



COMPETENCES MANUAL

Understand and valorise
the 8 key competences



For adult education
professionals

SUPPORTING MATERIAL INTERNATIONAL
MOBILITY PARTICIPANTS

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Mobility + project



- + This manual is developed within the frame of the Erasmus+ Key Action 2 Mobility+ project. The objective of the Mobility+ project is to inform and train adults' education workers to ensure the quality of supporting future international mobility participants. The project partners believe that effective preparation is of key importance: preparation to improve awareness and use the most convincing arguments, evidence and resources to encourage and prepare future mobility participants so that their experience can be of the highest quality and benefits.
- + This project aims to fill this gap by designing innovative and adaptable training programmes and resources for adult education workers and their beneficiaries.
- + The Mobility+ project is carried out transnationally because each partner brings their experiences, tools already developed, and knowledge of international mobility project management to adapt them to the needs of the target groups. The partners are located in territories in which initiatives such as adult education linked to European and international mobility projects are less accessible or developed. Indeed, the project partners are based in urban areas of France, Germany, England and Estonia deeply impacted by unemployment. People who are far from employment must be remobilized and accompanied in basic knowledge and interpersonal skills. These prerequisites need the pursuit of actions adapted to individual situations.
- + The project will develop complementary tools and methods to train adults' education workers in the support of participants and especially those with fewer opportunities (support before, during and after their mobility project to ensure high quality experience and a strong impact on the professional and personal inclusion). This would be possible thanks to the experience of each partner and the skills developed in these sectors (mobility project management, training, employment, evaluation and certification).
- + **THE PARTNERSHIP**
 - ADICE (France).
 - EPN Germany (Germany).
 - JOHANNES MIHKELSONI KESKUS (Estonia).
 - MEH (United Kingdom).





Introduction

- + Skills are a pathway to employability and prosperity. With the right skills, people are equipped for good-quality jobs and can fulfil their potential as confident, active citizens. In a fast-changing global economy, skills will to a great extent determine competitiveness and the capacity to drive innovation¹.

Data show that young people who study or train abroad find employment much more quickly than those without international experience. They adapt more quickly to new situations and are better problem solvers².

Mobility+ project partners carried out a questionnaire with 34 adult educators across partnership countries (FR, UK, EE, GE) in the development phase of the project. The questionnaire showed that one of the main challenges faced by professional supporting adult in cross boarder mobility experience, is the lack of the right vocabulary to explain the meaning of the key competences to the people that they work with and how to help learners valorise these competencies.

The objective of the competence manual is to create a user-friendly manual for professionals in the adult education sector. It helps educators to understand and explain key competences to the learners they work with enabling them to valorize the competences acquired during mobility projects abroad.



The manual covers the 8 European key competences identified by the European Union:

- 1 **Literacy competence**
- 2 **Multilingual competence**
- 3 **Personal, social, and learning to learn competence**
- 4 **Citizenship competence**
- 5 **Cultural awareness and expression competence**
- 6 **Entrepreneurship competence**
- 7 **Mathematical competence and competence in science, technology, and engineering**
- 8 **Digital competence**

For each competence is explained:

- The official EU definition.
- A summary of the definition.
- The use of the competence within the workplace.
- Concrete examples at 4 levels.
- How to validate the competence by looking at activities.
- Mini test about the competence.
- Keywords to express each competence.
- Testimonies of mobility participants and adult education workers where the competences were acquired.

1 Working together to strengthen human capital, employability and competitiveness

2 Directive (EU) 2016/801 on the conditions of entry and residence for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing.

+ KEY COMPETENCES

The eight competences developed in the Manual were adopted by the Council of the European Union in May 2018, as Key Competences for Lifelong Learning and essential for citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. It establishes a common understanding of the competences needed today and in the future for all people to reach their full potential.

Key competences can be defined as competences which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The key competences are a combination of knowledge, skills and attitudes³.

+ KNOWLEDGE

Knowledge is composed of the concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.

+ SKILLS

Skills are defined as the ability to carry out processes and use the existing knowledge to achieve results.

+ ATTITUDES

Attitudes describe the disposition and mindset to act or react to ideas, persons or situations.

The key competences are developed throughout life, through formal, non-formal and informal learning in different environments, including family, school, workplace, neighbourhood and other communities.

All key competences are considered equally important and aspects essential to one domain will support competence development in another. For example, skills such as critical thinking, problem solving, team work, communication, creativity, negotiation, analytical and intercultural skills are embedded throughout the key competences.

These are the eight key competences:



1. Literacy competence



2. Multilingual competence



3. Personal, social, and learning to learn competence



4. Citizenship competence



5. Cultural awareness and expression competence



6. Entrepreneurship competence



7. Mathematical competence and competence in science, technology, and engineering



8. Digital competence



Key competences profile

..... Literacy



Definition

Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

Development of literacy forms the basis for further learning and further linguistic interaction. Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official language in a country or region.

Understanding the definition...

Articulate thoughts and ideas effectively using oral, written, and non-verbal communication in a variety of settings and for multiple purposes in the mother tongue.

Why is it useful in the workplace?

- To understand, interpret and express concepts, feelings, facts or opinions orally and in writing in order to understand the world and relate to others appropriately and creatively in any situation.
- To communicate, express yourself and be understood.
- To express yourself clearly during the job interview process and get a job.
- To work with clients, to be in contact with others and deliver a clear message - customer service skills.

Validation

Ability to...

- Understand, express and adequately interpret concepts, feelings, facts or opinions orally.

- Understand, express and interpret concepts, feelings, facts or opinions in written form.
- Convey an understandable message to others
- Relate to people appropriately in any situation, knowing how to use specific levels of language (colloquial, informal, formal).
- Use and know appropriate vocabulary, grammar and pronunciation.
- Clearly define and communicate objectives and ideas and respond immediately and constructively to the ideas of others.
- Deliver and articulate ideas competently and present a justified point of view.
- Structure thoughts and be able to create structured reports.

