

**The Council of Europe's
Reference Framework of Competences for
Democratic Culture:
Model, Descriptors and Guidance**

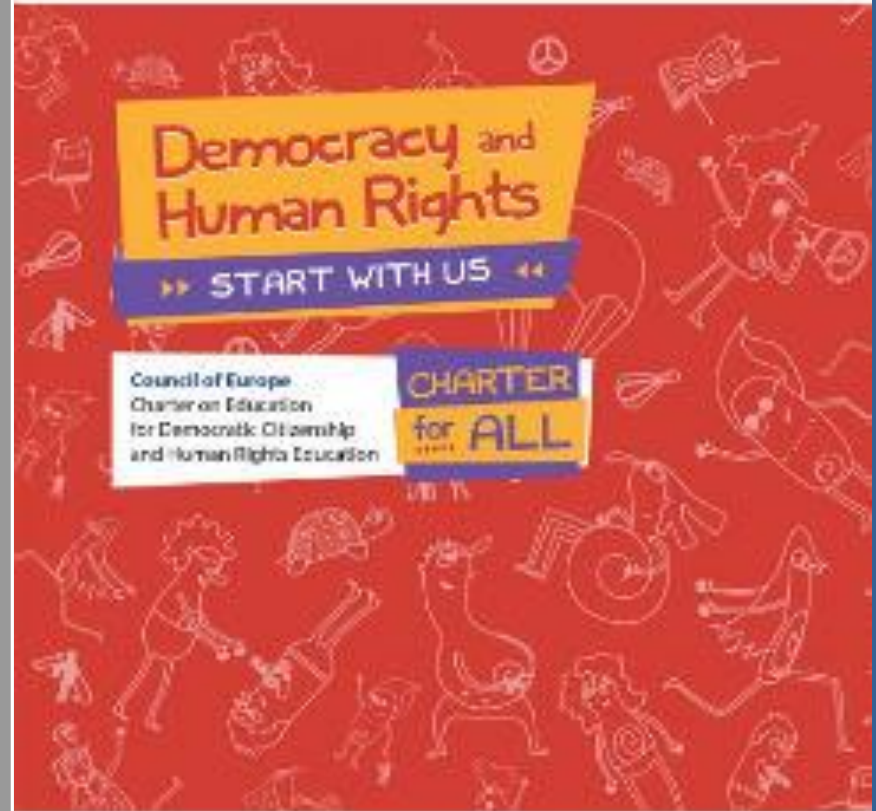
Legal instruments



Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

Recommendation CM/Rec(2010)7
and explanatory memorandum

Publishing
Editions





- **The Reference Framework of Competences for Democratic Culture (RFCDC) provides a new competence-based reference framework for Education for Democratic Citizenship (EDC) and Human Rights Education (HRE)**
- There are **two important background assumptions** to the RFCDC

The term 'democratic culture'



A functioning democracy requires citizens to have:

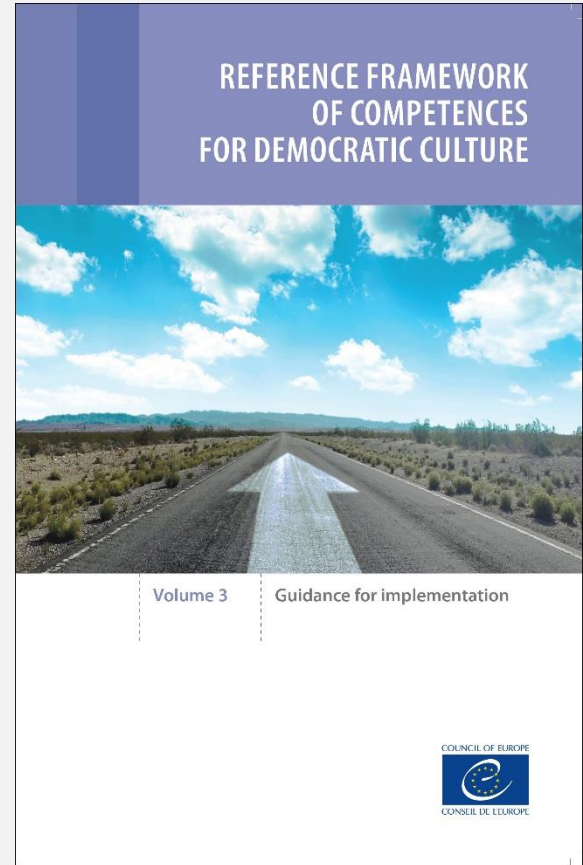
- A commitment to democratic processes
- A willingness to express their own opinions
- A willingness to listen to the opinions of others
- A commitment to decisions being made by majorities
- A commitment to the protection of minorities and their rights
- A conviction that conflicts must be resolved peacefully

The crucial importance of intercultural dialogue



- **In the case of culturally diverse societies**, intercultural dialogue is **absolutely vital** for democratic discussion and debate, and for enabling **all** citizens to contribute to political decision-making **on an equal footing**, irrespective of their specific cultural affiliations
- The RFCDC therefore views intercultural dialogue as being crucial for **democratic culture** and for **enabling democracy to function properly**

The three volumes of the RFCDC



The three components of the RFCDC



- A **conceptual model of the competences** that young people need to acquire in order to participate effectively in democratic culture and intercultural dialogue
- **Scaled descriptors** for all of the competences that are contained in the conceptual model
- **Guidance for ministries of education and for education practitioners** on how the model and the descriptors can be used.

