Support of the stakeholder consultation in the context of the Key Competences Review

Report on the results of the stakeholder consultation

ECORYS ▲   DANISH TECHNOLOGICAL INSTITUTE   eiesp   ‡UCL Institute of Education   EFMD   KEA EUROPEAN AFFAIRS

Contents

Colophon

Document Title	Report on the results of the stakeholder consultation (final)
Contract No	Contract No. EAC-2017-0150 under Framework Contract EAC2015-436
Led by	Danish Technological Institute
Prepared by	Janne Sylvest
Checked by	Elizabeth Kwaw
Date	24 July 2017

1.0   Introduction

This report is one of the outputs for the '*Support of the stakeholder consultation in the context of the Key Competences Review*' study (released under the DG EAC Framework Contract EAC-07-2015), which is being delivered by the Danish Technological Institute and Ecorys. It reports on the results of the stakeholder consultation overall, with special focus on the results of the public consultation. Also included in this report are the messages from a series of meetings, seminars and conferences with experts and stakeholders held in connection with the review.

In **chapter 2** of this report, the results of the survey conducted for the public consultation are presented. The full set of survey results are included in Annex 1. **Chapter 3** summarises the contributions made by survey participants in the form of position papers submitted in connection with the survey. A full overview of the position papers, with brief summaries of each paper, is included in Annex 2. Finally, the key messages from meetings and conferences held during the review process are summarised in **chapter 4**.

2.0 Public consultation: survey results

2.1 Introduction

In this chapter, the results of the survey conducted as part of the public consultation are analysed. The consultation was launched in March and closed on 19th May 2017. A total of 491 replies were received.

A full set of tables with the responses to each question are provided in Annex 1.

2.1.1 Methodological note

The survey consisted of two parts:

- Part A covered a series of background questions about the respondent, his/her area of work and expertise, prior knowledge of and experiences with the framework, country, etc.

- Part B covered the actual consultation questions concerning the framework overall, the individual competences, and (future) use of the framework.

The survey was conducted electronically and placed on the Commission's website and was open for all interested parties.

Prior to the analysis, quality assurance of the data was carried out, which resulted in some minor adjustments:

- In a number of cases, the same person responded more than once. In cases where the same person replied on behalf of different organisations and/or as a private individual, all responses were kept. Two responses were however deleted because they were identical entries by the same person. This resulted in a total of 489 responses.

- Among a series of background questions, respondents were asked to indicate the country where they legally resided or where their organisation is principally based (qu. 9). However, since the list of possible choices only included EU Member States, some respondents did not have an appropriate choice. For that reason, 8 respondents were re-categorised based on their comments to the question: 5 were reassigned from the selected EU Member State to an EEA country (Norway or Switzerland) or Northern Ireland, while 3 were reassigned to a new "multiple countries" category.

As part of the analysis, all of the questions were cross-tabulated with several background questions in order to identify further patterns among respondents. This included the geographical "level" of the respondent (European, national, regional, local), and whether the respondent answered the questions in his/her individual capacity or on behalf of an organisation. Furthermore, since almost half of the respondents were from either Spain or Italy (each represented 24% of responses), the analysis also explored whether there were significant differences both in their background, and in relation to answers to the questions, and the extent to which this may have influenced the overall results. Where such analysis against background factors yielded further insights into the answers provided by the respondents, the results have been included in the analysis of the consultation questions.

2.2 Background questions: who are the respondents to the survey

2.2.1 Organisational affiliation and activities

Out of the 489 respondents, 69% answered the questionnaire in their **personal capacity**, while 31% answered **on behalf of an organisation**. However, in Spain and Italy 81% and 89%, respectively, answered in their personal capacity, while for the other countries almost half of the respondents replied on behalf of an organisation.

Of those responding in their personal capacity, just under half are teachers/educators/lecturers (see below). Again, these figures are strongly influenced by the Spanish and Italian replies where 59% and 73% respectively are teachers, while for the remaining countries this figure is only 27%.

If you are responding in your personal capacity, please specify your primary role:

	Frequency	Percent
Career and education guidance and counselling	21	4.3%
Consultant	9	1.8%
Policy maker	11	2.2%
Researcher	28	5.7%
Student/Pupil/Apprentice	4	.8%
Teacher/ Trainer/ Lecturer /Teacher educator or trainer	223	45.6%
Other (please specify)	40	8.2%
Missing	153	31.3%
Total	**489**	**100.0%**

When asked about their main area of activity, 87% of respondents[1] indicated that their main area of activity was education and training, including non-formal learning and informal learning. Only 5% indicated that their main area was employment, while 8% answered "other".

2. Which is your main area of activity?

	Frequency	Percent
Education and Training (including non-formal learning and informal learning)	427	87.3%
Employment	24	4.9%
Other	38	7.8%
Total	**489**	**100.0%**

[1] Please note that in the tables in this chapter, percentages are provided with one decimal for accuracy. However, for ease of reading, these percentages are rounded off to whole numbers (i.e. no decimals) in the accompanying text.

The distribution of those respondents that work within education and training is shown below. Again, Italy stands out with almost half of educators working in school education, while 36% of Spanish educators work in higher education.

If your main area of activity is Education and Training, in which specific sector or area do you work? * Country Crosstabulation

		Country			
		Spain	Italy	All other countries	Total
Early Childhood Education and Care	Count	0	1	2	3
	%	0.0%	0.8%	0.8%	0,6%
School Education	Count	33	56	41	130
	%	28.2%	47.5%	16.1%	26,6%
Vocational Education and Training	Count	9	6	30	45
	%	7.7%	5.1%	11.8%	9,2%
Higher Education	Count	42	23	36	101
	%	35.9%	19.5%	14.2%	20,7%
Adult Learning	Count	5	3	20	28
	%	4.3%	2.5%	7.9%	5,7%
Non-Formal and Informal Education	Count	3	5	32	40
	%	2.6%	4.2%	12.6%	8,2%
Across different sectors/areas	Count	16	10	54	80
	%	13.7%	8.5%	21.3%	16,4%
Missing	Count	9	14	39	62
	%	7.7%	11.9%	15.4%	12,7%
Total	Count	117	118	254	489
	%	100,0%	100.0%	100.0%	100.0%

44% of the respondents work in education and training institutions, while 24% work for a public authority or government and 11% in NGOs.

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

	Frequency	Percent
Civil Society Sector/NGO/Voluntary organisations	52	10.6%
Education and training institutions	216	44.2%
Employers' association	10	2.0%
Private business	18	3.7%
Public authority or government	115	23.5%
Trade unions	13	2.7%
Youth and youth work organisations	25	5.1%
Career guidance/development service	9	1.8%
Not applicable	9	1.8%
Other (please specify)	22	4.5%
Total	**489**	**100.0%**

2.2.2   Geographical level

All geographical levels were well represented in the survey – from local to European. The biggest group were those at the national level (45%).

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

	Frequency	Percent
European	105	21.5%
Local	84	17.2%
National	220	45.0%
Regional	80	16.4%
Total	**489**	**100.0%**

2.2.3   Knowledge of and experiences with the Key Competences Framework

Almost 90% of respondents knew about the Key Competences Framework before the survey, and most (85%) knew it as an EU level instrument.

A little more than half of the respondents (52%) had come into contact with the Key Competences Framework at work, 22% during education or training, and 7% in the context of youth work.

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

	Frequency	Percent
At work	254	51.9%
During education or training	109	22.3%
At career guidance/development service	12	2.5%
In the context of youth work	34	7.0%
Other	27	5.5%
Missing	53	10.8%
Total	**489**	**100.0%**

Two-thirds (67%) had used the framework in their daily work life, and out of these 59% felt it added value to their work or life. However, 36% did not respond to this question. Just over a quarter (26%) of the respondents indicated that it had been "a useful guidance tool", 15% felt it had supported curriculum development, and 11% indicated that it had supported teaching. Again, a large proportion (42%) of respondents did not answer this question.

What added value did the Key Competences Framework provide?

	Frequency	Percent
It has been a useful guidance tool in my work.	127	26.0%
It has supported curriculum development.	73	14.9%
It has supported teaching.	53	10.8%
It has helped me describe/assess/validate my competences.	17	3.5%
Other	16	3.3%
Missing	203	41.5%
Total	**489**	**100.0%**

2.2.4   Geographical distribution of respondents

As noted above, Spain and Italy are home to almost half of the respondents. Another large group is Belgium with 12% of the responses, most likely due to many organisations having their offices there. The rest are divided unevenly among the remaining Member States and EEA countries. Table 9 shows the responses from all the Member States.

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

	Frequency	Percent
Austria	4	.8%
Belgium	59	12.1%
Bulgaria	4	.8%
Croatia	5	1.0%
Cyprus	1	.2%
Czech Republic	2	.4%
Denmark	4	.8%
Estonia	5	1.0%
Finland	9	1.8%
France	23	4.7%
Germany	17	3.5%
Greece	6	1.2%
Hungary	2	.4%
Ireland	24	4.9%
Italy	118	24.1%
Latvia	1	.2%
Lithuania	3	.6%
Luxembourg	4	.8%
Malta	6	1.2%
Netherlands	7	1.4%
Northern Ireland	1	.2%
Norway	1	.2%
Poland	13	2.7%
Portugal	22	4.5%
Romania	8	1.6%
Slovak Republic	1	.2%
Slovenia	2	.4%
Spain	117	23.9%
Sweden	9	1.8%
Switzerland	3	.6%
United Kingdom	5	1.0%
Multiple countries	3	.6%
Total	**489**	**100.0%**

*Note: Northern Ireland, Norway, Switzerland and "multiple countries" categories were added during the analysis based on comments made by the respondents.

2.3 Consultation questions – overall framework

2.3.1 Strengths and weaknesses of the framework as a whole

The three main strengths of the current framework indicated by respondents were: Relevant to education and training (77%); Broad range of competences (45%); and relevant for employment (39%). The lowest proportion (6%) was linked to the framework having a clear link to research evidence. The option suggesting that the framework had not changed over time, i.e. was stable, was only considered as a strength by 11% of respondents.

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

	Frequency	Percent
Relevant to education and training	374	76.5%
Broad range of competences	218	44.6%
Relevant for employment	192	39.3%
Easy to use in my context	89	18.2%
Appropriate definitions	72	14.7%
Not too specific	65	13.3%
Sufficiently detailed	58	11.9%
Has not changed over time (stable)	55	11.2%
Has a clear link to research evidence	31	6.3%
Other (please state)	19	3.9%

*Respondents could choose more than one option

Looking at the background of the respondents, specifically the level at which their organisation operates (local, regional, national, European), there are few systematic differences, but European-level respondents tend to put more weight on the broad range of competences (54%) than their counterparts at other levels (35-45%). The same was the case when comparing respondents who answered on behalf of organisations to those who did so in their personal capacity (bearing in mind that there was significant overlap between these two dimensions): 60% of organisations as opposed to 38% of individual respondents felt the broad range of competences was a main strength of the framework.

Asked to identify the main *weaknesses* of the current framework, much fewer weaknesses than strengths were chosen by the respondents, with "has not developed over time" as the most frequent choice at 34% - consistent with the low proportion pointing to this issue as a strength (see previous question). This was followed by "not detailed enough" (24%), "difficult to use in my context" (22%) and inadequate link to research evidence (17%).

European-level and national-level respondents pointed much stronger to "has not developed over time" (39% and 38%) than their regional (31%) and local (20%) counterparts. Comparing organisations and individual responses, 46% of organisational respondents and only 29% of individual respondents selected the statement "has not developed over time". Another weakness with a marked difference between organisations and individual respondents was "Definitions not appropriate", which comes out quite strongly at the organisational side (26%) as opposed to only 8% for individuals.

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

	Frequency	Percent
Has not developed over time	167	34.2%
Not detailed enough	118	24.1%
Difficult to use in my context	106	21.7%
Inadequate link to research evidence	82	16.8%
Other (please state)	80	16.4%
Definitions are not appropriate	66	13.5%
Not relevant for employment	61	12.5%
Narrow range of competences	60	12.3%
Too broad range of competences	54	11.0%
Too specific	17	3.5%
Not relevant to education and training	16	3.3%

*Respondents could choose more than one option

2.3.2   The need for changes to the framework

Two-thirds (65%) of respondents indicated that the framework needed only minor changes, while 23% believed it needed major changes and 12% felt it needed no change at all.

Asked what these changes should entail, 39% pointed to competences that were currently missing, and 37% suggested changes to definitions of individual competences. Only 13% believed there should be changes to the structure of the framework.

What should the changes to the Framework entail? at most 1 choice

	Frequency	Percent
Addition of competences currently missing in the Framework	191	39.1%
Changes to definitions of individual competences	179	36.6%
Change to the structure of the Framework	63	12.9%
Other	55	11.2%
No answer *(missing)*	60	12.3%
Total	**548**	**112.1%***

*Note: although respondents were asked to make only 1 choice, some made 2 choices, which is why the totals sum up to more than 489 answers/100%.

2.4   Consultation questions on individual competences

For each of the competences, respondents were asked to assess whether the definition of the competence in question and its related knowledge, skills and attitudes was adequately described in the framework. It should be noted that Mathematical competence and Basic competences in science and technology, as well as Social and civic competences, were each divided in two separate competences, making a total number of 10, rather than 8, competences.

The graph below compares this question across the 10 competences. As can be seen, overall the assessments were positive but there were some differences, with between 61% and 80% agreeing or strongly agreeing that the description was adequate. The lowest "approval rates" were for digital

competence and entrepreneurship – possibly influenced by the fact that there are much more detailed separate EU frameworks for these competences.

Figure 2-1 Comparison across the competences
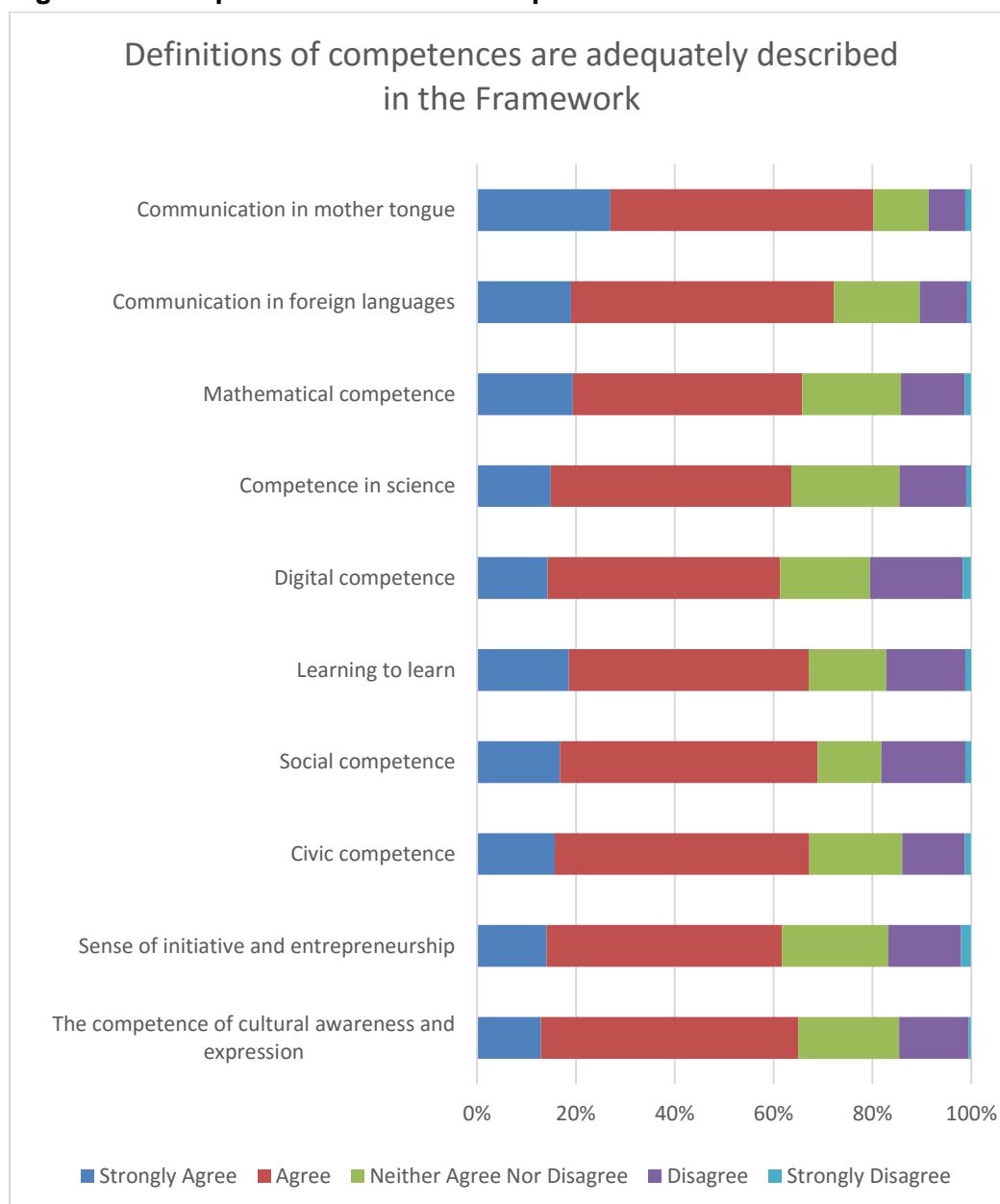
Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework".

For all competences, closer analysis of the data showed a (more or less) marked difference between the answers provided by respondents answering as individuals and on behalf of organisations. The organisations were invariably much more negative than the individual respondents. We will discuss this in more detail for each competence in the following sections, along with the follow-up questions asked.

### 2.4.1   Communication in mother tongue and communication in foreign languages

Overall, and as seen in Figure 2-1 above, the two communications competences – mother tongue and foreign languages – had the highest proportion of respondents agreeing that the definitions were

adequately described in the Framework. This was particularly true for the mother tongue competence, with 80% agreeing or strongly agreeing that the definition was adequate (72% for foreign languages).

There was a considerable difference between the proportion of individual respondents and organisations that agreed to the statement, particularly for communication in the mother tongue, where 85% of individuals agreed compared to 70% of organisations.

The numbers for European-level respondents compared to respondents at other levels were similarly divided – 67% of European-level respondents agreed with the statement, compared to 82% at national level and 86-87% at regional and local level. The difference was less marked when it came to communication in foreign languages, but with similar patterns when looking at both geographical level and organisational compared to individual capacity.

