The story behind LifeComp

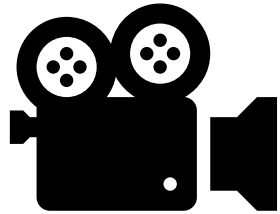# " Everyone has the right to quality and inclusive education in Europe

The council of European Union

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" Key competencies for Lifelong Learning

Key competencies for Lifelong Learning

May 2018: The Council of the European Union adopted a Recommendation on key competences for lifelong learning.

A combination of:
- Knowledge
- Skills and
- Attitudes

8 competences:
1. Literacy
2. Multilingual
3. Mathematical, science, technology and engineering
4. Digital
5. Citizenship
6. Entrepreneurship
7. Cultural awareness and expression
8. Personal, social and learning to learn

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# Personal, social and learning to learn = **LifeComp**

The "LifeComp: the European framework for better lives in our uncertain world" workshop is based to the Life Competences framework of "Personal, Social, and Learning to Learn".

- **It is addressed to** educators, students, and all kind of learners.

- **It aims to** present lifelong learning competences for improving personal and social competences.

- **It will give you** a better understanding of the framework and the relevant skills which are included.

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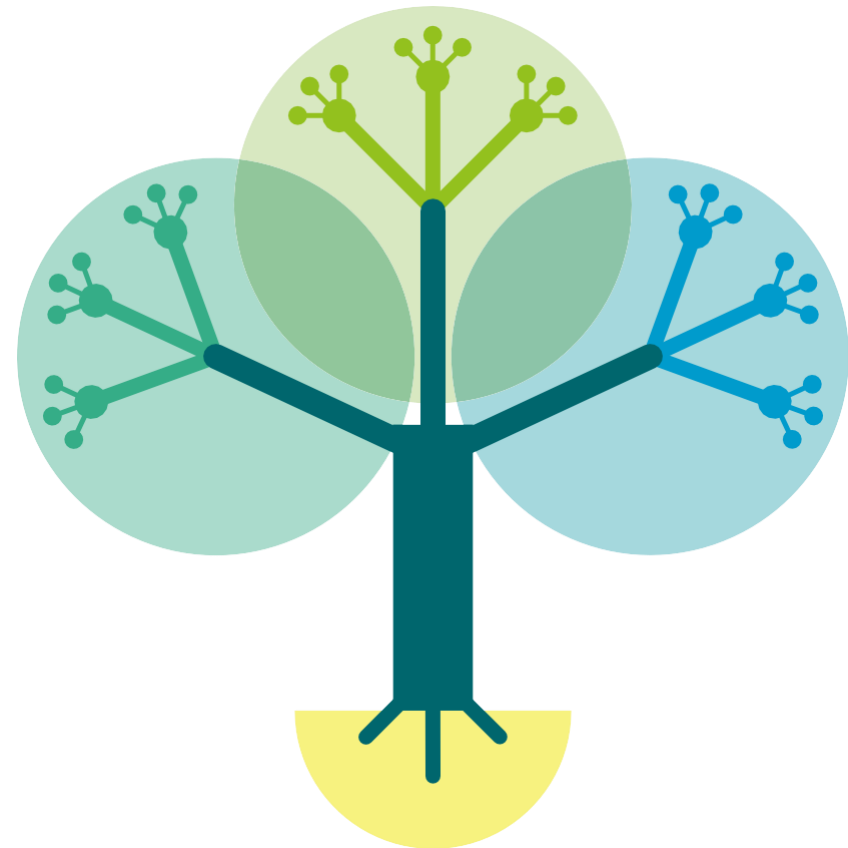
The story about Mrs Chulk...
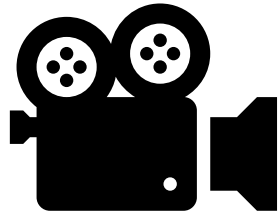
LifeComp

LifeComp: Why is important

For the learners

Job satisfaction

- Financial stability &
- Better health & wellbeing

- Growth mindset
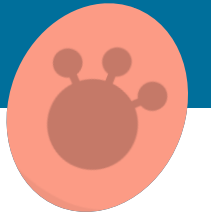- Critical Thinking
- Manage own learning

For you

Innovation through learner-centered pedagogies

Enhance the human skills needed for the future!

