

Europeisk kvalifikasjonsramme verk for en Co- Working grynder



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1. ROLLEN TIL DEN SOM STARTER EN CO-WORKING SPACE

Hvem er den ideelle personen for å starte opp en co-working space? Er han/hun forskjellig fra andre entreprenører?

Mens nettet er fylt av ulike definisjoner av co-working, er det vanskelig å finne en definisjon av en co-working grynder, grunnlegger eller ledere. De siste tiårene har co-working konseptet vokst og det kan defineres som et aktivt fellesskap, der muligheter og synergier opprettes. Til tross for hva folk tror, betyr det å skape en co-working space, ikke bare en reduksjon i faste kontorutgifter, men også en etablering av viktige muligheter i arbeidssammenheng.

Derfor må en co-working grynder først og fremst være en "garantist" for fellesskapet i et slikt samarbeidsrom. Han eller hun må kunne tilrettelegge for at nye relasjoner mellom medarbeidere og /eller mellom medarbeidere og lokalsamfunnene, skapes.

Imidlertid står en co-working grynder overfor et bredt spekter av problemer og utfordringer, fra administrative oppgaver til kommunikasjonsferdigheter og fra juridiske spørsmål til kompetanse i å gjennomføre eventer. En co-working grynder må først og fremst kunne omforme et lokale i ei bærekraftig og forretningsmessig retning, samt kunne håndtere juridiske og finansielle aspekter vedrørende åpning og ledelse av et co-working fellesskap.

Han / hun må sørge for god ledelse av fellesskapet, for eksempel gjennom valg av medlemmer, opprettelse av et aktivt miljø på tvers av generasjoner, et miljø som skaper merverdi, delingskultur og aktiv deltakelse i fellesskapet. Personen må evne å oppmuntre til samspill, nettverksbygging, etablering av samarbeidserfaring, respekt for etiske regler, deling av prosjekter og crowd-sourcing.

Sammenfatningsvist betyr dette at en co-working grynder, bør være en proaktiv person so er dyktig på multitasking. Personen bør være en initiativtaker og ha en bred bakgrunn i form av utdanning og erfaring. Han / hun bør ha en dyp innsikt i dagens situasjon og samfunnstrender, samt i stand til å forstå lokalbefolkningen og brdriftenes behov.

2. BEHOV OG FORDELER VED Å IMPLEMENTERE ET KVALIFIKASJONS RAMMEVERK FOR PROFESJONEN

Denne foreslåtte beskrivelsen av kvalifikasjoner har blitt utarbeidet av prosjektet YOUTH RE WORKING RURAL, som, i tillegg til andre oppgaver, har som mål å definere den nye jobb profilen til en co-working grynder, samt beskrive kvalifikasjoner tilegnet gjennom (validert gjennom)

Prosjektets ambisjon er å utvikle og levere en felles referanseramme for kvalifikasjonssystemer, der disse også dekker yrkesopplæring og trening, samt der man tilrettelegger for opparbeidet kvalifikasjon gjennom (validering av) ikke formell og in-formell læring gjennom det brede spekteret innenfor profesjonen Co-working grynder.

I prosjektet har partnerne jobbet på nasjonalt nivå og analysert nasjonalt kvalifikasjonsrammeverk (NKR), så vel som status i forhold til opplæring, trening og utdanning i deltakende land.

Denne NKR fungerer som et referanseverktøy for å sammenlikne kvalifikasjonsnivåene innenfor de ulike kvalifikasjonssystemene. Samt promotere både livslang læring og like muligheter i kunnskapssamfunnet, i tillegg til videre integrasjon i det europeiske arbeidsmarkedet, dette samtidig som at det vises respekt for et mangfold av nasjonale utdanningssystem.

Det utarbeidede Nasjonale Kvalifikasjonsrammeverket til co-working grynderen, i form av kunnskap, ferdigheter og kompetanse, er basert på læringsutbytte som uttrykk for hva den lærende vet, forstår og er i stand til å demonstrere etter fullført læringsprosess. (Utbytte basert tilnærming)¹. Kunnskapen, ferdighetene og kompetansen som det refereres til her er linket til nye nivåer, de kan bli forstørret og oppgradert.

Læringsutbyttene er bygd rundt følgende lærings-områder (se kap. 5):

- Ideer og muligheter
- ressurser
- mot handling
- kunnskapsapplikasjon

Det vil bidra til profesjonell og personlig (selv)forbedring av Co-working grynderen.

Til slutt, dette NKR, utviklet av prosjektet YOUTH RE WORKING RURAL, har som mål å bidra til videre livslang-læringsmål og øke lærings og arbeidsmobilitet, ansettelsesbarhet og sosial integrasjon i arbeidsmarkedet.

¹ En av de største fordelene med læringsutbytte er at de er klare uttalelser om hva den lærende forventes å oppnå og hvordan han eller hun forventes å demonstrere hva som er oppnådd. På den måten er læringsutbytte mer presist, lettere å beskrive og mer konkret enn læringsmål.

