

Competence Inventory and Framework



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- Aristotle University of Thessaloniki
- Universidad Atonoma de Madrid
- Tilburg University
- Lifelong Learning Platform
- Expertise in Labour Mobility



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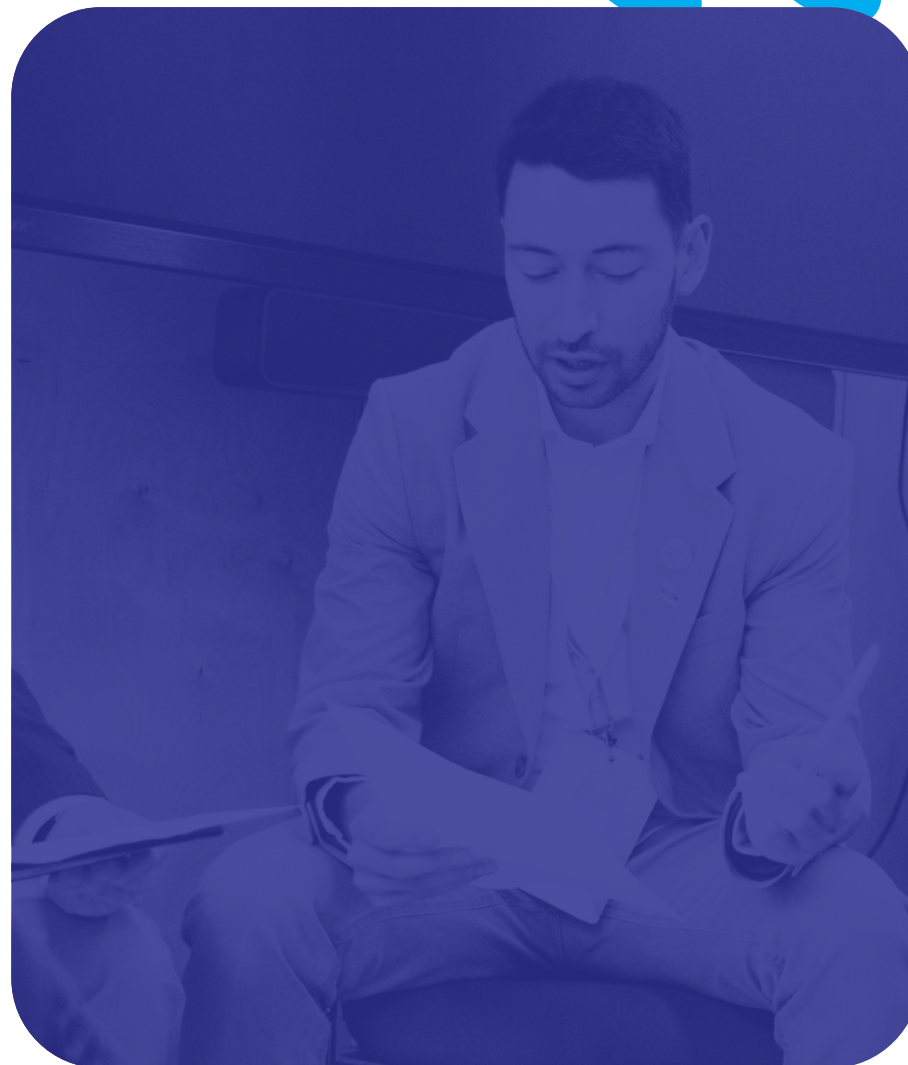
Introduction

The Erasmus Careers project originates from the concept that student mobility can improve employability when both students and employers recognise the skills obtained during the study abroad period. While the positive relationship between mobility and enhanced employability has been validated by the Erasmus Impact Studies (2014 and 2019), students need to delve deeper into their mobility experiences to fully capitalise on their employability benefits. Consequently, Higher Education Institutions (HEIs) have a significant role in aiding students' learning before, during, and after their international experience, helping them to fully understand and utilise their acquired skills.

This project has been developed by the following organisations: Erasmus Student Network (ESN), Aristotle University of Thessaloniki (AUTH), Expertise in Labour Mobility (ELM), The Lifelong Learning Platform (LLL), Tilburg University (TiU), and Universidad Autónoma de Madrid (UAM).

Erasmus Careers aims to achieve several specific objectives: identifying the skills students and trainees acquire during their time abroad; gaining a better understanding of the learning process throughout the International Student Lifecycle; enhancing employers' recognition of the skills gained by students during their mobility; helping students understand and acknowledge the impact of international mobility on their career paths; and ensuring that the competences gained abroad are recognised and integrated into education policies.

The **Competence Inventory and Framework** is a comprehensive guide designed to help students, Higher Education Institutions (HEIs), employers and other stakeholders understand and recognise the skills developed during international mobility, particularly through the Erasmus+ programme. The central component of the document is the **Competence Inventory**,





a framework developed by the Erasmus Careers Consortium, which identifies and categorises the key competencies acquired by students during their study or work abroad.

The document provides a structured approach for students to reflect on and articulate the skills they gain through mobility, ensuring that they can fully capitalise on the employability benefits of their international experiences. It also helps HEIs support students in recognising these skills and integrating them into their academic and professional development pathways. For employers, the framework offers a clear guide to understanding the diverse set of competencies that students acquire abroad, facilitating the recognition of these competencies in the hiring process.

Ultimately, this document serves as a tool for guiding students in recognising their personal growth and professional development, while also providing HEIs and employers with a clear framework for understanding and valuing the diverse set of skills acquired through international experiences. This contributes to improving employability outcomes for students and ensuring that the competencies gained during mobility are recognised within both academic and professional contexts.

Methodology

The innovation of the Erasmus Careers project lies in its comprehensive approach, considering the perspectives of students, employers, and Higher Education Institutions. This approach allows for a thorough understanding of how to connect the mobility experience with the labour market. To achieve this, the Erasmus Careers consortium created a Competence Inventory to highlight and define the competencies that an Erasmus+ participant gains abroad.

Taking into account the projects Erasmus Skills and ErasmusJobs, this competence framework has the objective of delving even deeper into the variety of competencies that a student gains abroad, while identifying the stages where the student finds itself: pre-arrival, on-arrival, during stay, pre-departure, re-entry.

The sources chosen for the creation of the competence inventory take as a reference the Research on the Competence Framework, written by the Erasmus Careers Consortium. The research seeks to identify the specific skills that students and trainees acquire during their time abroad, through a review of existing literature, an analysis of available quantitative data, and qualitative fieldwork.

To determine and pinpoint the competences considered most crucial and closely associated with international mobility experiences, the desk research examined existing literature on the impact of international student mobility on competence development, facilitating the classification of competences acquired during mobility experiences into four main categories based on how they benefit students:

- **Academic gains:** interactive learning and educational innovation.
- **Cultural gains:** intercultural sensitivity, cultural awareness, and language skills.
- **Personal development gains:** autonomy, independence, and social skills.
- **Employability gains:** work experience, professional skills, and networking.

Table 1 Content review: classification of competences developed in international mobility environments

Academic gains	Cultural gains	Personal development gains	Employability gains
Educational innovation	Intercultural	Time management	Networking
Multidimensional thinking	Cultural	Openness	Collaboration
Interactive learning	Intercultural sensitivity	Listen to others	Teamwork
Language skills	Cultural awareness	Self-awareness	Quality of work
Field of knowledge's competences	Open-mindedness	Self-confidence	Digital
	Communication	Decision making & Judgement	Careers perceptions and future working lives
	Cross-cultural communication	Sense of being successful	Curriculum
	Language skills	Resilience	Language skills
		Equality understanding	Search and analysis of information
		Intelligence	Adaptability
		Sensibility	
		Empathy	
		Adaptability	
		Global mindedness	

Consequently, research was carried out to identify the competencies that are closely related to the gains mentioned, taking as a reference these competence frameworks: LifeComp, GreenComp, EntreComp, DigiComp, ResearchComp, CEDEFOP (European Centre for the Development of Vocational Training) Glossary, RFCDC (Reference Framework of competences for democratic culture) of the Council of Europe, and UNESCO competence inventory.

