GREENovation

ERASMUS-2024-1-DE02-KA220-ADU-000245272

Improving quality, inclusion and access to adult education through digital innovation and acquisition of green entrepreneurial skills of adults with fewer opportunities

WP2.A3
Competence Framework

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

GREENovation

WP2.3 Competence Framework for Green Entrepreneurs

The GREENovation project developed a Competence Framework tailored specifically to green entrepreneurship for adults with fewer opportunities. This framework builds on **European competence models**, including **GreenComp**, **DigComp**, and **EntreComp**, and integrates insights gathered from blended forums, national and comparative factsheets, and direct input from adult educators and green entrepreneurs.

The framework outlines the essential skills, knowledge, and competences required to successfully start and manage green business ventures, emphasizing sustainability, digital literacy, and an entrepreneurial mindset.

Using the rich data collected from partner countries through the blended forums and factsheets, the project crafted a comprehensive framework that reflects both common and country-specific green entrepreneurship competences. This framework serves as a foundation for designing training materials, lesson plans, and practical activities aimed at empowering marginalized adults to thrive in the green economy.



The GREENovation learning materials cover **green**, **entrepreneurial** , and **job-related skills**. These materials aim to equip low-skilled adult learners with practical knowledge and applied skills to support the green transition, encourage sustainable entrepreneurship, and enhance employability in emerging green sectors.

The GREENovation training programme broadly corresponds to **European Qualifications Framework (EQF) Levels 4–5**, reflecting intermediate to advanced vocational competence development for adults, combining applied knowledge, practical skills, and responsibility in sustainable and entrepreneurial contexts.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

GREENovation

Macro area 1: Green Skills

No.	Topic	Description	Knowledge	Skills	Competences	EQF
1	***Knowledge of energy laws and safety***	This competency focuses on understanding energy laws and safety regulations, essential for ensuring a secure, reliable, and sustainable energy supply. It involves knowing how energy resources are managed and how to balance the interests of consumers, energy companies, and the government. Safety regulations are crucial throughout the energy lifecycle, from generation and transmission to storage and consumption, preventing accidents and minimize risks. This includes knowledge of safety protocols, local regulations, managing of energy-related projects..	By the end of this training, adults will understand the basic principles of energy laws and safety regulations. They will be familiar with how energy resources are managed and how safety regulations ensure a secure, reliable, and sustainable energy supply. Participants will also learn about the importance of balancing the needs of consumers, energy companies, and governments while protecting the environment and public health.	Adults will be able to apply their understanding of energy laws and safety regulations in real-world scenarios. They will be capable of identifying potential risks in energy projects, assessing compliance with regulations, and ensuring safety protocols are followed. Additionally, they will develop the ability to monitor and evaluate energy systems, ensuring they meet legal and safety standards.	Confidence in navigating energy-related projects, integrating knowledge of laws and safety regulations into decision-making processes. Ability to manage and oversee energy systems, ensuring compliance with regulations and minimizing risks. Focus on sustainability and safety, contributing to the development and implementation of safe and reliable energy solutions.	EQF 5
2	***Sustainable techniques & Eco-friendly practices***	This competency involves the study of practical methods and technologies that reduce environmental impact at every stage of agricultural and industrial processes, such as water-saving irrigation systems, organic soil,, renewable energies. The purpose is to see how simple changes in material selection and process control can improve both ecological benefit and savings.	By the end of this training, adults will know key sustainable techniques (e.g. drip irrigation, composting) and eco-friendly practice principles (e.g. IPM, renewable energy uses) and how to apply them within a life-cycle framework, with the aim to minimize environmental impact from start to finish.	Adults will be able to design, select and seamlessly include eco-friendly options in their planning and operations.	Cultivating a sense of responsibility for natural resources and a developing a proactive commitment to ongoing environmental improvement.	EQF 4
3	***Problem-solving: Tackling sustainability challenges***	This competency focuses on equipping adults with the ability to identify, analyze, and respond effectively to environmental and sustainability related problems. It promotes innovative and practical solutions to real-life challenges such as waste management, energy use, and climate adaptation. Problem-solving skills are key to fostering autonomy and resilience, enabling learners to act and be a change in their communities and work environments with ultimate scope to influence others to do the same.	By the end of this training, adults will understand what sustainability challenges are and they will be familiar with common frameworks used to approach problem-solving skills (e.g. systems thinking, the circular economy, and design thinking) with aim to deal effectively with sustainable challenges that they may face.	Adults will be able to break down complex environmental issues into manageable parts, brainstorm and prototype solutions, test ideas through practical activities, and evaluate outcomes for continuous improvement.	Ability to work collaboratively to address green challenges, apply structured problem-solving approaches, and make environmentally responsible decisions in dynamic settings.	EQF 5

