



IO1 – Learning
Outcomes for Sense
of Initiative &
Entrepreneurship
prepared by LMC & AKLUB



Learning Outcomes for IO1 Addressing: Sense of Initiative & Entrepreneurship

The following description of learning outcomes presents the knowledge, skills and attitudes, which learners will acquire through engaging with and completing activities presented through the NEET-System Online Educational Escape Room challenges.

These learning outcomes will be achieved with respect to the competence area: **Sense of Initiative & Entrepreneurship**. The matrix describes the learning outcomes of the resources to be developed by LMC in relation to this competence area.

The resources focus on the **Sense of Initiative & Entrepreneurship**.

Sense of Initiative & Entrepreneurship can be defined as follows:

The ability to turn **ideas into action**. It involves **creativity, innovation and risk-taking**, as well as the **ability to plan and manage projects** in order to achieve objectives. The individual is aware of the context of his/her work and is able to **seize opportunities** that arise. It is the foundation for acquiring more specific skills and knowledge needed by those **establishing or contributing to social or commercial activity**.

Skills relate to **proactive project management** (involving, for example the **ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief, evaluate and record**), **effective representation and negotiation**, and the **ability to work both as an individual and collaboratively in teams**. The ability to **judge and identify one's strengths and weaknesses**, and to **assess and take risks** as and when warranted, is essential.

Necessary knowledge includes the **ability to identify available opportunities for personal, professional and/or business activities**, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and **the opportunities and challenges facing an employer or organisation**. Individuals should also **be aware of the ethical position of enterprises**, and how they can be a **force for good, for example through fair trade or through social enterprise**.

An entrepreneurial attitude is characterised **by initiative, pro-activity, independence and innovation in personal and social life**, as much as at work. It also **includes motivation and determination to meet objectives**, whether personal goals, or aims held in common with others, including at work.

Aim and target group of the escape room challenge:

The target group of this challenge will be ESLs NEETs. They come with lacks in basic education and social competences. The main focus of the escape room challenges is to re-engage them in educational processes. They have experiences of failure in learning and that leads to feelings like frustration or fear when it comes to training exercises. The escape room challenges want to change their attitudes towards participating in education, employment or training. Therefore they open up topics and increase visibility of relations between own efforts and success.

The following learning outcomes matrix presents the knowledge, skills and attitudes, which learners will acquire through engaging with and completing activities presented through the NEET-System Online Educational Escape Room challenges. These learning outcomes will be achieved with respect to the competence area: **Sense of Initiative & Entrepreneurship**.

The content of the following levels is not something improvised, it has been taken from EntreComp: The Entrepreneurship Competence Framework. A Science for Policy report by the Joint Research Centre, the European Commission's in-house science service. It aims to provide evidence-based scientific support to the European policy-making process.

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Key Competence Area:	On successful completion of this resource, learners will be able to:			
	Levels	Knowledge	Skills	Attitudes
Sense of Initiative & Entrepreneurship	Introductory	<ul style="list-style-type: none"> Spotting opportunities: Learners can find opportunities to generate value for others. Creativity: Learners can develop multiple ideas that create value for others. Vision: Learners can imagine a desirable future. Valuing ideas: Learners can understand and appreciate the value of ideas. Ethical and sustainable thinking: Learners can recognise the impact of their choices and behaviours, both within the community and the environment. 	<ul style="list-style-type: none"> Self-awareness and self-efficacy: Learners trust their own ability to generate value for others. Motivation and perseverance: Learners want to follow their passion and create value for others. Mobilising resources: Learners can find and use resources responsibly. Financial and economic literacy: Learners can draw up the budget for a simple activity. Mobilising others: Learners can communicate their ideas clearly and with enthusiasm. 	<ul style="list-style-type: none"> Taking the initiative: Learners are willing to have a go at solving problems that affect their communities. Planning and management: Learners can define the goals for a simple value-creating activity. Coping with uncertainty, ambiguity and risk: Learners are not afraid of making mistakes while trying new things. Working with others: Learners can work in a team to create value. Learning through experience: Learners can recognise what they have learnt through taking part in value creating activities.

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Description of the Escape Room Challenge:

Introductory - Relying on support from others.

Under direct supervision: (*Discovering*) your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.

With reduced support from others, some autonomy and together with my peers: (*Exploring*) different approaches to problems, concentrating on diversity and developing social skills and attitudes.

