

SOCIAL AND GREEN ENTREPRENEURSHIP



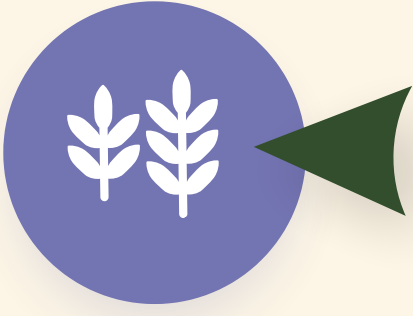
What is an entrepreneur?

An entrepreneur is someone who starts or funds new businesses with the main aim of seizing opportunities and promoting economic progress. Their success is usually measured by financial profit, and unsuccessful ventures are eventually discontinued.



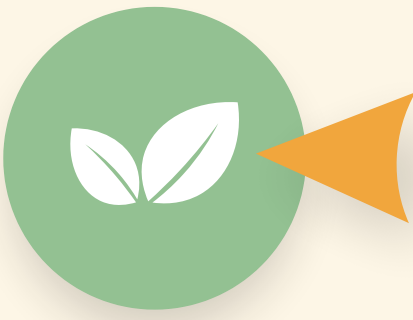
What is a social entrepreneur?

Social entrepreneurs establish enterprises (NGOs, LLCs, cooperatives) to tackle social issues, with a focus on transformative changes benefiting society, pursuing both financial and social returns.



What is Green entrepreneurship?

Green entrepreneurship addresses environmental and social concerns via risk-taking entrepreneurial ideas, aiming for a positive impact on nature while maintaining financial sustainability.



What is a Green entrepreneur?

Green entrepreneurs prioritize environmental consciousness in both product and process, right from the start of their entrepreneurial ventures.

Business Entrepreneur		Social Entrepreneur		Business Entrepreneur		Green Entrepreneur	
Capture a market securely	GOAL	Fill a market gap; make a change		Primarily focused on profit and market	MISSION	Driven by a commitment to addressing environmental and social issues	
Build/consolidate a business; earn profits	OBJECTIVE	Create sustainable solutions for social change		May prioritize profit over environmental or social values	VALUES	Embrace environmental stewardship and societal well-being as core values,	
Maximize shareholder value; profit as an end	PROFIT GOAL	Advance social aims; profit as a means to financial sustainability		Financial profit is the primary goal and measure of success	PROFIT PRIORITY	View financial profit as a means to further ecological and social goals	
Basic business risk	RISKS	Basic business risk; risks related to the social goals		Focus on product/service features, quality, and market appeal	CONSUMER EDUCATION	Educate consumers about product/service eco-benefits and impact.	
Indirect	LINK TO SOCIAL PROBLEMS	Direct		Financial success, market competition, and personal/shareholder wealth	MOTIVATION	Passion for positive environmental change and the desire for eco-friendly legacy	
Established consumer and market information sources	FEEDBACK	Need to be creative in obtaining market responses					
"Win" for one business over others in a market	COMPETITION	Exists because no one else adequately solving the problem; "win" for society					
Competitive for one company	GROWTH	Collaborative for societal impacts					
Benefit from robust financial and managerial services	CAPITAL	Contend with unpredictable and fragmented financing					

ENTRECOMP

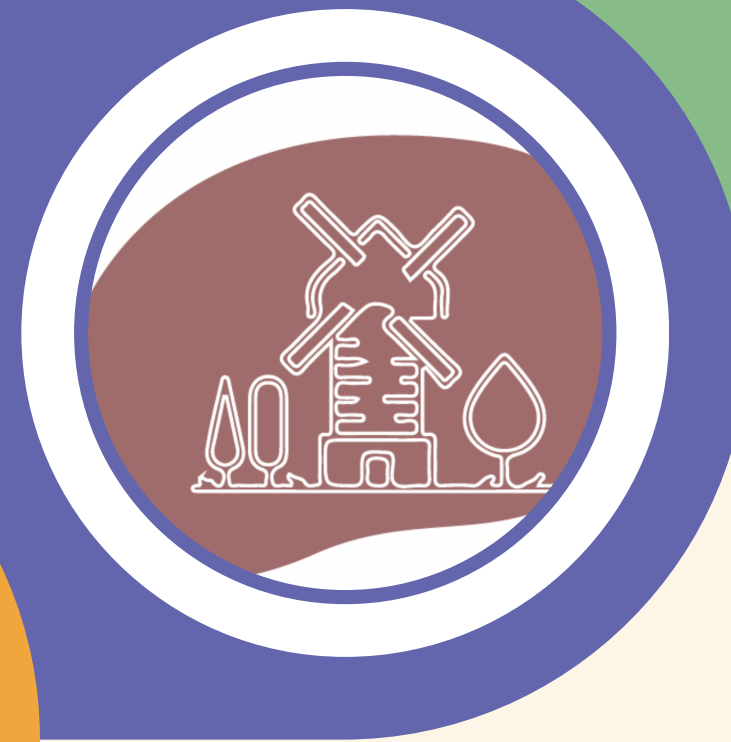
Unlocking Entrepreneurial Competence for European Citizens

