

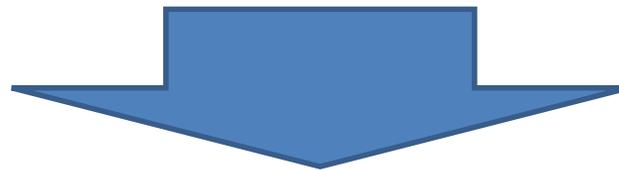
Cristina Stringher

Il glossario del progetto L2L

Comparazione dei principali quadri teorici delle
organizzazioni internazionali

Finalità

- Operazionalizzare il concetto di L2L/SES (quali-quantitativamente)
- Costruire un linguaggio comune
- Dipanare le ambiguità, soprattutto nella traduzione italiana di alcune parole chiave



OUTPUT

Comparazione delle parole chiave presenti nei quadri di riferimento internazionali e nella letteratura scientifica

OUTCOME

Definizioni L2L/SES per il progetto

I principali quadri di riferimento esaminati

1. Delors/UNESCO Learning: the Treasure Within (1996)
2. WHO: Life Skills (1997)
3. OECD : Key Competencies (DeSeCo, 2003)
4. EU : Key Competences (2006, Review 2018)
5. UNICEF: Life skills (2012)
6. UNESCO: Toward Universal Learning (2013)
7. WBG: Socioemotional Skills (2016)
8. OECD: 2030 Framework (2018)
9. OECD: Global Competency (2018)

Toto Patera & Cristina Stringher

Il glossario

Definizioni delle organizzazioni internazionali

Obiettivi specifici

- Identificare le definizioni delle parole chiave nei quadri di riferimento internazionali
- Confrontare le definizioni rinvenute individuando similitudini/differenze



OUTPUT

Comparazione delle parole chiave presenti nei quadri di riferimento internazionali

Le parole chiave del glossario



- *Competence/Competency*
- *Core Competencies*
- *Curriculum/Curricolo*
- *Global Competence*
- *Key Competencies*
- *Knowledge*
- *Life Skills*
- *Non cognitive skills*
- *Skills*
- *Socio-emotional skills*
- *Soft skills*
- *Transversal skills*

Esempio di comparazione 1/7

Parola chiave	(OECD;2018a, p.7)	(EC;2017b, p.20) (EC; 2008, p.4)	(EC;2018a, p.4)	(UNESCO; 2013a, p. 10)	(EC;2006, p.13)	(OECD; 2003a, p.4)	(OECD; 2003b, p.2)
Competence/ Competency	<p>“Competence” is not merely a specific skill but is a combination of knowledge, skills, attitudes and values successfully applied to face-to-face, virtual or mediated encounters with people who are perceived to be from a different cultural background, and to individuals’ experiences of global issues (i.e. situations that require an individual to reflect upon and engage with global problems that have deep implications for current and future generations).</p>	<p>‘Competence’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.</p>	<p>Competences include more than knowledge and understanding and take into account the ability to apply that when performing a task (skill) as well as how – with what mind-set – the learner approaches that task (attitude).</p>	<p>All children and youth develop competencies across seven domains of learning. The task force recommends that education systems offer opportunities for children and youth to master competencies in the seven domains of learning that are essential as they prepare children and youth for their future lives and livelihoods.</p>	<p>Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context.</p>	<p>A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.</p>	<p>A competence is defined as the ability to successfully meet complex demands in a particular context. Competent performance or effective action implies the mobilization of knowledge, cognitive and practical skills, as well as social and behavior components such as attitudes, emotions, and values and motivations. A competence – a holistic notion - is therefore not reducible to its cognitive dimension, and thus the terms competence and skill are not synonymous</p>

Esempio di comparazione 2/7

Parola chiave	(OECD; 2018a, p.13)	(EC; 2018b, p.7)	(EC; 2017b, p.20) (EC; 2008, p.4)	(OECD; 2015a, p. 34)
Skills	Skills are defined as the capacity to carry out a complex and well-organised pattern of thinking (in the case of a cognitive skill).	Skills – ability and capacity to carry out processes and use the existing knowledge to achieve results.	skills’ means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);	Skills are broadly defined as individual characteristics that drive at least one dimension of individual well-being and socio-economic progress (productivity), that can be measured meaningfully (measurability), and that are malleable through environmental changes and investments (malleability). Individuals need multiplicity of skills to achieve diverse life goals. Skills are also key to understanding the development of social and economic inequalities.

