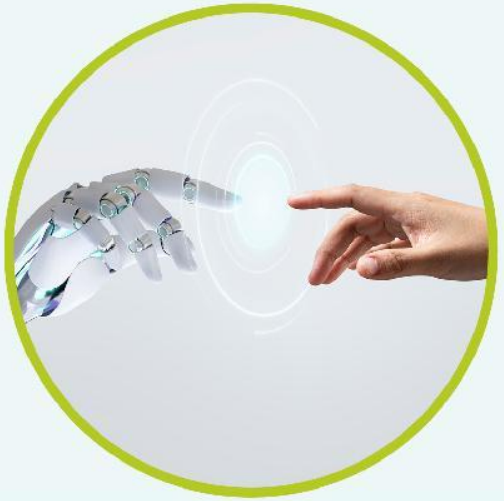
National VET Team



19 OCTOBER 2026

Competence and Skills Development in VET

Empowering Learners and Teachers for the Future of VET

TEMPUS PUBLIC FOUNDATION

EUROPEAN UNION

Erasmus+

The Future of Learning

Visibility, measurability, and assessment of intercultural and communication competences

Moderators

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TEMPUS Public Foundation, Hungary





Why are these competences still invisible?

Mentimeter

A student returns from an Erasmus mobility. How do you know that their intercultural competence has actually improved?



Very short professional overview - Common understanding

Presenter

JOZSEF MARTON





What do we mean by these competences?

Communication competence	Intercultural competence
Clear expression Active listening Checking understanding	Openness and respect Different perspectives Adaptability

They work together when people communicate across differences.

How can these competences become visible?

We observe what learners do in a specific situation.

Communicate	Explains an idea and checks others' understanding
Work with others	Asks about another perspective and responds to it
Adapt	Changes an approach when expectations differ

Visibility, measurability and assessment

Visibility	What behaviour can we observe?
Measurability	Which criteria describe the quality of that behaviour?
Assessment	What judgment does the evidence support?

Measurability does not require a single numerical score.



What evidence can we collect?

Learner	Self-assessment, reflection and portfolio evidence
Peers	Feedback from people who worked with the learner
Teacher or trainer	Observation during the activity
Task performance	Work from an authentic task or project
Over time	Before and after reflection and selected work

Triangulation: three views of one competence

Example competence: respect for different perspectives	
Self-assessment	Learner reflection on a group discussion
Peer assessment	Team feedback on listening and response
Teacher observation	Rubric and notes from the same task

Compare the evidence and discuss differences.

How do criteria support assessment?

Criterion-based assessment asks:	
What?	Which observable behaviour matters for this task?
How well?	What distinguishes an emerging response from a strong one?
On what basis?	Which concrete examples support the judgment?





What makes assessment meaningful?

Real or realistic situations

Several types of evidence

Feedback that supports further development

One questionnaire or test cannot tell the whole story.



Group work I.

Moderator
MARITA KROIČA





Task

Please read the example

- What shows that Communication has improved?
- What shows that Intercultural competence has improved?
- What information is missing?
- What could be added to have the best practice?





Just Mobility?

Four students aged 16–17—Anna, Leo, Marta and Sami—from a vocational school in the town of Northbridge take part in a two-week Erasmus+ group mobility at a partner school in Porto Verde. Their joint assignment is to design and present a small sustainable-tourism campaign with four local students. They attend classes, work in mixed teams, stay with host families and give a final presentation to pupils and community partners. The school describes the mobility as an opportunity to develop communication and intercultural competence. However, preparation is limited: the students attend one 45-minute pre-departure meeting focused mainly on travel rules, insurance and emergency contacts. Cultural expectations, communication strategies, conflict management and ways of gathering evidence of learning are not explored. The students complete a short self-assessment, but the questions are broad, personal goals are not discussed with a teacher, and no agreed baseline task is recorded.

On the first day, the visiting students are asked to introduce their campaign ideas in English. Leo speaks for most of the group, while Anna and Sami give very short answers and Marta avoids asking for clarification when she does not understand an instruction. The local students interpret the visitors' silence as lack of interest. A message about a changed deadline is posted in a group chat, but the wording is informal and the visiting students misunderstand it. They arrive with an unfinished draft, and tension rises when a local student says their contribution is "not ready." Marta takes the comment personally, while Leo responds defensively and interrupts. The accompanying teacher helps the team pause, paraphrase what each person means and agree on roles, meeting rules and a daily check-in.

During the following days, progress is uneven. Anna begins preparing questions before meetings and checks understanding by summarising decisions. Sami asks his host sibling to explain a local expression, then shares the explanation with the team instead of pretending to understand. Marta notices that two classmates have different expectations about punctuality and task ownership; she invites both to explain their working preferences and helps the group agree on a shared schedule. Leo continues to speak confidently but sometimes dominates discussion and dismisses pauses as wasted time. During a visit to a community centre, Anna adapts technical vocabulary for younger pupils, while Sami uses images when he cannot find the right word. The team later incorporates a host student's suggestion into the campaign and credits the idea in the final presentation.

On the final day, all four students speak during the presentation. The audience asks an unexpected question about whether the campaign reflects local residents' views. Marta acknowledges that the team consulted only a few people and avoids making an unsupported claim. The presentation is well received, but the teacher is unsure whether the improved performance shows lasting competence, rehearsal, support from stronger speakers or a combination of these factors. No follow-up observation is planned after the students return home.

What shows that communication competence has improved?

