

# HANDBOOK ON ENTREPRENEURSHIP SPIRIT

LEARNING ABOUT ENTREPRENEURSHIP COMPETENCES

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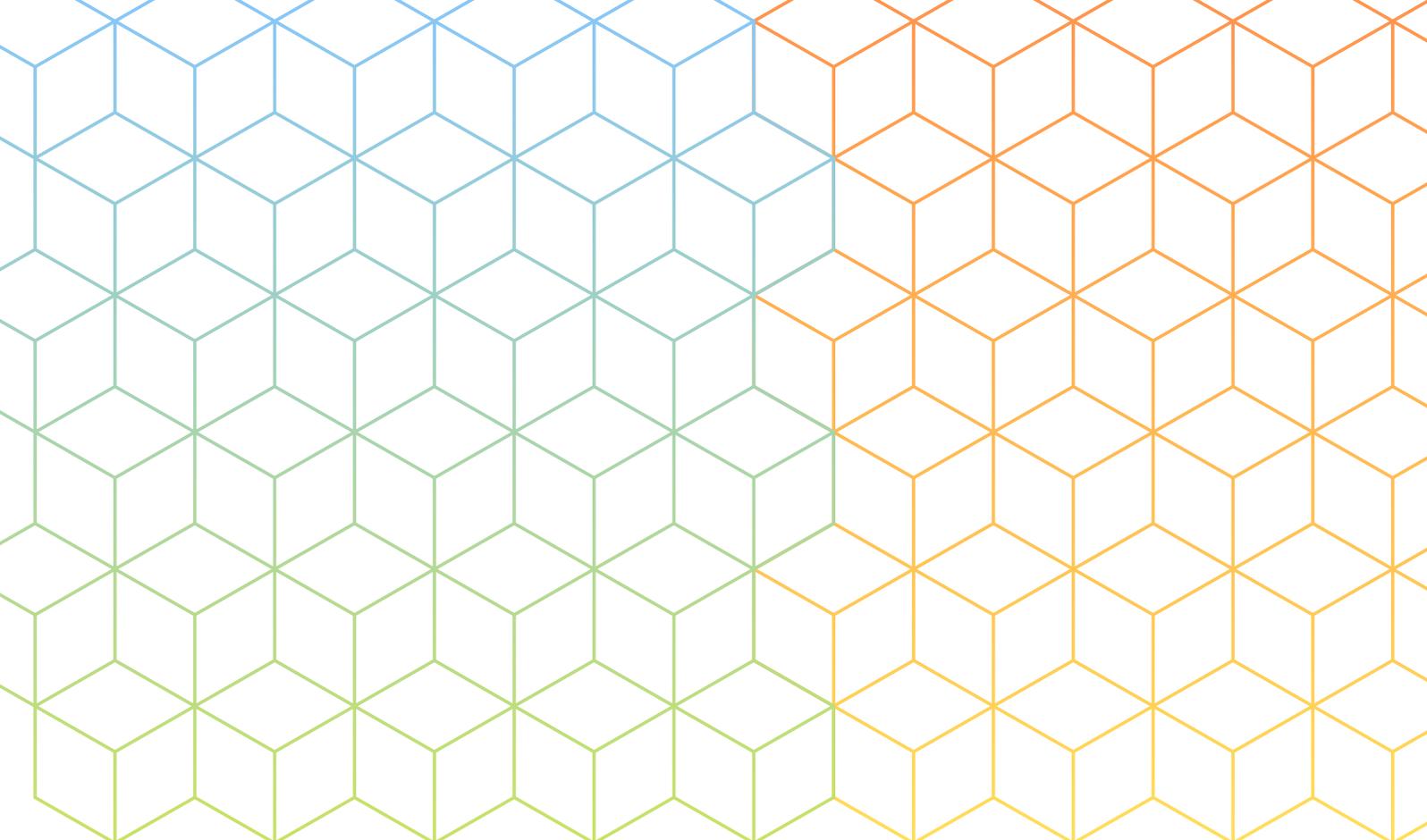
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# INTRODUCTION

This handbook is based on the activities from the following projects within the accreditation: Competences Factory (Training Course), get your Youth on (Youth Exchange), and YouthComp (Youth Exchange).

