

CITIZENSHIP COMPETENCE

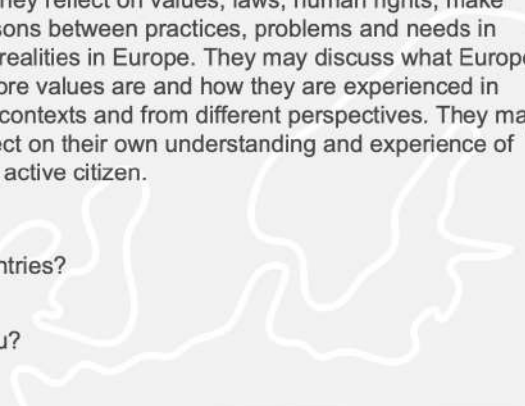


Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts as well as global developments and sustainability.

In many projects, participants are directly or indirectly involved in a civil society organisation or they work on a locally or globally relevant social or environmental theme. They reflect on values, laws, human rights, make comparisons between practices, problems and needs in different realities in Europe. They may discuss what Europe and its core values are and how they are experienced in different contexts and from different perspectives. They may also reflect on their own understanding and experience of being an active citizen.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- 🔥 What did you learn about the living conditions of the people from other countries?
- 💎 Did your perspective on Europe change? In what way?
- 👤 How can you contribute to the social or environmental initiatives around you?



Youthpass is the recognition instrument for the European youth programmes. Through the Youthpass certificate, participation in the projects can be recognised as an educational experience and a period of non-formal learning.

SALTO Training and Co-operation Resource Centre is responsible for the implementation of the Youthpass strategy across Europe. You can have more information on Youthpass at www.youthpass.eu and contact the Youthpass Team at youthpass@salto-youth.net.

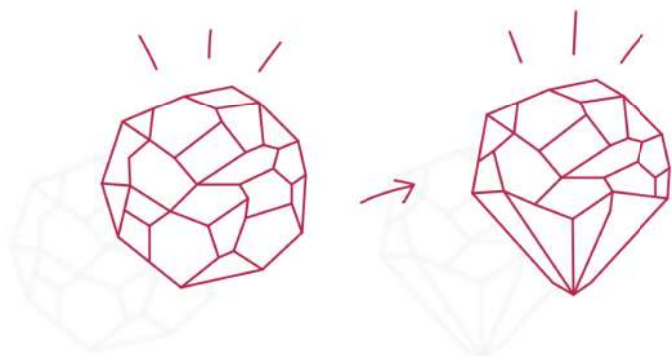
Youthpass

SALTO-YOUTH
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Erasmus+ project KA105
**From our differences...
a world of opportunities!**
Roma 07/14 July 2022

YOUTHPASS AND THE REVISED KEY COMPETENCES



When describing the learning outcomes in Youthpass, you are invited to use the key competences for lifelong learning. In 2006 the European Union has defined a framework of key competences that all types of education, including non-formal and informal learning, could refer to. In 2018 the definitions have been revised, and so has their implementation in Youthpass.

The framework describes main competence areas that all individuals need for personal and professional fulfilment, for social inclusion and active citizenship and to lead a sustainable and healthy lifestyle. A competence is defined as the combination of knowledge, skills and attitudes.

Key competences are grouped under 8 main areas, however they are interconnected and build on each other. In a European youth project, learning of a certain participant may be relevant for all or only some of these competence areas. In the latter case, the remaining competence areas do not appear in their Youthpass. Specific competences that do not fit in this framework can be described in the »Other Specific Skills« or »Task-Specific Competences« fields on the Youthpass - depending on the certificate type.

COMPETENCE IN CULTURAL AWARENESS AND EXPRESSION



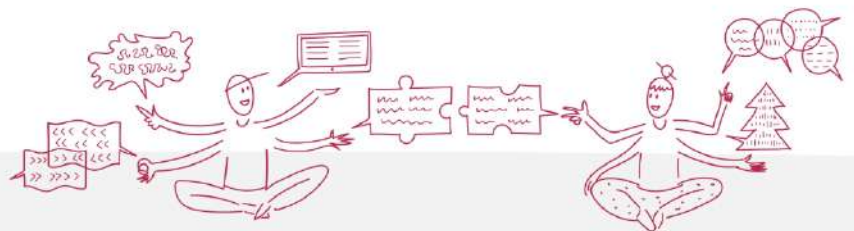
Competence in cultural awareness and expression is the understanding of how ideas are creatively expressed in different cultures, through different arts. It involves developing and expressing own ideas. It requires the knowledge of local, European and global cultures and the ability to express ideas and emotions in different artistic and cultural forms. Openness and curiosity are important attitudes.

Young people often develop creative forms of expression to make contact with others or to reflect on experiences. Either organisations offer an opportunity to develop cultural aspects during the project or the participants use this form of expression based on their own initiative. All forms of creativity and media can find their place in youth work. Increasing cultural awareness can prepare the ground for effective intercultural learning. It can also serve to raise awareness about dealing with ambiguity.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- 🍷 How did you learn new ideas or methodologies for working with art and culture?
- ◆ How open were you to experience forms of culture that were new to you?
- 👤 When were you able to use different media and forms of expression (e.g. verbal, drawing, body) to express yourself in different situations?

MULTILINGUAL COMPETENCE



Multilingual competence is the ability to use different languages for communication and to understand and express thoughts, feelings and facts orally or in writing. One would need to know the grammar and vocabulary of a certain language. The ability to learn a language in various ways is also important. Appreciation of cultural diversity and curiosity for intercultural communication are attitudes connected to this competence.