Figure 2-2 Definition of competences: Communication in mother tongue and in foreign languages, crosstabulation with individual/organisational responses
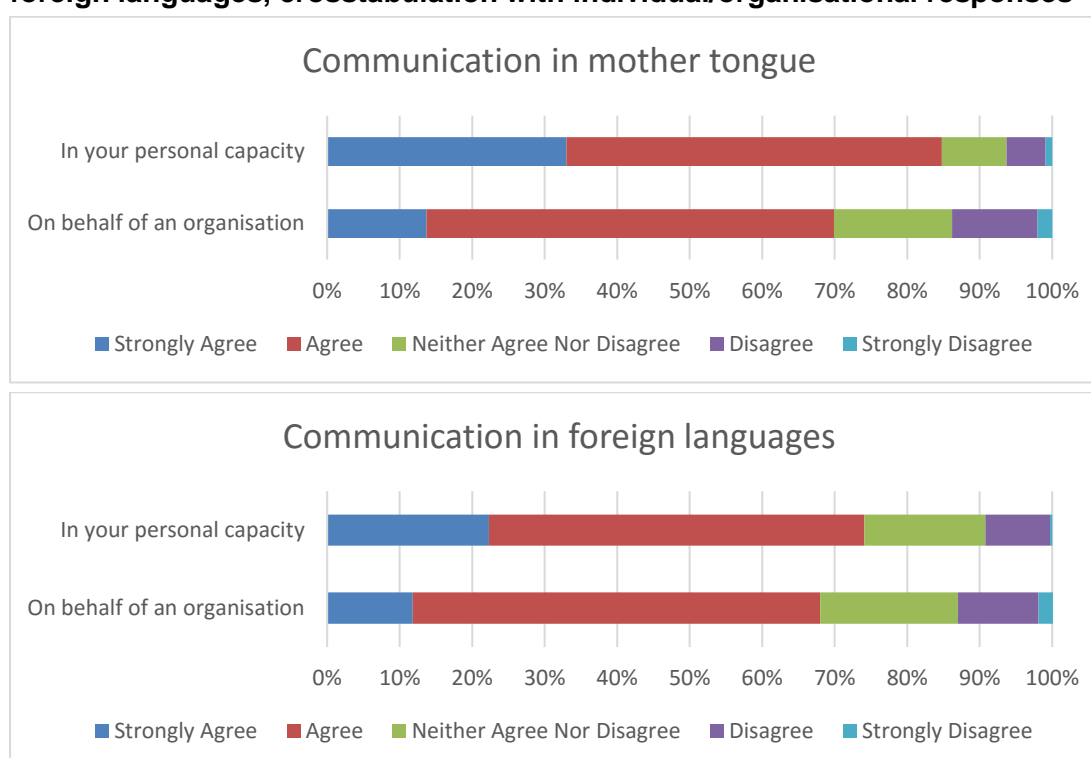
Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

Those that **disagreed (or strongly disagreed)** that the definition of the 'communication in mother tongue' competence was adequately described (9%) were asked to comment and explain why they disagreed. The majority of the comments relate to the issues of multilingualism and multiculturalism. In modern European societies with increased mobility and many children that are bi- or multilingual, "mother tongue" is not a suitable concept. "Native language" or "first language" are suggested by several as a better alternative than mother tongue, while others point to a need to simply give up the distinction between mother and foreign language and focus on communication, or literacy, as suggested by a few commenters. A couple of other commenters focus on the need to strengthen linguistic competence to prevent lexical and syntactic impoverishment. The need to emphasize intercultural understanding, showing respect for the other in the language used, etc. is also mentioned by several commenters.

With respect to communication in foreign languages, those that disagreed (10%) were also asked to comment on why they did not believe that the competence was adequately described in the framework. Many of the comments and explanations touched upon the same issues as mentioned above for mother tongue, particularly with respect to multilingualism and multiculturalism in today's Europe. Several disagreed with the term "foreign" which can have pejorative aspects –suggested alternatives include "second/third language" or "additional language". One commenter pointed to the need for more explicit mentioning of *interaction* as the objective of communication in both foreign languages and mother tongue, since one of the goals of learning is to develop interactions in a respectful way. It was also emphasized by several commenters that although the definitions of the competences currently named "mother tongue" and "foreign languages" are quite similar, an important element of foreign language competence is the awareness of differences and similarities between the mother tongue and the second language.

The survey also asked about the extent to which "**the existing competences of communication should be reformulated** in order to better reflect new ways of communicating and expressing ideas". 47% of respondents agreed or strongly agreed with this statement. Almost a third neither agreed or disagreed, while the rest were negative. On this question, responses do not vary much across respondents from different backgrounds.

With respect to the more detailed, qualitative comments on whether the existing communication competences should be reformulated in order to better reflect new ways of communicating and expressing ideas, the majority of these touched upon aspects of the development in digital communication and the importance of acquiring competences to master the use of different media, including digital and social media. Another recurrent issue was that of non-verbal communication, which can take many forms (body language, sign language, visual/image language, etc.) and was identified by many commenters as an area that is lacking in the current framework. Related both to non-verbal and to digital communication is the use of abbreviations and symbols (including emoticons) which are often understood across language barriers and are becoming increasingly important in digital communication. Several commenters pointed to the need to put more emphasis on the capacity to express one's own ideas. Again, literacy was mentioned several times as a key aspect (even a possible new heading for the competences), including "multiple literacy". One commenter recommended adding "understanding" to the basic skills: Listening, speaking, reading, writing and understanding. Some would like the descriptions to be more detailed, and preferably with more examples to make them more concrete and understandable. Finally, a few commenters did not want too much change, since there should still be a strong emphasis on the basic skills mentioned above.

Another follow-up question concerned **whether the distinction between mother and foreign language should be reconsidered**. Again, almost half of respondents (47%) agreed or strongly agreed, while almost a third neither agreed nor disagreed, and 24% disagreed – again there were no marked differences in responses across respondents from different backgrounds.

4. The distinction between mother and foreign languages should be reconsidered in the context of multilingualism and cultural diversity.

	Frequency	Percent
Strongly Agree	97	19.8%
Agree	131	26.8%
Neither Agree Nor Disagree	144	29.4%
Disagree	96	19.6%
Strongly Disagree	21	4.3%
Total	**489**	**100.0%**

These figures are somewhat surprising given that other inputs into the consultation process generally seemed to either favour abandoning the distinction or at least or taking a very different approach.

Among those that submitted more detailed comments and explanations for their answers, many argued *that the distinction should disappear* and that the two language competences should be merged into one. This is in line with the comments made to the two previous questions, particularly with respect to multilingualism and multiculturalism. There are however different takes on what should be the focus in such a merged competence; some want to focus squarely on *communication*, by whatever means and language, whereas others prefer to maintain a narrower linguistic focus, for instance by a sub-division of the competence into first language, second language, foreign language, etc.

A considerable number of commenters however preferred to *maintain the distinction* and make it even clearer. As put by one commenter, the distinction should be kept because the mother tongue remains the primary means of communication for many learners. While learning the primary language is a natural process and precedes formal education, learning a second language often starts from zero, and without regular exposure to the language in daily life.

Several comments also mentioned that the learning of foreign language(s) should emphasize the aspect of understanding of other cultures; on the other hand, skills such as mediation and intercultural understanding also apply to communication in the mother tongue.

2.4.2   Mathematical competence

Overall, two thirds (66%) of respondents agreed or strongly agreed that the definition of mathematical competence in the framework was adequate. Respondents from local, regional and national level were more likely to agree (68-70%) compared to European level (53%). A similar but less pronounced difference is seen between respondents answering in their personal capacity and those who were responding on behalf of an organisation, as shown in the figure below.

Figure 2-3 Definition of competences: Mathematical competence
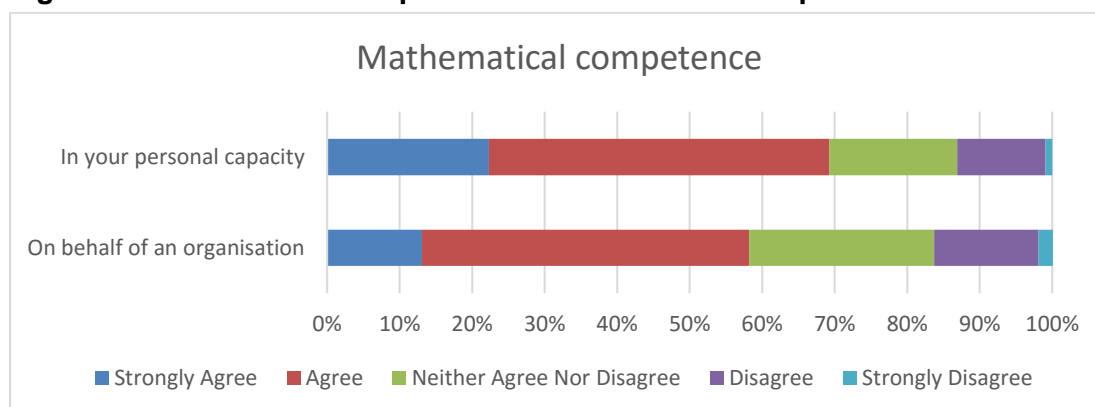
Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

2.4.3   Science and technology competence

The pattern for science and technology competence overall was similar to that of mathematical competence: 64% agreed or strongly agreed that the competence was adequately described, 22% neither agreed nor disagreed, and 15% disagreed or strongly disagreed. Here, there were quite substantial differences between the different geographical levels: only 51% of respondents at EU level agreed or strongly agreed, compared to 76% at local level – and the respective figures for disagreement were at 22% (EU level) and 7% (local level). There was a similar, although less pronounced, difference between organisation-level and individual-level respondents as shown in the figure below.

Figure 2-4 Definition of competences: Science and technology competences
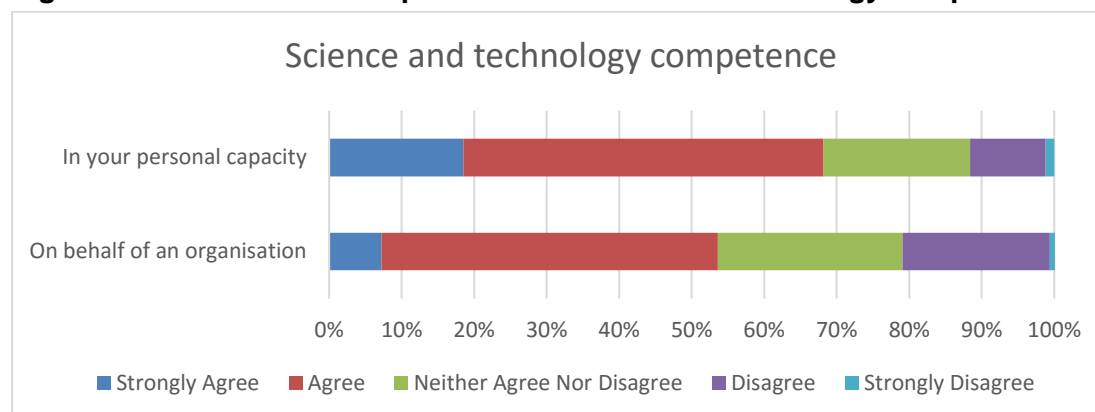

Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

A follow-up question regarding science and technology was whether the definition adequately described the ability to respond to sustainability. Just over half of the respondents (53%) agreed to the statement, and 18% disagreed.

6. 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.

	Frequency	Percent
Strongly Agree	52	10.6%
Agree	205	41.9%
Neither Agree Nor Disagree	142	29.0%
Disagree	80	16.4%
Strongly Disagree	10	2.0%
Total	**489**	**100.0%**

2.4.4   Digital competence

Overall, the definition of digital competence received the least positive responses among the respondents in the survey. Only 61% agreed or strongly agreed that the definition was adequately described in the framework, while 20% disagreed or strongly disagreed. There was also a marked difference between EU-level respondents, where only 36% agreed (and 47% disagreed), while between 67% and 74% of respondents from the other levels agreed with the statement.

Again, the level of agreement and disagreement also differed strongly between respondents answering in their personal capacity and those answering on behalf of an organisation, as shown in the figure below.

Figure 2-5 Definition of competences: Digital competence
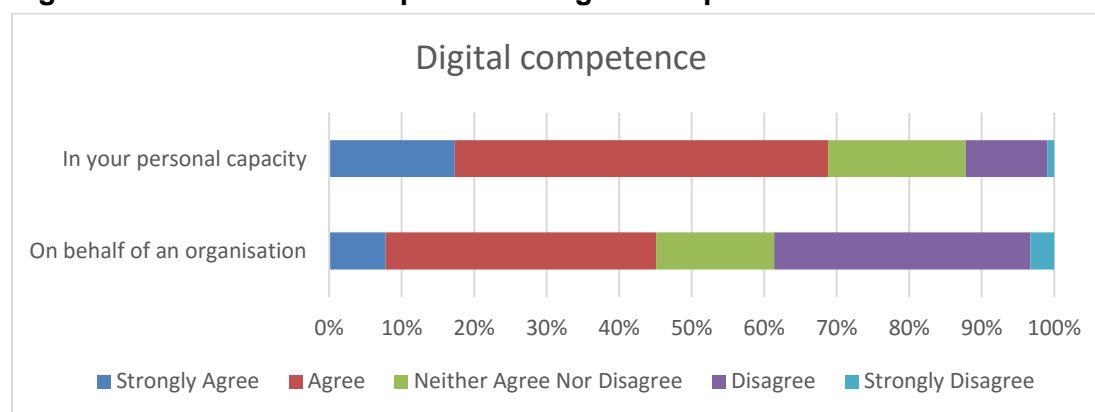
Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

Respondents are in favour of aligning the digital competence definition with the DigComp framework and on this question the proportion that agreed was fairly similar across all respondents from different backgrounds. As mentioned previously, the existence of this framework as a point of reference could be one of the reasons why the definition in the Key Competences Framework was not looked upon favourably by respondents. Another likely reason is that any definition of digital competences is at a significant risk of becoming outdated quickly, given the speed of technological development in the area.

**7. The digital competence definition and its related knowledge, skills and attitudes should be updated to be aligned with the European Digital Competence Framework for citizens.**

	Frequency	Percent
Strongly Agree	130	26.6%
Agree	209	42.7%
Neither Agree Nor Disagree	132	27.0%
Disagree	16	3.3%
Strongly Disagree	2	.4%
Total	**489**	**100.0%**

2.4.5   Learning to learn

Learning to learn shows a similar pattern to the other competences. Overall, two thirds (67%) agreed or strongly agreed that the definition was adequate, while 17% disagreed. Again there was a marked difference between the EU-level respondents, where less than half (48%) agreed or strongly agreed, as opposed to between 70% and 80% at the other geographical levels, and more than 30% at EU-level disagreed or strongly disagreed. At organisational versus individual level, the tendency was the same, as shown in the graph below.

Figure 2-6 Definition of competences: Learning to learn
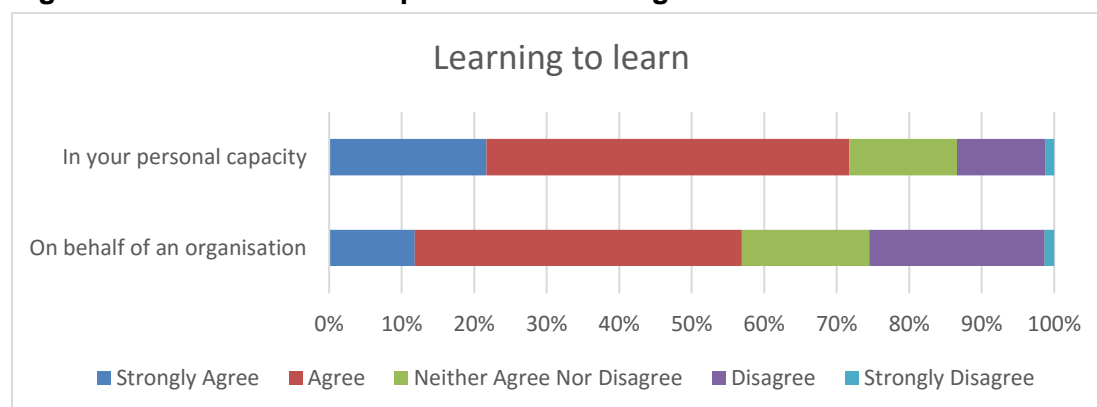
Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

Among the 17% who disagreed that the definition of the competence was adequately described, a significant number of comments relate to the need to pay more attention to *personal development.* Several commenters linked personal development with emphasis on a "learner-centred approach". *Self-regulation* was mentioned as a key aspect many times, and one commenter suggested that it would be more appropriate to use the terminology, framework, and research evidence related to self-regulated learning rather than that of learning to learn.

Many commenters referred to lifelong learning, which could have a stronger presence in the description of the competence, and that there should be more focus on non-formal and informal learning in the definition. In connection with lifelong learning, motivation (and self-directedness) was often mentioned as a key factor which should be recognized in the definition of the competence. Some saw learning to learn as an organizing concept for the framework overall, since several of its components are a common denominator of all the key competences.

It was mentioned several times that the current description is too vague, and some commenters thought that the description is difficult to operationalize. Some proposed that the description might benefit from being illustrated by concrete examples.

Respondents were also asked about their views on **whether to adapt the definition to better reflect personal development, physical and emotional well-being**. There was an overall agreement with 56% agreeing or strongly agreeing, while 14% disagreed. Almost a third neither agreed nor disagreed.

8. '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.

	Frequency	Percent
Strongly Agree	106	21.7%
Agree	168	34.4%
Neither Agree Nor Disagree	149	30.5%
Disagree	56	11.5%
Strongly Disagree	10	2.0%
Total	**489**	**100.0%**

Most of the comments from those that disagreed revolved around the same issues as the previous question regarding learning to learn. With respect to personal development, many concepts were introduced that the commenters would like to see included or given more weight in the revised description: self-regulation/self-management, self-awareness, self-care, self-reflectiveness (being a reflective learner). Learning styles and learning strategies were also seen by many as important for the description of the competence. Other concepts mentioned several times include emphathy, humanity (humaneness), proactivity and motivation. While physical well-being appeared *not* to be seen as an essential component of this competence by many commenters, there was a large number of comments related to emotional well-being, generally seen as closely linked to the ability of learning to learn. The transversal nature of learning to learn was mentioned by a significant number of commenters. Some believed that it should not be a competence in itself at all, but rather a transversal skill, while others, as mentioned previously, saw learning to learn as an overarching concept that could be an organising concept for the whole framework.

2.4.6   Social competence

Social competence was in the "middle" group with respect to acceptance of the definition, with 69% agreeing with the definition, and 18% disagreeing. Figures at EU level compared to other levels were also very marked, with 51% at EU level agreeing or strongly agreeing, while the other levels were between 66% and 82%. At EU level, 27% disagreed or strongly disagreed that the definition was adequate. Similarly, but less pronounced, differences were found between those who answered in their own capacity, and those who did so on behalf of an organisation, as shown in the figure below.

Figure 2-7 Definition of competences: Social competence
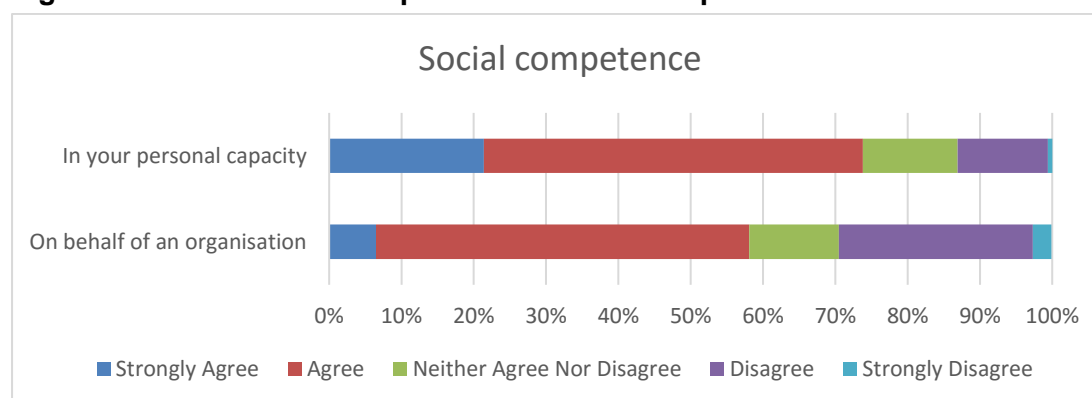
Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

2.4.7   Civic competence

The assessment of the civic competence definition was overall quite similar to that of social competence, but with a smaller share of disagreement (14% disagreed or strongly disagreed). This was also the case for EU level vs other level respondents, and the difference between organisational respondents and those answering as individuals, as shown below.