"*In our rapidly changing societies, citizens need to develop competences which allow them to successfully manage the challenges posed by the many transitions taking place in their work, in their personal spheres, and in society.*"

LifeComp

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LifeComp

The LifeComp framework is a flexible tool that can be adapted to different learning settings, and target groups to support the development of the "Personal, Social and Learning to Learn" competences in context.

LifeComp Overview

S2. Communication

S1. Empathy

S3. Collaboration

P3.Wellbeing

L1. Growth Mindset

P2.Flexibility

Social

L2. Critical Thinking

Personal

Learning to Learn

P1.Self-regulation

L3. Managing Learning

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LifeComp Methodology

Awareness

Understanding

Action
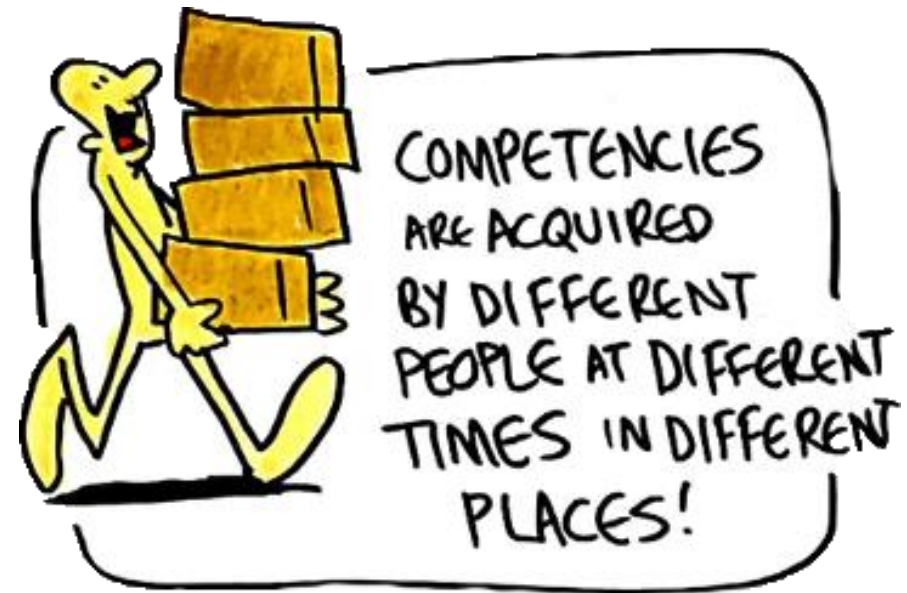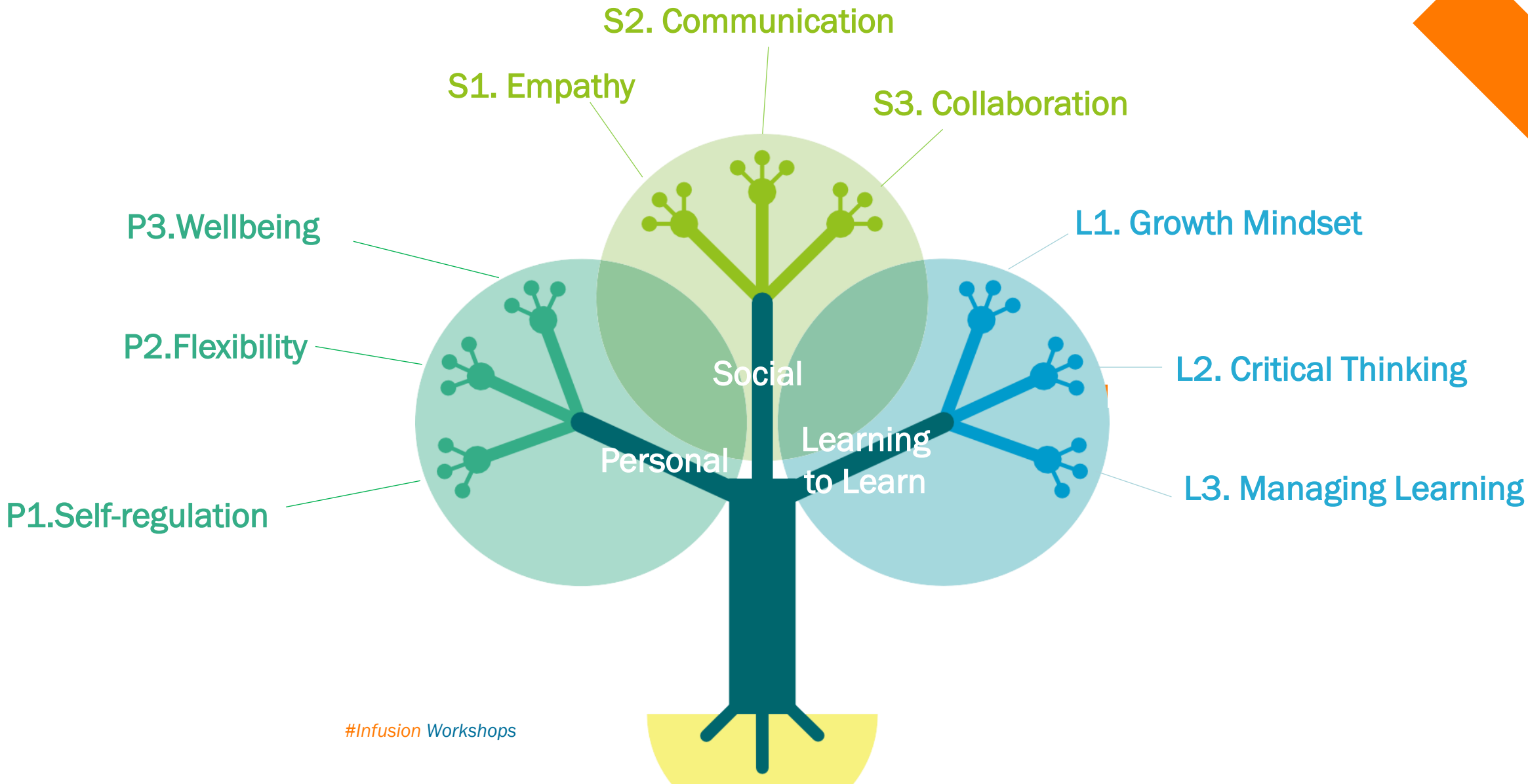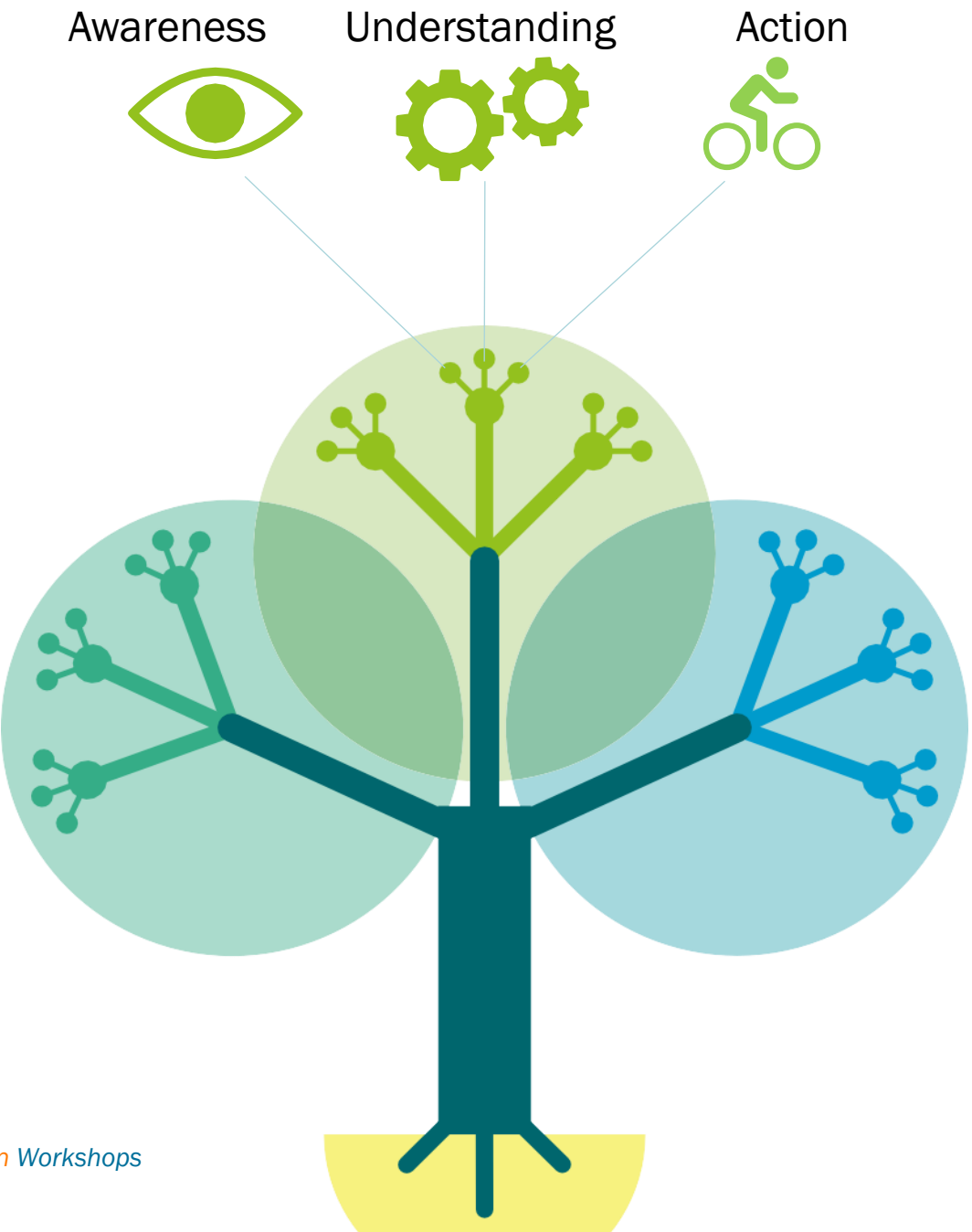
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The Personal Area

P3.Wellebeing

Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle

P2.Flexibility

Ability to manage transitions and uncertainty, and to face challenges

P1.Self-regulation

Awareness and management of emotions, thoughts, and behavior

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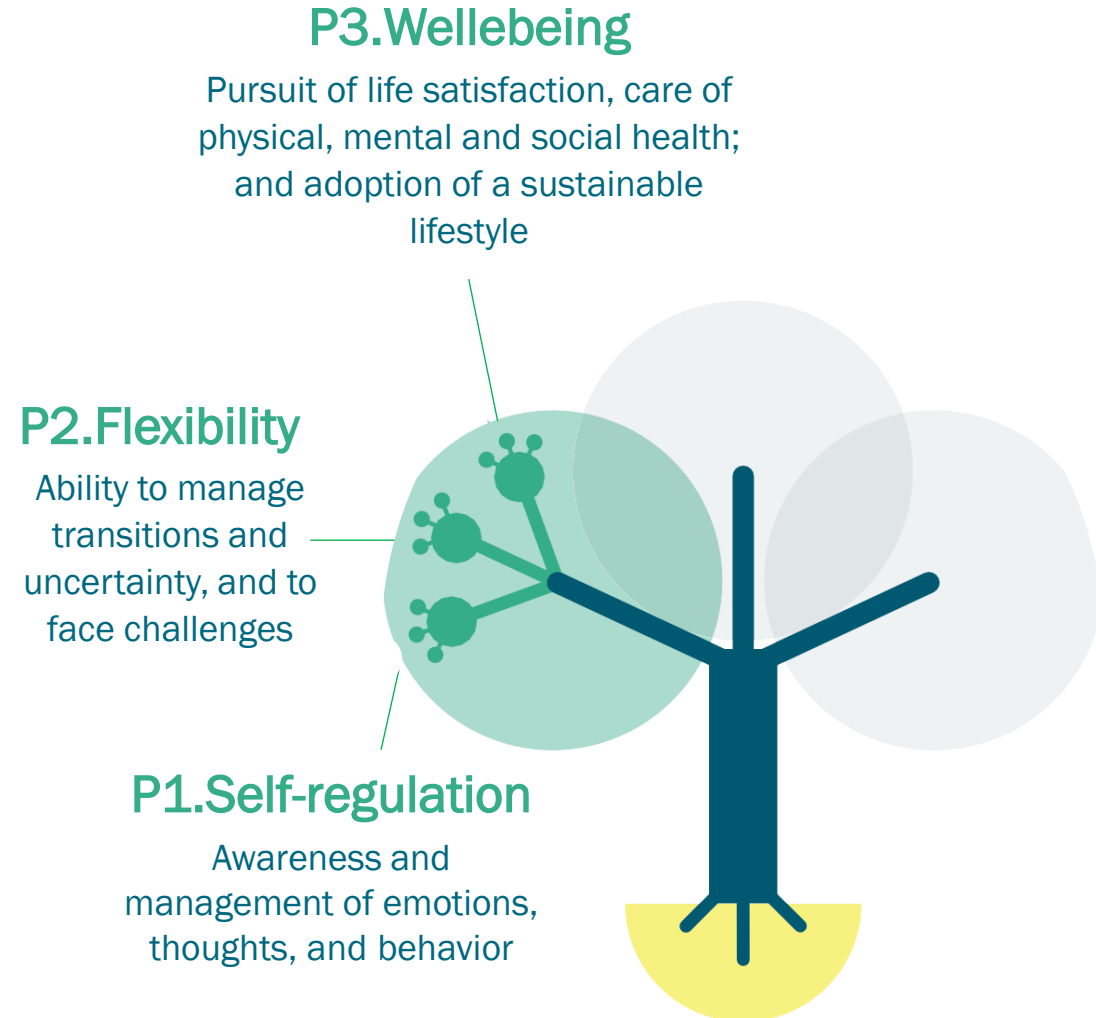
The Personal Area

