which a message was sent and needed to be acted upon to finalise the registration process. This filter proved effective in allowing only people who already had a basic level of digital skills to use the platform, which is crucial, as all of the training takes place online. On the other hand, Mygrants chose the smartphone – owned by almost all immigrants – as the primary delivery channel for the training, with the aim of avoiding the exclusion of people who did not have a computer. In addition, Mygrants invested in its technological platform (which is now available as an app for Android and iOS devices) to minimise the requirements in terms of internet connectivity ⁽²⁸⁾. Thanks to these choices, Mygrants was able to avoid making the development of basic digital skills a prerequisite or an urgent objective for its customers to be able to use the app and its services. The development of digital competence, for the moment, has not been seen as a priority.

Having said that, Mygrants addresses and contributes to developing trainees' digital competence in different ways. Albeit designed to be very simple, the app allows trainees to become accustomed to and more efficient at using apps. This is demonstrated, for instance, by the average times taken to complete a quiz module, which is about 6 minutes at the beginning of the training and around 1 minute and 35–50 seconds after 2 weeks. Frequent navigation on the platform (e.g. to check results) and the use

28 From May 2019, the app was also usable with very poor or no internet connection. This is important because many reception centres in Italy have poor or no internet and this will also facilitate the use of the app in Africa.

of its services further contribute to some digital competences development. Many modules in different discover courses address experiences, companies and especially learning and entrepreneurial opportunities in the digital world in general and specifically in Africa, thus contributing to developing trainees' digital literacy (29). In the explore soft skills part of the training, the 'manage technical aspects' course offers five modules each on basic skills for the use of Microsoft Word, Excel and PowerPoint. In explore hard skills, the IT 'informatics basics' course offers seven introductory modules on basic computing notions (hardware, software, etc.). Finally, as we have seen, trainees who engage in Mygrants' entrepreneurial support activities learn to use online collaboration platforms, study existing apps and are tasked with thinking how to improve them and so on.

Given the above informal digital learning experiences and some IT training made available through the app, Mygrants has started thinking about how to also profile and cluster trainees according to their digital competence, for the same purposes as discussed with the entrepreneurial profile. From this perspective, Mygrants is considering using DigComp to structure trainees' digital competence profile.

29 Several modules in the discover courses are devoted to ICT (massive open online courses, free digital learning and mobile phones) for learning in general and in Africa; to IT (including cryptocurrencies), banking and finance in general and in Africa; to opportunities for young people with coding, Google and digital start-ups in Africa (including for agriculture); and a full course (Advanced R&A) is devoted to the meaning and issues of digital identity.

C6 SFEDI

The SFEDI Group is a group of organisations with a central focus on the development of enterprise and entrepreneurship through its UK government-recognised National Occupational Standards for Enterprise, as a regulated qualification-awarding body and through innovative pilot and transnational projects.

The organisation has taken the strategic decision to embrace and embed EntreComp in its project development, new course design and ongoing review of existing qualifications. EntreComp increasingly sits alongside the SFEDI National Occupational Standards for Enterprise to guide design and underpin its approach.

T.22 C6 – SFEDI AT A GLANCE

Leading organisation	SFEDI Group
Sector	Commercial
Frameworks used	DigComp and EntreComp
Start / end date	1996 - in progress
Country	UK
Geographical scope covered	National
Target audience	SFEDI Awards – general learners including: prisoners pre and post release • those who are long-term unemployed • refugees and migrants • schools/colleges • universities • those who are employed • SFEDI Solutions: intermediaries and stakeholders IOEE
Professional sectors covered	General
Stakeholders involved	SFEDI Advisory Council: British Bankers Association (BBA) • Centre for Research in Ethnic Minority Entrepreneurship • Confederation of British Industry (CBI) • Convention for Scottish Local Authorities (COSLA) • Department for Business Innovation and Skills • Enterprise Educators UK • Enterprise Rockers • Enterprise Village • Federation of Small Business (FSB) • Institute of Chartered Accountants in England and Wales (ICAEW) • IOEE • International Association of Bookkeepers (IAB) • LANTRA • Lloyds Banking Group • National Enterprise Network (NEN) • National Black Women’s Network (NBWN) • Skills CFA • The Prince’s Initiative for Mature Enterprise (PRIME) CYMRU • University of Wales Trinity Saint David • Young Enterprise
Online resources	N/A – resources developed through this initiative form part of the qualification resources Detailed overviews of each course are available online through the qualification specification documents for each course available via SFEDI Awards: sfediawards.com/qualifications
EntreComp into Action	-
Contributors	SFEDI Group – Ruth Lowbridge (RUTH.LOWBRIDGE@SFEDI.CO.UK) Nic Preston – SFEDI Awards Leigh Sear – SFEDI Solutions

T.23 C6 - SFEDI EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	✓
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	✓
5	Design of training	✓
6	Development/Delivery of training	✓
7	Careers advice	
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	✓
12	Start-up pathway	✓
13	Certification of competence	✓
14	Client tracking and monitoring	✓

EMPLOYABILITY PATHWAY ACTIVITIES

Assessment of skills. The qualification assessment tools have been built on the basis of EntreComp – every qualification has a clear assessment structure based on the standards and the learning content. EntreComp is reflected in, although not specifically referred to, in around 30–40 qualification assessment tools.

Personal development plans. These are a feature of a range of courses and are mandatory within some higher level business support qualification courses at levels 5–7. EntreComp underpins these, with terminology either similar to or the same as that in EntreComp.

Design of training. This is a core activity of both SFEDI Awards as a qualifications body and SFEDI Solutions as a research and development arm working on pilot and international projects. EntreComp has mainly been used in training at the pre-General Certificate of Secondary Education (GCSE) (European Qualifications Framework (EQF) Level 1), GCSE (EQF Levels 2 and 3) and A level (EQF Level 4) stages. EntreComp has also influenced the design of qualifications at EQF levels 5–7; however, they become less explicitly linked at higher levels.

Delivery of training/development. SFEDI Awards and SFEDI Solutions currently deliver EntreComp-aligned courses at the national level.

Workforce development. SFEDI Awards designs and delivers training for organisations and those currently in employment to support business sustainability and growth. There are similarities to EntreComp in this area of the curriculum; however, the design is pre-EntreComp and has not yet been updated.

Start-up pathway. SFEDI Awards currently targets the start-up audience. Provision in this area is currently being reviewed and the new course design will be mapped to EntreComp to ensure that it delivers against all of the EntreComp-related competences.

Certification of competence. This is integral to the successful completion of SFEDI Awards as an awarding body. The system cannot currently provide insight into the development of EntreComp competences; however, it can provide insight into the uptake and completion of courses that are mapped against the EntreComp framework. Every qualification is broken down into units and every unit is broken down into

learning outcomes; therefore, it is possible – although it has not been done – to map attainment to the EntreComp competences. This has not been done because it is not a user-friendly approach for learning providers; however, the system does allow it.

Client tracking and monitoring. This is an integral part of SFEDI Awards' delivery of learning, with delivery partners receiving quarterly and annual reports on the performance of networked delivery centres and the quality of qualification delivery. Specific research is being done on the prison training programme, involving surveys of pre- and post-release prisoners on their perceptions of the learning process and its actual/future benefits. The destination of learners is not tracked by SFEDI.

CONTEXT AND DRIVERS

SFEDI is the first UK government-recognised standards-setting body for business support and enterprise. Since being established in 1996, the organisation has expanded to become a suite of companies providing comprehensive support to enterprise and entrepreneurs. The SFEDI mission is as follows:

To provide opportunities for individuals and organisations to develop their enterprise and entrepreneurial skills, knowledge and expertise allowing them to maximise both their personal potential and their wider contribution to the growth and success of society and UK Public Limited Companies.

