

## **The CFEC & National Programmes of Learning/ National Curricula Lithuania**

Elos- CFEC & national educational priorities 2010-4168/051-001

Project acronym: Elos

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Linking the CFEC to the national programmes of learning/ national curricula

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A. In Lithuania , there is a **partially prescribed curriculum, with some freedom for schools and teachers.**

B. Examinations in my country are **partially centralized, partially non-centralized.**

C. In your opinion, where does Elos fit with the programme (s) of learning? Please describe the following aspects in reference to the CFEC:

- Describe a minimum of 3 and a maximum of 5 elements of your national/regional programme of learning that link with the CFEC and the 21<sup>st</sup> century skills
- If it is applicable: Please include numbers or letters that refer to you national curriculum. Please include links to relevant websites as well, if applicable.

*N.B. All credits for the linking between the CFEC and the 21<sup>st</sup> century skills go to Frans Resink of Stichting Leerplanontwikkeling Nederland, The Netherlands.*

<b>Competence(s):</b>	<b>key knowledge tasks:</b>	<b>conditions:</b>	<b>connection to CFEC (domains + levels):</b>
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<p>about Europe and the wider world</p>	<p>reproducing and / or applying factual and / or conceptual knowledge</p>		<p>EIO-1.1.1. I have basic knowledge of the geography in Europe and a general idea of European history. <b>a.B 3.1; a.B 3.1.1; a.B.3.5; a.G1.4.1; a.G1.4.; a.G3.1; a.G3.1.1; a.G3.2.3; a.G3.2.3.1; b.A 13.3.2.4; c.A. 1.34; c.A. 1.8; c.A.1.13; c.A.1.17; c.A. 1.18; c.A .1.20; c.A.1.21; c.A.1.28; c.A.1.29; c.A.1.32; c.D.8.1; c.D.8.2; c.B.1.4; c.B.1.6.1; c.B.1.12; c.B.1.13; c.B.1.15; c.B.1.16; c.B.1.17; c.B.1.18; c.B.1.24; c.B.1.25; c.B.26; c.B.1.27; c.B.1. 28; c.B.1.30; c.B.1.32; c.B.1.38; c.B.1.38.1; c.B. 1.40.1; c.B.1. 42; c.B.1.43.1; c.B.1.44; c.C.1.2; c.C.1.3; c.C.1.4; c.C.1.5; c.C.1.7; c.C.1.9; c.C.1.10; c.C.1.11; c.C. 1.14; c.C.1.16; c.C.1.17; c.C.1.19; c.C.1.20; c.C.1.21; c.C.1.23; c.C.1.25; c.C.1.27; c.C.1.28; c.C.1.50; c.C.1.51;c.C.1.52; c.C.1.55;c.C.1.57; c.D.1.16; c.D.1.1; c.D.1.2;c.D.1.3; c.D.1.5; c.D.1.6; c.D.1.7; c.d.1.9; c.D.1.11;c.D.2.1; c.D.2.2; c.D.2.3; c.D.2.6; c.D.2.10; c.D.2.12; c.D.3.3; cD 4.1; c.D.4.3;c.D.4.5; c.D.5.1;c.D.5.5; c.D.5.7; c.D.5.8; c.D.5.9;c.D.6.1; c.D.6.2; c.D.6.3; c.D.7.1.