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Centro comune di ricerca



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- Lavora sulle priorità della Commissione, insieme a più di 20 Direzioni Generali
- Non ha agenda politica propria
- E' indipendente da interessi privati, commerciali e nazionali
- Ha circa 1500 ricercatori di cui 83% con un dottorato di ricerca



**Direzione Crescita & Innovazione
Siviglia**

EntreComp: Il quadro europeo per la competenza di imprenditorialità

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Imprenditorialità, una competenza chiave

- Nel 2006, la Raccomandazione sulle Competenze Chiave per l'apprendimento permanente include *lo spirito di imprenditorialità*
- Ancora nel 2016, l'educazione all'imprenditorialità nelle scuole europee appariva disuguale in termini di contenuti, metodi e misure a supporto (Eurydice, 2016)
- La coesistenza di un ventaglio di interpretazioni ha generato un bisogno di **chiarezza** e il quadro comune nasce in risposta a questo bisogno

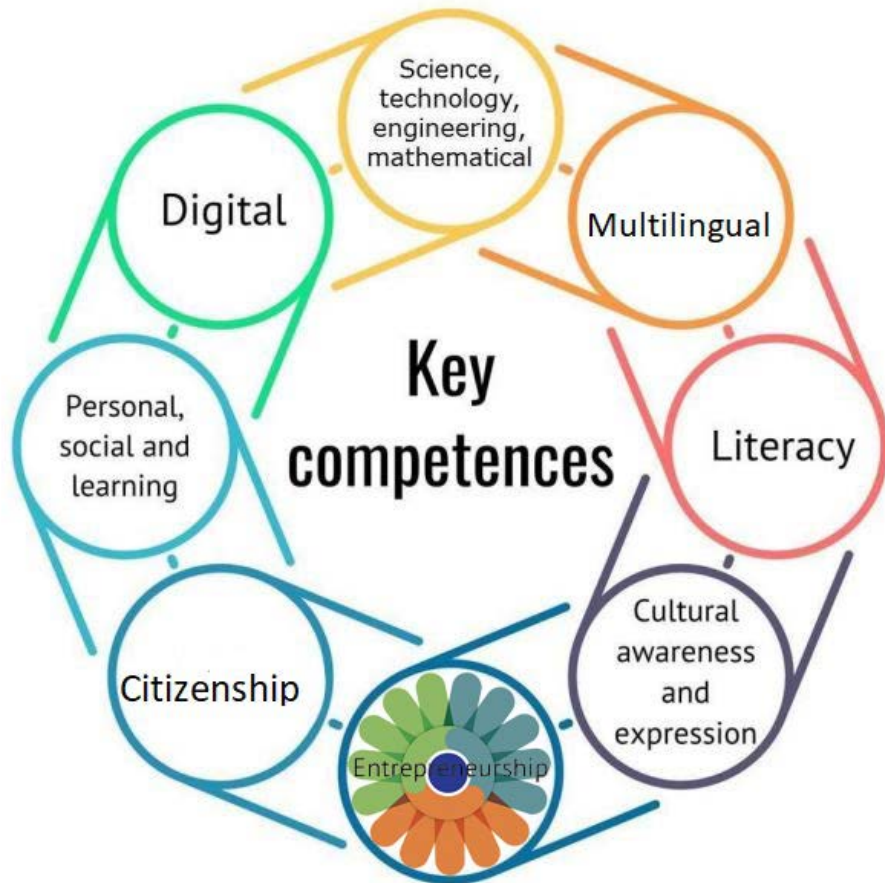
Imprenditorialità, una competenza chiave

- EntreComp descrive l'imprenditorialità come competenza chiave e ne promuove un'accezione ampia che arricchisce la connotazione legata al fare impresa con quella di **intraprendenza**
- Non è un curriculum
- E' un quadro di consultazione dettagliato, ma sufficientemente **generico** da poter /dover essere **adattato** al contesto
- Vuole gettare un ponte fra i mondi **dell'istruzione e del lavoro**

2018, un rinnovato interesse politico

- Attraverso la COM [Verso un'Area Europea per l'Educazione](#), la CE chiama le autorità competenti negli stati membri ad una maggiore collaborazione nella modernizzazione dello sviluppo curriculare facendo riferimento esplicito alle [competenze chiave](#)
- La [revisione](#) della Raccomandazione sulle competenze chiave adotta la definizione di EntreComp e lo propone come utile quadro di riferimento

Le 8 competenze, interconnesse, di pari importanza



"Le competenze sono definite come una combinazione di **conoscenze, abilità e atteggiamenti**.

Le competenze chiave sono quelle di cui tutti hanno bisogno per la realizzazione e lo sviluppo personali, l'occupabilità, l'inclusione sociale, uno stile di vita sostenibile, una vita fruttuosa in società pacifiche, una gestione della vita attenta alla salute e la cittadinanza attiva. Esse si sviluppano in una prospettiva di **apprendimento permanente**, dalla prima infanzia a tutta la vita adulta, mediante l'apprendimento **formale, non formale e informale in tutti i contesti**, compresi la famiglia, la scuola, il luogo di lavoro, il vicinato e altre comunità.