During the implementation of these projects, one of the main objectives was to work on EntreComp. While in “Competences Factory”, Youth Workers were provided with tools to work on these competences with young people and encouraged to reflect on which entrepreneurial competences would be most important in their work to promote adequate interventions with NEET young people, especially with those who are in a situation of exclusion and social disintegration. In “get your YOUTH on” and “YouthComp,” activities were carried out to develop some of the EntreComp among young people.

“get your YOUTH on” focused on 6 of the 15 EntreComp competences: creativity, working with others, planning and management, coping with ambiguity, learning to learn, and financial and economic literacy.

However, in Youth Comp, we asked young people to choose which of the six competences worked on in the previous exchange they considered the most important.

The selected competences were creativity and working with others. For that reason, the activities carried out were related to these two specific competences.

In this sense, the main purpose of this handbook is to share some activities that can be used to develop and work on the following competences:

- Creativity
- Working with others
- Planning and management
- Coping with ambiguity
- Learning to learn
- Financial and economic literacy

# ABOUT THE ACCREDITATION

When designing the accreditation that includes one Training Course and two Youth Exchanges, we took into consideration as the main problem:

"Social exclusion of young people and disintegration in the labor market as a consequence of the absence of key competencies for lifelong learning and entrepreneurial thinking and attitudes."

In addition to the challenges underlying their personal, educational, and professional change, young people face added challenges and needs that, without the proper support and opportunities, end up being detrimental to the construction of their future and life project.

According to the European Union Youth Strategy, "Many face uncertainties about their future, as a result of globalization and climate change, technological change, demographic and socioeconomic trends, populism, discrimination, social exclusion, and fake news with yet unknown effects on jobs, skills or the way our democracies work."

All these challenges have a direct and indirect effect on young people, resulting in increased:

- Number of young people in situations of social exclusion and social disintegration
- Number of young people in the NEET situation
- Number of young unemployed people

The problem intensifies when we talk about underrepresented social groups, such as ethnic minorities and migrants, who face greater difficulties in social and professional integration.

# NEEDS

The consequences of the problem are reflected in the inability of young people (future adults) to adapt and be resilient, identify opportunities, and achieve them for their future. This inability, without intervention in the transition period, will contribute to the perpetuation of social instability, especially in the current context.

In the case of Youth Workers (YW), the relational gap between young people and their environment hinders their work. If they are not able to identify and promote participative actions, appealing and adjusted to the needs and interests of young people, young talent and potential will continue to be wasted.

**In this sense, we have established the following needs:**

## YOUTH WORKERS

- Professional development of the YWs, so that the response to European needs and strategy is efficient and effective, innovative and adjusted;

- Recognition and incorporation of European experiences, methodologies, and strategies in youth work;
- European interaction, both for the development of knowledge and experience and for capacity building of the YWs

## YOUNG PEOPLE

To have informed knowledge and access to opportunities:

- Of empowerment and experimentation outside the educational context to develop key competences for lifelong learning;

- Of European mobility to strengthen the connection and awareness of the European project;
- To strengthen social and democratic participation, active and conscious, critical and interested.

# UNDERSTANDING ENTRECOMP

## *the entrepreneurship competence framework*

Entrepreneurship, along with Sense of Initiative, was established by the European Commission as one of the eight Key Competences for Life Long Learning. This reflects the importance of developing the entrepreneurial capacity of European citizens and organizations.

Entrepreneurship Competence Framework, from now mentioned as EntreComp, was developed by the Joint Research Centre (JRC) of the European Commission on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL) and aims to create a standard definition of entrepreneurship by identifying and describing the elements that a person should have to be considered “entrepreneurial”. In this sense, EntreComp is viewed as a tool to improve this skill among European citizens and organizations, possibly used in formal and training sectors and non-formal learning contexts.

