The Reference Framework of Competences for Democratic Culture in the Non-formal Educational Sector

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BLUE LINES

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in the Non-formal Educational Sector

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Preface

This edition of the DARE BLUE LINES series presents the results and recommendations of the NECE focus group Competences for Democratic Culture.

This working group of the NECE network was established in 2019 with the goal to explore the potential of the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) through implementation initiatives in diverse educational contexts. The focus group brought together educators and multipliers from Austria, Germany, Italy, the Netherlands and Switzerland who introduced and implemented the RFCDC in their specific institutional, local or national contexts.

The group was coordinated by polis – The Austrian Centre for Citizenship Education in Schools in cooperation with the European DARE network - Democracy and Human Rights Education in Europe. DARE is a network of NGOs and other organisations providing non-formal education for democratic citizenship and human rights. DARE has long-standing expertise in conducting topical research, developing expertise and supporting exchange for quality in non-formal education and training. In the scope of the CoE, DARE has been extensively involved in several activities of the CoE Education and Youth Directorate, and was, for example, a part of its 'EDC for All' project, developing the German and Portuguese version of the CoE´s 'Human Rights and Democracy: Start with Us - Charter for All' brochure and guidelines for educators.

The German partners of the focus group had a strong interest in exploring the possible uses of the RFCDC in the non-formal sector, since in Germany, there is a well-established sector and structure of youth work with a specific focus on non-formal civic education, and a genuine expertise in cooperation of the different educational fields.

Patricia Hladschik, Claudia Lenz, Georg Pirker

1. Basic considerations

1.1. The Reference Framework of Competences for Democratic Culture – fostering citizenship education and intercultural learning as priorities in European educational systems

By Claudia Lenz, Patricia Hladschik, Georg Pirker

Introduction

In 2017, the Council of Europe (CoE) launched the Reference Framework of Competences for Democratic Culture (RFCDC), which offers a systematic approach to designing the teaching, learning and assessment of competences needed for active participation in complex and diverse democratic societies (CoE, 2017, Vol. 1, p. 11).

The centrepiece of the framework is a model of 20 competences learners need to acquire in order to be able to actively and effectively participate in all aspects of democratic processes in a society. In addition to the competence model, the framework offers a set of descriptors for each of these competences and six guiding documents related to the main fields and aspects of implementation.

The RFCDC is the flagship project of educational policy within the CoE. Supported by the member states from the outset, the development of the RFCDC has been accompanied by high aspirations and ambitions. After decades of international educational policy being dominated by labour market orientation, competitiveness and the prioritisation of measurable 'hard skills', the framework has been developed in order to support policy makers and all other stakeholders in European educational systems to systematically focus on preparing learners to be active citizens. The ultimate goal of the framework is to ventilate democratic citizenship on the educational policy agenda and give it highest priority within educational systems.

A broad vision of democracy – a comprehensive educational vision

Human rights, rule of law and democracy are the three ground pillars of the work of the CoE. The Council's work in the field of human rights is most known because of the European Court of Human Rights (ECHR) to which citizens of the CoE member states can appeal when their basic rights are violated by their states. Emerging conflicts around this issue resulted in an unprecedented struggle over the CoE budget in 2019. Also, there is another side to the Council's work to strengthen human rights; a functioning human rights system, holding states accountable with regard to protecting and upholding the rights of their citizens, needs to be complemented by a horizontal dimension. A widely shared awareness of human rights principles and engagement in human rights issues among citizens and an active civil society will reduce the danger of human rights violations occurring. This is the background for a long-standing focus on human rights education (HRE) in non-formal and formal education.

The same rationale applies to the CoE's work in the field of democracy. Rule of law and stable democratic institutions are the necessary backbones of a functioning democracy; however:

> These will not function unless they build on democratic culture: a set of attitudes and behaviours that emphasize dialogue and cooperation, solving conflicts by peaceful means, and active participation in public space. (Bergan, 2014)

A democracy is more than institutions and procedures; learning to be an active citizen requires more than acquiring political knowledge or knowledge about political issues, which is associated with civic education. The approach of the CoE is expressed with the term, education for democratic citizenship, indicating the crucial role of education in the multi-faceted process of becoming an active citizen. This approach is informed by humanistic philosophy in the tradition of Bildung aiming to educate the whole person (CoE, 2017, Vol. 1, p. 15). In the field of lifelong learning, the term holistic learning is used.

The programme Education for Democratic Citizenship/Human Rights Education (EDC/HRE) of the CoE, which was established in the 1990s, focused on how schools can become arenas for learning about, through and for democratic citizenship. Under the slogan 'learning and living democracy for all' the materials and resources produced covered a range of issues, such as democratic school governance (Bäckmann and Trafford, 2007), professional development of teachers (Brett et al., 2009) and school-university partnerships (Hartley and Huddleston, 2010).

In 2010, the adoption of the Charter for Education for Democratic Citizenship and Human Rights Education by the CoE member states marked a significant step in the direction of a stronger political commitment towards the Council's comprehensive and systematic approach. The charter defines education for democratic citizenship as training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic

rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law (CoE, 2010, p. 7).

Another strand of CoE activities in the field of education, which has informed the development of RFCDC, is the long-lasting work in the field of intercultural education and intercultural dialogue. In parallel to the focus on education (schools) and intercultural dialogue, the field of youth work has gained Europe-wide importance and recognition as a key pillar for the establishment of a democratic culture, due to the joint activities of the CoE youth department and the CoE-EU youth partnership.

Through anti-racist campaigns like 'all different – all equal', the extensive work on plurilingualism (best known through the Reference Framework for Modern Languages), the focus on deconstructing ideas of 'the other' in history teaching (CoE, 2001, 2011), the White Paper on Intercultural Dialogue (2008), and the 'No Hate Speech' campaign as the most recent flagship project, the CoE has championed the deconstruction of prejudice and resentment and the building of a mutual understanding and peaceful culture coexisting across cultural affiliations.

Through the work on the RFCDC, the work in the field of education for democratic citizenship and in the field of intercultural dialogue have been integrated in a vision of 'living together as equals in culturally diverse societies'.

In culturally diverse societies, democratic processes and institutions require intercultural dialogue. A fundamental principle of democracy is that those affected by political decisions are able to express their views when decisions are being made, and that decision-makers pay attention to their views. Intercultural dialogue is, firstly, the most important means through which citizens can express their views to other citizens with different cultural affiliations. Secondly, it is the means through which decision-makers can understand the views of all citizens, taking into account their various self-ascribed cultural affiliations. In culturally diverse societies, intercultural dialogue is thus crucial for ensuring that all citizens are equally able to participate in public discussion and decision making. Democracy and intercultural dialogue are complementary in culturally diverse societies. (CoE, 2017, Vol. 1, p. 24).

From 'soft' matters to flagship status

The CoE based its work on a comprehensive and coherent vision of an education of the whole person - in stark contrast to the paradigm of labour market orientation of most educational systems. The Council, in Recommendation CM/Rec(2007)6, provides a vision of education that includes four major purposes:

- Preparation for the labour market
- Preparation for life as active citizens in democratic societies

Personal development
The development and maintenance of a broad, advanced knowledge base

All four purposes are necessary to enable individuals to live independent lives and to take part as active citizens in all spheres of modern, rapidly changing societies (CoE, 2017, Vol. 1, p. 14).

One could say that the framework, in its goal to strengthen the dimension of education for active citizenship, was part of an overall development towards an increasing awareness of the relevance of education to build stable and sustainable democracies. This is also indicated by parallel initiatives in the Organisation for Economic Co-operation and Development, OECD (Programme for International Student Assessment [PISA] global competence and 21st century skills) and the United Nations (UN Sustainable Development Goal 4.7, with a focus on global citizenship).

However, a major break-through for the RFCDC project came in 2015, when Europe was hit by several Islamist terror attacks. As a reaction to this, the CoE adopted the action plan 'The fight against violent extremism and radicalization leading to terrorism'. One of the major messages of the action plan was that democracy needs to be strengthened, not weakened, when it is under attack. Instead of surveillance and securitization, the action plan advocates strengthening the democratic resilience of the citizens – through education, among other things.

Action is needed to prevent violent radicalisation and increase the capacity of our societies to reject all forms of extremism. Formal and informal education, youth activities and training of key actors (including in the media, political fields and social sectors) have a crucial role in this respect (CoE, 2015).

Under the heading 'Living Together as Equals in Culturally Diverse and Democratic Societies: Setting Out Competences Required for Democratic Culture and Intercultural Dialogue', the action plan announces that the work on the competence framework will be prioritized, intensified and accelerated. From 2015 onward, the RFCDC had the status of a flagship project within the educational work of the CoE. This gave the subsequent development work a different pace and led to an intensified involvement of different experts, stakeholders and practitioners in the development work.

The elements of the RFCDC: The competence model – the 'butterfly'

The core element of the framework is a competence model, composed of 20 components in four different areas: values, attitudes, skills and knowledge and critical understanding. This model was developed in several steps, starting with a review of more than 100 existing competence models in the fields of citizenship education

and intercultural education. Based on a set of criteria, 80 relevant competences were identified. Through further conceptual work, including the consultation of international experts in the fields, the final set of 20 competences for democratic culture (CDC) was developed.

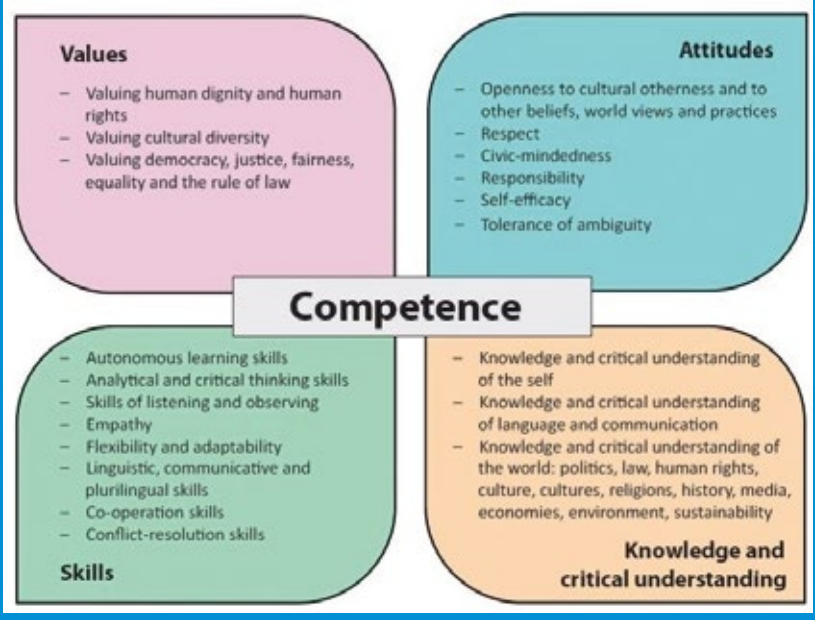


Figure CDC 'butterfly'

It is important to highlight the competence concept on which the entire model is based:

The term 'competences' (in the plural) is used in the Framework to refer to the specific psychological resources (the specific values, attitudes, skills, knowledge and understanding) that are mobilised and deployed in the production of competent behaviour. Hence, . . . 'competence' as a holistic term consists of the selection, activation and organisation of 'competences' and the application of these competences in a co-ordinated, adaptive and dynamic manner to concrete situations (CoE, 2017, Vol. 1, pp. 32–33).

If a person shall act competently in situations involving known or unknown challenges, the interplay between skills, knowledge, attitudes and values is necessary. This is the reason why the notion of competence clusters is highlighted in the framework. To give an example: a person can have extensive knowledge about democratic institutions and have good analytical and critical thinking skills; however, when faced with concrete situations of democratic decision-making, civic mindedness might be necessary in order to motivate this person to actually use his/her knowledge and analytical thinking,

and cooperation skills are necessary in order to actively participate in the actual decision making process. Vice versa, fostering attitudes and values for democratic culture require a certain set of knowledge and skills in order to make a meaningful contribution to society.

The aforementioned understanding of democratic processes to be dynamic and processual implies that learners need to experience and actively take part in a variety of situations involving the entire range of the 20 competences in order to activate various competence clusters. Volume 3 of the RFCDC provides numerous examples of relevant teaching approaches as well as curricular and extracurricular learning activities.

The descriptors

As mentioned before, the goal of the RFCDC is to allow for a more systematic and holistic focus on competences for democratic culture in educational practice. The competence descriptors are of particular relevance in this regard. The set of 135 key descriptors and the full bank of 447 validated descriptors are a diagnostic tool for the development of learners to be understood and described. The descriptors are formulated as statements of observable behaviour (nobody can look into the head of another person to determine how competent s/he is). Moreover, they are divided into three levels of proficiency (basic, intermediate and advanced) and therefore are designed to support the understanding of learning progress. In this way, the descriptors support learners and educators in reflecting and deciding on the possible next steps in a learning process.

Thus, the two main functions of the competence descriptors are:

1. to support the assessment of the current level of proficiency with regard to 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 setting (CoE, 2017, Vol. 2, p. 12).

Examples for descriptors related to different competence components:

Openness to cultural otherness

Shows interest in learning about people's beliefs, values, traditions and world views (basic)

Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations (intermediate)

Seeks and welcomes opportunities for encountering people with different values, customs and behaviours (advanced)

Skills of listening and observing

Listens attentively to other people (basic)

Watches speakers' gestures and general body language to help himself/herself to figure out the meaning of what they are saying (intermediate)

Pays attention to what other people imply but do not say (advanced)

Rather than using the descriptors to determine a learner's achievement related to lessons/teaching units or shorter educational interventions, they are a suitable tool for the observation of a learner's capacities in a variety of contexts and over time – in order to determine a learner's overall level of proficiency (although the performance in different contexts might vary). As the descriptors can help to understand the context dependent nature of competence performance, they are a useful tool for adjusting educational/teaching interventions.

(UNESCO: Culture for Sustainable Development).

The guiding documents – what is needed to foster competences for democratic culture?

The CoE's intention with the RFCDC is not to provide a testing tool to be used in educational systems to measure learner achievements in the field of democratic competence. This would miss the holistic design of the framework, stressing the systemic and institutional preconditions for competence development. As described in the previous paragraphs, the most suitable environments for the development of competences for democratic culture are those, which are informed by and reflect democratic values: this includes, among others, the teaching and learning methodologies applied, the open climate and possibilities for participation in debate and democratic decision-making processes and democratic school governance.

In order to highlight and spell out these contextual and processual factors, the RFCDC comprises six different guiding documents:

- Curriculum development
- Pedagogy
- Whole school approach
- Assessment
- Teacher education
- Prevention of radicalization and violent extremism

The inclusion of the last guiding document might seem surprising. As indicated, the explanation can be found in the aforementioned political context in which the RFCDC was produced. However, the rising pressure and difficulties our democratic societies in Europe struggle with come from other ideologies and forms of nationalism, as has been confirmed for the educational field in DARE´s STEPS research project (2017-2018) on 'Survival Toolkit for EDC in Post-factual Societies' (DARE, 2018).

The RFCDC document provides a review-based account for research on the root causes for processes leading to violent extremism and on research showing that the development of capacities such as independent and critical thinking, empathy and self-efficacy are key factors in building resilience to hateful political ideologies and violent orientations.

This provides a bridge to the content of the other guiding documents. Together, these documents are supposed to support a broad variety of stakeholders in different educational systems in applying and implementing the framework: in curriculum reforms, school development and how teachers' professional development can support the competence acquisition of learners.

The RFCDC and formal education: Curriculum development – different educational systems, different approaches

Already within the formal educational context, the 47 member states of the CoE have very different educational systems, and 'curriculum' can mean different things across systems. In some countries with a centralised system, a national curriculum defines both the content of teaching and methods of teaching, while in other systems, competence-oriented curricula leave much room for local planning of teaching. While civic or citizenship education in some countries is placed in a particular subject (most often social science), other countries define it as a cross-cutting and interdisciplinary issue.

RFCDC is not restricted to a particular educational system or type of curriculum. The

CDC model can influence curricula at different levels of decision-making: at the system level, at the institutional level, at the subject or classroom level and even at the level of the individual learner. (CoE, 2017, Vol. 3, p.13)

The CDC model can be used as a whole or in part as a means of enriching a curriculum by revising and developing it. The RFCDC provides concrete perspectives on how to include and strengthen a focus on democracy, human rights and intercultural understanding in any subject and across subjects.

The competences for democratic culture can be considered as key competences that need to be developed across all curriculum subjects and areas of study. In this sense, all teachers of all subjects are responsible for teaching, learning and assessing CDC. On the other hand, CDC can be the focus of a single subject, such as citizenship education or social sciences or social studies. (CoE, 2017, Vol. 3, p.19)

A concrete 'starter' exercise for educators and those responsible for educational institutions who wish to engage with the RFCDC may look like: How could the choice of topics, teaching material and methodologies support learners to develop civic mindedness, analytical and critical thinking skills, cooperation skills or knowledge and critical understanding of the self?