</b></p>	<p>EIO-1.2.1. I have an idea of the variation within Europe (per country: natural condition, size of population, language, affiliation to EU or other supranational institutions). <b>a.B3.2.; a.B3.2.1.; a.B.3.3.; a.B.3.3.1; a.D.3.3.1; b.B 13.4.2.4; b.C 13.5.2.4; c.A.2.7; c.A.2.5; c.A.2.5.1; c.B.2.7; c.B.2.5; c.B.2.5.1; c.C.2.10;c.C.2.8; c.C.2.8.1; c.D.7.1.1.</b></p>	<p>EIO-1.3.1. I understand shared concepts such as democracy, citizenship and the international declarations expressing them. <b>a.F.2.30.1; b.D 9.4.1.2; c.C.1.64; c.A 1.29.</b></p>	<p>EIO-1.4.1. 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). <b>a.C3.1.2; a.D3.3; a.D3.3.2; a.G. 4.10; a.G4.10.1; b.D 9.4.1.2; c.C.1.40; c.D.7.8; eA 1.22; eA 1.22.2; eA 1.22.3.</b></p>	<p>EIO-1.5.1. 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. <b>a.B.4.1; a.B.4.1.1; a.B.4.3; a.D.2.30; a.D.2.30.1; a.D.2.31; a.D.2.31.1; a.D3.5; a.D.3.5.1; a.G2.2; a.G2.2.1; a.G2.2.9; a.B.3.2.2; a.F.2.3.2.3; a.F.3.3.2;a.G.4.10; a.G.4.10.1; a.F.2.42; a.F.2.42.1; a.F.2.43.2; c.C.1.58; c.C.1.58.1; cC1.59; c.C.1.59.1. c.D.7.3; c.d.7.3.1; c.d.7.3.2; c.D.7.3.3; c.D.7.3.4; c.D.7.8; c.D.7.8.1; c.D.7.8.2.</b></p>	<p>EIO-1.6.1. I know in which fields European and international institutions exert an important influence, and can explain the consequences for citizens, giving concrete examples. <b>a.F2.43; a.F2.43.1; a.F2.43.3; a.F.2.3.2.4; c.C.1.40.1;c.D.7.8. 2.</b></p>
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					<p>EIO-1.3.2. I can give an outline of the history of European integration, and can relate European key figures to certain events. <b>b.B.13.4.2.4;</b> <b>b.C.13.5.2.4;</b> <b>b.D.9.4.1.2;</b> <b>b.D.B<sub>2</sub> 3.7.3;</b> <b>c.A .1.32.1;</b> <b>c.A.1.32.2.</b></p>			
			<p>EIO-1.1.3. I am aware of the principles of democracy in European countries. <b>b.D. 9.4.1.2;</b> <b>cA.1.16;</b> <b>c.A.1.24;</b> <b>c.A.1.36;</b> <b>c.B.1.14;</b> <b>c.B.1.48;</b> <b>c.C.1.42;</b> <b>c.C.1.56; c.D.5.3;</b> <b>c.D.7.5;</b> <b>c.D.7.5.1;</b> <b>c.D.7.5.2;</b> <b>e.A.1.29; e.A.1.7.</b></p>					

