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Index

1.	Introduction	4
2.	Analysis of different methods for the recognition of entrepreneurship competence in Europe	6
2.1	In France	7
2.2	In the Netherlands	9
2.3	In Finland	10
2.4	In Italy	13
3.	Analysis of situations in which entrepreneurship is recognised as an applicable competence	16
3.1	Identification Phase	18
3.2	Recognition Phase	20
3.3	Evaluation phase	20
3.3.1.	Quarter Mediation	22
3.3.2.	Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara	25
3.3.3.	Innoventum Oy	28
3.3.4.	Università Ca' Foscari di Venezia	31
3.3.5.	Civiform società cooperativa sociale	34
3.4	Experimentation phase	37
3.4.1.	Quarter Mediation	39
3.4.2.	Civiform	45
3.4.3.	Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara	47
3.4.4.	Università Ca' Foscari di Venezia	53
4.	Conclusions	55

1. Introduction

Entrepreneurship is often defined as the engine that drives the economy of the countries and in recent years, the interest in this issue has grown considerably, until it becomes a real key political objective of the EU.

“The development of the entrepreneurial capacity of European citizens and organisations has been one of the key policy objectives for the EU and Member States for many years. There is a growing awareness that entrepreneurial skills, knowledge and attitudes can be learned and in turn lead to the widespread development of entrepreneurial mind-sets and culture, which benefit individuals and society as a whole”¹.

The spirit of initiative and entrepreneurship is one of the eight European key competences for lifelong learning, defined as *“the ability of a person to translate ideas into action. This includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve objectives. It is a competence that helps individuals not only in their daily lives, at home and in society, but also in the workplace. It helps to be aware of the context in which they work and to be able to seize the opportunities that are offered and it is a starting point for the more specific skills and knowledge that those who initiate or contribute to a social or commercial activity need”².*

It is in this type of context that the right to lifelong learning is expressed and consequently the approach to skills acquired by people in the course of their journey and which result as a set of knowledge and skills.

This definition has been subsequently and more recently developed into guidelines, strategic priorities and operational models on entrepreneurship in education and training, specifically inviting adult education providers to integrate entrepreneurial skills and competences into the services they currently provide or through specific courses. The New Agenda for Skills for Europe also refers to a forthcoming review of the Key Competences Framework, with a particular focus on promoting innovation-driven entrepreneurial thinking, and of the Council Recommendations on actions to be taken in the field of skills assessment, validation and recognition. It includes the consolidation of a framework for skills assurance, which has so far been transposed and implemented in a fragmented way in national contexts.

¹ EntreComp: The Entrepreneurship Competence Framework.
<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>

² EntreComp: The Entrepreneurship Competence Framework.
<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>

In a situation of high rates of unemployment not only among young people, economic crisis and rapid changes due to the complexity of our economies, the entrepreneurial capacity of people seems to become crucial for economic recovery, job creation, inclusion and poverty reduction; this because promoting innovation and competitiveness fosters smart, sustainable and inclusive growth of economies.

Within this output, the REACT project aims at the development of a Recommendation document that consists of two different parts:

Part 1: Analysis of different methods for the recognition of entrepreneurship competence in Europe
This chapter is based on the results of the research done by each partner for identifying the National Strategies for the recognition of entrepreneurship competence in the countries involved in the REACT project. The main aim of this chapter is to build an overview of existing concepts, policies and/or initiatives, which seek to establish the state-of-the-art of entrepreneurship competence within four different EU Member States: France, Italy, Netherlands and Finland.

Part 2: Analysis of situations in which entrepreneurship is recognised as an applicable competence
In this chapter the partners in the REACT project consortium applied a validation process inspired by the real system of certification of competences, consisting of four distinct phases: identification, recognition, evaluation and experimentation of the entrepreneurship competence. The REACT partners used this framework as a structure to follow, focusing their attention to the evaluation phase, since the project aims at designing different situations in which entrepreneurship is recognised as an applicable competence.

Consequently, each of the project partners described three different situations and/or activities that make possible the assessment of some aspects of the entrepreneurship competence. According to EntreComp document, the framework is composed of three competence areas, fifteen competences, an eight-level progression model and a list of 442 learning outcomes.

2. Analysis of different methods for the recognition of entrepreneurship competence in Europe

Encouraging the development and recognition of adult skills is increasingly seen as a winning strategy, both for economies and businesses and for societies and citizens. Countries need to maintain and constantly improve their competitiveness in the current global and knowledge-based economy and seek to develop policies that increase their economic flexibility and enhance the capital of available skills.

In order to cope with the continuous changes in the society and maintain a high level of competitiveness, companies need to update the skills of human resources at different professional levels, while there is a growing demand for the basic personal and professional skills needed to deal with these changes.

In this context, the REACT partners focused their attention on the fostering of the entrepreneurship skill that has become a policy priority in Europe. As a result of this, the EU and the Member States are taking measures to incorporate entrepreneurship into different policy fields. In the educational sector, entrepreneurship education is high on the agenda of policy-makers. Entrepreneurship as a competence is being introduced into school and vocational training curricula and efforts are being made to create frameworks and tools to operationalise transversal skills in the education, training and youth fields.³

The content of this chapter is based on the results of the research done by each REACT partner for identifying the National Strategies for the recognition of entrepreneurship competence in the countries involved in the REACT project. The main aim of this chapter was to build an overview of existing concepts, policies and/or initiatives, which seek to establish the state-of-the-art on entrepreneurship competence within four different EU Member States: France, Italy, Netherlands and Finland.

³ Ivana Komarkova, Johannes Conrads, Antonio Collado Entrepreneurship Competence: An Overview of Existing Concepts, Policies and Initiatives, European Commission - Joint Research Centre Institute for Prospective Technological Studies, 2015

2.1 In France

The setting up, in 2002, of the National Committee for Professional Certification (CNCP) and the national register of vocational qualifications (RNCP) signals the establishment of the French national qualifications framework. Supported by the system for validation of non-formal and informal learning (*validation des acquis de l'expérience*), the French framework can be seen as belonging to the first generation of European qualifications frameworks. While more limited in scope than the new comprehensive NQFs now developing throughout Europe, in its focus on vocationally or professionally oriented qualifications, its regulatory role is strong and well established⁴.

The French NQF, as defined by the RNCP, covers all vocationally or professionally oriented qualifications, including all higher education qualifications with a vocational and professional orientation and purpose.

Sc'Opara, the lead partner of this project, identified the following elements about the national recognition of competences: the National Commission for Professional Certification (NCPC)⁵ and the National Directory of Professional Certifications (NDPC)⁶ that is composed of sixteen ministerial representatives, ten social partners, three elected representatives of the consular chambers, three elected representatives of the regions and twelve qualified persons. The NCPC was created under the French Law of social modernization, in January 17th 2002 (n°2002-73) that concerns labour, health and housing.

There is no specific system of recognition of entrepreneurship skill, but broader strategies and laws refer to the development of Entrepreneurship such as:

- ✓ The Guidance and Planning for the Reconstruction of the School in the Republic (210) – Law 2013-595 of 8 July 2013. States that it is the school's responsibility to promote a sense of initiative and to encourage engagement with external partners via initiatives such as business visits, internships and discovery of enterprise, and relevant projects for skills development.
- ✓ The Common Basis of Knowledge and Skills (*Socle commun*) (211) – Decree No 2015-372 of 31 March 2015. This identifies the link with the competence 'Autonomy and Sense of Initiative', which requires students to learn to take the initiative, be entrepreneurial, and implement projects after assessing the possible outcomes of their actions.

⁴ Analysis and overview of NQF developments in European countries

http://www.cedefop.europa.eu/files/6117_en.pdf

⁵ <http://www.cncp.gouv.fr/>

⁶ <http://www.rncp.cncp.gouv.fr/>

However, the most relevant strategy is the national innovation strategy 'A New Deal for Innovation', launched in 2013. The lead for this strategy is the General Commissioner for Innovation, under the authority of the Prime Minister, working with the Ministry of National Education, Higher Education and Research and the Ministry of the Economy. The objectives of this strategy is focused on four action areas: organisation and evaluation of public policies in favour of innovation; development of a culture of entrepreneurship and innovation; increasing the economic impact of public research transfer; supporting business growth through innovation.

In order to do so, the government allocated EUR 20 million to entrepreneurship education from 2014 to 2019 for various projects financed up to 50 % by *Caisse des dépôts et Consignation* and co-financed by corporate partners, public institutions (including funds from the Ministry of National Education, Higher Education and Research), and/or EU programmes. This funding stream supports projects that run for either three or five years from July 2015. The aim is to identify and support the most strategic initiatives to improve the culture of innovation and entrepreneurship among young people at all levels, significantly increasing the number of students experiencing entrepreneurship education. The General Commissioner for Innovation takes the lead under the authority of the Prime Minister, working with the Ministry of Education, Higher Education and Research and the Ministry of Economy. Any recognition has to follow one of the registration procedures at the NDPC below:

1. Registration by law (certifications subject to a creation or authorization decree)

Are registered by law in the NDPC, diplomas and professional titles issued in the name of the State that were created after consulting advisory bodies involving the representative organizations of employers and employees. Prior to their elaboration, the desirability of their creation is subject of a public opinion of this commission within a period of three months. After this period, this opinion is deemed favourable.

2. Registration on request (certifications created by private or public bodies on their own behalf)

For a first request or renewal request, only the authority responsible for issuing a professional certification is entitled to submit an application for registration to the NDPC, subject to meeting the conditions set out in Articles of the Code de Education.