Esempio di comparazione 3/7

Parola chiave	(EC, 2018, Annex, p. 8)	(EC; 2018b, p.7)	(EC; 2018a, p.5)	(EC;2017a, p.6)	(EC; 2006, p. 13)
Key Competences	<p>They are conceptualised as a combination of knowledge, skills and attitudes and the definition of each key competence states the knowledge, skills and attitudes relevant for it. This approach supported the definition of learning outcomes and its translation into curricula or learning programmes.</p> <p><i>Knowledge</i> – facts and figures, concepts, ideas and theories which are already established und support the understanding of a certain area or subject;</p> <p><i>Skills</i> – ability and capacity to carry out processes and use the existing knowledge to achieve results;</p> <p><i>Attitudes</i> - disposition and mind-sets to act/ react to ideas, persons or situations ; in the European Framework of Key Competences also including values, thoughts and beliefs</p>	<p>Knowledge – facts and figures, concepts, ideas and theories which are already established und support the understanding of a certain area or subject;</p> <ul style="list-style-type: none"> • Skills – ability and capacity to carry out processes and use the existing knowledge to achieve results; • Attitudes - disposition and mind-sets to act/ react to ideas, persons or situations; in the European Framework of Key Competences also including values, thoughts and beliefs; 	<p>Key competences are those competences all individuals need for personal fulfilment and development, employment, social inclusion and active citizenship. They are composed of 'knowledge, skills and attitudes' and go beyond the notion of only (academic) 'knowledge'.</p> <p>They are conceptualised as a combination of knowledge, skills and attitudes and the definition of each key competence states the knowledge, skills and attitudes relevant for it.</p>	<p>Key competences are those competences all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. The Recommendation defines competences as a combination of knowledge, skills and attitudes.</p>	<p>Key Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.</p>

Esempio di comparazione 4/7

Parola chiave	(EC;2018b, p. 53)	* (ESCO; 2017)
Soft skills	Taking into account the plethora of definitions concerning social and emotional, noncognitive, life, soft or 21st century skills, as well as the variety of their scope, the personal, social and learning competence has been defined to encompass personal (intrapersonal), social (interpersonal) and learning (intellectual) aspects.	Transversal knowledge, skills and competences are relevant to a broad range of occupations and sectors. They are often referred to as core skills, basic skills or soft skills, the cornerstone for the personal development of a person. Transversal knowledge, skills and competences are the building blocks for the development of the "hard" skills and competences required to succeed on the labour market.

* (ESCO; 2017) ESCO handbook European Skills, Competences, Qualifications and Occupations, European Union, 2017 Retrieved from <https://ec.europa.eu/esco/portal/document/it/0a89839c-098d-4e34-846c-54cbd5684d24> also available at Escopedia https://ec.europa.eu/esco/portal/escopedia/Skills_pillar

Esempio di comparazione 5/7

Parola chiave	(OECD; 2017, p. 31; 2018, p.4)	(WBG; 2016, p.15)	(OECD; 2015a, p. 34)	Ibidem
<p>Social and emotional (Skills)</p>	<p>Skills for 2030: Social & emotional skills: A set of individual capacities that can be manifested in consistent patterns of thoughts, feelings and behaviours. Social and emotional skills can help balance and ground personalities and strengthen character.</p> <p>“Social and emotional skills” refer to the abilities to regulate one’s thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information.</p>	<p>(...) there are diverse definitions that refer to the broad concept of socioemotional skills. However, despite their apparent differences, the definitions presented subsequently describe similar underlying concept (Socioemotional life skills, Soft skills, No-cognitive skills, Character skills; 21st century skills; Personal qualities).</p>	<p>Social and Emotional Skills: individual capacities that (a) are manifested in consistent patterns of thoughts, feelings and behaviours (b) can be developed through formal and informal learning experiences and (c) influence important socioeconomic outcomes throughout the individual’s life.</p> <p>Achieving goals: Perseverance, Self-control, Passion for goals</p> <p>Working with others: Sociability, Respect, Caring</p> <p>Managing emotions: Self-esteem, Optimism, Confidence</p>	<p>Social and emotional skills – also known as non-cognitive skills, soft skills or character skills – are the kind of skills involved in achieving goals, working with others and managing emotions. As such, they manifest themselves in countless everyday life situations.</p>

