

[illegible]

Europe Direct is a service to help you find answers
to your questions about the European Union.

Freephone number (*):

00 800 6 7 8 9 10 11

(*) The information given is free, as are most calls (though some operators, phone boxes or
hotels may charge you).

2017— pp. 16 — 17.6 x 25.0 cm

Print	ISBN 978-92-79-67404-4	doi: 10.2767/065856	KE-04-17-328-EN-C
PDF	ISBN 978-92-79-67343-6	doi: 10.2767/762330	KE-04-17-328-EN-N

Luxembourg: Publications Office of the European Union, 2017

© European Union, 2017

Reproduction is authorised provided the source is acknowledged.

Printed in Belgium

PRINTED ON ELEMENTAL CHLORINE-FREE BLEACHED PAPER (ECF)



EntreComp:

**The Entrepreneurship
Competence Framework**



Contents

What is EntreComp?	6
Understanding EntreComp	7
Using EntreComp	10
EntreComp in practice	11
Want to know more?	14

What is the Entrepreneurship Competence Framework (EntreComp)?

EntreComp identifies the competences that make someone entrepreneurial, so that these can be promoted in organisations, companies, the education sector and among citizens.

It starts by defining what entrepreneurship is, namely **the capacity to act upon opportunities and ideas, and transform them into financial, cultural, or social value for others**. It then breaks this definition down into **three areas** and - for each area - defines the **competences** a person needs to be entrepreneurial. Finally, for each competence, it provides a number of **learning outcome statements** that illustrate different levels of proficiency, from foundation to expert level.

EntreComp is a **reference document** that can be used by policy makers to help design curricula and cross-curricular interventions aimed at promoting entrepreneurial learning. It can also be used by learning providers, employers and others who need a framework for assessing individuals' competences or designing education and training materials.

Why do we need EntreComp?

Europe needs citizens who take their future into their own hands and shape that future for the common good.

Citizens need to develop knowledge, skills and attitudes that **open doors to fulfilment, active citizenship and career opportunities in times of uncertainty and rapid change**.

Developing an entrepreneurial mindset is an asset when it comes to pursuing these goals and is a key competence for lifelong learning.

Despite this, evidence shows that entrepreneurial competence is unevenly incorporated in education and training systems and school curricula, while the labour market and society require more creative and entrepreneurial people to drive innovation and competitiveness.

Understanding EntreComp

To be entrepreneurial means more than being prepared for self-employment or launching a start-up. Entrepreneurial people drive change and seize challenges. They make smart use of personal and external resources, and can transform ideas into actions.