The first component of the RFCDC: the conceptual model

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

Volume 1

Context, concepts and model

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



- The **conceptual model** provides a detailed description of the competences that people require to participate effectively in democratic culture and intercultural dialogue
- These are the competences that **education needs to help young people to acquire** if they are to function as effective democratic citizens and engage in intercultural dialogue

- The CDC conceptual model contains **20 competences** in total
- These are the competences that **young people need to acquire** if they are to function as effective democratic citizens and engage in intercultural dialogue
- All 20 competences are **teachable, learnable** and **assessable**
- The 20 competences fall into **four broad categories**:
 - **Values**
 - **Attitudes**
 - **Skills**
 - **Knowledge and critical understanding**



- **Values**
 - General beliefs or guiding principles that an individual holds about the desirable goals that should be striven for in life
- **Attitudes**
 - The overall mental orientation which an individual adopts towards someone or something
- **Skills**
 - The capacity for carrying out a complex, well-organised pattern of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal



- **Knowledge**
 - The body of information that is possessed by a person

- **Understanding**
 - The comprehension and appreciation of meanings

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

Competence

- ❖ 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 second component of the RFCDC: the descriptors





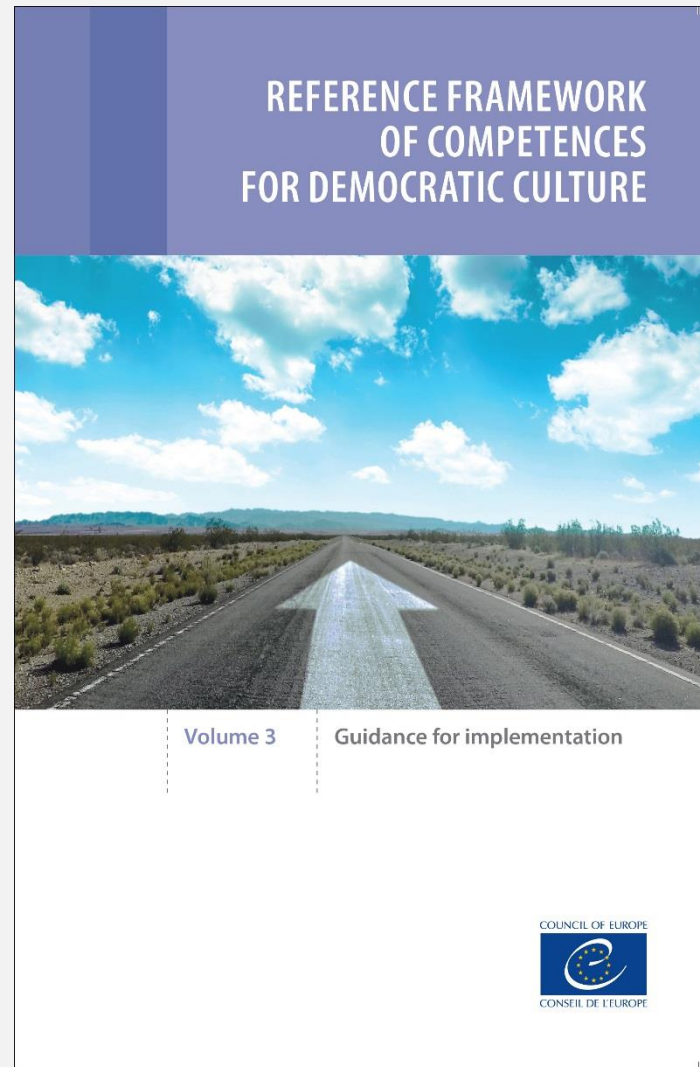
- The RFCDC contains **descriptors** for all of the competences in the model
- Descriptors are statements or descriptions of **what a person is able to do** if they have mastered a particular competence to a particular level – in other words, they provide examples of the **concrete observable behaviours** which a person will display if they have achieved a certain level of a given competence

Examples of scaled key descriptors: Civic-mindedness



- **Basic level of proficiency**
 - Expresses a willingness to cooperate and work with others
 - Collaborates with other people for common interest causes
- **Intermediate level of proficiency**
 - Expresses commitment to not being a bystander when the dignity and rights of others are violated
 - Discusses what can be done to help make the community a better place
- **Advanced level of proficiency**
 - Exercises the obligations and responsibilities of active citizenship at either the local, national or global level
 - Takes action to stay informed about civic issues

The third component of the RFCDC: the guidance for implementation





- The third volume of the RFCDC contains **six guidance chapters** that explain how the competence model and the descriptors can be implemented in formal education
- These chapters are on:
 - **curriculum development**
 - **pedagogical methods**
 - **assessing students**
 - **whole school approach**
 - **teacher education**
 - **language**
 - **higher education**
 - **combatting radicalisation leading to violent extremism and terrorism**

For **further information** on the RFCDC, please see:

www.coe.int/rfcdc

The **pdfs of the three volumes** of the RFCDC can be downloaded
from the RFCDC website

Thank you very much indeed for listening!

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE