

European Knowledge Centre for Mobility II

O2 – Tool Kit "Preparation"

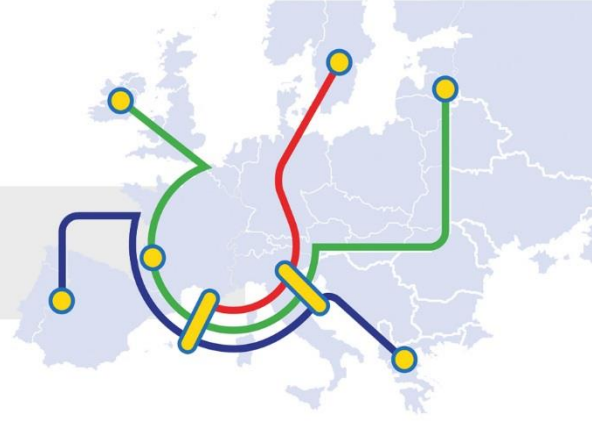
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Competence catalogue as matrix for the selection of beneficiaries

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Introduction

During the preparation stage of a transnational mobility, the main challenges for sending organisations are the selection of beneficiaries, the definition of learning outcomes, the professional preparation according to them, project administration issues (legal aspects, insurances...), the flow of information between all parties involved as well as the linguistic and cultural preparation of the beneficiaries.

Although you have already identified your target group in the proposal submitted and approved by your National Agency, having a well-planned strategy for the selection of the final beneficiaries will support you in identifying the most appropriate students, providing, at the same time, useful information to be exploited at a later stage, when you get to the matching of students' profile with the host organization.

In this document, we present a competence catalogue and some guidelines to set up a matrix for the selection of beneficiaries, with operational comments on how to integrate the information collected during the selection phase in the ECVET Learning Agreement.

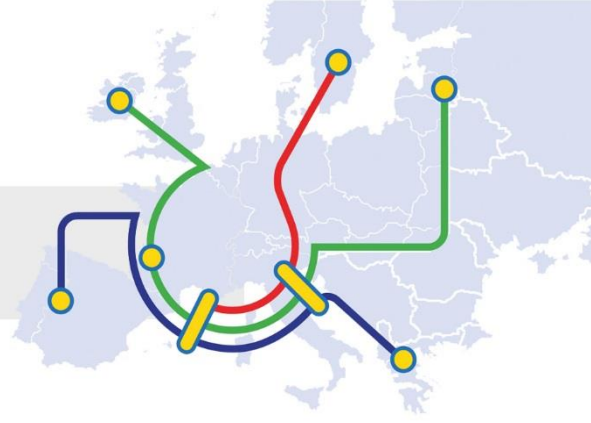
The competences for transnational mobility

A transnational mobility, especially if implemented during high school, can be considered as a whole-person experience that will certainly affect the future personal and professional growth of the beneficiary.

Depending on the peculiarities of each single project, different competencies may have a different weight for the selection of the candidates, but they surely all have to be taken into consideration for ensuring the quality of the single mobility and the project as a whole.

There are four main categories of competences that need to be assessed in combination with other eligibility criteria specifically indicated in the proposal (eg. special needs, social, economic and cultural vulnerabilities, etc.):

- **Personal/social competences**
Including motivation, responsibility, punctuality/regularity, adaptability, tenacity, resourcefulness.
- **Professional competences**
Referred either to the overall academic performance or to a specific units of learning outcomes (interested by the mobility), as well as other soft and hard skills acquired during previous work based learning and/or voluntary activities.



- **Language competences**
To be evaluated in line with the [Common European Framework of Reference for Languages \(CEFR\)](#).
- **Digital competences**
To be evaluated in line with the [Common European Digital Framework \(DIGICOMP\)](#)