3. Competency blocks: principles and recommendations for certifying bodies

NCPC, whose main mission is to establish, update and develop the NDPC, specifies in a fact sheet for certifiers, the definition of blocks and their identification procedures within the RNCP.

2.2 In the Netherlands

In the Netherlands the situation about the recognition of entrepreneurship competence is different from the other countries because the government has launched in 2008 an Action Programme for Education and Entrepreneurship (*Actieprogramma voor onderwijs en ondernemerschap*) provided by the Ministry of Economic Affairs and the Ministry of Education, Culture and Science in the Netherlands.

The schools in the Netherlands have a high level of autonomy concerning their curricula. In this respect, Entrepreneurship education is not explicitly recognised as a compulsory part of curricula. However, as schools in the Netherlands receive a subsidy to develop educational courses in cooperation with local businesses, universities and other stakeholders, it is a high demand for Entrepreneurship education, mostly in vocational education as it being focused to develop specific entrepreneurial skills. Therefore, students involved in vocational education have the opportunity to choose CE Entrepreneurship named *keuzedelen* (elective subject).

The action programme includes initiatives developed by the Dutch government, together with employers' and employees' organisations, aimed to include Entrepreneurship in the education system. One of the initiatives is the "Entrepreneurship Module" eligible for Certification in upper secondary vocational education, as part of the Dutch National Action Plan 2012-2013. After being applied for 3 years, the programme was reviewed and a module was developed by the Centre of Expertise on Vocational Education, Training and the Labour market for the Trade Sector (*KCH - Kenniscentrum Handel*) in cooperation with stakeholders. The module has as the main objective to enable VET students to become self-employed or freelancers and develop an entrepreneurial mind-set to become more employable.

The "Entrepreneurship Module" describes the basic entrepreneurial package that an independent would-be entrepreneur needs in order to build his own business and consist of the following seven work processes split in two main categories:

- **Drafting the business plan and the first steps in starting a business:**
 - ✓ Thinking for the future (determine what the business will look like in the future)
 - ✓ Shaping the general business idea (the form of the business)
 - ✓ Clarifying and regulating the financial aspects related to starting a business
- **Maintaining an developing the business:**
 - ✓ Monitoring the financial position of the business
 - ✓ Developing, positioning and innovating the business

- ✓ Purchasing products and/or services for the business
- ✓ Acquiring orders, finding clients, drafting quotations, negotiation

The “Entrepreneurship Module” is organised by formal educational institutions (VET upper secondary education) and helps the target group (VET students) keep their focus on the business in order to ensure its continuity and profitability (e.g. control the financial and technical figures, get and stay in contact with potential clients, improve the business).

The “Entrepreneurship Module” is eligible for Certification as an elective subject in upper secondary vocational education, from the academic year 2011/2012 by the Dutch VET institutions. Therefore the “Entrepreneurship Module” is formally recognised, VET students in the Netherlands being required to take elective modules as part of their studies (NLQF levels 3 and 4) and in this respect they have the possibility to choose from a range of options. At the end of each module, the “Entrepreneurship Module” included, the students receive a certificate for successfully passed the module. The recognition lasts forever and it is guaranteed by the Certificate the VET students receive at the end of the successfully finalised “Entrepreneurship Module”.

Between 2011 and 2013, the “Entrepreneurship Module” was taught in 16 VET pilot schools in the Netherlands, to 3600 students (1600 students in the academic year 2011-2012 and 2000 students in 2012-2013). The mentioned initiative contributed to embedding entrepreneurship in the national qualifications framework and built the VET providers’ awareness of the fact that entrepreneurship is a cross-sectorial topic.

In the Netherlands, the education is compulsory up to 18 years old. Therefore, if the students are younger than 18, the education and the related certification is free of charge. If the students are older than 18 and involved in Senior Secondary Vocational Education, they have to pay a small amount as a tuition fee and certification.

2.3 In Finland

Since 2009, Finland has a national strategy for Entrepreneurship called “Guidelines for entrepreneurship education”, which is led by the Ministry of Education and Culture (*MoEC*) and covers the period 2009-2015. The guidelines were prepared through broad-based cooperation with different operators in the entrepreneurial community. The Guidelines address all levels: from early childhood education and care to adult education and higher education. Its aim is to enhance the entrepreneurial spirit among Finns and make entrepreneurship a more attractive career choice. The measures go across the whole education system, aiming to develop active citizenship, enhance

creativity and innovation in education and training, create a positive entrepreneurial culture and attitude, and promote business start-up. It advocates entrepreneurial schools with a flexible, creative and innovative operational culture. This is matched by support to develop learning environments, which are learner focused, and where the teacher is a guide. Experiential learning involving problem solving and interaction with external organisations should be provided.

Concrete actions

- ✓ networking between EE partners is intensified at international/national/regional/local levels;
- ✓ regional expertise centres have established their position and cover the whole country;
- ✓ Entrepreneurship has become a solid part of core curricula and a stronger part of school-specific curricula;
- ✓ Entrepreneurship is integrated more robustly into school and business strategies and development plans;
- ✓ Entrepreneurship studies are included in vocational core curricula;
- ✓ Higher education institutions have incorporated entrepreneurship in their overall strategies;
- ✓ Entrepreneurship is part of the initial training of the teachers who will be responsible for this theme;

Ministries and stakeholders involved

The guidelines were prepared through broad-based cooperation with different operators in the entrepreneurial community. The partners included a range of government and national agencies, education organisations, regional authorities and business organisations.

How does the Finnish education system work?

The Finnish education system comprises pre-primary education, basic education, general upper secondary education and vocational education and training, as well as higher education provided by polytechnics and universities. Adult education and training is available at all levels, with the exception of pre-primary education. Students' eligibility to move from one level of education to the next is guaranteed by legislation.

Stakeholders from the business sector are involved and integrated in developing the national policy framework. To strengthen the co-operation with companies and working life organizations, teacher-training councils in all vocational teacher-training units have members from organizations representing employment, working life and entrepreneurship. On-the-job-learning and co-operation with companies and working life is an integral part of vocational education. Both company visits by schools and school visits by companies are included in the programme. Additionally, various

measures have been set up in the development plan by the Ministry of Education and Culture to strengthen the links between education and working life. The Federation of Finnish Enterprises for instance provides training for entrepreneurs and it is also involved in designing national policies for entrepreneurship education and regularly carries out surveys of its activities.

In the first and second grade, Entrepreneurship is integrated within cross-curricular themes: “Personal Growth” and “Participatory Citizenship and Entrepreneurship”, which are addressed through core and optional subjects and in joint events. In addition, the subject “Social Studies” (grades 7-9) includes Entrepreneurship elements, as well as the national core curriculum features “Social Studies”.

A continuum of learning results from basic throughout secondary education is ensured by the structure of the curriculum. In the first and second grade, the main learning outcome for “Participatory Citizenship and Entrepreneurship” is to develop the skills needed for both civic involvement and basic entrepreneurial skills (such as forming critical opinions, dealing with conflict, being enterprising and acting innovatively). In the third grade, in “Social Studies”, pupils learn the fundamentals of entrepreneurship and understand its importance to society’s well-being and to the economy.

The national core curriculum requires schools to create a study environment where students set their own objectives and learn to work both independently and collaboratively. The module “Entrepreneurship and Entrepreneurial Activity” is compulsory for all qualifications and ensures that students are able to assess and recognise their own skills and strengths make their own business plans and assess the value of being an entrepreneur.

Teacher training institutions have the autonomy to decide on their curriculum with some offering optional courses on entrepreneurship.

Through years of developing entrepreneurship education, all the Nordic countries have adopted certain common features, which distinguish them from other countries. In general, Finland, Denmark and Norway have advanced well in implementing their entrepreneurship education strategies, whereas Sweden is following. Overall, there is still room for improvement in teacher education and training, especially how to motivate teachers to engage in entrepreneurship education, and in the area of continuing professional training.

2.4 In Italy

In Italy, there is no official entrepreneurship strategy for the recognition of this competence, but the central government is implementing a national system of certification of skills acquired by people (in study, in life and in work). In order to promote their geographical mobility and the meeting between supply and demand in the labor market, Italy is elaborating a recognition system that assesses the visibility of learning and the ability of certification at national/European level.

In the Italian model of competence certification, each region is either creating its own validation model or creating a fragmented system with different contents and procedures. Now, there is no well-defined strategy for the certification of competences in the entrepreneurial field, but the government is studying the methods that relate precisely to the certification of entrepreneurial skills.

The sources of the legislation

Following the economic crisis between 2009 and 2013, national policy and institutions have shown considerable interest in the recognition of learning acquired outside formal education and training contexts. The economic crisis has highlighted the disparity between the demand for and supply of skills in the labor market.

In this context, a regulatory process is being launched which includes a set of provisions for lifelong learning and the definition/validation of certification of formal and non-formal competences/learning.

The most important legislative reference are Decree n.13/2013 and DI 30 June 2015 that are an establishment of an operational framework for the national recognition of regional qualifications and related competences within the National Directory of Vocational Education and Training Titles. The summary scheme of the above-mentioned Decrees can be seen below:

	RECEPTION	IDENTIFICATION	VALIDATION	CERTIFICATION
Goals	Informing and orienting the Citizen with respect to service offered	Rebuilding experiences and identify in the Framework national qualifications and regional competences potentially valid, or certifiable	Confirm membership possession of skills learned in non-formal contexts and identified informal	Certifying skills learned in formal contexts (out of training) and non-formal and informal (in output from validation)
Process	Reception and individual information or in group	Individual interviews with: Sharing of activities carried out, identification of skills and dossier composition	Evaluation with minimum technical examination of the file. Possible proof headed	Direct evidence: interview technical or test in climate

At the end of the above mentioned processes, if the outcome of the competence validation tests has been positive, the certificate of possession of the competences validated during the examinations is issued.

