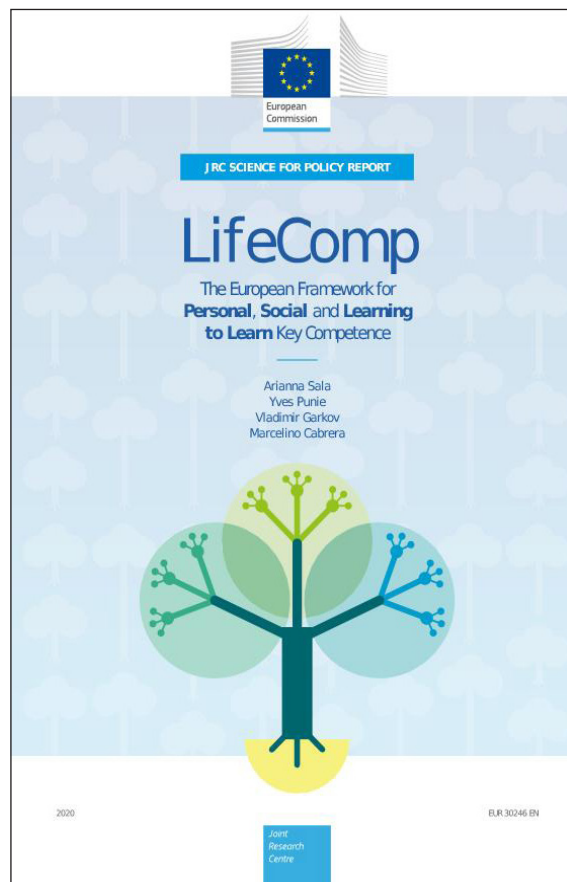


LifeComp: una proposta per le competenze personali, sociali e dell'imparare ad imparare



A cosa serve la scuola? Il MIUR nell'ultimo decennio ha proposto le competenze chiave per l'apprendimento permanente come finalità da perseguire da parte nel nostro sistema scolastico. La risposta alla domanda non è dunque solamente 'la scuola serve ad apprendere i contenuti proposti dalle diverse discipline' ma anche 'a sviluppare quelle competenze chiave che i cittadini devono possedere per la propria realizzazione personale, l'inclusione sociale e la cittadinanza attiva'. Significa orientare la scuola al futuro, rendendola un ponte verso la realtà. Non è facile. Con lo scopo di offrire un quadro di riferimento concettuale per approfondire la comprensione delle competenze chiave, la Commissione Europea, con il supporto del Joint Research Centre (JRC)¹, negli ultimi anni ha prodotto diversi contributi che intendono elaborare dei framework relativi alle diverse competenze.

Dopo i contributi sulla competenza digitale (DigComp, 2015²) e la competenza imprenditoriale, la creatività e lo spirito di iniziativa (EntreComp, 2016³), nel 2020 è stato elaborato LifeComp⁴ che considera le competenze personali, sociali e di imparare ad imparare. Si tratta di competenze «che possono aiutare le persone a diventare più resilienti e a gestire le sfide e i cambiamenti nella loro vita personale e professionale in un mondo in continua evoluzione».

