



IN4BLUE

Deliverable D.1.1.2

Competence map of local EE

February 2025

Programme	Interreg Italy-Croatia
Project ID	ITHR0200355
Project name	IN4BLUE - Social impact INcubators FOR strengthening the capacity of Adriatic region to support the sustainable industry transformation of the BLUE economy sector
Period 1 - Activity 1.1	Mapping business ecosystem for competences and discovery of sustainable technology applicable to blue economy sector
Deliverable D.1.1.2	Competence map of local EE
Deliverable coordinator	PP3 – IRI Centar





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1. Introduction

1.1. IN4BLUE project

IN4BLUE project is a capacity-building project that addresses the lack of skills of local actors in the Interreg IT-HR programme area within creative industry, blue economy and other connected sectors to act upon and become part of digital and green transition actions.

In particular, the project focuses on micro and small enterprises from two sectors of blue economy: **coastal tourism and maritime transport and their connected value-chains**.

IN4BLUE project will support a minimum of 90 SMEs and host more than 50 events/training sessions resulting in 240 participations in the upskilling actions. The project will identify a minimum of 60 use-cases of green/digital transition and 18 sustainable technologies or sustainable techniques applicable in the blue economy sector, and will result in a minimum of 12 original business case models and 6 business plans developed.

1.2. Deliverable overview and purpose

The present deliverable is part of WP1 - Innovation ecosystem and IN4BLUE support program development and results from implementation of A1.1 - Mapping business ecosystem for competences and discovery of sustainable technology applicable to blue economy sector.

WP1 targets the specific challenge 6 of the program area: "Building or reinforcing transformation and digitalisation skills of SMEs and their networks, to boost innovation mainly in blue economy sectors and adopting circular economy practices".

The presented deliverable, D.1.1.2, is named "Measuring the competence level of target groups per area" and its subactivities include:

- a) development of testing toolkit for measuring digital, green and entrepreneurial competences,
- b) call for candidates, and



- c) measuring competences and creating the overall competence map review.

The result of the activities listed above is this summary report of surveys and questionnaires used for mapping entrepreneurial, digital and green competences of local stakeholders according to the European Commission EntreComp, DigiComp, and GreenComp frameworks.

2. Methodology

This section outlines the approach taken to measure the competence level of target groups per area.

2.1. Development of testing toolkit for measuring digital, green and entrepreneurial competences

Objective: To develop a testing toolkit for measuring digital, green and entrepreneurial competences

Method: A two-part registration process to become the supporter of a transnational IN4BLUE SBI network was developed.

2.1.1. Part one: Registration form

First, the potential supporters would fill in the Registration form and submit their resumes. The form would collect the following information:

1. Name
2. Surname
3. E-mail
4. Place of residence
5. Is [the supporter's] study and/or work experience more aligned with any of the following areas?
 - Cultural and creative sectors and industries
 - Tourism and/or passenger transport



- Digital and green technologies for industrial transition
- Public affairs for valorisation of blue economy
- Business consulting and mentorship
- Other:

6. Resume

7. Choice of a Social business incubator

(Options from a drop-down menu: Croatia: IDA, IRI, INOVacija; Italy: FVG AR, VHC, TNO)

2.1.2. Part two: Self-assessment questionnaire

After the supporter filled the form and uploaded their resume, a self-assessment questionnaire would be sent for them to fill out with the following questions:

1. Name and surname
2. Work position
3. Organization name
4. County of residence
5. E-mail address
6. Gender
7. Age
8. Highest level of education / degree
9. Digital competences (evaluate on a scale of 1 to 5), where the evaluation scale of 1 to 5 goes as follows:
 - 1- no skills (don't know how to perform a task),
 - 2- basic skills,
 - 3- intermediate skills,
 - 4- advanced skills,



5- expert skills

Question No.	Competence area	Question	Competence
1.1.	Information and data literacy	browse, search and filter data, information and digital content.	Browsing, searching and filtering data, information and digital content
1.2.		evaluate (analyze, compare and critically evaluate) data, information and digital content.	Evaluating data, information and digital content
1.3.		manage (organize, store and retrieve in a structured environment) data, information and digital content.	Managing data, information and digital content
2.1.	Communication and collaboration	interact through a variety of digital technologies and understand appropriate digital communication means for a given context.	Interacting through digital technologies
2.2.		share data, information and digital content with others through appropriate digital technologies following referencing and attribution practices.	Sharing through digital technologies
2.3.		participate in society through the use of public and private digital services, seeking opportunities for self-empowerment and participatory citizenship.	Engaging in citizenship through digital technologies
2.4.		use digital tools and technologies for collaborative processes and for co-construction and co-creation of resources and knowledge.	Collaborating through digital technologies
2.5.		being aware of behavioural norms and know-how while using digital technologies and interacting in digital environments, including cultural and generational diversity	Netiquette
2.6.		create and manage one or multiple digital identities, protect my reputation and deal with the data that I produce.	Managing digital identity
3.1.	Digital content creation	create and edit digital content in different formats and express myself through digital means.	Developing digital content
3.2.		modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.	Integrating and re-elaborating digital content
3.3.		understand how copyright and licences apply to data, information and digital content.	Copyright and licences
3.4.		plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.	Programming



Question No.	Competence area	Question	Competence
4.1.	Safety	protect devices and digital content and I understand risks and threats in digital environments, including safety and security measures, reliability and privacy.	Protecting devices
4.2.		protect personal data and privacy in digital environments and understand how to use and share personally identifiable information while being able to protect myself and others from damages.	Protecting personal data and privacy
4.3.		avoid health risks and threats to physical and psychological well-being while using digital technologies and protect myself and others from possible dangers in digital environments.	Protecting health and well-being
4.4.		I am aware of the environmental impact of digital technologies and their use.	Protecting the environment
5.1.	Problem solving	I can identify technical problems when operating devices and using digital environments, and solve them.	Solving technical problems
5.2.a		assess needs and identify, evaluate, select and use digital tools and possible technological responses to solve them.	Identifying needs and technological responses
5.2.b		adjust and customise digital environments to personal needs (e.g. accessibility).	Identifying needs and technological responses
5.3.		use digital tools and technologies to create knowledge and to innovate processes and products, as well as resolve conceptual problems and problem situations in digital environments.	Creatively using digital technologies
5.4.		understand where my digital competence needs to be improved or updated, seek opportunities for self-development, and keep up-to-date with the digital evolution.	Identifying digital competence gaps

10. Green competences (evaluate on a scale of 1 to 5):

Question No.	Competence area	Question	Competence
1.1.	Embodying sustainability values	reflect on personal values; identify and explain how values vary among people and over time and how they align with sustainability values.	Valuing sustainability



