TRAIL Inclusive Mobility Competence Framework

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1 Introduction

The TRAIL Competence Framework aims to address the pressing need for effective educational strategies that support disadvantaged learners in mobility learning contexts. As the European Union strives to create inclusive educational opportunities, it is essential that educators, facilitators, and staff members of sending and hosting organizations possess the necessary competences to facilitate this process. By focusing on the **Development and Planning (Pre-mobility), Facilitation and Implementation (During mobility), and Evaluation and Validation** of learning activities, this framework equips trainers with the skills to adapt their methods to diverse learner needs, ensuring equitable access to educational mobility experiences.

The planning process and implementation strategies for disadvantaged learners vary significantly from those of typical mobility participants. Disadvantaged learners may have specific learning, medical, mental, and accessibility needs that require tailored approaches. The TRAIL Competence Framework is designed for educational staff as well as administrative personnel involved in facilitating inclusive mobility learning actions, particularly for these learners. It emphasizes equipping trainers with the competences necessary to effectively plan, implement, and validate learning processes in diverse cultural contexts.

The framework highlights skills related to recognizing opportunities, facilitating learning, and addressing the specific needs of disadvantaged groups, ensuring that educational staff can create equitable and supportive learning environments. Additionally, a section of the competence framework is dedicated to supporting administrative and organizational staff in better planning and preparing for inclusive mobility.

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2 TRAIL Competence Framework for Innovation and Entrepreneurship

Based on the findings from the TRAIL Survey and Interview Report (WP2.1), it is evident that many short-term courses and training programs under KA1 mobility, such as language courses, are not tailored to the needs of disadvantaged adult learners with fewer opportunities. Sending organizations often struggle to identify the specific learning interests of their learners and to develop individualized mobility programs, facing various challenges throughout this process.

To address these issues, the TRAIL framework is grounded in the European Entrepreneurship Competence Framework (EntreComp), particularly emphasizing the "Spotting Ideas and Opportunities" dimension. This focus highlights the necessity of creating mobility opportunities that recognize and accommodate the needs and constraints of disadvantaged learners. The competencies related to Creativity and Innovation for inclusive mobility learning are not only essential but also self-explanatory.

First, competencies must always be contextualized; they need to be "acted out" in practical settings—referred to as the "Action Field." In the case of Creativity and Innovation competencies, we align them with the field of "Entrepreneurship." Second, the EntreComp framework is the flagship of European Entrepreneurship Education thus the TRAIL approaches may create a high credibility and transferability when referring to this system. Third, EntreComp outlines the entrepreneurial process as the means to transform ideas and opportunities into action, utilizing available resources to create meaningful impact.
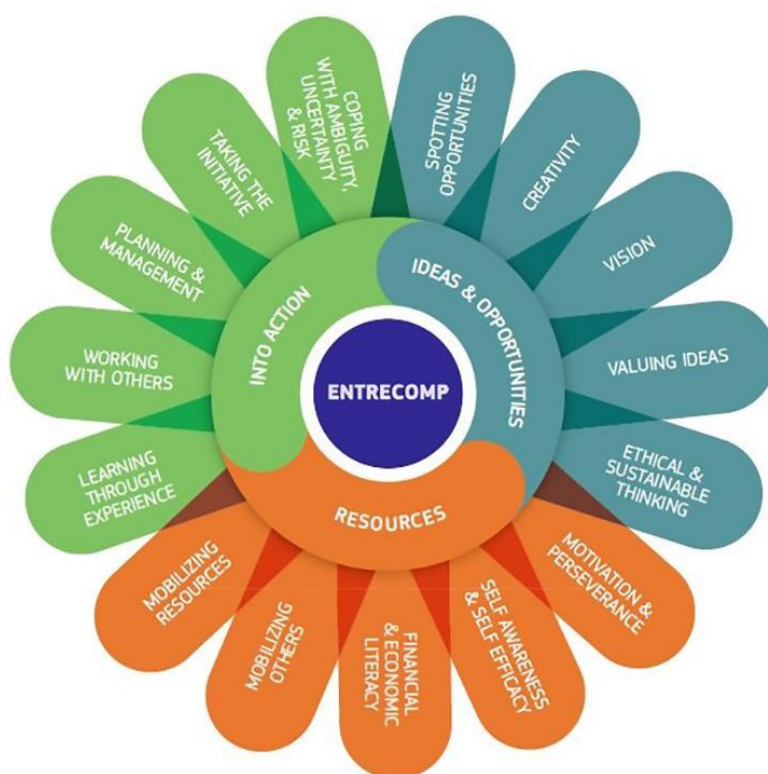

Fig. 1. EntreComp Conceptual Framework

Based on interviews and exchanges with the target groups, feedback gained from other related EU projects (such as SASSI-LLC) and different competence concepts (e.g. Erpenbeck, Sauter 2014,

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LEVEL5/REVEAL group 2016/2019), the TRAIL Competence Framework consists of four clusters: Development and Planning, Facilitation and Implementation, Evaluation and Validation and General Competence (Figure 2). This holistic approach covers the pre, during and post phase of learning mobilities and thus ensures that educational and administrative staff are not only equipped to create, plan and execute mobility activities for learners with fewer opportunities but also to cultivate inclusive, supportive, and responsive learning environments that foster both personal and professional growth.

TRAIL Competence Framework	
Development and Planning (Pre-mobility)	**Facilitation and Implementation (During mobility)**
- Spotting Ideas and Opportunities for disadvantaged learners - Assessing learners' needs and motivations - Designing and constructing trainings and programmes - Planning and designing the learning process - Travel preparation for disadvantaged group	- Facilitating open learning process - Deploying different learning methods, styles and techniques - Flexibility and Adaptability - Mentoring an intern/trainee/apprentice from disadvantaged background
Evaluation and Validation	**General Competence**
- Designing an evaluation process - Defining the right indicators and apply the right instruments for evaluation - Assessing competences and competence developments - Evidencing competence developments in terms of learning outcomes	- Problem solving - Leadership - Project Management - Planning and Resource Management - Intercultural Communication - Communication - Client orientation - Team working - Critical Thinking - Networking - Creativity - Evaluating / Reflecting

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Competence as defined:

A competence is the ability to apply a synthesis of knowledge, skills and attitudes in a particular situation and in a particular quality[1].

To better connect TRAIL Competence Framework to EU Validation systems like ECVET or the European Qualification Framework, the TRAIL partnership blends the EntreComp with the LEVEL5 validation system which has been grounded on the aforementioned competence definition.

In the paper on hand, the 25 competences will be thoroughly described by:

- Descriptions consisting of a *competence summary* and aspects of what a learner should *know*, *be able to do* and respective *attitudes* related to these competences.
- A reference system which clusters knowledge, skills and attitudes along 5 competence levels.

In its second part the competence framework will be enlarged by those competences that are needed to create/foster those competences and to validate them.

This part is linked to an approach which we call "Competence Oriented Learning and Validation" and which is based on the LEVEL5 taxonomy.

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[1] The definition has been coined by a consortium led by Research voor Beleid (2006) in the EU publication „Key competences for Adult Education".

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3 Competence descriptions & Reference Systems on Development and Planning (Pre-mobility)

3.1 Competence to Spot Learning Mobility Ideas and Opportunities for disadvantaged learners

This competence involves understanding and applying a range of ideation and prototyping tools and strategies—such as spotting opportunities, generating and valuing ideas, working towards a shared vision, and ensuring sustainability—in ways that are sensitive to the unique realities of disadvantaged groups. A competent person is able to identify and seize opportunities to create value by exploring the social, cultural, and economic contexts that shape the experiences of disadvantaged learners. This includes recognizing specific needs, barriers, and challenges these groups face, and establishing new connections to bring together resources, stakeholders, and ideas that can open up meaningful learning mobility pathways. The competent person is proactive in seeking out and developing ideas that empower disadvantaged learners, acts responsibly and ethically, and values collaboration with the communities involved. They are committed to innovation that is inclusive, sustainable, and grounded in respect for diversity and equity. Their approach is characterized by sensitivity, empathy, and a genuine motivation to make a positive difference in the lives of those who face additional challenges in accessing learning mobility opportunities.

Knowledge: The learner…

- Knows how to strategically identify and transfer learning mobility opportunities to new and diverse contexts
- Knows how to support and mentor others in finding, adapting, and personalizing mobility ideas to fit different needs, backgrounds, and environments.
- Knows when and where to apply specific approaches or tools to spot learning mobility opportunities for disadvantaged learners.
- Knows a range of practical methods and tools for identifying and evaluating learning mobility opportunities.
- Knows the importance and benefits of learning mobility for disadvantaged learners.
- Knows that learning mobility opportunities exist and understands, at a basic level, what learning mobility means in the context of supporting disadvantaged groups.

Skills: The learner…

- Is able to develop, adapt, and transfer strategies for identifying learning mobility opportunities specifically tailored to disadvantaged learners.
- Is able to proactively plan and create new mobility initiatives that enhance access for disadvantaged learners.
- Is able to actively seek out, select, and apply appropriate methods and tools to identify and create meaningful mobility opportunities for disadvantaged learners.

- Is able to participate effectively in activities led by others to identify learning mobility opportunities.
- Is able to carry out basic tasks related to finding learning mobility opportunities for disadvantaged learners when guided or instructed.
- Is able to recognize the concept of learning mobility and the existence of relevant opportunities for disadvantaged learners.

Attitudes: The learner…

- Is open to embracing equitable learning mobility as a fundamental personal value and responsibility.
- Is curious about exploring diverse perspectives and deepening understanding of learning mobility opportunities for disadvantaged learners.
- Is willing to act as a role model and advocate, championing the identification and creation of mobility opportunities that support disadvantaged learners.
- Is motivated to proactively seek, promote, and improve approaches to learning mobility for disadvantaged learners.
- Is willing to learn from experiences and feedback, striving to enhance both personal practice and collective efforts.
- Is open to recognizing the importance of learning mobility for disadvantaged learners, even if not yet fully engaged in personal action or responsibility.