- **Anna prepares questions before meetings and checks understanding by summarising decisions.**
  - Shows active listening, clarification, and confirmation of shared understanding.
  - Demonstrates more strategic communication than at the beginning of the mobility.
- **Sami asks for explanations when he does not understand a local expression instead of pretending to understand.**
  - Shows willingness to seek clarification and reduce misunderstandings.
- **Marta facilitates discussion when different expectations arise.**
  - She encourages classmates to explain their working preferences and helps the group agree on a shared schedule.
  - Demonstrates mediation and collaborative communication skills.
- **Anna adapts technical vocabulary for younger pupils.**
  - Shows audience awareness and the ability to tailor communication to different listeners.
- **Sami uses images when he cannot find the right word.**
  - Demonstrates communication flexibility and effective use of alternative strategies.
- **All four students speak in the final presentation.**
  - Compared with the first day, participation becomes more balanced and inclusive.
- **The team learns to manage disagreement more constructively.**
  - After teacher support, members paraphrase each other's views, agree on roles, meeting rules, and daily check-ins.

What shows that intercultural competence has improved?

- **Sami explores the meaning of a local expression with his host sibling and shares the explanation with the team.**
  - Shows curiosity about cultural meaning and willingness to learn from local perspectives.
- **Marta recognises different expectations regarding punctuality and task ownership.**
  - Instead of assuming one approach is correct, she invites discussion and helps create a shared agreement.
  - Demonstrates openness to different working cultures.
- **The students move beyond initial misinterpretations.**
  - At first, local students interpreted silence as lack of interest.
  - Later, the group develops better mutual understanding and cooperation.
- **The team incorporates a host student's suggestion and gives credit for the idea.**
  - Shows respect for others' contributions and collaborative decision-making across cultures.
- **Marta's response to the audience question demonstrates cultural and ethical awareness.**
  - She acknowledges that only a few local residents were consulted and avoids making unsupported claims.
  - Shows respect for diverse local perspectives and responsible representation.
- **Students increasingly seek understanding rather than making assumptions.**
  - Asking questions, clarifying meanings, and discussing different expectations are strong indicators of intercultural learning.

Presentation of good practice from Hungarian schools Erasmus+

Presenter
BEATA BAKAI





Our project at a glance



Programme: Erasmus+ KA122-SCH (Short-term learning mobility)

Title: *"Cultural Heritage – Our Religious Diversity"*

Host country/partner: Greece, **4th Lyceum of Katerini**

Duration & participants: 30 students, **3 accompanying teachers, 6 days**

Core focus: Intercultural competence development through **Catholic–Orthodox** learning & dialogue

Objectives

Strengthen **intercultural sensitivity** and **interfaith dialogue**

Build understanding of:

- **shared Christian values**
- similarities & differences in **Catholic & Orthodox traditions**

Develop students' key competences:

- **intercultural skills**
- **collaboration**
- **digital skills** (especially **vlog production**)
- communication and language skills

Create a **long-term partnership** with the Greek school





Intercultural learning activities



Joint, informal learning with structured reflection:

- **Workshops** on “similarities & differences” (Catholic–Orthodox)
- **Culture-focused activities** and guided visits (**Thessaloniki**, **Mount Olympus**)
- **Music & shared learning** (Greek and Hungarian religious songs)
- **Erasmus+ daily awareness sessions**



Student products:

- **vlogs / blogs**
- presentations and posters







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PREPARATION & SUPPORT SYSTEM FOR MOBILITY

