

# WEntre WP2 D2.2

## Competence Framework

### February 2025



## Women Empowerment through Entrepreneurship

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### Competence Framework

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## Table of Contents

<b>WEtre Competence Framework .....</b>	<b>5</b>
<b>Why Have A Competency Framework?.....</b>	<b>6</b>
<b>Levels .....</b>	<b>8</b>
<b>Areas.....</b>	<b>9</b>
<b>Competence Themes .....</b>	<b>17</b>
<b>Annex 1: WEntre Role Profiles .....</b>	<b>25</b>
<b>Annex 2: EQF/Egyptian Framework .....</b>	<b>31</b>
<b>Annex 3: Tracking Competency Development .....</b>	<b>32</b>

## 1. WEntre Competence Framework

The WEntre Competence Framework has been created as a means for informing policy makers about the unique needs and contributions of women entrepreneurs. It will establish benchmarks for assessing competencies in VET curricula, and determine targeted informal and non-formal learning programmes that equip women with the necessary WEntre entrepreneurial competencies to develop an entrepreneurial mind-set and culture, benefiting individuals and society as a whole.

The key objectives to be achieved through this Framework is to:

- Inform policies linked to education, economic, employment and community development.
- Recognise, define, and enhance job-specific competency requirements of the Master Trainer, Trainer and Entrepreneur, and appraise existing competence levels, to build enterprising and digitally competent teams aligned to the Egyptian context.
- Design entrepreneurial learning and pathways through synchronous and asynchronous (Blended Learning), and learning outcomes aligned to the Egyptian context.

Consideration has been given to interconnecting competences from the following Frameworks to ensure that the WEntre Competence Framework is comprehensively fit for purpose in the reform of curricula, and the design of practical entrepreneurial experiences in non-formal learning contexts:

- The EntreComp: The European Entrepreneurship Competence Framework
- The European Reference Framework (ERF) for key Lifelong Learning competences
- The UN Women Values and Competencies Framework, built on the values of Respect for Diversity, Integrity, and Professionalism
- The European Qualifications Framework and Egyptian National Qualifications Framework

As one of the key policy objectives for the EU and Member States, the **EntreComp Competence Framework**, is placed at the core of WEntre, for reasons as follows:

Entrepreneurship as a competence applies to all spheres of life. It is a transversal competence. It enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive. By focusing on the development of competences through the actual creation of entrepreneurial value, EntreComp breaks down the boundaries between education, work and civic engagement.

## 2. Why Have A Competency Framework?

As this Competence Framework is designed to develop broad entrepreneurship competences, the EntreComp competences sit at its core. However, to ensure value creation is achieved, the Framework intertwines with other key frameworks to establish a firm bridge between the worlds of education and work, and value creation.

As the Framework is designed for enterprising women, the UN Women's Values and Competencies Framework has also been taken into consideration, which is underpinned by Respect for Diversity, Integrity, and Professionalism, inclusive of the overarching competences of:

- Accountability
- Creative Problem Solving
- Effective Communication
- Inclusive Collaboration
- Stakeholder Engagement
- Leading by Example
- Awareness & Sensitivity regarding Gender Issues

To ensure that enterprising women have a sound understanding of digital technologies for learning, work and participation within society, the following DigiComp Competencies are embedded:

- Information and data literacy
- Communication and collaboration
- Digital content creation
- Problem solving

Further, the Framework interweaves key competences for lifelong learning as set out in the European Reference Framework Key Competences for Lifelong Learning:

- Learning to Learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

The Framework is focused upon developing competences that are aligned to job-related activities that are specifically related to a particular job role. Therefore, the Job Profiles created provide a clear, and concise way to explain the essential responsibilities and tasks related to the job role. Further, provides a reference point for the required standards, managing performance, and continuing professional development. For WEntre, the Competency Framework focuses upon entrepreneurship as a transversal competence within following three roles:

- Master Trainer
- Trainer
- Entrepreneur

## 2.1 Why does the Competency Framework matter?

The purpose of the Competence Framework is to:

- Outline the levels of entrepreneurial competence expected to design and deliver successful informal and non-formal learning and mentor support within VET, to foster the transversal competence of entrepreneurship.
- Help Master Trainers, Trainers and Entrepreneurs identify their current and required levels of entrepreneurial competence through a progression model.

This Framework is designed with the following competence destinations in mind:

- Master Trainer - Level 6
- Trainer - Level 5
- Entrepreneur - Level 4

## 2.2 What are competences?

When the Master Trainer, Trainer and Entrepreneur are competent in their respective roles, they have the necessary ability, knowledge and experience to do something successfully and efficiently. The level of competence required will depend on the complexity of the level of responsibility. At all levels, those holding these roles will:

- Know what to do
- Understand how to do it
- Appreciate why it is done
- Can do it consistently well
- Know when to seek help and guidance from others

## 2.3 How can the Framework help?

It is widely recognised that entrepreneurial learning cannot be easily reduced to fixed pre-specified statements of competence, or learning outcomes, since it deals with the creation of value that does not exist prior to the entrepreneurial learning process and cannot be foreseen in abstraction. However, competences and the learning outcomes specified are considered crucial so as to make the framework actionable.