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REFERENCE SYSTEM – Spot Learning Mobility Ideas and Opportunities for disadvantaged learners

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to strategically identify and transfer learning mobility opportunities to new and diverse contexts, especially for disadvantaged learners. Can support and mentor others in finding and adapting mobility ideas to suit different needs and environments.	Developing, constructing, transferring	Able to develop, adapt, and transfer strategies for identifying learning mobility opportunities for disadvantaged learners. Proactively plans and creates new mobility initiatives or activities, and supports others in applying these strategies in diverse contexts.	Incorporation	Has fully internalized the value of equitable learning mobility as a core personal belief. Acts as a role model and inspiration for others, championing the identification and creation of mobility opportunities for disadvantaged learners.
4	Knowing when (implicit understanding)	Recognizes when and where to apply specific approaches or tools to spot learning mobility opportunities for disadvantaged learners. Understands the right timing and context for introducing or promoting such opportunities.	Discovering acting independently	Actively seeks out, selects, and applies appropriate methods and tools to identify and create mobility opportunities for disadvantaged learners. Independently designs and implements strategies to enhance access to such opportunities.	Self-regulation, Commitment	Shows strong commitment and proactivity in seeking and promoting learning mobility opportunities for disadvantaged learners. Consistently strives to improve own approach and encourages others to do the same.
3	Knowing how	Has practical knowledge of various methods and tools to identify and evaluate learning mobility opportunities for disadvantaged learners. Can use these approaches to actively seek out and assess suitable programs or initiatives.	Deciding/ selecting	Participates in activities to identify learning mobility opportunities as provided by others. Can choose specific tools or approaches from a known set to help spot opportunities for disadvantaged learners.	Motivation/ appreciation	Genuinely values the importance of learning mobility for disadvantaged learners. Is motivated to develop personal competences in spotting and supporting such opportunities.
2	Knowing why (distant understanding)	Understands the importance of learning mobility for disadvantaged learners and why it is essential to actively look for such opportunities. Recognizes the potential impact on personal and professional growth for these learners.	Using, imitating	Occasionally participates in unstructured or guided activities related to finding learning mobility opportunities for disadvantaged learners. Can carry out basic tasks in this area when instructed.	Perspective taking	Demonstrates curiosity and interest in the topic of learning mobility for disadvantaged learners. Is open to learning more and exploring different perspectives related to this competence.
1	Knowing what	Knowing that learning mobility opportunities exist and that they can be particularly beneficial for disadvantaged learners. Has a basic understanding of what learning mobility means in this context.	Perceiving	Recognizes the concept of learning mobility and the existence of opportunities for disadvantaged learners, but does not yet take action to identify or create such opportunities.	Self-orientation	Recognizes the concept of learning mobility for disadvantaged learners as important, but does not yet relate it to personal action or responsibility.

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3.2   Assessing learners' needs and motivations

The person is competent in checking the prior experience of learners, identification of the perceived learning needs, demands, motivations and wishes of learners. This includes insights into the intrinsic motivation (e.g., self-generated willingness to discover and to learn more), and the extrinsic motivation (e.g., responsiveness to external pressures from others) of the learners, the societal learning needs, including the key competences in lifelong learning. In assessing learning needs, the competent person is able to listen carefully, deploy interview techniques, read body language, and collaborate with possible language difficulties and other disadvantages. The person is able to respond to learning needs by deploying a wide range of teaching strategies and is able to see the background, expertise and knowledge of the learners as a learning resource to be used in the learning process.

Knowledge: The learner …

- Knows a broad variety of assessment methods, including formal and informal techniques, and understands how to effectively feed assessment results back into the learning planning process.
- Knows how to select and differentiate appropriate assessment methods based on individual learners' backgrounds, resources, contexts, and learning goals.
- Knows the limits and possibilities of assessment within different contexts and how these influence what can realistically be achieved.
- Knows practical techniques to assess learners' needs, motivations, backgrounds, and resources.
- Knows why assessing learners' needs and motivations is essential for effective learning design and learner engagement.
- Knows the concept of needs assessment and how to apply needs assessment strategically in diverse contexts.

Skills: The learner …

- Is able to transfer assessment techniques into planning learning activities and other relevant areas.
- Is able to recognize when changes to assessment approaches or learning plans are necessary.
- Is able to research and expand understanding of learners' backgrounds to apply assessment methods appropriately.
- Is able to select suitable assessment methods from a known repertoire, considering learners' needs, backgrounds, resources, and context.
- Is able to apply assessment techniques as instructed and imitate others in assessing learners' needs.
- Is able to recognize different assessment techniques without yet applying them independently.

Attitudes: The learner …

- Is motivated to push, encourage, and delegate others to develop their competence in assessing learners' needs.
- Is determined to continuously improve own assessment skills and expand the scope of activities to achieve better outcomes.
- Is motivated to assess learners' needs, backgrounds, and resources, and to integrate assessment results into the learning process.
- Is curious about assessment methods and interested in how to effectively feed back results into learning offers.

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REFERENCE SYSTEM - Assessing learners' needs and motivations

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer	Knowing a broad variety of assessment methods and how to feedback assessment results into the planning process. Knowing how to apply this in different contexts.	Developing/ Constructing Transfer	Transfer techniques into planning learning activities and other areas of work/life… Recognizing when changes in concept are necessary.	Incorporation Internalisation	Pushing/motivating/delegating others to develop their competence to assess learners' needs.
4	Know when (Implicit understanding	Knowing how to differentiate which assessment methods to apply according to individual learners' backgrounds and resources. Being aware of limits of what can be achieved according to contexts and goals.	Discovering /acting independently	Researching new techniques, expanding understanding of relation between learners' backgrounds and applying them accordingly.	Commitment Volition	Being determined to further develop own competence to assess and to expand field of activity in order to gain better results.
3	Know how	Knowing techniques to assess learners needs, backgrounds and resources and how to design learning process/offer accordingly.	Deciding/ selecting	Selecting assessment methods from known repertoire suitable assess to learners needs, taking into account their backgrounds and resources and the learning context.	Appreciation Motivation	Being motivated to assess learners' needs, backgrounds and resources and to consider results in learning process.
2	Know why (Distant understanding	Knowing why it is relevant/ essential to assess learners' needs, backgrounds and resources.	Application, Imitation	Applying assessment techniques as ordered by others, imitating others in assessing learners needs.	Curiosity Perspective taking	Curiosity/interest to assess learners' needs and how to feed back the results into learning offers.
1	Know-what/know that	Knowing what assessment of learners' needs is and that there are different techniques for that.	Perceiving	Recognising different assessment techniques without using them.	Self oriented, neutral	No intrinsic motivation to assess learners needs, not perceiving value of results for own work.

3.3 Designing and constructing trainings and programmes

The person has the competence to design and construct learning programmes for learners that are embedded in a wider heritage context and which allow the development of the learners into, or as, fully autonomous life-long learners. The programmes are based on relevant learning theory and the needs and demands of the learners, views on group dynamics and also (in case of blended learning) the use of learning technology and assessment. Furthermore, the person is able to develop appropriate instructional and assessment instruments that are constructively aligned to aims and objectives and that are attuned to learning theories.

Knowledge: The learner …

- Knows the fundamentals of designing training programmes and how to apply this knowledge creatively to meet learners' needs and goals.
- Knows how to choose programme designs that align with specific learning objectives and the diverse needs of learners.
- Knows that programme design is grounded in key theories such as assessment, group dynamics, classroom management, communication, learning theories (e.g., cognitivism, constructivism), and curriculum theories.
- Knows that effective programme design influences efficiency, learner satisfaction, learning impact, and overall effectiveness.
- Is aware that designing training programmes is a professional competence requiring deliberate planning and continuous improvement.

Skills: The learner …

- Is able to create new programmes in new situations.
- Is able to design a new programme in a given situation.
- Is able to choose a design from a set of known possibilities.
- Is able to elaborate a given design of a programme.
- Is able to identify different designs.

Attitudes: The learner …

- Is motivated to continuously optimize programme designs and programmes.
- Is motivated to create optimal programme designs.
- Values the importance of choosing the right design.

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REFERENCE SYSTEM - Designing and constructing trainings and programmes

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer	Knows the fundamentals of designing programmes and knows how to make use of that knowledge in a creative way.	Developing/ Constructing Transfer	Can create new programmes in new situations.	Incorporation Internalisation	Feels highly motivated to continuously optimize programme designs and programmes.
4	Know when (Implicit understanding	Knows to choose the designs that suit the goals and the needs of the learners.	Discovering/ acting independently	Can design a new programme in a given situation.	Commitment Volition	Feels motivated to create optimal programme designs.
3	Know how	Knows that a programme design is related to theories such as assessment, group dynamics classroom management, communication, learning theories and curriculum theories.	Deciding/ selecting	Can choose a design from a set of known possibilities.	Appreciation Motivation	Values the importance of choosing the right design.
2	Know why (Distant understanding	Knows that a programme design makes a difference in terms of efficiency, effectiveness, satisfaction and impact.	Using, Imitating	Can elaborate a given design of a programme.	Curiosity Perspective taking	Is aware that a design might be something to consider.
1	Know-what/know that	Is aware of the importance of a programme design/programme design and that designing is a professional competence.	Perceiving	Can identify different designs.	Self oriented, neutral	Perceives the phenomenon of a programme design.

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3.4 Planning and designing the learning process

The person is competent in designing the learning process for learners of different target groups. On one hand this competence entails the knowledge of the learning needs and deficits of the learners, the level of the learners and the heterogeneity of the group for whom the learning process is developed (if the learning takes place in a group setting). On the other hand, the person must have knowledge on the different learning phases, processes, styles, methods and programme designs that can be deployed to facilitate the learning process. The design of the learning process can be for individual learners as well as for a group of learners. The competent person is able to use his/her own expertise and knowledge of relevant learning resources and the potential of the learners themselves to design the learning process. Furthermore, the competent person is able to formulate and communicate the objectives of the learning process to give a larger picture of the learning process as a whole.

Knowledge: The learner …

- Knows how to synthesize various theories in ideas on how learning may best proceed and be promoted.
- Knows how to plan and optimize learning processes.
- Knows how to plan and facilitate adult learning processes given the content, goals and the needs of the learners.
- Knows that learning processes consist of different phases, aspects and layers each bringing their own requirements.
- Knows importance of distinguishing between different phases, aspects and layers of learning in order to trigger and/or improve learning processes.

Skills: The learner …

- Is able to plan the way in which learning processes evolve and transfer this knowledge into actions to improve learning processes.
- Is able to plan learning processes for adults given the needs and the subject matter.
- Is able to choose a way to plan an adult learning process from a set of known possibilities.
- Is able to elaborate a given plan for a learning process.
- Is able to identify different learning processes, phases and styles.

Attitude: The learner …

- Is motivated to continuously optimize (adult) learning processes and conditions.
- Is motivated to create optimal conditions for optimal learning.
- Values the importance of distinguishing between phases, aspects and layers of learning in order to enhance efficiency, effectiveness and impact of adult learning processes.
- Is aware that the learning processes involved may be something to consider in order to allow for better planning of learning.
- Perceives various phases, aspects and layers of learning processes of learners.

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REFERENCE SYSTEM - Planning and designing the learning process

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer	Knows how to synthesize various theories in ideas on how learning may best proceed and be promoted.	Developing/ Constructing Transfer	Can plan the way in which learning processes evolve and transfer this knowledge into actions to improve learning processes.	Incorporation Internalisation	Feels highly motivated to continuously optimize (adult) learning processes and conditions.
4	Know when (Implicit understanding	Knows how to plan and optimize learning processes.	Discovering/ acting independently	Can plan learning processes for adults given the needs and the subject matter.	Commitment Volition	Feels motivated to create optimal conditions for optimal learning.
3	Know how	Knows how to plan and facilitate adult learning processes given the content, goals and the needs of the participants.	Deciding/ selecting	Can choose a way to plan an adult learning process from a set of known possibilities.	Appreciation Motivation	Values the importance of distinguishing between phases, aspects and layers of learning in order to enhance efficiency, effectiveness and impact of adult learning processes.
2	Know why (Distant understanding	Knows that learning processes consist of different phases, aspects and layers each bringing their own requirements.	Using, Imitating	Can elaborate a given plan for a learning process.	Curiosity Perspective taking	Is aware that the learning processes involved may be something to consider in order to allow for better planning of learning.
1	Know-what/know that	Is aware of the importance of distinguishing between different phases, aspects and layers of learning in order to trigger and/or improve learning processes.	Perceiving	Can identify different learning processes, phases and styles.	Self oriented, neutral	Perceives various phases, aspects and layers of learning processes of learners.

