

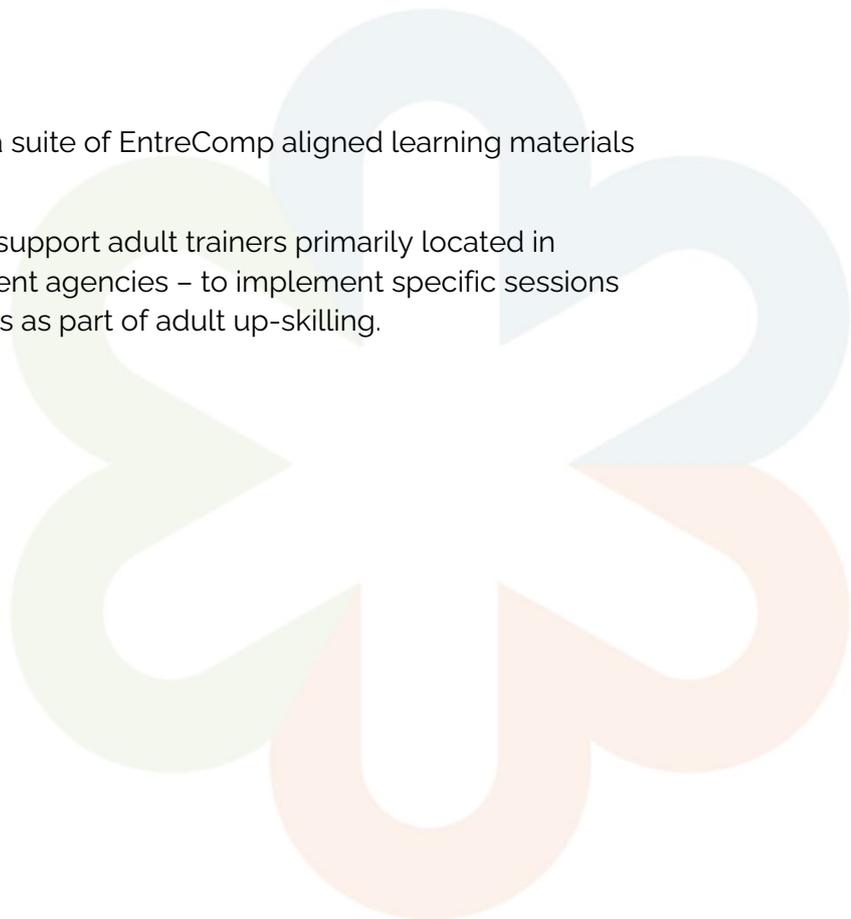


# EntreComp Europe

## Learning materials on employability

EntreComp Europe has developed a suite of EntreComp aligned learning materials to support employability for adults.

This set of resources is designed to support adult trainers primarily located in employment support and employment agencies – to implement specific sessions to develop EntreComp competences as part of adult up-skilling.



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# ENTRECOMP EUROPE

## Learning materials for employability

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## Introduction

This document presents a compilation of flexible learning materials, for adult trainers and educators, that can be incorporated in a curriculum or a training course. They are intended to work around a range of existing materials as a complement, in order to develop the EntreComp competences. They can also be used as inspiration for trainers, to open up ideas of why and how the EntreComp competences should and could be embedded into training for employability.

*What does this document offer?*

There is a total of 8 activities, 4 learning activities and 4 assessment activities, which are all independent from each other, yet could be used linked together within a training course. These include:

**Learning activities** – including a section of ways to develop productive working together

**Assessment as learning activities** – to develop self-evaluation and assessment as a valuable route to deeper learning

**Going deeper actions** – opening up your next steps in your professional development as a trainer.

*What is the advantage of using the activities included here?*

Diverse activities: the suggestions in this document cover a range of formats, lengths and methods. This is intended to highlight a diversity of approaches that can be learned from.

Flexible formats: The sessions included here are not vocation-specific. They are intended as flexible formats that can be introduced into any employability course. They can be used as ice-breakers, core activities or reflection exercises at the end of a course. They are not intended as fixed formats and can be adapted as needed.

Showcasing active learning methods: these materials are all about active learning methods that engage the learner and are proven to be more likely to develop EntreComp Competences

Developing self-efficacy: an important element of employability is that people are aware of the strengths and skills they offer. It is about building self-confidence and the ability to communicate their strengths to others i.e. employers.

*Is EntreComp relevant for employability?*

In a rapidly changing society, the skills we need for employment are evolving. Technical and vocation-specific skills remain important, but employers are now requiring that their employees have the ability to think creatively, spot opportunities and take action. It is now essential that everyone has the capacity to act upon opportunities and ideas, to work with others, to manage dynamic careers and help shape the future for businesses and society.

This means that entrepreneurial skills are the enabling skills that will help business and communities to adapt and change to the new future. We need people, teams and organisations with an entrepreneurial mindset, in every aspect of life.

*What is EntreComp?*



EntreComp: the European Entrepreneurship Competence Framework is the reference framework to explain what is meant by "being entrepreneurial" – and this applies to training for employment as much as it applies to students in compulsory education. An entrepreneurial mindset and skills can be developed and enhanced lifelong.

EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. Need more information about EntreComp? See the practical guide developed through EntreCompEurope, a simple explanation of what these competences are.

## Learning activities

All the activities in this section offer structured sessions which develop EntreComp competences. They can be integrated into any session, and adapted to focus on a relevant topic, employment sector or geographic area/community.

### 1 collaborative idea mapping

Target group: Youth work, young professionals, entrepreneurship course

Competences developed:

- ✓ Creativity
- ✓ Working with others
- ✓ Vision
- ✓ Mobilising others

This practical learning activity and associated assessment method develop the following competences and learning threads linked to creativity:

*Be curious and open:* it does this by providing the opportunity for the learner to demonstrate their curiosity through coming up with ideas which are as different as possible, yet relate to a single specific topic or theme

*Develop ideas:* it does this by offering a space for developing multiple different ideas based on a topic or theme

#### SESSION PLAN: COLLABORATIVE IDEA MAPPING

**Time:** 20-40 minutes - depending on size of group or how long the trainer allows for this activity

**Purpose:** To develop lots of ideas on a specific problem or theme. This is a starting point for defining or deciding on which are good ideas i.e. those with potential value for others.

**Make it real-life relevant:** This activity can be used in any topic where there is a need for or benefit from generating lots of ideas based on a specific theme or problem. The theme or problem identified for the activity can be chosen by the trainer, and can be fully aligned to a specific topic e.g. tourism, agriculture, climate change...

**Actions:**

1. Give small groups a problem (either any problem, or a problem related to a specific topic or theme).
2. Ask each group to write this at the top of a big sheet of paper on their table.
3. Ask each group to spend three minutes adding as many ideas and opportunities for solutions to this problem as they can think of
4. Then each group moves to the next table, and adds their ideas to the work of another group. Each group should spend three minutes at every table.

## 2 de bono's six thinking hats

Target group: Any – e.g. unemployed, young professionals, women and migrant entrepreneurs

Competences developed:

- ✓ Creativity
- ✓ Working with others
- ✓ Vision
- ✓ Mobilising others

The Six Thinking Hats is a methodology of thinking invented by Dr. Edward de Bono, who was an expert in creative thinking and the direct teaching of thinking as a skill (see this link for information on the De Bono Institute in Malta: [http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php)). The Six Thinking Hats method helps learners and trainers become more effective, innovative thinkers. In traditional thinking, we constantly find ourselves in conflict. Each side seeks to criticise the other point of view. The Six Thinking Hats method, however, encourages parallel thinking, where everyone explores all sides of an issue at the same time. In parallel thinking, confrontation is replaced by a cooperative exploration of the topic. It encourages the sharing of information, reduces argument, and allows talkers to think and thinkers to talk. The six hats signify different thinking roles, and so by mentally wearing and switching "hats," you can easily focus or redirect thoughts and conversations.