4 WEEKS BEFORE MOBILITY

4 weeks

3 weeks

2 weeks

1 weeks

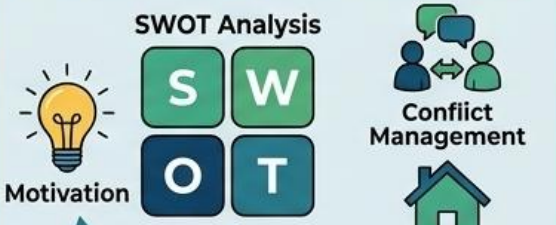
Cultural Module



- TRADITIONS, LOCAL HERITAGE, CITY CONTEXT

Learn & Discover

Psychological Module



- EMOTIONAL READINESS & GROUP DYNAMICS

Language Module



- LEVEL CHECK, TOPIC VOCABULARY, ROLE-PLAY

SAFETY & INCLUSION MEASURES

PARENT BRIEFING



INSURANCE & PROTOCOLS



DESIGNATED MENTORS



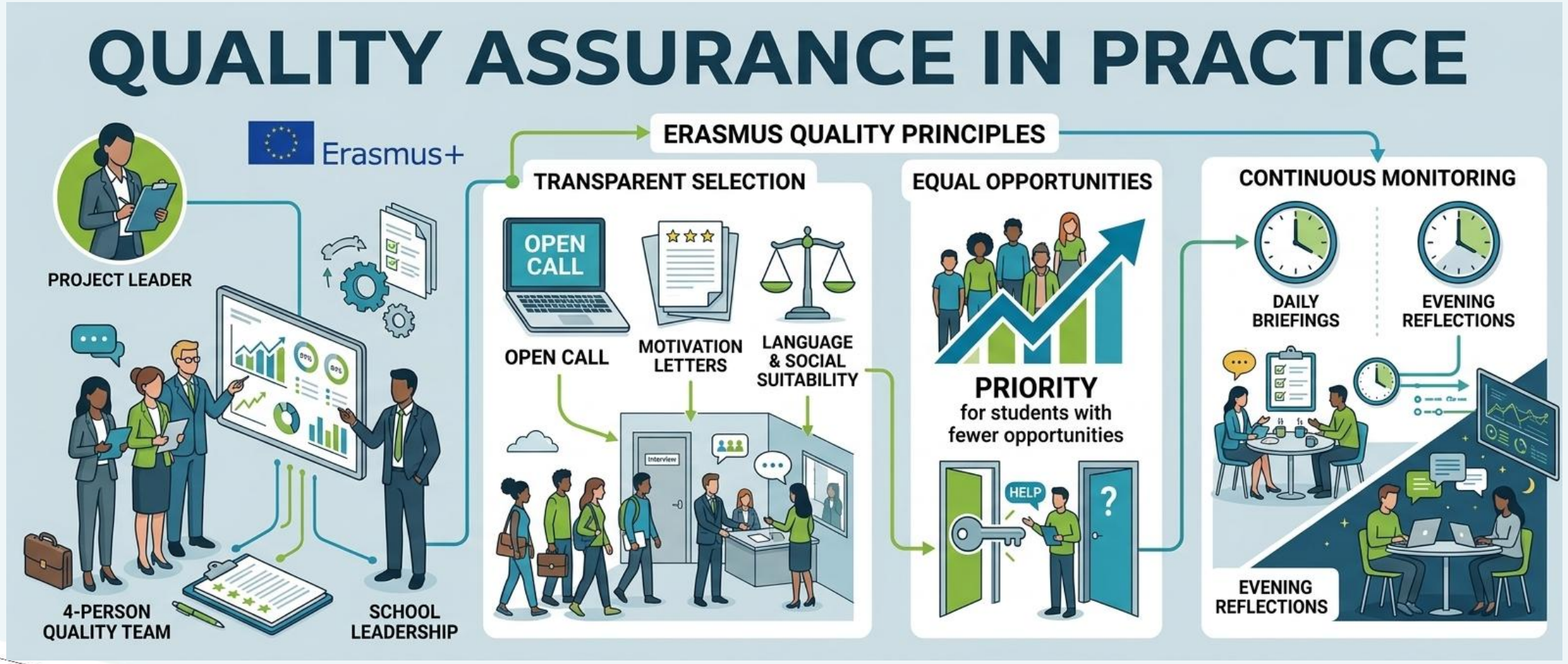
DIGITAL COORDINATION



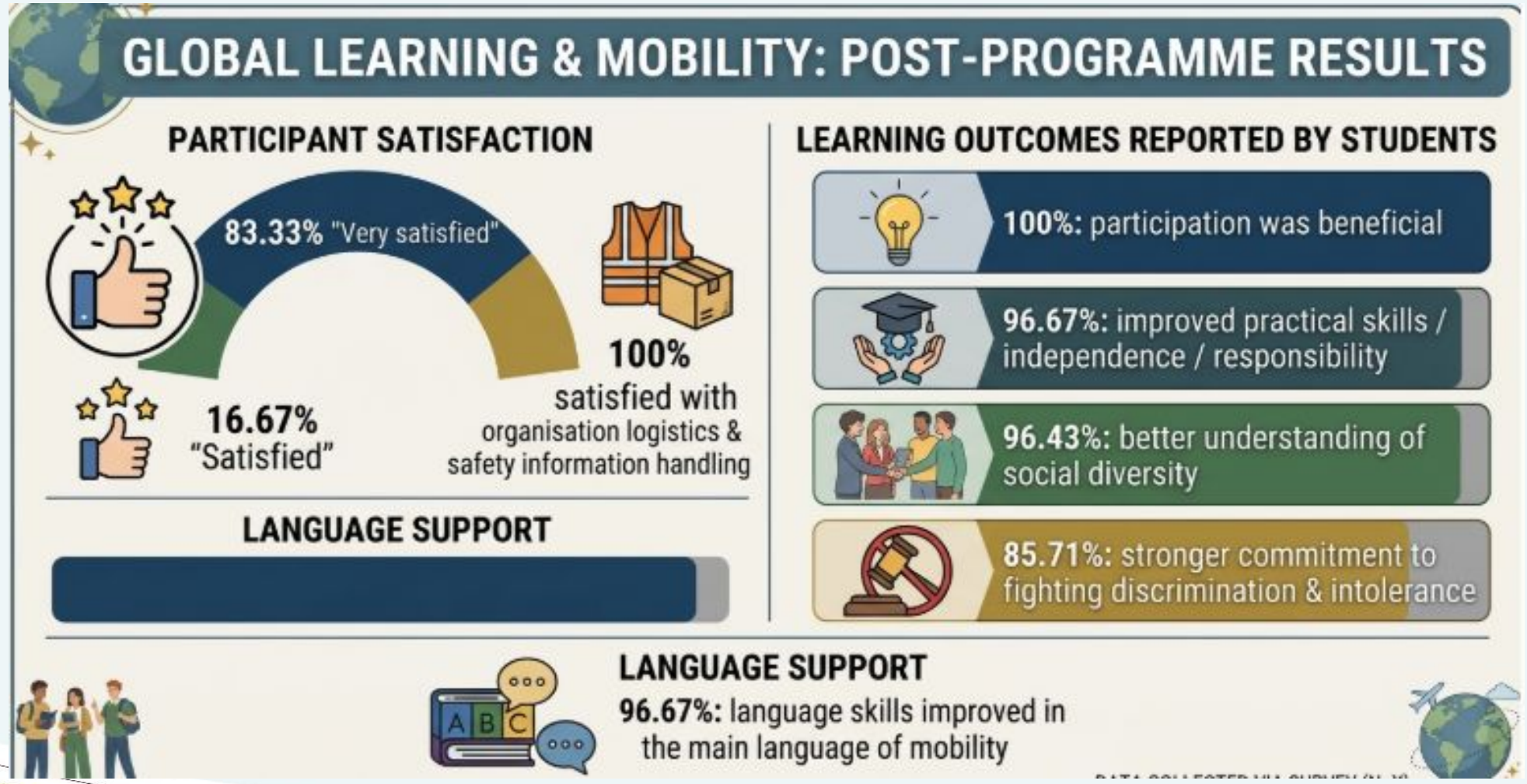
ONLINE MEETINGS WITH PARTNERS

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QUALITY ASSURANCE IN PRACTICE



Results & participant impact



Intercultural competence: what changed?