3.5   Travel preparation for disadvantaged group

The person is competent in planning safe and accessible travel for disadvantaged groups by implementing comprehensive risk assessment procedures, cultural sensitivity protocols, and specialized accommodation arrangements. The person demonstrates knowledge in travel security fundamentals while pursuing equal access and protection for vulnerable populations. He/she is able to act accordingly, adapt and develop strategies to accompany disadvantaged groups during travel or lead specialized travel programs. He/she is aware of the specific challenges and additional security considerations when facilitating travel for vulnerable participants and applies appropriate risk management approaches.

Knowledge: The learner ...

- knows about core travel security processes and necessary considerations for disadvantaged groups
- knows about risk assessment methodologies including vulnerability analysis for specific participants
- has knowledge of accessibility requirements, adaptive equipment and accommodation needs
- has knowledge of cultural sensitivity frameworks and inclusive travel planning approaches
- knows how to collect and analyze contextual information relevant to disadvantaged group travel needs
- knows when to implement additional security measures and protective protocols
- knows how to structure accessible and inclusive travel programs

Skills: The learner ...

- is able to conduct comprehensive threat and vulnerability assessments
- is able to develop specialized travel plans accommodating diverse physical, cognitive, and cultural needs
- is able to implement inclusive communication strategies
- is able to adapt security for disadvantaged participants

Attitudes: The learner ...

- demonstrates commitment to inclusive travel practices and equal access principles
- maintains dignity and respect for all group members regardless of their specific challenges or limitations
- shows cultural competence and sensitivity when working with diverse populations
- displays patience and adaptability when addressing complex and varied individual needs

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REFERENCE SYSTEM - Travel preparation for disadvantaged group

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Knowing how to assess travel environments and develop strategic inclusive travel policies for new contexts. Developing new methodologies for accessibility assessment and culturally responsive emergency protocols.	Developing/ constructing, transferring	Strategically1 developing comprehensive travel frameworks for disadvantaged groups in new environments. Creating innovative solutions for complex accessibility challenges	Incorporation Internalisation	Having internalized what, it anticipates to participate in inclusive travels. Inspiring others to improve their inclusive travelling competences and actively challenging discriminatory practices.
4	Knowing when (implicit understanding)	Knowing how different inclusive travel tools can be used in different phases of a program. Knowing about threat analysis, cultural dynamics, and specialized arrangements requirements for diverse groups.	Discovering acting independently	Leading travel programs for disadvantaged groups. Developing customized travel security protocols for various types of vulnerable participants. Making autonomous decisions about inclusive travel arrangements.	Commitment Volition	Being determined to improve inclusive travel competences and to prioritize the activities for this purpose. Mentoring others.
3	Knowing how	Knowing different inclusive travel tools. Understanding accessibility requirements, adaptive equipment needs, and cultural sensitivity frameworks. Knowing how to plan for diverse accommodation and travel needs.	Deciding/ selecting	Applying specific inclusive travel tools to manage accessibility in practice. Conducting vulnerability assessments and implementing specialized travel security protocols for disadvantaged participants.	Appreciation Motivation	Valuing inclusive travel practices and being motivated to develop skills and experience in travel security and adaptive problem-solving. Showing genuine care for the dignity and safety of all participants.
2	Knowing why (distant understanding)	Knowing that inclusive travel approaches are needed. Understanding basic accessibility requirements and standard travel security protocols.	Using/ Imitating	Occasionally applying inclusive travel tools and adapting security measures for disadvantaged participants. Following established protocols for accessible travel arrangements. Implementing basic accommodation procedures under supervision.	Curiosity Perspective taking	Being curious about different approaches and tools for inclusive travel. Developing empathy for diverse needs and challenges.
1	Knowing what/ knowing that	Understanding basic travel security concepts, documentation requirements, and fundamental accessibility principles. Recognizing that different people have different needs.	Perceiving	Providing basic assistance and following simple accommodation protocols under guidance.	Self-oriented, neutral	Being respectful toward all participants regardless of their limitations or backgrounds. Showing openness to different perspectives.

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4 Competence descriptions & Reference Systems on Facilitation and Implementation (During mobility)

4.1 Facilitating open learning process

The person has the competence to guide learners in their learning processes and in further development toward, or as, fully autonomous lifelong learners. The person supports the learner in reaching the objectives of the learning process and in following the defined learning strategy. The person is able to use different learning methods (didactics), styles (approaches) and techniques, including the use of new media and ICT. She or he is able to relate learning to everyday life and to attune the learning process to the living world of the learners. The person is able to provide relevant and contextualised tasks and activities and assess the outcomes of these. The person is flexible and has the ability to change the learning strategy when necessary. The person ought to be able to align the learning process properly according to the delivery mode and context.

Knowledge: The learner …

- Knows a variety of theories on how to facilitate open learning processes under different conditions and with different target groups.
- Knows when and how to implement the appropriate open learning conditions to achieve the competences envisaged.
- Knows how to facilitate open learning involving multiple perspectives and addressing concrete individual experiences and authentic problems.
- Knows that open learning environments address multiple perspectives and concrete individual experiences, involving authentic problems.
- Knows what open learning is and which role a facilitator has in it.

Skills: The learner …

- Is able to develop new approaches and expertise to facilitate open learning in different contexts and aimed at different target groups and competence developments. Supporting others.
- Is able to research for related theory, expanding own competence to facilitate appropriate open learning with learning conditions related to the competence development as envisaged.
- Is able to facilitate open learning by selecting from a repertoire of known approaches.
- Is able to apply or adapt existing open learning formats for own training offers.
- Is able to recognise open learning and perceiving the advantages for competence developments.

Attitudes: The learner …

- Is motivating and supporting others to improve their competence to facilitate open learning.
- Is determined to explore and improve theory and practice of facilitating open learning.
- Finds it important to be creative in this respect.
- Is valuing open learning as format for learners to develop competences and being motivated to improve own competence to facilitate them.
- Is interested in facilitating open learning environments in own work and to improve own competence to do so.

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REFERENCE SYSTEM - Facilitating (open) learning processes

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	2	**3**	**2**	**3**	**2**	**3**
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Having a broad theoretical background on how to facilitate open learning processes under different conditions and with different target groups.	Developing/construct-ing, transferring	Developing new approaches and expertise to facilitate open learning in different contexts and aimed at different target groups and competence developments. Supporting others.	Incorporation Internalisation	Having incorporated to facilitate learning in open learning environments. Motivating and supporting others to improve their competence to facilitate open learning.
4	Knowing when (implicit understand-ing)	Knowing when and how to implement the appropriate open learning conditions to achieve the competences envisaged.	Discovering acting independently	Researching for related theory, expanding own competence to facilitate appropriate open learning with learning conditions related to the competence development as envisaged.	Commitment Volition	Being determined to explore and improve theory and practice of facilitating open learning. Finding it important to be creative in this respect.
3	Knowing how	Knowing how to facilitate open learning involving multiple perspectives and addressing concrete individual experiences and authentic problems.	Deciding/ selecting	Facilitating open learning by selecting from a repertoire of known approaches. Selecting and trying out appropriate formats.	Appreciation Motivation	Valuing open learning as format for learners to develop competences and being motivated to improve own competence to facilitate them.
2	Knowing why (distant understand-ing)	Knowing that open learning environments address multiple perspectives and concrete individual experiences, involving authentic problems.	Using/ Imitating	Applying or adapting existing open learning formats for own training offers. Facilitating open learning as instructed or imitated by others.	Curiosity Perspective taking	Being interested in facilitating open learning environments in own work and to improve own competence to do so.
1	Knowing what/ knowing that	Knowing what open learning is and which role a facilitator has in it.	Perceiving	Recognising open learning and perceiving the advantages for competence developments.	Self-oriented, neutral	Feeling that own competence to facilitate open learning environments is sufficient.

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4.2   Deploying different learning methods, styles and techniques

The person is competent in, and shows confidence in, using different learning methods, styles (approaches) and techniques including new media and ICT. Didactics refers to specific methods to enable learners to learn and gain knowledge and skills and to develop values. Approaches alludes to the different styles of transferring knowledge, which includes traditional teaching, facilitating, coaching and supporting learners in their own learning process. Furthermore, the professional should be aware of relevant recent developments concerning new methods, styles and techniques, and of the new possibilities that come with this.

Knowledge: The learner …

- Knows how to transfer methods and techniques to new offers.
- Knows how to create new learning offers based on that.
- Knows in which situation to apply the appropriate learning methods and techniques.
- Knows theoretically how to deploy different learning methods and techniques.
- Knows that different learning methods, styles and techniques have an impact on the result and success.
- Knows that there are different learning methods, styles and techniques.

Skills: The learner …

- Is able to develop new learning offers taking in account different learning methods, styles and techniques.
- Is able to take on board new learning methods and techniques.
- Is able to apply singular learning methods, techniques in an appropriate way.
- Is able to recognise different learning methods, styles and techniques.

Attitudes: The learner …

- Finds it important that the colleagues share common practice on different learning methods, styles and techniques in their professional development.
- Feels the need to help other people to use different learning methods, styles and techniques.
- Feels the need to be pro-active in using different learning methods, styles and techniques.
- Values different learning methods, techniques in general.
- Finds it important to apply different learning methods, techniques.

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● Is interested in different learning methods, styles and techniques.

Reference System: Deploying different learning methods, styles and techniques

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer	Strategic knowledge on how to transfer methods and techniques to new offers. To know how to create new learning offers based on that.	Developing/ Constructing Transfer	To develop new learning offers taking in account different learning methods, styles and techniques! To systematically make use of different learning methods, styles and techniques when designing a course.	Incorporation Internalisation	To find it important that the colleagues share common practice on different learning methods, styles and techniques in their professional development. To feel the need to help other people to use different learning methods, styles and techniques.
4	Know when (Implicit understanding	To know in which situation to apply the appropriate learning methods and techniques.	Discovering/ acting independently	To take on board unknown (new) learning methods and techniques (in the own repertoire).	Commitment Volition	To feel the need to be pro-active in using different learning methods, styles and techniques. To find it important to be creative in this respect.
3	Know how	To know theoretically how to deploy different learning methods and techniques.	Deciding/ selecting	To apply singular learning methods, techniques of the own repertoire in an appropriate way.	Appreciation Motivation	To value different learning methods, techniques in general. To find it important to apply different learning methods, techniques.
2	Know why (Distant understanding	To know that different learning methods, styles and techniques have an impact on the result and success.	Using, Imitating	To use different learning methods and techniques. when being instructed.	Curiosity Perspective taking	To be interested in different learning methods, styles and techniques.
1	Know-what/know that	To know that there are different learning methods, styles and techniques.	Perceiving	To recognise different learning methods, styles and techniques.	Self oriented, neutral	To feel that different learning methods, styles and techniques may affect my planning.

