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in the Algerian higher education system

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1 Introduction

The Evolution of Entrepreneurship Education in Algerian Higher Education (HEIs) and Its Challenges

The teaching of entrepreneurship is gaining significant traction in Algerian Higher Education Institutions (AHEIs), increasingly recognized as a vital driver for innovation, economic development, and youth employment. This emphasis reflects a strategic governmental push to diversify the economy beyond its traditional reliance on hydrocarbons. The Algerian government has actively supported this trend through targeted policy initiatives, specific funding programs, and the establishment of dedicated support structures within universities, gradually integrating an entrepreneurial spirit into curricula.

1. Early Initiatives and Foundational Agreements (2007-2017)

The journey of formal entrepreneurship education in Algeria began with pioneering steps. The first initiative to create an "Entrepreneurship House" in Algeria took place at Mentouri University of Constantine in 2007, in collaboration with the regional branch of the National Agency for Youth Employment Support. This initial success paved the way for similar initiatives, which started spreading to other universities in 2013. By 2014, this model had expanded nationwide, formalized through two key framework agreements between the Ministry of Higher Education and Scientific Research and other relevant ministries. A significant milestone was the First Agreement, a ministerial framework signed on March 9, 2017, between the Ministry of Labour, Employment, and Social Security and the Ministry of Higher Education and Scientific Research. This agreement established a general partnership to develop, promote, and encourage entrepreneurship within the university environment. Its main objectives were to establish Entrepreneurship Development Centers (CDE) in all higher education institutions and to stimulate entrepreneurial spirit among researchers and students through targeted programs. Both ministries committed to providing the necessary resources, including physical space, educational materials, and joint annual work plans for the "CDE". To carry out this mission on a national scale, teachers (MESRS) were trained with the support of facilitators from NESDA.

2. Accelerating Entrepreneurial Development and Policy Reinforcement (2022-2023)

The commitment to entrepreneurial education saw further acceleration with new agreements and regulatory frameworks. Ministerial Order No. 1275, published on September 27, 2022, marked a crucial step by aiming to help final-year higher education students transform their graduation theses into startups and facilitate patent registration. This was complemented by Executive Decree No. 12-293 of July 21, 2012, which had previously defined the missions, organization, and operation of common interest centers for scientific and technological research, including incubators. Additionally, Ministerial Order No. 1275 of September 27, 2022, established the general principles for implementing academic entrepreneurship within Algerian universities, laying the groundwork for further development.

On March 7, 2022, a Second Agreement was signed between the Ministry of Higher Education and Scientific Research and the Minister Delegate to the Prime Minister responsible for Micro-Enterprises. This agreement aimed to organize, guide, and channel the energy of young university project holders towards entrepreneurship, promoting entrepreneurial initiatives within the university environment. It built upon the first agreement with additional objectives: consolidating entrepreneurial spirit, supporting micro-enterprise creation, integrating research and development projects aligned with the



micro-enterprise sector, and providing an environment for university innovators to implement their ideas.

2023 proved to be a pivotal year with the introduction of the "Entrepreneurship" module in the second year of undergraduate studies across Algerian universities. This early exposure is designed to allow students to explore entrepreneurship as a viable career path, grasp fundamentals, and cultivate an entrepreneurial mindset. The module focuses on developing key skills such as creativity, innovation, problem-solving, project management, and risk-taking, which are essential for both aspiring entrepreneurs and broader professional integration.

Further reinforcing the policy landscape, Joint decisions were made by the Ministry of Higher Education and the Ministry of Knowledge Economy, signalling a strong political will to foster the entrepreneurial ecosystem in universities. This translated into concrete directives:

- Inter-ministerial Circular No. 01 (July 13, 2023): Clarified and defined modalities for promoting entrepreneurship in universities, formalizing Entrepreneurship Development Centers (formerly Entrepreneurship Houses) to train students in micro-enterprise creation and integrate R&D projects.
- Inter-ministerial Circular No. 02 (July 13, 2023): Established the status of the "student entrepreneur," outlining conditions for obtaining it and the benefits for students with startup or micro-enterprise projects.
- Joint Inter-Ministerial Circular No. 03 (July 13, 2023): Defined the "student entrepreneur diploma," a certification for students who achieved student entrepreneur status and completed their studies with a business creation project.

Complementing these policy moves, university business incubators have been established across the country, governed by regulatory texts such as Executive Decree No. 12-293 (July 21, 2012), Ministerial Order No. 1275 (September 27, 2022), and inter-ministerial decisions establishing "incubators" as common interest centers for research. Instructions from the Directorate General of Scientific Research (No. 347/2022) and the Secretary General of the Ministry (No. 399/2021) further stipulated the attachment of fabrication laboratories (fab labs) to incubators and aimed to activate their creation process. In June 2025, the 1275 (2022) was completed by the ministerial order 008 (June 2025) to refine the implementation, focusing on clearer operational guidelines for selection, mentorship, and coordination.

3. Support Structures and Future Directions

In accordance with these frameworks, Technology and Innovation Support Centers have been established in universities through agreements with the Algerian Institute of Industrial Property (INAPI). These centers are crucial for providing intellectual property protection services to researchers and students, collaborating with INAPI and the World Intellectual Property Organization. They offer assistance with registration files, access to scientific/technical resources, and industrial property publications.

The National Agency for the Valorization of Scientific Research Results and Development, established under Executive Decree No. 98-137 (May 3, 1998), also plays a vital role in the national innovation system. Operating under the Ministry of Higher Education and Scientific Research, its missions include strengthening cooperation between research and economic sectors, stimulating economic growth through innovation, and supporting innovative ideas through to realization.



Furthermore, Ministerial Order No. 1275 (September 27, 2022) aimed to help final-year students transform their graduation theses into startups and facilitate patent registration. This initiative is supported by various organizational and structural frameworks, including:

- The National Coordination Committee for Monitoring Innovation and University Incubators, which serves as a supervisory body.
- The establishment of university entrepreneurship foundations (Resolution No. 1244, September 25, 2022).
- The creation of a strengthened National Coordination Committee for the Monitoring of University Innovation and Entrepreneurship (Resolution No. 036, March 1, 2023).
- The activation of university interfaces CDE, CATI, BLUE, MIA and Accelerator (Ministerial Order No. 1275).

An agreement signed on October 1, 2022, between the Ministry of Higher Education and Scientific Research and the Ministry of Knowledge Economy, Startups, and Micro-enterprises specifically focuses on supporting university incubators and innovative student projects to obtain the "innovation label". Decision No. 1350 (October 4, 2022) established a committee to monitor this cooperation.

Looking ahead, Decision No. 005 (January 19, 2025) specifies procedures for establishing "University Business Accelerators" to assist mature innovative project holders and university startups in achieving exponential growth. This is further refined by Ministerial Order No. 008 (June, 2025), which amends and complements Ministerial Order No. 1275 regarding the preparation of thesis projects for the "Diploma in Business Creation," clarifying procedures, evaluation criteria, and implementation systems.

4. Challenges and Opportunities Moving Forward

Despite this notable progress, several obstacles continue to hinder the full implementation of high-quality entrepreneurship education. These include:

- Limited institutional resources.
- Dominant societal attitudes that often prioritize public sector employment over entrepreneurial ventures.
- Persistent gaps in students' practical skills, highlighting the need for more experiential learning.
- The ongoing need to develop a robust entrepreneurial ecosystem that improves access to funding, mentorship, and broader support infrastructure.

Nevertheless, Algeria possesses significant untapped potential. Its large, dynamic young population represents a valuable pool of entrepreneurial talent. Promoting entrepreneurship can play a crucial role in economic diversification, reducing reliance on hydrocarbons, fostering job creation (especially among youth), and stimulating innovation and sustainable growth. Recent initiatives, such as the national Erasmus+ workshop dedicated to the entrepreneurship ecosystem in HEIs and the creation of Entrepreneurship Development Centers (EDCs), underscore the country's increasing commitment. Concurrently, ongoing academic and policy research continues to inform more effective strategies tailored to the Algerian context.

To fully leverage this potential, AHEIs require increased investment in infrastructure, faculty development, and holistic student support services. It's crucial to emphasize the acquisition of practical skills through experiential learning, internships, and real-world entrepreneurial projects to effectively bridge the gap between theory and practice. Strengthening partnerships between AHEIs, the economic sphere, and entrepreneurial stakeholders will foster a more dynamic and supportive ecosystem.



Ultimately, cultivating a culture that values entrepreneurship, innovation, and calculated risk-taking is essential to shift mindsets and encourage student engagement. Sustained international collaboration, particularly through initiatives like Erasmus+, will enable Algerian institutions to adopt global best practices and adapt them to the national context, ensuring they play a key role in promoting sustainable development and innovation.

The LEADS project

The LEADS project is a vital catalyst for fostering the entrepreneurial spirit within the Algerian higher education system. It aims to inject a new dynamic by integrating fundamental entrepreneurial language and digital skills. The overarching objective of LEADS is to train a generation of graduates with a strong sense of initiative, empowering them to conceive and launch their own businesses, thereby actively contributing to the diversification and growth of the national economy. To achieve this, LEADS is implementing a state of the art certification system, officially recognized by the Ministry of Higher Education and Scientific Research, which validates students entrepreneurial language and digital skills providing them with a distinct advantage in the job market.

As part of the LEADS project, our initial work involved selecting EntreComp as the most appropriate framework to inspire the development of an entrepreneurial skills assessment model tailored to Algeria. This decision was driven by EntreComp's comprehensive approach to defining the knowledge, skills, and attitudes that characterize entrepreneurial competence in all aspects of life.

Published in 2016, EntreComp establishes a common understanding of what it means to be entrepreneurial, emphasizing that everyone has the potential to develop these skills. Whether in education, employment, public service, or even the non-profit sector, developing entrepreneurial skills enables individuals to create greater added value for society. Our specific objective is to integrate the EntreComp framework into higher education institutions, embedding entrepreneurship into the curriculum to equip students with the mindset and skills necessary for innovation and problem-solving. By adapting EntreComp to the Algerian context, we aim to develop a structured assessment model that supports students throughout their entrepreneurship learning journey, while also aligning with national educational priorities.

Our goal is to add value to the existing EntreComp framework, rather than develop another set of entrepreneurial competencies. We want to draw lessons from the research underpinning EntreComp and base the project on its findings while taking an extra step to make the tool more accessible and user-friendly. This framework is primarily intended for university trainers involved in the development of entrepreneurship and, secondly, it supports students in improving and certifying their entrepreneurial skills.

EntreComp provides a structured model for understanding and developing entrepreneurial competencies, and its integration into Algeria's competency assessment framework offers a unique opportunity to align education with national development goals. While EntreComp has been successfully applied in various European and international contexts, its implementation in Algeria requires a contextualized approach. This means adapting the framework's structure, learning methodologies, and assessment tools to reflect Algeria's specific socio-economic landscape, institutional capacities, and cultural dimensions.

To facilitate this, the LEADS project focuses on training referent teachers, creating high-quality educational content in studios, and establishing certification centers. These initiatives aim to provide students with high-quality support and practical tools to help them develop their entrepreneurial projects. By fostering innovation, encouraging calculated risk-taking, and promoting autonomy, LEADS



seeks to transform Algerian higher education into a true breeding ground for entrepreneurs, capable of meeting the challenges of tomorrow's economy.

This approach requires a strategic vision and the implementation of effective development mechanisms. By doing so, LEADS will succeed in playing a key role in promoting sustainable development and innovation across Algeria.

The main objectives of this project are:

- **Assess and Evaluate:** This project aims to develop a measurement tool for both students and teachers to assess the level of entrepreneurial skill acquisition. This includes helping teachers measure students' competencies and track their progress, identifying which skills have been developed. Furthermore, this tool will help students clearly understand their strengths, weaknesses, and areas where they need improvement.
- **Produce Online and Open-Source Learning Courses (MOOCs):** This initiative will help students discover their entrepreneurial skills, identify any missing competencies, and access Open Educational Resources (OERs) on the platform/website, specifically designed to strengthen these skills.

2 Proficiency levels and list of Competences

EntreComp plays a crucial role in this project as the domains, competencies, and learning outcomes are all based on it. EntreComp serves as the reference framework for identifying entrepreneurial skills. Therefore, the competencies developed within our framework are fully aligned with those defined in EntreComp. Students will be able to self-assess themselves on the 15 competencies defined in EntreComp. In this context, EntreComp also serves as an assessment tool for certification. This framework not only identifies the skills students need to develop throughout their learning journey, but it also offers university students the opportunity to receive a certification in recognition of their entrepreneurial skills.

Our framework focuses on all components of the EntreComp framework to ensure comprehensive coverage:

- **Five (5) competencies related to the "Spotting and creating opportunities"**
These competencies focus on the ability to identify and seize opportunities, which is essential for fostering entrepreneurship.
- **Five (5) competencies related to "Mobilizing and managing resources"**
These competencies emphasize the ability to effectively gather and manage resources, a crucial aptitude for transforming ideas into reality.
- **Five (5) competencies related to "Moving from ideas to action"**
These competencies deal with the practical application of entrepreneurial ideas, ensuring that concepts are translated into concrete actions.



Skill	Competences
Spotting and creating OPPORTUNITIES	- C1. Identify opportunities for creating value - C2. Develop creative and purposeful ideas - C3. Work towards a future vision to turn ideas into action - C4. Make the most of ideas and opportunities - C5. Assess the consequences and impact of ideas, opportunities and actions
Mobilizing and managing Resources	- C6. Keep developing and believe in your self - C7. Stay focused and don't give up - C8. Gather and manage the resources you need - C9. Develop financial and economic know-how - C10. Inspire, enthuse and get others on board
Turning ideas Into Action	- C11. Take the initiative - C12. Plan and manage - C13. Make decisions dealing with uncertainty, ambiguity and risk - C14. Work with others - C15. Use any initiative for value creation as a learning opportunity

A Progressive Framework for Entrepreneurial Skill Development

This framework meticulously delineates entrepreneurial progression across three core proficiency levels, each further detailed by two distinct sub-levels. While this structure comprehensively addresses current educational needs, it's designed with inherent flexibility and scalability.