Practical Examples

EXPRESS

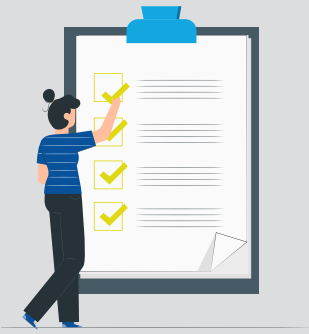
- + Express ideas.
- ++ Express yourself clearly and efficiently in job interviews.
- +++ Provide informal and formal feedback within meetings around a subject area or them.
- ++++ Give a speech, argue and debate in a conference.

WRITE

- + Write an email or an official letter.
Develop and deliver a presentation outlining a theory or idea.
- ++ Write without grammatical mistake for an application form.
- +++ Write a project report in a professional context.
- ++++ Summarise, synthesise, and write a thesis.

UNDERSTAND

- + Understand and listen to others.
Be able to interpret and enter a dialogue with peers about a theory or idea.
- ++ understand the levels of language to use.
- +++ understand people's feelings and opinion.
- ++++ understand non-verbal communication.



TEST YOUR COMPETENCES

EXPRESS

- I am aware of when to use specific levels of language (colloquial, informal, formal).
- I am able to develop and articulate ideas and present a justified point of view.
- I can express constructive feedback and communicate ideas effectively.
- I am able to immediately respond constructively and critically to ideas of others.

WRITE

- I can organise and structure my thoughts to create structured reports.
- I can synthesise ideas of others and create structured reports.
- I am able to write ideas and thoughts without making grammatical mistakes.
- I can write an e-mail or letter using the correct vocabulary and adapting the content to the addressee.

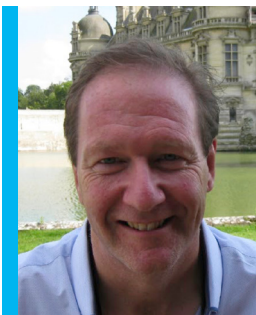
UNDERSTAND

- I can understand orders or ideas expressed by my interlocutor.
- I can understand the use of specific levels of language (colloquial, informal, formal).
- I comprehend written instructions.
- I understand non-verbal communication.

KEY WORDS

Understand, interpret, write, express, call, collaborate, contact, correspond, diagnose, hear, influence, listen, negotiate, present, settle, speak, tell, identify, create, interpret, concepts, feelings, facts, opinions, oral, written, visual, sound, digital, communicate, connect, creative learning, linguistic interaction, mother tongue, language.

Testimonies



Christophe Wells,
M.Ed, adult education worker for EPN Germany

Literacy is a demanding topic and a challenging competence to work on with adult learners. I have always based my work on what they already know and what they need to produce using their ability to express themselves and communicate. So, I don't come in with any fixed programme of work. I start by getting to know my learners and then we would improve the elements of self-expression that they need to achieve their objectives. At the same time, all that we do has to be fun and the benefits to the learners need to be made really clear.



Katrin Kaaver,
Estonian European Solidarity Corps Volunteer in Poland

Participating in an ESC project enabled me to gain more experience in international teamwork and communicate with people from various countries. Through creating workshops for refugee and local adolescence on societal topics and music I improved my public speaking skills and learned to open different topics to youngsters in a more playful way.

Multilingual

Definition

This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs. Language competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country's official language(s).

Understanding the definition...

Articulate and understand thoughts and ideas effectively using oral, written, and non-verbal communication in a variety of settings and for multiple purposes in a foreign language.

Why is it useful in the workplace?

- To communicate in a foreign language.
- To be able to express yourself (thoughts, feelings and facts) orally and in writing.
- To be understood by people who do not speak your mother tongue.
- To travel, work and live abroad.
- To feel integrated, accepted and to create personal relationships.
- To understand, express and interpret concepts, feelings, facts or opinions orally and in writing.
- To understand the world and relate to others appropriately in any situation.
- To know the vocabulary, grammar and foreign language.
- To appreciate cultural diversity.

Validation

Ability to...

- Understand, express and interpret concepts, feelings, facts or opinions in oral and written form.



- Relate to foreign people and appreciate the diversity.
- Interact in an appropriate way in any situation.
- Use and know vocabulary, grammar and language.
- Communicate orally and in writing with native speakers.
- Understand a problem and suggest solutions in a foreign language.
- Use appropriate foreign vocabulary and phrases.
- Speak with a clear accent and pronunciation.
- Adapt to the context.
- Use technical language in my field of work.
- Translate.

Practical Examples

EXPRESS

- + Express yourself in everyday life situation.
- ++ Ask questions to others.
- +++ Negotiate with clients, use professional language in a work environment.
- ++++ Give a speech; argue and debate in a conference.

WRITE

- + Write an email.
- ++ Write without grammatical mistake.
- +++ Write a project report in a professional context.
- ++++ Summarising and synthesising, writing a thesis without mistakes.

UNDERSTAND

- + Understand and listen to others.
- ++ Understand a native speaker.
- +++ Understand the level of language to use to express yourself in a professional context.
- ++++ Translation and interpretation of a foreign language.

TEST YOUR COMPETENCES

EXPRESS

- I can find a solution to a problem by communicating even with limited knowledge of a language.
- I can handle the use of a foreign language in everyday situations: conversation in shops, offices, small talk in the workplace, group work, discussion...
- I am able to communicate using appropriate vocabulary and grammar.
- I can communicate respecting the accent and the pronunciation.

WRITE

- I am able to communicate in writing using appropriate vocabulary and sentences in a professional situation.
- I can translate written texts.
- I am aware of the difference between formal and informal language and can apply it to communicate effectively in both settings.
- I can organise and structure my thoughts to create structured reports without making grammatical mistakes.

UNDERSTAND

- I am able to listen and understand an oral message, including from a native speaker.
- I understand non-verbal communication expressed in a foreign language.
- I understand the use of specific levels of language (colloquial, informal, formal).
- I am able to understand written texts: the gist (at a basic level- having a limited understanding of what is meant), details (at a medium level, not understanding every word but getting the general meaning), the implicit (meaning understanding every word).

KEY WORDS

Understand; Listening; Interact; Express; Write; Oral messages, written texts and instructions; Vocabulary, sentences; Translation; Meaning, accent, articulation and pronunciation; Formal, informal and technical language; call; collaborate; contact; correspond; diagnose; hear; influence; listen; negotiate; present; settle; speak; tell.