First things first, let’s start by defining entrepreneurship. The Danish Foundation for Entrepreneurship - Young Enterprise proposed the following definition:

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

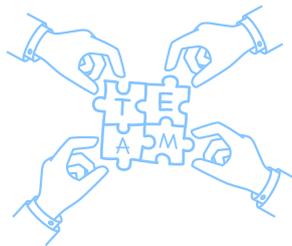
This definition of entrepreneurship extends the concept to all fields of life, including the personal component, not focusing only on financial value. With this, EntreComp conceptual model includes 3 competences areas (ideas and opportunities, resources and into action) that divide into 5 competences having a total of 15 competences. The correlation between these factors creates an entrepreneurship base for all citizens and organizations.

The competences are as follows:



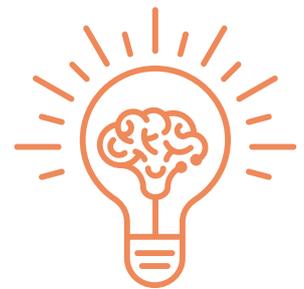
### IDEAS AND OPORTUNITIES

1. Spotting opportunities;
2. Creativity;
3. Vision;
4. Valuing ideas;
5. Ethical and sustainable thinking;



### RESOURCES

1. Self-awareness and self-efficacy;
2. Motivation and perseverance;
3. Mobilising resources;
4. Financial and economic literacy;
5. Mobilising others;



### INTO ACTION

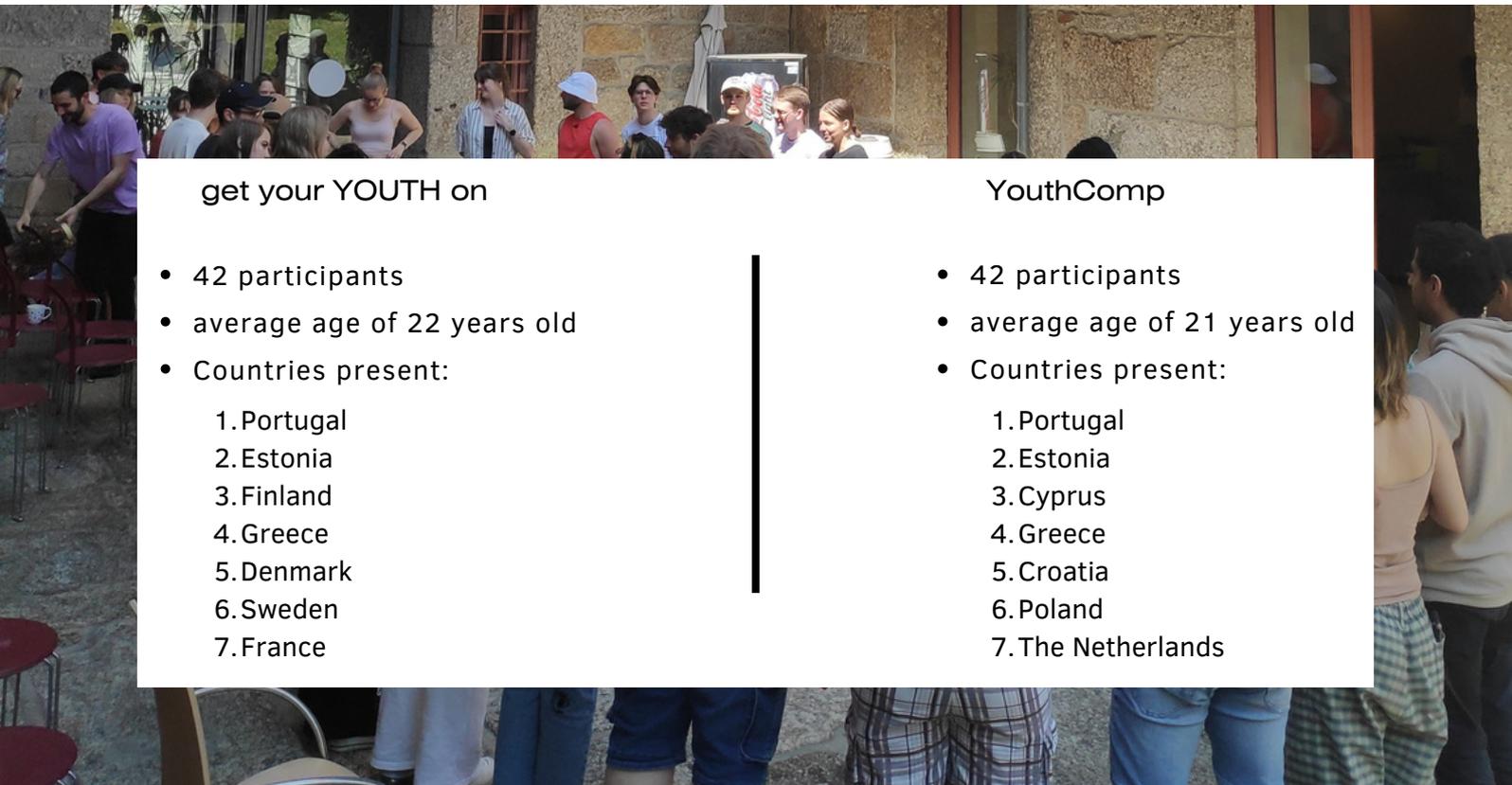
1. Taking the initiative;
2. Planning and management;
3. Coping with uncertainty, ambiguity and risk;
4. Working with others;
5. Learning through experience;

