



**DIDACTIVE**

# **Agency Competence Framework**



Co-funded by  
the European Union



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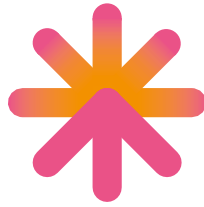


## Introduction

In today's rapidly transforming educational and digital landscape, individuals must be equipped not only with traditional skills, but also with the agency to shape their own learning journeys and professional futures. As technological change accelerates and the nature of work evolves, the ability to take initiative, make informed decisions, and adapt to complex environments has become a key requirement for personal and professional success.

This is particularly important in the context of adult vocational education and training (VET), where learners—often with limited formal education—face the dual challenge of acquiring both job-relevant skills and the confidence to actively participate in society and the labor market. Many of these learners need more than technical training; they need support in developing the mindset and competences that allow them to take ownership of their learning processes, manage life transitions, and engage meaningfully with digital tools and environments.

The DIDACTIVE Agency Competence Framework responds to this need. It is designed to empower adult VET learners by fostering a strong sense of agency—the capacity to act independently and make purposeful decisions. Through this framework, learners are encouraged to reflect critically on their current situation, envision possible futures, and mobilize the resources and resilience necessary to achieve their goals in both personal and professional contexts



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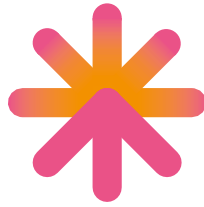
## Development of an Agency Competence Framework

The DIDACTIVE framework on agency competence is built on two key European models: the European Framework for the Personal, Social, and Learning to Learn Key Competence (LifeComp) and the Digital Competence Framework for Citizens (DigComp). LifeComp provides the essentials for lifelong learning, emphasizing personal development, social interaction, and self-directed learning, while DigComp outlines the digital proficiencies necessary for navigating and thriving in digital environments. Together, these frameworks create a holistic foundation that addresses both personal and digital dimensions of modern agency.

The findings from the DIDACTIVE project's Work Package 2 Research Report have played a key role in shaping this framework. By conducting thorough desk research in France, Austria, Italy, Croatia, Greece, and the Netherlands, the report shows many different ways people understand and use the term "agency." Even though different countries use various translations—some highlighting empowerment, others focusing on decision-making or resilience—they all agree that agency means the ability to act on one's own, handle challenges, and influence one's environment.

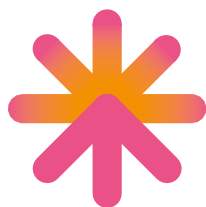
Based on these findings, the DIDACTIVE Agency Competence Framework the following areas:

- **Imagination & Future-orientation:** Encouraging learners to analyze their current situation, recognize developmental needs, and envisage future goals;
- **Mobilization & Action:** Equipping individuals with the ability to identify and effectively mobilize personal and contextual resources, set clear objectives, and execute action plans;
- **Self-regulation & Resilience:** Fostering the skills required to manage emotions, handle stress, and maintain overall well-being while persisting toward challenging goals; and
- **Learning to Learn & Adaptation:** Supporting continuous self-improvement through monitoring progress, reviewing plans, and making adaptive adjustments in response to changing circumstances.



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Ultimately, the DIDACTIVE Agency Competence Framework—shaped by the research report’s findings—forms the foundation for the development of the DIDACTIVE blended course. This course, aimed at adult VET learners with low levels of formal education, provides educators and training providers with a clear guide to help learners become active, self-determined individuals who can confidently navigate both personal and digital challenges in our ever-changing world.

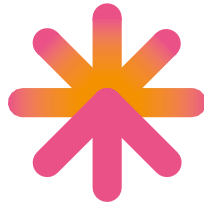


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## DIDACTIVE Competence Framework: Agency Competence

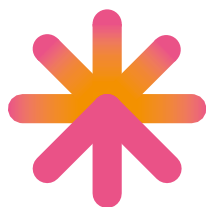
### Imagination & Future-orientation

| Sub-competence                                       | Descriptor   | Competence level          | Descriptor(s) of level  |
|--|--|---------------------------|---|
| To analyse the current situation and recognize needs | <p>To be able to assess their current situation and identify areas for development. It involves understanding what is required to move forward: <i>"This is what I need."</i></p> <p>This competence is helpful for envisioning future goals and planning steps to achieve them in one's career.</p> | 1. Understanding          | With extensive guidance, can recognize their current competences and basic career needs. Is willing and able to identify obvious gaps between where they are and where they want to be professionally.                      |
|  |  | 2. Supported implementing | Can thoroughly analyse their professional status using self-assessment tools, also through a guidance process. Can prioritize development needs based on career goals and create action plans to address them.              |
|  |  | 3. Autonomous acting      | Can independently conduct comprehensive self-assessments and can anticipate future skill needs. Can identify development opportunities and connect personal analysis to strategic career planning without external support. |
| To think ahead and create a vision                   | <p>To be able to envision future goals and to plan how to achieve them. It involves imagining what they want to become : <i>"This is what I want to develop into."</i></p> <p>This competence is helpful for setting long-term objectives and mapping out steps to reach them in their career.</p>   | 1. Understanding          | With extensive guidance, recognizes the importance of thinking ahead and envisioning future goals. Acknowledges the need to plan for professional development.  |
|  |  | 2. Supported implementing | Can create a vision for the future and set and pursue goals, also through a guidance process.   |



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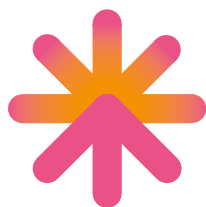
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|   |   | 3. Autonomous acting      | Independently envisions their vocational future and can plan steps to achieve it.<br>Confidently sets and pursues goals without needing external support.  |
| To be motivated and determined to take on a challenge | To be pro-active and show persistence to face and overcome obstacles. It involves embracing challenges with a positive attitude and a strong commitment to succeed: <i>"I am ready to tackle this."</i><br><br>This competence is helpful for staying resilient and focused, enabling them to overcome vocational challenges and achieve their goals with determination and confidence. | 1. Understanding          | With extensive guidance, can understand that motivation and determination are essential factors for tackling career challenges and achieving professional goals. Acknowledges the need to stay pro-active and resilient. |
|   |   | 2. Supported implementing | Can take on vocational challenges and build determination, also through a guidance process. Starts to develop strategies and apply techniques to overcome obstacles  |
|   |   | 3. Autonomous acting      | Can independently tackle challenges with motivation and determination. Confidently sets and achieves goals based on established strategies and techniques, without the need of external support.                         |



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## Mobilization & Action (LifeComp S2, S3, DigComp 2.1, 2.4)

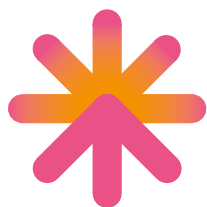
| Sub-competence  | Descriptor   | Competence level          | Descriptor(s) of level   |
|---|--|---------------------------|--|
| To be aware of available own and contextual resources and be able to use these resources adequately | <p>This skill helps to envision future goals and to plan steps in order to achieve them in one's career.</p> <p><i>"These are my resources and I know how to use them."</i></p>  | 1 Understanding           | With extensive guidance, can recognize the importance of being aware of personal and contextual resources such as skills, networks, and tools, and accepts the need to use these resources effectively.  |
|   |  | 2. Supported implementing | Has developed an awareness of the available resources and can actively use them, but with the help of colleagues, supervisors, or structured programs.   |
|   |  | 3. Autonomous acting      | Can use resources independently and efficiently. Identifies the necessary resources on their own, plans their utilization, and successfully implements them.   |
| To make decisions, set goals and define action plan   | <p>Being able to make informed choices, establish clear objectives, and outline a concrete plan to achieve those objectives: <i>"These are the concrete steps I will take."</i></p> <p>This competence is helpful for effective career development, as it enables individuals to navigate their career paths with purpose and direction.</p> | 1. Understanding          | With extensive guidance, can understand the significance of decision-making, goal-setting, and action planning and accepts that they are crucial for achieving one's career goals. Acknowledges the need for clear objectives and structured plans.                        |
|   |  | 2. Supported implementing | Actively making decisions, setting goals, and defining action plans with external support or guidance.   |
|   |  | 3. Autonomous acting      | Making decisions and setting goals independently, Being capable of evaluating options, establishing clear objectives, and outlining a comprehensive plan to achieve them. This independence allows one to navigate one's career path effectively without constant support. |



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| To work with others and ask for support   | <p>To be able to collaborate effectively with others and seek help when needed: <i>"I know whom to ask for support."</i></p> <p>This competence is helpful for achieving career goals, as it enables individuals to leverage the strengths of their peers, build productive relationships, and overcome challenges with collective effort.</p>                               | 1 Understanding          | With extensive guidance, knows that asking for help, i.e. from experienced colleagues, can enhance their learning and performance.   |
|   |  | 2 Supported implementing | Engages in collaboration and seeking assistance from others. Is aware of how to effectively work with teammates and how to ask for support when needed.  |
|   |  | 3 Autonomous acting      | Independently reaches out to others for support and establishing strong working relationships. Shares tasks effectively, seeks support when needed, and strives for success through efficient teamwork.          |
| To perform required tasks and enact plans | <p>To be able to carry out necessary duties and implement action plans effectively. <i>"I know how to effectively perform tasks and put my plans into action to achieve my career goals."</i></p> <p>This competence is helpful for developing effective agency skills, as it enables individuals to execute their responsibilities and achieve their goals efficiently.</p> | 1 Understanding          | With extensive guidance, can understand the necessity of completing tasks and implementing plans to achieve career goals. Accepts the responsibility of taking action towards set goals.                         |
|   |  | 2 Supported implementing | Under the guidance of a supervisor, follows a detailed action plan to complete a project. Uses checklists, progress meetings, and feedback from their team to ensure tasks are completed accurately and on time. |
|   |  | 3 Autonomous acting      | Is capable of identifying necessary duties, planning their execution, and carrying out action plans efficiently. Is up to handle complex tasks and achieve goals without supervision.                            |





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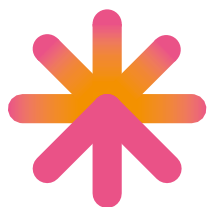
## Self-regulation & Resilience (LifeComp P1, P2, P3)

| Sub-competence                         | Descriptor  | Competence level          | Descriptor(s) of level  |
|--|---|---------------------------|---|
| To deal with emotions and stress       | To be able to manage one's emotions and stress levels in order to maintain well-being and productivity:<br><i>"I know how to manage my emotions and handle stress effectively."</i> | 1. Understanding          | With extensive guidance, can understand that managing emotions and stress is important for professional effectiveness. Beginning to recognize one's emotional and stress triggers and the need to address them. |
|  |   | 2. Supported implementing | With the support of colleagues, a supervisor or a counsellor, has learned and practices stress management, time management and other strategies to stay focused during high-pressure situations.                |
|  |   | 3. Autonomous acting      | Independently manages Their emotions and cope with stress effectively. Is capable of identifying stressors, implements coping strategies, and maintains emotional balance.                                      |
| To know your strengths and limitations | To be aware of one's own strengths and weaknesses to make informed decisions and set realistic goals: <i>"I know how to recognize my strengths and acknowledge my limitations."</i> | 1. Understanding          | With extensive guidance, can acknowledge the significance of self-awareness in personal and career development. Identifies own strengths and limitations.   |
|  |   | 2. Supported implementing | Reflects on strengths and limitations with the help of feedback from others. Uses this information to set realistic career goals and improvement plans.   |
|  |   | 3. Autonomous acting      | Independently assesses and leverages strengths while addressing limitations. Seeks opportunities to grow and improve.   |



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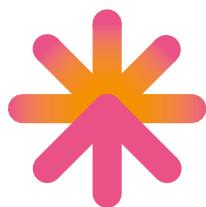
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| To maintain good health                   | To be able to maintain physical and mental health to achieves overall well-being and career success: <i>"I feel strong enough to do it."</i><br><br><i>"These are possible ways to maintain a healthy lifestyle to support my career goals."</i> | 1. Understanding          | With extensive guidance, can understand the importance of maintaining physical and mental health for overall well-being and career success.<br>Accepts the need for a healthy lifestyle. |
|   |  | 2. Supported implementing | Follows health and wellness routines with guidance. Seeks ideas and solutions on maintaining a balanced lifestyle.   |
|   |  | 3. Autonomous acting      | Independently maintains a healthy lifestyle through, e.g., regular exercise, a balanced diet, and mental wellness practices.<br>Continuously seeks new ways to improve overall health.   |
| To perform required tasks and enact plans | To be able to carry out tasks and to implement plans in order to achieve career goals: <i>"I know how to effectively perform tasks and put my plans into action to achieve my career goals."</i>   | 1. Understanding          | With extensive guidance, can understand the necessity of carrying out and completing tasks as well as implementing plans to achieve career goals.  |
|   |  | 2. Supported implementing | Carrys out tasks and enacts plans with the support of others.<br>Can follow structured processes.  |
|   |  | 3. Autonomous acting      | Independently performs tasks and enacts plans.<br>Continuously evaluates and refines actions to ensure alignment with career goals.  |



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## Learning to learn & Adaptation (LifeComp L3, S1)

| Sub-competence      | Descriptor   | Competence level          | Descriptor(s) of level   |
|---------------------|--|---------------------------|--|
| To monitor progress | To be able to observe and track one's own progress to review development and goals: <i>"I know how to track my progress to ensure I'm moving toward my career goals."</i>      | 1. Understanding          | With extensive guidance, can recognize the importance of tracking progress in personal and career development. Accepts feedback and acknowledges areas for improvement.  |
|                     |  | 2. Supported implementing | Actively uses tools and resources provided by mentors or support systems to track and evaluate progress. Regularly addresses supervisors or mentors to discuss progress. |
|                     |  | 3. Autonomous acting      | Independently sets up systems to monitor and assess progress. Adjusts goals and strategies based on self-assessment and feedback.  |
| To review plans     | To regularly review and adjust plans to ensure they remain relevant and achievable.<br><br><i>"These are the steps I take to review and adjust my career plans as needed."</i> | 1. Understanding          | With extensive guidance, can understand the need for periodic review of career plans. Accepts that plans may need to change based on new information or circumstances.   |
|                     |  | 2. Supported implementing | Reviews career plans with the assistance of a mentor or career advisor. Uses structured processes to evaluate the feasibility and effectiveness of current plans.        |
|                     |  | 3. Autonomous acting      | Regularly conducts independent reviews of career plans. Makes informed adjustments to plans based on self-reflection and long-term career goals.                         |



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| To consider effects of actions on the surrounding environments | To be able to understand and evaluate how their actions and decisions impact the immediate work environment, colleagues and family: <i>"I know how to evaluate the impact of my actions to make responsible and informed decisions."</i><br><br>This competence is helpful for fostering a positive work environment and ensuring that career goals are pursued with a sense of responsibility and consideration for others: <i>"These are the effects of my actions on my surrounding environments and I take them into consideration."</i> | 1. Understanding          | With extensive guidance, can acknowledge that personal and career actions can impact one's environment. Understanding the importance of considering these effects in decision-making. |
|  |  | 2. Supported implementing | Seeking guidance on how to evaluate the impact of actions on colleagues, family or the workplace culture.   |
|  |  | 3. Autonomous acting      | Proactively considers the implications of career decisions. Implements sustainable and ethical practices independently.   |
| To make appropriate adjustments                                | To be able to flexibly and adaptively respond to changes by making necessary adjustments: <i>"These are the adjustments I make to adapt to new challenges and opportunities."</i>  | 1. Understanding          | With extensive guidance, can realize that flexibility and adaptability are crucial for personal and career growth. Accepts the necessity of making adjustments when needed.           |
|  |  | 2. Supported implementing | Makes adjustments to plans and actions with the guidance of a mentor or supervisor. Can adapt based on feedback and changing circumstances.   |
|  |  | 3. Autonomous acting      | Show confidence and makes independent adjustments to strategies and plans. Continuously adapts to new challenges and opportunities with a proactive mindset.                          |