

Sustain a Wave

Competence Framework

Result 2.2



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1 Introduction

The SUSTAIN-A-WAVE Competence Framework is designed to address the growing need for specialized educational strategies that empower water sport professionals and adult educators in promoting Education for Sustainable Development (ESD) through water sports activities. As environmental challenges intensify globally, fostering sustainability awareness and action through practical, engaging learning experiences becomes essential. This framework equips trainers, facilitators, and staff within water sport clubs, adult education institutions, and local communities with the competences necessary to design, deliver, and evaluate sustainability-focused educational initiatives embedded in water sport contexts.

The SUSTAIN-A-WAVE Competence Framework is aimed at a diverse range of actors including water sport instructors, club administrators, adult educators, and community coordinators. It offers tailored guidance to ensure that educational efforts engage learners meaningfully, address local environmental challenges, and contribute to broader global goals such as the UN Sustainable Development Goals (SDGs). By enabling professionals to harness the power of water sports for sustainable and community-oriented learning, this framework seeks to inspire lasting positive change in both individuals and their environments.

The framework highlights essential skills that water sport professionals and educators need to effectively integrate sustainability education into their practice. These include 4 core domains: Specific competences including introducing sustainable development, spotting opportunities for Education for Sustainable Development (ESD) in water sports, designing learning programmes, promoting safety and community engagement. The second domain are social competences like teamwork, leadership, (intercultural) communication and client orientation. The third domain describes organisational competences (planning and resource management, flexibility/adaptability, evaluating) and fourth personal competences (problem solving, sense of Initiative, learning to learn).

Based on interviews and exchanges with the target groups, feedback gained from other related EU projects and different competence concepts (e.g. Erpenbeck, Sauter 2014, LEVEL5/REVEAL group 2016/2019), the Sustain a Wave Competence Framework consists of four clusters: Domain Specific, Social, Organisational and Personal Competences.

Sustain a Wave Competence Framework	
Domain Specific Competences	Social Competence
• Introduce Sustainable Development • Spot Ideas and Opportunities for ESD in Water Sports • Designing and constructing learning programmes for water sports • Promote and ensure safety in water sports • Engaging Communities for Sustainable Water Sports	• Teamwork • Leadership • (Inter)cultural Communication • Client Orientation
Organisational Competence	Personal Competence
• Planning and Resource Management • Flexibility/Adaptability • Evaluating	• Problem solving • Sense of Initiative • Learning to Learn

Competence as defined:

A competence is the ability to apply a synthesis of knowledge, skills and attitudes in a particular situation and in a particular quality¹.

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

In the paper on hand, the 15 competences will be thoroughly described by:

- Descriptions consisting of a *competence summary* and aspects of what a learner should *know, be able to do* and respective *attitudes* related to these competences.

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

- A reference system which clusters knowledge, skills and attitudes along 5 competence levels.

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

2 Competence descriptions & Reference Systems – Domain Specific Competence

2.1 Introduce Sustainable Development

A competent person is able to recognize sustainability as a long-term goal and sustainable development as the processes and pathways to achieve it. This involves embodying sustainability values, understanding complexity in sustainability, envisioning sustainable futures, and taking action to promote sustainability in diverse contexts. The competence empowers individuals to reflect on their role in society, make informed decisions, and inspire others to contribute to a more just, resilient, and sustainable world.

Knowledge: The person knows ...

- What sustainable development is.
- Why sustainable development is essential for environmental health, social justice, and economic well-being.
- The key principles, goals, and frameworks of sustainable development (e.g., UN SDGs, GreenComp).
- How sustainability relates to systems thinking, complexity, and the interconnectedness of social, economic, and environmental factors.
- Practical ways to implement sustainable development in various contexts, including personal, professional, and community life.

Skills: The person is able to ...

- Analyze and evaluate the sustainability of actions, projects, or policies in different contexts.
- Apply systems thinking to identify interconnections and anticipate consequences of decisions for people, planet, and prosperity.
- Develop and implement strategies or initiatives that promote sustainable development in their work or community.
- Facilitate or participate in collaborative efforts to solve sustainability challenges, respecting diverse perspectives and values.
- Reflect on and adapt personal and organizational practices to align with sustainability values and goals

Attitudes: The person ...

- Values sustainability and is committed to fairness, justice, and respect for nature and future generations.
- Is open to questioning assumptions, embracing complexity, and considering long-term impacts of actions.
- Is motivated to act as an agent of change for sustainability, both individually and collectively.
- Is curious and willing to learn continuously about sustainability issues and solutions.
- Feels responsible for integrating sustainability into daily decisions and inspiring others to do the same.