The group is guided by the SFEDI Advisory Council made up of experts and representatives from national organisations for enterprise and business support. The role of the council is to:

- inform and uphold the standards for enterprise and business, and support skills policy and practice;
- exchange best practice in enterprise and business, and support skills and know how development;
- promote awareness of the benefits of and access to enterprise and business, and support learning and skills development;
- act as a central policy advisory group on all things relating to enterprise and business, and support learning and skills development.

Through twice-yearly enterprise summits, the SFEDI Advisory Council enables SFEDI to debate and influence enterprise policy at the UK and international levels, and promotes this work, through the reach of its members. Members come from a wide range of industry, academic and member organisations in the United Kingdom.

All SFEDI Group actions focus on enterprise and entrepreneurship, and the organisation felt that EntreComp offered huge potential to look at enterprise from a wider perspective, embracing both self-employment and personal development paths.

The SFEDI Group is an umbrella organisation, which was originally the Small Firms Enterprise Development Initiative, bringing together five companies that address complementary areas of enterprising skills and enterprise and business support: SFEDI Awards, SFEDI Solutions, SFEDI Directory, the IOEE and Apprenticemakers.

- **SFEDI Awards** was founded in 2007 as a UK-regulated awarding organisation designing and delivering qualifications in enterprise and enterprise support services through a network of more than 250 delivery centres. The qualifications are built on the SFEDI National Occupational Standards for Enterprise and were developed in close collaboration with the IOEE as a professional institute dedicated to enterprise.
- **SFEDI Solutions** is a research and development organisation responsible for developing national occupational standards, undertaking applied research projects and creating innovative enterprise learning and skills programmes and enterprise-education materials.
- **The IOEE** was founded in 2010 to create the first professional learning institute for business enterprise and business support, to advocate for, deliver and recognise enterprise skills and development, including for a membership network.
- **SFEDI Directory** is a national register of accredited business and enterprise support professionals.
- **Apprenticemakers** is an initiative to engage and train mentors for apprenticeships.

Of these, two organisations are actively using EntreComp to a significant extent:⁽³⁰⁾

³⁰ Other companies within the SFEDI Group include www.Apprenticemakers.co.uk to support and develop mentoring for apprentices and www.SFEDIDirectory.co.uk offering a national register of

SFEDI Awards and SFEDI Solutions.

The whole SFEDI Group aligns its work to the [SFEDI National Occupational Standards for Enterprise](#), which were developed through broad-based consultation with the enterprise sector and are approved by relevant regulatory bodies ⁽³¹⁾. First published in the late 1990s, the standards were originally intended as an overview of the competences to be considered when developing learning related to starting, running or growing a business. The IOEE hosts and is responsible for regular updating of the standards, and since its inception it has expanded to now embrace competences relating to personal and social development, as well as employability. The standards are organised into the following suites:

- understanding enterprise,
- pre-enterprise,
- an introduction to business support,
- enterprising skills,
- enterprise and entrepreneurship educator,
- business support,
- business information,
- business enterprise.

The IOEE makes reference to EntreComp in its work, but ultimately sets its own standards at the national level; however, clear links to EntreComp will increase as standards are periodically reviewed and updated. The statements of competence in the standards are used by the SFEDI Group (in particular SFEDI Awards and SFEDI Solutions) as the basis to design relevant competency-based qualifications in enterprise. Since 2016, these statements of confidence have been used alongside EntreComp as a complementary framework of internationally recognised reference for entrepre-

.....
accredited business and enterprise support professionals.

31 Including The Office of Qualifications and Examinations Regulation (England – Ofqual), Qualifications Wales, the Scottish Qualifications Authority (SQA) and the Council for the Curriculum, Examinations and Assessment (Northern Ireland).

neurship competences.

USE OF ENTRECOMP

SFEDI first came across the EntreComp framework through Professor Andy Penaluna ⁽³²⁾ as a member of the SFEDI Advisory Council and in his role as the chair of the expert group designing the [new UK university guidelines](#) for enterprise and entrepreneurship education. The framework was formally introduced by Leigh Sear through discussions in a SFEDI management meeting. This forum allowed a formal space for the SFEDI Group both to become aware of the framework and to consider its potential against current actions across the five organisations. All SFEDI Group actions focus on enterprise and entrepreneurship, and the organisation felt that EntreComp offered huge potential to look at enterprise from a wider and more international perspective, embracing both self-employment and personal development paths.

SFEDI Awards

The first area of action identified was to incorporate EntreComp as one of the references for a review into SFEDI Awards qualifications. EntreComp provided a structured framework upon which SFEDI could underpin its analysis, which clearly aligned to a broader meaning of enterprise rather than to self-employment only. A basic mapping exercise was carried out which included reference to EntreComp to gain an understanding of where current approaches already aligned to EntreComp and the potential for further development (no shareable resources were available from this process). This resulted in a strategic move towards matching SFEDI's approach to the terminology used in EntreComp and the overall themes addressed in the learning outcomes.

The process of designing new qualifications highlights EntreComp through the design and consultation stages. Each new qualification is reviewed by experts and key stakeholders before and during development, and EntreComp features in the discussions

32 Professor [Andy Penaluna](#) is the Emeritus Professor of Creative Entrepreneurship at University of Wales Trinity Saint David.

with each stakeholder or stakeholder group. This is to show where the process begins from, illustrating both EntreComp and the SFEDI National Occupational Standards for Enterprise as the starting points for development. SFEDI Awards now underpins most of its qualifications with EntreComp competences, including:

- prison education both pre and post release;
- Think Enterprise – targeting people with disabilities and those who are long-term unemployed;
- qualifications delivered through refugee councils to help with settlement and integration into local communities;
- school-based learning in which SFEDI qualifications are used to support learner engagement through learning enrichment/enhancement sessions;
- work with existing companies to support workforce development.

Two of the earliest courses designed to align to EntreComp and the SFEDI National Occupational Standards for Enterprise were the Level 1 (EQF Level 1) course called ‘Passport in enterprise and employability’ and the Level 3 (EQF Level 3) course on ‘Business innovation, sustainability and growth’.

The Level 1 course clearly and explicitly aligns with all of the EntreComp competence threads, although EntreComp is not currently mentioned in the course documentation. It is a particularly flexible course with a large number of optional units that learning providers can mix and match to create bespoke qualifications. The units are grouped under three headings:

- personal and social development (26 units),
- employability (17 units),
- self-employment (14 units).

This qualification is used by a wide range of organisations. Schools use this frequently, usually focusing on the personal and social development units to support and validate wider enterprise skills, which are often linked to the development of local social projects. Hard-to-reach audiences such as those not in education, employment or training (NEET) also focus on personal and social development, while those who are closer to the employment market address the employment sections in which the

skills developed include lateral thinking. Level 1 courses to support those interested in self-employment would address those sections, while courses delivered in the SFEDI prison programme might address one or all of these three themes.

SFEDI Solutions

SFEDI Solutions takes a broader approach through its research and innovation activities designed to test and explore new opportunities, including the development of national occupational standards, undertaking applied research projects, creating innovative enterprise learning and skills programmes, and designing enterprise-education materials. Its work is either rolled out by different parts of the SFEDI Group or taken up by external clients or partners. SFEDI Solutions has used EntreComp explicitly across an increasing number of projects, particularly Erasmus+ projects that it has co-developed. These include:

- the COOP-IN project (<http://coopinproject.eu/en/>),
- Green Entrepreneurship Training (<https://www.green-entrepreneurship.online>),
- the ON-D-GO project (<http://learnonthego.eu/en/>).

EntreComp is now central to the approach taken by SFEDI Awards and SFEDI Solutions. There are various benefits and impacts of this.

