



Lifelong
Learning

Guide for Users

*Work Package n°2 Methodology for the
Training Course*

This guide aims to be a useful tool for understanding the methodology and content of the training course on key competencies.



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1. Introduction

Welcome to our online course on key competences and European Project YOTE “Youth on The Empowerment”.

This project was born to improve the abilities and the employability of the students near to entry in the labor market.

The methodology of this “on-line course” about key skills and European mobilities has been created by experts. The course combines a theoretical part with a practical exercise to acquire a thorough knowledge of the key competence.

The European Union defines “key competence” *as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment*”

There are 8 key competences based on the recommendation of the European Parliament and Council of 18th December 2006, that they considered necessary for the lifelong learning:

- 1) **Communication in foreign languages;**
- 2) **Communication in the mother tongue;**
- 3) **Mathematical competence and basic competences in science and technology;**
- 4) **Digital competence;**
- 5) **Learning to learn;**
- 6) **Social and civic competences;**
- 7) **Sense of initiative and entrepreneurship;**
- 8) **Cultural awareness and expression;**

These skills are the same for all members of the European Union, which represent a first step in the harmonization of education systems.

The key competences are compatible and complementary with any study or degree, and provide “added value” to the social and personal development of the students and a great step towards social cohesion at European Level.

2. Advantages of the Training Course about Key competences as an “e-learning course”

Accessibility: this training course is accessible for students when they need it. Students can review the theoretical part, participate in the forums when they want. Through the forums they can share opinions and materials to increase their knowledge.

Flexibility: Students can access their course about key competences at any time, from anywhere they can log on, the students only need a computer and internet access to take online classes. They will control the study time, and they can make a pause when they want.

Benefits for the environment: The materials (theoretical part, bibliography, study case...) are on the website, it's not necessary to print it. It saves energy and natural resources.

3. Access of the Course

To access the course please click in the following link:

<http://trainingcourses.yote.eu/>

First step: User Registration:

Please introduce your name, date of birth, nationality, tutor, country of residence and email. After that, you are going to receive an email in your mail account with username and password. Please do not forget to check the spam folder, just to be sure!

With those credentials you can reach access to the training course.

Click on the Training Course and use the enrol key: **YTcourse#566%**;

4. Structure of the course

The course is divided in 8 units of competence:

Each “unit” has a theoretical part (unit content in PDF, links and bibliography), and an evaluation test.

At the end you will find a “general practical case” on 8 key competences; you will solve the questions about the practical case.

Each self-assessment test will be evaluated max. 20 points.

The case is evaluated max. 20 points.

You will be able to access the e-learning course for 30 days, in order to:

- Study the contents of each unit; and if you need it, the documents of the bibliography.
- Complete the evaluation test. There are no limits to the attempts. You can make the self-evaluation as many attempts as necessary, although for each failed attempt you will receive a penalty of 33 % in poorly answered questions.
- Answer the questions about the practical case of “*Mario and Maria*”

The practical case is a story in which the characters implement key competencies studied.

5. Key Competences

5.1 Communication in Foreign Languages

Introduction

Nowadays, it is essential to acquire certain skills and competences to be successful and advance in your job as well as in your private life. Acquiring key skills results in a capacity to act which enables people to meet the private, social and professional requirements. Communication in a foreign language is an important skill:

“Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of social and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests..” (Official Journal of the European Union, L394/13, 30.12.2006, Annex)

The Benefit of Learning a foreign language

Nowadays, learning a foreign language has become practically indispensable for our work life, e.g. in large European companies, English is the official business language. In the service sector especially in the cities you need English competence because there are clients who are not from your country. You are well prepared if you are able to speak English. An office clerk without this key skill encounters considerably more career difficulties than a colleague with foreign-language competence in this field, for example.

Studying or working abroad gives you the chance to get new experiences, to develop intercultural competence and to become more independent. Furthermore a stay abroad is a value to add to your CV.

Acquiring foreign-language competence also results in a larger variety of possibilities in one's private life: you can choose interesting holiday destinations, watch movies in a foreign language, communicate with people or

friends from other countries, reading books, newspapers, blogs or websites in other languages. By learning a foreign language you set a milestone for your private and professional future!