As the EU Science Hub mentions: «Competences can be defined as broader attributes that refer to an ability to use knowledge, skills social and/or methodological abilities in work or study situations and professional and personal development. Competence is not limited to the cognitive area; it also encompasses functional/technical areas, interpersonal skills and values.»

The specific competencies were identified taking into account the lifecycle of the student abroad, which was previously mentioned.

After that, the competencies were clustered according to their competence areas and were renamed with indirect questions, from the perspective of the mobile student:

- How do I communicate interculturally?
- How can I be socially active/responsible?
- How do I function as an individual?
- How do I work in a professional environment?
- How do I adapt to new trends?

Finally, using the competence frameworks previously mentioned as a reference, the definitions of competencies were written, and the consequent levels (which require a component of skill, knowledge and attitude) from 1 (beginner) to 5 (advanced) for every competence were created, taking into account the LEVEL Competence Taxonomy.

This taxonomy is a framework developed to assess, document, and plan competence development in context-dependent environments such as learning in mobility or on the job. It combines elements from Bloom's taxonomy and emotional intelligence, categorising competencies into three main areas: Knowledge, Skills (capabilities), and Attitudes (emotions/values) across five levels. The taxonomy is used to create reference systems with specific learning outcome descriptors, facilitating the measurement and contextualisation of competencies.

To conclude, it is important to highlight the limits of this study: being this research a guideline for students and Universities there is no scientific rigour, as all existing references have been rephrased and developed only by the Erasmus Careers Consortium.



Competence areas of the Erasmus Careers Framework

The framework is built on five foundational areas that interconnect to reflect the lifecycle of skills development in mobility.

- 01 Intercultural understanding and communication**
Building cultural sensitivity, awareness, and effective communication across diverse settings.
- 02 Social responsibility and civic engagement**
Acting responsibly within local and global communities while contributing to societal well-being.
- 03 Personal growth and resilience**
Developing adaptability, decision-making, and resilience to navigate challenges.
- 04 Professional skills and workplace readiness**
Gaining the competencies required for effective teamwork, networking, and problem-solving in professional environments.
- 05 Future-proofing with trends and innovation**
Adapting to new technological and societal trends, ensuring lifelong learning and digital fluency.



How to read the Inventory: understanding the Erasmus Careers Competence Inventory

The Erasmus Careers Competence Inventory is a **tool** designed to guide students, educators, and employers through the **competencies gained during international mobility**. By navigating the inventory, you can:

- Reflect on **personal growth** at different stages of your mobility.
- Communicate **your skills** effectively to employers or institutions.
- Align **your experience** with broader professional and academic goals.

*Each area focuses on a key area of personal, social, and professional development. These are broad categories that represent **critical aspects of growth during mobility**, such as intercultural communication, adaptability, or digital literacy.*

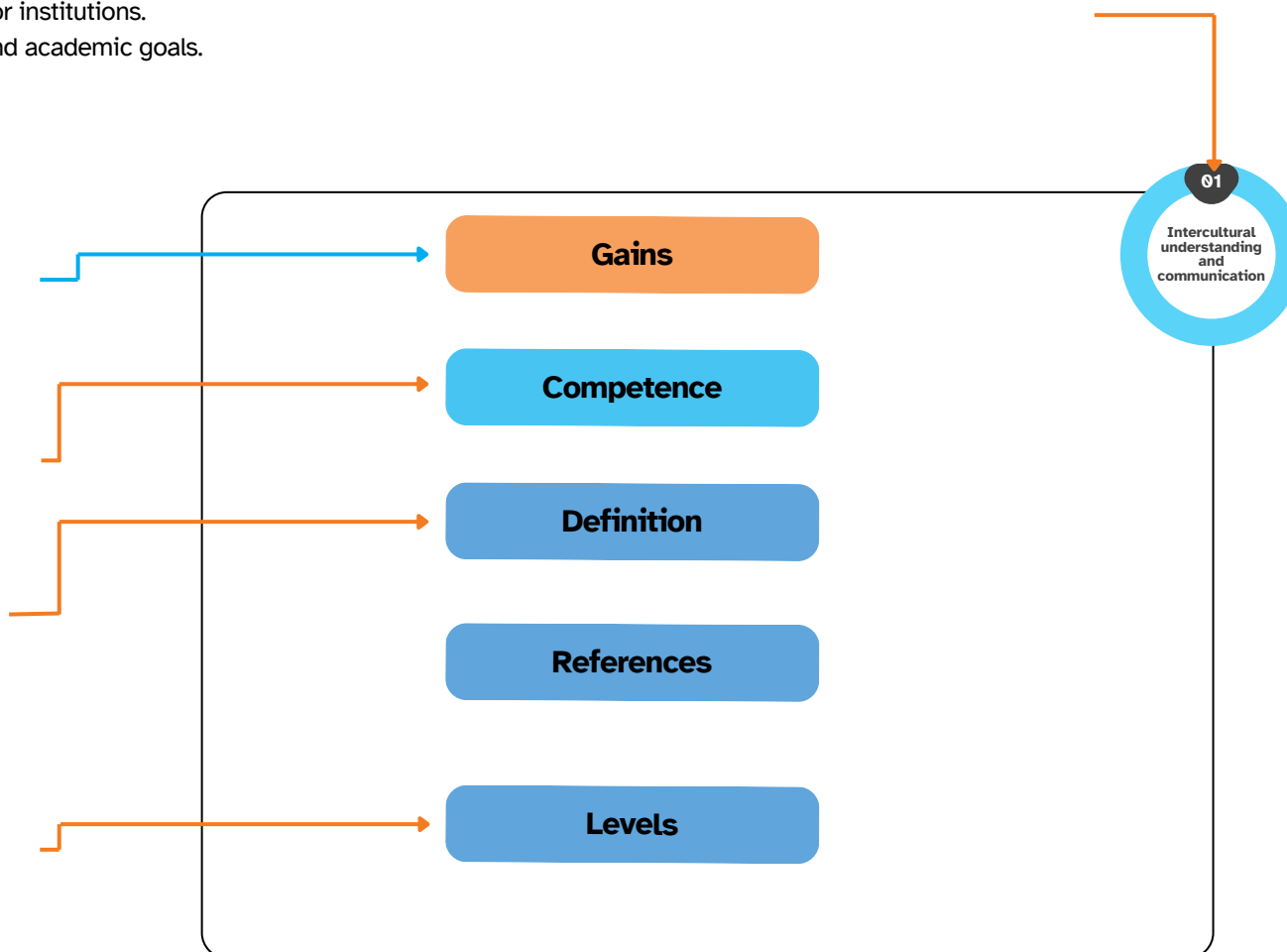
To maximise its use, here's how it is structured:

*The gains represent the overarching benefits and outcomes for the students who develop the competences mentioned in this inventory. They are categorised in 4 groups of benefits that impact the students' life: **academic, cultural, personal development, and employability**.*

*Within each area, we define specific competences - **skills, knowledge, and attitudes** - that students gain during their mobility experience. These are aligned with global frameworks and contextualised for mobility contexts.*

*Competences include clear definitions with real-world applications. These guide students in **recognising** and **articulating** their **achievements**.*

*Each competence is broken into **five levels**, ranging from foundational to highly specialised. This progression **helps** students **identify** where they are currently and what they can aim for.*





Competence area 1

***How do I communicate
interculturally?***

Competence area 1: How do I communicate interculturally?

