



Green-4-Future

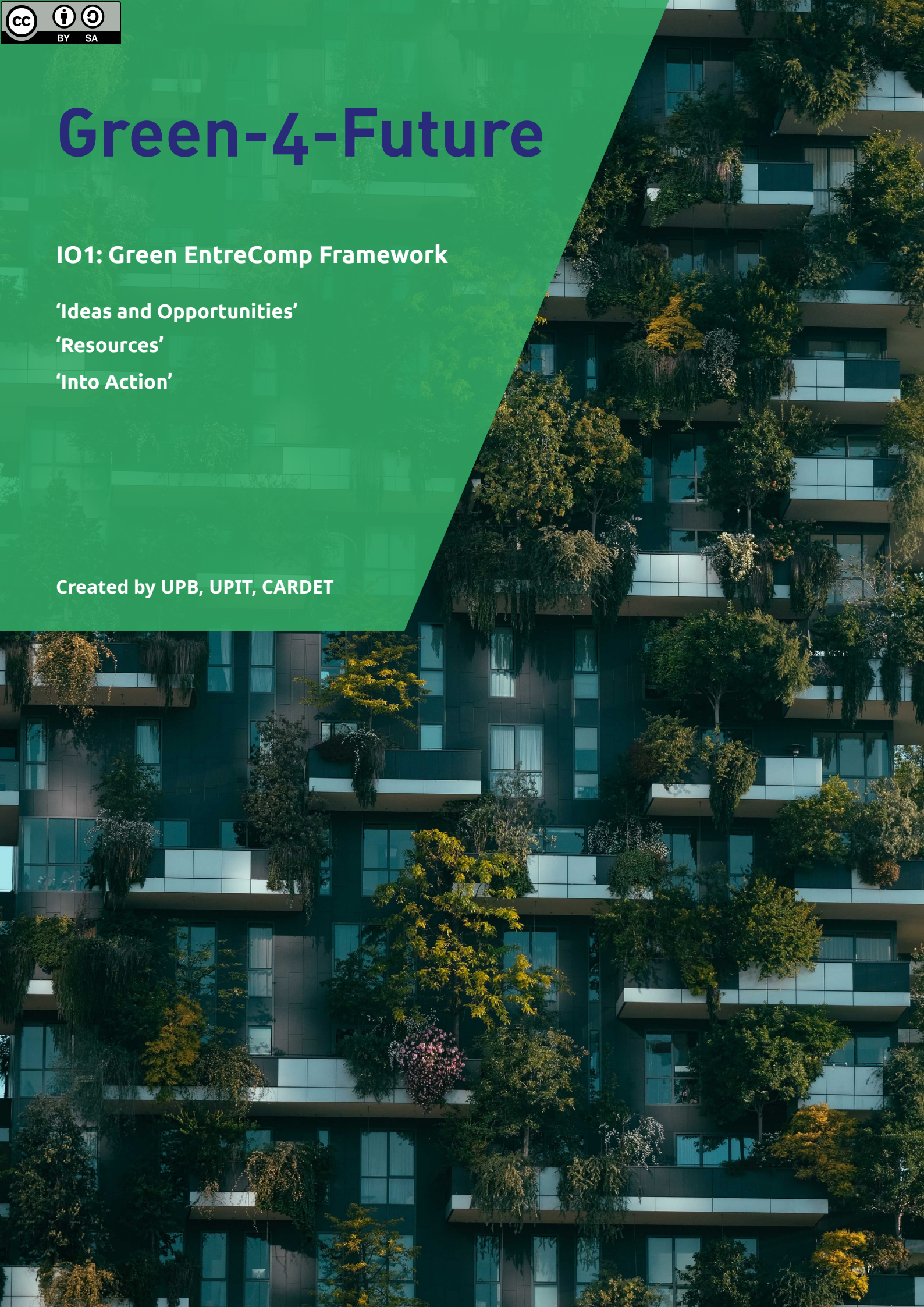
IO1: Green EntreComp Framework

'Ideas and Opportunities'

'Resources'

'Into Action'

Created by UPB, UPIT, CARDET



Greening the EntreComp Framework – An Introduction

In response to climate change, there has been a growing demand for the development of a 'green' or 'low carbon' economy as a means of reconciling economic development and the environment. However, research on green entrepreneurs to date has focused on individual green entrepreneurs, neglecting wider economic and social contexts within which they operate. Entrepreneurs are frequently thought of as national assets to be cultivated, motivated, and remunerated to the greatest possible extent. Great entrepreneurs can change the way we live and work. If successful, their innovations can improve standards of living, create wealth and jobs and contribute to a growing economy.

Realising the pivotal role that education plays in the development of entrepreneurship the EntreComp framework was developed by the Joint Research Centre of the European Commission. EntreComp was developed to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence.

The first intellectual output of the Green-4-Future project, presented in this document, sets out to reconsider the EntreComp Framework in the context of prevailing green policies. By incorporating environmental and ecological factors into the established EntreComp Framework we have created a key benchmark for entrepreneurship education for the future.

The Green EntreComp Framework proposed here is addressed to vocational education actors and all those involved in supporting the development of entrepreneurial activity. GreenEntreComp is relevant to tutors working in both iVET and cVET scenarios and therefore has a broad potential impact and transferability.

Besides any pedagogic impact, encouraging new entrepreneurs to green their product or service from the beginning can achieve significant impact for business, for the environment and for individuals throughout society. The Green-4-Future project promotes green entrepreneurship for the future sustainability of society, economy and environment and it a truly innovative undertaking at all levels.