The Methods

There are a lot of easy but successful methods to improve the foreign language skills e.g.:

- Read a book or a newspaper (in paper or internet) in the foreign language!
- Watch TV or movies in the original language
- Use language online training
- Special methods for learning vocabulary and irregular verbs
- Support for applying the foreign language

Result

After a thorough investigation of the “Methodology for learning the key skill “Language“, we have come to the following conclusion:

Foreign language could be the key to better chances on the labor-market and it offers you an interesting field of experiences in your own country and of course abroad.

With the acquisition of the key skill ”Language“, one can step out of a blind alley and can enrich an active private life.

The positive effects of international mobility activities in the acquisition and / or improvement of the key competence

An international mobility experience allows you to improve your communication skills in your native language. The use of a foreign language also forces you to reassess your skills with regard to grammar and syntax of your native language.

5.2 Communication in Mother tongue

Introduction

Communication in the mother tongue and in addition communication in the language of the country where someone actually lives is one of the most important skills:

“Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.” (Official Journal of the European Union, L394/13, 30.12.2006, Annex)

The key skill “Language“ is of special significance for you apart from other key skills (e. g. computer competence, mathematic competence and social competence).

We have to divide the linguistic competence into 2 areas:

- Native speaker competence
- Language competence in the language spoken in the country where you live

Learning a language

Learning a language means more than simply a cognitive effort. It is a holistic process, far more than thinking, feeling and acting. As a child you learnt your mother’s language at a very early age – the mother tongue. Every child learns the language without being taught simply by deeply memorizing the intonation and grammar. To a large extent, this process takes place automatically unless the child suffers from a special linguistic weakness.

But what happens to you if you move from one country to another? Then you have to learn the language which is spoken in your new home-country for getting the same language-competence as you have in your mother-tongue.

For learning successfully you have to take into account which learning-type you are:

- A visual type (“eye-man“)
- B auditory type (“ear-man“)
- C tactile learning type (touching, feeling, “tactile man“)
- D learning by writing (the “writer“ learns by writing)

Approximately 90 - 95 % of all people learn descriptively (A, B, C, D), thus, only 5 - 10 % learn in a verbally abstract way.

The Benefit of learning the language of the country where you live

Living in a country whose language one neither understands nor speaks is neither nice nor fulfilling. Such a barrier literally cuts people off from life. Communication is only possible within the family or within certain groups. Thus, integrative participation in public life is complicated.

In professional life, it is hardly possible to gain experience because even an internship requires a minimum of linguistic competence. In private life, this speechlessness leads to isolation and integrative problems. Speaking a language is communication, not just the spoken word.

What changes after having improved the mother tongue?

You do not fear to produce bad mistakes when you have to write something for school or in your apprenticeship. You can do it in the right way and will be successful in the things you do. You do not fear to call someone for asking for an internship –you know how to talk to him or how to write an email or a letter in the right way. The chance to get it: much better than if you ask him in your familiar language. You can better explain what you mean and what you want. So your performance gets better in every days life and of course in an apprenticeship or in a job.

Result

Language is the key to living and working in any country.

With the acquisition of the key skill “Language”, one can step out of isolation into an active private life with contacts and good chances for integration as well as into a successful work life.

The positive effects of international mobility activities in the acquisition and / or improvement of the key competence:

An international mobility experience will improve your knowledge of a foreign language and your ability to speak it fluently thus increasing your opportunities to find a better job once you will finish your studies.

5.3 Mathematical Competence and Basic Competence in Science and Technology

There are lots of real uses of mathematical competence and basic competences in science and technology in our life. Today almost all businesses are based on those skills. From early age children are familiar with numbers and as they get older they realize that almost everything in their lives is connected to mathematical competence and basic competences in science and technology.

When someone goes shopping, calculations are needed. Even people who suffer from math-related anxieties or phobias cannot escape from math everyday presence in their lives. Math is everywhere, exists from home, to school, to work and places in-between. Whether using measurements in a recipe, or deciding if half a tank of gas will make the destination, we all use math. It is a good, therefore, for reluctant math learners to use real world examples to ignite a spark of practical interest. Math is a part of our lives, wherever we go, whatever we do, we are using math daily without even realizing it.