Question No.	Competence area	Question	Competence
1.2.		support equity and justice for current and future generations and learn from previous generations for sustainability.	Supporting fairness
1.3.		acknowledge that humans are part of nature and respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.	Promoting nature
2.1.	Embracing complexity in sustainability	Approach sustainability problem from all sides, considering time, space and context in order to understand how elements interact within and between systems.	Systems thinking
2.2.		assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.	Critical thinking
2.3.		formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope.	Problem framing
3.1.	Envisioning sustainable futures	envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.	Futures literacy
3.2.		manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.	Adaptability
3.3.		adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.	Exploratory thinking
4.1.	Acting for sustainability	navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.	Political agency
4.2.		act for change in collaboration with others.	Collective action
4.3.		identify own potential for sustainability and actively contribute to improving prospects for the community and the planet.	Individual initiative

11. Entrepreneurship competences (evaluate on a scale of 1 to 5):

Question No.	Competence area	Question	Competence
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1.1.	Ideas and opportunities	identify and seize opportunities to create value (needs to be met) by exploring the social, cultural and economic landscape.	Spotting opportunities
1.2.		develop several ideas and opportunities to create value, including better solutions to existing and new challenges, combining knowledge and resources to achieve valuable effects.	Creativity
1.3.		develop a vision to turn ideas into action and visualize future scenarios to help guide effort and action.	Vision
1.4		judge what value is in social, cultural and economic terms and recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.	Valuing ideas
1.5a		assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment and act responsibly.	Ethical and sustainable thinking
1.5b		Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.	Ethical and sustainable thinking
2.1.	Resources	reflect on own needs, aspirations and wants in the short, medium and long term to strengthen belief in own ability to influence the course of events, despite uncertainty, setbacks and temporary failures.	Self-awareness and self-efficacy
2.2.		determined to turn ideas into action and satisfy own needs to achieve while simultaneously being patient and resilient under pressure, adversity, and temporary failure.	Motivation and perseverance
2.3.		get and manage, often limited, material, non-material and digital resources as well as needed competencies at any stage to turn ideas into action.	Mobilizing resources
2.4.		estimate the cost of turning an idea into a value-creating activity and manage financing to make sure value-creating activity can last over the long term.	Financial and economic literacy
2.5.		inspire and enthuse relevant stakeholders to get support needed to achieve valuable outcomes by effective communication, persuasion, negotiation and leadership.	Mobilizing others
3.1.	Into action	act and work independently to achieve goals, stick to intentions and carry out planned tasks in order to initiate processes that create value.	Taking the initiative



3.2.		set long-, medium- and short-term goals, define priorities and action plans and adapt to unforeseen changes.	Planning and management
3.3.a		make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.	Coping with uncertainty, ambiguity and risk
3.3b		Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing.	Coping with uncertainty, ambiguity and risk
3.4.		work together and cooperate with others to develop ideas, turn them into action, solve conflicts, and face up to competition positively when necessary.	Working with others
3.5.		use any initiative for value creation as a learning opportunity, learning with others and from both success and failure (own and other people's).	Learning through experience

The competences are evaluated on the base of the European Commission's Digital Competence Framework for Citizens (DigComp), GreenComp 2022, and the European Entrepreneurship Competence Framework (EntreComp).

2.2. Call for candidates

Each PP sent out a Call for candidates via e-mail or via public call for participation.

The registration form had two versions, one in Croatian and one in English language:

Link 1: <https://forms.gle/tpqXFprMQsLmHXUUA> (version in English)

Link 2: <https://forms.gle/Qht4rt48cG88Cjq97> (version in Croatian)





Image 1: screncap of the registration form for the supporters of a transnational IN4BLUE SBI network

The self-assessment questionnaire was sent as a follow-up after supporter registration.

Link: https://usplit.eu.qualtrics.com/jfe/form/SV_1KXi2iZyiGwlQNM

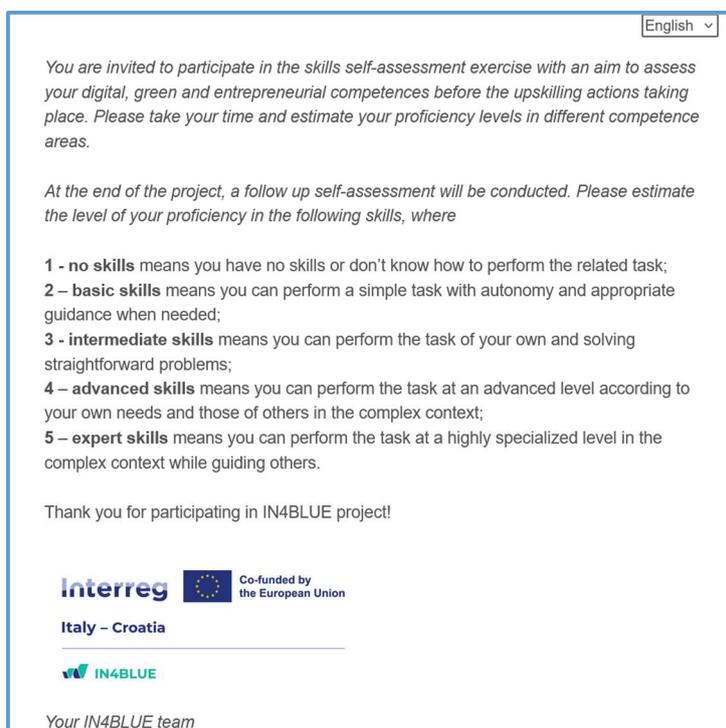


Image 2: screncap of the self-assessment questionnaire for the supporters of a transnational IN4BLUE SBI network



2.3. Measuring competences and creating the overall competence map review

Before the supporter network activities begin, every supporter i.e. participant will complete a baseline self-assessment that will evaluate the existing competence levels in digital, green, and entrepreneurial areas. This assessment will result in quantitative metrics, showing the proficiency level of each competence and its area.

After upskilling actions, the participants will complete the self-assessment survey once again. This process will offer valuable insights to determine their current skills status and will enable project partners to assess the extent of improvements achieved.

Once the data is analysed, an overall competence map review of the supporter network will be completed.

3. Results

A total of 90 participants completed the self-assessment questionnaire. However, three questionnaires were excluded from the analysis due to incomplete responses. Consequently, the final analysis of digital, green, and entrepreneurial competences was conducted on data from 87 participants. This analysis was carried out prior to the implementation of any upskilling actions.

The following pages contain the collected numerical data of the following:

- the countries the participants come from,
- participants' gender,
- participants' age,
- participants' highest level of education / degree.