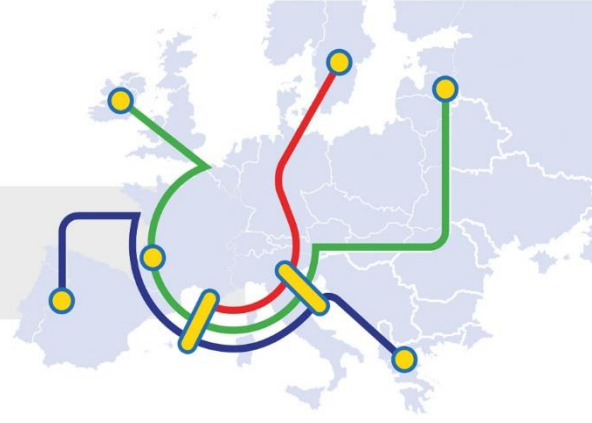
Therefore, if the combined evaluation of all these competences is crucial for a complete assessment of mobility candidates, as already mentioned above, it is also important to plan and conduct the evaluation activities with the most appropriate methodologies and tools for the purpose of the selection itself.

For example, if the transnational mobility will be implemented in field of **Web Marketing** and the target group identified in the project are **VET students in Graphic Design**, most probably the assessment of their professional competences will already cover some of the DIGICOMP topics (eg. Content Creation) and it will be enough to take into consideration the self-assessment provided with the Europass CVs provided by the candidates during the application phase.

On the other hand, if the beneficiaries are **VET students in Cars repairing** and they are applying for a traineeship period abroad, it will be a good idea to include anyway a test on Digital Competences as one of the activities for the assessments of the candidates.

In fact, *“digital technologies are key drivers of innovation, growth and job creation in a global economy. Not everybody however, has the knowledge, skills and attitudes to be able to use digital technologies in a critical, collaborative and creative way. This digital competence is becoming a must for employability and active citizenship. (...) Having not the necessary digital competences has direct consequences for employability. In the EU 42% of people with no core computer skills are inactive in the labour market.”* (Erasmus+, [“DIGICOMP Brochure - A common European Digital Competence Framework for Citizens”](#))

Remember!!! The beneficiaries of a Erasmus+ mobility project are not only those who will be selected for the studying/traineeship period abroad, but also those who will directly or indirectly take part at the preparation, evaluation and exploitation activities. In fact, the use of the European tools for the certification of competences, as well as the involvement in a selection procedure, has to be considered as a great opportunity for the personal and professional growth of the students.



Planning the selection of beneficiaries

Planning and commitment are two fundamental elements to ensure the quality of a mobility project, in all its phases. If you have been responsible for drafting the project proposal, you have already demonstrated a high level of commitment, which you need to maintain for the duration of the project.

One of the first activities to plan and implement at the preparation stage is the selection of beneficiaries. Here below, you can find a catalogue with the most important competences that a student should demonstrate to have before the departure.

Personal/social competences

Motivation

What are the expectation of the candidate about the international mobility experience? Is he/she able to clearly justify the reasons why he/she applying for the traineeship? Motivation usually results from the consciousness of owns plans and priorities. Therefore, the students should be able to argument how he/she will benefit from the benefit from the mobility abroad, with reference both to his/her academic path and the personal and professional future growth.

Responsibility

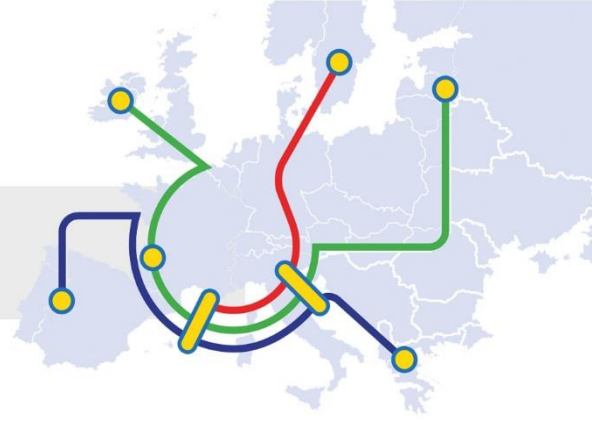
High school students are teenagers to all effects. Anyway, their maturity level can vary greatly depending on many different aspects. This competence should be assessed according to the characteristics of the mobility (duration, presence of accompanying person, tasks of the trainees) and normally evaluated by the teachers/mentors.

Punctuality/Regularity

Punctuality is the characteristic of being able to complete a required task or fulfill an obligation before or at a previously designated time. Being punctual at the workplace, it relates to both “time management” and “etiquette” and it is a competence that can be easily evaluated according to the general behaviour of the student at school.