The six hats are:

- White hat - focuses on the facts and figures
- Blue hat - manages the process
- Red hat - considers feelings, both positive and negative
- Green hat - looks for alternatives, new solutions and creative ideas
- Yellow hat - explores the value and benefits of ideas
- Black hat - judges and looks for problems

How can trainers use the six thinking hats?

Making good decisions as a group requires discussion where different perspectives and options are considered - this works for group activities, developing projects or coming up with entrepreneurial ideas.

**Make it real-life relevant:** Make it relevant to employability by thinking about coming up with ideas related to the challenges or issues involved in the employment areas the learners might enter. Or make it about the local community.

**A trainer could use the thinking hats in:**

- Group Project Brainstorming
- Big Group Decisions
- Preparation for Debates
- Controversial Issues
- Challenging Perspectives of Current Events
- Developing Critical or Innovative
- Preparation for Discussions
- Structuring and Facilitating Discussions
- Problem Solving Situations

Find out more depth on how to use the Six Thinking Hats here  
[https://www.educationworld.com/a\\_curr/voice/voice102.shtml](https://www.educationworld.com/a_curr/voice/voice102.shtml)

### 3 My entrepreneurial self

Target group: entrepreneurship course, business mentoring and coaching, unemployed, young professionals, women and migrant entrepreneurs

Competences developed:

- ✓ Self-awareness and self-efficacy
- ✓ Learning from experience
- ✓ Spotting opportunities
- ✓ Valuing ideas

*Method: Self-assessment*

This exercise is the starting point of helping learners see their own strengths and see ways of improving on these or where they feel they have weaknesses. It is not about judging learners as good or bad but increasing their self-awareness of their own skills and abilities. This will help them see how they can best use these.

It will develop the following competences and threads:

Identify your strengths and weaknesses - it does this by allowing the learner to reflect on their strengths and weaknesses and how these can be used across different areas of life

Believe in your ability - it does this by building the self-belief of the learner through being empowered by knowing where their strengths and potential lie

YOU CAN USE THIS EXERCISE IN THE FOLLOWING WAYS:

*Using this exercise as a pre-course questionnaire:* this offers the opportunity for you to create a baseline or starting point for the development of these competences.

*Using this exercise again at the end of a course or entrepreneurial project:* this would show both you and the learner how much they have progressed during the course. You could add questions to ask them to identify which activities in the course developed specific competences.

*Using the questionnaire as a one-off session to raise awareness and build visibility of these competences:* include a reflection on this questionnaire as part of a final presentation.