The Entrepreneurship Competence Framework, often referred to as EntreComp, stands as a potent tool designed to enhance the entrepreneurship competence among European citizens and organizations. This comprehensive framework transcends the boundaries of formal, non-formal, and informal learning contexts, making it a versatile resource applicable across diverse initiatives and catering to individuals of all ages and backgrounds in society.

EntreComp has three core competence areas, each with five competences. It offers eight levels from foundation to expert, fostering entrepreneurial value creation through collaboration or autonomy. The highest level signifies the ability to make a significant impact in a specific domain.

EntreComp offers a succinct definition of entrepreneurship as "The capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural, or social." Rooted in this definition, EntreComp identifies three competence areas: Ideas and Opportunities; Resources; Into Action.

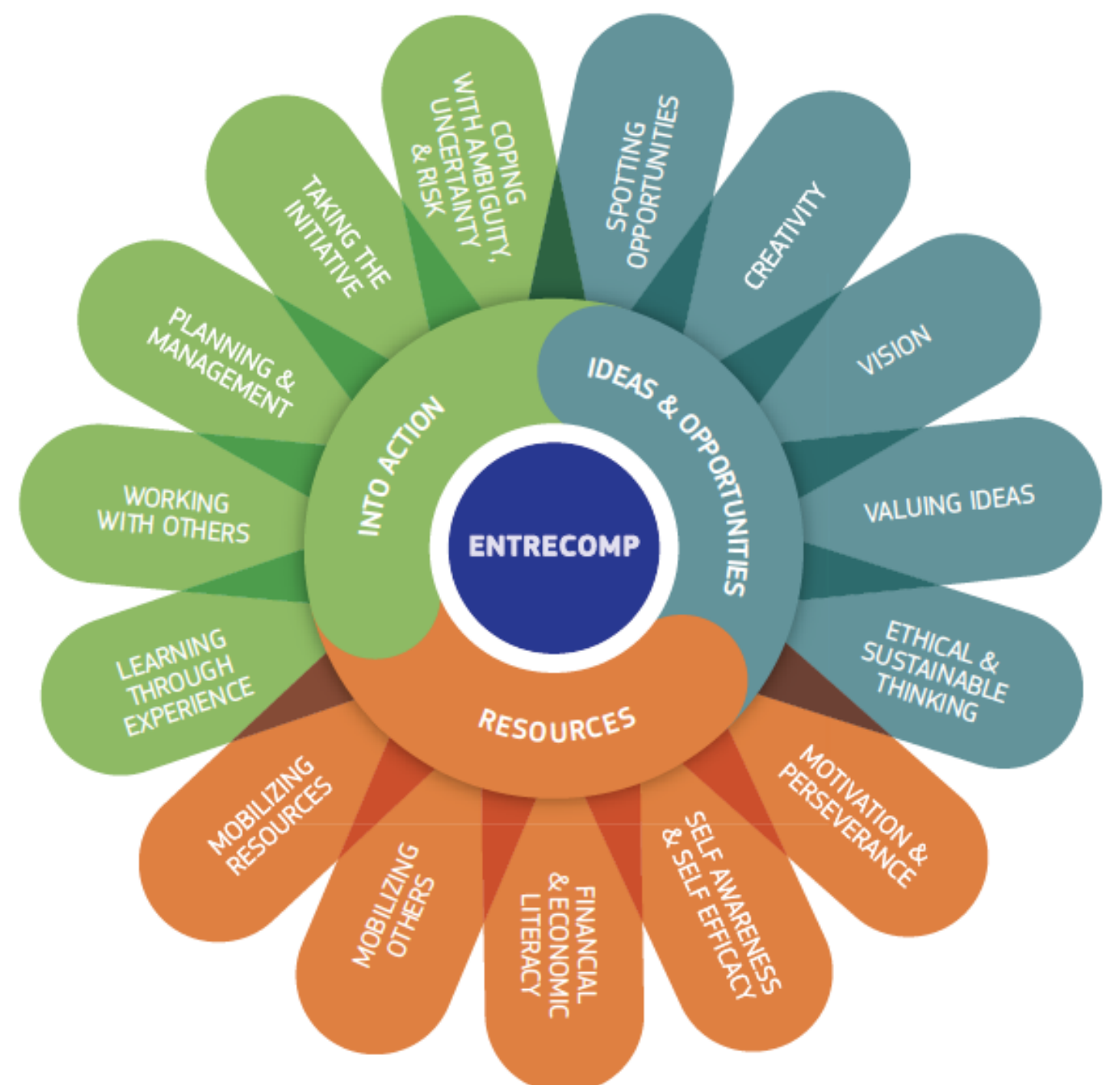
Defining Entrepreneurship



Competence Areas



Overview



DigComp Framework

As you set sail into the digital landscape, we're here to guide you through five essential areas that will empower you to thrive in the world of business and innovation.

DIGITAL CONTENT CREATION

Unleash creativity without limits. Craft digital content, grasp copyright nuances, communicate seamlessly with systems.

SAFETY

Secure your digital presence. Shield devices, protect data, prioritize well-being. Embrace sustainability, understand tech's impact.

PROBLEM SOLVING

Turn obstacles into innovation. Identify needs, solve with creativity using digital tools. Stay ahead in a changing digital world.

COMMUNICATION & COLLABORATION

Connect globally, master digital tools. Engage diverse cultures, navigate services, build a positive digital identity.

INFORMATION AND DATA LITERACY