Country

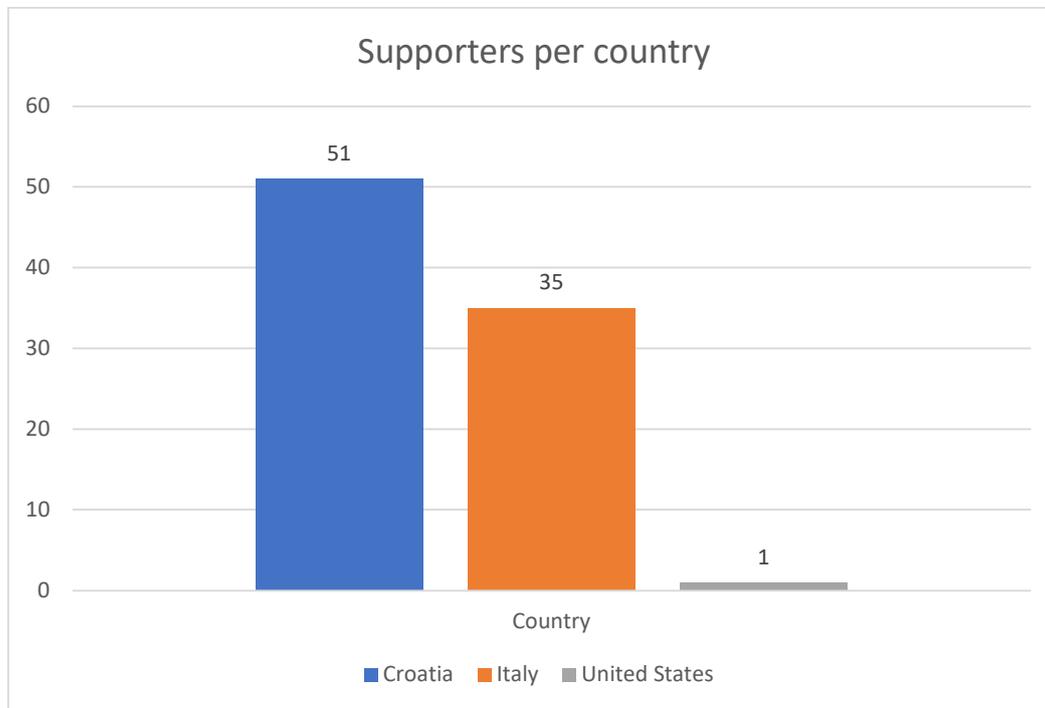
The number of participants who filled out the questionnaire per country were:

Country	Number of supporters	Percentage of supporters
Croatia	51	58,6%
Italy	35	40,2%
United States	1	1,1%

Table 1: number of participants per country



The following graph shows the visualization of that data:



Graph 1: number of participants per country

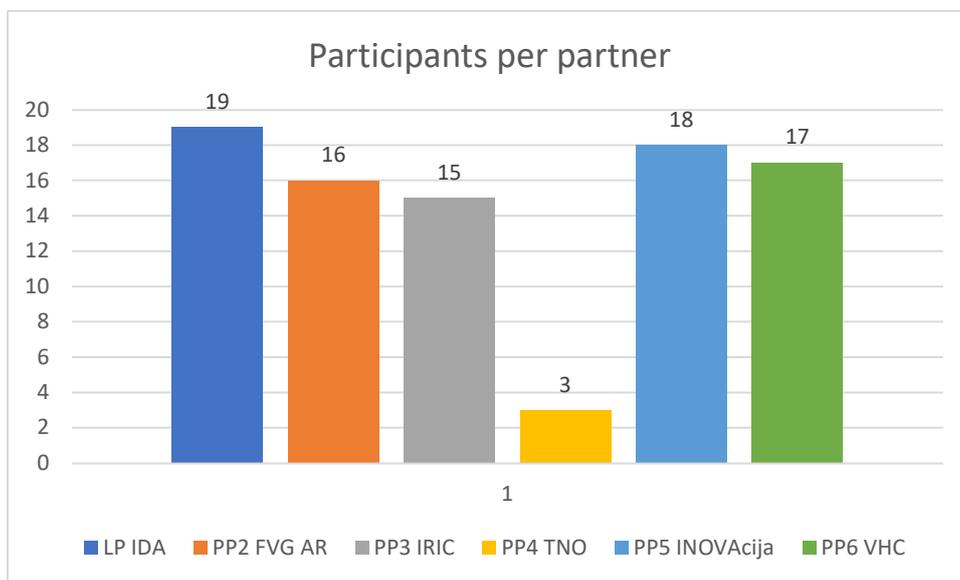
Further analysis per partner shows the following numbers:

Partner	Number of participants
LP IDA	19
PP2 FVG AR	16
PP3 IRIC	15
PP4 TNO	3
PP5 INOVAcija	18
PP6 VHC	17

Table 2: number of participants per partner

Data visualization:





Graph 2: number of participants per partner

Gender

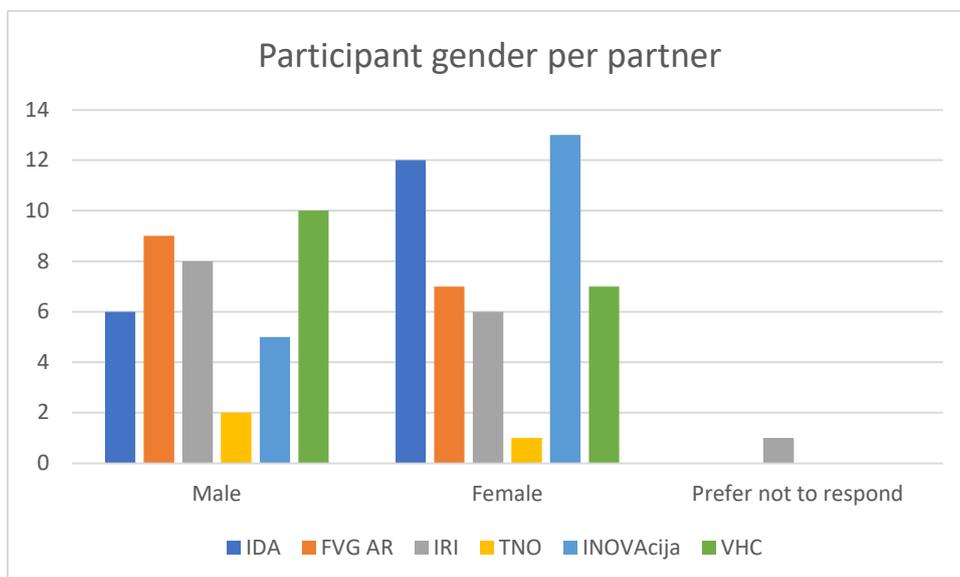
The gender of the participants per partner were as follows:

Gender	IDA	FVG AR	IRI	TNO	INOVAcija	VHC	Total
Male	6	9	8	2	5	10	40
Female	12	7	6	1	13	7	46
Prefer not to respond	0	0	1	0	0	0	1

Table 3: gender of the participants per partner

Data visualization:





Graph 3: participants' gender per partner

Age

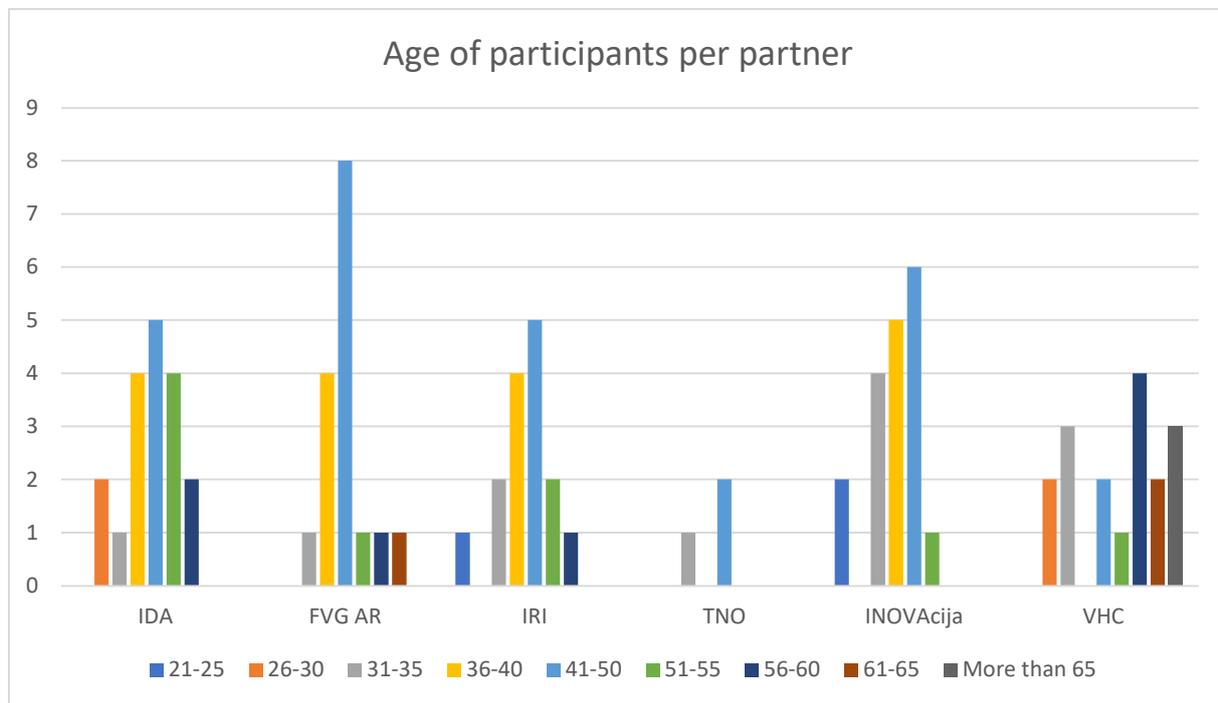
The age brackets of the participants per partner were as follows:

Age	IDA	FVG AR	IRI	TNO	INOVAcija	VHC	Total
21-25	0	0	1	0	2	0	3
26-30	2	0	0	0	0	2	4
31-35	1	1	2	1	4	3	12
36-40	4	4	4	0	5	0	17
41-50	5	8	5	2	6	2	28
51-55	4	1	2	0	1	1	9
56-60	2	1	1	0	0	4	8
61-65	0	1	0	0	0	2	3
More than 65	0	0	0	0	0	3	3

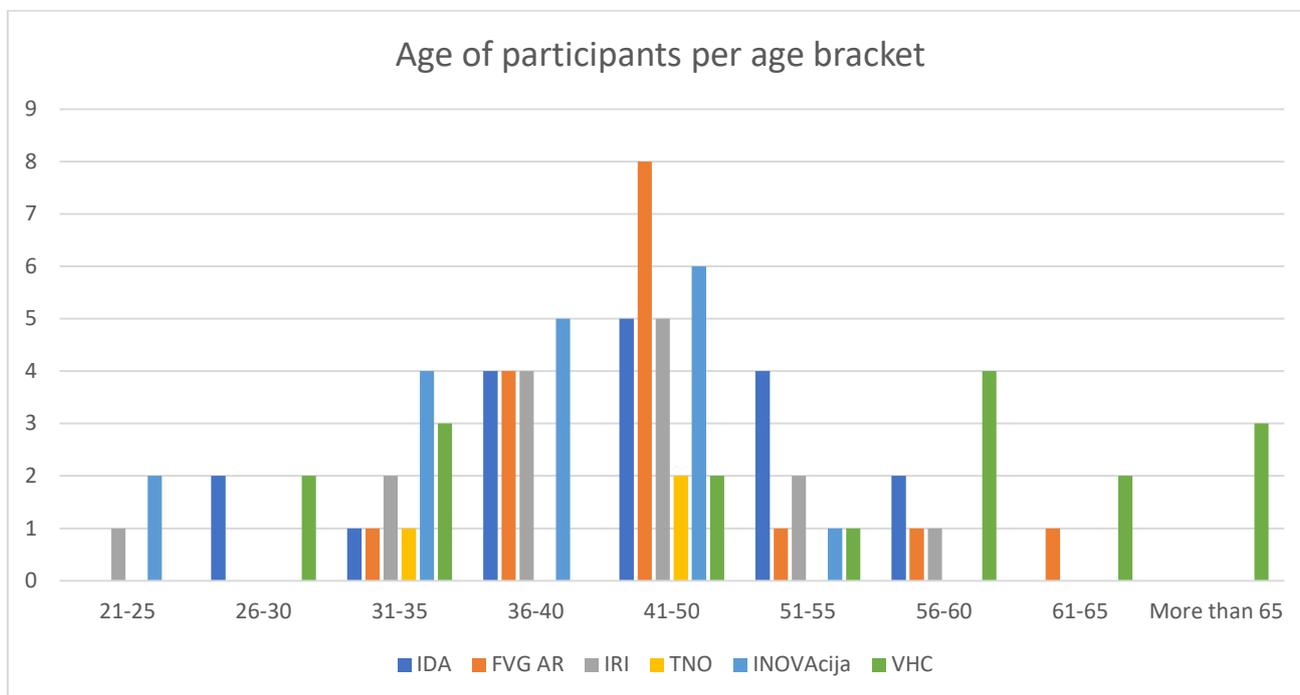
Table 4: age of the participants per partner

Data visualizations which focuses on the partners (graph 4) and age brackets (graphs 5 and 6):