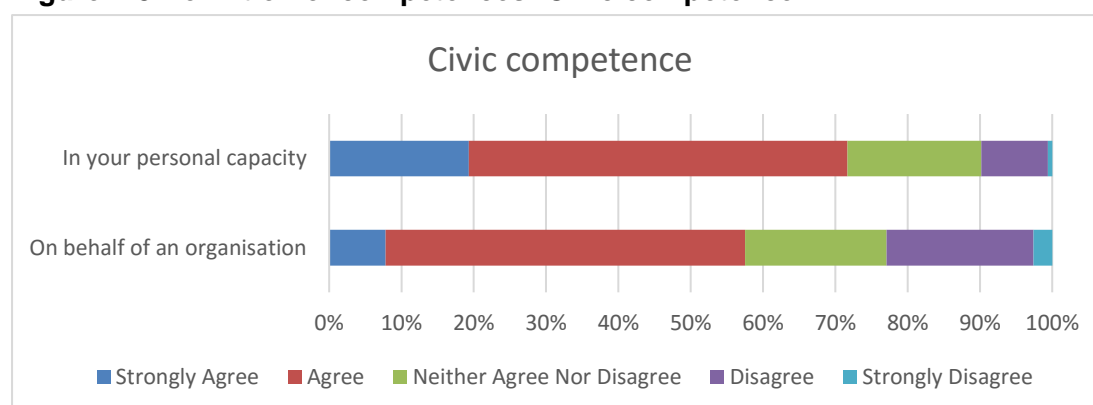**Figure 2-8 Definition of competences: Civic competence**

Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

Those who did not agree that the definition of civic competence was adequately described, pointed mainly to two overall issues: that the global dimension (global citizenship) is missing, and the need to include "political" competences for active participation and constructive critical dialogue and action (active citizenship). Several commenters also referred to human dignity and human rights as missing from the current description. One commenter mentioned that the knowledge definition of civic competence in the current version of the framework lags behind the better standard of the Council of Europe for Democratic Citizenship and Human Rights Education. Finally, a number of commenters were of the opinion that the description was too vague (or too academic) and not detailed enough; it should be more specific, and more contextualised, and the use of concrete examples for illustration is recommended.

With regards to civic competence, respondents were also asked **whether the definition should be revised to better reflect European values** related to citizenship, intercultural understanding and democratic participation.

10. 'Civic competence' should be revised to better reflect European values related to citizenship, intercultural understanding and democratic participation.

|	Frequency	Percent
Strongly Agree	77	15.7%
Agree	119	24.3%
Neither Agree Nor Disagree	202	41.3%
Disagree	78	16.0%
Strongly Disagree	13	2.7%
Total	**489**	**100.0%**

Although the overall sentiment was more positive than negative on this statement, overall the degree of agreement was low compared to other questions (40%). There was a very large group (41%) that neither agreed nor disagreed, while 19%. It seems that respondents overall do not have strong feelings about this particular issue.

Among those who disagree that the civic competence should be revised to better reflect European values, commenters repeatedly stressed that more attention should be given to this issue due to the political developments currently taking place, including the migration situation, and intercultural challenges. However, some questioned the emphasis on European values; firstly, that it is not clear at all what "European values" mean, and secondly, that it leaves out the global dimension. As was the case for the comments to the previous question, *active (democratic) participation* was emphasized by many commenters; democratic participation is not only about exercising one's right to vote but also about volunteering, actively contributing to the community, not being a passive bystander, etc. A few commenters mentioned that the principle of non-discrimination (of any type) should be incorporated in the definition, as well as personal ethics, respect for diversity, equality, and human rights. Intercultural understanding, or even intercultural competence (being able to live, learn and work in an intercultural environment), was mentioned by a large number of commenters as a key element in civic competence.

2.4.8   Sense of initiative and entrepreneurship

Overall, the definition for the sense of initiative and entrepreneurship competence got the second lowest "rate of approval", with only digital competence scoring lower (compare Figure 2-1). Also here, the sentiment at EU level was much more negative than at the other geographical levels, with 46% agreeing or strongly agreeing at EU level, while these rates were between 65% and 67% at national, regional, and local level, and 30% at EU level disagreeing or strongly disagreeing (9-12% at the other levels). The picture is similar for individual compared to organisational responses, as shown below.

Figure 2-9 Definition of competences: Sense of initiative and entrepreneurship
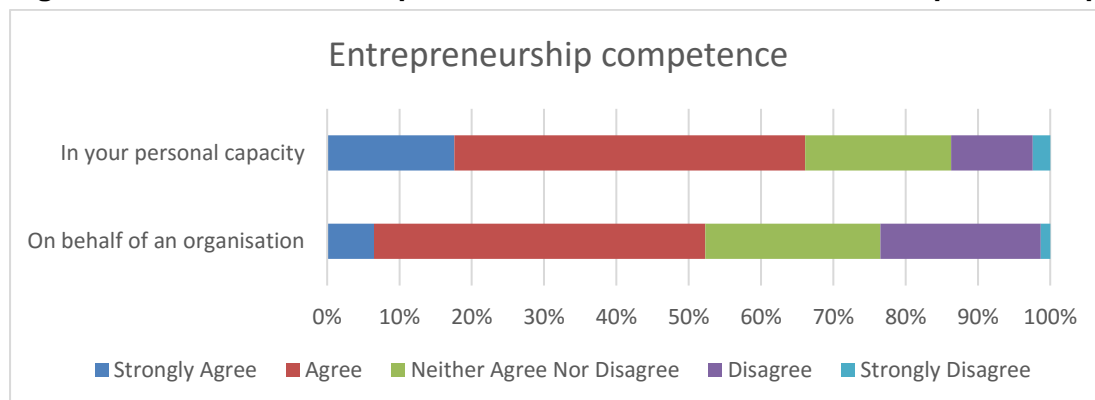
Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

As for the digital competence, the respondents were asked whether the definition should be aligned with the European framework in this area (European Entrepreneurship Competence Framework), and although the response to this question was largely positive (51%), there was again a large contingent that did not have an opinion (neither agreed nor disagreed – 41%). There was also little variation across the different subsections of respondents.

11. The entrepreneurship competence definition and its related knowledge, skills and attitudes should be updated to be aligned with the European Entrepreneurship Competence Framework.

	Frequency	Percent
Strongly Agree	88	18.0%
Agree	162	33.1%
Neither Agree Nor Disagree	202	41.3%
Disagree	29	5.9%
Strongly Disagree	8	1.6%
Total	**489**	**100.0%**

2.4.9   The competence of cultural awareness and expression

The survey also explored whether the definition for cultural awareness and expression competence was adequately described. Overall, two thirds of the respondents (67%) agreed with the statement. The difference between EU level respondents and other geographical levels was particularly marked here, with only 41% at EU level agreeing or strongly agreeing with the statement (and 27% disagreeing), while the figures for agreement was between 68% and 74% at the other levels. There were also significant differences between those answering as individuals and those answering on behalf of an organisation, as shown in the figure below.

Figure 2-10 Definition of competences: Cultural awareness and expression
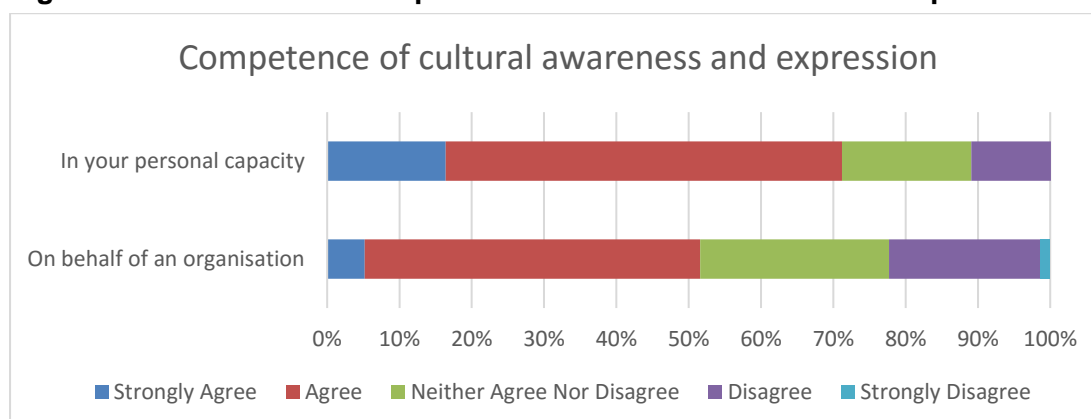
Note: The statement that was put to the respondents for each competence was: "The definition of XX competence and its related knowledge, skills and attitudes is adequately described in the framework". Crosstabulated with background question: "You are replying in your personal capacity/On behalf of an organisation"

Among the comments from those who disagreed on this question, the majority criticized the definition for being *too narrow*, focusing on fine arts and humanities (or 'high' culture) instead of a wider understanding of culture. One comment summarised these sentiments well, characterizing the current description as a "1960s definition of culture, which is fine in its way, but hardly what people mean today when they talk about culture - plus has no concept of subcultures". Several commenters also pointed out that this concept of culture is a passive definition - as one commenter put it, "This competence seems to view individuals as consumers of the arts rather than a creator of the arts".

Again, the intercultural aspect was mentioned many times as something that should be given more attention. Like some of the other competences, some commenters found the description too vague, and not detailed or clear enough.

With respect to whether the definition of cultural awareness and expression **adequately reflects the development of different cultural ideas, values and forms and the diverse range of media**, just over half (55%) agreed with the statement. The figures for EU level and the other levels show a very high degree of variation, with only 36% agreeing at EU level, 57-58% at national and regional level, respectively, but as much as 71% agreeing at local level. On the other hand, there was a fairly small difference between individuals and organisations on this question.

12. The definition of cultural awareness and expression and its related knowledge, skills and attitudes adequately reflects the development of different cultural ideas, values and forms and the diverse range of media.

	Frequency	Percent
Strongly Agree	63	12.9%
Agree	206	42.1%
Neither Agree Nor Disagree	145	29.7%
Disagree	70	14.3%
Strongly Disagree	5	1.0%
Total	**489**	**100.0%**

Two overall issues dominated the comments provided to this question. Firstly, the need for a more global and intercultural perspective, as put by one commenter: "The current text does not adequately include cultures represented globally. The strong focus of the text on Europe is not appropriate for promoting intercultural competencies". The second issue was the need to broaden the definition of what is considered culture, going beyond traditional "art" to include both new forms of cultural expression and multiculturality. The new forms mentioned included especially digital media and the need to explicitly link to digital competences. Other cultural expressions, such as sports, dance, traditional cultures, modern subcultures etc. were mentioned as examples of how the "culture" concept could be broadened.

2.5   European values and transversal themes

Almost three quarters of respondents (72%) agreed or strongly agreed that the framework adequately reflected the EU values as defined in Art. 2. Again, there was a significant difference between respondents from different levels, with European level respondents having only 59% in agreement while national, regional and local levels are at 72, 75, and 83%, respectively.

13. The Framework adequately reflects the EU values as defined in Article 2 of the Treaty on European Union.

	Frequency	Percent
Strongly Agree	90	18.4%
Agree	261	53.4%
Neither Agree Nor Disagree	89	18.2%
Disagree	49	10.0%
Strongly Disagree	0	0.0%
Total	**489**	**100.0%**

The same share as above (72%) agreed or strongly agreed that transversal themes should be more prominent, but with a much larger share of "strongly agree" at 29%. This agreement was quite pronounced compared to the other questions, and there were only small differences between the different segments of respondents.

14. The Framework would better describe competences if transversal themes (relevant to all competences - such as critical thinking, decision-making and problem solving) were more prominent.

	Frequency	Percent
Strongly Agree	144	29.4%
Agree	208	42.5%
Neither Agree Nor Disagree	103	21.1%
Disagree	23	4.7%
Strongly Disagree	4	.8%
Missing	7	1.4%
Total	**489**	**100.0%**

2.6 Future use of the framework

The last questions concerned the future use of the framework, the challenges associated with using it and how these could be addressed.

With respect to the main challenges that the respondents see in using the framework in their own context or country, the most frequently selected challenges were related to awareness and the need for support. With regards to awareness, respondents were likely to indicate that the framework was not well known by practitioners in education and training (48%), followed by policy makers (33%) and employers (32%). 44% stated that practitioners needed more support and training to use the Framework and 33% pointed to a lack of monitoring to determine the Framework's impact.

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

	Frequency	Percent
There are no challenges	10	2.0%
It is not well known by national/regional/local policy makers	162	33.1%
It is not well known by practitioners in education and training	234	47.9%
It is not well known by employers	156	31.9%
The national system is not flexible/not able to change to incorporate the Framework	111	22.7%
It is only relevant to policy makers (not to educators/trainers or citizens)	32	6.5%
It is only relevant to educators/trainers or citizens (not to policy makers)	35	7.2%
It is preferred to use nationally/locally developed frameworks	26	5.3%
There is not enough monitoring to determine the Framework's impact	160	32.7%
Practitioners need more support and training to use the Framework	214	43.8%
The definitions are not clear or appropriate	54	11.0%
Other (please state)	29	5.9%

Concerning measures that should be taken at *EU level* to promote and support use of the framework, the proportions were fairly average across all options (between 36 and 54%), except for doing nothing (3%). Almost two thirds of respondents at European level (65%) advocated creating detailed reference material for each competence, whereas this figure was around 40% for the other geographical levels.

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

	Frequency	Percent
Focus on raising awareness about the Framework	244	49.9%
Create detailed reference material for each key competence (like the existing CEFRL for foreign languages).	266	54.4%
Make better use of existing practical tools and guidance on assessment and validation	177	36.2%
Develop new practical tools and guidance on assessment and validation	194	39.7%
Support mutual learning on understanding and use of the Framework among Member States and practitioners.	231	47.2%
Do nothing; leave it to Member States to decide how to proceed	15	3.1%
Other (please state)	36	7.4%

Finally, respondents were asked what specific developments in the future use of the Framework they would like to see in order to improve the key competences of the European population. Here, development of tools and guidelines to support competence-based teaching and learning was the most popular response (46%). Perhaps not surprisingly, respondents at EU level preferred support for mutual learning on the use of the Framework among Member States and practitioners (41%), while this option was selected by between 25 and 32% of respondents at the other levels. On the other hand, development of tools and guidelines to support competence based teaching and learning was only preferred by 31% at European level, while this option was selected by 49-50% at the other levels.

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?

	Frequency	Percent
Activities to raise awareness of the Framework	168	34.4
Support for mutual learning on the use of the Framework among Member States and practitioners	150	30.7
Development of tools and guidelines to support the use of the Framework in Member States	76	15.5
Development of tools and guidelines to support competence based teaching and learning	224	45.8
Development of assessment tools, including tools to support the validation of competences	161	32.9
Development of tools for self-assessment	95	19.4
Other (please state)	25	5.1

3.0 Public consultation: Position papers

This chapter summarises the contributions made in the position papers submitted by respondents to the survey (and in a few cases, directly to the Commission). A total of 74 position papers were received, of which 7 were duplicates or triplicates, resulting in 67 unique papers included in this analysis.

The table in Annex 2 contains a full list of submitted position papers, with a short summary of the key points put forward in each paper.

3.1 Communication in the mother tongue and communication in foreign languages

The issues raised concerning communication in the mother tongue and communication in foreign languages focus especially on the ambiguity of "mother tongue" as a concept, and what constitutes "foreign" languages. This introduces a focus on **multilingualism and cultural diversity**. A significant number of contributions consider these aspects.

One paper notices that language competence should not, or not only, be regarded in a dichotomy of mother tongue and foreign language. Simply put by another contributor, a student could speak many languages and, depending on context, none may be "foreign". One contributor mentions that neither forcing the majority language nor a mother-tongue-only approach can be successful to strengthen the European project, as the first has proven to be a total failure as 'inclusion' or rather an attempt to assimilate everybody into majority cultures of countries, while the latter would result in even more exclusion. There is consequently a need to reformulate the language competences to reflect the multilingual reality of many European countries.

In multicultural and multilingual societies the notions 'mother tongue', 'official language of the country of residence', 'language of the environment' and 'language of instruction' are interpreted differently in a societal perspective. A contributor emphasized that the role and use of mother tongue(s), majority language, English and other languages should be better researched and the framework modified accordingly, and also that the focus needs to be shifted from the number of 'foreign' languages learnt to the development of an adequate repertoire of languages, styles, registers and genres of learners. Also, new forms of communication are gaining ground, mainly digital ones, that are becoming essential 'other languages' for everyday life, the labour market and lifelong learning.

The framework should focus more on a multilingualism approach in which linguistic competences for certain functions are considered individually, according to some of the sentiments expressed in the position papers. In addition, some felt it must ensure that all learners have the opportunity to learn multiple languages (apart of the home language and the language of instruction). Furthermore, the new linguistic competence should emphasize the **cross-curricular dimension** of languages and refer to the language dimension in all subjects and other competences, as well as support learners in acquiring meta-linguistic skills.

However, no matter what, if anything, is considered "mother tongue", some contributors felt that it was important that people developed competences in one or more languages other than their own. One contributor suggested that within the EU, priority should be given to learning the language of another Member State(s). Another paper stated that the footnotes in both competencies, as they are formulated currently, clarify much and therefore asks them to be integrated into the description.

In addition to the technical aspect of learning languages, a contributor suggests that the communication competence should also include the ability to notice, listen, motivate and empathise with others etc. Special attention should also be paid to media literacy and critical thinking.

Several papers also consider the aspect of **literacy** and asks that it is given more importance. Literacy also goes beyond actual reading and writing skills, e.g. as the competence to assess written and visual media and data in a critical and differentiated manner, and being able to take responsible actions in professional and personal contexts.

A few papers suggest that consolidation of the competences of mother tongue and foreign language into a single language competence could be considered. One paper, however, suggests to divide the current key competence 'Communicating in a mother tongue' into two separate parts; one focused on literacies and the other one on language development. In addition, it was important that this divide did not diminish the importance of learning foreign languages. Another suggestion was to consider whether transversal themes such as critical thinking and enterprising should be included to a higher extent than it is currently.

A contributor included a reference to the Common European Framework of Languages and asks that this is taken into consideration, especially in the ways it is being updated by the Council of Europe.

3.2 Mathematical competence and basic competences in science and technology

One contribution provides a complete definition of this competence: "Mathematical competence means developing and applying mathematical thinking to solve problems in everyday situations and beyond. In addition to good computer skills, the focus should be on process, activity and knowledge. By means of natural sciences, we explain nature by means of existing knowledge and certain methods and models, ask questions and draw conclusions based on evidence. These include the recognition of analysis, causality, unambiguity, freedom from contradiction, reproducibility and quantifiability as a framework for scientific knowledge in the knowledge process. Technical competence is demonstrated by the application of scientific knowledge and methods to find answers to established human desires or needs. Cultural, social, economic, ecological and political prerequisites and requirements must be taken into account and the effects of technology considered".

Another paper considers that the concept of mathematical competence in the current key competency framework is reduced to everyday contexts in private life and in the workplace. However, mathematical competencies are concerned with basic modeling as well as the non-application-oriented analysis of structures. These aspects should also be included in the framework.

Several papers call for **more prominence to STEM-related competences** and skills in the revised framework, and also that they should be closely aligned with digital competences.

One paper adds that STEM-related knowledge and skills would benefit from the addition of arts related aspects (STEAM), and that understanding the aesthetic and design angles in working with science and technology is a path that should be encouraged, with specific reference to the new "maker culture".

It is also mentioned a few times that mathematical, scientific and technical competence requires a stronger emphasis on the issues of **environmental sustainability and sustainable development**, on understanding the changes caused by human activity and our collective responsibility in protecting the

environment. See also below on the issue of sustainable development as a suggested new competence.

Finally, the **practical skills** dimension is emphasised by two papers. One paper finds that the practical, applied dimension is not sufficiently reflected and that the current definition, including the essential knowledge, skills and attitudes related to the competence, have a rather academic approach. There needs to be more focus on the practical, vocational skills, including safe and secure use. Another paper refers to the emerging OECD Education 2030 framework[2] which specifically contains practical skills**.** It could be considered whether and how this additional competence could be integrated within the EU Key Competences.

3.3   Digital competence

Since the Key Competences Framework was adopted in 2006, tremendous technological development has occurred. Therefore, many papers suggest to update the definition of Digital competence and its related knowledge, skills and attitudes, to address the needs of the current and future society, education and training. Given the importance of this competence, the level should be more ambitious. Any update would, however, need to be made **"futureproof"** by a certain openness in the formulation.

The current definition includes only the use of computers, while smart phones, tablets and other **connected devices** have become essential in our daily lives. Hence, it is necessary to include all digital devices in the definition of digital competence in the framework.

In another position paper, it is suggested to change the name of the competence to "digital competence and media literacy".

Several of the position papers argue the need to widen actions for enhancing the **level of digital skills** of children and young people and provide all with digital skills and the right attitudes towards technologies. Digital skills should be regarded as a basic skill as relevant as reading and writing. The term **digital literacy** is often mentioned. One contributor mentions that in their national context, digital literacy is generally seen as having four components: building basic IT knowledge, developing information skills, becoming media literate and understanding how technology works (including computational thinking). The latter is echoed by several other papers that refer to basic competences with regard to **computational thinking** i.e. producing and analysing computational structures, processes, artefacts and systems.

One of the position papers recommends setting benchmarks for education on the level of digital skills of young people in order to deepen these skills. In a similar way, another position paper argues that students need to learn computer coding i.e. the language of technology, in order to utilize technology to its full potential.

Developing **digital media literacy** is considered especially important by many contributors, and a connection is made to **learning to learn and civic competence**. In this connection, it is pointed out by one contributor that digital competency should be much more oriented towards their **democracy related dimensions**: the importance to offer training and experiential learning spaces for critical media use, media literacy and the ability to reflect upon social media in democratic societies has high

---

[2] The OECD Education 2030 framework is an ongoing project, see
http://www.oecd.org/edu/school/education-2030.htm. Practical skills are mentioned in the overview figure in Box 1 of the report "Global competency for an inclusive world" (OECD, 2016).

relevance for living together in democratic societies. This dimension requires age-adequate learning settings and should also be recognized as being of a transversal character. An important aspect pointed out by another contributor is the respect for cultural diversity and the development of **critical thinking** while using and creating digital contents and tools, especially in the growing instances of cyber-bullying, hate speech and extremist ideas. The concepts of **digital citizenship** and empowerment are mentioned. The use of social media such as weblogs, wikis or social networks is also important beyond the private sphere for learning processes, as these open up new possibilities for **self-organized and shared learning**, the retrieval of knowledge from a comprehensive digital stock of knowledge, participation and communication and networking.

Another paper calls for the addition of missing aspects such as social media, e-safety, digital identity management and, again, computational thinking. Another area that is mentioned is data management and data processing education.

One contributor specifically points to the need for a closer link with **21st century skills**; it is essential to focus on the relation between digital skills and other competencies and 21st century skills.

Several position papers argue the case for **strengthening the alignment with DigComp**, the European reference framework for digital competence, by using DigComp as the reference framework in formal education systems as well as in non-formal education and lifelong learning. A definition of "digital competences" should be uniform throughout Europe, and linked to DigComp. One paper advocates at the same time to distinguish better between basic digital skills (i.e. for example those to be taught in elementary schools) and more advanced skills. Even if interaction with digital tools in general has become a part of daily life, a distinction is still useful and even important in what is essential and what is job-specific, as also recognised in the Commission's Skills Agenda.

The framework should be tested empirically according to one contributor. In addition to a uniform definition, this could also create a uniform measure for assessing / classifying digital competences, similar to the Common European Framework of Reference for Languages.

Strengthening the implementation of DigComp also implies awareness-raising among specific stakeholders such as public authorities in Member States, employers, and training providers. Finally, the implementation of DigComp could be prioritized in upcoming Erasmus+ or H2020 calls, and by setting up a secretariat body to support the implementation of DigComp.

3.4 Learning to learn

Learning to learn can be considered both as a competence in its own right, but also as an overarching transversal element that can be linked to all the other competences in a matrix structure. In the latter sense, the issue is mentioned repeatedly in connection with other competences. A number of papers set out specific comments to the learning to learn competence, which are summarised in this section. The overall message conveyed is that learning to learn is highly important and should be further strengthened in the revision of the framework.

First of all, learning to learn as a key **basis for lifelong learning** is pointed to by several papers. To educate lifelong learners – of current students as well as adults, including professional educators – is the key to the future and the next generations, as put by one paper. For this reason, several contributors point to the importance of this competence being elevated and highlighted in the revised framework. In line with learning to learn being essential for lifelong learning, another paper points to the need for this

competence to better reflect adaptability to several types of learning environment, including work-based and workplace contexts.

A contributor states that there might be a need to differentiate the description a little as it is not an achievable goal to make everybody able to learn on their own, but rather everybody would need to be aware of their learning styles and methods, and seek education that conforms with them. At the same time, well-being and joy (best brought by a playful learning approach) are essential elements in learning that lead to commitment, thus these should be emphasised in the description of this competence.

One paper approximates a definition of the learning to learn competence: "Learning competency enables a learning process to be started, passed on and developed further, alone and in the group, through time and information management, as well as through appropriate learning strategies and learning techniques. Learning competency encourages learners to build on past learning and life experiences to use and apply knowledge and skills in a variety of contexts - at home, in education, and at work. It is also an important basis for self-directed learning".

As with practically all other competences, **critical thinking** skills are key. Several contributors point to the importance of strengthening the link with critical thinking in the learning to learn definition.

It is also mentioned that the description of the competence should make a specific reference to "research and other curiosity driven learning approaches".

3.5 Social and civic competences

Along with digital competence, the social and civic competence is the one that receives the most attention in the submitted position papers.

3.5.1 Social and civic competences

It is argued that 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 a strong focus on Europe, the current Key Competences Framework does not, according to one of the position papers, appropriately recognise the interdependence between local, national, European, and global realities. Therefore, it is recommended to include the concept of "**global competence**" and reference to the core dimensions of "global citizenship education" in the description of Social and civic competences. Furthermore, it is suggested to align global competence with other frameworks for assessment, e.g. the PISA assessment of global competence. In line with this, two papers propose revising the descriptors for civic competence in line with the Council of Europe model for Competences for Democratic Culture.

Fundamental **European values** are still at the core and are mentioned by several papers. One paper states that it should be developed through knowledge and skills as well as attitudes and values in continuous interaction, and that the ability to discuss and reflect on different values is important. Another paper mentions that civic competence should include an understanding of diverse European and global values that affect Europe.

The concept of learning and understanding through interaction is further developed in another paper, which stresses that civic and social competences are not based on knowledge of the concepts listed in the current framework, but should be based on a learning-by-doing process, on experiencing these from a very early age, that should be later reinforced by knowledge acquired. Civic competences are seen as being mostly exercised on a community level, while it is also important to include active

bystandership in the definition, the need to educate citizens who only become active if fundamental rights and values are violated.

Similar aspects are brought forward by another contributor, stressing that the competence should be revised to better reflect the importance of preparing learners for **active and democratic participation** through **constructive dialogue**, **media literacy** and **critical thinking** as (global) citizens. This competence should also aim to empower learners in the different ways to be a (global) citizen (ie. volunteering, protesting, participating in youth organisations and other civil society organisations) and to fully equip them with the skills, knowledge and attitudes necessary to take part in political, economic, and social life effectively.

Another paper also states that the competence needs to focus less on knowledge, especially of institutional and regulatory frameworks, and focus on **human rights** enshrined in in international treaties more. The focus should be less on actual 'citizenship' in order to ensure **inclusion** in society for all living in Europe. The importance of inclusion and understanding should be emphasised more. Democratic participation should be made possible for all on local, institutional and community levels, especially in education, regardless of the legal and citizenship status of the individual. It is also important according to this contributor, from the point of view of mobile EU citizens who are often deprived of their right to vote nationally, that they can actively participate in other ways.

With respect to **social competence**, this is defined by one paper as the competences that a person has in relation to other individuals, individual groups, and society in general. This includes philosophical, psychological, sociological, historical and cultural historical knowledge. Active citizens participate in civil society, in the community and / or participate in political life. They are characterized by mutual respect in harmony with human rights and the fundamental principles of democracy and are active and shaping. It also introduces the concept of **self-competency**, which refers to the person and their own identity, their autonomous ability to act, self-reflection, self-responsibility and self-determination with regard to their physical, mental-spiritual and social development. In line with this, another paper suggests that the inclusion of **self-regulation** skills in the competence framework is vital. These empower learners in multiple life domains and support their academic achievement, motivation, wellbeing and engagement in lifelong learning. Another contributor suggests more emphasis on **personal development.**

In this connection, several papers refer to skills that could be seen as **transversal.** It is suggested to extend social and civic competences to include "interpersonal, intercultural, social and civic competences" by adding skills such as "active listening", "cooperation skills", "leadership skills", "organizational skills", and "emotional skills". Several of these skills are present in other frameworks that have been analysed as part of the comparative analysis, in particular the Council of Europe Competences for Democratic Culture and the WEF 21st Century Skills. In a similar way, another position paper suggests to change the concept of social and civic competences into "social and personal development competences" and "civic and democratic competences". A further position paper comments that the existing key competences concept needs to recognize the importance of civic competences for the European development. The civic dimension of initiative needs to be strengthened in visibility and meaning.

One paper suggests a whole list of **key citizenship skills** that should be acquired at the end of compulsory education, including: Learning to Learn, design, communicating, collaborating and participating, acting autonomously and responsibly, solving problems, pinpoint links and relationships, acquire and interpret information.

Several papers specifically deal with **health competence**, which is part of the current competence description. Two papers mention that the focus currently is too one-sided on health (in the broad

definition of the WHO). The development of physical and motor skills, orientation in the (physical) space constitutes a value for the citizens, which not only has to be understood as functional but should reflect the diversity of human beings and their values.

Another paper defines health competence as the ability of the individual to make decisions in daily life that have a positive effect on their own health - at home, at work, in the health system and in society. This also includes finding, understanding, assessing and applying health information. Health competency includes knowledge, motivation and application of health-promoting measures; in prevention and health promotion for one's own well-being and for people for whom you are responsible. The acquisition of health competency is vital because it strengthens the willingness to self-activity, allows to maintain or improve the quality of life, contributes to the increase of the general health level and has positive economic and social effects.

Finally, a few issues are mentioned briefly. One paper points to the need for an explicit reference to the concept of "legal literacy" as a key competence for Lifelong Learning. Related to this, another contributor identifies a knowledge gap in relation to youth empowerment through public legal education for socially excluded groups of migrant background, especially youth, through youth-led educational models.

One paper suggests to include 'sustainable development' under civic competences (more on sustainable development below), while another paper also points to eenvironmental competences as missing, along with financial competences (also dealt with later in this chapter).

3.5.2 Intercultural competence

The concept of intercultural competence is referred to by a significant number of papers, and a **clearer definition** of this concept - and the associated knowledge, skills and attitudes - is called for. Several contributors suggest that intercultural competence should be considered as an **autonomous competence**, or at least included under social and civic competences with a proper definition. The definition should also tackle the links between intercultural competences and the other competences of the framework

The following definition for intercultural competence is suggested: "Intercultural competence is the ability to mobilize and deploy relevant attitudes, skills and knowledge to interact effectively and appropriately in intercultural situations. This competence includes recognition and appreciation of one's own and others' multiplicities and how they come into play in different situations. It should not resume to prescriptive solutions for 'specific cultures' and instead focus on preparing for the unexpected, careful perception and dealing with uncertainty".

3.6 Sense of initiative and entrepreneurship

Key aspects that are stressed by contributors include **innovation, creativity and risk-taking** as essential dimensions of an entrepreneurial mind-set. **Financial and economic literacy** are also mentioned as key elements of entrepreneurial competences and require therefore at least a cross reference to this competence.

One paper introduces the concept of '**own initiative**' as the ability to implement ideas. This requires creativity, innovation, risk-taking, and the ability to organize and implement projects to achieve specific goals. The individual is aware of his / her work environment and is able to assess risks and seize opportunities. Entrepreneurial competence helps the individual not only in private life, but also in the workplace. It includes the skills and knowledge needed to establish or contribute to a civil or commercial

activity. This includes commercial and economic thinking as well as an awareness of ethical values and the promotion of socially responsible action and decision making.

Another paper suggests that 'sense of initiative and agency' would be a more appropriate concept to set the conditions for entrepreneurship.

It is also suggested that 'sense of initiative and entrepreneurship' could either be a part of 'social and civic competences', or reorganised under 'civic competences' and 'social and entrepreneurship competences'.

One contributor states that this competence is **too focused on an individualistic and business interpretation of entrepreneurship**. It should therefore include in its definition elements related to teamwork and cooperation (two crucial competences for ensuring the success of any project) and should be rewritten so that other non-business initiatives such as creating/managing/leading a non-governmental organisation, such as a youth organisation, is included in this competence as well.

It is mentioned that it is important to keep the currently used term "entrepreneurship" rather than "entrepreneurial".

A few references are made to the European Reference Framework for Entrepreneurship (**EntreComp**), and it is suggested that the three main areas of competence presented in EntreComp should be the basis for revising the Key Competences Framework.

3.7   Cultural awareness and expression

A significant number of papers comment specifically on the many different aspects of the definition and contents of the cultural awareness and expression competence.

One paper states that the definition of 'competence of cultural awareness and expression' should to a higher degree take into account **modern forms of cultural expression** such as digitalisation.

As in social and civic competences, the intercultural dimension is repeatedly referred to. Considering the globalized world and the migration, an increased focus on cultural understanding is called for. One paper therefore suggests to broaden the definition from 'cultural awareness' to '**intercultural awareness**'.

Another contributor states that cultural competence is too focussed on **cultural aesthetics**, and that emphasis should rather be on **cultural identity** and the intercultural dimension. Two papers refer specifically to the final paragraph, which emphasizes one's own culture as a basis for respect for other cultural expressions, and suggest that this paragraph should also explicitly mention intercultural attitudes. The 'own culture' is for many citizens a multilayer concept that integrates several cultural traditions. This must be linked to the civic competences.

Another paper stresses that while the definition acknowledges local, national and European cultural heritage, it fails to include **universal elements** and the need to have a view of the culture of other continents. There is no reference to religious culture, an element strongly influencing personal values and traditions. Only understanding the diversity of all these elements can lead to a European value base.

Missing from the description, mentioned by two papers, is learning to **deal with an image culture**. It is important that learners learn to understand this image culture and to critically relate to it. This can in no way coincide with learning to deal with visual arts.

It is suggested that 'cultural awareness and expression' should be changed to 'creativity and cultural heritage' to better convey its content. But, as suggested by another contributor, the competence should include an explicit reference to **openness** and the need to also learn about expressions not rooted in local/national/European cultural heritage.

One paper summarises the conclusions of an international working group that has produced a more in-depth description of what this competence entails and how it relates to other core competencies and domains. The core competency determines both the term "awareness" and "expression". Every resident of Europe must now and in future be able to understand the importance of art and culture and must be able to experience it. The production side is covered in the term "expression" and refers to the fact that one must be able to share thoughts, feelings and ideas with others through artistic and artistic means. Important elements are "appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media" and the importance of knowledge about the cultural heritage at local, national and European level in relation to the place they occupy in the world. It is also important to learn about the importance of the past and to put it into an inter-cultural perspective. The social and personal role of art and culture in Western society is emphasized. The core competency is linked to the realization of "social and economic opportunities".

The paper also states that cultural education has its value as an independent education area, but also has **added value** in the interaction with and the application of the **typical characteristics of the artistic (learning) process in other areas**, such as creativity and innovation. This element is also reflected in another paper that points to the need to add the **ability to reflect and discuss** the different expression of the arts. The definition of the competences in practice should include a deeper acknowledgement of the **catalyst function** of art and culture on other key competences.

3.8 New competences proposed

While a number of additional skills and elements are proposed for the existing competences, in some cases entirely new competences are proposed. These are presented in this section.

3.8.1 Sustainable development

Several of the position papers argue that general education needs to focus more than is the case today, on 21st century themes such as sustainability. Some contributors argue that this should be a separate competence, whereas others stress the need to integrate the aspect in other competences.

Among the latter, one contributor states that all aspects of sustainable development are missing from the text, and that is of major importance that the Recommendation in its revised version encompasses aspects that align it with the **UN 2030 Sustainable Development Goals**

One position paper proposes a new key competence called **sustainable development**. This competence regards natural resources management respecting sustainable development principles and understanding financial, economic and ecological contexts of resource management.

Another contributor proposes a slightly different **sustainability competence** which requires special skills and attitudes, including *complex thinking, grasping major issues, systems thinking, anticipation, prospective vision, normative competency, self-awareness, integrated problem solving, responsible*

approach (to common goods, to the wealth of man and nature), *guidance for change, managing the unexpected and uncertainty*, and *ability to relate*.

In fact, the same contributor also proposes another competence, namely an **inclusion competence** that encompasses cognitive, personal, social, and civic skills already contained in the framework, plus three new skills: *benevolence* (which is more than empathy), *full development of human potential*, and *ability to relate* (with oneself, with others, with environment and with society).

3.8.2   Career management

Career management is proposed by several contributors (mainly organisations working with career guidance) as a new competence, or at least a new transversal skill.

As put by one contributor, Career Management Skills (CMS) are competences that include self-knowledge of one's capacities and interests, capacity to analyse information about learning and work opportunities in relation to one's self-knowledge and the capacity to make career decisions and successful transitions. These are competences that have become increasingly important for the individual in the fast changing global world of today, and CMS are linked to life skills and competencies that are important for the individuals to manage their life effectively.

The aim of the new competence is to equip citizens with the right skills to better cope with a world of faster changing job profiles, education, training pathways, to look for a new job in labor markets with increasing temporary employment and continuous restructuring. The skills will contribute to workforce development, to enterprise performance and to continuing employability of citizens either employed or self-employed.