2.1. NASJONALT KVALIFIKASJONSRAMMEVERK OG "STATE OF THE ART" I PARTNERLANDENE

Selv om co-working fenomenet er godt etablert i alle analyserte land (Spania, Norge, Latvia, Hellas og Slovenia) har de alle noen felles utfordringer å ta tak i.

Først av alt, i alle partnerland, er det ikke spesifikke NKR for co-working grynder som profesjon (heller ikke for liknende, som co-working etablerer, leder, eier). Derimot er det mulig å tilegne seg kvalifikasjoner som kan være relevante og nyttige også for en co-working leder (f.eks. i Slovenia en forretningsutvikler, prosjektleder, etc...).

Videre er det ingen spesifikke formelle treninger, utdanninger eller kurs, som er rettet mot å trene en Co-working space leder. I de fleste berørte land er det seminarer, høyere utdanningskurs og kurs tilrettelagt av organisasjoner eller regionale utviklingskontor, som dekker ulike nyttige temaer og felt for å utvikle og lede etn Co-working space. Men, ingen av disse er formelt godkjent for et slikt mål.

I Italia, Slovenia og Latvia, har ledere av co-working spaces erkjent savnet av treninger. Derfor har nesten alle co-working spaces regelmessige treninger og seminarer i dette temaet, de inviterer profesjonelle innenfor ulike temaer og arrangerer dialoger for å styrke situasjonen. Dette kan betraktes som de eneste treningsmulighetene for øyeblikket.

Av den ovenfornevnte grunnen, er det en tendens at man definerer lederen av en co-working start-up som en med multidisiplinær profil: så det å lede en CW space har et mangfold av tilnærminger.

I Latvia, for eksempel, kan man se to ulike co-working retninger; det å sette opp og å lede et CW space og CW som en lokalsamfunnsutvikler. Den første typen er det klassiske CW ledelsesaspektet, det som krever generell kompetanse innen forretningsutvikling og ledelse. Co working som en lokalsamfunnsutvikler krever samarbeid i hele lokalsamfunnet for å bygge, forbedre og styrke samfunnet rundt Co-working bygningen.

Mangenåværende ledere av CW spaces , har ulike kulturelle bakgrunner; de har deltatt på en mengde kurs, har ulike universitetsspor og har tilegnet seg sin kunnskap på mange måter.

For eksempel i Spania og Norge, er ledelse og entreprenørskaps kurs tilbudt gjennom nasjonale akademia og treningstilbud. Dette, kombinert med profesjonell rådgivning, analyser av dokumenter, eller konsultering av andre co-working online miljøer kan gi nyttig og praktisk kunnskap for en co-working manager. I Hellas henter de kunnskap gjennom tilbakemeldinger og kunnskapsdeling mellom co-working eiere.

På grunn av brist på formell utdanning innenfor dette feltet, deler generelt en leder av CW spaces, mange ferdigheter med en entreprenør. Grunnleggende ferdigheter i ledelse, styring, og administrasjon, jus og sosiale

ferdigheter, kommunikasjon og myke ferdigheter. Imidlertid er det noen felt som skiller en Co-working space leder fra andre entreprenører, dette er evnen til å promotere og skape fellesskapsfølelse mellom co-workers og eller andre premissleverandører i lokalsamfunnet.

På grunn av mangel på godkjente utdanningsspor innenfor dette feltet, har ledere av CW spaces ofte en bred kunnskap innenfor alle mulige områder, samtidig som de delegerer eller får underleveranser av spesifikke kompetanser og ferdigheter.

3. EQF FOR THE CO-WORKING START-UPPER

Learning areas	Units	Learning outcomes	Knowledge	Skills	Competences
1. Ideas and Opportunities	1.1 Spotting opportunities	1.1.1 Be able to identify, create and seize opportunities	Explain how critical thinking is related to opportunities	Search and find and/or create opportunities for a Co-working space	Detect local opportunities and transform them in business opportunities
		1.1.2 Be able to focus on challenges	Show business & entrepreneurship knowledge Know the creative industries sector and/or business start-ups	Draft and develop a current situation analysis on coworking sector	Create a strategy to determine the suitable opportunity
		1.1.3 Be able to respond to uncovered needs	Know the concept of "need"	Critically analyse surrounding context in order to identify and suggest opportunities	Apply strategic and analytical thinking techniques Choose the best opportunity from the current situation analysis
		1.1.4 Be able to analyse the context	Understand local (regional and global) environment, context and trends	Draft a strategic plan for the co-working space according to local needs and trends Find synergies	Analyse the context and make strategic decisions on location and customer targeting

