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ERASMUS+
Developing All -Round Education DARE +
Definition of cluster of competences and identification of levels

TEAMWORK

Teamwork implies a cooperative and coordinated effort on the part of a group of persons acting together as a team in the interest of a common cause. Teamwork means that people use individual skills and provide constructive feedback, solving creatively possible conflicts.

Competence Indicator	Level 1	Level 2	Level 3
Actively participating and collaborating in team tasks	Completing assigned tasks within deadline as group member, participating actively in team meetings, sharing information, knowledge and experiences	Collaborating in defining, organising and distributing group task towards the achievement of shared objectives	Providing constructive feedback to other people on the work carried out
Promoting confidence, cordiality in the group relationship	Listening to others' opinions and expressing his/her own opinion	Accepting the opinions of others and knowing how to give own point of view constructively	Promoting constructive dialogue and maintaining atmosphere of collaboration and support
Contributing to the consolidation and development of the team, by fostering communication, good atmosphere and cohesion	Accepting and respecting group norms and applying the team's work processes	Interacting positively with other group members, supporting and encouraging them	Proposing ways of getting together apart from formal meetings to improve group cohesion

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Acting constructively to resolve team conflicts	Avoiding addressing conflicts	Acting positively to resolve conflicts that arise in group	Own actions provide constructive ways out of conflicts
Coordinating groups, ensuring members integration and empowerment	Obtaining commitment of each member by enabling the group to function as such	Achieving personal and collective commitment of the team in all key aspects	Getting members involved and committed, by accepting in a positive way others' suggestions as their own proposals
Coordinating groups, ensuring results achievement and high performance	Distributing feasible tasks to members in a co-ordinated way with clear guidelines and achieve a balanced participation of all	Stimulating integration among tasks towards a common result	Challenging the members to reach further goals beyond the expected ones

PROYECT DEVELOPMENT AND MANAGEMENT

Project development and management is the competency to identify a need, analyze and define context and resources, design, develop, implement and enhance the action idea(s) with the aim of producing appropriate and feasible response(s).

Competence Indicator	Level 1	Level 2	Level 3
Needs analysis: understanding needs and gaps, causes and drivers	Gathers relevant data and identifies the pertinent facts	Identifies the deeper linkages, relationships and gaps in the data	Identifies the drivers of change in the situation
Creative and proactive problem solving: evaluating challenges	Identifies alternative solutions	Evaluates such solutions	Creates an innovative plan of action capable of gaining support

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and come up with innovative solutions			
Resource identification and procurement: acknowledging available assets, prioritize and evaluate them, and draw them into the project	Has an overview of the available and required resources	Constructs a hierarchy of resources and evaluates their relative potential and impact	Evaluates the relative potential and impact of resources, and realizes the material support
Project writing and reporting: understanding guidelines, responding with structured narrative introducing novelty and convincing arguments	Responds to a template in a clear way	Responds to a template in a clear way or constructs own structure	Responds to a template in a clear way or constructs own structure and writes with conviction and originality
Time management: judging time requirements of tasks and foreseeing the relative demands of completing elements	Sticks to pre-defined deadlines in the different stages of the project	Allots time into tasks in a structured and planned manner	Exercises prudent foresight on the time-weighting of important issues
Budget design and control: following financial rules and taking the budget to its maximal impact	Follows and understands the budget template accurately	Brings budgetary concerns and matters to the broader project debate	Makes effective use of budgetary measures to maximize their impact on the project
People management: identifying needs and available human resources, and evaluating and mobilizing these to their maximum potential	Identifies the human resources needed to build the team	Identifies gaps and evaluates strengths and weaknesses in the available human resources, and considers possible outsourcing	Delegates and promotes empowerment of participants to perform to their highest potential
Effective communication: conveying ideas in a clear, collaborative and convincing	Communicates in a clear and unambiguous manner, open to the views of others	Negotiates alternative positions and generates agreement	Promotes the project to third parties with conviction and passion