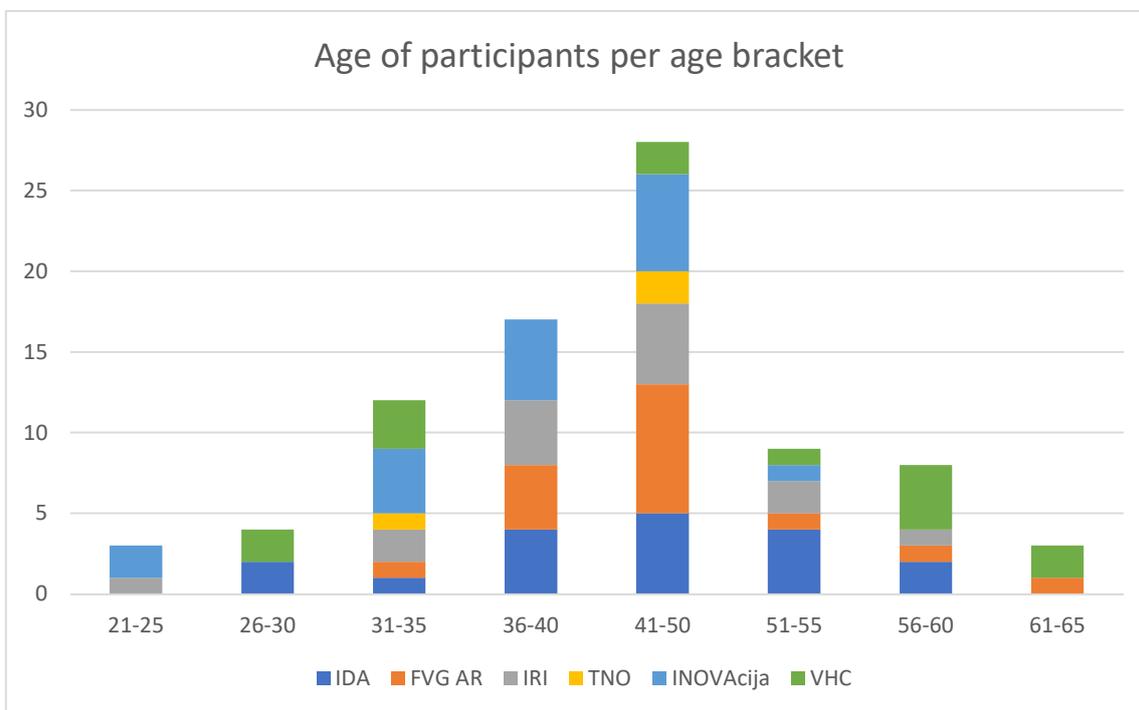


Graph 4: participants' age per partner



Graph 5: participants' age per age bracket (version 1)





Graph 6: participants' age per age bracket (version 2)

Highest level of education / degree

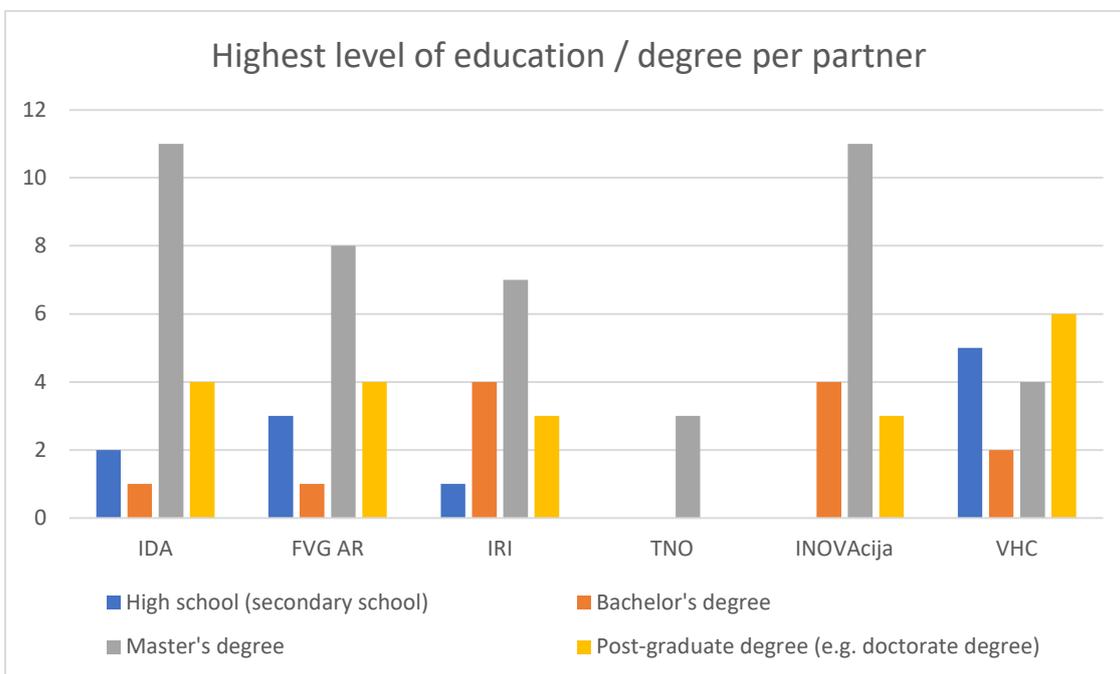
Highest levels of education / degree of the participants per partner were as follows:

Highest level of education / degree	IDA	FVG AR	IRI	TNO	INOVAcija	VHC	Total
High school (secondary school)	2	3	1	0	0	5	11
Bachelor's degree	1	1	4	0	4	2	12
Master's degree	11	8	7	3	11	4	44
Post-graduate degree (e.g. doctorate degree)	4	4	3	0	3	6	20

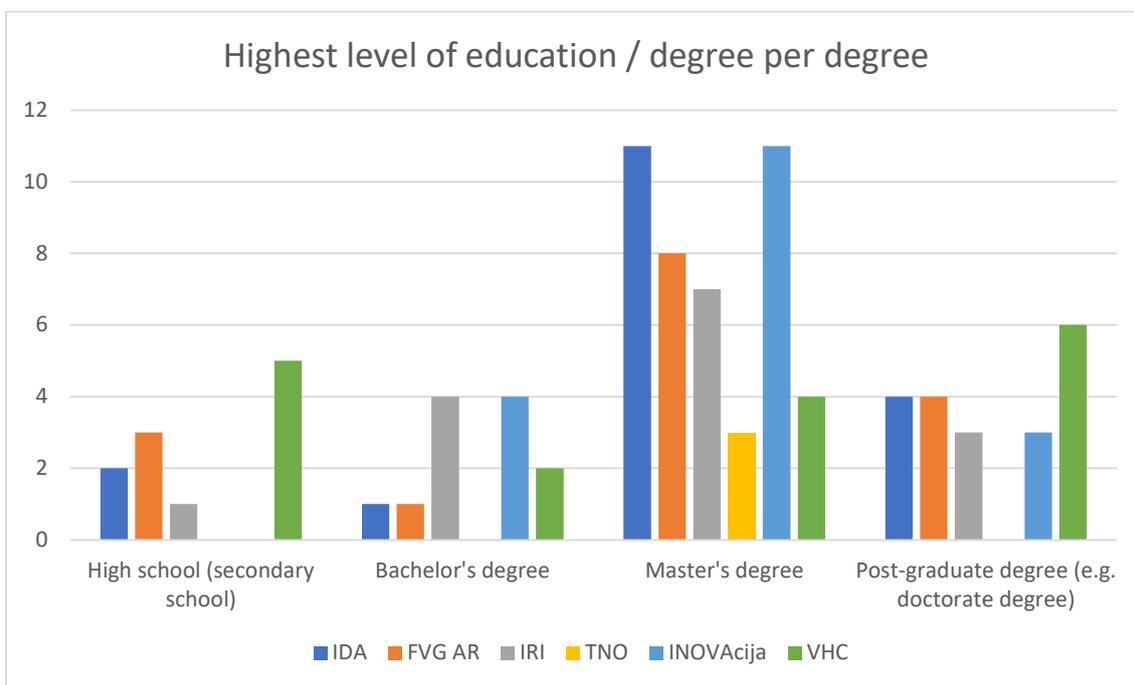
Table 5: highest level of education / degree of the participants per partner