			<p>EIO-3.1.1.  I know sites and expressions of common (European or world) heritage in my country and the country of my peers.  <b>a.C.3.2;</b>  <b>b.A.13.3.2.4;</b>  <b>b.B.13.4.2.4;</b>  <b>b.C.13.5.2.4;</b>  <b>b.D. 9.4.1.2;</b>  <b>c.A.1.35;c.A.1.6;</b>  <b>c.A.1.10; c.A.3.7;</b>  <b>c.B.1.41;</b>  <b>c.B.1.47;</b>  <b>c.B.3.9; c.C.1.22;</b>  <b>c.C.1.56;</b>  <b>c.C.1.62;</b>  <b>c.D.1.10;</b>  <b>c.D.1.12;</b>  <b>c.D.2.9; c.D. 3.6;</b>  <b>c.D. 3.7; c.D. 4.7;</b>  <b>c.D. 4.8;c.D. 5.10.</b>  <b>c.D. 5.11; c.D. 6.6;</b>  <b>cD 6.7. cD 7.10;</b>  <b>eA 1.18. eA1.40.</b></p>				
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**Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.**

a. – geography

b. – foreign languages

c, e –history

d. – home economics

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):						
information literacy	finding and processing information		EIO-1.1.2. I can collect and organize general information on Europe and the wider world. <b>a.A2.12;</b> <b>a.A2.12.1;</b> <b>a.B2.12; a.G.4.1;</b> <b>a.G.4.11;</b> <b>b.A.13.3.2.4;</b> <b>b.B.2.9;b.B 4.12;</b> <b>c.A.4.1; c.A.4.1.1;</b> <b>c.C.2.4;</b> <b>c.C.2.4.1;</b> <b>c.D.8.1.</b>	EIO-1.2.2. I can collect and organize information on current European and international affairs. <b>a.C.3.1;</b> <b>a.G.2.2.9;</b> <b>b.B. 2.1.1;b.B 2.9;</b> <b>b.B. 4.12;b.C.1.12;</b> <b>c.A.2.5.1;</b> <b>c.A.3.2;</b> <b>c.B.2.4;</b> <b>c.B.2.4.1;</b> <b>c.C.2.3;</b> <b>c.C.2.3.1;</b> <b>c.C.2.5; c.C.2.5.1; c.D.8.2.</b>		EIO-1.4.2. I can access and process information from different foreign media about topics with a supranational / international dimension. <b>a.F2.20;</b> <b>a.F.2.20.2;</b> <b>a.F.2.22;</b> <b>a.F.2.22.2;</b> <b>a.F.2.30;</b> <b>b.B.2.1.1;</b> <b>b.C.2.1.2;b.C.2.1.4; b.DB.1.5;</b> <b>b.DB<sub>2</sub> 2.4.1;</b> <b>b.DB<sub>2</sub> 2.4.2;</b> <b>b.DB<sub>2</sub> 2.4.3;b.DB<sub>2</sub> 2.4.4</b> <b>e.A.1.22.</b>			

							<p><b>EIO-2.5.1.</b>  I find my way to institutions in the partner schools' city or region that provide information about living and working in the community.  <b>b.C.4.2.3;b.D.B.2.3;</b>  <b>b.D.B.3.7;b.D.B.5.2;</b>  <b>b.D.B<sub>1</sub>5.1.1;</b>  <b>b.D.B<sub>2</sub> 5.2.3</b></p>	<p><b>EIO-2.6.1.</b>  I know how to access international information about how to live, study and work in another country.  <b>a.G.4.4.1;</b>  <b>b.C.4.2.3;</b>  <b>b.C.4.15;</b>  <b>b.D.9.4.1.2;</b>  <b>b.D.B.2.3;</b>  <b>b.D.B.2.4;</b>  <b>b.D.B.3.7.</b></p>