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1: IDEAS AND OPPORTUNITIES

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			Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform	
Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
1: IDEAS AND OPPORTUNITIES											
1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating sustainable value.	Identify and seize opportunities to create sustainable value by exploring the social, cultural and economic landscape. Identify needs and challenges regarding the environment that need to be met. Establish new connections and bring together scattered elements of the landscape to create green opportunities to create value.	Identify, create and seize sustainable opportunities	I can find sustainable opportunities to help others.	I can recognise sustainable opportunities to create sustainable value in my community and surroundings.	I can explain what makes a sustainable opportunity to create sustainable value.	I can proactively look for sustainable opportunities to create sustainable value, including out of necessity.	I can describe different analytical CSR approaches to identify entrepreneurial and sustainable opportunities.	I can use my knowledge and understanding of an environmental context to make sustainable opportunities to create sustainable value.	I can judge sustainable opportunities for creating sustainable value and decide whether to follow these up at different levels of the system I am working in (for example, micro, meso or macro).	I can spot and quickly take advantage of a sustainable opportunity

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1.3 Vision	Work towards your vision of the future	Imagine eco-friendly dimensions of a greener future. Thus, develop a sustainable long-term vision to turn ideas into realistic greener policy action. Finally, visualize future scenarios to help guide effort and action into a smooth greener evolution both individually and collectively.	Expand your green imagination	I can come up with various settings for a greener evolution.	I can explore the ways eco-friendly solutions will enhance the environment	I can experiment with an array of green solutions and situations that are potentially beneficial to the environment.	I can check the projections of the new green dimensions that are both feasible and protect the environment.	I can propose new eco-friendly solutions for sustainable development	I can strengthen the public discourse with my projections and proposals for greener and more sustainable development	I can propose a clear vision of a greener future without compromising economic development involving many stakeholders	I can outline specific policy initiatives for achieving financial progress through a greener perspective
			Turn green ideas to green policy.	I can search for policy means for implementing green ideas	Alone and as part of a team, I can check the most successful green policy initiatives.	I can experiment with alternative sustainable techniques in accordance the already established green-oriented vision for growth.	I can examine and compare specific policy tools for green implementation.	I can designate different policy alternatives for implementing the green vision.	I can record political benefits and drawbacks pertaining to specific eco-friendly policy measures.	I can propose policy alternatives relating to various stakeholders and a transient political landscape.	I can prioritize the optimal political course of action for a sustainable eco-friendly policy.

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1.4 Valuing ideas	Make the most of green ideas and opportunities	Judge what environmental value is in social, cultural and economic terms. Recognise the potential an green idea has for creating environmental value and identify suitable and sustainable ways of making the most with regard to protection of environment and green Business industry out of it.	Recognise the environmental value of green ideas.	I can find examples of green ideas that have environmental value for myself and others as well as for the environment.	I can show how different groups, such as firms and institutions, create environmental value in my community and surroundings as well as for the environment..	I can tell the difference between social, cultural and economic as well as environmental value.	I can decide which type of green value I want to act on and then choose the most appropriate and sustainable pathway to do so.	I recognise the many forms of environmental value that could be created through green entrepreneurship, such as social, cultural, economic and environmental value.	I can break down a green value chain into its different parts and identify how environmental value is added in each part.	I can develop green strategies to effectively make the most of opportunities to create environmental value in my organisation or venture as well as in the environment and green Business Industry.	I can state the environmental value of a new green idea from different stakeholders' perspectives.
			Share and protect green ideas.	I can clarify that other people's green ideas can be used and acted on, while respecting their rights.	I can explain that green ideas can be shared and circulated for the benefit of everyone or can be protected by certain rights, for example, copyrights, patents or environmental rights.	I can tell the difference between types of green licences that can be used to share ideas and protect green rights.	I can choose the most appropriate green licence for the environmental purpose of sharing and protecting the environmental value created by my ideas.	I can tell the difference between trademarks, registered design rights, patents, geographical indications, trade secrets, confidentiality agreements and copyright licences, including open, public-domain licences such as creative commons.	When creating green ideas with others, I can outline a sustainable dissemination and exploitation agreement that benefits all partners involved.	I can develop a tailored green strategy on intellectual property rights that deals with geographic requirements and protect the environment.	I can develop A green strategy on intellectual property rights that is tailored to the age of my environmental portfolio.

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1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions.	To be able to think ethical and sustainable means to assess the consequences and impact of ideas, bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect ethical on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. It is a matter of the attitudes, behaviours, values and mind set that an entrepreneur should have to take ethical decisions and act sustainably. Ethically thinking entrepreneur does not just have profit but also the people and planet in mind and act therefore responsible.	Behave ethically.	I can recognise behaviours that show integrity, honesty, responsibility, courage and commitment.	I can describe in my own words the importance of integrity and ethical and sustainable values.	I can apply ethical and sustainable thinking to consumption and production green processes.	I am driven by honesty and integrity when taking decisions.	I can argue that green ideas for creating environmental value should be supported by ethics and values relating to gender, equality, fairness, social justice and environmental sustainability.	I can take responsibility For promoting ethical behaviour in my area of influence, (for example, by promoting gender balance, highlighting inequalities and any lack of integrity, environmental influence).	I make it my priority to make sure that ethical behaviour is respected and promoted in my area of influence.	I take action against unethical behaviour.
			Think sustainably	I can list examples of environmentally friendly behaviour that benefits a community.	I can recognise examples of environmentally friendly behaviour by companies that creates value for society as a whole.	I can identify practices that are not sustainable and their implications for the environment.	I can produce a clear problem statement when faced with practices that are not sustainable.	I can discuss the impact an organisation has on the environment (and vice versa).	I can discuss the relationship between society and technical developments, relating to their implications for the environment.	I can choose adequate and sustainable methods for analysing environmental impact based on their advantages and disadvantages.	I can contribute to self-regulation discussions within my sector of operations.