Career management skills are part of a lifelong learning approach and contribute to the other key competencies, especially learning to learn and social and civic responsibility. With respect to the link to the learning to learn, a contributor states that the learning to learn competence should accommodate basic career information, such as knowledge of professions and the development of attitudes and skills to make career choices, maintain work-life balance and adapt to different life/career stages.

3.8.3   Financial literacy

Another position paper argues that financial literacy should be included as a basic competence due to the increasing role of financial literacy in citizens' lives. This competence regards having the knowledge, skills and abilities to undertake responsible economic and financial decisions.

Financial skills, competences, or financial literacy is mentioned briefly by a number of position papers, usually as a competence / skill missing in the social and civic competence.

3.8.4   Physical literacy

One paper sets out an argument in favor of adding physical literacy as a key competence. The cost of physical inactivity is high, and physically literate individuals will achieve an enhanced quality of life related to the development of self-esteem, self-confidence, healthier lifestyles, and more positive relationships with others. Physical literacy should be attended by all students, oriented by a structured syllabus, delivered by well-prepared professionals (teachers) both in scientific and pedagogic dimensions, using appropriate facilities, and controlled/assessed in its effects.

3.8.5   Critical thinking

Critical thinking is a **transversal skill** which is highlighted by a large number of position papers as an essential skill. References to critical thinking has been made for many of the key competences as mentioned several times above.

One paper, however, suggests critical thinking as a transversal **9th competence**, oriented towards complexity (systemic) and future oriented. The paper suggests a preliminary **definition** of a critical thinking competence:

The competence of critical thinking as the ability to read and interpret reality, therefore, to develop an awareness of the real world considering multiple points of view and intrinsic complexities. This ability is expressed in the observation of problems and in the definition of strategies, both in personal situations (e.g. school career, professional) and in organizational, community or social contexts (e.g. desirable future for your organization, community or your own territory). This competence supports and at the same time relies on all the previous eight competences; compared to these, it adds and highlights the need to consider scientific, cultural, ethical and environmental issues in a holistic (systemic) and pro-active (forward-looking) or anticipating perspective.

3.9   Transversal skills

What could be considered as transversal skills – for instance, creativity and critical thinking - are very often mentioned in connection with several of the key competences, as already discussed above.

Several papers, however, refer specifically to **"soft skills" or "transversal skills"** more generally. One paper lists communication skills, negotiation and conflict management, leadership, team management, creativity, project management and the ability to enhance personal well-being. Another suggests that possible transversal themes to include are: personal development and agency, systemic thinking beyond empathy to compassion, replacing equality with equity, moving from tolerance to respect. Problem-solving and critical thinking read more as skill sets. Furthermore, one paper refers to "key qualifications" such as sense of responsibility and decision-making, but also links this type of skills with both social and civic and entrepreneurial competence, where a whole set of personal values (tolerance, motivation and self-activation, creativity, innovation and risk-taking) as well as practical know-how (project management) are required.

Systemic and critical thinking, as well as inter-disciplinary learning are key elements that, one paper suggests, should be mainstreamed across the revised framework.

3.10 Adult education, non-formal and informal education

Traditionally, the Key Competences Framework has been focused on the primary and secondary education levels. Several position papers point to the need to make a stronger connection with other types of education, both adult education, and non-formal and informal education.

One paper states that key competences are fostered during one's youth, however, they do not remain static during the rest of one's lifetime. New technologies as well as new global challenges require people to adapt and therefore, **adult education** is argued to be a key factor for people to strengthen, explore and update their key competences. The European Commission is called upon to recognize the importance of the continuous development of key competences for adults and therefore integrate general adult education in the Key Competence Framework.

In the field of non-formal education - be it in youth work or adult learning - in most EU countries (and beyond), one contributor points to a huge gap of systemic and infrastructural back-up, which in the recent years has become bigger, both in relation to initial training of staff, the financial support to organisations providing non-formal education, the establishment of non-formal education as an independent training and learning field which is not primarily oriented towards the idea of economic utilization, but aims for a wider impact on democratic and pluralist societies. In the revision of the key competences framework, more emphasis should therefore be put on the systemic back-up and the need to establish adequate learning pathways and systems. Especially under a lifelong learning perspective, the importance of a proper connection between the field of non-formal education and formal, higher and VET education becomes more important and can work only if the different learning educational fields (formal, non-formal, informal) are adequately recognized.

One paper states that there is a general agreement that achieving the full potential of the framework is currently hindered **by its focus on the competences acquired in formal education settings** and **the lack of a lifelong learning approach to education.** The focus of the current framework on the development of knowledge, skills and attitudes that are necessary within the formal education system does not reflect the different settings (formal, non- formal and informal) in which (young) people learn and develop competences throughout their lifetime. This lack of scope also has an impact on its usefulness for many youth organisations that struggle to adapt it to their non-formal educational activities. Moreover, the paper states, the current framework neither reflects the whole range of competences acquired in NFIL settings nor mentions their interconnected and interdependent nature. This is particularly true for the case of **soft skills/transversal skills,** which are not well defined in the current framework and would possibly require a particular focus in the revised version. The lack of clarity and restricted scope of some of the current competences (e.g. "cultural awareness and expression" or "social and civic competences") is also understood as a barrier for a wider adoption of the framework by youth organisations. The inclusion of a clearer and updated list of attitudes, skills and knowledge for each of the competences – with practical examples for educators --- including competences that are developed in youth organisations and other NFIL settings is seen a possible solution for this issue.

Several contributors call for a more holistic perspective. One contributor stresses that in recent years, the perspective on the practical implications of Key Competences has gradually changed and narrowed to basic skills for employability. The lifelong and life-wide learning perspective is becoming increasingly distant, while the European demography changes dramatically (growing number of older adults and immigrants). It is therefore important to emphasize **inclusion and cohesion** in the competences framework. Lifelong learning needs to be lifelong, and not just limited to school time. The framework also needs to emphasize the need for flexible educational tools so that learning becomes available to everyone regardless of where they live or of their age.

3.11 Assessment

A number of papers include assessment as an element that should be closely linked to the key competences.

One paper specifically refers to the need to develop new forms of assessment that fully take into consideration the different approaches and aims of formal, non-formal learning and of informal learning. The competence model clearly should refer to the holistic character of learning with the aim to contribute to the shaping of impact oriented learning processes

Another contributor advocates that the balance towards assessment should be shifted in a way that allows increasing flexibility, creativity and innovation and recommends to the European Commission to provide further support to Member States in the implementation process.

However, not all agree with an increased focus on assessment. One contributor states that recent EU initiatives in the area of education policies put too much value on tests and studies about learning output rather than how and to what extent key competencies are promoted.

3.12 Awareness, tools and support

Several papers call for more awareness raising and support for implementation. For instance, one paper states that more support and tools are needed from Commission level to the national level, which would benefit from an implementation plan linked to an evidence-based system. Important areas of development are also the development of assessment tools, including tools to support the validation of competences Peer learning is mentioned by another contributor as an effective tool for sharing good practices on implementing competence based learning and meeting current challenges in the education sector.

Finally, several papers mention that more needs to be done to raise the awareness of the framework in the education sector as well as among employers.

3.13 Alignment with other frameworks

Many papers refer to other frameworks with which the Key Competences framework should be aligned, in particular those that have been developed since the framework came into being in 2006.

As mentioned several times above, particular attention is focused on the relationship with, and the need for, alignment between the Key Competences Framework and the **EU frameworks for digital competences and entrepreneurship**. Some mention that similar models could be developed for the other competences.

One contributor states that a key instrument for promoting key competences across Europe has been the national qualifications frameworks (NQFs) developed in response to the **European Qualifications Framework (EQF)**, and that a radical change of the present key competences framework risks undermining the link to NQFs. Also mentioned is the link to ESCO (European skills, competences, qualifications and occupations) and its role in promoting key competences.

Other frameworks referred to by several contributors are the competence frameworks of the **OECD** and the **Council of Europe**. One paper mentions that the reflection of the European values in **social and civic competences** is essential and there should be a connection with the definitions and models of human rights education and education for democratic citizenship of the Council of Europe, the UN Declaration on Human Rights Education and Training, and UNESCO global citizenship education.

It is mentioned that definitions and descriptions of key competences should be made more compact and clear, approximating the use of terminology to that of other international organisations.

Finally, a couple of papers indicate that the role of key competences in achieving the **UN Sustainable Development Goals** could be better reflected.

3.14 Framework structure and style

The Commission has supported a common and shared understanding of two of the key competences with the development of reference frameworks on digital competence and entrepreneurship. A few position papers encourage the development of a **comprehensive reference framework at European level for all eight key competences** including supporting material on their implementation, assessment, and evaluation. These guidelines for European schools and teachers are needed to address the key competences in educational practice, both in primary and secondary education, in a transversal manner. In a similar way, another paper argues in favor of a more holistic key competences system for European citizens. More cohesion between the models would make it easier for teachers and facilitators to apply the framework in practice.

Another way to support implementation an practical implementation would be to make the competences actionable through the identification of **precise objectives** that the children can reach during their developmental trajectory, in school and beyond.

On the other hand, another paper states that is essential that the primary focus of the framework remains on the broad set of key competences and the framework should thus **not include too narrow definitions** of specific competences. According to this contributor, it is not desirable to develop descriptors or achieving levels against which the key competences are tested and measured, or the framework will soon become out-dated. Definitions should allow room for adapting them to specific local, regional and national circumstances.

A significant number of papers point to different ways to organise the framework, particularly with a view to **clarifying the links between the competences**. The Framework should be more flexible, and cross-referencing should be possible. One contributor states that the links with other competences of the framework should be made evident and clear and the framework should be accompanied by guidelines for 'unpacking' the competences into more specific learning outcomes and suggested assessment standards.

One paper suggests to revise the structure of the key competences framework. To show the cross-sectoral complexity of key competences and to underline the need to have a holistic approach to education, a **matrix structure** is argued in favor of the current list format. Another contributor suggests that a visualisation of the framework to illustrate how the competences are interlinked, would be helpful.

Another contributor points to **learning to learn as an organizing concept** for the EU Key Competences framework.

Yet another paper suggests gathering e.g. Communication, Digital and STEM competencies under "Cognitive competences", along with three more blocks of skills: Personal competences (Learning to learn, Initiative & Entrepreneurship, Cultural awareness), Civic competences and Social competences.

Several papers however also point to the need for the framework to be **simple**: It is important to rationalise the framework and prioritise within each of the key competences, with clear distinction between basic and more advanced elements. The framework should be simpler to understand by different stakeholders and consistent across themes and sectors etc.

Of key importance, according to one paper, is that there has never been **a clear definition of "competence"**, and that such a definition should be aligned with European Qualifications Framework.

It is pointed out by one paper that is important to provide for updating the framework with higher frequency to incorporate new developments before the definitions become obsolete. For example, current definitions refer to a concept of a digital "computer center" now outdated and ignores the importance of social communication.

Finally, several papers mention the need to better define the **target group(s)** of the framework. For instance, it is recommended to recognise guidance practitioners as an important target group for the future use of the key competence framework.

With respect to stakeholders, it is argued that **people with disabilities** should be specifically recognised as affected stakeholders in relation to key competences. The "key competences needed in our societies" should also include social and civic skills that empower individuals to become active citizens in inclusive societies. The positon paper makes the point that implementation of successful inclusive education systems must build on the expertise and knowledge of support services that bridge the gap between learners with specific needs and education providers. The rights of people with disabilities, as enshrined in the UN Convention on the Rights of Persons with Disabilities, should be mainstreamed throughout its proposal for a Council Recommendation.

Finally, a couple of papers from national authorities refer to the principles of **subsidiarity and proportionality**. While the current framework is seen as a valued source of reference and inspiration for national education systems, it is argued that the review of the 2006 Recommendations should not result in an instrument with greater influence on national education policy, and they are not in favour of further expanding the framework to include e.g. detailed European indicators and benchmarks.

4.0 Key points from stakeholder consultations at meetings, conferences

This section covers the discussions held at different events on the Key Competences framework. Sections 4.1 – 4.5 provide a summary of key points from the events, while the last section presents the results of a poll posted on a collaborative space on the School Education Gateway platform (https://www.schooleducationgateway.eu/en/pub/index.htm).

4.1 Introduction

As part of the review of the Key Competences framework, the Commission organised a number of events to enable key stakeholders to contribute to the process. These events included:

- Key competences Expert seminar, 9th November 2016;

- Prospective Platform – Key Competences for the Next Generation expert workshop 14th February 2017;

- Prospective platform – expert meeting Brussels, 28 March 2017; and

- Meeting of the EU School Policy Networks on the Review of the Key Competences Framework, 4th April 2017.

A summary of the key points from these events are discussed below.

4.2 Description of the competences

The key emerging theme that came out from the different stakeholder conversations on the description of the concepts within the competences focused on mainly on the **clarity** of the definitions used.

There were a number of comments on the **meaning of the transversal elements, skills and attitudes** described under some of the competences. Other stakeholders also felt that the **transversal and soft skills could be better defined.** Different aspects under a number of the key competences that stakeholders felt could be better described were as follows:

Communication competence: under this competence stakeholders felt that clarity was needed on the term 'communication', and also the definitions used for 'mother tongue' and 'foreign language. Some felt that mother tongue should be changed to 'national language'. There was also a suggestion that there are three dimensions of language that needed to be considered under this competence: official language (national language); language linked to the culture of migrants; and foreign language.

Social and Civic Competence: under this competence stakeholders felt the word 'values' could be defined better because people tend to have different values, sometimes based on religion. Intercultural competences also needed a better definition.

Digital competence: under this competence stakeholders felt the current definitions used to describe the concepts could be aligned with the Digital Competence Framework. There were a few statements

about excluding this competence altogether from the new Framework because aspects of it were covered elsewhere under different competences.

4.3 What else should be added or excluded under the concepts used to describe the competences?

In relation to the reformulation of the different competences, most of the comments were mainly focused on three competences: **communication; social and civic competences; and mathematics, science and technology.**

Communication competence: under this competence, stakeholders felt the definition used could be extended beyond the ability to read and write in your own language or foreign language, and grammar, and should include intercultural competencies as well as how to communicate and understand different cultures. There were also other comments about changing the name of the competency to 'literacy'. A common emerging theme was whether there needed to be a distinction between mother tongue and foreign languages, and perhaps combining both as one competence.

Social and civic competence: Generally, most stakeholders felt that the definition of this competence was quite broad. Another commonly expressed view was that the description of this competence largely focused on civic rather than social concepts. Other concepts that stakeholders felt could be included under this competence were media literacy, empathy, altruism, emotional skills, empowerment, well-being, social, economic and environmental responsibility, and global issues such as human rights/human rights education/human dignity. A common emerging theme was that there was too much emphasis on European values, and the need to focus on common values. Others felt concepts such as wellbeing and life skills could be moved into a different competence area.

Mathematics, Science and Technology: The general view was that the current definition should be updated and broadened to include scientific methods, critical reflection, understanding of the world as a whole, systemic thinking, sustainability, conceptual understanding and scientific communication. One view was that the definition of science should be broadened to include social sciences and humanities. Others felt that science and technology should be separated from mathematical competence.

In addition to the above, there were other comments on the other competences. For example, some stakeholders felt that **learning to learn** was not necessarily an individual skill. Others felt that the **entrepreneurship** concepts had to be aligned with the definition used under the existing Entrepreneurship Framework. There were also comments around missing concepts such as team work, strategic goal setting and skills linked to the ability to identify opportunities, implement and sustain them. Under **cultural awareness and expression** stakeholders felt there ought to be more emphasis on media literacy, social media, design skills and cultural artefacts.

4.4 Challenges in using the Framework

Challenges mentioned by stakeholders included the following:

- Assessment of key competences;
- Competence based teaching and learning was much more difficult, and that it was easier to teach subject specific competences than to teach across subjects in an interdisciplinary way;

- Teachers, educators and trainers needed support in using different tools (e.g. descriptors and assessment) to better implement competence based teaching;

- More guidance on how to transfer the competence into learning;

- Difficulties in relating the competence to school education.

4.5 Improvements

Overall, stakeholders felt that it was important not have a list of specifications within the new Framework that would be difficult to implement practically, and to focus on developing a framework that was simple and easy to implement. There were also a number of comments on ensuring that the new Framework aligned with other EU instruments such as ESCO and EQF, and to other skills related frameworks such as the 21st century skills.

Suggestions on how the Framework could be improved can be structured under three areas as follows:

- **Visual presentation/structure**

  - Focus on developing a less static framework rather than a list of competences – a framework that is flexible, dynamic and includes narratives and scenarios, and can be tailored to the needs of the users – that is used by different people in different ways

  - The revised Framework could include a graphical presentation rather than a just a linear textual description

  - The framework should be structured, and include links and interactions with other competences

- **Transversal themes**

  - The 'transversal elements' under the current Framework should be used as the building blocks for all key competences, and should not be developed as a separate set of skills and attitudes.

  - The need to differentiate between themes that were more character traits (e.g. persistence) and knowledge focused ones, such as problem solving

  - Social, Intercultural, Digital, Sense of initiative and Learning to learn competences should all be considered as transversal themes across all competences.

- **Adapting the framework to different learning environments**

  - The framework should take into account different learning environments, not only formal, but non-formal and informal.

  - The new framework should to take into account the different needs and learning styles of diverse students

- **Missing items**

Stakeholders also felt that the new Framework could include concepts that reflect current issues such as personal health, mental health, relationship and sexuality. There were also comments on the new framework being broadened to cover the role of employers.

4.6   Collaborative space on the School Education Gateway platform

A short poll was created on a collaborative space specifically created on the School Education Gateway, as part of the wider consultation process for the Key Competences Review. The poll explored members' views of some of the themes that came out of the stakeholder consultations carried out as part of the review. This poll ran for two weeks from the last week in May 2017.

The poll asked members of the collaborative space the extent to which they agreed with the following statements based on a four-point scale (strongly agree/agree/disagree/strongly disagree):

• The framework should provide a broad definition of key competences to enable it to be adapted to different target groups;

• The framework should aim for a more detailed description of competences, including competence levels, to provide added value compared to existing competence frameworks at national or regional level; and

• Competence framework for individual competences could support the use of the framework, e.g. defining transversal competences or competences such as cultural awareness in more detail.

The poll achieved 49 responses. The majority (88% and above) either strongly agreed or agreed with the above statements. While a few participants either disagreed or strongly disagreed with the second and third statement, no one disagreed with the first statement: all the participants either agreed or strongly agreed that the framework should provide a broad definition of key competences to enable it to be adapted to different target groups.