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4.3   Flexibility and Adaptability

Flexibility is a competence that describes the ability to adapt to changing situations and demands in order to cope with variable circumstances. This involves knowledge of the fluidity of facts and the moving nature of life itself, about different contexts and environments as well as of own capabilities and a repertoire of behavioural strategies. Being open minded and trustful in own strengths, are attitudes that support the adaptability to changing situations and reduce stress that results from change. Flexibility is also necessary to cope with ambiguity, uncertainty and risk, which is stated as an important element of entrepreneurial mindset in the EntreComp conceptual model.

Knowledge: The learner…
- knows about requirements of different contexts and environments
- knows the benefits of being flexible
- knows the burdens of flexibility
- knows that things are dynamic and change is inherent in all areas of life
- knows adequate forms of behaviour for certain contexts
- knows how to adapt own strategies according to available or missing resource

Skills: The learner…
- is able to transfer knowledge, skills and abilities to other contexts and environments
- is able to reflect observations and experiences and to draw conclusions in terms of how to adapt
- is able to adapt to changing (work) environments or changing constraints on (work) resources
- is able to operate in multicultural environments and to adapt to new locations
- is able to anticipate new perspectives
- is able to select from a repertoire of different behaviours
- is able to accept and adapt to restrictions
- is able to allow others to be their way

Attitudes: The learner…
- is open to new perspectives, things, behaviours, situations, …
- is curious about learning, discovering new things
- is willing to change approaches or to try different approaches
- is willing to learn to adapt
- is motivated to benefit from flexibility, e.g. to fit in/be more comfortable/successful
- is resilient to the stress that might result from the pressure to adapt or changing situations and environments

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REFERENCE SYSTEM – Flexibility/Adaptability

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing multiple adaptation strategies and knowing how to adapt to changing requirements in various contexts. Analyzing the impact of changing ones behaviour.	Developing, constructing, transferring	Developing and applying tailored adaption strategies for any situation that lead to the best possible result. Being able to perform adequately in unknown situations	Incorporation	Having incorporated to adapt to changing conditions and to let go of initial plans and procedures. Inspiring others to become more flexible.
4	Knowing when (implicit understanding)	Knowing when and how to adapt the own behaviour, attitudes and thinking to changing conditions in order to cope with a situation.	Discovering acting independently	Developing own behavioural strategies and methods to adapt to changes and working on becoming more flexible. Analysing situations and acting accordingly.	Commitment	Being determined to adapt to changing conditions for the sake of a good result.
3	Knowing how	Knowing how to be flexible. Knowing how to adapt the own behaviour, perception and thinking to changing circumstances.	Deciding/ selecting	Deciding how to adapt to changes based on familiar behaviours. Adapting own behaviour to changing conditions in known situations.	Motivation/ appreciation	Valuing flexibility and adaptability. Being motivated to improve own capability to adapt to changing conditions and to show flexibility.
2	Knowing why (distant understanding)	Knowing why one should be flexible and that there are benefits and disadvantages of being flexible.	Using, imitating	Adapting to changing conditions when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking	Being interested in how others behave in different situations. Being interested to learn how to become more flexible.
1	Knowing what	Knowing what it means to be flexible and that flexibility is expected in many working areas.	Perceiving	Perceiving situations that require being flexible (without acting).	Self-orientation	Not being interested in adapting to changing conditions. Only considering adapting for personal benefit.

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4.4   Mentoring an intern/trainee/apprentice from disadvantaged background

Effective mentorship for individuals from disadvantaged backgrounds involves creating a safe, inclusive, and empowering learning environment that fosters personal growth, self-reflection, and meaningful application of knowledge. This requires building strong trust and rapport, understanding each learner's unique circumstances, and providing personalized, culturally sensitive guidance and constructive feedback. A mentor should possess a deep awareness of the diverse barriers and challenges faced by learners from different backgrounds. The mentor must be knowledgeable about adult learning principles, including andragogy, and skilled in strategies that promote self-directed, reflective, and experiential learning tailored to individual needs. Familiarity with the objectives, structures, and supports within mobility and learning programs designed for disadvantaged learners is essential to guide them effectively.

Knowledge: The learner …
- Knows how to transfer mentoring to other domains of life and work.
- Knows how to create new and effective mentoring instruments/techniques.
- Knows in which situation to apply the right mentoring technique/approach.
- Knows the functionalities and how to use the main mentoring instruments/techniques
- Knows complete theoretical knowledge on the concept of mentoring.
- Knows that mentoring can serve different purposes, (e.g. to support the intern, prepare intern/trainee for certain tasks,…).
- Knows that mentoring is expected by interns/trainees.

Skills: The learner …
- Is able to develop your own mentoring techniques/approaches/strategies.
- Is able to choose the right mentoring technique for the right purpose and to act appropriately.
- Is able to apply known mentoring instruments/techniques in a correct way.
- Is able to apply known action patterns related to mentoring (instruments/techniques).

Attitudes: The learner …
- Has internalise mentoring as a fundamental personal attitude.
- Feels the need to apply mentoring principles in other domains of life.
- Feels the need to be pro-active in mentoring.
- Values mentoring techniques in general.
- Likes mentoring as a concept.
- Finds it important that the business sector adopts mentoring as a tool for professional development.

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REFERENCE SYSTEM – Mentoring an intern/trainee/apprentice

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for transfer)	Strategic knowledge on how to transfer mentoring to other domains of life and work. To know how to create new and effective mentoring instruments/techniques.	Developing/ Constructing Transfer	To develop your own mentoring techniques/ approaches/ strategies.	Incorporation Internalisation	To have an incorporated attitude to mentorship. To internalise mentoring as a fundamental personal attitude. To feel the need to apply mentoring principles in other domains of life.
4	Know when (Implicit understanding	To know in which situation to apply the right mentoring technique/approach.	Discovering/ acting independently	To choose the right mentoring technique for the right purpose and to act appropriately.	Commitment Volition	To feel the need to be pro-active in mentoring. To refrain from other tasks that do not include mentoring.
3	Know how	To know the functionalities and how to use the main mentoring instruments/techniques To have complete theoretical knowledge on the concept of mentoring.	Deciding/ selecting	To apply known mentoring instruments/techniques in a correct way.	Appreciation Motivation	To value mentoring techniques in general. To like mentoring as a concept. To find it important that the business sector adopts mentoring as a tool for professional development.
2	Know why (Distant understanding	To know that mentoring can serve different purposes, (e.g. to support the intern, prepare intern/trainee for certain tasks,…).	Using, Imitating	To occasionally apply known action patterns related to mentoring (instruments/techniques).	Curiosity Perspective taking	To be interested in mentoring in the frame of your own work.
1	Know-what	To have an idea of what mentoring means. To know that mentoring is expected by interns/trainees.	Perceiving	Still gathering information about mentoring without becoming active.	Self oriented, neutral	Feeling that mentoring may affect you and/or is expected from you.

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5   Competence descriptions & Reference Systems on Evaluation and Validation

5.1   Designing an evaluation process

This competence involves understanding, planning, and implementing effective evaluation processes that support both accountability and learning. A competent person knows what evaluation is and recognizes that it requires a series of well-planned steps, including defining goals, success indicators, timelines, actors, and tools. He or she understand when a group or project is ready for evaluation and how to create appropriate evaluation activities tailored to specific contexts and purposes. The learner is able to develop evaluation activities that lead to meaningful outcomes such as accountability, learning, and development within their work, courses, or institutions. They can research relevant theories, select suitable evaluation techniques, and apply them effectively. They are also capable of recognizing evaluation steps and processes and experimenting with evaluation tools based on prior experience.

Knowledge: The learner …

- Knows how to transfer evaluation processes to other domains of work.
- Knows at what time the group is ready for evaluation.
- Knows when and how to create the appropriate evaluation activities.
- Knows how to create evaluation processes that allow learning (define goals, success indicators, time-schedule, actors, tools…) and/or accountability.
- Knows that evaluation requires a number of well-planned steps.
- Knows that evaluation can be about accountability and/or about learning.
- Knows what evaluation is.

Skills: The learner …

- Is able to develop their own evaluation activities that lead to accountability, learning and consequences (development) for themselves/ for their work/ in their course/ in their institution.
- Is able to search for related theory and choose appropriate evaluation activities for their own purposes.
- Is able to select and apply appropriate evaluation techniques.
- Is able to occasionally try out evaluation tools that have been experienced.
- Is able to recognise evaluation steps and processes.

Attitude: The learner …

- Finds it important that correct evaluation design is recognised as a basic issue of quality care.
- Feels the need to apply evaluation in other domains of life.
- Feels the need to be pro-active in appropriate design of evaluation processes.
- Values evaluation as an integrated part of your work.
- Is interested in evaluation processes in the frame of their own work.
- Feels that correctly designing an evaluation process is important.

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Reference System: Designing an evaluation process

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	**Individual description/ explanatory statement**	**Level Titles**	**Individual description/ explanatory statement**	**Level Titles**	**Individual description/ explanatory statement**
5	Know where else (knowledge transfer)	Strategic knowledge on how to transfer evaluation processes to other domains of work.	Developing/ Constructing Transfer	To develop your own evaluation activities that lead to accountability, learning and consequences (development) for yourself/ for your work/ in your course/ in your institution.	Incorporation Internalisation	To have an incorporated drive to design evaluation processes in an appropriate way. To find it important that correct evaluation design is recognised as a basic issue of quality care. To feel the need to apply evaluation in other domains of life.
4	Know when (Implicit understanding	To know at what time the group is ready for evaluation (create a climate of trust) To know when and how to create the appropriate evaluation activities.	Discovering/ acting independently	To search for related theory. To search for and choose appropriate evaluation activities for your own purposes.	Commitment Volition	To feel the need to be pro-active in appropriate design of evaluation processes. To value evaluation as an integrated part of your work. To find it important to be creative in this respect.
3	Know how	To know how to create evaluation processes that allow learning (define goals, success indicators, time-schedule, actors, tools…) and/or accountability.	Deciding/ selecting	To select and apply appropriate evaluation techniques.	Appreciation Motivation	To value evaluation in general. To find it important that correctly designed evaluation is valued by the (people in the) sector you are working in.
2	Know why (Distant understanding	To know that evaluation requires a number of well-planned steps. To know that evaluation can be about accountability and/or about learning.	Using, Imitating	To occasionally try out evaluation tools that have been experienced.	Curiosity Perspective taking	To be interested in evaluation processes in the frame of your own work.
1	Know-what	To know what evaluation is. To know that certain steps have to be taken in an evaluation process.	Perceiving	To recognise evaluation steps and processes.	Self oriented, neutral	To feel that correctly designing an evaluation process is important.

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5.2   Defining the right indicators and apply the right instruments for evaluation

A competent person in defining indicators and applying evaluation instruments possesses expert knowledge of how to select and construct meaningful indicators and adapt evaluation tools for various contexts and objectives. They understand when and how to use specific instruments based on well-designed indicators to ensure relevant and reliable evaluation results. They are capable of developing their own evaluation techniques and indicators grounded in theory, and can transfer these skills to different purposes. This person actively supports and mentors others in defining and applying suitable indicators and instruments for evaluation. They value the importance of using correct indicators and appropriate evaluation tools, and inspire others to recognize and improve their competence in this area. They are proactive, creative, and determined to expand their expertise, regularly researching new methods and adapting instruments for evolving needs. Above all, they appreciate the role of indicators and evaluation tools in evidencing learning outcomes and are motivated to continuously improve their own practice.

