



POSITION PAPER

On the review of the EU Key Competences Framework

EEE-YFU believes that the key competences framework is a crucial tool to provide guidance to formal and non-formal educational providers across Europe, also in view of harmonising, to a certain extent, educational curricula. Most importantly, it ensures that learners are aware and adequately equipped to deal with the opportunities and the challenges of today's European societies. Recognising the need for updating the current framework, we invite the European Commission to consider and integrate the following contributions in the review process.

THE PROPOSAL

Proposal #1: replace "Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential." with "*Understanding global, European, national and local issues, as well as the interconnections and interdependency of countries and population, is essential. At the same time, it is important to develop awareness of the cultural and socio-economic diversity of European societies, and of how cultural identities interact with the European identity and with the sense of belonging to a global, common community.*"

Proposal #2: replace "The core skills of this competence include the ability to communicate constructively in different environments." with "*The core skills of this competence include the ability to engage in appropriate and effective interactions with others from different backgrounds and in different environments.*"

Proposal #3: after "These include personal, interpersonal and intercultural competence and cover all forms of behaviour 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." add "*Intercultural competence is the ability to mobilise and deploy relevant attitudes, skills and knowledge in order to interact effectively and appropriately in different intercultural situations. This competence includes recognition and appreciation of one's own and others' multiplicities and how they come into play in different situations. The competence should not resume to prescriptive solutions for 'specific cultures' and instead focus on preparing for the unexpected, careful perception and dealing with uncertainty.*"

THE RATIONAL

Better recognition and inclusion of global competence

The current definition of social and civic competences does not adequately reflect the global dimension that any kind of social and civic participation entails in our increasingly interconnected society. While putting strong focus on Europe, the current framework does not appropriately recognise the interdependence between local, national, European, and global realities. Development and acquisition of social and civic competences cannot disregard understanding of global issues, ability to make connections between the local and the global levels, and ability to engage in constructive interactions with people from different backgrounds (within and beyond the European borders), with an open-minded and value-based attitude.

Therefore, we recommend including the concept of “global competence”¹ and reference to the core dimensions of “global citizenship education”² in the description of social and civic competences.

“Intercultural competence”³ being one of the key aspects of the broader concept of “global competence”, we also recommend including a clear and proper definition of intercultural competence (under the group of social and civic competences).

Alignment with other frameworks for assessment

The inclusion of “global competence” in the European Key Competences Framework (suggested above) would also allow pertinent harmonisation with the OECD’s PISA assessment. In 2018, [the first PISA assessment of global competence](#) will offer a comprehensive overview of educational system’s success in equipping young people to support the development of peaceful, diverse communities.

Since the performance of EU countries’ educational systems will be assessed against these new parameters (optionally, in the beginning), we believe Member States would greatly benefit from alignment of the Key Competences Framework with PISA, thus being encouraged to develop consistent educational policies that meet both the European and the OECD’s reference frameworks.

The Council of Europe is developing a [Reference Framework of Competences for Democratic Culture](#), to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes. It is intended that this framework will be used to inform educational decision making and planning, helping educational systems to be harnessed for the preparation of learners for life as competent democratic citizens. Therefore, we invite the European Commission to consider opportunities for harmonisation and synergy between the Key Competences Framework (in particular “social and civic competences”) and the conceptual model elaborated by the Council of Europe.

1 “Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity”. (*Global competency for an inclusive world, OECD, 2016*).

2 The UNESCO identifies three core conceptual dimensions of global citizenship education:

- Cognitive: to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
- Socio-emotional: to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- Behavioural: to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

(“*Global Citizenship Education - Topics and Learning Objective*”, UNESCO, 2015).

3 “Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.” (“*The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States*”, *Journal of Studies in International Education*, Deardorff, D. K. (2006)).