This competence area involves acquiring the knowledge, attitudes, and behaviours necessary for effective and appropriate interaction with people from different cultures. It emphasises understanding cultural differences and developing the ability to communicate across these differences effectively. Moreover, it considers the ability to identify, understand, create, and interpret various forms of communication, including written, oral, visual, and digital ones.

Multilingualism is a competence that is crucial for expressing and understanding complex concepts in multicultural contexts while assessing proficiency in multiple languages, which helps facilitate better communication and understanding of diverse cultural settings.

These competencies highlighted involve respecting and adapting to diverse cultural expressions. The intercultural gains of multidimensional thinking, communication, language skills, intercultural sensitivity, cultural awareness, and cross-cultural communication, taken from the desk research, are significantly enhanced through exposure to different cultures and languages.

For students, intercultural communication is an essential competence in today's globally interconnected world, especially those who engage in international mobility. Beyond simply interacting with individuals from different backgrounds, this competence area enables students to gain a nuanced understanding of cultural dynamics, empowering them to respond thoughtfully and effectively in multicultural settings. Students acquire these skills through exposure to diverse ways of thinking, allowing them to engage more fully with varied perspectives, challenge their own preconceptions, and develop multidimensional approaches to problem-solving.



Competence area 1

To communicate interculturally, students must navigate not only spoken language differences but also variations in non-verbal communication, such as body language, gestures, and facial expressions. These non-verbal cues often carry distinct meanings across cultures; for instance, a gesture of agreement in one culture may be perceived differently in another. Recognising and interpreting these subtleties equips students to avoid misunderstandings and build rapport with others, fostering stronger relationships and collaboration.

A key component of intercultural communication is the development of empathy and respect for cultural diversity. By actively listening and showing curiosity about others' values and beliefs, students can establish a foundation of trust and mutual respect, which is essential in both academic and professional environments. This respect for diversity is not only valuable for personal growth but also prepares students for the expectations of global workplaces, where they will likely encounter a variety of cultural viewpoints and practices.

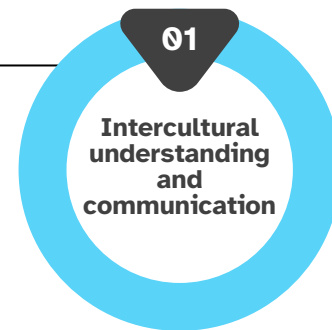
Language skills are another crucial facet of this competence. Proficiency in multiple languages—ranging from basic conversational phrases to advanced, context-specific vocabulary—enables students to connect more deeply with others and overcome language barriers that might otherwise hinder communication. Moreover, being able to adapt language use to suit different audiences and settings is a skill that reflects a high level of intercultural awareness and flexibility.

Furthermore, intercultural communication extends beyond one-on-one interactions and plays a crucial role in group dynamics and teamwork. When working in multicultural teams, students often encounter different work styles, values, and expectations.

Learning to mediate these differences, create inclusive spaces, and encourage the sharing of diverse viewpoints helps students build team cohesion and ensures that all members feel respected and heard. This competence is especially valuable in professional settings, where students may need to collaborate across cultures to achieve shared goals.

Next, you will find the framework related to the question “How do I communicate interculturally?”. This framework outlines the key competencies and their levels necessary for effective intercultural communication. It highlights the foundational elements that students gain during their mobility experience. Each component of the framework is designed to equip students with the tools to engage thoughtfully and respectfully across cultures, fostering an environment of inclusivity and understanding.





Gains

- Intercultural
- Multidimensional thinking

Competence

INTERCULTURAL LEARNING

Definition

Process by which an individual or a group acquire(s) knowledge, attitude or behaviour required to interact in an effective and appropriate way with people or communities from other cultures or with a different social background.

European Centre for the Development of Vocational Training. (n.d.). Glossary: Intercultural learning. Cedefop.

References

Ilter (2013); Unlu (2015); Competence frameworks in international student mobility (2024); Mellors-Bourne, Jones, Lawton & Woodfield (2015); Wang, I. K. (2018).

Levels

- 1.I have a basic understanding of my cultural values and biases, as well as those of others. I know and perceive basic cultural differences. My skills involve actively seeking information about different cultures. I actively listen to diverse perspectives, understanding the basics of cultural diversity.
- 2.I am aware of cultural differences in attitudes, beliefs, and behaviours, and I inform myself about these differences. I apply communication across cultural differences, and I am motivated to understand and learn more about cultural diversity.
- 3.I know how to express myself clearly and respectfully across cultural differences while understanding others' perspectives and experiences. I know when referring to others' perspectives and experiences, even when they differ from my own. I am able to decide and select appropriate responses within known cultural systems and I adjust to new cultural environments. I appreciate the importance of cultural understanding and adaptability.
- 4.I know when to manage conflicts and misunderstandings arising from cultural differences and work easily in intercultural groups. I am independent in different cultural environments and willing to engage in effective intercultural communication and collaboration.
- 5.I collaborate effectively with individuals from different cultural backgrounds, adapting myself seamlessly to new cultural norms and practices. I am able to transfer new cultural understandings and develop tailored.



Gains

- *Communication*

Competence

LITERACY

Definition

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.

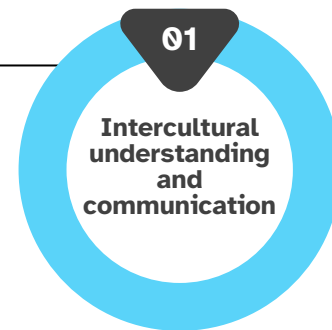
European Commission. (2018). Council Recommendation of 22 May 2018 on key competences for lifelong learning. Official Journal of the European Union, C 189, 1-13.

References

Competence frameworks in international student mobility (2024).

Levels

- 1.I identify simple concepts and facts in both written and oral forms. I perceive basic information and ensure that I can recognise key elements within simple texts and spoken language.
- 2.I express my ideas and opinions, even though I am still learning to interpret more complex texts. I begin to engage more actively in communication, using basic visual, sound, and digital materials to support my understanding and expression.
- 3.I know how to understand and interpret various written texts and confidently express my opinions. I have developed the skills to engage with written materials more deeply and communicate my thoughts more clearly and effectively.
- 4.I can independently comprehend, analyse, and synthesise complex written material effectively. My skills include a deeper level of critical thinking and the ability to understand intricate texts, creating coherent and informed responses.
- 5.I masterfully understand, analyse, and create advanced written content across diverse contexts. I am proficient in using visual, audio, and digital materials to interpret and generate concepts, and opinions. My literacy skills allow me to navigate and contribute to complex discussions and produce high-quality written work in various disciplines and contexts.



Gains

- *Language skills*

Competence

MULTILINGUALISM

Definition

Ability to use different languages appropriately and effectively for communication.

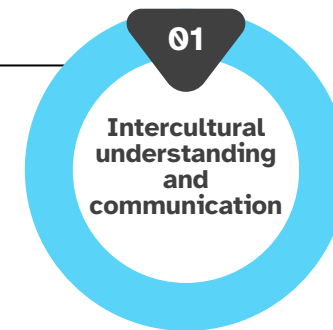
Council of the European Union. (2018). Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01). Official Journal of the European Union, C 189, 1–13.

