



### ENTRECOMP AT A GLANCE

The EntreComp overview table depicts the 3 areas and all the 15 competences, but develops them only on the three levels of proficiency that apply to all citizens: the foundation, intermediate and advanced levels. The expert level by definition captures a level of expertise that is beyond average, and more context-dependent and, as a result, it is not detailed in the overview table.

		Levels of proficiency		
Area	Competence	Foundation	Intermediate	Advanced
Ideas and opportunities	<b>Spotting opportunities</b>	Learners <sup>1</sup> can find opportunities to generate value for others.	Learners can recognise opportunities to address needs that have not been met.	Learners can seize and shape opportunities to respond to challenges and create value for others.
	<b>Creativity</b>	Learners can develop multiple ideas that create value for others.	Learners can test and refine ideas that create value for others.	Learners can transform ideas into solutions that create value for others.
	<b>Vision</b>	Learners can imagine a desirable future.	Learners can build an inspiring vision that engages others.	Learners can use their vision to guide strategic decision-making.
	<b>Valuing ideas</b>	Learners can understand and appreciate the value of ideas.	Learners understand that ideas can have different types of value, which can be used in different ways.	Learners can develop strategies to make the most of the value generated by ideas.
	<b>Ethical and sustainable thinking</b>	Learners can recognise the impact of their choices and behaviours, both within the community and the environment.	Learners are driven by ethics and sustainability when making decisions.	Learners act to make sure that their ethical and sustainability goals are met.

<sup>1</sup> Learner is a broad the term used to indicate the subject of lifelong learning. It refers to pupils, students, jobseekers, employees, entrepreneurs and citizens alike.

<b>Resources</b>	<b>Self-awareness and self-efficacy</b>	Learners trust their own ability to generate value for others.	Learners can make the most of their strengths and weaknesses.	Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths.
	<b>Motivation and perseverance</b>	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.
	<b>Mobilising resources</b>	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
	<b>Financial and economic literacy</b>	Learners can draw up the budget for a simple activity.	Learners can find funding options and manage a budget for their value-creating activity.	Learners can make a plan for the financial sustainability of a value-creating activity.
	<b>Mobilising others</b>	Learners can communicate their ideas clearly and with enthusiasm.	Learners can persuade, involve and inspire others in value-creating activities.	Learners can inspire others and get them on board for value-creating activities.
<b>Into action</b>	<b>Taking the initiative</b>	Learners are willing to have a go at solving problems that affect their communities.	Learners can initiate value-creating activities.	Learners can look for opportunities to take the initiative to add or create value.
	<b>Planning and management</b>	Learners can define the goals for a simple value-creating activity.	Learners can create an action plan, which identifies the priorities and milestones to achieve their goals.	Learners can refine priorities and plans to adjust to changing circumstances.
	<b>Coping with uncertainty, ambiguity and risk</b>	Learners are not afraid of making mistakes while trying new things.	Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences.	Learners can weigh up risks and make decisions despite uncertainty and ambiguity.
	<b>Working with others</b>	Learners can work in a team to create value.	Learners can work together with a wide range of individuals and groups to create value.	Learners can build a team and networks based on the needs of their value-creating activity.
	<b>Learning through experience</b>	Learners can recognise what they have learnt through taking part in value-creating activities.	Learners can reflect and judge their achievements and failures and learn from these.	Learners can improve their abilities to create value by building on their previous experiences and interactions with others.