

Common Framework for Europe Competence (CFEC)

This Framework of Reference provides indicators for the 'Europe Competence' of students aged 12-19. It is based on the 'European key competences in a knowledge based society' which follow the Lisbon strategy, and incorporates especially the transversal competencies. In its structure it follows the example of the 'Common European Framework of Reference for Languages' (CEFR) by the Council of Europe. The Elos Network uses both Frameworks as a base for school¹ development.

The Framework for Europe Competence intends to build a concrete bridge between the key competence descriptions and school practice. Elos Schools address the policy concept of 'European Citizenship' and their task to prepare students for study and work in Europe, by implementing a 'European and International Orientation' (EIO) in lesson plans and mobility schemes. Schools use the Framework to structure and guide this EIO development.

In the Framework we distinguish four basic domains, which we abbreviate EIO 1, EIO 2, EIO 3 and EIO 4. In each domain, there are three strands: knowledge, skills and attitude.

The knowledge strand in domain EIO-1 specifies knowledge about structures and institutions; the knowledge strand in domain EIO-2 specifies knowledge about topics that nowadays have a European or global dimension to them; the knowledge strand in domain EIO-3 specifies knowledge we need as base for every day life solutions in an international setting; and the knowledge strand in domain EIO-4 specifies other forms of learning than in school, i.e., informal learning combined with entrepreneurial skills.

Indicators are coded according to their level of advancement, 1-6. Depending on school organisation, this may refer to a development over time, or a value of each indicator. A student who graduates from a pre-university school type at about age 18, should at least achieve level 4 (respectively accumulate evidence for enough indicators that together are 'worth' this pass mark); students graduating from other school types at about age 16, at least level 3. Evidence can be documented by students in a portfolio; assessment of EIO knowledge is part of the school/college self assessment procedures.

This final version of the Framework for Europe Competence has been developed by the European Elos Network in 2008/2010 to make it usable in vocational and higher education as well, and link it with the European instrument Europass. The Elos Network is funded by the European Commission, in the period 2008 to 2010. In the next phase of the Elos Network we intend to create an association. If you have any comments or enquiries, please send them to elos@epf.nl.

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¹ The word 'school' refers to school or college

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Credit level:	1	2	3	4	5	6
Domain EIO-1 I am an informed European citizen who can access, process and evaluate knowledge relevant to Europe and the wider world, and act upon it.	I have basic knowledge of the geography in Europe and a general idea of European history. EIO-1.1.1	I have an idea of the variation within Europe (per country: natural condition, size of population, language, affiliation to EU or other supranational institutions). EIO-1.2.1	I understand shared concepts such as democracy, citizenship and the international declarations expressing them. EIO-1.3.1	I understand the structure and function of European and international institutions (EU, CoE, UN, Nato etc.; in relation to each other and to national/regional affairs). EIO-1.4.1	I have informed opinions on the whole process of European integration and the social / economic / environmental problems which arise from that, for Europe and the wider world. EIO-1.5.1	I know in which fields European and international institutions exert an important influence, and can explain the consequences for citizens, giving concrete examples. EIO-1.6.1
	I can collect and organize general information on Europe and the wider world. EIO-1.1.2	I can collect and organize information on current European and international affairs. EIO-1.2.2	I can give an outline of the history of European integration, and can relate European key figures to certain events. EIO-1.3.2	I can access and process information from different foreign media about topics with a supranational / international dimension. EIO-1.4.2	I can relate the values Europe stands for (such as: peace, democratic decision-making, separation of religion and state, economic prosperity) to what they mean to me personally (my rights and responsibilities). EIO-1.5.2	I can defend my opinions on European affairs in discussions with others with well-informed arguments. EIO-1.6.2
	I am aware of the principles of democracy in European countries. EIO-1.1.3	I can share knowledge with my classmates on my own country (politics, geography, economics, history, science and technology, culture / national heritage) in relation to Europe. EIO-1.2.3	I can share knowledge about a broad range of European countries with other students abroad. EIO-1.3.3	I form my own opinion about critical European and international issues (such as enlargement, constitution, globalisation etc.) and the consequences for citizens. EIO-1.4.3	I take an active role as a European citizen at school and in the community. EIO-1.5.3	I have an idea of the importance of lifelong learning and the steps to take towards personal fulfilment, active citizenship and employability in Europe. EIO-1.6.3