References

Competence frameworks in international student mobility (2024); Jackson, Jane & Howard, Martin & Schwieter, John. (2021); Ogden, Streitwieser & Van Mol (2022).

Levels

- 1.I have basic knowledge of other languages. I construct simple phrases and understand basic vocabulary to communicate basic ideas and needs.
- 2.I know why it is important to engage in simple conversations and expand my vocabulary. I participate in basic dialogues, ask and answer straightforward questions, and gradually build my language skills by learning new words and phrases.
- 3.I know how to participate in conversations on various topics and express my opinions. My language skills have developed to the point where I can discuss a range of subjects, share my thoughts, and engage more meaningfully in different conversations.
- 4.I know when to use the language proficiently in different contexts and understand complex texts. I can independently communicate in diverse situations, comprehend detailed written and spoken material, and adapt my language use to suit various environments and purposes.
- 5.I proficiently use different languages across different domains, adapting my communication effortlessly, from easy conversations to professional ones.



Gains

- *Intercultural sensitivity*
- *Cultural awareness*
- *Cross-cultural communication*

Competence

CULTURAL AWARENESS AND EXPRESSION

Definition

Ability to understand and respect how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.

European Schools. (2018). Key competences for lifelong learning in the European Schools (2018-09-D-69-en-2). European Schools.

References

Ilter (2013); Unlu (2015); Competence frameworks in international student mobility (2024).

Levels

- 1.I know that I can recognise basic cultural symbols and behaviours.
- 2.I am curious about different forms of cultural expressions and their meanings, and I understand and value various cultural outputs, such as art, music, dance, and literature, recognising their significance and the messages they convey, while knowing why using them.
- 3.I know how to respect a variety of cultural expressions and their contexts. I appreciate the diversity and richness of cultural traditions and innovations.
- 4.I know when to adapt my communication in diverse cultural contexts. My skills include analysing and interpreting cultural texts and expressions, and I am willing to modify my interactions to be culturally sensitive and appropriate.
- 5.I masterfully understand, analyse, and navigate diverse cultural expressions and contexts. I have internalised my proficiency in interpreting complex cultural texts and expressions across various forms of art and communication. I am able to transfer my deep knowledge while engaging in meaningful conversations and collaborations.

Competence area 2

How can I be socially active/responsible?

Competence area 2: How can I be socially active/responsible?

This chapter highlights the ability to act as a responsible citizen by participating fully in civic and social life, understanding social, economic, legal, and political concepts, and contributing to community improvement. This competence area reflects on the consequences of actions on the community and the environment, promoting sustainability, and acting responsibly.

Moreover, it makes the student reflect on personal needs, aspirations, and strengths, believing in one's ability to influence events despite uncertainties and setbacks and makes the student assess information and arguments to support reasoned conclusions and develop innovative solutions. The gains highlighted in the desk research such as global awareness, open-mindedness, self-awareness, self-confidence, and multidimensional thinking, through active participation in civic life and ethical decision-making, are taken into account.

These competences highlight the ability to act as a responsible citizen by participating fully in civic and social life, understanding key social, economic, legal, and political concepts, and contributing to the improvement of communities. Engaging with these ideas involves a reflection on the consequences of one's actions on both the community and the environment, encouraging students to take responsibility not only for themselves but also for the collective good. In today's interconnected world, students are increasingly called to act in ways that promote sustainability, fairness, and social justice. This requires a commitment to ethical decision-making and an understanding of the impact of personal choices on broader societal structures.





Furthermore, this chapter encourages students to reflect on their personal needs, aspirations, and strengths, recognising that their unique experiences can contribute to societal advancement. This competence area also promotes a mindset that believes in one's ability to influence events, despite uncertainties and setbacks. Social responsibility involves not just acknowledging problems but also actively working to address them, through participation in community initiatives, supporting social causes, or advocating for change within institutions.

In addition to individual reflection, this competence area emphasises the importance of assessing information critically and using sound reasoning to support conclusions. The ability to think critically, evaluate arguments, and develop innovative solutions is central to being a socially responsible citizen. This competence encourages students to take initiative in proposing and implementing ideas that address social, environmental, or economic challenges, thereby contributing to the creation of more inclusive, equitable, and sustainable societies.

Through exposure to international mobility, students gain global awareness, open-mindedness, self-awareness, and self-confidence, which are key components of socially responsible behaviour. These intercultural experiences enable students to navigate and respect diverse values, beliefs, and practices, deepening their understanding of the challenges facing different communities around the world. Participation in civic life, whether through volunteerism, activism, or other forms of social engagement, equips students with the tools to act ethically and constructively, both in their personal lives and in their careers.

Active participation in decision-making processes, whether in local or global contexts, allows students to demonstrate their commitment to social responsibility. By engaging in ethical decision-making, students not

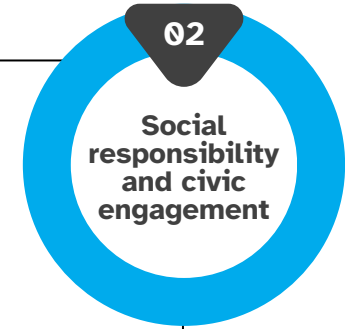
only contribute to the well-being of others but also strengthen their own values and sense of purpose. Socially responsible individuals recognise the interconnectedness of human rights, sustainability, and community well-being, and they are motivated to contribute positively to these interconnected goals.

The desk research identifies several key intercultural gains, such as enhanced global awareness, open-mindedness, self-awareness, and multidimensional thinking, all of which are developed through active participation in civic life and ethical decision-making. Students who are socially responsible understand the importance of listening to diverse perspectives, critically analysing information, and acting in ways that are not only beneficial to themselves but also to the wider community and the environment. They are equipped with the skills to make informed choices that balance personal, social, and environmental needs, contributing to the creation of a more sustainable and just world.

For students, developing social responsibility is not just about engaging with issues in the present, but also about preparing for a future where they are capable of taking on leadership roles and influencing positive change within society. This competence area encourages them to be proactive and creative in finding solutions to current and future challenges, while also reflecting on the long-term consequences of their actions.

Below, you will find the framework related to the question “**How can I be socially active/responsible?**”. This framework outlines the key competencies and their levels necessary for students to become active and responsible citizens. It highlights the importance of understanding and engaging with complex social issues, making ethical decisions, and taking meaningful actions that contribute to the common good. The framework aims to provide students with the tools to engage thoughtfully in society, promoting positive change through responsible, informed, and sustainable actions.





Gains

- *Global Mindedness*
- *Open-mindedness*

Competence

CITIZENSHIP

Definition

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

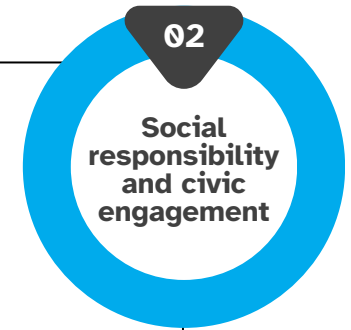
Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning, Official Journal of the European Union, C 189, 4 June 2018, pp. 1-13.

References

Unlu (2015).

Levels

1. I know the basic concepts of citizenship and social responsibility. I am aware of being a citizen and of my rights, duties, and the importance of participation in community life.
2. I am curious and I know why it is important to be civically engaged while contributing to local issues and initiatives.
3. I know how to apply various social, economic, and political concepts and I know how to select them based on the situation. I appreciate applying this knowledge in practical ways, such as voting, volunteering, and advocating for community improvements.
4. I know when to actively participate in civic and social life, by evaluating the effectiveness of social, economic, and political systems, and I am willing to engage in informed discussions and activities.
5. I can understand complex social, economic, and political systems and I know where else to contribute to global sustainability efforts. I am committed to responsible citizenship while taking part in and leading initiatives that address these issues.