REFERENCE SYSTEM – Introduce Sustainable Development

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer)	Demonstrates advanced, holistic understanding of sustainable development, including global and systemic perspectives.	Developing/ Constructing Transfer	Innovates, mentors, and influences policies or collective action for sustainability at broader scales.	Incorporation Internalisation	Embodies sustainability values, acts as a role model, and drives transformative change.
4	Know when (Implicit understanding)	Integrates systems thinking and sustainability frameworks in complex situations.	Discovering/ acting independently	Can lead, facilitate, and adapt sustainability initiatives in diverse contexts.	Commitment Volition	Champions sustainability, inspires others, and seeks continuous improvement.
3	Know how	Knows how to apply sustainability concepts in familiar contexts.	Deciding/ selecting	Can analyze and implement sustainability strategies in personal or work settings.	Appreciation Motivation	Demonstrates commitment and motivation to act for sustainability.
2	Know why (Distant understanding)	Understands key principles and frameworks of sustainable development.	Using, Imitating	Can reflect on personal actions and participate in basic sustainability initiatives.	Curiosity Perspective taking	Values sustainability and is open to new ideas.

1	Know-what/know that	Recognizes the concept of sustainable development and its basic importance.	Perceiving	Can identify simple sustainable practices in daily life.	Self oriented, neutral	Shows interest in sustainability and willingness to learn.
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2.2 Spot Ideas and Opportunities for ESD in Water Sports

This competence involves identifying and realising educational opportunities within the context of water sports to promote sustainable development. It includes recognising sustainability challenges, generating innovative ideas, and integrating environmental awareness and action into water sport activities. The competent individual leverages the experiential, emotional, and collaborative aspects of water sports to create impactful ESD initiatives.

Knowledge: The person knows

- The principles of sustainability and the UN Sustainable Development Goals (SDGs), especially in relation to water ecosystems.
- The potential of water sports (e.g. surfing, sailing, rowing, canyoning) as learning spaces for environmental education.
- Methods for identifying educational and sustainability needs and challenges in water-based and community contexts.
- Ideation and co-creation methods suitable for participatory learning in sport-based and outdoor settings.
- Basic principles of educational design and behavioural change in informal adult education.

Skills: The person is able to

- Spot Opportunities
 - Identify where and how water sports can serve as platforms for sustainability learning.
 - Recognise environmental and social issues in water-based contexts and convert them into learning opportunities.
- Create and Develop Ideas

- Co-create innovative ESD learning activities embedded in water sport contexts.
- Select and apply participatory and design-based methods to co-create ideas with learners and communities.
- Value and Evaluate Ideas
 - Assess the potential impact of ideas on environmental behaviour and community development.
 - Ensure the sustainability and ethical alignment of proposed activities.
- Imagine and Plan the Future
 - Develop clear visions and roadmaps for implementing ESD in water sport activities.
 - Visualise future scenarios and behavioural changes resulting from learning interventions.

Attitudes: The person ...

- Demonstrates curiosity and openness to learning through experiential and outdoor activities.
- Inspires others to engage in sustainability through their role in water sports.
- Takes initiative to integrate sustainability themes into sport and leisure contexts.
- Values collaboration between environmental, educational, and sports stakeholders.
- Embraces risk and experimentation in developing new learning methods.
- Acts ethically and responsibly towards people and nature.

REFERENCE SYSTEM – Spot Ideas and Opportunities for Education for Sustainable Development in Water Sport

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description

5	Knowing where else (strategic transfer)	Knowing how to transfer the ESD-water sport approach to new areas and educational environments. Can guide others in implementing context-specific ESD approaches.	Developing, constructing, transferring	Develops and builds ESD programmes in water sports. Designs original learning activities and tools, and helps others adapt and transfer the approach.	Incorporation	Has internalised ESD as a core personal and professional value. Encourages and supports others to engage in sustainability learning through water sports.
4	Knowing when (implicit understanding)	Knowing when and where to integrate ESD in sport club or education programmes. Has contextual sensitivity and can make informed decisions.	Discovering acting independently	Independently selects and applies ideation tools to create tailored ESD activities. Able to adjust strategies based on local environmental and social contexts.	Self-regulation, Commitment	Demonstrates a proactive and committed stance towards embedding ESD into their role. Takes responsibility for environmental awareness and sustainable action in their community or organisation.
3	Knowing how	Able to identify and create ESD ideas and activities in water sports settings. Understands how to turn environmental challenges into educational opportunities.	Deciding/ selecting	Participates actively in ESD and ideation processes. Can select tools and strategies from a given portfolio and apply them to address sustainability issues in their water sport environment.	Motivation/ appreciation	Values sustainability and sees the role water sports can play in promoting ESD. Is motivated to take part in or support related activities.
2	Knowing why (distant understanding)	Understands the relevance of ESD and why water sports can serve as effective learning spaces. Recognises the importance and benefits of experiential education.	Using, imitating	Supports ESD initiatives under guidance. Imitates or helps implement sustainability actions or learning activities planned by others.	Perspective taking	Is curious and open toward environmental issues and their relation to water sports. Begins to value ESD efforts and is interested in learning more.

1	Knowing what	Has basic knowledge of sustainability and water sports. Aware that learning can happen through water sport.	Perceiving	Perceiving that educational opportunities can exist in a water-based setting.	Self-orientation	Recognising sustainability is a relevant concept but does not yet relate it to one's own sport or educational practice.
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2.3 Designing and constructing sustainable learning programmes for water sports

The person has the competence to design and construct learning programmes for learners that are embedded in a wider heritage and sustainability context, specifically within water sports. These programmes enable learners to develop into fully autonomous, life-long learners who are conscious of environmental impacts and committed to sustainable practices in water sports. The programmes are based on relevant learning theory, the needs and demands of the learners, principles of group dynamics, and (where applicable) the use of learning technology and assessment. Furthermore, the person is able to develop appropriate instructional and assessment instruments that are constructively aligned to sustainability aims and objectives and attuned to learning theories.