#### Stage 1

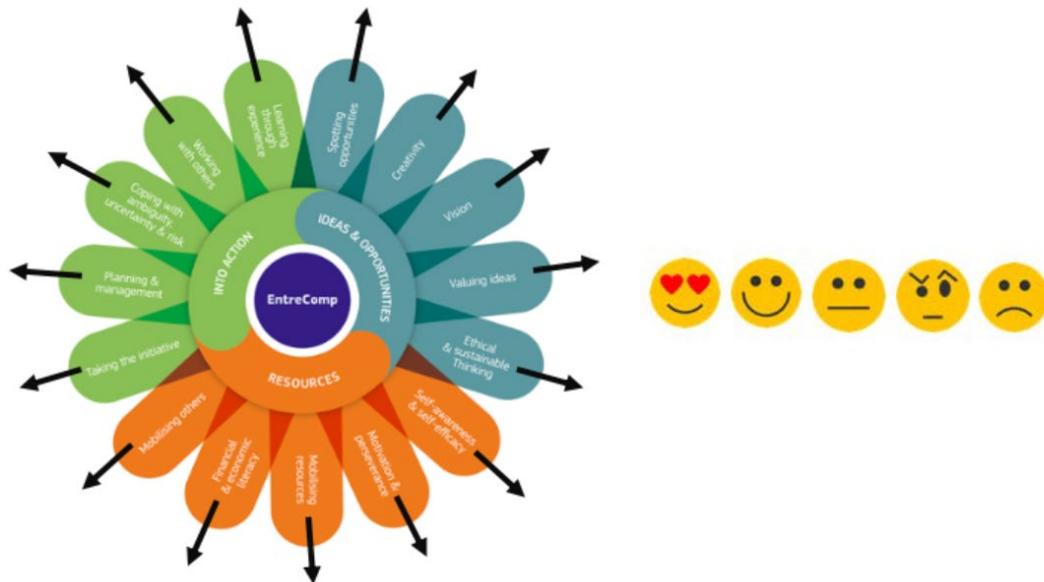
About your entrepreneurial self - Let's talk about what you think are good at, at what maybe you are not so good at. Take a look at the flower on the next page. On each petal, there is the name of an entrepreneurial competence. This task is about helping you to reflect on where you think your strengths and weaknesses are. These fifteen competences are some of those that help you be more entrepreneurial in your personal life, in your community or in the world of work.

Do you need to be good at them all? Absolutely not! You can always improve your abilities in each of these competences, but different people will always have different strengths. The main thing is about recognising where your own strengths are, and where you feel you could improve. If you know where your strengths are,

then you can see other ways to use those strengths. If you know where you want to improve, then you can look for opportunities to be able to do that.

Work sheet 1 – my entrepreneurial self:

Which competences do you think you are particularly good at? Which do you think are your weaknesses? Which are you not sure about? Choose an emoji to put against each of the 15 petals – draw it on!



STAGE 2

Which EntreComp competence area do your strengths mostly fit into? Which colour did most of your strengths fit into? Read the feedback below, and compare your results with the person sitting next to you.

Did your smiley faces mostly fit into the blue petals?

The blue area is about *Ideas and Opportunities*, this means you are good at spotting opportunities and seeing ideas around you. You can be creative in your thinking and can value that creativity by deciding which ideas might have most value.

Did your smiley faces mostly fit into the orange petals?

The orange area is about *Resources*. People with smiley faces in this area can see what is needed to make an idea happen, and they can recognise the strengths that they and others bring to help this.

Did your smiley faces mostly fit into the green petals?

These petals are about *Into Action*. People with strengths in this area are good at getting actions up and running through working with others and planning. Even when things change, these people can stay motivated and be resilient in the face of the changes.

STAGE 3

Why did you make these decisions?



Choose one of your strengths and find an example in your life which shows why you are good at that competence. This example might be from things you do at home, experiences of being part of your local community, from your college life or from any experience you have in the world of work. Discuss this with another person in the group.

Now choose a competence that you feel you are not so strong in. Challenge yourself to come up with one way in which you can improve this competence, either through home life, community, education or work. Share your answers with another person in the group.

Are there one or more of these competences that you think are useful for your future career? Which ones? Share this as part of a whole-group discussion.

#### STAGE 4 - NOTES FOR THE TRAINER AT THE END OF THE EVENT:

At the end of this exercise, the important role of the trainer will be to allow learners to see the importance of these skills to their own lives including their future careers.

To be entrepreneurial can mean to take an interest in regenerating communities. To be entrepreneurial might mean to put ideas into action to address social inequalities, spot opportunities or combat environmental degradation. In a science-based class, you can offer learners the world outside their classroom as a basis for finding scientific solutions to local community problems. In a vocational-based class, your learners can research the local history of particular vocational area locally or globally, and see if there are new innovations that your class can come up with as a result for the local community.