The Competency Framework underpins the co-creation and delivery of synchronous and asynchronous learning (blended learning) that uses multiple methods to facilitate learning by combining face-to-face interactions with online activities. The Framework will be used to inform the self-assessment of existing skillsets and identify areas for further development through a progression model, depending upon the capacity of the learner to deal with situations of greater complexity. Further, sets the foundation for curriculum development and consistency in the WEentre Train-the-Trainer model.

Fundamentally, for the development of Master Trainers as enterprising experts who are capable of providing a tailored learning experience for Trainers who are then responsible for facilitating the competence development of enterprising women.

## 2.4 How is it constructed?

The Competence Framework consists of **three levels, three areas** and **eleven competence themes**. These are the 'building blocks' of the Competency Framework, which can be used flexibly, because not all of the competences within an area or theme may be relevant to individual or the work that they do.

## 2.5 The different levels of competence

The Competence Framework sets out an entrepreneurial progression model, offering a pathway of interconnected and interrelated competences that develop entrepreneurship. There are two progression aspects of entrepreneurial learning:

- Developing increasing independence and responsibility in acting upon ideas and opportunities to create value;
- Developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments.

## 3. Levels

### Intermediate Level 4

Focusing on critical thinking and experimenting with creative value.

Focusing on turning ideas into action in 'real life' and on taking responsibility for this.

### Entrepreneur

As a starting point, each Entrepreneur will undergo a comprehensive needs analysis, providing a benchmark or starting point for their progressive development. The Entrepreneur's destination level is **intermediate** so as to their **build independence**, and therefore, can demonstrate that they are progressing by taking and sharing some responsibilities. At **level 4**, their focus will be on turning ideas into action in 'real life' and on taking responsibility for this.

## Advanced Level 5 and 6

Focusing upon improving skills for turning ideas into action, taking increasing responsibility, developing knowledge about entrepreneurship.

Focusing on working with others, using the knowledge generated to create value, dealing with increasingly complex challenges.

### Trainer Role

The Trainer will undergo a comprehensive needs analysis to inform their tailor-made programme of competence development. The Trainer's destination level is **advanced** so as to increase their level of responsibility, with some guidance from others. **At level 5**, their focus will be on improving their skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.

### Master Trainer Role

The Master Trainer will undergo a comprehensive needs analysis to inform their tailor-made programme of competence development. The Master Trainer's destination level is advanced, taking responsibility for making decisions and working with others. **At level 6**, their focus will be on working with others, using knowledge they have to generate value, and to deal with increasingly complex challenges.

## 4. Areas

The Framework focuses upon developing competencies across the three roles of Master Trainer, Trainer and Entrepreneur, across the following three areas. The three competence areas mirror the definition of entrepreneurship as the ability to turn ideas into action that generates value. Each descriptor breaks down each competence into its core aspects. Using both the competence and descriptors have been key to role profile creation, and these, along with the threads, will be integral to curriculum development.

A1	Ideas and Opportunities	A2	Resources
1.1	Spotting Opportunities	2.1	Mobilizing resources

1.2	Creativity	2.2	Financial and economic literacy
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1.3	Vision	2.3	Mobilizing others
<b>A3</b>	<b>Into Action</b>		
3.1	Taking the initiative	3.4	Working with others
3.2	Planning and management	3.5	Learning through experience
3.3	Coping with uncertainty, ambiguity and risks		



## Area 1

## IDEAS AND OPPORTUNITIES

### A1 Competences

- **Spotting Opportunities**
- **Creativity**
- **Vision**

### Descriptors

- **SO** - Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.
- **SO** - Identify needs and challenges that need to be met.
- **SO** - Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
- **C** - Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.
- **C** - Explore and experiment with innovative approaches.
- **C** - Combine knowledge and resources to achieve effects.

### Threads

- **SO** - Identify, create and seize opportunities
- **SO** - Focus on challenges
- **SO** - Uncover needs

- **C** – Be curious and open
- **C** – Develop ideas
- **C** – Define problems
- **C** – Design value
- **C** – Be innovative
  
- **V** – Imagine
- **V** – Think strategically
- **V** – Guide action

### Intermediate, Level 4

At Intermediate level, has some knowledge with an understanding of terminology and concepts. Can test and refine ideas, building an inspired vision that engages others. Would be able to carry out tasks and activities to the required with some autonomy and with support from peers. With support you will be able to **Dare** by demonstrating:

- identifying social value in existing organisations or by setting up new ventures
- proactively looking for opportunities and search for new solutions that meet needs
- judgement on the innovative nature of ideas, products or processes
- testing solutions, with end users, different types of value creation and how they apply to turning ideas into action

### Advanced, Level 5

At Advanced level, has knowledge and experience of terminology and concepts, and has experience to carry out standard tasks unsupervised confidently and consistently well.

You will be able to **Improve** by demonstrating:

- describing different approaches and techniques to test innovative ideas, and identifying entrepreneurial opportunities
- carrying out a needs analysis involving relevant stakeholders
- challenging mainstream thought to create opportunities and look at challenges in a different way
- explaining different approaches to shaping problem-solving strategies
- creating products or services that solve identified problems
- explaining the role of value creation and the role of vision for strategic planning

### Advanced, Level 6

At Advanced level, has knowledge and experience of terminology and concepts, and has experience to carry out standard tasks unsupervised confidently and consistently well.