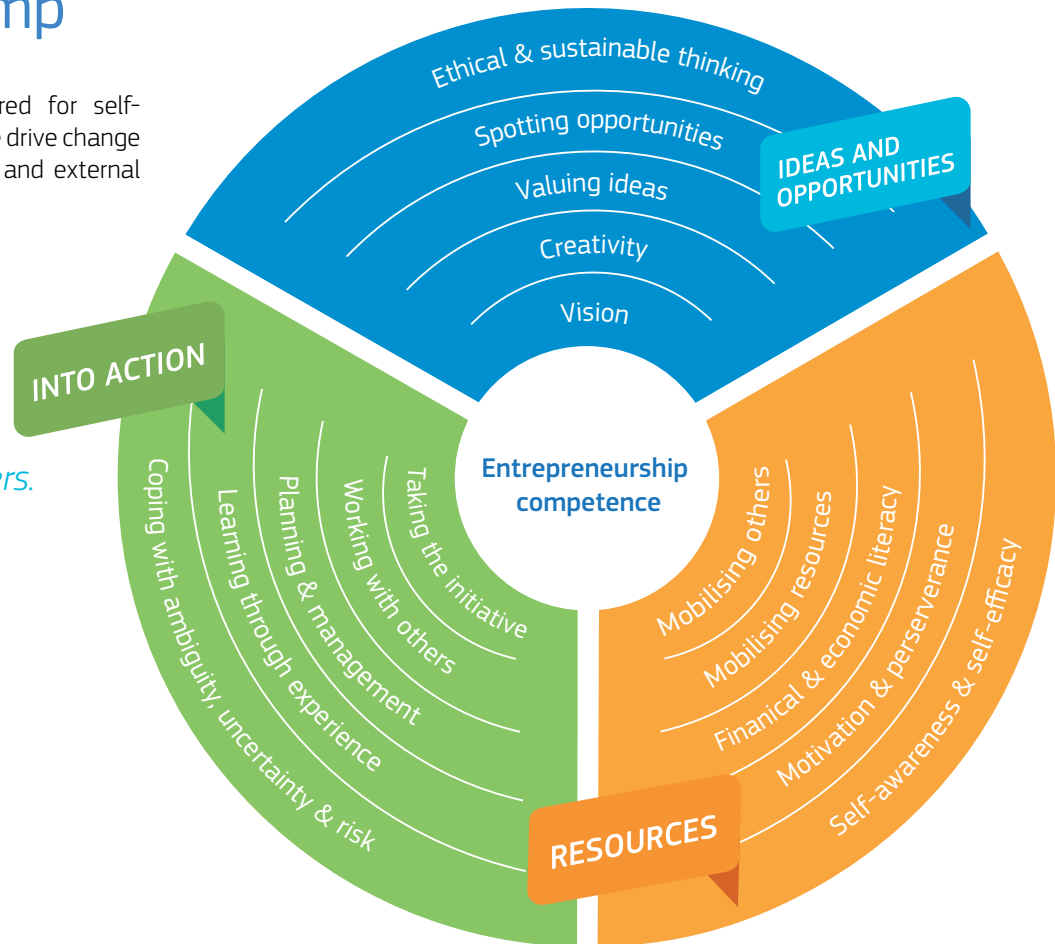
EntreComp defines entrepreneurship as:

“*The capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social.*”

EntreComp identifies three competence areas:



Each area includes five competences that make up entrepreneurship competence overall.



Each competence is explained through a **hint** and a **brief descriptor**, and then developed further into thematic threads and learning outcomes clustered across eight different levels of proficiency.

Area	Competences	At Foundation Level
IDEAS AND OPPORTUNITIES	Spotting opportunities	Learners can find opportunities to generate value for others.
	Creativity	Learners can develop multiple ideas that create value for others.
	Vision	Learners can imagine a desirable future.
	Valuing ideas	Learners can understand and appreciate the value of ideas.
	Ethical and sustainable thinking	Learners can recognise the impact of their choices and behaviours, both within the community and the environment.
RESOURCES	Self-awareness and self-efficacy	Learners trust their own ability to generate value for others.
	Motivation and perseverance	Learners want to follow their passion and create value for others.
	Mobilising resources	Learners can find and use resources responsibly.
	Financial and economic literacy	Learners can draw up the budget for a simple activity.
	Mobilising others	Learners can communicate their ideas clearly and with enthusiasm.
INTO ACTION	Taking the initiative	Learners are willing to have a go at solving problems that affect their communities.
	Planning and management	Learners can define the goals for a simple value-creating activity.
	Coping with uncertainty, ambiguity and risk	Learners are not afraid of making mistakes while trying new things.
	Working with others	Learners can work in a team to create value.
	Learning through experience	Learners can recognise what they have learnt by taking part in value-creating activities.

The full framework contains 442 learning outcome statements mapped along eight levels of proficiency. The table below provides a simplified view of how each competence can be described in progression.

Levels of proficiency	
At Intermediate Level	At Advanced Level
Learners can recognise opportunities to address needs that have not been met.	Learners can seize and shape opportunities to respond to challenges and create value for others.
Learners can test and refine ideas that create value for others.	Learners can transform ideas into solutions that create value for others.
Learners can build an inspiring vision that engages others.	Learners can use their vision to guide strategic decision-making.
Learners understand that ideas can have different types of value, which can be used in different ways.	Learners can develop strategies to make the most of the value generated by ideas.
Learners are driven by ethics and sustainability when making decisions.	Learners act to make sure that their ethical and sustainability goals are met.
Learners can make the most of their strengths and weaknesses.	Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths.
Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.
Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
Learners can find funding options and manage a budget for their value-creating activity.	Learners can make a plan for the financial sustainability of a value-creating activity.
Learners can persuade, involve and inspire others in value-creating activities.	Learners can inspire others and get them on board for value-creating activities.
Learners can initiate value-creating activities.	Learners can look for opportunities to take the initiative to add or create value.
Learners can create an action plan, which identifies the priorities and milestones for the achievement of their goals.	Learners can refine priorities and plans to adjust to changing circumstances.
Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences.	Learners can weigh-up risks and make decisions despite uncertainty and ambiguity.
Learners can work together with a wide range of individuals and groups to create value.	Learners can build a team and networks based on the needs of their value-creating activity.
Learners can reflect and judge their achievements and failures, and learn from these.	Learners can improve their abilities to create value by building on their previous experiences and interactions with others.