Knowledge: The person ...

- Knows the fundamentals of designing training programmes for water sports that integrate sustainability principles and can creatively apply this knowledge to meet learners' needs and environmental goals.
- Knows how to select programme designs that align with specific learning objectives, sustainability outcomes, and the diverse needs of learners in water sports contexts.
- Knows that programme design is grounded in key theories such as assessment, group dynamics, classroom management, communication, learning theories (e.g., cognitivism, constructivism), curriculum theories, and sustainability education frameworks.
- Knows that effective programme design in water sports influences efficiency, learner satisfaction, learning impact, environmental stewardship, and overall programme effectiveness.

- Is aware that designing training programmes for sustainable water sports is a professional competence requiring deliberate planning, stakeholder engagement, and continuous improvement.

Skills: The person ...

- Is able to create new sustainability-focused programmes in novel water sports contexts.
- Is able to design a new programme that integrates sustainability in a given water sports situation.
- Is able to choose a design from a set of known possibilities that best promotes sustainable practices in water sports.
- Is able to elaborate a given design of a water sports programme to further embed sustainability principles.
- Is able to identify different designs and assess their alignment with sustainability and heritage objectives in water sports.

Attitudes: The person ...

- Is motivated to continuously optimize water sports programme designs to enhance sustainability and learner engagement.
- Is motivated to create optimal programme designs that foster environmental responsibility and sustainable habits in water sports.
- Values the importance of choosing the right design to maximize both learning and sustainability outcomes in water sports education.

REFERENCE SYSTEM – Designing and constructing sustainable learning programmes for water sports

	KNOWLEDGE		SKILLS/ CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer	Knows how to critically evaluate and improve sustainable programme designs for water sports, using evidence and feedback to	Developing/ Constructing Transfer	Can create new sustainability focused programmes in new situations.	Incorporation Internalisation	Feels highly motivated to continuously optimize water sports programme designs.

		enhance outcomes for learners, the environment, and the community.				
4	Know when (Implicit understanding)	Knows to choose the designs that suit the goals and the needs of the learners in water sports context.	Discovering/ acting independently	Can design a new programme that integrates sustainability in a given sports situation.	Commitment Volition	Feels motivated to create optimal programme designs.
3	Know how	Knows that sustainable programme design is related to theories such as assessment, group dynamics and management, communication, learning theories, sustainability education and curriculum theories.	Deciding/ selecting	Can choose a design from a set of known possibilities.	Appreciation Motivation	Values the importance of choosing the right design for sustainable water sports programme.
2	Know why (Distant understanding)	Knows that sustainable programme design in water sports makes a difference in terms of efficiency, effectiveness, satisfaction and impact.	Using, Imitating	Can elaborate a given design of a water sports programme.	Curiosity Perspective taking	Is aware that a design might be something to consider.
1	Know-what/know that	Knows the fundamentals of designing programmes for water sports that integrate sustainability principles.	Perceiving	Can identify different designs.	Self oriented, neutral	Perceives the phenomenon of a sustainable programme design.

2.4 Promote and Ensure Safety in Water Sports

This competence involves promoting and ensuring safety in water sports through education, risk prevention, and responsible behavior. It includes hazard recognition, applying preventive measures, effective emergency response, and safety education. A competent individual is able to ensure

safety measures when integrating ESD initiatives into water sports activities, fostering awareness of environmental risks, social responsibility, and sustainable practices in aquatic environments.

Knowledge: The person knows

- Safety principles in water sports and their relevance for long-term sustainability (e.g. minimizing accidents, protecting ecosystems).
- Risk assessment about sport specific movement, technique, form and behaviour in connection with different participants.
- Risk assessment and hazard identification specific to aquatic and outdoor environments.
- Emergency response frameworks and first aid in aquatic contexts.
- Environmental hazards and their impact on safety.
- How to embed water safety into broader ESD learning programmes (e.g. school curricula, community training).
- The advantages of training, preparation, and safety culture for prevention and resilience.
- National and local water safety regulations, standards, and legal responsibilities.

Skills: The person is able to

Identify and Prevent Risks

- Identify the correct sport specific movement, technique, form and behaviour in connection with different participants.
- Assess environmental, personal, and equipment-related risks in water sport settings.
- Apply proactive safety measures and adapt to changing conditions.

Respond and Act

- Lead water activity safely and sustainably in ways that raise awareness about both personal and environmental well being.
- Use safety equipment effectively and ensure others are equipped and informed.
- Implement emergency procedures (e.g. rescue, CPR, evacuation).