- It offers a way to navigate the changing narrative on enterprise and entrepreneurship. Entrepreneurial skills are now seen as transversal skills, not limited to the realm of self-employment or business, and EntreComp firmly supports this broader understanding by using a key competence approach.
- EntreComp allows SFEDI to better align its qualifications to the skill needs of employers by using the framework to map and make explicit the skills developed through SFEDI qualifications.
- The framework has helped to create fully flexible personalised learning by offering a structure upon which to map skills development, allowing more ownership and responsibility to be given to the student to direct their own learning. For example, in the ‘Learn on the Go’ project for refugees and migrants, training needs analysis used EntreComp to guide the design and allow migrants and refugees to map their existing entrepreneurial skills prior to creating a personalised learning path.

- SFEDI has found that EntreComp can be a significant point of reference for educators. Previously, educators have relied on model answers for the learning content of courses, which was requested by delivery centres to help with quality assurance and educator guidance. With the advent of EntreComp, model answers are no longer required because student answers now depend on different factors such as the context of the idea being proposed and how they want to apply it. Educators are informed of the need to be flexible and allow students more ownership over their learning path, and they use the EntreComp threads and learning outcomes to guide their understanding of student development.
- SFEDI Awards is starting to review its business support courses targeting potential and early-stage entrepreneurs, aiming to map these against EntreComp more specifically to ensure that the courses deliver on all competences to a relevant level.



Social Innovators KG

Social Innovators KG is a private Austrian company that wants to help entrepreneurial and creative people to find solutions to social and environmental problems when public institutions cannot. Through various programmes, Social Innovators assists with the conceptualisation and materialisation of new products, projects and companies, and advises both start-ups and established organisations and associations on how to find social and sustainable approaches in work and business. Social Innovators runs an incubator for the Austrian company Arbeitsmarktservice Steiermark (AMS), a public employment service for the labour market in Austria. AMS offers a development programme to support business start-up for the unemployed, which is the Social Innovators Incubator. As part of the programme, future entrepreneurs are supported for up to 6 months: they receive unemployment benefits to be able to focus on developing their business idea, as well as training. EntreComp is the foundation of this business development programme.

T.24 C7 - SOCIAL INNOVATORS KG AT A GLANCE

Leading organisation	Incorporate Future KG (previously named Social Innovators KG)
Sector	Private
Frameworks used	EntreComp
Start / end date	2015 – ongoing (The project will come to an end amid COVID-19 in June 2020.)
Country	Austria
Geographical scope covered	Styria, Austria
Target audience	Start-ups/entrepreneurs-to-be
Professional sectors covered	General
Stakeholders involved	Start-ups
Online resources	All resources have been developed for internal use only
EntreComp into Action	-
Contributors	Incorporate Future KG - Sabine Varetza-Pekarz (SVP@INCFUTURE.ORG)

T.25 C7 - SOCIAL INNOVATORS KG EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	✓
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	✓
5	Design of training	✓
6	Development/Delivery of training	✓
7	Careers advice	✓
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	✓
12	Start-up pathway	✓
13	Certification of competence	
14	Client tracking and monitoring	

EMPLOYABILITY PATHWAY ACTIVITIES

Social Innovators KG provides labour market intermediary functions along the employability pathway, which are highlighted in green in the table above. The organisation's activities include:

working with the under- and unemployed through its business start-up programme, which is delivered for the Styria public employment office (employability pathway activities 2, 3, 4, 5 and 6);

the delivery of a start-up pathway (activity 12);

providing information, training and advice for prospective entrepreneurs on creating and growing their own businesses (activities 11 and 12).

CONTEXT AND DRIVERS

The motivation that drives Social Innovators is based on the company's personal values and its conviction that sustainable entrepreneurship is an essential part of meeting societal challenges. Social Innovators is convinced that entrepreneurship is a key competence that allows one to take charge of one's own life.

Social Innovators believes that to be socially active and to be economically successful are not exclusive concepts. They want to help entrepreneurial and creative people to find solutions to social and environmental problems when public institutions cannot. Through various programmes, Social Innovators assists with the conceptualisation and materialisation of new products, projects and companies and advises both start-ups and established organisations and associations on how to find social and sustainable approaches in work and business.

Social Innovators KG is led by three CEOs – Sabine Varetza-Pekarz, Florian Simon and Christian Ortner – who have experience as independent entrepreneurs, trainers and mentors in business ⁽³³⁾. The non-profit organisation Social Innovators & Friends is

³³ When it changed its name, the management structure of Incorporate Future KG also changed: Sabine Varetza-Pekarz is now the sole CEO.

economically involved as a limited partner in the company Social Innovators KG. It wants to create an honest, appreciative and successful combination of ethics and business.

In 2008, Sabine Varetza-Pekarz realised that entrepreneurial acting and thinking can be learned only in praxis. Even though she has a degree in business economics and been leading companies since 2000, she found that skills such as managing employees and leading teams, selling to and negotiating with customers, and dealing with financial aspects or taking on risk were skills that could not be taught in formal education, unless pedagogies were changed to embed learning through value creation.

Social Innovators is an Austrian *Kommanditgesellschaft* (KG), a partnership in which two or more natural persons or legal entities have joined under one common company for any permitted purpose. Social Innovators offers various commercial programmes, of which one is the Social Innovators Incubator. The incubator is a place of learning where participants of different entrepreneurial training programmes meet and where new entrepreneurs can exchange ideas with those who are at a more advanced stage in building their business. Experts and mentors are also on hand to provide expertise and coaching to develop business ideas further.

The incubator has been active since 2015 and is based on the EntreVersity® concept, developed by Sabine Varetza-Pekarz in 2008. EntreVersity takes inspiration from the dual-learning approach of apprenticeships. Accordingly, through this concept, 80 % of learning takes place in praxis and through being entrepreneurial and 20 % of learning is formal and takes place in cooperation with higher education institutions. In 2018, Social Innovators ran a first pilot of EntreVersity in cooperation with AMS, the local public employment service.

About AMS

AMS is a public employment service for the labour market in Austria. It places job seekers into vacancies and supports them through advice, information, skills development and financial support.

One of the programmes that AMS offers for the unemployed is a development programme to support business start-up ([Unternehmensgründungsprogramm – UGP](#)). As

part of the programme, future entrepreneurs are supported for up to 6 months: they receive unemployment benefits to be able to focus on developing their business idea, as well as training. The programme is for those who are unemployed and are at the beginning of the start-up phase and want to become self-employed. They must have a concrete business idea and show that they are able to fulfil the requirements mandated by trade law. AMS then assumes the costs for business consultancy and the necessary training, such as that delivered by Social Innovators KG.

The programme is divided into four phases.

- **Clarification.** AMS assesses if the business idea is promising and if the prospective programme participant meets all of the personal requirements.
- **Preparation.** AMS helps the participants in the development of their business idea and suggests qualifications that they could gain, if necessary.
- **Realisation.** The participant starts his/her own business.
- **Aftercare.** A management consultancy controls the participant's company and makes suggestions for improvement.

About the Social Innovators Incubator programme for UGP participants

The incubator programme hosts 15 UGP participants at a time. In addition, there are 10 further entrepreneurs who are part of the incubator programme and 15 members of the Social Innovators & Friends community. All take part in the training activities that are provided by Social Innovators. As part of the incubator programme, participants also have the opportunity to take up a physical workplace for up to 6 months in the incubator premises in Graz, Austria. The first programme ran in July 2018 and ended in December 2018.

USE OF ENTRECOMP

Social Innovators KG works only with the EntreComp framework, not with the DigComp framework. EntreComp was used to guide the development of the incubator training programme. The training provided as part of the 6-month programme is specifically focused on taking the initiative, working with others, coping with uncertainty,

ambiguity and risk, and learning through experience skills in the 'into action' competence area of the framework. In the 'resources' area, activities focus on the following skills: mobilising resources, self-awareness and self-efficacy, mobilising others, and motivation and perseverance.