Foundation level: The student discovers and becomes aware of the basic concepts linked to entrepreneurship. He begins to develop skills such as creativity and opportunity identification.

- **Level 1:** Under direct supervision.
- **Level 2:** With reduced support from others, some autonomy and together with his peers.

Intermediate level: The student begins to put his entrepreneurial skills into practice in simple and familiar situations. He develops skills such as planning, project management and communication.

- **Level 3:** On his own and together with his peers.
- **Level 4:** Taking and sharing some responsibilities.

Advanced Level: The student is able to manage complex entrepreneurial projects and adapt to changing environments. He masters skills such as problem solving, decision making and leadership.

- **Level 5:** With some guidance and together with others.
- **Level 6:** retaking responsibility for making decisions and working with others.

Foundation (Understand)	Relying on support from others	Discover	Level 1
		Explore	Level 2
Intermediate (Apply)	Building independence	Experiment	Level 3
		Dare	Level 4
Advanced (Impact)	Taking responsibility	Improve	Level 5
		Reinforce	Level 6

NB: As Algeria's entrepreneurial landscape continues to mature, we are committed to its continuous refinement, with plans to introduce an '**Expert**' level in the future to recognize and cultivate truly expert competency and leadership.

3 Learning outcomes

The framework structures learning outcomes across 15 core entrepreneurial competencies, organized into three broad areas: Spotting and creating Opportunities, Resources, and Into Action. It defines these competencies across three main proficiency levels.

3.1 Foundation level

3.1.1 Skill 1: Spotting and creating OPPORTUNITIES

Students are able to:

- find opportunities to generate value for others.
- develop multiple ideas that create value for others.
- imagine a desirable future.
- understand and appreciate the value of ideas.
- recognize the impact of their choices and behaviours, both within the community and the environment.

This skill at this level encompasses five essential competences:

Competences	Descriptors	Level 1: students are able to	Level 2: students are able to
C1. Spotting opportunities	Identify, create and seize opportunities	Identify helpful opportunities.	See local value creation.
	Focus on challenges	Recognize solvable challenges.	Identify solvable local problems.
	Uncover needs	Find examples of positive impact.	Recognize unmet local needs.
	Analyse the context	Distinguish value creation areas	Understand sector roles in the region
C2. Creativity	Be curious and open	Demonstrate curiosity.	Explore resource repurposing.
	Develop ideas	Generate relevant solutions.	Generate value-creating ideas (solo/team).



	Define problems	Approach open problems curiously.	Brainstorm multiple problem solutions.
	Design value	Construct value-creating objects.	Enhance products/services for better fit.
	Be innovative	Identify innovative examples.	Describe societal impact of innovations.
C3. Vision	Imagine	Imagine a desirable future	Imagine and plan future scenarios too create good things for their town.
C4. Valuing ideas	Recognise the value of ideas.	Find valuable ideas.	Show community value creation by groups.
	Share and protect ideas.	Respectfully use others' ideas.	Explain idea sharing vs. Idea protection.
C5. Ethical and sustainable thinking	Behave ethically.	Recognize or identify honest and responsible actions.	Describe the value of doing what's right.
	Think sustainably.	List eco-friendly community actions.	Identify businesses that are eco-friendly and benefit everyone.
	Assess impact.	List human-caused social, cultural, environmental, or economic changes.	Compare local and global impact.
	Behave ethically.	They spot examples of commitment and ethical behaviour.	Explain why integrity and ethics are important.

3.1.2 Skill 2: Mobilising and managing RESOURCES

Students are able to:

- trust their own ability to generate value for others.
- want to follow their passion and create value for others.
- find and use resources responsibly.
- draw up the budget for a simple activity.
- communicate their ideas clearly and with enthusiasm.

This skill at this level encompasses FIVE essential competences:

Competence	Description	Level 1: students are able to	Level 2: students are able to
C6. Self awareness	Follow your aspirations.	Identify personal needs and goals.	Describe personal desires and aims.
	Identify strengths and weaknesses	Recognize strengths and weaknesses.	Provide simple examples or evidence for identifying strengths and weaknesses
	Believe in your ability	Believe in successful task completion.	Believes in achieving intentions.



and self-efficacy	Shape your future	List job types and functions.	Matches job qualities to personal abilities.
C7. Motivation and perseverance	Stay driven	Be driven by positive impact.	Be motivated by creating value.
	Be determined	View tasks as challenges.	Be motivated by challenges.
	Focus on what keeps you motivated	Identify what makes feel good about work.	Recognize motivation methods.
	Be resilient.	Show passion for goals.	Determined to achieve goals.
C8. Mobilising resources	Don't give up	Persist through difficulties.	Willing to work hard
	Manage resources (material and non material).	Understands resource limits.	Value resource sharing.
	Use resources responsibly.	Values and responsibly uses possessions.	Explain resource longevity through reuse.
	Make the most of your time.	Recognizes various time uses.	Value time as a limited resource.
C9. Financial and economic literacy	Get support.	Seeks help when needed	Identify help sources for projects.
	Understand economic and financial concepts.	Recall basic money terms.	Explain basic economic ideas.
	Budget.	Decide how to spend money.	Create a simple family budget.
	Find funding.	Identify income types.	Describe bank's role in economy.
C10. Mobilising others	Understand taxation.	Outline taxation purpose.	Explain how taxes fund public services.
	Inspire and get inspired.	Enjoy challenges.	Actively create value for others.
	Persuade.	State opinion and simple reasons.	Persuade with multiple arguments.
	Communicate effectively.	Communicate ideas clearly.	Persuasively presents team ideas.
	Use media effectively.	Give examples of inspiring ads.	Discuss media audience reach.

3.1.3 Skill 3: Turning Ideas into ACTION

Students are able to:

- to have a go at solving problems that affect their communities.
- define the goals for a simple value-creating activity.
- making mistakes while trying new things without being afraid
- work in a team to create value.
- recognise what they have learnt through taking part in value-creating activities.



This skill at this level encompasses FIVE essential competences:

Competence	Description	Level 1: students are able to	Level 2: students are able to
C11. Taking the initiative	Take responsibility.	Complete tasks responsibly.	Take responsibility in group work.
	Work independently.	Show task independence.	Work independently on simple projects.
	Take action.	Try to solve local problems.	Initiate solutions for community problems.
C12. Planning and Management	Define goals.	Execute simple project plans.	Identify alternative project goals.
	Plan and organise.	Recall project step order.	Manage multiple simple tasks comfortably.
	Develop sustainable business plans.	Identify basic components of a simple business	Describe simple ways businesses can be sustainable
	Define priorities.	Recognize task progress.	Identify basic project steps.
	Monitor your progress.	?	Monitor task progress.
	Be flexible and adapt to changes.	Adapt to changes.	Handle changes constructively.
C13.Coping with uncertainty and risk	Cope with uncertainty and ambiguity.	Embraces mistakes in new endeavours.	Explore personal achievement methods.
	Calculate risk.	Identifies local risks	Describe project-related risks.
	Manage risk.	Identify simple ways to avoid or reduce risks.	Suggest basic precautions for known risks.
C14. Working with others	Accept diversity (people's differences).	Respect diverse backgrounds.	Value others' contributions.
	Develop emotional intelligence.	Shows empathy.	Recognize emotional influence.
	Listen actively.	Work independently and collaboratively.	Discuss the benefits of listening.
	Team up.	Involve others in projects.	Adapt group work methods.
	Work together.	Explain association and cooperation.	Contribute to simple projects.
	Expand your network.	Respect diverse backgrounds.	Seek new collaborations.
C15. Learning through experience	Reflect.	Find valuable failures.	Provide examples of failures leading to success.
	Learn to learn.	Show increased abilities through experience.	Anticipate growth from experience, including failures.
	Learn from experience.	Recognize learning from projects.	Reflect and learn from project experiences.



3.2 Intermediate level

3.2.1 Skill 1: Spotting and creating OPPORTUNITIES

Students are able to:

- recognise opportunities to address needs that have not been met.
- test and refine ideas that create value for others.
- build an inspiring vision that engages others.
- understand that ideas can have different types of value, which can be used in different ways.
- make decisions driven by ethics and sustainability

This skill at this level encompasses FIVE essential competences:

Competence	Description	Level 3: students are able to	Level 4: students are able to
C1. Spotting opportunities	Identify, create and seize opportunities	Articulate value creation	Seek value creation opportunities, even from necessity.
	Focus on challenges	Recognize alternative problem solutions.	Reframe challenges to reveal new opportunities.
	Uncover needs	Describe varied group needs	Define target users and their needs for value creation.
	Analyse the context	Distinguish value creation contexts	Specify the means of generating value on personal, social, and professional levels.
C2. Creativity	Be curious and open	Test skills in novel situations.	Seek novel solutions for their needs.
	Develop ideas	Try varied techniques to solve problems with available resources.	Validate solution value with users.
	Define problems	Engage in group problem definition.	Adapt open problems to their skills.
	Design value	Specify core prototype functions for idea validation.	Build, test, and refine prototypes to simulate value.
	Be innovative	Differentiate innovation types.	Evaluate an idea's true innovation versus novelty.
C3. Vision	Imagine	Generate an inspiring shared vision for the future.	Model future possibilities based on their value proposition
C4.	Recognise the value of ideas.	Describe the role and nature of a vision	Be aware of what is needed to build a vision.



Valuing ideas	Share and protect ideas.	Power idea implementation thanks to their visions	Determine their desired contribution to value-creation visions.
C5. Ethical and sustainable thinking	Behave ethically.	Distinguish social, cultural, and economic value.	Select a value type and its optimal action pathway.
	Think sustainably.	Differentiate types of licenses for idea sharing and rights protection.	Assign the best license for sharing and protecting their idea's value.
	Assess impact.	Implement ethical considerations in consumption and production.	Act with honesty and integrity in decision-making.
	Behave ethically.	Recognize unsustainable practices and their environmental impact.	Formulate clear problem statements for unsustainable practices

3.2.2 Skill 2: Mobilising and managing RESOURCES

Students are able to:

- make the most of their strengths and weaknesses.
- put effort and resources into following their passion and create value for others.
- gather and manage different types of resources to create value for others.
- find funding options and manage a budget for their value-creating activity.
- persuade, involve and inspire others in value-creating activities.

This skill at this level encompasses FIVE essential competences:

Competence	Description	Level 3: students are able to	Level 4: students are able to
C6. Self aware ness and self efficacy	Follow your aspirations.	Actualize aspirations.	Reflect on needs and aspirations.
	Identify your strengths and weakness.	Assess self.	Leverage strengths for value.
	Believe in your ability.	Affirm capability.	Influence situations positively.
	Shape your future.	Construct destiny	Adapt careers with skills.
C7. Motivation and perseverance	Stay driven.	Envision goal achievement for motivation.	Self-regulate for goal achievement.
	Be determined.	Students create challenges for self-motivation.	Students commit effort and resources to overcome challenges.
	Focus on what keeps you motivated.	Students consider social incentives of initiative.	Students distinguish internal and external motivators.
	Be resilient.	Overcome minor obstacles.	Assess when to abandon an idea.



	Don't give up.	Defer gratification for greater value.	Sustain effort through setbacks
C8. Mobilising Resources	Manage resources (material and non-material).	Try various resource pairings to activate ideas.	Acquire and manage resources for idea implementation
	Use resources responsibly.	Demonstrate efficient use of available resources.	Propose ways to reduce waste or improve resource efficiency in a project.
	Make the most of your time.	Discuss the principles of circular economy and resource efficiency.	Manage resources for optimal, sustainable use
	Get support.	Discuss the need for investing time in different value-creating activities.	Optimize time for goal achievement.
C9. Financial and economic literacy	Understand economic and financial concepts.	Segment tasks.	Identify support services
	Budget.	Apply opportunity cost and comparative advantage to explain exchanges.	Interpret income statements and balance sheets.
	Find funding.	Create budgets for value-creating activities.	Students assess cash-flow needs.
	Understand taxation.	Describe diverse value-creation forms and ownership structures	Students locate public and private funding sources.
C10. Mobilising others	Inspire and get inspired.	Calculate tax and accounting obligations.	Cultivate an environment where others feel empowered to lead and innovate.
	Persuade.	Persevere through difficulties.	Exemplify leadership.
	Communicate effectively.	Substantiate arguments to persuade.	Inspire through emotional appeals.
	Use media effectively.	Convey imaginative design solutions.	Articulate idea value to diverse stakeholders.

3.2.3 Skill 3: Turning ideas into ACTIONS

Students are able to:

- initiate value and creating activities.
- create an action plan, which identifies the priorities and milestones to achieve their goals.
- evaluate the benefits and risks of alternative options and make choices that reflect their preferences.
- work together with a wide range of individuals and groups to create value.
- reflect and judge their achievements and failures and learn from these.



This skill at this level encompasses FIVE essential competences:

Competence	Description	Level 3: students are able to	Level 4: students are able to
C11. Taking the initiative	Take responsibility.	Execute tasks with individual and group accountability.	Demonstrate individual and group accountability.
	Work independently.	Launch simple value-creating activities.	Aspire to independently initiate value creation.
	Take action.	Address challenges, solve problems, and capitalize on opportunities.	
C12. Planning and Management	Define goals.	Outline future aspirations based on strengths and interests	Establish actionable short-term goals.
	Structure Project Scope	Deconstruct a complex vision into manageable phases.	Design comprehensive project structures with clear interdependencies.
	Plan and organise.	Develop goal-oriented action plans.	Accommodate plan changes.
	Develop sustainable business plans.	Design a business model.	Define key business model components.
	Define priorities.	Prioritize core steps in value creation.	Establish and execute personal priorities.
	Monitor progress.	Determine essential progress-monitoring data.	Set milestones and progress indicators.
	Be flexible and adapt to changes.	Adapt plans based on team needs	Revise plans for external changes.
C13. Coping with uncertainty, ambiguity and risk	Cope with uncertainty and ambiguity.	Analyze information's role in risk reduction.	Source and compare information to reduce decision risks.
	Calculate risk.	Differentiate acceptable and unacceptable risks.	Weigh self-employment risks against career alternatives.
	Manage risk.	Evaluate value-creation risks comprehensively.	Assess venture setup risks.
C14. Working with others	Accept diversity (people's differences).	Synthesize contributions for value creation.	Appreciate diversity for its innovative potential.
	Develop emotional intelligence.	Articulate value-creation ideas assertively.	Resolve conflicts.
	Listen actively.	Receive value-creation ideas without bias.	Listen to user feedback.
	Team up.	Collaborate with diverse individuals and teams.	Distribute ownership in team projects.
	Work together.	Participate constructively in group decisions.	Form cohesive teams for value creation.
	Expand your network.	Leverage relationships for support in action.	Build support networks, including mentorships.
C15. Learning through experience	Reflect.	Analyze and learn from failures.	Evaluate goal achievement to improve performance.
	Learn to learn.	Assess learning pathways for future opportunities.	Seek continuous self-improvement.
	Learn from experience.	Reflect and learn from interactions.	Select valuable feedback.