Knowledge: The learner …
- Knows how to define and select appropriate indicators that align with evaluation objectives and desired outcomes.
- Knows the variety of evaluation instruments available and how to match them to specific indicators and contexts.
- Knows the theoretical foundations behind indicators and evaluation tools, including their purposes and limitations.
- Knows how to design and adapt indicators and instruments for different educational or organizational settings.
- Knows the importance of using well-chosen indicators and instruments to ensure meaningful, reliable, and valid evaluation results.

Skills: The learner …
- Is able to develop and construct relevant indicators and select suitable evaluation instruments for diverse purposes.
- Is able to apply chosen indicators and instruments correctly to gather and analyze data in line with evaluation goals.
- Is able to adapt or create new indicators and instruments based on theoretical research and contextual needs.
- Is able to support and mentor others in defining indicators and applying appropriate evaluation tools.
- Is able to reflect on and improve their own evaluation practices by integrating feedback and new approaches.

Attitudes: The learner …
- Values the use of well-defined indicators and appropriate evaluation instruments as essential for quality assurance and meaningful results.
- Is motivated to continuously improve their competence in defining indicators and selecting evaluation tools.
- Feels responsible for inspiring and supporting others to recognize the importance of correct indicators and instruments in evaluation processes.
- Is proactive and creative in seeking new approaches and adapting evaluation instruments for different contexts.
- Finds it important to integrate evaluation practices into their own work and encourages others to do the same.

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REFERENCE SYSTEM: Defining indicators and applying the right instruments for evaluation

L	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Having expert knowledge on how to define adequate indicators and how to create and apply evaluation instruments for different contexts. Knowing how to help other people defining and applying instruments and indicators for their evaluation.	Developing, constructing, transferring	Developing own evaluation techniques and related indicators based on theory to be able to transfer them to a variety of purposes. Helping other people to apply instruments and describe indicators.	Incorporation	Having internalised to work with indicators and appropriate evaluation tools. Finding it important that others recognise the relevance of correct indicators and the use of appropriate instruments. Inspiring others to improve their competence to do so.
4	Knowing when (implicit understand-ing)	Knowing how and when to apply appropriate evaluation instruments in regard to context and objectives based on indicators designed to gain meaningful results in regard to objective.	Discovering acting independently	Researching theoretical background on defining indicators and the application of evaluation instruments. Adapting or trying out new instruments and indicators for different contexts and purposes.	Self-regulation, determination	Being determined to gain knowledge and expertise in this field and to develop own capacity. Finding it important to be pro-active and creative in this respect.
3	Knowing how	Knowing how to select indicators that provide evidence for chosen objectives and how to link them to learning outcomes. Knowing a variety of evaluation instruments and how to apply them correctly.	Deciding/ selecting	Choosing the right indicators and appropriate instruments from a known repertoire suitable for given objectives of evaluation processes.	Empathy/ Apprecition	Valuing the use of indicators for evidencing learning outcomes. Valuing the use of evaluation instruments. Being motivated to improve own competence to define indicators and to choose adequate evaluation instruments.
2	Knowing why (distant understanding)	Knowing the purpose of indicators, knowing that indicators shall provide evidence for outcomes. Knowing that evaluation instruments can be 'indicator specific'.	Using, imitating	Occasionally applying existing indicators and evaluation instruments as demanded or imitated by others. Copying and applying existing material.	Perspective taking	Being interested in how to define indicators and using adequate evaluation instruments. To be interested to develop own competence.
1	Knowing what	Knowing what indicators are. Knowing what evaluation instruments are.	Perceiving	Perceiving the function of indicators and evaluation instruments in an educational context.	Self oriented	Feeling that indicators and related evaluation instruments can be useful for evaluation processes.

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5.3   Assessing competences and competence developments

The person is competent to assess competence developments and is aware of the importance of this task for learners, educators and staff who are in contact with the learners in different learning contexts. He or she is aware that the context may vary depending on learners' groups, the setting and the level of formalisation. It is also determined by the purpose of validation (internally to prove the efficiency of the learning or externally to illustrate the potential of the learner). Assessment can serve to check/measure the performances of learners or even be used as motivation to continue learning (summative assessment vs. formative assessment).

Knowledge: The learner …

- Knows how to transfer assessment to other domains of life and work.
- Knows in which situation to apply the right assessment technique/approach.
- Knows how to create the appropriate instrument.
- Knows how to create and use assessment instruments like tests, interviews, observations …
- Knows that assessment can serve different purposes: for learning, for selecting or for profiling.
- Knows that assessment is the measuring of individual progress.

Skills: The learner …
- Is able to develop their own assessment techniques/approaches/strategies.
- Is able to search for the appropriate assessment techniques and opportunities for their own purpose.
- Is able to choose the right assessment techniques for the right purpose and to act appropriately.
- Is able to apply known assessment instruments in a correct way.
- Is able to use existing assessment instruments and recognises assessment activities and processes.

Attitudes: The learner …
- Has incorporated reflex to apply assessment techniques in different professional domains.
- Finds it important that the sector adopts assessment of learning outcomes as a tool for professional development.
- Feels the need to help other people assess and to be pro-active in assessment.
- Values curiosity for assessment and its opportunities.
- Values assessment techniques of learning outcomes in general.
- Is interested in assessment in the frame of their own work

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REFERENCE SYSTEM: Assessing competences and competence developments

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for transfer)	Strategic knowledge on how to transfer assessment to other domains of life and work.	Developing/ Constructing Transfer	To develop your own assessment techniques/approaches/strategies	Incorporation Internalisation	To have an incorporated reflex to apply assessment techniques in different professional domains. To find it important that the sector adopts assessment of learning outcomes as a tool for professional development. To feel the need to help other people assess.
4	Know when (Implicit understanding	To know in which situation to apply the right assessment technique/approach. To know how to create the appropriate instrument.	Discovering/ acting independently	To search for the appropriate assessment techniques and opportunities for your own purpose. To choose the right assessment techniques for the right purpose and to act appropriately.	Commitment Volition	To feel the need to be pro-active in assessment. To value your curiosity for assessment and its opportunities. To find it important to be creative in this respect.
3	Know how	To know how to create and use assessment instruments like tests, interviews, observations …	Deciding/ selecting	To apply known assessment instruments in a correct way.	Appreciation Motivation	To value assessment techniques of learning outcomes in general. To find it important that assessment is valued by the (people in the) sector you are working in.
2	Know why (Distant understanding	To know that assessment can serve different purposes: for learning, for selecting or for profiling.	Using, Imitating	To occasionally use existing assessment instruments	Curiosity Perspective taking	To be interested in assessment in the frame of your own work
1	Know-what	To know what assessment is. To know that assessment is the measuring of individual progress.	Perceiving	To recognise assessment activities and processes.	Self oriented, neutral	To feel that assessment may affect you.

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5.4   Evidencing competence developments

The person is able to rate and evidence learners' competences and competence developments, providing evidence and to document (describe) learning outcomes. It requires knowledge on theories about competence development, the concept of learning outcomes, and skills to describe them in a correct and meaningful way and a respective attitude in doing so. It also requires knowledge and skills on quality assurance and criteria (validity, objectivity, reliability, level consistency). It relates to educators and staff who are in contact with the learners in different learning context. The context may vary with the learners' groups, the setting and the level of formalisation, however, in the heritage context it is probably rather informal.

Knowledge: The learner …
- Knows how to transfer the concept of evidencing competences with learning outcomes to other domains of work.
- Knows in which situation the concept of evidencing competences with learning outcomes can be applied.
- Knows how to create learning outcome descriptions in new situations.
- Knows how to use the concept of evidencing competences with learning outcomes.
- Knows what is the concept of evidencing competences with learning outcomes and the purpose of the concept.

Skills: The learner …
- Is able to develop their own strategies regarding the concept of evidencing competences with learning outcomes.
- Is able to create new learning systems with an integrated concept of evidencing competences with learning outcomes.
- Is able to create learning outcome descriptions in new situations and search for the appropriate techniques and opportunities to apply the concept of evidencing competences with learning outcomes for their own purpose.
- Is able to choose the right system for the right purpose and to act appropriately.
- Is able to apply the rating with learning outcomes in a correct way.
- Is able to describe learners' competences by means of learning outcomes when being instructed or on examples.

Attitudes: The learner …
- Feels that the concept is an integral part of their work life.
- Finds it important that the sector adopts the concept of evidencing competences with learning outcomes as a tool for professional development.
- Feels the need to be pro-active in the concept of evidencing competences with learning outcomes.
- Values curiosity for the concept of evidencing competences with learning outcomes and their opportunities.
- Appreciates the concept of evidencing competences with learning outcomes in general.
- Is interested in the concept of evidencing competences with learning outcomes in the frame of their own work.

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REFERENCE SYSTEM: Evidencing competence developments

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer	Strategic knowledge on how to transfer the concept of evidencing competences with learning outcomes to other domains of work.	Developing/ Constructing Transfer	To develop your own strategies regarding the concept of evidencing competences with learning outcomes. To create new leaning systems with an integrated concept of evidencing competences with learning outcomes.	Incorporation Internalisation	To feel that the concept is an integral part of your work life. To find it important that the sector adopts the concept of evidencing competences with learning outcomes as a tool for professional development.
4	Know when (Implicit understanding	To know in which situation the concept of evidencing competences with learning outcomes can be applied. To know how to create learning outcome descriptions in new situations.	Discovering/ acting independently	To create learning outcome descriptions in new situations. To search for the appropriate techniques and opportunities to apply the concept of evidencing competences with learning outcomes for your own purpose. To choose the right system for the right purpose and to act appropriately. (Ind: To apply the quality criteria in a new context,)	Commitment Volition	To feel the need to be pro-active in the concept of evidencing competences with learning outcomes. To value your curiosity for the concept of evidencing competences with learning outcomes and their opportunities. To find it important to be creative in this respect.
3	Know how	To know how to use the concept of evidencing competences with learning outcomes. (Ind: To know the quality criteria).	Deciding/ selecting	To apply the rating with learning outcomes in a correct way. (Ind: To apply the quality criteria)	Appreciation Motivation	To appreciate the concept of evidencing competences with learning outcomes in general. To find it important that the concept is valued by the (people in the) field you are working in.
2	Know why (Distant understanding	To know the purpose of the concept of evidencing competences with learning outcomes.	Application, Imitation	To describe learners' competences by means of learning outcomes when being instructed or on examples.	Curiosity Perspective taking	To be interested in the concept of evidencing competences with learning outcomes in the frame of your own work.
1	Know-what	To know what the concept of evidencing competences with learning outcomes is.	Perceiving	Only gathering information on the concept of evidencing competences with learning outcomes.	Self oriented, neutral	Feeling that evidencing competences with learning outcomes is relevant and may affect you.