				between projects, strategies, environments etc...	
	1.2 Creativity	1.2.1 Be curious and open	Describe what creativity in entrepreneurship is	Record innovative ideas related to a co-working space	Lead personal or group processes in how to be open minded and curious
		1.2.2 Be able to develop ideas	Describe several definitions of creativity Describe a personal creative process	Run a creativity process in a team	Lead a personal creative process (self organized)
		1.2.3 Be able to define problems	Know how to express what a problem is and different categories of problems	Identify and define a problem	Use different problem solving techniques
		1.2.4 Be able to design value	Explain the concept of value	Be aware of values and opportunities in a co-working space	Design a value document-chain for the co-working space
		1.2.5 Be innovative	Knowledge of techniques to boost innovation and creativity in the daily processes and activities	Apply innovation for the diversification and better use of the CW space	Use the innovation techniques in daily activities and processes
	1.3 Vision	1.3.1 Be able to imagine	Know how to define a vision, mission and	Draw up the vision of the Co-working space	Utilize a personal vision



			values for a CW space	start-up	Show perspective and vision
		1.3.2 Be able to think strategically	Describe what a vision is Explain the role of visions in entrepreneurship	Integrate vision in short and long term work and plans	Define vision for the co-working space and connect it to strategic plans
		1.3.3 Be able to guide actions	Describe how one can utilize a vision	Utilize visions	Lead a team process in utilizing common visions
	1.4 Valuing ideas	1.4.1 Be able to recognise the value of ideas	Explain the concept of idea Explain what a valuable idea is	Define the value of an idea Compare several ideas	Analyse and value ideas in a context Show the ability to see the bigger picture Embrace diversity and be able to identify and boost synergies from it
		1.4.2 Be able to share and protect ideas	Explain the relation between sharing and protecting ideas	Run sessions in team about valuing ideas Make implementation plans about valuing ideas	Turn ideas into concrete outcomes, activities and projects
	1.5 Ethical and sustainable	1.5.1 Be able to behave ethically	Explain what ethic means in own context	Organize sessions about importance and	Implement ethic plan connected to own



	thinking		Understand the specific ethical principles that have to be applied in the business	implementation of ethics among several partners	context
		1.5.2 Be able to think sustainably	Explain what sustainability means in own context Understand the importance of sustainability and social responsibility for a company environment	Apply the main eco-friendly and sustainable solutions to the working environment Organize sessions about importance and implementation of sustainability among several partners	Implement sustainable plan for own context
		1.5.3 Be able to assess impact	Understand the main eco-friendly and sustainable materials and their application in working Be aware about the environmental impact of a CW space	Set an evaluation system about the sustainability of the co-working space Design measures to minimize the environmental impact of a CW space	Increase the Social Corporate Responsibility of the CW
		1.5.4 Be accountable	Be able to explain what accountable in ethics and sustainability means	Integrate ethics and sustainability in everyday work	Show integrity, responsibility, accountability, self-awareness, work



					<p>ethic, and empathy</p> <p>Encourage and use emotional intelligence techniques in social interactions</p> <p>Build trust relationship with the stakeholders</p> <p>Show professionalism and patience</p> <p>Develop plans and implement ethic and sustainability in own organization</p>
<p>2. Resources</p>	<p>2.1 Self-awareness and self-efficacy</p>	<p>2.1.1 Be able to follow own aspirations</p>	<p>Recognize key drivers and motivation inputs</p> <p>Know personal and professional goals</p> <p>Understands the importance of having dreams and aspirations</p>	<p>Identify or set aspirations</p> <p>Set goals necessary to follow the aspirations</p> <p>Help others explore and identify aspirations.</p> <p>Support others in following their aspirations.</p>	<p>Plan activities and create opportunities and an environment where it is possible to follow aspirations</p> <p>Maintain inner strength based on desire to succeed.</p>



		2.1.2 Be able to identify own strengths and weaknesses	<p>Understand the concept of personal (or character) strengths and weaknesses</p> <p>Understand SWOT analysis (principles, purpose, how to use it)</p> <p>Recognize the importance of knowing own strengths and weaknesses</p> <p>Know how to use strengths to the best of own abilities</p>	<p>Use different techniques to identify (recognize and name) strengths and weaknesses.</p> <p>Practically and objectively illustrate strengths/ weaknesses (with examples of specific behaviour).</p>	<p>Identify and develop, build individual strengths and skills to establish/run a successful business.</p> <p>Use strengths to help others grow as a person and as an employee.</p>
		2.1.3 Be able to believe in own abilities	<p>Understand what ability is</p> <p>Define abilities in personal and professional life.</p>	<p>Recognize abilities and identify which abilities need to be developed, improved</p> <p>Make a plan for developing specific abilities</p> <p>Recognize abilities of others and help others</p>	<p>Have self confidence</p> <p>Have confidence in own abilities</p> <p>Realize and appreciate own self-worth.</p> <p>Support others and help the build their abilities and their belief in them.</p>



