Key Competences Review 2017

Fields marked with * are mandatory.

In the context of the Review of the 2006 Recommendation on Key Competences we invite everyone to take part in this stakeholder consultation and contribute to shaping European education and training policies. The results of this consultation will feed into the review of the 2006 Recommendation on Key Competences.

The consultation questionnaire consists of 27 questions given in two main parts:

- Part A with 9 questions about the respondents
- Part B with 18 questions about the Key Competences Framework and its implementation.

At the end of Part B there is an opportunity to upload a position paper on the Review of the Key Competences Recommendation.

PART A: ABOUT YOU

* 1. You are replying:

  - In your personal capacity
  - On behalf of an organisation

* If you reply on behalf of an organisation, is it included in the Transparency Register?

  - Yes
  - No

* Please indicate your Register ID number:

  3299743248479
2. Which is your main area of activity?

- Education and Training (including non-formal learning and informal learning)
- Employment
- Other

3. Whom do you work for or whom do you represent?

- Civil Society Sector/NGO/Voluntary organisations
- Education and training institutions
- Employers’ association
- Private business
- Public authority or government
- Trade unions
- Youth and youth work organisations
- Career guidance/development service
- Not applicable
- Other (please specify)

Other (please specify):

*50 character(s) maximum*

European Libraries and library associations

4. Please specify the level on which your organization mainly operates:

- European
- National
- Regional
- Local

5. Information about the respondent

First name

Vincent

Last name

Bonnet
6. Your contribution

Note that, whatever option chosen, your answer may be subject to a request for access to documents under Regulation (EC) Nr. 1049 /2001

- Can be published with your personal information (I consent to the publication of all the information in my contribution in whole or in part including my name or my organisation's name and I declare that nothing within my response is unlawful or would infringe the rights of any third party in a manner that would prevent publication)

- Can be published provided that you remain anonymous (I consent to the publication of any information in my contribution in whole or in part, which may include quotes or opinions I express, provided that it is done anonymously. I declare that nothing within my response is unlawful or would infringe the rights of any third party in a manner that would prevent publication)

7. Did you know about the Key Competences Framework before this survey?

- Yes
- No

How did you come in contact with the Key Competences Framework?

Please select maximum 1 response.

- At work
- During education or training
- At career guidance/development service
- In the context of youth work
- Other

Did you realise it is a European Union level instrument?

- Yes
- No
8. Have you used the Key Competences Framework in your daily work or life?

- Yes
- No

9. Indicate the country where you legally reside or where your organisation is principally based:

Netherlands

Others:

50 character(s) maximum

PART B. Consultation Questions

I. The Key Competence Framework – the overall concept

In your opinion...

1. What are the main strengths of the current Framework as a whole?

at most 3 choice(s)

- Broad range of competences
- Relevant to education and training
- Relevant for employment
- Sufficiently detailed
- Not too specific
- Appropriate definitions
- Easy to use in my context
- Has a clear link to research evidence
- Has not changed over time (stable)
- Other (please state)

Other (please state)

50 character(s) maximum

Includes transversal skills
2. What are the main weaknesses of the current Framework as a whole?

* at most 3 choice(s)
  - Narrow range of competences
  - Too broad range of competences
  - Not relevant to education and training
  - Not Relevant for employment
  - Not detailed enough
  - Too specific
  - Definitions are not appropriate
  - Difficult to use in my context
  - Inadequate link to research evidence
  - Has not developed over time
  - Other (please state)

3. The current Framework needs

Please select maximum 1 response.

- no changes at all
- only minor changes
- major changes

What would the changes to the Framework entail?

* at most 1 choice

- Change to the structure of the Framework
- Changes to definitions of individual competences
- Addition of competences currently missing in the Framework
- Other

II. Key Competence Definitions

In your opinion...

Communication in the mother tongue and in foreign languages
4. **Communication in the mother tongue** is defined as the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

**Communication in foreign languages** broadly shares the main skill dimensions of communication in the mother tongue and also calls for skills such as mediation and intercultural understanding.
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<th>Strongly Agree</th>
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<tr>
<td><em>The definition of 'communication in mother tongue' competence and its related knowledge, skills and attitudes is adequately described in the Framework?</em></td>
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<td><em>The existing competences of communication should be reformulated in order to better reflect new ways of communicating and expressing ideas.</em></td>
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<td><em>The distinction between mother and foreign languages should be reconsidered in the context of multilingualism and cultural diversity.</em></td>
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Mathematical competence and basic competences in science and technology
5. **Mathematical competence** is defined as the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations.

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<td><em>The definition of mathematical competence and its related knowledge, skills and attitudes is adequately described in the Framework?</em></td>
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6. **Competence in science** refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

| The definition of science and technology competence and its related knowledge, skills and attitudes is adequately described in the Framework? |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
| ![Circle](disagree) | ![Circle](disagree) | ![Circle](agree) | ![Circle](disagree) | ![Circle](disagree) |

| The definition of competence in science and technology and its related knowledge, skills and attitudes adequately describes the ability to respond to sustainability (social, economic and environmental) issues. |
|---|---|---|---|---|
| Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
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**Digital competence**
7. **Digital competence** involves the confident and critical use of Information Society Technology (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.