P1 Awareness and expression of personal emotions, thoughts, values, and behaviour	Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses	Nurturing optimism, hope, resilience, self-efficacy, and a sense of purpose to support learning and action
P2 Readiness to review opinions and courses of action in the face of new evidence	Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts	Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals
P3 Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and wellbeing	Understanding potential risks for wellbeing, and using reliable information and services for health and social protection	Adoption of a sustainable lifestyle that respects the environment, and the physical and mental wellbeing of self and others, while seeking and offering social support

P3.Wellebeing
Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle

P2.Flexibility
Ability to manage transitions and uncertainty, and to face challenges

P1.Self-regulation
Awareness and management of emotions, thoughts, and behavior

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The Social Area

S2. Communication
Use of relevant communication strategies, domain-specific codes and tools, depending on the context and the content

S1. Empathy
The understanding of another person's emotions, experiences and values, and the provision of appropriate responses

S3. Collaboration
Engagement in group activity and teamwork acknowledging and respecting others

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The Social Area

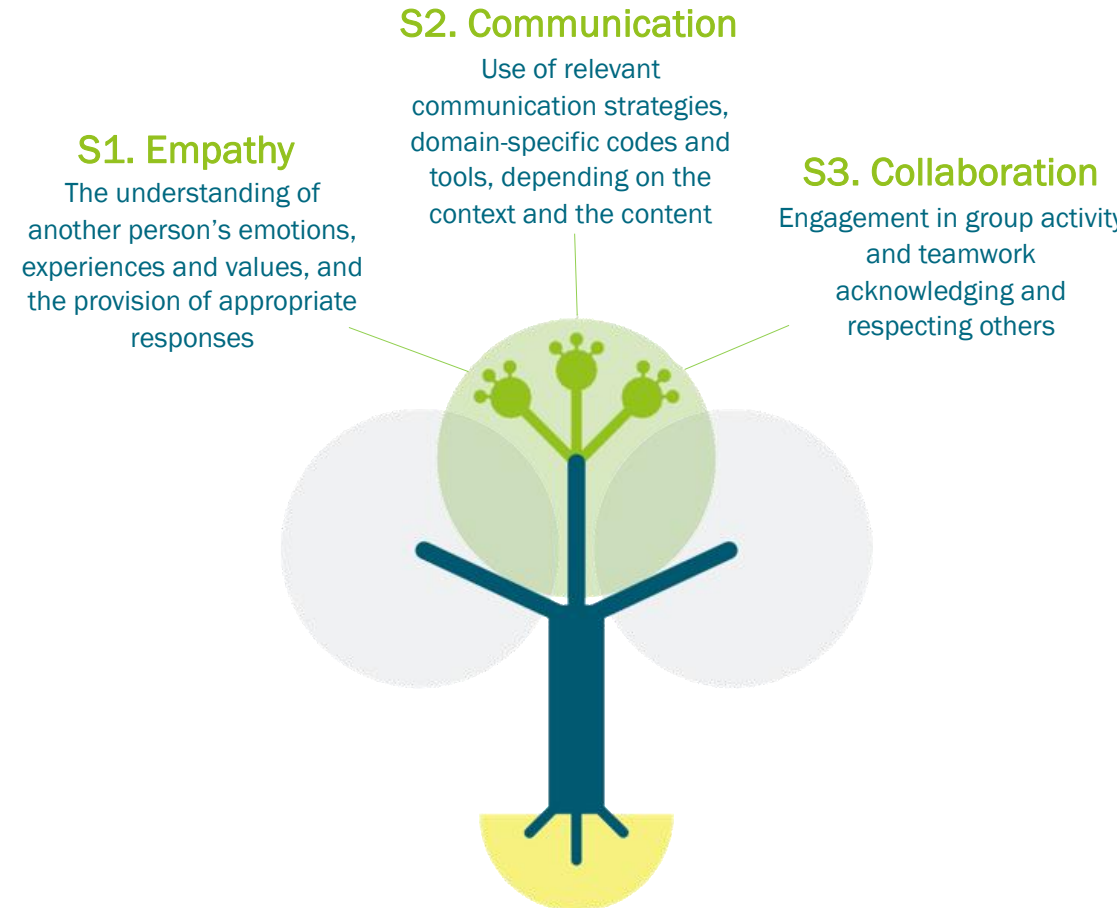|			
	👁	⚙⚙	🚴
S1	Awareness of another person's emotions, experiences and values	Understanding another person's emotions and experiences, and the ability to proactively take their perspective	Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude
S2	Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content	Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations	Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts
S3	Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances	Understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships	Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach

S1. Empathy
The understanding of another person's emotions, experiences and values, and the provision of appropriate responses

S2. Communication
Use of relevant communication strategies, domain-specific codes and tools, depending on the context and the content

S3. Collaboration
Engagement in group activity and teamwork acknowledging and respecting others