Educate and Empower

- Coach the correct sport specific movement, technique, form and behaviour in connection with different participants.
- Lead safety briefings, drills, and reflective debriefs.
- Facilitate peer learning and encourage group responsibility for safety.
- Teach about national and local water safety regulations, standards, and legal responsibilities.
- Encourage learners to reflect on personal responsibility, group safety, and the broader impact of their actions.

Plan and Communicate

- Develop safety plans for water sport activities.
- Communicate clearly and calmly in high-stress situations.
- Collaborate with local stakeholders to deliver safe water based activities.

Attitudes: The person ...

- Recognises safety education as a key enabler for sustainable lifestyles.
- Respects the interconnection between human safety and healthy aquatic ecosystems.
- Acts with empathy, inclusivity, and ethical responsibility in group and community settings.
- Is committed to building a safety culture that supports environmental protection and community well-being.

- Inspires others by integrating safety and sustainability in everyday sports and teaching practice.

REFERENCE SYSTEM – Promote and Ensure Safety in Water Sports

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Transfers water safety knowledge to new aquatic or educational settings. Embeds water safety into broader ESD programs (e.g., schools, communities) and integrates legal, environmental, and risk frameworks.	Developing, constructing, transferring	Designs comprehensive safety plans. Leads peer learning and reflective debriefs. Collaborates with stakeholders to deliver safe, sustainable activities.	Incorporation	Consistently models safety and sustainability. Inspires others by integrating safety education into all practices. Drives cultural change toward responsibility. Water safety as a sustainability value. Acts as a community leader for safe and sustainable aquatic practices.
4	Knowing when (implicit understanding)	Understands when to apply safety principles, risk assessments, and emergency responses. Uses knowledge of regulations and environmental hazards to inform real-time decisions.	Discovering acting independently	Leads safe water activities. Coaches sport-specific movement and applies emergency procedures independently. Plans safety briefings and drills for various audiences.	Self-regulation, Commitment	Demonstrates ownership of group and individual safety. Encourages ethical behavior and reflection in others. Shows social and environmental responsibility.
3	Knowing how	Knows how to recognize and assess risks, use safety equipment, and apply emergency frameworks (e.g., CPR, evacuation). Understands	Deciding/ selecting	Applies safety protocols. Leads briefings. Uses equipment effectively. Teaches correct behavior. Adapts to environmental and group conditions.	Motivation/ appreciation	Cares about personal and group safety. Aware of how behavior impacts others and the environment. Encourages responsible practice in others.

		how to support sustainability through safety culture.				
2	Knowing why (distant understanding)	Understands why safety in water sports matters for people and ecosystems. Begins to see how training, preparation, and education contribute to prevention and well-being.	Using, imitating	Imitates safe behavior. Supports team safety actions. Participates in safety routines. Uses equipment with guidance. Begins to assist in communicating rules.	Perspective taking	Starts recognizing safety as a shared responsibility. Respects others' safety needs. Curious about connections between safety, nature, and well-being.
1	Knowing what	Has basic awareness of safety principles, water-related hazards, and simple emergency procedures. Can list regulations and describe safe behavior.	Perceiving	Follows instructions. Identifies unsafe situations. Begins to use equipment safely with supervision. Observes correct movement and behavior.	Self-orientation	Sees safety as necessary but externally driven. Responds to rules more than values. Beginning to understand that safety supports enjoyment and sustainability.

2.5 Engaging Communities for Sustainable Water Sports

This competence involves initiating, developing, and sustaining community engagement through water sports. It includes the ability to connect diverse groups, foster participation, and build a shared identity around sustainability and water activities. The competent individual uses water sports as a platform for Education for Sustainable Development (ESD), creating inclusive spaces for collaboration, belonging, and active citizenship.

Knowledge: The person knows

- The social and cultural role of water sports in community life.
- How water sports can foster environmental awareness and social inclusion.
- Methods for identifying community needs, interests, and motivations.
- Approaches for organising participatory and inclusive activities.
- The relevance of partnerships between sport clubs, educators, and local stakeholders.

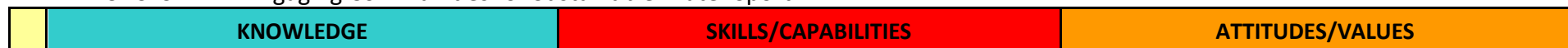
Skills: The person is able to

- Map and engage local stakeholders in water sports initiatives.
- Inspire, motivate, and empower people to take part in activities.
- Facilitate teamwork, dialogue, and co-creation in community settings.
- Organise participatory events that combine sport, learning, and sustainability.
- Moderate conflicts and promote respectful, inclusive participation.

Attitudes: The person ...

- Believes in water sports as a shared space for community building.
- Appreciates diversity and inclusion as strengths for engagement.
- Acts with empathy, openness, and respect for all participants.
- Values sustainability and collective responsibility.
- Shows commitment to strengthening social bonds and local identity.

REFERENCE SYSTEM – Engaging Communities for Sustainable Water Sport



L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Transfers community building knowledge to new settings (e.g. other sports, cultural events). Understands theory of participation and ESD.	Developing, constructing, transferring	Designs sustainable community programmes. Creates partnerships across sectors. Coaches others in facilitation and engagement.	Incorporation	Consistently models inclusive leadership. Inspires others to build community. Sees community building as a core value and integrates it into all practices.
4	Knowing when (implicit understanding)	Understands when and how to apply community building approaches in different contexts. Knows about partnership building with stakeholders.	Discovering acting independently	Organises and leads community activities (e.g. local regattas, eco-events). Adapts engagement methods to different groups. Resolves minor conflicts.	Self-regulation, Commitment	Demonstrates ownership of community processes. Acts inclusively, showing commitment to social and environmental goals.
3	Knowing how	Knows how to identify local interests and link them with water sport activities. Familiar with simple facilitation methods.	Deciding/ selecting	Helps organise small activities. Encourages peers to join. Facilitates simple teamwork and dialogue.	Motivation/ appreciation	Appreciates diversity of participants. Values the role of water sports in strengthening community. Motivated to involve others.
2	Knowing why (distant understanding)	Understands why community engagement matters for inclusion and sustainability. Knows basic methods for participation (e.g. volunteering, joining events).	Using, imitating	Supports team activities. Begins to help others (e.g. welcoming newcomers). Can share simple ideas for events.	Perspective taking	Starts recognising engagement as a shared responsibility. Shows curiosity about others' needs and contributions.
1	Knowing what	Has basic awareness of how water sports can bring people	Perceiving	Participates in group activities with guidance.	Self-orientation	Sees engagement as something “others” organise.

		together. Knows simple examples of community engagement (e.g. club events, clean-ups).		Follows instructions in simple team settings.		Beginning to recognise the value of joining in.
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3 Competence descriptions & Reference Systems – Social Competences

3.1 Teamworking

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

Knowledge: The learner...

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

Skills: The learner...

- is able to differentiate whether teamwork is the best way to accomplish a task

- is able to work in teams and act in teams according to his/her role
- is able to understand that specific tasks and roles of team members are based on their strengths and weaknesses
- has the ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential
- is able to reflect the own role in a team

Attitudes: The learner

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

REFERENCE SYSTEM: Teamworking

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing, constructing, transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team.	Incorporation	Having internalised the “culture” of constructive team work and to accomplish goals through mutual support. Inspiring others to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring	Commitment	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork.

		communication and how to coordinate workflows.		team processes. Trying out new roles for one-self.		Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using, imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

3.2 Leadership

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

Knowledge: The learner...

Sustain a wave

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

Skills: The learner...

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

Attitudes: The learner...

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

REFERENCE SYSTEM: Leadership

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

1	Knowing what	Knowing what leadership is, what competences and tasks leadership includes.	Perceiving	Recognising situations where leadership is either executed or needed.	Self-orientation	Only being interested in leadership when one is affected by it.
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3.3 Intercultural Communication

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

Knowledge: The learner...

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

Skills: The learner...

- is able to communicate in a clear fashion with others from different cultural background
- is able to integrate with colleagues and learners of different cultures
- is able to reflect own cultural imprints in his/her communication
- is able to exchange knowledge and experiences with persons with different cultural backgrounds

- is able to give and receive feedback to and from learners, staff organisations of different cultural background
- is able to tolerate and overcome difficulty, stress and frustration, because of intercultural misunderstandings
- is able to make him/herself understood
- is able to identify culture-related problems and misunderstandings and adjust their own communication style to address them effectively

Attitudes: The learner...

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

REFERENCE SYSTEM: Intercultural Communication

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing own cultural frames of reference and various patterns of cultural differences. Knowing strategies to communicate successfully with people from a variety of other cultures.	Developing, constructing, transferring	Being able to put oneself in the shoes of others and being able to apply a variety of intercultural approaches. Developing own approaches to communicate with people from other cultures and supporting others to improve.	Incorporation	Having internalised how to overcome culture based obstacles in communication. Being aware that one's own culture shapes own reactions and being able to transcend that. Inspiring others to improve their intercultural communication.
4	Knowing when (implicit understanding)	Knowing about other cultures and understanding how cultural aspects can influence communication.	Discovering acting independently	Actively collecting information about communication features of other cultures and enriching one's own communication competence by	Commitment	Respecting and valuing expressions of cultural differences and being determined (committed) to overcome communication based obstacles

		Knowing pitfalls of culture based misunderstandings and how to avoid them. Applying specific exemplary theory in practice (during the exchange).		transferring diverse elements to one's own context.		between people from different cultural backgrounds.
3	Knowing how	Knowing how to anticipate certain cultural backgrounds and differences and how to adapt own communication accordingly.	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs.	Motivation/ appreciation	Being aware that we have cultural values or assumptions that are different from others. Respecting and valuing different communication styles and being motivated to improve own competence.
2	Knowing why (distant understanding)	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.	Using, imitating	Communicating in a conscious way being aware of cultural backgrounds of other people. Reacting to diversity following the example of others.	Perspective taking	Being curious towards cultural diversity and different communication styles. Accepting different ways of communication and considering learning more about it.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising different styles of communication based on cultural backgrounds.	Self-orientation	Considering the benefits of culture sensible communication but feeling no need to become active in this respect.