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Domain EIO-2 I can communicate effectively and cope in everyday life in a European / international setting.	I know how friends in other countries communicate with each other, about which topics, and can join in. EIO-2.1.1	I know how daily life in a family in another country is structured. EIO-2.2.1	I know how family and friendship relations in another country work. EIO-2.3.1	I am aware of rules and responsibilities of students at a foreign partner school and in the local community. EIO-2.4.1	I find my way to institutions in the partner schools' city or region that provide information about living and working in the community. EIO-2.5.1	I know how to access international information about how to live, study and work in another country. EIO-2.6.1
	I am aware of the diversity of languages in Europe and beyond and know basic aspects of at least two languages other than my mother tongue. EIO-2.1.2	I try to learn the basics of a language other than my mother tongue (and other than the common language of communication) of a partner student. EIO-2.2.2	I can express my own opinions, needs, feelings and communicate coherently about them in a common language of communication with my peers from other countries. EIO-2.3.2	I can apply different communication styles in a common language of communication to different intercultural settings. EIO-2.4.2	I can identify and interpret explicit or implicit values in my own or others' communication in a common language. EIO-2.5.2	I can discuss controversial international issues with people from other backgrounds in a common language, while acknowledging differences in norms and values. EIO-2.6.2
	I can connect with persons from Europe and other parts of the world. EIO-2.1.3	I can show respect (verbally and nonverbally) for the opinion of persons from a different cultural background. EIO-2.2.3	I can talk about how stereotypes and discrimination work, in a multicultural group. EIO-2.3.3	I can adapt to other ways of communication during a stay abroad, without giving up my own identity. EIO-2.4.3	I am confident in my communication with others in a common language (even if I make mistakes) while I try to improve further. EIO-2.5.3	I feel motivated and prepared to take initiative towards future study and work in a European / international setting. EIO-2.6.3

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Domain EIO-3 I can collaborate constructively with peers from other countries on a common thematic task or project.	I know sites and expressions of common (European or world) heritage in my country and the country of my peers. EIO-3.1.1	I can find and compare with peers information from our countries on selected consumer affairs (such as price levels or protection of consumers' rights). EIO-3.2.1	I can find and compare with peers information from our countries on our national attitude towards selected European and international topics. EIO-3.3.1	I know which topics cannot be solved on a national scale, and research one topic in its European and global dimension across several countries, together with peers. EIO-3.4.1	I understand how national and/or international decisions effect shared objectives (such as Millennium Development Goals, sustainability etc.), and how this is seen in my and my partners' country. EIO-3.5.1	I can find out and evaluate together with peers abroad where and how I can continue my studies internationally. EIO-3.6.1
	I can use e-mail to present myself and my interests and hobbies and request the same information from my peers in other countries EIO-3.1.2	I am internationally computer literate, and use the Internet for chats, forums, searches within a common project with peers abroad. EIO-3.2.2	I know how to negotiate and act according to a 'code of conduct' during exchanges with partner students abroad or online. EIO-3.3.2	I can carry out and evaluate tasks together with students from other countries, in face-to-face meetings (abroad or via skype or video-conferencing). EIO-3.4.2	I can participate actively in planning and running a new project with groups/teams of students and teachers from other countries. EIO-3.5.2	I can contribute actively to the project management and administration of international activities in an educational setting. EIO-3.6.2
	I show interest and respect for others in Europe and the wider world. EIO-3.1.3	I am aware that how persons from other cultures act, might arise from different norms and values than my own. EIO-3.2.3	I exchange my opinions about European and international affairs with students from other countries, and learn about different points of view. EIO-3.3.3	I can cope with problems arising in collaboration with students and teachers from other countries. EIO-3.4.3	I initiate and organize an individual learning period (such as a course or internship) abroad. EIO-3.5.3	I participate actively in debates, simulations or other events in the public domain in Europe and the wider world. EIO-3.6.3

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Domain EIO-4 I can work and learn in an informal and work-related context and demonstrate entrepreneurship in a European / international setting.	I recognize that I am learning constantly outside of the school environment. EIO-4.1.1	I realize I can use informal learning experiences in my formal education. EIO-4.2.1	I know how to use basic-aspects of my international informal learning to support my formal learning. EIO-4.3.1	I am able to reflect on my informal learning with a peer and formulate new learning objectives. EIO-4.4.1	I am able to transfer informal learning outcomes to formal internal/external accreditation. EIO-4.5.1	I can formulate my own learning objectives and organize my own learning context. EIO-4.6.1
	I am aware of the value of work-related programs for my future. EIO-4.1.2	I actively participate in work-related programs virtually or face- to-face. EIO-4.2.2	I use my international work-related learning experiences to support my formal learning program and my international understanding. EIO-4.3.2	I am able to reflect with adults as my professional peers on my work-related learning outcomes and define new objectives. EIO-4.4.2	I use work-related learning outcomes to support formal accreditation. EIO-4.5.2	I use work-related learning to help me formulate in depth and independent study or research. EIO-4.6.2
	I am willing to work as a part of a team on new ideas. EIO-4.1.3	I am able to help solve basic problems, work individually or in teams, help make some decisions and exploit resources which are available to me. EIO-4.2.3	I am able to take opportunities to be creative and develop ideas which have value to myself and others. EIO-4.3.3	I am able to develop ideas in an international context and transform these ideas into effective plans and implement these plans successfully. EIO-4.4.3	I am able to transform ideas into activities, define the risks and develop proper actions to avoid these risks. EIO-4.5.3	I develop concepts, take risks and understand the ethical, environmental and economic consequences involved in my choices. EIO-4.6.3

N.B. : international could also mean “international dimension”