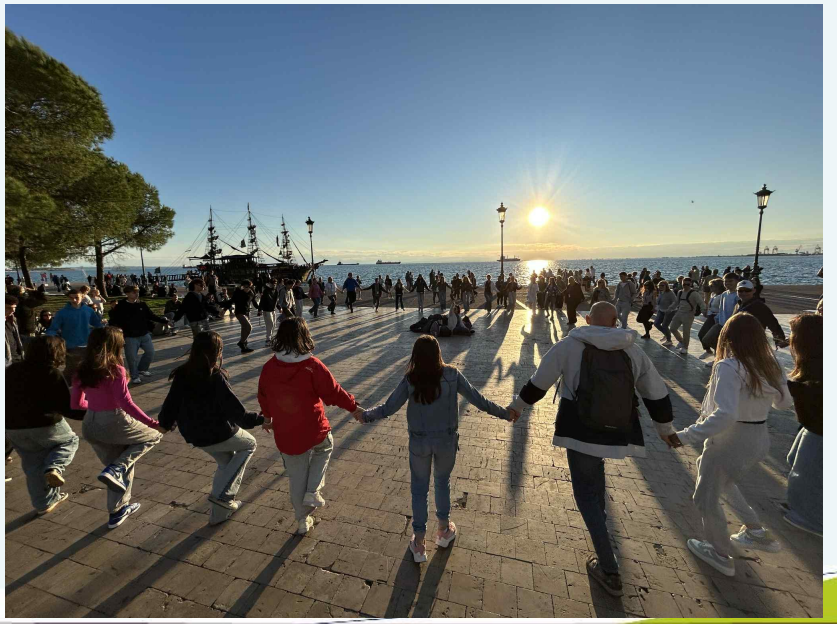
Measurable shifts in **attitudes & competencies**:

- higher **tolerance, openness, acceptance**
- improved ability to communicate respectfully in **mixed cultural groups**
- stronger sense of **shared values** despite religious differences

Visible learning evidence:

- daily vlog reflections
- “Vloggers on air” final synthesis
- competence recognition via **Europass Mobility**





Dissemination & sustainability



Inside the organisation:

- staff briefings + updates on school platforms
- return-to-school presentations + **Europass awarding**
- lesson integration (Religion, History, Foreign Languages)

In the public sphere:

- **Open Day**, Erasmus Day (presentations in English) / thematic school days
- media visibility: **city TV**, **radio interview**, social media (Facebook/Instagram/TikTok)



Long-term sustainability:

- institutionalised partnership with the Greek school
- shared resources to enable wider school participation (even non-mobility students)

Criteria-based assessment & evidence

1) Learners

Self-assessment & reflection

- pre-/post-mobility **reflection prompts**
- daily **vlog/blog reflections** (“what I learned / how I felt / what I noticed”)

Portfolio evidence

- vlog episodes + written blog entries
- posters/presentations (Catholic–Orthodox topics, workshops outputs)
- **Europass Mobility** documentation (recognition of learning outcomes)

2) Peers

Peer feedback during workshops

- structured feedback moments after group tasks
- peer-to-peer comments linked to respect, collaboration, and intercultural communication

3) Teacher / trainer

Observation-based assessment

- teachers monitored participation, communication style, teamwork and inclusion
- daily **mentor check-ins** and short feedback loops

Review of learning process

- evaluation of vlog scripts, presentation structure, and contribution quality

Key takeaways

Intercultural competence grows through experience + structured reflection

Our model combined:

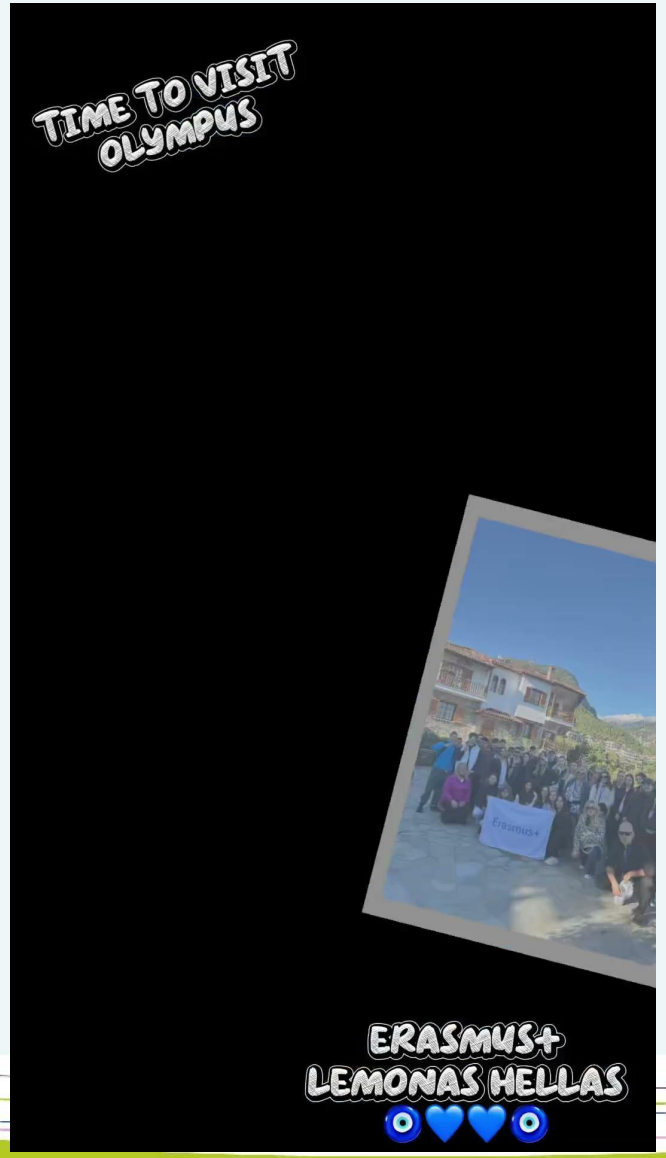
- **inclusive selection**
- **safety & mentoring**
- **dialogue-based learning** (Catholic–Orthodox comparisons)
- **digital storytelling** (vlogs) as a reflection & dissemination tool

