



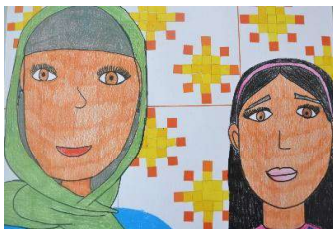
Theme 5

Kamishibai and key competences of the European Union

In a globalized, dynamic, rapidly changing and highly interconnected world, **European citizens** need **transversal competences** that they will have to develop throughout their lives. Moreover, these competences cannot be the prerogative of an elite, but must be within the reach of all young Europeans, and not only, as indicated by objective 4 "Quality education" of the UN Agenda 2030³ which details in point 7:

"ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

Already in 2006, a recommendation of the European Parliament and the Council⁴ **proposed a reference framework for lifelong learning**, which defined **eight key competences** for young Europeans with the aim of "supporting the right to inclusive, quality education, training and lifelong learning", as well as helping "all learners, including those who are disadvantaged or have special needs, to achieve their full potential". The definition of these key competences was intended to "lay the foundations for more just and democratic societies" and addressed the need to "achieve inclusive and sustainable growth, social cohesion and the development of democratic culture." »



This document defines competence as "a combination of knowledge, skills and attitudes appropriate to each context" and states that key competences are the basis for personal fulfilment and development, social inclusion, active citizenship and access to the professional world.

³ <https://sdgs.un.org/2030agenda>

⁴ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

It further states that: "knowledge consists of facts, figures, concepts, theories and ideas that are already established and support the understanding of a certain area or topic," skills are defined as "the ability to carry out processes and use existing knowledge to achieve results" and that "attitudes describe the dispositions and mentalities for acting or reacting to ideas, people or situations."

A recommendation from the **Council of the European Union** on May 22, 2018⁵ replaces the European Framework of Key Competences adopted in 2006. This new document is aimed at education, training and learning settings, both formal, non-formal and informal in a lifelong learning perspective, including social partners and civil society organizations, with the objective of establishing "a shared understanding of competences which can support transitions and cooperation between these different learning settings."

The project of creating a multilingual kamishibai, through its interdisciplinary and multilingual approach, goes in the direction recommended by this European framework document. We will highlight in the following diagram the attitudes that the creation of a multilingual kamishibai allows to develop on the basis of the eight competences of 2018:

Literacy competence	The creation of a multilingual kamishibai allows students to develop "a positive attitude towards literacy" and "a disposition to constructive and critical dialogue" as well as an appreciation for aesthetic qualities. Reading is learned in a meaningful context for the student and the class.
Multilingual competence	This competence is at the heart of the kamishibai project, which allows students to become aware of linguistic and cultural diversity, as well as to develop curiosity about languages and intercultural communication. By valorizing all the languages in the student's environment, the project promotes respect for each person's linguistic profile (native languages, minority languages, languages of immigration).
Mathematical competence and competence in science, technology, engineering	The creation of castelets leads students to work on mathematical competences. In light of scientific and technological advances, the themes addressed in the story allow students to reflect on the ethical issues and challenges related to sustainability, with respect to oneself, one's family, the community and the world (Agenda 2030).

⁵ COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance) (2018/C 189/01)

<p>Digital competence</p>	<p>The creation of digital versions of the kamishibai also allows the students to address ethical issues as well as safety and responsibility in the use of these tools.</p>
<p>Personal, social and learning to learn competence</p>	<p>A kamishibai project includes the ability to learn and work both collaboratively and autonomously, to organize and persevere with one's learning, evaluate it and share it. In addition, in making decisions to move the project forward, students must learn to communicate constructively, collaborate and negotiate within a team, show tolerance, and express and understand different points of view.</p>
<p>Citizenship competence</p>	<p>Group work develops critical thinking and integrated problem-solving skills.</p>
<p>Entrepreneurship competence</p>	<p>Participation in a collective creative process develops a sense of initiative and action, a proactive attitude, a forward-looking vision, courage and perseverance in achieving objectives.</p>
<p>Cultural awareness and expression competence</p>	<p>As with multilingual competence, competence in cultural awareness and expression is key for this project, which proposes to bring students "to have an open attitude towards, and respect for, diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership," as well as a curiosity "about the world, an openness to imagine new possibilities, and a willingness to participate in cultural experiences."</p>