Gains

- *Global Mindedness*
- *Open-mindedness*

Competence

ETHICAL AND SUSTAINABLE THINKING

Definition

Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly.

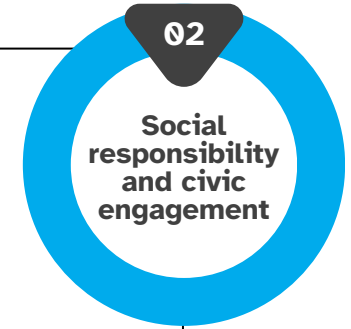
Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. *EntreComp: The Entrepreneurship Competence Framework*. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581

References

Unlu (2015).

Levels

1. I perceive, identify and understand basic principles of ethical and sustainable actions. I can also recognise behaviours that show integrity, honesty, responsibility, courage, and commitment.
2. I know why it is important to recognise examples of environmentally friendly behaviour that create value for society as a whole.
3. I know how to produce a clear problem statement when faced with practices that are not sustainable. I appreciate identifying sustainability issues and my skills include framing arguments that integrate ethical considerations.
4. I know when to take responsibility for promoting ethical behaviour. My critical thinking skills allow me to evaluate organisational practices and advocate for responsible actions that promote sustainability and ethical standards.
5. I ensure that ethical behaviour is respected and promoted. I am proficient in discussing the relationship between society and technical developments, relating to their implications for the environment.



Gains

- *Self-awareness*
- *Self-confidence*

Competence

SELF-AWARENESS AND EFFICACY

Definition

Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

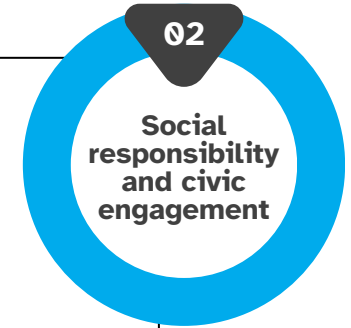
Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. *EntreComp: The Entrepreneurship Competence Framework*. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581

References

Mellors-Bourne, Jones, Lawton & Woodfield (2015); Fine, J. B., & McNamara, K. W. (2011).

Levels

1. I know what my needs, wants, interests, and goals are, and I can describe my motivations and desires. This initial self-reflection helps me lay the groundwork for deeper self-awareness.
2. I know why I take proactive steps to pursue my aspirations and make plans to achieve what I want.
3. I know how to reflect on my individual and group needs, wants, interests, and aspirations in relation to opportunities and future prospects. I assess both my personal and collective strengths and weaknesses, considering how they align with potential opportunities.
4. I develop concrete plans and strategies to achieve my objectives, breaking them down into manageable steps. My ability to set realistic and achievable goals is enhanced, and I work towards fulfilling them.
5. I can help others reflect on their needs, wants, interests, and aspirations, and how they can turn these into goals. I leverage my own experiences and insights to support and guide others in their journey towards self-awareness and efficacy. My role extends to mentoring and empowering others to believe in their ability to influence their future despite challenges.



Gains

- *Multidimensional thinking*

Competence

CRITICAL THINKING

Definition

Assessment of information and arguments to support reasoned conclusions and develop innovative solutions.

Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

References

Keogh, J., & Russel-Roberts, E. (2009); Deardorff (2011); Hua, Z. (2015).

Levels

1. I am able to understand the information and arguments in media messages which allow me to draw logical conclusions.
2. I am able to compare, analyse, assess, and synthesise data, information, and ideas, evaluating the validity and reliability of the information presented.
3. I know how to create ideas by synthesising and combining concepts and information from different sources. I am motivated to use my critical thinking skills to integrate diverse information, fostering innovative thought processes and new perspectives.
4. I can tackle complex problems by approaching them from various perspectives. I know when to apply a tailored approach to problem-solving, considering different angles and potential solutions, and using my critical thinking independently to navigate through complex issues.
5. I know where else to use my critical thinking skills, to create effective, original solutions to the problem. My ability to think creatively and critically allows me to contribute to advancements and improvements in various contexts.

Gains

- *Multidimensional thinking*

Competence

ANALYTICAL THINKING

Definition

Using logic and reasoning to develop alternative solutions, conclusions or approaches to problems and identify their strengths and weaknesses.

Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

References

Keogh, J., & Russel-Roberts, E. (2009).

Levels

- 1.I think logically and I apply this reasoning to evaluate information and make simple assumptions.
- 2.I am able to gather, analyse, and articulate information from different sources to solve problems and make decisions.
- 3.I know how to synthesise and select information while providing an analysis from a critical point of view.
- 4.I know when to use logic and reasoning to analyse problems. I am willing to employ logical methodologies to solve complex problems.
- 5.I can develop new analytical approaches and methods. I create new strategies and techniques for problem-solving and enhancing analytical processes.



Competence area 3

How do I function as an individual?

Competence area 3: How do I function as an individual?

In this chapter, students explore the competencies essential for navigating transitions, managing uncertainties, and overcoming challenges with confidence and flexibility. Functioning effectively as an individual involves cultivating an openness to new ideas, approaches, and perspectives, particularly in unfamiliar or demanding environments. This competence area also emphasises the importance of adopting a sustainable lifestyle, which includes making choices that balance personal goals with environmental and societal considerations.

The student competencies highlighted include the ability to react to challenges, disruptions, and change, and recovering from setbacks and adversity. The competencies refer to the gained adaptability, openness, sense of being successful, decision-making and judgement, and resilience, highlighted in the desk research by facing and overcoming challenges in new environments.

Central to this chapter is the ability to initiate processes that create value, whether through personal, academic, or professional endeavours. Students are encouraged to handle challenges independently, demonstrating autonomy in achieving their objectives. Additionally, competencies in planning and managing financial decisions play a crucial role, in ensuring that actions taken are both effective and sustainable over time.

The highlighted competencies also include the ability to respond effectively to disruptions, adapt to changing circumstances, and recover from setbacks. Resilience, adaptability, and decision-making skills are key factors in navigating these situations. By learning to reflect on their experiences, students develop a deeper understanding of their own strengths, aspirations, and potential for growth.





This chapter focuses on empowering students to embrace change as an opportunity rather than a barrier. It encourages them to view challenges as a means of building resilience and enhancing their problem-solving abilities. By recognising their own capacity to make informed decisions and persevere through difficulties, students gain a greater sense of self-efficacy and confidence in their ability to succeed.

The competencies explored in this chapter—flexibility, well-being, taking the initiative, financial and economic literacy, creativity and coping with pressure — are rooted in the findings of desk research, which highlights the transformative potential of facing and overcoming challenges in new environments. These experiences not only enable students to develop practical skills but also foster a mindset that is prepared to thrive in complex, ever-changing circumstances.

Functioning as an individual also requires a strong sense of self-awareness and the ability to reflect on personal values, motivations, and behaviours. This self-reflection enables students to identify areas for improvement while recognising their own achievements and growth. It fosters a proactive mindset, encouraging them to take initiative and make purposeful decisions that align with their long-term aspirations. By understanding their personal needs and strengths, students can better navigate complexities and uncertainties, maintaining a balance between personal and external demands. This holistic approach ensures that they not only overcome immediate challenges but also build a sustainable foundation for future success.