Using EntreComp

Anyone can become entrepreneurial to any extent. Anyone can progress in one, some or all of the 15 competences – for example, by acquiring increasing independence and responsibility, or by learning to generate value for others in situations that are progressively complex, with high levels of uncertainty.

EntreComp serves as a tool to understand the nature of each competence and to map progression in each area.

The definition offered by EntreComp establishes that **entrepreneurship is both an individual competence and a collective one**. Teams and organisations in different settings can develop entrepreneurial competences, just as individuals can.

Through these key features EntreComp can be adapted to help:



Develop education and training programmes that promote and foster entrepreneurial mindsets



Develop non-formal and work-based programmes and training to promote and foster entrepreneurial mindsets



Support activities in the youth sector, the third/voluntary sector and among community groups to promote entrepreneurial mindsets



Support policy making and target setting in entrepreneurial learning initiatives

EntreComp in practice

There have been many inspirational and entrepreneurial uses of EntreComp to date. Stakeholders across the EU have embraced EntreComp in many settings - public, private and third sector. The examples below offer a snapshot.

“

We used EntreComp to reform the initial vocational education and training (iVET) curriculum in our education and training system. We selected learning outcomes from different levels on EntreComp and adopted them across the whole curriculum. Using EntreComp means that our curriculum now has the potential to **equip our learners with valuable transversal skills** that can empower them to make a difference and take initiative during their future careers and lives.

Martha

National education authority professional



“

As a trade unionist, my mission is to improve the working conditions of my colleagues. Under the pressure of economic crises, the mantra of the public sector is “do more with less”. In EntreComp, we found a reference we could use to face this new reality in a different way and help our colleagues develop an entrepreneurial mindset. **Being entrepreneurial helps them support the organisation in different ways**, coming up with **creative ideas** that better meet the needs of citizens. It also helps them to **find greater motivation in their job**, despite institutional resources being reduced. We have launched an internal training programme based on EntreComp. Its aim is to enable administrators within the National Taxation Authority to reach level 4 proficiency in at least two competences for each competence area. For each competence we created new Learning Outcome statements that were relevant to staff working in the authority.

Rafael

Civil servant and trade unionist



“

I used EntreComp to **reflect on my school's entrepreneurial competence**. In particular, I set up a staff working group to revise existing ministerial provisions and the national curriculum for all the subjects we teach in order to spot opportunities for our students to generate value for others. We found that we could focus more on project-based learning within existing subjects. We also wanted to **embed entrepreneurial learning across subjects**. Together with our students, we had to be creative, generate multiple ideas and develop those that were most promising. We decided to launch a one-year project that we named Community Challenge. We asked students to create groups, explore their surroundings, find a challenge they could address during the school year and start working on it. Teachers acted as facilitators or mentors, helping students make decisions relating to their ideas, their use of resources and taking 'action'.



Eva

Secondary school leader



“

My organisation works with migrant girls of Arab, Latin American and Eastern European descent. Our goal is to empower them to make the most of their talents and choose the life they want to live. Since our establishment we have worked to **develop girls' entrepreneurial spirit, helping girls transform their ideas into action**. We used EntreComp to revise our projects. We discovered that while we put a lot of effort into helping girls to build their self-confidence, we did not focus on self-awareness and self-efficacy as personal resources. By defining specific learning outcomes for this competence, we can now show girls their progress, and reinforce both their sense of achievement and their motivation to put effort into building their future.