GREENovation

Macro area 1: Green Skills

No.	Topic	Description	Knowledge	Skills	Competences	EQF
4	***Knowledge of waste reduction***	This skill refers to the understanding and application of techniques that minimize waste reduction, thus promoting sustainable practices and a more eco-friendly stance. It involves the knowledge of EU and National regulatory standards, as well as innovative solutions to reduce the financial and environmental impact of the action. The purpose of this skill is to support the transition to circular economy and alignment with the global SDGs.	By the end of this training, low-skilled adults will understand the basic principles and regulations of waste reduction. They will learn about sustainable consumption and how recycling works. They will also be able to implement their own sustainable initiatives and behaviors in a personal or organizational context.	Adults will be able to apply their understanding of waste reduction regulations in real-time. They will also be capable of practically integrate sustainability practices in regards to waste reduction in an organizational context in order to improve cost efficiency. They will be able to perform regular reviews of such practices and identifying potential sustainable solutions for real-life scenarios.	Enhancement of problem solving skills while identifying waste sources and reduction solutions. Ability to clearly communicate if/when working collaboratively in order to implement sustainable initiatives. Adaptability when facing unexpected risks and limitations. Critical thinking when evaluation the environment impact of personal and professional choices.	EQF 4
5	***Ecological Adaptability: Responding to Environmental Change***	Adaptability is the capacity to remain flexible and responsive in the face of rapid change. It can be environmental, technological, or societal change. This competency focuses on the ability to adjust behaviours, strategies, and attitudes in response to environmental shifts and ecological challenges. In the face of climate change, biodiversity loss, and resource scarcity, individuals must adopt flexible and resilient mindsets to navigate a changing planet. Ecological adaptability empowers adults to transition to greener lifestyles, work environments, and community practices.	By the end of this training, adults will understand how ecosystems and climate systems are changing, and why adaptability is essential for ecological resilience. They will be aware of the drivers of environmental variability (e.g. extreme weather, water scarcity, habitat changes) and the need for adaptive behaviours in both personal and professional green contexts.	Adults will be able to observe and interpret environmental signals, modify routines or decisions to reduce ecological impact, and adopt sustainable alternatives in response to changing conditions.	Confidence in adjusting to shifting environmental realities, applying eco-resilient practices, and supporting sustainability transitions in homes, workplaces, or communities.	EQF 4
6	***Systems Thinking for Sustainability***	This competency focuses on understanding the complex and interconnected nature of the term sustainability which includes the environmental, social, and economic systems. Systems thinking allows adults to recognise patterns, feedback loops, and root causes behind sustainability challenges, rather than treating symptoms in isolation. It helps learners make decisions with awareness of long-term consequences and encourages responsible actions across the entire value chain. This also includes the ability to critically assess sustainability claims and identify greenwashing in products, services, or organisational practices.	By the end of this training, adults will understand what systems thinking means and how it applies to sustainability. They will be aware of how different systems - natural, social, economic, and political - interact and influence environmental outcomes. They will also know about terms like greenwashing and understand how critical thinking can help them evaluate the true sustainability of a product, service, or policy.	Adults will be able to map systems, identify feedback loops, detect root causes of sustainability problems, and anticipate unintended consequences of interventions. They will be able to apply critical thinking to assess the credibility and transparency of sustainability claims and to detect misleading green marketing (greenwashing) by evaluating labels, reports, and corporate practices.	Recognize and promote sustainable actions that consider long-term environmental, social, and economic impacts. Think holistically and anticipate the wider consequences of decisions. Recognise greenwashing and demand transparency and accountability. Make informed, systemic choices in personal, community, and workplace settings.	EQF 5

