IO2
VALMOPRIS Competence Framework

Introduction

This document represents a summary of Intellectual Output 2 (IO2) of the VALMOPRIS Project, which set out to validate competence development of prisoners as a result of their engagement with non-formal and informal learning.

IO2 is composed of the following two sections:
1. LEVEL5 Competence Frameworks
2. Competence Oriented Learning (COL) implementation contexts

The competence frameworks are directly connected to the COL implementation contexts since they represent examples of the reference system used in the different learning projects in the prison context. These were adapted by the piloting VALMOPRIS practitioners. We have selected the competences selected for measuring and validation during the VALMOPRIS implementation contexts. These frameworks were often adapted to fit the particular learning activities; adapted versions of the frameworks are available in the full version of IO2.

The competence frameworks are based on the LEVEL5 approach, a formative validation system, which enables teachers and trainers (as well as learners themselves) to assess and display the impact of a learning activity. The effects (or the impact) of non-formal and informal learning can be displayed through the development of learners' competences (e.g. specific theme centred knowledge, improvement of "soft" skills like collaboration and intercultural communication, attitudes towards other groups etc.).

The LEVEL5 approach is on one hand standardised but at the same time enables users to establish individualised reference systems for assessing and evidencing relevant competences of their target groups in a process-orientated way. This is particularly beneficial to prison learning contexts as it supports flexible and heterogeneous approaches typical of these settings.

With the help of LEVEL5 one can measure, display and evidence individual competence developments and give proof of the range of effects resulting from learning activities.

The LEVEL5 approach has been developed and piloted in more than 100 informal and non-formal learning projects since 2006 in order to assess:
- Cognitive
- Activity-related, and
- Affective

learning outcomes to evidence and visualise competence developments of learners in informal and non-formal learning projects.

Based on this model, LEVEL5 is grounded on the basic competence definition of the EU[1] that a competence is the ability to apply a synthesis of:
- Knowledge
- Skills, and
- Attitudes

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[1] The *Key Competences for Lifelong Learning – A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006

in a particular situation and in a particular quality.

LEVEL5 is especially suitable to assess personal, social and organisational competences, typical of those that are required *and* acquired in informal and non-formal learning settings within prisons and criminal justice settings.

The assessment consists of the following steps:

1. Developing a consistent learning project description and describing the learners (template available)
2. Choosing and specifying two competences from the project-inventory (learning to learn + another one)
3. Adapting the 3-dimensional LEVEL5 reference system to the needs of specific learning project and target group
4. Selecting appropriate assessment methodology, setting up a time schedule
5. Rating and evidencing (documentation and visualisation)

From the very first stages of the VALMOPRIS project, especially during the stocktaking activity, it appeared immediately evident that not all 8 key competences (as defined by the EU) were relevant for the prison context. At the same time, certain competences soon emerged as particularly important for the life of prisoners, especially in view of their future release. Therefore, the project partners decided to develop and provide an inventory of competence frameworks focused on the key and sub-competences that are most relevant for the prison context.

The key competences taken into consideration are:

Learning to learn	Social and civic responsibility
Sense of initiative and entrepreneurship	Cultural awareness and expression
Communication in a mother tongue	

The other more traditional key competences – communication in a foreign language, digital skills, mathematical/scientific/technological competence – are usually validated through more formal assessment approaches and testing.

On the contrary, social, personal and organisational competences developed in informal and non-formal learning activities often lack an approach to assess and validate them. Therefore, the complete version of IO2 presents 40 individual competence frameworks (a blend of key competences, sub-competences and competences adapted for our pilot learning activities). These were selected for their relevance within a prison context. For each competence there is a competence description, a reference to the key competence/s and a three-dimensional reference system. The translated version of the VALMOPRIS Competence Frameworks contains the introduction and the competences which were developed for the VALMOPRIS pilot learning activities.

IO2 addresses teachers and trainers working in a prison context Europe-wide; those who intend to assess and validate the competence development of their learners during informal and non-formal learning activities held in prison.

For a proper assessment and validation, the competence framework should be tailored as much as possible to the specific activity and target group. The following inventory shall serve as basis for teachers and trainers to adapt to their specific learning context.

