

SOURCE: METHODOLOGY OF PROFESSIONS' STANDARDS/DEVELOPMENT OF PROFESSIONAL QUALIFICATION REQUIREMENTS (Version 2) Table 1 of Appendix 4 "Key Competences and Skills in the Context of Lifelong Learning" European Social Fund Project 8.5.2 "Improvement of sectoral qualifications system for the development of vocational education and quality" (Contract No. 8.5.2.0/16/I/001), National Centre for Education, 2017.

Table 1 Appendix 4: **Key Competences and Skills in the Context of Lifelong Learning***

No.	Key Competence lifelong in the context	Competences explanation	Skills	Knowledge
1.	Communication in native language.**	Ability to express and interpret notions, thoughts, feelings, facts, and opinions orally and in writing (listening, speaking, reading, and writing) and in compliant and creative way linguistically fully adapt social and cultural context, in education and training, at home, at work and in free time.	<ul style="list-style-type: none"> • Communicate orally and in writing in different situations. • To control and apply communication to the requirements of the situation. • To differentiate and use different types of texts. • To seek and process information • To use additional means. • Confidently and in line with the context to formulate and express oral and written arguments. 	Vocabulary. Functional grammar. Language functions. Types of verbal interaction Specifics of literary and non-literary texts. Language styles and intonation features. Language and communication variety in different contexts.
2.	Communication in foreign languages.**	Ability to understand, express and interpret notions, thoughts, feelings, facts, and opinions orally and in writing (listening, reading, speaking and writing) in the respective social and cultural context range, in education and training, at home, at work, in free time, in line with the individual needs.	<ul style="list-style-type: none"> • To understand the message. • To start, maintain and finish conversation. • To read, understand, and create texts in line with individual needs. • To use appropriate additional means. • To understand the cross-cultural interaction. 	Vocabulary. Functional grammar. Language functions. Verbal interaction and language range types. Variety of cultural traditions. Cross-cultural communication basics. Language use.
3.	Mathematical skills and competences in natural sciences and technologies.	<i>Mathematical competence.</i> Ability to develop and apply mathematical thinking, to solve issues in daily life.	<i>Mathematical competences.</i> <ul style="list-style-type: none"> • To use the key mathematical principles and techniques. • To justify mathematically the result of task. • To understand mathematical evidence. • To communicate in mathematical language. • To use appropriate additional means. • To use different mathematical methods (logical thinking and perception of space) and presentation (formulae, models, graphs, diagrams) in different levels. 	<i>Mathematical knowledge.</i> Numbers. Calculating. Measuring units and forms Basic operations and Mathematical basic task presentations. Mathematical terminology.

		<p><i>Competence in natural sciences</i></p> <p>Ability to use knowledge and methods to explain natural world to identify matters and to make conclusions based on evidence.</p>	<p><i>Skills in natural sciences</i></p> <ul style="list-style-type: none"> • To use and apply technological tools and devices. • To use scientific data. • To recognise scientific research key characteristics. • To be aware of the community's sustainable development in relation to science and technologies progress, related to personal life, family, community and global matters. • To discuss conclusions, using scientific arguments. 	<p><i>Knowledge in natural sciences.</i></p> <p>Basic principles of nature. Fundamental scientific basic concepts. Technological products and processes. Sciences and technologies impact on the world. Scientific theories, their advantages and limitations. Technological risks.</p>
4.	Digital competence.	Ability to use confidently and critically (safely) information technologies at work, in free time and in communication.	<ul style="list-style-type: none"> • To use computer. • To access Internet services and to use those. • To seek and summarise information. • To process and critically assess information. • To use tools to create, understand, and transmitted complex information. • To communicate in cooperation networks, using Internet. 	<p>Computer programmes (text processing, electronic tables, data bases, storage of information and management, etc.). Opportunities provided by the Internet and potential risks using electronic communication means (e-mail, network tools) for work, leisure, information transmission and cooperation in the network, for studies, research, and private needs. Internet use legal and ethical principles.</p>
5.	Learning to learn.	Ability to undertake responsibility and to continue education, to organise own training, including efficient planning time and information individually and in groups.	<ul style="list-style-type: none"> • To understand learning needs. • To organise own training (seek education and training opportunities and available leading instructions and/or support). • To plan time and information. • To select learning strategies. • To use and develop competences (reading, writing, calculating, ICT). 	<p>Learning strategies. Cooperation principles. Self-assessment mechanisms. Training, career, and work planning.</p>
6.	Social and civic competences.	Ability to demonstrate such personal, inter-personal and inter-cultural competences, that ensure individual active and efficient participation	<p><i>Social skills.</i></p> <ul style="list-style-type: none"> • To communicate efficiently in different environments. • To solve conflicts. 	<p><i>Social knowledge.</i></p> <p>Business communication. Conflict solving basic principles.</p>

		in work and social live.	<ul style="list-style-type: none"> • To manage stress. 	In the community's social and political structure. Healthy lifestyle. European community principles of multiculturalism. Interaction of national culture identities with the European identity.
			<i>Civic competences.</i> <ul style="list-style-type: none"> • To get involved efficiently in self-governing together with others. • To think critically and creatively • To take decision on all levels, starting from local to national and European level, especially in relation to voting in elections. 	<i>Civic knowledge.</i> Democracy principles. Human rights. Social variety and equality principle. Community sustainability facilitating development principles.
7.	Self-initiative, and business.	Ability to realize ideas. By undertaking risk to creatively and innovatively plan and manage projects in order to achieve the goal.	<ul style="list-style-type: none"> • To plan and organise. • To manage, to undertake the leading role and delegate. • To analyse and obtain information. To assess and remember. • To represent and to communicate efficiently. • To work individually and within a team. • To determine one's strengths and weaknesses. • To evaluate and take the risk when necessary. 	Economic operation principles. Business basics. Efficient company management principles and mechanism. Professional ethics principles.
8.	Understanding of culture and expression.	Ability to understand the significance of expressing emotions, creative ideas, experiences in mass media, including music, theatre, literature, and visual arts.	<ul style="list-style-type: none"> • To appreciate creative ideas expressed in different mass media, including music, theatre, literature, and visual arts. • To express emotions and creative ideas in different mass media, including music, theatre, literature, and visual arts. 	Cultural history of Latvia Cultural history of Europe basics. Culture and language variety in Europe. Contemporary popular culture.

* The table was created based on the Recommendations of the European Parliament and the Council (18 December 2006) "On Key Competences in Lifelong Learning".