([COUNCIL RECOMMENDATION](#) of 22 May 2018 on key competences for lifelong learning)

Un processo di 18 mesi per creare consenso



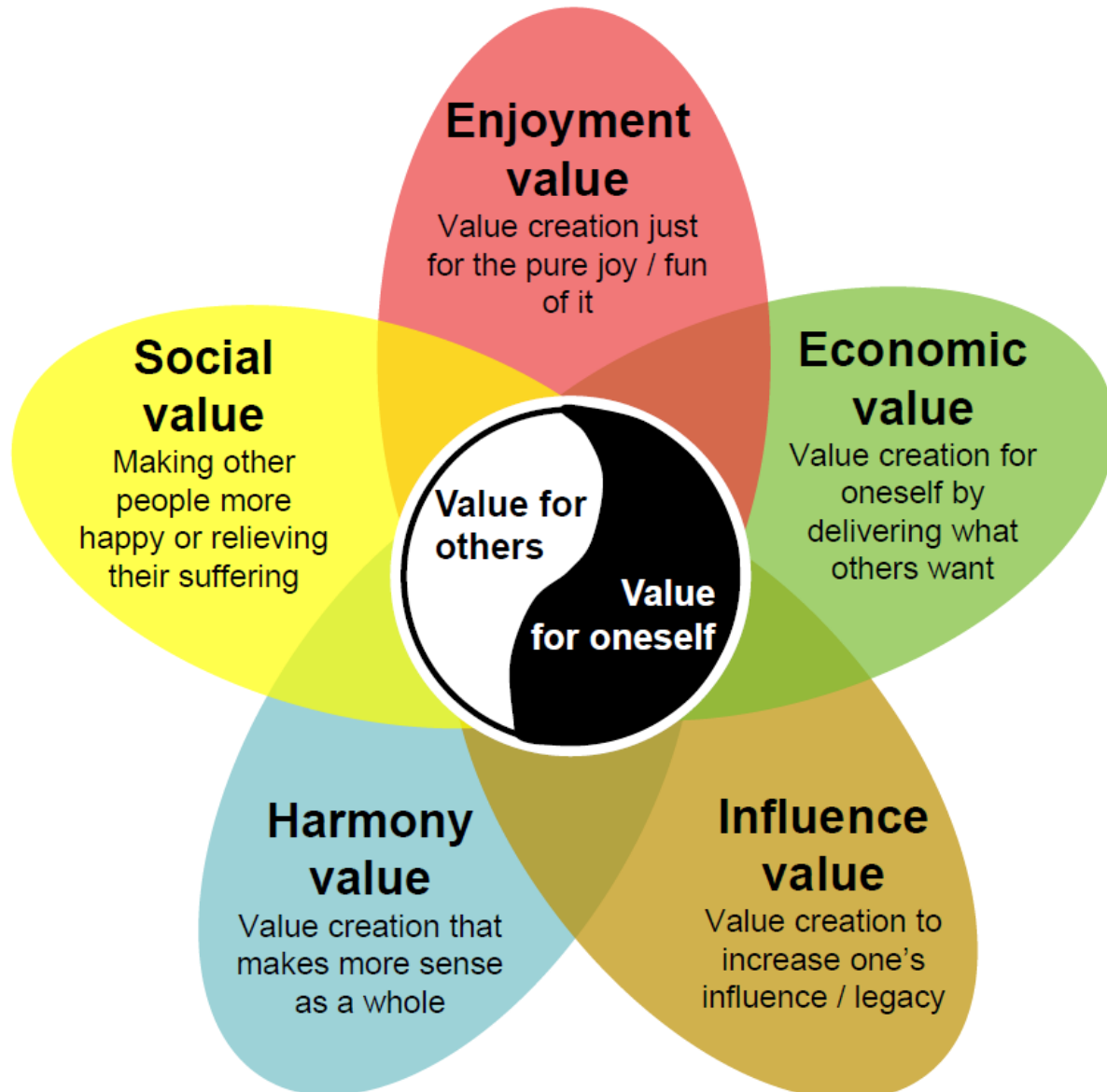
Imprenditorialità come competenza chiave

Imprenditorialità significa **agire** sulle opportunità e sulle idee per trasformarle in valore per gli altri. Il valore che si crea può essere finanziario, culturale, o sociale (FFE-YE, 2012).



S'impara creando valore

“Che cosa intendiamo per valore?”



Martin Lackéus, PhD, researcher at Chalmers University of Technology, Sweden

For details: [his PhD thesis](#)

Lackéus, M. (2018). “[What is value?](#)” - A framework for analysing and facilitating entrepreneurial value creation.”, Uniped 41(1), 10-28.

Il quadro comune

Imprenditorialità come competenza

- Trasversale, non é una materia
- Si applica a tutti gli ambiti della vita (non solo al fare impresa)
- Individuale e collettiva
- Si impara facendo, richiede azione (come nuotare richiede acqua).