Below, you will find the framework related to the question **“How do I function as an individual?”**. This framework outlines the key competencies and their levels necessary for managing transitions, handling uncertainties, and pursuing personal goals. It provides students with tools to navigate the challenges of new environments, recover from setbacks, and build resilience, all while maintaining a commitment to sustainable and impactful actions.



Gains

- *Adaptability*
- *Openness*

Competence

FLEXIBILITY

Definition

Ability to manage transitions and uncertainty, and to face challenges.

Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

References

Competence frameworks in international student mobility (2024).

Levels

1. I am aware of the importance of being a flexible person. I show openness to new ideas, approaches, and tools.
2. I take the initiative in trying new approaches, ideas and tools, and I apply them in simple, familiar situations.
3. I know how to select and integrate new approaches and tools into my daily activities. I adapt to changing contexts by modifying approaches as needed.
4. I know when to adopt and use new ideas and tools. My skills include not only adapting to changes but also contributing original solutions and improvements that can benefit my team and organisation.
5. I know where else to influence and shape practices and policies to foster a culture of flexibility and innovation in broader contexts. I mentor and guide others, promoting an environment where flexibility is encouraged.



Gains

- *Sense of being successful*

Competence

WELLBEING

Definition

The pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle.

Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

References

Competence frameworks in international student mobility (2024).

Levels

- 1.I know about the basic principles of environmental respect, personal health, and social support. I know the importance of sustainability and wellbeing and I have started to comprehend how these concepts interconnect.
- 2.I know why it is important to adopt sustainable practices in daily life, integrating them into my routine to enhance my health and contribute positively to the environment.
- 3.I am motivated to actively participate in community initiatives that promote environmental and social health.
- 4.I know when advocating for sustainable lifestyles and wellbeing and I encourage others to adopt sustainable practices.
- 5.I influence policies and systems to promote sustainability and well-being on a larger scale. I support the creation of environments and societies that prioritise the health of individuals and the planet.



Gains

- *Decision-making and judgement*

Competence

TAKE THE INITIATIVE

Definition

Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks.

Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. *EntreComp: The Entrepreneurship Competence Framework*. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581

References

Competence frameworks in international student mobility (2024).

Levels

- 1.I know that it is important to take responsibility for shared activities. I start by participating actively in group tasks and taking on roles where I can contribute effectively to the collective goals.
- 2.I take individual and group responsibility in value-creating activities. I am able to manage both my tasks and support the group in achieving the objectives, ensuring that I fulfil my commitments and help others do the same.
- 3.I know how to delegate responsibility appropriately. My skills include knowing how to assign tasks to others, and ensuring that responsibilities are distributed effectively to achieve desired outcomes.
- 4.I know when to take responsibility for complex value-creating activities. I am willing to demonstrate my ability to handle demanding tasks and challenges.
- 5.I take responsibility for seizing new opportunities. I navigate through unforeseen challenges, achieving my goals at best.



Gains

- *Decision-making and judgement*

Competence

FINANCIAL AND ECONOMIC LITERACY

Definition

Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time. Manage financing to make sure my value-creating activity can last over the long term.

Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. *EntreComp: The Entrepreneurship Competence Framework*. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581

References

Competence frameworks in international student mobility (2024).

Levels

1. I begin by understanding the basics of income and expenses, and how to manage my personal finances.
2. I am able to formulate a simple budget, and I can assess the cash-flow needs of a simple activity, ensuring that there are sufficient funds to sustain my project.
3. I know how to apply the financial planning and forecasting concepts needed to turn ideas into action. I use tools and techniques to envision future financial needs.
4. I have expertise in managing complex financial operations, and I am familiar with the tools that allow me to be financially sustainable.
5. I am able to create a plan for my long-term financial sustainability. I know where else to transfer my skills of strategic financial planning, and sustainable practices to ensure the success of my activities.



Gains

- *Decision-making and judgement*

Competence

CREATIVITY

Definition

Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.

Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. *EntreComp: The Entrepreneurship Competence Framework*. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581

References

De La Torre, E. M., Perez-Encinas, A., & Gomez-Mediavilla, G. (2022).

Levels

1. I know that being creative allows me to explore and experiment with innovative approaches. I focus on brainstorming and generating concepts that could potentially solve problems or meet needs.
2. I know why testing and refining ideas is important. I learn from the outcomes of the experiments with my concepts.
3. I know how to transform ideas into solutions that create value for others. I develop my ideas into actionable plans that address specific challenges, focusing on delivering tangible results.
4. I know that thinking outside of the box brings new ideas to solve problems or find solutions to a particular situation. I am willing to apply innovative thinking to approach issues from different perspectives and develop creative solutions.
5. I know where else to use my creative skills while focusing on expanding the impact of my solutions, implementing strategies to sustain their effectiveness, and reaching a wider audience.

Gains

- *Resilience*

Competence

COPE WITH PRESSURE

Definition

Handle challenges, disruption, and change and recover from setbacks and adversity.

European Commission. (2023). ResearchComp: The European competence framework for researchers [Presentation]. European Commission.

References

Competence frameworks in international student mobility (2024).

Levels

- 1.I know that coping with pressure requires handling unfamiliar and uncomfortable situations. My skills include managing my reactions and learning to navigate these situations.
- 2.I am able to respond to challenges and make decisions under uncertainty. I developed the ability to make informed choices even when the situation is unclear, leveraging my problem-solving skills.
- 3.I know how to develop strategies for dealing with uncertainty and adversity. I proactively create plans and approaches to manage potential setbacks and difficult situations.
- 4.I am able to comfortably make decisions based on limited information, I know when to make smooth decisions, confident in my ability to evaluate the available data, assess risks, and cope with pressure.
- 5.I am recognised as a confident decision-maker in uncertain and adverse situations. I know where else to use my expertise in handling pressure and making well-founded decisions.

Competence area 4

***How do I work in
a professional
environment?***

Competence area 4: How do I work in a professional environment?

In this competence area, the student assesses the competencies gained in a professional environment, such as the ability to set goals, define priorities, and create action plans while adapting to unforeseen changes. The student is able to develop and implement solutions to practical, operational, or conceptual problems in various contexts, and to exchange ideas to resolve disputes and reach agreements, demonstrating creativity and anticipatory thinking in negotiating processes. The competencies refer to the gains of teamwork, collaboration, time management, decision-making and judgement, listening to others, and networking that are highlighted in the desk research and are key to presenting a good professional experience in a student CV.

Whether solving practical challenges, operational issues, or conceptual problems, students are equipped to develop innovative solutions that demonstrate critical thinking and foresight. The ability to exchange ideas constructively, resolve disputes, and reach agreements further highlights the importance of negotiation and collaborative skills in a professional environment.

Teamwork and collaboration stand out as essential competencies gained through professional engagement. By working with diverse teams, students learn to appreciate varying perspectives and integrate them into collective problem-solving efforts. This not only fosters inclusivity but also helps them navigate group dynamics to ensure successful outcomes. Effective time management and the ability to meet deadlines are equally critical, as these skills underscore a student's capacity to juggle multiple responsibilities and maintain productivity under pressure.





Strong interpersonal skills, such as active listening and empathy, are foundational for building meaningful professional relationships. In any professional context, the ability to listen attentively to colleagues, supervisors, and stakeholders fosters trust and mutual understanding. Networking, in particular, plays a pivotal role in expanding a student's professional horizons by connecting them to individuals who can offer guidance, mentorship, and opportunities for growth. These skills position students as valuable contributors to their teams and organisations.