With support you will be able to **Reinforce** by demonstrating:

- engaging stakeholders in finding, developing and testing ideas
- judging the right time to take an opportunity, including carrying out a needs analysis of relevant stakeholders
- combining understanding to different contexts to transfer knowledge, ideas and solutions across different area
- helping others to create value by encouraging experimentation and creative problem solving
- promoting initiatives for change and transformation, recognising the many forms of value that could be created



## Area 2 RESOURCES

### A2 Competences

- **Financial and economic literacy**
- **Mobilising resources**
- **Mobilising others**

### Descriptors

- **MO** – Inspire and enthuse relevant stakeholders
- **MO** – Get the support needed to achieve valuable outcomes
- **MO** – Demonstrate effective communication, persuasion, negotiation and leadership
- **FEL** - Estimate the cost of turning an idea into value-creating activity
- **FEL** - Plan, put in place and evaluate financial decisions over time
- **FEL** - Manage financing to make sure value-creating activity can last over the longer-term
- **MR** - Get and manage the material, non-material and digital resources needed to turn ideas into action
- **MR** - Make the most of limited resources
- **MR** - Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
- Visualise future scenarios to help guide effort and action

## Threads

**MR** - manage resources, material and non-material  
**MR** - use resources responsibly  
**MR** - make the most of your time  
**MR** - get support  
**FEL** - understand economic and financial concepts

**FEL** - budget  
**FEL** - find funding  
**FEL** - understand taxation  
**MO** – inspire and get inspired  
**MO** – persuade  
**MO** – communicate effectively  
**MO** – use media effectively

### Intermediate, Level 4

At Intermediate level, has some knowledge with an understanding of terminology and concepts. Can test and refine ideas, building an inspired vision that engages others. Would be able to carry out tasks and activities to the required with some autonomy and with support from peers. With support you will be able to **Dare** by demonstrating:

- identifying social value in existing organisations or by setting up new ventures
- proactively looking for opportunities and search for new solutions that meet needs
- judgement on the innovative nature of ideas, products or processes
- decision-making on types of value creation and how they apply to turning ideas into action.

### Advanced, Level 5

At Advanced level, has knowledge and experience of terminology and concepts, and has experience to carry out standard tasks unsupervised confidently and consistently well.

You will be able to **Improve** by demonstrating:

- describing different analytical approaches to identifying entrepreneurial opportunities
- carrying out a needs analysis involving relevant stakeholders
- challenging mainstream thought to create opportunities and look at challenges in a different way
- explaining different approaches to shaping problem-solving strategies
- creating products or services that solve identified problems
- explaining the role of value creation and the role of vision for strategic planning

### Advanced, Level 6

At Advanced level, has knowledge and experience of terminology and concepts, and has experience to carry out standard tasks unsupervised confidently and consistently well.

With support you will be able to **Reinforce** by demonstrating:

- application of knowledge and understanding of the context to create value
- judging the right time to take an opportunity, including carrying out a needs analysis of relevant stakeholders
- combining understanding to different contexts to transfer knowledge, ideas and solutions across different area
- helping others to create value by encouraging experimentation and creative problem solving
- promoting initiatives for change and transformation, recognising the many forms of value that could be created



### Area 3      INTO ACTION

#### A3 Competences

- **Taking the initiative**
- **Planning and management**
- **Coping with uncertainty, ambiguity and risk**
- **Working with others**
- **Learning through experience**

#### Descriptors

- **TI** Initiate processes that create value
- **TI** - Take up challenges
- **TI** - Act and work independently to achieve goals, stick to intentions and carry out planned tasks
- **PM** - Set long-, medium- and short-term goals
- **PM** - Define priorities and action plans
- **PM** - Adapt to unforeseen changes
- **C** - Make decisions when the result of that decision is uncertain, when the information is available is partial or ambiguous, or when there is a risk of unintended outcomes
- **C** - Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
- **C** - Handle fast-moving situations promptly and flexibly
- **WO** - Work together and co-operate with others to develop ideas and turn them into action
- **WO** - Network
- **WO** - Solve conflicts and face up to competition positively when necessary
- **LE** - Use initiative for value creation as a learning opportunity

- **LE** – Learn with others, including peers and mentors
- **LE** – Reflect and learn from both success and failure (your own and other people's)

## Threads

**TO** – take responsibility

**TO** – work independently

**TO** – take action

**PM** – define goals

**PM** – plan and organise

**PM** – develop sustainable business plans

**PM** – define priorities

**PM** – monitor progress

**PM** – be flexible and adapt to change

**C** – cope with uncertainty and ambiguity

**C** - calculate risk

**C** - manage risk

**WO** – accept diversity (people's differences)

**WO** – develop emotional intelligence

**WO** – listen actively

**WO** – team up

**WO** – work together

**WO** – expand your network

**LE** – reflect

**LE** – learn to learn

**LE** – learn from experience

## Intermediate, Level 4

At Intermediate level, has some knowledge with an understanding of terminology and concepts. Can test and refine ideas, building an inspired vision that engages others. Would be able to carry out tasks and activities to the required with some autonomy and with support from peers. With support you will be able to **Dare** by demonstrating:

- being driven by the possibility of being able to initiate value-creating activities independently
- taking individual and group responsibility in value-creating activities
- setting milestones and indicators to adapt and achieve plans
- defining the key elements of a business plan to achieve value

## Advanced, Level 5

At Advanced level, has knowledge and experience of terminology and concepts, and has experience to carry out standard tasks unsupervised confidently and consistently well.