3.3 Advanced level

3.3.1 Skill 1: Spotting and creating OPPORTUNITIES

Students are able to:

- seize and shape opportunities to respond to challenges and create value for others.
- transform ideas into solutions that create value for others.
- use their vision to guide strategic decision-making.
- develop strategies to make the most of the value generated by ideas.
- make sure that their ethical and sustainability goals are met.

This skill at this level encompasses FIVE essential competences:

Competence	Description	Level 5: students are able to	Level 6: students are able to
C1. Spotting opportunities	Identify, create and seize opportunities	Detail entrepreneurial opportunity analysis methods.	Apply contextual knowledge to identify value creation opportunities.
	Focus on challenges	Challenge norms to generate new opportunities.	Determine optimal timing for opportunity realization.
	Uncover needs	Conduct stakeholder needs analyses.	Identify stakeholder conflict challenges.
	Analyse the context	Define system boundaries for value creation.	Analyze existing value creation for expansion opportunities.
C2. Creativity	Cultivate curiosity and openness	Seek innovative solutions for process improvement.	Synthesize contextual understanding for cross-area knowledge transfer.
	Develop ideas	Explain end-user idea testing techniques.	Establish stakeholder engagement processes.
	Define problems	Describe problem-shaping and solving strategies.	Facilitate value creation through experimentation and creative problem-solving.
	Design value	Develop solutions to personal and community problems.	Develop and launch value in phased increments.
	Be innovative	Explain innovation diffusion in society.	Differentiate innovation levels and their roles.
C3. Vision	Imagine	Apply contextual understanding to formulate strategic visions.	Articulate strategic value-creation visions.
C4.	Recognise the value of ideas.	Define the role of vision statements in strategic planning.	Create vision statements for internal guidance.



Valuing ideas	Share and protect ideas.	Determine necessary changes to realize a vision.	Champion change initiatives aligned with their vision.
C5. Ethical and sustainable thinking	Behave ethically.	Recognize diverse value forms in entrepreneurship.	Deconstruct value chains to pinpoint value-added segments.
	Think sustainably.	Differentiate intellectual property rights.	Draft equitable dissemination and exploitation agreements.
	Assess impact.	Advocate for ethical and sustainable value creation.	Promote ethical behavior within their influence.
	Behave ethically.	Analyze organizational environmental impact.	Analyze socio-technical environmental implications.

3.3.2 Skill 2: Mobilising and managing RESOURCES

Students are able to:

- compensate for their weaknesses by teaming up with others and by further developing their strengths.
- stay focused on their passion and keep creating value despite setbacks.
- define strategies to mobilise the resources they need to generate value for others.
- make a plan for the financial sustainability of a value-creating activity.
- inspire others and get them on board for value-creating activities.

This skill at this level encompasses FIVE essential competences:

Competence	Description	Level 5: students are able to	Level 6: students are able to
C6. Self aware ness and self efficacy	Follow your aspirations	Convert personal desires into achievable goals.	Guide others in reflecting on personal desires and goal setting.
	Identify your strengths and weaknesses	Collaborate to enhance strengths and mitigate weaknesses.	Assist others in identifying strengths and weaknesses.
	Believe in your ability.	Trust their ability to execute plans despite challenges.	Trust their ability to extract value from perceived failures.
	Shape your future.	Analyze how self-awareness impacts decisions, relationships, and well-being.	Select team and organizational development opportunities based on identified strengths and weaknesses
C7. Motivation and perseverance	Stay driven	Motivate themselves through achievement and self-belief.	
	Be determined.	Employ strategies to maintain motivation.	Mentor others for sustained motivation and commitment.



	Focus on what keeps you motivated.	Persist through obstacles to reach goals.	Implement team motivation strategies for value creation.
	Be resilient.	Acknowledge short-term wins for sustained motivation.	Develop strategies to overcome common obstacles.
	Don't give up.	Plan for resource limitations in value creation.	Inspire goal-driven effort through passion and ownership.
C8. Mobilising Resources	Manage resources (material and non material).	Convert personal desires into achievable goals.	Procure resources for value-creating activities.
	Use resources responsibly.	Develop strategies for the sustainable acquisition and use of resources.	Lead initiatives to optimize resource efficiency and minimize environmental impact
	Make the most of your time.	Consider non-material resource costs in decision-making.	Implement effective resource management procedures.
	Get support.	Optimize time management for productivity.	Guide others in time management.
C9. Financial and economic literacy	Understand economic and financial concepts.	Identify digital solutions for efficient value creation.	Seek support to capitalize on value-creation opportunities.
	Budget.	Differentiate balance sheets and profit-and-loss accounts.	Develop financial indicators.
	Find funding.	Apply financial planning and forecasting concepts.	Assess cash-flow needs for complex projects.
	Understand taxation.	Select appropriate funding sources for venture development.	Apply for public and private business support programs.
C10. Mobilising others	Inspire and get inspired.	Estimate the tax impact of financial decisions.	Decide on finances based on taxation schemes.
	Persuade.	Secure endorsement for value-creating activities.	Motivate others through difficult situations.
	Communicate effectively.	Pitch effectively to investors and donors.	Navigate resistance to innovative visions and activities.
	Use media effectively.	Communicate venture visions to inspire external stakeholders.	Create motivating and directive narratives and scenarios.

3.3.3 Skill 3: Turning ideas into ACTION

Student are able to:

- look for opportunities to take the initiative to add or create value.
- refine priorities and plans to adjust to changing circumstances.



- weigh up risks and make decisions despite uncertainty and ambiguity.
- build a team and networks based on the needs of their value-creating activity.
- improve their abilities to create value by building on their previous experiences and interactions with others.

This skill at this level encompasses FIVE essential competences:

Competence	Description	Level 5: students are able to	Level 6: students are able to
C11. Taking the initiative	Take responsibility.	Delegate responsibilities effectively.	Empower others to take responsibility.
	Work independently.	Launch value-creating activities, independently and collaboratively.	Foster independent work.
	Take action.	Implement new ideas and opportunities for venture growth.	Appreciate initiative in problem-solving and value creation.
C12. Planning and Management	Define goals.	Establish long-term goals aligned with their venture vision.	Align short, medium, and long-term goals with the venture vision.
	Plan and organise.	Summarize project management fundamentals.	Apply project management basics to value creation.
	Develop sustainable business plans.	Create business plans based on value creation models.	Organize activities with business and marketing plans.
	Define priorities.	Establish priorities for vision achievement.	Maintain focus on priorities amid changes.
	Monitor your progress.	Describe performance and impact monitoring methods.	Define and collect data for activity effectiveness monitoring.
	Be flexible and adapt to changes.	Adopt change for new value creation opportunities.	Integrate change into the value creation process.
C13. Coping with uncertainty, ambiguity and risk	Cope with uncertainty and ambiguity.	Determine decisions with incomplete information.	Synthesize diverse viewpoints for informed decisions under uncertainty.
	Calculate risk.	Apply affordable loss concepts in value creation decisions.	Compare activities based on risk assessments.
	Manage risk.	Demonstrate risk-benefit decision-making.	Develop risk management plans for venture choices.
C14. Working with others	Accept diversity (people's differences).	Actively seek out and value diverse perspectives and backgrounds in team formation.	Promote diversity within their team or organization.
	Develop emotional intelligence.	Find common ground.	Address disruptive behaviors that hinder value creation.
	Listen actively.	Detail end-user relationship management	Implement user feedback strategies.



		techniques.	
	Team up.	Assemble teams based on individual member attributes.	Collaborate with distributed communities via digital tools.
	Work together.	Employ collaborative tools and techniques.	Enable team members to perform optimally.
	Expand your network.	Leverage networks to recruit relevant team members.	Network proactively to support venture activities.
C15. Learning through experience	Reflect.	Analyze venture progress for continuous improvement.	Provide constructive feedback for performance reflection.
	Learn to learn.	Identify and address weaknesses, and develop strengths.	Facilitate strength development and weakness mitigation.
	Learn from experience.	Incorporate lifelong learning into personal and career development.	Guide reflection on interpersonal interactions.



Entrepreneurship skills: list of competences at the three proficiency levels

	Entrepreneurship skills: list of competences at the three proficiency levels														
	Spotting and creating OPPORTUNITIES					Mobilising and managing resources					Turning ideas into				
	C1. Spotting opportunities	C2. Creativity	C3. Vision	C4. Valuing ideas	C5. Ethical and sustainable thinking	C6. Self- awareness and self- efficacy	C7. Motivation and perseverance	C8. Mobilising resources	C9. Financial and economic literacy	C10. Mobilising others	C11. Taking the initiative	C12. Planning and management	C13. Coping with uncertainty , ambiguity and risk	C14. Working with others	C15. Learning through experience
Foundation (Level 1 & 2)	- Students discover value-generation opportunities. - Students generate diverse value-creating ideas. - Students envision a positive future. - Students value the significance of ideas. - Students acknowledge the impact of their actions on community and environment					- Students believe in their value-generation capacity. - Students pursue passion-driven value creation. - Students manage resources responsibly. - Students construct basic activity budgets. - Students articulate ideas clearly and enthusiastically.					- Students attempt to solve community problems. - Students establish goals for basic value-creating activities. - Students experiment without fear of mistakes. - Students collaborate to create value. - Students reflect on learning from value-creating experiences.				
Intermediate (Level 3 & 4)	- Students identify unmet needs for opportunity creation. - Students iterate and improve value-creating ideas. - Students develop and share engaging future visions. - Students recognize and apply diverse value types of ideas. - Students choose ethically and sustainably.					- Students optimize strengths and address weaknesses. - Students invest effort and resources in passion-driven value creation. - Students acquire and organize resources for value creation. - Students secure funding and manage budgets for value-creating activities. - Students influence, engage, and motivate others in value creation.					- Students launch value-creating activities. - Students construct action plans with priorities and milestones. - Students assess options for risk and benefit, and select based on preferences. - Students collaborate with diverse individuals and groups. - Students analyze and learn from achievements and failures.				
Advanced (Level 5 & 6)	- Students capitalize and adapt to challenges for value creation. - Students convert ideas into value-driven solutions. - Students employ vision for strategic guidance. - Students optimize value generation from ideas. - Students ensure ethical and sustainable goal achievement					- Students mitigate weaknesses through collaboration and enhance strengths. - Students persist in passion-driven value creation despite obstacles. - Students formulate resource mobilization strategies. - Students develop financial sustainability plans. - Students motivate and recruit others for value creation.					- Students seek initiative opportunities for value creation. - Students adapt priorities and plans to changing circumstances. - Students evaluate risks and decide under uncertainty. - Students form teams and networks based on venture needs. - Students enhance value-creation abilities through experience and interaction.				



4 Entrepreneurial Skills Assessment

In more traditional academic assessment, educational objectives have tended to focus on verifying knowledge and understanding through single exam-type tests, predominantly based on written evidence. However, the growing awareness of the limitations, the risk of bias, and the ripple effect of formal exams has strengthened calls for more targeted and meaningful assessment methods, relying on richer and more diverse evidence over time.

Formal and informal assessments can have a wide range of objectives, and the design of assessments is closely linked to these goals. It is essential to take the time to clarify the objectives and uses of assessments to identify the appropriate design considerations.

Consider the different objectives below and what they imply for the format and method of assessment:

1. Measurement assessment: requiring a stable metric to identify starting points and progress made.
2. Selection assessment: requiring ranking or reference to specific criteria.
3. Diagnostic assessment: to determine the next steps in learning.
4. Assessment to demonstrate: impact or competence.
5. Evaluation of adopted approaches: the educator, or organizational performance.

Assessment in business and entrepreneurship education plays a crucial role in measuring students' progress, developing entrepreneurial skills, and fostering a mindset of innovation and problem-solving. Unlike traditional academic subjects, entrepreneurship education requires a dynamic and experiential approach to assessment, incorporating both formal and informal methods.

4.1 Types of Assessment in Entrepreneurship Education

The following outlines how various types of assessment can be effectively aligned with the EntreComp framework:

4.1.1 Assessment of Learning (Summative Assessment)

In entrepreneurship education, summative assessment (Assessment of Learning) evaluates the knowledge, skills, and competencies gained at the close of a learning phase. Its primary objective is to validate an individual's proficiency across the 15 EntreComp competencies at various progression levels. This directly aligns with Baseline & Progression Tracking and Selection & Benchmarking assessments, confirming demonstrated competencies in critical areas like Spotting Opportunities, Financial and Economic Literacy, and Planning and Management. Common methods for this type of assessment include:

- Written Exams/Case Studies: These assess the application of EntreComp concepts in structured contexts.
- Business Plan Presentations: These evaluate the integration of competencies such as Vision, Planning and Management, and Mobilising Resources.



- Investor Pitch Evaluations: These measure proficiency in Communication, Mobilising Others, and Taking the Initiative.

For example, a summative assessment might involve certifying a student's ability to develop a comprehensive Business Model Canvas (BMC) and a detailed financial plan that align with the Ideas and Opportunities and Resources dimensions of the EntreComp framework.