Creativity and anticipatory thinking also feature prominently in this competence area. Students learn to approach challenges with an open mind, proposing out-of-the-box solutions that address both current and future needs. Anticipatory thinking allows them to assess potential risks and opportunities, ensuring that their actions are aligned with long-term objectives. These attributes are indispensable in professional environments that demand innovation and adaptability.

The following framework is related to the question “**How do I work in a professional environment?**”. This framework outlines key competencies and their levels necessary for excelling in professional contexts. It serves as a roadmap for students to understand and articulate the professional competencies they gain during their mobility experiences, ensuring they are well-prepared for the demands of the global job market.

Gains

- *Teamwork*
- *Collaboration*

Competence

WORKING WITH OTHERS

Definition

Work together and cooperate with others to develop ideas and turn them into action. Network. Solve conflicts and face up to competition positively when necessary.

Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. *EntreComp: The Entrepreneurship Competence Framework*. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581

References

Competence frameworks in international student mobility (2024).

Levels

1. I know that working in a team requires cooperating with others to achieve common goals. My focus is on building a positive attitude towards cooperation.
2. I know why working in intercultural groups requires the ability to navigate and contribute effectively in diverse teams. I apply my knowledge to understanding and respecting cultural differences and support them to enhance team performance.
3. I know how to interact with people who hold different interests or perspectives. I appreciate the insights that different backgrounds and opinions bring to the table.
4. I know when expressing my opinion in a group. I am willing to share my thoughts and ideas, contributing meaningfully to group discussions and ensuring that my voice is heard while respecting the contributions of others.
5. I know where else to use the skills I gained through working together with people from different backgrounds and disciplines. I combine knowledge and expertise from various fields to achieve objectives.

Gains

- *Time management*

Competence

PLANNING AND MANAGEMENT

Definition

Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes.

Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. EntreComp: The Entrepreneurship Competence Framework. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC10158

References

De La Torre, E. M., Perez-Encinas, A., & Gomez-Mediavilla, G. (2022).

Levels

1. I am able to define the goals for a simple value-creating activity. I start by identifying clear and achievable objectives for basic tasks or projects.
2. I know why it is important to create an action plan, which identifies the priorities and milestones to achieve my goals. I apply detailed plans that outline the steps needed to reach my objectives.
3. I know how to refine priorities and plans to adjust to changing circumstances. I am motivated to adapt my action plans, making necessary adjustments to stay on course despite unexpected changes.
4. I know when to make corrections to ensure the success of my plans. I independently monitor progress and I am willing to implement my plans effectively,
5. I assess the results of my planning and management efforts while gathering and analysing feedback.

Gains

- *Decision-making and judgement*

Competence

PROBLEM-SOLVING

Definition

Develop and implement solutions to practical, operational or conceptual problems which arise in the execution of work in a wide range of contexts.

European Commission. (2023). ResearchComp: The European competence framework for researchers [Presentation]. European Commission

References

Ogden, A. C., Streitwieser, B., & Van Mol, C. (Eds.). (2021).

Levels

- 1.I know that solving problems requires assessing the effectiveness of solutions to research problems.
- 2.I formulate and develop hypotheses based on observations, and I apply my skills to address a broad range of research problems.
- 3.I know how to tackle new problems. I am motivated to address multifaceted issues that refer to various fields, to develop solutions.
- 4.I know when challenging existing hypotheses and propose new ones based on evidence. I am willing to propose innovative alternatives to solve problems.
- 5.I know where else to use my problem-solving skills to make an impact in different fields, developing innovative solutions.

Gains

- Listen to others
- Networking

Competence

NEGOTIATION

Definition

Exchange ideas while analysing issues and interests at stake, enabling opposing sides to resolve disputes and reach an agreement, or make decisions to resolve disputes.

European Commission. (2023). ResearchComp: The European competence framework for researchers. European Commission

References

De La Torre, E. M., Perez-Encinas, A., & Gomez-Mediavilla, G. (2022).

Levels

- 1.I am able to actively seek to understand the different viewpoints and motivations of the negotiating parties. I start by listening carefully and understanding the perspectives of all involved.
- 2.I know why it is important to contribute to negotiation strategies by developing scenarios and a clear vision. I actively participate in formulating plans and potential outcomes, helping to achieve the objectives.
- 3.I know how to demonstrate creativity and anticipatory thinking in negotiating processes. I am motivated to bring innovative ideas and forward-thinking approaches to the table.
- 4.I know when to leverage solutions in creative ways also away from the negotiating table. I am willing to apply my negotiating skills to find and implement solutions in various contexts.
- 5.I know where else to use my negotiation skills while adapting my negotiating strategy in a creative way under change. I remain flexible and responsive to dynamic situations.

Competence area 5

***How do I adapt to
new trends?***

Competence area 5: How do I adapt to new trends?

The final competence area refers to competences regarding using information and communication technologies to find, assess, create, and communicate information effectively. The student is able to use digital tools and technologies for collaborative processes, and for participating in society while seeking opportunities for self-empowerment, and enhancing participatory citizenship.

The competencies refer to the gains of digital, search and analysis of information, and collaboration, that the students develop to use digital tools effectively for learning, communication, and civic participation.

This competence area explores the competencies students develop in adapting to new technological, societal, and professional trends, with a specific focus on leveraging digital tools and technologies to engage, learn, and collaborate effectively. As technology continues to evolve at an unprecedented pace, students must not only stay informed about emerging digital trends but also acquire the skills necessary to utilise these tools responsibly and innovatively. Central to this competence area is the ability to find, assess, create, and communicate information effectively, a skill set that enables students to thrive in a digitally connected world.

Using information and communication technologies is not just about mastering technical tools; it also involves cultivating critical thinking to evaluate the reliability and relevance of the information they encounter. In an age where misinformation can spread rapidly, students learn to scrutinise digital content, discern credible sources, and synthesise data to form well-reasoned conclusions. These analytical skills are foundational for participating in academic, professional, and societal discourses that rely on informed decision-making and evidence-based arguments.



Competence area 5

Collaboration emerges as another key competence in this competence area. Digital tools and platforms allow students to engage in collaborative processes that transcend geographic and cultural boundaries. By using technologies designed for teamwork—such as shared documents, virtual whiteboards, and project management platforms—students can co-create solutions, share knowledge, and foster inclusivity in their collaborative efforts. This competence extends beyond technical aptitude, requiring students to navigate group dynamics, communicate effectively across cultures, and mediate differences to achieve shared goals.

Adapting to new trends also involves recognising and seizing opportunities for self-empowerment. Digital tools can serve as powerful platforms for personal and professional growth, enabling students to showcase their skills, build their personal brands, and connect with broader networks. By engaging with participatory digital platforms, such as social media, professional forums, and online learning environments, students can amplify their voices, advocate for causes they believe in, and expand their global reach. This proactive approach to digital citizenship underscores their ability to navigate the complexities of a connected world with confidence and purpose.

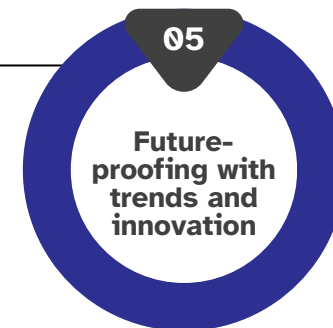
Moreover, the competencies developed in this area prepare students to contribute meaningfully to participatory citizenship. Through their digital literacy skills, students are better equipped to engage in societal issues, promote inclusivity, and advocate for sustainable practices. Whether designing campaigns, initiating discussions, or contributing to community projects, students learn how to harness the potential of digital tools to inspire action and drive change in their communities and beyond.