You will be able to **Improve** by demonstrating:

- being driven by taking action that initiate value creation
- recognising and valuing others taking the initiative and problem solving
- developing business plan(s) describing how value is created
- describing different methos for performance and impact monitoring

- outlining risk management and plan for guiding others in making informed changes
- building a team and make use of networks to create value
- reflecting upon achievements

## Advanced, Level 6

At Advanced level, has knowledge and experience of terminology and concepts, and has experience to carry out standard tasks unsupervised confidently and consistently well.

With support you will be able to **Reinforce** by demonstrating:

- encouraging others to take responsibility
- valuing others taking initiative and problem-solving
- matching short-term and longer-term goals to visioning and value-creation
- staying focused on performance, risk management and results by using monitoring to adjust, prioritise and plan actions
- supporting diversity within the team/group and help others develop their strengths through reflection
- proactively make contact with the right people

## 5. Competence Themes

### Level 6

#### COMPETENCE THEME No1 Creating learner centred environments

Take responsibility for leading transformative and complex co-design of learning environment(s) with key stakeholders, planning and evaluating non-formal and informal synchronous and asynchronous learning opportunities in enterprising/entrepreneurial topics. Within a Master Trainer role and Train-the-Trainer context, **at level 6**:

- 1.1 Fostering a team culture that supports learning within a gender sensitive environment.
- 1.2 Demonstrating individual responsibility for ensuring that the learning environment promotes gender awareness, and encourages empowerment, taking responsibility for valuing different perspectives.
- 1.3 Reinforcing the value of learner centred environment(s) that embed digital technologies to enable others to interact through digital technologies.
- 1.4 Using inclusive practices by creating opportunities for team members/others can inform the creation of an environment that exemplifies a learner-centred culture that facilitates problem solving, creatively using digital technologies.

- 1.5 Developing a community of learners to enthuse a growth mindset and tailored learning experiences, fostering collaboration through digital technologies.
- 1.6 Encouraging and support learners as active agents in collaborative, experiential and experimental learning, enabling information and data literacy development.
- 1.7 Promoting active learning to build on ideas, challenge assumptions, and co-create new knowledge, fostering a lifelong learning culture.

## COMPETENCE THEME No2 Business Mentoring

Take responsibility of your own personal and professional development, supporting others to provide assistance and offer direction to mentees. Within a Master Trainer role, and Train-the-Trainer context, **at level 6**, support Trainers to enhance their mentoring capabilities.

- 2.1 Using the knowledge you have to generate value within an environment that promotes inclusive practices and equity.
- 2.2 Demonstrating empathy, listening and keeping an open mind, by leading by example.
- 2.3 Providing one-to-one support, feedback and guidance at the appropriate knowledge and skills level.
- 2.4 Offering valuable insights, guidance, and insightful perspectives based on experience.
- 2.5 Supporting the entrepreneur in creating a network of professional connections to help build all aspects of their business.
- 2.6 Compiling a resource of relevant information, resources and tools to help develop business ideas at different stages, including searching and evaluating online data.
- 2.7 Promoting and using digital technologies for digital content creation, considering cultural context.

## Competence Theme No3 Fostering entrepreneurial mindsets

Take responsibility for using your own knowledge and working with others to create an environment that builds entrepreneurial resilience and opportunities for collaborative experimentation. Within the Master Trainer role, and Train-the-Trainer context, **at level 6**.

- 3.1 Relating gender awareness to value creation, and work with others sensitivity overcome biases, valuing different perspectives.
- 3.2 Support team members/others to identify opportunities to collaborate and share resources.
- 3.3 Linking entrepreneurial success to strong skills and qualities, such as resilience, integrity, flexibility, adaptability, and a positive work ethic.

- 3.4 Relating the lifelong learning environment to the need for entrepreneurial curiosity, creativity, and value creation.
- 3.5 Stimulating visionary thinking, leadership and lifelong learning to enhance empowerment.
- 3.6 Maximising opportunities for managing data, information and digital content, considering cultural context.

#### Competence Theme No4      Co-creating blended learning environments

Use your own knowledge and taking responsibility for working with others to co-create an ecosystem of digital tools, resources and materials. Within the Master Trainer role, ad Train-the-Trainer context, **at level 6**.

- 4.1 Demonstrating the potential for entrepreneurial success through digital transformation, and benefits of being digitally confident.
- 4.2 Gathering and articulating information and resources that responds to varying levels of engagement in synchronous and asynchronous environments, using appropriate tools and techniques.
- 4.3 Appraising the accessibility or suitability of any new technologies in terms of connectivity, reliability or technological skills of learners.
- 4.4 Maximising opportunities for digital communication and collaboration and problem solving.
- 4.5 Adapting delivery to account for gender sensitivity, the need for role models, along with different perspectives and appreciation of different cultures.