Erasmus+ impact:

- students gained intercultural confidence and respectful dialogue skills
- the whole school improved pedagogy, inclusion, and visibility of results

Short videos





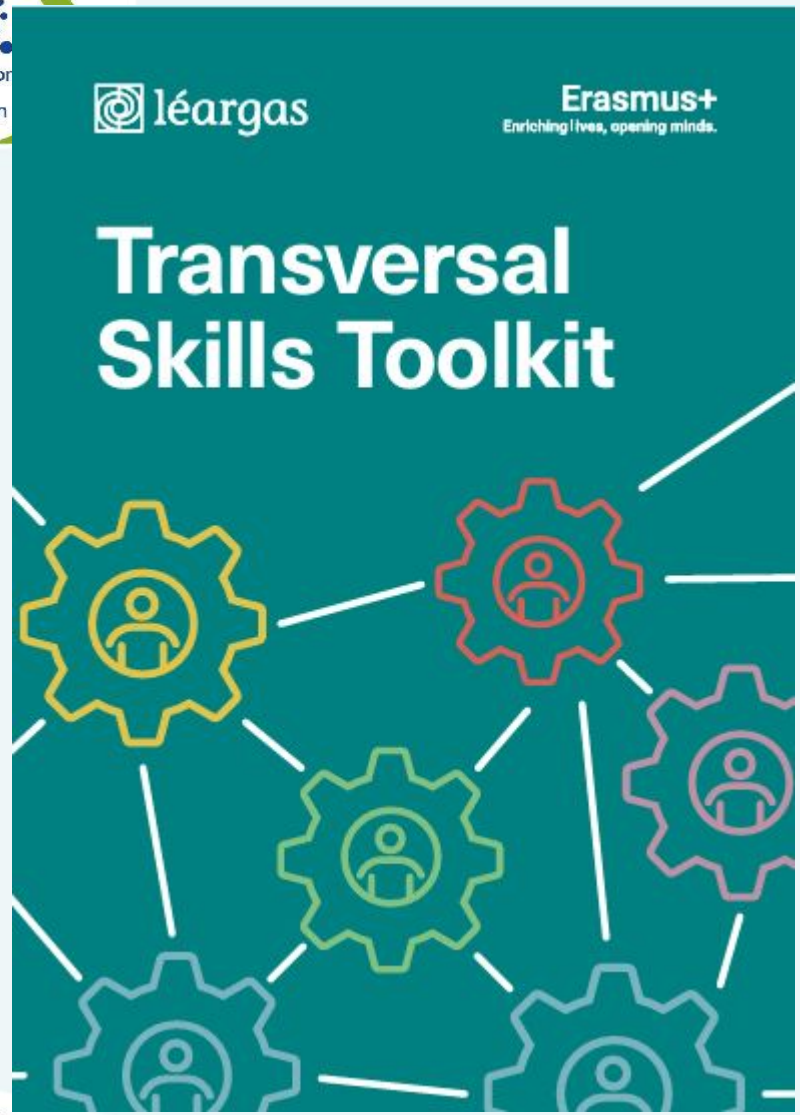


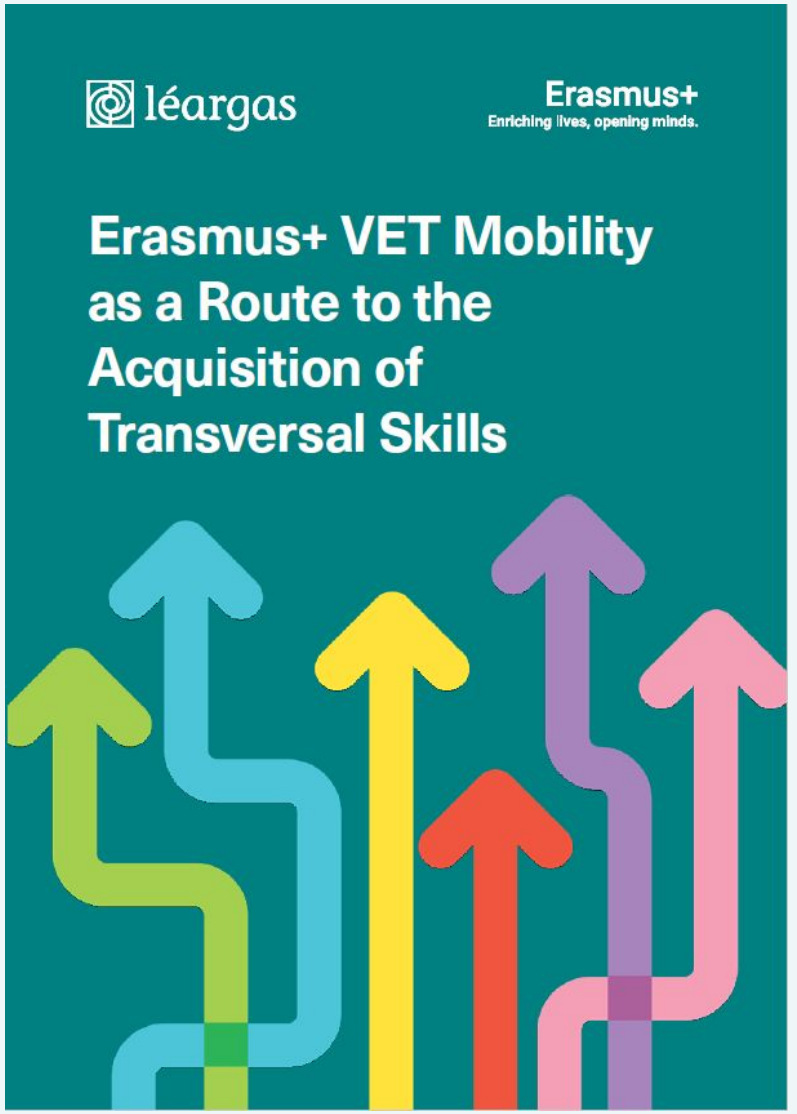
Group work II.