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<td>2. The digital competence definition and its related knowledge, skills and attitudes should be updated to be aligned with the <a href="https://example.com">European Digital Competence Framework for citizens</a>.</td>
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Why do you disagree that the definition of digital competence and its related knowledge, skills and attitudes is adequately described in the Framework?

*1200 character(s) maximum*

‘Learning to learn’
8. ‘Learning to learn’ is defined as the ability to pursue and persist in learning, to organise one’s own learning, including through effective management of time and information, both individually and in groups.

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* ‘Learning to learn’ competence definition and its related knowledge, skills and attitudes should be adapted to better reflect personal development, physical and emotional well-being.

Why do you disagree that the definition of ‘learning to learn’ competence and its related knowledge, skills and attitudes is adequately described in the Framework?

1200 character(s) maximum

‘Learning to learn’ competence definition and its related knowledge, skills and attitudes should be adapted to better reflect personal development, physical and emotional well-being. Please explain:

1200 character(s) maximum

Social and civic competences
9. **Social competence** is linked to personal and social well-being, to the understanding of the codes of conduct and manners generally accepted in different societies and environments, to the awareness of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture as well as the understanding of the multi-cultural and socio-economic dimensions of European societies.

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10. **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.

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<td><em>'Civic competence’ should be revised to better reflect European values related to citizenship, intercultural understanding and democratic participation.</em></td>
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Sense of initiative and entrepreneurship
11. **Sense of initiative and entrepreneurship** refers to an 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.

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<th><em>The definition of entrepreneurship competence and its related knowledge, skills and attitudes is adequately described in the Framework.</em></th>
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Why do you disagree that the definition of entrepreneurship competence and its related knowledge, skills and attitudes is adequately described in the Framework?

1200 character(s) maximum

**Competence of cultural awareness and expression**
12. **The competence of cultural awareness and expression** is defined as 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.

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<td>★The definition of competence of cultural awareness and expression and its related knowledge, skills and attitudes is adequately described in the Framework.</td>
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<td>★The definition of cultural awareness and expression its related knowledge, skills and attitudes adequately reflects the development of different cultural ideas, values and forms and the diverse range of media.</td>
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**European values and transversal themes in the Framework**
13. The Framework...

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*... adequately reflects the EU values as defined in Article 2 of the Treaty on European Union. (TEU Art.2: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.)*

14. The Framework...

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*... would better describe competences if transversal themes (relevant to all competences - such as critical thinking, decision-making and problem solving) were more prominent.*
15. Based on relevant research evidence (please provide references) the competences should be changed in the following ways...

1200 character(s) maximum

III. Future use of the Key Competence Framework

In your opinion...

*16. What are the main challenges in using the Framework in your own context or country (now and in the future)?

at most 3 choice(s)

☐ There are no challenges.
☐ It is not well known by national/regional/local policy makers.
☐ It is not well known by practitioners in education and training.
☐ It is not well known by employers.
☐ The national system is not flexible/not able to change to incorporate the Framework.
☐ It is only relevant to policy makers (not to educators/trainers or citizens).
☐ It is only relevant to educators/trainers or citizens (not to policy makers).
☐ It is preferred to use nationally/locally developed frameworks.
☐ There is not enough monitoring to determine the Framework's impact.
☐ Practitioners need more support and training to use the Framework.
☐ The definitions are not clear or appropriate.
☐ Other (please state)

Other (please state)

50 character(s) maximum

Need to engage with Public Libraries
17. What measures should be taken at the European level to promote and support the future use of the Framework?

At most 3 choice(s)

- Focus on raising awareness about the Framework.
- Create detailed reference material for each key competence (like the existing CEFRL for foreign languages).
- Make better use of existing practical tools and guidance on assessment and validation.
- Develop new practical tools and guidance on assessment and validation.
- Support mutual learning on understanding and use of the Framework among Member States and practitioners.
- Do nothing; leave it to Member States to decide how to proceed.
- Other (please state)

Other (please state)

50 character(s) maximum

Promotion in informal learning settings /Libraries

18. What specific developments in the future use of the Framework would you like to see in order to improve the key competences of the European population?

At most 2 choice(s)

- Activities to raise awareness of the Framework
- Support for mutual learning on the use of the Framework among Member States and practitioners
- Development of tools and guidelines to support the use of the Framework in Member States
- Development of assessment tools, including tools to support the validation of competences
- Development of tools for self-assessment
- Other (please state)

Other (please state)

50 character(s) maximum

Greater emphasis on transversal skills

IV. Other responses

The Review takes into account that individuals and organisations may have nuanced opinions based on their specific concept.

In addition to the responses in Parts I – III above, we welcome positions papers (2 pages A4 max) that elaborate on these points of view. Please justify your position by providing references to research evidence.
19. Please upload your file

Contact
Ivana.VRHOVSKI@ec.europa.eu