#### Competence Theme No5      Creating a Community of Practice

As a Master Trainer, **at level 6**, work with others to engage in the creation and maintenance of a community of practice as a means for knowledge sharing, learning and support.

- 5.1 Working openly and transparently to ensure that gender awareness and key cultural differences are taken into consideration at all times.
- 5.2 Identifying shared learning experiences with others especially who share common goals and interests, ensuring all actions demonstrate zero tolerance, especially abuse of powers.
- 5.3 Integrating collective learning into lifelong learning and professional development.
- 5.4 Experimenting with others who share a common concern, a set of problems, or interests.

5.5 Building inclusive collaboration by demonstrating respect for differences and providing all members to contribute equally, develop team members' awareness of unconscious bias, and within cultural context.

## LEVEL 5

### Competence Theme No6 Facilitating learner-centred environments

As a Trainer work with and use the guidance from others to achieve the continuous improvement of a learning environment that promotes non-formal and informal synchronous and asynchronous learning opportunities in enterprising/entrepreneurial topics. As a Trainer, facilitating within a learner-centred blended learning environment, **at level 5.**

6.2 Working with others to create an environment that exemplifies an empowering learner-centred culture that has an underlying commitment to developing gender awareness.

6.3 Developing and demonstrating sensitivity to gender issues within material and resource creation.

6.4 Showing how the learning environment promotes equity, the value of different perspectives, and how these viewpoints can enhance creative solutions, and improve performance.

6.5 Creating value through engaging a community of learners, enthusing a growth mindset, and tailoring entrepreneurial learning experiences through which information and data literacy is improved.

6.6 Encouraging and support learners as active agents in collaborative, experiential and experimental learning, creatively using digital technologies.

6.7 Facilitating active learning to build on ideas, turn ideas into action, challenge assumptions, and co-create new knowledge.

6.8 Using and promoting digital technologies to communicate and collaborate, develop digital content, and manage digital identity.

### Competence Theme No7 Business Mentoring

As a Trainer at **level 5**, work with some guidance from others, provide assistance and offer direction to mentees. As a Trainer with enhanced potential within a business mentoring relationship.

- 7.1 Demonstrating the importance of acting as a role model and sourcing others who are role models, in building and constructing supportive relationships and networks.
- 7.2 Demonstrating empathy, listening and keeping an open mind, developing gender awareness to overcome biases.
- 7.3 Taking increased responsibility for creative value by providing one-to-one support, feedback and guidance to those at pre-start, start-up and growth stages, at the appropriate knowledge and skills level.
- 7.4 Offering valuable insights, guidance, and insightful perspectives based on experience of gender awareness, cultural context in value creation.
- 7.5 With others, support the entrepreneur in creating a network of professional connections to help build all aspects of their business within an equitable and culturally appropriate context.
- 7.6 Compiling a resource of relevant gender and culturally sensitive information, resources and tools to help develop business ideas at different stages.
- 7.7 Taking increased responsibility for creating value to help transform ideas into action.

## Competence Theme No8      Facilitating Enterprising Mindsets

Taking increasing levels of responsibility for creating an environment that builds resilience and opportunities for collaborative experimentation. As a **level 5** Trainer, facilitate an environment that empowers individuals to grow and accomplish goals.

- 8.1 Working with others in an equitable, respectful way, with shared understanding of gender awareness and sensitivity.
- 8.2 Demonstrating how creative solutions can empower, enhance outcomes, improve performance, and support learning.
- 8.3 Linking entrepreneurial success to strong skills and qualities, such as resilience, integrity, flexibility, adaptability, and a positive work ethic.
- 8.4 Relating the lifelong learning environment to the need for entrepreneurial curiosity, creativity, and value creation.
- 8.5 Stimulating visionary thinking, leadership and lifelong learning.
- 8.6 Maximising opportunities for managing data, information and digital content.

## Competence Theme No9      Facilitating digital learning environments

With some guidance and working together with others, co-create an ecosystem of digital tools, resources and materials. As a **level 5** Trainer, facilitating learning within a synchronous and asynchronous (blended learning) environment.

- o Associating the potential for entrepreneurial success to digital transformation, and benefits of being digital.
- o Gathering and articulating information and resources that responds to varying levels of engagement in online environments, using appropriate tools and techniques.
- o Appraising the accessibility or suitability of any new technologies in terms of connectivity, reliability or technological skills of learners.
- o Maximising opportunities for digital communication and collaboration and problem solving.

## Competence Theme No10     Participate in a community of practice

Work with some guidance and others, participate in a community of practice as a means for knowledge sharing, learning and support. As a **level 5** Trainer, focusing upon improving skills, turning ideas into action, and developing knowledge about entrepreneurship.

- 10.1 Identifying shared learning experiences with others especially who share common goals and interests.
- 10.2 Integrating collective learning into lifelong learning and professional development.
- 10.3 Experimenting with others who share a common concern, a set of problems, or interests to facilitate learning.
- 10.4 Creatively use digital technologies to interact with others, sharing information, and to help solve problems.
- 10.5 Sharing and acquiring knowledge that supports gender awareness, equity and empowerment, helping overcome biases, and building role model examples.