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				<p><b>EIO-3.2.1.</b> I can find and compare with peers information from our countries on selected consumer affairs (such as price levels or protection of consumers' rights). <b>b.A.13.3.2.4;</b> <b>b.B.2.1.5;</b> <b>b.C.2.1.1;</b> <b>b.C.3.1.1;</b> <b>b.DB. 2.4</b> <b>b.DB. 2.5;</b> <b>b.DB<sub>2</sub> 2.5.1.</b></p>	<p><b>EIO-3.3.1.</b> I can find and compare with peers information from our countries on our national attitude towards selected European and international topics. <b>b.C.1.10;</b> <b>b.C.1.11;</b> <b>b.C..2.2;</b> <b>b.C.3.2.3;</b> <b>b.D.9.4.1.2;</b> <b>b.DB.2.4;</b> <b>b.DB.3.3;</b> <b>b.DB<sub>2</sub>3.4.3;</b> <b>cB.3.2; c.B.3.3;</b> <b>e.A.1.31.</b></p>	<p><b>EIO-3.4.1.</b> 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. <b>b.C.3.1.2;</b> <b>b.C.3.10;</b> <b>b.D.9.4.1.2;</b> <b>b.DB.3.4;</b> <b>b.DB.3.5;</b> <b>b.DB<sub>2</sub> 3.4.2.</b></p>	<p><b>EIO-3.5.1.</b> 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. <b>a.G.2.2;</b> <b>a.G.2.2.1;</b> <b>b.DB<sub>2</sub> 2.4.1.</b></p>	<p><b>EIO-3.6.1.</b> I can find out and evaluate together with peers abroad where and how I can continue my studies internationally. <b>b.C.1.12;</b> <b>b.C.4.15;</b> <b>b.C.4.2.3;</b> <b>b.D.9.4.1.2;</b> <b>b.D.B.2.4;</b> <b>b.D.B.2.5;</b> <b>b.D.B.3.7.</b></p>
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	forming and underpinning an opinion						<p>EIO-1.5.2. 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). <b>a.F.2.42;</b> <b>a.F.2.42.1;</b> <b>b.C.13.5.2.4;</b> <b>b.D.9.4.1.2;</b> <b>b.D.B<sub>2</sub> 2.1.1;</b> <b>eA.1.32.</b></p>	<p>EIO-1.6.2. I can defend my opinions on European affairs in discussions with others with well-informed arguments.</p>
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						<p>EIO-1.4.3. I form my own opinion about critical European and international issues (such as enlargement, constitution, globalisation etc.) and the consequences for citizens. <b>a.G.4.1; a.G.4.4; a.G.4.10; a.G.4.11; a.G.4.11.2; a.F.2.34; a.F2.34.1; b.D.9.4.1.2; b.DB<sub>2</sub> 3.6.2; e.A.1.19; e.A.1.19.1.</b></p>		<p><b>EIO-1.6.3.</b> <b>I have an idea of the importance</b> of lifelong learning and the steps to take towards personal fulfilment, active citizenship and employability in Europe.</p>
								<p><b>EIO-3.6.1.</b> I can find out and evaluate together with peers abroad where and how I can continue my studies internationally <b>b.C.4.2.2; b.C.4.2.3; b.D.9.4.1.2; b.DB.2.4; b.DB.2.5; b.DB.3.7.</b></p>