Surely in the formal educational context, curriculum development and the planning and evaluation of teaching are closely intertwined. The RFCDC also provides a guiding document on pedagogy, which supports educators to reflect on how the choice of educational approaches and teaching methodologies can create the conditions for learners to develop and express competences for democratic culture.

Pedagogy

Competences for democratic culture can hardly be 'taught' by the means of mere knowledge transmission. The dynamic and context-bound nature of competences point to the importance of learning processes and environments. Cooperation skills can hardly flourish when learners are only given individualised assignments. Responsibility and civic mindedness can best be learned in environments allowing engagement, interaction and the making of real contributions. The framework does not prescribe any educational approaches or teaching methodologies, but it follows the idea of learning about, through and for democracy, arguing that certain approaches are especially suitable to develop CDC. The guiding document on pedagogy highlights different approaches/methodologies:

Student/learner centred, active learning

Aside from helping develop knowledge and skills, teaching methodologies also reflect attitudes towards learners. Student centred and active learning approaches place

learners in a position of being actors in their own learning process, instead of passive recipients of knowledge. Learning-by-doing approaches and experiential learning engage students in a process in which intellectual, emotional and social capacities are developed. In this way, the methodology can be related to several components of CDC, like self-efficiency and responsibility.

Cooperation and collaborative learning

The process of collaborating enables the development of openness and the motivation to accept change, an empowering process for teachers. Single teachers or small teams of teachers can start changing their practice by learning and experimenting through a process of collaboration and experience-sharing in an environment. By applying collaborative learning principles, classroom dynamics are deeply changed, and a wide range of CDC can be developed.

Democratic processes in the learning environment

A very effective way of developing CDC is by experiencing democratic processes first-hand. The planning and negotiating of aims, content, learning materials, assessment and programme evaluation by all participants involved in the learning process creates the conditions for transforming the roles of educators and learners and transcending what those roles are in traditional classrooms. In this way, learning for and through democracy occurs, with educators demonstrating democratic behaviours and therefore contributing to the development of the CDC of learners. The first-hand experience of democratic processes will also empower learners and stimulate them to use these competences in the classroom, in the school and in society.

Team teaching and integrated curricular approaches

In school, besides what each teacher can do in the context of a specific subject, cooperation between teachers of several subjects can lead to valuable and effective additional outcomes for the development of CDC. This cooperation can be between several teachers working with the same class, who coordinate their intervention to enhance CDC, but it can also be between teachers working with different classes, which are supported to engage in a partnership and cooperate in learning activities resulting in the development of CDC.

Project-based learning

Project work, or learning through projects, is a pedagogical approach particularly appropriate for the development of CDC because it contributes to acquiring a

combination of attitudes, skills, knowledge and critical understanding, as well as to the developing values. It can be used within a specific subject area but is also very appropriate for a cross-curricular approach and for addressing cross-cutting issues. Project-based learning is also a field where cooperation between the different spheres of education (non-formal, formal, and informal) is most likely the case.

Service learning

Service learning implies providing a community service in the context of a structured set of steps, in which the educator plays an important role as organiser and facilitator while keeping a strong learner-centred approach and empowering learners to make decisions and act on their own will in cooperation with peers. Service learning is an effective way to develop the full range of CDC because it gives learners opportunities to connect the knowledge and critical understanding and skills acquired in a classroom setting with meaningful action targeting a real world issue.

The whole school approach

Not only the teaching approaches and methodologies through which students become agents of their own learning processes, but also the context in which the learning takes place, form an integral part of 'learning and living democracy' at school. The development of competences for democratic culture can be supported by democratic learning environments. As stated in the guiding document:

> Whole-school approaches which integrate democratic values and human rights principles into teaching and learning, governance and the overall atmosphere of the school contribute significantly to young learners' experience of, development of and practice of democratic competences. (CoE, 2017, Vol. 3, p. 90)

A number of aspects in school governance and culture that can significantly contribute to the development of CDC are outlined in the document:

Democratic governance

The EDC/HRE charter states that 'the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents' (section 5.e). The governance of the educational institution should provide opportunities and procedures for participation and decision making. Flat hierarchies and a culture of cooperation allow mutual respect and trust to grow. If allowed to feel ownership of decisions and developments at schools, teachers and learners will be motivated to take responsibility. Civic mindedness does not flourish in a void, but

in a climate that encourages and positively sanctions initiative and engagement for a common good.

The organisational culture of a school can help people in the school community play a role in the way the school is governed and managed – through its approach to leadership, vision, system of governance and decision making processes and general working atmosphere. Student councils and other forms of student participation are important aspects of democratic school governance. A democratic approach to school governance helps create a culture of openness and trust in the school and improves relations between its members.

Democratic and inclusive school culture

An inclusive school ethos, which is safe and welcoming, where relations between staff, and between staff and students, are positive and everyone feels they have a part to play and their human rights are respected, will better facilitate development of competences for democratic culture. To this end, school administration, teachers, parents, students and other stake holders may join efforts to make school environments more democratic, to include approaches to management and decision-making, school policies, rules and procedures, student participation and general school environment.

While competitive environments make all but the best feel weak and insufficient, it is questionable whether or not inclusive and collaborative environments allow each individual to experience the contribution s/he can make and to develop self-efficacy.

Cooperation with the community

A school's relations with the wider community – including parents, authorities, nongovernmental organizations (NGOs), universities, businesses, media, health workers and other schools – can help foster a culture of democracy in schools. Schools that partner with NGOs, for instance, can benefit from such actions as increased training opportunities, visiting experts and project support. Close links with the community can also help schools address relevant community issues.

CDC and assessment

From the outset of the CDC project, one of the basic principles was 'that all of the competences that were included in the model should be teachable, learnable and assessable (through either self-assessment or assessment by others)' (CoE, 2016:31). This has to do with the supposed 'fuzziness' and 'soft' status of everything related to value-based and value-oriented education. Within the existing paradigm of testing, measuring and national or international rankings, everything which is not assessable seems to be

of lower priority. One could, however, ask: should democratic competences, especially the dimension of values and attitudes, at all be tested and graded? Would not this be highly unethical and resonate with authoritarian indoctrination? However, democracy cannot be taken for granted; it needs to ever be re-learned. As neither our societies nor the world around us are static, there is a great need and enough reason to propose and discuss which competences are required in a democracy and to develop democratic culture.

The answer lies, at least to some extent, in the fact that assessment is more than measuring and testing for the purpose of grading, promotion or selection. Assessment related to CDC should be part of holistic educational processes, supporting learners to understand and own their own learning process and supporting educators to adjust and improve their teaching and educational strategies. In order for educational institutions and practices to continuously and systematically strengthen the capacity of learners to take responsibility, show empathy and cooperate with others, there is a need for tools and approaches that help educators understand and communicate what is achieved. Educators need criteria, tools and a language with which to communicate to learners where their strengths and weaknesses lie. In this sense, assessment is not only an issue of measurement and testing, but of understanding and supporting development of learners. Moreover, assessment does not only shed light on the learner, but can also help to 'evaluate teachers' practices in order to provide feedback on how their teaching might be adjusted in order to achieve greater effectiveness [and] to evaluate the effectiveness of a particular intervention or programme of teaching and learning.' (CoE, 2017, Vol. 3, p. 53)

The guiding document on assessment starts from the notion of empowerment: all assessment of competences for democratic culture should respect the dignity and integrity of the learner, contribute to his or her self-esteem and support positive development. Assessment of CDC should, by no means, become an instrument of humiliation or exclusion or in other ways do harm to learners.

Based on this 'red line', a number of criteria for any good assessment are outlined, some of which are particularly important for assessment of CDC:

- Validity
- Reliability
- Equity
- Transparency
- Practicality
- Respectfulness

Regarding the last principle, the guiding document states:
Assessment procedures should always respect the dignity and the rights of the learner who is being assessed. Learners' rights are defined by the European Convention and

the Convention on the Rights of the Child and they include, inter alia, the rights to freedom of thought, conscience and religion, freedom of expression and freedom from discrimination. Assessment methods or procedures (and any other education practices) that violate one or more of these rights of learners should not be used. (CoE, 2017, Vol. 3, pp. 56–57)

The framework does not recommend particular assessment approaches or methods, but discusses a broad spectrum, based on the aforementioned criteria. It also provides some examples of how different types of formative and summative assessment can be combined within an educational process in order to understand the development of competence clusters in varying situations and over time.

In this way, the framework gives educational policy makers and educators tools at hand to help make assessment an integral part of democratic educational systems and institutional practices.

Teacher education

As outlined in the previous paragraphs, the framework is built on an understanding that all aspects of educational institutions and practices are relevant for the development of competences for democratic culture. This means that CDC are not only a responsibility of specialized teachers, but of all teachers, regardless of the subject they teach. The guiding document on teacher education states:

In their everyday work, teachers strive to provide quality education in their respective subject areas; however, they are also challenged to apply and implement the values underpinning the education system (for example human rights, democracy, cultural diversity, justice and the rule of law). In order to meet these challenges in an effective way, it is important that the knowledge, skills and competences that do not fall within the narrow subject area should not remain neglected. Applying the CDC approach means that these challenges are not left solely to the specific subject study orientation (such as civic education, history, ethics). On the contrary, the CDC approach must be applied as a transversal dimension of educating and training future and practicing teachers in general. (CoE, 2017, Vol. 3, p.76)

Given that competences for democratic culture are not only an issue of the content which is taught, but also a question of experiences gained through learning processes within relations between teachers and learners, it is evident that teachers need to be trained and qualified beyond their subject area. Teacher education needs to provide teachers with the knowledge and tools to integrate CDC in their own teaching practice. But, more fundamentally, teachers need to develop a democratic professional ethos: The role of teacher education institutions is not only to train teachers to be able to make effective use of the CDC Framework in schools and other educational institutions (the 'technical' side), but also to equip them with a set of competences necessary

for living together as democratic citizens in diverse societies (the 'substantial' side). Teachers who themselves act successfully in the everyday life of democratic and culturally diverse societies will best fulfil their role in the classroom. (CoE, 2017, Vol. 3, p.77)

The RFCDC, non-formal education and the context of youth work

The above outlined descriptions underline the importance of institutions and educators examining the processes and responsibilities and personal/institutional boundaries when aiming at developing with learners the conditions for a democratic culture of learning, thereby providing space for democratic self-efficacy and supporting democratic engagement in society. Although the RFCDC aims, in its ambition and layout, at all fields of education, it tends more towards formal education. The terminology and approach of the RFCDC documents, e.g., the principle of competences being teachable and assessable, is oriented toward school processes, which might represent a challenge for non-formal civic educators.

However, it is important to recall that the Charter for Education for Democratic Citizenship and Human Rights Education provides a non-hierarchical definition of formal, non-formal and informal education, and that it foresees an active role of non-governmental organisations and youth organisations in EDC/HRE:

'Non-formal education' means any planned programme of education designed to improve a range of skills and competences, outside the formal educational setting.' (COE, 2010, p. 8)

'Role of non-governmental organisations, youth organisations and other stakeholders: Member states should foster the role of non-governmental organisations and youth organisations in education for democratic citizenship and human rights education, especially in non-formal education. They should recognise these organisations and their activities as a valued part of the educational system, provide them where possible with the support they need and make full use of the expertise they can contribute to all forms of education. Member states should also promote and publicise education for democratic citizenship and human rights education to other stakeholders, notably the media and general public, in order to maximise the contribution that they can make to this area.' (COE, 2010, p. 11)

The EU Youth Strategy (2019-2027) and the Council of Europe Youth Sector Strategy 2030 both call for the development of a European Youth Work Agenda. The Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the framework for establishing a European Youth Work Agenda (2020/C 415/01) states:

4. Youth work enables young people to learn about and experience universal values such as human rights, gender equality, democracy, peace, pluralism, diversity,

inclusion, solidarity, tolerance and justice.

5. Youth work is a field in its own right and an important non-formal and informal socialisation environment. It is carried out by a wide youth work community of practice. Youth work is geared to young people's individual needs and requirements and directly addresses the challenges they face in today's society. An essential component of youth work is creating safe, accessible, open and autonomous spaces in society, as well as supportive and experiential learning environments for young people. The participation of young people in the design and delivery of youth work is essential in order to guarantee that organisations, programmes and activities are responsive and relevant to the needs and aspirations of young people.

6. Youth work facilitates learning and engagement among young people and thus promotes democratic awareness and active European citizenship.

34. Promote active, critical citizenship and democratic awareness and the appreciation of diversity among all young people as permanent and fundamental parts of youth work, including by promoting competence-building through the education and training of youth workers. Give all young people, without discrimination, the opportunity to act on their own initiative, develop their self-efficacy and exercise a positive influence.' (EU, 2020/C 415/01)

The CoE EDC/HRE Charter and the Resolution on the European Youth Work Agenda form important landmarks for the field of youth work and non-formal education, as both acknowledge the field's capacity and quality and its own professional discourse, professional standards, structures and institutions and quality pedagogy.

To recognise the equivalence between the fields of formal and non-formal education is a pre-condition of cooperation. The adoption of the European Youth Work Agenda as a common aim of the CoE and the EU will hopefully contribute successfully to widening the horizon of educational debates from a real lifelong learning perspective.

In the following, we do not want to focus on the differences and incompatibilities that are owed to the inherent self-perceptions of the specific fields of formal and non-formal education. Rather, we want to promote a view of the common goal: Supporting young people in exploring, developing and strengthening their capacity to actively take part in democratic processes. Non-formal civic education and formal education can work hand in hand with regard to several aspects of the RFCDC: the fields of pedagogy and democratic learning spaces (in the RFCDC, for example, whole school approach, initial qualification and training of educators and teachers). Related to the issues of assessment, using descriptors and curriculum development, there might be differences and even tensions related to debates on standards, ambitions, quality assurance, responsibilities and aims.

There are a legion of successful cooperation examples between the different educational fields. Our assumption is that competence frameworks such as the RFCDC provide a valid tool for dialogue and interaction, and may help to develop ways of

meaningful cooperation. However, there remains a need to raise awareness of the different strengths of each sector, formal and non-formal education, in regard to the question of what leads to quality in EDC/HRE.

This publication gives insight into the interplay of different competence frameworks aiming to support learners' development as well as to strengthen the capacity of educators in delivering citizenship education of high quality. It describes the experiences and results from testing the uses of RFCDC in a variety of non-formal learning contexts. It thereby takes stock on perspectives civic educators from the field of non-formal civic education with youth have towards the RFCDC. The publication also explores whether and to what extent the RFCDC framework can provide a bridge between teachers and non- formal civic educators, and in which ways it can serve as a tool to facilitate the debate within different fields of youth work – namely by providing a transmission instrument between civic educators, youth workers and social workers. Last but not least, it contains a set of reflection methods deriving from the RFCDC pilot tests developed during the phase of the NECE focus group and looks at the different processes within the scope of the CoE's work to support the RFCDC in its implementation.

'Educational Institutions are Spaces of Human Rights'

(Excerpt from an interview between Beate Rudolf and Paola Carega, German Institute for Human Rights (2020), Standard Human Rights.)

People often speak of 'institutional racism' in the context of schools. What does that term mean?

Institutional discrimination exists when certain persons are put at a disadvantage by an institutions' structures, procedures or other mechanisms in interaction with other factors. This form of discrimination is deeply rooted in institutions and often goes unrecognised and unchallenged. Schools, too, are institutions that have firmly established structures, policies and practices, and these have prejudicial effects on the participation in education and school performance of pupils who are harmed by racism. There are school textbooks that contain images and texts that replicate racist stereotypes, for instance. Another example is when grades assigned to pupils with migration backgrounds are lower than those assigned to other pupils for the same level of performance. Studies looking at the grounds cited by teachers for their recommendations regarding the form of secondary school that pupils should attend have found that they don't look only at the actual performance of the individual child, but refer to other criteria as well, and that these are sometimes influenced by racist

stereotypes. For instance, teachers may have the impression that pupils with (family) backgrounds of migration are likely to receive less support from their parents, without being aware that they are being influenced by racist images.

Why is it important that human rights be explicitly discussed in schools and other education institutions?

There are two reasons. One has to do with individuals and one with society. As to the former, education and human rights are inextricably linked: Education is supposed to promote the full development of the human personality and human rights are supposed to ensure freedom and self-determination for everyone. However, you have to know what your rights are in order to exercise your rights. For this reason, education must also aim at strengthening respect for human rights. The International Covenant on Economic, Social and Cultural Rights explicitly says this in article 13. As for the other reason: human rights form part of the foundation of a democratic state governed by the rule of law. This foundation can only exist when people know their rights and demand them, on their own behalf and on behalf of others, and 'act towards one another in a spirit of brotherhood', as called for in Article 1 of the Universal Declaration of Human Rights. This works well when people learn to respect other people and to think about human rights and the values that underpin them, starting from a young age. For this reason, the UN Convention on the Elimination of All Forms of Racial Discrimination expressly requires that states provide for human rights education and other measures to combat racist prejudices, in the education sector. Thus, teachers must encourage learners to explore fundamental and human rights in depth, so that they can be guided by them in their actions, be aware of their own rights and respect the rights of others.