#### **Why is this exercise useful for your teaching:**

It is about seeing the importance of these skills to your teaching. Increasingly, educators recognise that fostering an entrepreneurial skills and mindset is not only a question of preparing learners for the future within the complex economic environment.

- It is a means of fostering personal and social development so that learners:
- Gain skills in getting on with others
- Express their creativity in suggesting solutions to problems
- Learn to reflect on their own particular strengths, interests and aspirations
- Adopt a can-do attitude and drive to turn ideas into action
- Show resilience in handling setbacks
- Apply their financial literacy and numeracy skills in real-world contexts
- Communicate their ideas to a wide range of audience
- Contribute to the community as active, responsible citizens.

#### TRIED AND TESTED!

This session was used as the basis of the self-assessment tool for youth tested by project partners.

## Working together activities

The ideas in this section are an overview of different ways in which learners can work together. They can be used to change the group dynamic and foster collaboration during activities and trainings. They can be used flexibly to fit your needs,

They all develop learners awareness of how to work together. Choose different group work approaches to give learners different experiences:

- Can be used as a stimulus to talk about topics relevant to employment sectors or the working environment
- Can be used as a starting point for an ideas development activity
- Can be used as a way to support learners to develop more confidence in taking part in a class
- Can be used to help learners see how people can work together to produce value – such as might be needed in an employment setting

Target group: Any e.g. Employment training, NEETs, Youth work, young professionals, entrepreneurship course, adult training

### 1 buzz groups/talking partners

when learners are asked to work in pairs to discuss their response to a question or issue. This allows the educator to check levels of understanding and provides a mental break from large group work. However, if discussions are not kept short and focused, learners can be easily distracted by their partner.

### 2 snowball groups

where groups gradually grow larger. Starting individually then working in pairs, pairs then join together to form fours, then fours to eights, the discussion can snowball before calling for a plenary feedback. The starting point can be the individual writing a list in respond to a question, which is then shared with a partner for 5 minutes. The pairs' two lists are then shared among four people for 10 minutes and agreed priorities/ proposal solutions reached in group discussion of eight (15 minutes). The lesson finishes with a whole-class plenary (15-20 minutes).

### 3 fishbowl activity

In any group activity, when you think some learners are not contributing as they should, you can change the set up and instead form two groups. One group sit in the centre and discuss a chosen topic; the other group observes and listens in an outer circle using a checklist of behaviours linked to the learning outcomes. Bring both groups together to discuss their different views of the group dynamics.

### 4 jigsaw groups

this technique has variations, all of which are designed to empower learners so that they listen carefully and communicate knowledge and understanding. Learners are given a number within a group and work on a task before moving around tables to join new groups and eventually returning to their 'home' tables to



report on new learning. This works well when different aspects of a topic are given to different groups.

## Assessment as learning

This section opens up some methods that provide learning through assessment. This means that they are primarily self-reflection tools, to encourage deeper learning through the process of self-reflecting and self-evaluating on a learning experience. By doing this, the assessment process becomes a learning experience, highlighting the value of the learning, strengths and areas for improvement. This is about assessment that empowers learners and encourages next steps in their learning journey.

These sessions are designed to be integrated as the final part of any session supporting employability.

### 1 trainer facilitated reflection

Ask the learners to self-reflect on the following questions to help them realise the value of the exercise they have undertaken. The 'self-reflection is intended as a self-assessment process - as part of the learning process - that illustrates how they developed ideas, what is important about ideas and where. After each question, the trainer can provide some overall feedback to the whole group as suggested in the guidance below.