Uncover hidden digital gems. Learn to express info needs, gather data, evaluate sources, and manage your trove for informed decisions.

EMPOWERING RURAL WOMEN IN ENTREPRENEURSHIP

21 DIGITAL COMPETENCIES FOR DIGITAL PROFICIENCY

1. INFORMATION AND DATA LITERACY

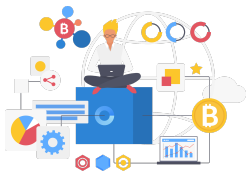
SECTION 1.1. BROWSING, SEARCHING, AND FILTERING

When browsing, searching, and filtering for information, it's important to be clear on your needs and develop effective search strategies. You should be able to easily access and navigate through digital content.



SECTION 1.2. EVALUATING DATA AND INFORMATION

Evaluating data and information is crucial. You should analyse and compare sources for credibility, and critically evaluate the reliability of data. With digital content, it's important to interpret and analyse it properly.



SECTION 1.3. MANAGING DIGITAL CONTENT

When browsing, searching, and filtering for information, it's important to be clear on your needs and develop effective search strategies. You should be able to easily access and navigate through digital content.



SECTION 2.1. DIGITAL COMMUNICATION

Use various digital communication tools in appropriate ways.



SECTION 2.2. DIGITAL SHARING

Share data, information and content using suitable digital platforms. Understand the importance of referencing and attribution.

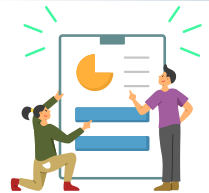
SECTION 2.3. DIGITAL CITIZENSHIP

Participate in society through digital services. Seek self-empowerment and engage in participatory citizenship.



SECTION 2.4. DIGITAL COLLABORATION

Collaborate using digital tools for co-creation and knowledge sharing.



SECTION 2.5. NETIQUETTE AND COMMUNICATION

Understand digital behavioral norms and adapt communication strategies to different audiences and cultures.



SECTION 2.6. DIGITAL IDENTITY MANAGEMENT

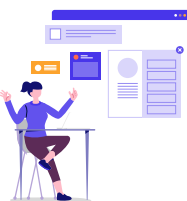
Create and manage digital identities, protecting reputation and managing data produced through digital tools.