<b>Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.</b>
a. – geography
b. – foreign languages
c, e – history
d. – home economics

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
collaboration skills	collaborating / cooperative learning	with classmates / peers		EIO-1.2.3 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. <b>a.F2.30.2;</b> <b>b.A.3.1;</b> <b>b.B.1.10;</b> <b>b.B.4.2.5;</b> <b>b.C.3.1.1;</b> <b>b.C.3.4; b.C.3.5;</b> <b>b.C.3.7;</b> <b>b.D.9.4.1.2;</b> <b>b.DB<sub>2</sub> 4.1.2;</b> <b>b.DB<sub>2</sub> 4.2.1;</b> <b>c.D.1.14;</b> <b>c.D.1.15;</b> <b>c.D.7.6; c.D.7.7.</b>			EIO-1.5.3. I take an active role as a European citizen at school and in the community. <b>a.F2.30.2;</b> <b>e.A.1.9;</b> <b>e.A.1.9.1.</b>	

				<p><b>EIO-3.2.1.</b> I can find and compare with peers information from our countries on selected consumer affairs (such as price levels or protection of consumers' rights). <b>b.B.2.1.2;b.B.2.9</b> ; <b>b.C.2.1.2;b.C.2.1.4;</b> <b>b.C.2.9;b.DB 3.7;</b> <b>b.DB 5.2; b.DB<sub>1</sub> 3.1.1;</b> <b>d.A.1.1.2.1.</b></p>	<p><b>EIO-3.3.1.</b> I can find and compare with peers information from our countries on our national attitude towards selected European and international topics. <b>a.B.3.3;</b> <b>a.B.3.3.2;</b> <b>a.C.2.10;</b> <b>a.C.2.10.1;</b> <b>a.C.2.10.2;</b> <b>b.B.2.8;b.B 2.9;</b> <b>b.C.1.1.1;b.C.1.1 0;</b> <b>b.C.2.9;b.C.3.1;</b> <b>b.C.4.15;b.D.9.4.1.2;</b> <b>b.DB. 3.7; b.DB<sub>2</sub> 3.7.;</b> <b>e.A .1.16.</b></p>	<p><b>EIO-3.4.1.</b> 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. <b>a.F2.26;</b> <b>a.F.2.26.4;</b> <b>a.F2.26.6;</b> <b>b.D. 9.4.1.2;</b> <b>b.DB<sub>2</sub> 4.1.2.</b></p>		
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			<p><b>EIO-4.1.3.</b> I am willing to work as a part of a team on new ideas.</p> <p><b>a.C.3.4.4;</b> <b>b.A.3.15;</b> <b>b.B.3.13;</b> <b>b.C.3.9;</b> <b>e.A.2.1;</b> <b>e.A.2.1.1.</b></p>	<p><b>EIO-4.2.3.</b> 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.</p> <p><b>a.C.4.1;</b> <b>b.C 1.11;b.C 1.12;</b> <b>b.C 3.9;</b> <b>b.DB 3.6;</b> <b>e.A.3.3; e.A.3.4;</b> <b>e.A.3.5;</b> <b>e.A.3.6;</b> <b>d.A.2.2; d.E.1.4;</b> <b>d.E.1.5; d.E.4.5.</b></p>				
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		with students / peers abroad			<b>EIO-1.3.3.</b> I can share knowledge about a broad range of European countries with other students abroad. <b>b.A.1.11;b.A.13.3.2.4;</b> <b>b.B.1.10;b.B.1.11;</b> <b>b.C.1.10;b.C.3.2.2;</b> <b>b.C.3.2.3;b.DB 5.2;</b> <b>b.DB<sub>2</sub> 5.2.1;b.DB<sub>2</sub> 5.2.2;</b> <b>b.DB<sub>2</sub> 5.2.3.</b>			
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						<p><b>EIO-3.5.1.</b> 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. <b>b.DB<sub>2</sub> 2.4.1;</b> <b>b.DB<sub>2</sub> 2.4.4.</b></p>	<p><b>EIO-3.6.1.</b> I can find out and evaluate together with peers abroad where and how I can continue my studies internationally. <b>b.C.4.2.2;</b> <b>b.C.4.2.3;</b> <b>b.DB.5.2.</b></p>
				<p><b>EIO-3.3.2.</b> I know how to negotiate and act according to a „code of conduct“ during exchanges with partner students abroad or online. <b>b.B.13.4.2.4;</b> <b>b.C.1.12;</b> <b>b.C.13.5.2.4.</b></p>	<p><b>EIO-3.4.2.</b> 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). <b>b.A.2.12;b.B.1.1 1;</b> <b>b.C.1.11;</b> <b>b.DB.3.6.</b></p>	<p><b>EIO-3.5.2.</b> I can participate actively in planning and running a new project with groups/teams of students and teachers from other countries. <b>b.C.3.1.1;b.C.3.1 .2;</b> <b>b.C.3.2;</b> <b>b.C.3.2.3;</b> <b>b.C.3.9; b.DB<sub>2</sub> 3.6.1;</b> <b>b.DB<sub>2</sub> 3.6.2.</b></p>	<p><b>EIO-3.6.2.</b> I can contribute actively to the project management and administration of international activities in an educational setting.</p>

			<b>EIO-4.1.3.</b> I am willing to work as a part of a team on new ideas. <b>b.A 3.15</b> <b>b.B 3.13</b> <b>b.B 4.13</b> <b>b.C 3.9</b>	<b>EIO-4.2.3.</b> 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. <b>b.B 3.13</b> <b>b.C 1.10</b> <b>b.C 1.11</b> <b>b.C 1.12</b> <b>b.C 3.9</b> <b>b.DB 3.6</b>				
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**Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.**

a. – geography
b. – foreign languages
c, e –history
d. – home economics

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
communication skills	communicating in a modern foreign language		EIO-2.1.2. 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. <b>b.A 2.11</b> <b>b.B 4.5</b> <b>b.B 4.6</b> <b>b.B 4.7</b>					