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				Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
1: IDEAS AND OPPORTUNITIES											
1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions.	To be able to think ethical and sustainable means to assess the consequences and impact of ideas, bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect ethical on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. It is a matter of the attitudes, behaviours, values and mind set that an entrepreneur should have to take ethical decisions and act sustainably. Ethically thinking entrepreneur does not just have profit but also the people and planet in mind and act therefore responsible.	Assess environmental and sustainable impact.	I can find and list examples of changes caused by human action in social, cultural, environmental or economic contexts. and assess the impact of my environmental value-creating activity.	I can tell the difference between the impact of a environmental value-creating activity on the target community and the broader impact on society.	I can identify the impact that taking up opportunities will have on me and my team, on the target group and on the surrounding community as well as the environment.	I can identify stakeholders who are affected by the change brought about by my (or my team's) environmental value-creating activity, including stakeholders who cannot speak up (for example, future generations, climate or nature).	I can analyse the implications of environmental my value-creating activity within the boundaries of the green system I am working in.	I can define the purpose of the green impact assessment, green impact monitoring, and evaluation of green impact.	I can choose 'measure indicators' to monitor and assess the impact of my environmental value-creating activity.	I can carry out green impact assessment, green impact monitoring, and green impact evaluation on my environmental value-creating activity.
			Be accountable.			I can tell the difference between accounting for use of sustainable resources and accounting for the green impact of my value-creating activity on stakeholders and the environment.	I can tell the difference between environmental input, output, outcomes and green impact.	I can discuss a range of accountability and sustainable methods for both functional and strategic as well as green accountability.	I can use the Accountability and sustainable methods that hold me responsible to our internal and external stakeholders.	I can design sustainable ways to be accountable to all of our stakeholders.	

2: RESOURCES

An aerial photograph of a tropical coastline. The foreground is dominated by a dense, lush green forest. The middle ground shows a clear, turquoise bay with several small wooden boats anchored. The background is a vast expanse of deep blue ocean. The text '2: RESOURCES' is overlaid in large, white, bold letters on the left side of the image.

		Level of proficiency		Foundation		Intermediate		Advanced		Expert	
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Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8

2: RESOURCES

2.1 Self-awareness and self-efficacy	Believe in yourself and keep growing complying with the sustainable development goals and green economy principles	Reflect on your needs, aspirations and wants in the short, medium and long term aiming to personal and community growing wealth that will support sustainable wellbeing (financial, human, social, physical and natural). Identify and assess your individual and group strengths and weaknesses so that you can create and enjoy genuine and shared prosperity. Believe in your ability to influence the course of events, based on the 5 principles of the green economy, despite uncertainty, setbacks and temporary failures.	Follow your aspirations aiming to personal and community growing wealth that will support sustainable wellbeing (financial, human, social, physical and natural)	I can identify my needs, wants, interests and goals aiming to personal and community growing wealth that will support sustainable wellbeing	I can describe my needs, wants, interests and goals aiming to personal and community growing wealth that will support sustainable wellbeing	I can commit to fulfilling my needs, wants, interests and goals aiming to personal and community growing wealth that will support sustainable wellbeing	I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects for personal and community growing wealth that will support sustainable wellbeing	I can translate my needs, wants, interests and aspirations into sustainable wellbeing goals that help me reach them.	I can help others to reflect on their needs, wants, interests and aspirations and how they can turn these into sustainable wellbeing goals.	
			Identify your strengths and weaknesses so that you can create and enjoy genuine and shared prosperity	I can identify things I am good at and things I am not good at so that I can create and enjoy genuine and shared prosperity	I can judge my strengths and weaknesses and those of others in relation to opportunities for creating and enjoying genuine and shared prosperity.	I am driven by the desire to use my strengths and abilities to make the most of opportunities to create and enjoy genuine and shared prosperity.	I can team up with others to compensate for our weaknesses and add to our strengths to create and enjoy genuine and shared prosperity	I can help others identify their strengths and weaknesses so that they can create and enjoy genuine and shared prosperity		

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Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
2: RESOURCES											
2.1 Self-awareness and self-efficacy	Believe in yourself and keep growing complying with the sustainable development goals and green economy principles	Reflect on your needs, aspirations and wants in the short, medium and long term aiming to personal and community growing wealth that will support sustainable wellbeing (financial, human, social, physical and natural). Identify and assess your individual and group strengths and weaknesses so that you can create and enjoy genuine and shared prosperity. Believe in your ability to influence the course of events, based on the 5 principles of the green economy, despite uncertainty, setbacks and temporary failures.	Shape your future so that you can create and enjoy genuine and shared prosperity	I can list different types of jobs and their key functions in green economy	I can describe which qualities and abilities are needed for different green economy jobs, and which of these qualities and abilities I have.	I can describe my skills and competences relating to green economy career options, including self-employment.	I can use my skills and competences to change my career path to green economy, as a result of new opportunities or from necessity.	I can discuss how a realistic understanding and evaluation of my personal attitudes, skills and knowledge related to green economy can influence my decision-making, relationships with other people and quality of life.	I can choose professional development opportunities with my team and organisation based on a clear understanding our strengths and weaknesses related to green economy and sustainable development.	I can design green economy professional development strategies for my team and organisation based on a clear understanding our strengths and weaknesses, in relation to both current and future opportunities to create and enjoy genuine and shared prosperity.	I can design strategies to overcome my (or my team's or organisation's) weaknesses and to develop our strengths in anticipating future needs in the green economy and sustainable development fields.

