

DEVICES

Developing Education in Vietnam and Cambodia enhancing
Employability of Students

Work Package 4: Design of e-learning solutions on Career Management Skills

D4.2 DEVICES Career Management Skills (CMS) FRAMEWORK



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Executive Summary

“Competences are everywhere and they are many.

They can be looked at as stars in the sky. Like stars, they can be clustered in constellations that help us orient ourselves: **frameworks are our constellations in the competence universe**. Constellations vary from culture to culture, sometimes they surprisingly overlap across cultures, sometimes they differ profoundly. Comparing our competence frameworks to constellations serves us to emphasise that, in the universe of knowledge, skills and attitudes, there is greater richness than we see with the lines we draw, and that these lines are arbitrary, even if consensual. **They only exist when, and because, they are shared by a community of people¹.**”

In the DEVICES project, this community is the project partnership, whose shared vision and collective work shape the framework and whose impact is intended to extend beyond the partnership to wider communities of educators, career guidance practitioners, employers and learners.

The DEVICES CMS Framework was developed through the progressive integration of evidence gathered across the project's research phases. The literature review established the conceptual foundations, while desk research explored existing approaches to CMS teaching and learning and to the recognition of learning achievements. Internal consultation and questionnaire-based field research in Vietnam and Cambodia complemented this evidence with the perspectives of project stakeholders (in Vietnam and Cambodia). Together, these strands of research helped identify relevant Career Management Skills, existing gaps and priorities for career development and employability. This evidence - informed process aimed to ensure that the resulting framework builds on established research and practice, responds to needs and remains adaptable to the educational and socio-cultural contexts of Vietnam and Cambodia. Rather than imposing a fixed or universal categorisation of competencies, the framework provides a structured reference that can be interpreted and applied in different learning environments.

A central principle underpinning the DEVICES CMS Framework is that career learning is a **lifelong and life-wide process**. Individuals develop and refine their knowledge, skills, attitudes, self-awareness and career-related understanding throughout their lives. This development takes place not only through formal education and training, but also through non-formal and informal learning, work experiences, social interactions, personal experiences and career transitions. The framework therefore supports CMS development across different life stages, educational pathways and career contexts, recognising that competencies evolve as people encounter new opportunities, challenges and circumstances. This perspective is informed by the **EU Reference Framework for Lifelong Guidance: 18 Guidelines for Policy and Systems Development** (European Commission, 2026), which provides a relevant policy reference for supporting career development across the life course. In line with this perspective, the DEVICES CMS Framework recognises that career management skills are not acquired once and for all; they are continuously developed, practised and adapted through diverse learning and life experiences.

Presented in Deliverable D4.2, the DEVICES CMS Framework **translates the research findings into a structured set of career management skills, definitions and thematic clusters**, complemented by three proficiency levels and approaches to assessment and recognition of learning. The deliverable

¹ Bacigalupo, M. (2022). *Competence frameworks as orienteering tools*. *RiiTE Revista Interuniversitaria de Investigación en Tecnología Educativa*, (12), 20–33. <https://doi.org/10.6018/riite.52326>

documents the journey from conceptual foundations and benchmarking to partner perspectives, field research and framework design. It also establishes the principles and implementation elements that support the integration of CMS into educational practice, including a cross-curricular workspace for lifelong and life-wide career learning.

The framework provides the foundation for the subsequent development of the DEVICES online platform and learning materials, supporting the translation of identified career management skills into meaningful learning opportunities. Ultimately, it offers a shared point of reference for educators, career guidance practitioners and other stakeholders to support individuals in navigating their career journeys, while remaining attentive to the diversity of contexts, experiences and pathways through which competencies develop.

About DEVICES project

DEVICES “Developing Education in Vietnam and Cambodia enhancing Employability for Students” is an Erasmus+ Capacity Building in Higher Education project (No. 01177347) co-funded by the European Union. **It aims to advocate a shift from traditional professional development to lifelong learning & strengthen organizational and human capacity of Higher Education Institutions in Vietnam and Cambodia.**

The project is focused on a new way of conceptualizing professional development. According to the new paradigm of lifelong career building, **careers are constructed rather than chosen** and this process of building is, at least in part, a process of learning and personal development. This approach better reflects the dynamic world we live in, in which new jobs are being continually created and individuals must be proactive and responsive to new opportunities. The project is going to **support students to navigate themselves through unfamiliar contexts**: help to self-identify development needs in key competences for lifelong learning and take responsibility for assuring acquisition of them; empower students to take responsibility for their personal development needs and to make the relevant choices for obtaining them.

The project intends to apply a **cross-curricular digital workspace** (a continuous learning space where formal, non-formal and informal learning opportunities are identified and their outcomes recognised), to encourage students’ **reflexivity** by accompanying them continuously in the different phases of lifelong learning. The student-owned dynamic digital workspaces, wherein students can capture their learning and their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback and showcase their key competences, will be enriched by open badges.

This digital workspace will be closely **linked to the identification of Career Management Skills (CMS)**, providing structured ways for individuals to gather, analyse, synthesise, and organise self-awareness, educational, and occupational information, as well as to develop the skills needed **to make and implement informed decisions and transitions**. In doing so, the project reinforces and indirectly re-models the role of career guidance within lifelong learning, embedding it into students’ curricula Career Management Skills - recognised as essential for successful career pathways.

To learn more about DEVICES, please visit the project website: <https://www.devices-erasmus.eu/>

Methodology

Overall approach and development phases

The development of the DEVICES Career Management Skills (CMS) Framework follows a phased, evidence-based and participatory approach. It combines a review of existing literature and competence frameworks, desk research on relevant practices, consultation with project partners, and empirical research involving key stakeholder groups. The findings from these activities are progressively integrated to inform the design, validation and refinement of the framework, ensuring its relevance to the needs of the target groups and its applicability within the educational contexts of Vietnam and Cambodia.

The development process comprises the following phases:

Phase 1. Literature review (January - March 2026)

A review of existing concepts, competence frameworks, research literature, policies and best practices related to CMS and CMS teaching and learning, carried out by STEPS, the WP4 leader. The review established the conceptual foundation for the subsequent research activities and the identification of preliminary CMS dimensions.

Phase 2. Development of the research methodology and tools

Development of a comprehensive research methodology and supporting templates to guide data collection and analysis across the different research activities and target groups.

Phase 3. Internal consultation (March-April 2026)

Presentation and discussion of the preliminary findings from the literature review with project partners. This phase supported the initial identification and provisional definition of key CMS-related concepts and established a common basis for the subsequent research activities.

Phase 4. In-depth analysis: desk research (May-July 2026)

Desk research conducted by EU partners to identify and analyse best practices in CMS teaching and learning, as well as available tools and approaches for recognising learning achievements acquired in non-formal and informal settings.

Phase 5. Development of Deliverable D4.1 (July 2026)

Preparation of the Benchmarking Report on Best Practices in CMS Teaching and Learning, synthesising the findings of the desk research and providing evidence to inform the development of the CMS Framework.

Phase 6. In-depth analysis: field research (May-July 2026)

Questionnaire-based data collection involving two main target groups:

- Academic staff, HR professionals and career guidance professionals in Vietnam and Cambodia: collection of expert perspectives on the relevance and applicability of CMS, as well as perceived needs, competency gaps and priorities related to career management skills.
- Students at partner universities in Vietnam and Cambodia: empirical exploration and prioritisation of the CMS areas identified through desk research, including students' self-perceived competence levels, career readiness, and preferences regarding training and certification.

Phase 7. Framework development (September - October 2026)

Preparation of a draft DEVICES CMS Framework, integrating the findings from the literature review, desk research, partner consultations and questionnaire-based field research. This phase involved synthesising the evidence gathered through the preceding activities and refining the preliminary CMS dimensions in light of the findings.

Phase 8. Peer review and consolidation (October 2026)

Peer review of the draft CMS Framework was conducted during the face-to-face project partner meeting held in Bydgoszcz, Poland. The feedback and recommendations gathered from project partners informed the subsequent revision and consolidation of the draft into the final DEVICES CMS Framework, presented in Deliverable D4.2.

Phase 9. Adaptation to the operational context (from November 2026)

Operationalisation of the DEVICES CMS Framework within the educational contexts of Vietnam and Cambodia. This phase includes the development of the online platform and CMS learning materials to support the practical implementation of the framework.

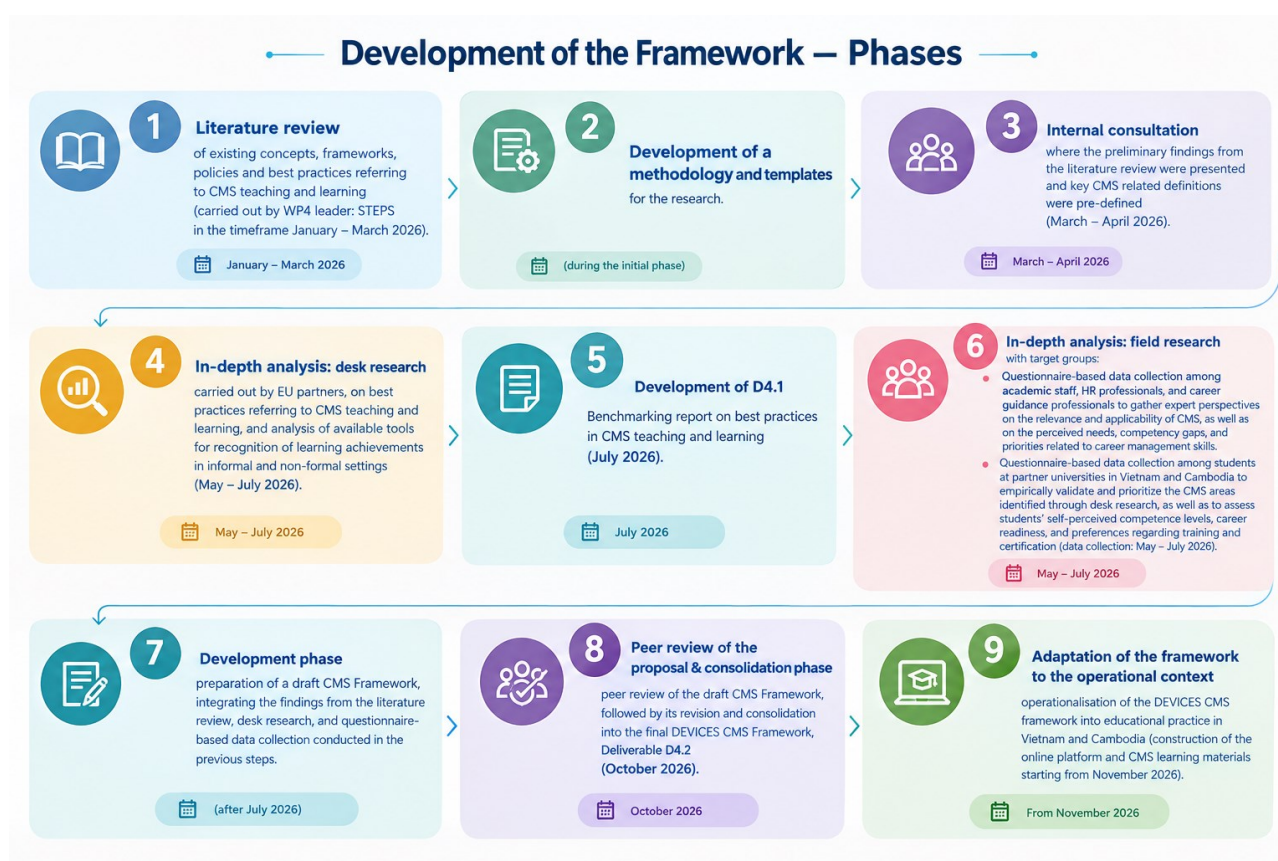


Figure: presentation of the phased, evidence-based and participatory approach to the development of the DEVICES CMS Framework

The review of existing concepts, competence frameworks, research literature and policy documents related to Career Management Skills (CMS) and CMS teaching and learning provided the conceptual foundation for the subsequent research activities. The review aimed to identify and synthesise the key dimensions of CMS and examine how these skills are conceptualised, developed and supported across different educational, professional and career contexts.

The findings from the literature review informed the design of the research methodology and data collection tools. The internal consultation with project partners further supported the discussion of the preliminary findings and the provisional definition of key CMS-related concepts.

As a result, 20 Career Management Skills (annex 2) were identified as the starting point for the empirical research. These skills informed the development of questionnaire items and provided a common reference for exploring their relevance.

The empirical research subsequently provided additional evidence to assess these preliminary dimensions against stakeholder perspectives and students' self-reported experiences and needs. This evidence informed the further development of the framework, supporting the confirmation, refinement, consolidation or addition of CMS dimensions where appropriate.

The resulting DEVICES CMS Framework, presented in Deliverable D4.2, provides the basis for the subsequent development of the online platform and learning materials, supporting the translation of the identified CMS into educational practice.

Framework Design Principles and Implementation

To ensure the global relevance, accessibility, adaptability and practical usability of the DEVICES Career Management Skills (CMS) Framework, its design is guided by a set of principles that reflect the changing nature of career development, and the requirements of different educational and professional contexts.

The following principles provide the foundation for the development and implementation of the framework.

- **Career learning across the lifespan.** The framework recognises career learning as a lifelong and continuous process through which individuals develop knowledge, skills, attitudes, self-awareness and career-related understanding. These competencies evolve throughout life through formal, non-formal and informal learning, as well as through work experiences, social interactions, personal experiences and career transitions. Accordingly, the framework supports CMS development across different life stages and career contexts.
- **Learner-centred and needs-based.** The framework responds to learners' needs, aspirations, competency gaps and career development contexts. It promotes active participation, self-reflection and self-directed learning, enabling individuals to take an active role in managing their own career development.
- **Accessible and inclusive.** The framework is designed to address the diverse needs, backgrounds, abilities and circumstances of learners and other target groups, promoting equal opportunities for participation, learning and career development.
- **Modular and flexible.** The framework is structured to allow its components to be used independently or in combination, depending on the objectives, needs and capacities of the organisations implementing it. Its modular structure supports adaptation to different educational and support settings, including schools, universities, employment centres, NGOs and other relevant organisations.
- **Evidence-based.** The framework is grounded in existing research, relevant competence frameworks, policy documents, desk research, stakeholder consultations and empirical findings collected from the target groups. This evidence-based approach supports the relevance of the selected CMS and informs the continuous refinement of the framework.

- **Aligned with European and international frameworks.** The framework draws on relevant European and international competence frameworks, standards and policy approaches related to career management, lifelong learning, employability and lifelong guidance. This alignment provides a common conceptual reference and supports the consistency of the DEVICES approach with established policy and research developments.
- **Practical and implementation-oriented.** The framework is designed to support practical application by educators, career guidance professionals, employers and other practitioners. It aims to translate the identified CMS into clear learning outcomes and support their development through appropriate learning activities, resources and tools.
- **Recognisable and transferable.** The framework supports the documentation, recognition and transferability of learning achievements acquired through formal, non-formal and informal learning. It encourages learners to identify and demonstrate their CMS development across different educational, personal and professional contexts, supporting transitions between learning and employment.

Together, these principles provide the conceptual and operational foundation for the DEVICES CMS Framework. They guide the selection and organisation of CMS and inform the approaches, tools and learning opportunities used to support their development in practice.

Key Elements Supporting Implementation of the CMS Framework

Building on the design principles outlined above, the implementation of the DEVICES CMS Framework should be supported by a set of key elements that translate its conceptual foundations into educational practice. **Informed by the EU Reference Framework for Lifelong Guidance: 18 Guidelines for Policy and Systems Development**, these elements address the organisation of learning, the role of learners and practitioners, the integration of career development into educational settings, and the recognition and evaluation of learning outcomes.