VALMOPRIS Competence Frameworks

For the Professional

Assessing competence and competence development – Competence description

The learning professional 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/she is aware that the context may vary depending on learner groups, the setting and the level of formalisation. It is also determined by the purpose of validation (internal, to prove the efficiency of the learning or external, 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). Hence the assessment settings and methods have to be chosen in accordance to the context, the purpose, and also taking account of the available resources. Assessment can (ideally) be built in to the learning process to achieve a holistic learning design.

Essential knowledge, skills and attitudes are:

Knowledge - The educational professional knows:
- about learning theory and competence development
- different competence concepts and their backgrounds
- different assessment scenarios depending on context, purpose, competences, level of individualism, external expectations
- different assessment techniques,
- essentials of learning outcomes,
- quality criteria

Skills - The learning professional is able
- to choose the right assessment technique which fits to purpose and contexts
- to design an appropriate assessment scenario

Attitudes - The learning professional
- Has a positive and realistic attitude towards assessment
- Applies assessment always in regard to the benefit for the individual
- Uses assessments also to improve the learning process and the strategy used in his/her own practice
- Is open to learn more about assessment

Key competences: Learning to Learn, Sense of Initiative and Entrepreneurship

Assessing competence and competence development – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	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 competence assessments, and how to transfer these techniques into to other domains of life and work. Knowing how to use the results for benefit of learners and own work.	Developing, Construct-ing, transferring	Developing own assessment techniques/approaches/strategies based on theory and to be able to transfer them to a variety of purposes and contexts and how to make profit of results. Able to support others in doing so.	Incorporation	Having incorporated to apply assessment techniques in different domains and to continuously develop own competence. To find it important that the sector adopts assessment of learning outcomes. To inspire others developing this competence.
4	Knowing when (implicit understand-ing)	Being familiar with theories of competence developments. Knowing in which situation to apply the right assessment technique/approach. Knowing how to create appropriate instruments.	Discovering acting indepen-dently	Researching on assessment techniques for competence developments. To be able to select adequate assessment techniques for different contexts and objectives and to make use of results.	Self-regulation, determination	Being determined to be pro-active and creative in assessing competence developments in order to profit from its benefits and to develop own competence to do so.
3	Knowing how	Knowing a variety of assessment instruments for competence developments like tests, interviews, observations and how to apply them correctly. Knowing single concepts of competence development.	Deciding/ selecting	Selecting and applying known assessment instruments in a correct way.	Empathy/ Appreciation	Valuing assessment techniques for competence developments in general. Being motivated to develop own competence to do so.
2	Knowing why (distant understand-ing)	Knowing different purposes of assessment of competence developments: e.g. for learning, for selecting or for profiling.	Using, imitating	To occasionally applying given assessment instruments as imitated or instructed by others.	Perspective taking	Being interested in assessing competence developments and considering learning more about it.
1	Knowing what	Knowing what assessment is. Knowing that assessment is the measuring of individual progress.	Perceiving	Recognising competence assessment activities and processes.	Self-oriented	Feeling that competence assessment may affect oneself.

Learning to learn – Competence description

The learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies in a variety of contexts, knowing how and when to apply strengths of one's own learning styles and personality types, setting goals, managing time and acquiring necessary information and resources. The learner is able to reflect upon the new knowledge and experience as well as interact with others in order to reach and achieve learning challenges.

Essential knowledge, skills and attitudes are:

Knowledge: The learner
- Intuitively knows how and when to apply strengths of one's own learning styles and personality types, set goals, manage time and acquire necessary information resources
- Knows the importance of reflecting upon the new knowledge and experience.
- Knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning goals.

Skills: The learner
- Is able to develop one's own learning strategies in a variety of contexts;
- May interact with others in order to reach learning challenges;
- Is able to acquire, process and master new knowledge and skills;
- May assist others when solving learning related problems.

Attitudes: The learner
- Appreciates and values the strengths of one's own learning strategies in a variety of contexts;
- Values interaction with others in order to reach learning challenges and learn in a group;
- Respects and appreciates diverse learning strategies of others;
- Is motivated to inspire others to reflect on their own learning patterns and pursue learning goals.