Who can certifies the skills in Italy

Below you can see the subjects, organisations and bodies able to certify the competences in the Italian legislative system:

- the system of schools and universities, in relation to qualifications in the school system and university;
- the system of bodies accredited by the Regions and autonomous Provinces, in relation to the training qualifications;
- the system of authorized subjects for services at work (at national and regional level), including special scheme entities, chambers of commerce, industry, handicrafts and agriculture, professional associations, orders and colleges in relation to the qualifications of the professions.

The Friuli Venezia Giulia Regional Certification System

The Regional Certification System is a "single and unitary" system, meaning that:

- competences have the same value whether they are acquired in contexts of formal learning and both in non-formal/informal contexts;
- competences are assessed and evaluated regardless of the learning context and in compliance with the principles and standards of process that guarantees minimum levels of performance at national level;
- the certificates issued have the same expendability regardless of where the skills have been acquired.

The formalized recognition is configured as a "service to the person" provided through activities of consulting and individual assistance.

The delivery process takes on a specific configuration depending both on the scope of application (as specified below) and the characteristics of the people accessing it, in terms of gained study/work experience:

- for persons with experience gained in education and training contexts, in work and professional contexts and in social and individual life contexts: "Recognition service formalized in the field of Labour";
- for persons who take part in a training course which provides the issue of a certificate of qualification or attestation of competences/part of competences;
- for persons who participate in a course that provides for the successful completion of the issue of a qualification certificate: "Service of recognition formalised within the framework of the vocational education and training";
- for persons employed under an apprenticeship contract: "Service of recognition in the field of the apprenticeship;
- in the case of 'Apprenticeship for qualification and professional diploma', the certification of the competences takes place in analogy to that defined in relation to the Service of formalised recognition in the context of Vocational Education and Training;

- in the case of "Apprenticeship or professional contract", the certification of the competences is carried out in analogy to what has been defined in relation to the recognition service formalized in the context of the "Work.

Here are the phases of the service in schematic form:

DISSEMINATION, PROMOTION AND INFORMATION ACTIVITIES OF THE SERVICE	
INVOLVED SUBJECTS	ACTIVATED SKILLS
Employment Services Subjects of the leFP (Vocational Education and Training is a training system that is an integral part of the second cycle of education in the school system) Regional Centres for Guidance	Operators in charge of the first reception and information

FORMALISED RECOGNITION SERVICE		
PHASES	OFFICES INVOLVED	ACTIVATED SKILLS
1. Access to the Service	Regional Centers for Guidance	
2. Identification of the capabilities	Regional Centers for Guidance	
3. Evaluation of the capabilities	Subjects of leFP (Vocational Education and Training is a training system that is an integral part of the second cycle of education in the school system)	Expert for the identification and placement in transparency of competences
4. Attestation		Expert for planning and implementation valuation activities Content Expert (for example teachers, trainers, etc)

In conclusion, for the time being, we are only in a trial phase because the procedures mentioned above have not yet become operational.

3. Analysis of situations in which entrepreneurship is recognised as an applicable competence

Transparency and recognition of skills, wherever they are acquired, has been a topic much debated at European level. In recent years, the validation of the non-formal and informal learning has become the subject of concrete policies of intervention. Although it is important to promote lifelong learning, in the current scenario it is more necessary than ever to make the skills acquired visible; they must be valued so that the individual is able to apply them on the labour market and thus facilitate geographical and professional mobility.

The European Commission itself calls on the Member States to implement systems in degree of emergence and enhancement of the skills that individuals mature in the experience of work, but also in voluntary work and the exercise of active citizenship, as well as in private life.

The Europe 2020 strategy sets out the development of knowledge, skills and competences as a prerequisite for economic and employment growth in order to improve entry and progression into the labour market, facilitate transition between work and learning stages, and promote geographical and occupational mobility.

In this perspective, there is a need to build a system of recognition, validation and certification of skills that allows individuals to enhance and spend their acquired skills in a given geographical context, in the European labour market and in the education and training systems.

Validation is, first and foremost, about making visible the diverse and rich learning of individuals. This learning frequently takes place outside formal education and training – at home, in the workplace or through leisure time-activities – and is frequently overlooked and ignored.

Secondly, validation is about attributing value to the learning of individuals, irrespective of the context in which the learning process took place. Going through validation helps a learner to ‘exchange’ the non-formal and informal learning outcomes for future learning or employment opportunities⁷.

Within the validation process, there are four distinct phases: **identification**; **documentation**; **assessment** and **certification**.

These phases are mixed and balanced in different ways, reflecting the particular purpose of each validation arrangement. When working towards a formal qualification, the robustness and credibility of the assessment stage are crucial.

⁷ European guidelines for validating non-formal and informal learning- CEDEFOP – 2015
http://www.cedefop.europa.eu/files/3073_en.pdf

The purpose of validation is to produce proof of learning, potentially to be exchanged into future learning and/or work. This requires identification, documentation and assessment of the learning in question to refer to an agreed and transparent reference point or standard.

Aware of this, the European Parliament and Council set out a recommendation on the key competences for lifelong learning. In the recommendation, the mentioned European bodies defined eight key competences that are considered important for every European to develop and update throughout his/her life to be able to adapt to change. They are based on the need for personal fulfilment and development, active citizenship, social inclusion and employment:

1. Communication in mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. **Sense of initiative and entrepreneurship**
8. Cultural awareness and expression

In this context, REACT project partners worked on **Sense of initiative and entrepreneurship** focusing on the following objectives:

- ✓ promoting among adults a better understanding of the entrepreneurship competence;
- ✓ carrying out a sample survey of the best projects and tools about peer learning and peer tutoring methods that already exist;
- ✓ defining and testing innovative tools and practical methods that support adults to improve their entrepreneurial skills;
- ✓ promoting an innovative tool for the certification of the entrepreneurship competence.

In this chapter partners tried to apply the validation process to the entrepreneurship competence focusing the attention in the assessment phase. Partners have indeed described different situations and activities in which it could be possible to assess some aspects of the entrepreneurship competence taking as a point of reference the EntreComp document that includes 3 competence areas, 15 competences, an 8-level progression model and a list of 442 learning outcomes.

Here below we present a description the results of the work that each partner has done in the research of activities in which specific competences of entrepreneurship could be evaluated.

3.1 Identification Phase

Validation necessarily starts with the identification of knowledge, skills and competence acquired and is the activity where the individual becomes increasingly aware of prior achievements. This stage is crucial as learning outcomes differ from person to person and will have been acquired in various contexts: at home, during work or through voluntary activities.

Since REACT project aims at promoting an innovative tool for the certification of the entrepreneurship competence, the partner organisations involved in the consortium decided to focus on the assessment phase of entrepreneurship competence. In order to develop situations and activities in which entrepreneurship could be evaluated, in this first phase the partners identified three or more competencies per partner chosen from the EntreComp framework. The chosen competences were then evaluated through different activities proposed by the partnership within the assessment phase.

Here below you can find the list of the 15 competences taken into consideration:

Competence Areas	Name of the competence	Description according to EntreComp	Learning outcome
Ideas and opportunities	Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	Can identify opportunities by using imagination and creativity
	Creativity	Develop creative and purposeful ideas	Can develop creative ideas with clear vision of the future according with environment protection
	Vision	Work towards your vision of the future	
	Valuing ideas	Make the most of ideas and opportunities	Can recognize the potential of an idea and identify suitable ways making the most out of it
	Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	Can evaluate the consequences and impact of ideas and opportunities

Competence Areas	Name of the competence	Description according to EntreComp	Learning outcome
Resources	Self-awareness and self-efficacy	Believe in yourself and keep developing	Believe in yourself and keep developing
	Motivation and perseverance	Stay focused and don't give up	Can stay focused and don't give up
	Mobilizing resources	Gather and manage the resources you need	Can gather and manage the resource you need by inspiring others
	Financial and economic literacy	Develop financial and economic know how	Can develop basic business plans
	Mobilizing others	Inspire, enthuse and get others on board	Can gather and manage the resource you need by inspiring others
Into action	Taking the initiative	Go for it	Take up challenges. Act and work independently to achieve goals
	Planning and management	Prioritize, organize and follow-up	Can prioritize, organize and follow-up tasks
	Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	Can take decisions dealing with uncertainty, ambiguity and risk
	Working with others	Team up, collaborate and network	Can be open and helpful towards others and providing information and support accepting others opinion, changing own plans if useful to achieve objectives and has the ability to solve conflicts
	Learning through experience	Learn by doing	Can learn by doing , learn with others including peers and mentors

3.2 Recognition Phase

Documentation will normally follow the identification stage and involves provision of evidence of the learning outcomes acquired. This can be carried out through the 'building' of a portfolio that tends to include a CV and a career history of the individual, with documents and/or work samples that attest their learning achievements⁸.

Validation needs to be opened to various evidence types, ranging from written documents to work samples and demonstrations of practice. This phase is aimed at identifying and formally defining the competence and/or the competences that will be subject to validation. The identification of knowledge and/or skills to be validated must be based on references or standards of formalised or institutionalised skills (regional qualifications systems, specific national standards etc.) or created "ad hoc". In this phase, the competences will be described and formally reported in specific documents given by the candidate who wants to have one or more entrepreneurial (in this case) competence recognized (e.g. the ability to work in a team).