				<p>build specific abilities</p> <p>Design an environment where abilities can be respected, acknowledged and developed further</p>	<p>Design an environment where abilities (own or of others) can be recognized, valued and developed.</p> <p>Engage and participate in activities in which own abilities can be used and developed.</p> <p>Organise or implement sessions for developing specific abilities at workplace.</p>
		2.1.4 Be able to shape own future	<p>Awareness of the past, present and future</p> <p>Know the importance of planning future</p> <p>Understand that a person can shape and influence his/her own future.</p>	<p>Set clear, attainable and realistic goals</p> <p>Plan activities that contribute to achieving goals and creating positive outcomes in personal and professional life (in specific time frame).</p>	<p>Plan and implement relevant activities, tasks, goals that contribute to the future envisioned.</p> <p>Direct one's energies toward the completion of the future goals, actions based on personal desires, objectives and ideas.</p>



					Plan and use suitable strategies to reach personal and professional goals.
	2.2 Motivation and perseverance	2.2.1 Be able to stay driven	<p>Understand the concept of motivation</p> <p>Know the difference between internal and external motivation</p> <p>Understand key drivers for own motivation</p> <p>Understand what motivates, drives others</p> <p>Know the internal and external factors that encourage or hinder motivation</p>	<p>Start, achieve, and accomplish something (also in the face of adversity)</p> <p>Achieve own motivation</p> <p>Motivate and engage others</p> <p>Experience and create opportunities for flow and enjoyment.</p> <p>Obtain training and educational growth opportunities.</p>	<p>Recognize factors that contribute to greater motivation.</p> <p>Plan and implement activities, design environment in which individuals can stay driven, engaged and motivated.</p> <p>Offer support to others in order to assure their motivation and high levels of drive for professional tasks and development</p>
		2.2.2 Be determined	<p>Understand what determination is and how it affects one's personal and professional life</p>	<p>Decide what to do, make a plan and follow the plan (being able to set goals and achieve them)</p> <p>Think about and define, identify a</p>	<p>Motivate oneself to finish the task, activity.</p> <p>Focus and stay determined, committed to a task, project, job,</p>



				<p>purpose (in personal or professional life)</p> <p>Continue to do something, although it is very difficult</p> <p>Stay firm and decisive, even if others do not agree or do things differently</p>	<p>organisation etc.</p> <p>Plan activities and set environment that encourage determination in oneself and others.</p>
		2.2.3 Be able to focus on what keeps you determined	<p>Know and understand which factors (internal and external) increase or decrease levels of determination</p>	<p>Identify factors that contribute to high levels of determination</p> <p>Plan and implement activities that keep oneself or other determined and motivated</p>	<p>Identify one's own thoughts, emotions and behaviours that contribute to high levels of determination</p> <p>Organise work in a way it enables high levels of determination</p>
		2.2.4 Be resilient	<p>Understand and define what resilience is and what are the characteristics that build resilience</p> <p>Understand that being resilient doesn't mean</p>	<p>Build specific pillars/ characteristic of resilience</p> <p>Continue to perform effectively when faced with time pressures, adversity,</p>	<p>Develop resilience (or specific pillar of resilience) and use it in personal and professional life</p> <p>Help others build resilience</p>



			that a person is not affected by problems, adversity	disappointment, or opposition Identify and help others improve specific area that contributes to greater resilience	Develop and build resilient team, company or co-working space
		2.2.5 Be able not to give up	Define what perseverance is and understand that it can be developed and encouraged. Understand what influences perseverance (what encourages, sustain or hinder it).	Hold on to views and plans of action despite adversity. Use different techniques to keep persisting. Retain faith in his/her approach (or opinion) even if it is not immediately successful (accepted by others). Plan sessions to build persistence.	Set attainable, realistic goals and remain motivated to achieve them also in the face of adversity or obstacles. Assess when to continue and when to give up on an unattainable goal. Encourage others to set clear goals, to persist and to motivate them to keep going.
	2.3 Mobilising resources	2.3.1 Be able to manage resources	Master team-working techniques	Set tools that could help in management	Seek information, people, resources Apply various



					approaches to manage the team in difficult situations
		2.3.2 Be able to use resources responsibly	<p>Explain what mobilising resources is and what for</p>	<p>Develop plan for own organization about mobilisation of resources</p> <p>Implement plans for mobilising resources in own organization</p>	<p>Plan sessions about how to mobilise resources among others</p> <p>Run sessions about mobilization of resources among others</p>
		2.3.3 Be able to make the most of your time	<p>Understand what time management is and which benefits it adds in to the daily tasks.</p> <p>Know the different techniques and tips for stress management.</p>	Oversee and execute daily office operations	<p>Manage own time</p> <p>Put in practice time management skills leading to increase the productivity</p> <p>Share own working methods to reduce the working time</p>
		2.3.4 Be able to ask and get support	Know the different tools and entities able to provide support, advice and any other useful resource for the development of a CW space	Define the needs and the specific context related to the CW space and consequently address the right entity or resource able to	Apply different communication tactics according to the stakeholders



