

BE ACTIVE! Transforming digital knowledge into democratic competence

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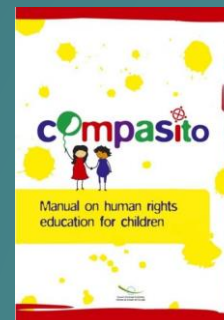
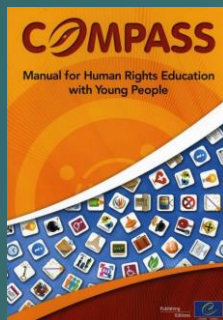


RFCDC

Referent Framework of Competences for
Democratic Culture

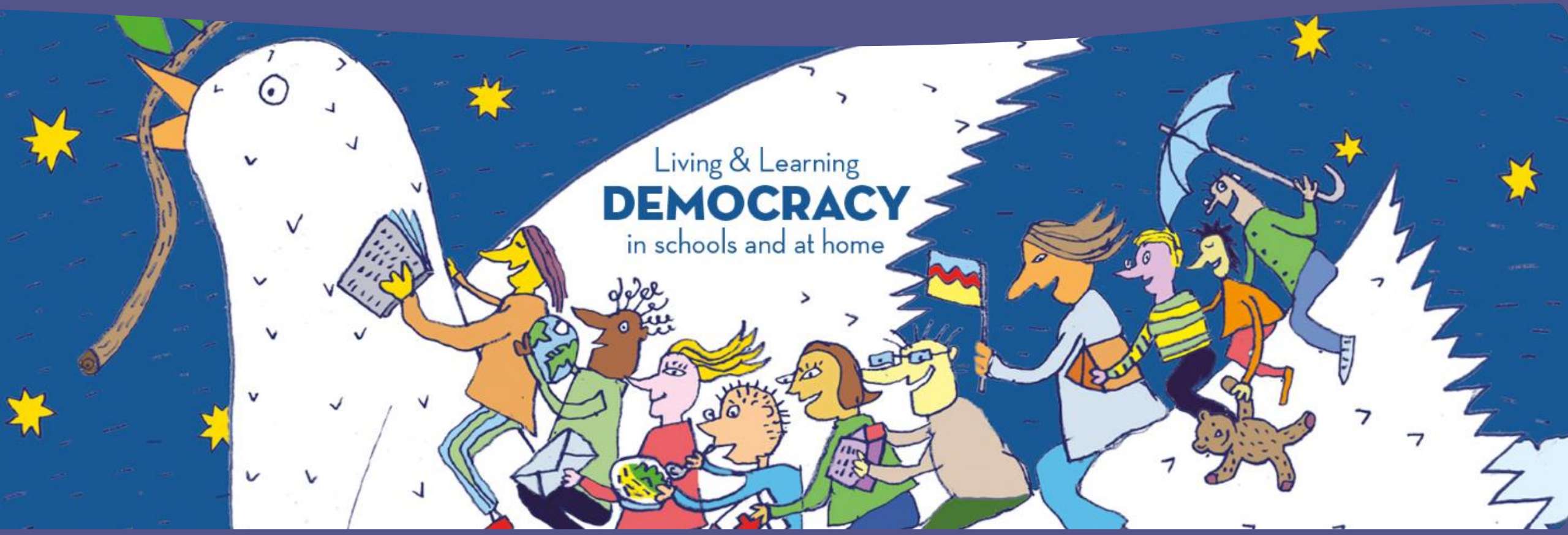


Educational tools of the Council of Europe



The starting point for the development of the Council of Europe's Reference Framework of Competences for Democratic Culture was the belief that education systems, schools and universities should make *preparation for democratic citizenship* one of its key missions. This involves ensuring that students should know and understand the challenges they are faced with and the consequences of their decisions, what they are able to do and what they should refrain from doing.

To do all this, they need not only to have knowledge, but also the relevant *competences* – and the aim of the Framework is to define what those competences are.