Leila

Social entrepreneur

“

My job is to help SMEs in the creative industry to find the right candidates for their job offers. First, I use EntreComp with my clients to **identify the competences a successful candidate should have** beyond the necessary technical skills. Second, I refer to EntreComp when selecting potential candidates and running preliminary interviews. I ask interviewees to tell me about real experiences in which they have demonstrated the competences that are essential for my client. There is often an emphasis placed on the creative competences of candidates, or their ability to master technical resources (social media, audiovisual software, CAD), however **EntreComp helps me pin down the “into action” competences** necessary for the candidates.



Adam

Human resources professional

“

I am a recent anthropology graduate with research experience and a huge interest in migrant food traditions. My research highlighted how important food is to migrant communities, not only for cultural identity but as a resource for creating opportunities to make a sustainable living and supporting integration. During my research on migrant entrepreneurship, I came across a self-assessment tool for entrepreneurship competence based on EntreComp. I completed the questionnaire and the results were enlightening. I discovered that **I had developed many entrepreneurial competences over time** including motivation and perseverance. I also discovered that **I could further develop my ability to spot opportunities and take initiative**. The self-assessment highlighted that I am more entrepreneurial than I thought and I also saw the value such a self-assessment could offer to migrants when it comes to understanding their entrepreneurial competences.



Karolina

Anthropology graduate

Want to know more?

For more information on EntreComp and the work of the Commission in the area of skills and qualifications, please see: <http://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

EntreComp is ready to use free-of-charge and is available at:

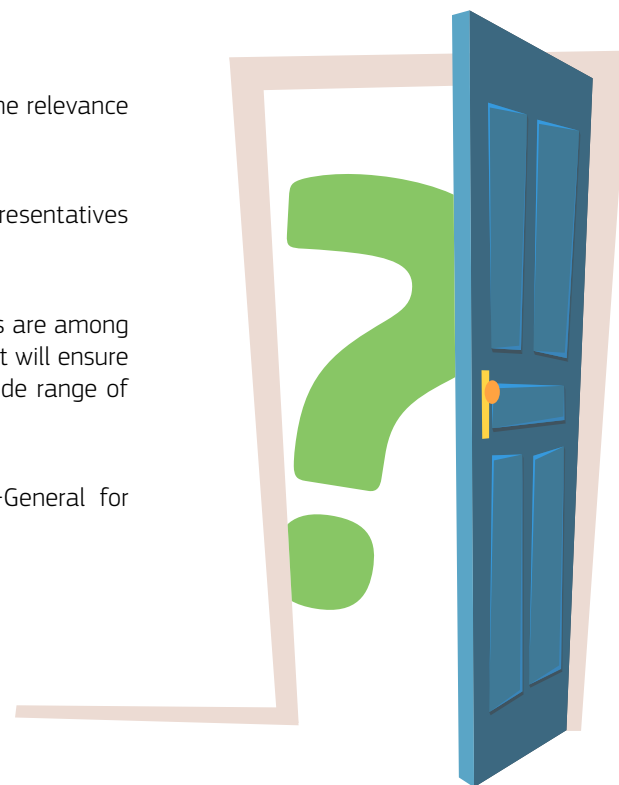
<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>

The European Commission is committed to regularly updating EntreComp to ensure it embodies the relevance and usefulness of the framework.

Any changes will be made **in consultation with stakeholders and experts in the field**, including representatives from the education and training sector, industry, labour market institutions and social partners.

Employers' organisations, trade unions, employment services, and education and training providers are among those that already contribute to the framework's development. Their continued, active involvement will ensure that EntreComp remains a practical, flexible and relevant tool — one which can be used by a wide range of people and organisations.

EntreComp was developed by the EU's Joint Research Centre on behalf of the Directorate-General for Employment, Social Affairs and Inclusion.



HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- one copy:
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:
from the European Union's representations (http://ec.europa.eu/represent_en.htm);
from the delegations in non-EU countries (http://eeas.europa.eu/delegations/index_en.htm);
by contacting the Europe Direct service (http://europa.eu/europedirect/index_en.htm) or
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (*).

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).