Testimonies

Marta Lázaro Echavarren,
Spanish volunteer
in England



When I finished my law degree at the University, I was awarded a scholarship to do an internship abroad. I wanted to challenge myself, do something that would give me the opportunity to improve my work skills and my English, acquire some experience but also to grow from a personal point of view.

I have always wanted to live abroad and experience new cultures, environments and meet new people. I really love exchanging ideas, opinions and habits, because they help you to think more about yourself and to gain a different perspective of the world.

My final decision took me to the United Kingdom, specifically to Liverpool, a city full of things to do, multicultural and with people very friendly and easy to talk with, even if sometimes they are impossible to understand because of their scouse accent!



Maïlys Joubert,
adult education worker
for ADICE, Francee

During my two mobility experiences in China, I was able to develop multilingual skills. Indeed, in everyday life, I spoke Mandarin with the local population as well as during my Mandarin classes.

I also spoke English or even French with my classmates. These acquired skills allow me today to evolve in an international professional environment in which I use these languages daily.



Personal, social and learning to learn



Definition

Personal, social and learning to learn competence is the ability to reflect about yourself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career.

It includes the ability to cope with uncertainty and complexity, learn to learn, support your physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context..

Understanding the definition...

Demonstrate a commitment to learning as a lifelong process and ability to reflect on experiences in order to improve personally, socially and professionally.

To go beyond your own abilities, to know yourself and to acquire and expand knowledge through opportunities.

Why is it useful in the workplace?

- To persist in different types of learning, identify available opportunities, and assimilate new knowledge, skills and qualifications needed for professional, personal and social goals.
- To learn from experiences and mistakes, to adapt and discover personal capacity and to be open to change in order to grow as a person in society.
- To adapt, take initiative and find the new solutions.
- To manage conflict situations and find new solution.
- To work under pressure and manage stress.
- To solve complex problems.

Validation

Ability to...

- Devote time to learning.
- Learn.
- Work in a team and learn from others.
- Research and learn autonomously.
- Have curiosity about the world around you and openness to the opportunities that are open to you.
- Demonstrate motivation and commitment to learn.
- Learn from mistakes.
- Have resilience in the face of difficulties.
- Being a self-reflective learner.

Practical Examples

LEARNING PROCESS

- + Willingness to learn new things; try to improve.
- ++ Look for new learning resources; learning by doing; Learning from different mistakes.
- +++ Be a self-directed learner; put yourself in a new and challenging environment, Critical thinking.
- ++++ Knowledge to analyse the type of learning that suits you best.

PROBLEM SOLVING

- + Identify a problem.
- ++ Do not panic in new situation; breaking down the problem and assessing the risks.
- +++ transfer the different competences in different fields, identify alterations and propose new solutions.
- ++++ Manage the pressure in unexpected situations and apply the most suitable solution.

CONFLICT MANAGEMENT

- + Understand a conflict situation.
- ++ Ability not to panic in a conflict situation.
- +++ Understand the different conflict situations and be able to react to them.
- ++++ Understand how to resolve disagreements in a constructive manner.

- Work under pressure.
- Fulfil objectives and deadlines.
- Know when to ask for help.
- Know yourself and your limits.

TEST YOUR COMPETENCES

LEARNING PROCESS

- I am able to dedicate time to learn autonomously and acquire new skills.
- I am able to collect information for the purpose of research.
- I am able to spot an opportunity and seize it.
- I can take a step back and put things into perspective.

PROBLEM SOLVING

- I pursue my goals even when faced with difficulties.
- In case of failure, I am capable of self-criticism.
- I am able to cope with pressure.
- I am able to recognize the limits of my ability and know when to ask for help.

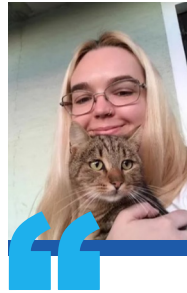
CONFLICT MANAGEMENT

- I am able to identify and understand a conflict situation.
- I am able to stay calm facing a conflict situation.
- I can implement actions to counter a conflict situation.
- I can implement concrete and constructive solutions to resolve a conflict situation.

KEY WORDS

Analyse, assess, classify, create, design, develop, evaluate, solve, test, learn, improve, expand, enrich, identify, reflect, manage, work, remain, resilient, career, cope, maintain, lead, orient, empathise.

Testimonies



Ellie Leacy,
British European Volunteer
Service in Croatiae

In my fourth month I had more time to think about what I wanted to do for my personal project. This was something I could do that could give back to the community I was living in and try and leave my mark there once I left per se.

So, I decided to tutor English to a few young people who wanted to practice and become more fluent in the language. In preparation to this I had to create materials in which I could teach to individuals.

One of my favourite parts of my personal project was being able to see my "students" improve and become more optimistic on their English skills.



Amélie Cathier,
adult education worker
for ADICE, France



Working on European and mobility projects, I had to use the Personal, social and learning to learn competence in many ways.

For example, working on international mobility projects in Covid time enhanced my ability to adapt the working methods to manage the pressure in unexpected situations and apply the most suitable solution both for my projects and the mobility participants I was working with.

..... Citizenship

Definition

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

Understanding the definition...

Interact and collaborate effectively with others and know how to work in a diverse team by understanding and respecting social and civic principles.

Why is it useful in the workplace?

- To interact with others, adapting to different situation, being flexible and working and collaboratively with others.
- To feel part of a group, community, locality, region, country, continent and to care about it. Being of value for others and being able to count on others. Living sustainably, democratically and harmoniously to maintain a peaceful and green society.
- To open up to an international working sphere by being a “world citizen”

Validation

Ability to...

- Adapt easily to new situations.
- Respect different points of view and to reach a common agreement.
- Be tolerant, polite and manage emotions.
- Hand difficult situations and propose concrete solutions for the benefit of all.
- Take responsibility for one's own actions and recognise one's own mistakes.
- Work in a multicultural team and to respect different ways of thinking and working.



Practical Examples

CIVIC ENGAGEMENT

- + Understanding the value of voting.
- ++ Political awareness and taking part in elections.
- +++ Support solidarity action.
- ++++ Carry out solidarity actions that will benefit the community.