Data visualizations which focuses on the partners (graph 7) and the levels of degree (graphs 8 and 9):



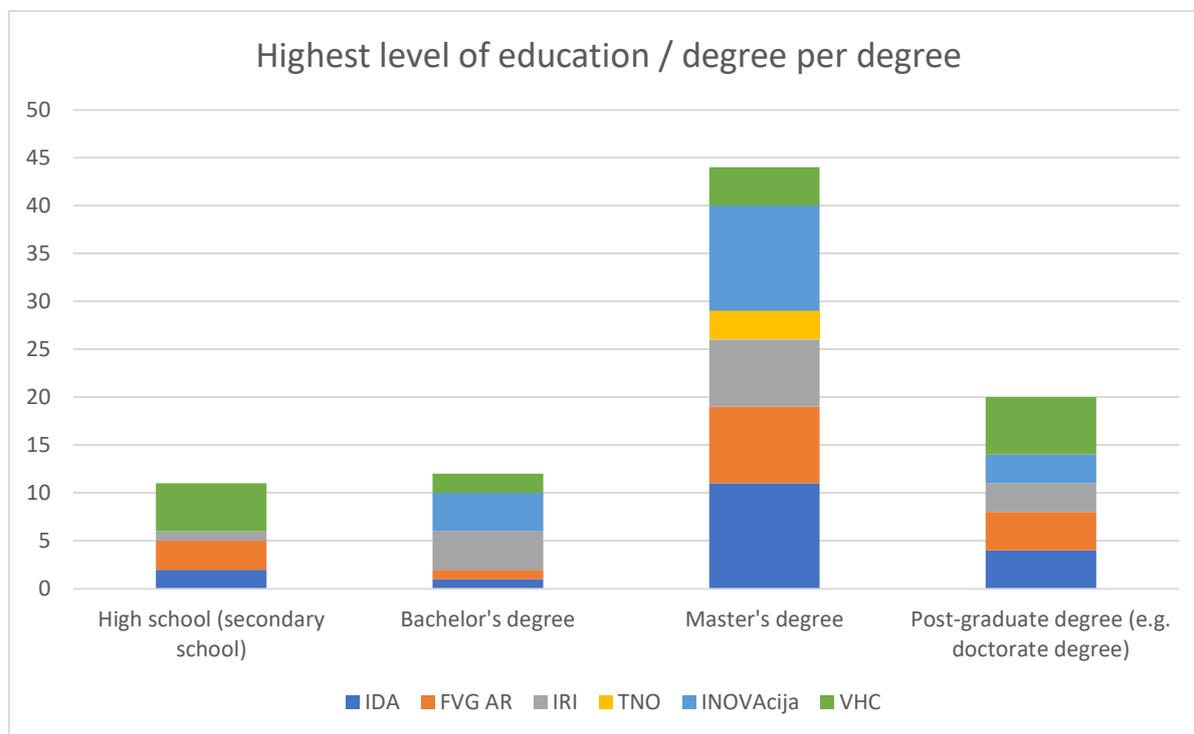


Graph 7: highest level of education / degree of the participants per partner



Graph 8: highest level of education / degree of the participants per degree (version 1)





Graph 9: highest level of education / degree of the participants per degree (version 2)

Scores per PP member in digital competence areas

Rubric code	Information and data literacy	Communication and collaboration	Digital content creation	Safety	Problem solving	Average value
Rog010	3.00	2.83	2.50	1.00	1.40	2.15
IN4BLUE	5.00	5.00	4.00	4.00	4.20	4.44
NAC86	4.00	4.00	3.50	3.00	3.00	3.50
BAN30	4.33	4.00	4.25	3.50	3.40	3.90
LAURA90	4.33	4.17	3.50	3.00	2.80	3.56
GAB37	3.00	3.00	3.25	3.00	3.20	3.09
VENEZIA	2.33	1.83	1.00	1.50	1.60	1.65
ICA64	2.67	2.50	1.75	2.50	2.20	2.32
ELA27	4.00	3.17	3.25	3.25	3.40	3.41
AŠ A10	4.00	3.50	3.00	2.25	2.40	3.03
VHC25	4.00	2.00	2.25	1.50	1.80	2.31
Dd3315	3.33	2.83	3.25	3.00	2.40	2.96
ELA58	4.00	4.00	3.25	4.00	2.40	3.53
Beg71	4.00	3.83	3.50	3.75	3.80	3.78
LELA314	2.00	2.00	1.00	1.50	1.00	1.50
EKI29	5.00	4.33	3.75	1.50	3.00	3.52
Sirena28	4.00	3.50	2.75	3.00	3.40	3.33



