

Think tank on “Transversal competences in language education”

REFERENCES AND BIBLIOGRAPHY

Some frameworks and descriptions of transversal competences

Council of Europe (2018) *Reference Framework of Competences for Democratic Culture*, volumes 1, 2 and 3. <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture>

“The Reference Framework of Competences for Democratic Culture is intended for use by educationists in all sectors of education systems from pre-school through primary and secondary schooling to higher education, including adult education and vocational education. The Framework offers a systematic approach to designing the teaching, learning and assessment of competences for democratic culture and introducing them into education systems in ways which are coherent, comprehensive and transparent for all concerned.”

European Union (2019) *Key Competences for Lifelong Learning*
<https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

The Recommendation on key competences for lifelong learning adopted in May 2018 “identifies eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. [It] a reference tool for education and training stakeholders. It sets up a common understanding of competences needed nowadays and in the future. The reference framework presents successful ways to promote competence development through innovative learning approaches, assessment methods or support to educational staff.”

OECD (2019) Learning Compass 2030 https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/OECD_Learning_Compass_2030_concept_note.pdf

“The framework offers a broad vision of the types of competencies students will need to thrive in 2030 and beyond. It also develops a common language and understanding that is globally relevant and informed, while providing space to adapt the framework to local contexts.

The components of the compass include core foundations, knowledge, skills, attitudes and values, transformative competencies and a cycle of anticipation, action and reflection. The concept of student agency is central to the Learning Compass 2030, as the compass is a tool students can use to orient themselves as they exercise their sense of purpose and responsibility while learning to influence the people, events and circumstances around them for the better.”

OECD (2019) PISA 2018 Assessment and Analytical Framework, PISA, OECD Publishing, Paris
<https://www.oecd.org/education/pisa-2018-assessment-and-analytical-framework-b25efab8-en.htm>

“This publication presents the theory underlying the PISA 2018 assessment [...]. It includes frameworks for assessing the three core subjects of reading, mathematics and science, the framework for the third assessment of students’ financial literacy, and the framework for assessing the innovative domain, global competence (Chapter 6). These chapters outline the knowledge content that students need to acquire in each domain, the processes that students need to be able to perform, and the contexts in which this knowledge and these skills are applied. They also discuss how each domain is assessed. The publication concludes with the frameworks for the various questionnaires distributed to students, school principals, parents and teachers (Chapter 7), and the framework for the new well-being questionnaire distributed to students (Chapter 8).”

UNESCO (2013) Global Citizenship Education: An Emerging Perspective

<https://unesdoc.unesco.org/ark:/48223/pf0000224115?1=null&queryId=90805021-024c-492c-b9f9-5c8cd5993152>

“This document draws on inputs to, and common perspectives emerging from, a Technical Consultation on Global Citizenship Education organized by UNESCO and the Republic of Korea..., The document intends to present common perspectives emerging from the consultation on the following questions:

- 1) Why global citizenship and global citizenship education now?
- 2) What is global citizenship education?
- 3) What needs to be done at the global level to support and promote global citizenship education?”

UNICEF (2019) *Global Framework of Transferable Skills*

<https://www.unicef.org/media/64751/file/Global-framework-on-transferable-skills-2019.pdf>

“The Global Framework on Transferable Skills supports UNICEF country offices, policymakers, programmers, and educators to embed transferable skills within different education and learning systems, resulting in the systematic development of a breadth of transferable skills, at scale, across the life course and through multiple learning pathways: formal, non-formal and community based. To do this, the Framework articulates:

- a set of 10 key principles to guide work around transferable skills development [,,,].
- a higher order theory of change that defines the contribution that transferable skills development makes to education and learning systems by enhancing outcomes related to lifelong learning, employment and entrepreneurship, personal empowerment, and active citizenship.
- programmatic options to operationalise the higher order theory of change based on a multiple pathways approach to education and training, which assumes that skills development can take place at different times, in various settings and contexts, and through various providers [...].”

