

HOW DID THE KEY COMPETENCES CHANGE?

Revised framework of Key Competences for Lifelong Learning (2018):

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering (STEM)
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

Former framework of Key Competences for Lifelong Learning (2006):

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence, basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Communication in mother tongue has been revised as the „**Literacy competence**“. In this sense, it does not focus only on the mother tongue, but rather on broader reading and writing skills in main languages used by a person.

Communication in foreign languages is rephrased as „**Multilingual competence**“; as „foreign language“ terminology might not always reflect the many linguistic situations and circumstances that an individual might have.

Mathematical competence, basic competences in science and technology is revised as the „**Mathematical competence and competence in science, technology and engineering**“; in order to emphasise applied sciences and to promote science, technology and engineering more broadly.

Digital competence has remained the same both in terms of definition and its implications.

Learning to learn competence has been incorporated in „**Personal, social and learning to learn competence**“, as these areas have many intersecting points and are seen as one of the basic competence areas for further learning and competence development. This might imply an important change for how learning support has been realised in the international youth field until now. While personal and social development are fundamental to youth work context, learning to learn (L2L) as a competence area has been central to reflection on learning in the youth field and to the Youthpass process. It is important to support the participants in becoming aware of their personal and social development as well as in reflecting on their learning to learn competence and help them understand this as an essential competence area during a project.

Social and civic competences have been revised as „**Citizenship competence**“. This allows for a broad reflection on active citizenship, participation and solidarity experiences of participants during their projects and emphasizes the value of civic learning in the international youth field.

Sense of initiative and entrepreneurship has been revised as „**Entrepreneurship competence**“. Entrepreneurship competence includes the sense of initiative, the capability to act upon opportunities and to turn ideas into action that has cultural, social or financial value for others.

Cultural awareness and expression has been revised as „**Cultural awareness and expression competence**“ and in this sense has essentially remained the same.