Figure 4-1 Results from the School Education Gateway poll (n=49)
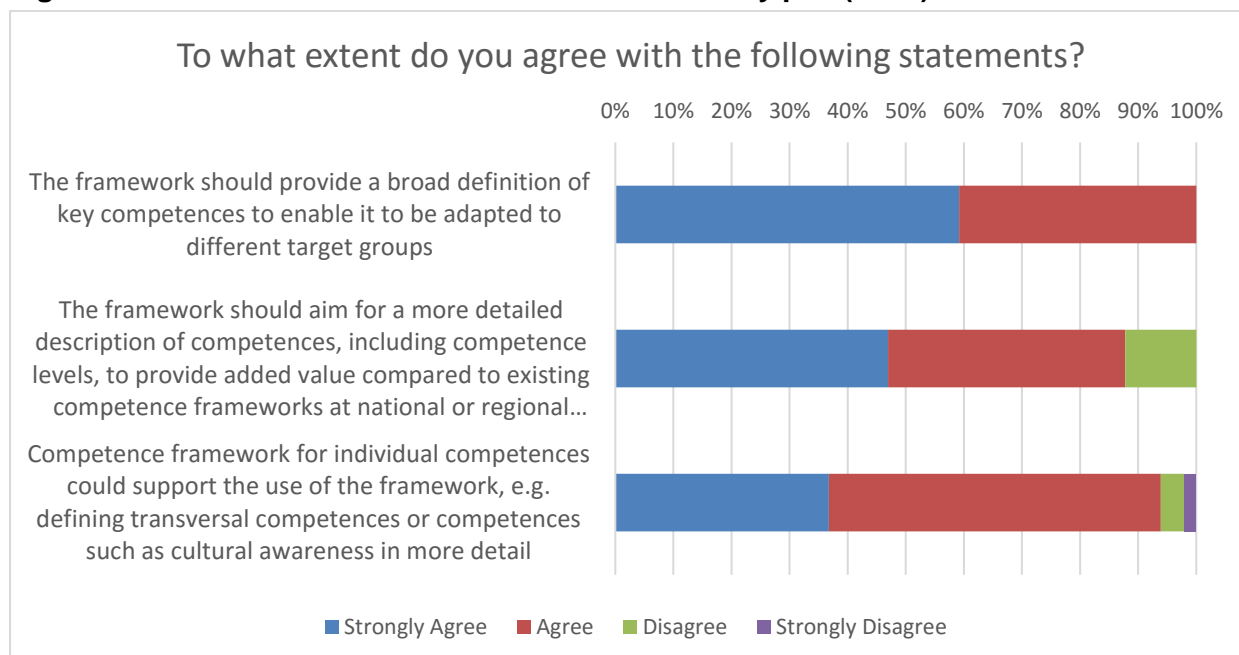
Annex 1: Survey results (frequencies)

Part A. Background questions

1. You are replying:

	Frequency	Percent
In your personal capacity	336	68,7%
On behalf of an organisation	153	31,3%
Total	**489**	**100,0%**

If you are responding in your personal capacity, please specify your primary role:

	Frequency	Percent
Career and education guidance and counselling	21	4,3%
Consultant	9	1,8%
Policy maker	11	2,2%
Researcher	28	5,7%
Student/Pupil/Apprentice	4	,8%
Teacher/ Trainer/ Lecturer /Teacher educator or trainer	223	45,6%
Other (please specify)	40	8,2%
Missing	153	31,3%
Total	**489**	**100,0%**

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

	Frequency	Percent
Yes	55	11,2%
No	98	20,0%
Missing	336	68,7%
Total	**489**	**100,0%**

2. Which is your main area of activity?

	Frequency	Percent
Education and Training (including non-formal learning and informal learning)	427	87,3%
Employment	24	4,9%
Other	38	7,8%
Total	**489**	**100,0%**

If your main area of activity is Education and Training, in which specific sector or area do you work?

	Frequency	Percent
Early Childhood Education and Care	3	,6%
School Education	130	26,6%
Vocational Education and Training	45	9,2%
Higher Education	101	20,7%
Adult Learning	28	5,7%
Non-Formal and Informal Education	40	8,2%
Across different sectors/areas	80	16,4%
Missing	62	12,7%
Total	**489**	**100,0%**

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

	Frequency	Percent
Civil Society Sector/NGO/Voluntary organisations	52	10,6%
Education and training institutions	216	44,2%
Employers' association	10	2,0%
Private business	18	3,7%
Public authority or government	115	23,5%
Trade unions	13	2,7%
Youth and youth work organisations	25	5,1%
Career guidance/development service	9	1,8%
Not applicable	9	1,8%
Other (please specify)	22	4,5%
Total	**489**	**100,0%**

Education and training institutions

	Frequency	Percent
Early childhood education and care	1	,2%
Primary Education	24	4,9%
Secondary Education	72	14,7%
Vocational Education and Training	24	4,9%
Higher Education	74	15,1%
Adult Education	21	4,3%
Missing	273	55,8%
Total	**489**	**100,0%**

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

	Frequency	Percent
European	105	21,5%
Local	84	17,2%
National	220	45,0%
Regional	80	16,4%
Total	**489**	**100,0%**

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

	Frequency	Percent
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)	236	48,3%
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)	253	51,7%
Total	**489**	**100,0%**

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

	Frequency	Percent
Yes	436	89,2%
No	53	10,8%
Total	**489**	**100,0%**

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

	Frequency	Percent
At work	254	51,9%
During education or training	109	22,3%
At career guidance/development service	12	2,5%
In the context of youth work	34	7,0%
Other	27	5,5%
Missing	53	10,8%
Total	**489**	**100,0%**

Did you realise it is a European Union level instrument?

	Frequency	Percent
Yes	413	84,5%
No	23	4,7%
Missing	53	10,8%
Total	**489**	**100,0%**

8. Have you used the Key Competences Framework in your daily work or life?

	Frequency	Percent
Yes	325	66,5%
No	164	33,5%
Total	**489**	**100,0%**

Did the Key Competences Framework prove to have an added value in your daily work or life?

	Frequency	Percent
Yes	288	58,9%
No	26	5,3%
Missing	175	35,8%
Total	**489**	**100,0%**

What added value did the Key Competences Framework provide?

	Frequency	Percent
It has been a useful guidance tool in my work.	127	26,0%
It has supported curriculum development.	73	14,9%
It has supported teaching.	53	10,8%
It has helped me describe/assess/validate my competences.	17	3,5%
Other	16	3,3%
Missing	203	41,5%
Total	**489**	**100,0%**

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

	Frequency	Percent
Austria	4	,8%
Belgium	59	12,1%
Bulgaria	4	,8%
Croatia	5	1,0%
Cyprus	1	,2%
Czech Republic	2	,4%
Denmark	4	,8%
Estonia	5	1,0%
Finland	9	1,8%
France	23	4,7%
Germany	17	3,5%
Greece	6	1,2%
Hungary	2	,4%
Ireland	24	4,9%
Italy	118	24,1%
Latvia	1	,2%
Lithuania	3	,6%
Luxembourg	4	,8%
Malta	6	1,2%
Netherlands	7	1,4%
Northern Ireland	1	,2%
Norway	1	,2%
Poland	13	2,7%
Portugal	22	4,5%
Romania	8	1,6%
Slovak Republic	1	,2%

Slovenia	2	,4%
Spain	117	23,9%
Sweden	9	1,8%
Switzerland	3	,6%
United Kingdom	5	1,0%
Multiple countries	3	,6%
Total	**489**	**100,0%**

Part B. Consultation Questions

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

	Frequency	Percent
Broad range of competences	218	44,6%
Relevant to education and training	374	76,5%
Relevant for employment	192	39,3%
Sufficiently detailed	58	11,9%
Not too specific	65	13,3%
Appropriate definitions	72	14,7%
Easy to use in my context	89	18,2%
Has a clear link to research evidence	31	6,3%
Has not changed over time (stable)	55	11,2%
Other (please state)	19	3,9%

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

	Frequency	Percent
Narrow range of competences	60	12,3%
Too broad range of competences	54	11,0%
Not relevant to education and training	16	3,3%
Not relevant for employment	61	12,5%
Not detailed enough	118	24,1%
Too specific	17	3,5%
Definitions are not appropriate	66	13,5%
Difficult to use in my context	106	21,7%
Inadequate link to research evidence	82	16,8%
Has not developed over time	167	34,2%
Other (please state)	80	16,4%

3. The current Framework needs

	Frequency	Percent
no changes at all	60	12,3%
only minor changes	316	64,6%
major changes	113	23,1%
Total	**489**	**100,0%**

What should the changes to the Framework entail? at most 1 choice

	Frequency	Percent
Change to the structure of the Framework	63	12,9%
Changes to definitions of individual competences	179	36,6%
Addition of competences currently missing in the Framework	191	39,1%
Other	55	11,2%
No answer *(missing)*	60	12,3%

4. The definition of 'communication in mother tongue' competence and its related knowledge, skills and attitudes is adequately described in the Framework?

	Frequency	Percent
Strongly Agree	132	27,0%
Agree	260	53,2%
Neither Agree Nor Disagree	55	11,2%
Disagree	36	7,4%
Strongly Disagree	6	1,2%
Total	**489**	**100,0%**

4. The definition of 'communication in foreign languages' competence and its related knowledge, skills and attitudes is adequately described in the Framework?

	Frequency	Percent
Strongly Agree	93	19,0%
Agree	260	53,2%
Neither Agree Nor Disagree	85	17,4%
Disagree	47	9,6%
Strongly Disagree	4	,8%
Total	**489**	**100,0%**

4. The existing competences of communication should be reformulated in order to better reflect new ways of communicating and expressing ideas.

	Frequency	Percent
Strongly Agree	94	19,2%
Agree	135	27,6%
Neither Agree Nor Disagree	154	31,5%
Disagree	92	18,8%
Strongly Disagree	14	2,9%
Total	**489**	**100,0%**

4. The distinction between mother and foreign languages should be reconsidered in the context of multilingualism and cultural diversity.

	Frequency	Percent
Strongly Agree	97	19,8%
Agree	131	26,8%
Neither Agree Nor Disagree	144	29,4%
Disagree	96	19,6%
Strongly Disagree	21	4,3%
Total	**489**	**100,0%**

5. The definition of mathematical competence and its related knowledge, skills and attitudes is adequately described in the Framework?

	Frequency	Percent
Strongly Agree	95	19,4%
Agree	227	46,4%
Neither Agree Nor Disagree	98	20,0%
Disagree	63	12,9%
Strongly Disagree	6	1,2%
Total	**489**	**100,0%**

6. The definition of science and technology competence and its related knowledge, skills and attitudes is adequately described in the Framework?

	Frequency	Percent
Strongly Agree	73	14,9%
Agree	238	48,7%
Neither Agree Nor Disagree	107	21,9%
Disagree	66	13,5%
Strongly Disagree	5	1,0%
Total	**489**	**100,0%**

6. 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.

	Frequency	Percent
Strongly Agree	52	10,6%
Agree	205	41,9%
Neither Agree Nor Disagree	142	29,0%
Disagree	80	16,4%
Strongly Disagree	10	2,0%
Total	**489**	**100,0%**

7. The definition of digital competence and its related knowledge, skills and attitudes is adequately described in the Framework?

	Frequency	Percent
Strongly Agree	70	14,3%
Agree	230	47,0%
Neither Agree Nor Disagree	89	18,2%
Disagree	92	18,8%
Strongly Disagree	8	1,6%
Total	**489**	**100,0%**

7. The digital competence definition and its related knowledge, skills and attitudes should be updated to be aligned with the European Digital Competence Framework for citizens.

	Frequency	Percent
Strongly Agree	130	26,6%
Agree	209	42,7%
Neither Agree Nor Disagree	132	27,0%
Disagree	16	3,3%
Strongly Disagree	2	,4%
Total	**489**	**100,0%**

8. The definition of 'learning to learn' competence and its related knowledge, skills and attitudes is adequately described in the Framework?

	Frequency	Percent
Strongly Agree	91	18,6%
Agree	237	48,5%
Neither Agree Nor Disagree	77	15,7%
Disagree	78	16,0%
Strongly Disagree	6	1,2%
Total	**489**	**100,0%**

8. '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.

	Frequency	Percent
Strongly Agree	106	21,7%
Agree	168	34,4%
Neither Agree Nor Disagree	149	30,5%
Disagree	56	11,5%
Strongly Disagree	10	2,0%
Total	**489**	**100,0%**

9. The definition of social competence and its related knowledge, skills and attitudes is adequately described in the Framework?

	Frequency	Percent
Strongly Agree	82	16,8%
Agree	255	52,1%
Neither Agree Nor Disagree	63	12,9%
Disagree	83	17,0%
Strongly Disagree	6	1,2%
Total	**489**	**100,0%**

10. The definition of civic competence and its related knowledge, skills and attitudes is adequately described in the Framework?

	Frequency	Percent
Strongly Agree	77	15,7%
Agree	252	51,5%
Neither Agree Nor Disagree	92	18,8%
Disagree	62	12,7%
Strongly Disagree	6	1,2%
Total	**489**	**100,0%**

10. 'Civic competence' should be revised to better reflect European values related to citizenship, intercultural understanding and democratic participation.

	Frequency	Percent
Strongly Agree	77	15,7%
Agree	119	24,3%
Neither Agree Nor Disagree	202	41,3%
Disagree	78	16,0%
Strongly Disagree	13	2,7%
Total	**489**	**100,0%**

11. The definition of entrepreneurship competence and its related knowledge, skills and attitudes is adequately described in the Framework.

	Frequency	Percent
Strongly Agree	69	14,1%
Agree	233	47,6%
Neither Agree Nor Disagree	105	21,5%
Disagree	72	14,7%
Strongly Disagree	10	2,0%
Total	**489**	**100,0%**

11. The entrepreneurship competence definition and its related knowledge, skills and attitudes should be updated to be aligned with the European Entrepreneurship Competence Framework.

	Frequency	Percent
Strongly Agree	88	18,0%
Agree	162	33,1%
Neither Agree Nor Disagree	202	41,3%
Disagree	29	5,9%
Strongly Disagree	8	1,6%
Total	**489**	**100,0%**

12. The definition of competence of cultural awareness and expression and its related knowledge, skills and attitudes is adequately described in the Framework.

	Frequency	Percent
Strongly Agree	63	12,9%
Agree	255	52,1%
Neither Agree Nor Disagree	100	20,4%
Disagree	69	14,1%
Strongly Disagree	2	,4%
Total	**489**	**100,0%**

12. 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.

	Frequency	Percent
Strongly Agree	63	12,9%
Agree	206	42,1%
Neither Agree Nor Disagree	145	29,7%
Disagree	70	14,3%
Strongly Disagree	5	1,0%
Total	**489**	**100,0%**

13. The Framework adequately reflects the EU values as defined in Article 2 of the Treaty on European Union.

	Frequency	Percent
Strongly Agree	90	18,4%
Agree	261	53,4%
Neither Agree Nor Disagree	89	18,2%
Disagree	49	10,0%
Strongly Disagree	0	0,0%
Total	**489**	**100,0%**

14. The Framework would better describe competences if transversal themes (relevant to all competences - such as critical thinking, decision-making and problem solving) were more prominent.

	Frequency	Percent
Strongly Agree	144	29,4%
Agree	208	42,5%
Neither Agree Nor Disagree	103	21,1%
Disagree	23	4,7%
Strongly Disagree	4	,8%
Missing	7	1,4%
Total	**489**	**100,0%**

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

	Frequency	Percent
There are no challenges	10	2,0%
It is not well known by national/regional/local policy makers	162	33,1%
It is not well known by practitioners in education and training	234	47,9%
It is not well known by employers	156	31,9%
The national system is not flexible/not able to change to incorporate the Framework	111	22,7%
It is only relevant to policy makers (not to educators/trainers or citizens)	32	6,5%
It is only relevant to educators/trainers or citizens (not to policy makers)	35	7,2%
It is preferred to use nationally/locally developed frameworks	26	5,3%
There is not enough monitoring to determine the Framework's impact	160	32,7%
Practitioners need more support and training to use the Framework	214	43,8%
The definitions are not clear or appropriate	54	11,0%
Other (please state)	29	5,9%

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

	Frequency	Percent
Focus on raising awareness about the Framework	244	49,9%
Create detailed reference material for each key competence (like the existing CEFRL for foreign languages).	266	54,4%
Make better use of existing practical tools and guidance on assessment and validation	177	36,2%
Develop new practical tools and guidance on assessment and validation	194	39,7%
Support mutual learning on understanding and use of the Framework among Member States and practitioners.	231	47,2%
Do nothing; leave it to Member States to decide how to proceed	15	3,1%
Other (please state)	36	7,4%

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?

	Frequency	Percent
Activities to raise awareness of the Framework	168	34,4
Support for mutual learning on the use of the Framework among Member States and practitioners	150	30,7
Development of tools and guidelines to support the use of the Framework in Member States	76	15,5
Development of tools and guidelines for to support competence based teaching and learning	224	45,8
Development of assessment tools, including tools to support the validation of competences	161	32,9
Development of tools for self-assessment	95	19,4
Other (please state)	25	5,1

Annex 2: Overview of position papers for the public consultation

The table on the following papers provide an overview of the position papers submitted by organisations and individuals in connection with the public consultation. The position papers are grouped according to the type of organisation/individual submitting the paper.

In the public consultation survey, the participants were given the following choices with respect to publication of details of their (organisation) name and other details:

- **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)

A few contributors selected the second option and have consequently been anonymised in the following overview.