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The Learning to Learn Area
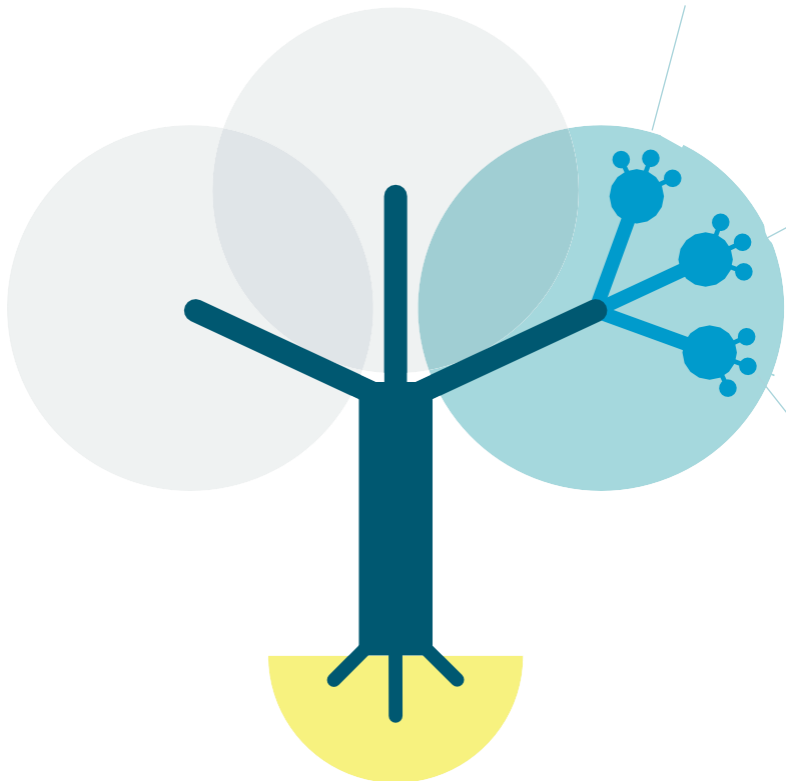
L1. Growth Mindset
Belief in one's and others' potential to continuously learn and progress
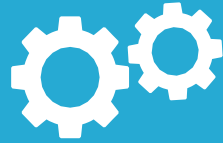
L2. Critical Thinking
Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
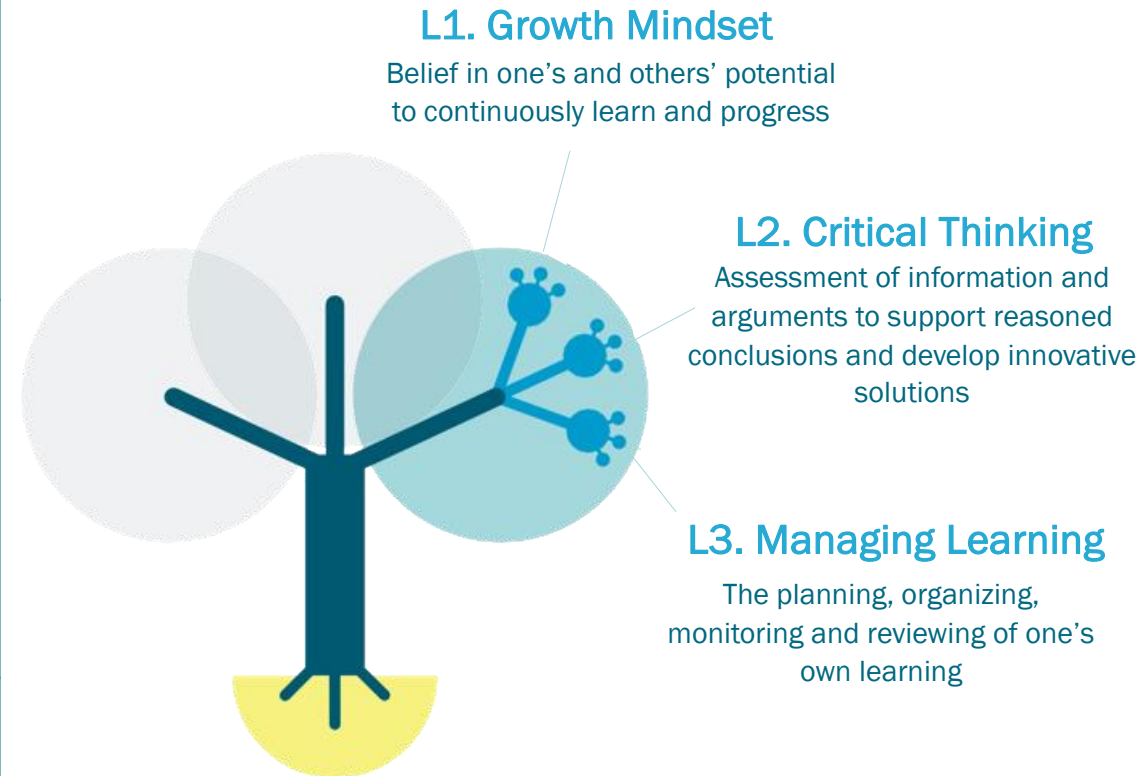
L3. Managing Learning
The planning, organizing, monitoring and reviewing of one's own learning

The Learning to Learn Area

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L1	Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication	Understanding that learning is a lifelong process that requires openness, curiosity and determination	Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential
L2	Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources	Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions	Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems
L3	Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support	Planning and implementing learning goals, strategies, resources and processes	Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains

L1. Growth Mindset
Belief in one's and others' potential to continuously learn and progress

L2. Critical Thinking
Assessment of information and arguments to support reasoned conclusions and develop innovative solutions

L3. Managing Learning
The planning, organizing, monitoring and reviewing of one's own learning

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Thank you

More at
www.T-hap.com

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