Some publications and articles on research into transversal competences and their place in education

Ananiadou, K and Claro, M (2009). *21st Century Skills and Competences for New Millennium Learners in OECD Countries*. OECD Education Working Papers 41. <https://www.oecd-ilibrary.org/docserver/218525261154.pdf?expires=1646238985&id=id&accname=guest&checksum=FAB38A9761502AFE5D34784309F73D63>

Based on responses from 17 OECD countries to a questionnaire, this OECD document “presents a short discussion of the importance and relevance of 21st century skills and competencies in the current policy debate and the definitions and conceptual frameworks that have been used in the literature, and proposes a new three-dimensional framework, consisting of the dimensions of *information, communication and ethics and social impact*.”

Dede, C (2009/2021). Comparing Frameworks for 21st Century Skills, in Bellanca J & Brandt R. (eds) *21st Century Skills - Rethinking How Students Learn*. Bloomington: Solution Tree (chapter 3). <http://dSPACE.vnbrims.org:13000/jspui/bitstream/123456789/4209/1/21st%20Century%20Skills%20Rethinking%20How%20Students%20Learn.pdf>

The paper seeks to answer the questions: “What do the various frameworks for 21st century skills have in common? What can they add to the overarching concept of knowledge necessary for new graduates to be effective workers and citizens?” After a discussion of the rationale for the concept of 21st century skills, there is a comparison of various frameworks available at the time of publication.

Geisinger K. F. (2016) 21st Century Skills: What are they and how do we assess them? *Applied Measurement in Education*, 29:4, 245-249

“One of the ‘hottest’ topics in the educational measurement community in the past decade has been the assessment of 21st century skills. This special issue demonstrates work being performed in this realm. The present article provides a context for the four primary articles that follow and a brief but broad view of some models of 21st century skills”.

The papers in this issue of the journal are available at <https://www.tandfonline.com/toc/hame20/29/4>

Gordon J, Halasz, G, Krawczyk M, Leney, T, Michel A, Pepper D, Putkiewicz E, Wiśniewski J (2009). *Key Competences in Europe: Opening Doors for Lifelong Learners*. Warsaw: CASE – Center for Social and Economic Research <https://www.econstor.eu/handle/10419/87621>

A study on cross-curricular key competences in the school curriculum and in teacher education in the 27 Member States was commissioned by the Directorate-General for Education and Culture of the European Commission. “The aim of the study is to provide a comparative overview of policy and practice concerning the development and implementation of key competences in the education systems of the 27 Member States of the European Union. In particular, the study assesses the implementation of the 8 key competences contained in the European Reference Framework of Key

Competences in primary and secondary schools across the EU as well as the extent to which initial and in-service education and training of teachers equips them with the skills and competences necessary to deliver key competences effectively.”

Lamb S, Maire Q and Doecke E (2017) *Key Skills for the 21st Century: an evidence-based review* University of Victoria <https://vuir.vu.edu.au/35865/>

This report considers the implications for Australia of such questions as “what are the skills future generations will need? Have they found their way yet into teaching and learning in schools? How can we make sure that schools are able to teach and transmit them?... It does so recognising that, while there is a lot of discussion around the topic of key skills for the 21st century, there is little agreement yet about what the skills actually are, let alone whether they can be taught, measured or assessed”.

Lonka K, Makkonen J, Litmanen T, Berg M, Hietajärvi L, Kruskopf M, Lammassaari H, Maksniemi E, Nuorteva M (2017) *Road to 21st Century Competences – Evaluation framework for transversal competences in the Finnish curriculum*. Helsinki: Microsoft
https://www.ele.fi/assets/evaluation_framework_microsoft_final.pdf

“An assessment tool, which supports teachers in evaluating how well they plan their lessons for teaching 21st Century competences. The tool aids teachers in discovering their own strengths, where improvements are to be made and ideas for implementing 21st Century skills in their daily school work.... This tool is originally based on the Finnish national curriculum and supports its implementation, pedagogy, and learning concept. It was originally designed to be used by all Finnish teachers, schools and municipalities”

OECD (2018) *Social and Emotional Skills - Well-being, connectedness and success*
[https://www.oecd.org/education/school/UPDATED%20Social%20and%20Emotional%20Skills%20-%20Well-being,%20connectedness%20and%20success.pdf%20\(website\).pdf](https://www.oecd.org/education/school/UPDATED%20Social%20and%20Emotional%20Skills%20-%20Well-being,%20connectedness%20and%20success.pdf%20(website).pdf)

