



Council of Europe
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Reference Framework of

Competences for Democratic Culture

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Competences for Democratic Culture (CDC)

- 7–8 February 2013, Andorra la Vella, High Level Conference organized by the Andorra Presidency of the Committee of Ministers on “Competences for Democratic Culture and Intercultural Dialogue: political challenges and values”
- 24th Session – Standing Conference of Ministers of Education, Helsinki, 26–27 April 2013:
 - “... competences for a culture of democracy and intercultural dialogue were fundamental to our societies today and that they should be described and put into practice in our formal education systems.”
- First meeting of the Expert group, 10–11 December 2013



Competences for Democratic Culture (CDC)

- Main sources of inspiration:
- Common European Reference Framework for Languages (2001)
- White Paper on Intercultural Dialogue : « Living Together as Equals in Dignity» (2008)
- The Charter on Education for Democratic Citizenship and Human Rights Education (2010)
- Recommendation CM/Rec (2012)13 of the Council of Europe Committee of Ministers to member States on Ensuring Quality Education



Competences for Democratic Culture (CDC)

- ▶ A flagship education project for the Council of Europe
- ▶ The key aim of the project is to assist national education systems to enhance the democratic and intercultural competences of young people
- ▶ a Reference framework of the competences
- ▶ Detailed guidance for ministries of education on how this framework can be used to develop appropriate curricula, pedagogical methods and assessment tools for use in formal education



WHAT IS THE PURPOSE OF EDUCATION?

- ▶ Seven most cited purposes of education in public debates:
 - Employability
 - Employability
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 - Employability



WHAT IS THE PURPOSE OF EDUCATION?

▶ **Council of Europe:**

- Preparation for sustainable employment
- Preparation for life as active citizens in democratic societies
- Personal development
- The development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base



An unexpected spotlight on the project

- ▶ A new level of political attention – Charlie Hebdo attacks in January 2015
- ▶ Immediately after these attacks, the Council of Europe drew up an **Action Plan for Combatting Extremism and Radicalisation leading to Terrorism**
- ▶ Also the competences that young people need to recognise and deal with **online propaganda** (e.g., analytical and critical thinking skills), to recognise **hate speech** in the news media and online (e.g., knowledge and critical understanding of media), and to **value human dignity, human rights and democratic processes**