4.1.2 Assessment for Learning (Formative Assessment)

This type of assessment aims to support continuous improvement by providing regular feedback, which helps students reflect on their progress and refine their entrepreneurial competencies. Within the EntreComp framework, this corresponds directly with Diagnostic & Developmental Feedback assessments. It allows for real-time identification of strengths and areas needing improvement within specific competencies, effectively guiding learners through their progression levels. Common methods for formative assessment include:

- Self-Reflection Journals: These promote introspection around Self-Awareness and Self-Efficacy and Coping with Uncertainty.
- Peer Reviews: These encourage the development of Teamwork and Communication while offering constructive feedback on others' projects.
- Mentor/Coach Feedback: This provides targeted support on competencies such as Vision or Mobilising Resources.

For instance, using iterative prototype testing within the Lean Startup framework is a prime example. Here, user feedback directly enhances competencies in Customer Focus, Valuing Ideas, and the broader Into Action domain, allowing for continuous learning and adaptation.

4.1.3 Assessment as Learning (Experiential Assessment)

This assessment type aims to facilitate active learning through the assessment process itself, reinforcing entrepreneurial principles and deepening engagement with the EntreComp framework. It serves as the foundation for Demonstrative & Value Creation assessments, specifically focusing on the Into Action area by requiring learners to apply competencies in real-world settings. This approach yields tangible results and reinforces critical skills such as Taking the Initiative, Coping with Uncertainty, Ambiguity and Risk, and Learning Through Experience. Common methods for experiential assessment include:

- Action-Based Projects: These involve launching a real product or service, thereby integrating all three EntreComp areas.
- Real-World Entrepreneurial Challenges: These require the application of Problem Solving and Creativity to address actual business problems.
- Live Pitching to Stakeholders: This demonstrates skills in Communication, Persuasion, and Value Proposition Articulation under real-world pressure.

A concrete example involves developing and testing a Minimum Viable Product (MVP), gathering customer feedback, and iterating based on insights. This process directly demonstrates competencies in Experimentation, Financial and Economic Literacy, and Coping with Uncertainty.

Entrepreneurship education calls for innovative assessment practices that transcend conventional testing. By embedding experiential learning, continuous feedback, and real-world application into



assessment strategies, educators can effectively measure and foster the specific competencies defined in the EntreComp framework, in order to ensure that, learners are not only assessed but also empowered to succeed in dynamic entrepreneurial environments and contribute meaningfully to value creation.

4.2 Assessment with EntreComp

4.2.1 Learning Principles, Methods and Tools

The core objective of EntreComp is to foster the creation of diverse forms of value—social, cultural, personal, and financial. To ensure that assessment design provides ample opportunities to demonstrate these competencies, entrepreneurial learning must be evaluated in contexts where learners have significant agency and opportunities to express their creativity.

EntreComp competencies require learners to be proactive, consider needs and impacts, identify strengths and weaknesses, assess and manage financial health and risks, and reflect on experiences to extract valuable insights. EntreComp's analysis highlights 119 learning outcomes related to assessment, collectively forming a comprehensive framework for evaluating learners' entrepreneurial competence.

Principles

The EntreComp presents nine (09) inspiring principles for effective entrepreneurial learning, guiding educators through the process of designing, implementing, and monitoring an entrepreneurial learning experience. These principles help establish the right mindset to create practical entrepreneurial experiences that enable learners to showcase and develop their entrepreneurial skills.

1. **Experience:** Plan the entrepreneurial learning experience
2. **Novelty:** Focus on new value creation
3. **Triggers:** Embed triggers for emotional learning
4. **Reflection:** Use reflection to make learning visible
5. **Ecosystem:** Connect with the wider ecosystem
6. **Collaboration:** Promote collaboration
7. **Others:** Engage others
8. **Mentorship:** Be a mentor for the learner
9. **Progression:** Assess progress through multiple methods

These principles can also be used as quality or success criteria to support the constructive alignment of assessment design with what is considered the key characteristics of effective entrepreneurial learning.

Methods

By adopting EntreComp, we commit to fostering entrepreneurial competence in our learners without being restricted to a single method. By considering the 15 competences chosen, alongside the nine guiding principles, we can select the approach that aligns best with our goals and learning environment. Here six different approaches—three rooted in entrepreneurial practice and three in pedagogy. While many other methods exist in the literature.



M1- Effectuation
M2- Design Thinking
M3- The Lean Startup Method
M4- Project-based learning
M5- Playful experimentation
M6- Classrooms as learning communities

Tools and techniques

For the tools and the techniques, adopt a Do it-Yourself (DIY) approach, select the tools that best facilitate the learning outcomes you aim your learners to achieve. Dare to adapt and even create the tools you consider necessary for your specific context.

10 tools for FACILITATORS (F1 to F10)

	Tool	Competence	Principle
F1	Design a learning intervention	-Vision	
F2	Training design canvas	-Vision -Planning and management	All
F3	Plan for an entrepreneurial learning intervention	-Planning and management	All
F4	Create a safe facilitating learning space	-Mobilising others -Planning and management	Collaboration
F5	Challenges marketplace	-Spotting opportunities -Vision	Novelty
F6	Work plan and timeline	-Vision -Planning and management	Mentoring
F7	Spider diagram to foster entrepreneurial learning	-Vision -Planning and management	All
F8	Set up an entrepreneurial learning workshop	-Taking the Initiative -Planning and management	Mentoring
F9	Ramp dimensions	-Motivation and perseverance -Mobilising others -Working with others	Triggers
F10	Align to EntreComp principles	-Self-awareness and self-efficacy	All

33 tools for LEARNERS (L1 To L33)

	Tool	Competences	Reference methods
L1	Collaborative face drawing	- Creativity - Working with others	5. Playful experimentation 6. Classroom as learning communities
L2	Play with hidden rules	- Mobilising others - Coping with uncertainty, ambiguity and risk	5. Playful experimentation
L3	Means Inventory	- Self-awareness and self-efficacy - Mobilising resources	1. Effectuation
L4	Five roles	- Self-awareness and self-efficacy - Learning through experience	1. Effectuation
L5	Frame the value creation idea	- Spotting opportunities - Vision	2. Design thinking
L6	Look around	- Spotting opportunities - Creativity	1. Effectuation
L7	Mindmap	- Spotting opportunities - Vision	2. Design thinking



L8	Guilford's alternate uses task	- Creativity - Spotting opportunities	2. Design thinking 5. Playful experimentation
L9	Random combination	- Creativity - Valuing ideas	2. Design thinking
L10	Brainstorming	- Creativity - Spotting opportunities	2. Design thinking
L11	Dot voting	- Vision - Motivation and perseverance	5. Playful experimentation
L12	Six thinking hats	- Ethical and sustainable thinking - Valuing ideas	4. Project-based learning 5. Playful experimentation
L13	SMART	- Vision - Planning and management	2. Design thinking 4. Project-based learning
L14	Understand your users	- Valuing ideas - Learning through experience	2. Design thinking
L15	Empathy map	- Ethical and sustainable thinking - Learning through experience	2. Design thinking
L16	Golden circle	- Taking the initiative - Motivation and perseverance	4. Project-based learning
L17	Personas	- Planning and management - Coping with uncertainty ambiguity and risk	3. The Lean Startup Method
L18	The being entrepreneurial Canvas	- Self-awareness and self-efficacy - Learning through Experience	4. Project-based learning
L19	Scanning the landscape	- Ethical and sustainable thinking - Financial and economic literacy	1. Effectuation
L20	Ecosystem map	- Mobilising resources - Learning through experience	1. Effectuation 2. Design Thinking
L21	Issue cards	- Valuing ideas - Creativity	2. Design thinking
L22	Business model canvas	- Vision - Financial and economic literacy	3. The Lean Startup Method
L23	Lean canvas	- Vision - Financial & economic literacy	3. The Lean Startup Method
L24	SWOT analysis	- Taking the initiative - Motivation and Perseverance	1. Effectuation 3. Lean Startup Method 6. Classrooms as learning communities
L25	SOAR analysis	- Spotting opportunities - Vision - Planning and Management	1. Effectuation 3. Lean Start-up 6. Classrooms as learning communities
L26	Use scenario	- Planning and management - Coping with uncertainty ambiguity and risk	1. Design thinking 3. Lean Startup Method
L27	User's journey	- Creativity - Vision	1. Design thinking 3. Lean Startup Method
L28	Prototype	- Learning through experience - Mobilising others	1. Design thinking 3. Lean Startup Method
L29	Pitch deck/Elevator pitch	- Self-awareness and self-efficacy - Motivation and perseverance	1. Design thinking 3. Lean Startup Method



L30	P2P rubric	- Valuing ideas - Working with others	6. Classrooms as learning communities
L31	Self-reflection on learning Achievements	- Self-awareness and self-efficacy	4. Project based learning
L32	Draw your EntreComp flower	- Self-awareness and self-efficacy	6. Classrooms as learning communities
L33	Critique for the future	- Learning through experience - Motivation and perseverance	6. Classrooms as learning communities

4.2.2 The EntreComp framework Vs Tools

Area: Ideas and OPPORTUNITIES

COMPETENCE	TOOLS
Spotting opportunities	F4 L5 L6 L7 L12 L16 L20 L24 L25
Creativity	L1 L2 L6 L7 L8 L9 L10 L12 L21 L27 L28 L29
Vision	F1 F4 F5 F6 F7 F8 L5 L7 L8 L11 L12 L13 L16 L18 L22 L23 L24 L25 L27
Valuing ideas	L8 L9 L10 L11 L12 L14 L16 L18 L22 L23 L24 L25 L27
Ethical & sustainable thinking	L1 L2 L6 L7 L8 L9 L10 L12 L21 L27 L28 L2

Area: RESOURCES

COMPETENCE	TOOLS
Self-awareness and self-efficacy	F8 L3 L4 L12 L18 L24 L25 L29 L30 L31 L32
Motivation & perseverance	F4 L2 L11 L16 L24 L25 L10 L29 L31 L32 L33
Mobilising resources	L3 L7 L13 L20 L28
Financial & economic literacy	L19 L22 L23
Mobilising others	F3 L2 L25 L28 L2

Area: INTO ACTION

COMPETENCE	TOOLS
Taking the initiative	F1 F7 L16 L24 L25 L28 L33
Planning and management	F2 F3 F5 F6 F7 L11 L13 L17 L24 L25 L26
Coping with uncertainty ambiguity and risk	L1 L2 L4 L8 L9 L10 L11 L12 L13 L17 L24 L25 L26
Working with others	L1 L2 L4 L7 L11 L25 L30 L33
Learning through experience	L2 L4 L14 L15 L17 L18 L20 L28 L29 L3

5 Assessment Vs Certification : Test Design

In the context of the LEADS project, and in alignment with Algeria's commitment to promoting entrepreneurial education and employability, we have developed a comprehensive Entrepreneurial Skills Test tailored for Algerian students. This assessment is grounded in the EntreComp Framework, a European reference model that defines entrepreneurship as a set of transversal competences across education, work, and society. So, it's :

- Designed for Algerian Students as Part of the LEADS Project
- Based on the EntreComp (Entrepreneurship Competence) Framework



- Purpose: To evaluate a student's entrepreneurial mindset, problem-solving approach, and practical competencies in a structured and standardized format.

To ensure flexibility, relevance, and scalability in different educational settings, the test has been designed in **three complementary models**. Each model serves distinct pedagogical goals while being fully aligned with the 15 key competencies of EntreComp, grouped into three domains: Ideas & Opportunities, Resources and Into Action.

- Model 1: Full competency assessment test
- Model 2 : Domain-based assessment test
- Model 3 : Progressive test with thresholds

5.1 Overview of the Three Models

Model 01 – Competency-Based Assessment Sequence

Structure	This model follows a structured, 4 part format designed to assess entrepreneurial knowledge, behaviours, and applied skills : - Part A: Self-Assessment (perception of competencies) - Part B: Knowledge Test (MCQs and scenarios) (20%) - Part C: Situational Tasks (Case-based simulation) (30%) - Part D: Practical Project (Pitch, Business Canvas, Reflection) (50%)
Purpose	Comprehensive measurement of entrepreneurial ability
Output	Total score out of 100
Best for	Global evaluation, pre/post training measurement, classroom summative assessment

Model 02 – Domain-Based Scoring Model

Structure	This model uses the same test parts as Model 1 but applies a domain-specific scoring logic based on the EntreComp structure : - Ideas & Opportunities: (30%) - Resources: (30%) - Into Action: (40%) Each student's responses are analyzed according to these three domains to produce a competency profile showing areas of strength and improvement.
Purpose	Personalized skill mapping and formative feedback
Output	Weighted score out of 10 (or 100) + domain-level analysis
Best for	Coaching, mentoring, targeted development

Model 03 – Progressive test with thresholds

Structure	This model introduces a progressive logic , where students must successfully complete one domain before progressing to the next : - Begin with Ideas & Opportunities - If the threshold is met (e.g., $\geq 5/10$), proceed to Resources - If passed, proceed to Into Action (threshold e.g., $\geq 6/10$)
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	If a student does not meet the required threshold in a domain, they receive targeted remediation before advancing.
Purpose	Ensure progressive mastery of entrepreneurial skills
Output	Domain-by-domain results + pass/fail status
Best for	Modular training, adaptive learning pathways, certification systems

Why these three models? Each model is designed to serve complementary educational and institutional goals within the LEADS project:

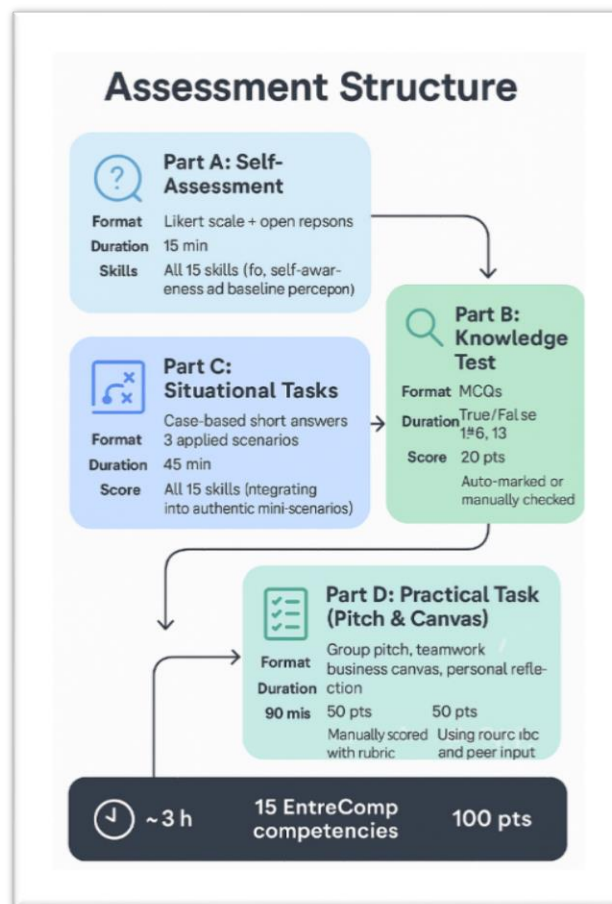
Model	Focus	Use Context
Model 1	Holistic entrepreneurship test	Formal evaluation, classroom assessment
Model 2	Competency profile analysis	Feedback, coaching, individual planning
Model 3	Mastery-based progression	Modular training, certification, support plans

Together, these models provide educators, trainers, and institutions with a flexible and robust framework for evaluating, tracking, and developing entrepreneurial competences among Algerian students and youth.