Flexibility

The extent to which a person can cope with changes in circumstances and think about problems and tasks in novel, creative ways. In other words, the creative thinking skills of the beneficiary. Again, easily evaluable according to the



attitude and the behaviour of the student at school, but also in consideration of previous similar experiences (youth exchanges, multicultural families, study trips, etc.)

Resourcefulness

What are the student's desires, hopes, fears regarding this experience? Why does he/she think to be right person to go abroad?

Although preparation activities can contribute to empower the readiness of the students selected for the mobility, curiosity, positive attitude and personal inclination to problem solving should be already owned by the beneficiaries at a selection stage.

Professional competences

Academic performance

You may want to reward the students who have achieved better results in the examinations and continuous assessment for the verification of their educational goals.

Units of learning outcomes

Alternatively and/or complementary, the selection of students can be done based on the extent to which a student has achieved specific units of learning, which are particularly relevant for the mobility.

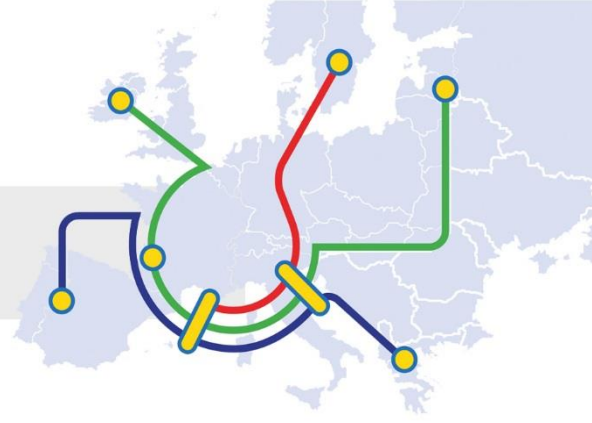
Non-formal learning

Has the candidate already being involved in a working experience or traineeship during his/her training path? If yes, it would be worth to investigate on the professional competences he/she has may developed and if and why he/she thinks this was a useful experience.

Language competences

Working language

Within the framework of language competence, the most important aspect to be assessed is the knowledge of and capacity to work with the language that will be used during the traineeship. For mobilities longer than 1 one month, the European Commission requires that the beneficiaries implement an online assessment before and after the transnational experience through the [Online Linguistic Support \(OLS\)](#), a platform that offer also online courses in



different EU languages. Anyway, the OLS platform does not provides (yet) a system for the acceptance/rejection of beneficiaries and licences can be assigned only after the selection of the beneficiaries.

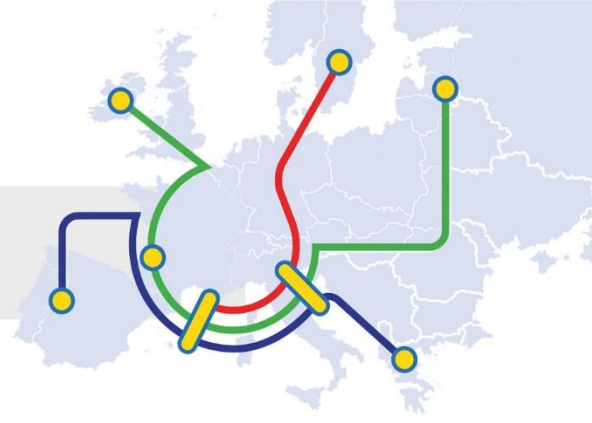
Language of the hosting country Knowing the language of the country where the mobility will take place could be another aspect to be assessed for the selection of beneficiaries.

Digital competences

Job/project related Several digital competences may be necessary for the correct execution of tasks related to the position covered during the traineeship, as well as for the successful implementation of training and evaluation activities provided by the project itself.

Mobility related During their stay abroad, beneficiaries will have different needs and problems that might be better satisfied and solved through digital means. Being able to purchase tickets online, using Skype to stay in touch with friends and family, produce a digital video with smartphone to document the experience, being aware of possible digital risks and solving simple problems with the hardware; these are competencies that, if already owned by the beneficiary, will make the whole experience smoother and even more memorable!