The documents taken into consideration are:

1. Curriculum Vitae;
2. Reference letters of former employers;
3. Work documents/projects produced by the candidate concerning specific competences;
4. Work experiences abroad/in multicultural contexts;
5. Experiences of volunteering and working in associations.

In this recognition phase, if clear evidence is produced, it is possible to recognise one or more specific competences.

3.3 Evaluation phase

In this phase the REACT partners focused their work to find activities and situations in which entrepreneurship competences could be evaluated.

The aim of the evaluation phase is to verify the actual possession of the skills acquired in non-formal and informal learning contexts. This can be done in two ways: the collection of documentary evidence attesting the presence of expertise or, in cases where it is not possible to acquire concrete evidence, through the activation of specific assessment sessions. In both cases, it will be possible to

⁸ European guidelines for validating non-formal and informal learning- CEDEFOP – 2015
http://www.cedefop.europa.eu/files/3073_en.pdf

record the evidence and/or the results of the assessment, in a specific individual file that may be attached to the declaration of competence issued at the end of the process.

In this context, partners worked on the elaboration of three situations (e.g. role-play, a questionnaire, an online game, an individual activity, a teambuilding game etc.) in which specific EntreComp competences could be evaluated. This activity had the aim of finding innovative tools to evaluate entrepreneurship in the case of absence of concrete evidences. Each activity was being divided in three different steps that represent the small phases of evaluation depending on the level of competence reached by the participant. This strategy is useful to evaluate the candidate, based on the reached steps.

The activity of assessment and evaluation represent an obligatory step in the evaluation phase, but it has to be organized only if there is no sufficient documentary evidence. The assessment shall include the preparation of a real evaluation test that can be written, oral or practical, depending on the type of competence to evaluate. In this case, the partners organised a practical assessment of the different competences.

Here below the three activities each partner developed are presented, as well as the results of the experimentation phase in that each partner highlighted in particular the feedback received from participants and the reached steps.

Description of the activities per partner

3.3.1. Quarter Mediation

First activity

Competences to evaluate: Coping with uncertainty, ambiguity and risk *and* Working with others

Name of the activity	LEGO listening
Source used to find the activity	Quarter Mediation's activities
Activity type (formal, informal, non-formal)	Non-formal
Time needed to develop the entire activity	15 to 20 minutes
Instruments	LEGO pieces (about 6 per participant) or drawing paper and pencils
Objectives of the activity	To help each participant to work with others, listen to others, follow instructions and use questions in order to be able to take the most appropriate decision while dealing with uncertainty.
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Split the group in pairs and sit each pair back to back. Both participants have about six identical LEGO pieces. One participant makes a shape out of them. Then, without looking at what his/her partner is doing, he describes its shape in the hope that his/her partner will do an exact copy.
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	The partner must listen, but not look. He/she can use active listening and ask questions for clarification. They then change roles. A possible alternative is for each to have a piece of paper: one draws a simple picture of a house, a street, trees, sun and clouds, while the partner has to produce an identical picture.
Step 3 of the activity (it represents the top level of achievement of the objective)	The group reflects on how important it is to cooperate and team up, listen actively, using questions to clarify the ambiguities in the content of the message. It discusses the main characteristics of using active listening, such as: choosing an appropriate physical environment; removing distractions; listening with empathy; making sure that there is a mutual understanding; reflecting feelings; paraphrasing main ideas; interrupting, if necessary to clarify; understanding body language; observing position and posture; making eye contact when possible; considering expression and gestures; concentrating.
Conclusion	The participants acquire the competencies if each of them is able to create an exact copy of the work of his/her partner by following the rules written above.

Second activity

Competences to evaluate: Self-awareness and self-efficacy *and* Motivation and perseverance

Name of the activity	Qualities exchange
Source used to find the activity	Quarter Mediation's activities
Activity type (formal, informal, non-formal)	Non-formal
Time needed to develop the entire activity	15 to 20 minutes
Instruments	None
Objectives of the activity	To discuss the importance of developing personal qualities in a personal development programme. To encourage self-discovery, allowing users to identify their gifts, talents, interests, what they are good at and what their strengths are. To experience activities that enable people feel good about themselves and appreciate that in order to succeed in life we need to develop self-awareness, self-esteem, a sense of purpose and a positive personal view of our future.
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Split the group into pairs. Each pair will role-play, with one in the role of a "wise magical person" and the other in the role of a normal person, who we can refer to as the "chosen one", with the aim of finding good qualities inside themselves. The role of the "wise magical person" is to negotiate the exchange of qualities, help to identify the personal qualities and foresee the consequences of losing or gaining some qualities.
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	At the end of the first turn, roles can be switched within the pairs. Those playing the "chosen ones" have to act like themselves. The main idea of the game is that each participant is going to meet a "wise magical person" who is capable of providing an exchange of personal qualities. The reason for the exchange is because they are in need of some personal qualities. In order to have the personal qualities that they lack, participants need to give away some of the personal qualities they already have.
Step 3 of the activity (it represents the top level of achievement of the objective)	Personal qualities in this activity are symbolic goods, which can be exchanged as if in a market. In order to reach an agreement, participants must think about: How many different personal qualities the "chosen ones" need to give up in order to have more of the personal qualities they are looking for. How many of their personal qualities they need to give up. (For example, if someone is disorganized but communicative and very intelligent, this person could give up, let's say, 5% of his/her communication skills and 20% of his/her intelligence for a 15% gain of organization.)
Conclusion	Each participant to select their most obvious personal qualities and make best use of them in order to achieve their goal of changing themselves. Moreover, they think more about the personal qualities they lack and ways of acquiring them.

Third activity

Competences to evaluate: *Vision and Creativity*

Name of the activity	Appreciative Inquiry
Source used to find the activity	Quarter Mediation's activities
Activity type (formal, informal, non-formal)	Non-formal
Time needed to develop the entire activity	45 minutes
Instruments	Markers and flipchart
Objectives of the activity	To encourage participants to focus on positive experiences that drive them towards a positive vision of their future. To be creative on what could be effective in helping the participants achieve their positive goals, as well as on what ideas could have a high impact towards their ideal.
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Split the participants in pairs and ask one in each pair to write down on the flipchart the questions needed make a conversation with their partner. Later on, ask them to exchange roles, so that the one who was asking the questions will then be giving the answers to the same questions. Discovery: appreciating the best The purpose of this stage of the activity is to encourage your partner to recall the conditions that supported positive experiences in their past. This way you help to set a vision of a future situation based on what has worked for them before.
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Dream: imagining the results of what might be The purpose is to help participants imagine what their perfect future would look like, as a clear vision of the future will help focus their development efforts, expand their potential and overcome barriers. For example, people can imagine their current situation with everything going as they would wish it to be, but also what would their situation look like if all the factors were in place.
Step 3 of the activity (it represents the top level of achievement of the objective)	Design: co-constructing the ideal The purpose is to help others take their dream seriously for a moment and produce imaginative ideas about what would need to happen for them to realize their dream. The trainer should encourage the person to be as creative as possible.
Conclusion	Deliver: realizing the dream by transforming ideas into practical actions The participants will be able to decide what actions they will take immediately as practical steps towards their ideal goal, building on from the previous questions. They may need to revisit their earlier reflections. The actions should be realistic and as concrete as possible and should be agreed only if they are committed.

3.3.2. Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara

First activity

Competences to evaluate: Teamwork, valuing ideas, taking the initiatives, ethical and sustainable thinking, working with others.

Name of the activity	Design thinking
Source used to find the activity	https://www.gsb.stanford.edu/insights/how-design-thinking-improves-creative-process
Activity type (formal, informal, non-formal)	Indoor; non-formal
Time needed to develop the entire activity	3 hours
Instruments	Computers, inspiration cards, colored pencils, paper.
Objectives of the activity	To build an entrepreneurial mindset through collaborative, generative work with the aim to discover and define opportunities for business; to transform ideas into action by developing and delivering business solutions through connected processes of divergent and convergent thinking.
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Choose different problems/ideas to focus on and start to think about them with other members of the group / brainstorming
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Listen, think and find possible solutions for the selected problem/scenario creation
Step 3 of the activity (it represents the top level of achievement of the objective)	Present the problem/solutions to the others.

Second activity

Competences to evaluate: Spotting opportunities, valuing ideas, creativity, taking the initiatives, mobilizing others, learning through experience.

Name of the activity	Introduction to an entrepreneurial cooperative mindset
Source used to find the activity	-
Activity type (formal, informal, non-formal)	Indoor; Non-formal
Time needed to develop the entire activity	3 hours
Instruments	Digital equipment (PC, tablet if needed), pen, papers etc. (office tools)
Objectives of the activity	Through this training activity, participants will have an overview of an entrepreneur's routine. For one day, they will cover entrepreneurial useful thematic such as entrepreneurship concept and business management principles. Entrepreneurial skills such as team spirit, sense of responsibility, creativity, rigor, discovery spirit and communication.
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Having and presenting ideas, brainstorming
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Evaluate entrepreneurial knowledge and develop entrepreneurial mindset.
Step 3 of the activity (it represents the top level of achievement of the objective)	Start to create a business plan.

Third activity

Competences to evaluate: Spotting opportunities, valuing ideas, self-awareness and self-efficacy, taking the initiatives, mobilizing others, learning through experience.