1. *Question:* How many ideas did you come up with?
  - o *Trainer feedback:* Sometimes it is not the quality of ideas, sometimes it is the number of ideas you can come up with that is important. You never know what idea will spark a new thought. It is about opening up your mind to different possibilities. And your brain can learn, through practice, how to come up with more ideas, faster. So you can get better and better at this.
2. *Question:* Was it easier to come up with ideas on your own or as part of a group?
  - o *Trainer feedback:* Other people can be a powerful tool to help spark different ideas, by mentioning different concepts or themes that help you think in new directions.
3. *Question:* Were you surprised by any of the ideas up came up with?
  - o *Trainer feedback:* You might be surprised by your own creativity! Always try and think of the unexpected or unusual. Ask yourself, "what could I never do to solve this problem" - it might prompt the more surprising ideas.
4. *Question:* Think about ideas you have elsewhere in your life. Where do you have your best ideas?
  - o *Trainer feedback:* You might have said, when walking to college or when washing your hair. This is called relaxed cognition - meaning when our brain relaxes and 'aha' moments happen, it opens up to new connections and ideas. This is a different kind of creativity from what you have experienced today, when you have been under pressure to be creative. But all types of creativity are important - and practice will make you more creative!
5. *Question:* Where else in your personal, or maybe your work life, could you or do you need to have ideas?
  - o *Trainer feedback:* Creativity and generating ideas is a skill that is useful in lots of different areas of life, from creating ways to campaign on social issues, developing community ideas or generating new ideas for an employer.

## 2 personal profile cards

- Method: Self-reflection - as an individual and as a team
- For learning activity: Building new teams

This activity would be undertaken before the team-work process commences in an entrepreneurial project, as an exercise to support learners to understand the value of diversity of skills and knowledge within teams:

1. Building on the activity about strengths and weaknesses, learners are asked what strengths they need in their team to successfully design/implement an entrepreneurial project
2. Ask each learner to create their Personal Profile Cards - each learner writes down their strengths in terms of:
  - Where they have strong skills e.g. EntreComp competences - this can be based on the earlier exercise
  - Where they have strong areas of knowledge that can contribute - this can be based on their vocational topic areas or knowledge/experience gained outside the VET college
3. Ask the learners to create their own teams and ensure they have a good range of skills and knowledge to support their work.
4. Assessment: ask each group to demonstrate the strengths they have in their team and how these will help them in their work. Teams are asked to share their group self-assessment - this can be through verbal feedback, a short presentation or through 500 words written now and included as part of their final written assignment.

The trainers feedback to the whole group should emphasise the importance and value of diversity within teams. When working in teams on collaborative activities, members of the team should support each other in their learning needs. Each member of the team should have an individual responsibility according to his/her role in the team. This enables interaction between the learners and the feeling of being responsible for the team results. It is important to ensure that each member believes that he/she can contribute to the team work.

This activity also supports the competence **Self-Awareness and Self-Efficacy** by asking learners to reflect on their strengths as part of what they bring to a team or group work approach.



### 3 learner self-reflection via exit ticket

Before leaving the learning space (classroom, training centre...), ask learners to answer a question that you, as a trainer, want answered to understand the progress of this lesson.

Each learner answers the question given onto a piece of paper, perhaps using free text or scoring themselves on a scale from 1 to 5.

They give the piece of paper into the trainer as they leave the room as an 'exit ticket', allowing the trainer to gauge the understanding of this activity by each learner.

#### EXAMPLE QUESTIONS COULD BE:

- Do you think this exercise let you practice your creativity? Score yourself from 1 (not at all) to 5 (lots)
- Are you more aware of how creative you can be after doing this exercise? Score yourself from 1 (not more aware) to 5 (much more aware)

## 4 two stars and a wish

- Peer assessment - as an individual and as a team
- For learning activity: Reviewing the process of working in a team

This is a simple method of peer-assessment for those learners who do not have much experience of assessing their peers. It can be applied to a wide range of activities. It encourages peer assessment amongst either individuals or groups, and this technique will develop learners ability to evaluate and improve their own work. It allows learners to see different approaches and outcomes to a task and to modify future work as a result.

### WHEN THIS IS IMPLEMENTED:

This formative assessment activity is carried out after an activity is completed > for example, it can be carried out as a review of the final results of an entrepreneurial project.

