Endurance Competence Framework

Co-funded by the European Union

COMPETENCE AREA	COMPETENCES	LEARNING OUTCOME	KNOWLEDGE	SKILLS	ATTITUDE
Scenario #1 - Entrepreneurship & Innovation for Sustainability	*Getting the sustainability mindset*	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.	Knows the main views on sustainability: anthropocentrism (human-centric), technocentrism (technological solutions to ecological problems) and ecocentrism (nature-centred), and how they influence assumptions and arguments.	Can articulate and negotiate sustainability values, principles and objectives while recognising different viewpoints.	Is prone to acting in line with values and principles for sustainability.
	Framing sustainability challenges	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.	Knows that to identify fair and inclusive actions, it is necessary to look at sustainability problems from different stakeholder perspectives.	Can establish a transdisciplinary approach to framing current and potential sustainability challenges.	Listens actively and shows empathy when collaborating with others to frame current and potential sustainability challenges.
	Taking entrepreneurial initiative towards sustainability	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.	Knows how to translate a sustainability challenge into a sustainable business opportunity.	Can establish and implement business model to meet a sustainability challenge.	Is confident about anticipating and influencing sustainable changes.
	Positioning oneself within the policy system	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.	Knows policies, support instruments that enable sustainable transformation.	Can identify relevant social, political and economic stakeholders in one's own community and region to address a sustainability problem.	Demands political accountability for unsustainable behaviour.
Scenario #2 - Cross - Collaboration for Sustainability	*Facilitating collective action*	To act for change in collaboration with others.	Knows how to work with diverse participants to create inclusive visions for a more sustainable future.	Can create transparent, inclusive and community-driven processes.	Is willing to engage with others to challenge the status quo.
	Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.	Knows that sustainability problems must be tackled by combining different disciplines, knowledge cultures and divergent views to initiate systemic change.	Can synthesise sustainability-related information and data from different disciplines.	Is committed to considering sustainability challenges and opportunities from different angles.
	Adaptability thinking	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.	Knows that human actions may have unpredictable, uncertain and complex consequences for the environment.	Can take into account local circumstances when dealing with sustainability issues and opportunities.	Is willing to discontinue unsustainable practices and try alternative solutions.
Scenario #3 - Digitalization for the Green Transition	*Exploring the interconnectedness of digitalization and sustainability*	To understand how to implement integrated solutions to enable green transition by assesing digital transformation to implement green innovation, create knowledge and innovate with sustainable processes and products.	Capable of understanding how fostering and facilitating Industry 4.0 strategies into sustainable practices is crucial for driving the twin transition to enhance both productivity and sustainability and shaping a competitive and resilient future.	Knows how to apply digital transformation strategies, specifically in Industry 4.0, to drive both operational efficiency and sustainability in business models.	Open to explore and spot opportunities created by digital technologies for own and company needs by having a proactive approach to balancing technological innovation with environmental responsibility.
	Incorporating digital technologies to create and support circular economy processes	To use and apply digital tools and enabling technologies for process optimization, product lifecycle extension, and waste minimization.	Knows that digital technologies and electronic devices can be used as a tool to support the innovation of new processes and products. Understands KETs and their role in boosting industrial competitiveness, fostering innovation, and supporting a circular economy.	Knows how to engage in resolving sustainability challenges by choosing the right digital technology and integrating it into business models to address sustainability challenges within a circular economy framework.	Motivated to adopting and adapting new technologies that challenge traditional linear economic models to co-design and co-create new products and services using digital devices.
	Fostering ethical and sustainable digitalisation strategies	To make informed, responsible decisions regarding the ethical and environmental implications of digital transformation.	Understandshow technology impacts society and the environment, and the importance of ethical considerations in technological and digital advancements.	Knows how to assess and implement ethical frameworks within organizations to ensure responsible use of technology, taking into account privacy, security, and environmental impact.	Commited to align technological innovation with ethical values, ensuring that technology is used responsibly and sustainably for the benefit of society and the planet
Scenario #4 - Circular Systemic Solutions	*Thinking in systems*	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.	Knows that every human action has environmental, social, cultural and economic impacts.	Can describe sustainability as a holistic concept that includes environmental, economic, social, and cultural issues.	Is concerned about the short- and longterm impacts of personal actions on others and the planet.
	Thinking critically	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.	Knows sustainability claims without robust evidence are often mere communication strategies, also known as greenwashing.	Can analyse and assess arguments, ideas, actions and scenarios to determine whether they are in line with evidence and values in terms of sustainability.	Trusts science even when lacking some of the knowledge required to fully understand scientific claims.
	Sustainable future literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.	Knows the difference between expected, preferred and alternative futures for sustainability scenarios.	Can envisage alternative futures for sustainability that are grounded in science, creativity and values for sustainability.	Is aware that the projected consequences on self and community may influence preferences for certain scenarios above others.