Reference number	Contributor	Key points	Keywords
		Public authority or government	
51316d58	Euroguidance the Netherlands	Recommendation: inclusion of career (management) competency as ninth (horizontal) key competence.	Career management skills New competence
7df6f9cd	European Association of Regional and Local Authorities for Lifelong Learning (EARLALL)	In recent years, the perspective on the practical implications of Key Competences has gradually changed and narrowed to basic skills for employability. The lifelong and life-wide learning perspective is becoming increasingly distant, while the European demography changes dramatically (growing number of older adults and immigrants). Important to emphasize inclusion and cohesion in the competences framework. Lifelong learning needs to be lifelong, and not just limited to school time. The framework also needs to emphasize the need for flexible educational tools so that learning becomes available to everyone regardless of where they live or of their age.	Demography Inclusion Cohesion Educational tools
2016fd0c	CSC - IT Center for Science Ltd.	The digital competence definition and its related knowledge, skills and attitudes should be updated, to ensure alignment with the European Digital Competence Framework for citizens in regards to more emphasis being placed on data competences. Important that individuals have the necessary skills to understand the value of data; how it is used and what are the individuals' rights in regards to their own data. Data science education should be introduced into a new application area in the form of data management and data processing education.	Digital competence
0e423c89	Department of Education, Flanders	The position paper explains the process of revisiting the Attainment Goals for Primary and Secondary Education in Flanders. The so-called "traditional" subjects which to date form the basis of the actual curricula (mathematics, natural sciences, religious education etc.) do not pitch in the "top 14 competences". To the Department of Education this does not mean that these subjects can be "removed". The more traditional knowledge subjects are broadly accepted as the foundation, but the respondents clearly indicate that –next to and on top of this foundation - general education also needs to focus much more than is the case today, on societal issues like human wellbeing, sustainability, citizenship, etc. Education of the future needs to be: (a) interdisciplinary, (b) linked to relevant societal challenges in everyday life (the perceived "glass wall" between what is taught in school and "real" life needs to be taken down) and (c) needs to contain a solid overall consistency (interrelating previously entirely separate subjects).	Interdisciplinary

Reference number	Contributor	Key points	Keywords
9c96cbdd	*Anonymous*	A definition of "digital competences" should be uniform throughout Europe, and linked to the EU framework DigComp 2.0. The framework should be tested empirically. In addition to a uniform definition, this could also create a uniform measure for assessing / classifying digital competences, similar to the Common European Framework of Reference for Languages.	Digital competence Digital literacy DigComp Assessing
cb1d0cd8	IP in Education Network managed by the EU Intellectual Property Office	The paper is an introduction to the work of the Intellectual Property in Education Network (Mission Statement & Objectives).	
77b3c221	*Anonymous*	Legal text: Real Decreto 34/2008, de 18 de enero, por el que se regulan los certificados de profesionalidad (Royal Decree 34/2008, of 18 January, which regulates the professional certificates).	N/A
0dedc0a8	Erasmus+ policy network / Euroguidance	Recommends to add **Career Management Skills (CMS) as a transversal skill to the existing framework of key competences**. CMS are competences that include self-knowledge of one's capacities and interests, capacity to analyse information about learning and work opportunities in relation to one's self-knowledge and the capacity to make career decisions and successful transitions. These are competences that have become increasingly important for the individual in the fast changing global world of today, and CMS are linked to life skills and competencies that are important for the individuals to manage their life effectively. CMS contributes to the other key competencies, especially learning to learn and social and civic responsibility. The paper provides an overview of how CMS is linked to all 8 competences. Recommends recognising guidance practitioners as an important **target group** for the future use of the key competency framework.	Career management Transversal skill Target group
3ddb4e91	Swedish Ministry of Education and Research	The current framework only needs minor changes 'Communicating in a mother tongue' could be divided into two separate parts, focused on literacies and on language development, but without diminishing the importance of learning foreign languages Transversal themes such as critical thinking and enterprising could be included to a higher extent than today The definition of 'cultural awareness and expression' should to higher degree take into account modern forms of cultural expression such as digitalisation More needs to be done to raise awareness of the framework in the education sector and among employers, and towards development of assessment tools.	Communicating in mother tongue Critical thinking Enterprising/entrepreneurial skills Cultural awareness

Reference number	Contributor	Key points	Keywords
206d0b87	*Anonymous*	Comments only on the DigComp Framework for Citizens 2.1 and the entrepreneurship competences framework.	N/A
71015ebb	Regione Liguria	Necessary to invest in ensuring that knowledge and awareness about the framework and its European nature is spread among workers and young people. Important to provide for updating the framework with higher frequency to incorporate new developments before the definitions become obsolete. Current definitions, for example, refer to a concept of digital "computer center" now outdated and ignores the importance of social communication. Digital competence needs to be tailored to match the European framework for digital skills, and entrepreneurship competence must be in line with the European entrepreneurship framework. A detailed framework should be developed for each key competence.	Awareness Updating Digital competence Other frameworks (digital, entrepreneurship)
4a6409fb	*Anonymous*	Definitions and descriptions should be made more compact and clear, approximating the use of terminology to that of other international organisations.Account should be taken of competence models completed after 2006 (e.g. *Digital Competence Framework, Entrepreneurship Competence Framewor*k). Similar models could be developed for the other competences. Closer link with **21st century skills**, and it is essential to adequately describe digital competence, focussing on its relation with other competencies and 21st century skills **Communication competence** should also include the ability to notice, listen, motivate and empathise with others etc. Special attention should be paid to media literacy and critical thinking. Consolidation of the competences of mother tongue and foreign language into a single language competence could be considered. The importance of **learning to learn** should be increased, and the link with **critical thinking skills** should be paid special attention. The reflection of the European values in **social and civic competences** is essential and there should be a connection with the definitions and models of human rights education and education for democratic citizenship of the COE, the UN Declaration on Human Rights Education and Training, UNESCO global citizenship education. **Cultural competence** too focussed on cultural aesthetics, stress should rather be on cultural identity and intercultural dimension. European Federation for Intercultural Learning (EFIL) is also currently working on the interpretation of cultural competence	Other frameworks 21st century skills Communication competence Learning to learn Critical thinking Social and civic Cultural

Reference number	Contributor	Key points	Keywords
8628e6f5	Quality and Qualifications Ireland	Reconsider the purpose of the framework and how it may be used, applied and evidenced. Environmental and financial competences are missing The framework should be simpler to understand by different stakeholders and consistent across themes and sectors etc. More supports and tools are needed from Commission level to national level; would benefit from implementation plan linked to evidence-based system	Environmental competence Financial comp. Other frameworks Support, tools Implementation Evidence
Paper submitted directly to European Commission	Finnish National Agency of Education - Department of Early Childhood Education and Care	**Communication in the mother tongue and in foreign languages:** Both research and practice focus on **language education** which encompasses an appreciation of both an individual's and communities' full language repertoires. The Common European Framework of Languages should be examined, especially in the ways it is being updated by the Council of Europe. **Mathematical competence and basic competences in science and technology:** STEM related knowledge and skills should much benefit from the addition of arts related aspects (STEAM). **Digital competence:** Issues missing include Social media; other devices than computers, E-safety, Digital identity management, Computational thinking. **Civic competence:** revise the descriptors in line with the Council of Europe especially as regards the Competences for Democratic Culture. **Sustainable development:** All aspects of sustainable development are missing from the text. The framework should encompass aspects that align it with the UN Agenda 2030 SDGs.	All competences Sustainable development
Paper submitted directly to European Commission	Kultusminister Konferenz (Ständigen Konferenz der Kultusminister der Länder in der Bundes-republik Deutschland)	The revision of the Framework should be light and consider consequences of any changes. However, the set of competences and skills could be supplemented by further important "key qualifications" such as sense of responsibility and decision-making. With respect to language competences, it is essential to address the issue with respect for the competences of the Member States. The concept of mathematical competence in the current key competency framework is reduced to everyday contexts in private life and in the workplace. However, mathematical competencies are concerned with basic modeling as well as the non-application-oriented analysis of structures. These aspects should also be included in the framework. Digital competence has been translated to "Computer Competence" in the German version, which limits the concept, and it further needs updating. Such an update should be made "futureproof" by a certain openness in the formulation.	Sense of responsibility Decision-making Language competence Mathematical competence Digital competence Civic competence Entrepreneurial competence

Reference number	Contributor	Key points	Keywords
		With regard to social and civic and entrepreneurial competence, a whole set of personal values (tolerance, motivation and self-activation, creativity, innovation and risk-taking) as well as practical know-how (project management) are required. In addition to the awareness of the cultural heritage and the understanding of current artistic and cultural forms of expression, cultural competence also encompasses the aesthetic-emotional experience. Intercultural competence could also be considered. The Commission is asked to refrain from further reporting requirements and monitoring measures, and to focus on professional exchanges. Some of the proposals listed in the consultation questionnaire affect the competence of Member States or go beyond the Treaties, e.g. supporting the use of the framework in the Member States, the development of detailed reference material for the individual competencies, the development of assessment tools, etc. The elaboration of (self) assessment instruments must not lead to the de facto establishment of European standards in the field of education.	Cultural awareness Intercultural competence Implementation Tools and support
Paper submitted directly to European Commission	Danish Ministry of Education	**Digital competence:** The Framework could be more ambitious with regard to digital competences. In order to match the skills that will be required in the future basic competences with regard to computational thinking i.e. producing and analysing computational structures, processes, artefacts and systems, is important, as is developing media literacy. Fundamental **European values** is developed through knowledge and skills as well as attitudes and values in continuous interaction. The ability to discuss and reflect on different values is important. **Cultural awareness and expression:** The Framework could be more ambitious, adding the ability to reflect and discuss the different expression of the arts. The definition of the competences in practice should include a deeper acknowledgement of the catalyst function of art and culture on other key competences.	Digital competence European values Cultural awareness and expression
Paper submitted directly to European Commission	Ministry of Education, Culture and Science, the Netherlands	The framework is still relevant and its definitions are still sufficiently broad and usable. Working with recommendations by experts within the field and promoting exchange of information and experiences between Member States and experts might be more beneficial than a new Recommendation. Only limited modifications need to be made to the existing framework. The current set of competences could be retained, but some modifications are suggested related to e.g. citizenship and intercultural skills (to accommodate increasingly diverse societies), digital skills (in view of major changes since 2006).	Citizenship Intercultural skills Digital skills Function of the framework Subsidiarity

Reference number	Contributor	Key points	Keywords
		Vital to communicate clearly about the function of the reference framework, need for greater transparency with respect to link between existing framework and other reference frameworks. The principles of subsidiarity and proportionality should be respected.	
Paper submitted directly to the European Commission	European Training Foundation (ETF)	Further clarity of the purpose of the framework is needed, and the framework should be adapted to changes since 2006. The gap between the framework and learning should be addressed - implementation of the Framework has been selective rather than comprehensive, and there is a need to raise awareness of the Framework. It may be worth looking into efforts of countries outside the EU to define their own concepts, as well as sets of key competences of international organisations e.g. the UN SDG 2030, the OECD, the ILO, the WEF and others. The framework could make more explicit reference to green and ecological issues. Media literacy deserves more attention. Practical tools to support implementation of the framework and help assess the acquirements of the more 'soft' key competences are needed. More needs to be done to signal the relevance of the Framework for VET and to strengthen key competences in the VET curricula. Sharing of good practices between EU and partner countries, as well sharing of assessment tools and teaching materials through dedicated platforms and teaching networks could be useful.	Other frameworks Ecological issues Media literacy Awareness VET Implementation of the framework
Paper submitted directly to the European Commission	Royal Norwegian Ministry of Education and Research	The framework as a whole would benefit from better describing skills like critical thinking, problem solving, interrogative questioning, creativity, global awareness, humanitarianism, ecosystems understanding and the role of nutrition, exercise and public health and safety. The current framework does not need to be completely changed, however, some changes should be done to definitions. Specific comments are provided for all 8 key competences, incl. that the digital competence definition should be coordinated with the DigComp framework, and the same for entrepreneurial competence and EntreComp.	Transversal skills All 8 competences
		Career guidance/development service	
f4acd2a7	National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) – Euroguidance / Europass	The paper describes the activities of the organisation, working with improving and promoting career guidance in Greece, and advocates the importance of career management skills as part of a lifelong learning approach.	Career management

Reference number	Contributor	Key points	Keywords
	Centre of Greece		
		Civil Society Sector/NGO/Voluntary organisations	
5a3e711b	Network of European Museum Organisations (NEMO)	The position paper is a policy statement of NEMO that has only peripheral relevance to key competences. Museums are argued to have educational value. NEMO works to make formal and non-formal education bodies recognize museums as potential partners.	
84e6c3fc	Reading & Writing Foundation, the Netherlands	Action on literacy needs to go higher on the political agenda across different policy areas. Low literacy is a major factor in holding back the development of cohesive societies, communities and economic effectiveness. **'Literacy' in its wider meaning.**	Literacy
8d6fe8bc	EFFE – European Forum for Freedom in Education	New competences needed in order to achieve an *inclusive society* and a *sustainable society*. **Inclusion competence** encompasses cognitive, personal, social, and civic skills already stated in the framework, plus three fundamental new ones: *benevolence* (which is more than empathy), *full development of human potential*, and *ability to relate* (with oneself, with others, with environment and with society) **Sustainability competence** needs special skills and attitudes, including *complex thinking, grasping major issues, systems thinking, anticipation, prospective vision, normative competency, self-awareness, integrated problem solving, responsible approach* (to common goods, to the wealth of man and nature), *guidance for change, managing the unexpected and uncertainty*, and *ability to relate* (as for Inclusion, above). The framework could be organised differently. E.g. Communication, Digital and STM competencies gathered under "Cognitive competences". And three more blocks of skills: Personal competences (Learning to learn, Initiative & Entrepreneurship, Cultural awareness), Civic competences and Social competences.	Inclusion Sustainability Transversal skills New competence
4c641e73	Lifelong Learning Platform	Need for further synergies and a better **alignment with other existing frameworks** and research, e.g. from the OECD, Council of Europe and the ICCS study. Inclusion of **self-regulation skills in the competence framework is vital. These empower learners in multiple life domains and support their** academic achievement, motivation, wellbeing and engagement in lifelong learning.	Other frameworks Self-regulation Soft / transversal skills Global skills

Reference number	Contributor	Key points	Keywords
		"Soft skills" or "transversal skills" such as communication skills, negotiation and conflict management, leadership, team management, creativity, project management and the ability to enhance personal well-being are becoming progressively an imperative. Suggest more **emphasis on personal development**, a clearer **definition of the intercultural competence** and a more **comprehensive definition of the social and civic competences**. Reformulation of **digital skills is necessary** to develop critical thinking and media literacy in an age-appropriate way. The current framework does not appropriately recognise the interdependence between **local, national, European and global realities**. The role of key competences in achieving the **Sustainable Development Goals could be better reflected**. There should be a better **link between all the competences** and how they correlate within the Framework. Regarding assessment of key competences, it is encouraged to shift the balance towards assessment that allows an increasing flexibility, creativity and innovation. Strongly recommends to the European Commission to provide further support to Member States in the implementation process.	Critical thinking Media literacy Assessment
44cef671	IARS International Institute	Recommendations for social and civic competence: • Explicit reference to the concept of "legal literacy" as a key competence for Lifelong Learning. • Address knowledge gap in relation to youth empowerment through public legal education for socially excluded groups of migrant background, especially youth through youth-led educational models. • Increase awareness of the key competences for Lifelong Learning to employers.	Social and Civic Competence Legal literacy
E910c5fa	European Parents' Association	To show the cross-sectoral complexity of key competences and to underline the need to have a holistic approach to education a matrix structure would be more suitable than the list format of the current Recommendation. Furthermore, a key element missing from the framework is a definition of the target group. A revision of the key competences is needed within following areas: • Communication in the mother tongue and foreign languages: multilingualism approach in which linguistic competences for certain functions are considered individually • STEM: An integrated approach to STEM in the framework • Digital competence: Has become transversal and necessary to include in all other areas together with some others like critical thinking and problem solving • Learning to learn: needs to be elevated and highlighted • Social and civic competences: focus less on citizenship and less in knowledge. It should focus on human rights enshrined in international treaties more	Holistic approach Target group Communication STEM Digital competence Learning to learn Social and civic Initiative and entrepreneurship Cultural awareness

Reference number	Contributor	Key points	Keywords
		• Sense of initiative and entrepreneurship: Need to include 'soft skills' or non-cognitive skills that are considered more basic and much more difficult to obtain at a later age • Cultural awareness and expression: fails to include universal elements and the need to have a view of the culture of other continents	
4a6f080e and ea8fa729 (uploaded twice)	European Association of Service providers for Persons with Disabilities (EASPD)	People with disabilities should be acknowledged as affected stakeholders in relation to key competences. The "key competences needed in our societies" should also include social and civic skills that empower individuals to become active citizens in inclusive societies. Universal Design for Learning and flexible curricula facilitates promotion of skills and competences of each individual and the transition to the labour market. The implementation of successful inclusive education system must build on the expertise and knowledge of support services that bridge the gap between learners with specific needs and education providers.	Inclusion Social and civic competence
ed34d876	Telecentre Europe	The current definition of **digital competence** includes only the use of computers, while smart phones, tablets and other connected devices have become essential. Necessary to include all digital devices in the definition of digital competence in the framework. An effective implementation of DigComp should be built around three main pillars: education, awareness-raising and funding.	Digital competences
5ee0da2e	Sirius - Policy Network on Migrant Education	Need for further synergies and a better alignment with other existing frameworks and researches, such as from the OECD and Council of Europe. Key element missing from the framework is a definition of the target group Intercultural competence is not well included in the 8 key competences and it is important to bring some clarity in the definitions. Does not adequately reflect the global dimension. Definition for intercultural competence proposed. Civic competences should focus on the empowerment of learners for active participation and constructive critical dialogue and action. The links with other competences of the framework should be made evident and clear and the framework should be accompanied by guidelines for 'unpacking' the competences into more specific learning outcomes and suggested assessment standards. Specific comments for adjustment of Communication in the mother tongue and in foreign languages (including focus more on a multilingualism approach); Social and civic competence; Cultural awareness and cultural expression; Digital Competencies and Diversity; Learning to learn	Alignment with other frameworks Target group Intercultural competence Communication Social and civic Cultural awareness and cultural expression Digital Competence Diversity

Reference number	Contributor	Key points	Keywords
78b0d3c5	European Schoolnet	Recommends a more comprehensive development of reference frameworks at European level for all 8 Key Competences and supporting material on their implementation, assessment, and evaluation, in line with the development of reference frameworks on digital competence and entrepreneurship. Digital skills are of utmost importance: digital and media literacies enable children and young people to be critical thinkers, to judge media and digital messages, and to act responsibly in an online environment.	Supporting tools Assessment Digital competence
8d0c7481	*Anonymous*	The position paper is a list of 8 key competences (almost the same as the European reference framework). Instead of social and civic competences, the paper suggests *interpersonal, intercultural, social and civic competence*. Also, the paper provides very detailed definitions of each key competence.	All 8 competences
7652d60e	Lunaria Associazione di Promozione Sociale	The position paper is a competence table for volunteers with 13 competences in three broad categories (personal, social, and global & intercultural competences)	Personal competence Social competence Global competence Intercultural competence
33fa3718, 4921a2b8 and 231c0f81 (uploaded three times)	European Physical Education Association (EUPEA) (Civil society sector) and Syndicat national de l'éducation physique et sportive (trade union) and Rose-Marie Repond (individual)	Physically literate individuals will achieve an enhanced quality of life related to the development of self-esteem, self-confidence, healthier lifestyles, and more positive relationships with others. The only process for physical literacy to improve, is for it to be attended by all students, oriented by a structured syllabus, delivered by well-prepared professionals (teachers) both in scientific and pedagogic dimensions, using appropriate facilities, and controlled/assessed in its effects. This statement advocates supporting the development of physical literacy as a key competence with: • an evidence base that supports the development of a key competency called '**physical literacy**' • a framework for identifying the essential components of physical literacy and their contributions to individual and societal change within PE, school sport and physical activity settings • a self-assessment tool to support practitioners in reflecting on their current practice in providing a high quality physical literacy offer.	Physical literacy

Reference number	Contributor	Key points	Keywords
0c1322fc	Landelijk Kennisinstituut Cultuureducatie en Amateurkunst	**Cultural awareness and expression:** "Awareness" and "expression" focus on both aspects of art and culture: the awareness and production. In tems of "awareness" every resident of Europe must now and in the future be able to understand the importance of art and culture and must be able to experience it. The production side is expressed in the term "expression" and refers to the fact that one must be able to share thoughts, feelings and ideas with others through artistic and artistic means.	Cultural awareness and expression
fa982999	EFIL – European Federation for Intercultural Learning	Intercultural competences should be clearly defined and be a separate group, or included under social and civic competences with a proper definition. The definition should also tackle the links between intercultural competences and the other competences of the framework. Finally, the competence 'cultural awareness and expression' should be changed to 'creativity and cultural heritage' to better convey its content.	Intercultural competences
		Education and training institutions	
a585a4bd	European Association for the Education of Adults (EAEA)	EAEA calls for **integrating general adult education in the framework.** The framework should be built on principles that define the European approach to competences: a. following a humanistic approach b. setting social inclusion and cohesion as a priority c. enabling democratic societies d. promoting sustainable lives and societies and e. endorsing open-minded communities. EAEA proposes the following updates to the framework: • Linguistic competence (instead of communicating in a mother tongue and Communicating in a foreign language) • Digital competence and media literacy (instead of digital competence) • Social and personal development competences and Civic and democratic competences (instead of social and civic competences) • Sustainable development – a new key competence suggested by EAEA.	Adult education Inclusion Cohesion Sustainability Communication Digital competence Media literacy Social and civic competence New competence
29663F89	European University Association	Recent policy initiatives have focused on skills and skills recognition, but without necessarily linking them to a broader concept of life-long learning (LLL). There has never been a clear definition of "competence". Definition should be aligned with European Qualifications Framework. Language competence should not, or not only, be regarded in a dichotomy of mother tongue and foreign language: multilingualism and cultural diversity.	Life-long learning Definition of competence Other frameworks (EQF) Multilingualism Cultural diversity