Some people aren't even out of bed before encountering mathematical competence in our life. The use of setting an alarm and hitting snooze, assumes this skill. Baking and cooking requires some mathematical skill as well. Every ingredient has to be measured so as to get the exact amount we need. Even gardening requires skills in math in order to count the holes and the plants that have to be planted. If we think deeper we will realize that almost everything is based on mathematical competence in our life: the house we live in, the decoration that we chose for our house, the distance and the time that is needed for our work, our children's programme in school, bank transactions, travelling. Numbers and digits surround our lives every minute.

Mathematical competence is used in different facets in our lives. In sports, athletes and fans have to record the time, to use statistics so as to calculate win-loss ratios. We need to know numbers and how they work, and with today's technology we can do almost everything on our cell phone, from talking and faxing to surfing on the internet.

Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Also many jobs are related by their activities with science, environment protection, social issues etc, where ideas developed by science are used into practice and researches and scientific findings are integrated into those jobs.

The competence of knowledge of science and technology involves interaction with the natural environment and the natural world, and the ability to understand facts, predict the consequences and the impact that they have on human health and environmental sustainability.

It is the ability of people to interact with the physical world, both in its natural aspects and those generated by human activity, so as to allow the understanding of events, predict consequences and actions that lead to improvement and the maintenance of conditions of life, of other people and other living beings. In short, it is the competence that one has so that he can incorporate skills to deal appropriately with autonomy and personal initiative in various spheres of life (health, productive activities, consumption, science, technological processes, etc.) and to interpret the world, applying concepts and principles that allow the analysis of phenomena from different fields of scientific knowledge.

By obtaining those skills, one will have the opportunity to take an active and responsible role in his daily life, in community and workplaces.

There are several ways so as someone acquire skills on mathematical competence and basic competences in science and technology. People lacking on math skills and basic competences in science and technology could ask for assistance and can use all available resources, ie notes from previous lessons, talk with friends who have knowledge and are eager to help so as to find a solution to a problem or already know the process to solve it.

Generally one should outline the objective that wishes to achieve whenever he starts dealing with a new area of scientific interest, before analyzing the process step by step.

Benefits of having mathematical skill and basic competences in science and technology are essential in the hectic pace of everyday life. We can separate the benefits in the following different facets:

- Science
- Social studies
- Arts
- Poetry
- At home
- Academic subjects
- Bank transactions
- Work

The positive effects of international mobility activities in the acquisition and / or improvement of the key competence:

After an international mobility experience your practical and applied mathematical skills will be greatly improved and implemented, as much as your ability to solve problems applying your rational thinking.

5.4 Digital Competence

Digital competence is the ability to search process and communicate using information and convert it into knowledge, including the use of information technologies and communication as an indispensable tool. Consequently one who has this skill has the ability to search, obtain, process and communicate. It incorporates different capacities, ranging from access to information through various means of transmission, including the use of information technologies and communication as essential for the transmission of information, learning and communication.

Digital competence involves the use of information technology and communications for the maximum performance from understanding the nature and functioning of technological systems, and the effects of changes in social-personal world. It is also involved in handling strategies identifying and solving common issues of software and hardware that arise. It also allows people to mobilize information providing for analysis of autonomous, personal or collective work, both short and long lasting, meeting and interacting with the natural and social environment. Moreover, it can be used as a tool for organizing information, direct treatment to achieve objectives, and for the purposes of learning, work and leisure.

In short, the digital skill involves the regular use of technological resources available to effectively solve real problems. At the same time, allows the evaluation and selection of new information resources and technological innovations and enables the development of specific tasks or the achievement of goals. Thus, data processing and digital competence is autonomous, effective, responsible, critical and thoughtful in selecting and processing. The various technological tools have a critical attitude and reflective assessment of available information. In our society is considered particularly important this skill due to the impact that internet has.

Digital skills can be acquired in five basic steps:

As part of this work is presented the pyramid of skills that is built on the following levels:

A. Acquisition of basic ICT skills (Digital Literacy).

B. Ensure skill selection fast and secure access to networks and basic services offered by ICT.

C. Develop advanced skills in searching web information:

At this stage the person is initiated into technical internet search with the criteria of validity reliability and timeliness of information. Emphasis is placed on safe use of the internet in relation to illegal and harmful content.

D. Development of productive skills – organization - digital content management:

In this stage the person acquires the appropriate skills to be able to design and produce himself his own content, creating own websites focusing on the areas of work, education, communication, transactions etc.