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way, both internally and externally			
Team building: creating, coordinating, motivating and dealing with conflict within a working set-up	Designs and implements team building activities	Takes ownership of ideas and project objectives	Negotiates tensions and deals with conflict in an effective way
Process monitoring: initiating, defining, planning, managing, executing and closing a meaningful project	Initiates, defines criteria, develops and produces a basic project plan, and brings the project to completion	Defines the scope of the work, implements and manages expectations, develops and produces a detailed project plan, and successfully brings the project to completion	Ensures relevance and continuing impact of the project, plans for sustainability and quality, and successfully brings the project to completion with a full final review of impact

INTERCULTURAL COMPETENCE

Intercultural competence is the competence to perceive, be curious about, open to and respectful of cultures, including one`s own; to be able to understand, express and appreciate different values and norms, ways of thinking, practices and behaviours and to engage with others by initiating or being receptive to a constructive exchange.

Competence Indicator	Level 1	Level 2	Level 3
Curiosity	Shows interest in above-the-waterline aspects of other cultures, but is not actively seeking to learn more. Is not	Actively seeks opportunities to explore above-the-waterline aspects of other cultures. When offered an explanation about	Actively seeks to explore both above-the-waterline and below-the-waterline aspects of different cultures. Is interested in any

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	interested in below-the-waterline aspects of other cultures. Is interested in only one other culture or a limited number of other cultures (that all have in common something that is perceived as valuable/attractive)	below-the-surface aspects of other cultures, embraces this learning opportunity. Is interested in many different cultures, but not in every different culture.	cultures, no matter how different or similar to the familiar one(s).
Respect	Considers certain cultures to be more interesting, more prestigious or better than others. Respects attitudes, opinions and actions of representatives of such cultures, but not others.	Admits that theoretically all cultures deserve respect, yet cannot help feeling and showing that representatives and/or aspects of certain cultures deserve more respect than others.	Demonstrates respect towards representatives and/or any aspects of any culture in the world. Values and appreciates cultural differences.
Cultural Awareness (awareness of cultural conditioning of self and others)	Can recognize manifestations of cultural conditioning of representatives of other cultures.	Can recognize manifestations of cultural conditioning of representatives of one's own and of other cultures.	While involved in an interaction with representatives of different cultures, can identify manifestations of cultural conditioning of oneself and others in own and others' actions, attitudes, and opinions.
Knowing how to learn about a culture and further develop own IC	Speaks (and thinks) of cultures as devoid of any internal structure, which means that that there is no "way" or "means" of learning about cultures, and such learning happens randomly, when it does.	Can explain the culture iceberg model, name and illustrate dimensions of cultures (Hofstede's, GLOBE's, or others) and apply this knowledge to learning about the culture(s) of	Demonstrates capacity for purposeful and planned comparative cultural learning. Can identify the developmental stage of own ideas, actions and attitudes according to the

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	Has never thought that IC might need to be developed or believes that it comes naturally with spending time abroad or with representatives of other cultures.	interest. Conscious of not knowing how to develop own IC, and seeks external help (through reading about IC (development) or attending training(s).	Bennett's model. Demonstrates capacity of setting developmental goals and pursuing the goals set.
Capacity to see from more than one perspective	Always sees things from own cultural perspective (either because is not familiar with/aware of other possible perspectives or due to not considering them valid/important enough).	If prompted about an aspect of culture which he/she is familiar with in at least two cultures, can explain how representatives of the (two) different cultures are likely to see a phenomenon related to this cultural aspect. Easily forgets about the existence of multiple perspectives, when involved in interaction.	Can see things from more than one perspective, both "theoretically" (see level 2) and in practice. "Makes space" for possible (hypothesized) different perspectives even in new intercultural situations (related to cultural aspects with which he/she is not familiar and for all the cultures involved).
Empathy	Acts guided by imagining what him/herself would feel in the circumstances.	Conscious of others potentially experiencing different feelings. Would try guessing what the other might feel and either give up or act on a guess.	Capable of discovering the other's feelings (through asking, observing and interpreting or making use of prior knowledge) and acting accordingly.
Choosing an appropriate and effective behavior in different cultural contexts	Always follows the supposed dos and don'ts learned in relation to a familiar foreign culture. If they do not work (or if in intercultural situations for which no dos and don'ts have been learned) behaves as if dealing with	Adapts his/her behaviour to that of the representative of a different culture, on the basis of the verbal and nonverbal signs observed. May feel frustrated if the interaction is not successful and will blame own lack of Intercultural	Modifies own behaviour depending on the verbal and nonverbal signs perceived and prior knowledge applicable to the intercultural situation at hand. Able to ask for confirmation of the appropriateness of chosen

