



# **social competences in training and learning priorities for EHEA**

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# A process centered on the learner

- Still a educationnal shift which is not 100 % integrated in reality:
  - Including in the architecture of most of education spaces
  - Too much centered on checking knowledge (including by written exams)
- What a learner is expected to be able o know (knowledge), to do (Skills), and to act (Attitudes): learning outcomes
- One of the challenge is to know if we are speaking about expected LO or Achieved ones?
- Assessements of social competences?

# Transversal competences

- Team work
- Critical thinking
- @litteracy
- Competences for a culture of democracy
- Social competences

To serve which purpose of education?

personal development?



Citizenship and democracy ?

Development and creation of knowledge?

Employability?

# Too often only link to employability

**La prise en compte des compétences transversales permet de multiplier les offres d'emploi sur lesquelles postuler.**



Retrouvez le document de travail *Situations de travail, compétences transversales et mobilité entre les métiers* : sur [www.strategie.gouv.fr](http://www.strategie.gouv.fr)

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# From the different Ministerial Communiqués

## **Berlin Communiqué - 2003**

- the necessity of ensuring a substantial period of study abroad [...] so that students may achieve their full potential for European identity citizenship and employability.

## **Bergen Communiqué - 2005**

- universities to ensure that their doctoral programmes promote interdisciplinary training and the development of transferable skills, thus meeting the needs of the wider employment market.

## **Louvain Communiqué 2009**

- European higher education also faces the major challenge and the ensuing opportunities of globalisation and accelerated technological developments with new providers, new learners and new types of learning. Student-centred learning and mobility will help students develop the competences they need in a changing labour market and will empower them to become active and responsible citizens.

## **Bucarest 2012**

- Work to enhance employability, lifelong learning, problem-solving and entrepreneurial skills through improved cooperation with employers, especially in the development of educational programmes

## **Paris 2018**

- Students should encounter research or activities linked to research and innovation at all levels of higher education to develop the critical and creative mind-sets which will enable them to find novel solutions to emerging challenges. In this regard, we commit to improving synergies between education, research and innovation. Digitalisation plays a role in all areas of society and we recognise its potential to transform how higher education is delivered and how people learn at different stages of their lives.

# European dimension

- Promotion of the **necessary European dimensions in higher education**, particularly with regards to curricular development, interinstitutional co-operation, mobility schemes and integrated programmes of study, training and research (Bologna 1999)
- In order to further strengthen the important European dimensions of higher education and graduate employability Ministers called upon the higher education sector to increase the development of modules, courses and curricula at all levels with "European" content, orientation or organisation. This concerns particularly modules, courses and degree curricula offered in partnership by institutions from different countries and leading to a recognized joint degree. (Prague 2001)



## Social competences in a global complex world



To serve which purpose of education?  
personal development?  
Citizenship and democracy ?  
Development and creation of  
knowledge?  
Employability?

# To prepare each learner to have more keys to understand the world we are living in

- If one of the aims to learn is to be more equipped to live here and now

Considerate la vostra semanza

fatti non foste a viver como bruti

ma per seguir virtute e conescenza »

*which knows not man! Bethink you of the seed  *

*whence ye have sprung; for ye were not created  *

*to lead the life of stupid animals,  *

*but manliness and knowledge to pursue.'*

Dante, « **Infer** », XXVI, 118-120

# The Reference Framework of Competences for Democratic culture

- 8. Recalling also that preparation for life as active citizens in democratic societies is one of the main purposes of education<sup>1</sup> and that “one of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law<sup>2</sup>”; (Final declaration of the Conference of Ministers of Education, Brussels 2016)

## Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

## Attitudes

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

## Competences for Democratic Culture

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

## Skills

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

## Knowledge and critical understanding

*Reference Framework of Competences for Democratic Culture*

## Some elements of conclusion

- The challenge of assessment of social Competences: to avoid social engineering
- Portfolio, self assessment: the challenge of quality assurance/ Written exams are they the best way to assess these competences?
- The learner cannot/ must not be only « consumer » of the qualifications offers
  - Social competence as a social integration tools and not as a new factor of exclusion
  - The role of HEI to continue again and again to be a space of critical thinking within each society: if not Universities who will do it?
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