E. Development of skills in applications and advanced services (value added services):

In this stage the person should be able to use the applications of IS in almost all the range of employment and of social life: employment-telework-on transactions, E-Commerce, education e-learning, collaborative environments, learning communities-in dealings with government agencies, entertainment, organization of everyday life etc.

The expected benefits to the person who eventually acquire digital skills are the following:

- Access to services offered primarily through the Internet,
- Faster and more efficient service when dealing with services, organizations, etc.
- Enrichment of their knowledge
- Prevent risks of social exclusion,
- Better adaptation and responsiveness to changing conditions and demands.

The positive effects of international mobility activities in the acquisition and / or improvement of the key competence:

An international mobility experience helps you develop and broaden your digital skills, giving you a plus to enter the world of work.

5.5 Learning to Learn

Structure and Definition

In order to keep up with the progress in a nowadays knowledge based society, where the technological development influences needs and requirements of individuals, to learn efficiently in less time and to keep more information, knowing your type of learning is absolutely a must.

In 2006 the European Council and Parliament published recommendations for key competences for lifelong learning, one of these competences was learning to learn. In this recommendation learning to learn was defined as follow:

“Learning to learn is the ability to pursue and persist in learning, to organize one’s own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skill as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual’s competence.”

Dimensions of Learning

The Center for Research on Education and Lifelong Learning, CRELL, created 2008 a framework based on former researcher and defined three dimensions of learning and their sub-dimensions: the **affective dimension**, with learning motivation, learning strategies and orientation towards change, academic self-concept and self-esteem and learning environment; the **cognitive dimension**, formed of identifying a proposition, using rules, testing rules and propositions and using mental tools; and **meta-cognitive dimension**, consisting of the problem solving (metacognitive) monitoring tasks, metacognitive accuracy and metacognitive confidence¹.

Which learner types are existing and which one are you?

In literature there are different models of learning styles and learner types existing. We use the following types:

- Auditory Learner: learning by listening
- Visual Learner: learning by watching and reading
- Communicative Learner: learning by discussing the content
- Motor Learner: learning by trying things out on your own

The recall rate is growing by using more channels - to 90% efficiency - but by knowing your learning type, it is possible to strengthen methods accordingly to your concrete type. Therefore there are some tips recommended:

- Auditory Learner: Record the learning matter and hear it again and again, create a melody for it or read the text out loud
- Visual Learner: Create mindmaps for your learning matter, make a collage with photos, charts or paintings, use file cards, make notes
- Communicative Learner: learn in a group, make role games, interact during the lessons
- Motor Learner: make experiments, support the content by using gestures and facial expressions, and clap always in the same rhythm during reading.

The positive effects of international mobility activities in the acquisition and / or improvement of the key competence:

An international experience allows us to deeply change all our traditional values and moreover, as we become more open minded, to rearrange our ambitions while making way for new personal and professional development prospects, learning to learn new concepts, ways of living, of working, of socialize.

5.6 Social and Civic Competence

Social and civic competences include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Social and civic competence involves positive social, cultural and intercultural communication, constructive participation and social and working life, knowledge of concepts such as democracy, human rights...

Social competence refers to personal and social welfare yourself in your life and the surrounding social environment. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments.

Civic competence refers to the knowledge of concepts such as democracy, justice, equality, citizenship rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations of Union Institutions and of the European Union.

Conceptual Framework

The aim was to improve the structured dialogue between young people from different European countries and the representatives of EU Institutions.

To discuss tools that should be developed and strategies that could promote structured dialogue in countries where this is not yet established.

Objectives of Key Skills

As all key competence social and civic competence the structure is based on knowledge, skills, and attitudes.

The main character of civic competence is related to the ability to interact effectively in a group living space, in a community, and is related to solidarity and interest in solving problems affecting the local community. Civic competence goes beyond involves a critical and creative reflection and participation in a community or involves taking sides indecision making at all levels, from local to national and European level.

The main objective of social skill is the understanding and acceptance of a multicultural society, with distinct identity, socioeconomic status, which fits the individual as an individual and as a social being able to work in a group, team and belong to an organization.

