



THE MODEL OF VALIDATION



Triggering Entrepreneurial Competence Development

VALI-COMP



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THE MODEL OF VALIDATION of triggering entrepreneurial competence development (VALI-COMP)

What is the model about?

The VALI-COMP model is a set of tools and procedures for verifying that participant of learning activity has triggered development of an entrepreneurial competence within a learning activity. The model is created to be support tool for implementation of EntreComp framework in the sector of education and training. It is created primarily for institutions of non-formal learning which are providing education and training programs, and is to be incorporated into non-formal education and training programmes. Furthermore, the model is adaptable to various types of learning activities, including those provided in formal education as curricular or extra-curricular learning activities.

What is validated?

The model is to be used to *validate* that triggering entrepreneurial competence development has happened. Analyzing this document, you will notice that formulation *triggering entrepreneurial competence development* is used to refer to the subject of validation, rather than formulations such as *gained entrepreneurial competence*, *developed entrepreneurial competence*, or similar formulations. By *triggering entrepreneurial competence* it is meant that learner has encountered the situation in which (s)he gained some experience with competence in question. Further more, such formulation reflects the fact that entrepreneurial competences from EntreComp framework are developed and strengthen gradually and through the period of time and various learning and life experiences, rather than instantly and through participating in a single learning activity. By participating in a single learning activity which is designed to allow learners to encounter an entrepreneurial competence, development of entrepreneurial competence will be *triggered*, and learner will be set forth to reach the *foundation* or *intermediate* progression level. Thus, this model of validation refers to initial progression levels ranging from *foundation level* to *intermediate level*. This means that in demonstrating an EntreComp competence, a learner will either still be relying on support from others (foundation level of progression), or is already building independence (intermediate level of progression).

The VALI-COMP model consists of 2 groups of instruments:

- Validation e-questionnaires
- Certificate supplement

Both groups of instruments are presented below.

How to integrate the VALI-COMP model into education and training programme?

The VALI-COMP model is adaptable to most of education and training programmes provided by the institutions of non-formal learning, but also may be applied in programmes provided by the institutions of formal learning.



The validation questionnaires are designed to be easily used by scanning the QR code. Expected time needed for filling questionnaire for validation of single competence is up to 3 minutes. Expected time needed for filling questionnaire for validation of multiple competences goes beyond 3 minutes, depending on the number of covered competencies. The QR code may be sent to learners on their email addresses, or through Viber/WhatsApp group, or it could be presented at the video wall and on the paper posted in the classroom.

The Certificate supplement is not to be considered as a separate document to be awarded to a learner, but as an additional segment that should be incorporated into the regular certificate to be awarded to learner for successful completion of education or training programme. How will the certificate supplement be integrated into the certificate is up to provider of the programme. Nevertheless, it is recommended that certificate supplement be added to certificate there where learning outcomes of the programme are presented, if any such content or area in certificate is envisaged. Alternatively, certificate supplement may be issued as a separate document to the certificate for completing the education or training programme.



EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

The questionnaire form may refer to a single EntreComp competence, or a set of EntreComp competences, depending on the programme design. Two types of e-questionnaire forms are suggested to be used and adapted if necessary, depending on the number of covered competences.

- E-form type 1 – single EntreComp competence development

#1 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 1.1 Spotting opportunities

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **identify and seize opportunities to create new value,**
- **identify needs and challenges that need to be met,**
- **establish new connections to create value?**

3. What level of ability to demonstrate the vision as skill, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#2 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 1.2 Creativity

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **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?**

3. What level of ability to demonstrate the creativity as skill, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#3 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 1.3 Vision

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain how do you think the EntreComp may help you to **imagine the future and develop a vision to turn ideas into action?**

3. What level of ability to demonstrate the vision as skill, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#4 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 1.4 Valuing ideas

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **think about what value is (in social, cultural and economic terms)?**
- **recognise the potential that an idea has for creating value and identify suitable ways of making the most out of it?**

3. What level of ability to demonstrate the skill of valuing ideas, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#5 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 1.5 Ethical and sustainable thinking

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **assess the consequences of ideas that bring value and the effects of entrepreneurial action on the target community, the market, society and the environment?**
- **reflect on the extent to which long-term social, cultural and economic goals are sustainable, and the course of action chosen?**
- **act responsibly?**

3. What level of ability to demonstrate the ethical and sustainable thinking as a skill, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#6 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 2.1 Self-awareness and self-efficacy

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **reflect on your needs, aspirations and wants?**
- **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?**

3. What level of ability to demonstrate the skill of self-awareness and self-efficacy, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#7 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 2.2 Motivation and perseverance

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **assess the consequences of ideas that bring value and the effects of entrepreneurial action on the target community, the market, society and the environment?**
- **reflect on the extent to which long-term social, cultural and economic goals are sustainable, and the course of action chosen?**
- **act responsibly?**

3. What level of ability to demonstrate the ethical and sustainable thinking as a skill, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#8 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 2.3 Mobilizing resources

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **obtain and manage the material, non-material and digital resources needed to turn ideas into action?**
- **make the most of limited resources?**
- **acquire and manage the competences needed at any stage, including technical, legal, tax and digital competences?**