6   General Competence

6.1   Problem solving

Problem solving is the identification of a problem and its facets, anticipating possible solutions and assessing their potential impact and consequences, and putting solutions into action. It involves applying logic, knowledge and reasons towards understanding the actual problem, and being able to plan and use different techniques/methods, experiences. Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations. Even if the final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity and might require different resources or tools. Therefore, the process requires the knowledge of several problem solving techniques (or the skills to invent new ones) and the ability to apply them accordingly in the appropriate situation. The process of problem solving is comprised of complex actions like planning and reasoning and in order to be completed successfully the problem solver needs to be motivated, curious and eager.

Knowledge: The learner…
- knows different problem solving techniques
- knows ways to modify and combine different problem solving techniques according to the specific problem
- knows how to transfer problem-solving knowledge to other situations and challenges
- knows which resources can be used to come to a solution

Skills: The learner…
- is able to recognise when a problem has no immediate solution
- is able to define the concrete problem and its background
- is able to apply problem solving techniques
- is able to analyse the problem situation
- is able to plan and reason towards problem solution
- is able to combine and modify different problem solving techniques
- is able to discover new, complex solutions by him/herself
- is able to engage others to support the solution of a problem

Attitudes: The learner…
- feels that problem solving competences are valuable
- is eager to find good solutions
- is curious and intrinsically motivated (to solve problems)
- is autonomous
- feels the need to help other people (in applying problem solving techniques)

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REFERENCE SYSTEM: Problem solving

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Having a large portfolio of problem solving strategies to solve problems constructively and sustainably in different areas of life.	Developing, constructing, transferring	Developing and inventing new creative strategies to solve problems.	Incorporation	Having internalised to strive for good, sustainable solutions in a compromise oriented way, and inspiring others to become better problem solvers.
4	Knowing when (implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use available resources. Knowing different ways to tackle problems.	Discovering acting independently	Actively expanding own strategies and experiences, through trial and consultation. Applying complex solutions to solve a problem.	Commitment	Being determined to find objectively good solutions for problems and to expand own competence in this regard. Openness towards innovative approaches.
3	Knowing how	Knowing how to solve a problem based on prior experiences. Recalling previous problems and comparing similar problems and strategies for solutions.	Deciding/ selecting	Applying known problem solving strategies. Choosing between different (given) possibilities to solve the problem based on prior experience.	Motivation/ appreciation	Being motivated to further develop own competence to solve problems. Valuing good solutions for problems.
2	Knowing why (distant understanding)	Knowing why the problem exists and where it's originating from	Using, imitating	Approaching a problem as being instructed to or by imitating strategies of others.	Perspective taking	Taking interest in finding solutions for problems.
1	Knowing what	Knowing there is a problem that needs to be solved to reach a goal.	Perceiving	Perceiving the problem without taking action.	Self-orientation	Only being interested in solving problems that relate to oneself.

6.2 Leadership

The learner is competent in taking initiative, guiding and influencing others to help them achieve certain goals. He/she can demonstrate decision making skills and is capable to transfer these decisions into a team and to delegate tasks to efficiently reach the given goal. This involves e.g. being a good communicator, creating trust and relationships in the project team, identifying specific skills of team members and delegating tasks accordingly, facilitating team work, fostering collaboration, being open to new and different ideas. The learner is assertive and able to address and solve conflicts that hinder the work process. The learner has an attitude of respect and appreciation for diversity, is able to communicate in an assertive way based on self-confidence and to take responsibility for own actions or failures.

Knowledge: The learner…
- knows different types of leadership interventions adequate for specific situations
- knows, why leadership is important to reach collaborative goals in a group or a team
- knows how to help other people in implementing leadership interventions
- knows how to motivate others to reach a goal
- knows how to organise work processes in different ways

Skills: The learner…
- is able to develop his/her own leadership style and techniques as a leader and can apply it in different situations
- is capable to create and execute leadership strategies
- is able to take over responsibility
- is able to motivate others to reach a goal
- is able to take decisions
- is able to coordinate work processes and to communicate in an assertive way
- is able to delegate responsibility

Attitudes: The learner…
- has a positive attitude towards leadership and is aware of its importance in specific situations
- finds it important that the other members of the group value leadership
- is motivated to develop own leadership competences
- values and respects others and appreciates teamwork
- feels responsible for the team, organisation and for accomplishing a goal
- is assertive about how to organize work
- is open to dialogue and to find common solutions for problems

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REFERENCE SYSTEM: Leadership

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing which types of leadership interventions are adequate in specific situations. Knowing how to transfer leadership approaches to other areas of life.	Developing, constructing, transferring	Developing an individual leadership style and techniques as a leader and applying it adequately in different situations.	Incorporation	Having internalised to lead when needed, respecting others needs in team work and to encourage open dialogue. Inspiring others to become better leaders.
4	Knowing when (implicit understanding)	Knowing how and when certain actions/behaviours as leader will affect the group and its results. Knowing when and how to apply appropriate leadership measures to solve problems or take opportunities.	Discovering acting independently	Acting as a leader and trying out a range of different leadership styles. Applying them according to the situation and the objectives of the activity. Being able to coordinate work processes successfully.	Commitment	Feeling the need to be a good leader. Being determined to improve own leadership competences.
3	Knowing how	Knowing different leadership styles and techniques and how they are related to specific performances of a group and outcomes of a project. Knowing how to organise a process in a group to reach a goal.	Deciding/ selecting	Taking the lead and applying specific leadership techniques which seem to be appropriate according to the perception of the situation based on own experiences.	Motivation/ appreciation	Valuing leadership and being motivated to develop own leadership competence.
2	Knowing why (distant understanding)	Knowing why leadership is important to reach a goal in a group/team. Knowing that different leadership styles exist and that different leadership approaches can affect the work of/in the group.	Using, imitating	Occasionally applying leadership concepts & actions (like taking responsibility, taking decision, delegating work...) as copied from a role model or as being instructed to.	Perspective taking	Being interested in leadership and its potentials. Anticipating which role leadership has in own life.
1	Knowing what	Knowing what leadership is, what competences and tasks leadership includes.	Perceiving	Recognising situations where leadership is either executed or needed.	Self-orientation	Only being interested in leadership when one is affected by it.

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6.3   Project Management

The learner is competent in executing projects in an efficient and successful way by structuring necessary project activities and applying a constant plan-do-check approach until the end of the project. The learner knows about project management theory and how to execute project activities and monitor their level of success and quality. He/she is able to act accordingly and adapt and develop strategies work in project teams or even lead them. He/she is aware of the advantages and disadvantages of turning a task or a venture into a project and to apply project management approaches respectively.

Knowledge: The learner…
- knows about the core project processes and project phases
- knows about crosscutting tasks like dissemination, evaluation, monitoring and exploitation
- has knowledge of at least one project management approach and of variations in regard to other approaches
- has knowledge on how to plan project activities according to the objectives
- knows how to monitor the accomplishment and quality of sub-tasks
- knows when to assign more resources to open tasks
- knows how to structure a project
- knows how to transform a theoretical project plan into reality
- has the knowledge to develop projects along a strategic approach in the own professional environment

Skills: The learner…
- is able to apply strategies and techniques to fulfil the tasks assigned to him/her by the project management
- is able to select certain project tasks according to the own abilities
- is able to plan and attribute project tasks to other (capable) team members
- is able to apply a plan-do-check procedure to monitor the project
- is versatile to connect other approaches like team building or diversity management to the own project team

Attitudes: The learner…
- is open towards applying project management approaches and techniques
- has a positive attitude towards project management
- is aware of the strengths and the weaknesses of project management
- integrates the concept into his/hers professional values

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REFERENCE SYSTEM: Project Management

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to assess which PM tools are adequate in any situation. Knowing how to plan new ventures with a strategic project management approach.	Developing, constructing, transferring	Strategically adapting and applying PM tools for new contexts. Discussing and sharing information about PM with other colleagues and experts.	Incorporation	Having internalised what to anticipate in steering projects. Inspiring others to improve their PM competences.
4	Knowing when (implicit understanding)	Knowing how different PM tools can be used in different phases of the life cycle of a project. Knowing how to apply them in project situations.	Discovering acting independently	Adapting certain project management tools to the specific context. Seeking for more specific information and applying other PM tools.	Commitment	Being determined to improve own PM competences and to prioritise it to other activities for this purpose.
3	Knowing how	Knowing different PM tools and instruments.	Deciding/ selecting	Actively applying specific tools for PM in project planning and implementation	Motivation/ appreciation	Valuing project management abilities and being motivated to develop and apply them.
2	Knowing why (distant understanding)	Knowing that PM techniques are needed in order to successfully complete project work.	Using, imitating	Occasionally applying a few PM tools – offered by others – in parts the own project work.	Perspective taking	Being curious about different PM approaches and tools and their potential for the own work.
1	Knowing what	Knowing that PM exists as a methodology.	Perceiving	Recognising situations in which certain PM techniques and tools are used.	Self-orientation	Feeling the impulse to learn more on PM methodologies in a specific work situation.

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6.4   Planning and Resource Management

The learner is competent in planning activities and resources related to his/her own projects or the projects that he/she is associated to. Learners knows about project planning theory, how to set up the project structure, activity planning, timing and connect this to available and required resources. The learner is able to act accordingly and adapt and develop strategies to set up plans in different projects contexts. He/she is aware of the advantages and disadvantages of planning and resource management and has a positive but also critical attitude towards applying planning methodology in different professional and private life contexts.

Knowledge: The learner…
- knows about the core project processes and project phases
- has knowledge of at least one project management approach and of variations in regard to other approaches
- knows how to brainstorm on a project idea
- knows how to combine project idea and project context (e.g. funding programme)
- knows how to structure a project according to the main work packages and ideas
- has knowledge on how to plan project activities according to the objectives
- knows which resources are necessary to accomplish the project
- knows how to assign the resources to the activities
- has the knowledge to develop projects along a strategic approach in the own professional environment

Skills: The learner…
- is able to describe the plans in a realistic and understandable way
- is able to calculate and assign project activities and resources accordingly
- is able to execute planning tasks when being instructed by a planning team leader
- is able to adapt the design (if needed) to new context
- uses planning and resource management approaches comprehensively in the professional practice
- is able to connect PRM to other approaches (e.g. project management, teamwork etc.) in a versatile way

Attitudes: The learner…
- is open towards applying planning and resource management techniques
- has a positive attitude towards planning and resource management techniques
- is aware of the strengths and the weaknesses of resource management techniques
- integrates the concept into his/her professional values

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REFERENCE SYSTEM: Planning and Resource Management

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Profound knowledge on how to transfer planning and resource management methodologies into other contexts.	Developing, constructing, transferring	Adapting and further developing planning and resource management methodologies in the own (professional) context.	Incorporation	Having internalised to plan and manage resources in an effective and sustainable way. Inspiring others to apply resource management techniques.
4	Knowing when (implicit understanding)	Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate.	Discovering acting independently	Seeking for more specific information on planning and resource management methodologies and enlarging the own portfolio of tools.	Commitment	Feeling the need for implementing planning and resource management methodologies in the own context. Being determined to improve own competences regarding planning and resource management methodologies.
3	Knowing how	Theoretical know-how on different planning and resource management methodologies. Knowing how to apply them in project situations.	Deciding/ selecting	Actively applying specific tools in planning and implementation and resource controlling and optimisation.	Motivation/ appreciation	Appreciating the value of planning and resource management methodologies and being motivated to apply them.
2	Knowing why (distant understanding)	Understanding the reasons why appropriate planning is crucial for success.	Using, imitating	Occasionally planning actions and consciously allocating resources when being instructed to or following the example of others.	Perspective taking	Being curious about different approaches to manage resources and their potential for own work.
1	Knowing what	Knowing that Planning and Resource Management is needed in projects.	Perceiving	Recognising situations where planning is needed without acting.	Self-orientation	Relating planning and resource management only to own resources.