Moderator
MARITA KROIČA







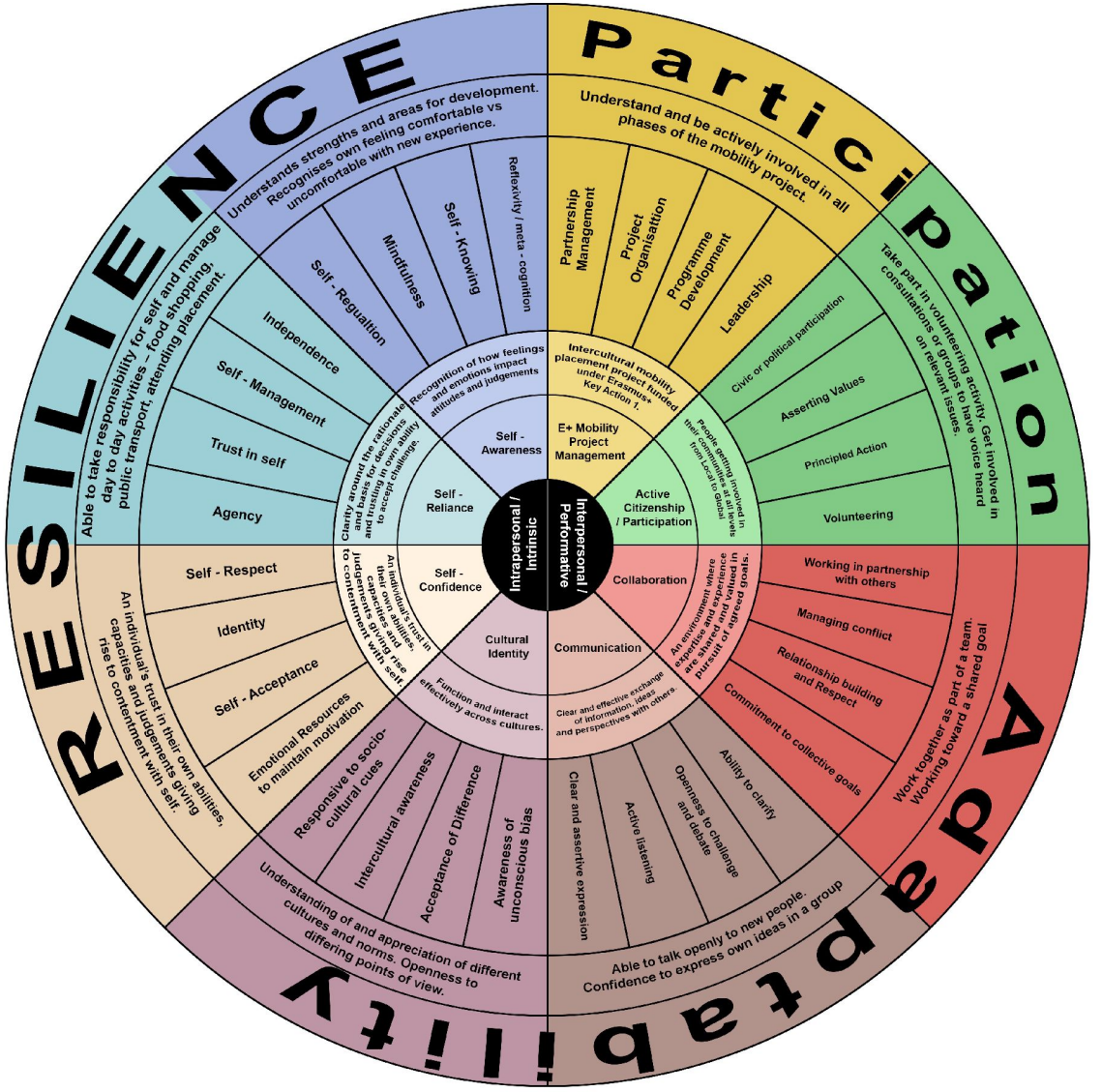


Transversal Skills Toolkit – Leargas

Erasmus+ VET Mobility as a Route to the Acquisition of Transversal Skills - Leargas

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COMPETENCY FRAMEWORK FOR TRANSVERSAL SKILLS



Application

Pre-Mobility

- Engage with the process
- Apply for a place
- Promote themselves
- Team building (relationships)
- Expectations
- Participation

During Mobility

- Navigating new environment
- Living with others
- Independence
- Asserting Values
- Getting involved
- Friendships
- Participation

During Mobility

- Work Placement
- Collaboration
- Interaction
- Responsibility
- Knowledge
- Self reliance
- Adapt and respond to change
- Participation

During Mobility

- New culture/language
- Openness/acceptance of difference
- Active listening
- Managing conflict
- Overcoming fear or insecurity
- Trust in self
- Participation

Post-Mobility

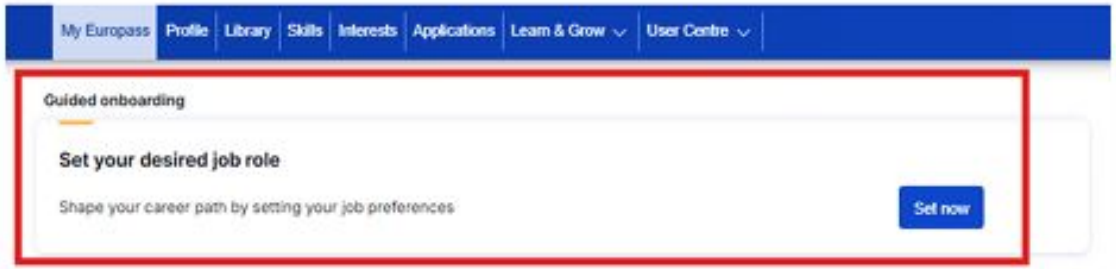
- Reflection
- Self Awareness
- Experience
- Change
- Agency
- Participation
- Active Citizenship

02 New Skill Gap Tool

europass

Helping users identify the skills they have and the skills they may need

The **Skill Gap tool helps users understand** how their **current skills match a career goal.** It compares the skills available in their Europass Profile with those associated with a **desired job role or a specific job vacancy**, showing which skills they already have and which they may need to develop.



