



Council of Europe  
Conseil de l'Europe

# Framework of Reference of Competences for Democratic Culture

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## Aims of the project

- produce a **framework of competences – Ministerial Helsinki conference 2013**
- to inform and assist **educational decision-making and planning in implementing a competence-based education for democracy and intercultural dialogue**
- to be especially useful in **education for democratic citizenship, human rights education and intercultural education** – and for developing **cross-curricular approaches** to citizenship education
- 2015-2017 Action Plan of CM



## Four phases 2014-2017

- 1- Developing a ***new theoretical model*** of the competences which citizens require – Review of 101 competence models and literature
- 2 - Developing a bank of ***behavioural descriptors*** for each competence – on line survey – 990 descriptors
- 3- *Scaling the descriptors*** – assigning the descriptors to different levels of proficiency (e.g., basic, intermediate, advanced) - 2016
- 4- ***Writing supporting documentation*** to explain how the competence model and the scaled descriptors can be used to assist in curriculum development, pedagogical design, and the development of new forms of assessment



## Key terms

- « **democratic culture** » - institutions and laws cannot work unless they are grounded in a culture of democracy
- « **intercultural dialogue** » - ensure the inclusion of all citizens in democratic processes
- « **competence** » - ability to mobilise and deploy relevant values, attitudes, knowledge in order to respond appropriately to the demands presented by democratic and intercultural situations
- « **competences** » - specific individual resources that are mobilised and deployed in the production of competent behaviour



## Background assumptions

- Competences are not sufficient for effective participation to occur
- Appropriate institutional structures
- Measures to tackle social inequalities and structural disadvantages



# The theoretical model of competences

The document which describes the model in detail has now been ***sent out for external review*** to a large number of practitioners and researchers across Europe and beyond

The model contains ***20 competences***, which fall into four broad categories: ***values, attitudes, skills, and knowledge and critical understanding***

The 20 competences are as follows :

# Competence

## Values

- ❖ Valuing human dignity and human rights
- ❖ Valuing cultural diversity
- ❖ Valuing democracy, justice, fairness, equality and the rule of law

## Attitudes

- ❖ Openness to cultural otherness and other beliefs, world views and practices
- ❖ Respect
- ❖ Civic-mindedness
- ❖ Responsibility
- ❖ Self-efficacy
- ❖ Tolerance of ambiguity

- ❖ Autonomous learning skills
- ❖ Analytical and critical thinking skills
- ❖ Skills of listening and observing
- ❖ Empathy
- ❖ Flexibility and adaptability
- ❖ Linguistic, communicative and plurilingual skills
- ❖ Cooperation skills
- ❖ Conflict-resolution skills

## Skills

- ❖ Knowledge and critical understanding of the self
- ❖ Knowledge and critical understanding of language and communication
- ❖ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

## Knowledge and critical understanding



## The development of the descriptors 990

We are aiming to produce, by the end of 2015, validated descriptors for all 20 competences in the model

The following examples provide concrete illustrations of the types of descriptors that we are producing:

- For ***valuing other human beings, human dignity and human rights***:
  - Can defend the universal nature of human rights
  - Demonstrates respect for the equal dignity of all human beings
  - Acknowledges the common humanity of all people irrespective of their particular cultural affiliations
- For ***cooperation skills***:
  - When working on a group activity, ensures the equal participation of all group members
  - When working cooperatively, supports other members of their group
  - Shows willingness to make necessary compromises in order to achieve common goals





# The new timetable for the project

- ***Validation by teachers of a full set of descriptors***
- This will enable us to produce some very concrete outputs ***before the end of 2015***
- The work on ***assigning the full set of descriptors to levels of proficiency*** (phase three) will be conducted in 2016
- In 2016 and 2017, the expert group will also ***write accompanying documentation*** to explain how the framework of competences and descriptors can be used in curriculum development, pedagogical design and assessment (phase four)
- Presentation and launch at the Standing Conference of Ministers of Education , Brussels, 19-20 April 2016