Key competence: Learning to Learn

Learning to learn – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	**Level description**	**Level Titles**	**Level description**	**Level Titles**	**Level description**
5	Knowing where else (strategic transfer)	Intuitively knowing how to apply strengths of one's own learning styles, set goals, manage time and acquire necessary information resources as well as reflect upon the new knowledge and experience. Knowing how to guide other people to use their personal strengths and resources to improve their learning.	Developing, constructing, transferring	Developing own learning strategies in a variety of contexts, interacting with others in order to reach learning challenges. Acquiring, processing and mastering new knowledge and skills as well as assisting others in solving learning related problems.	Incorporation	Having internalised to select the best possible learning strategy. Appreciating the strengths of one's own learning strategies in a variety of contexts and interaction with others in order to meet learning challenges.
4	Knowing when (implicit understanding)	Having profound knowledge of different learning styles, personality types and understanding how to use one's strengths in learning. Knowing how to react properly in situations when a learning challenge is set.	Discovering acting independently	Searching for new learning strategies, maximizing available resources and effectively reaching learning goals. Reflecting upon one's learning and enrich it with new patterns and methods in a variety of contexts, being able to regulate own learning.	Self-regulation, determination	Being determined to reflect and improve one's own learning strategies and being flexible to enrich it with new patterns and methods in a variety of contexts.
3	Knowing how	Knowing own learning style, how to manage time, find resources, autonomously achieve learning goals and reflect them. Theoretical knowledge on learning styles, time-management and goal-setting. Knowing how to plan and implement a learning process.	Deciding/ selecting	Applying one's own learning style and other strengths, managing time, finding resources, autonomously achieving learning goals and reflecting upon them. Being able to apply basic learning strategies.	Motivation/ appreciation	Appreciating learning strategies as means to effectively learn. Being motivated to improve one's own learning competence.
2	Knowing why	Knowing that using the strengths of one's learning style, ability to autonomously organise and reflect one's learning determines success in learning.	Using, imitating	Using one's learning style, organizing and reflecting of one's learning to achieve learning objectives based on suggestions or when being asked to.	Perspective taking	Being interested in expanding one's learning styles, strategies and generally valuing the advantages of learning strategies.
1	Knowing what	Knowing that people need to use their personal strengths and capacities to achieve learning results.	Perceiving	Recognising that using personal strengths and capacities affects achievement of learning results.	Self-orientation	Being open to different learning strategies.

Critical thinking – Competence description

Critical thinking describes the competence required to question an issue or a situation, an idea, assumption without accepting anything given at a face value. Critical thinking supports a learner to 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 memorisation, information recall, and factual description, towards analysis, evaluation, interpretation, a synthesis of information, or experience; in order to form or criticise an idea or argument. A learner will not simply accept all the given information without questioning.

Essential knowledge, skills and attitudes are:

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 identify 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 unproven information, not believing everything he/she is exposed to;
- has enough humility to admit that his 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;