		with people from another country	<p>EIO-2.2.2. 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. <b>b.A 3.1</b> <b>b.A 3.2</b> <b>b.A 3.11</b></p>	<p>EIO-2.3.2. 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. <b>b.A 3.3</b> <b>b.A 3.12</b> <b>b.B 3.3</b> <b>b.C 3.2</b> <b>b.DB 4.4</b> <b>b.DB<sub>2</sub> 4.4.1</b></p>	<p>EIO-2.5.2. I can identify and interpret explicit or implicit values in my own or others' communication in a common language. <b>b.B.1.10;</b> <b>b.B.4.13;</b> <b>b.B.13.4.2.4;</b> <b>b.C.3.1.1;</b> <b>b.C.3.1.2;</b> <b>b.C.3.2.3;</b>   <b>b.C</b> <b>3.8;</b> <b>b.C 3.9;</b>   <b>b.C</b> <b>3.10;</b> <b>DB 3.3;</b> <b>b.DB.3.7;</b> <b>b.DB<sub>2</sub>3.4.2;</b><b>b.DB</b> <b><sub>2</sub> 3.4.3;</b> <b>b.DB<sub>2</sub>3.5.2;</b><b>b.DB</b> <b><sub>2</sub> 3.5.3.</b></p>
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							<p>EIO-2.5.3. I am confident in my communication with others in a common language (even if I make mistakes) while I try to improve further. <b>b.B.3.2; b.B.3.9; b.B.3.10; b.C.3.1; b.C.3.1.1; b.C.3.1.2; b.C.3.1.3; b.C.3.8; b.DB.3.3; b.DB.3.4; b.DB.3.5.</b></p>	
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			<p><b>EIO-3.1.2.</b> I can use e-mail to present myself and my interests and hobbies and request the same information from my peers in other countries.</p> <p><b>b.B.3.2; b.B.3.9;</b> <b>b.B.3.10;</b> <b>b.C.3.1;</b> <b>b.C.3.1.1;</b> <b>b.C.3.1.2;</b> <b>b.C.3.1.3;</b> <b>b.C.3.8;</b> <b>b.DB.3.3;</b> <b>b.DB.3.4;</b> <b>b.DB.3.5.</b></p>	<p><b>EIO-3.2.2.</b> I am internationally computer literate, and use the Internet for chats, forums, searches within a common project with peers abroad.</p> <p><b>b.A 2.12</b> <b>b.B 1.10</b> <b>b.B 1.11</b> <b>b.B 4.12</b> <b>b.C 1.10</b> <b>b.C 1.11</b> <b>b.C 2.9</b> <b>b.DB 2.2</b> <b>b.DB 5.2</b></p>				
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		in a multi- /inter- cultural setting				<p>EIO-2.4.2. I can apply different communication styles in a common language of communication to different intercultural settings.</p> <p><b>b.B.3.5; b.B.3.6; b.C.3.4; b.C.3.5; b.C.3.6; b.C.3.7; b.C.13.5.2.4;b.D B<sub>2</sub> 3.1.2; b.DB<sub>2</sub> 3.1.3;b.DB<sub>2</sub> 3.1.4; b.DB<sub>2</sub> 5.1.4.</b></p>		<p>EIO-2.6.2. I can discuss controversial international issues with people from other backgrounds in a common language, while acknowledging differences in norms and values.</p> <p><b>b.D.9.4.1.2</b></p>
					<p>EIO-2.3.3. I can talk about how stereotypes and discrimination work, in a multicultural group.</p>			

		in another country				<b>EIO-2.4.3.</b> I can adapt to other ways of communication during a stay abroad, without giving up my own identity. <b>b.A.13.3.2.4;</b> <b>b.C.1.12;</b> <b>b.C.3.7;</b> <b>b.C.13.5.2.4;</b> <b>b.D. 9.4.1.2.</b>		
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**Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.**

- a. – geography
- b. – foreign languages
- c, e –history
- d. - technology

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):							
ICT literacy	using social media with people	from another country	<b>EIO-3.1.2.</b> I can use e-mail to present myself and my interests and hobbies and request the same information from my peers in other countries. <b>b.A.2.10; b.A.3.3.1; b.A.3.13; b.B.1.10; b.B.4.12; b.C.1.10; b.C.4.2.3;b.DB.2.2; b.DB.3.8; b.DB.5.2; b.DB<sub>2</sub> 2.2.1.</b>	<b>EIO-3.2.2.</b> I am internationally computer literate, and use the Internet for chats, forums, searches within a common project with peers abroad. <b>b.A.2.12; b.B.1.10; b.B.1.11; b.C.1.10; b.C.1.11; b.C.3.2; b.C.3.4; b.DB.2.2; b.DB.5.2.</b>						

**Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.**

a. – geography

b. – foreign languages

c, e –history

d. - home economics

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):							
citizenship	dealing with people	from another country	EIO-2.1.3. I can connect with persons from Europe and other parts of the world. <b>b.A 3.13</b> <b>b.B 1.10</b> <b>b.C 1.10</b> <b>b.C 1.11</b> <b>b.C 1.12</b> <b>b.C 13.5.2.4</b>	EIO-2.2.3. I can show respect (verbally and nonverbally) for the opinion of persons from a different cultural background. <b>b.A 3.15</b> <b>b.A 13.3.2.4</b> <b>b.B 13.4.2.4</b> <b>b.C 3.7</b> <b>b.C 13.5.2.4</b> <b>b.D 9.4.1.2</b>						
		in another country	EIO-3.1.3. I show interest and respect for others in Europe and the wider world. <b>b.A 3.15</b> <b>b.B 3.13</b> <b>b.C 1.12</b> <b>b.C 13.5.2.4</b>	EIO-3.2.3. I am aware that how persons from other cultures act, might arise from different norms and values than my own. <b>b.A 3.15</b> <b>b.A 13.3.2.4</b> <b>b.B 3.13</b> <b>b.C 1.12</b> <b>b.C 13.5.2.4</b> <b>b.D 9.4.1.2</b>		EIO-3.4.3. I can cope with problems arising in collaboration with students and teachers from other countries.				

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
			EIO-2.1.1. I know how friends in other countries communicate with each other, about which topics, and can join in. <b>b.A 13.3.2.4</b> <b>b.B 1.8</b> <b>b.B 13.4.2.4</b> <b>b.C 1.1.2</b> <b>b.C 2.1</b> <b>b.C 2.1.1</b> <b>b.C 3.1.1</b> <b>b.C 13.5.2.4</b> <b>b.D 9.4.1.2</b> <b>b.DB<sub>2</sub> 3.5.4</b>	EIO-2.2.1. I know how daily life in a family in another country is structured. <b>b.A 13.3.2.4</b> <b>b.B 13.4.2.4</b> <b>b.C 1.12</b> <b>b.C 13.5.2.4</b> <b>b.D 9.4.1.2</b>	EIO-2.3.1. I know how family and friendship relations in another country work. <b>b.A 13.3.2.4</b> <b>b.B 13.4.2.4</b> <b>b.B 1.8</b> <b>b.C 1.12</b> <b>b.C 13.5.2.4</b> <b>b.D 9.4.1.2</b> <b>b.DB 1.6</b>	EIO-2.4.1. I am aware of rules and responsibilities of students at a foreign partner school and in the local community. <b>b.B 13.4.2.4</b> <b>b.D 9.4.1.2</b> <b>b.DB 1.5</b>		
						<b>EIO-2.4.3.</b> I can adapt to other ways of communication during a stay abroad, without giving up my own identity. <b>b.C 1.12</b> <b>b.D 9.4.1.2</b>		

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
					<p><b>EIO-3.3.2.</b> I know how to negotiate and act according to a „code of conduct“ during exchanges with partner students abroad or online.</p> <p><b>b.B.3.6; b.B.3.8;</b> <b>b.B.13.4.2.4;</b> <b>b.C.1.10;</b> <b>b.C.4.12;</b> <b>b.C.4.13;</b> <b>b.C.4.16;</b> <b>b.C.13.5.2.4.</b></p>			
	discussing (arguing) with people	from another country			<p><b>EIO-1.3.3.</b> I can share knowledge about a broad range of European countries with other students abroad.</p> <p><b>b.B.1.10;</b> <b>b.B.4.12;</b> <b>b.B.4.13;</b> <b>b.C.1.10;</b> <b>b.C.1.11;</b> <b>b.C.13.5.2.4;</b> <b>b.DB.3.3; b.DB<sub>2</sub> 3.3.1;</b> <b>b.DB<sub>2</sub>3.3.2;b.DB<sub>2</sub> 3.3.3.</b></p>			



competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):
<b>Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.</b>			
a. – geography			
b. – foreign languages			
c, e –history			
d. – home economics			