5.2 Assessment Model 01 - Competency-Based Assessment Sequence

Test structure overview

Section	Format (Type of questions)	Duration	Skills assessed	Score	Instructor role
Part A: Self-Assessment	Likert + open response	15 min	All (pre-test benchmark)	–	Formative only
Part B: Knowledge test	MCQs + True/False	30 min	Key concepts, mainly 1–5, 6, 9, 12, 13	20 pts	Auto-marked or manually scored
Part C: Situational tasks (applied simulation)	Short-answer scenarios, short case-based tasks	45 min	All 15 (case-integrated : 3 mini scenarios)	30 pts	Manually scored with rubric
Part D: Practical task and reflection (Pitch reflection)	Pitch + teamwork + canvas + reflection	90 min	2, 3, 4, 5, 8, 10, 14, 15 (8 core action-based skills)	50 pts	Rubric-based assessment
Total		3h	15 skills	100 pts	



EntreComp Competency Alignment (by Test Section)

Competency	Part A (Self-Assessment)	Part B (MCQs)	Part C (Case studies)	Part D (Project)
	✓	✓	✓	
	✓	✓	✓	✓
	✓	✓		✓
	✓		✓	✓
	✓	✓	✓	
	✓			✓ (via reflection)
	✓		✓	
	✓	✓	✓	✓
	✓	✓		
	✓		✓	✓
	✓			✓
	✓	✓		✓
	✓	✓	✓	
	✓		✓	✓
	✓		✓	✓ (via reflection)

Note: All competencies are addressed multiple times, which allows for a comparison between self-perception and actual performance.



System for calculating individual results

Section	Maximum points	Weight
Part B: Knowledge test	20 pts	20%
Part C: Case Studies	30 pts	30%
Part D: Project	50 pts	50%
Total	100 pts	100%

Skills level scale

The following scale is aligned with the levels of the EntreComp Progression Model (Foundational / Intermediate / Advanced).

Score range	Skill level	Interpretation
0 – 49	Foundation Level	The student has limited or developing entrepreneurial competencies. They require additional support and still need to acquire foundational knowledge and skills.
50 – 74	Intermediate Level	The student has acquired several key competencies, but some remain incomplete or underdeveloped. They are able to lead a project with support.
75 – 100	Advanced Level	The student demonstrates a solid mastery of entrepreneurial competencies. They are capable of independently initiating, managing, and developing a project.

Summary : Model 1 individual scoring method

- Add the scores from Parts B, C, and D.
- Calculate the total out of 100.
- Assign the level based on the scale above.

Example of a student result

Section	Score	Max	Percentage
B- Knowledge	14	20	70%
C- Case Studies	18	30	60%
D- Project	42	50	84%
Total	74	100	74% Intermediate Level

Personalized feedback: « You performed well in the project section (84%), which shows your ability to turn ideas into action. There is still room for improvement in the case study analysis, particularly in dealing with uncertainty. Overall, you are at the intermediate level and on a good path toward becoming more autonomous ».

5.3 Assessment Model 02 - Domain-Based Scoring Method

Steps:

- Assign scores to the 3 domains of EntreComp by evaluating how well the student demonstrated competencies in each:



- Ideas & Opportunities (Competencies 1–5)
- Resources (Competencies 6–10)
- Into Action (Competencies 11–15)
- Use the recommended weighting to calculate a weighted score.
- Determine the overall level (Foundation / Intermediate / Advanced).
- Provide personalized feedback based on domain strengths and gaps.

Skills (Domain)	Duration (3h)	Question formats used
Ideas & Opportunities	60 min	- Scenario/problem solving - MCQs - Case-based analysis - Open-ended reflection (e.g., vision, ethics, creativity)
Resources	60 min	- Financial/planning exercises - MCQs - Scenario/problem solving - Open-ended reflection (motivation, self-awareness)
Into Action	60 min	- Project design and execution - Scenario/problem solving (risk, uncertainty) - Open-ended reflection (teamwork, learning from experience)

Step 01: Associate each EntreComp skill with parts of the test

Skills (Domain)	Associated competencies	Recommended weighting	Covered in which test sections?
Ideas & Opportunities	1 to 5	30%	Part B (MCQs), Part C (case studies), Part D (project)
Resources	6 to 10	30%	Part B, Part C Part D
Into Action	11 to 15	40%	Part B, Part C, Part D

Step 02: Distribution of actual points by domain

We will distribute the 100 total points based on the content actually aligned with each domain.

Skill (Domain)	Points in Part B	Points in Part C	Points in Part D	Total estimated
Ideas & Opportunities	6 pts	10 pts	14 pts	30 pts
Resources	6 pts	8 pts	16 pts	30 pts
Into Action	8 pts	12 pts	20 pts	40 pts
TOTAL	20 pts	30 pts	50 pts	100 pts

*This distribution also respects the weighting recommended by EntreComp: 30% Ideas, 30% Resources, 40% Action

Therefore, this means:

- **The actual weight of a domain in the test corresponds to the total number of points awarded for tasks and questions related to that domain.**



- This weight is important because it allows us to:
 - Calculate a balanced and fair score per domain,
 - Apply consistent weightings (30/30/40),
 - Give the student a profile per EntreComp domain.

Step 03: Calculate the score/10

Skills (domain)	Score obtained	Max	Score/10
Ideas & Opportunities (30%)		30	(Score obtained ÷ 30) × 10
Resources (30%)		30	(Score obtained ÷ 30) × 10
Into Action (40%)		40	(Score obtained ÷ 30) × 10
Total		100	

Step 04: Calculate the final score

Apply the EntreComp weighting (30/30/40)

Skills (Domain)	Score /10	Weight (%)	Weighted score
Ideas & Opportunities		30%	Score/10 × 0.30 =
Resources		30%	Score/10 × 0.30 =
Into Action		40%	Score/10 × 0.40 =
Final score/10	—	100%	C1 + C2 + C3 = Total / 10

Step 05: Determine the level

Final score /10	Level
0 – 4.9 (0% -49%)	Foundation level
5.0 – 7.4 (50% - 74%)	Intermediate level
7.5 – 10 (75% - 100%)	Advanced level

Example of a student result

Domain	Obtained score	Score /10	Weight (%)	Weighted score
Ideas & Opportunities (30 pts)	24/30	08	30%	02.40
Resources (30pts)	18/30	06	30%	01.8
Into Action (30pts)	30/40	7.5	40%	03
Total				7.2 (72%)

The final score is : **7.2 (72%) = Intermediate level**

Personalized feedback:

- **Overall level feedback** : « You have achieved a solid level of entrepreneurial competence. You are capable of applying your knowledge and acting effectively in entrepreneurial contexts, with clear potential to grow toward an advanced level ».
- We can also provide a « **Domain-by-domain feedback** »



5.4 Assessment Model 03 - Progressive test with thresholds

Principle and design

The assessment is structured in three successive stages, each corresponding to one of the EntreComp key areas:

Stage	EntreComp domain	Competencies	Access conditions
1	Ideas & Opportunities	Competencies 1–5	Minimum score required (pass mark)
2	Resources	Competencies 6–10	Accessible only if Stage 1 is passed
3	Action	Competencies 11–15	Accessible only if Stages 1 & 2 are passed

Domain	Duration (2h15min)	Question formats used
Ideas & Opportunities ≥ 5/10	45 min	- MCQs - Mini-scenarios - Short written responses
Resources ≥ 5/10	45 min	- Resource allocation exercises - Budget task - Financial literacy questions - Short reflection
Into Action ≥ 6/10	45 min	- Project execution plan-Mini project plan - Risk analysis - risk scenario - Reflective writing task

This test (model 3) is for certification filtering, it is designed to answer: Is the learner ready to move to the next stage or be certified? Not: What is their full competency profile?

Thus, the test is strategically lighter (2h15min) and more modular (focused on essentials), often used in shorter training programs or practical gateways before granting access to full incubation or entrepreneurship tracks.

Pass/Fail thresholds by domain (Elimination scores)

Assume each domain score is calculated out of 10 (as in Model 02). Here are the recommended cut-off scores for progression:

Domain	Max score	Elimination threshold	Interpretation
C1- Ideas & Opportunities	10	< 5/10	Lacks core entrepreneurial thinking: no clear ideas or opportunity recognition
C2- Resources	10	< 5/10	Lacks self-awareness, motivation, or resource mobilization ability
C3- Into Action	10	< 6/10	Lacks readiness to act, manage or lead projects

Why 6/10 for “Into Action” ? Because this stage involves real-world application, the threshold is higher to ensure students are truly prepared to take initiative.

Example of a student result

Domain	Score /10	Required threshold	Result
Ideas & Opportunities	6.2	5.0	Pass — can proceed to Resources
Resources	4.7	5.0	Fail — cannot proceed
Into Action	—	—	Not authorized to continue



Personalized feedback : « You have successfully completed the first step, demonstrating a good ability to generate and evaluate entrepreneurial ideas. However, key skills related to resource mobilization (confidence, motivation, finances, mobilizing others) need to be strengthened. You cannot yet move on to the 3rd step (Taking action) until the "Resources" area is validated ».

Advantages of This Progressive System

- Encourages step-by-step mastery of entrepreneurial skills.
- Reflects the dependency between the three EntreComp domains:
 - o You can't act effectively without resources.
 - o You can't gather resources without a good idea.
- Supports targeted, personalized remediation.
- Mirrors the real entrepreneurial journey: test, fail, learn, retry.

Final student outcome and reporting protocol :

At the conclusion of the assessment process, each student shall receive an « Entrepreneurial skills profile report » that includes the following components:

1	Final Score	A consolidated result reflecting the student's overall performance
2	Personalized feedback	This may take the form of: An overall competency level statement, A domain-specific analysis (Ideas & Opportunities, Resources, Into Action), or A section-by-section breakdown based on the test structure (self-assessment, knowledge test, situational tasks, practical project).
3	Next steps	Targeted guidance on which areas the student should focus on to improve or consolidate entrepreneurial skills. A growth reflection summary
4	Recommended action plan	Concrete suggestions for activities, learning modules, or mentoring interventions to support continued development.

Example of "Entrepreneurial skills profile report template"



ENTREPRENEURIAL SKILLS PROFILE REPORT

Based on the EntreComp Framework -Certification Model 2

CANDIDATE INFORMATION

Name: _____ Institution: _____
Date: _____ Trainer/Assessor: _____
Assessment Model: _____

SKILLS PROFILE SUMMARY

EntreComp Domain		Score /10	Level Achieved	Comments
 Meas & Opportunities	8.0 / 10	Advanced	Excellent creativ/ thinking and need's more consite. thinking.	
 Resources	6.0 / 10	Intermediate	Aduequate wareness and motive- but reeds more confidence.	
 Into Action	7.5 / 10	Intermediate / Advancad	Solid action taking and motivation but needz more coond ticussing.	
Overall Weighted Score	7.2 / 10	 INTERMEDIATE LEVEL		
OVERALL LEVEL ACHIEVED INTERMEDIATE LEVEL		The candidate has demonstrated solid entrapreneural competences across, all three domains, with particularly strong performance in idea generation and project execution. Further development in resource mobilization is.		

NEXT STEPS: SKILLS TO IMPROVE

- Develop stronger financial and resource planning skills
- Strengthen motivation and perseverance under challenging ic-project conditions
- Practice mobilizing others and building effective networks

RECOMMENDED ACTION PLAN

Action Area	Suggested Activity	Due Date / Follow up
Action Area	Complete a short course or simulation on budgeting for entrepreneurs.	

ASSESSOR NOTES / SIGN-OFF

The student has successfully completed the assessment and is encouraged to pursue deeper engagement in the real life entrepreneurial tasks through incubators, competitions, or project-based learning.