## LEVEL 4

### COMPETENCE THEME No11 ENTREPRENEURSHIP IDEAS & OPPORTUNITIES

In the role of Entrepreneur, focus upon ideas and opportunities, on my own and with others to build my independence.

- 11.1. Proactively look for key people/organisations, and seize opportunities to create value, including out of necessity, considering key cultural differences, gender awareness and inequality, as appropriate.

11.2. Creating value by exploring the social, cultural and economic landscape and uncovering needs, and using data, information and digital content, as appropriate, to establish user groups.

11.3. Testing the value of solutions with end users, including the use of digital content creation and using digital technologies for problem-solving, as appropriate.

11.4. Judging ideas, products or process are innovative within a wider context.

11.5. Awareness of what is needed to build a value creation vision and decide which type of value to act on, to identify opportunities, promote inclusivity, and value different perspectives.

**COMPETENCE THEME No11**

**ENTREPRENEURSHIP**

**RESOURCES**

In the role of Entrepreneur, focus upon resources, on my own and with others to build my independence.

11.6. Using resources responsibly and effectively, including using my own time effectively, making use of digital communication and collaboration, as appropriate.

11.7. Building cross-sector and/or sector-based relationships and connections to build a network of value-creating support, valuing different perspectives and improve performance.

11.8. Creating financial forecasts and using budgeting tools and know-how for a value-creating activity, and for estimating legal requirements, creatively using digital technologies.

11.9. Communicating value to stakeholders from different backgrounds, showing awareness of different audiences, using various methods including social media.

**COMPETENCE THEME No11**

**ENTREPRENEURSHIP**

**INTO ACTION**

In the role of Entrepreneur, focus upon initiating value-creating activities alone, and working collaboratively with others.

11.10. Being driven by the possibility of being able to initiate value-creating activities alone and with others, using digital technologies, as appropriate, to promote inclusive practices and build relationships.

11.11. Facing challenges, solve problems and seize opportunities to seize values to identify opportunities for improvement.

11.12. Actively look for, compare and contrast different sources of information, including digitally sourced data, to inform levels of risk and/or take calculated risks.

11.13. Critically evaluate gender awareness, diversity and inclusivity as potential sources of ideas and opportunities.

- 11.14. Establishing new relationships to secure the support needed to turn ideas into action.
- 11.15. Contributing to a group/team who can work together on a value-creating activity, and sharing ownership of value-creating activities with others.
- 11.16. Defining key elements that make up a value-creating business model to set out and achieve priorities and goals.

## Annex 1: WEntre Role Profiles

### Master Trainer – Role Profile

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#### **Role Summary**

As a WEntre Master Trainer you will be at the forefront of preparing WEntre Trainers to apply their enhanced entrepreneurial competencies to tailor-made synchronous and asynchronous learning – the WEntre Blended Learning programme. Your respect for diversity, integrity, and professionalism, along with a passion for lifelong learning will be key to delivering our Train-the-Trainer model. Your proficiency in facilitating competence development both in group and one-to-one scenarios will ensure success.

#### **Responsibilities**

As Master Trainer your core role revolves around enhancing the competencies and performance of Trainers. Your goal is to ensure that the Trainers are sufficiently confident and competent in their role of constructing and delivering synchronous and asynchronous tailor-made learning for women who are creating value through entrepreneurship.

You will be responsible for conducting engaging and effective learning opportunities, which embed experiential learning theory, and a project-based learning approach. You will utilize your clear communication and interactive learning techniques to respond to different learning styles, to maintain participant interest. Where appropriate, you will engage in one-to-one mentorship to support progression.

#### **Required Experience, skills and competencies**

- At least 5 years' experience of planning, organising and delivering training within a lifelong learning context
- At least 3 years' experience of enterprise/entrepreneurship development

As a Master Trainer, you will bring to the role your experience as follows:

- be accomplished in undertaking skills audits/learning needs analysis, appraising and assessing levels of entrepreneurship competence, using the results to tailor a learner-centred approach within an enterprising environment.

- have strong organisational, time management, problem-solving, and time management.
- have excellent facilitation, moderation and communication skills, placing emphasis on having thorough topic-based knowledge, which you can convey to others effectively.
- have sound information and data literacy, being able to develop digital content, and creatively use digital technologies.
- be proficient in adapting learning materials to reflect the requirements of learners at different levels, and within a variety of contexts.
- have experience of delivering Training-for-Trainers, including providing mentoring, coaching and supervision.
- be experienced in providing coaching and mentoring, crucially providing guidance, support and constructive feedback to aspiring entrepreneurs.
- possess in-depth knowledge of entrepreneurial principles, practices, and current trends, along with a strong understanding of VET curricula and methodologies to effectively support and educate aspiring entrepreneurs.
- have experience of supporting digitalization and digital solutions for MSMEs.
- be able to work within existing communities of practice and actively foster the development of such networks among trainees, encouraging collaboration, knowledge-sharing, and peer support.