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2: RESOURCES

2.2 Motivation and perseverance	Stay focused and don't give up.	<p>Be determined to turn environmental concerns in to action and satisfy your need to achieve.</p> <p>Be prepared to be patient and keep trying to achieve your long-term individual or group aims for a sustainable and wellbeing life.</p> <p>Be resilient under pressure, adversity, and temporary failure.</p>	Stay driven.	I am driven by the possibility to do or contribute for a sustainable and wellbeing live for me and for others.	I am motivated by the idea of creating value for myself and others, in order to reduce the natural degradation of resources.	I can anticipate the benefits of green innovation practices and this motivates me.	I have the green absorptive capacity to stay driven and achieve the benefits of new ideas within environmental practices to create green work places, techniques, methods and knowledge which result in the efficient use of resources, reduced pollution and a cleaner ecosystem.				
			Be determined.	I see tasks as challenges to do my best.	I am motivated by challenges of green innovative concepts.	I can set challenges to motivate myself.	I am willing to put effort in and use resources to overcome challenges for environmental products that match the economic and ecological benefits.	I drive my effort by using my desire for achievement and belief in my ability to achieve.	I can coach others to stay motivated, encouraging them to achieve entrepreneurial ecosystem goals.	I can create the right climate to motivate my team	I consider all outcomes as temporary solutions appropriate to their time and context, and so am motivated to make sure they develop in a continuous cycle of improvement and innovation.

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2: RESOURCES												
2.2 Motivation and perseverance	Stay focused and don't give up.	Be determined to turn environmental concerns in to action and satisfy your need to achieve.	Focus on what keeps you motivated.		I can recognise different ways of motivating myself and others towards greening processes and eco-friendly products.	I can reflect on the social creating green products and services by implementing green innovation concepts.	I can tell the difference between personal and external factors that motivate me or others when creating value.	I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress).	I can use strategies to keep my team motivated and focused on creating sustainable environmental performance.	I can design effective ways to attract talented people and keep them motivated.	I can reward initiative, effort, and achievement appropriately within my team and organisation.	
		Be prepared to be patient and keep trying to achieve your long-term individual or group aims for a sustainable and wellbeing life.		Be resilient.	I show passion and willingness to achieve my goals.	I am determined and persevere when trying to achieve my (or my team's) goals.	I can over-come simple adverse circumstances.	I can judge when it is not worth continuing with an idea.	I can persevere in the face of adversities when trying to achieve my goals.	I can use Open Innovation to devise strategies and cooperate with others to overcome standard adverse circumstances	I can cope with unexpected change, setbacks and failures (for example, job loss).	I can make sure that my team or organisation stay positive when making difficult decisions and dealing with failure.
		Be resilient under pressure, adversity, and temporary failure.		Don't give up.	I do not give up and I can keep going even when facing difficulties.	I am not afraid of working hard to achieve my goals.	I can delay achieving my goals in order to gain sustainable values, thanks to prolonged effort.	I can maintain effort and interest, despite setbacks.	I can celebrate shortterm achievements, in order to stay motivated.	I can empower others to create new knowledge, leveraging green organizational learning an skills and upgrading green business processes.	I can stay focused on my vision and goals, despite challenges.	

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2: RESOURCES											
2.3 Mobilising resources	Get and manage the resources you need, doing more and better with less, according to the 12th sustainable development goal (Responsible consumption and production)	Get and manage the material, non-material and digital resources needed to turn ideas into action, supporting sustainable consumption and sustainable actions. Make the most of limited resources, increasing resource efficiency and promoting sustainable lifestyles. Get and manage the sustainable development and green energy competences needed at any stage, including technical, legal, tax and digital competences (for example through suitable partnerships, networking, outsourcing and crowdsourcing),	Manage resources (material and non-material) doing more and better with less	I recognise that resources are not unlimited and I support sustainable consumption.	I can appreciate the importance of sharing resources with others and doing more and better with less.	I can experiment with different combinations of resources and increase their efficiency to turn my ideas into sustainable action.	I can get and manage the necessary resources to turn my idea into action, supporting sustainable consumption and sustainable actions.	I can develop a plan for doing more and better with less resources when setting up my value-creating sustainable activity.	I can get together the necessary resources to develop my value-creating sustainable activity.	I can efficiently allocate resources to each step of my (or my team's) action plan and for the value-creating sustainable activity (for example, time, finances, and my team's skills, knowledge and experience).	I can judge the key resources needed to support an innovative idea or opportunity to develop and "green" an existing business, launch a green economy new venture, or initiate a social enterprise to create genuine, shared prosperity.
			Use resources responsibly increasing resource efficiency and promoting sustainable lifestyles	I value my possessions and use them responsibly increasing resource efficiency and promoting sustainable lifestyles	I can describe how resources last longer through reuse, repair and recycling increasing resource efficiency and promoting sustainable lifestyles.	I can discuss the principles of circular economy and resource efficiency.	I use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces), supporting sustainable consumption.	I take into account the nonmaterial cost and the true cost to society of using resources when taking decisions about my value creating sustainable activities.	I can choose and put in place effective resource management procedures (for example, lifecycle analysis, and solid waste), doing more and better with less, according to the 12th sustainable development goal (Responsible consumption and production).	I can identify the opportunities that use resources efficiently and opportunities that the circular economy brings to my organisation.	I can identify the opportunities that use resources efficiently and opportunities that the circular economy brings to my organisation.

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2: RESOURCES

2.3 Mobilising resources	Get and manage the resources you need, doing more and better with less, according to the 12th sustainable development goal (Responsible consumption and production)	Get and manage the material, non-material and digital resources needed to turn ideas into action, supporting sustainable consumption and sustainable actions. Make the most of limited resources, increasing resource efficiency and promoting sustainable lifestyles. Get and manage the sustainable development and green energy competences needed at any stage, including technical, legal, tax and digital competences (for example through suitable partnerships, networking, outsourcing and crowdsourcing),	Make the most of your time	I can recognise different uses for my time (for example, studying, playing, and resting).	I value my time as a scarce resource	I can discuss the need for investing time in different value-creating sustainable activities.	I can use my time effectively to achieve my goals.	I can manage my time effectively, using techniques and tools that help make me (or my team) productive.	I can help others manage their time effectively.	I can put in place effective time-management procedures.	I can develop effective time management procedures that meet the specific needs of my value creating sustainable activity.
			Get support for keeping growing and complying with the sustainable development goals and green economy principles	I can look for help when I am having difficulty achieving what I have decided to do, aiming to personal and community growing wealth that will support sustainable wellbeing	I can identify sources of help for my value-creating sustainable activity (for example, teachers, peers, mentors), in order to create and enjoy genuine and shared prosperity	I can describe the concepts of division of labour and job specialisation for green economy.	I can find and list public and private services to support my value-creating sustainable activity, aiming to personal and community growing wealth that will support sustainable wellbeing (for example, incubator, social enterprise advisors, start-up angels, chamber of commerce).	I can find digital solutions (for example, free, paid for, or open-source) that can help me manage my value-creating sustainable activities efficiently and creating genuine and shared prosperity	I can find support to help me take advantage of an opportunity to create value contributing to personal and community growing wealth that will support sustainable wellbeing (for example, advisor or consultancy services, peer or mentor support).	I can effectively delegate tasks within and outside my organisation to make the most value complying with the sustainable development goals and green economy principles (for example, outsourcing, partnering, acquisitions, and crowdsourcing).	I can develop a network of flexible and responsive providers from outside the organisation who support my value creating activity and comply with the sustainable development goals and green economy principles.

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2: RESOURCES

2.4 Financial and economic literacy	Develop financial and economic know-how.	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.	Understand sustainable environmental, social, economic and financial concepts.	I can recall basic terminology and symbols related to money.	I can explain simple sustainable environmental, social and economic concepts (for example, supply and demand, market price, trade, energy consumption).	I can use the concept of opportunity costs and comparative advantage to explain why exchanges happen between individuals, regions and nations.	I can read income statements and balance sheets.	I can explain the difference between a balance sheet and a profit-and-loss account.	I can build financial, social and environmental indicators (for example, return on investment, employees' annual training programs, energy consumption).	I can use various financial, social and environmental indicators to assess the financial health of a value-creating activity.	I can use various financial, social and environmental indicators to compare the financial health of my value-creating activity with that of competitors.
			Budget	I can judge what to use my money for.	I can draw up a simple household budget in a sustainable manner.	I can draw up a budget for a sustainable value-creating activity.	I can judge the cash-flow needs of a sustainable value-creating activity.	I can apply the financial planning and forecasting concepts that I need to turn an environmentally safe, socially responsible and financially viable ideas into action (for example, profit or not for profit).	I can judge the cash-flow needs of an environmentally safe, socially responsible and financially viable project.	I can judge the cash-flow needs of an organisation that handles many sustainable value-creating activities that depend on each other.	I can create a plan for the financial, economic, environmental and social long-term sustainability of my (or my team's) value-creating activity.

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2: RESOURCES

2.4 Financial and economic literacy	Develop financial and economic know-how.	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.	Find funding.	I can identify the main types of income for families, businesses, non-profit organisations and the state.	I can describe the main role of banks and basic needs of stakeholders in the economy and society.	I can explain that value-creating activities can take different forms (a business, a social enter-prise, a non-profit organisation and so on) and can have different structures of ownership (individual company, limited company, co-operative and so on).	I can identify public and private sources of funding for my sustainable value-creating activity (for example, prizes, crowd-funding, and shares).	I can choose the most appropriate sources of funding to start up or expand a value-creating activity.	I can apply for public or private business support programmes, financing schemes, public subsidies or calls for tender.	I can raise funds and secure revenue from different sources, and manage the diversity of those sources.	I can judge an opportunity as a possible investor in environmentally, socially and financially sustainable actions, projects or organizations.
			Understand taxation	I can outline the purpose of taxation.	I can explain how taxation finances the activities of a country and its part in providing public goods and services for the benefit of environmental protection, economic development and social equity.	I can estimate the main accountancy and tax obligations I need to fulfil to meet the tax requirements for my sustainable activities.	I can estimate how my financial decisions (investments, buying assets, goods and so on) affect my tax.	I can make financial decisions based on current taxation schemes and current environmental taxation policy.	I can make financial decisions based on current legal, environmental and social taxation policies of different countries and territories.		

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2: RESOURCES

2.5 Mobilising others	Inspire, engage and get others on board.	Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes. Demonstrate effective communication, persuasion, negotiation and leadership.	Inspire and get inspired for green economy.	I show enthusiasm for sustainable challenges.	I am actively involved in creating value for others and for the natural ecosystem.	I do not get discouraged by difficulties to combat climate change and its impacts.	I can lead by example by having a sustainable ecological footprint.	I can get endorsement from others to support my sustainable green value-creating activity.	I can inspire others to protect, restore and promote sustainable use of the natural ecosystems, despite challenging circumstances.	I can maintain momentum with my team, partners and stakeholders when involved in an ecological challenging situation.	I can form coalitions to turn green sustainable ideas into action.
			Persuade to take urgent action to combat climate change and its impacts.		I can persuade others by providing a number of arguments related to climate change and its impacts.	I can persuade others by providing evidence for my argument for a greener economy.	I can persuade others to get a more sustainable footprint by appealing to their emotions.	I can pitch effectively in front of potential sustainable grow investors or donors.	I can overcome resistance from those who will be affected by my (or my (team's) environmental vision, innovative sustainable approach, and green sustainable value-creating activity.	I can create a call to action that gets environmental stakeholder on board, such as civil society, scientists, businesses, or government representatives.	I can negotiate support for ideas for creating green sustainable value.
			Communicate effectively about climate change and its impacts.	I can communicate my ecological ideas clearly to others.	I can communicate my ecological team's ideas to others persuasively by using different methods (for example posters, videos, role-play).	I can communicate imaginative sustainable design solutions.	I can communicate the value of my (or my team's) green sustainable idea to environmental stakeholders from different backgrounds effectively.	I can communicate the green sustainable vision for my (or my team's) venture in a way that inspires and persuades environmental supporters' external groups, such as funders, partner organisations, volunteer, new members and affiliate supporters.	I can produce narratives and scenarios that motivate, inspire and direct people to move towards a sustainable greener economy.	I can take part in constructive discussions, about climate change and its impacts, with the community that my idea is targeted at.	I can get relevant environmental stakeholders to take responsibility to act on an opportunity for green sustainable value creation.

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2: RESOURCES											
2.5 Mobilising others	Develop financial and economic know-how.	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.	Use media effectively to combat climate change and its impacts.	I can provide examples of inspiring sustainable environmental communication campaigns.	I can discuss how different media can be used to reach audiences in different ways to promote sustainable green economy.	I can use various methods, including social media, to communicate green sustainable value-creating ideas effectively.	I can use media appropriately, to promote sustainable green economy, showing that I am aware of my audience and purpose.	I can influence opinions in relation to my green sustainable value-creating activity, through a planned approach to social media.	I can design effective social-media ecological campaigns to mobilize people in relation to my (or my team's) green sustainable value-creating activity.	I can define a communication ecological strategy to mobilize people in relation to my (or my team's) green sustainable value-creating activity.	I can sustain and increase the support for my ecological vision.



3: INTO ACTION

		Level of proficiency		Foundation		Intermediate		Advanced		Expert	
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3: INTO ACTION

3.1 Develop financial and economic know how	Go for it.	Initiate processes that balance value and impact. Take up easy and hard challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks.	Take responsibility	I can carry out the tasks I am given.	I am comfortable in taking responsibility in shared activities.	I can take individual and group responsibility to carry out simple tasks in value creating sustainable and long-lasting activities.	I can take individual and group responsibility in value creating activities and promoting sustainable investment.	I can delegate responsibility appropriately while balancing the three dimensions of sustainability: the economical, the human and the environmental systems.	I can encourage others to take responsibility in value-creating activities that will benefit clients, employees, shareholder, communities, environment and society as a whole.	I take responsibility in complex value-creating activities and meeting the needs of stakeholders, without compromising the needs of future stakeholders through irresponsible managing of limited natural resources.	I can take responsibility in seizing new opportunities and when facing unappreciated challenges in creating sustainable energy technologies value-creating activities.
			Work independently	I show some independence in carrying out tasks I am given.	I can work independently in simple value-creating activities.	I can initiate simple value-creating activities in a field of clean technology.	I am driven by the possibility of being able to understand the underlying dynamics of successful sustainable entrepreneurship and then using that understanding to initiate value-creating activities independently.	I can initiate value-creating activities alone and with others because of my deep understanding of sustainable entrepreneurship.	I help others work independently and to recognize the importance of legitimacy for environmentally friendly businesses.	I praise initiative taken by others and reward in appropriately within my team and organisation.	
			Take action	I can have a go at solving problems that affect my surroundings.	I show initiative in dealing with problems that affect my community.	I actively face challenges, solve problems and seize opportunities to create value.	I take action on new ideas and opportunities, to create value practical management systems for implementing sustainability initiatives and measuring their performance.	I take action on new ideas and opportunities, which will add value and impact to new and existing value creating ventures.	I value others taking the initiative in solving problems and creating value so that the resources are not depleted but, rather, replenished.	I can encourage others to take the initiative in solving problems and creating value within my team and organisation while focusing on the three pillars of sustainable development: environmental protection, economic development and social equity.	

		Level of proficiency		Foundation		Intermediate		Advanced		Expert	
		Progression		Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
				Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
				Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Competence	Hint	Descriptor	Thread	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8

3: INTO ACTION

3.2 Planning and Management	Prioritise, organise and follow up.	Set long-, medium- and short-term goals that balance value creation and impact. Define, monitor, priorities and action plans. Adapt to unforeseen changes.	Define goals	I can clarify what my sustainable goals are in a simple value-creating activity.	I can identify alternative goals to create value in a simple context.	I can describe my sustainable goals for the future in line with my strengths, ambitions, visions, interests and achievements.	I can set and balance short-term goals that I can act on. I can act on as well as sustainable impact.	I can define environmentally sustainable long-term goals arising from the vision for my (or my team's) value-creating activity.	I can match short-term, mid-term and long-term goals to the vision for my (or my team's) value-creating activity to achieve a sustainable impact.	I can design a strategy to achieve goals in line with my (or my team's) vision and sustainable impact.	I can manage the balance between the need for creativity, sustainable impact and for control so that my organisation's capacity to achieve its goals is protected and nurtured.
			Plan and organize.	I can carry out a simple plan for value-creating activities.	I can deal with a range of simple tasks at the same time without feeling uncomfortable.	I can create an action plan which identifies the necessary steps to achieve my goals.	I can allow for the possibility of changes to my plans.	I can summarize the basics of project management.	I can apply the basics of project management in managing a value-creating activity and its impacts.	I can develop and stick to a detailed project management plan, adjusting to changing circumstances to make sure goals are reached and impacts monitored.	I can design managerial procedures to effectively deliver value and monitor impact in challenging circumstances.
			Develop sustainable business plans.			I can develop a business model for my idea.	I can define the key elements that make up the business model necessary to deliver the value and impact I have identified.	I can develop a business plan based on the model, describing how to achieve the value and impact identified.	I can organize my value-creating activities using planning methods such as business, ESG and marketing plans.	I can keep my planning methods updated and adapt them to changing circumstances.	I can adapt my value-creating activity's business model to face new challenges.

