

Unlocking Learning Potential

Bridging Computational Thinking, Entrepreneurship, and Green Skills

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The future of work is human

In an increasingly complex and digital world, the integration of **Computational Thinking (CT)**, **Entrepreneurship Education (EE)**, and **Green Skills (GS)** is essential to equip future generations with the skills needed to navigate emerging challenges. However, there are significant challenges existing across European educational systems e.g., limited interdisciplinary learning approaches or a lack of sufficiently educated teaching staff. The **Erasmus+ ComeThinkAgain** project addresses this needs by reviewing current literature and curriculum implementations, identifying gaps, and comparing findings with established competence frameworks such as DigComp, EntreComp, and GreenComp. These findings will be developed into targeted teacher training modules, which will be piloted from autumn 2025 onwards.

Our Methodology

The ComeThinkAgain project builds on a literature review of competence frameworks, using DigComp, EntreComp, and GreenComp as a basis for identifying core competences. Through co-creation with an external advisory board and workshops in partner countries involving educators and experts, a consolidated competence list is validated and adapted for practical use. Ongoing results ensure it remains dynamic and applicable across diverse educational contexts.

The ComeThinkAgain Project

Phase 1: Analysis & Review



Phase 2: Co-creation & Validation



The overarching goal of the ComeThinkAgain project is to develop and implement the ComeThinkAgain CETS (micro-Certification based Education Training System) which offers micro-certification modules in CT, EE, and GS and their interaction for both vocational and higher education. These modules will incorporate both theoretical foundations and hands-on learning experiences, ensuring that the competences are not only understood conceptually but also practiced in real-world contexts.

Key Findings

Competence Gaps

Green Skills (GS) & Entrepreneurship (EE) are inadequately integrated, while Computational Thinking (CT) is more established.

Inconsistent Implementation

Implementation varies significantly across countries and educational levels, lacking standardization.

Interdisciplinary Barriers

Competences are treated as separate domains rather than interconnected skills, hindering a holistic approach.

Pedagogical Practices

Traditional teaching methods tend to foster the required problem-solving and innovation mindsets.

Consolidated Competences List



Conclusion

This consolidated competences list, combined with co-creation workshops across all partner countries, forms the foundation for developing tailored educational modules which integrate theory with practical, hands-on applications, ensuring that the skills acquired are applicable in real-world settings and to prepare learners to overcome societal and environmental challenges. The iterative nature of this process, along with feedback from pilot implementations about both educational frameworks and practical experiences, positions the competence list as a living document that will evolve, adapting to emerging needs and ensuring long-term relevance. This approach aligns with contemporary understanding of how learning processes develop through education, making it a valuable contribution to realizing learners' potential in an evolving global landscape.

Literature
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