6.5   Intercultural Communication

Intercultural communication is the competence to respectfully, effectively and constructively communicate with people from different cultural backgrounds. The learner has knowledge about cultural diversity and how this is reflected in communication. He/she is competent in interacting with others and to establish a relation of trust and respect. He/she is able to adapt to different communication needs that result from different cultural backgrounds. He/she has a positive attitude towards diversity and interacting with people from other cultures and is determined to avoid misunderstandings and resulting frustration. The learner is aware of his own cultural identity and knows how it affects his/her communication.

Knowledge: The learner…
- has knowledge of ways to establish a relationship of trust and respect with others from different cultural backgrounds
- has knowledge of relevant intercultural communication techniques
- knows the benefits of diversity
- knows the differences within various cultures and how cultural backgrounds, including their own, can affect communication styles
- has knowledge how to address culture related conflicts/misunderstandings

Skills: The learner…
- is able to communicate in a clear fashion with others from different cultural background
- is able to integrate with colleagues and learners of different cultures
- is able to reflect own cultural imprints in his/her communication
- is able to exchange knowledge and experiences with persons with different cultural backgrounds
- is able to give and receive feedback to and from learners, staff organisations of different cultural background
- is able to tolerate and overcome difficulty, stress and frustration, because of intercultural misunderstandings
- is able to make him/herself understood
- is able to identify culture-related problems and misunderstandings and adjust their own communication style to address them effectively

Attitudes: The learner…
- values integrity and diversity
- respects others and their different cultural backgrounds
- has a positive attitude towards interacting with people from different cultures
- wants to avoid culture based miscommunication
- wants to support others

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REFERENCE SYSTEM: Intercultural Communication

		KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing own cultural frames of reference and various patterns of cultural differences. Knowing strategies to communicate successfully with people from a variety of other cultures.	Developing, constructing, transferring	Being able to put oneself in the shoes of others and being able to apply a variety of intercultural approaches. Developing own approaches to communicate with people from other cultures and supporting others to improve.	Incorporation		Having internalised how to overcome culture based obstacles in communication. Being aware that one's own culture shapes own reactions and being able to transcend that. Inspiring others to improve their intercultural communication.
4	Knowing when (implicit understanding)	Knowing about other cultures and understanding how cultural aspects can influence communication. Knowing pitfalls of culture based misunderstandings and how to avoid them. Applying specific exemplary theory in practice (during the exchange).	Discovering acting independently	Actively collecting information about communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context.	Commitment		Respecting and valuing expressions of cultural differences and being determined (committed) to overcome communication based obstacles between people from different cultural backgrounds.
3	Knowing how	Knowing how to anticipate certain cultural backgrounds and differences and how to adapt own communication accordingly.	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs.	Motivation/ appreciation		Being aware that we have cultural values or assumptions that are different from others. Respecting and valuing different communication styles and being motivated to improve own competence.
2	Knowing why (distant understanding)	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.	Using, imitating	Communicating in a conscious way being aware of cultural backgrounds of other people. Reacting to diversity following the example of others.	Perspective taking		Being curios towards cultural diversity and different communication styles. Accepting different ways of communication and considering learning more about it.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising different styles of communication based on cultural backgrounds.	Self-orientation		Considering the benefits of culture sensible communication but feeling no need to become active in this respect.

6.6 Communication

The learner is competent in communicating with others in a target oriented way, is able to establish a relation of trust and shows integrity through his/her way to communicate. In the communication with others the learner is aware of a different communication styles and techniques and that different situations and interlocutors require different styles and techniques of communication. Communication is used by the learner as a means for interaction and through appropriate communication the learner can identify problems, can discuss them and find and implement solutions.

Knowledge: The learner…
- has knowledge of the specific rules to communicate with his/her colleagues or other learners and beneficiaries
- has knowledge of relevant communication techniques
- has knowledge of the own role and context he/she acts in and knows which communication style is appropriate

Skills: The learner…
- is able to communicate in a clear fashion with colleagues, beneficiaries and stakeholders
- is able to communicate in a target oriented way
- is able to identify problems and find solutions together by using direct communication
- is able to give and receive feedback to and from beneficiaries, colleagues and stakeholders
- is able to use feedback in the improvement of his/her practice
- is able to distinguish between different communication styles
- is able to select appropriate communication styles according to goal and context

Attitudes: The learner…
- respects others and their different communication styles
- has a positive attitude towards communicating
- values open and reflective communication

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REFERENCE SYSTEM: Communication

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Having a strategic knowledge of communication. Understanding unfamiliar communication styles and knowing how to guide other people to react and communicate appropriately in unknown situations.	Developing, constructing, transferring	Being able to communicate successfully in an unfamiliar situation. Being able to blend different communication styles and to adapt and transfer them into new contexts. Supporting others to develop their communication competence.	Incorporation	Having internalised virtues of good communication and motivating/inspiring others to reflect about communication and to comprehend other persons' communication in order to create a respectful relationship.
4	Knowing when (implicit understanding)	Knowing different communication styles and techniques and how to apply them knowledge in known practice situations.	Discovering acting independently	Being able to apply and understand different communication styles and codes suitable for context and situation. Actively expanding own communication competence by observing, researching and reflecting.	Commitment	Being determined to improve and to self-regulate for the sake of the communication and for the respect of others. Staying emotionally balanced in communication and in giving/receiving feedback.
3	Knowing how	Knowing that different people have different communication styles, dependent on their culture, personal background, etc. Understanding other ways of communication and expression, e.g. non-verbal communication.	Deciding/ selecting	Being able to communicate in a clear fashion with different groups according to their capabilities of understanding. Choosing the right code to react according to the situation. Being able to give and receive feedback to and from others.	Motivation/ appreciation	Being motivated to improve own communication competence. Appreciating the virtues of good communication and being open towards other communication styles.
2	Knowing why (distant understanding)	Understanding that the efficiency of communication depends on c-skills Knowing why conscious communication is relevant.	Using, imitating	Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others.	Perspective taking	Being curious to improve own communication competence. Being open towards other/new communication styles.
1	Knowing what	Knowing basic ways of communication in order to understand others and to make oneself understood.	Perceiving	Sending and receiving information without special awareness.	Self-orientation	Talking and listening without feeling the need to reflect on communication.

6.7 Client orientation

The learner is competent in interacting with clients, taking into account their specific needs. He/she knows how to identify different client profiles, backgrounds, desires and necessities. The learner is able to react accordingly, adapt and develop strategies to support clients. He/she is aware of the benefits of focusing on the clients' needs and requests and is determined to reach the clients' satisfaction.

Knowledge: The learner…
- has knowledge of different clients' behaviours and needs
- has knowledge of strategies and techniques to engage with and understand clients
- has knowledge of communication techniques

Skills: The learner…
- is able to apply strategies and techniques to reach clients' satisfaction
- is able to adapt his/her own behaviour to better support clients
- is able to balance the interests of the client against those of the enterprise
- is able to adequately communicate with clients

Attitudes: The learner…
- prioritizes clients' satisfaction to other tasks and obligations as well as own affects
- appreciates good quality in interaction
- is emphatic and has a positive attitude towards clients and his/her enterprise

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REFERENCE SYSTEM: Client orientation

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Intuitively knowing (or being able to acquire knowledge on) how to engage with any client in any context. Knowing how to transfer knowledge about clients into other fields of life.	Developing, constructing, transferring	Actively planning and developing own/new client oriented strategies that are part of a larger approach, e.g. a (company's) vision or marketing strategy.	Incorporation	Having internalised to act for the benefit of the client, intuitively responding to different clients' needs in adequate ways and inspiring others to value client orientation.
4	Knowing when (implicit understanding)	Knowing which actions are needed to help clients with specific demands for a large variety of situations and different types of clients.	Discovering acting independently	Actively researching and expanding own competence to adequately respond to clients in regard to the client's need and the specific situation.	Commitment	Being determined to improve own competence to serve clients and to adequately respond to their needs.
3	Knowing how	Knowing about the specific needs of clients and how the own behaviour and approach can be adapted to the needs of those clients in general.	Deciding/ selecting	Being able to select and apply the appropriate behaviour towards a customer in regard to his/her needs from a set of basic strategies.	Motivation/ appreciation	Valuing client orientation. Being motivated to develop own competence to respond to clients according to their needs.
2	Knowing why (distant understanding)	Knowing that there are different ways to COOL with clients and that clients have different backgrounds and needs.	Using, imitating	Adapting the own behaviour towards the client when instructed to or by imitating others.	Perspective taking	Being curious and interested in the theme of supporting clients according to their specific needs.
1	Knowing what	Knowing that clients behave differently and that client orientation is a suitable concept for inclusive mobility.	Perceiving	Seeing and recognising different client behaviours without acting.	Self-orientation	Not relating the theme of client orientation to oneself and the own working life.

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6.8   Teamworking

The learner is competent in interacting with others involved in the activities of the organisation and to collaborate to reach a common goal. The learner respects specific backgrounds, competences and skills of team/group members and has the ability to act as a team member. This involves communication skills like assertiveness, clarity and active listening, awareness of diversity in teams and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of collaborating and source of creativity and is determined to contribute to the success of the entire team. He/she is aware of the roles and capabilities in the team and acts accordingly. He/she puts any kind of action that turns ideas into facts, taking risks, organising activities.

Knowledge: The learner…
- has knowledge of ways to establish a team and make use of the different abilities of team members in order to reach a common goal
- has knowledge how to enhance team processes in different teams
- has knowledge about the rules of communication
- has knowledge about what to avoid to not disturb the atmosphere and workflow in a team

Skills: The learner…
- is able to differentiate whether teamwork is the best way to accomplish a task
- is able to work in teams and act in teams according to his/her role
- is able to understand that specific tasks and roles of team members are based on their strengths and weaknesses
- has the ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential
- is able to reflect the own role in a team

Attitudes: The learner
- has a positive attitude towards working together in a team
- inspires others to contribute to the team
- appreciates collaboration and diversity
- respects and supports team members

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REFERENCE SYSTEM: Teamworking

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing, constructing, transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team.	Incorporation	Having internalised the "culture" of constructive team work and to accomplish goals through mutual support. Inspiring others to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for one-self.	Commitment	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using, imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

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6.9   Critical Thinking

Critical thinking describes the competence to question an issue or a situation, an idea, assumption without accepting anything given at a face value. The learner who thinks critically will identify and analyse the given issue/situation in a systematic way without automatically jumping to conclusions. The learner is curious to assess the given issue/situation and analyse the underlying arguments/ideas and is able to argue the considerations in an understandable way, to identify inconsistencies and errors when reasoning and reaching to a conclusion in a systematic way by applying experience and evaluating available information. It is the ability to go beyond the memorization, information recall and facts description, to analyse, evaluate, interpret, or synthetize information or experience in order to form or criticize an idea or argument and don't simply accept all the given information without questioning.