3. DIGITAL CONTENT CREATION



SECTION 3.1. DEVELOPING DIGITAL CONTENT

This section covers the creation and editing of digital content in different formats. It also emphasizes the importance of expressing oneself clearly and effectively using digital tools.



SECTION 3.2. INTEGRATING AND REFINING CONTENT

In this section, you will learn how to modify and integrate new information into existing knowledge. You will also learn how to generate original and relevant content through refinement.

SECTION 3.3. COPYRIGHT AND LICENSE AWARENESS

This section focuses on understanding copyright and licenses for digital information and content.



SECTION 3.4. PROGRAMMING FUNDAMENTALS

Here, you will learn how to plan and develop instructions for computing systems. You will also learn how to solve problems and perform tasks through programming.



4. SAFETY



SECTION 4.1. PROTECTING DEVICES AND CONTENT

Prioritize your online safety by understanding digital risks and taking appropriate security measures.



SECTION 4.2. PROTECTING PERSONAL DATA AND PRIVACY

Ensure the security of your personal data and safeguard your privacy. Share your identifiable information in a safe manner and comprehend privacy policies.

SECTION 4.3. ENSURING HEALTH AND WELL-BEING

Protect yourself online and use digital tools to improve your social well-being. Stay safe from cyberbullying and other online dangers.



SECTION 4.4. ENVIRONMENTAL AWARENESS

Acknowledge the environmental impact of digital technologies.



5. PROBLEM SOLVING



SECTION 5.1. SOLVING TECHNICAL PROBLEMS

This section involves identifying and resolving complex technical problems through troubleshooting.



SECTION 5.2. IDENTIFYING NEEDS AND TECH SOLUTIONS

This section involves assessing and evaluating digital tools to find the most suitable solution, as well as customizing environments and ensuring accessibility.

SECTION 5.3. CREATIVE USE OF DIGITAL TECHNOLOGY

This section involves utilizing digital tools to promote innovation and solve conceptual problems, either individually or through collaboration.



SECTION 5.4. IDENTIFYING DIGITAL COMPETENCE GAPS

This section involves acknowledging personal gaps in digital competency, supporting the development of necessary skills, and staying up-to-date with advancements in digital technology.





WE GREEN

Rural Women's Empowerment through
GREen Social ENTREpreneurship

GreenComp

A comprehensive framework structured into four distinct areas, each housing three interlinked and equally crucial competencies. Together, these competencies form a dynamic structure that nurtures sustainability into a potent skillset.

Empower yourself by discovering the four interconnected competence areas to a greener future!



EMBODYING SUSTAINABILITY VALUES

1

This area challenges our beliefs about sustainability, emphasizing fairness for present and future generations. Socioecological issues are complex and shaped by our values and assumptions. Transformative learning can occur by linking competencies to sustainability values and promoting reflection and questioning. Transformative education involves the learner and enables agency for a more sustainable future.



EMBRACING COMPLEXITY IN SUSTAINABILITY

2

To achieve sustainability, we must embrace complexity and look at systems to understand the scale of environmental challenges. Recognizing the connection between environmental issues and income inequality helps us frame these challenges as sustainability issues and recognize that access to a safe, clean, healthy, and sustainable environment is a human right.



ENVISIONING SUSTAINABLE FUTURES

3

The 'Envisioning Sustainability Futures' competency area helps individuals imagine different future scenarios and take action for sustainability. Creativity and interdisciplinary thinking can lead to a circular society. By identifying steps towards a regenerative planet, we can shape a collective preferred future.



ACTING FOR SUSTAINABILITY

4

Achieving sustainability requires collaboration, responsibility, and change. This includes technological advancements, cultural and behavioral shifts, and institutional reforms. Consistent practices like using circular products are crucial. Collaboration and learning about sustainability can lead to new approaches and reduce environmental impact.