Key competences: Social and Civic competences, Learning to Learn

Critical thinking – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	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)	Demonstrating an advanced level of critical thinking strategies in any learning situation. Shows an ability to apply a developed level of critical arguments to various learning topics and come to a 'high-level' solution – both themselves and with others.	Developing, constructing, transferring	Demonstrating a developed ability to critically assess the topics discussed. They are able to form constructive discussions on a subject and verbalise their own opinion in a coherent manner. They are able to provide constructive and developed insight into what is being discussed.	Incorporation	Demonstrating a high level of internalisation when critically engaging with topics discussed in class. They show an advanced ability to construct opinions and conclusions on topics and are able to accept the opinions of others in various contexts, even if it does not agree with their own.
4	Knowing when (implicit understand-ing)	Demonstrating a good level of taking source information taught in class and applying a level of critical thinking to it. Also shows the ability to come to solutions through critical thinking and discussion.	Discovering, acting indepen-dently	Demonstrating a good ability to constructively analyse information, especially on topics that are new to them. They are able to express their line of argument clearly with some demonstration of critical analysis. They are beginning to interact critically with discussion.	Self-regulation, determination	Demonstrating a good ability to reach some form of constructive conclusions from the topics discussed. They show a positive attitude towards analysis and critical thinking. Shows a good level of confidence when interacting with challenging and unfamiliar topics.
3	Knowing how	Demonstrating some ability to take what is taught in class and construct this into a form of discussion and conclusion. Is able to look at topics from various points of view.	Deciding/ selecting	Demonstrating a small amount of ability to look at the topics and issues discussed from various angles. They are beginning to question the information provided in class and the opinions expressed from this.	Empathy/ Appreciation	Demonstrating an ability to interact and question other opinions and ideas that are brought up in class discussion. Show a positive attitude to applying a moderate level of critical thinking to the issues and topics discussed and demonstrating they would like to improve their ability to do this.
2	Knowing why (distant understand-ing)	Demonstrating an understanding that one of the main aims of class, setting, and/or discussion is to examine various topics critically.	Using, imitating	Demonstrating a basic ability to recognise different views on a given topic mainly due to examples and discussion by other learners in the group.	Perspective taking	Demonstrating a basic openness to looking at the issues and topics being discussed from different perspectives. They also show a basic interest and motivation in this area.
1	Knowing what	Demonstrating a basic understanding that the session will focus on different opinions and expressions on the same topic/issue.	Perceiving	Demonstrating a basic recognition that various views are being discussed and that they can be viewed critically in different manners. Their understanding is due to assistance from others.	Self oriented	Demonstrating a basic awareness that there are different idea being expressed through discussion but is not necessarily willing to critically engage with them.

Self-reflection – Competence description

The learner is competent in reflecting on and (self)-evaluating his/her abilities and competences in carrying out the task. This includes reflection on their own performance, identifying strengths and weaknesses and to use self-reflection/self-evaluation strategies as a method/tool to improve the own personal development and performance.

Essential knowledge, skills and attitudes are:

Knowledge: The learner
- has knowledge of a variety of self-reflection tools and methods
- knows how and when to efficiently and effectively apply self- reflection as a tool for stimulating the individual learning process he/she experiences in the activity
- knows how to benefit from the results of self- reflection in a large perspective (e.g. for the own personal development or improvement of performance)

Skills: The learner
- is able to apply a variety of self-evaluation methods to support the self-reflection process
- is able to develop own self-reflection strategies
- is able to promote self-reflection as a benefit for personal development and the increase of effectiveness and quality of performance
- is able to draw conclusions from the insights resulting from the reflection process
- recognises the importance of self-reflection for individual learning and development and inspires other learners/peers to improve their own self-reflection competence
- stimulates and supports the self-reflection of others

Attitudes: The learner
- feels that self-reflection is valuable for his/her personal development
- has a positive attitude towards change
- strives for learning and improving own competences with the help of self-reflection
- appreciates occasions for discussion and exchange

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Cultural awareness and expression, Learning to learn

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Self-reflection- Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to integrate constructive self-reflection into individual practice in order to achieve (personal and collaborative) goals and to improve quality. Knowing how to benefit from self-reflection in any context. Knowing when and how to stimulate self-reflection of others	Developing, constructing, transferring	Developing own self-reflection strategies to use for individual practice to improve ones' own performance or quality in the learning activities. Motivating and supporting others in their self-reflection.	Incorporation	Having internalised to self-reflect for the sake of learning and collaboration. Being an inspiration to others to value self-reflection as means of individual learning in order to personally develop.
4	Knowing when (implicit understanding)	Knowing when self-reflection is appropriate and can contribute to personal and collaborative goals.	Discovering acting independently	Searching for self-reflection techniques, independently applying them within given situations or for a given issue in a constructive way.	Self-regulation, determination	Having a positive attitude towards change and being determined to improve self-reflection competence with respect to individual development and collaboration.
3	Knowing how	Knowing how to organise self-reflection as a learning process for oneself in different ways. Knowing how to derive practical conclusions from the reflection process.	Deciding/ selecting	Making conscious choices on situations or issues to reflect about; selecting methods for self-reflection that seem pertinent for the given situation.	Motivation/ appreciation	Being motivated to increase own competence for self-reflection. Finding it important that others value self-reflection.
2	Knowing why (distant understanding)	Knowing why self-reflection and self-evaluation are important processes in order to increase the personal development and the performance in a given context.	Using, imitating	Occasionally self-reflecting, self-reflecting when being stimulated, e.g. through questions.	Perspective taking	Generally feeling that self-reflection and self-evaluation are valuable in order to develop and improve. Being interested to learn more about it.
1	Knowing what	Knowing what self-reflection means (and that this can be an important process to improve the effectiveness and quality of the own performance).	Perceiving	Recognising self-reflection processes. Recognising the importance of self-reflection for individual learning and development.	Self-orientation	Feeling that self-reflection can be of value for own learning/development.