			<p>Understand general communication principles</p> <p>Know own limits</p>	<p>provide specific support</p> <p>Oversee subcontractors</p>	
	2.4 Financial and economic literacy	2.4.1 Be able to understand economic and financial concepts	<p>Map financial and economic literacy needed for own organization</p> <p>Know the fundamentals of economic and financial markets</p> <p>Understand the start-up legislation</p> <p>Know what aspects and contents should be treated when establishing contracts with coworkers</p> <p>Understand basic management concepts related to the daily working of a company</p> <p>Understand basic marketing concepts linked to the branding</p>	<p>Define where and how to enhance financial and economic literacy for own organization</p> <p>Run processes among others in order to map financial and economical literacy strengths and weaknesses</p> <p>Define an affordable pricing policy</p>	<p>Keep the business running in accordance to the market and customers needs</p>



		2.4.2 Be able to budget	Understand how to prepare a business plan	Elaborate and manage budgets, optimize and allocate available resources efficiently Set a process on how to manage the budget	Deploy a dynamic Budget management: monitor, control and record budget deployment and implement amendments when necessary
		2.4.3 Be able find funding	Know the different sources and types of funding for CW spaces Have a broad knowledge of EU, national and regional funds	Plan an efficient development plan Find funding opportunities Write a grant application	Recognize and mobilise the necessary public/private resources Keep contacts with business angels/venture capitalists
		2.4.4 Be able to understand taxation	Have the basic understanding of the specific applicable taxes in the country/region of work	Be aware and comply with the different obligations when it comes to taxes. Rely and delegate on qualified and certified professionals when necessary.	Respect and comply with the related deadlines and timings in the delivery and payment of tax declarations
	2.5 Mobilising others	2.5.1 Be able to inspire and get inspired	Explain how coaching as a method can be effectual in mobilising	Rotate tasks and offer training	Create and maintain an active, intergenerational



			others		community of coworkers Establish enabling relationships – build confidence by connecting the inexperience with the experience
		2.5.2 Be able to persuade	Understand the value of cooperation and how it can help to promote a CW Space	Develop a strong network with relevant stakeholders in the community: universities, administration, associations, etc.	Convince other people about the value of the cooperative philosophy and the advantages of being a coworker Show ability to persuade and motivate others
		2.5.3 Be able to communicate effectively	Explain what coaching is and which techniques are useful in mobilisation	Identify potential partners in the community that can help to add value to the CW space Use coaching techniques in mobilising individuals Use coaching techniques in	Communicate in an efficient way Run mobilising coaching processes among individuals Run mobilising coaching sessions among groups



				mobilising teams or groups	
		2.5.4 Be able to use media effectively	Understand the main principle of the sharing economy	Build an organizational structure	Participate to the community Enlarge the community (also online) Favour interaction and networking
3. Into action	3.1 Taking the initiative	3.1.1 Be able to take responsibility	Express why and when taking initiative is important Express different ways of taking initiative	Make decisions on either undertake actions on their own or delegate when necessary. Recognize and take responsibility of the consequences of these actions.	Take a responsibility
		3.1.2 Be able to work independently	Know different techniques on how to set goals and objectives, as well as specifics methods to achieve them.	Self-motivation and ability to work without supervision. Set your own goals and achieve them.	Show willingness to work independently
		3.1.3 Be able to take action	Know the meaning of challenge and how to identify and describe them when they come	Come up with different solutions and ideas to add value and differentiate the CW	Show a proactive attitude Behave as a team member



			up. Learn about different techniques on how to act to overcome these challenges.	space	
	3.2 Planning and management	3.2.1 Be able to define goals	Understand fundamentals of project management	Build a business plan and scheme good strategies to achieve certain goals for the CW space	Be aware about the long term perspective, define a strategy and objectives for the CW space
		3.2.2 Be able to plan and organise	Understand the basic concepts of project management Apply organization and coordination techniques Know human resources management techniques	Elaborate a calendar for the CW space management Set a tool to spread the files with other people Create protocols and rules of conduct to ensure the good environment in the CW space	Plan own tasks Show orientation to details Keep the calendar update and promote new initiatives
		3.2.3 Be able to develop sustainable business plans	Know how to prepare a business plan Know principles of financial sustainability	Develop a management plan Create a business plan to develop a CW space	Implement a management plan
		3.2.4 Be able to define	Illustrate the most	Assign tasks/priorities	Make decisions



		priorities	important priorities to develop a CW space	to employees	Adapt the business to emerging trends and/or specific needs
		3.2.5 Be able to monitor your progress	Apply quality control techniques	Draft an evaluation plan and monitor progresses	Maximize progresses and estimate regresses to minimize them
		3.2.6 Be flexible and be able to adapt to changes	Know change management techniques	Apply negotiation techniques	Show flexibility to adapt to change Demonstrate open-mindedness
	3.3 Coping with uncertainty, ambiguity and risk	3.3.1 Be able to cope with uncertainty and ambiguity	Outline main uncertainty and ambiguity factors in a CW space	Set, measure and analyse a set of Key Performance Indicators adapted to the CW space	Build trustful relations with the coworkers
		3.3.2 Be able to calculate risk	Understand which are possible risk factors Has knowledge of risk management principles	Define the possible risks Draft a risk management plan	Calculate risks and prevent difficult situations
		3.3.3 Be able to manage risk	Understand the main principles of problem management and problem solving	Develop a problem solving strategy	Manage the risks Make good decisions by using data and KPIs
	3.4 Working with	3.4.1 Be able to accept	Know different	Apply diversity	Cooperate and