Il quadro EntreComp

- Pensato per l'apprendimento permanente
- Far da ponte fra istruzione e lavoro
- Dettagliato ma flessibile

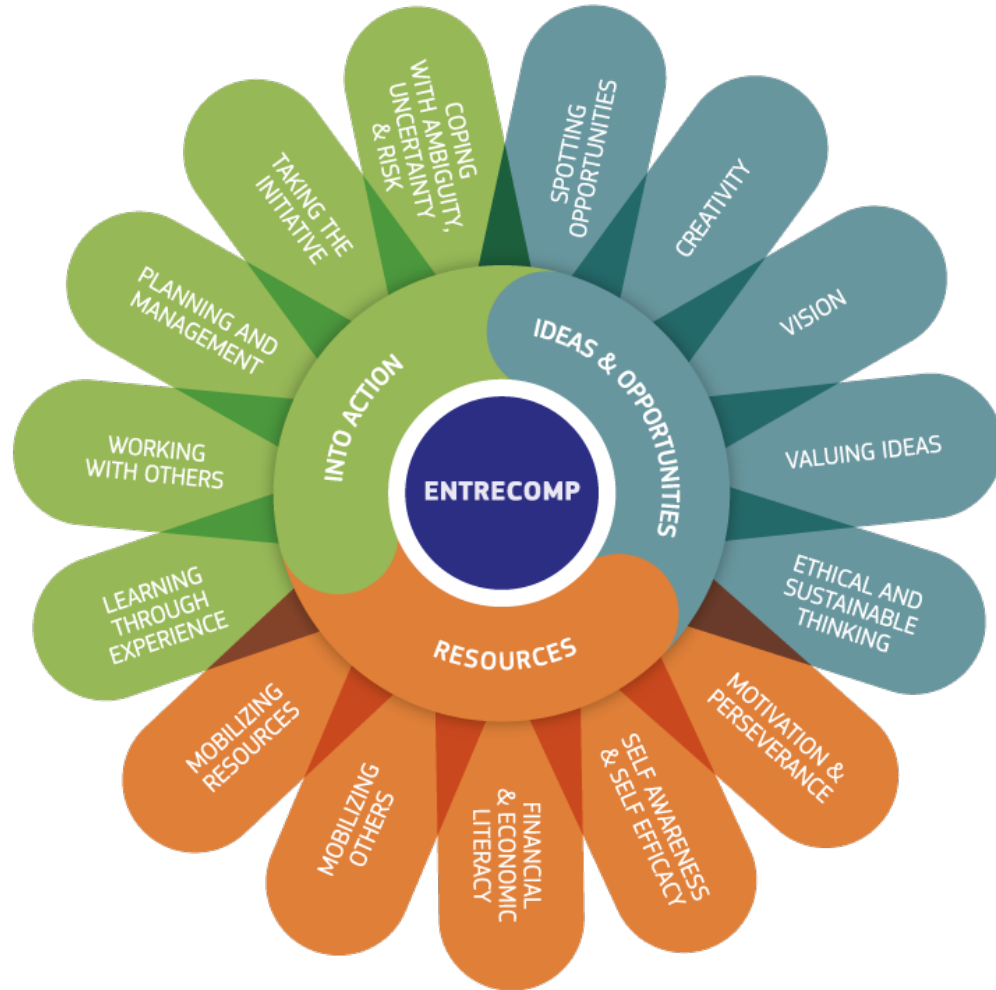


EntreComp building blocks



- 3 areas

Le componenti di EntreComp



- 3 aree
- 15 competenze

Areas, Competences, Hints & Descriptors



Competences per area

IDEAS & OPPORTUNITIES

COMPETENCE	HINT	DESCRIPTION
1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
1.3 Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> Judge what value is in social, cultural and economic terms Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
1.5 Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> 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

[Video](#)

Areas, Competences, Hints & Descriptors



Competences per area

RESOURCES

COMPETENCE	HINT	DESCRIPTION
2.1 Self-awareness & self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> • 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
2.2 Motivation & perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> • Be determined to turn ideas into action and satisfy your need to achieve • Be prepared to be patient and keep trying to achieve your long-term individual or group aims • Be resilient under pressure, adversity, and temporary failure
2.3 Mobilising resources	Gather and manage the resources you need	<ul style="list-style-type: none"> • Get and manage the material, non-material and digital resources needed to turn ideas into action • Make the most of limited resources • Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
2.4 Financial & economic literacy	Develop financial and economic know-how	<ul style="list-style-type: none"> • Estimate the cost of turning an idea into a value-creating activity • Plan, put in place and evaluate financial decisions over time • Manage financing to make sure your value-creating activity can last over the long term
2.5 Mobilising others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> • Inspire and enthuse relevant stakeholders • Get the support needed to achieve valuable outcomes • Demonstrate effective communication, persuasion, negotiation and leadership

[Video](#)

