



Co-funded by the
Erasmus+ Programme
of the European Union

COMPETENCE FRAMEWORK

together 

Project title: Implement service learning in schools TO GET digital cultural HERitage enhanced

Project acronym: TOGETHER

Grant Agreement No.: 2020-1-DE03-KA227-SCH-093556

Programme: Erasmus+

Action Type: KA227 - Partnerships for Creativity

Key Action: KA2 - Cooperation for innovation and the exchange of good practices

Field: School education

Start of Project: 01/05/2021

End of Project: 30/04/2023

Project Duration: 24 months

Authors:

P0 DE - Berlin Cosmopolitan School

P1 PG - Agrupamento de Escolas José Estevão

P2 SER – Link Group

P3 BG - “BUDAKOV FILMS” EOOD

P4 CY – EMPHASYS CENTRE

P5 BE - EUROGEO VZW

P6 ES - POLITEKNIKA IKASTEGIA TXORIERRI S.COOP

P7 IT - EUROCREA MERCHANT SRL

Competence Framework

The aim of the framework is to lay down the set of knowledge, skills and competences necessary to design and implement a SL project related to the digitisation of cultural heritage.

A clear distinction will be made between hard and soft skills, condensed to develop units of learning outcomes.

Hard skills will include key knowledge in **Humanities** (ancient and modern languages, literature, philosophy, history, archaeology, anthropology, human geography, law, politics, religion and art...) enriched by **ICT and digital abilities** (Information and data literacy, Search and managing digital information, Communication and collaboration, Digital content creation, Digital problem solving, Safety)

Soft skills will include creativity, critical thinking, problem-solving, project management, proactivity, and the ability to engage students and stimulate their curiosity, etc.

Entrepreneurial mindset will be a transversal competence embracing the whole path providing the specific expertise.

Hard skills

Hard skills	Competence (what knowledge, skills or attitudes)	Learning outcome
Humanities	Critical thinking and analysis	<ul style="list-style-type: none"> • To analyse facts and understand a problem or topic thoroughly • To successfully plan a service learning project • Deal with complex problems • To identify and describe different kinds of cultural heritage • To understand threats to cultural heritage, sustainability and the potential of digitisation of cultural heritage • Understand and reflect on the community perspective
Humanities	Use suitable methodologies	<ul style="list-style-type: none"> • To understand the community context • To recognise possible approaches • To identify suitable methods • To implement methodology • To reflect on and evaluate outcomes
Humanities	Demonstrate civic responsibility	<ul style="list-style-type: none"> • To be able to share and promote community needs • To be able to establish engagement with organisations • To be able to link theory with practice for community needs • To teach students to recognize fake news
Humanities	Languages	<ul style="list-style-type: none"> • To reflect on concept of Global Languages in a Globalized World • To understand Constructed Languages • To understand the concept of many Languages One World - Foreign Language as a Global Competency

ICT	Information and data literacy	<ul style="list-style-type: none"> • To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them • To create and update personal search strategies
ICT	Browsing, searching and filtering data, information and digital content	<ul style="list-style-type: none"> • To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them • To create and update personal search strategies
ICT	Communication and collaboration	<ul style="list-style-type: none"> • To use suitable ICT tools and resources to communicate with others • To use ICT to share, present and celebrate results and outcomes • To use ICT to responsibly interact with decision makers
ICT	Pedagogical competencies	<ul style="list-style-type: none"> • To understand the process of spreading awareness that seeks to connect individuals with the environment, using heritage as a resource for citizenship training and for identity building from both self and collective perspectives • To be able to learn about cultural heritage resources, in order for cultural Heritage education to be a significant part of the citizenship curriculum, bringing students to understand their own cultures from the past, and how the past heritage has developed and transformed alongside history, bringing the past to the present. • To become capable of assigning value to cultural properties so as to convert them into cultural heritage assets to take care of, enjoy and transmit as binding, relational and experiential process that takes place between the cultural asset and the individual. • To establish relationships with features belonging to the culture of a particular society, such as traditions, languages, objects, painting, or buildings, that were created in the past and still have importance for a society

ICT	Guidance competences	<ul style="list-style-type: none">• To inform every stage of the teaching and learning process• To plan in response to student and learning facilitator (cultural heritage) inquiries• To develop criteria for producing a quality product or performance• To gather evidence from which sound conclusions can be drawn• To provide evidence that can be effectively reported and understood by the whole places for (service) learning about cultural heritage community• To collaboratively review and reflect on student performance and progress• To take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts• To use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores)
------------	-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Soft skills

	Competence (what knowledge, skills or attitudes)	Learning outcome
Soft skills	Communication Skills	<ul style="list-style-type: none"> To express historical concepts in writing and speaking to discipline-specific and general audiences To use and apply communication skills to address diverse audiences through multimedia presentations of research, written scientific reports; and educational demonstrations to lay audiences
	Leadership skills	<ul style="list-style-type: none"> To be able to lead students /classroom/ teams To make decisions quickly and in an effective way
	Planning and organisational skills	<ul style="list-style-type: none"> To know exactly which all of their resources are so that they can provide them for students whenever the students need them
	Creativity	<ul style="list-style-type: none"> To think, act and express in different ways depending on the situation. To drive innovation and collaboration on teams and to develop new solutions and approaches
	Coaching	<ul style="list-style-type: none"> To be able to help blocked students Use and apply personalised motivation to each student and create a climate of trust to work
	Networking	<ul style="list-style-type: none"> To work with other teachers and develop partnerships in an efficient way
	Resilience	<ul style="list-style-type: none"> To be able to withstand a shock in the process and learn from it To be able to help students solve different problems and handle difficult situations

Entrepreneurial skills

	Competence (what knowledge, skills or attitudes)	Learning outcome
Entrepreneurial skills	Spotting opportunities	<ul style="list-style-type: none"> • To identify and seize opportunities to create value by exploring the social, cultural and economic landscape • To identify needs and challenges that need to be met regarding cultural heritage • To establish new connections with the community and bring together scattered elements to create opportunities to create value
	Valuing ideas	<ul style="list-style-type: none"> • To judge what value is in social, cultural and economic terms • To recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	Ethical and sustainable thinking	<ul style="list-style-type: none"> • To assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment • To reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen • To act responsibly
	Financial modeling skills	<ul style="list-style-type: none"> • To understand and pursue the company's strategic financial objectives • To identify and evaluate new investment opportunities • To be able to assess the company's financial performance
	Team building	<ul style="list-style-type: none"> • To learn to work effectively in teams • To be able to manage and set team goals • To be able to manage possible conflicts in the team

Entrepreneurial skills	Competence (what knowledge, skills or attitudes)	Learning outcome
	Problem identification skills	<ul style="list-style-type: none"> • To be able to identify and deal with problems in a positive way • To be able to use their thinking and creative abilities to find the best solutions to the problems they encounter