Name of the activity	Simulation of a social cooperative
Source used to find the activity	https://www.reactproject.online/
Activity type (formal, informal, non-formal)	Indoor/outdoor depending on the activity developed by the cooperative; Non-formal/informal
Time needed to develop the entire activity	3 hours
Instruments	Computer and internet
Objectives of the activity	<p>The purpose of the activity is to stimulate an entrepreneurial mentality in adults and transferring method and skills for the creation of a simulated social enterprise.</p> <p>The project supports students in creating business activities.</p> <p>Being a simulation implies the need to simplify the real structure of the company, but recreating processes that are as close as possible to the reality. Students therefore face with real situations and difficulties, acquiring not only theoretical knowledge, but also skills, attitudes and practical skills.</p>
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Draft of a business plan
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Creation of the business activities (live or virtual), promotional packages.
Step 3 of the activity (it represents the top level of achievement of the objective)	Launching of a fake process.

3.3.3. Innoventum Oy

First activity

Competence to evaluate: Learning through experience

Name of the activity	Enterprise game
Source used to find the activity	https://opinahjo.fi/opinahjoyrityspeli
Activity type (formal, informal, non-formal)	Non-formal
Time needed to develop the entire activity	2-4 hours
Instruments	Lego
Objectives of the activity	In the game participants build and sell houses. The aim of the game is to enhance teamwork, strengthen decision-making, learn to share responsibility and understand the strengths of team members, managing business in changing markets. Participants get only a part of information in the beginning of the game: bigger part has to adopt during the game. Game is played by teams.
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Planning the targets, buying the land, purchase of construction equipment and materials. Purpose is to estimate the future and risks and understand that markets can change. Purchasing materials is important to manage the logistics.
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Teams buy the land, plan and build the houses. The cash flow must be followed. Have to estimate are houses individual or all similar. Do they fulfill all requirements? General rules must be complied. Or must they?
Step 3 of the activity (it represents the top level of achievement of the objective)	Selling the houses. Decide the channels for marketing and selling the houses and the target to whom to sell. Good sales pitch brings bonuses.
Conclusion	The team, which has reached the best profit, will win.

Second activity

Competence to evaluate: Taking initiative

Name of the activity	Self-assessment
Source used to find the activity	www.helsinki.fi/urapalvelut/opiskelijat/urasuunnittelu/.../Taitojen_arviointilomake.rtf Taking an initiative is one part of questionnaire where students evaluate their competences.
Activity type (formal, informal, non-formal)	Career planning during university studies
Time needed to develop the entire activity	It is depending the length of training period that can be from 3 weeks to 3 months.
Instruments	Questionnaire of evaluation of skills
Objectives of the activity	Help university students to develop their skills and preparedness to working life
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Student answer to questionnaire in the beginning of career planning, preferably before work training. He/she have to estimate his/her level of taking of initiative: <ol style="list-style-type: none"> 1. I evaluate my experiences only when required and take advantage of criticisms if I want 2. I can evaluate my learning and change my behaviour if needed 3. I looking for development possibilities and I can improve my performance according to feedback I have received 4. I am very qualified to evaluate myself and I can very well take advantage of received feedback
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Student is in training and reflect answers she/he has in questionnaire
Step 3 of the activity (it represents the top level of achievement of the objective)	Student answer to the questionnaire again and evaluate occurred changes.

Third activity

Competence to evaluate: Ethical and sustainable thinking

Name of the activity	Circular economy and enterprise game
Source used to find the activity	https://www.kadenjalki.fi/circula/
Activity type (formal, informal, non-formal)	Non-formal
Time needed to develop the entire activity	Max 3,5h
Instruments	Circular-game packet including game board, skills cards, strengthens cards, notebook
Objectives of the activity	The purpose of the game is to create a enterprise which answers to real needs or problems; use natural resources sustainably and innovatively and makes profit
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Team: Participants are divided to teams and they start to develop enterprise according to their skills and strengths which they have presented to each other's by cards belonging to the game.
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Ground of enterprise: what is business idea, who are the clients, what is a source of incomes, values and how they are visible to customers, producing, impact to the world
Step 3 of the activity (it represents the top level of achievement of the objective)	Pitching: Sharing responsibilities of marketing, staff management, PR, developing, collaboration. Highlight the circular economy and sustainability: why and how, what business models of circular economy are in use, what is the image of the enterprise, what channels do you use in communication; slogan; elevator pitch

3.3.4. Università Ca' Foscari di Venezia

First activity

Competence to evaluate: Working with others

Name of the activity	Space Adventure
Source used to find the activity	Book
Activity type (formal, informal, non-formal)	Role-playing
Time needed to develop the entire activity	1 hour
Instruments	Sheet and pencil
Objectives of the activity	Space Adventure simulates a mission on the moon of an astronaut crew. They have to solve a serious problem in order to survive and they have to do it together. The role-playing is very helpful for validating the “working with others” competence: the participants have to cooperate if they want to survive and they are forced to relate and negotiate with others
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	A sheet with the instructions is handed over to the participants: they take part to a lunar mission and they are in danger because of an accident occurred to their spaceship. If they want to survive, they have to reach another spaceship on feet (which is 200 km far away from the place where the accident happened). In the sheet there is a list of 15 objects to be taken from their spaceship in order to help reach the other spaceship
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Each participant completes a ranking list of the 15 objects by him/herself, according to the attributed importance of each object for the success of the mission (from the most essential item to the least)
Step 3 of the activity (it represents the top level of achievement of the objective)	The participants have hence to work together in order to make a unique ranking list: they have to persuade each other if they think their own list is right, or be open to change their minds if they think others’ ranking list is better. The participants receive the correct ranking list and they confront it with theirs in order to understand if they succeed or not
Conclusion	The validation process took place through the observation of some external evaluators. They received an evaluation template with some indicators: the first ones concerned the level of mastery of the competence (hierarchical structure divided into 4 levels: insufficient, sufficient, intermediate, advanced) and the frequency of the same mastery (i.e. how many times during the session each participant showed to possess the competence)

Second activity

Competence to evaluate: Mobilizing resources

Name of the activity	Elevator Pitch
Source used to find the activity	Internet
Activity type (formal, informal, non-formal)	Role-playing
Time needed to develop the entire activity	1,5 hours
Instruments	Computer, projector
Objectives of the activity	<p>An Elevator Pitch is a brief, persuasive speech used to spark interest. It can be used to create curiosity in a project, idea, or product. A good elevator pitch should last no longer than a short elevator, hence the name.</p> <p>It should be interesting, memorable, and succinct: it needs to explain what an organization, a product or an idea unique. The activity aims at mobilizing digital and communicative resources of the speakers.</p>
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Each participant receives the goal of promoting a business idea related to sustainable tourism in Venice: they can browse the web in order to get information on the subject
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	The group is divided into teams of 3 persons: they have to prepare a digital presentation of the business idea (using ppt, video or other digital instruments). Each member has to participate to the presentation. During the preparation, the teams reflect on the elements that a good shot should have (its structure and organization); the teams also have to find the time to make a trial
Step 3 of the activity (it represents the top level of achievement of the objective)	Each team has to present the business idea in 3 minutes. The other team have to evaluate the exposed idea.
Conclusion	The validation process took place through the observation of some external evaluators. They received an evaluation template with indicators: the first ones concerned the mastery level of the competence (hierarchical structure divided into 4 levels: insufficient, sufficient, intermediate, advanced) and the frequency of the same mastery (i.e. how many times during the session each participant showed to possess the competence)

Third activity

Competence to evaluate: Spotting Opportunities

Name of the activity	Business Model Canvas
Source used to find the activity	Internet
Activity type (formal, informal, non-formal)	Role-playing
Time needed to develop the entire activity	2 hours
Instruments	Post-it, poster, pencils, marks
Objectives of the activity	<p>The Business Model Canvas is a visual representation of current or new business models, generally used by strategic managers. The Canvas provides a holistic view of the business as a whole.</p> <p>The Business Model Canvas is a great tool to help understand a business model in a straightforward, structured way. Using this canvas will lead to insights about the customers, what value propositions are offered through what channels, and how the company can make money.</p> <p>Applying Business Model Canvas helps create added value in the economic field as well as produce new relationships in the variables of the model. The model itself generates new business ideas: the participants can spot new opportunities by playing the model and interacting with others.</p>
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Participants are assigned the goal of finding a business idea related on sustainable tourism in Venice
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	<p>Students browse the attached pdf of the first pages of the "Business Model Generation" book to understand and familiarize with the Business Model Canvas:</p> <p>https://drive.google.com/file/d/12Uuu_7fTy59XXfzg2eFhpg_3LR6AFr8/view?usp=sharing</p>
Step 3 of the activity (it represents the top level of achievement of the objective)	The group is divided into teams of 4 members: they have to pin at least one post-it each for every block of the BMC. At the end of the activity, each team has 3 minutes to present the idea to the others. The other teams have to evaluate the exposed idea and say if they would finance it as investors
Conclusion	The validation process took place through the observation of some external evaluators. They received an evaluation template with indicators: the first ones concerned the mastery level of the competence (hierarchical structure divided into 4 levels: insufficient, sufficient, intermediate, advanced) and the frequency of the same mastery (i.e. how many times during the session each participant showed to possess the competence)

3.3.5. Civiform società cooperativa sociale

First activity

Competence to evaluate: Financial and economic literacy

Name of the activity	Entrepreneurship and business creation
Activity type (formal, informal, non-formal)	Formal
Time needed to develop the entire activity	2-4 hours
Instruments	A PC with power point and a projector
Objectives of the activity	The seminary aims to transmit to the learners some basic notions about entrepreneurship in particular regarding the role of the entrepreneur, skills and abilities, the characteristics of self-employment and paid employment and one section dedicated to the steps from the idea to the company together with the advices for starting up the entrepreneurial idea.
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	The entrepreneur, skills and ability: in this first part the teacher explains what are the skills and abilities that an entrepreneur must have.
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Self-employment and employee work: in this second part examples of the differences between self-employment and employee work and, specifically, on the responsibility of the entrepreneur.
Step 3 of the activity (it represents the top level of achievement of the objective)	From the idea to the enterprise, the steps for starting up: in this third phase the bureaucratic and financial steps necessary to establish a business.

Second activity

Competence to evaluate: Mobilizing resources

Name of the activity	Marshmallow challenge
Source used to find the activity	Online
Activity type (formal, informal, non-formal)	Non formal
Time needed to develop the entire activity	5-minute introduction; 18-minute activity; Additional time for discussion. The 18-minute exercise is fixed. Other times can be adjusted as needed.
Instruments	<ul style="list-style-type: none"> ▪ 20 sticks of uncooked spaghetti ▪ One marshmallow ▪ One yard of string ▪ One yard of tape
Objectives of the activity	<p>To encourage students to work together to practice several design thinking mind-sets: Radical Collaboration, Bias to Action, Build to Think, Failing Fast, Test and Iterate.</p> <p>In groups of four, build the tallest freestanding tower you can in 18 minutes using only these materials.</p> <p>The entire marshmallow must be on top of the structure.</p>
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	Build in group a strong base of the tower.
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	Start building the tower so that it holds up as much as possible.
Step 3 of the activity (it represents the top level of achievement of the objective)	Build a tower that manages to support the marshmallow on the top.

Third activity

Competence to evaluate: problem solving

Name of the activity	GEM game
Source used to find the activity	Online
Activity type (formal, informal, non-formal)	Non formal
Time needed to develop the entire activity	One hour
Instruments	PC with online connection
Objectives of the activity	The GEM game aims to foster the entrepreneurial mindset and knowledge of transversal and entrepreneurial skills of students through an innovative game of guidance. Through the use of avatars, students can explore the world of professions by putting themselves in the shoes of different professionals and responding to what they would do in certain scenarios.
Description divided in steps	
Step 1 of the activity (it represents the sufficient level of achievement of the objective)	GEM links entrepreneurship skills with an understanding of different professions and skills, which closely link to careers education. Guidance counsellors and educators can bring the two together using GEM. Students chose which job (cook for example) they wished to explore by clicking on one of the icons. Once they have clicked on an icon they were taken through 10 different scenarios that someone in that job may face, and they were given 3 possible answers.
Step 2 of the activity (it represents the intermediate level of achievement of the objective)	In this case, step 2 corresponds to the various opportunities of choice that represent the model of action of the student who is involved in the game. The presentation of different scenarios of the profession of entrepreneur cook represent the level of difficulty associated with the real problems of each day.
Step 3 of the activity (it represents the top level of achievement of the objective)	The 3 step is the final certificate of the game that is not identified in a score but in a personal profile that describes his propensity to risk and the ability to adapt to different situations

3.4 Experimentation phase

The European Commission recognises the opportunity to be entrepreneurial in any situation; the labour market is rapidly changing and the employability (considering the social shift from the welfare to the learnfare) is becoming more and more essential for individuals and for the society as a whole. In the Entrecomp framework, entrepreneurship competence is both an individual and a collective capacity. It is, as said, a competence for life, as being creative or thinking about how to do things in new ways is equally relevant to progressing own career or coming up with new business ideas.

Very important to stress is the fact that no competence is more important than others: they are all key competences and are, therefore, of equal importance. Each competence has associated learning outcomes across eight progression levels. This sense of progression is important when considering the development of a learner over time, different starting point of learners of exploring to create a coherent entrepreneurship education pathway.

The Entrecomp progression model consists of the following:

- Foundation (relying on support for others), divided into level 1 (discover) and 2 (explore);
- Intermediate (building independence), divided into level 3 (experiment) and 4 (dare);
- Advanced (taking responsibility), divided into level 5 (improve) and 6 (reinforce);
- Expert (driving transformation, innovation and growth), divided into level 7 (expand) and 8 (transform).

The Entrecomp framework has been applied in different ways and has proved to be useful in helping projects and organisations to achieve the following goals:

- mobilise interest in entrepreneurship and inspire action;
- create value by adapting the framework to specific contexts;
- appraise & assess levels of entrepreneurship competence;
- implement entrepreneurial ideas and projects;
- recognise entrepreneurship skills.

EntreComp can be used by different actors and is relevant to those interested and involved in formal education, non-formal learning and inclusion activities, as well as in organisations and businesses of all sizes.

For decision makers with the power of influencing policy, EntreComp can be used to:

- develop a shared understanding and common language with all parties involved;
- inform policies linked to education, economic, employment or community development;

- define entrepreneurship impact indicators.

For those involved in the delivery of education and training, it can be used to:

- tailor entrepreneurial learning outcomes to a specific context;
- create new or enhance existing teaching and learning activities to develop entrepreneurial competences;
- design assessment of entrepreneurial learning.

For those working with young people outside of formal education, it can be used to:

- design activities that provide practical entrepreneurial experiences;
- help young people understand how entrepreneurial they are;
- recognise your own entrepreneurial competences.

For those working with start-ups and entrepreneurs, it can be used to:

- understand how existing activities contribute to entrepreneurial competences;
- help entrepreneurs map their own entrepreneurial competences;
- design new training to support business creation or business growth mapped to EntreComp competences.

For those involved in recruiting and managing human resources, it can be used to:

- help define job-specific competency requirements;
- plan organisational learning and development, strategies and activities;
- build entrepreneurial teams.

Based on the EntreComp model, the partners in the REACT consortium decided to test at least one activity with the adult learners from the target groups of the organisations involved in the project.

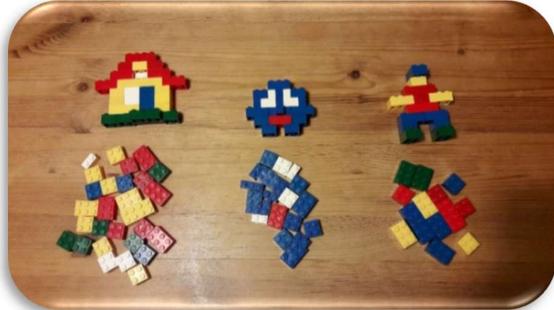
For this phase, each partner has organized a workshop in which an evaluator asked the participants to carry out the activity following his/her instructions. During the activity, the evaluator had the task to observe the students and their behaviour in order to understand if they are able to act for developing the competence expected to be developed within a specific activity.

For each experimentation activity, the REACT partners decided to evaluate one or more competences, depending on the type of activity.

The next section describes the results of the experimentation activities organised by the organisations partners in the REACT consortium, as well as the EntreComp competences taken into consideration.

3.4.1. Quarter Mediation

Quarter Mediation did the experimentation of the “**Lego Listening**” activity in which the competences “**Coping with uncertainty, ambiguity and risk**” and “**Working with others**” have been evaluated within a group of adult learners from its target groups.



As the result of the experimentation phase, Quarter Mediation collected the following five evaluation information:

Experimentation phase – Quarter Mediation

First Evaluation

Name of the training activity	Lego listening	
Competencies to validate	<ul style="list-style-type: none"> • Coping with uncertainty, ambiguity and risk; • Working with others. 	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in a way in that the participants must interact with each other while working in pairs.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant is a teacher involved as a trainee in the workshops organised by Quarter Mediation, therefore she is aware on the strategies to be applied, as well as on the rules she has to follow.
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant completed the assignment, as the activity ends only when everybody completes the task.
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The activity is very useful for the validation of the related competencies of adult learners part of Quarter Mediation's target groups such as teachers and trainers. The workshop was organised in a way in that people had to work in pairs, therefore each participant had to be actively involved in the workshop. Moreover, as the goal is reached only if one participant is able to create an exact copy of the work of his/her partner, by following the rules of the workshop. In this way, each participant will be willing to help his/her pair, as only in this way the team can successfully finalise the assessment. The participant gained the targeted competencies and also improved her communication skills, patience and understanding others while working with them.	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	it is a very interesting method to use, especially because we have a severe problem with the students listening carefully to what someone is saying and to giving exact directions. I think this method has a lot to offer to them and I will try to apply it to my students. Personally, the participation in the workshop made me realise how different we see things with other people if we have different perspectives and that you have to train your skills of taking risks, patience, in trying to find new ways for other people to understand what you are saying.	
Conclusions and recommendations	Nothing is easy in communication and you can't take for granted that others can understand exactly what you are saying. You have to take risks and try new things in order to succeed.	

Experimentation phase – Quarter Mediation

Second Evaluation

Name of the training activity	Lego listening	
Competencies to validate	Coping with uncertainty, ambiguity and risk; Working with others.	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in a way in that the participants must interact with each other while working in pairs.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant is a teacher involved as a trainee in the workshops organised by Quarter Mediation, therefore she is aware on the strategies to be applied, as well as on the rules she has to follow.
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant completed the assignment, as the activity ends only when everybody completes the task.
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	<p>The activity is very useful for the validation of the related competencies of adult learners part of Quarter Mediation's target groups such as teachers and trainers.</p> <p>The workshop was organised in a way in that people had to work in pairs, therefore each participant had to be actively involved in the workshop. Moreover, as the goal is reached only if one participant is able to create an exact copy of the work of his/her partner, by following the rules of the workshop. In this way, each participant will be willing to help his/her pair, as only in this way the team can successfully finalise the assessment.</p> <p>The participant gained the targeted competencies and also improved her self-confidence and enhanced her personal and social skills.</p>	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	I do enjoyed it. I already did something similar, but only with drawing. I never thought about doing in other way. And it is a very nice and clever way of doing it. For my experience the workshop can, by sure, develop how to work, how to be part of a pair or group.	
Conclusions and recommendations	In an informal way, the activity makes possible to gain linguistics competencies for the foreign languages the students study at school, as the teacher/trainer can focus on developing a specific vocabulary.	