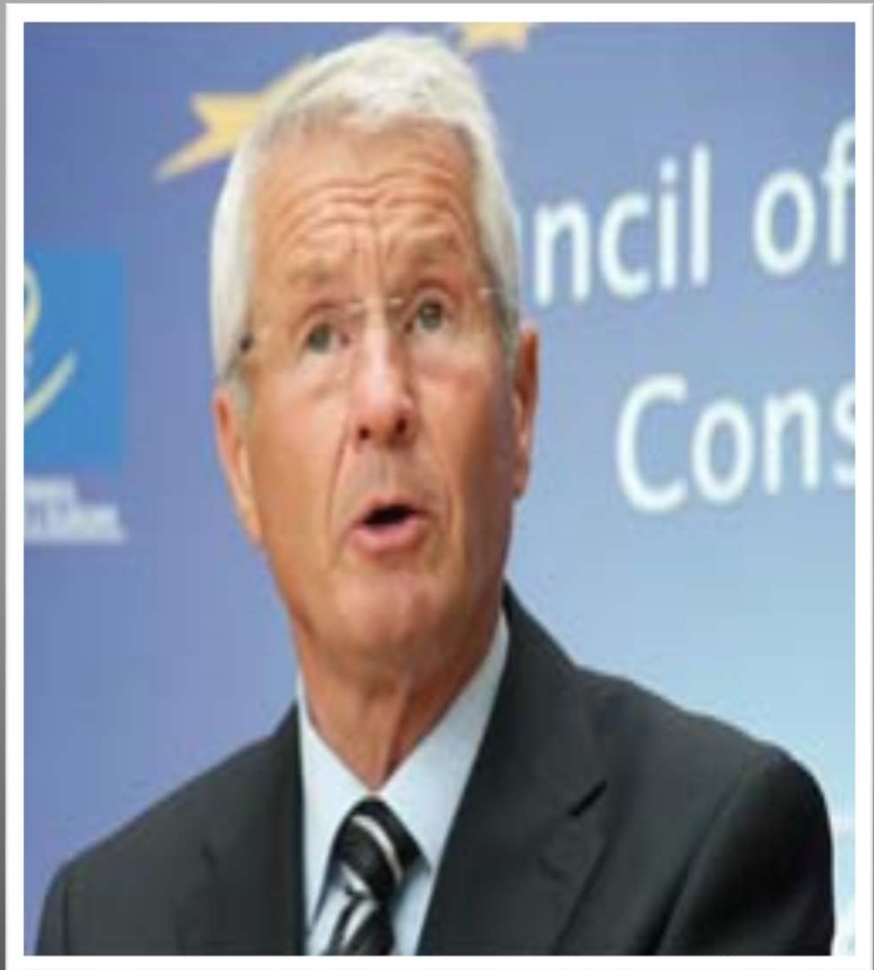
Further developments

- ▶ Presented to the Education Ministers of the member states at the Council of Europe's Standing Conference of Ministers of Education in Brussels in April 2016
- ▶ The Education Ministers welcomed and endorsed the framework, and called on the Council of Europe to assist member states in examining and implementing it in their own national education systems
- ▶ Since the conference, the ministries of 12 European countries have already sent teacher trainers to attend training seminars on the CDC framework, as a first step towards implementing the framework within their own countries (and there are plans currently underway for additional training seminars for teacher trainers from a further 5 countries)



Thorbjørn Jagland speech to the UN Security Council Counter-Terrorism Committee (New York – 19 June 2015)

- ▶ *‘While most states have some form of civic education, we don’t – as standard practice – teach our children what it means – explicitly – to be a democratic citizen’*



Why the term 'democratic culture'?

- ▶ While democracy cannot exist without democratic institutions, these institutions cannot work in practice unless citizens hold democratic values, attitudes and practices
- ▶ In other words, our argument is that 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 contents of the CDC framework

- ▶ A detailed conceptual model of the competences
- ▶ The ability to mobilise and deploy relevant values, attitudes, skills, knowledge and understanding in order to respond appropriately and effectively to the demands, difficulties and opportunities which are presented by democratic and intercultural situations



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

Descriptors

- ▶ Sets of descriptors for each competence specified by the model – a descriptor is a statement or description of what a person is able to do if they have mastered a particular competence
- ▶ These descriptors have been formulated using the language of learning outcomes, and they have been validated through a survey that involved over 1,200 teachers who were drawn from across Europe
- ▶ In the process of assigning the descriptors to levels of education (e.g., preschool, primary, secondary, higher) and to proficiency levels (e.g., basic, intermediate, advanced)



Openness

- Expresses an appreciation of the opportunity to have experiences of other cultures
- Questions the supposed 'naturalness' of his/her own beliefs, worldview and values
- Expresses interest in working with people from different cultural backgrounds
- Expresses interest in discovering and learning about other beliefs, cultural orientations and affiliations

Civic-mindedness

- Takes a stand against injustice towards other people
- Proactively works to change the views of those who are intolerant of different people
- Expresses an interest in public affairs and issues
- Expresses the intention to vote in future elections when there are candidates or political parties that are proposing policies with which he/she agrees

Support documents

- ▶ Assessment
- ▶ Pedagogy
- ▶ Teacher education
- ▶ Curriculum development
- ▶ Prevention of radicalisation and extremism
- ▶ Whole school approach
- ▶ Higher Education / VET
- ▶ CDC in all subjects



What kind of education?

- ▶ “What kind of education do we need?”



- ▶ “What kind of society do we want to live in?”

(Eugenio Tironi: El sueño chileno, 2005)



For more information:

www.coe.int/competences

Спасибо!