GREENovation

Macro area 2 : Entrepreneurial Skills

No.	Topic	Description	Knowledge	Skills	Competences	EQF
1	***Digital and data skills for farm management***	This competency involves learning digital literacy and data-analysis tools needed for modern farm decision-making, such as FarmLogs, Agroptima, IoT sensor data streams basic GIS mapping.	By the end of this training, adults will know the main instruments of farm-management platforms, the basics of sensor-generated data and of principles of data-driven decision making.	Adults will be able to record inputs and outputs in farm management instruments, interpret datasets for scheduling irrigation, create GIS maps to visualize field zones and plan rotations.	Ability to use technology to optimize harvests and reduce waste, and cultivating a mindset of using data and exploring new digital technologies to advance agriculture.	EQF 5
2	***Communication and collaboration skills***	This competency involves effective interpersonal and organizational communication, as well as teamwork across disciplines. In the context of entrepreneurship, it is essential for engaging with customers, partners, suppliers, and investors. Clear communication supports networking, negotiation, and collaboration, which are critical for building and scaling sustainable entrepreneurship.	By the end of the training, adults will understand communication techniques and strategies, conflict resolution techniques, stakeholder engagement, negotiation processes, and models of collaboration in business development.	Adults will be capable of verbal, written, and digital communication, active listening, and teamwork.	Ability to work constructively in a team, coordinate with others, and communicate effectively in diverse environments.	EQF 4
3	***Digital literacy for using monitoring tools and business management***	According to Forbes, digital literacy is “the understanding and proper utilisation of digital technology.” In practice, it means being able to confidently use digital devices like computers and smartphones. It includes the ability to find, evaluate, use, and share information online. Over time, the concept has evolved to include more advanced competencies such as working with artificial intelligence (AI), cloud computing, and digital collaboration tools—skills increasingly essential in modern business and sustainability-focused professions.	By the end of this training adults will know how to Identify key digital tools and platforms used in monitoring and business management (e.g., ERP, CRM, sustainability dashboards). They will know how monitoring tools collect and display data and will get principles of cloud computing, data protection, and digital ethics.	By the end pf the training adults will be able to use digital platforms for project tracking, sales analysis, or resource monitoring. They will be able to analyze digital reports and evaluate the quality and relevance of digital data.	Ability to take responsibility for setting up and managing digital systems to monitor business and environmental performance, adapting them to specific project or business needs. Make informed decisions based on the data interpreted from monitoring tools.	EQF 5

GREENovation

Macro area 2 : Entrepreneurial Skills

No.	Topic	Description	Knowledge	Skills	Competences	EQF
4	***Marketing and branding expertise***	This skill refers to the ability to create captivating messages, connecting products or services with the corresponding audience. It covers market research, visual identity, online campaigns etc. The purpose of this skill is to influence in a way the decision making process of individuals for long term success.	By the end of this training, training participants will have acquired skills and knowledge on fundamental marketing and branding practices. They will learn how to promote their profession using practical and creative tools for text and image purposes. They will learn how to do research in order to discover the best ways at connecting with their ideal customer.	Adults will be able to use the necessary actions to differentiate their business from its competitors. They will also be able to form strong branding messages in order to build trust among the audience. They will have the fundamental tools and knowledge to launch their online presence, creating more visibility and recognition. They will be able to turn their theoretical ideas into action and influence decisions.	Active listening through feedback gathering from customers, facilitating the redesign of marketing strategy and relevant actions. Ability to persuade and convince customers to follow or take action in initiatives regarding the brand. Adaptability due to the evolving trends and changes. Resilience from handling bar reviews/ criticism or failed attempts for results. Creativity due to the need of thinking outside the box in order to differentiate the brand from its competitors.	EQF 4
5	***Financial literacy and business management for sustainability***	This competency covers managing budgets, investments, and costs in green enterprises. It also includes understanding funding sources, subsidies, and economic planning for long-term viability.	By the end of the training, adults will be familiar with the tools and mechanisms for effective financial planning, budget planning, business models, and sustainable financing mechanisms.	Adults will be able to prepare financial reports, control costs, and secure financing.	Ability to effectively use tools and mechanisms for the financial management of a sustainable green business that ensures profitability and growth.	EQF 5
6	***Self sufficiency - resource management***	This competency promotes efficient and independent resource use, such as water, energy, and raw materials, often in rural or off-grid settings. It supports resilience and environmental responsibility.	By the end of the training, adults will understand the importance of resource circulation, renewable energy systems, water management, and self-sufficient food production.	Adults will know how to manage raw materials and products, reduce waste, and use renewable practices.	Ability to take responsibility for designing and maintaining systems that promote autonomy and sustainable use of resources. Making smart decisions about the use of renewable resources and waste management.	EQF 4