To foster the into action competences, the programme relies on methods such as developing business ideas iteratively through action-oriented feedback loops. In the resources competence area, skills are fostered through coaching such as the personal development-focused approach of the [process communication model](#). Formal training includes [workshops](#) such as the 'Make-me-better' workshop, which focuses on deepening the business vision of the aspiring entrepreneurs, and a 'Going live' workshop to help participants deepen their entrepreneurial mindset and to foster their sales competences. Throughout the programme, participants are always accompanied by mentors and coaches. As part of the 'Make-me-better' workshop, participants present their business idea to the incubator community and receive feedback and input to further develop their business and services. Thus, blind spots and new potentials become visible and participants are able to clarify their business' unique selling point. The 'Going live' workshop helps participants to develop and improve their product or service. Participants prepare a customer presentation and develop personas for their business. A real presentation is simulated and they get feedback from participants who act as their customers. After that, coaches give advice on how to take the business to market. UGP participants also have the opportunity to take part in networking meetings and regular get-togethers to benefit from the entrepreneurial spirit in the incubator.

The hope Social Innovators had when using EntreComp as the foundation of its programmes was two-fold. On the one hand, it wanted to use the framework as a planning and measuring tool to select and approve their activities. On the other hand, it considered the framework as a useful selling point for convincing project partners with a similar mindset and approach to come on board. EntreComp worked particularly well for Social Innovators because, with its aim to establish a bridge between the worlds of education and work, it fits with its vision and values. Social Innovators sees itself as having the task of bringing entrepreneurial thinking and acting into the (corporate) world and thereby of developing very concrete, practical training formats.

It also sees entrepreneurship as one of the core competences needed for addressing social responsibility.

EntreComp has proven itself to be a helpful instrument and a useful measuring instrument and compass for entrepreneurs. The framework is used widely throughout the programme. Upon joining, participants assess their skills in one-on-one coaching sessions with their mentors. The EntreComp framework is introduced in these sessions and the participant's level is defined for the resources and into action areas. When developing its tools, Social Innovators mainly referred to EntreComp's descriptors and levels. The descriptors served to explain the competences to participants and the levels served as learning objectives. Social Innovators worked well with the framework because EntreComp is easy to understand, providing an overview of skills at a glance. The clear structure facilitates orientation because it offers a familiar system of classification, similar to the Common European Framework of Reference for Languages. Equally, the individual learning objectives are described in a concrete and easily understandable way.

Social Innovators KG will continue to use EntreComp to assist its founders in the UGP programme. It will use EntreComp for the further development of the incubator and tutorials.



Startup Support South Africa

Startup Support South Africa is an organisation supporting a range of entrepreneurship capacity-development initiatives. This short case study focuses on its work with a major bank, in which EntreComp was used as the basis for a completed pilot project and will be used in the planned roll-out of workforce redeployment training to support existing employees at risk of redundancy in developing their part-time enterprises into a sustainable full-time income.

T.26 C8 - STARTUP SUPPORT SOUTH AFRICA AT A GLANCE	
Leading organisation	Startup Support South Africa
Sector	Private
Frameworks used	EntreComp
Start / end date	2018 – ongoing
Country	South Africa
Geographical scope covered	Johannesburg
Target audience	Employees at risk of redundancy owing to automation of roles
Professional sectors covered	General
Stakeholders involved	Standard Bank (South Africa)
Online resources	All resources have been developed for internal use only
EntreComp into Action	-
Contributors	Startup Support South Africa - Fredell Jacobs, Chief Start-up Officer (FREDELL@STARTUPSUPPORT.CO.ZA)

T.27 C8 - STARTUP SUPPORT SOUTH AFRICA EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	✓
5	Design of training	✓
6	Development/Delivery of training	✓
7	Careers advice	✓
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	
12	Start-up pathway	✓
13	Certification of competence	
14	Client tracking and monitoring	

EMPLOYABILITY PATHWAY ACTIVITIES

Assessment of skills. The initiative used the learning agility model from [HFM Talent Index](#) to assess existing competences, with a broad relevance to personal competences and strong alignment to the EntreComp model.

Personal development plan. This was an important foundational element of the training. The learning agility model identified areas to work on, which in turn allowed the development of the personal development plan.

Design of training. The programme design was based on the EntreComp competences. Delivery of training/development. The programme delivered pilot training and is now being extended through a wider roll-out in the company.

Workforce development. The aim of this programme was to repurpose the current skills of individuals identified through a workforce development programme based on the need for human capital redeployment.

CONTEXT AND DRIVERS

Startup Support South Africa is a capacity-development consultancy firm led by Fredell Jacobs that supports clients in designing and developing initiatives to build skills and start/grow businesses. The consultancy discovered the EntreComp framework through a Google search in 2017 and immediately saw its potential as a tool for its work. Since then, it has used EntreComp in a number of projects including the following.

- Guidance for the structure and content of new curriculum development for programmes run by the [Allan Gray Orbis Foundation](#). This organisation invests in the entrepreneurial potential of individuals across southern Africa. It takes a holistic approach to entrepreneurship development, supporting three critical aspects: mindset, skills and competences development, and understanding the ecosystem.
- Supporting the concept and content of a new start-up by providing [innovation-based gap years for students](#). Value creation has become the theme of the programme, supported by programme content combining personal mastery, entrepreneurship

competences and digital citizenship.

The most recent project was the development of an entrepreneurship programme for Standard Bank. The bank was expecting to make over 3 000 staff members redundant in the coming years as a result of advances in the use of artificial intelligence at the company. To lessen the social and economic impact of these difficult decisions, new ideas were sought out on human capital redeployment programmes to find new ways to support employees to reinvent their careers inside or outside the bank. One option identified was the opportunity for the bank to be a springboard for staff to start their own businesses as a full-time employment alternative. This specific activity is the focus of this short case study.

USE OF ENTRECOMP

The target audience of the project is employees at risk of redundancy, and the intended outcome is that they are supported to design a development path towards transitioning out of the organisation into a full-time entrepreneurial venture. The course design is underpinned by EntreComp and the model was shared directly with participants via class notes and the course overview.

The implementation of EntreComp into the programme began at the very first stages of discussion. Fredell Jacobs used the original EntreComp report to support his pitch at the initial briefing meeting with Standard Bank, outlining how an EntreComp-based approach could be taken for an entrepreneurship-focused workforce redeployment programme. He took the following excerpt from the report as the basis of his presentation, which he found really spoke to industry representatives because it was relatable and provided contextual relevance:

EntreComp defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial).

The broad definition allowed industry representatives to see a broader definition of entrepreneurship linked to a clear understanding of value creation in the private,

public and third sectors and in any hybrid combination of the three value creation domains (social, cultural and economic). It offered a comprehensive approach based on evidence that gave those involved a certain amount of confidence in the proposed model.

The training was designed and delivered as follows.

- The EntreComp framework underpinned training design and, to simplify delivery, it was not explicitly shared as a learning resource or entrepreneurial learning model with learners during the course.
- The team mapped the EntreComp model to the learning agility mode, which was used as the self-assessment tool at the start of the project. This was done to check the overall alignment of the programme to EntreComp and ensure that all competences within EntreComp were being covered across the training programme.
- Participants were recruited through a multi-stage selection process, which included the learning agility scan as a final component. Seventeen people were recruited to the pilot course. The stages of recruitment were:
 - applications
 - a shortlist
 - interviews
 - the learning agility scan (mapped to EntreComp)
 - confirmation as a candidate for What's Your Next.
- The overall course was delivered via 200 hours of contact time and used a range of tools including:
 - the Entrepreneurial Learning Initiative – Ice House Entrepreneurship Programme (<https://elimindset.com>);
 - the [Franklin Covey Institute](#) 7 Habits for Personal Victory;
 - [Business Model You](#);
 - [Strategyzer](#).