SUSTAINABILITY

- + Be aware of the importance of waste sorting.
- ++ Implement waste sorting in your daily life.
- +++ Implement and raise awareness of others in waste sorting.
- ++++ Carry out concrete actions and involve others in waste sorting activities.

EU CITIZENSHIP

- + Understanding the concept of EU citizenship.
- ++ Actively using your rights as an EU citizen (voting, travelling, working abroad, consular protection...).
- +++ Explaining to other what EU citizenship means.
- ++++ Reflecting and promoting a deeper EU citizenship.

TEST YOUR COMPETENCES

CIVIC ENGAGEMENT

- I have participated in elections when the opportunity was given to me.
- I have volunteered in a project which didn't bring me any material benefits.
- I have tried to reach out to the people who live close to me.
- I belong to a community in which I'm actively involved.

SUSTAINABILITY

- I am aware of daily life sustainable actions I can make.
- I have implemented sustainable measures in my daily life.
- I make my entourage aware of sustainable actions.
- I plan and implement collective sustainable actions

with others.

EU CITIZENSHIP

- I have met new European people and got to know them.
- I understand the meaning of EU citizenships and the rights that result from it.
- I inform others about the rights and duties of EU citizens.
- I implement concrete actions to promote and raise awareness of EU citizenship.

KEY WORDS

Democracy, nationality, respect, solidarity, participation, citizenship, sense of belonging, rights, equality, collaboration, respect, tolerance, responsibility, act, civic and social life, understanding, social, economic, legal, political, global developments, sustainability.

Testimonies



**Robert,
British volunteer in Ireland**

I moved to Ireland from the UK, and while this is not an extreme transition of location and culture, it was enough to have experiences and interactions different to those of locals.

Erasmus+ gave me the opportunity to be in a space where I wasn't viewed as an international or a migrant, because everyone else was also in an international circle. Erasmus enabled me to engage in many organisations, first as a participant, then as an organiser.



**Kristina Avdonina,
youth and adult educator in Estonia**

One of the greatest achievements in life is to learn and to be able to pass the knowledge on to others.

Being able to visit other countries and learn their ways how to support arriving immigrants and refugees, provide and develop necessary services, has been an unforgettable experience and great learning opportunity to see the situation from other perspective, learning the experience of other countries and yet acknowledging that we are all in this together, and together we are as strong as strong is the weakest link.

The more knowledge and experience we share, the easier it is to build stronger and more active communities.



Cultural awareness and expression

Definition

Competence in cultural awareness and expression involves understanding and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.

It involves being engaged in understanding, developing and expressing your own ideas and sense of place or role in society in a variety of ways and contexts.

Understanding the definition...

Ability to understand, learn and respect cultural differences and ability to express your own culture through various means.

Why is it useful in the workplace?

- To gain a broader perspective of the world, tolerate differences, avoid conflict, understand that each culture is unique and diverse.
- To work effectively in a multicultural team.
- To respect and be aware of cultural differences.
- To be tolerant and respectful and respond open-mindedly to different ideas and values.
- To use social and cultural differences to create new ideas and increase innovation and quality of work.

Validation

Ability to...

- Have interest in different cultures, religions, events, traditions, arts and customs.
- Respect cultures different from your own.
- Show interest and curiosity for what is happening in the world.
- Understand multicultural and socioeconomic differences.
- Know concepts such as multicultural, cultural shock, cultural misunderstanding, prejudice, discrimination.
- Understand and respect different beliefs at work.
- Adapt to the context in which I find myself.

- Express your own culture abroad.
- Understand personal competence bias and the awareness of it when making decisions.



Practical Examples

CULTURAL DIFFERENCE

- + Knowledge about different culture.
- ++ Learn from other cultures.
- +++ Know about the multicultural shock.
- ++++ Make use of social and cultural differences to create new ideas and increase both innovation and quality of work.

TOLERANCE AND RESPECT

- + Respect the different nationality.
- ++ Appreciating different cultures.
- +++ Be tolerant.
Adapting to different customs in different contexts.
- ++++ Accept that there is not a culture better than another.

INTERACTION WITH OTHERS

- + Knowing how to live together.
- ++ Listen to other opinion.
- +++ Respond open-mindedly to different ideas and values.
- ++++ Welcome different ideas and values to enrich yourself and your own culture.

TEST YOUR COMPETENCES

TOLERANCE AND FLEXIBILITY

- I have experienced cultural and religious differences.
- I adapt myself to the context and to local cultures and I act accordingly.
- I am interested in current local cultural customs/ events happening abroad and in work of arts and culture.
- I respect other work cultures and beliefs and I am tolerant with people whose values differ from mine.

UNDERSTAND

- I understand multicultural and socioeconomic differences.
- I understand cultural misunderstandings.
- I respect other work cultures and beliefs and I am tolerant with people whose values differ from mine.
- I adapt myself to the context and to local cultures and I act accordingly.

EXPLAIN

- I can explain my own culture to a foreigner.
- I can explain cultural misunderstandings.
- I can explain my prejudices/assumptions on other cultures, but I can go beyond them.
- I can explain and respect different beliefs at work.

KEY WORDS

Interaction, respect, culture, expression, diversity, community, multiculturalism, art, creativity, awareness, understanding, ideas, different, communication, dance, music, food, traditions, society, variety, embrace, analyse, enjoy, discover, open-mindedness, join.

Testimonies



Richard,
Estonian exchange student
in South-Korea.



During my semester in Seoul, I got involved in a small project for a few locals. We went off to a nearby village to record videos and take photos for advertising the area. Now, being used to taking initiative, my first instinct was to help the municipality officials even more.

However, my inputs were quickly shut down. I was told that providing input is not my responsibility. At first this came to me as a shock. In my home country, everybody - no matter their age or status - is encouraged to speak up and share their thoughts.

However, after some consideration, I began to appreciate this cultural difference. It was indeed not my responsibility to be involved with the strategy of a small South-Korean municipality."



Eléna, adult education
worker for European Place-
ment Network Germany

As a French person living and working in Germany, a part of my job is to prepare young adults going on mobility to face the cultural shock and support them while discovering a new cultural environment.