“The Study on Social and Emotional Skills is an OECD international survey that assesses 10 and 15-year-old students in a number of cities and countries around the world. As well as examining the level of children’s socioemotional skills, the study will gather information on their family, school and community learning contexts, thus aiming to provide information about the conditions and practices that foster or hinder the development of these critical skills. The study began in mid-2017 and will be carried out over a three-year period, with the main fieldwork taking place in 2019 and the findings released later in 2020. “

OECD (2021) *Beyond Academic Skills* <https://www.oecd-ilibrary.org/docserver/92a11084-en.pdf?expires=1646476872&id=id&accname=guest&checksum=21BC0436A4A8DD7CE8623A0D90962297> . This is a detailed report on the initial findings of the survey of social and emotional skills (see above).2

Salas-Pilco, S. Z. (2013). Evolution of the framework for 21st century competencies. *Knowledge Management & E-Learning*, 5(1),10–24.
<http://hub.hku.hk/bitstream/10722/191519/1/content.pdf?accept=1>

The article outlines the “evolution of the frameworks of 21st century competencies since the appearance of the first conceptual models...” It also provides “a review of the competencies that are needed in the 21st century with a special focus on Information and Communication Technologies (ICT) competencies.... The frameworks are compared and analyzed according to a classification of the competencies into general categories, in order to visualize some trends and obtain some insights about the direction [in which] they are heading.”

UNESCO (2015) *Transversal Competencies in Education Policy & Practice* – Phase 1

<https://unesdoc.unesco.org/ark:/48223/pf0000231907>

“This report synthesizes ten case studies and includes important information and insights gained from the discussions held during the ERI-Net (network of Educational Research Institutes) annual meeting 2013. The objectives of the report are: (i) to capture the movements in the realm of “non-academic” learning in ten education systems in the Asia-Pacific region; (ii) to identify possible policy recommendations for promoting and enhancing well-rounded and holistic learning; and (iii) to suggest further stages of investigation.”

UNESCO (2019) *Assessment of Transversal Competencies - Current Tools in the Asian Region*

<https://unesdoc.unesco.org/ark:/48223/pf0000368479>

This publication seeks to help education stakeholders address some of the more pressing concerns regarding transversal competencies. These include ‘how can we assess our learners if we do not fully comprehend what it is that we want to measure?’ and ‘how do we overcome the subjective nature of ‘observation’ vs the objective standards that most mainstream assessments provide?’ [...]

The study examines components within countries’ learning assessments that are already in use and shows how these apply to and can measure transversal competencies. These studies keep us focused on how to measure and assess these hard to define skills and competencies. Particularly important for us to highlight is the need to align these skills and competencies across the entire education system “

van de Oudeweetering K & Voogt J. (2018) Teachers’ conceptualization and enactment of twenty-first century competences: exploring dimensions for new curricula, *The Curriculum Journal*, 29:1, 116-133. <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1080/09585176.2017.1369136>

“This study aims to explore how teachers’ conceptualization and enactment of twenty-first century competences constitute dimensions that can inform curricular guidelines. An exploratory factor analysis of teachers’ self-reported classroom activities that foster students’ twenty-first century competences was conducted. The data comprised responses of 2,804 primary- and secondary-school teachers to a web-survey about the perceived occurrence of specific classroom activities targeting twenty-first century competences. Results suggested six coherent dimensions of classroom activities that foster twenty-first century competences: digital literacy, innovative thinking, critical thinking and communication, (digital) citizenship, self-regulated learning, and (computer-supported) collaborative learning.”

Voogt, J and Pareja Roblin, N (2010). 21st Century Skills - Discussion Paper. University of Twente
http://opite.pbworks.com/w/file/fetch/61995295/White%20Paper%2021stCS_Final_ENG_def2.pdf

A literature review with analysis of 32 documents to find out “what current theoretical frameworks say about 21st century skills, particularly with regard to its definition, implementation and assessment.” The paper discussed many of the themes addressed in the think tank with reference to the documents available at that time.
