



Our objective is to understand the skills and competences participants can obtain or improve by being involved in “urban actions”. To be useful in other contexts, these skills should be first identified and then validated and or certified. We are particularly interested in skills that will be relevant in the future economy.

For identifying skills and competences, we build on the work that has already been done by different agencies of the European Union. This has the additional benefit of facilitating dialogue with other public and private agencies involved with training and employment about our results.

During activities relating to the “urban action”, participants learn from each other, and where necessary experts are called in to teach or train the missing skills. As such, learning takes place in an intentional and planned way (referred to as “non-formal learning” or “semi-structured learning”), but also unorganized and unstructured (“referred to as incidental learning” or “informal” learning). Acquired skills and competences are very dependent upon the path the “urban actions” takes¹.

Because of this path dependency, it is very difficult to define learning objectives before the start of the project. Learning and acquired skills and competences are better assessed at intervals and at the end as outcomes. Again it seems advisable to use existing methods of naming, in order to make exchange with other agencies possible.

To standardize the identification and naming of skills, the project partners have developed a framework. The framework was first applied to a number of previous projects, in order to test its relevance and improve it. In a second stage the framework will be tested during projects developed with the concept of developing skills and competences already in mind.

The framework divides skills into 3 main categories: social, creative and technical skills. This distinction stems from observations made by Brynjolfsson and McAfee (2014), about the future potential of these skills. According to their

¹ Terminology of EU Education and Training Policy
<http://public.citymined.org/RelevantPapers/TerminologyOfEUEducationAndTrainingPolicy.pdf>

research, these are skills best shielded from the threat of automation, and thus with a large future potential².

For each category, a non-exhaustive list of task relating to that skill is provided:

SOCIAL SKILLS

- 0 hosting and hospitality
- 0 promotion and communication
- 0 networking
- 0 public speaking
- 0 meeting facilitating and moderating
- 0 mediating and conflict management
- 0 leading and coordinating

CREATIVE SKILL

- 0 imagining and conceptualizing
- 0 design
- 0 planning
- 0 problem solving
- 0 resourcefulness
- 0 perseverance and resilience
- 0 (re-)combining ideas

TECHNICAL SKILLS

- 0 fine handiwork
- 0 using fine tools
- 0 using power tools
- 0 specialized technical skills
- 0 science, technology, engineering, mathematics
- 0 management (of budget or other resources)
- 0 crafts

To assess the level of these skills, the European Qualifications Framework³ was used

² The Second Machine Age see: <http://jim2852.wix.com/euler#!online-resource/prhuw>

³ <https://ec.europa.eu/ploteus/content/descriptors-page>

	SOCIAL SKILLS	CREATIVE SKILL	TECHNICAL SKILLS
	<ul style="list-style-type: none"> 0 hosting and hospitality 0 promotion and communication 0 networking 0 public speaking 0 meeting facilitating and moderating 0 mediating and conflict management 0 leading and coordinating ... 	<ul style="list-style-type: none"> 0 imagining and conceptualizing 0 design 0 planning 0 problem solving 0 resourcefulness 0 perseverance and resilience 0 (re-)combining ideas 	<ul style="list-style-type: none"> 0 fine handiwork 0 using fine tools 0 using power tools 0 specialized technical skills 0 science, technology, engineering, mathematics 0 management (of budget or other resources) 0 crafts
Level 1 Basic skills required to <u>carry out simple tasks</u>			
Level 2 Basic cognitive and practical skills required to use relevant information in order to <u>carry out tasks and to solve routine problems using simple rules and tools</u>			
Level 3 A range of cognitive and practical skills required to <u>accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</u>			
Level 4 A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study			
Level 5 A comprehensive range of cognitive and practical skills required to <u>develop creative solutions to abstract problems</u>			
Level 6 Advanced skills, demonstrating mastery and innovation, required to <u>solve complex and</u>			

<u>unpredictable problems in a specialised field of work or study</u>			
Level 7 Specialised problem-solving skills required in research and/or innovation in order to <u>develop new knowledge and procedures</u> and to integrate knowledge from different fields			
Level 8 The most advanced and specialised skills and techniques, including synthesis and evaluation, required to <u>solve critical problems in research and/or innovation</u> and to extend and redefine existing knowledge or professional practice			

For X number of participants, activities are pasted in the relevant column at the appropriate level. This allows to assess which type and level of skills the project under scrutiny has provided