European Commission

ROADMAP			
TITLE OF THE INITIATIVE	Proposal for a Council recommendation on strengthening and reinforcing the operation of the European Framework of Key Competences Framework		
LEAD DG – RESPONSIBLE UNIT – AP NUMBER	DG EAC, B2	**DATE OF ROADMAP**	15/02/2017
LIKELY TYPE OF INITIATIVE	Proposal for a Council recommendation		
INDICATIVE PLANNING	*4th quarter 2017*		
ADDITIONAL INFORMATION	-		

This Roadmap aims to inform stakeholders about the Commission's work in order to allow them to provide feedback and to participate effectively in future consultation activities. Stakeholders are in particular invited to provide views on the Commission's understanding of the challenges and possible solutions and to make available any relevant information that they may have. The Roadmap is provided for information purposes only and its content may change. This Roadmap does not prejudge the final decision of the Commission on whether this initiative will be pursued or on its final content.

A. Context, Problem definition and Subsidiarity Check

Context

Europe's **economic and social success** is based to a large extent on the competences of its population. The **Annual Growth Survey for 2016** highlights the need to invest in Europe's human capital and performance-oriented reforms of education and training systems to restore jobs and sustainable growth[1] and thus responds to the European Commission's first political priority "A New Boost for Jobs, Growth and Investment"[2].

The review of the 2006 Recommendation on Key Competences[3] is announced under the **Youth Initiative[4]** - **Communication on Improving and modernising education**[5]. It is part of the **New Skills Agenda for Europe.**[6]

The initiative is linked to **Education and Training 2020[7]**, including the Copenhagen process on vocational education and training (VET), the European Agenda for Adult Learning[8] and the Agenda for the Modernisation of Europe's Higher Education Systems[9], currently under review[10]. It also links to the Council Recommendation on **Upskilling pathways: New Opportunities for Adults[11]** addressing adults who struggle with literacy, numeracy and digital skills.

Problem the initiative aims to tackle

A large share of the EU population currently lacks a sufficient level of basic skills to be employable and take part in social life. Almost 70 million European adults lack adequate levels of literacy or numeracy[12]. The EU benchmark to make sure that by 2020 less than 15% of 15-year-olds are under-skilled in reading, mathematics and science has not yet been reached[13]. Actually, the latest 2015 PISA data show that the EU as a whole is seriously lagging behind in all three domains[14]. As stated in the 'New Skills Agenda for Europe', by 2020, 90% of jobs will require at least some level of digital competence. Finally, 40% of employers report difficulties in

---

[1] Annual Growth Survey for 2016: Strengthening the recovery and fostering convergence, COM(2015) 690 final

[2] A New Start for Europe: My Agenda for Jobs, Growth, Fairness and Democratic Change, Political Guidelines for the next European Commission, 2014

[3] Recommendation on Key Competences for lifelong learning   http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962

[4] http://ec.europa.eu/atwork/pdf/cwp_2017_annex_i_en.pdf

[5] http://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/COM-2016-941-F1-EN-MAIN.PDF

[6] http://ec.europa.eu/social/main.jsp?catId=1223&langId=en

[7] Strategic Framework for European cooperation on education and training, http://ec.europa.eu/education/policy/strategic-framework/index_en.htm

[8] http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32011G1220(01)&from=EN

[9] http://ec.europa.eu/education/library/policy/modernisation_en.pdf

[10] http://eur-lex.europa.eu/resource.html?uri=cellar:cd0fa1ca-2ee9-11e6-b497-01aa75ed71a1.0001.02/DOC_2&format=PDF

[11] http://ec.europa.eu/social/main.jsp?catId=1224

[12] The New Skills Agenda for Europe http://ec.europa.eu/social/main.jsp?catId=1223

[13] OECD PIAAC survey on EU working age population and PISA survey on 15 year olds.

[14] https://ec.europa.eu/education/news/20161206-pisa-2015-eu-policy-note_en

finding candidates with the right skills, many of them stressing a lack of transversal skills among job applicants[15].

The 2006 European Framework of Key Competences promotes competence-based teaching and learning across Europe. Studies[16] on the use of European Framework of Key Competences or similar approaches in education and training show a need for maintaining this key instrument for education and training policy development, but also for better supporting teachers and school leaders in its use, updating some of its definitions and develop assessment and evaluation tools. Wider, deeper and more strategic implementation of the key competences approach across the EU is warranted.