# OUR TARGET GROUP

The majority of these activities were carried out with Young People. Therefore, the characterization of the beneficiaries will be grounded on the participants of the youth exchanges.

We include in this description the number of participants, the average age and the countries present in the mobilities.

Besides that, both projects had participants with fewer opportunities as one of our aims was to reach young people that are disintegrated in the education and training systems, internship or work; in addition to socially excluded individuals with little to no experience in transnational projects.



## get your YOUTH on

- 42 participants
- average age of 22 years old
- Countries present:
  1. Portugal
  2. Estonia
  3. Finland
  4. Greece
  5. Denmark
  6. Sweden
  7. France

## YouthComp

- 42 participants
- average age of 21 years old
- Countries present:
  1. Portugal
  2. Estonia
  3. Cyprus
  4. Greece
  5. Croatia
  6. Poland
  7. The Netherlands

# ACTIVITIES

## CREATIVITY

### Descriptors

- Develop several ideas and opportunities to create value, including better solutions to new and existing challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects

### The main goals of the activities were to develop:

- the ability to improvise
- the creativity tools as an individual
- the awareness of creativity as a problem-solving tool
- multiple ideas to create value others



Before each activity, a plenary discussion was held in order to correlate Creativity competence with Entrepreneurship. Besides that, all activities had space for questions or comments and also a debriefing moment. Therefore, these moments are not included in the description of the workshops.

## The Creative Entrepreneurial Challenge

**1.** Divide your group into smaller groups. Each team will receive a real problem that requires a creative solution and also a creativity kit to help them be creative:

### *Examples:*

- Plastic pollution: How to reduce the use of disposable plastic and encourage the use of biodegradable materials?
- Climate change: How to reduce greenhouse gas emissions and make cities more sustainable?
- Mental health: How to promote mental health and help people suffering from anxiety, depression, and other mental disorders?
- Road safety: How to reduce traffic accidents and make roads safer for drivers, cyclists, and pedestrians?
- Education: How to improve the education system and make it more inclusive and accessible for everyone?
- Social inequality: How to reduce social and economic inequality and promote equal opportunities for all?
- Public health: How to prevent infectious diseases and promote a healthy lifestyle among the population?
- Technology: How to develop technologies that can help solve social and environmental problems, such as using artificial intelligence to monitor air pollution?