After having assimilated myself into German culture, it is now my role to explain the basic rules of German daily life to young people coming from abroad and sometimes to solve cultural misunderstandings between the learners and the host organisations, acting as a mediator between two cultures to avoid any conflicts. For instance, it is important for me and my learners to know that German people are not spontaneous, they like to plan and organise meetings in advance instead of improvising.

Such knowledge is crucial when you want to integrate in the German culture of work.

..... Entrepreneurship

Definition

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Understanding the definition...

Turning ideas into actions by being creative and innovative while taking risks.

Why is it useful in the work-place?

- To turn ideas into action.
- To be creative and innovative.
- To plan and manage tasks.
- To achieve and attain independence.
- To analyse and identify needs and opportunities, be curious and pay attention.
- To develop the capacity to identify risks, mitigate against them and learn from any mistakes .
- To identify priority tasks in fast paced, multitask environment

Validation

Ability to...

- Propose ideas and turn them into action.
- Analyse the world and be aware of the needs that exist.
- Take risks and anticipate the consequences.
- Propose new solutions.
- Organise activities.
- Trust people and their work.
- Delegate work and responsibility to the right person when necessary.
- Solve problems effectively.
- Ensure transparency.
- Lead, teamwork and be creative.
- Remain calm in difficult situations.
- Evaluate the level of success of the initiatives I take
- Accept error, constructive criticism, evaluation or analysis.



Practical Examples

METHOD AND SENSE OF ORGANISATION

- + Organising daily work, carrying out tasks.
- ++ Have working methods, respect deadlines.
- +++ Ability to synthesise and be able to prioritise work-load.
- ++++ Developing and implementing organisational tasks.

TAKE INITIATIVE

- + Have an idea: coming up with the new ideas.
- ++ Analyse: critical thinking and ability to analyse the context.
- +++ Preparing an initiative to move from idea to action.
- ++++ Starting a new initiative.

TEAMWORK

- + Respect work in a group.
- ++ Ability to cooperate and trust colleagues.
- +++ Respect the deadlines and collaborate efficiently with the group.
- ++++ Manage a team and supervise, delegate.

TEST YOUR COMPETENCES

TOLERANCE AND FLEXIBILITY

- I adapt easily to new situations.
- I can balance different views and beliefs to reach a compromise.
- I am tolerant towards others who have different values.
- After conflict situations I can remain calm and clear headed.

TEAM WORK

- I am team-oriented.
- I can adapt to different work methods within international teams.
- I can delegate tasks to the relevant people when necessary.
- I can inform the appropriate people and ensure transparency in difficult situations.

PROJECT MANAGEMENT

- I am able to turn ideas into action by proposing new solutions.
- I can plan and organise my activities.
- I can evaluate the success of my activities after they have ended.
- Offer and receive constructive feedback and able to take part in the evaluation of ideas.

KEY WORDS

Lead, manage, motivate, organise, supervise, coordinate, delegate, inspire, create, develop, initiate, launch, set up, start, innovation, act, opportunities, ideas, transform, values, creativity, critical thinking, problem solving, perseverance, collaboration, plan, manage, risks.

Testimonies

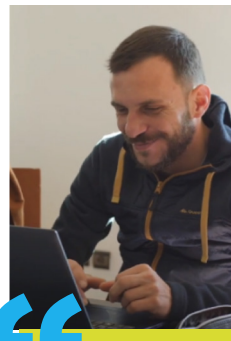


Fernando,
Portuguese
entrepreneur in the
United Kingdom.



My ambition has always been music and in particular to make music learning a reality for children from disadvantaged homes. The instruments I sell often arrive in very poor condition, but I have carpentry and electronics skills and can restore them to good condition. If you don't play, it's hard to know how important music is to people.

There was a man who came to my shop in his 80s, he concluded, and he was frail, and his hands were shaking. However, his technique was brilliant, and he was very happy when I repaired the neck and pickups of his guitar. It made me feel very, very satisfied.



Ronan,
French EU Aid Volunteer in
Morocco



I had the opportunity to have an environment of action favourable to reflection, to the development of innovative projects and to action. My mission was to reflect on concrete, realistic and feasible proposals in relation to the local context.

In doing so, I strengthened my skills in the field of project engineering with a strong social, economic or environmental impact.

During my mission, I responded to 20 calls for projects. Furthermore, I was able to implement projects and activities with the target populations of Jerada and its province.



Mathematics, science, technology and engineering

Definition

Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).

Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions.

Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Understanding the definition...

Demonstrate the ability to reason with numbers, evaluate scientific and numerical information and evidence-based scientific arguments, and apply conclusions appropriately.

Why is it useful in the workplace?

- To solve problems of daily life that require mathematical, scientific and technical knowledge.
- To manage a personal budget, and use and adapt it to the circumstances and environment that an individual experiences.
- To plan enough resources to achieve personal goals.
- To use all the everyday devices including SMART phone, internet etc to make life easier.
- To have basic knowledge, scientific skills, mathematical skills and software.
- To understand how the world works and apply knowledge to create and develop technologies.

Practical Examples

BUDGET

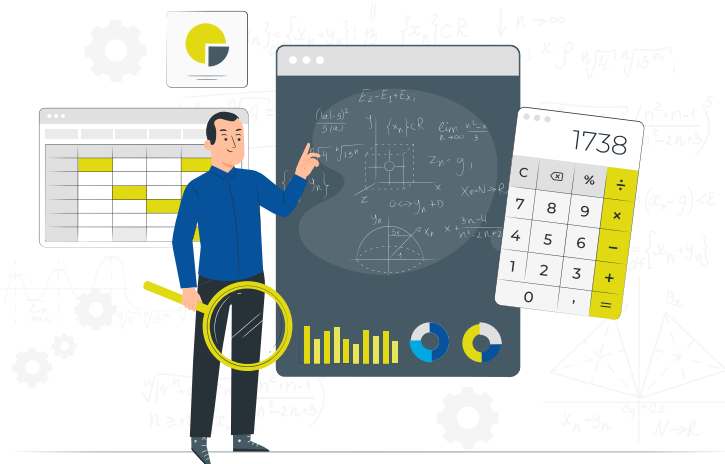
- + Calculate personal own budget.
- ++ Plan the budget of an action.
- +++ Monitor and manage the budget.
- ++++ Report the balance.