Communication – Competence description

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 communication. In the communication with fellow prisoners, teachers and supervisors, the learner is aware of different communication styles and techniques and that different situations and settings require different styles and techniques of communication. Communication is used by the learner as a means of interacting with fellow prisoners, teachers and supervisors and – through appropriate communication – the learner can identify problems, can discuss them, and find and implement solutions.

Essential knowledge, skills and attitudes are:

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 communication
- values open and reflective communication

Key competences: Social and Civic Competences, Sense of Initiative, Learning to Learn, Cultural Awareness and Expression, Communication in Mother Tongue

Communication – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Having a vast theoretical knowledge of communication. Understanding of unfamiliar communication styles and knowing how to guide other people to react and communicate appropriately in different 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 this knowledge in practice, e.g. having awareness of speakers context, reading between the lines, recognising hidden messages etc.	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.	Self-regulation, determination	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 is dependent on the way to communicate. 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 to communicate 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.

Autonomy – Competence description

This competence refers to the level of independence achieved through a degree of self-determination. An autonomous learner will have well-developed abilities for self-regulation and self-direction, awareness regarding the own strengths and resources, and inspiration to use them autonomously. The autonomous person appreciates the benefits and the challenges of the freedom he/she has within their learning and enjoys this independence.

This competence also relates to the ability to recognise the situations, which allow a certain level of autonomy and to be motivated to use these opportunities to show self-reliance and independence. Furthermore, autonomy is closely related to taking responsibility for own decisions and actions and to deal with the consequences of autonomous decisions.

Essential knowledge, skills and attitudes are:

Knowledge: The learner
- knows the scope and limits of his own skills, powers and resources
- knows he/she is accountable for his/her decisions
- knows that his/her own decisions may affect others
- knows that there might be limits for taking own decisions/actions
- knows which skills and resources (internal and external) are needed to tackle a situation and how to organise them;

Skills: The learner
- is able to recognise his/her own skills, resources and limits
- is able to self-reflect and analyse situations and to act accordingly
- to act in an independent and self-directed manner
- is able to explain benefits and challenges of acting autonomously
- is able to organise the needed resources to implement the decisions on his own

Attitudes: The learner
- is feeling responsible for his/her own actions and decisions
- is appreciating rewards of autonomy (freedom, sense of achievement)
- has a general positive attitude towards autonomous and self-directed action
- inspires/motivates others to act independently/autonomously and for using his/her own powers and resources;