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
lifelong learning	conscious informal learning (and reflect on it)		EIO-4.1.1. I recognize that I am learning constantly outside of the school environment. <b>e.A.1.41;</b> <b>e.A.1.23;</b> <b>e.A.1.21.1;</b> <b>e.A.1.23.2;</b> <b>e.A.1.23.3.</b>	EIO-4.2.1. I realize I can use informal learning experiences in my formal education. <b>b.B.1.8;</b> <b>b.B.1.10;</b> <b>b.B.2.8;</b> <b>b.B.4.12;</b> <b>b.C.1.7; b.C.2.8;</b> <b>b.C.2.9;</b> <b>b.C.2.11;</b> <b>b.C.2.12;</b> <b>b.C.4.15;</b> <b>b.DB.1.5;</b> <b>b.DB.1.6;</b> <b>b.DB.2.4;</b> <b>b.DB.2.6.</b>	EIO-4.3.1. I know how to use basic-aspects of my international informal learning to support my formal learning. <b>b.B.1.8;</b> <b>b.B.1.10;</b> <b>b.B.2.8;</b> <b>b.B.4.12;</b> <b>b.C.1.7; b.C.2.8;</b> <b>b.C.2.9;</b> <b>b.C.2.11;</b> <b>b.C.2.12;</b> <b>b.C.4.15;</b> <b>b.DB.1.5;</b> <b>b.DB.1.6;</b> <b>b.DB.2.4;</b> <b>b.DB.2.6.</b>	EIO-4.4.1. I am able to reflect on my informal learning with a peer and formulate new learning objectives.	EIO-4.5.1. I am able to transfer informal learning outcomes to formal internal/external accreditation.	EIO-4.6.1. I can formulate my own learning objectives and organize my own learning context.
	orienting oneself on study and profession		EIO-4.1.2. I am aware of the value of work-related programs for my future. <b>d.A.2.3.2; d. B. 4.2; d.B.4.1.</b>	EIO-4.2.2. I actively participate in work-related programs virtually or face-to-face. <b>d.E.4.5;d.B.4.1;</b> <b>d.B.4.2.</b>	EIO-4.3.2. I use my international work-related learning experiences to support my formal learning program and my international understanding.	EIO-4.4.2. I am able to reflect with adults as my professional peers on my work-related learning outcomes and define new objectives.	EIO-4.5.2. I use work-related learning outcomes to support formal accreditation.	EIO-4.6.2. I use work-related learning to help me formulate in depth and independent study or research.

								<p><b>EIO-1.6.3.</b> I have an idea of the importance of lifelong learning and the steps to take towards personal fulfilment, active citizenship and employability in Europe.</p>	
								<p><b>EIO-2.5.1.</b> I find my way to institutions in the partner schools' city or region that provide information about living and working in the community. <b>b.B.2.1.4;</b> <b>b.B.4.1.1;</b> <b>b.C.1.10;</b> <b>b.C.4.2.2;</b> <b>b.C.4.2.3;</b> <b>b.C.4.15;</b> <b>b.DB.5.2;</b> <b>b.DB<sub>2</sub>5.2.3.</b></p>	<p><b>EIO-2.6.1.</b> I know how to access international information about how to live, study and work in another country. <b>b.DB.2.4.</b></p>

								EIO-2.6.3. I feel motivated and prepared to take initiative towards future study and work in a European / international setting.
		with peers abroad						<b>EIO-3.6.1.</b> I can find out and evaluate together with peers abroad where and how I can continue my studies internationally. <b>b.DB.2.2;</b> <b>b.DB.3.7;</b> <b>b.DB.5.2.</b>
		abroad					EIO-3.5.3. I initiate and organize an individual learning period (such as a course or internship) abroad.	

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competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
initiative / entrepreneurship	creating and exploiting (career)-opportunities				EIO-4.3.3. I am able to take opportunities to be creative and develop ideas which have value to myself and others. <b>b.B.4.3; b.DB.5.3</b>	EIO-4.4.3. I am able to develop ideas in an international context and transform these ideas into effective plans and implement these plans successfully.	EIO-4.5.3. I am able to transform ideas into activities, define the risks and develop proper actions to avoid these risks.	EIO-4.6.3. I develop concepts, take risks and understand the ethical, environmental and economic consequences involved in my choices.
<b>Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.</b>								
a. – geography								
b. – foreign languages								
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d. – home economics								