As Master Trainer, you will be required to:

- conduct thorough needs assessments to tailor competency development associated with entrepreneurial capabilities through a learning needs analysis and track learning through a digital tool to capture progress.
- engage in the co-design and innovative delivery of a Train-the-Trainer programme to inform its continuous development and work collaboratively to tailor entrepreneurial outcomes to a specific context.
- co-design assessment of entrepreneurial learning aligned to the WEntre Competence Framework, to capture effectiveness and inform continuous development.

In facilitating Learning you will

- employ a creative approach to project-based learning that is tailored to individual and groups of learners using a 'pick and mix' method to develop a spectrum of competences at a variety of levels.
- develop learning through a blended learning approach that incorporates traditional, digital and open source online learning which foster a purposeful progression in entrepreneurial learning focusing upon competency areas and subjects/topics and the level as determined.
- embed and facilitate practical assessments within a lifelong learning context capturing demonstrable evidence of capabilities and progression.

- In facilitating Business Development you will:
- employ existing and/or newly acquired business mentor skills to support individuals through their entrepreneurial journey.
- network and apply a relational way of working to ensure that business mentoring support can readily tap into wide ranging professionals who can support the entrepreneurial journey.

## Trainer – Role Profile

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### Role Summary

As a WEntre Trainer you will be at the forefront of delivering the WEntre Blended Learning programme. Your respect for diversity, integrity, and professionalism, along with a passion for lifelong learning will be key to facilitating development of the entrepreneurial competencies of women. Facilitating their progression pathways, your proficiency in facilitating competence development both in group and one-to-one scenarios will ensure success.

### Responsibilities

As Trainer your core role revolves around mobilising interest in entrepreneurship and inspiring action, implementing entrepreneurial ideas and projects, and enhancing the competencies of women pursuing enterprising pathways and achieve value creation. Your goal is to ensure that enterprising women are sufficiently confident and competent in learning within a synchronous and asynchronous learning environment.

You will be responsible for conducting engaging and effective learning opportunities, which embed experiential learning theory, and a project-based learning approach. You will utilize your clear communication and interactive learning techniques to respond to different learning styles, to maintain participant interest. Where appropriate, you will engage in one-to-one mentorship to support progression.

### Required Experience, skills and competencies

- At least 3 years' experience of delivering training within a lifelong learning context
- At least 2 years' experience of professional experience in entrepreneurship/enterprise

As a Trainer, you will bring to the role your experience as follows:

- be accomplished in using the results of skills audits and learning needs assessments to tailor a learner-centred approach within an enterprising environment.
- have proven facilitation, moderation and communication skills, placing emphasis on having thorough topic-based knowledge, which you can convey to others effectively.
- be proficient in adapting learning materials to reflect the requirements of learners at different levels, and within a variety of contexts.
- have sound information and data literacy, being able to develop digital content, and creatively use digital technologies.
- be experienced in providing coaching and mentoring, crucially providing guidance, support and constructive feedback to aspiring entrepreneurs.
- possess in-depth knowledge of entrepreneurial principles, practices, and current trends.
- have experience of supporting digitalization and digital solutions for MSMEs.
- be able to work within existing communities of practice and actively foster the development of such networks among trainees, encouraging collaboration, knowledge-sharing, and peer support.

As Trainer, you will be required to:

- to tailor competency development associated with entrepreneurial capabilities through a learning needs analysis and track learning through a digital tool to capture progress.
- engage in the co-design and innovative delivery of the WEntre blended learning programme to inform its continuous development and work collaboratively to tailor entrepreneurial outcomes to a specific context.

In facilitating Learning you will

- employ a creative approach to project-based learning that is tailored to individual and groups of learners using a 'pick and mix' method to develop a spectrum of competences at a variety of levels.
- develop learning through a blended learning approach that incorporates traditional, digital and open source online learning which foster a purposeful progression in entrepreneurial learning focusing upon competency areas and subjects/topics and the level as determined.
- embed and facilitate practical assessments within a lifelong learning context capturing demonstrable evidence of capabilities and progression.

In facilitating Business Development you will:

- employ existing and/or newly acquired business mentor skills to support individuals through their entrepreneurial journey.
- network and apply a relational way of working to ensure that business mentoring support can readily tap into wide ranging professionals who can support the entrepreneurial journey.

## Entrepreneur - Role Profile

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### Role Summary

Within the context of WEntre, the entrepreneur role profile is one that has at its core the values of respect for diversity, integrity, and professionalism. You will have an awareness and sensitivity regarding gender issues, leading by example. Further, you will be committed to inclusive collaboration and creative problem solving. Through creative problem solving, as an entrepreneur you will start and run a business for financial, cultural or social value. You will act upon ideas and opportunities, usually to bring a new product or service to the market, including the private, public and third sectors, and any hybrid of all three.

### Responsibilities

As an entrepreneur you will be responsible for initiating and leading business activities, creating and sharing wealth, handling finances, marketing and sales, building networks, and managing risk. You will have responsibilities for using digital technologies to manage information and digital content to ensure that your value-creating activity operates within a contemporary business environment, including but not limited to competition, innovation, and constant change.