Areas, Competences, Hints & Descriptors

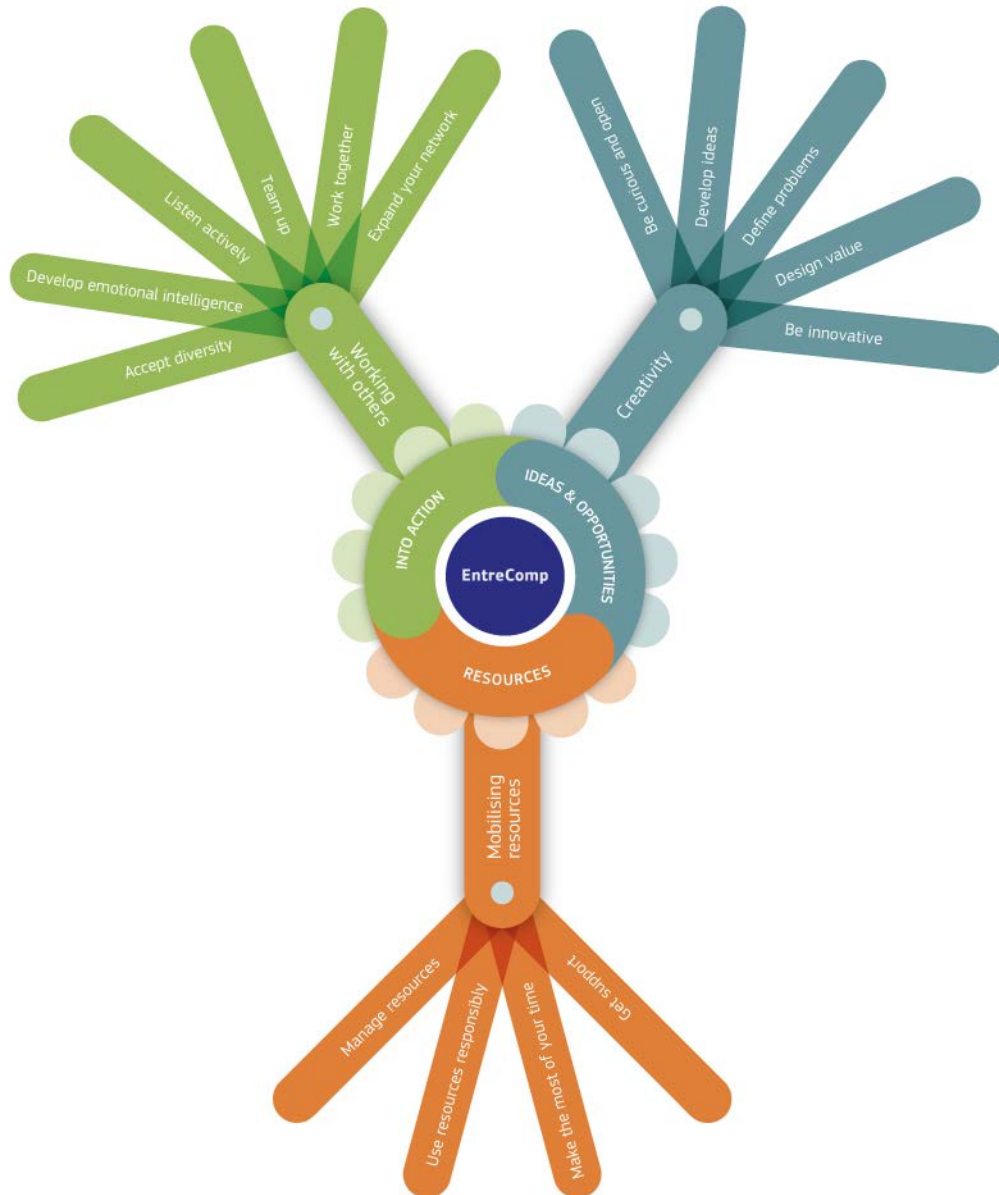


Competences per area
INTO ACTION

COMPETENCE	HINT	DESCRIPTION
3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> Initiate processes that create value Take up challenges Act and work independently to achieve goals, stick to intentions and carry out planned tasks
3.2 Planning & management	Prioritise, organise and follow up	<ul style="list-style-type: none"> Set long-, medium- and short-term goals Define priorities and action plans Adapt to unforeseen changes
3.3 Coping with uncertainty, ambiguity & risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> 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
3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> Work together and co-operate with others to develop ideas and turn them into action Network Solve conflicts and face up to competition positively when necessary
3.5 Learning through experience	Learn by doing	<ul style="list-style-type: none"> Use any initiative for value creation as a learning opportunity Learn with others, including peers and mentors Reflect and learn from both success and failure (your own and other people's)