The progression model from EntreComp was a guide for selecting content appropriate for the level of development and/or life cycle stage of the entrepreneur.

T.28 ENTRECOMP PROFICIENCY LEVELS SELECTED FOR STANDARD BANK ENTREPRENEURSHIP PROGRAMME IN SOUTH AFRICA							
Support from Standard Bank		INTERMEDIATE		ADVANCED		EXPERT	
FOUNDATION RELYING ON SUPPORT FROM OTHERS		BUILDING INDEPENDENCE		TAKING RESPONSIBILITY		DRIVING TRANSFORMATION, INNOVATION AND GROWTH	
Under direct supervision. (Includes, for example, support by teachers, mentors, peers, advisors, or consultancy services)	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
1. Discover Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	2. Explore Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	3. Experiment Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	4. Dare Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.	5. Improve Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	6. Reinforce Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.	7. Expand Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.	8. Transform Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.

The roll-out of this programme took place in 2019; it will involve 60 people annually. This is now seen as a corporate social responsibility action by the company.

EntreComp was used as an anchor point for the programme, training consultants and participants. It offered a focus on competence and mindset development to create value and highlighted the qualities of adaptability, which were fundamental to the drivers and philosophy of the course itself. In addition, the progression model and its learning outcomes helped trainers to map out entrepreneurial lifelong learning for participants as they moved through the course.

The robust evidence base underpinning the tool was extremely important, which included a literature review, a case study analysis and a multi-stakeholder consultation. This gave an extra layer of confidence in using the framework for both Startup Sup-

port South Africa and Standard Bank.

EntreComp allowed the bank to see how this programme could embrace different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship. The framework applies to individuals and groups (teams or organisations) and it refers to domain-neutral value creation – one can act upon ideas and opportunities to generate value for others in any domain or value chain. Furthermore, it can be adapted to a wide range of entrepreneurial philosophies and paths and can be used equally in public-service, service-sector and private-sector actions.

Finally, EntreComp places the emphasis on action-based learning, which was the ethos being sought by Standard Bank.



The Women’s Organisation

Established in 1996, The WO is a social enterprise committed to providing women’s economic development through learning, enterprise and engagement activities. It is a charity and a company limited by guarantee, employing 42 staff and a team of associates.

The WO has applied both the DigComp and EntreComp frameworks to varying levels as part of its activities, and has used them as tools to support its commitment to adopting innovative approaches to its work and ensuring that high-quality standards are maintained. DigComp has been applied as part of Erasmus+ project activities, while EntreComp has been applied more widely across the organisation, for both service delivery and internal organisational purposes.

T.29 C9 - THE WOMEN'S ORGANISATION AT A GLANCE	
Leading organisation	The Women’s Organisation
Sector	Charity and social enterprise
Frameworks used	DigComp and EntreComp
Start / end date	EntreComp, 2016 – ongoing - DigComp, 2015–2017
Country	UK
Geographical scope covered	UK and international
Target audience	Women • Entrepreneurs – start-up and growing
Professional sectors covered	General
Stakeholders involved	Internal
Online resources	For internal use only www.thewomensorganisation.org.uk
EntreComp into Action	-
Contributors	Lisa McMullan, Director for Development & Consultancy (LISAMCMULLAN@THEWO.ORG.UK) Maggie O’Carroll, CEO Eleanor Vick, Programme Administrator

T.30 C9 - THE WOMEN'S ORGANISATION EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	✓
5	Design of training	✓
6	Development/Delivery of training	✓
7	Careers advice	✓
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	✓
12	Start-up pathway	
13	Certification of competence	
14	Client tracking and monitoring	

EMPLOYABILITY PATHWAY ACTIVITIES

The WO provides labour market intermediary functions along the employability pathway, which are highlighted in green in the table above. The organisation's activities include:

working with under- and unemployed women by providing a range of personal development and employability programmes on an outreach basis in different communities across the Liverpool City Region (employability pathway activities 1, 2 and 4);

training and support activities that are designed and delivered to address known barriers to participation, including confidence building, identification of personal skills and working with partners to support clients through specialist mental health services and financial literacy and resilience services (activities 5 and 6);

providing information, training and advice for women creating and growing their own businesses (activities 11 and 12).

CONTEXT AND DRIVERS

The WO's mission is to reach out to all women to enhance their role in their own lives, in their community, in business and in the wider world. It seeks to achieve this by delivering knowledge, changing perceptions and influencing policy.

Underpinning all of its work activities, The WO has a set of clearly stated values, namely to:

- be accessible;
- be innovative;
- deliver quality services;
- build relationships and work in partnership;
- be inclusive.

Established in 1996, The WO is a social enterprise committed to providing women's economic development through learning and engagement activities. It is a charity and a company limited by guarantee, employing 42 staff and a team of associates.

To date, The WO has supported over 55 000 by providing them with information, advice and training, helping to create over 4 000 small businesses. The organisation describes its business model as revolving around five key pillars of activities:

- **employment and enterprise support services**, through the direct provision of services for women to promote economic and enterprise development;
- **business incubation**, through its 54 St James Street brand, providing physical and virtual working spaces, meetings, training and conference facilities;
- **programme management**, through collaboration with partners (at the local, EU and international levels) providing public-sector contract and finance management expertise through which specialist services are provided that complement and add value to the organisation's overall mission;
- **consultancy**, through its Enterprise Evolution brand to exploit its expertise in, for example, enterprise development and education, social value and impact planning and reporting;
- **research and influence**, by working closely with leading academics, thinkers and key influencers to inform policy development and improve the wider environment for women entrepreneurs in particular.

The WO has direct experience of delivering and participating in highly innovative and successful partnership projects, at local, national, EU and international levels. It has a long and successful record of accomplishments in the delivery of public and EU project management and is recognised as a quality provider of economic development, education, training and support. By undertaking research, developing and delivering comprehensive training programmes and advice services to support private and social entrepreneurship, and engaging in workforce development, it strives to enable women on their journey through education, training, work, enterprise creation and growth.

The WO also has extensive experience in building capacity within the private, public and third sectors by providing expert services for partner organisations. These include programme management, organisational development, business modelling, social impact reporting and professional development for business advisers and enterprise educators.

Examples of The WO's activities and projects include the following.

- **The Enterprise HUB.** The WO is the lead and managing partner for the enterprise gateway for business start-up in the Liverpool City Region. The Enterprise HUB provides expert business advice and support services to new and early-stage entrepreneurs. The WO manages the partnership and provides targeted training and advice services to women across the area.
- **Excelerate Labs.** The WO leads this partnership to support women-led small businesses to innovate and grow through comprehensive business coaching services, workshops and networking opportunities.
- **Incubation:** The WO provides high-quality workspaces for 21 small business tenants and a virtual tenancy service for 177 small businesses.
- **Civil Society Involvement:** The WO leads this UK national European Structural and Investment Funds (ESIF) project to enhance the voice of the third sector at the national level. Enabling and facilitating a healthy exchange of knowledge, The WO ensures that the lessons learnt from involvement in European-funded programmes are shared with key influencers and policymakers at the national level.
- **EntreComp into Action:** The WO was commissioned as the lead contractor for a partnership of three organisations by JRC (JRC/SVQ/2017/B.4/0002/NC) to develop a manual and guidelines for stakeholders designed to make the take up of the framework easier and to facilitate its implementation. The *EntreComp into Action* user guide was published in March 2018.

