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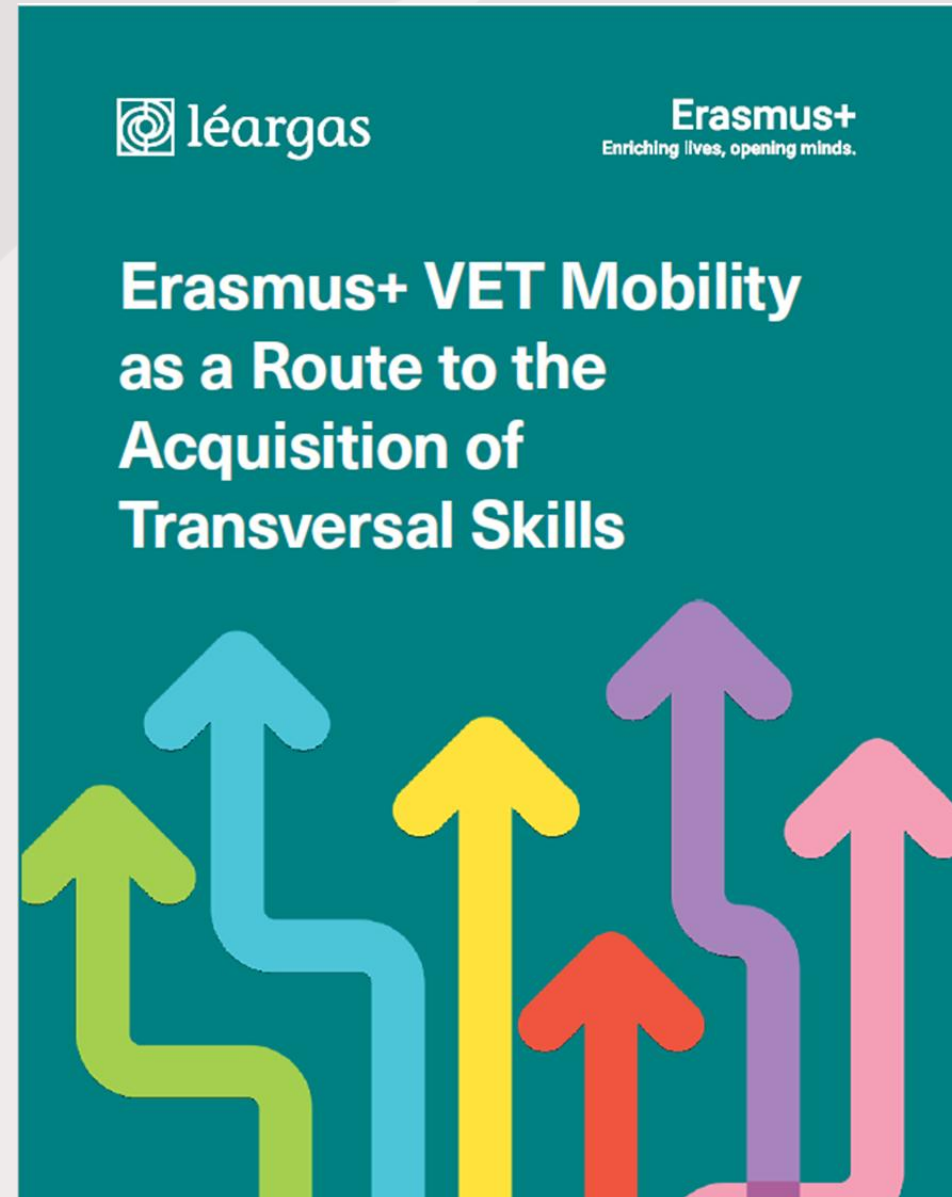


Using Transversal Skills Framework and Toolkit to Enhance the Impact of Mobility

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Aims

- ◉ Explore the **importance** of VET mobility for the development of transversal skills
- ◉ **Assess** if the mobility **expedites** the development of transversal skills in a practical and supported way.
- ◉ **Analyse** the importance of transversal skills for the current and future **workplace**.
- ◉ **Provide recommendations** to embed Erasmus+ and EU partnerships as a strategic pillar of an organisation.