Entry point to the Skill Gap tool from the Europass Dashboard



Entry point to the Skill Gap tool from Find a Job page

1. Select a desired job role

2. Compare with skills in the Europass Profile

3. Identify skills you have and skills to acquire

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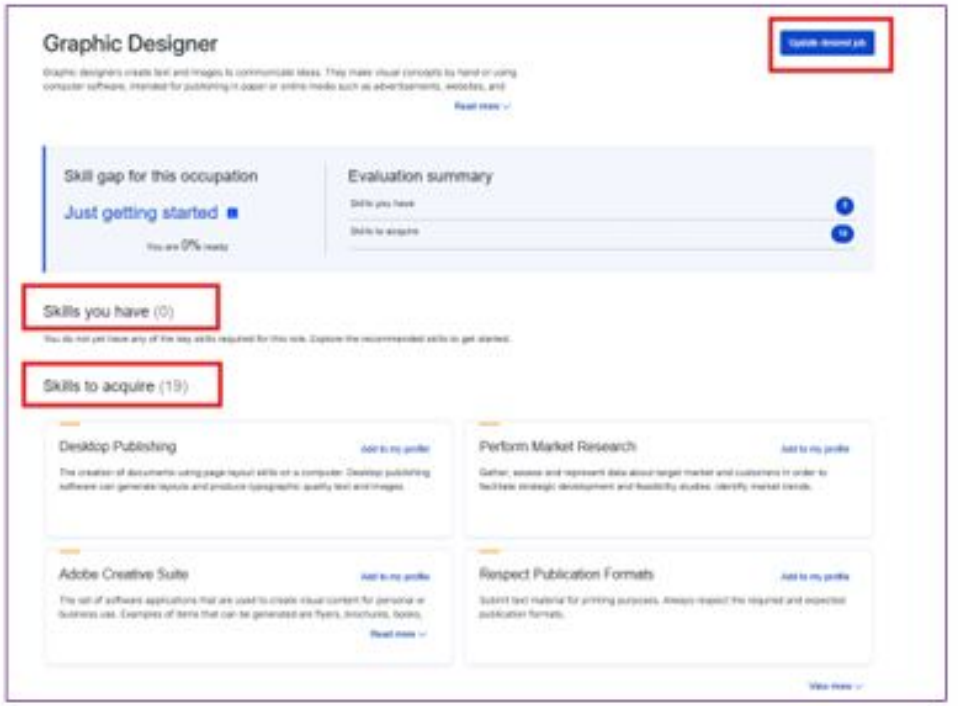
02 New Skill Gap Tool

europass

Compare your profile with a career goal and identify areas for development

- **Choose a desired job role**
  Users can select the occupation they want to explore and change it at any time.

- **Compare skills to understand the gap**
  Users can compare the skills available in the Europass Profile with those associated with the selected occupation. Results distinguish between skills the user already has and skills they may need to acquire, giving a clearer view of potential development needs.



Compare your skills with a desired job role

02 New Skill Gap Tool

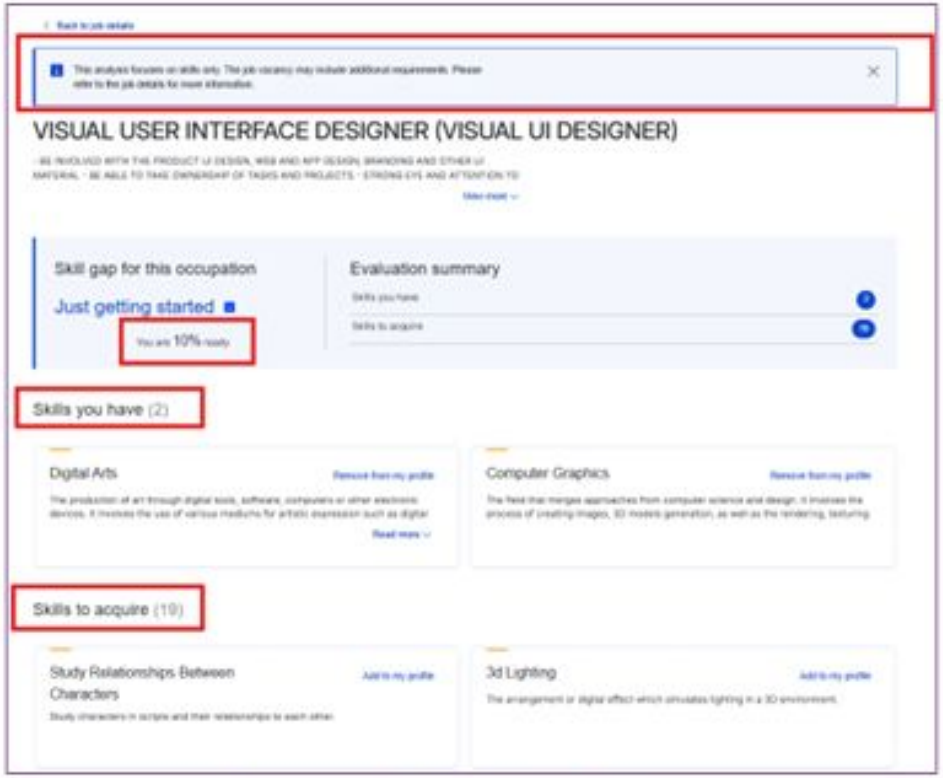
europass

Helping users assess their skills in the context of a real vacancy

The Skill Gap tool can also be used **directly from an individual job vacancy**. Users can compare the skills in their Europass Profile with those relevant to a specific opportunity, providing a more contextual view of **how their current skills relate to the specific job.**