3. What level of ability to demonstrate the skill of mobilizing resources, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#9 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 2.4 Financial and economic literacy

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **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 in the long run?**

3. What level of ability to demonstrate the skill of financial and economic literacy, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#10 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 2.5 Mobilizing others

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **inspire and enthuse relevant stakeholders?**
- **get the support needed to achieve valuable outcomes?**
- **demonstrate effective communication, persuasion, negotiation and leadership??**

3. What level of ability to demonstrate the skill of mobilizing others, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#11 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 3.1 Taking the initiative

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **initiate processes that create value?**
- **take up challenges?**
- **act and work independently to achieve goals, stick to intentions and carry out planned tasks run?**

3. What level of ability to demonstrate the skill of taking the initiative, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#12 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 3.2 Planning and management

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **set long-, medium- and short-term goals?**
- **define priorities and action plans?**
- **adapt to unforeseen changes?**

3. What level of ability to demonstrate the skill of planning and management, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#13 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 3.3 Coping with uncertainty, ambiguity and risk

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **initiate processes that create value?**
- **take up challenges?**
- **act and work independently to achieve goals, stick to intentions and carry out planned tasks run?**

3. What level of ability to demonstrate the skill of coping with uncertainty, ambiguity and risk, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#14 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 3.4 Working with others

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **inspire and enthuse relevant stakeholders?**
- **get the support needed to achieve valuable outcomes?**
- **demonstrate effective communication, persuasion, negotiation and leadership??**

3. What level of ability to demonstrate the skill of working with others, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



#15 EntreComp Validation e-questionnaire for learners on triggering entrepreneurial competence development

Name of learner: _____

E-mail address: _____

Course: EntreComp-based mobility program

Entrepreneurial competence: 3.5 Learning through experience

Tentative progression level: *foundation to intermediate*

This e-questionnaire is to be filled by learner upon the completion of a teaching/learning unit, to reflect on learners learning experience set forth to initiate entrepreneurial competence.

1. What your key takeaways from this session:

2. Building on your takeaways, explain (*address each bullet point*) how do you think the EntreComp may help you to:

- **use any initiative for value creation as a learning opportunity?**
- **learn with others?**
- **reflect and learn from both success and failure (your own and other people's)?**

3. What level of ability to demonstrate the skill to learning through experience, is true for you:

- Still relying on support from others
- I am building independence
- Both previous are true for me

Fill in the validation form using the QR code:



- E-form type 2 – multiple EntreComp competences development

The type 2 questionnaire e-form should be created in a way that each covered competence is assessed on a new page within a single questionnaire e-form, accessed through a single QR code.



CERTIFICATE SUPPLEMENT on triggering entrepreneurial competence development

This certificate supplement is to be incorporated into education or training programme certificate, which is to be awarded to a learner participating in and completing the programme. Thus the certificate supplement is to be only a part of a programme completion certificate.

The certificate supplement may refer to a single EntreComp competence, or a set of EntreComp competences, depending on the programme design. Two types of certificate supplement forms are suggested to be used and adapted if necessary, depending on the number of covered competences.

- Form type 1 – single EntreComp competence development

The form of CERTIFICATE SUPPLEMENT on triggering entrepreneurial competence development

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

SPOTTING OPPORTUNITIES

This entrepreneurial competence allows learner to use imagination and abilities to identify opportunities for creating value. With this learning experience, learner is expected to be able to:

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.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

The form of CERTIFICATE SUPPLEMENT on triggering entrepreneurial competence development



This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

CREATIVITY

This entrepreneurial competence allows learner to Develop creative and purposeful ideas. With this learning experience, learner is expected to be able to:

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.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

The form of CERTIFICATE SUPPLEMENT on triggering entrepreneurial competence development

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

VISION

This entrepreneurial competence allows learner to work towards your vision of the future. With this learning experience, learner is expected to be able to:

Imagine the future.

Develop a vision to turn ideas into action.

Visualise future scenarios to help guide effort and action.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

The form of CERTIFICATE SUPPLEMENT



on triggering entrepreneurial competence development

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

VALUING IDEAS

This entrepreneurial competence allows learner to make the most of ideas and opportunities. With this learning experience, learner is expected to be able to:

Think about what value is in social, cultural and economic terms.

Recognise the potential that an idea has for creating value and identify suitable ways of making the most out of it.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

**The form of CERTIFICATE SUPPLEMENT
on triggering entrepreneurial competence development**

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

ETHICAL AND SUSTAINABLE THINKING

This entrepreneurial competence allows learner to assess the consequences and impact of ideas, opportunities and actions. With this learning experience, learner is expected to be able to:

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

Reflect on the extent to which long-term social, cultural and economic goals are sustainable, and the course of action chosen.