Context

Unpredictable working environment characterised by **VUCA**:

- ◉ Volatility
- ◉ Uncertainty
- ◉ Complexity
- ◉ Ambiguity

Example? COVID-19

Future? **Geopolitical Instability**

Employers' Perception of VUCA

A lack of:

- Problem solving
- Critical thinking
- Self-management
- Self-regulation (stress tolerance, resilience and flexibility)

Priority Transversal Skills for Employers:

- Adaptability
- Empathy
- Resilience
- Self-awareness
- Self-confidence
- Communication

ARTICULATION GAP?

What are Transversal Skills?

(soft skills, life skills, universal skills, 21st century skills, human centred skills intelligence, C.O.R.E. skills etc.)



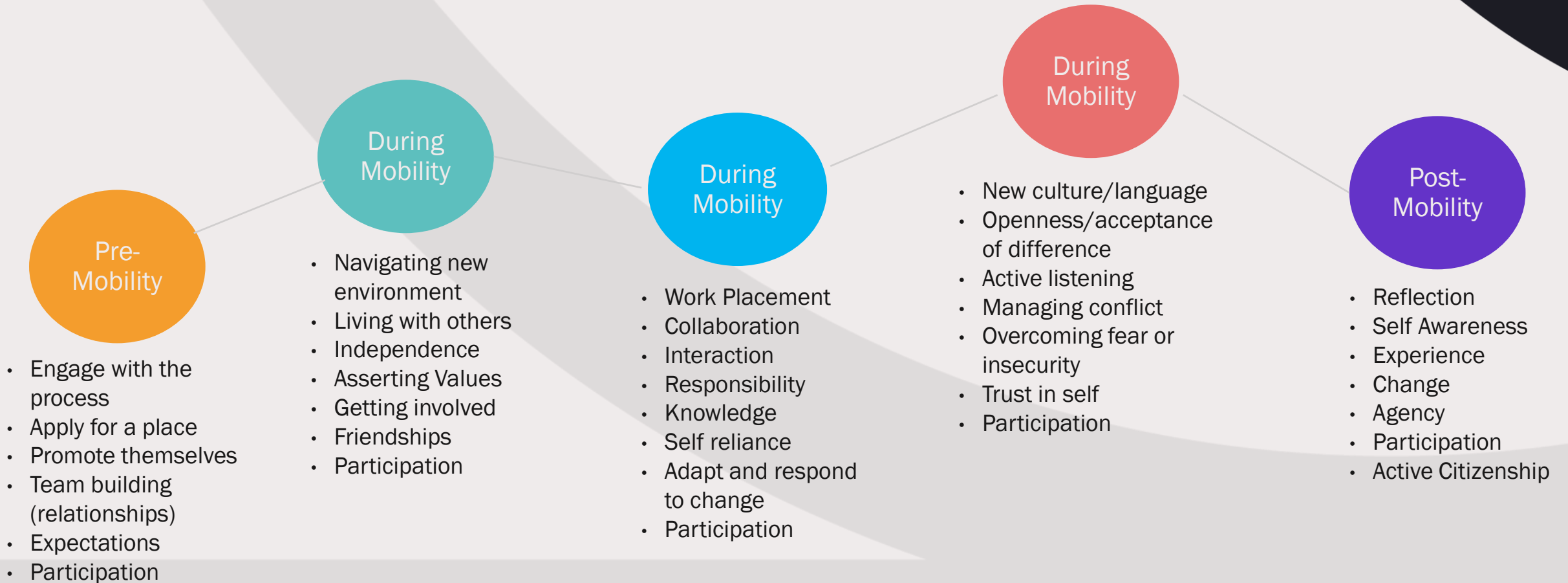
Definition

“Skills that are typically considered as not specifically related to a particular job, task, academic discipline, or area of knowledge and that can be used in a wide variety of situations and work settings; for example, organisational skills.

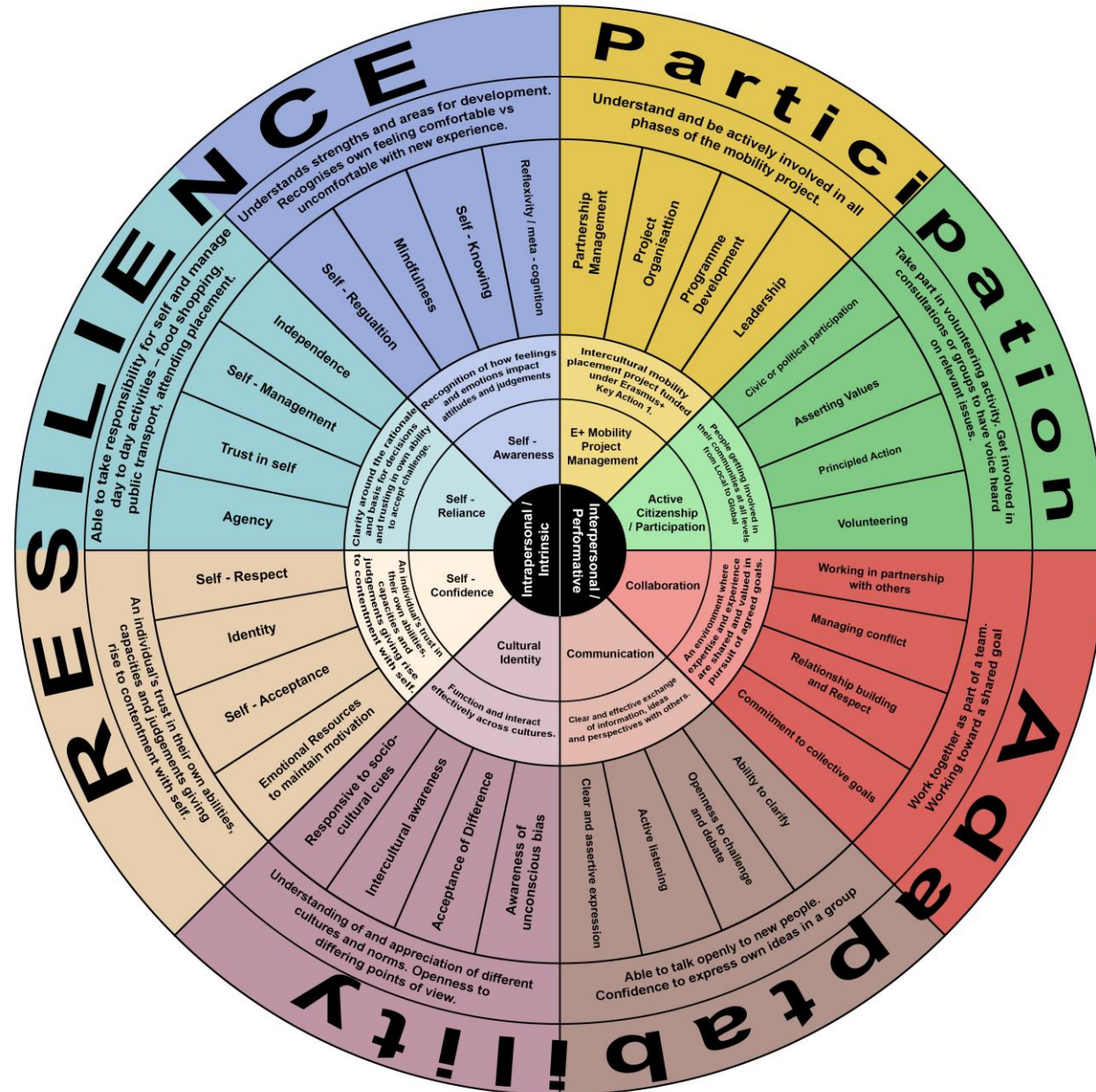
They refer to an individual’s ability to communicate, problem-solve, build and maintain relationships and adapt in times of uncertainty”

UNESCO, 2019

Application



COMPETENCY FRAMEWORK FOR TRANSVERSAL SKILLS



Competency Framework– Interpersonal skills

Communication

Collaboration

Participation

Project
Management

Competency Framework– Intrapersonal skills

Self
Awareness

Self Reliance

Self
Confidence

Cultural
Identity

Report Findings

- ◉ Continuously reported that Transversal Skills are those **most valued** outcome/impact of mobility - **transformative** for life and work.
- ◉ Teaching of Transversal Skills needs to be undertaken in an **applied context**.
- ◉ VET mobility process **fosters and expedites** the development of Transversal Skills.
- ◉ Most **positive cultural and interpersonal impact** on **participants with fewer opportunities** or those who have not lived away from home
- ◉ Post COVID-19, the identification of priority Transversal Skills has shifted from inter-personal (between people) to **intra-personal (within self)** and include mostly those relating to **Emotional Intelligence** such as resilience, self-confidence and self-regulation.

Report Findings – Articulation Gap

It is not about the skills gap - it is about articulation gap!

- ◉ Transversal skills not made explicit enough in the education and training provided.
- ◉ Learners cannot articulate them and demonstrate them as competencies to employers.
- ◉ Participants acquire transversal skills and may have better levels of transversal skills than they realize!

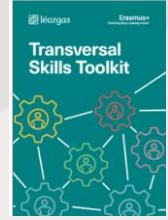
Recommendation

Develop a toolkit of practical resources to implement pre, during and after mobility that will encourage development of transversal skills.



Léargas Report, December 2024

Transversal Skills Toolkit



- Specialized follow-on resource based on Transversal Skills Competency Framework, aimed at newcomers or less experienced entrants to the Erasmus+ Programme.
- Consists of practical activities, reflective exercises and assessment tools based on problem-based learning, tailored to address different phases of the mobility.
- The purpose of the Toolkit is to assist educators and practitioners in supporting participants in the development of transversal skills and maximizing the benefits of their international mobility experience.

Transversal Skills Toolkit - Process based Learning(PBL)

Process-based learning focuses on the **how** of learning rather than the **what**.

This approach emphasizes developing participant understanding of the processes involved in learning, problem-solving, and critical thinking, rather than focusing exclusively on the end result.

Process-based learning encourages educators to become a facilitator of learning and discovery.

In the context of VET, many of the skills strengthened through process-based learning benefit the individuals far beyond the classroom; **critical thinking**, **problem solving** and **reflective practice**, are lifelong skills that are desirable in the job market as well.

Transversal Skills Toolkit – Self Awareness

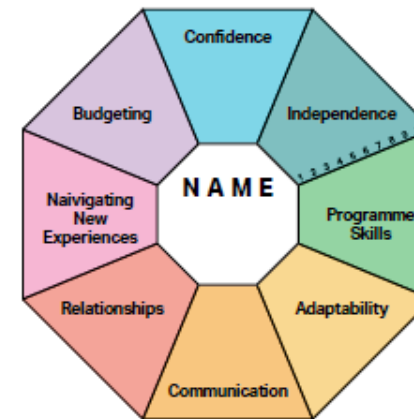
Personal Development Web

Objective: This exercise is for mobility participants at pre-departure and post mobility phases to review their own development and determine the 'journey travelled'.

Description & Purpose: The purpose of this exercise is to encourage participants to reflect on their experience in general, understand the impact of the mobility period and identify areas of personal growth.

Time: This activity takes approximately 20 - 40 minutes.

Materials: Personal Development Web hand-out and pens for participants.



Instructions

- Facilitators provide the Personal Development Web handout to each participant [provided in appendix].
- The web contains 8 key headings which relate to personal development arising from a mobility activity.
- The headings are Confidence, Skills (relating to their programme), Adaptability, Independence, Communication, Navigating new situations, Budgeting and Relationships.
- Participants must reflect and rate themselves from 1 to 10 on the web by drawing a line at the number they have rated [1 is very weak and 10 is very strong].
- Reflect on the individual scores obtained and discuss – emphasising that they will reassess themselves after the mobility to identify their development/progress [journey travelled].
- The instructor takes the web back after this activity and keeps it until the participant has returned from mobility at which time participants will repeat the exercise.

Notes for Facilitator

- Allow at least 15 minutes for participants to evaluate themselves with regard to all statement and reflect on why they chose each score.
- Encourage a discussion with participants about the impact of their mobility – highlighting both expected and unexpected outcomes from the experience.

Transversal Skills Toolkit

– Communication

Communication

Listening for Building Empathy

Objective: This exercise is for participants prior to departure on their mobility period to focus their attention on the power of active listening.

Description & Purpose: The purpose of this activity is to help participants enhance their listening skills so that they can better demonstrate empathy and compassion toward others.

Time: This Exercise takes approximately 20 minutes - 5 minutes to discuss, then rotate and finally, 10 minutes to debrief.

Materials: N/A

Instructions

- The facilitator divides the group up into pairs.
- One participant is the speaker, and one is the listener.
- The speaker must Recount what they did last week and talk for 4 minutes – give the speaker 2 minutes to gather their thoughts first.
- If the speaker finishes talking before the time is up, they must keep eye contact with the listener until the time has elapsed.
- The listener must not speak for the three minutes and is only permitted to ask one question; they are not permitted to say anything else and must listen carefully.
- Once finished - take a few minutes to debrief.
- The speaker must discuss what it felt like to talk with someone who was listening so intently.

- The listener must recount what they noticed about how the person spoke about their week- for example - lots of detail/no detail; where did they begin and end; were they descriptive or factual; was the language positively oriented or negatively oriented?
- The participants must note if there were a difference in what was said vs what was heard (i.e. did the listener fully understand what the speaker meant to say?)
- Then rotate and repeat the activity - the speaker now becomes the listener.
- The facilitator debriefs with the entire group at the end of the activity.

Notes for Facilitator

- The facilitator will need to keep time and instruct participants when their time is up. The speaking time can be adjusted to 2 or 3 minutes, depending on the dynamic of the group.
- The facilitator will ask the participants perception of the 4 mins – long or short and what other experiences did they have while either talking or listening.
- The facilitator explains the practices that impede listening e.g., losing focus (zoning out), interrupting (even enthusiastically out of interest), bias (my mind is already made up) and being judgemental to bring awareness to active listening.

Transversal Skills Toolkit

– Active Citizenship

Active Citizenship

Digital storytelling to make an Impact

Objective: This exercise can be used by participants at any stage of the mobility to record their experiences, explore any topic and reflect on the benefit of the mobility experience. This activity also links to the Memory Wall activity.

Description & Purpose: To engage participants in the creative process of telling a story using digital tools, enhancing their narrative skills, collaboration, and ability to express ideas visually.

Time: 60-90 minutes

- **Introduction:** 10 minutes
- **Planning and brainstorming:** 15 minutes
- **Story creation:** 30-40 minutes
- **Presentation:** 5 minutes per group (depending on the number of groups)
- **Debrief and discussion:** 10-15 minutes

Materials Needed:

- Devices with internet access (laptops, tablets, or smartphones).
- Digital storytelling tools or software (e.g., PowerPoint, Canva, Storybird, WeVideo, Adobe Spark, Google Slides, etc.)
- Access to images, audio, and video resources (either pre-gathered or sourced online).
- Optional: Microphones for voice recording, headphones.

Instructions

- Explain the Concept: Begin by explaining that digital storytelling is a method of telling stories using multimedia elements such as images, sound, video, and text.

Emphasise that the goal is to blend creative writing with visual and audio components to craft an interesting and accessible narrative.

- Show Examples: Show a brief example of a digital story to inspire participants. The story could be a personal narrative, fictional story, or even an educational message.
- Clarify the Assignment:
- Each group will work together to create a short digital story (2-3 minutes).
- The story must include a clear beginning, middle, and end.
- It can be fictional, personal, or centred around a specific theme (e.g., "A Day in the Life on a mobility", "Overcoming Challenges", "Future of Technology").
- Divide the team into groups.
- Appoint a group member to address any challenges to the agreed theme.
- Idea generation – what's the story about? Create the story. Choose a digital platform (PowerPoint, Canva, Visual Apps).
- Each group presents their story.

Notes for Facilitator

- Debrief around challenges to developing the digital story, working as a group and using digital tools.
- Keep the balance between creativity and time management so participants don't get carried away with the creative process.
- Ask for constructive feedback for each story – ways in which the story could be enhanced or developed further.
- Wrap up by emphasising how important and inclusive digital storytelling is as a tool to communicate especially in an intercultural context.

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Thank you!

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