Signature



5.5 Example of Entrepreneurship skills Test

5.5.1 Test 01 - Level A1

Level	Duration:	Max Score:	Scoring Method:
A1	10 minutes	20 points	Automatic

Choose the correct answer (1 point each)	Choose True or False (1 point each)
1- What is entrepreneurship mainly about? A) Being rich B) Owning a store C) Solving problems and creating value D) Having free time 2- Which of these is NOT a trait of an entrepreneur? A) Creativity B) Fear of change C) Initiative D) Vision 3- What does a startup usually aim to do? A) Follow old business models B) Innovate and grow quickly C) Provide government services D) Avoid competition 4- What is a value proposition? A) A financial estimate B) A personal opinion C) The value offered to customers D) A business title 5- Which of the following is an example of entrepreneurial behaviour? A) Copying what others do B) Waiting for orders C) Taking initiative to improve a service D) Avoiding risk 6- Entrepreneurs are usually: A) Passive B) Problem-solvers C) Rule followers only D) Job seekers 7- The first step in entrepreneurship is: A) Making a logo B) Spotting an opportunity C) Getting rich D) Hiring a team 8- What can motivate an entrepreneur? A) A desire to create impact B) Fear of failure C) A dislike of teamwork D) Free time 9- Which of the following best defines innovation?	1- All entrepreneurs are born with special talents. ☐ True ☐ False 2- An entrepreneur always needs a lot of money to get started. ☐ True ☐ False 3- Entrepreneurship only happens in the business sector. ☐ True ☐ False 4- Good ideas can come from daily life challenges. ☐ True ☐ False 5- Entrepreneurs must always be willing to take risks. ☐ True ☐ False 6- Innovation means creating something completely new. ☐ True ☐ False 7- Entrepreneurs only work for profit. ☐ True ☐ False 8- Listening to customer feedback helps improve ideas. ☐ True ☐ False 9- Entrepreneurs can act in social, cultural, and environmental fields. ☐ True ☐ False 10- Creating value always requires a lot of money. ☐ True ☐ False



A) Copying trends B) Doing nothing C) Creating new solutions D) Avoiding technology 10- A “business model” describes: A) The fashion of a brand B) How a business makes money C) The employee uniform D) A social media strategy	
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5.5.2 Test 02- Level A2

Level	Duration:	Max Score:	Scoring Method:
A2	30 minutes	20 points	Automatic

Choose the correct answer (1 point each)	Choose True or False (1 point each)
1- Which of the following is an example of spotting an opportunity? A) Waiting for instructions from your manager B) Noticing that your classmates struggle with organizing notes and creating an app for it C) Copying an existing business model without change D) Ignoring customer feedback 2- Which skill is most useful for turning an idea into a valuable product or service? A) Patience B) Delegation C) Creativity D) Memorization 3- Why is ethical thinking important in entrepreneurship? A) It slows down risky decisions B) It helps attract investors only C) It builds trust and long-term sustainability D) It ensures lower costs 4- Which situation best shows value creation? A) A student sells used books at the same price he bought them B) A team develops a new service that helps elderly people book medical appointments easily C) A vendor increases the price of water during a shortage	1- Entrepreneurs need to be open to change and learning. ☐ True ☐ False 2- A successful idea must always be 100% original. ☐ True ☐ False 3- Good ideas can come from solving small, everyday problems. ☐ True ☐ False 4- Vision helps entrepreneurs make long-term decisions. ☐ True ☐ False 5- Ethics in entrepreneurship only matter for big businesses. ☐ True ☐ False Guided Idea Generation (1 point each) Instructions: You are a student who notices that your classmates are often late because they forget their schedules or can't organize tasks well. Answer the following questions based on this context. 1- What is the main problem you identified? A) The school building is too small B) Classmates can't manage their time



D) A company removes useful features to reduce costs 5- What makes a “vision” important for an entrepreneur? A) It’s a nice slogan B) It helps guide decisions and future planning C) It makes people think you’re smart D) It’s only useful for large companies 6- An example of creativity is: A) Doing things the usual way B) Repeating past ideas C) Finding a new way to solve a daily problem D) Ignoring feedback 7- Entrepreneurs often succeed because they: A) Work alone B) Identify problems and act on them C) Follow rules only D) Avoid risk completely 8- Which is a sign of entrepreneurial mindset? A) Waiting for instructions B) Adapting to change and solving problems C) Ignoring new trends D) Working with no vision 9- Social entrepreneurship focuses on: A) Building hotels B) Making profit at any cost C) Creating positive impact on society D) Avoiding all financial gain 10- Which of the following is an example of unethical behavior? A) Listening to customer feedback B) Falsifying product claims C) Offering real value D) Working transparently	C) Teachers are late D) The cafeteria is closed 2- What skill is most useful to solve this problem? A) Copying other students B) Creativity and initiative C) Memorization D) Avoiding responsibility 3- Which solution shows an entrepreneurial approach? A) Creating a mobile planner app for students B) Waiting for someone else to solve it C) Ignoring the problem D) Complaining only 4- How does your idea create value? A) It reduces effort and supports better organization B) It’s fun C) It is expensive D) It has no effect 5- What makes your idea ethical and sustainable? A) It tracks students without permission B) It respects privacy and is low-cost for all C) It only helps some students D) It collects personal data
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5.5.3 Test 03 – Level B1

Level	Duration:	Max Score:	Scoring Method:
B1	30 minutes	20 points	Mix (automatic + manual)



Scenario-Based MCQs (1 points each)

Context: Amal wants to start a recycled paper notebook brand. She has some ideas but is unsure how to manage her energy and resources.

1- Which of the following is a personal resource for Amal?

- A) Printer machine
- B) Her motivation and design skills
- C) Investor's money
- D) Delivery service

2- Amal faces a delay in delivery. What should she do as a resilient entrepreneur?

- A) Cancel orders
- B) Stop responding to messages
- C) Look for alternative solutions
- D) Postpone the business

3- Amal creates a basic cost list for production. What skill is she using?

- A) Public speaking
- B) Budget planning
- C) Branding
- D) Networking

4- What could help Amal stay motivated when things get hard?

- A) Quitting temporarily
- B) Strong personal goals and vision
- C) Ignoring customers
- D) Lowering quality to save effort

5- If Amal borrows a laptop from a friend to design her brand, this is an example of:

- A) Material waste
- B) Resource sharing
- C) Market risk
- D) Branding strategy

Short Written Responses (1 points each)

Instructions: Answer each question briefly (1–2 sentences).

Scored manually with a light rubric: relevance + clarity

1- Name one quality that helps an entrepreneur stay committed to a goal.

2- Give one example of a non-financial resource that can help a student entrepreneur.

3- How can teamwork help a young entrepreneur manage resources better?

4- Mention one strategy to stay focused when facing stress in a project.

5- What does it mean to “mobilize” a resource?

Short Written Responses (1 points each)

Instructions: Answer each question briefly (1–2 sentences).

Scored manually with a light rubric: relevance + clarity

1- Name one quality that helps an entrepreneur stay committed to a goal.

2- Give one example of a non-financial resource that can help a student entrepreneur.

3- How can teamwork help a young entrepreneur manage resources better?

4- Mention one strategy to stay focused when facing stress in a project.

5- What does it mean to “mobilize” a resource?

Micro-Case Study Tasks (1 pt each)

Yanis is starting a tutoring group to help first-year students in math. He doesn't have much money, but he has time and friends willing to help. Answer the following questions based on this case:

1- What is one resource Yanis already has?

2- What is a challenge he might face in managing the group?

3- Suggest one solution that uses existing resources to reduce costs.

4- What could help Yanis stay motivated if turnout is low?

5- Give one way to measure the success of his project.

Micro-Case Study Tasks (1 pt each)

Yanis is starting a tutoring group to help first-year students in math. He doesn't have much money, but he has time and friends willing to help. Answer the following questions based on this case:

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4- What could help Yanis stay motivated if turnout is low?

5- Give one way to measure the success of his project.



6 Question bank

6.1 Question bank structure

Organized by : Competence and Difficulty Level, Scoring Guidelines, and Learning Outcomes

6.1.1 Organisation by Competence & Difficulty Level

Competence	Level	Type of Question	Example	Objective
Spotting Opportunities	Basic	MCQ	What is an opportunity? A) Problem B) Idea C) Complaint D) Risk	Recall definition
	Intermediate	Scenario	You notice a growing trend of remote workers in your city. What opportunity could you create?	Apply knowledge
	Advanced	Case Study	Analyse a case of a failed startup. Identify missed opportunities.	Critical analysis

Competence	Level	Type	Example	Objective
Financial & Economic Literacy	Basic	MCQ	Profit = Revenue - ? A) Cost B) Clients C) Staff D) Time	Recall formula
	Intermediate	Calculation	If cost = \$100 and margin = 30%, price = ?	Apply calculation
	Advanced	Scenario	You must price a new product in a competitive market. What factors influence your pricing decision?	Decision-making

NB. This structure applies to ALL 15 EntreComp competences.

6.1.2 Guidelines for Scoring

Type of Question	Scoring Suggestion
MCQ / True-False	1 point per correct answer
Calculation	1 point for correct result
Open-ended (Reflection)	1-3 points depending on clarity & relevance
Scenario / Case Study	Up to 5 points based on depth of analysis, creativity, justification
Self-assessment (Likert Scale)	No points, used for self-reflection/tracking progress

Scoring Rubric for Open-ended / Scenario Answers

Criteria	1 Point	2 Points	3+ Points
Relevance	Minimal	Satisfactory	Highly relevant, clear insight
Creativity	Basic	Some originality	Very creative, innovative
Depth of analysis	Superficial	Adequate	In-depth, strong justification



6.1.3 Linking Questions to Learning Outcomes

Competence/example	Learning Outcome	Example Question
Creativity	Learner can develop original ideas	List 3 innovative solutions for reducing food waste in your city
Mobilising Resources	Learner can identify and gather required resources	Identify 5 resources you need to launch a podcast
Coping with Uncertainty	Learner can plan for risk management	What would you do if your supplier suddenly fails to deliver?
Financial Literacy	Learner can calculate price and profit margin	Calculate the selling price with 40% profit on a \$120 cost



6.2 Example of question bank structure (by competence and by level)

Competency	Level	Question type	Question	Proposed Answers (MCQ)	Response
C.1 Spotting Opportunities	C.1.1 Foundation Level	MCQ	Which of the following best defines an entrepreneurial opportunity?	A) A guaranteed profitable venture B) An unmet need or problem that can be addressed C) A new business idea D) A market with no competition	B
	C.1.2 Intermediate Level	Scenario-based Question	You notice many people in your community struggle to find affordable transportation late at night. How can this be an entrepreneurial opportunity?		Recognize unmet needs for night-time transport services and consider implementing a viable solution, such as a ride-sharing program.
	C.1.3 Advanced Level	Case Study Analysis	A local entrepreneur noticed an increase in remote work and opened co-working spaces in suburban areas. Analyze the factors that contributed to identifying this opportunity.		Understand remote work trends, assess local demand, and the lack of co-working spaces in suburban regions.
C.2 Creativity	C.2.1 Foundation Level	True/False	Creativity in entrepreneurship only involves artistic skills	True / False	False
	C.2.2 Intermediate Level	Open-ended Question	Name three innovative ways to market a new environmentally friendly product.		Use social media influencers, organize community environmental events, and offer discounts to environmentally conscious customers.
	C.2.3 Advanced Level	Project Task	Develop a unique business concept to combat food waste in urban areas		Create an app that connects restaurants with surplus food



					to charities or consumers at reduced prices.
C.3 Vision	C.3.1 Foundation Level	MCQ	Why is it important for an entrepreneur to have a clear vision?	A) It ensures immediate success B) It provides direction and motivation C) It attracts investors instantly D) It eliminates all risks	B
	C.3.2 Intermediate Level	Reflection Question	Describe your long-term vision for the business you wish to create.		Personalized answer based on individual aspirations.
	C.3.3 Advanced Level	Strategic Planning Task	Define a five-year strategic plan for the international expansion of a startup		Detailed plan including market analysis, entry strategies, resource allocation, and expected outcomes.
C.4 Valuing Ideas	C.4.1 Foundation Level	MCQ	Why is it important to value new ideas in entrepreneurship?	A) To copy others B) To avoid risks C) To generate innovative solutions D) To focus only on tradition	C
	C.4.2 Intermediate Level	MCQ	You have a new product idea, but your team doubts its success. What should you do?	A) Ignore feedback B) Analyze and test the idea C) Abandon the idea D) Sell the idea immediately	B
	C.4.3 Advanced Level	MCQ	Choose the best strategy to protect a valuable idea.	A) Keep it secret forever B) Get only customer feedback C) Seek intellectual property protection D) Put it online	C
C.5 Self-Awareness & Self-Efficacy	C.5.1 Foundation Level	MCQ	Sustainable business is about.....	A) Ignoring environmental impact B) Maximizing only short-term profits C) Balancing profits, planet, and people D) Reducing customer satisfaction	C
	C.5.2 Intermediate Level	MCQ	Which practice demonstrates an ethical entrepreneurial spirit?	A) Exploiting cheap labour B) Price transparency C) Ignoring customer experience D) Tax avoidance	B



	C.5.3 Advanced Level	MCQ	A business wants to minimize waste. What is the most sustainable approach?	A) Producing more stock B) Implementing recycling C) Increasing packaging D) Ignoring waste	B
C.6 Motivation and Perseverance	C.6.1 Foundation Level	MCQ	Self-knowledge in business helps to....	A) Criticize others B) Understand one's strengths and limitations C) Avoid teamwork D) Reduce learning	B
	C.6.2 Intermediate Level	MCQ	What demonstrates high self-efficacy??	A) Giving up easily B) Taking responsibility for one's actions C) Avoiding challenges D) Fear of feedback	B
	C.6.3 Advanced Level	MCQ	Entrepreneurs with strong self-awareness.....	A) Ignore weaknesses B) Continuously develop their skills C) Avoid change D) Copy competitors	B
C.7 Mobilizing Resources	C.7.1 Foundation Level	MCQ	Motivation helps entrepreneurs to.....	A) Sleep more B) Stop projects early C) Continue despite difficulties D) Avoid goals	C
	C.7.2 Intermediate Level	MCQ	An entrepreneur fails twice but keeps improving their project. This shows.....	A) Luck B) Perseverance C) Avoidance D) Failure	B
	C.7.3 Advanced Level	MCQ	What's the best way to maintain long-term motivation?	A) Setting clear goals B) Avoiding feedback C) Ignoring market trends D) Working alone	A
C.8 Mobilizing Others	C.8.1 Foundation Level	MCQ	Mobilizing resources means...	A) Only using one's own money B) Identifying and utilizing necessary tools, people, and funds C) Avoiding partnerships D) Doing all the work alone	B