	others	diversity	working styles	management techniques	confront different solutions
		3.4.2 Be able to develop emotional intelligence	Know Soft-Skills	Act and behave according to soft skills (e.i. empathy)	Show social skills Maintain an extraordinary sense of community Show ability to connect well with people Show warm and approachable attitude
		3.4.3 Be able to listen actively	Listen and observe verbal and no-verbal aspects	Be able to get all different information and ideas in order to elaborate them	Listen to other people's ideas, assess them and convert them in projects or other kind of outcomes
		3.4.4 Be able to team up	Know techniques to build a team working spirit	Develop dynamics and other activities to promote the collaboration and synergies among the coworkers and other involved parties Apply different negotiation techniques and skills	Integrate and involve the coworkers in the CW space, creating a sense of community



				to get better agreements	
		3.4.5 Be able to work together	Know conflict management and problem solving techniques	Set clear rules for space utilization and reciprocal respect Delegate tasks, distribute resources etc.	Favour project and knowledge sharing
		3.4.6 Be able to expand own network	Understand how to create a warm and welcoming environment	Organize events to promote know-how sharing	Deploy a set of social skills to contribute to the success of a the CW space Strengthen the community around the CW
	3.5 Learning through experience	3.5.1 Be able to reflect	Understand general principles of critical thinking.	Find the arguments and reason critical opinion on different matters	Be proactive and able to manage suggestions and critics
		3.5.2 Be able to learn	Know various learning techniques, principles of continuous self-development	Find and choose different learning methods that can be relevant according to each personality characteristics.	Record own mistakes in order to avoid in the future and make your work better
		3.5.3 Be able to learn from experience	Notice valuable experience from	Analyse the daily processes and	Develop new methods in different fields



			practice. List relevant examples for future use	activities and improve them on a on-going basis	based on previous experiences
4. Application of knowledge	4.1 Managing sales and marketing	4.1.1 Be able to implement marketing strategies	Record a list of marketing tools Know advertising techniques	Develop and implement creative local marketing strategies Understand and respond to customer needs Create suitable offers, tariffs and memberships for the customers	Show customer service, sales skills (membership sales strategy, member policy development and enforcement) Manage customer relationships Assess the level of profitability of the services provided and make decisions
		4.1.2 Be able to network	Know event management techniques Know networking techniques Know the coworkers profile and needs	Build own network Manage community initiatives designed to develop member relationships Provide them with adapted services and tools	Understand, work with, seek synergies and connect different stakeholders (individuals, entrepreneurs, companies, local policy makers etc.) Maintain and develop key stakeholder relations & partner management (partner



					<p>research and development)</p> <p>Attract and generate loyalty among the coworkers by providing diversified and innovative services, support and activities</p>
	4.2 Managing finance and business	4.2.1 Be able to manage financial issues	<p>Evaluate economic and financial practices in order to find the suitable practice for the start-up</p> <p>Understand how to set prices for the use of coworking place,</p> <p>Understand how to optimize costs</p> <p>Understand the new economic tools of the sharing economy</p>	<p>Manage pricing, invoicing and payment systems for the services offered by the CW space</p> <p>Prepare contracts for the CW members</p> <p>Structure a crowdfunding campaign</p> <p>Implement gamification of the coworking experience (awards, budgets, coworker loyalty, ...)</p>	<p>Ensure revenue streams</p>
		4.2.2 Be able to make business operations	<p>Understand contracts legislations, privacy and sensible data</p>	<p>Use available technology and tools to develop all</p>	<p>Keep the business running in accordance to the market and</p>



			<p>treatment</p> <p>Understand building management and property maintenance issues</p>	<p>administrative tasks not externalized</p> <p>Optimize spaces and meeting rooms by managing bookings, occupancy level and availability</p>	<p>customers needs</p>
		4.2.3 Be able to assess and manage risk	<p>Understand basic possible risks that may appear.</p> <p>Know fundamental actions to deal with the risks</p>	<p>Monitor incomes and costs of the CW and apply corrective measures if necessary</p> <p>Develop a fluent and efficient daily management of the CW space</p>	<p>Keep good relationships with the selected coworkers</p>
	4.3 Managing health, safety and the working environment	4.3.1 Be able to implement environmentally-sustainable work practices	<p>Basic knowledge of environmentally sustainable work practices and their main principles</p>	<p>Build a smart working environment layout</p>	<p>Organize different types of working spaces according to the different needs of users</p>
		4.3.2 Be able to Implement equality policies	<p>Know fundamentals on equality policies and the implementation strategies</p>	<p>Establish rules and mechanisms to guarantee respectful behaviours among coworkers and a pleasant environment</p>	<p>Set up equality policy strategy for an organisation. Define most important principles and procedures of equality policy</p>