**2.** To increase the creative process, each group will receive a set of cards with random words or phrases they must incorporate into their solution - you can state something that happened during the first day, for example.

**3.** After creating the solution, each team must prepare a 5 to 10 minutes presentation to present their idea. The presentation should briefly describe the problem, the proposed solution, and how the solution can be implemented in real life.



## WORKING WITH OTHERS

### Descriptors

- Work together and cooperate with others to develop ideas and turn them into action
- Network
- Solve conflicts and face up to competition positively when necessary

### The main goals of the activities were to develop:

- non verbal and verbal communication
- trust within the group
- the ability to adapt depending on the level of which you are familiar with a person
- work in groups and cooperate in order to create an outcome



Before each activity, a plenary discussion was held in order to correlate Working with Others competence with Entrepreneurship. Besides that, all activities had space for questions or comments and also a debriefing moment. Therefore, these moments are not included in the description of the workshops.

## Working Towards differences

1. All participants create pairs of two people.
2. One person has their eyes open and the other one has their eyes closed.
3. The one with the eyes open gives instructions to his partner, in order to find some papers which are hidden around the room.
4. The pairs cannot touch each other and the game is played by all people at the same time, in three rounds.
5. Before each round, they had 2 minutes for the pairs to talk, introduce themselves and create a way of communication.

*1st round: Pairs of people from another country that are not so close to each other. They search for papers with terms connected to entrepreneurship.*

*2nd round: Pairs of people of the same gender. They search for papers with ways of state support for new entrepreneurs.*

*3rd round: Pairs of people from the same country (speaking the language). They search for papers with images of people and descriptions.*



## Jaimy's Tale

1. The participants are asked to form smaller groups and read Jaimy Tale;
2. They have to represent the story by drawing at least ten illustrative images (for example, a comic book page).

### 2. Presentation of the illustrations

**Note:** this activity can be too emotional. In this sense, create a moment to step out of it before moving to the debriefing part.

**Note:** in the plenary, make sure to address the creative process and if they had to put aside their opinion in order to compromise.

### Debriefing questions (ideas)

- Ask each group to explain the process in chronological order;
- How did you view the characters since there was no detail about their age or gender for example?
- Which arguments worked to convince the rest of the group?
- Why and where was there a border between being able to understand and/or follow the other?
- How was it to compromise?



## PLANNING AND MANAGEMENT

### Descriptors

- Set long-, medium- and short-term goals
- Define priorities and action plans
- Adapt to unforeseen changes

### The main goals of the activities were to develop:

- the ability to improvise
- the ability to work under pressure with others
- problem-solving and strategizing
- adapting and compromising to other's opinions
- the ability to prioritize to have the best possible outcome



Before each activity, a plenary discussion was held in order to correlate Planning and Management competence with Entrepreneurship. Besides that, all activities had space for questions or comments and also a debriefing moment. Therefore, these moments are not included in the description of the workshops.

## Mission Impossible

1. Divide the group into smaller groups;
2. They must perform a certain number of tasks within 120 minutes;
3. Tasks have scores assigned and the goal is to do as many points as you can;

### Example of tasks:

- Build a human tower take a photo
- Write a poem about the exchange
- Make a song about the exchange
- Take a selfie with 3 strangers
- Take a group photo
- Create a short video documentary about the exchange experience
- Explore the local area and create a map of interesting places to visit
- Learn a traditional local dance and perform it for the group
- Create a time capsule containing items that represent the exchange experience
- Create a collaborative artwork inspired by the local area and culture
- Make a scrapbook of the exchange experience.
- Learn a traditional local song and perform it for the group
- Create a social media campaign to promote the exchange program



## COPING WITH AMBIGUITY

### Descriptors

- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
- Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
- Handle fast-moving situations promptly and flexibly

### The main goals of the activities were to develop:

- skills of self-reflection/introspection
- tactics on how to improve their skills
- the ability to face their insecurities, reducing their fear of failing
- the sense of belonging and empathy



Before each activity, a plenary discussion was held in order to correlate Coping with Ambiguity competence with Entrepreneurship. Besides that, all activities had space for questions or comments and also a debriefing moment. Therefore, these moments are not included in the description of the workshops.