Experimentation phase – Quarter Mediation

Third Evaluation

Name of the training activity	Lego listening	
Competencies to validate	Coping with uncertainty, ambiguity and risk; Working with others.	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in a way in that the participants must interact with each other while working in pairs.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant is a teacher involved as a trainee in the workshops organised by Quarter Mediation, therefore she is aware on the strategies to be applied, as well as on the rules she has to follow.
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant completed the assignment, as the activity ends only when everybody completes the task.
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The activity is very useful for the validation of the related competencies of adult learners part of Quarter Mediation's target groups such as teachers and trainers. The workshop was organised in a way in that people had to work in pairs, therefore each participant had to be actively involved in the workshop. Moreover, as the goal is reached only if one participant is able to create an exact copy of the work of his/her partner, by following the rules of the workshop. In this way, each participant will be willing to help his/her pair, as only in this way the team can successfully finalise the assessment. The participant gained the targeted competencies and also improved her active listening and concentration.	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	I think Lego listening is a very interesting activity where you can work different skills with students. The more important is that teamwork can be enhanced through the activity, as one has to trust the other and make decisions based on this. When you take part in this game you have to make decisions and let you guide by the other one so you are working both competencies, taking risks and working each other.	
Conclusions and recommendations	The activity can be used for developing skills as verbal expression in a foreign language. It can be used also in bilingual classes of music, by replacing the Lego bricks with the form of composers or musical figures or any other materials related to the subject.	

Experimentation phase – Quarter Mediation

Fourth Evaluation

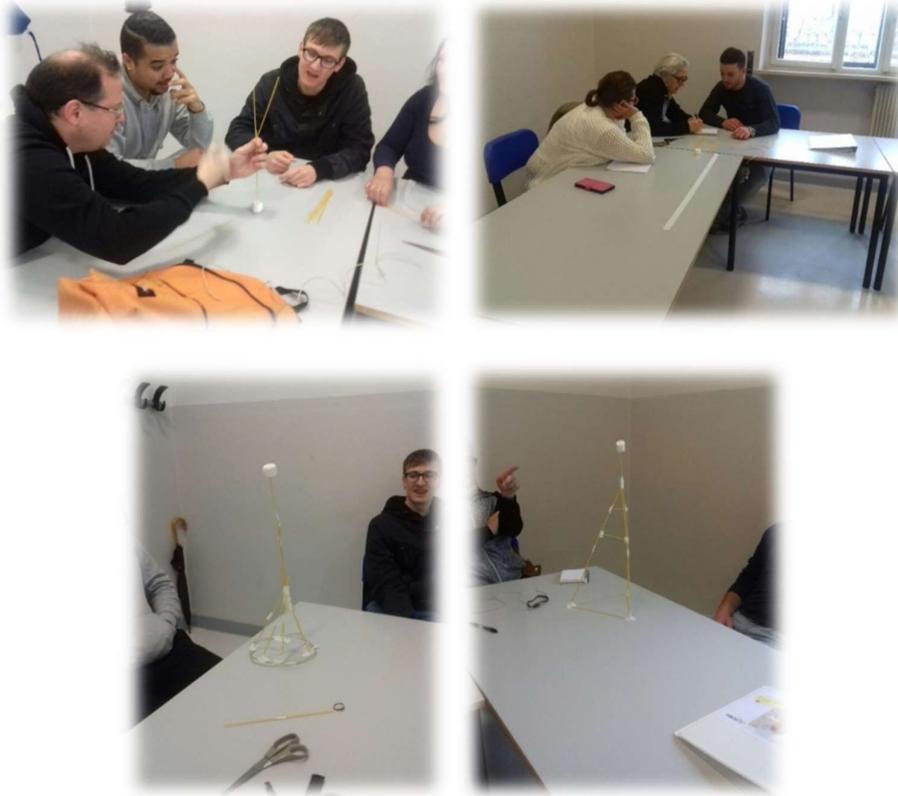
Name of the training activity	Lego listening	
Competencies to validate	Coping with uncertainty, ambiguity and risk; Working with others.	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in a way in that the participants must interact with each other while working in pairs.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant is a teacher involved as a trainee in the workshops organised by Quarter Mediation, therefore she is aware on the strategies to be applied, as well as on the rules she has to follow.
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant completed the assignment, as the activity ends only when everybody completes the task.
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The activity is very useful for the validation of the related competencies of adult learners part of Quarter Mediation's target groups such as teachers and trainers. The workshop was organised in a way in that people had to work in pairs, therefore each participant had to be actively involved in the workshop. Moreover, as the goal is reached only if one participant is able to create an exact copy of the work of his/her partner, by following the rules of the workshop. In this way, each participant will be willing to help his/her pair, as only in this way the team can successfully finalise the assessment. The participant gained the targeted competencies and also improved her cooperation skills and patience, as she had to be attentive and patient when explaining her partner how to build the blocks and also when she was the one listening and trying to build the blocks.	
Feedback of the participants regarding the experience of validation (e.g. Do you think it is useful? Why?)	I found the experience amusing, but challenging. It was quite difficult to explain the steps to somebody else, especially because of the language barrier. The activity was designed in a way in that I needed to put my uncertainties aside, take the risk and trust my partner while trying to achieve the goal.	
Conclusions and recommendations	This activity is a good one for developing both academic and personal skills. Moreover, it could be used not only to develop entrepreneurial skills, but also to revise vocabulary in a certain area.	

Experimentation phase – Quarter Mediation
Fifth Evaluation

Name of the training activity	Lego listening	
Competencies to validate	Coping with uncertainty, ambiguity and risk; Working with others.	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in a way in that the participants must interact with each other while working in pairs.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant is a teacher involved as a trainee in the workshops organised by Quarter Mediation, therefore she is aware on the strategies to be applied, as well as on the rules she has to follow.
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant completed the assignment, as the activity ends only when everybody completes the task.
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The activity is very useful for the validation of the related competencies of adult learners part of Quarter Mediation's target groups such as teachers and trainers. The workshop was organised in a way in that people had to work in pairs, therefore each participant had to be actively involved in the workshop. Moreover, as the goal is reached only if one participant is able to create an exact copy of the work of his/her partner, by following the rules of the workshop. In this way, each participant will be willing to help his/her pair, as only in this way the team can successfully finalise the assessment. The participant gained the targeted competencies and also improved her communication skills, as she had to give very clear explanations, as well as her listening and understanding skills.	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	I was totally involved in the Lego listening workshop and it was a very useful and intense experience to me. I can easily adapt that to my maths lessons if I take the Lego bricks beforehand with the students and they have to note the different ways to build a tower for example and find about ambiguity. We could also throw the bricks in a little bag and then guess how likely it is to pull a certain colour out of it, this being a lesson about uncertainty. Additionally, the objective can only be reached by working together.	
Conclusions and recommendations	The activity can be adapted and successfully used in classrooms with students having different cultural backgrounds (including migrants). Half of the students will build their own little structure and then have to explain it to their partners how they did it. It teaches also vocabulary.	

3.4.2. Civiform

Civiform did the experimentation the “**Marshmallow challenge**” activity in which the competence “**Problem solving**” have been evaluated within a group of adults involved in previous REACT activities.



Experimentation phase – Civiform

Evaluation

Name of the training activity	Marshmallow challenge	
Competencies to validate	Problem solving	
Evaluation step 1: correct approach to the exercise (es. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	Notes*The pupils of both groups interacted with each other, approaching the assigned task correctly
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	Although in different ways both groups have studied the most appropriate strategies correcting them as the time available decreased
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	Both groups have completed the task assigned in the time available
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The groups, in different ways and in different ways, were able to complete the task assigned to them. One group had already built the tower after 10 minutes, the second group took up all the time but built a taller tower. Surely it was a useful exercise to be able to improve the approach to problem solving and could be used in the future to validate this type of competition	
Feedback of the participants regarding the experience of validation (do you think is it useful? Why?)	The participants were enthusiastic about this exercise because they were able to put their skills to use and completed a task that was able to highlight their skills	
Conclusions and recommendations	This experience has shown how people can work together to achieve a common goal by using their problem solving skills. It is recommended to repeat this exercise in all professional courses.	

3.4.3. Coopérative d'activité et d'emploi Work In SCOP – Sc'Opara

Sc'Opara did the experimentation of the “**Design Thinking**” activity in which the competences “**teamwork**”, “**valuing ideas**”, “**taking the initiatives**”, “**ethical and sustainable thinking**” and “**working with others**” have been evaluated within a group of adult learners from its target groups.