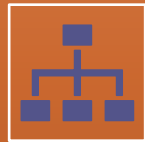
4 step-process



2014-2016
Review of 101
competence
models and
literature
Developing a new
theoretical model
of the competences



2016-2018
Developing a bank
of behavioural
descriptors for each
competence



Scaling the descriptors
– to different levels of
proficiency (basic,
intermediate,
advanced)



2018 Writing
supporting
documentation



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

Competences for Democratic Culture

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation 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



For each of the 20 competences of the RFCDC, competence *descriptors* have been devised and tested. Their purpose is twofold:

1. to support the assessment of the current level of proficiency regarding each of the competences, for an individual or for a group, with a view to identifying areas of further development and learning needs or identifying achieved proficiency after a period of learning;
2. to serve as a reference and a toolbox for educators in designing, implementing and evaluating educational interventions, in formal and non-formal settings.

Descriptors are statements referring to concrete observable behaviour of a person with a certain level of competence.

Tolerance of ambiguity is an attitude towards events and situations which are perceived to be uncertain and subject to multiple conflicting or incompatible interpretations. People who have high tolerance of ambiguity evaluate these kinds of events and situations in a positive manner, willingly accept their inherent lack of clarity, are willing to admit that other people's perspectives may be just as adequate as their own perspectives, and deal with the ambiguity constructively.



