



## ENTERCOM PROJECT - COMPETENCE FRAMEWORK



Ent.E.R.com stands for *Entrepreneurship education through urban regeneration and commons valorization* and it has been created to develop a new training addressed to facilitators, consultants and experts on entrepreneurship education.

The partners of Ent.E.R.com are building a new on-line environment so that facilitators can connect and share methodologies and contents for training in entrepreneurial projects, all of them related to the revalorization of commons and urban regeneration.

The first step to make it real was to build a competence framework to list and prioritize the key competences a facilitator should possess to be able to train on competences needed for an entrepreneurial project, especially those applied to urban regeneration and the valorization of commons. The results shown in the report have been achieved through the analysis of qualitative and quantitative surveys and conversations with experts. These are trainers, teachers, mentors, social entrepreneurs from several EU countries. Moreover, we have highlighted some case studies which can also serve as an inspiration for any reader.

The initiatives have been collected from Portugal, Ireland, UK, Denmark, Spain, Italy, Finland, Romania, Belgium, Latvia, the Netherlands, Germany and France. Since it is an ongoing project, any expert willing to highlight a project can upload and share it at any time in order to showcase it in the website, using the following link: <https://bit.ly/2lDixNp>.

Some of the case studies have been included in this abstract, as a practical example of the competences selected in the framework.

To shape this research, 174 participants from all the partnership countries got involved: Italy, Spain, the Netherlands, Portugal and Romania.

The partners decided to analyze the results by taking into account the profession of participants and the role they play when assisting entrepreneurs. This leads to the following classification: “Trainers” as a first ground level, “Facilitators” as an intermediate level and “Mentors” as an expert level. The first group is composed of teachers and trainers in formal and non-formal education, especially those interested in Entrepreneurship as a subject. The second group is composed of business advisors, technical staff in NGOs, European Project officers, public administrators. The third group is composed of cultural or community managers, social entrepreneurs as well as urbanists and architects, respectively engaged in entrepreneurial activities and in urban regeneration.

To outline the Ent.E.R.com specific framework we asked our respondents to prioritize the competences they believed were the most important for new entrepreneurs when developing commons and urban valorization projects. The result is a set of 7 entrepreneurial competences which refers to a “facilitator potential” in order to support this key set of skills, knowledge and attitudes in a potential entrepreneur.

The 7 competences have been outlined according to the level of expertise and using the EU EntreComp Entrepreneurial competence framework as a reference. This selection will now serve as a basis to design the Ent.E.R.com training and associated tools. The framework will be enriched through further networking and personal interactions with our target groups in the lifespan of our project. We invite you to join our network or to request a full version of this research, available in our webpage <https://www.entercomproject.eu>

### Partners





This table shows the selected competences as described in the EU EntreComp Framework. From the 15 subcompetences we have selected the ones that are most suitable to be developed in a blended methodology format, face-to-face and online training. For those related with personality traits and attitudes we will wait for the networking stage of the project and once we have built a community of practice.

	Ent.E.R.com PRIORITY	GENERAL HINT	THREADS	Ent.E.R.com CONTEXT
<b>IDEAS AND OPPORTUNITIES</b>	<b>CREATIVITY</b>	Develop creative and purposeful ideas.	Be curious and open	<ul style="list-style-type: none"> <li>•Combine different elements or ideas to create new ones.</li> <li>•Transfer value from one context to another.</li> <li>•Define problems that can have a consequence on a wide variety of people.</li> <li>•Communicate ideas creatively</li> </ul>
			Develop ideas	
			Design Value	
			Define Problems	
			Be Innovative	
	<b>VISION</b>	Work towards your vision of the future.	Imagine	<ul style="list-style-type: none"> <li>•Be able to foresee how actual problems will affect different actors in the future.</li> <li>•Conjugate different visions into a shared one.</li> <li>•Develop a long term vision.</li> <li>•Be able to communicate a vision through images and slogans</li> </ul>
			Think Strategically	
			Guide Action	
	<b>ETHICAL AND SUSTAINABLE THINKING</b>	Assess the consequences and impact of ideas, opportunities and actions.	Behave ethically	<ul style="list-style-type: none"> <li>•Measure and assess the impact of decisions in the whole community and shareholders.</li> <li>•Develop sustainable thinking as a responsibility of all participants in community-based projects.</li> </ul>
Think Sustainably				
Assess Impact				
Be accountable				
<b>RESOURCES</b>	<b>MOBILIZING RESOURCES</b>	Gather and manage the resources you need.	Manage resources (Material and non material)	<ul style="list-style-type: none"> <li>•Involve and build community with an inclusive perspective: inhabitants of the territory, academia, administration, associations and educational network.</li> <li>•Be able to specify what every actor is able to give for a shared benefit.</li> </ul>
			Use resources responsibly	
			Make the most of your time	
			Get Support	
	<b>FINANCIAL LITERACY</b>	Develop financial and economic know how.	Understand economic and financial concepts	<ul style="list-style-type: none"> <li>•Crowdfunding campaigns are a good example of how to tackle this competence while developing others. Manage media, communicate key messages, involve others and quantify use and give economic resources.</li> <li>•Be able to account intangible resources and contributions from participants.</li> </ul>
			Budget	
			Find Funding	
			Understand taxation	



<b>INTO ACTION</b>	<b>PLANNING AND MANAGEMENT</b>	Prioritise, organise and follow up.	Define goals	<ul style="list-style-type: none"> <li>•Shared goals to be achieved with a diversity of profiles. Specified and control “who does what and when”.</li> <li>•Use technology to manage projects within a wide community of actors.</li> </ul>	
			Plan and organise		
			Develop sustainable business plans		
			Define priorities		
			Monitor your progress		
	Be flexible and adapt to changes				
	<b>WORKING WITH OTHERS</b>	Team up, collaborate and network.	Accept diversity		<ul style="list-style-type: none"> <li>•Communicate ideas to involve others, set, maintain and expand networks, establish relations with institutions.</li> </ul>
			Develop emotional intelligence		
			Listen Actively		
			Team Up		
Work together					
Expand your network					
Selected EntreComp competences related to attitude and Growth mindset, that will be worked transversally					
	<b>Ent.E.R.com PRIORITY</b>	<b>GENERAL HINT</b>	<b>THREADS</b>	<b>Ent.E.R.com CONTEXT</b>	
<b>RESOURCES</b>	<b>MOTIVATION AND PERSEVERANCE</b>	Stay Focused and Don't give up.	Stay Driven	<ul style="list-style-type: none"> <li>•Embrace challenges as opportunities to learn something new.</li> </ul>	
			Be determined		
			Focus on what keeps you motivated		
			Be resilient		
			Don't give up		
<b>INTO ACTION</b>	<b>LEARNING THROUGH EXPERIENCE</b>	Learn by doing.	Reflect	<ul style="list-style-type: none"> <li>•Common Projects involving a community implies that any member of that group will contribute with specific knowhow and experiences. That knowledge will enrich the community and add up to the whole group identity.</li> <li>• Learn from failure</li> </ul>	
			Learn to learn		
			Learn from experience		



	FOUNDATION	INTERMEDIATE	ADVANCED
<b>CREATIVITY</b>	I can develop multiple ideas and create value for others.	I can test and refine ideas that create value for others.	I can transform ideas into solutions that create value for others.
<b>Case 1 - Art Containers:</b> In this initiative, creativity and arts play an important role. The focus of the project is the use and valorization of abandoned spaces in rural communities through art. <b>Keywords:</b> Art - Culture - Urban Regeneration - Rural - Community - Youth.			
<b>VISION</b>	I can imagine a desirable future.	I can build an inspiring vision that engages others.	I can use a vision to guide strategic decision-making.
<b>Case 8 - Farm Cultural Park.</b> The community of Favara in Sicily, Italy, has developed a community sense of belonging through a long term vision, by creating an interconnected project to revitalise the area and boost cultural and therefore economic activity. <b>Keywords:</b> Community - Economy - Rural - Culture.			
<b>SUSTAINABLE AND ETHICAL THINKING</b>	I can recognise the impact of choices and behaviours, both within the community and the environment.	I am driven by ethics and sustainability when making decisions.	I decide to act to make sure that my ethical and sustainability goals are met.
<b>Case 18 - Prinzessinengarten Berlin.</b> The initiative shows a deep understanding of sustainable and ethical thinking, inclusive perspective and a coherent approach towards the use of common resources and agriculture. "Use it as if it were yours". <b>Keywords:</b> Urban Regeneration - Food - Ecology - Environment - Community - Culture.			
<b>MOBILISING RESOURCES</b>	I can find and use resources responsibly.	I can gather and manage different types of resources to create value for others.	I can define strategies to mobilise the resources they need to generate value for others.
<b>Case 17- Periferica.</b> The promoters of this initiative have been able to coordinate resources from public, nonprofit and individual organisation to create a particular open space for the community, creating digital and physical resources to share. <b>Keywords:</b> Culture - Digital - Community.			
<b>FINANCIAL AND ECONOMIC LITERACY</b>	I can draw up the budget for a simple activity.	I can find funding options and manage a budget for their value-creating activity.	I can make a plan for the financial sustainability of a value-creating activity.
<b>Case 10. Westergasfabriek, The Netherlands.</b> This is a bottom-up project that is holding several initiatives, some of them organised through crowdfunding campaigns such as Genoeg-dag. <b>Keywords:</b> Urban Regeneration -Cooperative - Community - Crowdfunding - Culture.			
<b>PLANNING AND MANAGING</b>	I can define the goals for a simple value-creating activity.	I can create an action plan, which identifies the priorities and milestones to achieve their goals.	I can refine priorities and plans to adjust to changing circumstances.
<b>Case 2 - La Azucarera, Zaragoza, Spain.</b> This initiative was launched by the municipality of Zaragoza. They started by recovering an unused space. Through the management of this resource they were able to organise thematic community groups to offer support, business incubator, cultural and educational services. <b>Keywords:</b> Urban Regeneration- Community - Ecosystem- Culture.			
<b>WORKING WITH OTHERS</b>	I can work in a team to create value.	I can work together with a wide range of individuals and groups to create value.	I can build a team and net-works based on the needs of their value-creating activity.
<b>Case 15 - Nod Maker Space.</b> Bucharest, Romania, is a creative workplace and workshop for community ideas and prototypes. They have involved a wide variety of social entrepreneurs, business owners, young people, teachers/trainers to design and create the space and bring in new activities. <b>Keywords:</b> Maker-Space - Urban Regeneration - Culture - Incubator.			