- **CMS development should be supported across different life stages and through a wide range of learning experiences**, including formal, non-formal and informal learning. Career learning should be understood **not as a single intervention or a one-off activity, but as an ongoing process** connected to personal development, education, work and career transitions.
- CMS should be defined through clear and understandable **learning outcomes** that describe what learners are expected to know, understand and be able to do. Where appropriate, progressive levels of competence should be established to support the development, assessment and monitoring of skills over time.
- CMS development should be connected to practical experiences and **real-world situations**. Work-based learning, internships, project work, workplace exposure and employer engagement can help learners apply and develop career management skills in authentic contexts.
- Learners should be encouraged to **take an active role** in understanding, planning and managing their own career development. **Reflective** activities, self-assessment, goal-setting, collaborative learning and practical exercises can support greater awareness of personal strengths, development needs and future opportunities.
- CMS development should be **integrated across subjects, learning activities and educational experiences rather than treated exclusively as a separate area of learning**. This approach enables learners to recognise the relevance of career management skills across different disciplines and connect their educational experiences with future career pathways.

- Effective CMS development benefits from collaboration among educational institutions, career guidance professionals, employers, public employment services, NGOs and other relevant stakeholders.
- Educators, career guidance professionals and other practitioners involved in CMS development should have access to appropriate training, resources and opportunities for continuous professional development. Building their capacity can support the effective integration of CMS into educational programmes and guidance practices.
- Learners should have opportunities to assess and reflect on their CMS development, identify areas for improvement, and **document evidence of their learning achievements**. Appropriate approaches to recognition, including digital credentials such as Open Badges where suitable, can help make competencies more visible and support the recognition of learning acquired through formal, non-formal and informal settings.

These implementation elements are interconnected and should be considered collectively. Their combination can help ensure that the DEVICES CMS Framework is not only conceptually robust but also applicable, accessible and responsive to the needs of learners and institutions.

The Cross-Curricular Workspace supporting Lifelong and Life-Wide Career Learning

Within the DEVICES project, the **Cross-Curricular Workspace is conceived as a digital e-portfolio** that supports the practical implementation of the CMS Framework. It is intended to help learners connect their learning experiences across subjects and contexts, document evidence of their skills and achievements, reflect on their progress, and use this information to inform their career planning and future transitions.

The Cross-Curricular Workspace should therefore not be understood merely as a digital tool for storing information. Rather, it serves three interconnected functions that support the development, documentation and application of Career Management Skills.

1. Learning space. The workspace enables learners to reflect on and connect learning experiences across different subjects, activities and contexts. By making these connections more visible, it can help learners recognise how their educational and personal experiences contribute to the development of transferable skills and career management competencies.

2. Evidence space. The workspace provides a place for learners to collect, organise and document evidence of their competencies, achievements, experiences and personal development. This may include learning outputs, project work, reflections, records of experiences and other evidence that illustrates their progress in developing CMS.

3. Career development space. The workspace enables learners to use their accumulated evidence to identify strengths, reflect on development needs, establish career goals and plan future learning or employment steps. It can also support learners in communicating their skills and experiences to relevant stakeholders, including educational institutions, career guidance professionals and potential employers.

Through these **interconnected** functions, the Cross-Curricular Workspace supports the integration of career learning into everyday educational experiences and helps learners develop a more coherent understanding of their competencies and career development. It also provides a practical

means of documenting learning achievements over time, supporting reflection, self-assessment and the potential recognition of CMS acquired in different contexts.

The relationship between the Cross-Curricular Workspace and the CMS Framework is therefore **complementary**. The framework identifies the skills to be developed and provides a structure for understanding their relevance, while the e-portfolio offers a practical space in which learners can reflect on, document and demonstrate their development. Together, these components **support lifelong and life-wide career learning** and help connect educational experiences with career planning and transitions to employment.



Figure: The relationship between the DEVICES CMS Framework and the Cross-Curricular Workspace

From Desk Research to Framework Design: Evidence and Principles for CMS Teaching and Learning

Laying the Foundation: Understanding Career Management Skills

Career Management Skills (CMS) have gained increasing importance in response to **changing labour markets, non-linear career pathways** and the need for individuals to navigate **multiple transitions between education, training and employment**. Rather than understanding careers as predetermined pathways or linear progressions, contemporary approaches emphasise that careers are continuously constructed through learning, personal development, decision-making and interaction with changing social and professional contexts.

The **European framework of key competences for lifelong learning** established the **principle that individuals need a broad range of competences to adapt to a rapidly changing world²**. Since 2009, the European Lifelong Guidance Policy Network (ELGPN) has contributed to the development of the CMS concept within the European lifelong guidance policy agenda. The ELGPN defines CMS as a range of competences that enable individuals to gather, analyse and organise information about themselves and the world of work, and to make and implement decisions and transitions (European Commission, 2015).

The development of the CMS concept has continued within the European lifelong guidance policy agenda. The *EU Reference Framework for Lifelong Guidance: 18 Guidelines for Policy and Systems Development* (European Commission, 2026) further emphasises the importance of career management skills as an integral component of lifelong guidance and career learning. The

² European Commission: Directorate-General for Education, Youth, Sport and Culture, *Key competences for lifelong learning*, Publications Office, 2019, <https://data.europa.eu/doi/10.2766/569540>

Framework recognises that career development is a **lifelong and life-wide process**, through which individuals progressively develop the knowledge, skills, attitudes, self-awareness and career-related understanding needed to navigate learning and work throughout their lives. CMS are therefore not acquired only through formal education or at specific career transition points, but develop through a combination of **formal, non-formal and informal learning, work experiences, social interactions, personal experiences and career transitions**.

Building on this conceptual foundation and the review of international literature and practices presented in **Deliverable D4.1**, the DEVICES project adopts an understanding of CMS that encompass the ability to gather, analyse, synthesise and organise information about oneself, educational opportunities and occupations, as well as to make and implement informed decisions and transitions. Within DEVICES, the **cross-curricular digital workspace** also offers opportunities to visualise learning experiences and the development of competences over time (DEVICES, D4.1, 2026).

This understanding **goes beyond a narrow focus on job-search techniques** or preparation for the transition from university to employment. **CMS also involve self-awareness, opportunity exploration, decision-making, adaptability, resilience and lifelong learning**. They enable learners to take an active role in shaping their educational and professional pathways **while responding to uncertainty and change**.

The concept must also be interpreted in relation to linguistic, cultural and institutional contexts. As highlighted in the European lifelong guidance literature, terms such as “career” and “management” do not necessarily have direct equivalents or the same connotations across languages and countries. The development of a CMS Framework for higher education institutions in Vietnam and Cambodia therefore requires a shared conceptual foundation that can be adapted to local educational systems, labour-market conditions and learners' experiences (more in Deliverable 4.1).

Lessons from Benchmarking CMS Practices

Findings are particularly relevant to the design of the DEVICES CMS Framework:

- **The interconnected and collective nature of CMS**

A key finding of Deliverable D4.1 is that CMS should not be understood as a collection of isolated skills. Rather, they **constitute an interconnected and mutually reinforcing set of competences that develop through an ongoing process of learning, reflection and action**.

The **DEVICES CMS Framework is structured around four key areas** that together support individuals in managing their careers, learning and transitions throughout the life course: Self-Awareness; Career Direction & Decision-Making; Transitions & Adaptability; Opportunity Awareness & Career Development. These four areas are mutually reinforcing rather than separate or sequential stages. CMS development is therefore best understood as a dynamic and iterative process throughout the life course.

The collective nature of CMS should also be understood in relation to the social and educational environments in which career development takes place. Although individuals remain active agents in managing their careers, their opportunities to develop and apply CMS are influenced by interactions with peers, teachers, guidance professionals, families, employers and wider communities. Collaboration, feedback, professional encounters and access to relevant information can broaden learners' perspectives and support informed decisions.

- **CMS should be integrated into the curriculum.** The benchmarking analysis highlights the value of embedding career learning within academic programmes rather than treating it exclusively as a separate career service. This allows learners to connect subject-specific knowledge with transversal competences, employability and professional identity development throughout their studies.
- **Learning should be competence-oriented and learner-centred.** Effective CMS development focuses on what learners can understand and do, including the ability to apply knowledge, make decisions, solve problems and respond to changing situations. This requires a shift from the transmission of information towards meaningful learning outcomes and opportunities to demonstrate competence.
- **CMS should be developed through experiential and collaborative learning.** Project-based, challenge-based, work-based and problem-based approaches provide opportunities to practise communication, teamwork, initiative, decision-making and adaptability. Peer learning and collaboration also create opportunities for feedback, shared problem-solving and reflection.
- **Digital learning environments should support active and continuous learning.** The practices reviewed in D4.1 demonstrate the potential of digital platforms to provide flexible access to learning resources, support self-directed learning and facilitate the recognition of learning achievements. Their value is strongest when technology is connected to clear learning objectives and appropriate pedagogical approaches.
- **Reflection, evidence and recognition should be integral to CMS development.** Learners acquire competences across formal, non-formal and informal contexts, and these experiences may not be fully visible through conventional assessment. Reflective activities, **portfolios**, competence-based assessment and **digital badges** can help learners document achievements, recognise progress and communicate their competences.

Together, these findings indicate that effective CMS development requires a coherent educational ecosystem rather than a single intervention. The framework should therefore connect competence dimensions, learning outcomes, teaching practices and opportunities to document and reflect on learning.

Partnership perspectives on the DEVICES Career Management Skills framework

The partnership-level consultation was conducted through an online survey entitled “DEVICES/WP4 Survey: Identification of Key Career Management Skills”, addressed to the institutions participating in the DEVICES partnership. The survey aimed to gather partners’ perspectives on the relevance and prioritisation of career management skills (CMS), building on the preliminary list of skills identified through the literature review carried out by STEPS between November 2025 and February 2026.

Partners were invited to assess the importance of predefined CMS, identify missing skills, highlight areas in which the skills of new graduates and young professionals are underdeveloped, and reflect on skills likely to become increasingly important over the next five to ten years. The survey also explored partners’ views on the recognition and certification of CMS through Open Badges or similar digital credentials, as well as existing university practices and initiatives in CMS provision.

One response per partner institution was requested, with the aim of collecting institutional perspectives and practical experience to inform the further development and refinement of the DEVICES Career Management Skills framework.

Completeness of the CMS list and emerging skills needs

The survey results indicate that the literature-based list of Career Management Skills is **broadly perceived as robust and relevant**. Some respondents explicitly stated that the list is already comprehensive. However, a significant number of participants identified gaps, especially in **skills related to self-management and personal development**. These include self-evaluation, reflective practice, self-motivation, responsibility, and maintaining a positive attitude. This suggests a growing recognition that managing one's own performance and development is essential for long-term career success.

Another area highlighted is **emotional and social intelligence**, with respondents emphasizing the **importance of emotional intelligence and self-awareness for effective collaboration and workplace adaptability**. In addition, while communication is already included, participants suggested expanding it to cover more advanced aspects such as public speaking, negotiation, and persuasion, indicating a need for more sophisticated interpersonal capabilities. The results also show a **strong emphasis on thinking and problem-solving skills**, particularly **critical and analytical thinking**, which are viewed as **crucial for navigating complex and changing work environments**.

Finally, some respondents pointed to the importance of practical competencies, such as basic financial literacy and a more holistic understanding of career development. Overall, the findings suggest that, although the **existing skill set is a strong foundation**, it should be expanded to better reflect the increasing importance of self-management, higher-order thinking, and adaptable, future-oriented capabilities.

Career Management Skills that are currently underdeveloped among young professionals

The survey results show a clear perception that **many career management skills are currently underdeveloped among new graduates and young professionals**, with several recurring themes across responses. A dominant concern is the **lack of resilience and adaptability**. Respondents frequently highlighted difficulties in coping with challenges, uncertainty, and failure, particularly in relation to mental well-being. This suggests that many young professionals are not fully prepared to manage setbacks or navigate unstable career paths.

Another major gap is in **self-management skills**, self-regulation, **goal setting**, career planning, and maintaining work - life balance, self-motivation and lifelong learning, indicating that graduates often struggle to independently guide their professional development over time.

The results also point to weaknesses in thinking and **information-processing skills**. **Critical thinking, problem solving**, and logical and synthesis thinking were repeatedly mentioned, along with **fact-checking abilities**. Despite having broad access to information, young people are perceived as lacking the skills to evaluate and use it effectively - an issue that becomes even more important in the context of AI and digital environments.

Communication and interpersonal skills are another area of concern. This includes not only basic communication, but also collaboration, teamwork, and broader interpersonal **effectiveness in professional settings**. Related to this, respondents noted gaps in understanding professionalism and workplace norms.

In addition, several responses emphasized the need for stronger **entrepreneurial and proactive mindsets**, including personal branding, initiative, and the **ability to create opportunities** rather than rely solely on traditional employment paths.

Finally, digital literacy and the ability to navigate modern tools and environments were identified as underdeveloped for some graduates, despite assumptions that younger generations are naturally proficient in this area.

Overall, the findings suggest that new graduates are often not sufficiently prepared in career management skills as a whole. The most critical gaps relate to **resilience, self-management, critical thinking, and adaptability**, alongside practical abilities such as teamwork, professionalism, and navigating complex information environments.

Emerging Career Management Skills and future priorities

The survey results show a strong consensus that the skills most likely to grow in importance over the next 5-10 years are **those that combine human-centered abilities with digital and adaptive competencies, largely driven by the increasing impact of AI and rapid technological change**.

A key theme is the **rising importance of communication, collaboration, and relationship-building**. Respondents noted that in an increasingly digitalized world, individuals may actually need to re-learn how to connect effectively with others. Skills such as teamwork, networking, storytelling, and cultural intelligence are expected to become even more valuable as human interaction becomes more mediated by technology.

Closely related is the **emphasis on emotional intelligence and human-centric skills**. As AI takes over more technical and routine tasks, uniquely human capabilities - such as **empathy, interpersonal understanding, and social awareness** - are seen as **critical differentiators in the workplace**.

Another major area is **digital literacy and AI-related competencies**. Participants consistently highlighted the need to understand and work alongside evolving technologies. This includes not only basic digital skills but also more advanced abilities to navigate AI-driven environments and leverage technology effectively.

At the same time, respondents stressed the **growing importance of creativity and complex problem-solving**. As AI acts as a “cognitive amplifier,” routine analytical tasks may become automated, increasing the value of original thinking, innovation, and the ability to address complex, non-routine challenges.

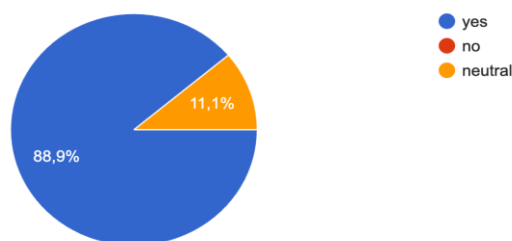
The results also **point to adaptability, resilience, and lifelong learning as essential future skills**. With many jobs expected to evolve or disappear, individuals will need to continuously reskill and upskill, remain self-motivated, and cope with uncertainty and change throughout their careers. In addition, **self-management** and personal positioning skills - such as self-regulation, work-life balance, and personal branding - are expected to gain importance, reflecting the need for individuals to actively manage both their careers and their well-being.

Finally, some respondents highlighted the **need for a more holistic perspective**, suggesting that future professionals will need to understand broader systems and contexts rather than operate within narrow roles.

Recognition and certification of Career Management Skills

Should Career Management Skills be recognised and certified, for example using an Open Badge system or similar digital credential? YES/NO.

9 response



Insight: Low ecosystem awareness

A significant portion of respondents demonstrated **limited or uncertain knowledge**. The Open Badge ecosystems is not yet widespread. At the same time, several respondents were able to identify specific platforms and systems. The most frequently mentioned include **Badgr** (Canvas Credentials), which is recognized as a well-known and user-friendly solution, as well as **Moodle badges, showing familiarity with badge functionalities embedded in learning management systems**. Other examples include Cineca's **BESTR** platform and IMS Global Learning Consortium Open Badges, suggesting awareness of both national and international credentialing frameworks.