The WO became aware of both frameworks through its partnership working, in a formal Erasmus+ partnership project for DigComp and through informal knowledge exchange with organisations within its network for *EntreComp*. Active involvement in the enterprise-education community provided the opportunity to further learn about *EntreComp* from university colleagues who shared their experiences.

The organisation has a culture and approach to working that involves seeking out new information, research and practices that help it to achieve its overall mission and live up to its values. The DigComp and *EntreComp* frameworks were identified as useful evidence-based tools that provide relevant structure and context for development.

The application of *EntreComp*, in particular, has been driven by The WO's desire to achieve a number of goals, which align to those articulated in *EntreComp into Ac-*

tion⁽³⁴⁾, namely to:

- **raise awareness and understanding** of the enterprise learning and entrepreneurship support programme and create a common language for stakeholders when exploring, designing and delivering enterprise development initiatives (mobilise);
- provide and **support an evidence-based** approach to service delivery (create value);
- **map against existing actions and resources against the EntreComp competences** (appraise and assess) and use this analysis to design and enhance start-up provision (implement);
- **recognise entrepreneurship competences** and use these as a structure for **demonstrating the impact** of The WO's support programmes (recognise).

Key to the extent that EntreComp has been applied across The WO is the leadership provided by the Chief Executive – Maggie O'Carroll. Maggie particularly values the breadth of the competence descriptors, how the EntreComp framework embraces aspects of personal development and how it recognises different forms of value creation. The framework provides an innovative way of describing the development needs of entrepreneurs, at different stages of business start-up and growth, and a robust structure from which to analyse existing provision and design new approaches. It contributes directly to The WO as an organisation in its ability to live up to its values, particularly of being innovative and providing quality services.

USE OF DIGCOMP AND ENTRECOMP

The WO has applied both the DigComp and EntreComp frameworks to varying levels as part of its activities, and has used them as tools to support its commitment to adopting innovative approaches to its work and ensuring that high-quality standards are maintained. DigComp has been applied as part of Erasmus+ project activities, while EntreComp has been applied more widely across the organisation, for both service delivery and internal organisational purposes. Specifically, the frameworks have

been applied as outlined below.

DigComp

The WO became aware of DigComp through its involvement in the Erasmus+ Key Action 2 Partnership project (2014-1-UK01-KA202-001780) Digital Innovations for Growth Academy (DIGA). This project involved undertaking research to develop and pilot a training programme to promote digital innovation for enterprise trainers and educators working with new and growing SMEs.

DigComp informed the development of the training programme, with module 1 including a DigComp-based audit for participants to undertake a personal evaluation of their digital skills. The DigComp self-evaluation tool was chosen as the basis for the audit, as it provided a robust and credible structure that was appropriate for all partners to use, in different countries and with participants working in different sectors. Feedback from the training indicated that participants found the tool easy to use and useful when helping them to recognise the breadth and importance of digital skills to their work.

Ninety-three enterprise trainers and educators participated in the DIGA pilots in Bulgaria, Lithuania, Slovenia, Spain and the United Kingdom during 2016–2017. Further information about the project is available here: <http://digaproject.eu/>

EntreComp

Mapping of training provision

The WO's training programmes and business advice services have been mapped against the EntreComp framework. The training programmes are grouped into seven areas:

1. personal development for employability courses,
2. planning for success (pre-start),
3. business start-up,
4. boost your new business,

34 () See EntreComp into Action goals, p. 29.

- 5. social media strategy courses,
- 6. bookkeeping,
- 7. tax and national insurance.

Business advice services (1-2-1 Business Support) were identified as an eighth area that should be mapped against the framework so that a comprehensive review of all training and support services was undertaken. The combination of group training and individual business advice sessions ensures that The WO's clients have access to a customised package of support that best meets individual needs.

Each of these eight areas has been mapped against the 15 EntreComp competences and eight levels of progression. The framework has provided a structure for discussion and review, with colleagues within the training team producing both an overview that clearly summarises the intended outcomes of each of the training programmes and detailed individual programme maps. This exercise has helped the organisation to understand the extent of its services and recognise those areas not currently explicitly addressed. It has prompted informed discussions and reflection and has provided a structure to consider the full complement of existing training programmes enabling a holistic, rather than project-restricted, view to be taken. This has been useful in terms of describing the training and enterprise support programme to stakeholders and in helping clients (learners) to recognise their own achievements in terms of entrepreneurship competences. The process has also prompted an update to the training provision. The team has identified opportunities to improve and

IDEA AND OPPORTUNITIES		Personal Development for Employability Courses			Planning for Success			Business Start Up			Boost Your New Business			Social Media Strategy Courses			Bookkeeping			Tax & NI			Advice: 1-2-1 Business Support		
		Foundation	Intermediate	Expert	Foundation	Intermediate	Expert	Foundation	Intermediate	Expert	Foundation	Intermediate	Expert	Foundation	Intermediate	Expert	Foundation	Intermediate	Expert	Foundation	Intermediate	Expert	Foundation	Intermediate	Expert
SPOTTING OPPORTUNITIES	Identify, Create and Seize Opportunities																								
	Focus on Challenges																								
	Uncover Needs																								
	Analyse the Context																								
CREATIVITY	Be Curious and Open																								
	Develop Ideas																								
	Define Problems																								
VISION	Design Value																								
	Be Innovative																								
VALUES BEARS	Imagine																								
	Think Strategically																								
ETHICAL & SUSTAINABLE THINKING	Guide Action																								
	Recognise the Value of Ideas																								
	Share and Protect Ideas																								
COPING WITH UNCERTAINTY & RISK	Behave Ethically																								
	Think Sustainably																								
	Assess Impact																								
LEARNING FROM EXPERIENCE	Be Accountable																								
	Be Flexible and Adapt to Changes																								
WORKING WITH OTHERS	Cope with Uncertainty and Ambiguity																								
	Calculate Risk																								
LEARNING FROM EXPERIENCE	Manage Risk																								
	Accept Diversity (People's Differences)																								
	Develop Emotional Intelligence																								
LEARNING FROM EXPERIENCE	Listen Actively																								
	Team Up																								
LEARNING FROM EXPERIENCE	Work Together																								
	Expand your Network																								
LEARNING FROM EXPERIENCE	Reflect																								
	Learn to Learn																								
LEARNING FROM EXPERIENCE	Learn from Experience																								

F.12 THE WO'S TRAINING AND SERVICE OFFER MAPPED AGAINST THE ENTRECOMP FRAMEWORK

enhance course content and materials to make explicit links to EntreComp competences.

New training materials

EntreComp-inspired training materials have been developed and are now integrated into the organisation's consultancy services provided by Enterprise Evolution. The focus of these activities, namely on enterprise education and staff development programmes for those working in university and college environments, has prompted the creation of 'EntreComp flashcards'. The flashcards follow an easy-to-read and engaging format to encourage discussion and reflection around entrepreneurship competences. They have been successfully applied in working with university researchers exploring commercialisation opportunities; with staff championing enterprise activities and business start-up with undergraduates; and with entrepreneurship academics seeking to engage their students in current practices. These have been produced in English and translated into Chinese (Mandarin) for use with universities in China.

Team development

As part of its learning and development plan, The WO held a team development day in October 2018 for all staff members, with one of its activities focusing on EntreComp. Colleagues had the opportunity to read and reflect on the 15 competences and descriptors and to discuss in small groups what this could mean for their own area of work. The intention was to ensure that all members of the team had some familiarity with the framework, as, although some are very familiar with EntreComp, others had little knowledge or understanding of how it was being used within the organisation.