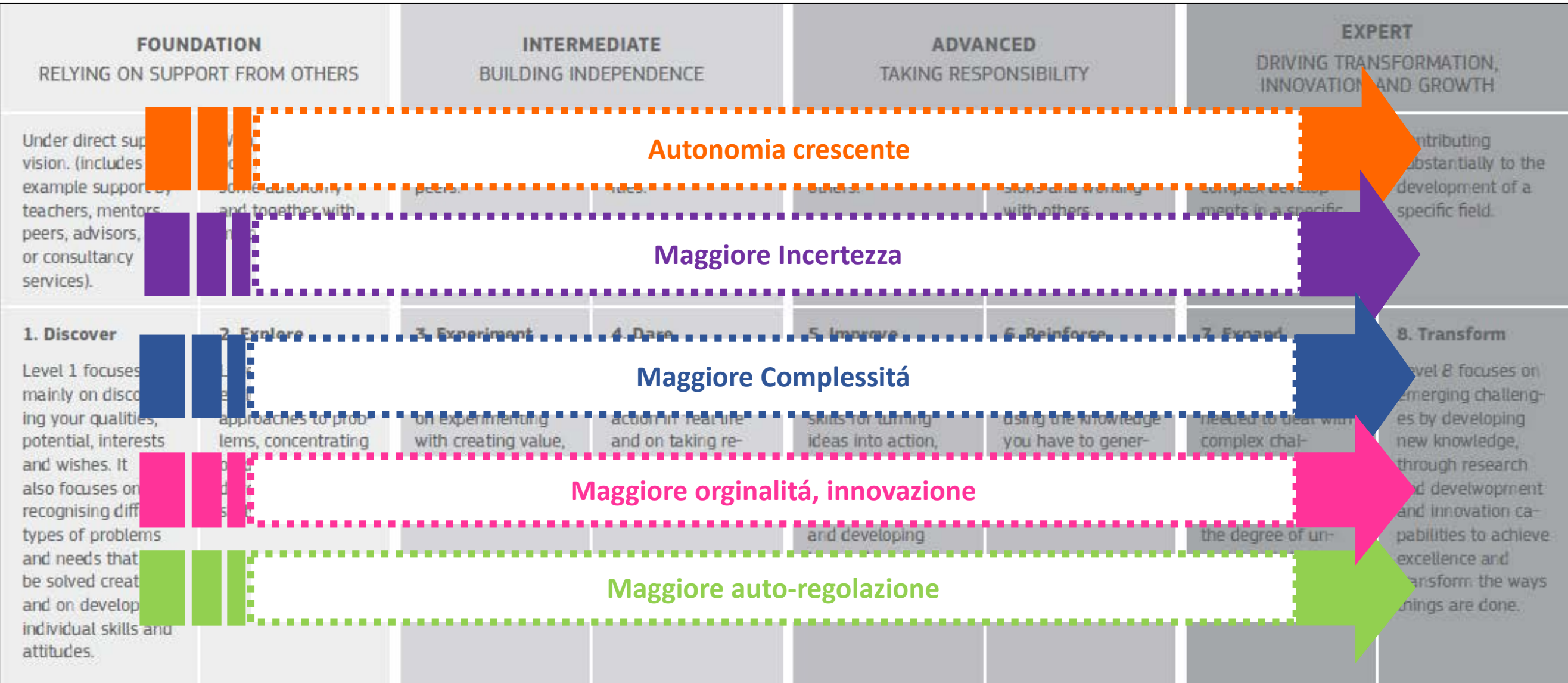
[Video](#)

Threads lead to learning outcome statements



- 3 aree
- 15 competenze con esortazioni e descrizioni
- 60 fili tematici, che si aprono in
 - 8 livelli di competenza
 - 442 risultati di apprendimento