	C.8.2 Intermediate Level	MCQ	What resource might an entrepreneur need?	A) Motivation only B) Team skills C) Office chairs only D) Avoiding clients	B
	C.8.3 Advanced Level	MCQ	An entrepreneur who lacks funds should.....	A) Abandon the project B) Seek investors, grants, or partnerships C) Ignore money D) Delay indefinitely	B
C.9 Taking the Initiative	C.9.1 Foundation Level	MCQ	Profit is calculated as.....	A) Revenue + Expenses B) Revenue - Expenses C) Revenue x Expenses D) Expenses only	B
	C.9.2 Intermediate Level	MCQ	A budget helps entrepreneurs to.....	A) Spend without control B) Plan finances C) Avoid investing D) Increase taxes	B
	C.9.3 Advanced Level	MCQ	To increase cash flow, a business should.....	A) Permanently delay payments B) Increase sales or reduce costs C) Stop marketing D) Buy more supplies	B
C.10 Planning & Management	C.10.1 Foundation Level	MCQ	Mobilizing others means.....	A) Working solo B) Motivating and involving people C) Ignoring teamwork D) Firing everyone	B
	C.10.2 Intermediate Level	MCQ	A good leader...	A) Gives orders without listening B) Inspires and listens to the team C) Works alone D) Avoids responsibilities	B
	C.10.3 Advanced Level	MCQ	What's the best way to motivate a diverse team?	A) A single approach B) Understanding individual needs and goals C) Ignoring differences D) Punishments	B



C.11 Coping with Uncertainty, Ambiguity & Risk	C.11.1 Foundation Level	MCQ	Entrepreneurs take initiative when they....	A) Wait for instructions B) Act proactively C) Avoid risks D) Copy others	B
	C.11.2 Intermediate Level	MCQ	What's the best example of initiative?	A) Waiting for feedback B) Launching a new project to solve a problem C) Only complaining D) Ignoring customer needs	B
	C.11.3 Advanced Level	MCQ	Taking initiative means.....	A) Passive behaviour B) Acting early to seize opportunities C) Avoiding decisions D) Waiting for perfect conditions	B
C.12 Working with Others	C.12.1 Foundation Level	MCQ	Planning helps entrepreneurs to.....	A) Work without goals B) Organize steps and resources C) Ignore deadlines D) Avoid control	B
	C.12.2 Intermediate Level	MCQ	A good plan should include.....	A) Only a vision B) Clear objectives, tasks, and deadlines C) No schedule D) Rough work	B
	C.12.3 Advanced Level	MCQ	Project management tools help to....	A) Make work harder B) Reduce team collaboration C) Organize tasks and monitor progress D) Avoid responsibilities	C
C.13 Learning Through Experience	C.13.1 Foundation Level	MCQ	Risk is part of....	A) Only gambling B) Any entrepreneurial activity C) Only public works D) To be avoided in business	B
	C.13.2 Intermediate Level	MCQ	To reduce risks, entrepreneurs should.....	A) Ignore problems B) Conduct research and plan C) Invest blindly D) Copy competitors	B
	C.13.3 Advanced Level	MCQ	Dealing with uncertainty requires.....	A) Avoiding decisions B) Adapting quickly to change C) Halting innovation	B



C.14 Inspiring & Mobilizing Others	C.14.1 Foundation Level	MCQ	Collaboration means...	D) Waiting for perfect conditions A) Working against others B) Working with others, sharing tasks C) Working alone D) Avoiding opinions	B
	C.14.2 Intermediate Level	MCQ	Best practices in teamwork?	A) Not listening B) Sharing ideas, supporting others C) Blaming colleagues D) Hiding information	B
	C.14.3 Advanced Level	MCQ	Strong teams are built through.....	A) Poor communication B) Trust, communication, common goals C) Competition only D) Passive roles	B
Financial and Economic Literacy	C.15.1 Foundation Level	MCQ	Profit is calculated as...	A) Revenue + Expenses, B) Revenue - Expenses, C) Revenue x Expenses, D) Expenses only	B
	C.15.2 Intermediate Level	MCQ	A budget helps entrepreneurs...	A) Spend without control, B) Plan finances, C) Avoid investing, D) Increase taxes	B
	C.15.3 Advanced Level	MCQ	To increase cash flow, a business should...	A) Delay payments forever, B) Increase sales or reduce costs, C) Stop marketing, D) Buy more supplies	B



6.3 Question Bank Refinement

Diversified Question Formats: Incorporate various question types to assess different skills:

- Multiple-choice questions for knowledge checks.
- Open-ended questions for critical thinking and application.
- Scenario-based questions for real-world application.

Question Development: Revise existing questions to ensure they encourage higher-order thinking (e.g., asking students to analyze, evaluate, and create) rather than just recall information.

Sample Questions: For the question examples provided, ensure that they reflect a range of competencies. Each question should clearly correlate with the intended learning outcomes.

Additional Considerations

1. **Review Framework Integration:** Ensure that the assessment methods reflect the entrepreneurial skills framework thoroughly. If a skill is not assessed with clarity or depth, provide clearer guidelines or examples on how to do so.
2. **Feedback Mechanisms:** Incorporate a section on how feedback will be provided to students following assessments, emphasizing continuous improvement and learning.
3. **Iterative Process of Assessment Design:** Highlight that assessment methods should be adaptive and revisited based on effectiveness and alignment with learning outcomes.



6.4 Types of Assessment Questions Used

Spotting and creation OPPORTUNITIES	C1. Spotting opportunities Use your imagination and abilities to identify opportunities for creating value	Multiple-choice questions (MCQs) on recognizing opportunities in specific scenarios	- Open-ended questions asking to propose innovative solutions to a given problem - Case studies where the candidate analyzes a situation and identifies potential opportunities
	C2. Creativity Develop creative and purposeful ideas	Practical exercises to design an original product/service	- Open-ended questions on creative thinking techniques - Tasks to generate innovative ideas for solving specific challenges
	C3. Vision Work towards your vision of the future	Open-ended questions about defining a long-term vision for a project/business	- Case studies to develop a future strategy based on current trends - MCQs on strategic planning principles
	C4. Valuing ideas Make the most of ideas and opportunities	Open-ended questions on methods to evaluate the value of ideas	- Case studies to assess the market potential of a product/service - Exercises asking to prepare arguments to convince investors or partners
	C5. Ethical and sustainable thinking Assess the consequences and impact of ideas, opportunities and actions	Open-ended questions on ethical dilemmas in business or sustainable practices	- Case studies requiring the analysis of social/environmental impact of a product/service - Exercises asking to propose sustainable alternatives for a given business operation
Mobilising and managing Resources	C6. Self awareness and self efficacy Believe in yourself and keep developing	Self-assessment questionnaires about personal entrepreneurial strengths and weaknesses	- Open-ended reflection questions on past experiences and lessons learned - Exercises to identify personal skills and areas for development
	C7. Motivation and perseverance Stay focused and don't give up	Scenario-based questions about responding to failure or setbacks	- Open-ended questions on sources of personal motivation - Reflection tasks on situations where perseverance led to success
	C8. Mobilizing resources Gather and manage the resources you need	Case studies on identifying and acquiring necessary resources	- Open-ended questions about networking and partnership strategies - Exercises to plan the effective use of available resources
	C9. Financial and economic literacy Develop financial and economic know how	MCQs on basic financial concepts (e.g., cash flow, profit & loss)	- Practical exercises analyzing simple financial statements - Case studies requiring financial decision-making for a project or business
	C10. Mobilizing others Inspire, enthuse and get others on board	Open-ended questions about teamwork, leadership and influencing others	- Scenarios testing delegation and collaboration skills - Tasks describing how to build an effective team for a project
Turning ideas into action	C11. Taking the initiative Go for it	Case studies asking to propose proactive actions in a given context	- Open-ended questions about personal experiences of taking initiative - Exercises evaluating the ability to launch and manage new projects
	C12. Planning and management Prioritize, organize and follow-up	MCQs on project management principles	- Practical tasks to develop a business plan or project roadmap - Case studies assessing the ability to set goals, priorities, and deadlines
	C13. Coping with uncertainty, ambiguity and risk Make decisions dealing with uncertainty, ambiguity and risk	Scenario-based questions assessing tolerance for ambiguity and uncertainty	- Open-ended questions about risk management strategies - Reflection tasks on past experiences of managing risks
	C14. Working with others Team up, collaborate and network	Role-play exercises evaluating communication and teamwork skills	- Open-ended questions about conflict management in teams - Case studies testing collaboration with stakeholders
	C15. Learning through experience Learn by doing	Open-ended questions about lessons learned from past experiences	- Reflection exercises on applying learning to new situations - Scenarios evaluating adaptability based on feedback received



6.4.1 Example 1 : Multiple Choice Test

#	Competence	Question	Options	Correct Answer
C1	Spotting Opportunities	What is an example of spotting an opportunity?	A) Waiting for someone to offer you a job B) Complaining about a problem without acting C) Identifying a market need and offering a solution D) Copying another business idea without adaptation	✓ C
C2	Creativity	Which action shows creativity in entrepreneurship?	A) Repeating what already works B) Thinking of new ways to solve a problem C) Avoiding risks at all cost D) Following strict procedures	✓ B
C3	Vision	Why is having a vision important for entrepreneurs?	A) It guarantees immediate profit B) It replaces all planning C) It provides long-term direction D) It avoids uncertainty	✓ C
C4	Valuing Ideas	What is the best way to assess an idea's value?	A) Trust your instinct only B) Study customer needs and market trends C) Ignore feedback D) Copy competitors exactly	✓ B
C5	Self-awareness & Self-efficacy	Self-awareness helps entrepreneurs to:	A) Feel superior to others B) Recognize their strengths and limits C) Control others D) Avoid teamwork	✓ B
C6	Motivation & Perseverance	An entrepreneur with perseverance will:	A) Give up after failure B) Change business daily C) Keep trying despite obstacles D) Wait for external help	✓ C
C7	Mobilising Resources	What is <i>not</i> a resource for entrepreneurs?	A) Money B) Networks and partners C) Time and skills D) Complaints	✓ D
C8	Mobilising Others	What skill helps to mobilize others?	A) Ignoring team opinions B) Inspiring and communicating clearly C) Working alone	✓ B



			D) Giving orders only	
C9	Taking the Initiative	Taking the initiative means:	A) Waiting for instruction B) Acting first to solve problems C) Avoiding responsibility D) Blaming others	☒ B
C10	Planning & Management	Good planning includes:	A) Acting without a plan B) Setting clear goals and timelines C) Copying other businesses D) Working without deadlines	☒ B
C11	Coping with Uncertainty & Risk	How should an entrepreneur deal with risk?	A) Ignore it completely B) Plan and prepare for possible challenges C) Avoid all risks D) Always act without thinking	☒ B
C12	Working with Others	Effective teamwork requires:	A) Listening and respecting opinions B) Working alone always C) Avoiding discussions D) Doing all tasks yourself	☒ A
C13	Learning through Experience	Learning from failure means:	A) Blaming others B) Giving up C) Reflecting and improving D) Ignoring the past	☒ C
C14	Inspiring & Mobilising Others	A leader inspires others by:	A) Punishing mistakes B) Sharing a clear and motivating vision C) Avoiding responsibility D) Giving orders only	☒ B
C15	Financial & Economic Literacy	If a product costs \$10 and you want a 40% profit, what is the selling price?	A) \$12 B) \$14 C) \$10 D) \$15	☒ B



6.4.2 Example 2 : Scenario, Open-ended and Task test

#	Competence	Example Test Questions
1	Spotting Opportunities	<i>Scenario:</i> You notice that many students at your university struggle to find affordable healthy meals. What kind of entrepreneurial solution could you propose to address this need? (<i>Open-ended</i>)
2	Creativity	<i>Task:</i> List 3 creative ways to promote a new eco-friendly product without using social media. (<i>Open-ended</i>)
3	Vision	<i>Question:</i> Imagine your project succeeds beyond expectations. What will it look like in 5 years? Describe your vision. (<i>Reflection question</i>)
4	Valuing Ideas	<i>Scenario:</i> A friend wants to start a business selling handmade soap. What 2 questions would you ask to evaluate if this idea has market potential? (<i>Open-ended</i>)
5	Self-awareness & Self-efficacy	<i>Question:</i> List two of your personal strengths and two weaknesses that would influence your entrepreneurial journey. (<i>Self-reflection</i>)
6	Motivation & Perseverance	<i>Scenario:</i> You launched an online store, but in the first month, you had no sales. What would you do next? (<i>Scenario-based</i>)
7	Mobilising Resources	<i>Question:</i> What are 3 types of resources (not just money) that are crucial for launching a start-up? (<i>Short answer</i>)
8	Mobilising Others	<i>Task:</i> Write a short motivational message (3-5 lines) you would send to your team before a stressful pitch presentation. (<i>Practical exercise</i>)
9	Taking the Initiative	<i>Scenario:</i> Your company is facing customer complaints about delivery delays. What initiative would you take without waiting for instructions? (<i>Open-ended</i>)
10	Planning & Management	<i>Question:</i> List the 3 main steps you would follow to plan the launch of a small product. (<i>Short answer</i>)
11	Coping with Uncertainty, Ambiguity & Risk	<i>Scenario:</i> Your supplier suddenly increases prices by 30%. How would you handle this uncertainty? (<i>Scenario-based</i>)
12	Working with Others	<i>Scenario:</i> You have a disagreement with a teammate during a project. What is your approach to resolve it? (<i>Reflection question</i>)
13	Learning through Experience	<i>Question:</i> Think of a mistake you made in the past. What did you learn from it that could help in an entrepreneurial project? (<i>Open-ended</i>)
14	Inspiring & Mobilising Others	<i>Task:</i> Prepare a short 1-minute pitch to convince your classmates to support your sustainability project. (<i>Pitch exercise</i>)
15	Financial & Economic Literacy	<i>Question:</i> If your product costs \$10 to produce and you want a 40% profit margin, at what price should you sell it? (<i>Calculation exercise</i>)



6.4.3 Example 3 : Placement Test (Self-Assessment)

Category	Competence	Description	Rating (1–6)	Comments / Evidence
Ideas & Opportunities	Opportunity Spotting	Identifying needs or trends and transforming them into ideas		
	Creativity	Generating new ideas, innovative approach		
	Vision	Having a clear idea of a future project or venture		
	Critical Thinking	Analyzing, evaluating, and improving ideas		
	Ethical and Sustainable Thinking	Respecting ethics and social responsibility		
Ressources	Self-Efficacy	Confidence in one's ability to achieve goals		
	Motivation and Perseverance	Ability to continue despite obstacles		
	Mobilizing Resources	Gathering resources (time, money, materials)		
	Mobilizing Others	Building a network, mobilizing a team		
	Financial Management	Managing budgets, tracking expenses, anticipating needs		
Into Action	Planning and Management	Developing a plan, setting objectives, managing time		
	Coping with Uncertainty	Decision-making in the face of risk or change		
	Teamwork	Cooperating, delegating, collaborating effectively		
	Taking the Initiative	Taking action, creating opportunities		
	Learning Through Experience	Reflecting on actions to continuously improve		
Total Score				
Interpretation				



7 Implementing of entrepreneurship education

The adaptation of the EntreComp framework to the Algerian context represents a strategic effort to modernize higher education, foster entrepreneurial mindsets, and bridge the gap between academic learning and real-world economic challenges. EntreComp provides a structured model for understanding and developing entrepreneurial competences, and its integration into the Algerian competence assessment framework offers a unique opportunity to align education with national development goals.