DAN17	4.00	4.00	3.25	3.75	3.40	3.68
CLA77	5.00	5.00	4.50	4.00	3.40	4.38
TŠ D10	4.00	4.00	3.75	4.00	4.00	3.95
RKA07	5.00	5.00	5.00	4.00	4.40	4.68
RAD55	5.00	4.33	4.25	4.25	4.20	4.41
jkv27	4.00	4.00	4.00	4.00	4.00	4.00
anja23	4.00	4.00	3.25	2.50	2.00	3.15
dmk123	5.00	4.00	4.00	4.00	4.00	4.20
LUC13	4.33	4.17	3.75	4.00	3.20	3.89
LMC77	3.33	3.83	2.25	3.50	3.20	3.22
SEC13	4.67	4.67	3.75	4.75	5.00	4.57
MMD79	4.00	3.67	3.75	3.25	3.00	3.53
ELA17	5.00	5.00	5.00	5.00	4.40	4.88
MTB55	4.00	4.00	3.00	3.00	4.00	3.60
CAMP93	5.00	4.00	3.50	2.25	2.40	3.43
NAT55	3.00	3.00	3.00	2.00	2.00	2.60
VE	5.00	4.50	4.25	4.00	4.00	4.35
SIL28	4.33	4.00	3.50	3.50	3.00	3.67
PST57	2.67	2.00	1.75	2.25	1.20	1.97
INE14	2.33	2.17	1.50	1.25	1.00	1.65
ICA32	4.33	3.50	3.00	3.50	3.40	3.55
LEL25	5.00	5.00	4.75	4.00	4.00	4.55
Leni	4.67	4.00	4.00	3.75	4.40	4.16
NNE55	4.00	4.00	3.75	4.25	4.20	4.04
ITA33	4.00	4.00	3.00	3.00	4.00	3.60
DIE25	5.00	5.00	4.00	5.00	5.00	4.80
ADD21	4.33	4.50	3.25	3.25	4.00	3.87
Nad77	4.67	3.83	3.75	3.00	3.80	3.81
ESA20	4.33	4.50	3.25	3.75	3.40	3.85
DRN25	5.00	3.83	3.75	3.25	3.20	3.81
ZIA97	5.00	4.83	4.25	4.25	4.40	4.55
PF84	5.00	4.83	5.00	4.50	5.00	4.87
ILE53	4.00	3.83	3.50	4.00	3.40	3.75
brt123	5.00	5.00	3.25	5.00	5.00	4.65
4PZM3D	5.00	5.00	5.00	5.00	5.00	5.00
ETC78	5.00	5.00	4.75	4.50	3.60	4.57
CGA0509	5.00	4.50	4.50	4.00	4.20	4.44
ICA27	5.00	5.00	5.00	5.00	4.80	4.96
JAS7	4.00	4.83	4.25	3.50	3.60	4.04
ana18	5.00	5.00	5.00	5.00	5.00	5.00
MAM24	3.67	3.67	3.00	2.25	2.40	3.00
ana33	4.00	4.33	3.75	3.25	4.00	3.87
MMM77	4.00	3.83	3.00	2.75	2.00	3.12
ANA63	3.67	4.50	4.00	3.50	4.40	4.01



ICA03	4.00	4.67	4.00	3.00	3.40	3.81
FAZ25	4.00	4.00	3.00	3.00	2.00	3.20
TVVF65	5.00	4.83	4.00	4.25	4.40	4.50
FMT25	4.33	3.83	3.75	3.25	4.00	3.83
Udine	5.00	4.00	2.75	2.75	2.80	3.46
ELISA1204	4.00	4.00	4.00	4.00	3.20	3.84
KIN49	4.00	4.00	3.50	1.75	2.20	3.09
EST33	4.00	3.83	2.75	4.00	3.40	3.60
Abba2106	3.00	3.00	2.25	1.50	2.00	2.35
1004	4.67	5.00	3.75	3.50	2.80	3.94
INO99	2.00	2.00	2.00	2.00	2.00	2.00
ANA25	5.00	3.83	4.00	5.00	4.60	4.49
AAB81	5.00	5.00	4.50	5.00	4.00	4.70
OZR77	4.00	3.83	3.75	3.50	4.00	3.82
ME	4.00	3.33	2.75	1.25	1.60	2.59
21327	5.00	4.83	4.50	4.50	3.80	4.53
Car888	5.00	5.00	4.50	4.00	4.00	4.50
ASB77	4.33	3.83	3.00	3.25	2.80	3.44
KO28	3.67	3.83	3.25	3.50	3.80	3.61
SL120	4.00	4.00	3.00	3.00	3.00	3.40
ICA11	3.33	2.50	1.00	1.00	1.00	1.77
MK2025	4.67	4.83	3.50	3.25	2.60	3.77
MarJake	4.67	5.00	4.50	3.75	4.40	4.46
TINA25	4.00	3.67	3.00	3.25	3.00	3.38
edi52dec	4.00	3.33	3.25	2.50	3.20	3.26
MMB47	4.33	3.33	2.25	4.00	2.20	3.22

Scores per PP member in green competence areas:

Rubric code	Embodying sustainability values	Embracing complexity in sustainability	Envisioning sustainable futures	Acting for sustainability	Average value
Rog010	4.67	5.00	4.33	3.00	4.25
IN4BLUE	3.33	4.00	4.00	3.67	3.75
NAC86	4.00	5.00	5.00	5.00	4.75
BAN30	5.00	4.33	5.00	4.33	4.67
LAURA90	4.33	3.33	4.00	4.00	3.92
GAB37	4.67	5.00	5.00	5.00	4.92
VENEZIA	2.00	1.33	1.00	1.67	1.50
ICA64	4.00	4.00	3.00	3.33	3.58
ELA27	4.00	4.00	4.00	4.00	4.00
AŠ A10	3.67	3.33	3.00	3.67	3.42
VHC25	3.33	3.00	2.00	2.67	2.75



Dd3315	4.00	3.33	3.00	4.33	3.67
ELA58	4.00	4.00	4.00	5.00	4.25
Beg71	4.33	4.00	4.00	4.00	4.08
LELA314	5.00	2.00	3.00	2.33	3.08
EKI29	3.00	2.00	2.00	2.00	2.25
Sirena28	4.00	3.67	3.33	3.33	3.58
DAN17	4.00	3.67	3.67	3.67	3.75
CLA77	5.00	5.00	4.33	3.00	4.33
TŠ D10	4.00	4.00	4.00	3.67	3.92
RKA07	4.33	3.67	3.33	4.00	3.83
RAD55	5.00	4.33	4.33	3.67	4.33
jkv27	4.00	4.00	4.00	4.00	4.00
anja23	3.00	3.00	2.33	2.67	2.75
dmk123	4.00	4.00	4.00	3.67	3.92
LUC13	4.00	3.67	3.67	3.67	3.75
LMC77	4.00	3.00	3.00	3.67	3.42
SEC13	4.33	4.00	3.67	3.67	3.92
MMD79	4.33	4.00	3.67	5.00	4.25
ELA17	5.00	5.00	5.00	5.00	5.00
MTB55	5.00	5.00	5.00	4.67	4.92
CAMP93	3.00	3.00	2.67	1.67	2.58
NAT55	4.00	3.67	3.00	3.67	3.58
VE	5.00	5.00	5.00	5.00	5.00
SIL28	4.00	3.67	3.33	4.33	3.83
PST57	4.00	3.33	3.00	3.67	3.50
INE14	2.00	2.00	1.67	2.67	2.08
ICA32	3.00	4.00	3.00	3.67	3.42
LEL25	5.00	5.00	5.00	4.00	4.75
Leni	2.67	4.00	4.00	3.00	3.42
NNE55	4.00	4.00	4.00	3.67	3.92
ITA33	3.00	3.00	3.00	2.00	2.75
DIE25	5.00	5.00	5.00	5.00	5.00
ADD21	2.33	3.33	4.67	2.67	3.25
Nad77	2.67	2.67	3.33	2.67	2.83
ESA20	3.67	3.67	3.00	3.67	3.50
DRN25	2.00	1.00	1.33	1.33	1.42
ZIA97	4.67	5.00	5.00	5.00	4.92
PF84	5.00	5.00	5.00	4.67	4.92
ILE53	4.00	3.67	2.67	3.33	3.42
brt123	3.00	3.00	4.00	3.67	3.42
4PZM3D	4.00	4.00	4.00	4.00	4.00
ETC78	4.00	4.00	4.67	4.00	4.17
CGA0509	4.67	3.67	4.67	4.33	4.33
ICA27	4.00	4.00	4.00	3.67	3.92