3.4 Client Orientation

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

Knowledge: The learner...

- has knowledge of different clients' behaviours and needs
- has knowledge of strategies and techniques to engage with and understand clients
- has knowledge of communication techniques

Skills: The learner...

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

Attitudes: The learner...

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

REFERENCE SYSTEM: Client orientation

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Intuitively knowing (or being able to acquire knowledge on) how to engage with any client in any context. Knowing how to transfer knowledge about clients into other fields of life.	Developing, constructing, transferring	Actively planning and developing own/new client oriented strategies that are part of a larger approach, e.g. a (company's) vision or marketing strategy.	Incorporation	Having internalised to act for the benefit of the client, intuitively responding to different clients' needs in adequate ways and inspiring others to value client orientation.
4	Knowing when (implicit understanding)	Knowing which actions are needed to help clients with specific demands for a large variety of situations and different types of clients.	Discovering acting independently	Actively researching and expanding own competence to adequately respond to clients in regard to the client's need and the specific situation.	Commitment	Being determined to improve own competence to serve clients and to adequately respond to their needs.

3	Knowing how	Knowing about the specific needs of clients and how their own behaviour and approach can be adapted to the needs of those clients in general.	Deciding/ selecting	Being able to select and apply the appropriate behaviour towards a customer in regard to his/her needs from a set of basic strategies.	Motivation/ appreciation	Valuing client orientation. Being motivated to develop own competence to respond to clients according to their needs.
2	Knowing why (distant understanding)	Knowing that there are different ways to interact with clients and that clients have different backgrounds and needs.	Using, imitating	Adapting the own behaviour towards the client when instructed to or by imitating others.	Perspective taking	Being curious and interested in the theme of supporting clients according to their specific needs.
1	Knowing what	Knowing that clients behave differently and that client orientation is a suitable concept for inclusive mobility.	Perceiving	Seeing and recognising different client behaviours without acting.	Self-orientation	Not relating the theme of client orientation to oneself and the own working life.

4 Competence descriptions & Reference Systems – Organisational Competences

4.1 Planning and Resource Management

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

Knowledge: The learner...

- knows about the core project processes and project phases
- has knowledge of at least one project management approach and of variations in regard to other approaches

Sustain a wave

- knows how to brainstorm on a project idea
- knows how to combine project idea and project context (e.g. funding programme)
- knows how to structure a project according to the main work packages and ideas
- has knowledge on how to plan project activities according to the objectives
- knows which resources are necessary to accomplish the project
- knows how to assign the resources to the activities
- has the knowledge to develop projects along a strategic approach in the own professional environment

Skills: The learner...

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

Attitudes: The learner...

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

REFERENCE SYSTEM: Planning and Resource Management

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Profound knowledge on how to transfer planning and resource management methodologies into other contexts.	Developing, constructing, transferring	Adapting and further developing planning and resource management methodologies in the own (professional) context.	Incorporation	Having internalised to plan and manage resources in an effective and sustainable way. Inspiring others to apply resource management techniques.
4	Knowing when (implicit understanding)	Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate.	Discovering acting independently	Seeking for more specific information on planning and resource management methodologies and enlarging the own portfolio of tools.	Commitment	Feeling the need for implementing planning and resource management methodologies in the own context. Being determined to improve own competences regarding planning and resource management methodologies.
3	Knowing how	Theoretical know-how on different planning and resource management methodologies. Knowing how to apply them in project situations.	Deciding/ selecting	Actively applying specific tools in planning and implementation and resource controlling and optimisation.	Motivation/ appreciation	Appreciating the value of planning and resource management methodologies and being motivated to apply them.
2	Knowing why (distant understanding)	Understanding the reasons why appropriate planning is crucial for success.	Using, imitating	Occasionally planning actions and consciously allocating resources when being instructed to or following the example of others.	Perspective taking	Being curious about different approaches to manage resources and their potential for own work.

1	Knowing what	Knowing that Planning and Resource Management is needed in projects.	Perceiving	Recognising situations where planning is needed without acting.	Self-orientation	Relating planning and resource management only to own resources.
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4.2 Flexibility and Adaptability

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

Knowledge: The learner...

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

Skills: The learner...

- is able to transfer knowledge, skills and abilities to other contexts and environments
- is able to reflect observations and experiences and to draw conclusions in terms of how to adapt
- is able to adapt to changing (work) environments or changing constraints on (work) resources
- is able to operate in multicultural environments and to adapt to new locations

Sustain a wave

- is able to anticipate new perspectives
- is able to select from a repertoire of different behaviours
- is able to accept and adapt to restrictions
- is able to allow others to be their way

Attitudes: The learner...

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

REFERENCE SYSTEM – Flexibility/Adaptability

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing multiple adaptation strategies and knowing how to adapt to changing requirements in various contexts. Analyzing the impact of changing ones behaviour.	Developing, constructing, transferring	Developing and applying tailored adaption strategies for any situation that lead to the best possible result. Being able to perform adequately in unknown situations	Incorporation	Having incorporated to adapt to changing conditions and to let go of initial plans and procedures. Inspiring others to become more flexible.