As the result of the experimentation phase, Sc'Opara collected the following five evaluation information:

Experimentation phase – Sc’Opara

First Evaluation

Name of the training activity	Design thinking	
Competencies to validate	<ul style="list-style-type: none"> • teamwork • valuing ideas • taking the initiatives • ethical and sustainable thinking • working with others. 	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: <ul style="list-style-type: none"> - negative - partial - basic - intermediate - Advanced 	The activity is designed and organised in such a way that participants interact with each other while working in groups.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: <ul style="list-style-type: none"> - negative - partial - basic - Intermediate - Advanced 	The facilitator gives guidelines to help the participants to fulfil the work; to create collaborative, generative work; to transform ideas into action...
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: <ul style="list-style-type: none"> - negative - partial - basic - Intermediate - Advanced 	The participants completed the assignment, as they issued ideas, shared viewpoints, interacted...
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The activity is useful for the validation of facilitator’s competences which helps him/her to accompany the participant in a better way: the latter being at the centre of the process, receiving designed coaching, giving him/her feedback not only from a professional but also from the pairs/community involved in the workshop. The participant takes an active part in the workshop sharing his/her experience, feeling, knowledge in a very positive and constructive way.	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	It is an interesting method to use, especially because we have to organize our thoughts and then tell them to the others in an intelligible and persuasive way. For me, the most difficult and the best exercise was the pitch at the end!	
Conclusions and recommendations	Questioning is not very easy neither for the one who verbalizes nor for the one to (re) think his/her idea and or project.	

Experimentation phase – Sc'Opara

Second Evaluation

Name of the training activity	Design thinking	
Competencies to validate	<ul style="list-style-type: none"> • teamwork • valuing ideas • taking the initiatives • ethical and sustainable thinking • working with others. 	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: <ul style="list-style-type: none"> - negative - partial - basic - intermediate - advanced 	The activity is designed and organised in such a way that participants interact with each other while working in groups.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: <ul style="list-style-type: none"> - negative - partial - basic - Intermediate - advanced 	The facilitator gives guidelines to help the participants to fulfil the work; to create collaborative, generative work; to transform ideas into action...
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: <ul style="list-style-type: none"> - negative - partial - basic - Intermediate - advanced 	The participants completed the assignment, as they issued ideas, shared viewpoints, interacted...
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	<p>The activity is useful for the validation of facilitator's competences which helps him/her to accompany the participant in a better way: the latter being at the centre of the process, receiving designed coaching, giving him/her feedback not only from a professional but also from the pairs/community involved in the workshop.</p> <p>The facilitator is not the knowledge holder but rather a guide who is taking the most of the participant. Building an atmosphere of trust is at the core of the process and, feeling confident, the participant is very active.</p>	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	It is an interesting method to use because it brings different perspectives which help to step backwards and to think the project in a more global and comprehensive way.	
Conclusions and recommendations	To express one's opinion is a challenge and requires to be careful about the way to say things: what we want to say, how we say it...	

Experimentation phase – Sc’Opara

Third Evaluation

Name of the training activity	Design thinking	
Competencies to validate	<ul style="list-style-type: none"> • teamwork • valuing ideas • taking the initiatives • ethical and sustainable thinking • working with others. 	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in such a way that participants interact with each other while working in groups.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The facilitator gives guidelines to help the participants to fulfil the work; to create collaborative, generative work; to transform ideas into action...
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participants completed the assignment, as they issued ideas, shared viewpoints, interacted...
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The activity is useful for the validation of facilitator’s competences which helps him/her to accompany the participant in a better way: the latter being at the centre of the process, receiving designed coaching, giving him/her feedback not only from a professional but also from the pairs/community involved in the workshop. For the facilitator, the targeted competences are improved and even exceeded: s/he mastering by doing!	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	It is an interesting method to learn how to work with the others not only on hard competences but also in soft competences: when we are alone, we think one way; being several about thinking helps to become open-minded and to further develop one’s idea/project.	
Conclusions and recommendations	Listening to others implies also self-transcendence which requires acknowledgment and some techniques to do so.	

Experimentation phase – Sc'Opara

Fourth Evaluation

Name of the training activity	Design thinking	
Competencies to validate	<ul style="list-style-type: none"> • teamwork • valuing ideas • taking the initiatives • ethical and sustainable thinking • working with others. 	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in such a way that participants interact with each other while working in groups.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The facilitator gives guidelines to help the participants to fulfil the work; to create collaborative, generative work; to transform ideas into action...
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participants completed the assignment, as they issued ideas, shared viewpoints, interacted...
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	<p>The activity is useful for the validation of facilitator's competences which helps him/her to accompany the participant in a better way: the latter being at the centre of the process, receiving designed coaching, giving him/her feedback not only from a professional but also from the pairs/community involved in the workshop.</p> <p>The facilitator widely develops his/her own competences on new thematics, becoming aware of lots of innovations, ongoing processes/tendencies, etc.</p>	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	It is a very interesting but also very motivating method to use especially because solving problems is no longer such an issue: brainstorming is a true asset for (nascent) entrepreneurs!!	
Conclusions and recommendations	Although described as creative, brainstorming should indeed respond to a rigorous approach to produce the expected results: (1) preparation phase (constitution of the group + means); (2) definition of topics for discussion; (3) search for ideas; (4) classification / sorting and (5) selection of solutions.	

Experimentation phase – Sc’Opara
Fifth Evaluation

Name of the training activity	Design thinking	
Competencies to validate	<ul style="list-style-type: none"> • teamwork • valuing ideas • taking the initiatives • ethical and sustainable thinking • working with others. 	
Evaluation step 1: correct approach to the exercise (e.g. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in such a way that participants interact with each other while working in groups.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The facilitator gives guidelines to help the participants to fulfil the work; to create collaborative, generative work; to transform ideas into action...
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participants completed the assignment, as they issued ideas, shared viewpoints, interacted...
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The activity is useful for the validation of facilitator’s competences which helps him/her to accompany the participant in a better way: the latter being at the centre of the process, receiving designed coaching, giving him/her feedback not only from a professional but also from the pairs/community involved in the workshop.	
Feedback of the participants regarding the experience of validation (e.g. Do you think is it useful? Why?)	It is a very interesting method to use because it enables to tackle different strategies for selling one’s idea/product. It helps in better understanding what is the client’s expectations/sensibilities/limits and therefore we better define our offer.	
Conclusions and recommendations	Through such workshop, participants acquire some basic techniques for selling their idea/product which will help them when looking for funding, networking, administrative compliance, etc.	

3.4.4. Università Ca' Foscari di Venezia

Università Ca' Foscari di Venezia did the experimentation of the **Elevator Pitch** activity in which the competence **mobilising resources** have been evaluated within a group of adults involved in previous REACT activities.



Experimentation phase – Università Ca' Foscari di Venezia
Evaluation

Name of the training activity	Elevator pitch	
Competencies to validate	Mobilising resources	
Evaluation step 1: correct approach to the exercise (es. candidates interact with each other, do not interact, study the situation)	Highlight the observation score: - negative - partial - basic - intermediate - advanced	The activity is designed and organised in a way in that the participants must interact with each other while working in pairs.
Evaluation step 2: candidate shall put in place appropriate strategies to complete the exercise properly	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	
Evaluation step 3: candidates complete the exercise, do not complete the exercise, complete it partially	Highlight the observation score: - negative - partial - basic - Intermediate - advanced	The participant completed the assignment, as the activity ends only when everybody completes the task.
Feedbacks from the evaluator: do you think the activity is useful for the validation of your competences? Do the participants have improved the competences?	The activity is very useful for the validation of the competence of mobilizing resources. The workshop was organised in a way in that people had to work individually. The participant gained the targeted competencies and also improved her/his self-confidence and enhanced her personal and social skills.	
Feedback of the participants regarding the experience of validation (do you think is it useful? Why?)	I do enjoyed it. For my experience this workshop can develop the competence of mobilising resources	

4. Conclusions

The document “*EntreComp: the Entrepreneurship Competence Framework*”, published in June 2016, finally produced a common definition of "entrepreneurship" that helps establish a bridge between the worlds of education and employment and can be taken as a reference for any initiative that aims to promote and support the entrepreneurial learning.

However, the question if entrepreneurship can be taught, especially in adulthood, was raised. Moreover, it was also a question if we can help citizens develop all the necessary characteristics to start their own business by being creative, having a spirit of initiative, being able to find innovative solutions, anticipate events and the needs of the market, being determined to achieve their professional goals. As a result of the project work and from the related partners’ experience, the answer is yes. Entrepreneurship and its related competencies can be successfully taught by using appropriate training methods valued within the education and vocational training paths, but also in informal contexts that can include also the private sphere.

To reach this conclusion, the organisations partners in the REACT consortium have worked on two different aspects: analysis of the national context to understand if and what are the strategies aimed at the inclusion of entrepreneurship within the school curriculum or as policies promoted by the central government; simulations of three situations per partner that made possible the identification of one or more entrepreneurial competences possible to be identified within EntreComp document.

As a result of the first activity, the REACT partners realised that a recognised process for the certification of the entrepreneurship competencies is still far from the objective settled by the European Commission. Anyway, efforts have been done efforts, especially in countries like the Netherlands and Finland, to include officially entrepreneurship within the scholastic curricula. Entrepreneurship as a competence is being progressively incorporated into school and vocational training curricula and efforts are being made to create frameworks and tools to operationalise entrepreneurship, among other transversal skills, in education, training and youth fields.

In addition to this, the report presents 15 training activities in which some of the entrepreneurial competences have been evaluated through an experimentation.

As a conclusion, the activities implemented through the REACT project were significant both for the project target groups and for the partner organisations involved in the project, as they can help reinforce the entrepreneurship skills, ease and facilitate the job search and the re-inclusion in the society of low skilled adult learners and increase adults’ quality of life.



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