		4.3.3 Be able to implement organisational policies	Know fundamentals on organisational policies and the implementation strategies	Provide coworkers with comfortability and best working conditions	Promote the wellbeing and networking of coworkers through the health (physical and relational) of the workplace Manage and solve conflicts and issues among coworkers
		4.3.4 Be able to implement safety policies	Know the fundamentals of work health and safety policies Recognise the necessary regulations and laws concerning public spaces organizations	Apply prevention principles, safety rules, comfort standards and suitable access conditions, in accordance with the law Plan technical and operative interventions	Set various health and safety practices in the Co-working space start-up
	4.4 Managing information technologies and communications	4.4.1 Be able to create electronic content	Know about the topics contained in the text	Plan a web strategy using the main social media Create and disseminate attractive digital content for current and potential coworkers	Strengthen the CW identity through online brand identity and graphic content for web and social networks



				Create and maintain updated a website for the co-working space	
		4.4.2 Be able to interact electronically	<p>Understand the basic concepts of web marketing</p> <p>Understand the basic concept of social media marketing</p>	<p>Apply ICT and social media skills</p> <p>Use the best communication style depending on the message and the channel you want to use</p> <p>Create e-mail campaigns</p>	<p>Use online tools and social media to disseminate relevant information and interact with current and potential coworkers, and with the community</p> <p>Define precise contents depending on the message you want to spread out and the channel you want to use</p>
		4.4.3 Be able to maintain online privacy and security	Know the threats you may face while browsing	Set online privacy and security statement	Manage electronic and confidential information in a right way, in accordance with the law
		4.4.4 Be able to manage electronic information	Short-list of the information according to relevant topic	Implement a desk research according to the topic	Use the appropriate form of communication (oral and written communication)



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		4.4.5 Be able to manage hardware	Know the components of a computer system	Connect the devices to the proper doors of the computer system	Run the computer devices
		4.4.6 Be able to manage software	List the most common software tools	Use basic software and online tools linked to the daily activities	Properly use the software tools, like excel
		4.4.7 Be able to seek electronic information	Know which of the appeared information is valid or not	Find the proper key-words	Make a targeted research



4. KONKLUSJON

Ambisjonen med dette arbeidet er å utvikle innholdet for det Europeiske Kvalifikasjonsrammeverket (EQF) til co-working space grynderen; en beskrivelse av kvalifikasjoner basert på læringsutbytter, uavhengig av hvordan og hvor disse kvalifikasjonene hentes. Disse EQFéne er basert på tradisjonell (formell) utdanning i partnerlandene og er relatert til de nasjonale kvalifikasjonsrammeverkene. Sammen lager de rammer rundt en felles europeisk referanse.

Den utviklede EQF for Co-working grynderen i form av kunnskap, ferdigheter og kompetanse, er basert læringsutbytter i form av hva den lærende vet, forstår og evner å utføre etter endt læringsprosess.

Denne EQF kan brukes som referanse verktøy for å sammenligne kvalifikasjonsnivå av ulike EU kvalifikasjonssystem, samt for å promotere både livslang læring og like muligheter i kunnskapssamfunnet. I tillegg til ytterligere integrering i det europeiske arbeidsmarkedet, der respekt for det rike mangfoldet av nasjonale utdanningssystem.

Innenfor rammene av dette prosjektet, brukes det utarbeidede NKR til å utvikle et treningsprogram, dette basert på at NKR utkastet har sirkulert mellom ulike eksperter, som igjen har identifisert de mest sentrale temaene man bør fokusere på i et slikt treningsprogram.

ANNEX 1. DEFINITION OF ECVET AND EQAVET

It has been widely recognised that education and training are essential to the development and success of today's knowledge society and economy. The EU's strategy emphasises countries working together and learning from each other. "Helping all citizens to be better skilled is crucial for EU growth and jobs, as well as for equity and social inclusion. The economic downturn puts these long-term challenges even more into the spotlight. Public and private budgets are under strong pressure, existing jobs are disappearing, and new ones often require different and higher level skills. Education and training systems should therefore become much more open and relevant to the needs citizens, and to those of the labour market and society at large" (ET 2020).

A number of European instruments such as the European Qualifications Framework (EQF), Europass, European credit transfer systems (ECTS and ECVET), the multilingual classification of European Skills/Competences, Qualifications and Occupations (ESCO) and quality assurance frameworks have been developed and implemented to support the mobility of learners and workers. These tools are improving transparency, making qualifications comparable across countries (EQF) and credit points transferable (ECTS). These instruments were not developed in isolation from each other, they are in a close coherence where the different tools and services - including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance - are offered in a coordinated way aiming to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognized.