Key competence: Sense of Initiative and Entrepreneurship, Learning to Learn

Autonomy – Reference system

L	Level Titles (KNOWLEDGE)	Level description (KNOWLEDGE)	Level Titles (SKILLS)	Level description (SKILLS)	Level Titles (ATTITUDES)	Level description (ATTITUDES)
5	Knowing where else (strategic transfer)	Knowing how to transfer and develop new strategies to tackle challenging situations acting independently, pro-actively and autonomously. Intuitively knowing how to evaluate, choose and apply different strategies.	Developing, constructing, transferring	Creating own decision-making strategies and self-directed action in various work or personal related contexts; inspiring others to act independently and autonomously, being e.g. a role-model for them;	Incorporation	Having incorporated to act as a fully autonomous person and to live according to the own principles regarding self-reliance and autonomy. Wanting to support others in developing this competence.
4	Knowing when (implicit understanding)	Knowing strategies and methods to tackle challenging situations using one's own skills and resources, and that there might be limits for taking own decisions/actions. Knowing how to mobilise external resources.	Discovering acting indepen-dently	Searching for and organising the most appropriate resources (internal and external) to handle challenging situations in an autonomous and self-directed manner	Self-regulation, determination	Feeling the need to act in an autonomous and independent way when facing different challenges and being determined to improve own capability to do so.
3	Knowing how	Knowing which how own skills and resources determine a decision/make an action and how to organize external resources, if needed.	Deciding/ selecting	Being able to analyse the situation and systematically take decisions/make actions using one's own skills and resources, acting independently and self-directed.	Motivation/ appreciation	Finding it important and to value autonomous, independent and self-responsible action; appreciating the rewards of being autonomous (freedom; sense of achievement) and being motivated to improve own competence to do so.
2	Knowing why	Knowing what are the benefits of relying on one's own abilities and resources and that one is responsible for his/her own actions/decisions.	Using, imitating	Occasionally trying to take decisions/ actions using one's own skills and resources, by watching others, imitating strategies for autonomous / self-directed acting.	Perspective taking	Being interested to learn how to act independently using one's own skills and resources.
1	Knowing what	Knowing the scope of one's own capabilities, judgement, and resources, and that one's own decision may affect others.	Perceiving	Recognising that one can take actions/decision using one's own skills and resources.	Self-orientation	Feeling that autonomous decision-making and acting can challenge oneself as it requires responsibility.

Problem solving – Competence description

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 reason towards understanding the actual problem, and being able to plan and use different techniques/methods, and gain competence from 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.

Essential knowledge, skills and attitudes are:

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 a 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
- is intrinsically motivated (to solve problems)
- is autonomous
- feels the need to help other people (in applying problem solving techniques)

Key competences: Social and Civic Competences, Sense of Initiative and Entrepreneurship, Learning to Learn

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Problem solving – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	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 that can be applied in various contexts. Knowing how to transfer solution strategies to other fields.	Developing, constructing, transferring	Developing and inventing new creative strategies to solve problems.	Incorporation	Having internalised to strive for good solutions 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 of available resources. Knowing different ways/instruments to tackle problems.	Discovering acting indepen-dently	Actively expanding own strategy portfolio, e.g. through research or consultation. Applying complex solutions to solve a problem	Self-regulation, determination	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.

Team working – Competence description

The learner is competent in interacting with others involved in an activity, and will take an active role in organisation and will collaborate to reach a common goal. In the learning process, 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, active listening, awareness of diversity in teams, and the potential of teamwork. He/she has an attitude of appreciation for teamwork as an efficient way of collaborating and a 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.

Essential knowledge, skills and attitudes are:

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

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to Learn

VALMOPRIS

Erasmus+

Team working – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	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. Supporting others in team work and team leadership.	Incorporation	Having internalised the "culture" of constructive team work and to accomplish goals through mutual support. To encourage and inspire others to join a team and 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 indepen-dently	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 oneself.	Self-regulation, determination	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. To contribute 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. Full-filling assigned tasks in a team.	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.

Creativity – Competence description

The learner is able to approach new situations and challenges with an open mind and flexibility.

He/she is competent in actively joining the creative processes (such as brainstorming, storytelling, art production) and can apply different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.) to generate new solutions and approaches.

He/she can clearly identify unique connections between different ideas.

Essential knowledge, skills and attitudes are:

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
- inspires and motivates others to express and develop their own creativity in many different situations

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to learn, Cultural awareness and expression

Creativity – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	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 the catalogue of known creative strategies, developing own techniques to analyse things in different ways and coming up with new approaches to problems.	Incorporation	Inspiring and motivating others to express and develop their own creativity, suggesting a variety of approaches according to different situations and challenges
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 indepen-dently	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.	Self-regulation, determination	Identifying attitudes such as flexibility and divergent thinking that can boost own creativity and feeling the need to work on these 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	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 it means to be creative. Knowing 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 you want to find innovative solutions or cope with unknown problems.