How acquire the competence

Social and civic competence could be acquired through different subjects; (history, philosophy, geography, social science...) or by the use of ICT;

Social and civic competence are Integrated in some or all subjects;

Also through special events, projects –and assessment:

Working with local community; parents; enterprises; NGOs; other schools; forming part of youth associations working together on various topics such as environment, gender equality, democracy, non-discrimination, disability, and other topics related to the European Union.

You can be active in your local community can volunteer at an organization or participate in an international seminar with young people across Europe.

Benefits

Being an active member of his community; participate and be part of decision making; better relationship with the environment and oneself; creative thinking; solidarity and group membership; teamwork

The positive effects of international mobility activities in the acquisition and / or improvement of the key competence:

Improve your social skills in an international environment, as in the case of an international mobility activity, has a great added value, since you improve your ability to interact with people with very different background in a positive way.

5.7 Sense of Initiative and Entrepreneurship

Introduction

In December 2006, the European Reference Framework adopted by the Council of Ministers of the European Union designates entrepreneurship as one of the 8 Key Competences for Lifelong Learning, in association with the “sense of initiative”. The concept of a sense of initiative and entrepreneurship assumed to serve as the engine of the developments needed. At the same time, the European Parliament and the European Council carries a recommendation that the Member States integrate the key competences in their future school reforms. The principal goal of entrepreneurship education is “to give students the attitudes, knowledge and skills to act in an entrepreneurial way.”

Analysing Structure and Objectives of Key Skills

The European Framework for Lifelong Learning, defines the key competence as *“Sense of initiative and entrepreneurship as an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.”*

Like other key competences, the sense of initiative and entrepreneurship consists of three interrelated ingredients: knowledge, skills & attitudes.

These three types of components are deeply interlocked and cannot be developed in isolation.

Strategy and procedure to acquire the competence

Basically the process of acquiring a competence is a process of learning by doing. Moreover, entrepreneurship is a multidisciplinary competence that will have to be approached accordingly. That's why learners will have to be given the opportunity to connect to each other and to people outside schools, vocational education and training institutions (VET) (entrepreneurs, business centers, public incubators, the support structures, funders, etc.).

Moreover, to foster entrepreneurial skills of students, several methods can be carried out by teachers such as: facilitating student projects in school, study tours or company visits, games and simulations, traineeship, mentoring, brainstorming, working in pairs, group work, cooperative methods, “learning by doing”. During the training course, the teacher spends time listening to and observing the student. He/she encourages the student in constructive feedback.

The Benefit of sense of initiative and entrepreneurship

Students in all fields will greatly benefit from learning about - and gaining experience of entrepreneurship. In fact, entrepreneurial mindsets, knowledge and abilities will be of benefit to vocational students in all walks of life and in a variety of jobs (dedicated advisory and support programmes).

In addition to that the students will benefit also from other several advantages such as:

- Acquiring self confidence
- Self management/ personality responsibility
- Enhancing creative spirit
- Better knowledge of business environment
- The sense of innovation
- Interpersonal communications
- Increased problem-solving and decision-making abilities
- To develop positive attitude

Besides, entrepreneurial skills and attributes can provide other positive outcome to society. In fact, personal skills and qualities that are relevant to entrepreneurship such as spirit of initiative and creativity can be useful to everyone in their working responsibilities and in their day-to-day existence.

The positive effects of international mobility activities in the acquisition and / or improvement of the key competence:

An experience of international mobility is in itself an entrepreneurial activity which helps develop a set of skills and abilities that will be very important for insertion into the world of work and for your own personal growth.

5.8 Cultural awareness and Expression

Cultural awareness and expression is defined by European Commission as the “Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts”

This competence refers to the creation, development and promotion of creative ways of expression to relate to others through non-verbal forms of communication or looking for ways to expression within the wide range of possibilities that are offers.

Cultural expression involves awareness of European cultural heritage and the benefit for oneself and for other individuals.

Cultural expression encompasses artistic and cultural works of all time, classic, contemporary...but on the other hand, it also refers to the importance of aesthetic factors in daily life, to be cared for our presentations.

Developing a cultural awareness and expression, implies a maturity of the individual towards understanding and expression of ideas will take shape with new knowledge acquired abroad, and through the activities carried out, the interest and attitude by the students is critical to the development of cultural awareness and expression.