The European Credit System for Vocational Education and Training (ECVET) was developed to enable people to build on what they have learnt in the past when wishing to achieve a qualification. Competent authorities may decide to use ECVET to give people the opportunities to get recognition for learning outcomes they achieved abroad, but also for learning outcomes achieved through learning in another institution or system within the same country or those acquired by experience. In the context of economic restructuring, where certain sectors are declining and laying off staff while others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have the aptitude but also the opportunities to continue learning and develop new knowledge, skills and competence. Given the demographic pressure in Europe, there is a strong need for improving employment rates and ensuring that the human and social capital of people in Europe is used to its best.

Implementation of ECVET in the European qualification system is designed to make the recognition of professional qualifications of employees in the European countries in which the system operates. The application of ECVET results in an increase in social motivation to raise, extend and improve their

professional skills throughout their working life in order to become more competitive on the European labor market. Employee should gather ECVET credits for all his working life, to become more adaptable on the labor market. This process should function at every stage of professional preparation: formal, non-formal and informal learning. The resulting points may build a professional portfolio of a worker and an employee, characterizing the suitability of his/her qualifications for a specific professional sector.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration individuals' have developed their knowledge, skills and competence. They make it possible to recognise learning in view of achieving a qualification independent of where the learning took place and over what duration.

The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice.

The Framework complements the work on the quality assurance aspects of the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). The Framework includes the need for regular monitoring (involving internal and external evaluation mechanisms) and reporting on progress while using common quality criteria and indicative descriptors to underpin the monitoring and reporting arrangements and stresses the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers.

EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

The various instruments are confirming the key role that the VET systems can and must play in addressing skills shortages, especially for sectors with growth A or those undergoing major transformation requiring a better skilled workforce. The use of existing European tools for qualifications (EQF), credits (ECVET) and quality assurance (EQAVET) supports and facilitates mobility of a skilled labour force.

Europe will only resume growth through higher productivity and the supply of highly skilled workers, and it is the reform of education and training systems, which is essential to achieving this.

ANNEX 2. DEFINITION OF EUROPEAN QUALIFICATION FRAMEWORK

The aim of the Recommendation of the European Parliament and the Council of 23rd April 2008 on the establishment of the European Qualifications Framework for lifelong learning was "the creation of common reference framework intended to serve as a tool for comparing qualifications in both general and professional education".

European Qualifications Framework for lifelong learning has been developed to allow easy comparison of qualifications achieved in different European countries. It is a common European reference framework, binding national qualifications systems of particular countries.

European Qualifications Framework enables linking the various national systems and qualifications frameworks based on eight reference levels. Eight benchmarks are described through learning outcomes.

In the European Qualifications Framework learning outcomes inform what a learner knows, understands and is able to do after completion the learning process. Therefore, in the European Qualifications Framework effects of learning are particularly important. Learning outcomes are listed in three categories:

- Knowledge;
- Skills;
- Competences.

Principles underpinning the European Qualifications Framework are widely recognized by the countries of the Community.

Benefits of implementing the EQFs:

- The qualifications are more readable and easier to understand in different countries and systems in Europe;
- The citizens' mobility between countries is promoted;
- Lifelong learning is facilitated;
- A comparison of learning outcomes in different European countries is allowed to facilitate cooperation between countries and institutions;
- The common European reference point links different national qualifications systems and thus facilitates better communication among them;
- A network of independent, but interrelated and mutually understandable qualification is created;

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- The transfer of qualifications between countries, systems and institutions is made comparable;
- The access to lifelong learning and the scope of participation in this process is improved;
- The validation of non-formal and informal learning is facilitated;
- The transparency of qualifications awarded outside the national systems is encouraged.

More information at the following link:
<https://ec.europa.eu/ploteus/en/content/how-does-eqf-work>.

ANNEX 3. GLOSSARY AND ABBREVIATIONS

TERM	ABBREVIATION	DEFINITION
Learning Area	LA	A learning area is a field of knowledge, skill and attitude encompassing a subject or concept. It has predefined learning standards, helping to demonstrate continuity and progression. Within the curriculum the learning area can interlink various subjects.
Unit	U	A learning unit is a component of qualification, consisting of a coherent set of knowledge, skills and competences that can be assessed and validated. Learning units enable progressive achievement of qualification through transfer and accumulation of learning outcomes. They are subject to assessment and validation, which verify and record that the learner has achieved the learning outcomes expected. Depending on the existing regulations, learning units may be common to several qualifications or specific to one particular qualification.
Learning outcomes	LO	Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes can be used for various purposes such as to establish descriptors of qualification frameworks, define qualifications, design curricula, define assessment criteria, etc. Learning outcomes are set out in various levels of detail depending on their purpose and context.
Knowledge	K	Knowledge means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
Skills	S	Skills mean the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications

		Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
Competence	C	“Competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

ANNEX 4. REFERENCES

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