

Key Competencies
European Training Catalogue and
Competencies Assessment Software

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by Fritz Birnstiel, UBFUB Consulting, Aschheim/Munich, GERMANY

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1. Background

“**Key Competencies**“ have become a core issue of the EU policies, especially in view of the reinforcement of Lifelong Learning as the main tool to reach the goal set out by the Lisbon European Council 2000 for the next decade:

Europe should

“become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”

In that context a **workable definition of Key Competencies** is:

*“Key competencies represent a transferable, multifunctional package of **knowledge, skills and attitudes** that all individuals need for personal fulfilment and development, inclusion and employment. These should have been developed by the end of compulsory school or training, and should act as a foundation for further learning as part of Lifelong Learning”.*

Keeping these European political and educational aims in mind and connecting them with the outcome of “Working Group B of the European Commission - Key Competencies for Lifelong Learning - a European Reference Framework“, a group of European partners in the field of adult education decided to apply within the “Leonardo da Vinci programme” in meeting above challenge by **designing and developing useful, practice-oriented tools**.

2. Objectives

The **paper** describes in the following the **aims and results** of the Leonardo da Vinci project “K-Competencies“ (Code IT/04181F/PP-1 54061) with the subtitle

“New Key Competencies for integrating lifelong learning within an enlarged Europe”.

The project had an overall duration of 30 months (Oct 2004-March 2007). Partners from 5 traditional and 3 new member states were involved in the definition of new key competencies and the development of joint training pathways and supporting tools (CD-ROM, assessment software).

Target groups are employees and unemployed people, students, training agencies, social parties and institutional bodies.

More precisely, the target group of that project consists of adults and we are dealing with vocational training and continuing professional development.

Just two examples to stress that point

- a student, whose task has always been “to look, listen, learn and repeat“, but never or seldom “to learn to learn“ or to develop his personal entrepreneurship skills, or secondly,

a senior trainer who relies upon consolidated training material and is very well used to classroom, direct training but is not able to take advantage of IC technologies.

In summarising,

we shall say that the target group is composed by adults that should be enabled to develop and maintain key competencies throughout their lives.

About 50% of the target group will be composed by women.