There were also references to newer or more niche initiatives, such as:

- Luvia, pointing to emerging innovations in digital credentialing, including integrations with verified learning records and digital identity systems.
- Digital Marketing Institute (DMI) by PACE Institute of Management; Luvia is an AI-powered learning management platform that is partnering with Open Campus to pilot digital student IDs and verified learning records in **Vietnam, supported by the Ministry of Education and Training (MOET)**.

Overall, the results suggest that while some well-known tools and frameworks are recognized, **awareness of Open Badge providers is fragmented and inconsistent**. Many respondents are either unsure or only familiar with a limited number of platforms, often those directly connected to their own educational or professional environments. **This indicates a need for greater visibility and understanding of digital credential ecosystems**, especially if they are to be effectively integrated into the project.

In-depth analysis: results of the field research on CMS

Summary of the research carried out with academic staff and career guidance practitioners in Vietnam and Cambodia: Career Management Skills (CMS) development, gaps, and employability needs

The survey collected **261 valid responses** from academic staff (174, 66.7%), career guidance practitioners (41, 15.7%), employers/HR professionals (25, 9.6%) and other respondents (21, 8%), coming mainly from institutions in **Vietnam** (237, 90.8%) and **Cambodia** (24, 9.2%).

The picture that emerges is consistent: **Career Management Skills (CMS) are perceived as highly important** (mean score 4.0-4.1 out of 5 across all five dimensions surveyed), but the level observed

in students/graduates is systematically lower (3.5-3.7 out of 5) in every area. **The widest gap concerns career planning, followed by decision-making and self-awareness.**

CMS are currently developed mainly through non-formal and extracurricular channels (non-formal education 69.7%, formal academic courses 68.2%, internships 65.9%) rather than through a structured curricular pathway: **only 31.8% of respondents report full integration of CMS into academic programs.**

The main barriers are organizational and structural - lack of trained staff (49.8%), limited curriculum space (46.7%) and low student engagement (41.8%) - rather than a lack of awareness about the importance of the topic.

Employers mainly report **shortfalls in communication, teamwork, problem-solving/critical thinking, and adaptability** to the real work environment.

Support for **greater university-industry collaboration** is nearly unanimous (92.7% answer yes), and the formats considered most effective combine hands-on experience (internships 59.8%, mentoring 52.1%) with structured support (career counselling 49.8%, workshops 57.5%).

Methodology and respondent profile

The questionnaire was organized into seven sections (A-G): respondent profile, perception of CMS importance, observed skill gaps, contexts of CMS development, CMS integration in higher education and barriers, employer perspective, and open feedback. The importance and gap questions used 5-point Likert scales (1 = not important at all/very weak, 5 = very important/very strong).

Perceived importance of CMS (section B)

All respondents were asked to rate the importance of five skill areas for student employability. The mean scores are extremely close together and all above 4 out of 5, **a sign of broad consensus on the relevance of CMS**, regardless of the specific area considered.

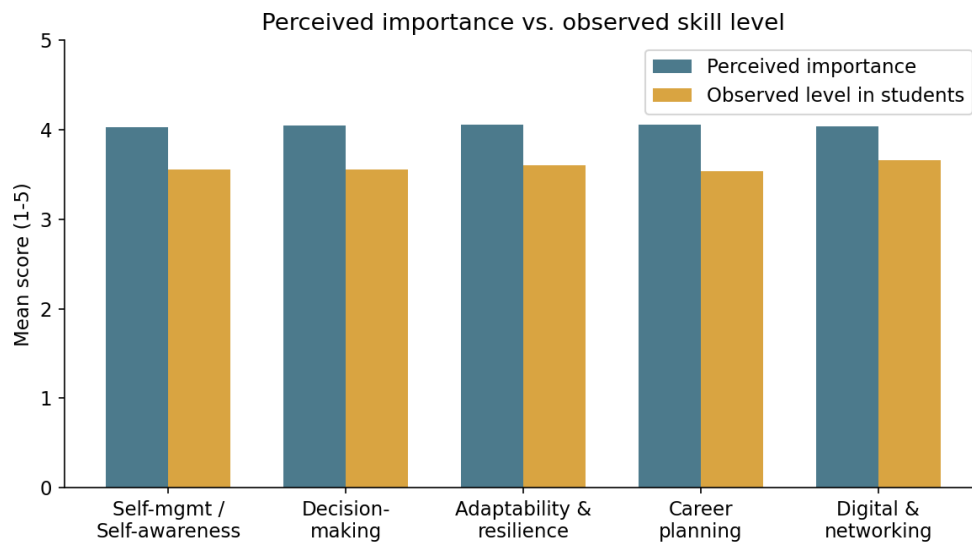
Skill area	Mean score (1-5)
Decision-making for career success	4.05
Career planning skills	4.05
Adaptability and resilience	4.05
Digital and networking skills	4.04
Self & personal management	4.03

The specific question on the importance of integrating CMS into the university curriculum (Section D) also confirms this consensus: mean score 4.02/5, with 90.3% of respondents giving a score of 4 or 5.

Observed skill gaps

Respondents with direct experience were asked to rate the current level of the same skills in students/graduates. In every area, the observed level is lower than the corresponding perceived

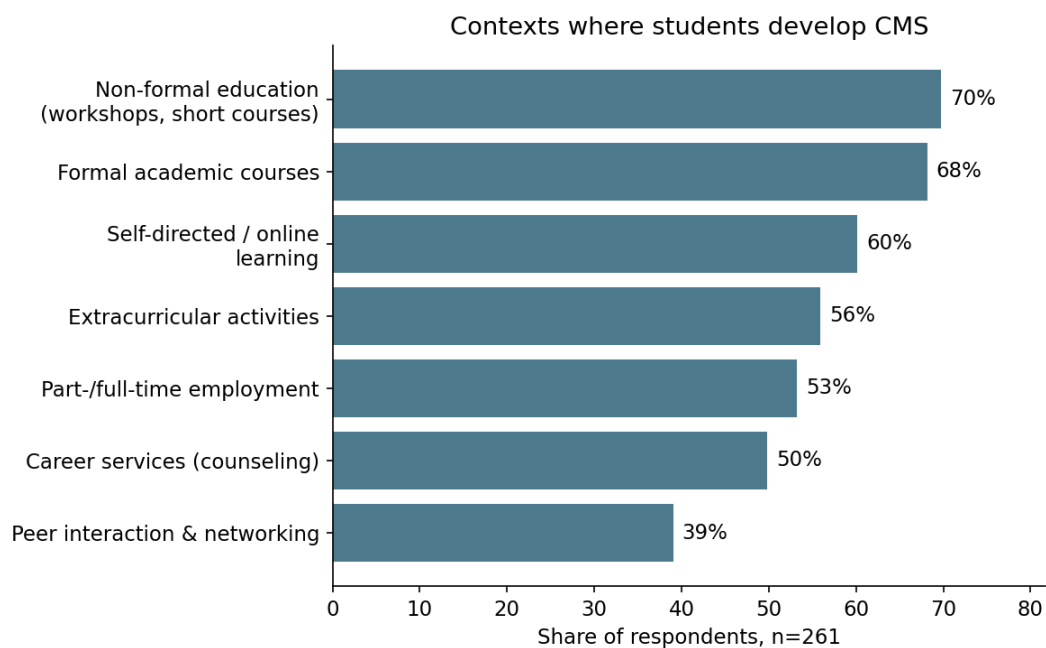
importance, confirming a systematic gap between what is considered necessary and what is observed in practice.



The largest gap concerns career planning and decision-making - higher-order cognitive and reflective skills - while **the smallest (though still present) gap concerns digital skills**. Three further observed areas, with no direct counterpart in the importance section, show similarly moderate scores: job search skills (3.64), communication (3.64) and networking (3.67), confirming that even the more "practical" skills directly relevant to job seeking still have significant room for improvement.

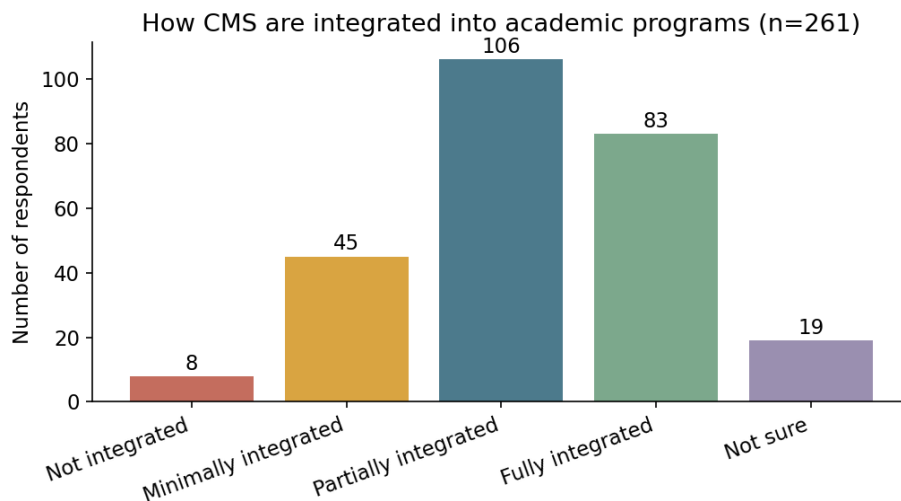
Contexts of CMS development

Asked where students develop CMS (multiple-choice question), respondents point to a balanced mix of formal and non-formal channels, with a slight prevalence of the latter.



The most relevant finding for framework design is that no single context is endorsed by an absolute majority: CMS currently develop in a fragmented way, spread across curriculum, extracurricular activities, work experience, and self-directed learning. This points to the need for a framework that explicitly integrates and links these channels, rather than assuming just one.

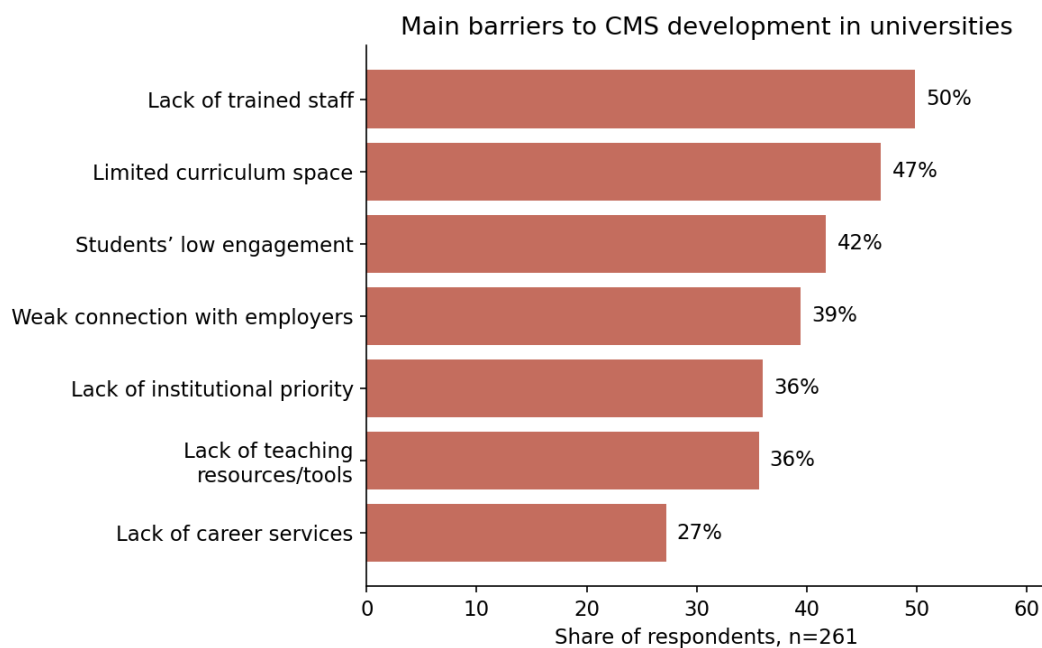
Integration in higher education and barriers



Only 31.8% of respondents (83 out of 261) report that CMS are "fully integrated" into their institution's programs; 40.6% consider them "partially integrated", and 17.2% "minimally integrated" or absent (3.1%). This confirms that curricular integration remains a largely unmet goal.

Main barriers

The barriers identified are predominantly structural and organizational (staff, space, institutional priority, resources) rather than related to a lack of perceived importance - consistent with the high importance scores recorded in section B.



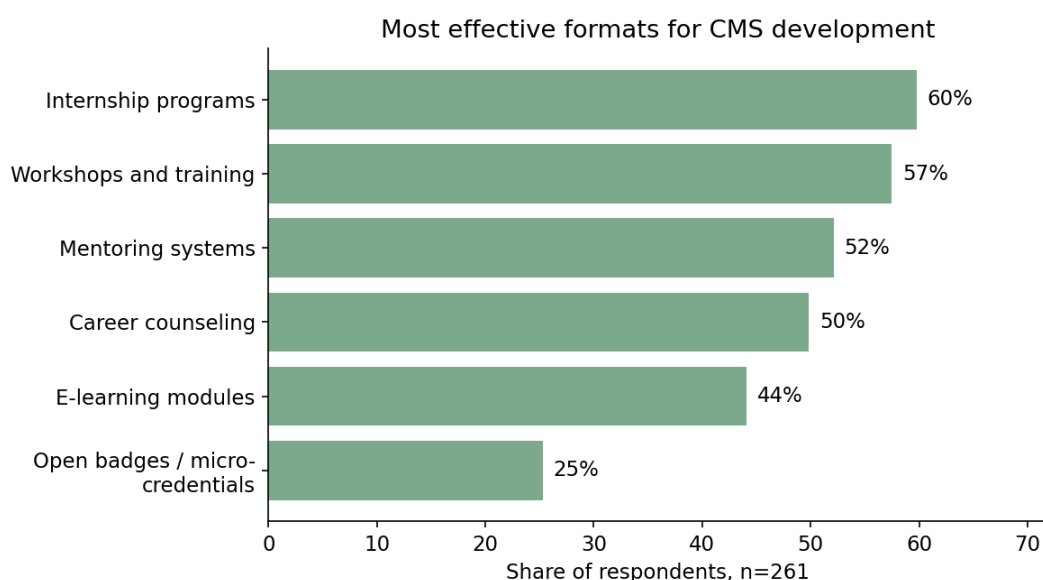
Employer perspective

The **respondents who identify as employers/HR professionals** repeatedly point to the following shortfalls in graduates, with a clear emphasis on transversal (soft) skills rather than technical knowledge:

- Communication (verbal, written, public speaking) - the most frequently cited theme,
- Teamwork and collaboration,
- Problem-solving and critical thinking,
- Adaptability to the real work environment and practical experience,
- Leadership and proactivity,
- Digital skills and professional self-promotion.

Several **employers explicitly note that graduates have solid theoretical knowledge but struggle to translate it into effective professional behavior** - a key finding for steering the framework toward experiential learning and situated practice (work-integrated learning), rather than further theoretical content.

Effective formats and willingness to collaborate



The formats considered most effective for CMS development combine hands-on experience (internships, 59.8%) with structured relational and training support (workshops and training, 57.5%; mentoring, 52.1%; career counselling, 49.8%). **Digital formats (e-learning, 44.1%) and micro-credentials/open badges (25.3%) are seen as complementary.**

Implications for framework design

Based on the analysis, five main directions emerge for the design of the CMS framework:

- **Prioritize career planning and decision-making**, the areas with the widest gap between perceived importance and observed level, without neglecting the other dimensions (all of which show a significant gap).
- Design an integrated, **multi-channel architecture** that explicitly links formal curriculum, extracurricular activities, internships and self-directed learning, since no single context currently reaches a majority of students.

- Include a **capacity-building component** for academic and career-guidance staff, given that lack of trained staff was identified as the top barrier.
- Ground the framework in structured **university-industry partnerships**, leveraging the near-unanimous support for collaboration (92.7%) and incorporating the skills most requested by employers: communication, teamwork, problem-solving and adaptability.
- **Favor experiential formats** paired with structured counseling and complementary digital tools, reflecting respondents' stated preferences on the most effective formats.

These themes confirm and enrich the quantitative findings: the prevailing **request is not to "add" new content, but to structurally integrate CMS into the course of study, making them part of the curriculum and linking them to verifiable practical experience.**

Summary of the research carried out with HE students in Vietnam and Cambodia: Career Management Skills (CMS) Needs and Shortages

This survey conducted among **3,046** university students in Vietnam (92.8%) and Cambodia (7.2%), aimed at identifying the perceived level of competence, training needs, and preferences related to Career Management Skills (CMS) - the transversal skills that support the conscious management of one's professional path. Respondents were reached through partner institutions on a convenience-sampling basis. The participation was voluntary and anonymous.

The **main findings** that emerged from the analysis are as follows:

- The average self-assessed score across the CMS competencies is 3.20 on a 1-5 scale, corresponding to a **"moderate" level** - no single area emerges as solidly acquired.
- The competencies perceived as **most lacking are Communication, Entrepreneurship, Work-life balance, Creativity/complex problem-solving, and Personal branding**: for each of these, more than 21% of students rate themselves as "low" or "very low".
- The relatively strongest competencies are Growth mindset, Collaboration/teamwork, and Adaptability/resilience, although these too remain at moderate levels.
- Only 47% of students believe the university has prepared them "well" or "very well" for the labor market, and a similar share (49.6%) believes their skills match labor market needs "well" or "very well".
- **Students with prior work experience show higher CMS scores** (3.22 versus 3.14 for those without), confirming the developmental value of practical experience.
- 56.5% of students would "definitely" participate in CMS training programs that award Open Badges, signaling strong interest in digital forms of skills certification.

These results suggest the need to strengthen university CMS training offerings, with particular **attention to communication, entrepreneurial, and uncertainty-management skills** and leveraging certification tools recognized by the labor market.

Methodology and respondent profile

The survey was administered online through a structured form divided into four sections: (A) demographic information, (B) self-assessment of CMS competencies on a 5-point Likert scale (1 = Very Low, 5 = Very High), (C) perceived readiness for the labor market, and (D) how CMS are acquired and interest in Open Badges.

The collected dataset comprises 3,046 valid responses, gathered between May and August 2026.

Characteristic	Category	% of sample
Gender	Female	67.7%
Gender	Male	27.3%
Gender	Prefer not to say	5.0%
Work experience	Yes (internship, part-time, etc.)	68.4%
Work experience	No	31.6%

Self-Assessment of Career Management Skills

Section B of the survey asked students to self-assess 19 specific competencies on a 1-5 scale. The overall average score, calculated across all competencies and all respondents, is 3.20 - a "moderate" level, indicating widespread room for improvement rather than shortages concentrated in a few areas.

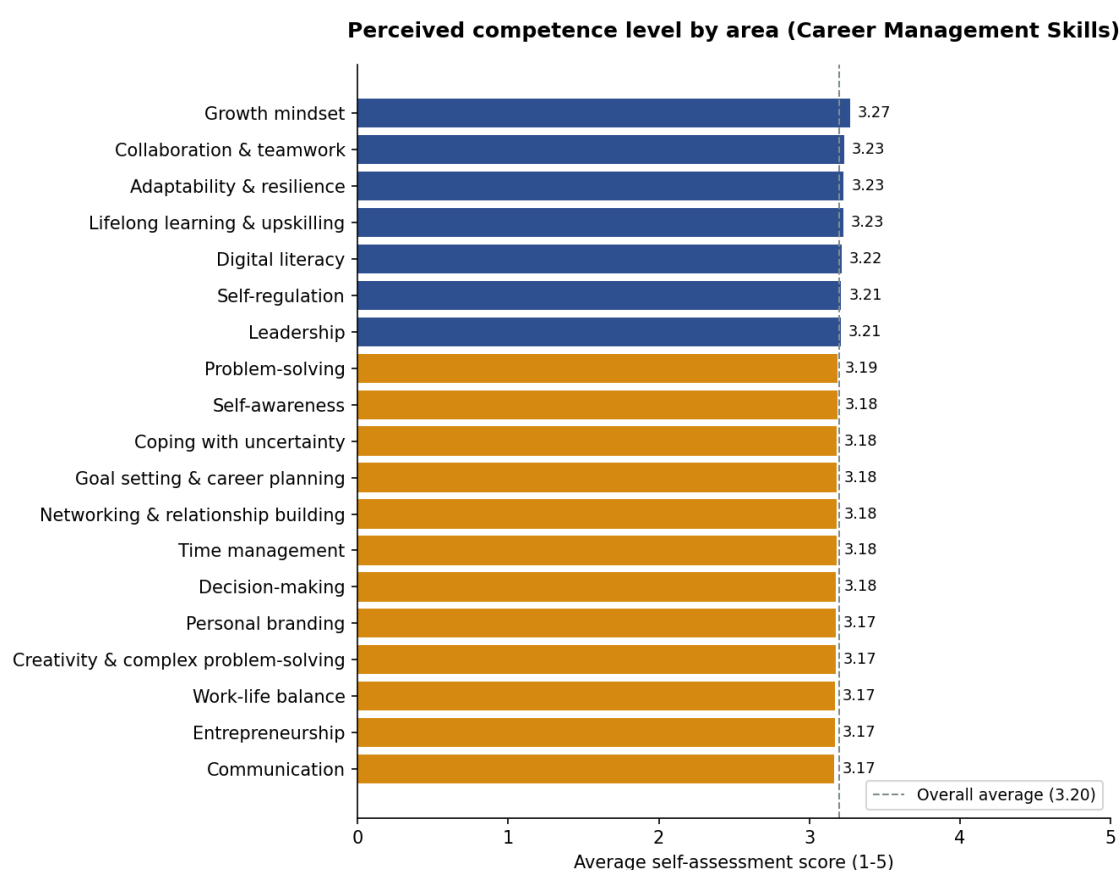


Figure: Average self-assessment score for each of the 19 CMS competencies (1-5 scale). Orange bars indicate competencies below the overall average.

Relative areas of strength

The competencies perceived as relatively more developed relate to attitudes toward learning and the relational dimension:

Competency	Average score (1-5)
Growth mindset	3.27

Competency	Average score (1-5)
Collaboration & teamwork	3.23
Adaptability & resilience	3.23
Lifelong learning & upskilling	3.23
Digital literacy	3.22

Areas of greatest shortage

The competencies with the lowest average score - and the highest share of students rating themselves "low" or "very low" - mainly concern **communication, entrepreneurship, and the ability to handle complexity**:

Competency	Average score (1-5)	% with low/very low level
Communication	3.17	22.0%
Decision-making	3.18	21.7%
Personal branding	3.17	21.6%
Creativity & complex problem-solving	3.17	21.6%
Leadership	3.21	21.6%
Work-life balance	3.17	21.6%
Entrepreneurship	3.17	21.5%

Differences across subgroups

The overall CMS score (average of the 19 competencies) **varies significantly depending on prior work experience** and country of origin:

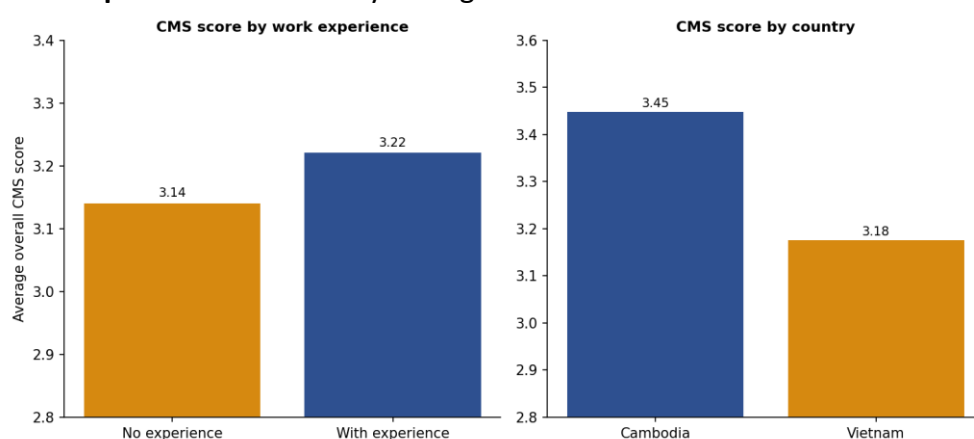


Figure: Average overall CMS score by work experience and by country.

- Students with prior work experience (internships, part-time jobs) achieve an average CMS score of 3.22, compared to 3.14 for those without - a difference consistent with the hypothesis that hands-on experience contributes to the development of these skills.

- There is a **moderate positive correlation** ($r = 0.43$) **between overall CMS score and confidence in finding a job after graduation**: students who perceive themselves as more competent also feel more ready for the labor market.

Labor market readiness

Section C explored students' perceptions of their own transition into the workforce.

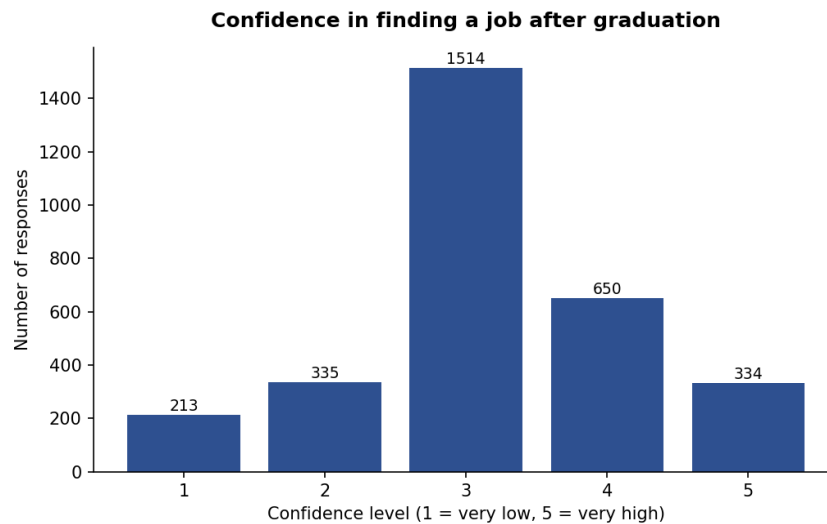


Figure: Distribution of confidence in finding a job after graduation (1 = very low, 5 = very high; average = 3.18).

Average confidence in finding a job after graduation is 3.18 out of 5: a moderately positive figure, but with 18% of students (levels 1-2) expressing low confidence.

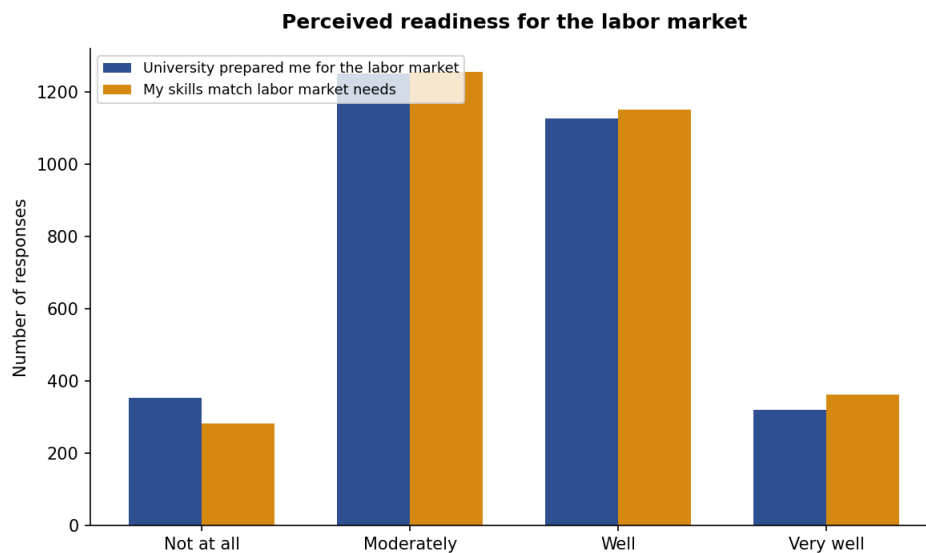


Figure: Perceived preparation provided by the university and perceived alignment of one's skills with the labor market.

- Only 47.4% of students believe the university prepared them "well" or "very well" for the labor market; 11.6% believe they were "not at all" prepared.
- 49.6% believe their skills match labor market needs "well" or "very well", while 9.2% believe there is no match at all.

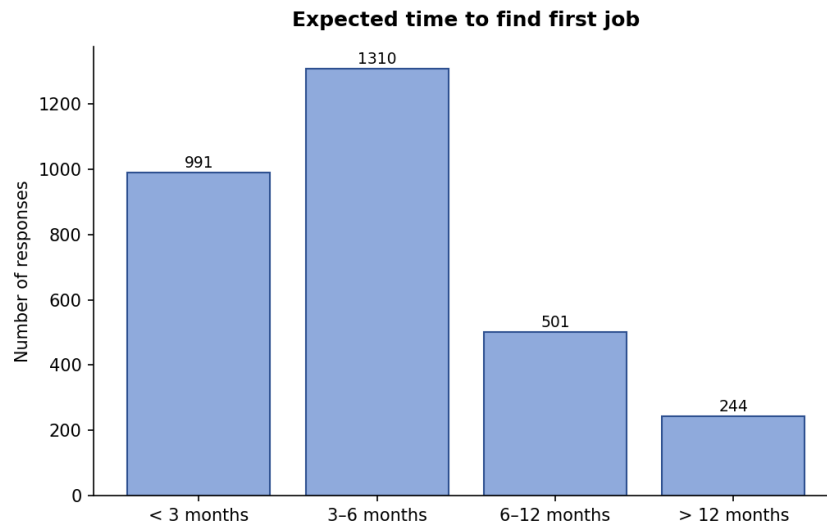
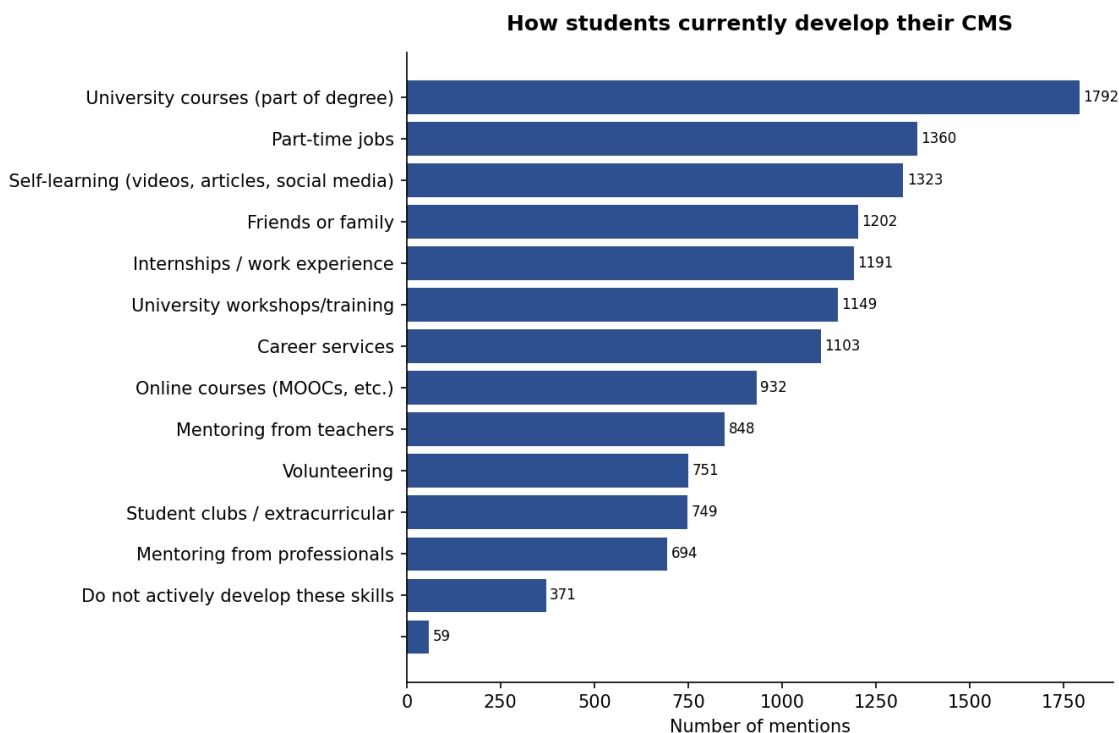


Figure: Expected time to find a first job after graduation.