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	<p><i>Intermediate</i></p>	<ul style="list-style-type: none"> • Spotting opportunities: Learners can recognise opportunities to address needs that have not been met. • Creativity: Learners can test and refine ideas that create value for others. • Vision: Learners can build an inspiring vision that engages others. • Valuing ideas: Learners understand that ideas can have different types of value, which can be used in different ways. • Ethical and sustainable thinking: Learners are driven by ethics and sustainability when making decisions. 	<ul style="list-style-type: none"> • Self-awareness and self-efficacy: Learners can make the most of their strengths and weaknesses. • Motivation and perseverance: Learners are willing to put effort and resources into following their passion and create value for others. • Mobilising resources: Learners can gather and manage different types of resources to create value for others. • Financial and economic literacy: Learners can find funding options and manage a budget for their value-creating activity. • Mobilising others: Learners can persuade, involve and inspire others in value-creating activities. 	<ul style="list-style-type: none"> • Taking the initiative: Learners can initiate value-creating activities. • Planning and management: Learners can create an action plan, which identifies the priorities and milestones to achieve their goals. • Coping with uncertainty, ambiguity and risk: Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences. • Working with others: Learners can work together with a wide range of individuals and groups to create value. • Learning through experience: Learners can reflect and judge their achievements and failures and learn from these.
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Description of the Escape Room Challenge:

Intermediate - Building independence.

On my own and together with my peers (*Experimenting*) Focusing on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.

Taking and sharing some responsibilities (*Daring*) Focusing on turning ideas into action in 'real life' and on taking responsibility for this.

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	<p>Advanced</p>	<ul style="list-style-type: none"> • Spotting opportunities: Learners can seize and shape opportunities to respond to challenges and create value for others. • Creativity: Learners can transform ideas into solutions that create value for others. • Vision: Learners can use their vision to guide strategic decision-making. • Valuing ideas: Learners can develop strategies to make the most of the value generated by ideas. • Ethical and sustainable thinking: Learners act to make sure that their ethical and sustainability goals are met. 	<ul style="list-style-type: none"> • Self-awareness and self-efficacy: Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths. • Motivation and perseverance: Learners can stay focused on their passion and keep creating value despite setbacks. • Mobilising resources: Learners can define strategies to mobilise the resources they need to generate value for others. • Financial and economic literacy: Learners can make a plan for the financial sustainability of a value-creating activity. • Mobilising others: Learners can inspire others and get them on board for value-creating activities. 	<ul style="list-style-type: none"> • Taking the initiative: Learners can look for opportunities to take the initiative to add or create value. • Planning and management: Learners can refine priorities and plans to adjust to changing circumstances. • Coping with uncertainty, ambiguity and risk: Learners can weigh up risks and make decisions despite uncertainty and ambiguity. • Working with others: Learners can build a team and networks based on the needs of their value-creating activity. • Learning through experience: Learners can improve their abilities to create value by building on their previous experiences and interactions with others.
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Description of the Escape Room Challenge:

Advanced -Taking responsibility.

With some guidance and together with others (*Improving*) your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.

Taking responsibility for making decisions and working with others (*Reinforcing*) Working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.

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	<p>Expert</p>	<ul style="list-style-type: none"> • Spotting opportunities: Learners can identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value. • Creativity: Learners can develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects. • Vision: Learners can imagine the future. Develop a vision to turn ideas into 	<ul style="list-style-type: none"> • Self-awareness and self-efficacy: Learners can reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures. • Motivation and perseverance: Learners would be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure. • Mobilising resources: Learners can get and manage the material, non-material and digital resources needed to turn 	<ul style="list-style-type: none"> • Taking the initiative: Learners can initiate processes that create value. Take up challenges. • Act and work independently to achieve goals, stick to intentions and carry out planned tasks. • Planning and management: Learners can set long-, medium- and short-term goals. • Define priorities and action plans. Adapt to unforeseen changes. • Coping with uncertainty, ambiguity and risk: Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing. Handle fast-moving
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		<p>action. Visualise future scenarios to help guide effort and action.</p> <ul style="list-style-type: none"> Valuing ideas: Learners can Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it. Ethical and sustainable thinking: Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly. 	<p>ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax, and digital competences (for example through suitable partnerships, networking, outsourcing and crowdsourcing).</p> <ul style="list-style-type: none"> Financial and economic literacy: Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time. Manage financing to make sure my value-creating activity can last over the long term. Mobilising others: Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes. Demonstrate effective communication, persuasion, negotiation and leadership. 	<p>situations promptly and flexibly.</p> <ul style="list-style-type: none"> Working with others: Learners can work together and cooperate with others to develop ideas and turn them into action. Network. Solve conflicts and face up to competition positively when necessary. Learning through experience: Learners can use any initiative for value creation as a learning opportunity. Learn with others, including peers and mentors. Reflect and learn from both success and failure (your own and other people's).
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Description of the Escape Room Challenge:

Expert. Driving transformation, innovation and growth.

Taking responsibility for contributing to complex developments in a specific field (*Expanding*): Focusing on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.

Contributing substantially to the development of a specific field (*Transforming*): Focusing on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.

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