EXCEL

- + Enter the numbers and use basic calculations.
- ++ Create charts / graphics.
- +++ Use formulae to create statistics.
- ++++ Use macros.

CALCULATION

- + Know how to calculate without calculator.
- ++ Understand how to reason with numbers and other mathematical concepts.
- +++ Demonstrate ability to reason with numbers and other mathematical concepts.
- ++++ Demonstrate capacity to evaluate scientific arguments.



Validation

Ability to...

- Calculate and budget daily living expenses and income.
- Create and manage the budget of a specific project
- Identify and analyse any risks in relation to personal budget for example how likely is that I receive the income.
- Convert currency.
- Do mental calculation of simple operations.
- Solve problems involving calculation (addition, subtraction, multiplication and division).
- Use a calculator.
- Apply and use simple fractions.
- Estimate, measure and compare length, distance, capacity, weight and temperature.
- Use Spreadsheet Software.
- Design, extract, and compare information from lists, tables, and graphs.

TEST YOUR COMPETENCES

PRACTICAL USE

- I am able to convert currency, calculate and budget costs for daily life.
- I can create/plan a budget for a specific action/project.
- I am able to measure length, distance, capacity, weight and temperature.
- I am able to do mental calculation of simple operations.

SOLVE

- I can solve practical problems involving multiplication and division.
- I can solve simple mathematical problems without a calculator.
- I can solve budget daily living expenses and income.
- I can solve simple fractions.

UNDERSTAND AND USE

- I can understand and use simple fractions.
- I can understand, estimate, measure and compare length, capacity, weight and temperature.
- I can extract, use and compare information from lists, tables, simple charts and simple graphs.
- I show willingness to use mathematical reasoning (models, graphs, charts), both in personal and professional life.

KEY WORDS

Numeracy, methodology, rigour, logic, analysis, statistics, budget, innovation, digital, develop, apply, solve, problems, knowledge, process, formulas, models, constructs, graphs, charts, world, observation, experimentation, identify, questions, draw, evidences, conclusions, perceived, changes, human, responsibility.

Testimonies

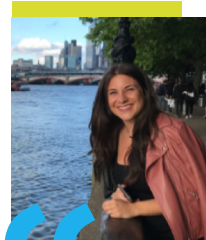


Louise,
French Erasmus+ VET
intern in The Netherlands



I acquired new competences in accounting and finance. I was able to use new software and learn how to make financial reports.

This mobility allowed me to confirm my desire to work abroad in an international context in the field of finance. And I think that this experience will make it easier for me to find my first job.



Cinzia,
adult education worker at MEH,
United Kingdom

I had the opportunity to start my journey with MEH as volunteer and then become a Project Manager.

I have quickly learnt that the role of a project manager is very broad and that it involves a lot of mathematical competences. I have learnt how to manage a budget, how to report the budget spent and to calculate the overspent budget.

I have also discovered that mathematical competences are needed when using quantitative and qualitative research methods, and when analysing the data from questionnaires and interviews.

..... Digital

Definition

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

Understanding the definition...

It's the capacity to use digital technology effectively and appropriately, ethically, critically and legally, as a tool for accessing, managing, integrating, communicating, organising, researching, evaluating and creating information, in order to function successfully in a work environment.

Why is it useful in the workplace?

- To use and manage ICT in everyday life and in the professional environment.
- To communicate digitally, especially where face to face communication is not possible due to environmental, political, or personal circumstances.
- To give and take up further opportunities within the company that an individual is working in for example a promotion, or a new linking with a customer not in your local area.
- Supports efficiency and cost effectiveness.
- Using new virtual and electronic methods of communication to be more competitive in today's labour market.

Validation

Ability to...

- Find, understand, critically analyse and use information on the Internet, online media and social networks.
- Understand the risks of the use of digital tools.
- Control the safe space on the Internet.
- Use a computer and mobile phone.
- Use office equipment (printer, fax, photocopier...).



- Use Microsoft Office (Excel, ppt and Word).
- Use Google and other search engines.
- Use design programs (Photoshop, Canva, Adobe...)
- Draft electronic CVs and motivation letters (EURO-PASS...).
- Know video calling applications.
- Develop new software and mobile apps through programming.
- Use social networks to communicate.
- Use social networks for networking at work.
- Use online courses for training.

Practical Examples

OFFICE AUTOMATION USE

- + Creating content (documents, presentations, spreadsheets).
- ++ Formatting content.
- +++ Extract information to create dynamic content. (graphs and tables from a spreadsheet, etc).
- ++++ Automating tasks with the macro recorder and visual basic.

DIGITAL APPLICATIONS AND SOLUTIONS

- + Send an email.
- ++ Write a Cover letter.
- +++ Use the social networks to apply and search for a job.
- ++++ Create your own CV using a content creation software (Photoshop, Indesign, Canva).

WEB

- + Access and use of a website.
- ++ Manage a website.
- +++ Create a new website using WordPress or existing templates.
- ++++ Create a website from scratch using code language.

TEST YOUR COMPETENCES

INTERNET

- I am able to find, understand and use information on the Internet.
- I use social media to communicate.
- I am able to understand, critically analyse and utilise online media.
- I understand risks connected to exposing important information on the web and know what

COMPUTER

- I use an e-mail box and write proper formal messages.
- I can create tables, basic formulas, graphs, presentations, documents, designs, pictures.
- I can write and design a CV using a computer.
- I can use computers and other office equipment (printer, fax, copy machine, binding machine).

DIGITAL TECHNOLOGIES

- I can take high-quality pictures and videos with a camera.
- I can use more than one electronic device and am comfortable switching from one another (PC, tablet, phone).
- I use my phone on a daily basis to connect to people.
- I can set-up equipment for a video conference or presentation, using and connecting properly a microphone, a video camera, a video projector, etc.

KEY WORDS

MS-Office package, Google suite, Social media management, Adobe package, Knowledge of HTML/CSS/JS, Emailing campaigns, Proficient user of Trello, Video conferencing, Innovation, internet, software, data, technology, communication, programming, security, confident, critical, responsible, use, engagement, learning, work, participation, information, data literacy, collaboration, media literacy, content, creation, cybersecurity, intellectual property, questions, problem solving, critical thinking.