Knowledge: The learner…
- has knowledge about the value of critical thinking
- has knowledge about different critical thinking methods
- has knowledge about the appropriate use of critical thinking
- has knowledge how to evaluate and respond to counterarguments

Skills: The learner…
- is able to analyse, evaluate, interpret, or synthetize information or experience
- is able to examine ideas, concepts or situations from multiple perspectives, including different cultural perspectives
- is able to develop well-reasoned, persuasive questions and arguments
- is able to respond to counterarguments
- is able to identifying themes or patterns and making abstract connections across subjects
- is able to accept criticism and submit his/her findings to repeat tests

Attitudes: The learner…
- has curiosity to test information and to seek evidence, being open to new ideas
- has scepticism about non proven information, not believing every information he/she is confronted with
- has the humility to admit that his/her ideas may be wrong when facing new information, experience or evidence that states otherwise
- is willing to submit his/her ideas and experiments to peer review

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REFERENCE SYSTEM: Critical thinking

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to apply critical thinking strategies in both in known and unknown situations. Knowing how to strategically use critical arguments in various contexts.	Developing, constructing, transferring	Being able to recompose arguments or information after a critical assessment process, including new aspects that provide constructive insight to an unknown problem or a situation. Thinking in coherent way to recognise critical aspects and to act accordingly.	Incorporation	Having internalised to assess issues in a critical way in order to identify and to process conclusions according to context and objectives before taking decisions.
4	Knowing when (implicit understanding)	Analysing more thoroughly, broadly and frequently, including validating source information in order to come to a holistic solution. Knowing when critical thinking is adequate.	Discovering acting independently	Researching for additional information and arguments on a given issue to include it into the analysis. Being able to explain the line of thought/results of the critical evaluation of an information or solution to others in an understandable way.	Commitment	Being determined to reach adequate and constructive conclusions through analysis and critical thinking. Being confident to engage with complex and/or unfamiliar problems and concepts.
3	Knowing how	Knowing how to look through different lenses and how to analyse diverse information in order to come to a constructive conclusion.	Deciding/ selecting	Applying different known strategies to look at an issue from different angles and questioning the given information.	Motivation/ appreciation	Being motivated to test and question own and others' judgements, opinions and ideas. Valuing critical thinking and being motivated to expand own competence to do so.
2	Knowing why (distant understanding)	Knowing why it is important to anticipate different views on an issue.	Using, imitating	Taking different views on an issue only when instructed to or following the example of others.	Perspective taking	Having the openness to look at an issue from different perspectives. Being interested in seeing issues through different lenses.
1	Knowing what	Knowing that there may be different ideas or expressions on the same issue.	Perceiving	Perceiving that there are different possible ways of looking at issues.	Self-orientation	Being aware that there are different ideas but not necessarily willing to explore them.

6.10 Networking

The learner is competent in interacting with others involved in professional practice, is able to establish relationships and to build up a network of relevant contacts in his/her professional setting. In collaborating with colleagues and stakeholders, the learner has the ability to exchange knowledge and experience as well as to establish new contacts in a target oriented way. The learner is aware of his/her role in different context and knows feasible approaches to establish new contacts, taking into consideration the working contexts and roles of other stakeholders. He/she has internalised his/her own goals and recognises opportunities to promote these towards others.

Knowledge: The learner…
- has knowledge of ways to integrate networking into training activities
- has knowledge of relevant professional networks
- has knowledge of different networking instruments and techniques

Skills: The learner…
- is able to collaborate closely with colleagues
- is able to exchange knowledge and experiences
- is able to use relevant networking tools
- is able to actively use and create new networking techniques to improve professional knowledge

Attitudes: The learner…
- has a positive attitude towards collaborating with colleagues and stakeholders
- is interested in the exchange of knowledge and experiences
- is open towards different forms and opportunities of networking

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REFERENCE SYSTEM: Networking

L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
	KNOWLEDGE		**SKILLS//CAPABILITIES**		**ATTITUDES/VALUES**	
5	Knowing where else (strategic transfer)	Knowing how to integrate networking into various activities and in the collaboration with colleagues and stakeholders. Knowing how to help other people act successfully in different networking structures.	Developing, constructing, transferring	Actively planning and creating networking opportunities to improve knowledge and to establish new ways of collaboration others. Being able to transfer networking approaches to other areas of life.	Incorporation	Having internalised to network at any occasion. Enjoying networking and inspiring others to improve their networking competence.
4	Knowing when (implicit understanding)	Knowing how and when to apply different networking techniques for concrete tasks or goals. Knowing how to act in different networking structures.	Discovering acting independently	Deliberately seeking networking opportunities and researching for new networking techniques. Choosing adequate networking techniques according to goals and interlocutors and to act appropriately.	Commitment	Feeling the need to be pro-active and creative in networking. Being determined to improve networking competence.
3	Knowing how	Knowing different networking techniques and practices for sharing, learning, promoting ideas and building contacts.	Deciding/ selecting	Taking part in networking activities and applying basic networking techniques in a correct way to contribute to reaching a goal.	Motivation/ appreciation	Valuing networking in general. Being motivated to improve own networking competence.
2	Knowing why (distant understanding)	Knowing that through networking one can learn, build useful contacts and spread info to different target groups.	Using, imitating	Talking to others, trying to learn from them and building contacts following the example of others or when being instructed to.	Perspective taking	Being interested in the benefits of networking and considering learning more about it.
1	Knowing what	Knowing the concept of networking.	Perceiving	Seeing and recognising values and opportunities of networking for collaboration.	Self-orientation	Relating to networking in own life and for own benefits.

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6.11 Creativity

The learner is able to approach new situations and challenges with open mind and flexibility. He/she is competent in actively joining creative processes (such as brainstorming) and applying different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.) to generate new solutions and approaches. He/she has a strong ability in identifying unique connections between different ideas.

Knowledge: The learner…
- has knowledge of different creative thinking techniques
- has knowledge of how to guide others through creative processes

Skills: The learner…
- is able to see things from more than one perspective and is able to question the existing patterns
- is able to play an active role in collective creative processes
- is able to generate innovative solutions to unknown problems

Attitudes: The learner…
- has a positive attitude towards thinking out of the box
- inspire and motivate others to express and develop their own creativity in many different situation

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REFERENCE SYSTEM: Creativity

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing intuitively where and how creative thinking techniques can help solve a situation or problem. Knowing how to guide other people through the creative process.	Developing, constructing, transferring	Being able to extend creative strategies, developing own techniques to analyse things in different ways and coming up with new approaches to problems.	Incorporation	Having internalised to develop own creative approaches and solutions. Inspiring others to express and develop their creativity.
4	Knowing when (implicit understanding)	Knowing how to apply different creative thinking techniques in concrete situations. Knowing strategies to overcome attitudes and situations that can hamper creativity.	Discovering acting independently	Being able to play an active role in a creative process, such as brainstorming session, taking inspiration from others and finding new solutions and ideas by identifying unique connections between different ideas.	Commitment	Being determined to approach life in a creative way. Fostering flexibility and divergent thinking as supportive skills.
3	Knowing how	Knowing different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.), knowing in which situations creative thinking is crucial.	Deciding/ selecting	Choosing autonomously different creative techniques according to the situation and showing the capacity to look at problems from different perspectives and figuring out alternative scenarios	Motivation/ appreciation	Feeling the need of perceiving things in different ways and being determined to exercise creativity in different contexts.
2	Knowing why (distant understanding)	Knowing about the role and benefits of creativity in daily activities. Knowing why creative thinking is important in the process of solving problems and generating new ideas.	Using, imitating	Applying some creative thinking techniques when being instructed to, being able to play an active role in brainstorming sessions.	Perspective taking	Being interested in expressing own creativity in problem solving situations without knowing how to do it.
1	Knowing what	Knowing what creativity means and that creativity is not only an inborn ability expressed by a few talented people but a skill that can be learnt and wielded by everyone.	Perceiving	Recognising the usefulness of applying creative thinking in many daily activities	Self-orientation	Feeling that creativity can be useful when wanting to find innovative solutions or cope with unknown problems.

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6.12 Evaluating/Reflecting

The learner is competent in reflecting and (self-)evaluating strategies as an interactive learning process on the job. He/she is able to identify the appropriate evaluation methodologies to apply, according to the objectives and type of activities of the organization, and he/she can plan the different phases of the process (information gathering, processing, analysis, reporting) within an appropriate timing for the work plan of the organisation.

Knowledge: The learner…
- has knowledge of a variety of evaluation tools and methods
- knows how and when to efficiently and effectively apply evaluation as a tool for stimulating reflection and learning processes
- knows how to use the results of the reflection and evaluation processes in a large perspective (e.g. for identifying further learning needs)

Skills: The learner…
- is able to apply a variety of evaluation tools and methods
- is able to develop own evaluation strategies
- is able to process in a methodologically correct way the results of the evaluation for different purposes
- is able to promote a participatory culture of evaluation in the organisation processes

Attitudes: The learner…
- recognizes the importance of evaluation and reflection for individual and organizational learning and inspires team members to improve their own evaluation competence

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REFERENCE SYSTEM – Evaluating/Reflecting

L	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to strategically integrate evaluation outcomes into the organisational and/or individual practice in order to achieve the collaborative goals.	Developing, constructing, transferring	Developing own evaluation and adaptation strategies and an on-going participatory culture of evaluation within the organisation, promoting (self-) evaluation to achieve envisaged goals.	Incorporation	Inspiring others to value evaluation, reflection and individual and organisational learning. Inspiring others to develop their evaluation competences.
4	Knowing when (implicit understanding)	Knowing when (time schedule) to organize different phases of the evaluation (information gathering, processing, analysis, reporting) appropriate to the work plan of the organisation in coordination with organisation leaders.	Discovering acting independently	Searching for evaluation techniques and independently applying the (self-)evaluation with appropriate techniques and methods, within the given purpose of the evaluation.	Commitment	Being determined to improve reflection and evaluation competences with respect to individual and organisational learning.
3	Knowing how	Knowing how to organise (self-)evaluation as a reflective and interactive learning process. Knowing pertinent methods and techniques that can be introduced as an evaluation.	Deciding/ selecting	Making conscious choices on objectives, issues to evaluate; the methods and instruments of evaluation that seem more pertinent for the given case.	Motivation/ appreciation	Finding it important that team members/ colleagues value evaluation and reflection. Being motivated to improve own evaluations and reflection competence.
2	Knowing why (distant understanding)	Knowing why reflection and (self-)evaluation are important to facilitate individual and collective learning/ performance via evidence-based decision-making.	Using, imitating	Occasionally evaluating processes and products using existing models and techniques.	Perspective taking	Generally feeling that reflection and evaluation make sense in order to best achieve collaborative goals.
1	Knowing what	Knowing that evaluation is an important process to improve quality.	Perceiving	Recognising evaluation and reflection processes.	Self-orientation	Passive approach to evaluation and reflection, unless it refers to issues of personal relevance.

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