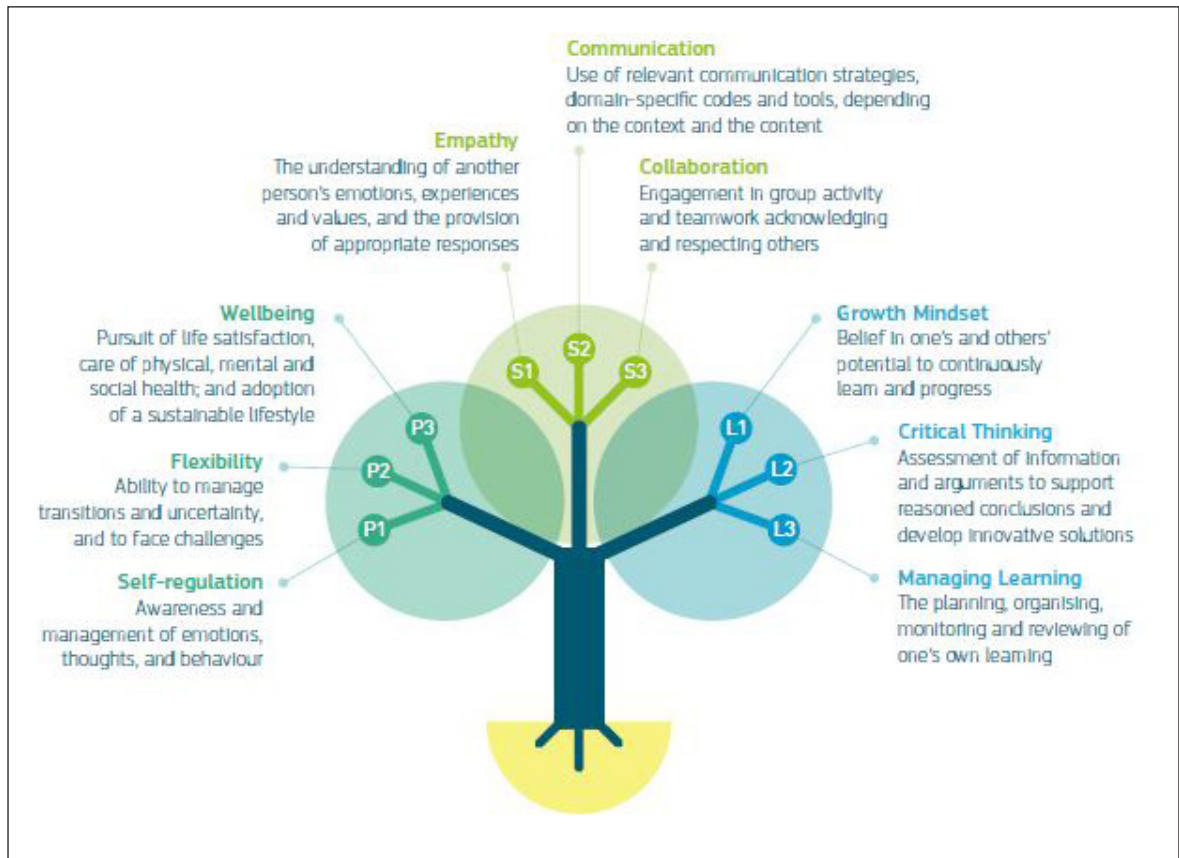
1. Il JRC è il 'Science hub' della Commissione Europea: <https://ec.europa.eu/jrc/en>

2. DigComp 2.0: The Digital Competence Framework for Citizens, in <https://publications.jrc.ec.europa.eu/repository/handle/JRC101254>.

3. EntreComp: The Entrepreneurship Competence Framework, in <https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>.

4. LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, in <https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>

AREA	COMPETENCES	DESCRIPTORS
PERSONAL	P1 Self-regulation Awareness and management of emotions, thoughts and behaviour	P1.1 Awareness and expression of personal emotions, thoughts, values, and behaviour
		P1.2 Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses
		P1.3 Nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action
	P2 Flexibility Ability to manage transitions and uncertainty, and to face challenges	P2.1 Readiness to review opinions and courses of action in the face of new evidence
		P2.2 Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts
		P2.3 Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals
	P3 Wellbeing Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle	P3.1 Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and wellbeing
		P3.2 Understanding potential risks for wellbeing, and using reliable information and services for health and social protection
		P3.3 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
SOCIAL	S1 Empathy The understanding of another person's emotions, experiences and values, and the provision of appropriate responses	S1.1 Awareness of another person's emotions, experiences and values
		S1.2 Understanding another person's emotions and experiences, and the ability to proactively take their perspective
		S1.3 Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude
	S2 Communication Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content	S2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content
		S2.2 Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations
		S2.3 Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts
	S3 Collaboration Engagement in group activity and teamwork acknowledging and respecting others	S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances
		S3.2 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
		S3.3 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
LEARNING TO LEARN	L1 Growth mindset Belief in one's and others' potential to continuously learn and progress	L1.1 Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication
		L1.2 Understanding that learning is a lifelong process that requires openness, curiosity and determination
		L1.3 Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential
	L2 Critical thinking Assessment of information and arguments to support reasoned conclusions and develop innovative solutions	L2.1 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
		L2.2 Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions
		L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems
	L3 Managing learning The planning, organising, monitoring and reviewing of one's own learning	L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support
		L3.2 Planning and implementing learning goals, strategies, resources and processes
		L3.3 Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains



È il risultato di un lavoro biennale di approfondita ricerca bibliografica e di diverse consultazioni con esperti e stakeholder che può costituire una solida base scientifica, riconosciuta a livello istituzionale europeo, per lo sviluppo di curricula e attività di apprendimento nella scuola, ma anche alimentare quel 'nuovo contratto sociale per l'educazione' invocato dal recente documento UNESCO *Reimagining our futures together. A new social contract for education*⁵.

Claudio Girelli
Università di Verona

5. UNESCO, *Reimagining our futures together. A new social contract for education*, in https://unesdoc.unesco.org/ark:/48223/pf0000379707_locale=en. Il Rapporto è stato presentato il 10 novembre 2021, nell'ambito dei lavori della 41^{ma} Conferenza Generale dell'UNESCO.