JAS7	5.00	4.33	4.00	4.33	4.42
ana18	5.00	5.00	4.67	4.33	4.75
MAM24	3.33	2.67	3.00	5.00	3.50
ana33	5.00	5.00	5.00	5.00	5.00
MMM77	5.00	5.00	5.00	4.67	4.92
ANA63	5.00	5.00	5.00	3.33	4.58
ICA03	5.00	5.00	5.00	5.00	5.00
FAZ25	3.00	3.00	3.00	3.00	3.00
TVVF65	5.00	5.00	4.67	5.00	4.92
FMT25	3.33	3.00	3.00	3.00	3.08
Udine	5.00	5.00	5.00	5.00	5.00
ELISA1204	4.00	4.00	3.00	3.00	3.50
KIN49	4.33	2.67	2.33	3.00	3.08
EST33	4.33	3.67	1.00	3.00	3.00
Abba2106	3.00	2.00	2.00	2.00	2.25
1004	5.00	3.00	2.67	2.00	3.17
INO99	2.00	2.00	2.00	2.00	2.00
ANA25	4.00	2.67	3.00	4.00	3.42
AAB81	4.00	4.00	4.00	4.00	4.00
OZR77	3.33	3.33	3.33	4.00	3.50
ME	3.00	3.33	4.00	3.67	3.50
21327	5.00	5.00	3.67	4.00	4.42
Car888	5.00	5.00	5.00	4.67	4.92
ASB77	4.00	4.00	3.67	4.00	3.92
KO28	4.33	4.00	3.00	3.67	3.75
SL120	4.00	4.00	4.00	4.00	4.00
ICA11	4.00	3.00	2.00	2.00	2.75
MK2025	3.67	3.00	3.00	3.33	3.25
MarJake	5.00	5.00	5.00	4.67	4.92
TINA25	4.00	3.67	4.00	4.00	3.92
edi52dec	3.00	1.33	1.00	2.67	2.00
MMB47	4.67	4.00	3.33	2.33	3.58

Scores per PP member in entrepreneurship competence areas:

Rubric code	Ideas and opportunities	Resources	Into action	Average value
Rog010	4.33	3.60	3.00	3.64
IN4BLUE	4.33	4.20	4.33	4.29
NAC86	5.00	5.00	5.00	5.00
BAN30	4.67	3.00	5.00	4.22
LAURA90	4.17	4.00	4.50	4.22
GAB37	5.00	5.00	4.67	4.89



VENEZIA	2.33	3.00	3.00	2.78
ICA64	3.33	3.40	3.33	3.36
ELA27	3.00	3.00	3.00	3.00
AŠ A10	3.67	3.40	3.50	3.52
VHC25	2.83	2.20	2.83	2.62
Dd3315	3.17	3.60	3.67	3.48
ELA58	4.00	5.00	4.00	4.33
Beg71	4.00	4.00	4.00	4.00
LELA314	2.00	4.20	3.00	3.07
EKI29	2.50	2.20	3.50	2.73
Sirena28	3.17	3.40	3.67	3.41
DAN17	4.00	3.80	4.00	3.93
CLA77	4.67	3.80	3.00	3.82
TŠ D10	4.50	4.60	4.50	4.53
RKA07	5.00	4.00	5.00	4.67
RAD55	4.17	4.40	4.17	4.24
jkv27	4.00	4.00	4.00	4.00
anja23	2.67	3.00	3.33	3.00
dmk123	4.00	4.00	4.00	4.00
LUC13	4.00	4.00	4.33	4.11
LMC77	3.50	3.40	4.50	3.80
SEC13	3.50	4.00	4.33	3.94
MMD79	4.00	4.80	4.83	4.54
ELA17	5.00	4.00	4.33	4.44
MTB55	5.00	5.00	5.00	5.00
CAMP93	2.67	2.60	4.00	3.09
NAT55	3.33	3.60	4.33	3.76
VE	5.00	4.40	4.83	4.74
SIL28	3.83	3.80	4.00	3.88
PST57	3.83	4.00	4.83	4.22
INE14	2.50	1.80	2.00	2.10
ICA32	4.00	3.20	3.67	3.62
LEL25	3.83	3.60	5.00	4.14
Leni	3.50	3.00	3.33	3.28
NNE55	4.00	4.00	4.00	4.00
ITA33	4.67	4.00	4.00	4.22
DIE25	5.00	5.00	5.00	5.00
ADD21	3.67	4.80	4.83	4.43
Nad77	3.17	3.20	3.33	3.23
ESA20	4.33	3.20	4.17	3.90
DRN25	2.67	4.20	4.00	3.62
ZIA97	5.00	5.00	5.00	5.00
PF84	5.00	4.80	5.00	4.93
ILE53	4.00	2.80	3.67	3.49



brt123	4.00	4.00	4.00	4.00
4PZM3D	5.00	5.00	5.00	5.00
ETC78	4.50	4.40	4.67	4.52
CGA0509	3.33	3.80	3.33	3.49
ICA27	4.33	4.40	4.83	4.52
JAS7	4.17	4.00	4.33	4.17
ana18	5.00	5.00	5.00	5.00
MAM24	2.83	4.00	3.33	3.39
ana33	5.00	5.00	5.00	5.00
MMM77	5.00	4.40	5.00	4.80
ANA63	4.33	3.40	4.83	4.19
ICA03	5.00	5.00	5.00	5.00
FAZ25	4.00	4.00	4.00	4.00
TVVF65	5.00	4.60	5.00	4.87
FMT25	3.83	4.00	4.00	3.94
Udine	4.83	4.80	4.67	4.77
ELISA1204	3.67	3.60	3.00	3.42
KIN49	3.33	3.40	3.33	3.36
EST33	3.00	2.60	3.33	2.98
Abba2106	2.50	2.80	2.00	2.43
1004	3.17	3.80	4.00	3.66
INO99	2.00	2.00	2.00	2.00
ANA25	3.50	3.00	3.00	3.17
AAB81	5.00	4.60	4.17	4.59
OZR77	3.83	3.80	3.83	3.82
ME	5.00	4.80	4.17	4.66
21327	5.00	4.60	5.00	4.87
Car888	5.00	5.00	4.83	4.94
ASB77	4.00	4.00	4.00	4.00
KO28	3.67	3.40	4.00	3.69
SL120	4.00	4.00	4.00	4.00
ICA11	2.00	3.80	3.17	2.99
MK2025	3.67	4.00	4.33	4.00
MarJake	5.00	5.00	5.00	5.00
TINA25	3.83	3.60	4.17	3.87
edi52dec	2.33	1.80	1.83	1.99
MMB47	3.00	3.60	4.00	3.53