### HOW THIS IS IMPLEMENTED:

1. **Reviewing their own work:**
  - Before starting the activity, learners are asked to review their own approach to teamwork work using the two stars and a wish method. This acts as a self-reflection, but also provides the experience as a basis for reviewing others work
  - Two stars - the learner writes down two things they liked about how their group worked together
  - One wish - the learner writes down one action which their group could have done better together
2. **Reviewing the work of other groups:**
  - Once they have reviewed their own work, learners are asked to listen to a presentation from each group outlining how they worked together and how this did, or did not, support the success of their final results.
  - Learners carry small pieces of paper. For each piece of work they review, they use the paper to write down two stars (things they like) and one wish (one potential improvement). They leave the paper on the table.
  - Learners then return to their own piece of work to read through and discuss what others have shared on the paper notes left behind.
3. **Reflecting on all feedback**

Each group then makes a list of stars and wishes for their work and present a short summary on how they intend to use the advice to enhance their work next time. This summary could be via a presentation to the whole group or added as a reflection section to the work already completed.

## Going Deeper

This section offers next steps activities for all types of educators to develop their knowledge and expertise of how to integrate EntreComp competences into their professional practice.

### 1 Course: Exploring EntreComp as a tool for business advisers, coaches and entrepreneurship trainers

A new course is available on [The Entrecomp Community platform](#).

It is a 6-module online programme for **business advisers** (bas) & **coaches** and **entrepreneurship trainers** (ets) & **facilitators** – those who help others to start, develop and grow their own ventures, including private businesses, social enterprises and community organisations.

The course is about exploring how EntreComp can underpin and be applied to their practices.

*Overview of the modules:*

- **Module 1:** Introducing EntreComp: a tool for business advisers and entrepreneurship trainers
- **Module 2:** EntreComp: supporting a sustainable-development approach to business
- **Module 3:** EntreComp: a framework for business development
- **Module 4:** EntreComp: a framework for building an entrepreneurial mindset
- **Module 5:** EntreComp: supporting young people to be entrepreneurial
- **Module 6:** EntreComp: supporting women's entrepreneurship

As this is a full course, it is accessible via The EntreComp Community and you can sign up here: [www.entrecomp.com](http://www.entrecomp.com) and once logged in you will find the course under the “courses” app.





## 2 resources to support women's and migrants

### Guide: How can EntreComp support Women's Entrepreneurship?

The EntreComp Framework is playing a role in supporting both policy and practices that promote women's entrepreneurial activity – from business creation and growth, mindset and value creation.

### Women's Enterprise Policy Group - Framework of Policy Actions to Build Back Better For Women's Enterprise

The Women's Enterprise Policy Group is a coalition of leading women entrepreneurs, researchers, business support providers, and social entrepreneurs from across the UK. Together, we develop policy calls based on the latest evidence, and years of experience supporting women's enterprise creation and growth.

### Rethinking the Economy for an Inclusive and Sustainable Future

The Women's Organisation report on Rethinking the Economy for an Inclusive and Sustainable Future offers a recovery plan and fresh approach on how we can build back not only better, but different to create a greener, fairer, and thriving Liverpool City Region and national economy.



# COMMUNITY

Do you want to be part of the EntreComp Europe Community? For more information about events and news from our national EntreComp Collaborative Communities, please visit the websites and Community groups listed below.

## **EntreComp Europe**

[Website](#) | [Community](#)

## **EntreComp Belgique**

[Website](#) | [Community](#)

## **EntreComp Italia**

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## **EntreComp Moldova**

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## **EntreComp Türkiye**

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EntreComp Europe is a collaborative project bringing together partners across five European countries.

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## **ITALY**

Materahub, Matera, Camera di Commercio Della Basilicata (COCBasciliata)

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## **TURKEY**

The Union of Chambers and Commodity Exchanges of Turkey (TOBB), Turkish National Agency Turkishna



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