Testimonies



Pablo,
Spanish volunteer
in Senegal

When I finished my degree in computer engineering, I was eager to put my digital skills into practice and make a difference.

I decided to collaborate with In3, an open source, low-cost incubator so that the place where a premature baby is born does not limit the opportunities to move forward, in many countries it is usually a shoebox. In3 uses materials and designs accessible to all, the plans are published on the Internet, so that all those who need one, can download them and build their own incubator, it is the locals themselves who meet the need. If they know how to build it, they know how to repair it in case it breaks down or create more if necessary.

We don't patch up where there is a need, we use our digital resources to provide a resource so that those who have the need have a way to meet it.



Veronika Varep,
Director of Johannes
Mihkelson Centre,
adult and youth
educator in Estonia



Digital competence is very important in my everyday life as an educator.

We aim to teach our clients basic computer skills, including internet security, the need to protect personal data and privacy, and how social media works, which are all essential everyday skills nowadays.

Digital technology and services can make your life more easier and fun, if you know how to use them!



The adult educator's experience of key competences in 4 European countries

..... The adult educator's experience

of key competences in 4 European countries

The Mobility+ project partners carried out a questionnaire consultation with professionals working in the adult education sector. A total of 40 interviews were conducted in France, Germany, Estonia and the United Kingdom.

The information gathered was used to understand the needs of adult educators in terms of supporting learners when they undertake an experience abroad, especially in relation to key competences and how best to support them.

They were asked about:

- their previous experience of key competences,
- the definition of the key competences,
- the importance of each of them,
- which ones they consider important and which ones they do not,
- which ones they would improve in their profession,

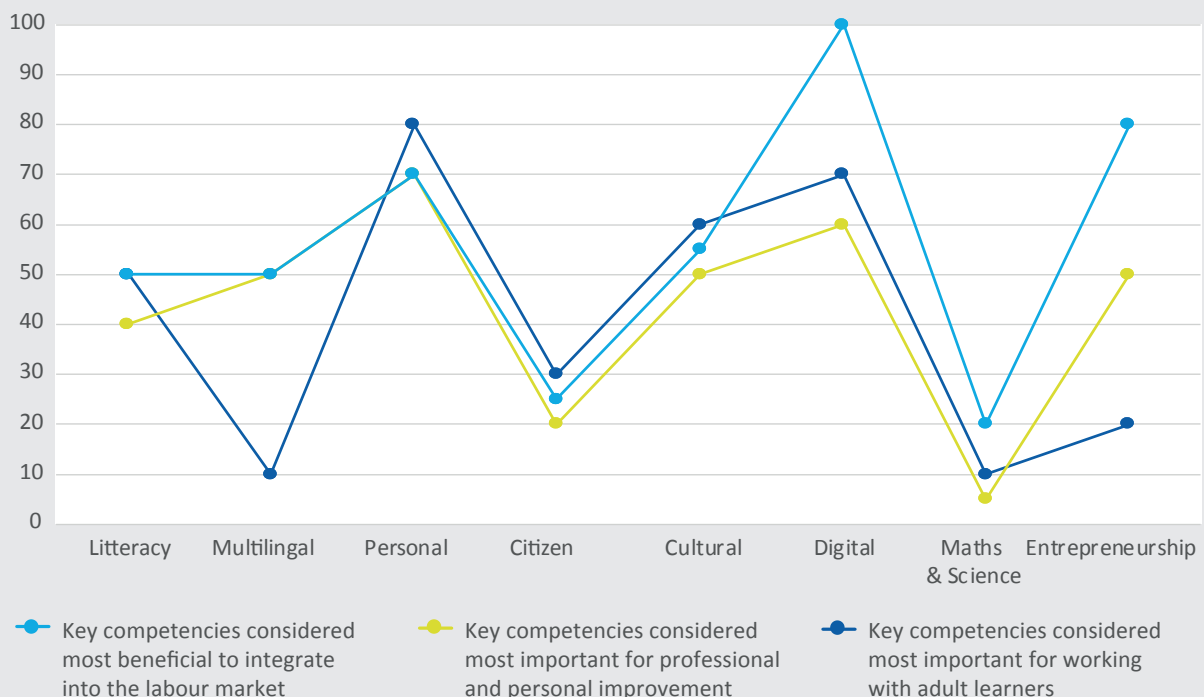
- the most important ones for their learners and the most important ones for the labour market.

All respondents had or had had experience in working with adults and most of them had been trained in key competences.

We interviewed people from social sciences, education sector, adult educators, people working with unemployed people, NGOs, volunteers, students, international experts, service managers, EURES staff, trainers, people working with migrants, Erasmus students, project coordinators, universities, social workers, psychologists, social policy makers, project managers and assistants, advisors, heads of mobility and international cooperation departments, job seekers, youth workers...etc).

Despite the training they had and their professional experience, the participants shared that they had some doubts and needed more training on the topic of key competences.

50% of the participants who responded to the questions have not received any training on the concept of key recommendations.



80% of the respondents agree with the definition: "Key competences include the knowledge, skills and attitudes that everyone needs for personal fulfilment and development, employability, social inclusion and active citizenship".

Of that **20% all responded that they define key competences as** "Human and behavioural competences that can be transferred to different situations/workplaces".

- According to the respondents, the key competences considered most important for working with adult learners were:

80% Personal, social and learning to learn competence

60% Cultural awareness and citizenship and 70% agreed with digital competence

- These same skills, with the addition of multilingual skills and entrepreneurship, are the skills that participants considered most important for professional and personal improvement.

- The key competencies considered most beneficial to integrate into the labour market were:

50% Literacy and multilingual skills

100% Digital skills

80% Entrepreneurial skills

70% Personal skills

When asked what support/training adult educators need, there were very different answers depending on the country



In France and Germany, the focus was more on guides, tools, resources and materials to identify, understand and demonstrate competences, either online training and resources (interactive tutorials) or face-to-face/group training with exchange of good practice, such as a community of practice of adult educators to share good practice, seek help and ask questions. One of the main ideas was trainings once or twice a year, focusing on the most difficult competences for practitioners.



In Estonia they focused more on concrete examples on how to understand and demonstrate competences, i.e. less theory and more applicability in practice. For example, an explanatory document

with a description of the types of competences and possible methods of application or development, examples...etc."