## Identifying my Insecurities

1. Individually, each participant will complete some statements regarding their **personal life**.
2. Explain that this is not a group task, and they will not need to share their answers.

### Example of statements

- *I have always wanted to...*
- *This week, I would enjoy doing...*
- *I often look forward to...*
- *I feel something that the future holds for me is...*
- *I get my strength from...*
- *I would never...*
- *It made me feel great when...*
- *I find it hard to...*
- *My dream is to one day that...*
- *I sometimes fear that...*
- *Something I deeply desire is...*
- *This week, I hope to...*

3. After the participants finish answering the questions, divide the group into two smaller groups.
4. within the groups, create a discussion about what "insecurities" means for them.
5. Having in mind what they wrote, ask the participants to share an insecurity they have related to entrepreneurship.
6. The participants should find a partner with an opposite or a very different insecurity, and together, they should discuss a solution.



## Marshmallow Tower

1. Make several groups;
2. Each team will receive 20 pieces of spaghetti and one marshmallow and have to construct a tower as tall as possible within 10 minutes.
3. Explain that the marshmallow has to be on the top.

**Note:** since this activity can be used in multiple fields, it is important to explain why it was applied in this specific context. In this scenario, this exercise was meant to work on team building in a way that participants focused on their goal and not on themselves. This shows participants a way to cope with insecurities.

**Suggestion:** You can complete this logic by giving an example: "A tennis player learns early in life that to play well, he needs to focus only on the ball and not on how his body moves. Similarly, get your eyes on the ball at work instead of your feelings. Find a purpose larger than yourself and your work target."



## LEARNING TO LEARN

### Descriptors

- Use any initiative for value creation as a learning opportunity
- Learn with others, including peers and mentors
- Reflect and learn from both success and failure (your own and other people's)

### The main goals of the activities were to develop:

- the ability to ask for help in improving certain skills
- the ability to learn with others
- awareness and reflection
- new ways of learning from others



Before each activity, a plenary discussion was held in order to correlate Learning to Learn competence with Entrepreneurship. Besides that, all activities had space for questions or comments and also a debriefing moment. Therefore, these moments are not included in the description of the workshops.

## Body Parts

1. The participants form smaller groups. They are given one of the following body parts: head, torso, left arm, right arm, left leg, and right leg.
2. Each group is asked to draw the body part given to them, and inside, each person from the group should write what they believe they need to improve when working with others. Discuss why each person needs to work on a particular issue in the group.
3. Present the drawing as well as what is written inside.
4. Form a body with the body parts that were drawn.
5. Ask the participants to reflect and discuss.

### Debriefing questions (ideas)

- *How did it feel to do the exercise?*
- *Was it easy to come up with an aspect to improve?*
- *What do you believe are your strengths?*
- *How can you help others improve the element that they mentioned?*

5. Now ask the participants to mention a good characteristic that they think they have when it comes to Working with others



## FINANCIAL AND ECONOMIC LITERACY

### Descriptors

- Estimate the cost of turning an idea into a value-creating activity
- Plan, put in place and evaluate financial decisions over time
- Manage financing to make sure my value-creating activity can last over the long term

### The main goals of the activities were to develop:

- theoretical knowledge about financial terms
- practical knowledge about financial aspects
- problem-solving skills
- the ability to share and reflect about financial literacy



Before each activity, a plenary discussion was held in order to correlate Financial and Economic Literacy competence with Entrepreneurship. Besides that, all activities had space for questions or comments and also a debriefing moment. Therefore, these moments are not included in the description of the workshops.