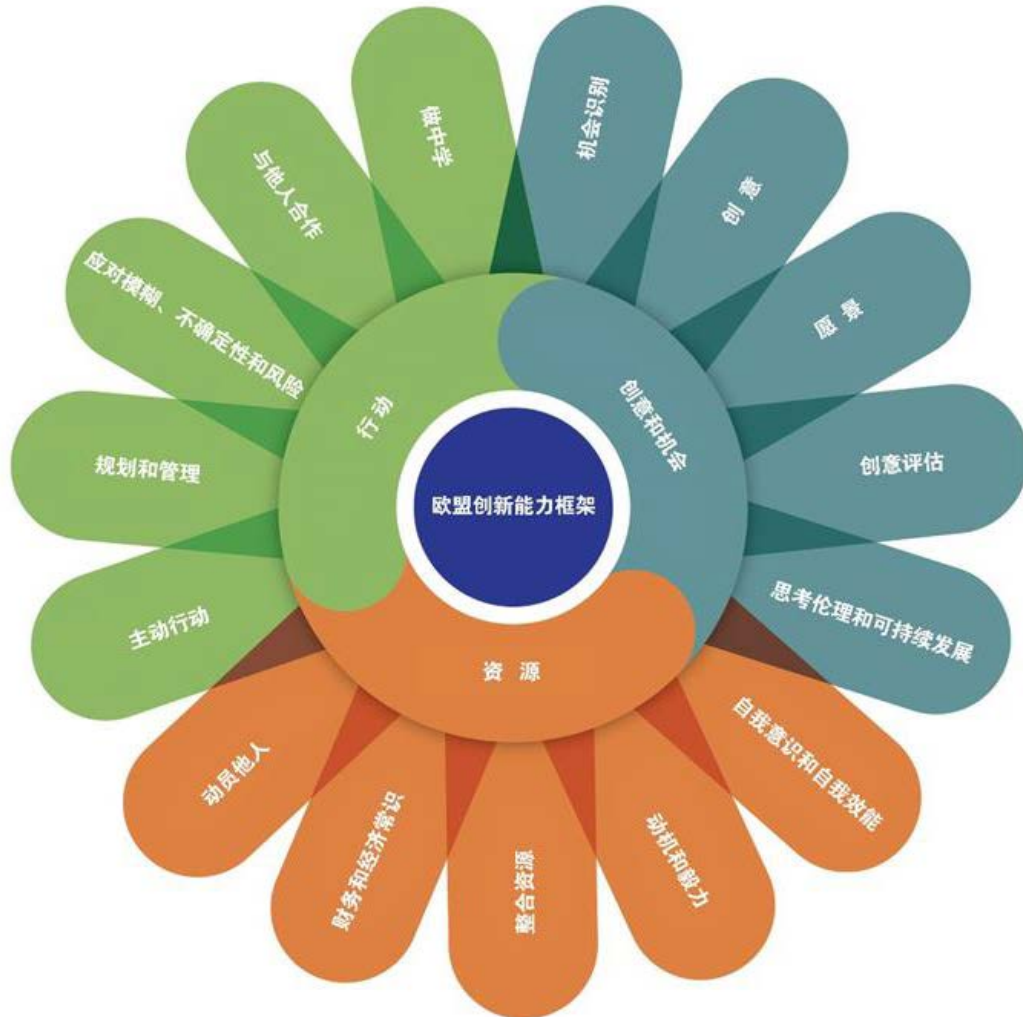
Il modello di progressione






Caratteristiche

- Adatto a tutti i contesti di apprendimento, propone una progressione → **INTEGRALE**
- Dettagliato, ma **generico** → **MODULARE**
- Pensato per essere **adattato** al contesto e per usi emergenti → **FLESSIBILE**
- Scientificamente **solido** + supportato politicamente → **CONSENSUALE**

China is training its teachers (pre-primary → HE)



<p>思考与机会篇</p> 	<p>资源篇</p> 	<p>行动篇</p> 
<p>发现机会</p> <ul style="list-style-type: none"> • 辨识、创造并抓住机遇 • 关注挑战 • 发现需求 • 分析形势 	<p>自我效能</p> <ul style="list-style-type: none"> • 跟随你的渴望 • 识别你的优势与劣势 • 相信自己的能力 • 塑造你的未来 	<p>采取主动</p> <ul style="list-style-type: none"> • 承担责任 • 独立工作 • 采取行动
<p>创新力</p> <ul style="list-style-type: none"> • 拥有好奇心和开放思维 • 提出想法 • 定义问题 • 设计价值 • 有革新能力 	<p>坚韧毅力</p> <ul style="list-style-type: none"> • 保持内在动力 • 有决心 • 关注自我激励因素 • 有坚韧力 • 不放弃 	<p>规划及管理</p> <ul style="list-style-type: none"> • 确认目标 • 计划与组织 • 发展可持续的商业模式 • 确认优先级 • 观察进度 • 灵活适应变化
<p>愿景</p> <ul style="list-style-type: none"> • 想象 • 战略思维 • 引导行动 	<p>运筹资源</p> <ul style="list-style-type: none"> • 管理资源 (物质与非物质资源) • 负责任地利用资源 • 充分利用时间 • 取得支持 	<p>应对不确定性及风险</p> <ul style="list-style-type: none"> • 应对不确定性及模糊性 • 计算风险 • 管理风险
<p>评估想法</p> <ul style="list-style-type: none"> • 看到想法的价值 • 分享与保护想法 	<p>财经知识</p> <ul style="list-style-type: none"> • 理解财经概念 • 预算 • 寻找资金 • 了解税收 	<p>合作能力</p> <ul style="list-style-type: none"> • 接纳多样性 (了解人的不同) • 培养情商 • 积极聆听 • 搭建团队 • 协同工作 • 拓展人际关系网络
<p>发展的可持续</p> <ul style="list-style-type: none"> • 有仁德心 • 可持续发展的思想 • 影响力评估 • 有责任心 	<p>运筹人力</p> <ul style="list-style-type: none"> • 启发他人也受到他人启发 • 劝说力 • 有效沟通 • 有效利用媒体 	<p>从经验中学习</p> <ul style="list-style-type: none"> • 反思 • 学会学习 • 从经验中学习

Usi



- Una [guida](#) agli usi
- Presenta gli elementi del quadro
- Illustra esempi di uso in diversi contestii e con diversi scopi
 - Istruzione formale
 - Apprendimento non formale e informale
 - Impiego e start-up

EntreComp states what, not how, but...

- ... It implies learning **through creating value for other**, which in turn requires:
 - Students to **interact** with someone outside their own group, teacher or classroom
 - Students **to try and create something** of some value for someone outside their own group, teacher or classroom
 - Students to reflect on the **process** and on the **emotional** triggers that have them learn from experience

It can be done with few tweaks to normal lecturing

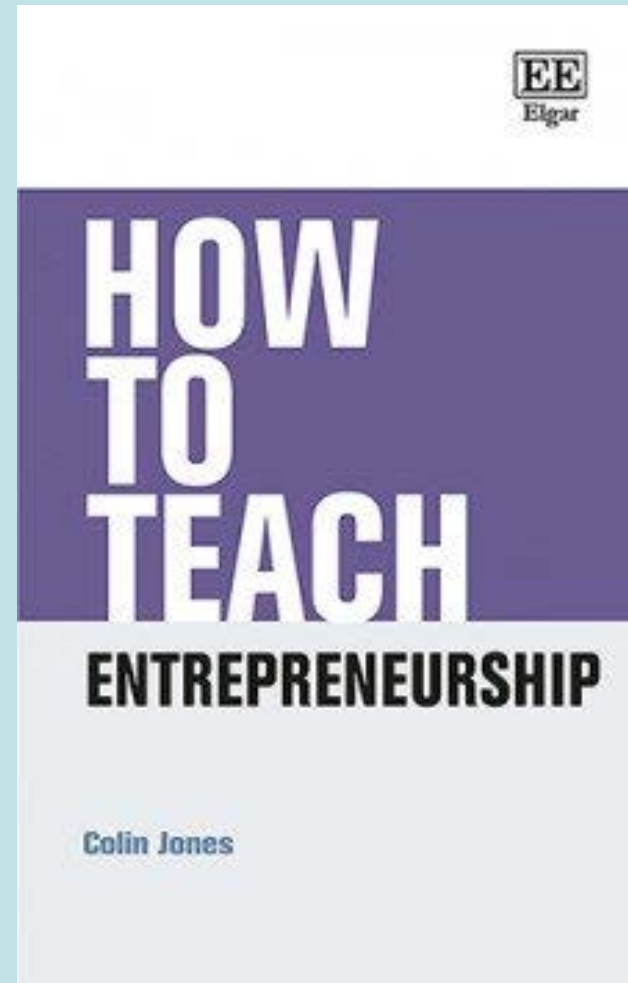
- How can you add to the assignments you give to your students:
 - A little **interaction** with external people?
 - The opportunity to **create** something of value to someone else
- Always ask your students: **whom are you doing this for?**
For whom could this knowledge be valuable today?
- Let them go out and check their assumptions with real people (users, beneficiaries, customers....)