Returning to the basic values of a democracy: what can educators do to make schools, and other educational institutions be places of learning and of solidarity that afford learners educational opportunities based on the greatest possible equality?

It is important to see education institutions as places of human rights and educators as defenders of human rights. Human rights have to shape the learning environment, so that learners experience themselves as holders of human rights. If this is not the case, learners will not internalise human rights, even if these rights are taught in the abstract. A learning environment shaped by human rights is also one where learners are protected against discrimination, because any learning group will have members who are affected, either personally or by way of someone close to them, by various dimensions of discrimination. In order to meet their obligation to protect human rights, teachers must challenge actions or speech that is discriminatory and prohibit such actions and speech, and they must do this in a manner that clearly communicates human rights values. Dismantling barriers to participation and appreciating diversity, e.g., with respect to religious affiliation, sexual orientation or a disability, are also important. Teachers should design their classes to be as participatory as possible and

work with methods and materials that do not replicate stereotypes. The aim should be to address discrimination in a way that does not reinforce biases, in order to awaken and strengthen respect for others as persons of equal human dignity and equal human rights' (German Institute for Human Rights, 2020).

Professor Beate Rudolf is the director of the German Institute for Human Rights. Her research focusses on fundamental and human rights and on principles governing state structures under public international law, European law and German constitutional law, and in a comparative-law perspective. From 2016 to 2019, she chaired the Global Alliance of National Human Rights Institutions (GANHRI).a

1.2. How to use competence frameworks

By Ramón Martínez, Nils Eyk-Zimmermann, Georg Pirker

Some thoughts about learning

Learning can take place everywhere, at any age and in any situation. Successful and relevant application of learning happens when individuals activate and apply their knowledge, attitudes and skills in a specific situation. Knowledge, skills and attitudes complete and support each other and by doing so, they help people to master complex challenges in private, social and professional situations.

From a lifelong learning perspective, people spend a short amount of time in education institutions. But does learning stop afterwards, and does it only take place in formalised structures? Probably not. Even those that are uneager to learn in a conscious way will do it often unconsciously, or in educational jargon, 'informally': describing 'forms of learning that are intentional or deliberate but are not institutionalised'.

Outside of formal learning settings, there are vast frames and opportunities where learning continues and where people use opportunities for self-development. People learn intentionally based on interest in groups or in provision of youth work, in and out of school, in society, jobs, families, from books, trainings, or through civil engagement and volunteering. Learning experiences form a lifelong learning biography and are part of a continuing process. Learning relates to connecting experience acquired in different social roles and in different fields of education. At the end, the impact of education, training and of learning tests whether a learner is able to draw from diverse experiences in order to apply them in concrete (new) situations.

Competence frameworks describe the goal of learning as an individual ability, while traditionally, goals often follow an overly strong topical logic. Instead of thinking about 'what elements do I have to teach?', the question shifts rather to: 'What should learners be able to do afterwards?' or even more broadly, recognising that what is being perceived as the relevant learning paths from any designed learning can vary quite a

bit from the participant's perspective.

A competence-centred approach assumes that it can be most effective to combine these learnings outside the formal setting with a conscious learning design - to transform informal learning into 'non-formal': 'Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support. Non-formal learning is intentional from the learner's point of view', but accompanied by professional educators/facilitators and oriented on a topic. Competence frameworks support creating such embedded learning outside the formal context so that learning does not take place only in formal education institutions. They also provide orientation to educators and learners in the absence of a curricular structure and help to see the golden thread in activities that go beyond a simple topic-structured agenda.

Youth Work Principles and Non-formal Learning

There are seven guiding characteristics of non-formal learning activities:

1.	Voluntary, holistic and process-oriented
2.	Accessible for everyone (ideally)
3.	Organised process with educational goals
4.	Participative and learner-centred
5.	Based on experience and action and the needs of the learners
6.	Provides life skills and prepares learners for their role as active citizens
7.	Includes both individual learning and learning in groups

In outlining the central aims of non-formal citizenship education with youth, one can also draw a connection to competence frameworks in the context of democracy learning:

They aim at personal growth and development of learners as individual and social beings and prioritise self-reflection and self-directed learning with a focus on personal attitudes and democratic self-efficacy.

They enable learning in the practical skills dimension – achieving social impact, participating and civic engagement (capacity building).

They include, certainly, the learning dimension of classical knowledge about democracy.

In addressing knowledge, skill and attitude competences, they evolve and support the application of democracy in a holistic way: as a form of governance, form of organising social processes, intellectual concept and as a form of living.

Civic education with youth, as also mirrored in European Education for Democratic Citizenship and Human Rights Education (EDC/HRE) and youth policies, as set out by the European Youth Work Agenda, aims to develop competences for democratic (inter) action and critical action and thinking and supports awareness-raising to understand power relations in our societies. A core of democracy learning with young people is to acknowledge our reciprocal responsibilities as educators and learners for human rights and for emancipatory and power critical effects of learning.

As diverse as the interests and social contexts of individuals are, in EDC/HRE, we understand education not from the definition of who the learning providers are (formal, non-formal) but what kind of impact it aims for (civic competence).

There is no one-size-fits-all approach, but a variety of valid contextual factors, experiences, spaces, and socio-cultural and political backgrounds in which EDC work with youth is embedded. It is for this reason that it is important to demand public responsibility in providing youth with spaces for emancipatory and power-critical learning about democracy, thus acknowledging the fact that a democracy needs to be learned, thought over, fought for, understood and recognised by every new generation again. It cannot be taken for granted.

Non-formal education has been a recognised feature of vast activities of the European youth field, but it has also become increasingly recognised at the EU level. The Council of Europe's Conference of Ministers included non-formal education as a key contribution in its Agenda 2020, and the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education states the importance of non-formal learning specifically for democracy and human rights education. Non-formal learning was also included in the Incheon Declaration and Framework for Action for Education 2030 in working towards Sustainable Development Goal 4.7 (Education 2030, n.d.). Efforts to set quality standards have evolved alongside this increased recognition, although there is debate over whether increased standardisation actually changes the core characteristics of this type of learning, which prizes a learner-responsive approach (Bundesministerium für Bildung und Forschung, 2008).

Non-formal education is considered a subsection of youth work and is one of the original aims set out in the European Youth Work Agenda published in 2020, which provides strong statements for democracy-building and civic education. Although non-formal education is considered to be part of the field of youth work, it is a more specific and intentional educational opportunity. It can certainly take place in classic youth work spaces such as youth clubs, but in the aftermath of the European youth work conventions, there has been an increasing recognition of the need to develop institutions which focus more exclusively on non-formal education, where programming is pedagogically planned but does not offer a certificate or degree.

In particular, EDC/HRE approaches put emphasis on active citizenship (or in newer terminology: critical youth citizenship) and see the importance of providing spaces and opportunities for self-directed and autodidactic learning, treating these guiding

characteristics and ideas as necessary conditions for political participation. Therefore, competence orientation demands EDC/HRE provide youth space for emancipatory deliberation and asks that EDC/HRE accompany the learner in a supportive way, rather than in an instructive, 'all-knowing' role.

Competence-centred Learning

Considers all learners' experience of diverse situations, roles and life phases as a relevant resource.

Goes beyond knowledge-centred teaching to understand competence as knowledge and critical understanding, skills, attitudes, behaviours and values, and an understanding of how they interact.

Takes the individual learner seriously and tailors the learning design to their needs .

Strengthens individual ownership of their learning biography.

Sees learning as a social and cooperative process – between classroom and real life, formal, non-formal and informal learning, and between sectors.

Appreciates the diversity of perspectives and learning styles in a group as a potential (instead of trying to even these qualities).

Is relevant, because it allows learners to apply their abilities in many different social roles and situations.

Is flexible, because it understands learning as a process instead of forcing it into an overly linear curriculum.

This does not mean that content is less important. Rather, the idea of competence-centred learning responds to the fact that learning is more effective when treated as a non-linear process involving head (knowledge dimension), heart (attitudes dimension) and hands (skills dimension), taking place in an area between theoretical reasoning and practical experience, and practised in a mix of individual and social forms.

The challenge for educators has always been to compose learning designs that give these aspects appropriate attention, which quite often happens implicitly. Competence concepts encourage educators to make this explicit and explain how this holistic learning happens and what kind of attitudes, skills and knowledge are involved in particular.

The focus automatically shifts toward the individual learners' capacities. The questions arising from such a resource-oriented perspective are:

What exactly are they doing well?

Where exactly do they see potential or feel a need for improvement?

A competence-centred description of learning goals and learning outcomes also helps educators and learners to (self-)assess and describe competence level and progress during a learning process more precisely, because it invites one to look at

the individual capacities and areas for development. Concretely, during a learning process, a competence reference can work as a good frame for regular reflection and for assessment.

After learning, the description of competences developed between learner and educator may give a realistic picture of the learners' capacities shown in a learning setting. The usual description processes of the written form which has been established in most learning fields is usually based on a dialogue/reflection conducted over several steps, reflecting the learning between the learning learner and learning educator. Such dialogic principles are, for example, used in the Youthpass, the GRETA certification model, and the profil-passport. A descriptive written form might testify much more than a standard certificate. Also, learners might better explain their capacities and experience to others when they understand the concept of competences.

Levels of proficiency

Competence frameworks define the competences and indicators distinguishing different levels of proficiency. The way in which the RFCDC tackles this proficiency is very interesting. The descriptors of each competence are ordered as basic, intermediate and advanced. In this way, for the competence of knowledge and critical understanding of politics, law and human rights, being able to explain why everybody has a responsibility to respect the human rights of others would represent a basic form of the competence, while being able to describe the diverse ways in which citizens can influence policy would represent an advanced one.

On the other hand, in the same form that most frameworks define competences as the sum of knowledge, skills, attitudes and values, they provide a reference of proficiency levels for each competence. For instance, in the EntreComp competence framework for entrepreneurship and initiative, these are:

foundation	Relying on support from others
intermediate	Building independence
advanced	Taking responsibility
expert	Driving transformation, innovation and growth

Some models have a schematic understanding of the proficiency levels, which leads educators to presuppose the need for an equal fulfilment of competences on one proficiency level as a condition for the step to another one. Other models, in exchange for the level of proficiency, introduce an approach following a model of growth and process-orientation of learning. They make us aware that learners do not need an expert level of competence in every domain and regarding every required skill, attitude or knowledge. Designers of other competence frameworks, such as the authors of EntreComp, make this more realistic perception of individual competences clear: 'We

are not suggesting that the learner should acquire the highest level of proficiency in all 15 competences, or have the same proficiency across all the competences' (Bacigalupo, et al., 2016, p. 10). Therefore, competence frameworks allow a realistic view of one's own capacities and potential.

Competences have a transversal nature, because they are useful in many situations. For instance, 'creativity' or 'taking the initiative' are included in a diversity of competence frameworks. The case of 'learning to learn', a crucial condition for many competence frameworks, which we might describe as 'the ability of individual learners to be the author and subject of their lifelong learning biography' currently faces a specific framework for itself as a life competence.

Competence frameworks: Explore the commonalities and differences

When the Reference Framework of Competences for Democratic Culture came into existence, it joined a well-established family of competence frameworks. Competences in these frameworks overlap at times, while others are specific for that frame. Educational practitioners working for human rights and democracy operate in schools, youth work and outside of these settings in personal and group processes. Other times, the approach to participation or citizenship education might be through sport, language or entrepreneurship.

The competences for democratic culture are centred on the competences of the learner in formal settings. There are other more general competence frameworks with a focus on non-formal education or ones that support the educator in their development process.

In the following pages, you will read a short introduction of the following competence frameworks, with some connecting notes regarding how you can take advantage of them in your educational practice as you work with the competences for democratic culture.

- Council of Europe Youth Work Competence
- ETS Competence Model for Youth Workers to Work Internationally
- ETS Competence Model for Trainers
- Key competences for lifelong learning
- DigComp 2.1: The Digital Competence Framework for Citizens
- EntreComp, The European Entrepreneurship Competence Framework
- LifeComp: The European Framework for the Personal, Social and Learning to Learn Key Competence
- GRETA, Professional Teachers Competence Model in Adult and Continuing Education

When competences have universal characteristics, they are named transversal or key competences, in contrast to specific competences, which are required more or less in only one specific field or learning context.

Key competences help people to easily transfer what they have learned into their lives as active citizens and changemakers. In a broader sense, the outcome of the learning process is turned into a practical skill and a new attitude, which allows people to act accordingly in complex social situations ([http://www.oecd.org/pisa/35070367.pdf OECD: The Definition and Selection of Key Competencies]).

Lifelong learning outside of schools and universities requires that learners identify their challenges, needs, and motivations for self-development, as well as for social development. It also requires a capacity for self-discipline to overcome challenges successfully. In this sense, becoming an active citizen is a process of self-development. Therefore, when we talk about emancipation, we need to consider a sense of personal responsibility, initiative and the capacity for self-development as key factors.

There is no competence framework covering all transversal competences, and different frameworks may have different focuses. In this sense, educators have to develop educational designs, which put together ingredients from different competence frameworks and specific learning goals of their organization or education institution into a meaningful whole. Sticking to the example, it is worth reading different frameworks to spot differences in order to decide how much effort one would like to invest and what kind of methodology one would use in order to address certain competences.

Competence frameworks help educators understand the nature of a single competence better and also to understand more clearly how it relates to other competences relevant in their learning context.

Council of Europe Youth Work Competence

In the same form that the RFCDC was initiated under the premise that education is key for culture of democracy, the CoE Youth Work Portfolio was developed to show the path youth work follows to strengthen democracy and contribute to the recognition of youth work and non-formal education in the democratisation of society. In 2019 the Youth Department decided to start a revision process of the Youth Work Portfolio, which has the potential to support the bridging of the CDC from formal to non-formal education and youth work.

While the RFCDC contains generic competences a person needs to acquire to be able to actively participate in a democratic culture in society, the CoE Youth Work Portfolio describes the competences of the youth worker during those educational processes.
As a youth worker already working with the Youth Work Portfolio and aiming to learn how to combine it with the RFCDC, the process can be very useful. RFCDC is more focused on the competences for citizens to acquire, while the YWP focuses on specific

descriptors of the competences needed at work. To support this process, youth workers should refer to the third chapter of this publication where a set of proposed reflection methods are presented.

As a youth worker currently discovering the possibilities of the Youth Work Portfolio and wondering how to combine it with the work following the RFCDC, this framework is especially useful. The YWP provides a development path to follow in leading EDC/HRE processes out of formal education.

The online Youth Work Portfolio brings together information about youth work and its role for democracy, the list of competences for youth work and a series of tools and processes for creating your own portfolio and continue developing in the field. All together, it consists of five sections:

- An information section on the youth work essentials
- An information section on youth work competence
- An information section on ideas for using the portfolio
- A self-assessment form
- A learning and development plan

The self-assessment is a form divided by functions of youth work and, for each function, the competences of youth workers. In the Portfolio, there are eight functions defined and 32 competences, of which each is related to one function. Competences are defined as comprising the three interlinked dimensions: knowledge, skills and attitudes and values. The Portfolio highlights that competence is not just being able to do something, but involves also the capacity to transfer this ability to different situations. For each competence of the self-assessment, the user is asked to rate the relevance of that competence for their work on a scale of 1–5 (1 = not relevant at all; 5 = highly relevant) and to share specific examples of that relevance.

If we look at the Youth Work Portfolio and CDC competences side by side, connections can be drawn in a very intuitive way. This is a reminder of how the generic approach of the competences for democratic culture can be useful in every setting.

The YWP competences have a specific focus on youth worker development regarding their personal learning process, learning design, facilitation and evaluation for and with youth groups, teamwork and the political and social impact of the actions implemented. The YWP competences connect with CDC Attitudes (such as respect, self-efficacy and tolerance of ambiguity) from the support angle for group development, designing the environment for these attitudes to more easily arise inside the group. Skills and knowledge (such as empathy, flexibility and knowledge and critical understanding of the self) develop the levels of proficiency from basic, intermediate and advanced into a fourth level which is connected with the group, thus putting the focus on the role of the youth worker with the group and in education and looking at the competences from the perspective of how they reflect on the final beneficiary. Thanks to this complementary

approach, the YWP together with the CDC support both the youth worker's development and the use of CDC with youth groups.

As both models were created in the frame of the Council of Europe, it is useful for a youth worker using the YWP to go back to the CDC values and their descriptors in order to reach deeper into the reasoning and impact of the activities implemented with youth groups on human rights, democracy and cultural diversity.

As a human rights educator, to continue a lifelong learning process and to own a personal development plan enhances the quality of work. The Youth Work Portfolio is a useful tool when working mainly in youth work and non-formal education.