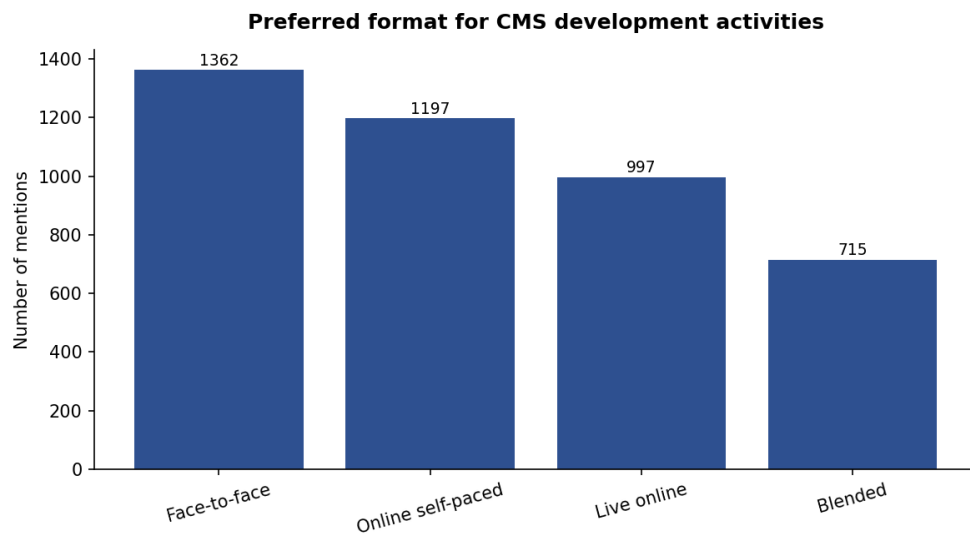
Regarding expected time to enter the workforce, 43.0% of students expect to take between 3 and 6 months to find their first job, 32.5% expect less than 3 months, while 24.4% expect more than 6 months. This distribution, cross-referenced with the moderate confidence expressed and the "moderate" level of self-assessed CMS, suggests that students perceive their transition to the labor market realistically - rather than overly optimistically.

How skills are acquired and training needs

Section D investigated the channels students currently use to develop their CMS, and which learning formats they would prefer going forward.



Core university courses (58.8% of mentions) remain the main channel for developing CMS, followed by part-time jobs (44.6%) and self-directed learning (43.4%). Notably, 12.2% of students report not actively developing these skills at all - a signal worth attention for educational institutions.



Among preferred formats for CMS training, face-to-face delivery is the most requested, followed by self-paced online learning and live online sessions; a substantial share of students also shows interest in blended formats that combine several modes.

Interest in Open Badges

The survey also explored students' perceived value of Open Badges - digital certificates that attest to the possession of specific skills - as a tool for recognizing CMS.

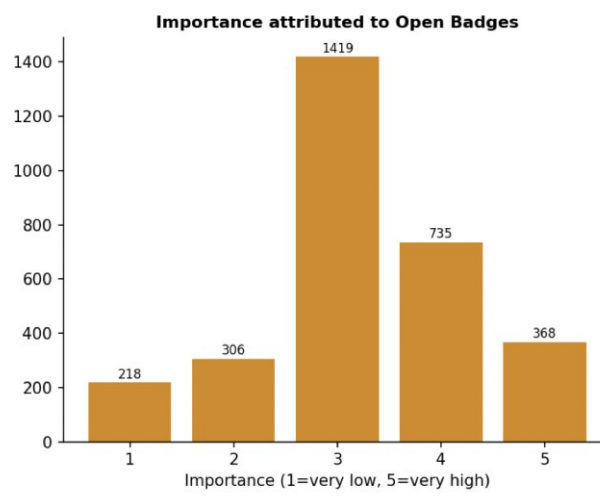


Figure: Importance attributed to Open Badges (1-5 scale, average = 3.24) and willingness to participate in training programs that award them.

- The average importance attributed to Open Badges is 3.24 out of 5, slightly higher than the average for CMS themselves, indicating genuine interest in formal skills recognition.
- 56.5% of students would "definitely" participate in a CMS training program that awards Open Badges, 38.6% are unsure, and only 4.9% would not be interested.
- Among the values attributed to Open Badges, the most cited are the ability to demonstrate skills to employers, track learning progress, and increase motivation to learn new skills.

These findings point to fertile ground for introducing micro-credentialing initiatives linked to CMS development pathways, particularly if integrated into channels students already use (university courses, workshops, career services).

Conclusions and Recommendations

The analysis paints a consistent picture: Career Management Skills are perceived as developed at a "moderate" and fairly uniform level, with no clear area of strength or isolated extreme shortages, but with **clear priorities for intervention**.

Priority areas for intervention:

- **Communication:** the competency with the lowest score and the highest incidence of negative self-assessments; would benefit from cross-curricular reinforcement.
- **Entrepreneurship and Personal branding:** competencies related to the ability to present oneself in the labor market, underdeveloped through traditional learning channels.
- **Creativity and managing complexity/uncertainty:** to be strengthened through **active teaching methods (project work, real case studies, problem-based learning)**.

Operational Recommendations:

- Strengthen the experiential component (internships, field projects), consistent with the evidence that students with work experience show higher CMS scores.
- Favor in-person or blended delivery formats, in line with the preferences expressed by the majority of students.
- Introduce Open Badge certification pathways, given the high willingness to participate (56.5% "definitely") and the perceived value in terms of employability.
- Monitor over time the evolution of students' confidence in their labor market transition, currently only moderately positive (3.18/5), as an indicator of the effectiveness of interventions put in place.

From research to framework - DEVICES CMS Framework: skills, definitions and thematic clusters

The proposed **DEVICES CMS framework** is structured around four key areas that together support individuals in managing their careers, learning and transitions **throughout the life course**. The four areas reflect the **research findings collected within the partnership and presented above**, ensuring that the **framework is grounded in the evidence** and needs identified through the research. At the same time, the four areas reflect core dimensions of career management and are **aligned with the EU approach to lifelong guidance and competence development**.

The framework takes into account the **national policy contexts** in which the DEVICES project will be implemented. In **Vietnam**, Circular No. 16/2026/TT-BGDDT provides a relevant reference for career guidance, self-awareness, career decision-making, problem-solving, communication, teamwork, creativity, adaptability and entrepreneurship. In **Cambodia**, the National Policy on Lifelong Learning and the Cambodia Skills Framework provide complementary references for lifelong skills development, learning opportunities, career pathways and professional development.

Building on these sources, the DEVICES CMS Framework organises 20 skills into four thematic areas: (1) Self and Personal Management; (2) Direction and Decisions; (3) Transitions and Adaptability; and (4) Opportunity Awareness and Career Development. These clusters represent the project's own

synthesis of relevant competencies, designed to connect personal development, career decision-making, adaptability and opportunity engagement within a single framework.

The mapping to existing frameworks (annex 3) is intended to demonstrate conceptual alignment and inform the interpretation and development of the DEVICES CMS. It does not imply that the external frameworks use identical categories or definitions. The final selection and organisation of the 20 skills also reflect the findings of the literature review, partner consultation and empirical research conducted within the project.

The CMS model moves beyond the provision of career information towards empowering individuals to understand themselves, make informed career decisions, navigate transitions and continuously develop their careers.

- The **CMS model** moves beyond the provision of career information towards empowering individuals to understand themselves, set direction and make informed career decisions, navigate transitions and adapt to change, and recognise and pursue opportunities for continuous career development.

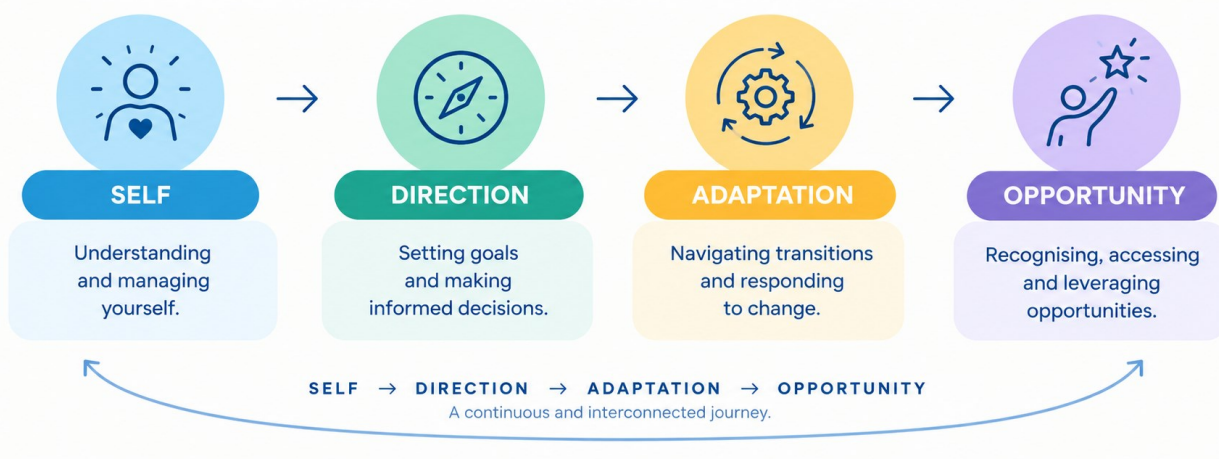


Figure: Visual presentation of the concept behind the DEVICES CMS Framework

1. Self-Awareness

Self-awareness refers to an individual's ability to recognise and understand their skills, interests, values, motivations, strengths and areas for development. It provides the **foundation for meaningful career exploration and informed career decision-making**. Developing self-awareness enables individuals to connect their personal characteristics and aspirations with learning and career opportunities.

This area is closely aligned with the **LifeComp framework**, particularly its emphasis on self-regulation, well-being and reflective learning, as well as with **EntreComp**, which explicitly includes self-awareness and self-efficacy as a competence.

2. Career Direction & Decision-Making

Career direction and decision-making encompass the ability to explore alternatives, evaluate options, set goals and **make informed choices** about learning and career pathways. This includes identifying priorities, weighing opportunities and constraints, planning next steps, and taking responsibility for career-related decisions.

This dimension reflects the EU lifelong guidance perspective (An EU reference framework for lifelong guidance), which places individuals' **capacity to make meaningful career decisions and manage their learning and work pathways** at the centre of career development.

3. Transitions & Adaptability

Transitions and adaptability refer to the **ability to navigate and respond effectively to changes** throughout education, training and working life - for example, moving from education to employment, changing jobs or occupations, returning to learning, or responding to changing labour-market conditions.

This area **includes resilience, flexibility, continuous learning** and the capacity to update skills and strategies over time. It reflects the increasingly dynamic nature of careers and the need for individuals to adapt proactively to **uncertainty and change**. These elements are also consistent with EU competence frameworks such as LifeComp, which highlights the capacity to cope with complexity and adapt to a changing world, and EntreComp, which includes coping with ambiguity, uncertainty and risk and learning through experience.

4. Opportunity Awareness & Career Development

Opportunity awareness and career development involve understanding and exploring the education, training, employment and labour-market opportunities available to individuals. This includes the **ability to identify, access, interpret and critically assess information** about occupations, sectors, organisations, learning pathways and emerging skills needs.

Beyond awareness of available opportunities, this area involves actively using information and resources to develop and manage one's career over time. It therefore connects career exploration with ongoing learning, skills development and engagement with changing labour-market conditions. This is consistent with the EU lifelong guidance approach, which emphasises enabling individuals to identify their capacities and interests, make informed career decisions, and continuously develop their careers, learning and work lives.



Description of CMS organised into four thematic areas

1. Self and Personal Management

CMS THEMATIC AREA: Self and Personal Management	
Focus: Understanding yourself and managing behaviour, resources, wellbeing and professional identity over time.	
These are the “inner compass” skills - without them, planning and execution tend to drift.	
1. Self-awareness (interests, values, strengths)	<p>The ability to understand and reflect on one’s own capacities, interests, values, strengths and limitations. It involves recognising what motivates and influences you, using feedback to develop a realistic understanding of yourself, and identifying areas for personal and professional growth.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Identifies personal strengths, skills, interests and areas for development. • Recognises personal values, motivations and preferences and relates them to learning and career choices. • Reflects on personal experiences, achievements and challenges to identify learning and development needs. • Recognises and articulates personal emotions and their influence on decisions and behaviour. • Assesses personal competences realistically and identifies gaps requiring further development. • Seeks and uses feedback from others to develop a more accurate understanding of oneself. • Connects personal characteristics and aspirations with potential educational and career pathways. • Recognises how personal background, experiences and circumstances may influence career decisions. • Communicates personal strengths, competences and development needs clearly and confidently. • Regularly reflects on how self-perceptions and career aspirations evolve over time. <p>Reference: EntreComp - The Entrepreneurship Competence Framework, see “Self-awareness & self-efficacy”, p. 14, https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</p>
2. Growth mindset	<p>The ability to recognise that one’s abilities and those of others can develop through learning, practice, effort, feedback, and experience. It involves being open to learning, viewing challenges and mistakes as opportunities for improvement, and maintaining the belief that continuous learning and progress are possible.</p>

	<p>Having a growth mindset means being open to learning and willing to take on challenges, even when something is difficult at first. Instead of thinking <i>“I’m not good at this,”</i> you can think <i>“I’m not good at this yet, but I can learn and improve.”</i></p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Believes that abilities and competences can be developed through effort, learning and experience. • Welcomes challenges and approaches unfamiliar tasks with curiosity and openness. • Perseveres when facing difficulties, setbacks or initial failure. • Views mistakes and failures as opportunities to learn and improve. • Seeks and responds constructively to feedback. • Identifies personal learning needs and actively seeks opportunities for development. • Experiments with new approaches and is willing to step outside their comfort zone. • Reflects on progress and identifies how their knowledge, skills and competences have developed. • Adapts to change and remains open to acquiring new skills and knowledge. • Recognises that career development is an ongoing learning process requiring continuous adaptation. <p>Reference: LifeComp, p. 60, https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en).</p>
3. Self-regulation	<p>The ability to recognise and manage emotions, thoughts and behaviour, maintain motivation and resilience, set and pursue goals, monitor progress, and adapt actions and strategies in response to changing circumstances.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Recognises and reflects on personal emotions, thoughts, strengths and areas for development. • Manages emotions, stress and uncertainty effectively in learning and career-related situations. • Maintains motivation and commitment when pursuing learning or career goals. • Sets realistic and meaningful personal, learning and career goals. • Monitors progress towards goals and reflects on achievements and challenges.

	<ul style="list-style-type: none"> • Demonstrates resilience when facing setbacks, changes or unexpected career situations. • Adjusts strategies and behaviour in response to feedback, changing circumstances or new information. • Takes responsibility for decisions, actions and their consequences. • Demonstrates self-efficacy and confidence in the ability to influence and manage one's career development. • Uses reflection to identify lessons learned and improve future actions. <p>Reference: LifeComp (see the definition on page 28), https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en).</p>
<p>4. Work-life balance</p>	<p>The ability to recognise and manage the different demands and priorities associated with work, learning, personal life and other areas of life, while maintaining personal well-being and making sustainable choices throughout one's career. In the context of career management, work-life balance involves understanding personal needs and boundaries, evaluating how career choices may affect other areas of life, and adapting priorities and strategies as circumstances change.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Recognises the different roles, responsibilities and priorities in work, learning and personal life. • Identifies personal needs, values and boundaries related to work-life balance. • Sets realistic boundaries between work/study and personal time. • Allocates time and energy across competing life domains in a sustainable way. • Considers well-being and personal circumstances when making career and learning decisions. • Identifies potential sources of stress, overload or conflict between different life domains. • Takes appropriate action to manage stress and maintain personal well-being. • Negotiates or communicates needs and boundaries appropriately with others. • Evaluates the potential work-life implications of different career and employment options. • Adjusts priorities and strategies in response to changing personal, educational or career circumstances.

	<p>Reference: LifeComp (see the definition on page 36), https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en)</p> <p>GreenComp https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en</p>
<p>5. Time management</p>	<p>The ability to plan, organise and prioritise activities and tasks effectively, allocate time appropriately, and manage competing demands in order to achieve personal, learning and career-related goals. In the context of career management, time management supports individuals in balancing short- and long-term priorities, meeting commitments and deadlines, and adapting plans when circumstances or priorities change.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Sets priorities according to goals, deadlines and levels of importance. • Plans and organises tasks and activities effectively. • Allocates time appropriately to different learning, work and career-related activities. • Establishes realistic schedules and deadlines. • Monitors progress and adjusts plans when necessary. • Manages competing priorities and unexpected demands. • Avoids or minimises procrastination and unnecessary delays. • Meets agreed deadlines and commitments. • Balances short-term tasks with longer-term learning and career goals. • Uses appropriate tools and strategies to organise time and track progress. <p>Reference: EntreComp - The Entrepreneurship Competence Framework, see “Planning & management”, p. 15, https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</p>

2. Direction & Decisions

<p style="text-align: center;">CMS THEMATIC AREA: Direction & Decisions</p> <p style="text-align: center;">Focus: Setting goals, making choices, and creating direction</p> <p style="text-align: center;"><i>This cluster translates self-knowledge into concrete direction and action.</i></p>

<p>1. Goal setting & career planning</p>	<p>The ability to define meaningful and achievable personal, learning and career goals, develop plans to pursue them, and make informed choices about future learning and career pathways. It involves translating aspirations into concrete objectives, identifying appropriate actions and resources, monitoring progress, and adapting plans in response to changing circumstances and opportunities.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Identifies and articulates personal, learning and career aspirations. • Visualise future scenarios to help guide effort and action. • Sets clear, realistic and achievable short-, medium- and long-term goals. • Aligns career goals with personal interests, values, strengths and priorities. • Translates broader aspirations into concrete objectives and actionable steps. • Develops and follows realistic career and learning plans. • Identifies resources, opportunities and support needed to achieve goals. • Establishes priorities and timelines for planned actions. • Monitors progress towards goals and evaluates achievements. • Reviews and adjusts goals and plans in response to feedback, new information or changing circumstances. • Considers alternative pathways and develops contingency plans when circumstances change. <p>Reference: EntreComp - The Entrepreneurship Competence Framework, see “Vision” and “Planning & management”, p. 14, https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</p>
<p>2. Decision-making</p>	<p>The ability to make informed choices and decisions when developing and implementing ideas and opportunities, taking into account available information, resources, constraints, risks and possible consequences. It involves evaluating alternatives, managing uncertainty and ambiguity, making decisions despite incomplete information, and taking responsibility for the outcomes of those decisions.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Identifies situations requiring choice, judgement or decision-making. • Gathers and evaluates relevant information before making decisions.

	<ul style="list-style-type: none"> • Identifies and compares different options and possible courses of action. • Considers the potential consequences, benefits, costs and risks of different options. • Makes decisions based on available evidence, personal goals, values and priorities. • Makes decisions when information is incomplete or uncertain. • Assesses and manages risks associated with different choices. • Seeks advice, feedback or support when appropriate. • Makes timely and responsible decisions and takes ownership of the outcomes. • Implements decisions by translating choices into concrete actions. • Reviews decisions in light of new information, feedback or changing circumstances. • Learns from the outcomes of previous decisions and applies this learning to future choices. <p>Reference: EntreComp - The Entrepreneurship Competence Framework, https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</p>
<p>3. Entrepreneurship (ability to act upon opportunities)</p>	<p>Is the ability to identify and create opportunities, take initiative, and turn ideas into purposeful action while managing resources, risks and change in pursuit of personal, social or professional value.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Identifies and explores opportunities in personal, educational, professional and social contexts. • Generates, develops and evaluates ideas that can create value for oneself and others. • Recognises opportunities by researching and analysing relevant information, trends and contexts. • Demonstrates initiative and proactivity in pursuing opportunities and taking action. • Translates ideas into concrete objectives, activities and achievable actions. • Identifies and mobilises appropriate resources, knowledge, skills, networks and support to implement ideas. • Takes informed and calculated risks, considering potential benefits, challenges and consequences. • Demonstrates creativity, flexibility and openness to new approaches when addressing problems or opportunities. • Makes decisions in situations involving uncertainty, ambiguity or incomplete information.

	<ul style="list-style-type: none"> ● Tests, develops and improves ideas by seeking feedback and learning from experience. ● Demonstrates persistence, motivation and resilience when facing obstacles or setbacks. ● Recognises and considers the ethical, social, economic and environmental implications of entrepreneurial actions. <p>Reference: EntreComp - The Entrepreneurship Competence Framework, https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</p>
4. Problem-solving	<p>The ability to identify, analyse and address problems and challenges in personal, learning and career contexts by understanding their causes, generating possible solutions, evaluating alternatives and taking appropriate action.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> ● Identifies and clearly defines problems, challenges and needs. ● Breaks problems down into manageable components and priorities. ● Analyses underlying causes, relationships, and potential consequences. ● Considers a problem from different perspectives and viewpoints. ● Identifies and evaluates relevant information, evidence and assumptions. ● Generates multiple possible approaches and solutions, including creative or innovative ones. ● Evaluates solutions against objectives, constraints, resources, risks and potential consequences. ● Makes connections between different issues, contexts and areas of knowledge. ● Develops and implements appropriate and feasible responses to complex problems. ● Manages uncertainty, ambiguity and changing circumstances when addressing problems. ● Tests, monitors and refines solutions based on evidence and feedback. ● Reflects on outcomes and transfers learning from previous problems to new or unfamiliar situations. <p>Reference: EntreComp - The Entrepreneurship Competence Framework, https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</p>

<p>5. Evaluating and analysing information</p>	<p>The ability to search for, assess, interpret and critically analyse information and data in order to understand situations, identify relevant evidence, and make informed personal, learning and career decisions. It involves judging the credibility, reliability and relevance of sources, comparing and critically evaluating information and the processes used to generate it, and organising, processing and analysing information and data to draw meaningful conclusions and inform action.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> ● Identifies and articulates information needs and questions relevant to a personal, learning or career goal. ● Searches for and retrieves relevant information and data from appropriate sources. ● Distinguishes between relevant and irrelevant information. ● Assesses and compares the credibility and reliability of information sources. ● Evaluates the accuracy, relevance and limitations of information and content. ● Interprets and critically evaluates information rather than accepting it at face value. ● Identifies biases, and potential misinformation. ● Compares information from different sources and perspectives. ● Understands how algorithms, recommendation systems, search results and social media platforms can influence the information that individuals encounter. ● Uses appropriate digital tools to collect, organise, filter, process and analyse information and data. ● Uses AI and other digital tools critically and responsibly to support information search, analysis and interpretation, while recognising their limitations and the need to verify outputs. ● Considers the processes and methods used to generate information and data. ● Collects, processes and analyses information and data to identify patterns, relationships and key findings. ● Synthesises information from multiple sources to develop a coherent understanding of an issue. ● Draws reasoned and evidence-informed conclusions from available information. ● Recognises when information is insufficient, uncertain or requires further investigation. ● Uses and shares information ethically and responsibly, respecting privacy, intellectual property and other people's rights.
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	<p>Reference: DigComp 3.0 - European Digital Competence Framework, European Commission Joint Research Centre (JRC), Competence Area 1: Information search, evaluation and management, particularly: 1.1 Browsing, searching and filtering information/ 1.2 Evaluating information/ 1.3 Managing information, https://joint-research-centre.ec.europa.eu/scientific-activities/key-competences-lifelong-learning/digital-competence-framework-digcomp/digcomp-30_en#competence-areas-and-competences</p>
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3. Transitions & Adaptability

<p>CMS THEMATIC AREA: Transitions & Adaptability</p> <p>Focus: staying relevant in changing environments, navigating change, uncertainty, and continuous development.</p> <p>This cluster reflects the realities of increasingly volatile and uncertain labour markets, focusing on individuals' ability to adapt to change across different life stages and career transitions.</p>	
<p>1. Critical thinking (strongly highlighted in survey results)</p>	<p>The ability to analyse, evaluate and interpret information, ideas and situations objectively and systematically, consider different perspectives, identify assumptions and biases, and use evidence and reasoning to form informed judgements and make well-founded decisions. In the context of career management, critical thinking enables individuals to assess career and learning information, evaluate opportunities and alternatives, and make informed choices in complex and changing environments.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Identifies, gathers and evaluates relevant information from different sources. • Distinguishes facts, evidence, assumptions, opinions and interpretations. • Questions information, claims and assumptions rather than accepting them uncritically. • Recognises potential biases, limitations and gaps in information. • Compares different perspectives and considers alternative explanations or options. • Uses evidence and logical reasoning to reach informed conclusions. • Evaluates the reliability and relevance of career, education and labour-market information. • Weights potential benefits, risks and consequences of different career and learning options.

	<ul style="list-style-type: none"> • Revises conclusions when new or contradictory evidence becomes available. • Applies critical reflection when making career-related decisions. <p>Reference: Key Competences for Lifelong Learning - European Commission (2018): critical thinking is embedded within Personal, Social and Learning to Learn Competence, https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en LifeComp (see the definition on page 64), https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en). DigComp3.0. - European Digital Competence Framework: https://joint-research-centre.ec.europa.eu/scientific-activities/key-competences-lifelong-learning/digital-competence-framework-digcomp/digcomp-30_en#definition-of-digital-competence GreenComp, p.14, https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en</p>
<p>2. Lifelong learning & upskilling</p>	<p>The ability to identify and respond to evolving learning and competence-development needs throughout life and career. It involves actively seeking and engaging in formal, non-formal and informal learning opportunities, acquiring new knowledge and skills, updating existing competences, and applying learning to changing personal, educational and professional contexts. It includes taking responsibility for one's own continuous development and using available learning resources, opportunities and support to remain capable of adapting to changing requirements.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Identify current and future learning and competence-development needs. • Set learning and upskilling priorities. • Seek and make use of formal, non-formal and informal learning opportunities. • Use digital platforms, resources and tools to support continuous learning. • Take responsibility for planning and managing one's own learning and professional development. • Apply newly acquired competences in learning, work and everyday situations. • Maintain and update competences in response to technological, occupational and societal changes.

	<ul style="list-style-type: none"> • Recognise the value of learning from work experience, practice and everyday life. • Use available networks, mentors, peers and other sources of support for learning and development. • Reflect on learning outcomes and identify next steps for continued development. <p>Reference: LifeComp/ Learning to learn area p.56, https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en).</p>
<p>3. Ability to cope with challenges and uncertainty</p>	<p>The ability to respond constructively and adaptively to challenges, change, uncertainty and unexpected situations in personal, learning and career contexts. It involves managing transitions, remaining open and flexible when circumstances change, assessing risks and alternative courses of action, maintaining motivation and resilience, and adapting plans and behaviour in response to new information and emerging circumstances. It also involves recognising uncertainty as an inherent part of personal and professional development and using it as an opportunity for learning, exploration and growth.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Recognises and acknowledges challenges, uncertainty, change and unexpected situations. • Maintains a constructive and open attitude towards change and unfamiliar situations. • Adapts plans, priorities and actions when circumstances or expectations change. • Manages transitions and periods of uncertainty in education, work and personal life. • Identifies different options and possible responses when facing uncertain situations. • Assesses risks, opportunities and potential consequences before taking action. • Makes informed decisions despite incomplete information or ambiguity. • Demonstrates flexibility when circumstances change. • Maintains motivation, perseverance and commitment when encountering difficulties or setbacks. • Uses appropriate strategies to manage emotions, thoughts and behaviour when facing challenging situations. • Seeks and uses information, feedback, advice and support when needed. • Demonstrates resilience, learning from difficulties, mistakes and unexpected outcomes.

	<ul style="list-style-type: none"> • Experiments with alternative approaches when an initial response is unsuccessful. • Uses uncertainty to explore new possibilities, opportunities and pathways. • Reviews and adjusts personal, learning and career plans in response to new information and changing circumstances. • Reflects on challenging experiences and transfers learning to future situations. <p>LifeComp’s “Flexibility”, p.32, https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en</p> <p>EntreComp “Coping with ambiguity, uncertainty & risk”, p.15, https://op.europa.eu/en/publication-detail/-/publication/5e633083-27c8-11e6-914b-01aa75ed71a1/language-en</p> <p>GreenComp includes “Exploratory thinking”, p.15, https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en</p>
<p>4. Adaptability</p>	<p>The ability to adjust thoughts, behaviours, plans and actions in response to changing circumstances, new information, different environments and emerging opportunities or challenges. It involves remaining open to change, modifying approaches when circumstances evolve, learning from experience and feedback, and navigating transitions effectively. In personal, learning and career contexts, adaptability includes the ability to explore alternative pathways, respond constructively to uncertainty and change, and continuously adjust one’s knowledge, skills and strategies to evolving contexts.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Recognise when circumstances, requirements or priorities are changing. • Remain open to new ideas, approaches, information and experiences. • Adjust plans, priorities and actions in response to changing circumstances. • Adapt behaviour and communication to different contexts and environments. • Consider alternative strategies and pathways when existing approaches are no longer effective. • Respond constructively to unexpected situations, transitions and setbacks. • Anticipate possible changes and prepare alternative courses of action.

	<ul style="list-style-type: none"> • Transfer existing knowledge and skills to new or unfamiliar situations. • Balance the need for stability and continuity with the need to respond to change. <p>Reference: LifeComp/ Flexibility, p.32, https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en).</p> <p>GreenComp, p.14, https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en</p>
5. Creativity	<p>The ability to generate, develop and express new and meaningful ideas, explore different perspectives and approaches, and use imagination, curiosity and experimentation to respond to opportunities, challenges and problems. It involves thinking divergently, making connections between ideas, questioning assumptions, developing and testing new approaches, and adapting or combining existing knowledge to create something new or improved. In personal, learning and career contexts, creativity includes the ability to use digital technologies and other tools to develop, communicate and refine ideas, while remaining open to experimentation, feedback, uncertainty and alternative ways of doing things.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> • Demonstrates curiosity, openness and willingness to explore new ideas, perspectives and possibilities. • Generates multiple ideas and alternative approaches to a situation, problem or opportunity. • Uses imagination to move beyond conventional solutions. • Makes connections between different ideas, experiences, knowledge, disciplines or perspectives. • Develops, combines, adapts and re-elaborates existing ideas or knowledge to create something new or improved. • Experiments with new methods, tools, technologies and approaches. • Uses digital technologies to create, modify, integrate and communicate original content and ideas. • Develops ideas through iteration, experimentation, prototyping and testing. • Translates creative ideas into practical solutions, projects, products, services or forms of expression. <p>Reference: EntreComp - The Entrepreneurship Competence Framework, https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</p>

4. Opportunity awareness & career development

CMS THEMATIC AREA: **Opportunity awareness & career development**

Focus: Recognizing, accessing, and leveraging opportunities in the education and the world of work.

This cluster reflects individuals' ability to recognise and explore opportunities, access relevant resources and networks, and actively position themselves to pursue and create learning and career opportunities.

1. **Effective communication**

The ability to communicate clearly, appropriately and confidently with different people and audiences across personal, educational and professional contexts. It involves expressing ideas, information, needs and perspectives in a clear and purposeful way, adapting communication to different situations and audiences, listening actively, asking relevant questions, and responding constructively to feedback. It also includes communicating effectively through digital technologies and being aware of cultural, social and contextual differences that may influence communication.