The review of European Framework of Key Competences aims to a) review and where necessary update the definition of all or some of the Key Competences in order to maintain its function as a relevant instrument for education and training policy development and reforms in Member States and b) address the problems in its use by highlighting and further developing existing good practices in using the Key Competence Framework in different sectors and regions, including providing the basis for the development of assessment tools.

The review of the definitions intends to reflect political, social, economic, ecological and technological developments since 2006, such as migration, radicalisation, digital communication, the increased importance of science, technology, engineering and mathematics (STEM) skills and social networks, ecological and sustainable development issues. Without being updated the Framework risks losing impact and becoming an ineffective tool, unable to address the problems and current and future social and economic needs.

Without new EU action, the support for the acquisition of key competences is likely to continue to follow different approaches in Member States and depend on the individual capacity of Member States to develop and implement modern competence frameworks. The fact that some Member States face more difficulties in making use of competence frameworks and implementing related approaches in education and training (Eurydice[17]; KeyCoNet[18]; CEDEFOP[19]) risks not achieving common European goals in reducing the number of young people and adults with low basic skills and lack of key competences. There is also a risk of divergence. These developments risk hampering mobility between education and training systems in Europe and further developing a common understanding of key competences needed in our societies.

Stakeholders affected are:

- Learners of all ages, especially young people in compulsory education but including also job seekers, low-qualified and low-skilled people, volunteers, unemployed; third country nationals.
- The national and regional authorities responsible for education and training,
- The national and regional authorities responsible for validation, recognition and accreditation of informal and non-formal learning
- Education and training institutions and providers, educators and trainers, youth work organisations and networks, civil society organisations,
- Companies, social partners, private and public employment services, career guidance services, public and private employment in general.

Subsidiarity check

The EU can support and complement Member State action in accordance with education policy related articles 165-166 TFEU.

The initiative does not propose any extension of EU regulatory power or binding commitments on Member States. The added value of action at EU level lies in the support to Member States to use of the Key Competences Framework in EU education and training for better skills acquisition and key competence development. The EU framework drives greater effort at national level through open method of coordination, progress benchmarking and peer learning.

B. What does the initiative aim to achieve and how

- *What will this initiative aim to achieve?*

This initiative seeks to improve the acquisition of a broad set of key competences for all in a lifelong learning perspective. It aims to further develop a Europe-wide commonly shared understanding of key competences and ensure synergies with other international frameworks.

By reviewing, updating and developing the 2006 European Framework of Key Competences the initiative aims

---

[15] The Missing Entrepreneurs 2015, http://www.oecd.org/industry/the-missing-entrepreneurs-2015-9789264226418-en.htm

[16] See section 'Evaluation and Fitness Check'

[17] "Developing key competences at school in Europe", Eurydice, 2012 - http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/145en.pdf

[18] KeyCoNet - http://keyconet.eun.org/c/document_library/get_file?uuid=78469b98-b49c-4e9a-a1ce-501199f7e8b3&groupId=11028

[19] http://www.cedefop.europa.eu/en/publications-and-resources/publications/3067

to further promote competence-based teaching and learning across Europe. The updated Key Competence Framework will serve as an instrument for education and training policy development and reforms in Member States. It will allow for a more coherent integration of key competences for all, and especially basic skills, into national skills strategies and curricula.

The following actions are envisaged:

- Updating and revising the 2006 European Framework of Key Competences in light of new needs in society and the economy;
- Updating and revising the 2006 European Framework of Key Competences to ensure compatibility with other international competence frameworks such as Council of Europe Competences for Democratic Culture,[20] OECD Education 2030 project and UNESCO Framework on Intercultural Competences[21] and to strengthen its links to competence frameworks developed in the area of digital skills and entrepreneurial skills[22];
- Strengthen guidance and support for teacher /trainer education and development in using the European Framework of Key Competences or similar approaches ;
- Further facilitating peer learning and sharing of practices in relation to Key Competences development and use of the Framework, including through the Erasmus+ Programme;
- Developing additional competence frameworks, learning outcome descriptors and assessment tools for the defined Key Competences where appropriate, building on the experience of the EU Digital and Entrepreneurship Competence Frameworks and existing projects and national experiences

C. Better regulation

Consultation strategy

A 12 week open public consultation is foreseen to start in the first quarter of 2017 open to all stakeholders. In addition, stakeholder meetings and informal consultations will take place with various ET 2020 bodies and expert groups such as the High level group on Education and Training, the ET2020 Working Groups, the OMC on Cultural Awareness and Expression, and European policy networks. A consultation with International organizations, namely OECD, Council of Europe and UNESCO is foreseen to share study findings and align terminology.