4	Knowing when (implicit understanding)	Knowing when and how to adapt the own behaviour, attitudes and thinking to changing conditions in order to cope with a situation.	Discovering acting independently	Developing own behavioural strategies and methods to adapt to changes and working on becoming more flexible. Analysing situations and acting accordingly.	Commitment	Being determined to adapt to changing conditions for the sake of a good result.
3	Knowing how	Knowing how to be flexible. Knowing how to adapt the own behaviour, perception and thinking to changing circumstances.	Deciding/ selecting	Deciding how to adapt to changes based on familiar behaviours. Adapting own behaviour to changing conditions in known situations.	Motivation/ appreciation	Valuing flexibility and adaptability. Being motivated to improve own capability to adapt to changing conditions and to show flexibility.
2	Knowing why (distant understanding)	Knowing why one should be flexible and that there are benefits and disadvantages of being flexible.	Using, imitating	Adapting to changing conditions when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking	Being interested in how others behave in different situations. Being interested to learn how to become more flexible.
1	Knowing what	Knowing what it means to be flexible and that flexibility is expected in many working areas.	Perceiving	Perceiving situations that require being flexible (without acting).	Self-orientation	Not being interested in adapting to changing conditions. Only considering adapting for personal benefit.

4.3 Evaluating/Reflecting

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

Knowledge: The learner...

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

Skills: The learner...

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

Attitudes: The learner...

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

REFERENCE SYSTEM – Evaluating/Reflecting

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to strategically integrate evaluation outcomes into the organisational and/or individual practice in order to achieve the collaborative goals.	Developing, constructing, transferring	Developing own evaluation and adaptation strategies and an on-going participatory culture of evaluation within the organisation, promoting (self-) evaluation to achieve envisaged goals.	Incorporation	Inspiring others to value evaluation, reflection and individual and organisational learning. Inspiring others to develop their evaluation competences.
4	Knowing when (implicit understanding)	Knowing when (time schedule) to organize different phases of the evaluation (information gathering, processing, analysis, reporting) appropriate to the work plan of	Discovering acting independently	Searching for evaluation techniques and independently applying the (self-)evaluation with appropriate techniques and	Commitment	Being determined to improve reflection and evaluation competences with respect to individual and organisational learning.

		the organisation in coordination with organisation leaders.		methods, within the given purpose of the evaluation.		
3	Knowing how	Knowing how to organise (self-) evaluation as a reflective and interactive learning process. Knowing pertinent methods and techniques that can be introduced as an evaluation.	Deciding/ selecting	Making conscious choices on objectives, issues to evaluate; the methods and instruments of evaluation that seem more pertinent for the given case.	Motivation/ appreciation	Finding it important that team members/ colleagues value evaluation and reflection. Being motivated to improve own evaluations and reflection competence.
2	Knowing why (distant understanding)	Knowing why reflection and (self-)evaluation are important to facilitate individual and collective learning/ performance via evidence-based decision-making.	Using, imitating	Occasionally evaluating processes and products using existing models and techniques.	Perspective taking	Generally feeling that reflection and evaluation make sense in order to best achieve collaborative goals.
1	Knowing what	Knowing that evaluation is an important process to improve quality.	Perceiving	Recognising evaluation and reflection processes.	Self-orientation	Passive approach to evaluation and reflection, unless it refers to issues of personal relevance.

5 Competence descriptions & Reference Systems – Personal Competences

5.1 Sense of Initiative

Having a sense of initiative involves actively seeking out opportunities and taking proactive steps to capitalize on them. Individuals with this competence are not just reactive but are able to identify potential avenues for growth or improvement and take action without waiting for instructions.

Knowledge: The learner ...

- The learner knows what initiative entails, including the proactive identification and pursuit of opportunities.
- The learner has the knowledge of the reasons why taking initiative is crucial for personal and professional growth.
- The learner knows when it's appropriate to seize opportunities and take action.
- The learner understands how initiative can be applied strategically in different contexts for optimal outcomes.

Skills: The learner ...

- The learner is able to perceive potential opportunities for action by actively scanning the environment.
- The learner is able to use initiative to initiate action and pursue opportunities without waiting for explicit instructions.
- The learner is able to decide on the best course of action to capitalize on identified opportunities.
- The learner is able to discover new opportunities independently through proactive exploration and experimentation.
- The learner is able to develop a proactive mindset and transfer initiative skills to different situations and challenges

Attitudes: The learner ...

- The learner is motivated to seek out and capitalize on opportunities for growth and improvement.
- The learner is committed to taking proactive action and seizing opportunities rather than waiting for them to come.
- The learner likes to inspire others to adopt a proactive mindset and take initiative in their own pursuits.
- The learner appreciates the benefits that come from being proactive and taking initiative.
- The learner incorporates a proactive approach and initiative into their daily work and life, making it a natural part of their behaviour.

