



RFCDC IN FORMAL AND NON-FORMAL CONTEXTS

Recommendations from the NECE Focus
Group on RFCDC



Policy makers

National level

- **Use RFCDC in order to make citizenship education a cross cutting priority at all levels of education**
- **Encourage the use of RFCDC as an inspirational model that can be integrated in and combined with other existing competence models, e.g. in national curricula**
- **Encourage and support exchange of good practices through national and transnational school networking**

Transnational level

- **Promote EU projects using RFCDC in the next ERASMUS phase**
- **Link with current initiatives of BRIDGE 47 on global citizenship**

Formal education

- Support the **work on democratic competences as an ongoing process**, integrated in systematic and holistic institutional approaches
- **Provide teachers and students with concrete tools** based on the RFCDC rather than only introduce them to the theoretical framework
- **Promote self-assessment and active learning resources** developed by COE and related projects in order to **engage and empower learners**
- Provide **incentives for schools** working with RFCDC (resources, training, internationalisation etc.)

Non-formal education

- **Be prepared for scepticism and reluctance** towards the notion of “competence”
- **Seek to make RFCDC easily accessible** by **translating into less academic terminology** for the use of different target groups
- Underline that **RFCDC can be an opportunity for the non formal sector** create better links between own approaches/activities and the formal education sector
- **Use RFCDC as a tool for educators** to personal and professional development (e.g. by adapting teacher reflection tool to non-formal context)
- Use RFCDC as a common reference with **funding partners** to be used in **applications, reporting and evaluations** of third party funded projects in the non-formal sector

Interface formal/non-formal education

- **Foster common educational vision** of building democratic culture in and through education across formal and non-formal sector
- **Introduce/use RFCDC as a common language** for the cooperation between formal and non-formal education
- Introduction of RFCDC in training of **trainers (non-formal) and teacher education (formal)** enables **synergies and cooperation**
- **Support intersectional schemes** (formal/non-formal) using RFCDC financially

NECE

- **Build on experiences from NECE focus group** and support/fund extended pilot scheme
- **Encourage the NECE academic network** to systematically evaluate the uses and impact of RFCDC in different educational contexts across and beyond Europe

Council of Europe

- **Create arenas for sharing experiences** with adapting/applying RFCDC in **formal and non-formal contexts**
- Be clear about the **unintended and undesired uses of RFCDC** (grading, high stake assessment of attitudes and values)