GREENovation

Macro area 3 : Job-related Skills

No.	Topic	Description	Knowledge	Skills	Competences	EQF
1	***Crops, soil, and eco-farming***	This skills refers to the ability to combine knowledge and practices from sustainable agriculture initiatives, mainly regarding crop and soil health, pesticides and water management. It focuses on one aspect on the fundamental points of sustainability while also promoting practical solutions for protecting the ecosystem. The purpose of this skills is to find and adopt sustainable ways of producing and managing food using sustainable and eco-friendly techniques.	By the end of this training, low-skilled adults will have a clear understanding of eco-friendly principles and practices in farming. They will have the necessary knowledge and skills to implement their own sustainable techniques regarding soil, food production and water conservation. They will gain knowledge on how to protect the environment and the resources they wish to produce but also how to manage and maintain these methods. They will be equipped with theoretical and practical skills on how to make environmentally conscious decisions which could reduce cost, improve crops' health and achieve their long term goals (such as tech equipment etc).	Adults will be able to grow food using eco-friendly methods. They will be able to use sustainable techniques in order to combat climate change. They will be able to use their knowledge on crops, soil and the entire ecosystem in order to make more environmentally conscious decisions such as reduce chemicals (pesticides), save water etc. They will be able to use the right eco-technology for their farming.	Ability to observe and understand signs to improve crops and soil health. Enhanced problem solving skills and adaptability in case of need to adjust farming techniques. Communication when teaching others or asking for help with more sustainable methods. Resourcefulness in case of limited materials or financial means. Resilience when recovering from weather or financial setbacks.	EQF 4
2	***Understanding Smart Tools in Green Jobs***	Learners will explore what smart tools and technologies are used in green jobs such as moisture sensors, drones, smart irrigation timers, and greenhouse monitors and how they support sustainable practices across green sectors such as agriculture, renewable energy, and eco-friendly design. The focus is on understanding why and how smart tools help reduce waste, energy use, and labour. Learners will explore what these tools are, how they are used, and why they matter for sustainability, without going into technical operation or usage training.	By the end of this module, learners will know what smart tools are and how they are applied in different green sectors (e.g. soil sensors in eco-farming, solar panel monitors, eco-design software). They will also learn the environmental and practical benefits of using such tools (e.g. reducing water or energy use, improving efficiency). It will also provide them with examples of accessible and low-cost smart tools that support green work that they may want to look more into. Lastly it will discuss the phenomenum on how digitalisation contributes to the green transition in the EU and globally. Note: This topic focuses on raising awareness and does not include technical training or tool operation.	Learners will be able to identify and describe smart tools that are commonly used in green sectors relevant to their interests or jobs. In addition, they will be able to understand the basic function and purpose of these tools. They will also gain knowledge that it will allow them to reflect on how these tools could help improve environmental performance in their local context.	Learners will be aware of the potential of smart tools to support sustainable practices. They will gain information that will promote openness to innovation and digital solutions in traditional job contexts. They will also be able to make informed decisions about when and why to consider smart tools. Throught this topic they will also gain knowledge that will allow them to critically think and be confident to ask the right questions or seek expert advice when evaluating tool use in green jobs	EQF 4