## Concepting my budget

1. Divide the group into smaller groups.
2. Each group will have a flip chart with some Financial Concepts:
  - Budget
  - Taxation
  - Estate
  - Property
  - Asset
  - Insurance
  - Investment
  - Inheritance
3. Each group has to find a definition for each concept
4. With the same groups and having in mind the concepts, participants have to create a plan for the following story:

*"Maarja wants to borrow 30€ from Aksel, to buy a drink. Aksel still owes Kristina 120€ because she bought Aksel juice for that amount. Aksel's monthly income is 1200€. Aksel also has a child but does not live together with them, so Aksel also has to pay 200€ of child support.*

*Aksel's living costs are small due to the fact that he lives with his mother. On average, he spends 400€ on rent and food.*

*Aksel is also trying to save money for an apartment. He is trying to put aside 200€ every month. Aksel also happens to love Coca-Cola and spends 200€ on that per month."*
5. Discuss with the group the differences between plans.

### TIP:

- Create a story that is connected to the group by using their names, something that happened during the mobility, something they like, etc.



# ATTACHMENT



## Attachment 1: Jaimys' tale

Jaimy lived in a house with the parents. Every day would walk across the town, over the only bridge crossing the river to river to see Jaymis' partner, Sloan. Jaimy thought Sloan was lovely! Jaimy would skip and sing on the way to see Sloan, and they were very much in love.

Of course, Sloan also thought Jaimy was lovely. Both would cross the town and the only bridge across the river to go and see each other. However, Sloan wouldn't demonstrate eagerness as Jaimy, at least when the other people were looking!

They were so in love and would walk around holding hands to show everyone how much they loved each other. Aww

One night a great storm flooded the river and swept away the bridge, the only bridge, so the next morning, they could only stand on opposite banks of the river and wave to each other, both very sad that they couldn't hold hands.

Jaimy cried. And cried and cried and cried and wanted to see Sloan, but it would be months before a new bridge would be built, and there was no other way to cross the river. Then after a few days, Jaimy saw a little rowing boat tied up on the river and went to speak to the owner.

"Please," Jaimy begged, "Please row me across the river so I can see my Sloan." The owner of the boat was called Julian. Not many people spoke or knew about Julien. Julian thought about Jaimy's problem and offered to help. "I will row you across the river," Julien said, and Jaimy smiled, but happiness came too quickly as Julien continued, "I will row you across the river if you sleep with me."

Jaimy's smile turned into a frightful scream while running off crying. It was impossible to decide what to do. On the one hand, the urge to see Sloan was huge, but sleeping with Julian was not an option. Jaimy felt torn between seeing Sloan and cheating with Julian and felt the need to ask someone for advice, so Jaimy sat down with a parent and explained the whole story.

The parent listened to the story, and when Jaimy had finished, there was nothing left to say but to look at them, waiting for advice. "well," the parent started, "you need to sort this one out for yourself." No advice was offered, and Jaimy had to make the decision alone.

Jaimy decided that the urge to see Sloan was more significant than ever... Jaimy believed Sloan would understand this decision, so Julian's proposal was accepted.

After they slept together, Julian rode across the river. Jaimy ran as soon as they came to shore looking for Sloan, clearly upset while banging on the door, and Sloan was concerned and surprised by the visit. Jaimy explained everything that happened, including sleeping with Julien.