Strategic level/tender development

The EntreComp framework has been used by The WO to provide the context and structure for its novel Enterprise Hub project (ESIF priority axis 3: enhancing the competitiveness of SMEs), which was written into the project proposal. The project is a business support programme designed to increase entrepreneurship, new business creation and early-stage sustainability and growth in the Liverpool City Region. It

provides a set of enterprise support services that are described as delivering a set of activities based around the three EntreComp entrepreneurship competency areas: ideas and opportunities, enterprise resources and into action.

EntreComp was used to provide a robust, credible context for the project proposal and to bring an innovative approach to local enterprise services delivery.

Overall, The WO finds that EntreComp is accessible and both its visuals and its language help in engaging and generating interest, at the citizen, practitioner and policymaking levels. Furthermore, they find it is flexible and can be tailored to be relevant in different situations, working with different target groups, such as under- and unemployed women thinking about setting up their own businesses or experienced business owners and entrepreneurs, and targeting different audiences including beneficiaries and customers.

enterprise evolution

Ethical and sustainable thinking

Assess the consequences and impact of ideas, opportunities and actions

Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment

Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen

Act responsibly

enterprise evolution

Coping with uncertainty, ambiguity and risk

Make decisions dealing with uncertainty, ambiguity and risk

Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes

Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing

Handle fast-moving situations promptly and flexibly

enterprise evolution

Self-awareness and self-efficacy

Believe in yourself and keep developing

Reflect on your needs, aspirations and wants in the short, medium and long term.

Identify and assess your individual and group strengths and weaknesses.

Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

采取主动

及时行动

做价值创造过程的始发者和引领者接受挑战

在工作和行动中有独立性地达成既定目标、不忘初衷并且能够按规划执行任务

运筹资源

聚集并管理所需资源

获取并管理一切对想法实施有帮助的资源，无论是物质的、非物质的还是信息资源

最大限度地利用有限资源

培养想法实施过程中任何阶段所需要的能力，并对这些能力进行管理，包括科技、法律、税务和信息技术方面的能力



Youth@Work - Strategic Partnership on Youth Employability and Entrepreneurship of Erasmus+ national agencies

This project is a strategic cooperation between a number of Erasmus+ national agencies in Europe and SALTO-YOUTH Resource Centres to support and develop the themes of entrepreneurship and employability across youth-work strategies and initiatives at national and EU levels. EntreComp and DigComp are used as competence frameworks to underpin the partnership's strategic objectives and approach, and it has so far provided tailored capacity-building training to national agency staff, which was followed by recruiting and training a pool of trainers to specialise in these topics and support the work of the Youth@Work Partnership at the EU level and of the national agencies at the national level.

T.31 C10 - YOUTH@WORK AT A GLANCE

Leading organisation	Turkish Erasmus+ national agency
Sector	Public
Frameworks used	DigComp and EntreComp
Start / end date	2018 – 2020
Country	Turkey (LEAD) • Italy • Poland • France • Republic of North Macedonia • Spain • Cyprus • Hungary • UK • Malta • Greece
Geographical scope covered	Europe – Erasmus+ programme and partner countries
Target audience	Not-for-profit sectors – NGOs in the youth sector • Public sector – European • Private sector – employment, business and entrepreneurship-related organisations • Mainly working with professionals linked to policy/practice/research related to young people • Some events focus on young people (e.g. social entrepreneurs, young leaders, youth leaders)
Professional sectors covered	General
Stakeholders involved	Stakeholders actively involved through the national and regional consultative groups of Youth@Work Partnership including national ministries, regional administrations, chambers of commerce, universities, social innovation centres and larger NGOs -ups
Online resources	All resources have been developed for internal use only
EntreComp into Action	-
Contributors	Raluca Diroescu – Youth@Work Partnership Coordinator (R.DIROESCU@GMAIL.COM)

T.32 C10 – YOUTH@WORK EMPLOYABILITY PATHWAY ACTIVITIES

1	Labour market skills analysis	
2	Outreach to under/unemployed	
3	Assessment of skills	✓
4	Personal development plan	
5	Design of training	✓
6	Development/Delivery of training	✓
7	Careers advice	
8	Liaising with employers for job placement/experience	
9	Job search/support	
10	Employee support	
11	Workforce development	
12	Start-up pathway	
13	Certification of competence	✓
14	Client tracking and monitoring	

EMPLOYABILITY PATHWAY ACTIVITIES

Assessment of skills and certification of competence. This activity is ongoing, but at an early stage of development. This is seen as a key action for the partnership to address, in line with policy priorities identified at the EU level ⁽³⁵⁾. Early-stage exploratory actions are being taken by the partnership to explore, first, an online self-assessment tool for entrepreneurial competences and, second, guidance for youth workers and youth-work organisations to support better understanding and assessment of the entrepreneurship key competence. This is intended to complement and go beyond the YouthPass ⁽³⁶⁾ tool, which was traditionally used to recognise key competences gained through youth-work activities.

Design of training. Training has been designed for key audiences within the partnership, which will drive awareness and understanding of how to embed employability and entrepreneurship – based on DigComp and EntreComp – into youth-work delivery across Europe. Two stages of training have so far been designed for the following, separate, audiences:

- leading staff at the Erasmus+ national agencies for youth work;
- a pool of specialist youth trainers available for national and international training and development.

Delivery of training. Training supporting the implementation of EntreComp and DigComp has been delivered for both of the audiences listed above.

³⁵ An assessment for the entrepreneurship key competence was identified as a priority area of action in a wide range of EU documents including the 2012 European Commission Communication on Rethinking Education and the 2018 Council Recommendation on Key Competences for Lifelong Learning.

³⁶ [YouthPass](#) is a recognition tool for key competences gained through non formal and informal learning in youth projects, developed and promoted by the European Commission. It is a flexible and free form document which allows youth-worker and youth to discuss, identify and provide evidence for each competence developed during youthwork. While it offers a blank canvas upon which to provide recognition of non-formal competences, there can be a wide disparity in the approach and quality of use. It is used across all youth projects funded through Erasmus+ and will be used in the European Solidarity Corps programme.

Certification of competences. This activity is ongoing, but at an early stage of development. This links to the self-assessment and assessment tools used under the assessment of skills activity. The recognition and validation of non-formal learning such as youth work was traditionally done by YouthPass. This partnership is exploring how to create a more specific recognition of DigComp and EntreComp competences in youth work.

CONTEXT AND DRIVERS

The Youth@Work Partnership was an idea sparked between the heads of Erasmus+ youth work national agencies (NAs) working in the field of young people. In a meeting in 2015, they concluded that transnational cooperation activities planned by different NAs across Europe lacked a coherent set of objectives. This was resulting in fragmented and uncoordinated approaches being implemented by different NAs. Using the funding provided for this specific area of work by the European Commission, they decided to create strategic partnerships of NAs to create and implement specific priorities agreed by all partners. The Youth@Work Partnership became one of three initiatives set up to address high priority themes, with the partnership being the initiative focused on employability and entrepreneurship. The other two are the following.

- Europe Goes Local. In this long-term cooperation project, 22 NAs are working together to enhance the quality of youth work at the local level. The partnership is led by the Belgian (Flanders) Erasmus+ [NA for youth work](#).
- Strategic Partnership on Social Inclusion. This project brings together more than 10 NAs to address common activities in the area of social inclusion, led by the Estonian NA for youth work.