GreenComp CARD COMPETENCIES

The 12 competencies that serve as the bedrock of sustainable living and innovative thought for our enterprising women in rural areas

Embodying sustainability values			Embracing Complexity in Sustainability		
1. VALUING SUSTAINABILITY	2. SUPPORTING FAIRNESS	3. PROMOTING NATURE	4. SYSTEMS THINKING	5. CRITICAL THINKING	6. PROBLEM FRAMING
KNOWLEDGE knows the main views on sustainability: anthropocentrism, technocentrism and ecocentrism, and how they influence assumptions and arguments	knows that ethical concepts and justice for current and future generations are related to protecting nature	knows that our wellbeing, health and security depend on the wellbeing of nature	knows that every human action has environmental, social, cultural and economic impacts	knows sustainability claims without robust evidence are often mere communication strategies, also known as greenwashing	knows that to identify fair and inclusive actions, it is necessary to look at sustainability problems from different stakeholder perspectives
SKILLS can articulate and negotiate sustainability values, principles and objectives while recognizing different viewpoints	can apply equity and justice for current and future generations as criteria for environmental preservation and the use of natural resources	can assess own impact on nature and consider the protection of nature an essential task for every individual	can describe sustainability as a holistic concept that includes environmental, economic, social, and cultural issues	can analyse and assess arguments, ideas, actions and scenarios to determine whether they are in line with evidence and values in terms of sustainability	can establish a transdisciplinary approach to framing current and potential sustainability challenges
ATTITUDES is prone to acting in line with values and principles for sustainability	is committed to respecting the interests of future generations	cares about a harmonious relationship existing between nature and humans	is concerned about the short- and long term impacts of personal actions on others and the planet.	trusts science even when lacking some of the knowledge required to fully understand scientific claims	listens actively and shows empathy when collaborating with others to frame current and potential sustainability challenges

Envisioning Sustainable Futures			Embracing Complexity in Sustainability		
7. FUTURES LITERACY	8. ADAPTABILITY	9. EXPLORATORY THINKING	10. POLITICAL AGENCY	11. COLLECTIVE ACTION	12. INDIVIDUAL INITIATIVE
KNOWLEDGE knows the difference between expected, preferred and alternative futures for sustainability scenarios	knows that human actions may have unpredictable, uncertain and complex consequences for the environment	knows that sustainability problems must be tackled by combining different disciplines, knowledge cultures and divergent views to initiate systemic change	knows policies that assign responsibility for environmental damage (e.g. 'polluter pays')	knows how to work with diverse participants to create inclusive visions for a more sustainable future	knows that preventive action should be taken when certain actions or inaction may damage human health and all life forms (precautionary principle)
SKILLS can envisage alternative futures for sustainability that are grounded in science, creativity and values for sustainability	can take into account local circumstances when dealing with sustainability issues and opportunities	can synthesize sustainability-related information and data from different disciplines	can identify relevant social, political and economic stakeholders in one's own community and region to address a sustainability problem	can create transparent, inclusive and community-driven processes	can act promptly, even in the face of uncertainty and unforeseen events, keeping in mind the precautionary principle
ATTITUDES is aware that the projected consequences on self and community may influence preferences for certain scenarios above others	is willing to discontinue unsustainable practices and try alternative solutions	is committed to considering sustainability challenges and opportunities from different angles	demands political accountability for unsustainable behaviour	is willing to engage with others to challenge the status quo	is confident about anticipating and influencing sustainable changes



WE GREEN

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GREEN Social ENTREPRENEURSHIP

LifeComp

The LifeComp Framework is a dynamic tool designed to nurture competencies in "Personal, Social and Learning to Learn" tailored to the unique challenges of these contexts.

It encompasses validated components, including knowledge, skills, and attitudes, recognizing their interdependence as a vital ecosystem, enabling rural women to harness their full potential and foster growth and sustainable transformation in their communities.

THE PERSONAL AREA

Personal development is about lifelong learning, balance, resilience, well-being, autonomy, problem-solving, and adapting to change. Social interactions and identities play a role, and policies can address inequalities for everyone to flourish.



SELF-REGULATION

1

- Awareness and expression of personal emotions, thoughts, values, and behavior.
- Understanding and regulating personal emotions, thoughts, and behavior, including stress responses.
- Nurturing optimism, hope, resilience, self-efficacy, and a sense of purpose to support learning and action.

2

- Readiness to review opinions and courses of action in the face of new evidence.
- Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts.
- Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals.