Esempio di comparazione 6/7

Parola chiave	(EC;2018b, p. 51)	(UNICEF;2012, p.1)	(UN; 2011)	UNICEF; 2010, p.4)	(WHO; 1997, p. 1)
Life Skills	Various international documents have stressed the importance of 'life skills', 'soft', 'noncognitive', 'social and emotional' or '21st century skills'. Their definitions vary, but include a range of cognitive (critical thinking and responsible decision-making), personal (awareness, drive, self-management) and interpersonal skills (communication, negotiation, cooperation and teamwork, inclusion, empathy and advocacy).	Life skills: Refers to a large group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help lead a healthy and productive life	Life skills: Refers to a large group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help lead a healthy and productive life	In its recent efforts to develop a guiding framework for life skills education, UNICEF has consolidated the various sets of core life skills drawn up by United Nations agencies and other organizations, such as CASEL, under three broad categories of 'generic life skills': <ul style="list-style-type: none"> • Cognitive – critical thinking and problem solving skills for responsible decision making; • Personal – skills for awareness and drive and for self management; and • Interpersonal – skills for communication, negotiation, cooperation and teamwork, and for inclusion, empathy and advocacy 	Lifeskills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (· self-awareness · empathy · communication skills · interpersonal skills · decision-making · problem solving · creative thinking · critical thinking · coping with emotions · coping with stress).

Esempio di comparazione 7/7

Parola chiave	(EC;2017c, p.24)	(EC;2016a, p.2)	(EC;2012a, p.80)	(EC; 2009, p.8)
Transversal Skills	<p>There is a set of additional, transversal skills which support the development of each of the key competences and these transversal skills include: critical thinking; creativity; initiative; problem-solving; risk assessment; decision-taking and constructive management of feelings.</p> <p>Three of these cross-cutting competences exhibit links to the transversal skills but they could also be regarded as new ways of phrasing the existing key competences, as follows:</p> <ul style="list-style-type: none"> • 'interaction and self-expression' could be linked to the transversal skill of 'constructive management of feelings' or to the competences of 'Communication in the mother tongue' and 'Cultural awareness and expression' • 'taking care of oneself and managing daily life' 	<p>Transversal skills such as digital competence, entrepreneurship competence, critical thinking, problem solving or learning to learn.</p>	<p>Transversal skills, such as skills that cross the borders of disciplines or occupations, are gaining significance and skills like abilities of communication, learning and problem solving, as well as languages and competences in information and communication technologies, are becoming more and more important.</p>	<p>Across sectors, transversal and generic skills are increasingly valued in the labour market. They include problem-solving and analytical skills, self-management and communication skills, the ability to work in a team, linguistic skills and digital competences.</p>

Aspetto critico da considerare...



(WBG, p. 7) [...] “One advantage of the term *skill in the previous definitions is that it denotes malleability, which opens the possibility for programs that can generate change.*

However, not everyone agrees. Duckworth and Yeager contend that “referring to them as skills may implicitly exclude beliefs (for example, growth mindset), values (for example, prosocial motivation), and other relational attitudes (for example, trust)”.