Formally established in January 2018, the partnership is a consortium of 11 Erasmus+ NAs and four SALTO-YOUTH Resource Centres dedicated to supporting employability and entrepreneurship among young people and professionals. Working together meant that NAs could create a common strategy, work collaboratively and increase efficiencies. There is a formal interinstitutional agreement between the NAs, through memoranda of understanding (MoUs), that outlines the proposed cooperation between the NAs as different institutions across Europe. These MoUs bind the member

NAs to participate in and financially support the activities of the strategic partnership through the budget item ('budget line') for transnational cooperation activities. This collaborative approach is approved through NA workplans submitted to the European Commission (the Directorate-General for Education and Culture) outlining how they intend to spend the transnational cooperation activity funding allocation. The members include:

- Erasmus+ NAs from Turkey (the leading NA) and Cyprus, France, Greece, Hungary, Italy, Malta, North Macedonia, Poland, Spain and the United Kingdom;
- SALTO-YOUTH Resource centres representing eastern Europe and Caucasus (based in Poland), Southeast Europe (based in Slovenia), EuroMed and Good Practices (based in France), and Training and Cooperation Resource Centres (based in Germany);
- the Resource Centre for the European Solidarity Corps (based in Austria).

The partnership runs a schedule of activities each year, creating new initiatives and building on existing actions. All the activities of the member NAs that were previously linked to the themes of employability and entrepreneurship now come under the umbrella of the Youth@Work Partnership, such as conferences, training, study visits, online courses and publications. This will create a coherent approach for NAs, build synergies and increase impact and dissemination. Importantly, this will also establish a stronger voice at the European level to represent the participation of youth work in these themes and to enhance European policy visibility for the work of the partnership and its member NAs. The NAs want to develop and make visible the actions and impact of the Erasmus+ programme in the areas of employability and entrepreneurship, and through this partnership they see an opportunity to develop the weight and consistency ('coherence') of evidence needed to achieve this at both national and EU levels. This is being informed by and will build on the work of studies such as *Taking the Future into Their Own Hands* ⁽³⁷⁾, which gives the state-of-play of this work across EU countries.

37 [Taking the Future into Their Own Hands: Youth work and entrepreneurial learning](#) is a report with supporting case studies that was published by the European Commission in 2017.

The objectives of the partnership agreed by all actors are to:

- enhance the visibility and role of youth work in the youth employability and entrepreneurship ecosystems;
- support the contribution of Erasmus+ in the implementation of the European youth strategy and of other European youth employability and entrepreneurship-related policies;
- strengthen the cooperation and synergies between local, regional, national and EU initiatives on youth employability and entrepreneurship, and support peer learning;
- increase the development of sustainable partnerships, good practices and quality projects and foster innovation;
- create a space and opportunities for different stakeholders to cooperate and learn from each other;
- reinforce the contribution of youth work and of Erasmus+, in particular to competences' acquisition and recognition among our target groups;
- enhance the understanding and advance the use of EntreComp, DigComp and other European competence frameworks to be developed by the European Commission, as well as of [YouthPass](#).

For these objectives to be fulfilled, the partnership has identified detailed target groups that reflect the broad engagement needed for employability and entrepreneurship themes, namely:

- the non-profit sector, including youth workers, trainers, NGOs, youth organisations, youth councils and forums, private foundations, research institutes, universities and think tanks;
- the public sector, including EU, national, regional and local administrations, participative budget initiatives and other grass-root initiatives, schools and VET youth employability/entrepreneurship support structures (e.g. career/employment offices);
- the private sector, including companies and social enterprises, human resources structures, corporate social responsibility, unions/representatives, incubators and accelerators;

- young people (with a specific focus on young people with few opportunities and special needs).

DigComp and EntreComp were quickly identified as important for supporting these objectives and are explicitly mentioned in the partnership objectives. This ensures that the work of the partnership is based on these European-level evidence-based competence frameworks, to provide a clear rationale and guidance on the implementation of all actions of the partnership.

IMPLEMENTATION OF DIGCOMP AND ENTRECOMP

In this partnership cooperation, DigComp and EntreComp have been addressed at the same time. This has offered an efficient route to raising awareness of both frameworks, but also results in some significant challenges to providing an adequate overview to audiences who may not have previously worked with competence frameworks. More of an emphasis has been placed on EntreComp than DigComp, because this is the more challenging and less traditionally accepted area for youth work to engage with, whereas there is more common understanding of the relevance and application of digital competences to youth-work projects.

The first stage of implementation was to ensure that the frameworks were explicit in the objectives of the partnership. This was a straightforward process, as the importance of both frameworks is widely recognised at the EU policy level and they underpin the revised [EU Recommendation on Key Competences for Lifelong Learning](#) published in May 2018. While all objectives relate to themes in which DigComp and EntreComp are naturally relevant, the frameworks are explicitly mentioned in the final objective:

Enhance the understanding and advance the use of EntreComp, DigComp and other European competence frameworks to be developed by the European Commission, as well as of YouthPass.

The objectives were devised and agreed in collaboration with the heads of all NAs involved. Most NAs were aware of the frameworks, but this process did highlight a lack of working knowledge about the relevance and application of these frameworks

within the work of NAs. This lack of understanding led to the second action of the Youth@Work Partnership related to the competences, namely to train key staff in NAs to understand the frameworks and how they support entrepreneurship and employability. This training was organised in Madrid and led by the Spanish NA, bringing together 14 staff from all 11 NAs that are part of the partnership. In this training, the following learning outcomes were sought for these staff:

- to understand the applicability of EntreComp to diverse youth-related projects and training, particularly relevant to employability;
- to be able to actively support projects developing transversal competences for employability;
- to be able to identify the different types of value that can be created through new projects, actions and training;
- to be able to promote a consistent deployment of key competence frameworks across the work of an NA;
- to have the potential to build the capacity of other members of NA staff on these topics.

The training resulted in excellent feedback from all participants. A follow-up evaluation has not yet taken place to review the application of this learning to NA activities.

The third stage of implementation is to recruit and train specialist trainers on employability and entrepreneurship. This pool of trainers will be an EU-wide resource for the NAs and for Youth@Work Partnership activities. With this development, those in charge of developing activities and delivering training will be aware of how these can be integrated into activities. The recruitment has taken place, in March 2019, which was again hosted by the Spanish NA.

Planning has already commenced for the next stage⁽³⁸⁾ of activities in which EntreComp and DigComp will be centre stage. These are outlined below.

Assessment of competences. There is a significant need to design and develop a tool that can complement YouthPass, while providing more in-depth recognition of these

specific competences aligned to the two frameworks. A hackathon-type event will be hosted by the North Macedonian NA in early September, which will be the first step of the consultation, bringing together key experts in the field with young people active in youth projects. The focus will be to create a tool or methodology as an extension to YouthPass (which is already well embedded in youth-work environments) and enable users to better demonstrate employability and entrepreneurship competences and provide evidence of this for employers.

Working with stakeholders. Each NA within the Youth@Work Partnership has a national or regional consultative group engaging trusted stakeholders from ministries, municipalities, employers and social entrepreneurship. These groups are the channel through which NAs consult on a regular basis and disseminate activities, outcomes and outputs. The members of these groups will be invited to a contact-making event in October 2019 to build their understanding and commitment of the Youth@Work Partnership, create and strengthen the transnational stakeholder network and draw on their experience to inform the work of the partnership. This event will include sessions to raise awareness and understanding of the two frameworks.

Engaging policy stakeholders at the EU level. In the first quarter of 2019, the Youth@Work Partnership gave a presentation at the European Commission-led joint business meeting between heads of Erasmus+ NAs, including those responsible for education and training and those responsible for youth work (these are usually different individuals and may be from different organisations). This is the first joint meeting of these areas. The Youth@Work Partnership presented its priorities, including its connection to the two frameworks, to both raise the profile of its work and attract potential additional partners from both areas.

These and other activities will address the need to reflect much further on the frameworks and how best to integrate them into youth work.

So far, adopting the two frameworks has allowed all NAs to work on a common understanding of the competences that they are trying to achieve. This, in turn, has shown that there is a significant opportunity for capacity building across the functions of the NAs, both in how they work and in supporting the development of new projects and the dissemination to their networks.

³⁸ Information gathering for this case study was conducted in the second half of 2018.

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