3

- Awareness that individual behavior, personal characteristics, and social and environmental factors influence health and wellbeing.
- Understanding potential risks for wellbeing and using reliable information and services for health and social protection.
- Adoption of a sustainable lifestyle that respects the environment, and the physical and mental wellbeing of self and others, while seeking and offering social support.

THE SOCIAL AREA

In the realm of green social entrepreneurship, social competence involves learning to coexist harmoniously, recognizing the communal essence of humanity, and collaborating constructively with others. Strong collaboration and communication skills are heavily emphasized in job opportunities from now until 2025. Fostering these capabilities, alongside empathy, entrepreneurship, and innovation, is essential for aspiring entrepreneurs.



EMPATHY

1

- Awareness of another person's emotions, experiences and values.
- Understanding another person's emotions and experiences, and the ability to proactively take their perspective.
- Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude.

COMMUNICATION

2

- Awareness of the need for a variety of communication strategies, languages, and tools that are adapted to context and content.
- Understanding and managing interactions and conversations in different sociocultural contexts and domain-specific situations.
- Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts.

COLLABORATION

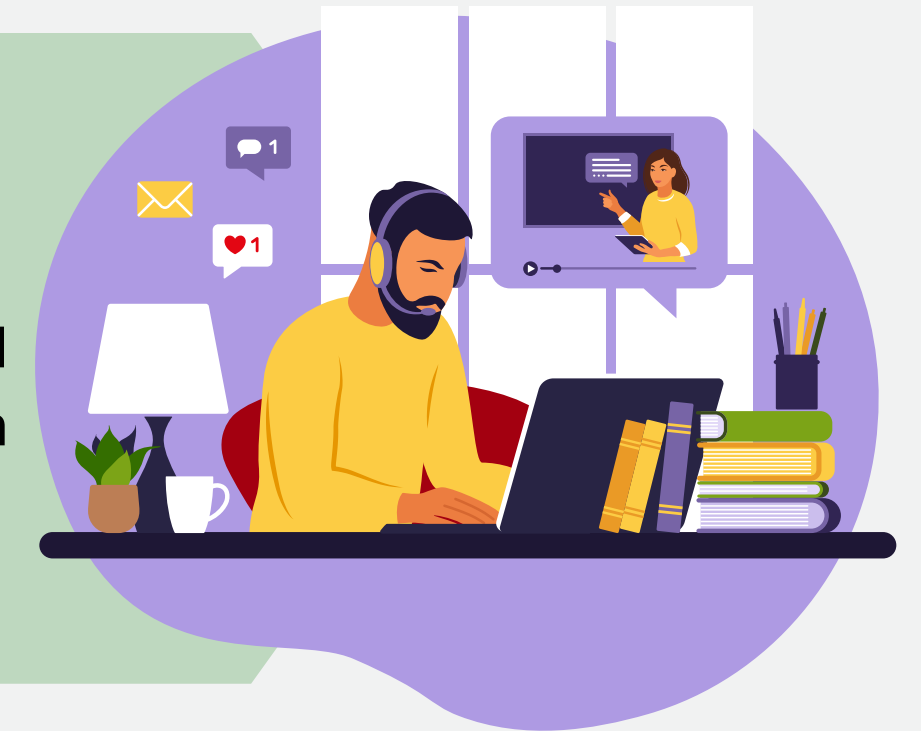
3

- Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances.
- Understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships.
- Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim, eliciting the expression of different views and adopting a systemic approach.

THE LEARNING-TO-LEARN AREA

Continual learning is crucial in green social entrepreneurship due to rapid technological advancements.

Learning to Learn skills, such as critical reflection and decision-making, fosters a positive learning attitude and enhances employability. High-quality learning opportunities are essential for supporting rural women in green entrepreneurship and contributing to societal well-being and economic growth



GROWTH MINDSET

1

- Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication.
- Understanding that learning is a lifelong process that requires openness, curiosity and determination.
- Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential

CRITICAL THINKING

2

- Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources.
- Comparing, analyzing, assessing, and synthesizing data, information, ideas, and media messages in order to draw logical conclusions.
- Developing creative ideas, synthesizing and combining concepts and information from different sources in view of solving problems

MANAGING LEARNING

3

- Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support.
- Planning and implementing learning goals, strategies, resources and processes.
- Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains.