

“EDUCATION & TRAINING 2010”

KEY COMPETENCES FOR LIFELONG LEARNING - A EUROPEAN REFERENCE FRAMEWORK



http://ec.europa.eu/education/policies/2010/objectives_en.html#basic

Education and Training 2010 work programme

- ***Common objectives on quality, access, openness;***
- ***Indicators and benchmarks;***
- ***Recommendations, common references;***
- ***Peer learning***
- ***32 countries participating***
- ***Joint reports of the Commission and Council on progress***



Education and Training 2010 work programme

- ***Integral part of the ‘Lisbon process’***
 - ***Competitiveness, growth, social cohesion***
- ***Lifelong learning as a guiding principle***
 - ***Comprehensive and consistent national strategies***
- ***Close links to Lifelong learning –programme***



Why work on key competences?



Individuals

- New technological skills
- Access to information
- Adaptation to changes
- Lifelong learning



The world of work

- Rapid and frequent changes, globalisation
- New technologies, flattening hierarchies
- Need for broader contributions by all in working life

Society

- Need to enhance democratic citizenship - diversity
- Globalisation – competitiveness – social cohesion
- Ageing of the work force (teachers as well...)



People need to be informed, concerned, and active lifelong learners..

Why work on key competences?



CEDEFOP:

- : One *third* of the EU workforce are low skilled
- by 2010:
 - 50% will require high skills;
 - only 15% of the jobs will be for those with basic schooling,
- Low-skilled participate 6 times less in training.



http://europa.eu.int/comm/education/policies/2010/studies/cedefop_en.pdf



European benchmarks

Benchmark	Today	2010 Target	Trend
Early school leaving	15.4%	10%	-
Completion of upper secondary	77.4%	85%	-
Participation of adults in learning	9.7%	12.5%	-
Low achievers in reading literacy	19.8%	15.5%	-
Math, science, technology graduates	819 000	790 000	+ but...



Trends today

Compulsory education

- Shift from knowledge to broader competences
- Reform of curricula, decentralisation, autonomy of schools, evaluation, leadership...
- But: need to address those with disadvantages



Adult education

- Basic skills programmes, often by NGOs, *few* countries with comprehensive provision
- But: Need for comprehensive strategies, infrastructures

Key Competences for Lifelong Learning - A European Reference Framework

is for:

- ✓ Policy makers,
- ✓ Education and training providers,
- ✓ Employers,
- ✓ Learners themselves

to encourage and facilitate reform

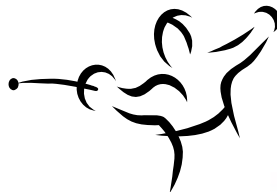
‘A competence’ - definition

Competence is a combination of

✓ Knowledge



✓ Skills



✓ Attitudes



that is appropriate to the context

A 'Key' Competence

Serves for:

- ✓ Personal fulfilment
- ✓ Social inclusion & active citizenship
- ✓ Employment

Is «transferable, multifunctional and a prerequisite for adequate performance in life»



The 8 Key Competences

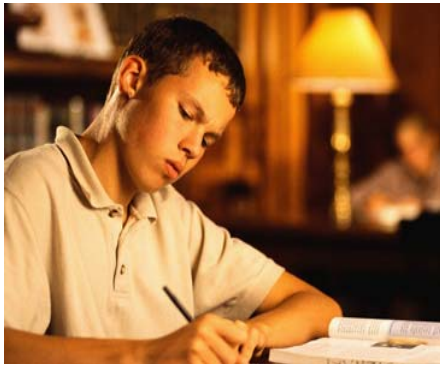
that everyone should develop during initial education and training, and that adults should learn, maintain and update through lifelong learning:

- ✓ **Communication in the mother tongue**
- ✓ **Communication in a foreign language**
- ✓ **Mathematical competence and basic competences in science and technology**
- ✓ **Digital competence**
- ✓ **Learning-to-learn**
- ✓ **Social and civic competence**
- ✓ **Initiative taking and entrepreneurship**
- ✓ **Cultural awareness and expression**

Underpinned by critical thinking, creativity, problem solving...



Mother tongue



- ✓ **Ability to express thoughts, feelings, facts in oral and written form in all contexts;**
- ✓ **difficult to define in case of multilingual families/communities;**
- ✓ **learning the *official* language also emphasised**

Communication in foreign languages

- ✓ **broadly shares the main skill dimensions of communication in the mother tongue;**
- ✓ **calls for skills such as mediation and intercultural understanding;**
- ✓ **levels of proficiency will vary between the four dimensions, different languages and according to their background, environment and needs/interests.**



Mathematics, science and technology



- ✓ to solve a range of problems in everyday situations: the emphasis is on process and activity, as well as knowledge.
- ✓ involves - to different degrees - the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs/charts).

Mathematics, **science and technology**



- ✓ the ability and willingness to use the body of knowledge and methodology;
- ✓ to identify questions and to draw evidence-based conclusions;
- ✓ competence in technology is viewed as the application of knowledge and methodology in response to perceive human wants or needs;
- ✓ Both involve an understanding of the changes caused by human activity and responsibility as an individual citizen.

Digital Competence

- ✓ involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication;
- ✓ underpinned by basic skills in ICT: the use of computers, exchange information;
- ✓ Communication and participation in collaborative networks via Internet



Learning to learn



- ✓ ability to pursue and persist in learning through effective management of time and information, both individually and in groups;
- ✓ includes awareness of one's learning process and needs, identifying available opportunities, and the ability to handle obstacles;
- ✓ means gaining, processing and assimilating new knowledge and skills as well as making use of guidance;
- ✓ builds on prior learning and life experiences to apply knowledge and skills in a variety of contexts – at home, at work, in education and training;
- ✓ Motivation and confidence are crucial

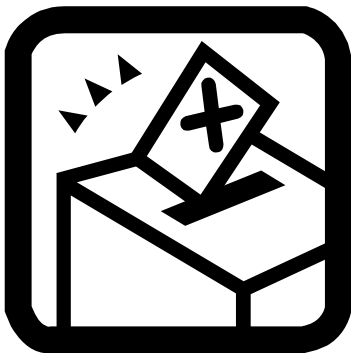


Social and civic competence

- ✓ **all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, in increasingly diverse societies;**
- ✓ **to resolve conflict where necessary.**

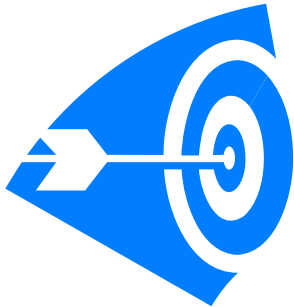


Civic competence



- ✓ equips individuals to fully participate in civic life;
- ✓ based on knowledge of the concepts of democracy, citizenship, and civil rights, international declarations;
- ✓ commitment to active and democratic participation.

Sense of Initiative and Entrepreneurship

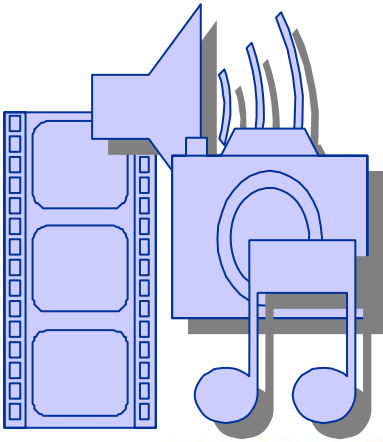


- ✓ the ability to turn ideas into action;
- ✓ includes creativity, innovation and risk taking, the ability to plan and manage projects;
- ✓ needed in day to day life at home and in society, at work whatever the position is;
- ✓ is a foundation for more specific skills and knowledge needed by entrepreneurs establishing social or commercial activity.

<http://ec.europa.eu/education/policies/2010/doc/basicpaper2004.pdf>

Cultural awareness and expression

- ✓ **Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.**



- some thoughts for tomorrow...

The Eight Key Competences

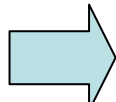
- and language learning

Overlap & interlock
and...

are underpinned
by ...

and thus call for...

- 
- ✓ *Mother tongue*
 - ✓ *Foreign languages*
 - ✓ *Math & science*
 - ✓ *Digital*
 - ✓ *Learning to learn*
 - ✓ *Social & civic*
 - ✓ *Entrepreneurship*
 - ✓ *Cultural*

- 
- ✓ Critical thinking
 - ✓ Creativity
 - ✓ Initiative taking
 - ✓ Problem solving
 - ✓ Risk assessment
 - ✓ Decision taking
 - ✓ Managing feelings...

Schools as
organisations...

Teachers & staff
as key...

The Recommendation

Initial education and training:

- ✓ equip all young people to lifelong learning and adult life
- ✓ Tackle educational disadvantage

Adult education and training:

- ✓ Infrastructures, coherent provision, cooperation with relevant partners/policies



The Recommendation

Invites the Commission to use the Framework:

- ✓ in E&T 2010, peer learning etc;
 - ✓ In Community education and training programmes;
 - ✓ In other related policies: employment, social, youth, and,
- Review the impact after 4 years (2010)



Thank you for your attention!



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(<http://eur-lex.europa.eu>)

http://ec.europa.eu/education/policies/2010/et_2010_en.html