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	representatives of own culture. May feel frustrated and blame the other if the interaction is not successful. Does not think in terms of appropriateness of own behaviour.	competence (own inability to choose appropriate behaviour). Might discuss unsuccessful interactions later on with persons who have not been involved in the incident in question.	behaviour and to signal when interaction becomes incompatible with own cultural values. Deals with perceived cultural misunderstandings immediately, during the interaction itself, so as to permit both the cultural other and him/herself to achieve the desired goals in a mutually acceptable way.

SOCIAL ENTREPRENEURSHIP

Social entrepreneurship is the competency to respond to social challenges and create opportunities by undertaking innovative and sustainable projects in collaboration with others.

Competence Indicator	Level 1	Level 2	Level 3
Awareness of social challenges and proactive approaches	Has a basic sense of social challenges: observes reality and identifies challenges	Sees opportunities for actions and possible approaches; weighing the risks and potentials	Has the capacity and self-esteem to take decisions with inclusion of risks. Develops a plan of actions
Inspiring others to take part in	Shares knowledge and discusses	Engages individuals and groups	Develops a business plan to

projects with social impact. Finding resources	visions with possible partners	to participate in the social initiative. Identifies necessary resources.	move towards the shared vision. Procures the necessary resources
Undertaking ambitious (complex and challenging) projects that respond to social challenges	Starts a pilot project	Considers positive and negative feedback from the pilot, demonstrates flexibility necessary to adjust the project to build on its strengths	Develops complex projects and networks to replicate the pilot experience, and is able to turn criticism and failure into success
Application of management skills (financial, personal, organizational...) to guarantee the sustainability of the project	Knows what financial, personal and organizational elements are required for the sustainability of the project	Can identify procurement sources for the necessary elements	Can organize and monitor the three aspects in a way that promises to bring the project to the desired aim and profitability

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LEADERSHIP

Leadership is the use of individual skills to organise, coordinate and delegate tasks, providing constructive feedback, solving possible conflicts creatively and through dialogue. Leadership requires empathy, initiative and creativity and the ability to express thoughts, ideas, feelings and emotions clearly and assertively.

Competence Indicator	Level 1	Level 2	Level 3
Developing effective communication strategies	Communicates initiatives with clarity	Engages others to convey Initiatives	Fosters others' enthusiasm for/with own initiatives
Delegating, distributing work in balanced way	Distributes work among team members in order to cover all tasks	Distributes work in order to cover all tasks matching tasks to team members' skills	Distributes work effectively among team members in order to cover all tasks, thereby building confidence
Appropriately expressing recognition for things well done/Providing constructive feedback to team members	Appropriately expresses recognition for things well done.	Through recognition, stimulates satisfaction of group members with the work they've done	Fosters the initiative of others through recognition
Conflict/Negotiation	Prefers to work alone, however tries to work with others. Unable to mediate/Difficulties when mediating	Ability to encourage teamwork. Forges team identity and can mediate in most situations of conflict	Successfully gets others to work well as a team. Effective mediator.
Initiative/creativity	Enthusiastic in role of leader. Requires prompting and lacks initiative.	May have some original ideas or build on others' ideas. Acts when situation is critical.	Shows initiative, acts without prompting. Innovative and highly motivated.
Emotional maturity	Tries to cope with pressure and demands, but is not always	Can cope with most demands and remains calm in most situations	Is calm and composed under pressure. Provides an example

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	successful		for other team members in difficult situations.
Decision-making	Decisions taken lightly without thought for consequences	Appropriate decision-making taking into account complexities of issues.	Sound decisions and judgements made and respected by other team members.

COMMUNICATION

Communication is the comprehensive interaction between individuals and in groups through dialogue. It implies empathetic listening and being able to express thoughts, ideas, feelings and emotions clearly and assertively.

Competence Indicator	Level 1	Level 2	Level 3
Intercultural Competence			
Interaction and communication	Can engage in short simple conversations with some appreciation of both verbal and nonverbal signs	Can sustain longer engagement with the ability to negotiate shared understanding and overcome differences	Can conduct and complete a shared task in a multicultural situation
Interpersonal Communication			
Establishing good dialogical relations with others	Being present and paying attention to the other	Building a trusting and sustainable relationship by accepting and exploring the	Ability to construct meaning in dialogue

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		other´s feelings	
Using dialogue to generate closer, more fruitful and respectful collaborative relations	Uses effective listening to ensure the other feels heard and understood	Uses constructive criticism and recognizes the other's perspective, including their beliefs and expectations	Creates an atmosphere of genuine mutuality to generate fruitful and respectful relations between those involved
Fostering a constructive communicative context for interaction	Expresses self with sincerity and respect	Systematically but empathetically questions the opinions of the other and openly recognizes own doubts and mistakes	Stimulates honest, sincere and open communication on the part of others
Showing congruency between explicit and implicit communication signs and symbols	Body and gestures convey information that is consistent with verbal message	Body and gestures contributes valuable information and enrich verbal message	Body language is totally consistent and suitable to enhancing communication
Demonstrate accountability and good judgment in communication	Demonstrates awareness of the need for discretion in given situations	Assumes responsibility for the possible outcomes of the communication and makes wise choices in the conduct of the dialogue	Shows a comprehensive understanding of the ethical dimension of the communication
Leadership			
Developing effective communication strategies	Communicates initiatives with clarity	Engages others to convey Initiatives	Fosters others' enthusiasm for/with own initiatives
Appropriately expressing recognition for things well done/Providing constructive feedback to team members	Appropriately expresses recognition for things done well	Through recognition, stimulates satisfaction of group members with the work they've done	Fosters the initiative of others through recognition
Conflict/Negotiation	Prefers to work alone, however	Ability to encourage teamwork.	Successfully gets others to work

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	tries to work with others. Unable to mediate/ Difficulties when mediating	Forges team identity and can mediate in most situations of conflict.	well as a team. Effective mediator.
Project Development and Management			
Project writing and reporting: understanding guidelines, responding with structured narrative introducing novelty and convincing arguments	Responds to a template in a clear way	Responds to a template in a clear way or constructs own structure	Responds to a template in a clear way or constructs own structure and writes with conviction and originality
Effective communication: to convey ideas in a clear, collaborative and convincing way, both internally and externally	Communicates in a clear and unambiguous manner, open to the views of others	Negotiates alternative positions and generates agreement	Promotes the project to third parties with conviction and passion
Social Entrepreneurship			
Inspiring others to take part in projects with social impact Finding resources	Shares knowledge and argues visions with possible partners	Engages individuals and groups to participate in the social initiative. Identifies necessary resources	Develops a business plan to move towards the shared vision. Procures the necessary resources
Teamwork			
Actively participating and collaborating in team tasks	Completing assigned tasks within deadline as group member, participating actively in team meetings, sharing information,	Collaborating in defining, organizing and distributing group task towards the achievement of shared objectives	Providing constructive feedback to other people on the work carried out

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	knowledge and experiences		
Promoting confidence, cordiality in the group relationship	Listening to others' opinions and expressing his/her own opinión	Accepting the opinions of others and knowing how to give own point of view constructively	Promoting constructive dialogue and maintaining atmosphere of collaboration and support
Contributing to the consolidation and development of the team, by fostering communication, good atmosphere and cohesion	Accepting and respecting group norms and applying the team's work processes	Interacting positively with other group members, supporting and encouraging them	Proposing ways of getting together apart from formal meetings to improve group cohesion.
Acting constructively to resolve team conflicts	Avoiding addressing conflicts	Acting positively to resolve conflicts that arise in group	Own actions provide constructive ways out of conflicts
Coordinating groups, ensuring members integration and empowerment	Obtaining commitment of each member by enabling the group to function as such.	Achieving personal and collective commitment of the team in all key aspects	Getting members involved and committed, by accepting in a positive way others' suggestions as their own proposals
Conflict Transformation Competence			
Listening and considering the positions of others in situation of conflicts. Being able to understand own and others' position and the ethical responsibilities	Listens to and understands only the opinions and interests which do not conflict with own position, and gets tense when differences are expressed	Takes the opinions and interests of others into account, recognizing and understanding points of agreement or divergence	Promotes an atmosphere of respect and dialogue where everyone can speak freely and be listened to, and comprehends ethical implications of own and others' position, seeing possibilities for reconciliation
Showing assertiveness and strategy when proposing and	Expresses own opinions and interests calmly but with firmness	Expresses own position and interests with clarity, and knows	Expresses own positions and interests to others, remaining

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defending own positions and managing conflict	and conviction, even though different from those of others. Is open to dialogue, but there is little strategy, and defense of own position weakens when a competitive atmosphere arises or the process takes an unexpected direction	how to defend it in an atmosphere of dialogue. Knows how to plan a strategy and adapts own position to the process with flexibility	open to dialogue and the possibility of reconsidering own standpoint(s). Analyses and plans the best strategies, responding quickly and with versatility and cooperation in process of negotiation
Seeking acceptable alternatives and solutions for conflicts	After listening, is clearly open to considering others' proposals, and to conceding points in order to reach agreement	Contributes actively to dialogue with proposals to explore possible alternatives and achieve agreements and commitments with others	Tries to reconcile and integrate different postures to reach agreements satisfactory to everyone involved

CONFLICT TRANSFORMATION

Conflict transformation is the competence to cope with clashing ideas, emotions and behaviours and to be able to analyse the different positions with the aim of finding mutually acceptable and constructive outcomes.

Competence Indicator	Level 1	Level 2	Level 3
Developing strategies for coping with emotions caused	Tolerates feelings of frustration in interaction with others	Feels at ease with different views and discrepancies	Empathizes with others' views and emotions

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by differences			
Developing strategies for coping with intellectual conflict caused by differences	Tolerates tensions in arguments with others	Accepts different views and discrepancies	Values positively expressions of differences among others
Listening and considering the positions of others in situation of conflicts. Being able to understand own and others' position and the ethical responsibilities	Listens to and understands only the opinions and interests which do not conflict with own position, and gets tense when differences are expressed	Takes the opinions and interests of others into account, recognizing and understanding points of agreement or divergence	Promotes an atmosphere of respect and dialogue where everyone can speak freely and be listened to and comprehends ethical implications of own and others' position, seeing possibilities for reconciliation
Showing assertiveness and strategy when proposing and defending own positions and managing conflict	Expresses own opinions and interests calmly but with firmness and conviction, even though different from those of others. Is open to dialogue, but there is little strategy and defense of own position weakens when a competitive atmosphere arises or the process takes an unexpected direction	Expresses own position and interests with clarity, and knows how to defend it in an atmosphere of dialogue. Knows how to plan a strategy and adapts own position to the process with flexibility	Expresses own positions and interests to others, remaining open to dialogue and the possibility of reconsidering own standpoint(s). Analyses and plans the best strategies, responding quickly and with versatility and cooperation in process of negotiation
Seeking acceptable alternatives and solutions for conflicts	After listening, is clearly open to considering others' proposals, and to conceding points in order	Contributes actively to dialogue with proposals to explore possible alternatives and achieve	Tries to reconcile and integrate different postures to reach agreements satisfactory to

	to reach agreement	agreements and commitments with others	everyone involved