Reference number	Contributor	Key points	Keywords
		Emphasise literacy beyond actual reading and writing skills, e.g. as the competence to assess written and visual media and data in a critical and differentiated manner, and being able to take responsible actions in professional and personal contexts. Allocate equal importance to skills and competences in the fields of social sciences and humanities as to "mathematical competence and basic competences in science and technology". "Learning to Learn" should make a reference to "research and other curiosity driven learning approaches" "Sense of initiative and entrepreneurship" should either go under "Social and civic competences", or reorganised at "civic competences" and "social and entrepreneurship competences". Cultural awareness and expression" should include an explicit reference to openness and need to also learn about expressions not rooted in local/national/European cultural heritage	Literacy Learning to learn Globalised world Cultural awareness Entrepreneurship
8de60f0c	Verband Oesterreichischer Volkshochschulen	**Languages**: Linguistic competencies require, in addition to purely linguistic knowledge and skills, above all communicative, personal, social and intercultural competences. **Mathematics, natural sciences, ecology, technology** Mathematical competence means developing and applying mathematical thinking to solve problems in everyday situations and beyond. In addition to good computer skills, the focus is on process, activity and knowledge. Digital competence: the safe and critical application of information and communication technologies (ICT) for work, leisure and communication, incl. social media. Responsible use of digital communication technologies. **Learning competences, including basic education and qualifications:** learning process, learning strategies and learning techniques. **Health Competence:** the ability of the individual to make decisions in daily life that have a positive effect on their own health, well-being and that of others. **Social, citizenship and self-competence** refers to the competences that a person has in relation to other individuals, individual groups, and society in general. **Self-initiative and entrepreneurial competence:** the ability to implement ideas. This requires creativity, innovation, risk-taking, and the ability to organize and implement projects to achieve specific goals. Includes commercial and economic thinking as well as an awareness of ethical values and the promotion of socially responsible action and decision making. **Cultural, artistic and creative education** encompasses cultural awareness, artistic competence and creativity.	All 8 competences Social media Learning competences Health competence Creativity Innovation Risk-taking Commercial and economic thinking
7413ec7d	Competendo, Key Competences for Initiative and Civil Engagement	A more holistic key competences system for European citizens. The new framework needs to be more coherent with the best other models, as more coherence would help better understanding of key terms, competences and approaches. Four competence clusters are pointed as most relevant for education of the 21st century: systemic thinking, taking initiative, informational competence, and learning to learn. Each competence framework refers to or define them for the own purposes, and the new competence framework should include these four aspects in their transversal nature.	Coherence with other frameworks Transversal skills Systemic thinking Initiative Learning to learn

Reference number	Contributor	Key points	Keywords
		The key competences concept needs to recognize the importance of the Civic Competences for the European development. The civic dimension of initiative needs to be strengthened in visibility and meaning.	Informational competence Civic competence
a14985d4	ECCC Foundation	The Polish translation of the Recommendation includes a misleading translation of the term digital competence. ECCC recommends that the translation is changed from the term "*kompetencje informatyczne*" to "*kompetencje cyfrowe*".	
92006c21 and e5885104 (two identical documents uploaded)	Javier Valle Universidad Autónoma de Madrid	Research paper on key competences. The paper offers a synthesis of the concept and implications of competence-based learning in general and the key competences in particular. There are risks and challenges in this new educational proposal that must be considered. The authors argue that we must not waste any further opportunities to adjust our educational system to competence-based learning and, above all, the acquisition of key competences by all citizens of the European Union at the end of their compulsory education.	
960be07f	Maria Rita Cavani (individual)	Key citizenship skills to be acquired at the end of compulsory education: Learning to Learn, design, communicating, collaborating and participating, acting autonomously and responsibly, solving problems, pinpoint links and relationships, acquire and interpret information.	Citizenship Learning to learn Collaborating Acting autonomously relationships
b6716ef5	Mattia Baiutti (individual)	The concept of intercultural competence is at the basis of democratic citizenship and intercultural citizenship. Intercultural competence should be considered as an autonomous competence. A clear definition of this competence should be provided, and the associated knowledge, skills and attitudes identified.	Intercultural competence
74868223	Bob Lawlor (individual)	The paper summarises key aspects of Problem Based Learning (PBL) in higher education study programmes.	
588b6dac	Gemma Carbo Ribugent University of Girona (individual)	The position paper is chapter from a publication on the Planters project which integrates music and dance in basic education. **The paper advocates that dance (and artistic education in general) has educative possibilities** that are totally overlooked in today's educational discourse. Artistic work is essential for intercultural dialogue, creativity and the protection and promotion of cultural expression.	Cultural competence

Reference number	Contributor	Key points	Keywords
e46e0b77	Umberto Margiotta, Fondazione Nazionale Carlo Collodi (individual)	The META Competences Framework is based on nine main potential benefits of intercultural education through art, defining for each of them a key competence and a corresponding statement of expected goals/aims. The 9 key competences of the framework are: Understanding, communication, commitment, inclusivity, responsibility, empathy, resilience & leadership, self-awareness, and creativity.	Intercultural education Transversal skills
0cf501c7, 7e761b61 and e1107b8d (uploaded three times)	Chiara Emanuelli (individual), Nicola Bianchi (other organisation) Rocco Scolozzi (individual)	Proposal for a 9th competence - transversal **Critical thinking**: oriented to complexity (systemic) and future oriented. Tentative definition: The competence of critical thinking is the ability to read and interpret reality, therefore, to develop an awareness of the real world considering multiple points of view and intrinsic complexities. This ability is expressed in the observation of problems and in the definition of strategies, both in personal situations (eg school, professional) and in organizational, community or social contexts (eg desirable future for your organization, community or your own territory). This competence supports and at the same time relies on all the previous eight competences; Compared to these, it adds and highlights the need to consider scientific, cultural, ethical and environmental issues in a holistic (systemic) and pro-active (forward-looking) or anticipating perspective.	Critical thinking
Paper submitted directly to the European Commission	*Anomymous (individual)*	A large share of the EU population lacks sufficient level of basic skills to be employable and take part in social life, and there is a risk that this leads to discrimination. Students often have insufficient knowledge of their mother language and even less knowledge of foreign languages. Important to promote the integration of immigrants through the teaching of the language and the culture of the host country.	Mother tongue Foreign languages
		Employers' Associations	
ac963045	*Anonymous*	Systemic and critical thinking, as well as inter-disciplinary learning should be mainstreamed across the revised framework. STEM-related competences and skills should be more prominent in the revised framework and should be closely aligned with digital competences, which is under–developed in the current framework. The Digital Competence Framework for Citizens should be the primary source for strengthening the role of digital competences in the revised Framework. Need to highlight competences in digital media literacy. It is increasingly important that people develop competences in one or more languages other than their own. Within the EU, priority should be given to learning the language of another Member State(s).	Transversal skills Systemic thinking Critical thinking Inter-disciplinary learning Languages Entrepreneurship

Reference number	Contributor	Key points	Keywords
		Entrepreneurship has several elements, and the three main areas of competence presented in the 2016 Entrepreneurship Competence Framework should be the basis for revising the Key Competences Framework.	Other frameworks (digital, entrepreneurship)
		Important to develop competences in service orientation and inter-personal skills that are relevant for work and social settings, e.g. under cultural awareness and expression and/or in other areas of the framework.	inter-personal skills
26d109e8	European Federation of Education Employers (EFEE)	Broaden the definition from 'cultural awareness' to 'intercultural awareness'.	Cultural awareness
		Include computational thinking, besides the current emphasis on basic ICT-skills, media literacy, and information processing.	Digital competence
		Essential that the primary focus of the Framework remains on the broad set of key competences and not to include too narrow definitions of specific competences. Not desirable to develop descriptors or achieving levels against which the key competences are tested and measured, or the framework will soon become out-dated. Definitions should allow room for adapting them to specific local, regional and national circumstances.	Broad vs narrow definitions Alignment with other frameworks
		Peer learning could be an effective tool for sharing good practices on implementing competence based learning and meeting current challenges in the education sector	
		Useful to define the relation between the Key Competences Framework and DigComp and EntreComp.	
4cd69184	UEAPME	The real impact of the framework has been limited. It may have proven to be relevant for some policy makers, but teachers and trainers are hardly aware of the framework.	Sense of initiative and entrepreneur-ship
		The update should focus on new requirements. UEAPME strongly supports in particular the increased focus on entrepreneurship, digital skills, and (practical) STEM skills.	Digital competence
		Important to rationalise the framework and prioritise within each of the key competences, with clear distinction between basic and more advanced elements.	Mathematical competence and basic competences in science and technology
		One of the main reasons for the limited uptake of the Framework is the mixed nature of the key competences. Need for further development of tools for implementation.	Tools
		The Framework should be more flexible, and cross-referencing should be possible.	
		Specific comments on Sense of Initiative and Entrepreneurship, Digital competence, and Mathematical competence and basic competences in science and technology (STEM)	
		Private business	

Reference number	Contributor	Key points	Keywords
4b160228	European Savings and Retail Banking Group	Financial literacy should be included as a basic competence within the Key Competences definition, and should be part of national strategy for all the Member States as well as an official subject of the educational system in each country. Being digitally competent for the present is key. Policies that prevent skills obsolescence, and stimulate continuous education and training opportunities, should be developed. Financial literacy can be described as : "having the knowledge, skills and abilities to undertake responsible economic and financial decisions and actions with a requisite level of competence." Enhance creativity and innovation, including entrepreneurship, at all levels of education and training.	New competences Financial literacy Innovation
cf0618bf	Pivari Fabrizio (individual)	The position paper is very short with the following words: know one person, language, know tech, coding.	Coding Digital competence
		Trade unions	
6508ccd1	FTF, the largest public employees' association in Denmark	There is a need for a better concerted planning and action and coordination of educational policy with other policy areas such as growth, employment and social policy. The key competences must have clear focus on competences that relate to citizenship and formation. Furthermore, they do not sufficiently reflect the increasing need for competences that support the individual's ability to cooperate across professions. The digital development changes the demand for competences, because the execution of the work changes. The key competences do not have sufficient focus on new demands to competences as a result of a.o. digitalization. The educational effort must add further focus to "hard-to-automate skills", such as creativity, critical thinking, methodical competences and understanding of the technology.	Transversal skills Social and civic competences Citizenship Digitalisation Critical thinking Creativity Technology (understanding)
f9ecea11	DLi - Danish teacher Trade Unions	It is important that the EU and its member states focus on basic and transversal skills and competencies in their education policies. In recent EU initiatives in the area of education policies too much value may be put on tests and studies about learning output rather than how and to what extent key competencies are promoted.	Transversal skills Tests/assessment
8358a942	Lietuvos švietimo ir mokslo profesinių sąjungų federacija	The uploaded paper only contains two references (translated from Lithuanian): General competencies training Theoretical Aspects of International Conference - 2015 Adult comprehensive competence research and development on April 23, Kaunas, Vytautas Magnus University, Lithuania	N/A

Reference number	Contributor	Key points	Keywords
	(LŠMPSF) (individual)	The project "Adult general education competencies in research and development platform" Application No. VP1-3.1-MES-07-K-03-073, Comprehensive skills and competence education concepts and models: Scientific literature and document analysis	
		Youth and youth work organisations	
2cfee335	European Youth Forum	The broad and holistic range of competences is one of the main strengths of the current framework. It is a useful but flawed tool for the efforts towards the **recognition and validation of non-formal and informal learning**, the role of youth organisations as quality education providers and the complementarity between formal and non-formal education. Its full potential is hindered by its focus on formal education settings and the lack of a lifelong learning approach to education. Many youth organisations struggle to adapt the framework to their non-formal educational activities.	Non-formal and informal education Coherence with other frameworks [all 8 competences]
		Lack of clarity and restricted scope of some of the current competences is a barrier for a wider adoption of the framework by youth organisations. The inclusion of a **clearer and updated list of attitudes, skills and knowledge for each of the competences** – with practical examples for educators --- including competences that are developed NFIL settings is a possible solution for this issue.	
		Better integration of this Framework with other European processes e.g. the European Qualification Framework and the 2012 Council Recommendation on Validation of NFIL, aiming at further recognizing those competences acquired especially in a non---formal education setting.	
		PISA results should not have a primary role in influencing the review process of the Key Competences framework.	
		Specific recommendations for each of the current 8 competencies are provided.	
f6bda19a	European Educational Exchanges – Youth for Understanding (EEE-YFU)	The current definition of **social and civic competences** does not adequately reflect the global dimension. While putting strong focus om Europe, the current framework does not appropriately recognise the interdependence between local, national, European, and global realities. Recommnes including the concept of "**global competence**" and reference to the core dimensions of "**global citizenship education**" in the description of social and civic competences.	Social and civic competence Global competence Assessment Alignment with other frameworks
		Alignment with other frameworks for assessment: PISA assessment of global competence and Council of Europe, the conceptual model regarding competences for democratic culture	
1adddd78 and fdb328a9	*Anonymous*	**The relation of all key competences to Human Rights, to civic and social development** needs to be better worked out	Civic competence Formal, non-formal, informal education Transversal
		Civic competences enable adequate participation, democratic involvement in society and therefore **should be of a transversal character**.	

Reference number	Contributor	Key points	Keywords
(uploaded twice)		There should be **coherence** between LLL-competences and other competences models such as the competences for democratic culture provided by the COE. More emphasis needed on the **systemic back-up** and EU needs to reflect upon the need to establish adequate learning pathways and systems. A proper connection between the field of non-formal education and formal, higher and VET education is important and can work only if the different learning educational fields (formal, non-formal, informal) are adequately recognized. **Digital competences** should be much more oriented towards democracy related dimensions Need to develop **new forms of assessment** that fully take into consideration the different approaches and aims of formal, non-formal learning and of informal learning. The competence model clearly should refer to the holistic character of learning with the aim to contribute to the **shaping of impact oriented learning processes**	Coherence with other frameworks Digital competence Assessment Holistic
		Other	
Paper submitted directly to European Commission	Cedefop – European Centre for the Development of Vocational Training	National qualifications frameworks (NQFs), developed in response to EQF, have been a key instrument for promoting key competences across Europe. Radical changes to the framework risk undermining the link to the NQFs. The role of ESCO (European skills, competences, qualifications and occupations) in promoting key competences should be taken into account. Career-related aspects need to be duly reflected in the new framework, including in the learning to learn competence. More emphasis could be placed on soft skills.	EQF/NQFs Career skills Soft skills
36e84ce7	International Baccalaureate Organization	The Key Competences is individual-centric and Euro-centric and does not consider how competences manifest across systems and in different contexts. **Communication in mother tongue and foreign languages**: a student could speak many languages and, depending on context, none may be "foreign". **Digital competence**: Computational thinking would be more appropriate and applicable in more contexts. Should include thoughtful digital participation and be connected to learning to learn and civic competence. The definition should also include literacies. **Social and civic competence**: collaboration and fostering understanding as part of social interaction. Civic competence should include an understanding of diverse European and global values that affect Europe. **Sense of initiative and entrepreneurship**: "Sense of initiative and agency" seem more appropriate to set the conditions for entrepreneurship. **Cultural awareness and expression**: the arts are not the only places where creativity happens.	Communication in mother tongue and foreign languages Digital competence Social and civic competence Sense of initiative and entrepreneurship

Reference number	Contributor	Key points	Keywords
		Possible transversal themes to include are: personal development and agency, systemic thinking beyond empathy to compassion, replacing equality with equity, moving from tolerance to respect. Problem-solving and critical thinking read more as skill sets.	Cultural awareness and expression Transversal themes
8b866072	Vlaamse Onderwijsraad (VLOR) / Flemish Education Council	The key competences are an inspiration for curriculum design in education but curriculum design is and remains a responsibility which belongs to national sovereignty. As a recommendation of the European Parliament and of the Council, the framework is part of the open method of coordination and this status should be maintained. With respect to **transversal competencies**, all key competencies must be read and used transversely. There is no need for an additional category. The competencies regarding languages, mathematics and science must also be seen as objectives that can be offered in several subjects or curriculums. It is also not desirable to link descriptors or levels of management to key competencies and thus achieve a harmonization of the European Qualifications Framework. **Communication in the mother tongue and in foreign languages:** the footnotes in both competencies clarify much and should be integrated into the description. **Social and civic competences:** the focus is too one-sided on health. **Cultural awareness and expression:** culture as a basis for respect for other forms of cultural expression - intercultural attitudes should be mentioned explicitly. The description of this competence lacks *learning to cope with an image culture*	Transversal competences/skukks European qualifications framework Communication in the mother tongue and in foreign languages Social and civic competences Cultural awareness and expression
b5d729a1	INVALSI - the Italian national institute for educational assessment and evaluation of instruction and training	INVALSI has carried out an analysis of current frameworks for competences and skills (EU Key Competences, 2006; UNESCO's Toward Universal Learning, 2013; OECD 2030 Framework, 2016). Comparing the three frameworks, the European framework contains clear definitions for each competence, the UNESCO framework is not limited to identifying the most relevant competences, but also provides a developmental progression for each of them; the OECD framework differs from both, in its labeling of competences and in the emphasis on their constituent elements (knowledge, skills, attitudes, with the addition of values) that are mobilized in action to produce results in different areas of adult life. Sense of initiative and entrepreneurship is only present in Europe and Physical well-being is only present in UNESCO. Only the OECD framework contains practical skills and manual dexterity. It could be considered whether and how this additional competence could be integrated within the EU Key Competences. Future societal challenges seem to call for more entrepreneurship capacity and learning to learn as an organizing concept for the EU Key Competences framework.	Other frameworks (OECD, UNESCO) Practical skills Assessment, objectives

Reference number	Contributor	Key points	Keywords
		It is necessary to make the competences actionable through the identification of precise objectives that the children can reach during their developmental trajectory, in school and beyond.	
d101ea64	Consejo-colef	The paper suggests a new "body" (or physical) competence, i.e. a competence linked to the motor, psychomotor and physical aspects from the transversal perspective of key competencies.	Body/physical competence
Paper submitted directly to the European Commission	Eure.K (an Erasmus+ project)	The paper reports observations from a project studying the validation methods for the 8 key competences, In the field of continuing education and adult education. There is a lack of instruments in Member States to incorporate the framework, and there are particular difficulties related to the specificities of continuing education and training of adults. A competence is an ability to act in a situation and the identification of acquired skills is therefore always relative to the context of acquisition.	Assessment Continuing education and adult education
f1e5063	Raimo Vuorinen, University of Jyväskylä, Finnish Institute for Educational Research (individual)	Adding **career management skills** as a key competence. The aim of career management skills is to equip citizens with the right skills to better cope with a world of faster changing job profiles, education, training pathways, and continuously restructuring labour markets. 12 countries have integrated Career management skills as a learning outcome into their curricula. 7 other countries have integrated the acquisition of Career management skills in other school subjects. Career management skills could be added as an own key competence, or defined as sub-category of the competence "sense of entrepreneurship".	Career management Entrepreneurship
03ae7ae9	*Anonymous*	The document is not a position paper, but an invitation to participate in the consultation procedure.	N/A