European youth projects involve interactions with people from different countries, who speak different languages. For many participants, communicating in a foreign language is of crucial importance. A European project offers the perfect environment to practice this. Especially in longer-term projects, this competence area is among the ones that the participants develop to the greatest extent.

SOME QUESTIONS TO HELP WITH THE REFLECTION:

- ▲ How did you communicate before and after the project with the people from other countries (e-mail, Skype, telephone)? What did you learn from that?
- What aspects (ways of communication, expressing yourself, new words and phrases, traditions etc) of a foreign language did you learn? Which situations in the project helped you in that?
- 🍷 Do you feel more confident now when you want to express yourself in a foreign language? In what ways?

MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY, ENGINEERING (STEM)

Mathematical competence and competence in science, technology, engineering (STEM) is the ability to use mathematical thinking to solve problems in everyday situations. Competence in science refers to the ability to use knowledge; to identify questions and to base opinions on evidence. It includes the ability to use logical and critical thinking, to handle technological tools and to communicate conclusions and reasoning behind them.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- ▲ How much were you involved in developing your own project and what have you learned in terms of project management (time or budget management, etc.)?
- 🔥 How did you approach problems? How did you make sure that you could foresee potential problems?
- ◆ Do you have a good overview of the financial conditions and regulations concerning the project?
- 👤 How did you cope with new and unexpected situations in your project?



In a youth project, participants can improve this competence in thematic work (such as leading science labs or helping children with their homework). However, even in projects that do not directly work on scientific topics, participants can improve their problem solving and analytical thinking skills by being involved in decision-making processes regarding the management of different aspects of their project.

PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

Personal, social and learning to learn competence is the ability to learn to learn, to manage one's own learning and to reflect on oneself. It is about time and information management. Social competences include working with others in a constructive way and managing conflicts in a supportive way. Personal competences include resilience, the ability to cope with uncertainty and complexity and to show empathy. Ability to support physical and emotional well-being is also relevant for this competence area.



European projects often rely on group interactions which can be intensive where one is confronted with own attitudes. Reflecting on the self, the relation with others and one's own role in the group is therefore essential. Working together with others in a meaningful and constructive way plays a big role.

Learning to learn is crucial to improve oneself in all remaining competence areas. It is about being aware of one's own learning and taking responsibility for it. European projects offer the possibility to choose own learning paths and to decide what to get from a project. It is about setting learning objectives, reflecting on learning strengths and weaknesses and the ways one learns the best. It involves organizing own learning, self-motivation, assessing and monitoring the development, collecting outcomes and acknowledging the changes that one has gone through.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- ▲ How did you plan your learning objectives? To what extent have you reached them?
- Did you learn things that you did not plan or expect to learn? Which?
- 🔥 How did you learn? When was learning easy for you and when was it challenging?
- ◆ What did you discover about yourself? In what ways do you think your participation in the project has changed you?
- 👤 How did you approach group work and how did you cooperate with others during the project?

DIGITAL COMPETENCE



Digital competence involves the responsible use of digital technologies; communication and collaboration, media literacy, digital content creation, safety, intellectual property related questions, problem solving and critical thinking. It includes the ability to use information via a range of digital technologies, to question available information; curiosity and open-minded attitude.

Participants in youth projects can be involved in creating content for blogs, websites, social media platforms, etc to share their projects. They can also create audio-visuals (videos, podcasts etc) to communicate their impressions with others. In some projects, they may specifically work on the impact of media and media literacy.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- What kinds of different technologies did you use to prepare for and to realise your project (e.g. social media, audio-visual editing software, blogs)?
- How did you approach online information critically? How did you validate the reliability of your sources of information?

LITERACY COMPETENCE



Literacy competence is the ability to understand and express thoughts, feelings and facts orally, in writing or in other forms, and to interact with others. It is the basis for further learning. The openness to critical and constructive dialogue and the awareness on the impact of language on others are important elements of this competence.

In a youth project, a participant may need to create various types of written material for different target groups (social media posts, petition texts, official letters, newsletter articles, activity reports, etc.). They also get to know new terminology – even in their own language – on the topic of the project. They are likely to be in contact with different people (children, parents, teachers, decision-makers, foreigners living in the host country, journalists etc.) and need to adapt their communication to the context.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- What kind of opportunities did you have to express yourself in writing? How do you feel about this?
- When and how did you adapt your language to different people you were talking to?
- How did communicating in a foreign language influence your communication in your mother tongue? Did that change the way you look at your own language?

ENTREPRENEURSHIP COMPETENCE



Entrepreneurship competence refers to the capacity to act upon opportunities and to turn ideas into action that has value for others. It includes taking initiative, creativity, innovation, critical thinking and problem solving. It requires the ability to work collaboratively and to plan projects of cultural, social or financial value.

European projects are about turning ideas into reality, about being creative, and trying out new things that might also be risky. The project has to be managed in different contexts. Participants have different possibilities to develop talents, discover passions, try out new roles and get inspired to turn their ideas into action. In a volunteering or youth exchange project, if a participant wishes, then planning, preparation, management and evaluation of the project is done together with them. This is even more valid for a solidarity project or a youth initiative.

SOME QUESTIONS THAT MIGHT HELP IN REFLECTION:

- Which interests, passions and talents did you develop during the project?
- What stimulates you to take action? How do you make ideas become a reality?
- How and from which situations did you learn about 'taking initiative'?
- What did you learn about project management, teamwork and cooperation?