Youth Work Competence Chart:

These are the eight functions of youth work, which are divided into 32 competences:

1. Address the needs and aspiration of young people

- 1.1 Build positive, non-judgemental relationships with young people
- 1.2 Understand the social context of young people's lives
- 1.3 Involve young people in the planning, delivery and evaluation of youth work using participatory methods, as suitable
- 1.4 Relate to young people as equals
- 1.5 Demonstrate openness in discussing young people's personal and emotional issues when raised in the youth work context
- 1.6 Demonstrate that youth work practice reflects the needs and aspirations of young people

2. Provide learning opportunities for young people

- 2.1 Support young people in identifying their learning needs, wishes and styles, taking any special needs into consideration
- 2.2 Create safe, motivating and inclusive learning environments for individuals and groups
- 2.3 Use a range of educational methods including ones that develop creativity and foster motivation for learning
- 2.4 Provide young people with appropriate guidance and feedback
- 2.5 Inform young people about learning opportunities and support them to use them effectively

3. Support and empower young people in making sense of the society they live in and engaging with it

- 3.1 Assist young people to identify and take responsibility for the role they want to have in their community and society
- 3.2 Support young people to identify goals, develop strategies and organise individual and collective action for social change
- 3.3 Support young people to develop their critical thinking and understanding about

society and power, how social and political systems work, and how they can have an influence on them

- 3.4 Support the competence and confidence development of young people

4. Support young people in actively and constructively addressing intercultural relations

- 4.1 Support young people in acquiring intercultural competences
- 4.2 Promote interaction between young people who come from diverse backgrounds at home and abroad so that they can learn about other countries, cultural contexts, political beliefs, religions, etc.
- 4.3 Work creatively on and with conflicts with a view to transforming them constructively
- 4.4 Actively include young people from a diverse range of backgrounds and identifications in youth work activities

5. Actively practice evaluation to improve the quality of the youth work conducted

- 5.1 Involve young people in planning and organising evaluation
- 5.2 Plan and apply a range of participatory methods of evaluation
- 5.3 Use the results of evaluation for the improvement of youth work practice
- 5.4 Stay up-to-date on the latest youth research on the situation and needs of young people

6. Support collective learning in the youth workers' team

- 6.1 Actively evaluate teamwork with colleagues and use the results to improve effectiveness
- 6.2 Seek and give feedback about teamwork
- 6.3 Share relevant information and practices in youth work with colleagues

7. Contribute to the development of their organisation and to making policies/ programmes work better for young people

- 7.1 Actively involve young people in shaping the organisation's policies and programmes
- 7.2 Cooperate with others to shape youth policies

8. Develop, conduct and evaluate projects

- 8.1 Apply project management approaches
- 8.2 Seek and manage resources
- 8.3 Give visibility to projects, write reports and make presentations, for a variety of audiences
- 8.4 Use information and communication technology tools when necessary

Further reading:

https://www.coe.int/en/web/youth-portfolio

https://www.coe.int/en/web/youth-portfolio/youth-work-competence

CoE youth work recommendations CM/Rec(2017)4:

https://rm.coe.int/cmrec-2017-4-and-explanatory-memorandum-youth-work-web/16808ff0d1

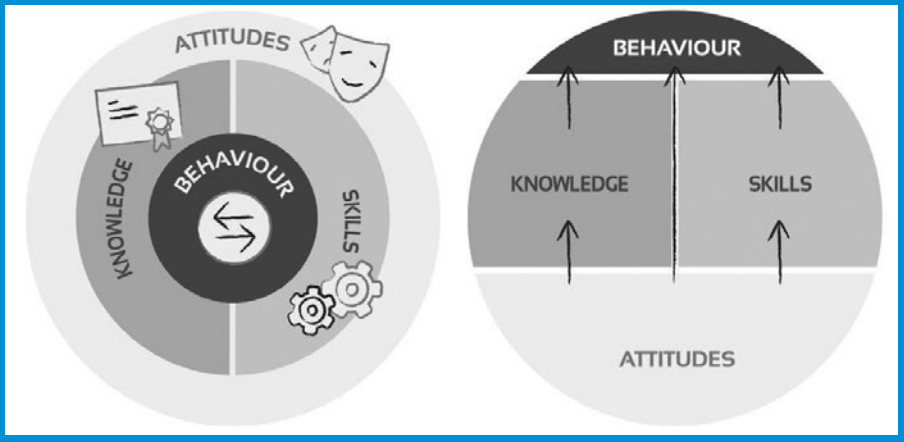
ETS Competence Model for Youth Workers to Work Internationally

In the same way that the Youth Department of the Council of Europe prepared their Youth Work Portfolio, the European Commission drafted their European Training Strategy (ETS) in the field of youth in 2000, which has developed and evolved through each education program since.

The strategy encourages decision-makers, experts and practitioners to cooperate on a broader scale to improve the quality of youth work and its recognition. One central process in the strategy was the definition of youth work and trainer competences for professionals in the international field to use as a reference in their work.

It comprises competences desired in working with and for young people to support quality in European learning mobilities and to train youth workers to design, lead and evaluate youth work that makes an impact in democratic societies.

The competence model for youth workers defines the concept of competence as four interlinked dimensions: attitudes, knowledge, skills, and behaviours, building also a connection between these dimensions for better understanding. The intention of including four dimensions in the competence model is to show they are interrelated and interdependent.



There is no hierarchy between the various elements mentioned in each competence area (under attitudes, knowledge, skills, and behaviours, respectively).

source: www.salto-youth.net/Training-And-Cooperation, and ETC@salto-youth.net

Attitudes (the youth worker's willingness) are the pre-requisite, the foundation for competence development. They lead to **knowledge** (gained through experience, books, the Internet, etc.) and **skills** (ability to perform a task, to apply knowledge and turn attitudes into actions), which will then lead to appropriate and contextual **behaviour**.

Therefore, behaviour encompasses attitudes [and actions], knowledge, and skills. Through behaviour we can assess the competence level of the youth worker and whether it is sufficient for his/her work. In short: behaviour reflects the underlying attitudes of a youth worker. Feel free to use behaviour as the starting point to develop indicators and tools to accompany this competence model. (A competence Model for Youth Workers)

In comparison to the ETS model, the RFCDC approach to competences differs regarding its' components and the way behaviour is described. In the RFCDC, the descriptors used for each competence are statements of observable behaviour that bring together each competence into a simple observable way of assessing them.

As the youth portfolio did, the ETS Youth Worker competences have a focus on the youth workers themselves in order to pass the values of democracy and a human rights-based approach to the design and implementation of educational programs. The ways in which facilitation, team work and communication are described, together with the focus on the intercultural competence, build strong links with the RFCDC set of values and attitudes. As with the Youth Work Portfolio, the ETS Youth Worker competence framework is a useful tool when working mainly on youth work and non-formal education to support practitioners' development and practice.

ETS Youth Worker Competences Chart:

The competence model consists of the following eight competences:

1. **1** Facilitating individual and group learning in an enriching environment
2. **2** Designing programmes
3. **3** Organising and managing resources
4. **4** Collaborating successfully in teams
5. **5** Communicating meaningfully with others
6. **6** Displaying intercultural competence
7. **7** Networking and advocating
8. **8** Developing evaluative practices to assess and implement appropriate change

Further reading:

https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/

https://www.salto-youth.net/downloads/4-17-3460/CompetencemodelForYoutworker_Online-web.pdf.pdf

ETS Competence Model for Trainers

Source: https://www.salto-youth.net/downloads/4-17-3752/180320_SALTO-CompetenceModel_Trainer_08_0.pdf

The European Training Strategy, as introduced in the section before, had a focus on the role of youth work to support young people across Europe. The ETS also recognized there are actors in the local and international fields that are outside of formal education who don't follow the long-term processes of youth work with their learners. Trainers themselves have become an influential stakeholder in European youth work and non-formal education. The opportunities for mobility, funding and globalisation have made possible an extensive number of trainings and youth exchanges for which maintaining a high level of quality is necessary. For this reason, the ETS Competence Model for Trainers came into existence as a dynamic framework to be consulted by trainers who plan non-formal education activities.

As an educator working with the RFCDC from an out-of-school approach, this competence framework supports practice, implementation and interlinks well with the set of competences used with learners, as it provides a complementary look at

them from the design and delivery perspectives.

The ETS Competence Model for Trainers brings back the traditional concept of competence as three interlinked dimensions: knowledge, skills and attitudes. Each competence area is divided further into a set of specific competences, each of them described as a series of criteria, establishing specific knowledge, skills and attitudes. Each criterion includes one or more indicators, specific actions or reactions, useful for demonstrating whether the criteria is met. The framework currently includes seven competences, although it is being enhanced with an eighth on digital learning.

ETS Trainer Competences Chart:

The competence model consists of the following eight competences:

1. Understanding and facilitating individual and group learning processes
2. Learning to learn
3. Designing educational programmes
4. Cooperating successfully in teams
5. Communicating meaningful with others
6. Intercultural competence
7. Being civically engaged

The ETS Model for Trainers, similar to the ETS Model for Youth Workers, more explicitly shows the role of trainers in supporting and promoting democracy through competences such as 'Being civically engaged'. It connects their work with policies and existing programmes (like these frameworks themselves) and applies democracy and human rights principles, values and beliefs to the educational process.

The principles of non-formal education, such as being learner-centred, voluntary, based on participation, ownership of the process and democratic values, represents the main connection with the RFCDC's definition of democratic culture, as reflected in the RFCDC guiding documents on pedagogy and a whole-school approach.

The community of European trainers has developed many useful tools and games to simplify acquiring these trainer competences, which can help educational practitioners working with non-formal education in their development process. Due to the focus on self-directed learning, personal development and quality, some of these tools are useful for mapping competences and supporting reflection on behalf of the user. These tools can be easily transformed into processes for learners to reflect about their competences for democratic culture, which becomes another positive form of using the community content in the ETS Competence Model for Trainers in combination with the RFCDC.

As with the models for youth workers, this framework serves as a reflection instrument for trainers working on EDC/HRE through non-formal education. Having a self-

assessment and development process which is supported by a quality competences framework can only benefit the practice, design and implementation of learning processes. From an individual perspective, it helps raise awareness as to approaches and the field, as well as identifying areas to develop further and increase recognition of. When working in teams, this can help to identify complementary competences that enhance teamwork. A clearer view of the field of work will also improve interaction and involvement of organizations and learners in training programmes.

Further reading:
https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetences/
https://www.salto-youth.net/downloads/4-17-3862/ETS-Competence-Model%20_Trainers_Amended_version.pdf

Key Competences for Lifelong Learning

Source: https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

As an educational practitioner working through European institution processes or funding in the field of education, it is common to come across the eight key competences for lifelong learning and tools such as Youthpass to assess the development of these competences through learning programs. In 2018, the competence framework was updated, with little rewording.

The Reference Framework sets out eight Key Competences:

Literacy competence,
Multilingual competence,
Mathematical competence and competence in science, technology and engineering,

- Digital competence,
- Personal, social and learning to learn competence,
- Citizenship competence,
- Entrepreneurship competence,
- Cultural awareness and expression competence.

As the European Commission themselves define it: 'Key competences include knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship.'

There are easy connections to be made between the RFCDC and the lifelong learning competence fields, 'Personal, social and learning to learn', 'Citizenship' and 'Cultural awareness and expression'. Nevertheless, all LLL competences have direct and strong links to the human rights, democracy and citizenship values in the RFCDC.

As an overarching framework, each competence is broadly defined, with short examples of knowledge, skills and attitudes serving as ideas for further development. In this way, the RFCDC serves of great utility for educational practitioners using the LLL key competences framework, especially when working with citizenship competence, as the complete list of indicators and descriptors in the RFCDC are more detailed and updated.

As broad as the eight key competences are, the political importance and related processes change year to year. In recent years, an ongoing process started further developing these specific competences for lifelong learning by the European Commission. We will see in the following pages DigiComp, which dives deeper into digital competence; EntreComp, which expands on entrepreneurial competence; and LifeComp, which further defines personal, social and learning to learn competences. One might expect the European institutions to eventually also tackle civic and intercultural competences.

Educational practitioners using the RFCDC can benefit from applying it together with the Key Competences for Lifelong Learning, especially when dealing with educational curriculum development and policy recommendations. National competence frameworks exist in many EU member states, and there is a high chance that these are linked to the European Commission's eight key competences for lifelong learning. This can be a suitable entry point to embed curricula linked with the RFCDC in the frame of existing national competence frameworks, sharing the connections between them and highlighting the gaps the RFCDC covers.

Further reading:

https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

Council recommendation of 22 May 2018 on key competences for lifelong learning:
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG

DigComp 2.1:
The Digital Competence Framework for Citizens

Source: https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use

The European Digital Competence Framework for Citizens was developed by the Joint Research Centre on behalf of the two General Directorates, EAC and EMPL, in the European Commission. After its publication, it was an inspiration and stencil for several national competence frameworks for 'digital competence', which is described in DigComp 2.1 quite holistically as 'learning to swim in the digital ocean'. Version 2.1 dedicated efforts to the work on proficiency levels with 'a more fine-grained eight level description as well as providing examples of use for these eight levels'.

Digital Competence Framework Areas:

Competence area 1: Information and data literacy

- 1.1 Browsing, searching, filtering data, information and digital content
- 1.2 Evaluating data, information and digital content
- 1.3 Managing data, information and digital content

Competence area 2: Communication and collaboration

- 2.1 Interacting through digital technologies
- 2.2 Sharing through digital technologies
- 2.3 Engaging in citizenship through digital technologies
- 2.4 Collaborating through digital technologies
- 2.5 Netiquette
- 2.6 Managing digital identity competence area

Competence area 3: Digital content creation

- 3.1 Developing digital content
- 3.2 Integrating and re-elaborating digital content
- 3.3 Copyright and licences
- 3.4 Programming Competence area

Competence area 4: Safety

- 4.1 Protecting devices
- 4.2 Protecting personal data and privacy
- 4.3 Protecting health and well-being
- 4.4 Protecting the environment

Competence area 5: Problem solving

- 5.1 Solving technical problems
- 5.2 Identifying needs and technological responses
- 5.3 Creatively using digital technologies
- 5.4 Identifying digital competence gaps

Since digital technology has an impact on all levels of civic activities and affects citizens in multiple roles as (prod)users of data and content, as consumers, employees or engaged citizens, the connection to EDC/HRE is evident. The ability to 'exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law' is not imaginable if we neglect the existence of digital, connected and datafied environments and the embeddedness of citizens in this digital transformation.

DigComp 2.1 deals with several competences, which are particularly relevant for EDC/HRE:

- Engaging in citizenship (2.1),
- Netiquette (2.5),
- Content creation (3.1),
- Copyrights and licenses (3.3),
- Protecting personal data and privacy (4.2),
- Health & well-being (4.3),
- Protecting the environment (4.4),
- Identifying needs and technological responses (5.2),
- Creative usage of technology (5.3).

From the EDC/HRE perspective, it is remarkable that aspects of rights and values as the underlying norms for using and co-creating the digital sphere as users and producers of content and data (so called (prod)users) are not tackled in the framework, especially so as we increasingly confront hate, fake news and discrimination as serious topics connected to the digital sphere. Knowledge about datafication and sharing of data, which is the basis for the legal fiction of the 'informed consent' or 'legitimate purpose' of data processing, should also be mentioned here. 'Identifying needs and technological responses' does not reflect on rights as ethical needs, but rather emphasizes usage needs. Also 'protecting the environment' focuses mainly on hardware and devices, not on using soft sources such as electricity responsibly, which is one of the main challenges of the ecological digital transformation (for example, platform-mediated streaming is an example of a questionable practice, as is the energy 'hunger' of platforms as a global ecological dimension).

If Europe's ambition in regard to digital transformation is a human-centred approach with respect to rights and values as the EU Commission puts it in its strategic documents, the democratic rights and values should also be reproduced in the European reference framework. DigComp 2.1 is a holistic framework, but one that might also be widely implemented under less democratic conditions. Its democratic implementation should be completed by the CDC and other EDC/HRE-related approaches. The challenge is here to translate the rights and values inscribed in the CDC to the conditions of the digital sphere - including human rights as digital human rights. In particular, the value and attitude descriptors of the CDC are a good lens through which to look as to how DigComp can be fruitful.

Complementary to the DigComp 2.1 framework, the JRC has also developed the European Framework for the Digital Competence of Educators: DigCompEdu.h
ttps://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/european-framework-digital-competence-educators-digcompedu

EntreComp, The European Entrepreneurship Competence Framework

The EntreComp framework was, like DigComp, developed by the Joint Research Council of the EU in order to conceptualize entrepreneurship competence. This term is not used in the following as economic learning in the narrower sense of 'entrepreneurship', but also includes other activities of learners aiming to initiate and conduct activities with a social, cultural or economic impact. In this sense, the framework can be described as a competence framework for proactivity and innovation. 'EntreComp defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering

the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial).'

Source: Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016).[https://doi.org/10.2791/593884 EntreComp: The Entrepreneur-ship Competence Framework]. Luxembourg: Publication Office of the European Union

It reflects several aspects relevant in particular in active citizenship education, in particular:

- Spotting opportunities (1.1),
- Creativity (1.2),
- Vision (1.3.),
- Valuing ideas (1.4),
- Ethical and sustainable thinking (1.5),
- Mobilizing others (2.5).