REFERENCE SYSTEM – Taking Initiative

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDE/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description

5	Knowing where else (strategic transfer)	Knowing where else initiative can be applied strategically, integrating it into various aspects of life.	Developing, constructing, transferring	Developing and transferring advanced initiative skills to different contexts.	Incorporation	Incorporating a proactive mindset and initiative into all aspects of life.
4	Knowing when (implicit understanding)	Knowing when to take initiative and act on opportunities.	Discovering acting independently	Discovering new opportunities independently and taking proactive steps.	Commitment	Commitment to seizing opportunities and taking proactive action.
3	Knowing how	Knowing how to identify and evaluate opportunities for action.	Deciding/ selecting	Deciding on appropriate actions to capitalize on opportunities.	Motivation/ appreciation	Motivation and appreciation for proactive behaviour and taking initiative.
2	Knowing why (distant understanding)	Understanding why initiative is important and its relevance in seizing opportunities.	Using, imitating	Using initiative to take basic action.	Perspective taking	Perspective taking to understand the impact of initiative on seizing opportunities.
1	Knowing what	Knowing what initiative is and its basic importance in personal and professional development.	Perceiving	Perceiving potential opportunities for action.	Self-orientation	Self-orientation towards recognizing the importance of initiative.

5.2 Problem solving

Problem solving is the identification of a problem and its facets, anticipating possible solutions and assessing their potential impact and consequences, and putting solutions into action. It involves applying logic, knowledge and reasons towards understanding the actual problem, and being able to plan and use different techniques/methods, experiences. Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations. Even if the

final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity and might require different resources or tools. Therefore, the process requires the knowledge of several problem solving techniques (or the skills to invent new ones) and the ability to apply them accordingly in the appropriate situation. The process of problem solving is comprised of complex actions like planning and reasoning and in order to be completed successfully the problem solver needs to be motivated, curious and eager.

Knowledge: The learner...

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

Skills: The learner...

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

Attitudes: The learner...

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

REFERENCE SYSTEM: Problem solving

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDES/VALUES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Having a large portfolio of problem solving strategies to solve problems constructively and sustainably in different areas of life.	Developing, constructing, transferring	Developing and inventing new creative strategies to solve problems.	Incorporation	Having internalised to strive for good, sustainable solutions in a compromise oriented way, and inspiring others to become better problem solvers.
4	Knowing when (implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use available resources. Knowing different ways to tackle problems.	Discovering acting independently	Actively expanding one's own strategies and experiences, through trial and consultation. Applying complex solutions to solve a problem.	Commitment	Being determined to find objectively good solutions for problems and to expand one's 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 one's 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.

5.3 Learning to learn

The learner is competent in reflecting on how they learn, recognising their own learning needs, and choosing suitable strategies to improve performance in changing contexts. They can monitor progress, seek feedback, adapt methods, and transfer learning from one situation to another. This competence supports autonomous, self-directed, and continuous learning in professional and personal contexts.

Knowledge: The learner...

- knows what learning to learn means and why it matters for personal and professional development.
- knows different ways of learning, including reflection, observation, practice, feedback, and self-assessment.
- knows how to identify learning needs, set learning goals, and monitor progress.
- knows basic strategies for organising and transferring learning into new situations.

Skills: The learner...

- is able to reflect on their own learning process and identify strengths and gaps.
- is able to set realistic learning goals and choose appropriate learning strategies.
- is able to use feedback, examples, and past experience to improve learning.
- is able to transfer knowledge and skills to new tasks and contexts.
- is able to adapt learning strategies when circumstances or requirements change.

Attitudes: The learner...

- values continuous learning and personal development.
- is curious, open to new ideas, and willing to try different approaches.
- is motivated to improve through reflection and feedback.
- takes responsibility for their own learning and shows persistence when facing challenges.

REFERENCE SYSTEM: Learning to learn

	KNOWLEDGE		SKILLS/CAPABILITIES		ATTITUDE/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Has a holistic understanding of learning processes and can transfer learning principles across contexts, roles, and settings.	Developing, constructing, transferring	Designs, adjusts, and transfers effective learning approaches across contexts and can support others in learning to learn.	Incorporation	Has internalised continuous learning as a core value and actively inspires others to take ownership of their learning.
4	Knowing when (implicit understanding)	Understands when to select, combine, and adapt learning strategies independently in changing situations.	Discovering acting independently	Independently adapts learning strategies, sets learning goals, and transfers learning to changing situations.	Commitment	Demonstrates responsibility for own learning, persistence, and commitment to continuous improvement.
3	Knowing how	Knows how to apply basic learning strategies, reflect on experience, and monitor own progress in familiar situations.	Deciding/ selecting	Selects suitable learning strategies for familiar tasks and applies feedback to improve performance.	Motivation/ appreciation	Values learning and is motivated to improve through reflection and feedback.
2	Knowing why (distant understanding)	Understands why reflection, feedback, and self-evaluation support learning and improvement.	Using, imitating	Uses simple learning methods when guided and reflects on learning with support from others.	Perspective taking	Is open to new learning experiences and willing to consider feedback and alternative approaches.
1	Knowing what	Recognises that learning exists as a process and that people learn in different ways.	Perceiving	Notices own learning experiences and can identify simple examples of effective learning.	Self-orientation	Shows limited interest in reflection but can recognise that learning may be useful.