In the UK, a greater need was identified for a better understanding of mobility projects and programmes, more information about different opportunities and help in applying for different international projects (list of funding opportunities, differences between international and national projects, budgeting, etc.).

Also, the topic of mental health was touched upon as there was a worker of adults with mental health problems who explained the importance of knowing what competences were needed on how to consult diagnosed mental health problems from the perspective of mobility projects.

Regarding their personal experience in supporting adult educators abroad and type of preparation provided to adult educators before, during or after the mobility.

Only **30% of the participants had previous experience** and of them the majority said that "we enable volunteers and office workers to participate in international trainings as participants or as trainers".

Preparation is really important and the use of digital to maintain communication and support during mobility is very necessary. Most worrying is the lack of this competence because respondents recognised that they felt powerless to help if things went wrong.

Many of them acknowledged that, despite their experience in the sector, the most qualitative and up-to-date tools they have to inform and train themselves, the better. "Because even with 20 years of experience, there is always more to learn in order to provide quality work and support to young adults".

They also pointed out that little support is offered at the beginning of international mobility projects and that it would be very interesting to evaluate the competences before the departure of the students and to have a final interview to validate the objectives and the competences developed. Model followed by this Manual.

..... Conclusion

“Going abroad is the most effective way to change our view of the world”

Chantal Mitchell

but to fully enjoy this experience we first need to discover ourselves and our capabilities.

For the Mobility+ project, the aim with this manual is to help adult education professionals to understand and assess the eight key competences that their international mobility participants will acquire during their mobility projects abroad.

Adult education practitioners have a decisive impact on the achievements and motivations of their participants and, consequently, on the development of their competences.

It is therefore very important to support innovative teaching and training of these competences to professionals and to encourage them to collaborate in their continuing professional development. It is essential that adult educators are able to train and understand these competences in order to support the development of their adult learners.

With the appropriate support from this manual, practitioners can provide the best learning experiences and ensure that all their beneficiaries achieve their learning outcomes. Key competences are necessary for personal fulfilment and development, employability, social inclusion and active citizenship.

The teaching, support to practitioners and the assessment and validation of these competences provide opportunities to acquire new knowledge, skills and attitudes and influence individuals and their progress in autonomy, engagement and self-confidence. These competences will be key in the search for new learning or employment opportunities and in decision-making.

Furthermore, competence development is enhanced when it takes place in a variety of learning environments (formal, non-formal, local communities, abroad, at work, in everyday life...) and in collaboration with different stakeholders.

As Tibor Navracsics, Commissioner for Education, Culture, Youth and Sport, said:

“Our skills are an important factor in boosting innovation, productivity and EU competitiveness.

Globalisation, structural changes in the labour market and the rapid development of new technologies force us to develop and update skills throughout life.

Critical thinking, media literacy and communication skills are among the requirements for navigating our increasingly complex world.

And digital skills, along with maths and science literacy, are the foundation for lifelong learning.

Innovation and entrepreneurship must be encouraged and promoted if Europe is to compete in the global race.”

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- Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning.
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- Study among employers on requested competences for participants in mobility projects: [BrochureCompetences.pdf](#); Competences + Project (KA2).
- Skills portfolio: [Skills-portfolio.pdf](#)
- European-Key-competences-and-labour-market: [European-Key-competences-and-labour-market.pdf](#) (PC Impress project)



Annex

..... Annex



PARTICIPANTS WERE ASKED TO RATE THE 8 COMPETENCES ACCORDING TO THE IMPORTANCE THEY ATTACH TO THEM AND THESE WERE THE RESULTS

LITERACY COMPETENCE

| | |
|--|-------|
| Understand and perform instructions | 37/40 |
| Communicate effectively in front of different audiences | 17/40 |
| Use correct and appropriate written language in different situations | 35/40 |
| Write reports or documents in a structured way | 12/40 |

MULTILINGUAL COMPETENCE

| | |
|--|-------|
| Understand native speakers perform instructions | 40/40 |
| Communicate (oral / written) even with limited knowledge of a language | 38/40 |
| Use correct and appropriate written language in a professional situation | 16/40 |
| Translate documents from the foreign language to his / her mother tongue | 8/40 |

PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

| | |
|--|-------|
| Eagerness to acquire new skills | 34/40 |
| Confidence to ask questions and query established ideas and theories | 27/40 |
| Refer to someone for help and / or advice when facing difficulties | 25/40 |
| Know how to solve problems autonomously and assume responsibility | 29/40 |

CITIZENSHIP COMPETENCE

| | |
|---|-------|
| Act tolerantly towards others who have different values | 31/40 |
| Can balance different views, negotiate and compromise | 29/40 |
| To adapt easily to new situations | 33/40 |
| Can deal with criticism and be tolerant towards others who have different value | 32/40 |

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

| | |
|--|-------|
| Can understand multicultural and socioeconomic differences | 29/40 |
| Can experience cultural and religious differences | 17/40 |
| Can adapt to the context and to local cultures and act accordingly | 12/40 |
| Can explain one's own culture to a foreigner | 27/40 |

ENTREPRENEURSHIP COMPETENCE

| | |
|--|-------|
| Can turn ideas into action by proposing new solutions | 38/40 |
| Can plan and organize a project, activities | 36/40 |
| Can delegate tasks to the relevant people when necessary | 17/20 |
| Can work autonomously and also be team--oriented | 37/40 |

MATHEMATICAL COMPETENCE & COMPETENCE IN SCIENCE, TECHNOLOGY & ENGINEERING

| | |
|--|-------|
| Can show willingness to use mathematical reasoning (models, graphs, charts) | 16/40 |
| Can extract, use and compare information from lists, tables, simple charts and simple graphs | 12/40 |
| Can convert currency calculate and budget costs for daily life | 29/40 |
| Can create/plan a budget for a specific action/project. | 11/40 |

DIGITAL COMPETENCES

| | |
|--|-------|
| Can find information in the Internet | 40/40 |
| Can use social media to communicate | 37/40 |
| Can understand risks connected to exposing important information on the web and know what to avoid | 39/40 |
| Know how to use a computer and common software programmes | 37/40 |

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