It applies to all walks of life

- **In setting up a business as well as in**
- **In any profession:** urbanists, engineers, teachers, software developers. E.g. The Ocean Cleanup project by Boyan Slat
- **Voluntarism:** e.g. learners help elderly people use technology
- **In civic engagement for the common good:** many initiatives such as incredible edible in UK are good examples
- **Change making / Activism** lobby for the change you want to see happening. e.g. Greta Thunberg and the school strike for climate

Designing entrepreneurial learning opportunities

- Requires the teacher to :
 1. Be less of a conductor and more of a **curator** (*not to lead everyone to the same place, but have everyone make the experience*)
 2. Encourage **diversity** (*not one answer fits all*)
 3. **Signal** that **failing** is part of the process
 4. Not to expect perfection (*there is no right answer*)
 5. Allow learners to test their assumption early, iterating



A checklist for value creation pedagogy

- **Does your teaching plan allow your student to**

...take / feel ownership over process and resources

... manage uncertainty and change

...work in teams

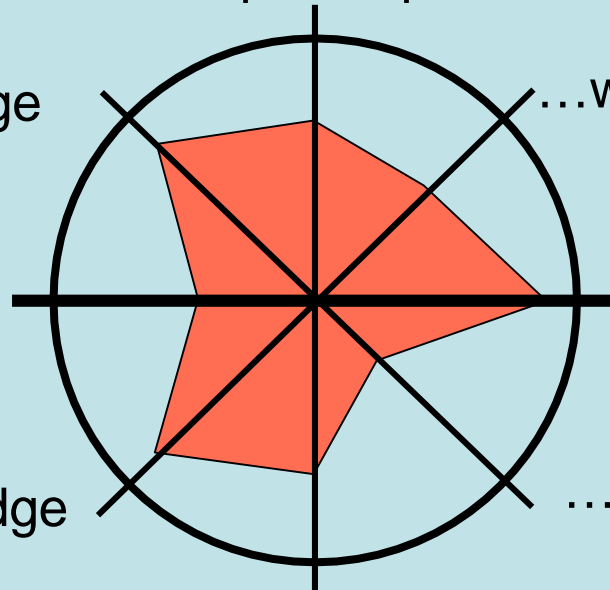
...interact with external people

...create value for others

...expand their knowledge

...learn continuously from feedback

...work iteratively



Plan the learning opportunities along

Value Creation Pedagogy assignment (i.e. Learning-by-Creating-Value-to-Others)

Your name and organization: _____

Title of this assignment: _____

Describe how students are to create value to people outside their group / class / school in this assignment:

Specify which people / organizations they create value for (outside school / class / teacher):

Completely up to the students to decide

A specified kind(s) of stakeholder(s), namely: _____

Describe a suitable student audience / group for this assignment – age, subject, previous knowledge, etc:

Describe how this assignment allows students to connect their doing with the subject matter in curriculum:

Describe how you will provide feedback and let students reflect on their doing (i.e. formative assessment):

Form for value-creating student actions in a course

1. List student actions today

List all practical activities where students get to **take action** in the course in its current shape

2. List value(s) created for external people today

List the value(s) created for people outside the course as a direct result of the course, while the course is on-going. Could be enjoyment value, social value, influence value, economic value etc.

3. Expand / complement existing course activities

Write down how you can expand current course activities documented in (1) or (2) above to achieve student actions that result in value for people outside the course, while the course is on-going

4. Design completely new course activities

Write down your ideas for new course activities that let students take action that creates some value(s) for people outside the course, while the course is on-going.

A few ideas: bring in your (local) ecosystem

- **Local actors set a challenge for your students, e.g.**
 - The **municipality** would like to engage citizens in defining the use of a public space
 - A **local organisation** aims at empowering elderly people using digital services
 - **Restaurants** in the city centre would like to reduce food waste
 - The **energy authority** would like to increase energy security by reducing consumptions and increasing clean energy production

A few ideas: use pre-set challenges

- Have learners work on the Sustainable Development Goals



A few ideas

<http://www.youthstart.eu/>

Core Entrepreneurship

comprises the basic qualifications of entrepreneurial thinking and implementing them in a creative way

Idea Challenge

A1 A2 B1



Creating Value

I can develop a creative idea and a business model.