While EntreComp has been successfully applied in various European and international contexts, its implementation in Algeria requires a contextualized approach. This involves adapting the framework's structure, learning methodologies, and assessment tools to reflect the Algerian socio-economic landscape, institutional capabilities, and cultural dimensions.

7.1 Role, attributes and tasks of Entrepreneurship educators

Educators may come from a wide variety of contexts and backgrounds and from any discipline; they are those who seek to embed innovation in their teaching and they may work within the curriculum or alongside it; on some occasions, outside of it. These educators are often tasked to tackle the 'wicked' problems of preparing students for jobs that don't yet exist, using technologies that have not yet been invented, and spotting and solving problems that we have yet to define clearly. To face this challenge, we need to develop students and graduates who are enterprising, flexible and innovative. Students should be able to identify and respond to opportunities using their ideas, knowledge, skills and confidence to create interventions that will address the challenges they meet. In this context, defining the goal as either enterprise or entrepreneurship is helpful, especially when it comes to assessing and evaluating learner performance.

Enterprise Education develops students' capabilities as enquiring, critical thinking, future orientated thinkers, who are equipped to face the challenges of their careers along with awareness of civic and social responsibility. The predominant assessment strategy asks 'are they being innovative, challenging norms and seeing new ways forward?' Entrepreneurship Education focuses enterprising competencies in the context of new venture creation and business environments, developing entrepreneurial graduates and citizens who are able to undertake autonomous learning and self-evaluation in more risky contexts that include legal, financial and ethical considerations. The predominant assessment strategy is 'can they apply and implement their ideas within practical constraints?'

The role of the entrepreneurial educator is to:

1. plan and deliver effective Enterprise and Entrepreneurship curricula
2. build collaborative relationships with students, educators and other stakeholders



3. motivate and inspire students to develop enterprising and entrepreneurial behaviours attributes, and competencies
4. reflect on own practice as an entrepreneurial educator. The activities, abilities and skills of the entrepreneurial educator will be shaped by:
 - the nature and context of their institution and its strategic priorities
 - their job role, which may be anything from academic staff working on degree programmes, to career advisers working on programmes to improve students'
 - competencies (this may include starting a business)
 - enterprise advisers working in an incubator or accelerator - considering the needs of the students they work with.

The attributes and specific tasks of the entrepreneurial educator should contribute to the enhancement of student engagement and experience; enabling students and institutions to achieve their desired outcomes.

- **Inclusive leadership:** encouraging enterprising and entrepreneurial behaviour in students and colleagues - by creating and shaping appropriate learning environments.
- **Innovative:** in their approach to teaching and willing to identify and experiment with different pedagogies, activities, learning tasks and assessments to motivate and inspire students, including exploring different contexts for their teaching and enhancing their personal development to inform and improve their teaching practice.
- **Enterprising:** in their approach to exploiting new opportunities for enhancing the student experience. For example, by involving students and alumni in improving the experience and highlighting the impact they can have.
- **Reflective:** a practitioner who regularly reviews, evaluates and improves their teaching practice to the benefit of their students, their institution and themselves.
- **Engaging:** working with enterprising people, entrepreneurs, innovators, organisations and other stakeholders in the learning experience.
- **Enabling:** students to relate their learning to their subject, and personal and professional aspirations.
- **Relevant:** maintaining the relevance of provision, able to link to current trends and needs. (This may be particularly applicable to vocational subjects or those with embedded work-based learning or placements.)

Specific tasks of the entrepreneurial educator

- Providing pathways towards a designated outcome, for example starting a business or using enterprise skills within an industry sector, organisation or social enterprise by creating value for others; being intrapreneurial.
- Designing constructively aligned curricula that matches learning to outcomes and contributes to the strategy and context of their institution. This should be based on research and take into account students', colleagues' and other stakeholders' feedback.
- Signposting and building student experience beyond the specific teaching activity or assessment. For example, for those interested in starting a business this might include entering competitions or joining an incubator or accelerator.
- Contributing to the achievement of institutional strategy, for example designing and delivering internal metrics. Also, through the consideration of how the culture, habitat and resources of the institution and its environment can be more aligned with entrepreneurial activity.
- Influencing their institution and the broader educator community, sharing their experience and encouraging others to develop an entrepreneurial approach and practice.



- Provide insight into legal and fiscal constraints such as Intellectual Property realisation and management, taxation, alternative business models and their alignment.

Delivery of Entrepreneurial Education should enable students to express the notion of their value propositions both within their studies, and in relation to external stakeholder perspectives. These could be financial, social or related to sustainability, and should include ethical considerations. Centralised Enterprise Teams or Centres that sit outside of academic departments may lead or support these approaches, especially when interdisciplinary responses are the goal.

7.2 The student learning experience

The learning journey: Entrepreneurship Education is that it supports and leads to entrepreneurial action, now or in the future, whether it be in the context of self-employment, creating a new business venture, social entrepreneurship, or ‘intrapreneurship’ within an existing organisation.

Practical opportunities for gaining experience can be created both within the curriculum, and through optional extracurricular activity that complements learning within the curriculum, and recognises the value of extracurricular experiences for confidence-building, networking and student enterprise. Extracurricular learning in isolation is unlikely to provide a student with sufficient competencies or insights.

Embedding enterprise into the curriculum can stimulate interest toward extracurricular support. Effective signposting helps to engage students in a range of different ways. Student enterprise societies and students’ unions can be very effective in creating student-centred activities. Co-curricular work will align with curricular provision and extracurricular experiences can be aligned to subject specialisms and potential career opportunities.

7.3 Adaptability of the assessment framework

The adaptation of the EntreComp framework to the Algerian context represents a strategic effort to modernize higher education, foster entrepreneurial mindsets, and bridge the gap between academic learning and real-world economic challenges. EntreComp provides a structured model for understanding and developing entrepreneurial competences, and its integration into the Algerian competence assessment framework offers a unique opportunity to align education with national development goals.

While EntreComp has been successfully applied in various European and international contexts, its implementation in Algeria requires a contextualized approach. This involves adapting the framework’s structure, learning methodologies, and assessment tools to reflect the Algerian socio-economic landscape, institutional capabilities, and cultural dimensions.

7.3.1 Aligning EntreComp with the Algerian Higher Education System

Current Structure of Competence Assessment in Algeria

The Algerian higher education system is largely based on a knowledge-centric approach, where assessment is primarily focused on memorization, theoretical understanding, and written



examinations. While some universities have introduced project-based learning and research dissertations, the evaluation of soft skills, entrepreneurial thinking, and innovation capabilities remains limited.

To effectively integrate EntreComp, Algeria needs to shift towards a more competence-based assessment model that values:

- Practical problem-solving and innovation rather than just theoretical knowledge.
- Real-world application of learning, emphasizing adaptability and initiative.
- Multi-dimensional assessment tools, including peer reviews, reflective learning, and self-assessment.

Embedding EntreComp in University Curricula

For EntreComp to be successfully adapted, Algerian universities must move towards a holistic educational approach where entrepreneurial skills are developed across all disciplines—not just within business or management faculties.

This means:

- Integrating EntreComp principles into existing courses by embedding entrepreneurial challenges, case studies, and simulations.
- Creating interdisciplinary programs where students from diverse backgrounds (engineering, sciences, humanities, etc.) collaborate on real-life entrepreneurial projects.
- Providing experiential learning opportunities through incubators, innovation hubs, and startup competitions, ensuring students engage with entrepreneurship in practical ways.

By embedding EntreComp across disciplines, students will develop a broader entrepreneurial skillset, equipping them to apply their knowledge creatively, solve problems, and take initiative in various professional contexts.

7.3.2 Addressing the Socio-Economic and Institutional Context

Entrepreneurship as a Driver of Economic Growth in Algeria

Algeria is undergoing an economic transition, moving away from an over-reliance on hydrocarbon revenues towards a more diversified economy. In this context, entrepreneurial competences are becoming increasingly crucial, not only for startup creation but also for business innovation, social entrepreneurship, and the development of small and medium-sized enterprises (SMEs).

Adapting EntreComp to Algeria means ensuring that:

- Graduates are equipped with entrepreneurial competences that enable them to create and seize opportunities in a changing economic landscape.
- Higher education institutions work closely with industry to align competence development with market needs.
- Entrepreneurial assessment frameworks encourage students to develop resilience, problem-solving abilities, and innovation-oriented mindsets.

Institutional Challenges and Opportunities

Implementing EntreComp in Algeria also requires addressing institutional challenges, including:



- Limited faculty training in entrepreneurship education: Many educators have traditional academic backgrounds and may require capacity-building programs to integrate entrepreneurial teaching and assessment methods.
- Rigid curriculum structures: University programs are often highly standardized, leaving little room for flexibility and cross-disciplinary learning. Policy changes are needed to enable more adaptive, experiential, and project-based learning.
- Assessment reform: The transition from knowledge-based exams to competence-based assessment requires significant adjustments in the way learning outcomes are measured.
- However, there are also opportunities, such as:
 - The emergence of university incubators and innovation centers, which can serve as practical spaces to apply EntreComp assessment methods.
 - Government initiatives supporting entrepreneurship, including funding schemes, startup programs, and innovation policies that can reinforce EntreComp's application.
 - A growing entrepreneurial ecosystem, with increasing student interest in startups, digital innovation, and social entrepreneurship.

7.3.3 Implementing EntreComp-Based Assessment in the Algerians HEIs

Key Principles for Adaptation

To effectively adapt EntreComp, Algerian universities should adopt the following key principles:

- Competence-based learning and assessment: Moving from knowledge retention to practical application and problem-solving.
- Reflective and iterative learning: Encouraging students to experiment, learn from failure, and refine their ideas over time.
- Multi-stakeholder engagement: Involving entrepreneurs, business leaders, policymakers, and educators in designing and evaluating entrepreneurial learning experiences.
- Customizable and flexible frameworks: Allowing each institution to adapt EntreComp in ways that align with their specific context and available resources.

Suggested Assessment Methods

Adapting EntreComp also requires rethinking assessment tools to capture the complexity of entrepreneurial competences. Some effective methods include:

- Portfolio-based assessment, where students compile evidence of their entrepreneurial activities, progress, and reflections.
- Entrepreneurial challenge evaluations, where students work on real-world business or social challenges and present solutions.
- *Pitching and public speaking assessments*, evaluating their ability to communicate ideas convincingly.
- Business modelling and simulation exercises, testing their ability to design and validate entrepreneurial projects.

These methods ensure that students are not only learning about entrepreneurship but actively practicing and demonstrating it.



8 Conclusion

Adapting the EntreComp framework to the Algerian higher education system is a necessary step towards modernizing education and fostering an entrepreneurial generation. While challenges exist, the integration of EntreComp offers a transformative opportunity to enhance student employability, economic diversification, and innovation.

By embedding entrepreneurial competences into curricula, reforming assessment methodologies, and leveraging Algeria's emerging entrepreneurial ecosystem, higher education institutions can play a pivotal role in shaping the country's future business leaders, innovators, and changemakers.

The LEADS project is not just an academic reform; it's a strategic imperative for modernizing Algerian higher education and fostering a generation of agile, innovation-driven entrepreneurs. Its core aim is to fundamentally shift the educational paradigm, moving beyond traditional knowledge-centric approaches to cultivate practical, real-world entrepreneurial skills. This initiative offers a transformative pathway to significantly enhance student employability, stimulate economic diversification, and reduce Algeria's longstanding dependence on hydrocarbon revenues by fostering a more resilient and innovation-oriented economy.

Integrating EntreComp—the chosen framework for this project—entails a fundamental shift in how entrepreneurial competencies are taught, developed, and assessed within Algerian Higher Education Institutions (HEIs). By embedding these competencies across all disciplines, not just business faculties, LEADS ensures that students gain comprehensive exposure. This involves:

Training referent teachers to effectively deliver entrepreneurship education.

Creating high-quality online and open-source learning courses (MOOCs) to provide accessible educational resources.

Establishing a state-of-the-art certification system, officially recognized by the Ministry of Higher Education and Scientific Research, to validate students' entrepreneurial skills. This system utilizes EntreComp as its reference framework, ensuring that the 15 core competencies (across "Spotting and Creating Opportunities," "Mobilizing and Managing Resources," and "Turning Ideas into Action") are consistently assessed from foundation to advanced levels.

Reforming assessment strategies to capture real-world entrepreneurial skills, moving beyond traditional exams to tools that measure practical application and problem-solving.

While significant institutional challenges persist—ranging from limited faculty expertise in entrepreneurship education to rigid curricular structures and outdated assessment practices—these hurdles are counterbalanced by promising developments. The expansion of university incubators and innovation hubs, strong government backing for entrepreneurship, and a growing student enthusiasm for startups and social innovation create a fertile ground for the LEADS project's success. By strategically addressing these structural constraints and capitalizing on existing opportunities, Algeria can transform its graduates from job seekers into job creators resilient, creative problem solvers equipped to shape and thrive in the economy of the future. The LEADS project, through its robust framework and targeted initiatives, is poised to be a pivotal force in achieving this transformation.



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