GREENovation

Macro area 3 : Job-related Skills

No.	Topic	Description	Knowledge	Skills	Competences	EQF
3	***Sustainable Logistics, Packaging & Eco-Marketing***	This competence introduces learners to sustainable approaches in product packaging, transportation, and promotion within green job contexts. It focuses on eco-friendly packaging solutions, efficient and low-impact logistics, and ethical marketing practices that highlight a product's or service's environmental value without misleading claims (e.g. avoiding greenwashing). Learners will understand how to package, move, and market green goods in ways that support both the environment and conscious consumers.	By the end of this module, learners will gain knowledge about the environmental impacts of conventional packaging and logistics. They will investigate the principles of sustainable packaging (e.g. recyclability, biodegradability, upcycling, minimalism). They will also learn what eco-marketing is and how to communicate environmental value honestly and transparently - avoid greenwashing.	Learners will be able to identify eco-friendly packaging options suitable for their products or services. They will be able to develop a simple plan for sustainable distribution or transport methods for goods (e.g. grouping deliveries, using local networks). They will also learn how important is to advertise their products correctly and design basic promotional materials that highlight sustainable value without exaggeration. Lastly, they will be able to evaluate examples of marketing to distinguish between genuine green messaging and greenwashing	Learners will demonstrate a commitment to reducing environmental impact through smarter packaging and transport decisions. They will be educated so they will have more confidence in creating and sharing accurate sustainability messages to promote green products and be more ethical aware of consumer trust and the risks of greenwashing. Latly,	EQF 4
4	***Introduction to Green Energy and Solar Energy Systems***	Learners will learn what green energy is and will understand how solar energy systems work, it's environmental benefits, where they are used, and how they contribute to green businesses. The focus is on awareness and application, not electrical installation.	By the end of this module, learners will know what green energy term means and why it is essential for sustainable development. The different types of renewable energy (solar, wind, hydro, etc.), with a focus on solar photovoltaic (PV) systems will be discussed. Also explanation of the basic components of a solar PV system (e.g. solar panels, inverter, battery, charge controller) will be included to the module. A focus will be shift on how solar energy systems contribute to energy efficiency and carbon reduction and why it is important for the sociaty and the future.	Learners will be able to recognise different types of renewable energy. They will also be able to identify the components of a solar energy system and describe their function. Lastly, they will be able to reflect on how solar systems could be used in homes, workplaces, or communities	Learners become more aware of the role of renewable energy in environmental protection and energy justice. Their motivation to explore or pursue learning or work opportunities in green energy will increase. This will also lead to be more prepare and able to engage to informed conversations about sustainable energy and solar solutions. Consequently, they will also fell more confident in applying their knowledge in real-world or work-based contexts, especially in green-oriented professions	EQF 4

GREENovation

Macro area 3 : Job-related Skills

No.	Topic	Description	Knowledge	Skills	Competences	EQF
5	***Creative design (sewing, tailoring, craftsmanship)***	*This competency focuses on fundamental design concepts and craftsmanship techniques for textile and material arts, such as pattern drafting, fabric selection, seam and finish techniques. Additionally, they will learn how to introduce upcycling old garments into new designs, learning sustainable material reuse and developing a personal style.*	By the end of this training, adults will know the stages of garment creation from concept to finished product, including fabric characteristics and basic design principles.	Adults will be able to draft and adjust a basic pattern to individual measurements, sew professional seams and add simple embellishments, upcycle an existing garment into a new design, minimizing waste.	Confidence in executing end-to-end textile projects with creativity, appreciation for craftsmanship, attention to detail, and sustainability through reuse.	EQF 5
6	***Technical proficiency: Tools and technology for design and monitoring***	*This competence focuses on technical proficiency in planning and using complex tools for design and monitoring projects and tasks. This proficiency includes understanding design principles, utilizing design software, and leveraging monitoring technologies to ensure designs meet requirements and function effectively. This includes design software, data analytics tools, monitoring systems, and automation tools.*	By the end of this training, adults will have a solid understanding of the principles behind using tools for design and monitoring in various projects. They will be familiar with how to integrate different technologies, assess their effectiveness, and ensure that designs meet both functional and project requirements.	Adults will be able to plan and utilize design and monitoring tools effectively, integrate technologies to track project progress, adjust designs based on real-time feedback, and ensure that project objectives are met efficiently, optimizing resources and minimizing errors.	Confidence in executing design and monitoring projects from planning to completion, with a strong understanding of integrating various tools and technologies, ensuring functionality, and adapting designs based on feedback and real-time data.	EQF 5

GREENovation

europass Berlin

CAMERA ITALIANA BARCELONA

CITIZENSACT

ric. RAZVOJNO IZOBRAŽEVALNI CENTER NOVO MESTO

idec

Emphasys DIGITAL INNOVATION CENTRE

Co-funded by the European Union

ERASMUS-2024-1-DE02-KA220-ADU-000245272

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.