Conceptual Framework

It is essential to understand and respect cultural and linguistic diversity in Europe and in other regions of the world and the need to preserve it.

There are many environments that surround us and the tools at our disposal, to help promote the development of awareness and cultural expression, however there is an internal human factor, the development of cultural awareness and expression requires a complex thought to leave work to reason and to” understand "and" respect" the different forms of expression of the other in different cultural contexts.

A multicultural framework helps to develop cultural awareness and expression; a multicultural environment is one who practices tolerance to other forms of

expression, improving their knowledge of their history, their identity and is enrichment for future generations.

Objectives of Key Skills

As all key competence cultural awareness and expression is knowledge, skill and attitude.

The aim is to improve the knowledge a of the cultural European heritage.

The main character of this competition is the variety of forms of expression and manifestation; has a creative character implies different ways and channels of communication, improving creative skills, which can be transferred to a variety of professional contexts.

The main objective of Cultural Awareness and Expression is the understanding of the “sense of identity” to create an open attitude towards other countries and respect for diversity of cultural expression.

How acquire the competence

Cultural awareness and expression, it is a broad and creative competence; are so many ways of expression of this ability as procedures to acquire it:

Cultural awareness it is implicit in different areas such as art, music, painting, architecture, languages, it is a transversal competence include in different subjects and in many activities and jobs.

This competence can be purchased individually and in groups:

Individually implies a personal interest in learning more about other cultures and different forms of expression on the internet, manuals, events; must be an active part through formal and non-formal education.

On the other hand, it could be purchased in groups, participating actively in organizations, sharing experiences, learning about the culture of other participants, being creative and crating a workshop to share knowledge and experiences.

Benefits

Acquisition of knowledge of different cultural heritage in Europe, for the different costumes, and life styles, improve the creativity to share your own culture,

wake the individual's interest in other cultures and forms of expression, and in general terms this means a deep knowledge of the history geography and art of Europe, and other countries of the world.

On the other hand it enables us to develop critical thinking and open our minds to other cultures and ways of expression different from ours.

The positive effects of international mobility activities in the acquisition and / or improvement of the key competence

An international mobility experience is a step outside your cultural boundaries and that makes you realize the impact that your culture has on your behaviour. Becoming aware of your own culture you will be able to have more positive relations at personal, social and working level.

6. Practical Case Mario and Maria: The great Travel

Wednesday in summer

Uhh, it's done. Mario just finished his last exam and now his first year of studying at university lies behind him! It is time for enjoying the nice weather with his friends, a cold beer and a barbecue in the park nearby. Everybody brings something to eat and to drink. Mario's new friend from the university is accompanied by a very young woman. Mario likes her from the first moment, her dark eyes, her laughing, and her long brown hair. "Hey Mario, come over! Have I introduced my sister to you? That's Maria, my younger sister. She has holidays now and spends some days with me."

Mario is nearly unable to speak any word. She is his sister, not his girlfriend, fantastic.

"I am Mario" – nothing else!

"I am Maria, nice to meet you! You are a colleague of my brother? Oh, the weather is so fine; I enjoy this barbecue with all these nice people! Have you tasted the white wine, it is cold and I like to drink it today! I have finished the year before last at school! Next year at this time I will be free!!! And then I will see the world".

Wednesday in summer – one year later

"We have two reasons to go out this evening in a good restaurant. First reason: I have finished school and I am so happy about. Second reason: we are a couple since one year!" Maria dances through the living room of their small flat.

"Yes, good idea! Do you remember? One year ago you announced that you will start to see the world now. What do think about it today? I would like to do so. Let us talk about it in the evening".

As one year ago, Mario and Maria enjoy a nice summer evening, but this time on a terrace of a nice restaurant but again with cold white wine.

"Let us spend one year abroad. I can leave my studies for one year and you can start one year later. Perhaps then you know in a better way what kind of job you will do in your further life." Mario starts the conversation.

Mario and Maria plan their great travel and enjoy an interesting year. They need a lot of competences to do it successfully. You will see: all the key competences you have learnt about in the online-tool will be very useful in the practical life! Find the whole story in the online-tool and evaluate in this practical use if you know which key-competences are important in the different situations.

7. Evaluation

Final evaluation about all:

You must perform the evaluation of all the key skills and practical case and achieve at least a score of 60% to receive a certificate of achievement