Act responsibly.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

The form of CERTIFICATE SUPPLEMENT



on triggering entrepreneurial competence development

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

SELF-AWARENESS & SELF-EFFICACY

This entrepreneurial competence allows learner to believe in him/herself and keep growing. With this learning experience, learner is expected to be able to:

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

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.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

**The form of CERTIFICATE SUPPLEMENT
on triggering entrepreneurial competence development**

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

MOTIVATION AND PRESERVANCE

This entrepreneurial competence allows learner to stay focused and don't give up. With this learning experience, learner is expected to be able to:

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.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

The form of CERTIFICATE SUPPLEMENT



on triggering entrepreneurial competence development

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

MOBILIZING RESOURCES

This entrepreneurial competence allows learner to gather and manage the resources you need. With this learning experience, learner is expected to be able to:

Obtain and manage the material, non-material and digital resources needed to turn ideas into action.

Make the most of limited resources.

Acquire and manage the competences needed at any stage, including technical, legal, tax and digital competences.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

**The form of CERTIFICATE SUPPLEMENT
on triggering entrepreneurial competence development**

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

FINANCIAL AND ECONOMIC LITERACY

This entrepreneurial competence allows learner to develop the financial and economic know-how. With this learning experience, learner is expected to be able to:

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 in the long run.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

The form of CERTIFICATE SUPPLEMENT



on triggering entrepreneurial competence development

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

MOBILIZING OTHERS

This entrepreneurial competence allows learner to inspire, enthuse and get others on board. With this learning experience, learner is expected to be able to:

Inspire and enthuse relevant stakeholders.

Get the support needed to achieve valuable outcomes.

Demonstrate effective communication, persuasion, negotiation and leadership.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

**The form of CERTIFICATE SUPPLEMENT
on triggering entrepreneurial competence development**

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

TAKING THE INITIATIVE

This entrepreneurial competence allows learner to go for it. With this learning experience, learner is expected to be able to:

Initiate processes that create value.

Take up challenges.

Act and work independently to achieve goals, stick to intentions and carry out planned tasks.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

**The form of CERTIFICATE SUPPLEMENT
on triggering entrepreneurial competence development**



This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

PLANNING AND MANAGEMENT

This entrepreneurial competence allows learner to prioritize, organize and follow up. With this learning experience, learner is expected to be able to:

Set long-, medium- and short-term goals.

Define priorities and action plans.

Adapt to unforeseen changes.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

**The form of CERTIFICATE SUPPLEMENT
on triggering entrepreneurial competence development**

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

COPING WITH UNCERTAINTY, AMBIGUITY AND RISK

This entrepreneurial competence allows learner to make decisions dealing with uncertainty, ambiguity and risk. With this learning experience, learner is expected to be able to:

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.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

**The form of CERTIFICATE SUPPLEMENT
on triggering entrepreneurial competence development**



This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

WORKING WITH OTHERS

This entrepreneurial competence allows learner to team up, collaborate and network. With this learning experience, learner is expected to be able to:

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.

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.

The form of CERTIFICATE SUPPLEMENT on triggering entrepreneurial competence development

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of entrepreneurial competence:

LEARNING THROUGH EXPERIENCE

This entrepreneurial competence allows learner to learn by doing. With this learning experience, learner is expected to be able to:

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).

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.



- Form type 2 – multiple EntreComp competences development

The form of CERTIFICATE SUPPLEMENT on triggering entrepreneurial competences development

This supplement is to certify that the learner has participated in a learning activity which was designed to trigger development of multiple entrepreneurial competences.

Competences	Abilities
Spotting opportunities	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;
Creativity	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;
Vision	Imagine the future; Develop a vision to turn ideas into action; Visualise future scenarios to help guide effort and action;
Valuing ideas	Think about what value is in social, cultural and economic terms; Recognise the potential that an idea has for creating value and identify suitable ways of making the most out of it;
Ethical and sustainable thinking	Assess the consequences of ideas that bring value and the effects of entrepreneurial action on the target community, the market, society and the environment; Reflect on the extent to which long-term social, cultural and economic goals are sustainable, and the course of action chosen Act responsibly;
Self-awareness & self-efficacy	Reflect on your needs, aspirations and wants in the short, medium and long run; 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;
Motivation & perseverance	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;
Mobilizing resources	Obtain and manage the material, non-material and digital resources needed to turn ideas into action; Make the most of limited resources; Acquire and manage the competences needed at any stage, including technical, legal, tax and digital competences;
Financial & economic literacy	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 in the long run;
Mobilizing others	Inspire and enthuse relevant stakeholders; Get the support needed to achieve valuable outcomes; Demonstrate effective communication, persuasion, negotiation and leadership;
Taking the initiative	Initiate processes that create value; Take up challenges; Act and work independently to achieve goals, stick to intentions and carry out planned tasks;
Planning & management	Set long-, medium- and short-term goals; Define priorities and action plans; Adapt to unforeseen changes;
Coping 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;
Working with others	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;
Learning through experience	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);

Learners' expected progression level ranges from *foundation* to *intermediate*. This means that in demonstrating the competences, learner is either still relying on support from others, or is building independence.



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VETpreneur

VETpreneur

ABOUT THE PROJECT: The project addresses common regional and also country specific issues facing both youth and adults in the VET sector contexts as per the ETF assessments reports (Turin process reports) from 2020 and 2021. In doing so, the VETpreneur project mainstreams the use of EntreComp framework (entrepreneurship as a key competence) in formal and non-formal VET education and training in the Western Balkans.



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