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3: INTO ACTION

3.2 Planning and Management	Prioritise, organise and follow up.	Set long-, medium- and short-term goals that balance value creation and impact. Define, monitor, priorities and action plans. Adapt to unforeseen changes.	Define priorities.	I can recall the order of steps that was needed in a simple value-creating activity I took part in.	I can identify the basic steps that are needed in a value-creating activity.	I can prioritize the basic steps in a value-creating activity.	I can set my own priorities and act on	I can define the priorities to meet my (or my team's) vision.	I can stay focused on the priorities set, despite changing circumstances.	I can define priorities in uncertain circumstances, with partial or ambiguous information.	I can differentiate high impact and low impact priorities and balance the needs of the value creating activity and the impact on Environment, Society.
			Monitor your progress.	I can recognize how much progress I have made on a task.	I can monitor whether a task is going to plan.	I can identify different types of data that are necessary for monitoring the progress and impact of a simple value-creating activity.	I can set basic milestones and observation indicators to monitor the progress and impact of my value-creating activity.	I can describe different methods for performance and impact monitoring.	I can define what data is needed to monitor how effective and impactful my value-creating activities are and an appropriate way to collect them.	I can develop the performance and impact indicators I (or my team) need to monitor progress towards a successful outcome in changing circumstances.	I can design and put in place a data-collection plan to monitor whether my venture is achieving its aims.
			Be flexible and adapt to changes.	I am open to changes.	I can confront and deal with changes in a constructive way.	I can change my plans based on the needs of my team.	I can adapt my plans to achieve my goals in light of changes that are outside my control.	I can embrace change that brings new opportunities for value creation	I can anticipate and include change along the value-creating process.	I can use the results of monitoring to adjust vision, aims, priorities, resource planning, impact, action steps or any other aspect of the value-creating process.	I can communicate effectively to the organization the reason for changes and adjustments.

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3: INTO ACTION											
3.3 Coping with uncertainty, ambiguity and risk	"Learning by doing"	Identify and follow big policy and market trends vis-à-vis environmental and societal considerations before Making 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 and environmental and social impact. Within the value-creating process, include structured and widely adopted ways of balancing shareholder and stakeholder value by testing a whole host of ideas, prototypes and operations' impact from the early stages, to reduce risks of failing due to market or policy externalities. Handle fast moving situations promptly and flexibly but with urgency and determination.	Cope with Uncertainty And Ambiguity	I am not afraid of making mistakes while trying new things within the framework of legality and environmentally sound principles.	I explore my own ways to achieve things framed in scientifically solid contextual assumptions.	I can discuss the role that valid information plays in reducing uncertainty, ambiguity and risk/ impact.	I can actively look for, compare and contrast different sources of information, based on there scientific validity that will help me reduce ambiguity, uncertainty and risks/ impact of making decisions.	I can find ways like general societal, political, market trends when the information is incomplete.	I can pull together different viewpoints and identify general societal trends when the degree of uncertainty is high.	I can make decisions evaluating the different elements (scope and scale wise) in a situation that is uncertain and ambiguous.	I can set up appropriate strategies and operations for collecting and monitoring data (policy decisions, market data, consumer data), which help me take decisions based on sound evidence.
			Calculate Risk and Impact	I can identify examples of risks in my surroundings and in my news diet.	I can describe risks/ impacts related to a simple value-creating activity in which I take part.	I can tell the difference between acceptable and unacceptable risks/ impacts.	I can weigh up the risks and benefits of self-employment with alternative career options, and make choices that reflect my preferences.	I can apply the concept of affordable losses and socio environmental red lines when creating value.	I can compare value-creating activities based on an enhanced risk/ impact assessment.	I can assess the risks/ impact my venture is exposed to as conditions change and policies change assessments.	I can evaluate high-risk/ high impact long-term investments using a structured approach.
			Manage risk and impact			I can critically evaluate the risks and impact associated with an idea that creates value, taking into account a variety of factors.	I can critically evaluate the risks and impacts related to the formal set-up of a value-creating venture in the area in which I work.	I can demonstrate that I can make decisions by weighing up both the risks, impacts and the expected benefits of a value-creating activity.	I can outline a risk/ impact management plan for guiding my (or my team's) choices while developing my value-creating activity.	I can use strategies to reduce the risks and impacts that may arise during the value-creating process.	I can come up with strategies to reduce the risk of my value-creating initiative becoming obsolete.