If those listed above are competences that may be all assessed through different methods of evaluation, there is also another aspect that transversally affects the whole process of a mobility project: **the Intercultural Competences of beneficiaries**. Based on the guidelines provided in the [“Conceptual and Operational Framework for Intercultural Competences”](#), published by UNESCO in 2013, these competences can be integrated in the operational plan of the project as a specific topic to be covered during the preparatory phase, but also taken into consideration for the implementation of the monitoring and evaluation activities.



Balance of the competences for selection

Depending on the objectives and the methodology described in your mobility project, you should have already assigned a different weight to each of the four competencies' categories listed above. This can be easily done in terms of percentage value, thus facilitating the elaboration of a graded list once that all the eligibility check and assessment activities will have been completed. Here below, you can find a table that takes into consideration different types of evaluation and highlights how you can use the collected information at later stage of the project implementation.

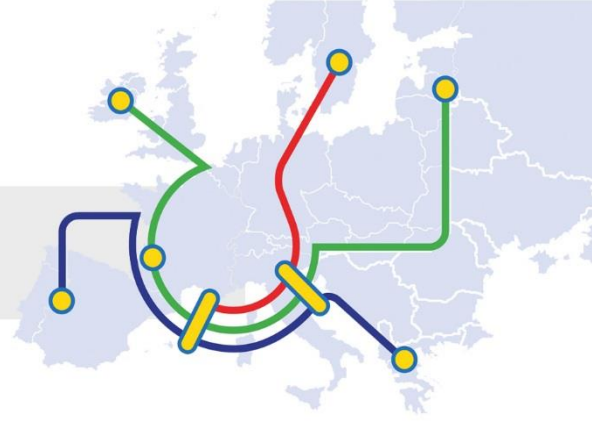


INTERNAL EVALUATION	CV/CERTIFICATES	INTERVIEW / VIDEO PITCH	WRITTEN TEST / LETTER
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How to use the results collected during the selection of beneficiaries

Personal competences (eg. 51%)				
Motivation				Matching with host organisations and Section 4 of the ECVET LA
Responsibility				
Punctuality/Regularity				
Flexibility				Training to empower the beneficiaries
Resourcefulness				
Professional competences (eg. 30%)				
Academic performance				Section 3 of the ECVET LA
Units of learning outcomes				
Non-formal learning				
Language competences (eg. 11%)				
Working language				Training to empower the beneficiaries and Sections 3/4 of the ECVET LA
Language hosting country				
Digital competences (eg. 10%)				
Job/project related				Training to empower the beneficiaries and Sections 3/4 of the ECVET LA
Mobility related				

Remember!!! Besides weighting the competencies for the selection of the beneficiaries, you should design each evaluation activity so that results can be marked between 0 and 10.



The matrix for the elaboration of the graded list

By using a software that allows you to set automatic calculations and other useful formulas for the elaboration of data (eg. [LibreOffice](#)), you can create a spreadsheet that supports you in calculating and summing the weighted average of the results from the different evaluation activities participated by the candidates.

By [clicking here](#) you can download a working ODS spreadsheet, where you will find an empty matrix with all formulas and options needed to create your customized tool.

In the following example, we have chosen to select students based on their personal, professional and language competencies.

	A	B	C	D	E
1	SELECTION CRITERIA	%	MARK		MARK %
2	PERSONAL/SOCIAL COMPETENCIES	51%	8	=	4,1
3	MOTIVATION		10		
4	RESPONSIBILITY		8		
5	PUNCTUALITY/REGULARITY		8		
6	FLEXIBILITY		7		
7	RESOURCEFULNESS		7		
8	PROFESSIONAL COMPETENCIES	30%	5	=	1,5
9	ACADEMIC PERFORMANCE		8		
10	NON FORMAL LEARNING		2		
11	LANGUAGE COMPETENCIES	19%	5	=	0,95
12	WORKING LANGUAGE		5		
13	FINAL MARK FOR THE GRADED LIST				6,5

Remember!!! With spreadsheets, you can also correlate cells between different sheets or even different files. Once you have created your internal software, this will facilitate the administrative work for present and future projects.