The launch of stakeholder consultations related to this initiative will be announced in the consultation planning that can be found at http://ec.europa.eu/yourvoice/consultations/index_en.htm

Impact assessment

No impact assessment is foreseen for this initiative as it sets out a general policy approach and does not specify the means and specific policy content. Therefore, the impacts cannot be clearly identified. Information on the likely impacts of follow up actions will be presented in an analytical document. This document will also consolidate all collected evidence from studies, workshops/monitoring report in order to support this initiative.

Evaluations and fitness checks

Studies show that the 2006 European Framework of Key Competences has contributed towards the introduction of a competence-based teaching and learning approach in Member states. Significant progress was noted in the development of school curricula.

At the same time, the implementation has been uneven across Member States, education sectors (formal, informal and non-formal), and across competences with difficulties in including transversal skills. The need for updating the skills and competences of teachers, trainers and other educators and educational leaders in all education sectors as well as the need to develop assessment and evaluation tools is identified. Wider, deeper and more strategic implementation of the key competences across the EU is suggested.

Relevant studies:

- Study on the assessment of the key competences framework (ongoing - 2017)

---

[20] http://www.coe.int/t/dg4/education/Source/competences/CDC_en.pdf

[21] http://unesdoc.unesco.org/images/0021/002197/219768e.pdf

[22] https://ec.europa.eu/jrc/digcomp; https://ec.europa.eu/jrc/entrecomp

- Study on Prospective Platform – Key Competences for the Next Generation (ongoing - 2017)
- 2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020)[23] — New priorities for European cooperation in education and training
- Joint Progress Report of the Council and the Commission on the implementation of the "Education & Training 2010" work programme[24]
- Report from Eurydice on Developing Key Competences at school in Europe[25]
- Report from Eurydice: Entrepreneurship Education at School in Europe - National Strategies, Curricula and Learning Outcomes[26]
- Eurobarometer: Entrepreneurship in the EU and beyond[27]
- Cedefop's Monitoring report on VET policies 2010-14[28]
- KeyCoNet network - conclusions and recommendations for strengthening Key competence development n policy and practice[29]
- ELINET - European policy network on literacy[30]
- First European Survey on Language Competences [31]
- Handbook on Cultural awareness and expression[32]

An analytical document consolidating all collected evidence from studies, workshops/monitoring report will be prepared to support this initiative.

---

[23] http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2015.417.01.0025.01.ENG&toc=OJ:C:2015:417:TOC
[24] http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV%3Aef0020
[25] "Developing key competences at school in Europe", Eurydice, 2012 - http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/145en.pdf
[26] http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/135en.pdf
[27] http://ec.europa.eu/public_opinion/flash/fl_283_en.pdf
[28] http://www.cedefop.europa.eu/en/publications-and-resources/publications/3067
[29] KeyCoNet - http://keyconet.eun.org/c/document_library/get_file?uuid=78469b98-b49c-4e9a-a1ce-501199f7e8b3&groupId=11028
[30] http://www.eli-net.eu/
[31] First European Survey on Language Competences: http://www.surveylang.org/media/ExecutivesummaryoftheESLC_210612.pdf
Eurydice: Key Data on Teaching Languages in School: http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/143EN_HI.pdf
[32] http://bookshop.europa.eu/en/cultural-awareness-and-expression-handbook-pbNC0116125/;pgid=Iq1Ekni0.1lSR0OOK4MycO9B0000XtESSQYB;sid=-tg8qrVU-4w8qeI1pleiDddx_Qs6ebKH_As=?CatalogCategoryID=ANIKABstUgUAAAEjCJEY4e5L