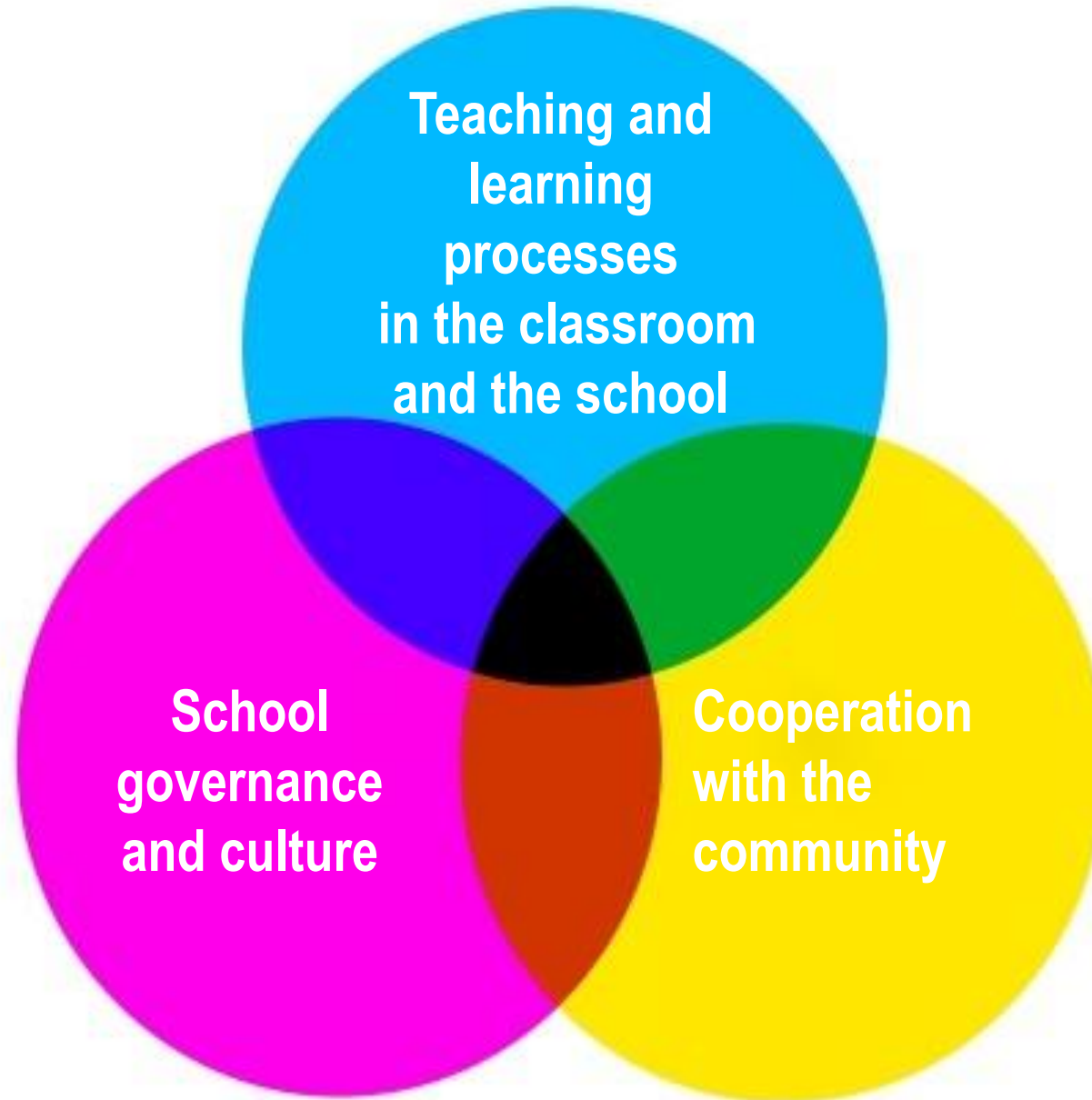
9. Tolerance of ambiguity

50	Engages well with other people who have a variety of different points of view	Basic
51	Shows that he/she can suspend judgments about other people temporarily	
52	Is comfortable in unfamiliar situations	Intermediate
53	Deals with uncertainty in a positive and constructive manner	
54	Works well in unpredictable circumstances	Advanced
55	Expresses a desire to have his/her own ideas and values challenged	
56	Enjoys the challenge of tackling ambiguous problems	
57	Expresses enjoyment of tackling situations that are complicated	

Vol 1: Content, concepts and model
Vol 2: Descriptors for competences
Vol 3: Guidance for implementation
in six education contexts.



Whole school approach has three dimensions



She/he claims that everyone should try to learn from each others to deepen our understanding of the former own and others' conditions and experiences.

(intermediate level)

Expresses the view that cultural diversity within a society should be positively valued and appreciated.

(intermediate level)

Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else.

(advanced level)

Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else.

(advanced level)



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She/he enjoys talking to people whose ideas and values he shares different from his/hers.

(intermediate level)

Shows interest in learning about people's beliefs, values, traditions and world views.

(intermediate level)

She/he shows confidence that she/he can deal effectively with unforeseen events.

(advanced level)

Shows confidence that he or she knows how to handle unforeseen situations due to his or her resourcefulness.

(advanced level)

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Detects patterns of the speaker's native language (eg when demands, apologizes or when complaining) watching closely their behaviour.

(intermediate level)

Can listen effectively in order to decipher another person's meanings and intentions.

(intermediate level)

Knows how to recognize different communicative conventions which are used in at least one other social group or culture.

(advanced level)

Can successfully avoid or resolve intercultural misunderstandings.

(advanced level)

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Knows how to look critically at the ways in which his/her thoughts and emotions influence his/her behavior.

(intermediate level)

Can self-reflect critically from a number of different perspectives.

(intermediate level)

Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective.

(advanced level)

Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective.

(advanced level)

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Values and skills





Knowledge
and critical
thinking



Knowledge and critical thinking

Values and attitudes

From obedience to responsibility

From obedience to responsibility

~ when you ~
MOVE MORE,
~~~~ you ~~~~  
**LEARN MORE!**



ACTIVITY CARDS

INTEGRATED

INTO LESSONS

~ when you ~  
**MOVE MORE,**  
~ you ~  
**LEARN MORE!**



ACTIVITY CARDS

COMBINED

WITH LESSONS

# Living Democracy website

**TREASURE HUNT**

Parents' materials

# Literature:

Aroni, G. *Learning to Live Together*.

Link: <https://arigatouinternational.org/posts/initiative-news/ethics-education/good-practices-series-2-learning-to-play-together/>

Gollob, R., Lazić, S. (2021). *Growing up in a Democratic Family*. A manual for parents with sections on ages 6-10 and 11-14.

Link: <https://rm.coe.int/hf27-growing-up-democratic-family-eng/1680a41610>

Gollob, R., Lazić, S. (2021). *Living in a Democratic Family*. A manual for parents of adolescents age 15 to 19.

Link: <https://rm.coe.int/hf27-living-democratic-family-eng/1680a41644>