OVERVIEW ON KEY COMPETENCES FOR LIFELONG LEARNING

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EURYDICE NETWORK IN LLP (2007-2013)

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<th>4 sectorial programmes</th>
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1 Transversal programme

4 key activities:

- EURYDICE
- Policy cooperation in LLL
- Language learning
- New technologies (ICT)
- Dissemination of results

Jean Monnet Programme
STRATEGIC GOAL

The EU should become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion.

- Radical transformation of the European economy;
- modernisation of the social welfare;
- modernisation of the education systems (through a deep transformation of education and training).
The European ministers of education adopt the report *The concrete future objectives of education and training systems* to ensure their contribution to the Lisbon Strategy.

- **SHARED OBJECTIVES** to be achieved by **2010**:
  - Three major goals
    - (Quality – Access - Openness)
  - 13 specific objectives
EDUCATION AND TRAINING 2010: major goals and specific objectives

To improve **quality** and **effectiveness** of education and training systems through...

1. Improving education and training for teachers and trainers
2. Developing **skills for the knowledge society.**
3. Ensuring access to **ICTs** for everyone
4. Increasing the recruitment to **scientific and technical studies**
5. Making the best use of **resources**

To ensure that **education and training systems are accessible to all** through...

6. Open learning environment
7. Making learning more **attractive**
8. Supporting **active citizenship, equal opportunities and social cohesion**

To **open education and training to the wider world** through...

9. Strengthening the **links with working life and research and society at large**
10. Developing the **spirit of enterprise**
11. Improving **foreign language learning**
12. Increasing **mobility and exchanges**
13. Strengthening **European co-operation**
Adoption of a **DETAILED WORK PROGRAMME** for the implementation of the 13 objectives:

**EDUCATION AND TRAINING 2010**

- The Commission sets up expert groups to work on one or more of the 13 objective areas.

**Tasks of the Working Group on Key Competences:**

- identify the new skills
- how to integrate them into curricula
- maintain and learn them through life

*Particular focus on less advantaged groups, special needs, school drop-outs, adult learning*
Similar developments in the broader international context:

- **International Association for Educational Achievements – IEA** and **Organisation for Economic Co-operation and Development – OECD**: cross-national comparisons of pupil attainment in core subjects and **key competences**;

- **Programme in International Student Assessment - PISA 2003**: in addition to performance in reading and mathematics, it also assessed **generic competences** (student motivation, attitude and ability to regulate one’s learning);

- **Eurydice survey ‘Key Competences: a Developing Concept in General Compulsory Education’**: key competences are considered vital for successful participation in society

**Generic or transversal competences, cross-curricular objectives, shift of emphasis from teaching to learning**
Recommendation of the European Parliament and of the Council of the European Union of 18 December 2006 on Key Competences for Lifelong Learning


The REFERENCE FRAMEWORK should be intended for

- Full INTEGRATION of key competences into the STRATEGIES of Member states
- policy makers, education and training providers, employers and learners.
- in the PERSPECTIVE OF LIFELONG LEARNING, i.e. acquired by the end of compulsory schooling but also learned, updated and maintained throughout life.
Why ‘Key Competences’ and not ‘basic skills’?

‘Basic skills’ → restrictive term
- basic literacy
- numeracy
- ‘survival’ or ‘life’ skills

‘Competence’ → combination of
- skills, knowledge, aptitudes and attitudes

‘Key’ → fundamental role in achieving
- personal fulfilment
- active citizenship
- social cohesion
- employability
The 8 key competences

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competences and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression
The 8 key competences

✓ **Necessary for all** in the knowledge society

✓ A combination of *knowledge*, *skills* and *attitudes* appropriate to the context

✓ They are ***equally important*** because each of them contribute to a successful life in a knowledge society

✓ They are all *interdependent*

Emphasis on

- Critical thinking
- Creativity
- Initiative
- Problem solving
- Risk assessment
- Decision taking
- Constructive management of feelings
Definition:

It is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written forms (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts in education and training, work, home and leisure.
Definition:

In addition to the main skills dimensions of communications in the mother tongue, this competence calls for skills such as **mediation and intercultural understanding**. The level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to the individual’s social and cultural background, environment, needs and/or interests.
‘Mathematical competences and basic competences in science and technology’

Definition:

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with emphasis being placed on process, activity and knowledge.

Basic competence in science and technology refers to the mastery, use and application of knowledge and methodologies which explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.
Definition:

Digital competence involves the confident and critical use of Information Society Technologies (IST) for work, leisure and communication. It is underpinned by **basic skills in ICT**: the **use of computers** to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the **Internet**.
Learning to learn is the ability to **pursue and organise one’s own learning**, either individually or in group, in accordance with one’s own needs, and awareness of methods **in order to learn successfully**. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. **Motivation and confidence** are crucial to an individual’s competence.
‘Social and civic competences’

**Definition:**

These include **personal, interpersonal** and **intercultural competence** and cover all forms of behaviours that equip individuals to participate in an effective and constructive way in social and working life, and particularly in **increasingly diverse societies**, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in **civic life**, based on knowledge of social and political concepts and structures and a commitment to **active and democratic participation**.
‘Sense of initiative and entrepreneurship’

**Definition:**

It is the individual’s ability to turn ideas into action. It includes **creativity, innovation** and **risk-taking**, as well as the ability to **plan** and **manage projects** in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in the society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of **ethical values** and promote **good governance**.
Definition:
Appreciation of the importance of the **creative expressions** of ideas, experiences and emotions in a range of media, including **music**, **performing arts**, **literature**, and the **visual arts**.
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