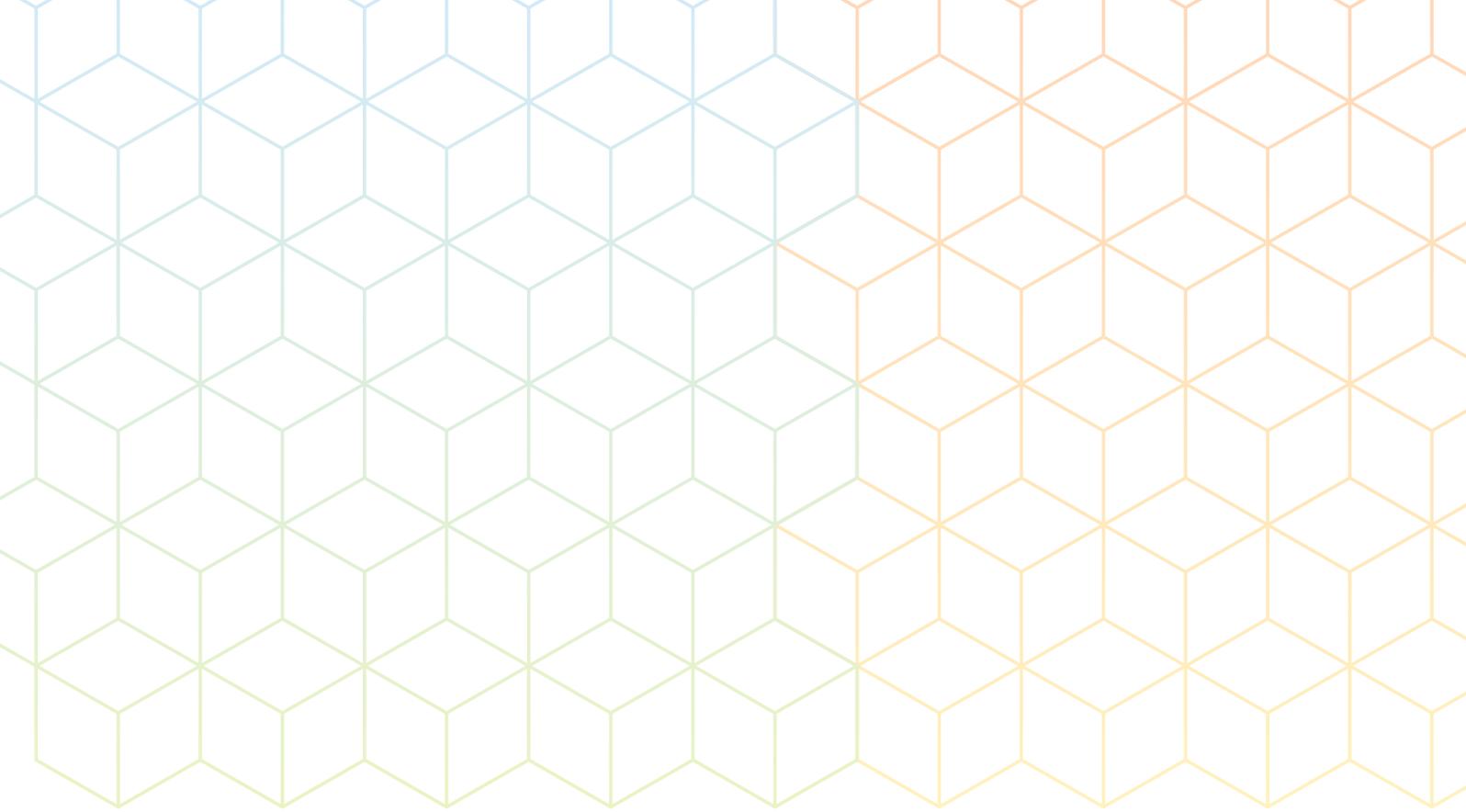
"WHAT!" Sloan shouted, "You cheated on me... with Julien!" Jaimy tried to explain why, but Sloan was so angry that and slammed the door shut and didn't want to speak to Jaimy again.

Jaimy cried some more and afterward ran to Sloan's best friend: Noah.

Jaimy explained everything, and Noah heard and gave Comfort with a nice cup of tea to try and help things. As Jaimy explained what had happened today, Noah was disgusted with how Sloan had acted. So disgusted, in fact, that Noah went around to Sloan's house and resorted to violence for treating Jaimy so badly.

Then Noah left with Jaimy.

And this is where our story ends.



# THANK YOU



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