It has a strong focus on the self-competence, learning to learn, and self-efficacy through successful practice, which can be described as initiative, experiential learning, coping with challenges – aspects which are partially overlapping with the RFCDC.

In the descriptors, EntreComp includes the ethical and (implicit) democratic value

dimensions in several places. For instance, in defining 'working with others' also as the ability to value diversity, it highlights pro-social attitudes by reflecting the impact of one's activity in a group on the other persons involved. Learning to 'spot opportunities' means here exploring the social, cultural or economic value, and entrepreneurial creativity is defined as an instrument also for social change. 'Ethical and sustainable thinking' should 'be supported by ethics and values relating to gender, equality, fairness, social justice and environmental sustainability'.

Rights and law, however, are mentioned explicitly in the aspect of ownership or property rights, which makes some sense from a narrow entrepreneurial perspective, but from the EDC/HRE perspective, we might ask whether the rights and law conceptions behind the different 'values' and 'ethical' aspects mentioned in EntreComp need not be broadened. The descriptor, 'valuing democracy, justice, fairness, equality and the rule of law', mentioned in the CDC, gives more substantial expression to these values as democratic values.

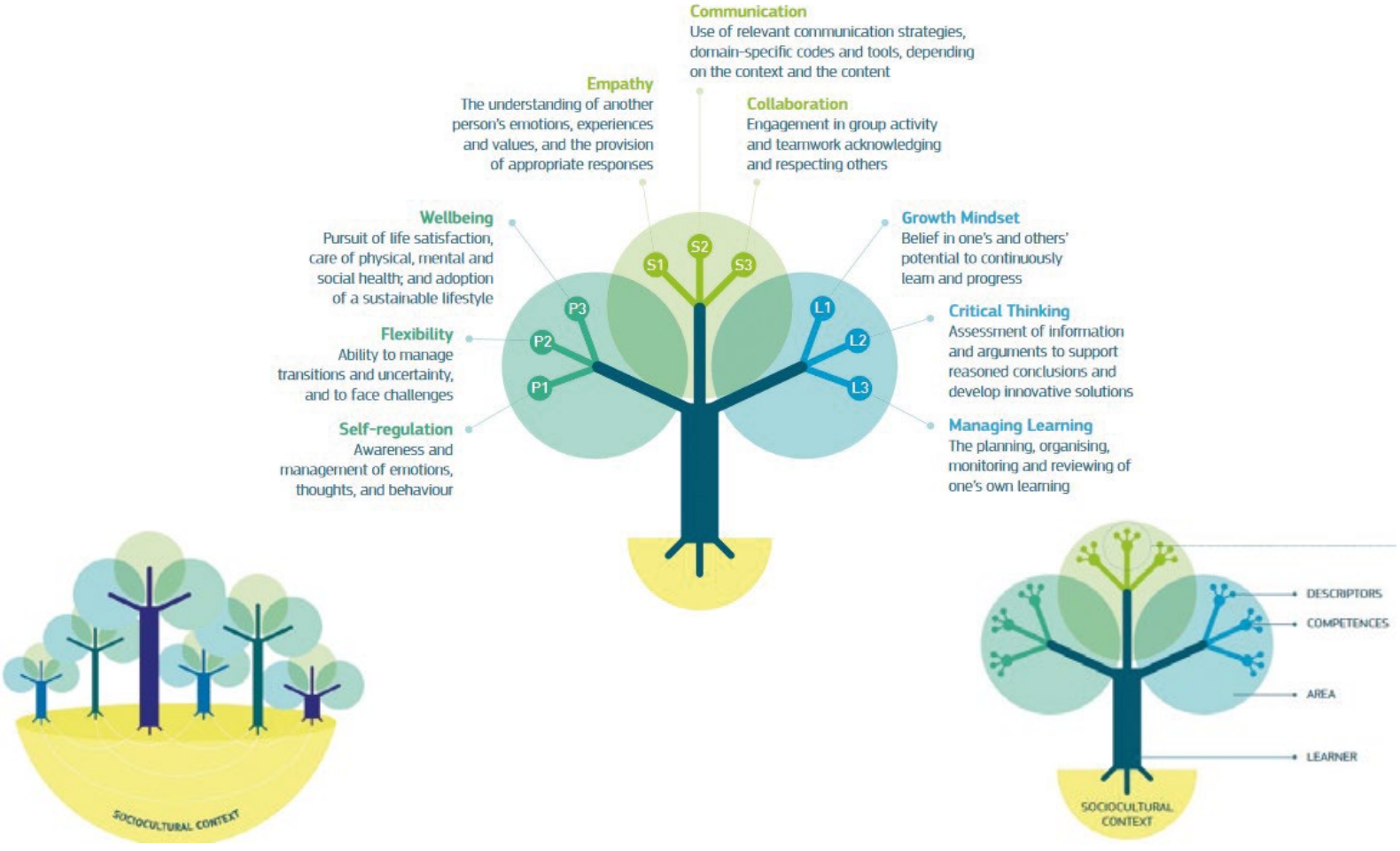
In contrast, EntreComp adds to the RFCDC model the aspects of initiative, active learning components and the social impact of activities, which are an essential part of many forms of active citizenship education and (for self-learning) of participation. At this point, it must be mentioned that the RFCDC model was mainly developed for the school context, while EntreComp is formulated more openly for usage in many lifelong learning contexts. Still, the RFCDC has the ambition to co-create 'a culture of democracy and intercultural dialogue'. Fostering participatory culture is, alongside the necessary incorporation and reflection of norms and values, an active creation of social and collective process, also in early life ages.

LifeComp, The European Framework for the Personal, Social and Learning to Learn Key Competence

Among the most recent European contributions to the competence discussion is the LifeComp framework. LifeComp was developed by the DG EAC and the Joint Research Centre of the European Union and was launched after extensive consultation and research in 2020. It is based on the revised European Key Competences for Lifelong Learning (2018) and offers a conceptual framework for the 'Personal, Social, and Learning to Learn' key competence for education systems, students, and learners on the whole. LifeComp intends to systematise the need to improve personal and social competences through education and lifelong learning, as well as promoting learning how to learn.

LifeComp breaks down the three key LLL-competences into nine competences with three descriptors, each following a stream of 'awareness -understanding - action'. The framework is conceptual and non-prescriptive. LifeComp can be used as a basis

Source: LifeComp Model retrieved from a, Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, https://doi.org/10.2760/302967 JRC120911.



for the development of curricula and learning activities fostering personal and social development and learning to learn. The description of the competences can help in exploring its implementation and be considered the embryo of a continuous discussion with teachers and education policymakers.

Because it was developed as a descriptive framework for the 'Personal, Social and Learning to Learn' key competences, there is interrelation with other LLL competences, such as those of 'cultural awareness and expression' and 'citizenship'. Also, it is related with the concept of active democratic citizenship and the RFCDC framework, which LifeComp takes on:

LifeComp Competence Areas:

In the area of personal competence, LifeComp highlights on the so called self-regulation competence, which is related to the ability to be aware of and manage emotions, thoughts and behaviour. On level of competence descriptors this is further divided into the sub-aspect "Awareness and expression of personal emotions, thoughts, values and behaviour" and the sub-aspect of "Nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action".

In the area of social competence, LifeComp highlights among others on communication, by developing abilities to make use of relevant communication strategies, domain-specific codes and tools, depending on the context and content. On the descriptors level, the communication competence is further elaborated into 3 descriptors, which are closely interlinked with RFCDC: "awareness of the need for a variety of communication strategies, language registers and tools that are adapted to context and content", "understanding and managing interactions and conversations in different socio-cultural contexts and domain specific situations" and "listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social context".

Finally in the competence area learning to learn, LifeComp emphasizes among others on critical thinking, as the ability to assess information and arguments to support reasonable conclusions and develop innovative solutions. Again, on the descriptors level, the likeliness to interlink with RFCDC becomes obvious: critical thinking is "awareness of potential biases in the data and one´s personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources", "comparing, analysing, assessing and synthesising data, information, ideas, and media messages in order to draw logical conclusions" and "developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems".

There are certain aspects that make the LifeComp model catchy and easy to orient. It is not built as an 'only if'- model, but rather puts primary attention on the dynamic interdependence of competences in an individual and a growth model over time. The model itself deeply acknowledges the sociocultural context of people, while also considering that individuals' development is influenced by their participation in multiple systems, in which complex interrelations take place. Such aspects of interactions (family, peers, educators, etc.) and of self- efficacy of learning on the one hand, and on the other, the relevance of the socio-cultural context, are respected as important conditions for developing competences. In LifeComp, processes are more important than competence proficiency levels, and interrelations allow for a multidimensional, interdependent and holistic view on capacities of learners.

Further Reading:
https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/lifecomp-european-framework-personal-social-and-learning-learn-key-competence

GRETA - Professional Teachers Competence Model in Adult and Continuing Education

GRETA was developed by the German Institute for Adult Education (DIE) and aims at providing a 'basis for the development of a cross-institution recognition procedure for competences of teachers in adult and continuing education'. It is a reference model for professional competence of teachers in adult and continuing education (https://www.greta-die.de/). The framework is the result of cooperative research with practitioners and provides an essential basis for the recognition of teachers' competences. Aside from focusing on individual competence development of learners, it aims mainly at the competence of educators. The model is a reference model that spans all areas of continuing education and training (CET). This means that all teachers in CET - trainers, lecturers, course leaders, learning facilitators, tutors, teamers and coaches - are equally considered.

Focussing on four main areas, the model offers an in depth tool for analysing, evaluating and further developing the role of an educator in the specific area of competence development:

GRETA - Professional Teachers Competence Model in Adult and Continuing Education

source: https://epale.ec.europa.eu/en/blog/greta-competence-model-teachers-continuing-training

GRETA Competence Areas

The GRETA model as a reflection tool for adult educators´ competences has certain aspects to provide a link towards the RFCDC. It relates to the dimensions of professional self-monitoring (attitudes), professional knowledge and skills (skills), content and

field-specific knowledge (knowledge) and respect of professional values and believes (knowledge/values).

The dimension of professional self-monitoring in GRETA is further elaborated into the dimensions of motivation/orientation, self-regulation and professional experience. Here it is the reflective aspects of self-efficacy experience, of enthusiasm towards the profession, of the own role awareness, the commitment and distance, the reflection about teaching activities as well as the dealing with feedback, which interlink directly with the attitude dimension of the RFCDC.

In the dimension of professional knowledge and skills, among others, GRETA highlights to the dimensions of practical professional experience, of communication and interaction, of didactics and methodology and of subject specific didactics. The connected reflective aspects on participant orientation, moderation/leading of groups, dealing with diversity, outcome orientation, teaching and learning methods and concepts are those potentially providing for RFCDC an entry into the role of educators from a non-formal educational perspective and might be a useful support for the aspect of the guidance and teacher education in the current RFCDC frames.

The dimension of content and field specific knowledge in GRETA provides an entry into the topics named as content/subject and as field reference. Here it is specifically the subject-specific thematic content development, as well as given hard and soft frames such as the curricular and institutional frameworks, the field specific goals and principles, the target groups (i.e. adressees and learners). Since these provide important conditions influencing harder or softer the learning settings, processes and have implications on the work of educators, but also on the scope (of) and learning processes as such (input or outcome oriented, process oriented).

Within the dimension of respect of professional values and believes, GRETA underlines the important role of underlying professional ethics and professional convictions, i.e., pedagogical values, the concept of humankind, professional identity and the educational attitude which are conditioning and influencing the settings of learning, but also pre-define largely the educators competences.

Diverging aspects:

Although the focus of the GRETA model is in its aim divergent from the RFCDC, it provides many useful and beneficial perspectives for Education for Democratic Citizenship. Content-based EDC issues within the GRETA model are based in the subject-specific contents and didactics. Also, the distinction between competences of educators/facilitators/teachers/trainers versus the competence development of learners/participants/followers, as well as their reciprocal interrelations and responsibilities becomes clearer and more evident when making a distinction between the aims of these models and applying different responsibilities for the participating persons/people/entities in educational processes. Similar to the ETS models and to the DIgComp Edu, GRETA underlines the importance of specifically considering:

- the role and function of the educator in learning processes,
- the educators' professional development and
- the reciprocal responsibilities of and inherent contradictions of educators for learning processes, which are fundamentally distinct from learners' competences acquisition

Overlapping beneficial aspects:

An overlapping aspect with the RFCDC could be the coherent forward projection of the values, attitudes, skills and knowledge dimensions associated with educators as individuals. As such, the GRETA model provides the necessary link to see the content of competence learning interlinked with the teachers/educators as individuals and their genuine roles in learning processes and fields, while specifically focussing on the dimensions of pedagogical values, ethics and self-efficacy on the underlying conception of man, etc. The learner-educator relationship and inherent values and principles of the applicable field (non-formal education, formal education, informal education, or adult learning, school, youth work, etc.) build the decisive frame for the set-up of professionally accompanied learning and education processes and largely influence competence and capacity development among individuals and in groups. Making use of a frame such as the GRETA model added to the RFCDC could help to develop a clearer understanding of black boxes applying to processes of education, to hierarchies, and to inherent understandings of education fields (leading to certification, not leading to certification, etc). Important aspects such as the teacher-learner relationship, field-inherent ethics, norms and values of subject-specific content and didactics (e.g., neutrality, non-indoctrination, teaching, peer learning, diversity orientation) become obvious and are a subject of consideration, instead of taking them as given premises in EDC/HRE. Thus, it would help to consider and apply these factors consciously to the aimed design, structures and outcomes of learning processes of EDC/HRE.

2. The RFCDC in non-formal education

- experiences, possibilities and limitations. Recommendations for a successful application

2.1. The RFCDC in collaboration projects between teachers and non-formal civic educators

By Hanna Lorenzen

Collaboration relationships between teachers at schools and non-formal civic educators are widespread in European educational systems. They are a good way to combine daily school life with a non-formal, experience-oriented learning approach. Often, however, collaboration projects neglect the reality of the different educational professions that are involved in the partnerships. Teachers are bound to different roles, learning goals and regulations in the school system. Non-formal educators are usually professionally linked to youth work and share a specific educational mindset that is often quite distinct from the approaches and regulations at schools. These professional differences have an effect on collaboration projects. The RFCDC, with its 'butterfly' of democratic competences as well as the clusters of various descriptors for each competence, can serve as a mediating instrument between different educational professions, for example between educators in the non-formal sector and teachers in the formal educational system.

Formal and non-formal educational settings and some challenges that come with it in the preparation and implementation of collaboration projects

The characteristics of collaboration projects between formal and non-formal civic educators cover a wide variety. They take the form of project days and weeks at schools, short 2-3 hour workshops directly in the classroom, excursions with the class to an educational institution or memorial site outside of the school building as well as multi-day school trips abroad. Usually non-formal educational collaboration projects have a limited time frame. They are mostly organised as a unique event and only in rare occasions do students take part in multiple non-formal educational activities in a row or on a long-term basis.

In regards to civic educational projects, professional educators in the formal and non-formal setting have different approaches to teaching and often they do not share the same conceptions of civic education or democratic competences. Teachers in the formal educational system have to follow certain curricula and give grades. Students are obliged to come to school and participate in educational programmes at schools. Non-formal educators however, work with learners who usually take part in the activity voluntarily. Non-formal educators are thus also obliged to design the educational programme primarily according to the interests of young people, in order to recruit their participants. Although non-formal educators design their activities along certain learning goals and sometimes issue certificates, they are not bound to a curriculum or any system of assessment.

These differences of education in the non-formal and formal sectors are a strength for collaboration projects because they complement each other. However, these different professional approaches can also result in misconceptions of learning and goals when educators in the formal and the non-formal sector cooperate. These misconceptions appear, for example, with regard to questions like,

- What do we want to achieve with the collaboration?
- What do we want the students to take out of the non-formal activity?
- Do we share common learning goals for this specific activity?
- How do we define a beneficial learning environment?

These and other misconceptions about collaboration relationships between different educational professions can result in unspecific aims for the activity and, as a result, to very vague ideas of the actual impact of the collaboration. Unclear and opaque aims may also result in confusion among learners who need to see how they could benefit from a non-formal activity.

How can the RFCDC serve as a mediating tool in the preparation and implementation phases of collaboration projects?

Finding a precise way to talk about impact of educational activities

Teachers usually have a precise way of describing learning goals, outcomes and impacts due to the fixed competences in school curricula and annual school plans. Non-formal civic educators, in turn, often lack a clear language about the learning goals they aim for with a specific activity. Often, they remain vague in the descriptions of the general outcome they want to achieve and why they choose their method of achieving it. With phrases that describe mere outcomes of non-formal activities like, 'we want students to experience cooperation' or 'we want students to learn something new', the description of learning goals not only remains on the surface, but also neglects the impact an educational activity could have on attitudes and actual behaviour in the medium- and long-term. By describing educational activities in this way, non-formal educators often miss the chance to illustrate actual democratic impact of non-educational activities.