Esempi di costrutti misurati per concetto

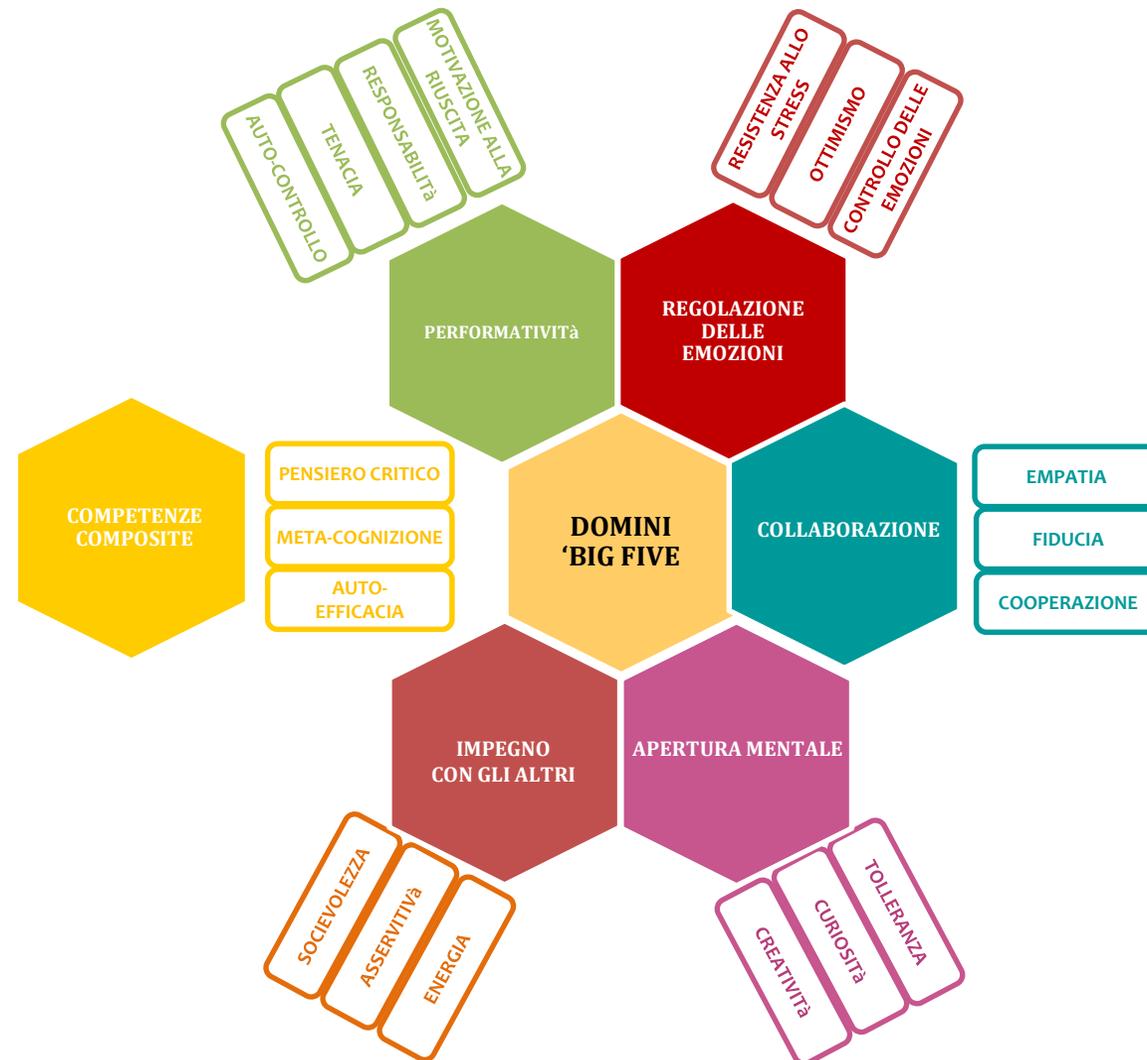
<i>Terminology</i>	<i>Contents</i>
Socioemotional skills	Cover multiple domains such as social, emotional, personality, behavioral, and attitudinal (Pierre and others 2014)
Soft skills	Creativity, listening skills, problem solving, creative thinking, leadership, teamwork, ability to work independently
Noncognitive skills	Every skill not captured by cognitive tests
Character skills	Performance character: "those qualities needed to realize one's potential for excellence—to develop one's talents, work hard, and achieve goals" (Character Education Partnership 2008) Moral character: "those qualities needed to be ethical—to develop just and caring relationships, contribute to community, and assume the responsibilities of democratic citizenship" (Character Education Partnership 2008)
Personality qualities	Openness, conscientiousness, extraversion, agreeableness, and neuroticism or emotional stability
21st century skills	Measures of (a) learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; (b) information, media, and technology skills including the ability to access, evaluate, use, and manage information; analyze media; create media products; and apply technology effectively; (c) life and career skills such as flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility
Life skills	Loose groups of three broad categories of skills: (a) cognitive skills for analyzing and using information; (b) personal skills for developing personal agency and managing oneself; and (c) interpersonal skills for communicating and interacting effectively with others (These skills are linked to health, peace education, human rights, citizenship education, and other social issues.)

Note: This table is for illustration purposes only. It is not intended to be comprehensive.

OECD SSES - Competenze selezionate

Dai Paesi partecipanti

- 19 competenze per la prima fase di studio
- 15 competenze saranno incluse nello studio principale
- Raggruppate in 5 ampi domini, più un dominio di competenze “composite”



Punti di attenzione e di riflessione

- Definizioni fortemente dipendenti dal framework/contesto in cui sono state create
- Sottostima di valori, atteggiamenti e credenze (che informano le competenze ma non coincidono con esse)
- Difficoltà a cogliere le competenze in termini performativi rispetto agli attuali strumenti di misurazione (self-reports)



Una sfida per teoria, politica educativa e valutazione