Key performance indicators:

- **Express** ideas, information, opinions and needs clearly and coherently.
- **Adapt** language, tone, style and level of detail to different audiences, purposes and contexts.
- Communicate appropriately in formal, informal, academic and professional settings.
- Listen actively and **empathetically**, demonstrating attention to and understanding of others' perspectives, feelings and needs.
- Ask relevant questions to clarify information, expectations, needs and perspectives.
- Demonstrate openness and respect towards different viewpoints, experiences and backgrounds.
- Present information and ideas in a structured and understandable way.
- Use verbal, written and non-verbal communication effectively.
- Select appropriate communication channels and tools, including digital platforms.
- Adapt communication to **different cultural, social and professional contexts**.
- Give and respond to feedback constructively and respectfully.

	<ul style="list-style-type: none"> ● Manage disagreements, misunderstandings and difficult conversations through respectful and empathetic communication. ● Reflect on the effectiveness of communication and identify areas for improvement. <p>Reference: LifeComp/ Communication, p.48, https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en).</p>
2. Working with others & relationship building (Team-up, collaborate & Network)	<p>The ability to work together and co-operate with others to develop ideas, achieve shared goals and create value. It involves teaming up with people with different backgrounds, knowledge and perspectives, contributing constructively to collaborative activities, building and maintaining relationships, and developing networks that provide opportunities for learning, support and career development. It also includes recognising and valuing diversity, listening to others, showing empathy, managing relationships and resolving conflicts constructively. In career contexts, it involves proactively building and using networks to access information, advice, support and opportunities, and to develop mutually beneficial professional relationships.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> ● Work collaboratively with a range of individuals and teams. ● Be open to working with others and taking different roles and responsibilities. ● Contribute constructively to shared goals and activities. ● Combine different knowledge, experiences and perspectives to achieve common objectives. ● Recognise and value diversity as a source of ideas, learning and opportunities. ● Show respect and empathy towards people with different backgrounds, perspectives and experiences. ● Listen actively to others and take their ideas and needs into account. ● Share knowledge, resources and responsibilities within a team. ● Adapt ways of working to different people, teams and contexts. ● Build trust and maintain positive and mutually beneficial relationships. ● Manage disagreements and resolve conflicts constructively. ● Be open to establishing new contacts and forms of cooperation.

	<ul style="list-style-type: none"> ● Build and expand personal and professional networks. ● Use relationships and networks to obtain information, advice, support and resources. ● Proactively connect with relevant people and organisations inside and outside one's immediate environment. ● Use networks to bring together different perspectives and identify learning and career opportunities. ● Maintain relationships and contribute to networks over time. <p>EntreComp - the Entrepreneurship Competence Framework, Working with others https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</p>
3. Personal branding & career positioning	<p>The ability to strategically develop, communicate and manage one's professional identity, values, competences and distinctive strengths in order to position oneself in relation to learning and career opportunities. It involves expressing who one is and what one can offer, identifying and communicating distinctive qualities and areas of value, developing a coherent professional profile, and using digital technologies and social interactions to build professional visibility and credibility. It also involves aligning personal values, career aspirations and professional presentation, and continuously adapting one's positioning as career goals, competences and labour-market contexts evolve. It goes beyond self-presentation and explicitly incorporates self-expression, personal values, strategic positioning, differentiation and digital presence.</p> <p>Key performance indicators</p> <ul style="list-style-type: none"> ● Identify and articulate personal values, strengths, competences, experiences and career aspirations. ● Express one's professional identity in an authentic and coherent way. ● Communicate clearly what one can offer to employers, organisations or professional communities. ● Identify distinctive competences, experiences or qualities that differentiate one's profile. ● Develop a clear professional positioning aligned with career goals and target opportunities. ● Adapt professional positioning to different sectors, roles, audiences and career contexts. ● Develop a coherent and credible professional profile across CVs, portfolios, professional profiles and other career materials.

	<ul style="list-style-type: none"> ● Use digital platforms and social media strategically and appropriately to communicate professional identity. ● Demonstrate awareness of how online content, interactions and digital presence contribute to professional reputation. ● Use technology and digital tools effectively to enhance professional visibility and communication. ● Build consistency between personal values, professional behaviour, career aspirations and external presentation. ● Use social and professional interactions to strengthen professional visibility and relationships. ● Seek feedback from peers, educators, professionals or employers and use it to refine professional positioning. ● Regularly update one's professional identity and positioning as competences, experiences and career goals develop. ● Demonstrate professional credibility through evidence of competences, achievements and contributions rather than relying solely on self-presentation. <p>Pham, N. D. & Le, T. P. (2026), "Determinants of personal branding and its influence on perceived employability in the digital era." https://www.sciencedirect.com/science/article/pii/S3051064326000567</p> <p>DigComp 3.0: Interacting through and with digital technologies; Sharing through digital technologies; Digital behavior; Managing digital identity; Protecting personal data and privacy: https://joint-research-centre.ec.europa.eu/scientific-activities/key-competences-lifelong-learning/digital-competence-framework-digcomp/digcomp-30_en#definition-of-digital-competence</p> <p>LifeComp/ Communication, p.48, https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en).</p>
4. Digital literacy & labour-market information	<p>The ability to, critically and responsibly to access, understand, evaluate and use information about education, occupations, workplace, organisations, skills requirements, employment and labour-market trends in support of career development and decision-making. It involves identifying relevant information needs, searching for and evaluating digital sources, interpreting labour-market data and trends, using digital tools and platforms for career exploration and job search, and recognising how digital</p>

technologies, including artificial intelligence, are changing occupations, skills requirements and ways of working. It also includes managing one's digital presence responsibly and using digital information and tools ethically and effectively.

Key performance indicators

- Identify information needs related to workplace, occupations, skills, employment and career development.
- Use search engines, databases, career platforms, professional networks and other digital resources to find relevant information.
- Evaluate the relevance, credibility, reliability and currency of digital sources and labour-market information.
- Compare information from different sources and identify inconsistencies, bias or misleading information.
- Interpret labour-market data, trends and indicators relevant to career decisions.
- Identify emerging occupations, changing skills requirements and developments in different sectors.
- Use digital tools and platforms to explore occupations, education and training pathways and employment opportunities.
- Use online employment and professional platforms appropriately for career exploration and job searching.
- Use digital tools, including AI-based tools, to support career research while critically checking and verifying outputs.
- Recognise how digitalisation, automation and AI may affect occupations, tasks and skills requirements.
- Organise and manage career-related information and resources using appropriate digital tools.
- Recognise the importance of privacy, cybersecurity, intellectual property and responsible use of digital information.
- Manage one's digital presence and reputation appropriately in relation to professional and career contexts.
- Identify personal digital competence gaps and seek opportunities to update relevant skills.
- Use labour-market information to inform career goals, evaluate options and adapt career plans.

DigComp 3.0:

https://joint-research-centre.ec.europa.eu/scientific-activities/key-competences-lifelong-learning/digital-competence-framework-digcomp/digcomp-30_en#definition-of-digital-competence

	<p>CEDEFOP - Labour Market Information and Guidance & toolkit: https://www.cedefop.europa.eu/en/tools/resources-guidance/toolkit/what-is-labour-market-information-for-lifelong-guidance</p>
<p>5. Career exploration & opportunity recognition</p>	<p>The ability to explore and recognise learning, work and career opportunities by connecting knowledge about oneself with information about occupations, sectors, organisations, education and training pathways, and emerging developments in the labour market. It involves being curious about possible career directions, identifying opportunities that align with one's interests, values, competences and aspirations, exploring different pathways and alternatives, and recognising new or emerging possibilities. It also includes assessing the relevance and accessibility of opportunities, taking initiative to explore them further, and using information, networks and experience to turn promising possibilities into informed career options.</p> <p>Key performance indicators:</p> <ul style="list-style-type: none"> ● Explore a range of occupations, sectors, organisations, learning pathways and career directions. ● Identify opportunities that relate to personal interests, values, strengths, competences and aspirations. ● Remain curious and open to unfamiliar career and learning possibilities. ● Recognise emerging opportunities arising from technological, economic, social and environmental changes. ● Identify opportunities that may not be immediately obvious from existing knowledge or experience. ● Explore alternative career pathways and possible routes towards identified goals. ● Gather and use relevant information to understand the requirements, benefits and constraints associated with different opportunities. ● Connect personal competences and experiences with current and emerging opportunities. ● Assess the relevance and feasibility of opportunities in relation to personal circumstances and career goals. ● Identify the knowledge, qualifications, skills and experience required to pursue particular opportunities. ● Use professional networks, career services, digital platforms and other sources to discover opportunities. ● Seek advice, information and feedback from relevant people and organisations. ● Take initiative to investigate promising opportunities further.

	<ul style="list-style-type: none"> ● Engage in experiences such as internships, volunteering, projects, events, work-based learning or networking to test and explore career possibilities. ● Recognise connections between learning opportunities and longer-term career development. ● Review and update career options as new information, experiences and opportunities emerge. <p>EntreComp - the Entrepreneurship Competence Framework, Spotting opportunities, https://publications.jrc.ec.europa.eu/repository/handle/JRC101581 Cedefop. (2026). An EU reference framework for lifelong guidance: 18 guidelines for policy and systems development. Publications Office of the European Union.</p>
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CMS competency framework with 3 proficiency levels

Learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning (Cedefop, 2009). These statements can be designed and used for educational planning and curriculum development. The learning outcome statements are considered as **crucial to make the framework actionable**. DEVICES CMS learning outcomes have been developed as references for different purposes, for example, to guide curriculum or course content development and revision, as a reference point for the recognition and validation of formal, non-formal and informal learning or to signal key employment skills in occupational profiling.

The CMS overview below consists of descriptors that capture the essence of the different levels of proficiency.

Proficiency levels:

- **L1 – Foundation** (awareness, guided application)
- **L2 – Intermediate** (independent, consistent application)
- **L3 – Advanced** (strategic, reflective, transferable application)

Area 1. Self & Personal Management

1.1 Self-awareness (interests, values, strengths)

- **L1 - Foundation:** Identifies personal interests, values, strengths and development needs with guidance.
- **L2 - Intermediate:** Uses feedback and experience to evaluate personal strengths and development needs and relate them to academic and career options.
- **L3 - Advanced:** Integrates evidence from different experiences to refine a coherent personal profile and uses it to guide academic and career choices.

1.2 Growth mindset

- **L1 - Foundation:** Recognises that abilities can develop through effort, effective strategies and support.
- **L2 - Intermediate:** Seeks feedback, learns from mistakes and applies alternative strategies to improve performance.
- **L3 - Advanced:** Evaluates and refines learning strategies across different contexts, using setbacks and feedback to sustain improvement.

1.3 Self-regulation

- **L1 - Foundation:** Recognises factors affecting personal motivation, emotions and behaviour, and uses simple strategies to maintain focus with guidance.
- **L2 - Intermediate:** Independently monitors motivation, emotions and behaviour and applies strategies to maintain engagement and complete tasks.
- **L3 - Advanced:** Evaluates and adjusts self-regulation strategies to maintain effective behaviour and performance under pressure, seeking support when appropriate.

1.4 Work-life balance

- **L1 - Foundation:** Recognises the importance of well-being and identifies competing demands from study, work and personal life.
- **L2 - Intermediate:** Applies strategies to manage workload and stress, establish boundaries and balance competing commitments.
- **L3 - Advanced:** Evaluates and adjusts commitments, boundaries and career choices to sustain well-being and performance as circumstances change.

1.5 Time management

- **L1 - Foundation:** Organises simple tasks and meets agreed deadlines with support.
- **L2 - Intermediate:** Independently prioritises and schedules multiple tasks, monitors progress and adjusts plans to meet deadlines.
- **L3 - Advanced:** Allocates time strategically across competing demands, anticipates obstacles and revises schedules in line with long-term goals.

Area 2. Direction & Decisions

2.1 Goal setting & career planning

- **L1 - Foundation:** Sets short-term academic or personal goals and identifies initial steps with guidance.
- **L2 - Intermediate:** Develops and follows a structured career plan with clear objectives, actions, timelines and progress indicators.
- **L3 - Advanced:** Evaluates progress and adapts career plans strategically in response to opportunities, feedback and changing circumstances.

2.2 Decision-making

- **L1 - Foundation:** Identifies available options and makes straightforward decisions with guidance.
- **L2 - Intermediate:** Independently compares options using relevant information, explicit criteria and consideration of likely consequences.

- **L3 - Advanced:** Makes and justifies decisions in complex or uncertain situations, weighing risks and trade-offs and revising decisions when new evidence emerges.

2.3 Entrepreneurship (acting on opportunities)

- **L1 - Foundation:** Recognises opportunities to create value in familiar contexts and suggests initial ideas with guidance.
- **L2 - Intermediate:** Takes initiative to develop and test ideas, identifying the resources and actions needed to create value.
- **L3 - Advanced:** Transforms opportunities into coordinated action in complex contexts, evaluates the value created and improves the approach using feedback.

2.4 Problem-solving

- **L1 - Foundation:** Identifies and solves well-defined problems using familiar methods and guidance where needed.
- **L2 - Intermediate:** Independently analyses unfamiliar problems, compares possible solutions and applies an appropriate response.
- **L3 - Advanced:** Investigates complex problems, anticipates consequences and evaluates and refines solutions as conditions change.

2.5 Evaluating and analysing information

- **L1 - Foundation:** Identifies relevant information and uses basic criteria to distinguish reliable from questionable sources with guidance.
- **L2 - Intermediate:** Independently compares sources, checks accuracy and relevance, identifies bias and organises information to address a specific question.
- **L3 - Advanced:** Synthesises conflicting or incomplete information from multiple sources, evaluates its limitations and draws justified conclusions while acknowledging uncertainty.

Area 3. Transitions & Adaptability

3.1 Critical thinking

- **L1 - Foundation:** Distinguishes facts from opinions and identifies simple assumptions in familiar statements or arguments with guidance.
- **L2 - Intermediate:** Independently examines arguments, questions assumptions and considers alternative explanations before reaching a conclusion.
- **L3 - Advanced:** Evaluates complex arguments and competing perspectives, identifies weaknesses in reasoning and revises judgements in response to credible counterevidence.

3.2 Lifelong learning & upskilling

- **L1 - Foundation:** Recognises personal learning needs and participates in learning activities with guidance.
- **L2 - Intermediate:** Identifies skill gaps, independently selects relevant learning opportunities and applies newly acquired knowledge and skills.
- **L3 - Advanced:** Evaluates the impact of learning and continuously updates development priorities in response to evolving career goals and labour-market needs.

3.3 Ability to cope with challenges & uncertainty

- **L1 - Foundation:** Recognises challenges and uncertainty as part of learning and work and identifies available sources of support.
- **L2 - Intermediate:** Independently applies coping strategies, seeks appropriate support and develops alternative responses to setbacks or uncertain situations.
- **L3 - Advanced:** Evaluates risks and available options in prolonged or complex uncertainty, adjusts coping strategies and takes constructive action despite incomplete information.

3.4 Adaptability

- **L1 - Foundation:** Adjusts to familiar changes in tasks, routines or expectations with support.
- **L2 - Intermediate:** Independently modifies working methods and behaviour in response to new requirements, feedback or unfamiliar contexts.
- **L3 - Advanced:** Anticipates changing demands, transfers skills across contexts and evaluates and refines approaches to maintain effective performance.

3.5 Creativity

- **L1 - Foundation:** Generates relevant ideas in response to a structured task using prompts or examples.
- **L2 - Intermediate:** Independently combines perspectives and adapts existing ideas to develop useful responses to unfamiliar challenges.
- **L3 - Advanced:** Develops and tests original, useful approaches to complex problems, refining ideas through experimentation and feedback.

Area 4. Opportunity Awareness & Career Development

4.1 Effective communication

- **L1 - Foundation:** Communicates basic information clearly in familiar situations and demonstrates listening and turn-taking with guidance.
- **L2 - Intermediate:** Independently adapts spoken, written and non-verbal communication to the audience, purpose and channel, and checks understanding.
- **L3 - Advanced:** Communicates effectively in complex or sensitive situations, responds constructively to different perspectives and resolves misunderstandings.