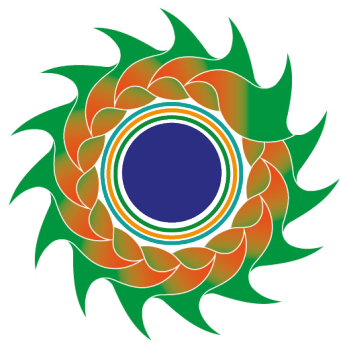
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		Progression		Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
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3: INTO ACTION

3.4 Working with others	Team up, collaborate and network	Work together and co-operate with others to develop ideas and effectuate value-creation and positive impact. Create networks to maximize returns and impact. Solve conflicts considering all stakeholders' unique perspectives and face up to competition positively when necessary.	Accept Diversity People's Differences	I can show respect for others, their background and	I am open to the worth that others can bring to value creating activities.	I can combine selectively and creatively different contributions to create value.	I can value diversity as a possible source of ideas and opportunities for improvements.	I can support diversity and inclusion activities within my team or organization	I can support diversity within my team or organisation.	Outside of my organisation, I can find ideas that create value and make the most of them.	
			Develop Emotional Intelligence	I can show empathy towards others.	I can recognise the role of my emotions, attitudes and behaviours in shaping others people's attitudes and behaviours and vice versa.	I can convey and express my (or my team's) value-creating ideas assertively and convincingly.	I can face and solve conflicts constructively and in balance.	I can negotiate, balance the needs of all sides and compromise where necessary.	I can deal with non-assertive behaviour that hinders my (or my team's) value -creating activities by encouraging others to be open and persuading them to gain their support	I can manage conflicts effectively considering all unique stakeholders' perspectives in the conciliation process.	
			Listen Actively	I can show empathy towards others.	I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals.	I can listen to other people's ideas for creating value with a positive attitude.	I can listen to my end-users investing in effective feedback mechanisms empathize with their perspectives and needs..	I can describe different techniques for managing relationships with end users.	I can put in place strategies to actively listen to my end users and act on their shifting needs and values.	I can pull together information from a wide range of sources to understand my end users' needs and to reflect them into my organization's vision.	

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3: INTO ACTION											
3.4 Working with others	Team up, collaborate and network	Work together and co-operate with others to develop ideas and effectuate value-creation and positive impact. Create networks to maximize returns and impact. Solve conflicts considering all stakeholders' unique perspectives and face up to competition positively when necessary.	Team up	I am open to working alone as well as with others, playing different roles and taking some responsibility.	I am willing to change my way of working in a group.	I can work with in collaboration with a range of individuals and teams.	I share the outside stakeholder's input and the ownership responsibility of value-creating activities with members of my team with credibility.	I can build a team based on the needs of value-creating activity and the capacity of each member.	I can contribute to creating value and impact by teaming up with distributed communities and stakeholders using technology-driven solutions.	I can design collaborative spaces that encourage the team members and stakeholders to work together.	I can build an organisation's capacity to create value and sustainable impact by encouraging people to work together.
			Work together	I am open to involving others in my value-creating activities.	I can contribute to simple value-creating activities.	I can contribute to making balanced and constructive group decisions.	I can create a team of people who can work together to balance value-creation and sustainable impact.	I can select and use techniques and tools that help people to work productively together for creating value.	I can motivate, guide and give people needed support to perform at their best within a team.	I can work with a remote team of people who can independently contribute to maximising value-creating activities' returns and impact.	I can design strategies and incentives that foster and stimulate team members to work well together.
			Expand your network	I can explain the meaning and forms of association, cooperation and peer-to-peer support (for example, family, other communities and stakeholders).	I am open to establishing new contacts and cooperation with others (individuals and groups) for value creation and sustainable impact..	I can use the relationships I have to get the needed support to effectuate my ideas.	I can constantly expand and deepen my relationships to get the needed support for my ideas' effectuation.	I can use my network to cooperate with the right people to improve the impact and my (or my team's) value-creating activity.	I can use the network capabilities and proactively make contacts with the right people from and out of my organisation to support my (or my team's) value-creating activity.	I can use my network to bring together different perspectives to inform my (or my team's) value-creating process.	I can design effective processes to build networks of different or new stakeholders and for keeping them committed.

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3: INTO ACTION											
3.5 Learning through experiences	"Learning by doing"	Use any initiative for value creation and managing impacts as a learning opportunity. Learn with others, including peers, mentors. Reflect and learn from both success and failures pertaining to all parts of the value creation and sustainable impact processes (your own and other people's)	Reflect	I can find examples of great failures that have created value and had positive impact.	I can provide examples of temporary failures that have led to valuable achievements.	I can reflect on failures (mine and other people's), identify their causes and learn from them.	I can judge if and how I have achieved my goals, so that I can evaluate my performance and learn from it.	I can reflect on my (or my team's) achievements and failures as things develop so as to learn and improve my ability to balance value creation and sustainable impact.	I can help others reflect on their achievements and temporary failures by providing honest and constructive feedback.	I can take my team or the organization to a higher level of performance and impact.	
			Learn to learn.	I can provide examples that show that my abilities and competence have increased with experience.	I can anticipate that my abilities and competence will grow with experience, through both successes and failures.	I can reflect on the relevance of my learning pathways for my future opportunities and choices.	I am always looking for opportunities to improve my strengths and reduce or compensate for my weaknesses.	I can find and choose opportunities to over-come my (or my team's) weaknesses and to develop my (or my team's) strengths.	I can help others develop their strengths and reduce or compensate for their weaknesses.	I can identify opportunities for self-improvement in my organisation and beyond.	I can design and put in place a strategy for my venture to continue to generate value and balance value and sustainable impact.
			Learn from experience.	I can recognise what I have learnt from taking part in value-creating activities and sustainable impact.	I can reflect on my experience in taking part and balancing in value-creating activities and learn from it.	I can reflect on my interaction with all relevant stakeholders (including peers and mentors) and learn from it.	I can filter the feedback provided by others and keep the good from it.	I can integrate lifelong learning into my personal development strategy and career progress.	I can help others reflect on their interaction with other people and help them learn from this interaction.	I can learn from the impact- monitoring and evaluation activities that I have designed to track the progress of my value-creating activity.	I can learn lessons from monitoring and evaluation processes and establish them into my organization's learning processes.



Green-4-Future

Greening the EntreComp Framework to Reconcile Economic Development and Environmental Security

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