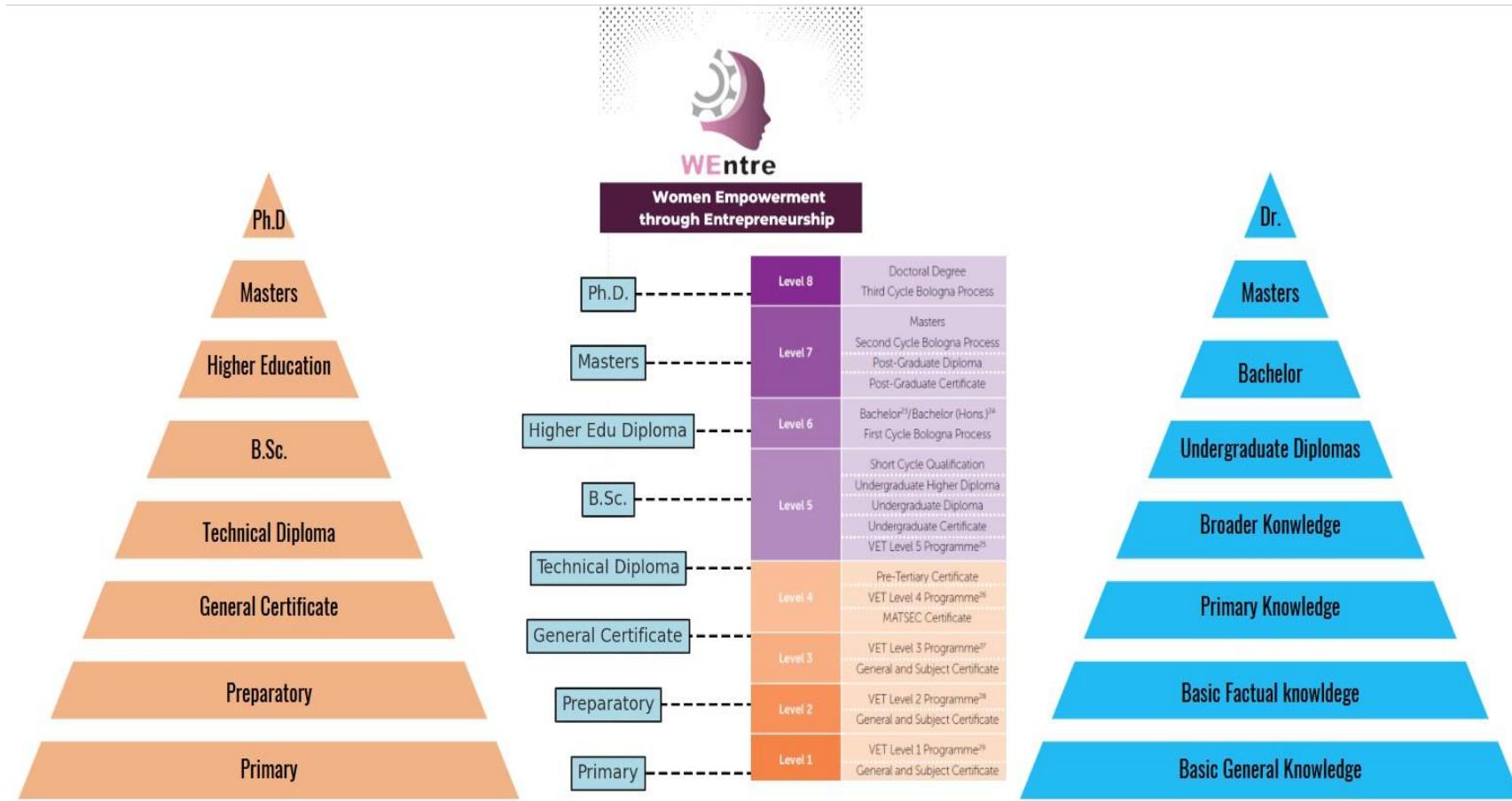
### Required Skills and Competencies

- Use your imagination and abilities to identify opportunities for creating value
- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.
- Identify needs and challenges that can be met by establishing new connections to create value and recognising potential.
- Develop creative and purposeful ideas by exploring and experimenting with innovative approaches and achieve valuable effects.

- Get and manage the material, non-material and digital resources needed to turn ideas into action.
- Identify, develop and manage competences needed for all aspects of business and value-creating activities, maximising the potential for success through building relationships, partnerships and networks.
- Estimate the cost of turning an idea into a value-creating activity, plan and put in place, and evaluate, financial decisions over time.
- Demonstrate effective communication, persuasion, negotiation and leadership.
- Initiate processes that create value, work independently, and with others, to achieve action plans and goals.
- Use structured ways of testing ideas from the early stages to reduce risks, and use problem-solving to handle fast-moving situations promptly and flexibly.

Depending on individual level, context and needs analysis, development of the individual role of entrepreneur/developing enterprising capabilities, it is reasonable to expect that more emphasis may be put on some of the competences and less on others.

## Annex 2: EQF/Egyptian Framework



### Annex 3: Tracking Competency Development

## Capturing Distance Travelled

As part of the co-creation of the Competence Framework, the WEntre partners considered the importance and added value of having a digital recording tool to help manage, track and log the baseline and attainment of competencies of those engaged.

The digital tool below provides a good example of how this mapping and tracking can be achieved, however there are numerous similar tools available.



**WEentre**

## **Women Empowerment through Entrepreneurship**