Level A1 Language Economics

Environment Personal development short

Idea Challenge

A1 A2 B1

Get your Ideas

I can develop a creative idea and a business model.

Level A1 Language

Environment Art and

Improving the Quality of Life

Level B1 Economics short

Target group:

Students at Upper Secondary Level (Level B1)

Core Idea:

How can you measure the quality of life? And what do terms like gross domestic product or the Gini coefficient have to do with it? Specific tasks in the different training units will help the students answer these questions. Finally, they will develop their own indicator to measure quality of life and discuss, question and debate various aspects of wealth in our society.



Core Competences:

Social responsibility, social and ethical awareness, sustainable thinking

Teaching materials

Click on the file to download the challenge. You will find videos related to this Challenge on the left side.



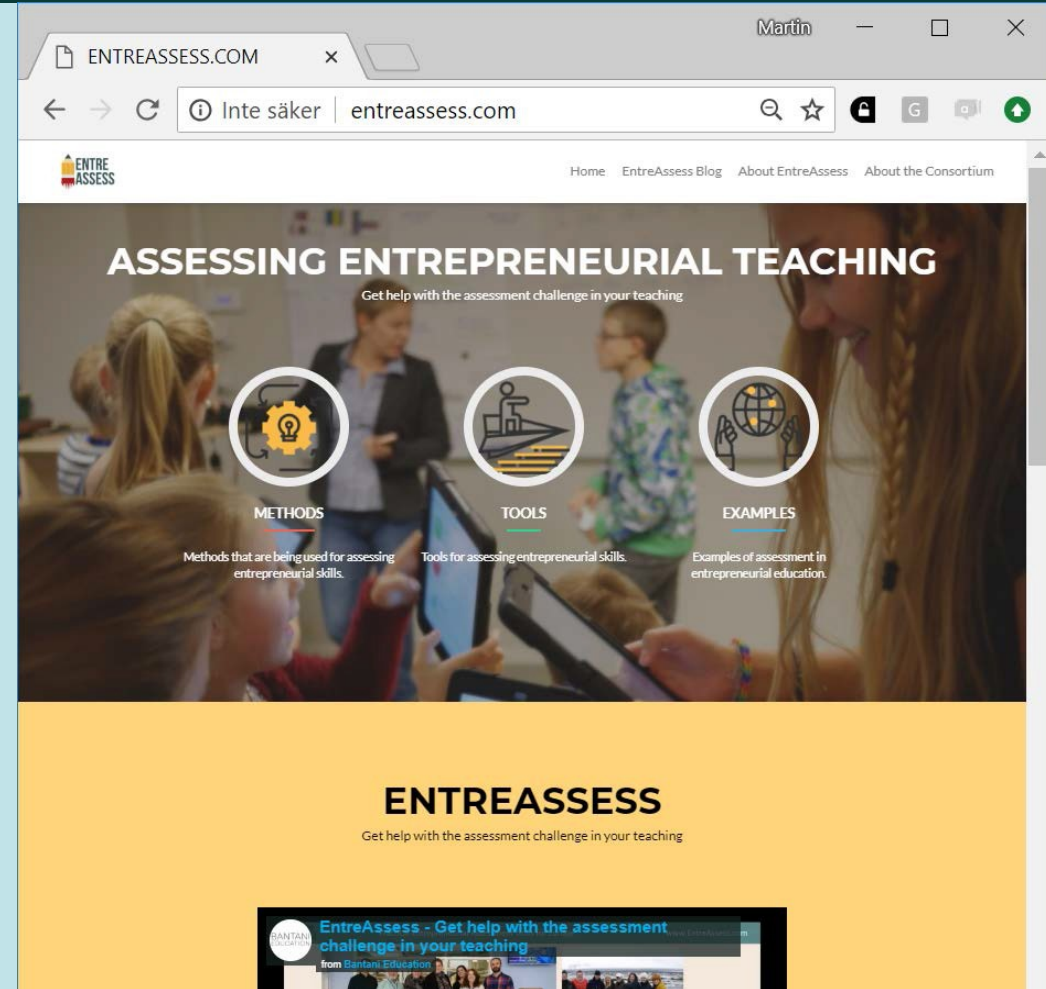
By downloading the teaching materials, you agree to our data protection policy and terms of use.

A few ideas: give students the option to choose

- **What matters to them is important to increase their engagement and sense of ownership**
 - Setting up a sports tournament
 - Fundraising for a cause they care
 - Organising a music festival

A few ideas: resources for assessment

www.EntreAssess.com



Competence addressed

- Spotting opportunities
- Creativity
- Vision
- Valuing ideas
- Ethical and sustainable thinking

- Self-awareness and self-efficacy
- Motivation and perseverance
- Mobilising resources
- Financial and economic literacy
- Mobilising others

- Taking the initiative
- Planning and management
- Coping with uncertainty, ambiguity and risk
- Working with others
- Learning through experience

What are the expected learning outcomes for the subject you teach?

HOW are learners going to create value for others?

Who will be the others?

Articulate the learning flow (time allowed, interim deliveries, deadlines...)

How will you provide feedback to you students to help them reflect?



Grazie

Quali sono le vostre domande?

Su Twitter [@mrs_chu](#) &

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