4.2 Working with others & relationship building (teamwork, collaboration & networking)

- **L1 - Foundation:** Participates in shared tasks, treats others respectfully and identifies potential sources of professional support with guidance.
- **L2 - Intermediate:** Contributes reliably to group goals, shares responsibilities and independently initiates and maintains relevant professional relationships.
- **L3 - Advanced:** Strengthens collaboration across diverse groups, addresses disagreements constructively and develops mutually beneficial networks that support shared goals.

4.3 Personal branding & career positioning

- **L1 - Foundation:** Describes personal strengths, experience and achievements in a basic professional profile or application with guidance.
- **L2 - Intermediate:** Independently develops a coherent professional profile and tailors application materials to specific opportunities using relevant evidence.
- **L3 - Advanced:** Strategically positions personal expertise and achievements for different audiences, refining professional presentation in response to feedback and career developments.

4.4 Digital literacy & labour-market information

- **L1 - Foundation:** Uses basic digital tools to find vacancies and occupational information, following guidance on source reliability, privacy and online safety.
- **L2 - Intermediate:** Independently uses digital tools to research opportunities, compare labour-market information and manage career-related information safely and effectively.
- **L3 - Advanced:** Critically interprets labour-market trends, evaluates unfamiliar digital tools and information, and integrates findings into career planning while maintaining responsible digital practices.

4.5 Career exploration & opportunity recognition

- **L1 - Foundation:** Identifies familiar occupations and learning pathways and describes their basic entry requirements with guidance.
- **L2 - Intermediate:** Independently investigates different career pathways and uses research and experience to assess their relevance to personal interests, strengths and circumstances.
- **L3 - Advanced:** Identifies emerging or less obvious opportunities, evaluates their accessibility and potential fit, and uses exploratory experiences to expand and refine career options.

Assessment

Considering the context, target groups, geographical and cultural scope, and tools being developed within the DEVICES project, this framework recommends the following assessment methods for evaluating the 20 competencies organised into four thematic areas. These methods support the assessment of different competence dimensions (knowledge, skills and attitudes) and proficiency levels (foundation, intermediate and advanced), and require varying degrees of teacher supervision.

- **Self-check quiz:** An ungraded activity that helps students check whether they remember and understand the content of a course section or module. Immediate feedback identifies correct and incorrect answers and helps students recognise topics they need to revisit. For example, questions can check understanding of time-management principles (1.5), strategies for responding to setbacks (3.3), or reliable labour-market information sources (4.4). Across all four areas, quizzes support learning and self-assessment without contributing to the final grade.
- **Final online test:** A graded assessment that checks students' knowledge and understanding at the end of each course. Questions can assess key concepts, while scenario-based items can check whether students recognise appropriate responses to practical situations. For

example, a scenario involving competing career opportunities can assess understanding of decision-making (2.2) and opportunity recognition (4.5). Test results provide evidence of knowledge and judgement, complemented by practical evidence where relevant.

- **CV:** Helps assess students' ability to identify and communicate their strengths, skills, achievements and experience. For self-awareness (1.1), the CV shows whether students recognise relevant attributes and support them with examples. For personal branding and career positioning (4.3), assessment focuses on selecting, organising and tailoring this information to a specific opportunity.
- **Motivation letter:** Helps assess students' ability to explain their suitability for an opportunity and communicate their motivation convincingly. It demonstrates effective communication (4.1) through clarity, structure and appropriate tone. It also supports assessment of personal branding and career positioning (4.3), particularly how students connect their strengths and experience with an employer's requirements.
- **Mock job interview:** Helps assess effective communication in a professional interaction (4.1). It allows observation of how clearly students explain their experience, listen to questions, provide relevant examples and ask for clarification. Assessment can also consider how appropriately they adapt their answers to the role and respond to follow-up questions.
- **Mock presentation video:** Helps assess students' ability to develop and explain an opportunity or initiative. For entrepreneurship (2.3), students can present a proposed response to an identified need, explaining its intended value, feasibility, resources and first steps. Assessment focuses on the quality of the opportunity and supporting reasoning, alongside the clarity of its presentation.
- **Reflective note:** Helps assess how students interpret their experiences, recognise development needs and identify improvements. For growth mindset (1.2), students can explain how they used feedback or learned from mistakes; for self-regulation (1.3), they can examine how they managed their responses to difficulties. Reflections on setbacks (3.3) or career exploration (4.5) should include concrete examples, lessons learned and proposed next steps.
- **Essay:** Helps assess students' ability to develop a reasoned argument, use evidence and consider different perspectives. For evaluating and analysing information (2.5), assessment focuses on source selection, credibility and synthesis. For critical thinking (3.1), it focuses on examining assumptions, addressing counterarguments and reaching justified conclusions.
- **Case study analysis:** Helps assess students' ability to apply concepts to realistic situations and explain their reasoning. Students can analyse competing job offers in relation to work-life balance (1.4), justify a career decision (2.2), or propose a response to a workplace problem (2.4). Assessment considers their interpretation of the situation, use of evidence, comparison of alternatives and justification of recommendations.

- **Field observation:** Helps assess competencies through direct observation of students during training, university projects or workplace activities. For self-regulation (1.3), assessors can observe responses to pressure or feedback; for adaptability (3.4), adjustments to changing requirements; and for working with others (4.2), cooperation and relationship management. Agreed observation criteria help ensure consistent judgements.
- **Internship:** Provides a practical setting for assessing how students apply competencies over time. Evidence can demonstrate time management (1.5) through organising responsibilities and meeting deadlines, and adaptability (3.4) through responding to unfamiliar tasks or changing priorities. For career exploration (4.5), assessment can examine how students use workplace experience to refine their understanding of roles and opportunities. Judgements should draw on supervisor feedback, work evidence and student reflection.
- **Work sample:** Helps assess competence through a concrete output produced by the student. For lifelong learning and upskilling (3.2), a sample can demonstrate application of a newly acquired skill; for creativity (3.5), an original and useful response to a challenge. For digital literacy and labour-market information (4.4), a digital career-research report can demonstrate effective searches, selection of reliable sources and interpretation of findings.
- **Group project:** Helps assess how students apply competencies while working towards a shared outcome. Projects can demonstrate time management (1.5), entrepreneurship (2.3), problem-solving (2.4), creativity (3.5), and working with others (4.2). Assessment should consider both the project outcome and each student's contribution, using observation, peer feedback and individual evidence.
- **Group debate:** Helps assess critical thinking (3.1) by requiring students to examine a claim, develop arguments and respond to opposing views. A debate about further study compared with immediate employment, for example, can reveal whether students distinguish evidence from opinion, recognise assumptions and acknowledge limitations. Assessment focuses on reasoning and engagement with counterarguments.
- **Oral exam:** Helps assess students' understanding and reasoning through structured questions and follow-up discussion. For goal setting and career planning (2.1), students can explain their goals, justify proposed actions and discuss barriers or alternative pathways. Assessment focuses on the coherence, feasibility and justification of the plan, including students' ability to reconsider it when presented with new circumstances.

The table below presents **recommended assessment methods for each of the 20 competencies across the four thematic areas**. Each combination includes an ungraded self-check quiz to support students' understanding, a graded final online test to assess their knowledge, and complementary methods to assess practical application and reflection. The recommendations offer a flexible basis for selecting assessment activities appropriate to students' proficiency levels, learning contexts and available resources.

Competence number	Competence name	Recommended assessment methods
1.1	Self-awareness - interests, values, strengths	Self-check quiz; final online test; reflective note; CV
1.2	Growth mindset	Self-check quiz; final online test; reflective note; case study analysis
1.3	Self-regulation	Self-check quiz; final online test; reflective note; field observation
1.4	Work-life balance	Self-check quiz; final online test; case study analysis; reflective note
1.5	Time management	Self-check quiz; final online test; group project; internship
2.1	Goal setting and career planning	Self-check quiz; final online test; reflective note; oral exam
2.2	Decision-making	Self-check quiz; final online test; case study analysis; reflective note
2.3	Entrepreneurship - acting on opportunities	Self-check quiz; final online test; group project; mock presentation video
2.4	Problem-solving	Self-check quiz; final online test; case study analysis; group project
2.5	Evaluating and analysing information	Self-check quiz; final online test; case study analysis; essay
3.1	Critical thinking	Self-check quiz; final online test; essay; group debate
3.2	Lifelong learning and upskilling	Self-check quiz; final online test; reflective note; work sample
3.3	Ability to cope with challenges and uncertainty	Self-check quiz; final online test; case study analysis; reflective note
3.4	Adaptability	Self-check quiz; final online test; internship; field observation
3.5	Creativity	Self-check quiz; final online test; work sample; group project
4.1	Effective communication	Self-check quiz; final online test; mock job interview; motivation letter

4.2	Working with others and relationship building	Self-check quiz; final online test; group project; field observation
4.3	Personal branding and career positioning	Self-check quiz; final online test; CV; motivation letter
4.4	Digital literacy and labour-market information	Self-check quiz; final online test; work sample; case study analysis
4.5	Career exploration and opportunity recognition	Self-check quiz; final online test; internship; reflective note

A single assessment activity can provide evidence of several competencies, allowing students to demonstrate how they combine them in practice. For example, a group project could require students to identify a career-related challenge faced by their peers and develop a practical response, such as a student-led careers event. The activity could assess entrepreneurship (2.3) through identifying an opportunity and taking initiative, problem-solving (2.4) through analysing the challenge and developing a feasible solution, creativity (3.5) through proposing useful ideas, time management (1.5) through planning tasks and meeting deadlines, and working with others and relationship building (4.2) through cooperation and shared responsibility. Although the activity is shared, each competence should be assessed against separate criteria, with evidence of each student's individual contribution drawn from observation, peer feedback and a brief reflective note.

Recognition of learning

Learning achieved through the DEVICES online courses will be recognised through PDF certificates of completion and digital badges issued in Open Badges format. Four courses will be available on the Moodle platform, each corresponding to one thematic area of the framework and covering its five competencies. Upon successfully completing a course, including passing the graded final online test, students will receive one PDF certificate and one badge. Students completing all four courses will therefore receive four certificates and four badges. Open Badges provide a shareable and verifiable record of achievement, containing information about the recipient, issuing organisation and criteria met. They can also include links to supporting evidence and alignment with a competence framework. Each DEVICES badge should identify the relevant competence area, describe the course learning outcomes and specify the requirements for earning it, making the scope of the recognised achievement clear. Students can include their certificates and badges in their DEVICES e-portfolio and share them with prospective employers or education providers to communicate their learning achievements and support further career development.

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Annexes

Annex 1: Table presenting DEVICES CMS AND KEY THEMATIC AREAS

TITLE OF THE THEMATIC AREA (CLUSTER)	CMS
CMS THEMATIC AREA: Self and Personal Management (5 skills)	<ol style="list-style-type: none"> 1. Self-awareness (interests, values, strengths) 2. Growth mindset 3. Self-regulation 4. Work-life balance 5. Time management
CMS THEMATIC AREA: Direction & Decisions (5 skills)	<ol style="list-style-type: none"> 6. Goal setting & career planning 7. Decision-making 8. Entrepreneurship (acting on opportunities) 9. Problem-solving 10. Evaluating and analysing information
CMS THEMATIC AREA: Transitions & Adaptability (5 skills)	<ol style="list-style-type: none"> 11. Critical thinking 12. Lifelong learning & upskilling 13. Ability to coping with challenges & uncertainty 14. Adaptability 15. Creativity
CMS THEMATIC AREA: Opportunity awareness & career development (5 skills)	<ol style="list-style-type: none"> 16. Effective communication 17. Working with others & relationship building (Team-up, collaborate & Network) 18. Personal branding & career positioning 19. Digital literacy & labour-market information 20. Career exploration & opportunity recognition

Annex 2: Table presenting DEVICES CMS AND KEY THEMATIC AREAS. The table compares the initial list of CMS with the final list confirmed through the research.

CMS THEMATIC AREA: **Self and Personal Management (5 skills)**

CMS THEMATIC AREA: **Direction & Decisions (5 skills)**

CMS THEMATIC AREA: **Transitions & Adaptability (5 skills)**

CMS THEMATIC AREA: Opportunity awareness & career development (5 skills)

No.	Career Management Skill preliminary list of skills identified through the literature review	Final Career Management Skills list (Research-Based Structure)
1	Self-awareness (interests, values and strengths)	Self-awareness
2	Goal setting and career planning	Goal setting and career planning
3	Decision-making	Decision-making
4	Networking and relationship building	Working with others & relationship building
5	Adaptability and resilience	Adaptability
6	Lifelong learning and upskilling	Lifelong learning and upskilling
7	Growth mindset	Growth mindset
8	Digital competence	Digital literacy & labour-market information
9	Personal branding	Personal branding & career positioning
10	Effective communication	Effective communication
11	Creativity and ability to tackle complex problems	Creativity
12	Ability to cope with challenges and uncertainty	Ability to cope with challenges and uncertainty
13	Entrepreneurship (understood as the ability to act upon opportunities)	Entrepreneurship
14	Team building	<i>Under Working with others & relationship building</i>
15	Leadership	<i>Under Working with others & relationship building</i>
16	Collaboration	<i>Under Working with others & relationship building</i>
17	Time management	Time management
18	Self-regulation	Self-regulation
19	Problem-solving	Problem-solving
20	Work–life balance	Work–life balance
	<i>Included in the framework based on the research findings</i>	Evaluating and analysing information
	<i>Included in the framework based on the research findings</i>	Critical thinking
	<i>Included in the framework based on the research findings</i>	Career exploration & opportunity recognition

Annex 3: Framework alignment with CMS taxonomies

DEVICES thematic area and skills	Main reference points
1. Self and Personal Management	
1. Self-awareness (interests, values, strengths)	EU lifelong guidance framework; LifeComp; Vietnam Circular 16/2026
2. Growth mindset	LifeComp - openness to learning, growth and development
3. Self-regulation	LifeComp - self-regulation
4. Work-life balance	EU lifelong guidance framework; LifeComp - well-being and personal development
5. Time management	LifeComp - managing learning and personal activities; EU CMS guidance
2. Direction and Decisions	
6. Goal setting and career planning	EU lifelong guidance framework; ELGPN CMS framework
7. Decision-making	EU lifelong guidance framework; LifeComp; Vietnam Circular 16/2026
8. Entrepreneurship (acting on opportunities)	EntreComp - ideas and opportunities, mobilising resources, taking action
9. Problem-solving	DigComp; LifeComp-related critical thinking; Vietnam Circular 16/2026
10. Evaluating and analysing information	DigComp - information and data literacy; EU CMS guidance
3. Transitions and Adaptability	

11. Critical thinking	LifeComp; DigComp - evaluating information and content
12. Lifelong learning and upskilling	EU lifelong guidance framework; LifeComp; Cambodia National Policy on Lifelong Learning
13. Coping with challenges and uncertainty	LifeComp - self-regulation and well-being; EU lifelong guidance framework
14. Adaptability	LifeComp; EntreComp - coping with uncertainty, ambiguity and risk; Vietnam Circular 16/2026
15. Creativity	EntreComp - creativity; LifeComp-related open-mindedness; Vietnam Circular 16/2026
4. Opportunity Awareness and Career Development	
16. Effective communication	LifeComp - communication; DigComp - digital communication; Vietnam Circular 16/2026
17. Working with others, relationship building, collaboration and networking	LifeComp - collaboration; DigComp - digital collaboration; EU lifelong guidance framework
18. Personal branding and career positioning	EU CMS guidance - communicating skills and competences; DigComp for digital presentation; career guidance practice
19. Digital literacy and labour-market information	DigComp; EU lifelong guidance framework; Vietnam Circular 16/2026
20. Career exploration and opportunity recognition	EU lifelong guidance framework; ELGPN CMS framework; EntreComp - identifying opportunities; Vietnam Circular 16/2026