



#EntEd

Competences and Curriculum Design: GreenComp or EntreComp – Which Way Now?

The launch of the first UK QAA (2012) Guidance on [Enterprise and Entrepreneurship](#) was a sector wide game changer for enterprise educators seeking clarity on definitions, desired outcomes and approaches for developing students and graduates, as graduate themes. The subsequent revision (2018) incorporated ideas of Green Entrepreneurship (p8) and added the European Entrepreneurial Competences Framework (2018:17) (EntreComp). However now that the QAA has Guidance for [education for sustainable development](#) and the EU competence library now includes [GreenComp](#) as the European Sustainability Competence Framework, how best to use them?

The [UN Sustainability Goals](#) changed our ambitions for education, creating a plan of action for people, planet, and prosperity through 17 clear statements of change. These have engaged young people and educators have seized the opportunity to create powerful assessments and challenges using these goals.

Recognising the need to embed sustainability into the curriculum, the release of [GreenComp](#) gave those with experience of [EntreComp](#) a challenge.

To appreciate their linkages, it is helpful to appreciate that GreenComp and EntreComp fall under the umbrella document “[LifeComp](#)” which indicates 9 key competences with a framework of “personal, social and learning to learn”.

These are:

Personal area

P1 self-regulation - awareness and management of emotions, thoughts, and behaviour
P2 flexibility - ability to manage transitions and uncertainty, and to face challenges
P3 wellbeing - pursuit of life satisfaction, care of physical, mental, and social health, and adoption of a sustainable lifestyle

Social area

S1 empathy - the understanding of another person's emotions, experiences and values, and the provision of appropriate responses
S2 communication - use of relevant communication strategies, domain-specific codes and tools depending on the context and the content
S3 collaboration - engagement in group activity and teamwork acknowledging and respecting others

Learning to learn area

L1 growth mindset - belief in one's and others' potential to continuously learn and progress
L2 critical thinking - assessment of information and arguments to support reasoned conclusions and develop innovative solutions
L3 managing learning - the planning, organising, monitoring, and reviewing of one's own learning

However [GreenComp](#) and [EntreComp](#) express competences in different ways (format/language) meaning that a simple match across is not so simple. GreenComp consists of 12 competences organised into the four areas below:

- **Embodying sustainability values**, including the competences • valuing sustainability • supporting fairness • promoting nature



- **Embracing complexity in sustainability**, including the competences • systems thinking • critical thinking • problem framing

- **Envisioning sustainable futures**, including the competences • futures literacy • adaptability • exploratory thinking

- **Acting for sustainability**, including the competences • political agency • collective action • individual initiative

These are described, unlike EntreComp, as statements of knowledge (K), skills (S) and attitudes (A). These can connect more directly to the 15 EntreComp competence statements with the addition of “I can”.

“I can” statements help give a clear articulation of developing competences, as they rest upon clear evidence for each the statement. Unlike other approaches (tests or quizzes) this reduces the dependence on confidence by seeking examples of actual practice. (This is the approach used in the award of the [EEUK Fellowship](#) which draws upon [CAR or STAR](#) methods as a reflective tool to attest to your competence).

“I can” statements can help connect GreenComp and EntreComp, but they are different documents, providing different support to educators, so to appreciate their differences, this guide offers 2 starting points.

A: Starting with EntreComp

Within its 15 competences, EntreComp has a clear “petal” of ‘Ethical and Sustainable Thinking’ within the ‘flower’. This establishes the importance of sustainability within key area of ‘Ideas and Opportunities’. This means that the EntreComp framework recognises that ethical and sustainable

thinking is a clear competence for those starting a business or seeking to become [entrepreneurial employees](#).

For those working with EntreComp to write learning outcomes, or design programmes/activities (see [EEUK Guide](#)) it is now even easier to articulate this competence is, as the 12 competences of GreenComp can provide more specific and detailed learning outcomes, assessment rubrics and ideas for progression through learning.

As with EntreComp, not all competences are expected to be included in every programme, so the challenge is not to add a further 12 to the challenge of 15 rather this allows educators to ‘dig deep’ into particular areas to ensure the student experience is explicit. This is an enhancement to EntreComp, for use when needed, rather than a ‘must have’ when this competence is already articulated.

B: Starting with GreenComp

Many Enterprise Educators will see links between the language of GreenComp and that of enterprise and entrepreneurship, as many of its competences link directly to the complexity, ambiguity, and multi-faceted nature of putting enterprise “into action”. However, at first glance the different presentational approaches within the two documents can suggest the choice is ‘either or’ rather than a blending of the two. In fact, GreenComp clearly states its links to EntreComp, under the umbrella of LifeComp and also within its documentation (appendix) where Table 9 (p47) directly acknowledges its links to EntreComp in its focus upon Adaptability.

When working up learning outcomes, GreenComp recognises that the proficiency level within each of its competences can vary depending on learners’ backgrounds, needs, and context, preferring to



address the knowledge, skills, and attitudes of each of these actions as a sustainability challenge, where every action has an impact. This means that digging deep into the EntreComp appendix, where 442 learning outcomes are provided within 8 progression levels can help detail competence development more explicitly.

Mapping together

It can initially appear, with the difference in layout ('I can' or KSA statements; 15 or 12 etc) that these documents don't work together, however it is clear that they can enhance and support each other, without seeming to suggest the need to overload the curriculum (or our students) with the need to master 27 competences!

Both frameworks are presented as flexible and adaptable and therefore can be blended, mixed, or used to enhance and illuminate aspects of each other. Whilst direct mapping may have been expected, it is in fact the adaptability and inclusivity of these frameworks that will allow them to work together in curriculum design, programme delivery and explicit conversations with students about their developing competence.

Your route of entry into these frameworks (See Appendix for illustrations) will be dependent on the task, goal, and focus. This will drive clarity as to competences are being developed.

For many enterprise educators, there is a definite logic in starting with the QAA documentation (1) for definitions, boundaries, and conceptual frameworks. From the [QAA \(2018\) Guidance](#), EntreComp is likely to be the primary document that is shaping learning outcomes or helping to map course coverage or student progress. But with the addition of GreenComp to flesh out the detail of the sustainability competence, or to illuminate the

competences being developed through specific environmental/sustainability or ethical challenges, the route to effective curriculum development is increasingly clear.

Just as [DigComp](#) (3.5) adds depth of understanding to the digital competences that are needed, GreenComp (3.4) can make these specific competences explicit to staff, students and within course materials.

Adding to the ever-expanding library from EEUK's [ETCToolkit](#) (which provides advice, case examples and teaching techniques, all of which are classified under the 2012 QAA graduate themes) there is a now pathway to developing new workshops, activities and curriculum that can ensure the competences, where they are entrepreneurial, digital, sustainable, or even '[lifelong](#)', being developed are clear to all.

Accessing key resources online

1. QAA

- 1.1 The [QAA \(2018\) Guidance](#) Enterprise/Ent
- 1.2 QAA Guidance for [education for sustainable development](#)

2. EEUK Blogs

- 2.1 The [EEUK Guide to EntreComp](#) 2021
- 2.2 Using Entrecomp for teaching Online blog

3. Quick access links to online reports

- 3.1 [LifeComp](#)
- 3.2 [Entrecomp in Action](#)
- 3.3 The [Entrepreneurial Employee](#) in public and private sector – What, Why, How
- 3.4 [GreenComp](#)
- 3.5 [DigComp](#)

4. ETCToolkit highlighted relevant examples

[EEUK Fellow submissions](#)
[Sustainable](#) and [Digital](#)

Appendix: Exploring alignments (Penaluna, A 2022)

Kindly mapped and offered by Professor [Andy Penaluna Hon Fellow of EEUK](#) has mapped some potential alignments between GreenComp and EntreComp, to help to set the scene for using both guidance documents in unison.

Table 1: GreenComp to EntreComp: Potential alignments and interpretations

Area of GreenComp	GreenComp Focus	Potential links and connections	EntreComp Focus
Embodying sustainability values	Valuing sustainability	Considering regeneration not exploitation	Ethical and sustainable thinking
	Supporting fairness	Balancing needs of all stakeholders	Working with others / Mobilising others
	Promoting nature	Considering physical environments and impact	Planning and Management / Valuing ideas
Embracing complexity in sustainability	Systems thinking	Eliciting alternative points of view	Working with others / Spotting opportunities
	Critical thinking	Research and decision making	Learning through experience / Valuing ideas
	Problem framing	Problem and opportunity recognition	Spotting opportunities / Vision
Envisioning sustainable futures	Futures literacy	Visioning futures based on evidence gathering	Vision / Mobilising resources
	Adaptability	Coping with changes and uncertainties	Coping with ambiguity, uncertainty, and risk
	Exploratory thinking	Learning to learn and challenge norms	Coping with ambiguity, uncertainty, and risk / Spotting opportunities
Acting for sustainability	Political agency	Understanding the motivations of others	Working with others / Mobilising resources / Financial and Economic literacy
	Collective action	Teamwork and motivating others	Mobilising others / Working with others / Valuing ideas
	Individual initiative	Creativity and innovative thinking	Taking the Initiative / Creativity / Self-awareness and Self Efficacy / Motivation and Perseverance

Table 2: EntreComp to GreenComp: Potential alignments and interpretations

Area of EntreComp	EntreComp Focus	Potential links and connections	GreenComp Focus
Ideas and Opportunities	Spotting opportunities	Seeing new ways of doing things	Problem framing / Exploratory thinking / Individual initiative
	Creativity	Developing new / alternative ideas	Systems thinking / Futures literacy / Exploratory thinking
	Vision	Seeing into the future	Futures literacy / Problem framing
	Valuing ideas	Perceiving values of alternative stakeholders	Valuing Sustainability / Supporting fairness / Promoting nature
	Ethical and sustainable thinking	Ethical and environmental considerations	Political agency / Valuing sustainability / Futures literacy / Promoting nature
Resources	Self-awareness and self-efficacy	Understanding yourself and potential roles	Systems thinking / Critical thinking / Individual initiative
	Motivation and perseverance	Sticking to it / not giving up	Adaptability / Exploratory thinking / Critical thinking
	Mobilising resources	Finding resources that can work for you	Supporting fairness / Futures literacy / Exploratory thinking
	Financial and economic literacy	Understanding legal and financial issues	Political Agency / Problem Framing / Valuing sustainability
	Mobilising others	Getting others to help / persuasion	Collective Action / Systems thinking / Supporting fairness
Into action	Taking the initiative	Leading on a new idea and challenging norms	Individual initiative / Exploratory thinking / Systems thinking
	Planning and management	Creating interim goals and stages of work	Problem framing / Collective action / Problem Framing
	Coping with ambiguity, uncertainty, and risk	Being flexible and adaptable when things change	Adaptability / Individual initiative / Systems thinking
	Working with others	Being a team player	Collective action / Supporting fairness
	Learning through experience	Learning from and building upon successes and failures	Exploratory thinking / Individual initiative / Adaptability

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