Digital adaptability is closely linked to lifelong learning. As technologies and trends continue to evolve, students must remain open to learning new

systems, platforms, and methodologies. This adaptability fosters a mindset of curiosity and innovation, empowering students to not only keep pace with change but also anticipate and shape future developments. By doing so, they ensure that their skill sets remain relevant and valuable in an ever-changing world.

The question “**How do I adapt to new trends?**” is answered through the following framework, it outlines the key competencies and their levels required for navigating and leveraging emerging technologies and societal shifts. It provides a comprehensive guide to understanding how digital tools can enhance learning, communication, and active participation, enabling students to become effective contributors to the global digital landscape.





Gains

- *Digital*
- *Search and analysis of information*

Competence

DIGITAL LITERACY

Definition

Ability to use information and communication technologies to find, critically assess, create, and communicate information, requiring both cognitive and technical skills.

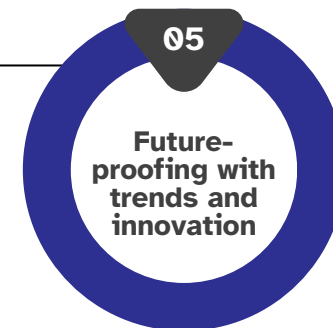
Vuorikari, R., Punie, Y., Gomez, S. C., & Van Den Brande, G. (2016). DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: The Conceptual Reference Model (No. JRC101254). Publications Office of the European Union.

References

Unlu, I. (2015); Salcedo-López, D., & Cuevas-López, M. (2021); UNESCO Institute for Statistics. (2018).

Levels

1. I know that being digitally literate means being able to articulate my information needs and locate and retrieve digital data, information, and content. I begin by understanding what I need and finding the relevant digital resources to meet those needs.
2. I know why it is important to be able to interact, communicate, and collaborate through digital technologies. I develop the ability to use various digital platforms to communicate effectively with others from other cultures or generations.
3. I know how to create and edit digital content, improve and integrate information into an existing body of knowledge, and give understandable instructions for a computer system, and I am motivated to improve my skills.
4. I know when to protect devices, content, personal data, and privacy in digital environments. I am willing to implement measures to safeguard digital assets and personal information from various threats and vulnerabilities.
5. I know where else to use my digital literacy skills, by identifying needs and problems, resolving problem situations in digital environments, using digital tools to innovate processes and products, and keeping up to date with digital evolution.



Gains

- Digital
- Collaboration

Competence

COLLABORATING THROUGH DIGITAL TECHNOLOGIES

Definition

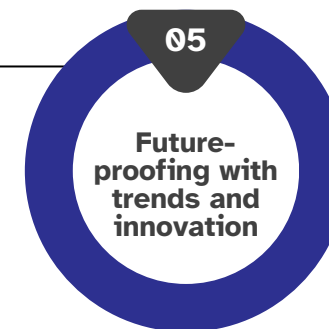
To use digital tools and technologies for collaborative processes and for co-construction and co-creation of data, resources and knowledge.
 Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8, doi:10.2760/115376, JRC128415.

References

Competence frameworks in international student mobility (2024).

Levels

- 1.I know that using digital tools and technologies fosters collaborative processes. I am able to select basic, user-friendly tools that facilitate collaboration, ensuring that I and my collaborators can effectively work together on simple tasks.
- 2.I know why it is important to use digital tools and technologies for collaborative processes. I developed the ability to identify and choose the right tools based on the specific needs of the collaborative task at hand.
- 3.I know how to propose different digital tools and technologies for collaborative processes. I gained the confidence to suggest various tools that could enhance the collaboration, and I am motivated to bring innovative options to the team.
- 4.I know when to choose the most appropriate digital tools and technologies for co-constructing and co-creating data, resources, and knowledge. I am skilled at evaluating the specific requirements of collaborative projects and I am willing to select the best tools to achieve the desired outcomes.
- 5.I know where else to use my collaboration skills through digital technologies. I can create solutions to solve complex problems while using collaborative processes through digital tools and technologies.



Gains

- Digital
- Collaboration

Competence

ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES

Definition

To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.

Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8, doi:10.2760/115376, JRC128415.

References

Competence frameworks in international student mobility (2024).

Levels

1. I am able to recognise basic appropriate digital technologies to empower myself and engage as a citizen. My focus is on understanding and utilising digital tools and services that facilitate civic participation.
2. I know why it is important to use well-defined and routine-appropriate digital technologies to empower myself and participate in society as a citizen.
3. I know how to vary the use of the most appropriate digital services to participate in society. I gain the flexibility to adapt my use of digital tools based on different civic needs and contexts, maximising my contributions through varied digital platforms.
4. I know when to create solutions to complex problems that are related to engaging in citizenship through digital technologies. I am willing to leverage my skills to create innovative solutions that enhance digital civic participation and problem-solving.
5. I propose new ideas and processes to the field. I know where else to contribute to the advancement of digital citizenship by introducing novel concepts and methods that improve how individuals and communities engage with digital services for civic purposes.

Looking forward

International mobility is a transformative experience that significantly shapes students' personal, academic, and professional lives. However, many international students face challenges in recognising and assessing the competences they develop through formal and informal activities during their mobility journey.

This chapter introduces a **self-assessment tool** designed by the Erasmus Careers Projects to bridge this gap, offering students a personalised roadmap to reflect on and measure the competences gained during their Erasmus experience. This tool can be accessed through the [Erasmus Careers](#) website with a jobseeker logged-in account.

Self-assessment empowers students to take ownership of their learning and growth. By reflecting on their mobility journey, **students can identify how the experience influenced their intercultural understanding, social skills, adaptability, and professional capabilities.** This process not only enhances self-awareness but also equips students to effectively communicate their competences to future employers, academic institutions, and other stakeholders.

The self-assessment tool provides a **structured framework to evaluate the competences you gained during mobility.** It guides you through the phases of your journey—Pre-Arrival, On-Arrival, and During Stay—to explore how each stage shaped your personal and professional development. It focuses on key competence areas that are critical for succeeding in an interconnected world:

- **Intercultural communication:** Understanding and navigating cultural differences effectively.
- **Social intelligence:** Building meaningful relationships and collaborating across cultures.



- **Intrapersonal intelligence:** Reflecting on personal growth, resilience, and adaptability.
- **Working in a professional environment:** Gaining professional skills and navigating workplace dynamics.
- **Adapting to new trends:** Leveraging digital tools and embracing innovation.

By offering insights into these areas, the tool helps you construct a **personalised roadmap** that highlights how your abilities evolved throughout the mobility experience.

This tool is built upon the **International Student Lifecycle**, a robust framework designed to support international students at various stages of their mobility journey. The lifecycle includes pre-arrival, arrival, during studies, pre-departure, and re-entry services offered by home institutions. This comprehensive approach recognises the unique challenges and opportunities students face at each stage, enabling tailored support to enhance their experience.

The self-assessment tool integrates the **Erasmus Careers Competence Inventory**, identifying competences relevant to the Erasmus experience. These competences are contextualised across the **five proficiency levels**, allowing students to track their development over time. By mapping your competences at each stage of the journey, the tool provides a clear picture of your growth and helps you articulate your skills effectively in academic and professional settings.

This self-assessment tool is more than a reflective exercise—it is a **practical guide to understanding the value of your Erasmus experience**. By engaging with this platform, you can:

- Gain insights into the competences you developed.
- Understand how your abilities evolved throughout the mobility journey.
- Prepare to present your skills confidently in future opportunities.

Whether you're preparing for interviews, updating your CV, or reflecting on your personal growth, this tool provides a **foundation for articulating the transformative impact of your mobility experience**.



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