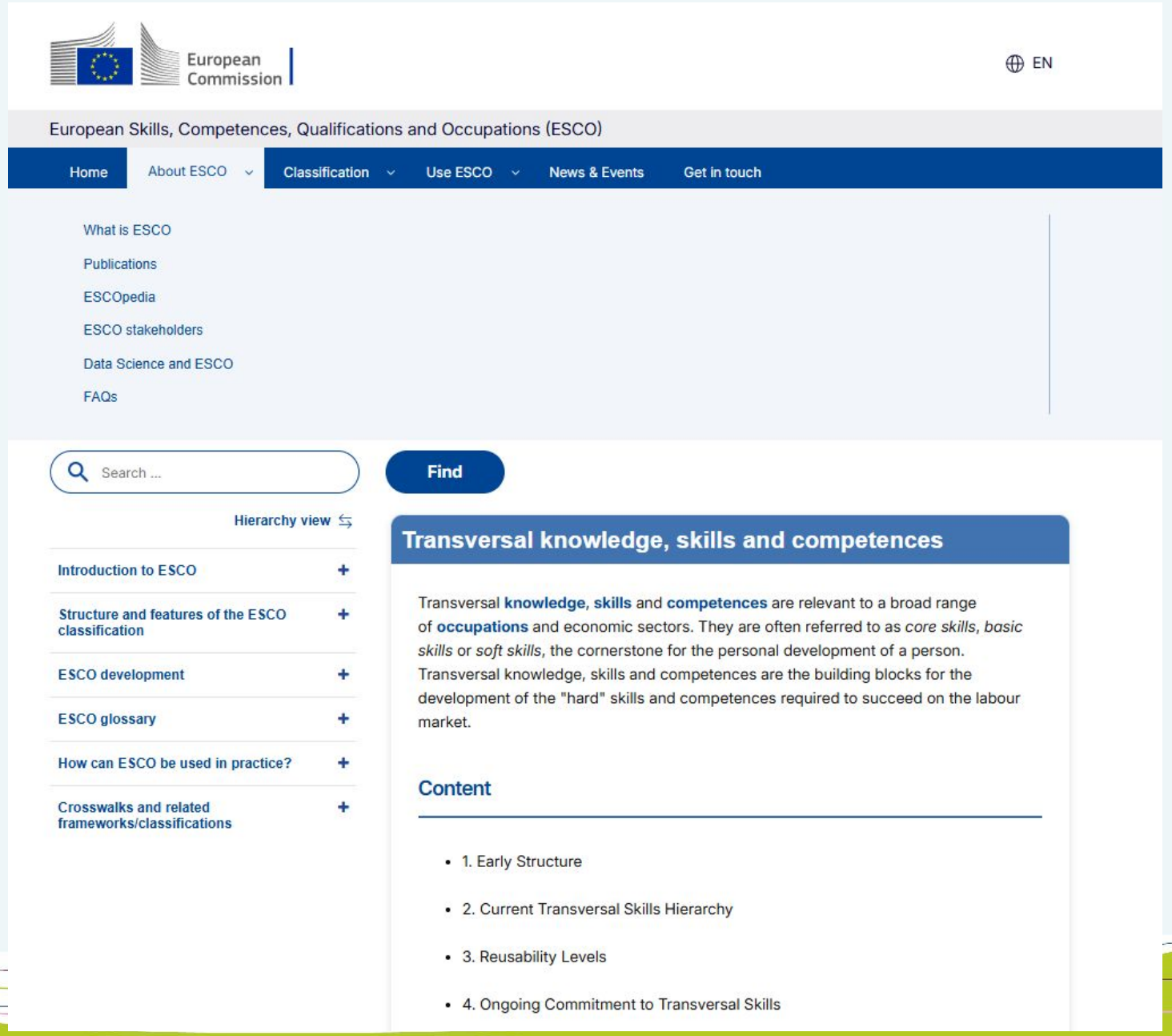
- **Vacancy-specific comparison**

See which skills already match the opportunity and which may still need to be developed.



Compare your skills with a specific job vacancy

Transversal knowledge, skills and competences are relevant to a broad range of occupations and economic sectors. They are often referred to as *core skills*, *basic skills* or *soft skills*, the cornerstone for the personal development of a person. Transversal knowledge, skills and competences are the building blocks for the development of the "hard" skills and competences required to succeed on the labour market.



Designing assessment criteria

- **Your task:**
  - Read the example again or think about your own situation.
  - Choose **one competence**. Write observable actions, not labels such as “good attitude” or “understands diversity.”
  - Create four levels of observable behaviour for one learning outcome. Each level should make clear what a learner can demonstrate.

Example

LEVEL	COMMUNICATION	INTERCULTURAL COMPETENCE
1 Beginner	Answers simple questions; needs prompts to explain ideas.	Needs continuous support to participate in culturally diverse group tasks.
2 Developing	Shares ideas occasionally and asks for clarification when guided.	Cooperates with people from different cultural backgrounds with guidance.
3 Independent	Explains ideas clearly, listens actively and checks understanding.	Contributes independently and respectfully in a multicultural team.
4 Advanced	Adapts messages to audiences and helps others communicate effectively.	Helps others resolve intercultural misunderstandings and supports inclusive teamwork.

LEVEL / PROGRESSION	OBSERVABLE BEHAVIOUR What does the learner do?	POSSIBLE EVIDENCE How would you see or hear it?
1 BEGINNER Needs substantial support		
2 DEVELOPING Works with guidance		
3 INDEPENDENT Works independently		
4 ADVANCED Adapts / supports others		

Closing

Mentimeter

What message are you taking away from the session?



National VET Team

Thank you for attention!