The RFCDC can help non-formal educators find a more specific language for communicating what they want to achieve with their activities. The choice of competences can set a frame and a focus for the activities. The set of descriptors, in turn, can help non-formal educators describe the impacts that they seek to achieve with a certain activity. The use of the RFCDC in the preparation and implementation phases of a collaboration project can also help non-formal educators explain why they need a certain working environment to achieve their goals (e.g., working outside of the classroom, more time than a fixed number of lessons, presence or absence of teachers during the educational activity).

The RFCDC can help teachers clarify the needs that their students have in a more precise way. Often teachers describe their needs to non-formal educators in a very broad and vague way, e.g., 'I want my students to have fun'; 'I want to improve the atmosphere of trust in the classroom'; 'I want to improve the integration of some students who never participate in discussions'. The RFCDC can help both partners in the collaboration project to agree on some specific competences that the activity should strengthen. It can also help them to agree on criteria for how the impact of the activity should manifest.

Setting common goals and making non-formal educational processes more sustainable

Non-formal civic education activities at schools often orient themselves around the curricula of the politics class. Teachers ask non-formal educators to offer a workshop as a mere replacement of a lesson, for example, on the functioning of the European Union, on the Middle East conflict, on right-wing extremism or on gender roles. These specific topics that teachers request from non-formal educators often touch conflictual topics

that are exceptionally demanding to deal with in the classroom. In this case it is even more important that both collaboration partners have a clear common understanding of what should be achieved with a certain non-formal activity and how the teacher can follow up on the topic at hand, when the non-formal educator has done his or her job and left the school after the workshop has ended. Often the ready-made workshops on certain topics have quite a knowledge-orientated approach that fit very well in the curricula of the schools. However, these workshops tend to focus on the dimensions of critical knowledge and understanding and neglect the other wings of the 'butterfly' of competences, such as values and attitudes. This is where the RFCDC can come in as a check-up as to whether the ready-made workshop offered by the non-formal educator really does touch upon all the needs of the specific class and whether both teacher and non-formal educator have the full set of competences in mind when they plan their collaboration project.

Practical example for a collaboration project and how the RFCDC can be used to prepare the activity

A teacher decides to cooperate with a non-formal educator in order to get some support for conflicts in the classroom in situations when certain discussions come up in class. The class of the teacher consists of students from very diverse backgrounds. Two thirds of the students have parents with Turkish, Kurdish or Arabic backgrounds, some students have recently fled the Syrian civil war zone with their families. At a preparation meeting together with the non-formal educator the teacher explains that the atmosphere in class has fundamentally changed between some students since the Turkish-Kurdish conflict erupted in the scope of the Syrian civil war. Harsh political discussions about the Turkish-Kurdish conflict are common during the breaks and the topic even tends to dominate discussions during lessons that have nothing to do with the conflict. The situation worsens during politics class. The teacher sometimes finds it impossible to continue with the lesson due to the emotional and aggressive atmosphere in the classroom that some topics spark. Thus, the teacher decides to book a non-formal educational activity in form of a 2-3 hour workshop on the Syrian conflict and Turkish-Kurdish intervention. Together, the teacher and the non-formal educator have a look at the 'butterfly' of competences and find out that the common goals of the planned collaboration activity do not primarily touch upon competences of knowledge and critical understanding of the Syrian conflict at hand. They rather defined competences of democratic culture that lie in the skills and attitudes sectors of the 'butterfly' as the relevant competences that needed strengthening in class. Together the teacher and the non-formal educator agreed on an activity that focused on fostering the descriptors of the competences of

tolerance of ambiguity,
conflict-resolution skills,
cooperation skills,
and skills of listening and observing.

The descriptors of the competences help the teacher and the non-formal educator to design a tailor-made activity. The outcome of the preparation meeting with the help of the RFCDC is not a workshop on the Syrian civil war and Turkish intervention, as previously planned. Instead, the team of the teacher and the non-formal educator agree on a three-step approach. First, a team building activity takes place at a campground without the teacher taking part in the activity. The activity does not deal with a certain topic. It sets its focus on the training of cooperation skills in class through an experience-oriented approach. In a second step, the class takes part in a daylong workshop on a memorial site near the school building. The workshop deals with the Cold War Conflict and the division of the two German states. The workshops allows the students to change the perspective of the relevant actors of the conflict in roleplays. The students can draw some comparisons to other political conflicts, but they feel less personally involved when they talk about the Cold War conflict. In a third step, a workshop takes place at school where the students work together with the teacher and the non-formal educator on common rules of a respectful communication in conflictual situations in class. The students negotiate the rules independently. As a result of the negotiation process, the rules are displayed on a big poster directly in the classroom. The class agrees on a buzzword that every student can shout in the case he or she feels that a common rule is infringed upon during heated discussions.

2.2. The RFCDC in collaboration projects between non-formal civic educators, youth workers and social workers

By Ole Jantschek and Hanna Lorenzen

Youth work is a working field that links different professional groups. Social youth workers, educators and voluntary peers shape the professional functioning of the working field. The activities and learning environments of youth work cover activities of non-formal civic or cultural education, sport clubs, youth councils, youth camps and youth clubs as well as social youth workers at schools, street workers in urban quarters or accommodations for young refugees. The professional diversity of youth work as well as its broad range of activities offer a wide scope of possibilities for civic education

and learning democratic competences. Collaboration projects with non-formal civic educators can make democratic learning processes more tangible and contribute to a self-conception of youth work as an educational working field that empowers youngsters to act as democratic citizens. In this cooperation within and beyond the youth work community, the RFCDC can serve as a tool to strengthen education on democratic competences in the different working fields of youth and social work.

Cooperation in the youth work community: Non-formal civic educators, youth workers and social workers

Cooperation of non-formal educators, youth workers and social workers take place in civic educational projects aimed at hard-to-reach learners, like refugees or street children. Other examples of collaboration projects are holiday camps or international youth exchanges. They cooperate within the school system for complementary support and educational activities. This includes measures aimed at dealing with particular challenges, such as discriminatory behaviour, bullying or radicalization. On the other hand, they help with complex tasks that extend into the social space and society, such as accompanying young people with special challenges, professional transitions, strengthening a democratic school culture and the school environment, or imparting critical media skills. In these collaboration projects each participating profession brings in different strengths.

Social workers bring in their strength to reach out to disadvantaged groups of young people as well as the time and abilities to build trustful relationships with them. Youth workers usually follow a participatory and experience-oriented approach that does not necessarily involve reflecting on democratic learning processes after the youth work activity has taken place.

Non-formal civic educators in turn bring in didactical expertise to work with young learners on questions of politics and democracy. Their work is based on similar pedagogical principles as youth work, such as orientation towards participants' needs, voluntary participation and inclusion. However, the focus is on methods and formats that enable critical reflection on socio-political issues and democratic participation.

Social workers and youth workers usually do not see educational activities at the core of their professional work. They are often less aware of the educational potential of their work to strengthen democratic competences among young people. Although many youth work activities do indeed strengthen for example cooperation skills, conflict-resolution skills or empathy, youth workers and social workers usually do not focus on the democratic learning processes that their activities can foster. This is why the great potential for democratic learning processes often remains invisible even for the professional groups of youth workers and social workers themselves. This is one of many reasons why collaboration projects of non-formal educators, youth workers and social workers can be exceptionally fruitful. Non-formal educators know approaches of civic educational learning and develop the methods to reflect on the democratic

competences that a game or a youth work activity has fostered.

Development of a common professional understanding of civic education and democratic competences

Often youth workers and social workers lack a common understanding with non-formal educators about the ways they define democratic competences or civic education in their working contexts. As a consequence, cooperative relationships are sometimes burdened by assumptions about the aims, approaches and concepts of the respective professional settings.

Youth workers often assume that civic education is not suitable for their target group and do not understand their needs. Indeed, non-formal educators design educational activities often with a certain policy content in mind. They follow learning goals, and their educational approach is often less open-ended, as it is in the case of youth work. Consequently, it is a lot harder for non-formal educators to ensure, for example, that a workshop on environmental policy meets the needs and interests of the group.

Non-formal educators, in turn, seldom expect youth work to be open for more demanding methods and reflection processes in a joint project. They acknowledge the potential of activities in youth work for the development of democratic competences, but do not assume that social workers reflect with their participants on the competences learned through participation. For example, say young people were to develop and organize a music festival at their youth club. Certainly, these young people might learn about democratic processes through developing the festival concept and organizing the event themselves, but this is not usually reflected in terms of democratic competences.

How can the RFCDC serve as a mediating tool in the preparation and implementation phases of collaboration projects?

All these different self-conceptions and mutual assumptions have an impact on how professional groups of youth work, social work and civic education work together. The RFCDC can help in this regard as a mediating tool. The descriptors serve as a translational tool for common learning goals and help to develop a concise professional self-conception when it comes to democratic competences. The RFCDC can contribute to more efficient ways of cooperation and multi-professional concepts of action.

Making education on democratic competences visible in youth work activities

The key to successful multi-professional cooperation lies in communication about the outcome and impact of youth work. The RFCDC can help youth workers in different working fields to explain the impact that their work has on young people and their communities. Since youth work does not follow any curricula or set learning goals, the RFCDC can help to make the impact of their work more tangible and visible. Non-formal educators and youth workers can prepare their collaboration projects with the help of the RFCDC by clarifying what competences are important to the respective educational

setting. It might be that non-formal educators want to integrate the competences of knowledge and critical understanding in their educational setting, while youth workers focus on the 'skills'-section of the 'butterfly' of competences in the RFCDC. This clarification process on educational settings and certain learning goals can help both professions to bring their respective strengths into a collaboration project. The descriptors of the RFCDC offer many ways to clarify the goals, outcomes and impacts of youth work.

Due to the open and participatory approach of youth work, many professional youth workers tend to be sceptical about describing their aims with competences and tangible descriptors. They relate the concept of competences with grades and school assessments, pre-determined learning processes and inflexible learning settings. This is perceived as incompatible with the guiding principles of youth work that focus on participatory and open-ended self-learning processes. However, the scepticism towards competences risks leading to a situation where youth workers have no concise language at all to describe the impact of their work to empower democratic citizens. This lack of language contributes to the invisibility of the effect youth work has on the development of democratic competences. This is why professional groups of youth and social workers need to develop their own language to describe the democratic effects of their work. The RFCDC helps find this language to describe democratic competences that simultaneously fits the professional principles of youth workers. The 'butterfly' of competences has a less technical approach than other competence models. It defines many clusters of competences in the sectors of values and skills, which are usually also important clusters for the youth work field.

The 'butterfly' of democratic competences can also help youth workers to make educational processes in regards to democratic competences more visible to partners, political decision-makers and sponsors. Often, youth work counts as mere leisure time or as a caring factor in the political or public debate. The role youth work can have in developing and fostering democratic competences is often underestimated. Here again, a clear language about the role and qualitative effects of youth work can contribute to the strengthening of the youth work field in general.

The RFCDC as a tool for cooperation in international student and youth exchange

International student and youth exchange enables learning experiences that have long-term effects on the personal development of participants. These include competences in all of the four areas of the RFCDC. International mobility experiences have proven to strengthen skills of listening and observing, empathy, flexibility, cooperation and communicative skills through the experience of meeting other young people with diverse experiences and perspectives. Especially for young people with less opportunity to travel and experience diversity, international youth work can have a life-changing impact, where growing self-efficacy and openness to others go hand in hand. International youth work allows for the development of self-reflection and critical understanding as well as an increased awareness for cultural diversity and human rights in a way that would be inconceivable in the national contexts of formal and non-formal education. Because of this quality, international student and youth exchange should be regarded as an important means for civic education in a European and international perspective.

However, in order to use this potential, some challenges need to be addressed. In the reality of international cooperation projects, some of the challenges for multi-professional teams outlined so far are further amplified. International student and youth exchange is, intrinsically, a diverse and multi-faceted field of work. It includes diverse approaches such as school and university exchanges, mobility programmes for young people in professional training, both individually and in groups, youth meetings, voluntary services, and work camps. Professionals from all of these fields cooperate with additional actors specializing in international youth work. An additional challenge is country-specific structural frameworks and professional self-conceptions. All of these aspects can usually be dealt with effectively when cooperation partners are aware of different backgrounds and use common projects as a learning and development opportunity for their staff and organizations.

Similarly to the national context, the RFCDC can help in the preparation and implementation of successful cooperation projects. Additionally, it can be a useful tool to design programmes in a way that focuses on precisely those competences that can be developed through international student and youth exchange. For this purpose, preparatory meetings and planning visits have to form an integral part of every international cooperation project. Project partners should take sufficient time to understand the approach of their counterparts, but more importantly the living conditions, challenges and needs of young people who are going to participate. Designing international student and youth exchange as a means of civic education should be built on an analysis of the socio-political situation in each partner country. In the current situation in Europe this includes understanding growing polarisation, anti-pluralism and anti-democratic sentiment. Building on this, the question can be

asked: 'What learning experiences are made possible in the international project that participants would otherwise not have access to?' If this question seems too demanding, it can be helpful to start by collecting experiences from past events, for example by asking: 'Please remember moments from previous international student and youth exchange projects that stuck in your mind in particular? These could be specific activities, touching conversations, a new perspective or a situation of conflict.' In a next step, the RFCDC can be introduced, helping project partners to identify those competences that are most important to them and to sharpen the project's approach to create the desired outcome and impact. If properly recorded, this common understanding can also be used throughout the cooperation to adapt the project to best meet the participants' needs or to monitor and evaluate progress.

Strengthening processes of self-reflection and professional understanding of youth work in regards to democratic competences

In times when political debates and society in general have become more polarised, all professions that work with young people face new challenges. Youth workers, non-formal and formal educators can observe that polarized debates have an impact on youth work activities. On the one hand, youth workers and educators have to deal with the question of whether and in what way youth work activities should actively take up certain debates in their activities. On the other hand, professional youth workers and educators have to deal with polarised or even radicalised positions or undemocratic statements that young people can bring up themselves during youth work activities. These new challenges for the professional field of youth work and civic education demand a firm professional understanding of the most important democratic competences that form the basis of youth work and the respective youth worker or educator. Youth workers and educators need to have answers to questions, such as:

- What democratic competences are important to my professional self-conception?
- Where lie the limitations to my level of tolerance when it comes to positions that I personally oppose?
- How can I find my personal way to intervene in situations that make me feel that democratic values or attitudes are infringed upon?

In the process of finding answers to these questions, the RFCDC can be of great help as a self-reflection tool for youth workers and educators. It can help them to clarify what democratic competences of the 'butterfly' form the basis of their professional self-conceptions and it can also help them to assess what democratic competences youth

workers and educators can bring into educational processes as well as competences that they themselves need to develop further in order to improve the quality of their professional work. This brochure presents a small selection of reflection methods for youth workers and non-formal educators with the help of the RFCDC.

2.3. Using the RFCDC in peer education

Thimo Nieselt

Characteristics of the peer education approach and its target groups

In this article, the potentials and limitations of the RFCDC in peer education are going to be explored. While many arguments certainly also apply to other non-formal education contexts, certain characteristics of the peer approach will be considered. Peer education is a 'pedagogical approach which enables learning from and with people who have a similar experiential background and share life-worlds' (Gegen Vergessen 2019). Peers often engage with the same questions and topics, speak a similar language and are roughly close in age. With similar backgrounds, peer trainers are usually perceived as authentic knowledge mediators and can also serve as roles-models for the participants of an educational format.

Peer trainers take on a double role, and in doing so, profit from the educational setting in a distinct way; on the one hand, they are educators, because young people learn more effectively with their peers. At the same time, they are learners who acquire important personal and professional competences. The peer approach can be understood as taking place on two levels of a peer project. In the actual educational setting such as the classroom, peer trainers and students are in reciprocal exchange and, thus, learn with and from one another. Likewise, in trainings and other accompanying formats, peer trainers learn with and from one another. Thus, the development of democratic competences as well as methods of self-reflection and peer counselling are inherent in the peer approach.

Participation is also an essential part of peer education. Both students participating in the educational formats as well as the peer trainers can co-design the format and content. Moreover, responsibility can and should be conferred to a certain extent from the project managers and educational personnel to the peer trainers. At the same time, it is important to communicate a clear framework in which they can participate and have ownership. Peer trainers could, for example, be qualified by the core project team to take over the planning and implementation of trainings for others, or they could be responsible for the development of new educational formats and material (Nieselt 2019). The collaboration and communication between project managers, educational personnel and the peer trainers is crucial for the success and the quality of those trainings and educational formats.

Using a low-threshold version of the RFCDC for planning and evaluating trainings and educational formats

The RFCDC is a useful tool for the planning and evaluation of train-the-trainer events and for the development of new educational formats and material. It can raise the peers' awareness regarding the impact of educational processes and support them in clarifying their learning goals by choosing certain competences they want to foster with participants. For example, the CDC can be matched in advance with the modules planned for a training event. It can also help peer trainers spot gaps and provide input in choosing modules or topics. Especially if they work in tandems or teams, the CDC can stimulate discussions among them and help to decide on a common (hidden) agenda. Likewise, the CDC can be used afterwards to evaluate whether the training or educational format helped participants to develop or focus on certain competences. However, it is presumably difficult to observe or predict the development of certain competences when it comes to single and short-term educational formats which are not aimed at the long-term personal development of the participants.

As peer trainers often do their educational work on a voluntary basis and without being paid, there is usually a lack of time and capacities. Moreover, they are not professional pedagogues which means they probably need more time to understand the RFCDC in depth. It is therefore recommendable to use it rather as a general guidance and to focus only on the competences rather than on the descriptors. It is also possible to focus only on a certain set of competences which are deemed as being most important for the respective educational context. By offering tailor-made tools and modules to the peer trainers and by translating the RFCDC into less academic terminology, the application in their educational practice can be facilitated even further.

Personal and professional development by means of self-reflection and self-observation

The RFCDC can also be used as a tool for self-reflection and self-observation for the peer trainers themselves. Self-reflection and awareness of one's own role is especially important in the peer context, as the peer trainers are simultaneously educators and learners. Moreover, they serve as role models for the participants. The RFCDC can be used as a tool to reflect on their inherent assumptions, their personal understanding of democracy and diversity and on their attitude as an educator. Furthermore, peer educators might reflect on which competences (skills, attitudes, values and knowledge, and critical understanding) they actually want to focus on and strengthen when it comes to their own personal and professional development (see Method I).

It is advisable to use a peer-to-peer or group setting, such as a training event as a space for peer trainers to reflect on their findings together as well as to share ideas and perspectives. Self-reflection and observation can refer to any kind of educational or even non-educational context or situation. Such situations could either be given as a scenario, or situations experienced by the peer trainers themselves could be used

as an opportunity for reflection (see Methods II and III). The self-reflection tool can obviously also be used individually and on a regular basis.

Evaluating and communicating the impact of peer education

It has already been pointed out that the RFCDC can provide a common language for describing the goals and (democratic) effects of non-formal educational processes and in cooperation with teachers and schools especially. In the context of peer projects, it also provides a common language for project managers, educational personnel, and the peer trainers to decide on common pedagogical goals of trainings and educational formats. Moreover, the descriptors can make educational processes measurable and can thus be used for evaluating the impact of the peer project and especially of the peer trainers' personal and professional development. When it comes to project evaluation, it could make sense to focus on certain CDC which are part of the project goals. Regarding the personal and professional development of peers these could very likely be the following competences:

- **Self-efficacy:** By taking over certain responsibilities in the project, the peer trainers are empowered and can thereby experience self-efficacy and ownership.
- **Tolerance of ambiguity:** As the peer trainers work in very diverse group settings and mediate between differing and often controverse perspectives, they need to learn how to handle ambiguity.
- **Valuing diversity:** The most general goal of peer education is to motivate young people to value diversity and to advocate for democratic principles.
- **Knowledge and critical understanding of the world:** In the educational setting, the peer trainers impart knowledge to the learners which they have gained by means of a qualification or personal experience with a concrete topic.
- **Ability to listen and empathy:** As peers often work with groups of learners they did not know before, they need to be empathic and good listeners to find out about the needs, interests and dynamics existent in the respective group context.
- **Flexibility:** The peer trainers also need a considerable flexibility to be able to adapt the educational format to the needs and conditions of the respective group of learners.

It becomes especially important to communicate the impact of peer education if the project is third-party funded. In this case, the RFCDC also provides a common reference for funding partners and can, for example, be referred to in funding applications and project reporting. It can thus help to shift the focus from quantitative measurement, such as the number of educational activities, to the quality measurement of long-term peer development. By focusing on certain CDC, the project team can also communicate a certain educational vision for the project. As it is a European framework, the RFCDC can also be referred to in European or transnational funding structures.

2.4. The RFCDC in non-formal EDC with youth: results from the practice reflections

By Georg Pirker

The right to civic youth education is legally codified under the federal government's social code (SGB VIII Kinder- und Jugendhilfegesetz [KJHG]), which came into force in January 1991 (YouthWiki). Under Section § 11 Youth Work (Jugendarbeit), it states clearly that non-formal youth education with a focus on general, political, social, health, cultural, natural history and technical education is to be provided to young people until the age of 27-years-old, although it conditions that this can be extended as appropriate (SGB VIII § 11). Each federal state has an implementation act pertaining to the Child and Youth Services Act, and the federal system operates on the principle of subsidiarity, meaning a central authority performs only those tasks that cannot be executed by a person, group or organization at a more local level.

In December 2019, the Federal Ministry for Families, Seniors, Women and Youth (Bundesministerium für Familien, Senioren, Frauen und Jugend [BMFSFJ]) released an independent youth policy framework (ages 12-27) as a cross-departmental, 'future-oriented social policy that independently and confidently follows its own logic and is based on the social relevance of childhood and youth, the resulting requirements and the interests and ideas of children and young people' (Jugendgerecht.de, n.d.).

The topic of competences and the acquisition of competences has always been important for the practice of non-formal political youth education in Germany. Debates and projects around it have accompanied the field of youth work and non-formal education for a long time. Especially for actors in German international youth work and political youth education, the topic of competence acquisition is not new. There are several instruments, which have been developed and exhaustively tested in the field of competence acquisition in non-formal learning, specifically in international youth encounters:

- the German instruments of Kompetenznachweis International (the proof of competence acquired in international youth encounters),
- the instrument of Kompetenznachweis Kultur (proof of competences gained in cultural and arts-based education),
- the SCRIPT procedure for documenting competences gained in international encounters
- For practitioners regularly conducting Erasmus+ supported activities, the unanimous answer is the Youthpass and the dialogic principle of the Youthpass process, as an answer to the experts reflection exemplarily confirms: 'We work in our international activities with the 'Youthpass', which was developed on the basis of the European portfolio for youth leaders. This encourages self-reflection on one's own learning

progress (with the help of a learning diary) and learning partnership tandems that encourage exchange. All participants receive the Youthpass'

Conducting Erasmus+ (Youth in Action) supported activities in the youth field is a core condition for working in the dimension of non-formal EDC. The absence of national youth policies, structures and support mechanisms for non-formal youth work has led to the fact that E+ for many years has become a central structural pillar for youth work in many European countries. As such, Erasmus+ (Youth in Action) is not only to be seen as a mobility program of youth, but far more has become the tool and field for developing the capacities of non-formal learning and citizenship education/ democracy education with young people in Europe. This is true in the dimension of the view on youth and learning concepts, but also increasingly towards the question of the profession of people working with youth.

The European Youthpass (oriented towards the LLL competences) and the European Training Strategy (ETS, with its competence models for experts in international encounter work and trainers) have strongly influenced the agenda of non-formal education work and created a fruitful debate around European youth education. In the European Erasmus+ context, this concerns not only the acquisition of competences by participants, but also the field of the professions of trainers (What makes a trainer? How are multinational teams set up, to deal with the concerns of CE in terms of content and complementarity?) and the field of learning and educational processes as such (design of learning processes, which elements of competence frameworks are specifically used for educational work and encounter work).

While national debates often focus on the competences and concrete practice of youth education work and point to tension between the aim of competence learning and what can be pedagogically sensibly achieved in short-term education, the focus at the European level is more on the exchange and development of competence frameworks. These form a framework for understanding the mission, work and tasks, especially in cooperation with teams from other countries, and in the best case, help to find a common understanding of non-formal learning. The various projects and activities of the DARE network, the European community of EDC/HRE practitioners, are a good example for the complexity of this connection between European frameworks of reference and national practices: (against the background of the most diverse systems, structures and professions of education and youth work).

In the German discourse on non-formal civic education, the topic of developing learning outputs (goals, measurability, etc.) often connects with the issue of acquisition of competences. Traditionally, it has been difficult to portray this competence development in non-formal education, as it is simply not the main pedagogical goal. There is, therefore, a certain resistance in the field to approach the competence debate in an unbiased manner, as well as a justified fear of being appropriated. It must also be noted that the debate on competence learning is a very school-focused one and

subject to a vocational-biographical logic of exploitation. This, in turn, is a logic that is justifiably rejected by the profession of non-formal learning and also by the field of youth work, as being inappropriate or not adequate for a democratic learning process. The Arbeitskreis deutscher Bildungsstätten (AdB) and Evangelische Trägergruppe (et) are both professional associations for 'extracurricular political education', as non-formal education for democratic citizenship with youth is called in Germany. Among others, these two organisations unite over a hundred educational organisations, which provide non-formal political youth education and non-formal EDC with young people. In terms of their size, topical range and specialist expertise of the membership represented, this field structure is certainly unique in Europe.

In the context of the work of AdB, the RFCDC was presented to the working groups for European and International Civic Education as well as to the working group for Civic Youth Education and was accompanied by them in its process. More than 30 experts* in non-formal political youth education are organised in each of the working groups, who mainly do youth encounter work on topics of EDC/HRE in the European and global context, or work specifically in the national context of civic youth education, here usually in cooperation with formal education (school).

TEAM UP

Since cooperation between the non-formal and the formal sector is seen as one of the main conditions for successful EDC/HRE with youth, it is worth recommending the German publication, 'Team UP – non-formal civic education with youth in cooperation with school'. The contributions deal with the relationship between school and non-formal civic education and shed light on the importance of supplementary educational offers

by non-formal education providers in primary, secondary and vocational schools. The current situation related to the COVID-19 pandemic has led to an even stronger focus of school education on teaching/learning content, with learning content to be advanced and fulfilled by all means necessary on a timeline. Extracurricular offers are not taken up, even when technically possible based on the national infection protection ordinance. The necessary link between school and extracurricular activities as equally important components of education for children and young people is thus nullified and called into question. The brochure 'Team up!' provides insights into practice, critically examines the relationship between school and out-of-school education and formulates conditions for the success of cooperation between schools and out-of-school providers.

Source: https://www.bap-politischebildung.de/wp-content/uploads/2021/01/20_Gemini_Teamup_Brosch_DS-1.pdf

During the testing, four projects applied the RFCDC over a period of four months in the context of concrete youth education activities, as well as using it for reflection in the context of the pedagogical teams, trainers and youth work professionals. The reflections followed a questionnaire, which was commonly developed by e.t., AdB and the Schwarzkopf Initiative Junges Europa. The results of the practice reflections within AdB were discussed at a specialist day in October 2019 in a two-hour workshop with 30 experts in civic youth and adult education. Further workshops on the topic of competence-oriented learning also took place at that expert day, where other competence models (ETS, GRETA and others) were also on the agenda. The results of the practical reflections in the AdB context are presented in this article, which also includes the discussions from the different national workshops.

RFCDC dimensions of the German focus study and guiding questions

The Reference Framework on Competences for Democratic Culture is based on the triad of 'democracy as a form of rule, as a form of society, as a way of life'. Based on the RFCDC Butterfly Model, our investigation focused on four dimensions, which we consider fundamental in the German non-formal educational context:

1. Valuing and embracing cultural diversity
2. Attitudes (respect and openness towards other world views)
3. Skills (self-efficacy)
4. Knowledge and critical thinking (knowledge and critical understanding of the world)

These four dimensions of the RFCDC were examined for the practical investigation in the German context with regard to four key questions, related to

(1) attitudes of trainers, educators
(2) learning processes,
(3) approaches (competence models) and methods,
(4) learners.

For practical application, it was up to the participants conducting the practice reflections to decide what the focus should be in particular, as this was strongly dependant on the topics and group contexts.

The RFCDC as reflection tool: results from the pilot reflection activities with multipliers/train the trainers:

In the context of a reflection among education professionals in four organisations, four in-depth practice evaluations took place (Jugendbildungswerk Welper, Stiftung Begegnungsstätte Schloss Gollwitz, Gustav Streseman Institut Niedersachsen, Anne Frank Zentrum Berlin) in which the educational teams used the RFCDC over a period of four months to reflect on their practice, as well as include it in their educational settings.

Attitude of the educators (dimension 1)

'With regard to the RFCDC Competence Model (Butterfly), which five competences are important to you in educational work and which do you consider to be particularly relevant to teach your participants?'

During the national experts workshop the practitioners were asked to select from the RFCDC model those five competences they find most important in their educational work with youth. Also they were invited to concretise aspects they find specifically relevant among the competences selected, or indicate where they have questions towards the competence category. An interesting result was that the practitioners made their choices to similar aspects, which was not intended.

The category of respect for human dignity and human rights was identified as highly relevant. It was identified being a starting point for every kind of interaction with youth, and between people, since "much results from this", also it was mentioned that education is seen as a mean to "restoring dignity for those whose human rights have been or are denied or are questioned". Critical remarks towards the category claimed

that human dignity and human rights may be too softly rinsed, since presumably a large proportion of people may put their claim on them.
Similar to human rights, the aspect of respect was debated and it was pointed out that the term although being very present, is also itself a topic of very controversial discussion.

A second category where people indicated relevance was related to critical thinking (analysis and critical thinking, analytical and critical thinking, ability to listen and to perceive things critically, knowledge and critical understanding of the world, analysis and thinking in form of sharing, considering, understanding and growing from it). It was pointed out that critical thinking as a term would need much more explanation as in itself it might also be misleading. Also there was drawn connections to the importance of critical evaluation of language and the use of language (as basic and often ignored premises), as a topic which should have more weight, since language sets the conditions for describing realities. Which generally transferred to competence models means that terminology also may be subject for further examination.

A third category defined as important was connected to empathy, tolerance of ambiguity and self-efficacy, which have been identified as of intertwined nature: as providing support to come with participants to a point to take up other positions, as a mean to support the development of team spirit, to develop trust and confidence in one´s own ability to act. Further there was made a strong connection towards embracing democracy, justice, fairness, equality and the rule of law, while at the same time having in mind that there is a demanding educational responsibility of those categories to also being an instrument to assess the value of democracy and addressing structural issues of social, economic, political power.

During the national experts' workshop, there were also further remarks toward the RFCDC competence model or specific categories of competences. The feedback provided highlighted aspects such as the interplay of the different categories of competences, which often are conditions for each other. Several questions and remarks related to the dilemma of how far a competence learning process and framework can be applied without directly involving the interrelation of the learning, situation, environment, inherent hierarchies and structural inequalities. It was requested to put more focus on categories such as discrimination, in order to avoid 'blurry categories such as culture'. As working in educational teams is one genuine aspect of non-formal education, it was also pointed out that the model demands: 'When we work with teams with such a model, we need guidance, spaces for reflection, because it can also unsettle. Especially when teamwork is strongly linked to self-awareness, especially for young team members. That is why it needs support. What does it mean to cover these competences in an educational team without getting into a methodical overkill?'

The remarks presented, show a certain need to better connect the competences frame provided with concrete field practice. Be this by better rooting its applications to the learning situation where it applies or embedding the model with and into other existing

models and theories, which could enable a focus of the educators themselves as part of the processes (corresponding remarks: 'critical self-image - also of the teachers', or 'the aspect of always remaining in the learning process as a teacher is missing').

Approaches and methods: Answers from the pilot reflections (dimension 3)

Valuing cultural diversity (value):
Mentioned were methods and information on intercultural learning, such as the iceberg model and simulations like 'Visiting the Derdians', where it is about changing perspectives and seeing that one's own (cultural) practice is not above others/is better/ is the only right way. The methods provide experience-oriented exercises, reflections and short theory inputs from inter/transcultural and diversity training programmes. These exercises and simulations are of an experimental nature to raise awareness of mechanisms of perception, stereotyping and its complexity reducing function: concrete methods suggested result from the Betzavta approach, and their impact depends very much on the quality of the evaluation reflection and individual value patterns that can collide with others. An example is the exercise 'Abigail Loves Gregory' (Betzavta) to reflect on one's own value priorities and the question: Which values are in motion for me? Which ones are non-negotiable? To tackle the topic of values exercises with priority lists was also mentioned. These are carried out in 'perceived cultural affiliation' groups, i.e., not differentiated according to national culture, but formed according to the significance of identities, such as gender, age, migration background. Here also the use of Kluckholm's 'Model of Cultures' was suggested. Specifically, approaches which raise awareness on the power of narratives and the chance to set them in motion (self -efficacy) through the use of language and speech were pointed out. As an example, the film, The Danger of a Single Story by Chimamanda Ngozi Adichie, was introduced and subsequent exchange about single stories and development of strategies to expand them. Methods related to a field of values specifically focus on 'blind spots' in relation to latent patterns of devaluation, stereotypes and prejudices which can only be set in motion when they are looked at and expressed.

Tolerance of ambiguity (attitude):
For the category, tolerance of ambiguity, methods and approaches from the anti-bias concept where recommended. These methods experientially open up that that there are different perspectives on vast topics: exemplary methods such as 'As in real life' or 'I-Not I', often related to the different affiliations of the individual (intersectionality). Also, there were suggested 'simulations, such as in particular the classic 'Barnga' simulation game, which is well suited to reflect ambiguity tolerance - understood as

the ability to endure not only contradictions and inconsistencies, but also ambiguity. Here, irritation is provoked and participants are challenged to recognise it and to develop a way of dealing with it, so that one remains capable of acting without ambiguity being removed. Feedback provided further indicate the resources from the Handbook 'Achtung (+) Toleranz' and the resources of the 'Betzavta' and 'More than one Democracy' programs.

Self-efficacy (attitude):
'Methods of cultural education, group dynamics and coaching, everything that makes a person realize what strengths he/she has and how this can help a group/society to solve a task, e.g., simulation "plane crash" or "ZigZag"'.
Knowledge and critical understanding of the world (knowledge): 'Games and simulations with well-prepared materials, which are, e.g., tendentious in many ways and which are later evaluated in a plenary evaluation session (manipulation through images and language). Critical thinking always includes knowledge. Even if this is considered to be linked to formal education, at some point, it is absolutely necessary to learn to acquire knowledge and at the same time to deal critically with sources. It is always important to point out the multi-perspectivity of an event or a situation.'

General feedback on methods that help to work with the butterfly model (dimension 3)

In the approaches mentioned above, the four areas of values, attitudes, knowledge and skills and abilities are addressed - this is done by combining theory inputs, experience-oriented exercises with intensive reflection and - increasingly at the end of training courses/workshops - action-oriented units in which alternative courses of action are tested, e.g., with the help of methods of collegial counselling. An insightful description of these BILDUNG-oriented non-formal learning journeys is provided by Katja Greeson in her essay: 'Der Gebildete Mensch: Reflections on 'Bildung' as a Central Theme of My Journey as a German Chancellor Fellow' (Greeson 2020).

From the reflection workshops with the wider community of experts/practitioners, there were additional concepts and methods mentioned. The experts feedback underlined on one hand strongly the importance of existing concepts such as the Betzavta and Anti-Bias as providing the suitable and theory grounded tools to also work and apply to the RFCDC context, but also highlighted were the method compendiums from the CoE, namely Compass and bookmarks. Specifically mentioned was the approach to work with youth on RFCDC relevant aspects in scenario workshops/future workshops, since these enable young people to think about alternatives in answering the question, 'how do we want to live together?', and provide concrete support for young people to initiate

change processes in their environments. Practice examples point out that there is a wide array of cooperation of non-formal education with schools as is, for example, the case in the following trainings

- Trainings for class speakers in class/school council work
- Training for buddy systems in schools
- Training and developing arbitrator models/conflict mediation models
- Training students in energy management – creating climate friendly schools

Other materials mentioned as relevant included:

- Diversity Media library of IdA. The Information and Documentation Centre for Anti-racism Work in North Rhine Westphalia https://www.ida-nrw.de/
- The Anne Frank House's education materials
- The Handbook: Social Justice and Diversity by Czollek, Perko, Kaszner
- Theme Centred Interaction (Cohn, Liebermann, Ziemann et al)

It was further pointed out in the experts' reflections that civic education (EDC) with youth always has a knowledge dimension and cannot be detached from facts and figures. Cognitive knowledge and experiential knowledge form the basis of the work. Experiential learning must also be theory-based/knowledge-based. The evaluation and reflection of processes is particularly important in EDC learning processes because it is through it that priorities are set.

What are the limits in relation to the use of the competences in the RFCDC model and the descriptors in out-of-school educational practice?

Several statements from the practice reflection and the expert discussions allow us to understand where non-formal EDC work sees certain efforts but also limits of the RFCDC.

- 'The ideological superstructure in which we live is missing.'
- 'I think the model is very comprehensive, but also very open and general. And it serves to describe the big learning goals, socially speaking. For individual measures, a more detailed description of the individual's possible competence development is then needed, which goes beyond the descriptors.'
- 'RFCDC is (like many other competence models) a huge model: it can be intimidating but also liberating for the user. It is recommended to use it as a self-reflection tool for/with team members. How do I train? How did I come to my attitudes and to my attitude, my knowledge, my subject?'

‘Values are an extremely difficult category, it is rather recommended to devote oneself to the area of conflict between rules and the free development of guaranteed human rights.’

‘There is no claim to develop trust in one's own ability to act (basic competence in political education); with regard to tolerance of ambiguity, it is recommended to speak of openness rather than respect’

‘Learning objectives - what do I want to achieve with which methods? In process-oriented work, objectives are also changed and in process-oriented work, objectives tend to shift.’

‘The fascination of learning in groups and encounters is formed by "the others", thus the focus is shifted from the content towards the personal; processes that take place are taken up and reflected upon in the follow-up.’

‘The post-colonial perspective is missing, how are existing ideologies dealt with?’

‘Where is the global South? Do I find this again in the given competences?’

Exemplary Excursion on the RFCDC in Practice: ‘Clips for Europe’ (dimension 2, 4)

From the concrete practice tests in youth education events conducted by trainers, certain tendencies indicated in the experts’ reflections are confirmed. In the youth exchange seminar, ‘Clips for Europe 2.0 (Town twinning)’, the team focussed on three RFCDC dimensions: the RFCDC as an instrument to design learning process, approaches and methods used to support the competence acquisition according to the RFCDC Model, the RFCDC and the orientation on learners.

‘Clips for Europe 2.0’ was the topic of a multilateral youth meeting that took place in the meeting place Schloss Gollwitz from 02.05 to 12.05.2019. It was a joint project of the city of Brandenburg an der Havel and the Gollwitz Castle Meeting Centre. Participants were pupils from two schools (Gymnasium) in the city of Brandenburg, the city of Kaiserslautern, Ra'anana (Israel) and Brandenburg twin cities, Ballerup (Denmark) and Magnitogorsk (Russia). All participants lived together for 12 days and nights in the Gollwitz Castle Meeting Centre and, together, they implemented project ideas. In practice, the young people worked on their own productions of short films, which were to reflect what they had learned, their own visions, values and ideas about Europe, as well as their involvement in anti-discrimination work. They were supported by media team members. The highlight of the meeting was the project presentation as part of the anniversary event and the castle festival in the Gollwitz Castle meeting place.

(source: https://www.schlossgollwitz.de/de/nachrichtenartikel/167.html)

Design and set up of the learning process: between aims and practice

Focussing on the RFCDC as a tool to understand and design the learning process, the educational team used the RFCDC to cross-check between aims of the team and practice conducted.

In preparation:
'Which competences would you particularly like to strengthen and convey in this learning process?'

- Appreciation of democracy
- Openness to cultural otherness
- Independent learning skills
- Responsibility
- Language, communication and multilingual skills

In the follow-up:
'Which competences were actually at the forefront of the learning process?

- Respect for democracy and human rights
- Openness to cultural otherness
- Confidence in their own ability to act
- Knowledge and critical understanding of the world:
- Politics, Environment and Sustainability
- Communicative and multilingual skills
- Team spirit
- Conflict resolution skills

The result confirms the statements and remarks towards the process orientation of learning, where objectives tend to shift based on learners' needs, but also due to the learners steering the process and content.

Methods and approaches

The youth exchange team reflected specifically on the methods and approaches used to support the RFCDC butterfly model. Mentioned were the following approaches/ methods to support the learning process and to strengthen and convey the following competences:

Valuing cultural diversity (value):
To do this, we used methods for changing perspectives, such as musical chairs (random mixing and one-on-one entertainment on various topics such as origin, language skills, virtues, political attitudes, daily press, etc.) and the personality traits of the various identity-forming qualities/roles in one's own life, which always have a cultural aspect.

Tolerance of ambiguity (attitude):
Simulations on Europe Day (with planpolitik) helped to get to know and 'endure' different political positions.

Self-efficacy (attitude): In the process of planning to make their own short films, each could get involved in the group process and take on the tasks in which he/she saw their strengths. During the reflection phases, we [the team] took care to ensure that everyone valued their commitment and contribution to the group. To make efficacy visible, honest and serious reflection was needed.

Knowledge and critical understanding of the world (knowledge and critical thinking): The project's subtheme was developing knowledge in data protection, copyright and personal rights: for the short film production done by the participants, they followed internet research on national government websites about consumer and data protection, etc. When collecting the information participants experienced this 'aha' moment, which often was indicated with phrases like, 'I thought I knew...and that's how it really is!'

Learners' development

In looking at the learners' development during the process, the team was asked to investigate the participants group with regard to the descriptors of competences: 1. Valuing cultural diversity (value), 2. Tolerance of ambiguity (attitude), 3. Self-efficacy (attitude), 4. Knowledge and critical understanding of the world (knowledge). Specifically, the team of trainers was looking for statements and actions of the participants during the learning process that allowed for drawing conclusions about these competences:

Valuing cultural diversity (value):

In an encounter, this competence can develop very quickly in the areas of eating (mutual understanding of what food is eaten or not eaten for cultural or religious reasons) and in the culture of debate (volume, gestures, etc.) within a work process.

Tolerance of ambiguity (attitude):

After various discussions in the European workshop, there were young people who, after long debates (e.g., on the Russian President), admitted that one can have different opinions.

Self-efficacy (attitude): In the evaluation, some young people said that they never thought that their group would accept their film idea or similar.

Knowledge and critical understanding of the world (knowledge):

The unit on copyright and personal rights kept young people busy and encouraged them to think for some time.

There was no concrete information provided when asked whether a comparison with the RFCDC descriptors provided guidance to the educational practitioners' team on how to pursue, design and further develop certain learning processes in the seminar. The difficulty the team had was not the complexity or the applicability of the model, but the 'difficulty of adding the RFCDC as another info/learning/content layer into the seminar setting. To go deeper was not affordable in the time and setting of the seminar.'

Conclusion

In conclusion on the experiences with the RFCDC in NFE practice, the model itself was perceived as sound and useful, as it provides useful insights into the multiple dimensions of the VASK towards competence learning. However, there are certain limitations mentioned that make it difficult for the purpose of non-formal learning to soundly apply the model, such as:

- a power critical/ideology critical perspective
- a process orientation
- a context dimension that needs to be set or deducted instead by the educator/trainer/facilitator of the learning process
- a perceived missing bridge to existing practices

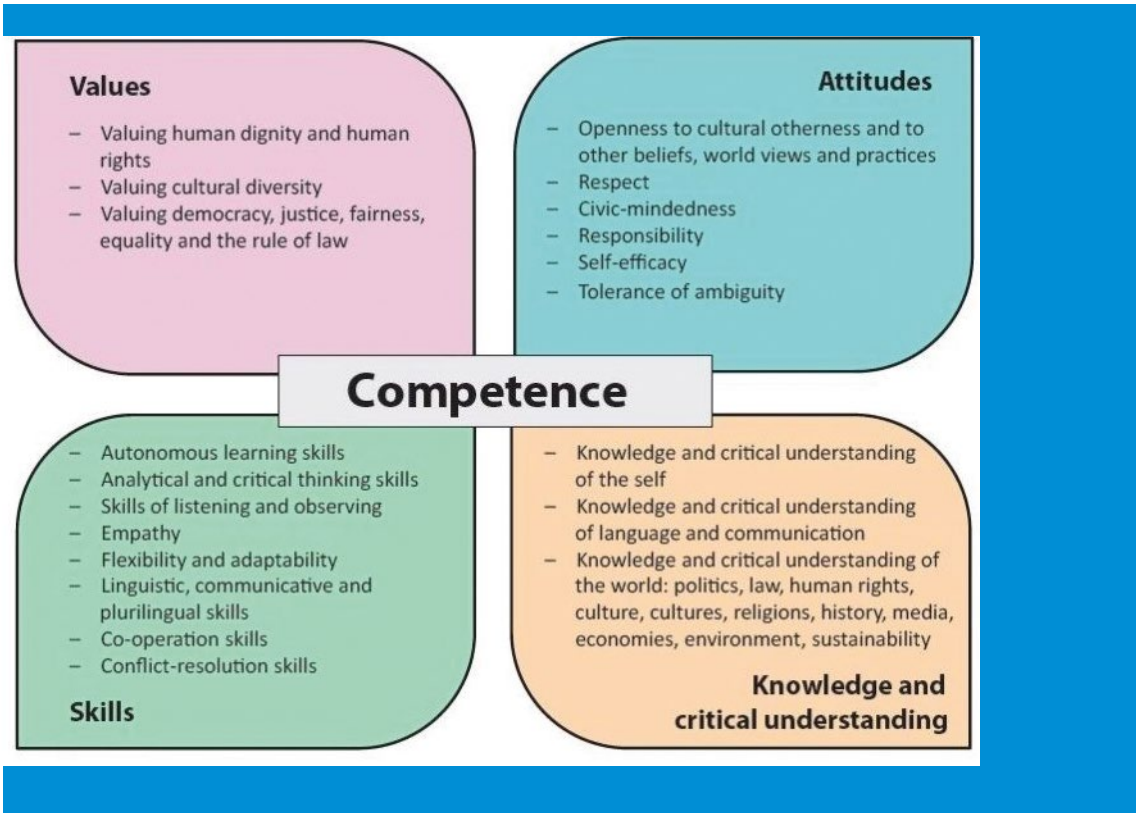
Also notable was the conflict between the participant-steered learning processes and subsequent change of aims vs. the rather static orientation of the RFCDC model. This does not mean that we understand the RFCDC model in its design as static, but that is the impression it seems to evoke among practitioners in comparison with other existing models, be they learning, models, societal concepts or competence models. Therefore, we recommend for non-formal educational purposes the use of the RFCDC together with other instruments and concepts of learning.

An interesting result from the practice study was that despite the fact that there are certain framework and competence models in use, there is a distance/reluctance of the profession/field from concrete competence-oriented work with existing frameworks, which cannot only be explained by scepticisms or inherent perceptions of NFE, but seems to also be rooted in other factors which would be worth exploring. This is especially important given that the practice evaluation has demonstrated lasting experience with the question of competence development and its documentations in NFE, that shows high capability and experience within the field. One assumption may be that the competence debate in the field of formal education has resulted in an overly narrowed-down description of competences, seemingly losing the view of the bigger picture of what is important for personal development of youth, accompanied by a highly competitive system of formal education.

3. Reflection Methods

3.1. Reflection methods for educators in the non-formal sector of civic education

By Ole Jantschek and Hanna Lorenzen



Some preliminary remarks

The following examples of methods help to reflect on the use of the RFCDC for educators in different working settings (youth work, educators in the formal and the non-formal

sector). The methods are suitable for workshops and conferences where groups of up to 25 educators come together. Some methods can be adapted for an individual reflection process.

Method 1: Ranking competences

1. Every educator looks at the 'butterfly' of the RFCDC individually and works on the following question: 'Which five competences are especially relevant for your educational work? Write down the five competences you have chosen.' (10 minutes)

2. Reflection in groups of four educators on the following questions (35 minutes):

- Is the selection of competences similar in the group?
- What are the different reasons for choosing the five competences?
- Was it hard or easy to choose only five competences?
- Are the chosen competences of the group equally distributed between all four wings of the 'butterfly' (values, attitudes, skills, knowledge and understanding)?
- If certain wings of the 'butterfly' dominate in the selection of some group members: What do you think are the reasons that one or two wings of the 'butterfly' dominate in your selection of competences?
- What does the selection of competences tell about your attitude as an educator or non-formal civic education?

3. All groups come together to share the results of their discussions. In this final reflection, the group facilitator can ask whether the group members had different conceptions of the competences that needed further clarification in the discussions. The importance of competences might vary because educators have different understandings about which competences build up on each other. If the group had different conceptions of competences, this insight can be a good starting point to move to the presentation of the descriptors for each competence in the RFCDC as a tool to find a common language to describe the competences discussed. The method can also be used in mixed groups of educators (for example youth workers, educators from the non-formal sector and teachers). In this way, different attitudes on teaching and self-conceptions of different professions can also be discussed. (15 minutes)

Attitude of the educators

Aims of the method 'Ranking competences':

- Reflect on personal attitudes as educators
- Clarify motivations and learning goals for educators
- Develop awareness of different attitudes of teaching or different professional backgrounds

Method 2: Reflecting competences of educators

Individually, each educator should think of four teaching situations in their professional work and write them down. The first two situations should be examples of teaching situations when they managed to solve a difficult situation in a group of learners well. The second two situations should be examples of critical situations when the educator had the impression he or she could not find a good solution to deal with the situation at hand (20 minutes).

The educators team up in pairs of two and present the situations to each other. Together they look at the 'butterfly' of competences of the RFCDC.

They reflect on the competences that helped them as educators to manage the positive situations: 'What competences helped me to solve these situations?' The competences that helped to solve these situations are personal strengths of the educators. Every educator writes his or her personal competences for critical situations on an index card.

Afterwards, the pair reflects on the critical situations that did not end with a good solution in the opinion of the educator concerned: 'What competences could have helped me to solve the situation in a better way?' The pair writes down every competence that could have helped to solve a specific situation in a better way on an index card (20 minutes).

Each pair teams up with another pair so that a team of four educators now works together. In a process of cooperative counselling, the team works on the index cards with the competences that could have helped to solve a critical situation in a better way. For every index card, the teams discuss the following questions (20 minutes):

Can a team member count the concerned competence as a personal strength? If yes: What helped them to solve their critical situation? What helped them to develop the concerned competence?

What can help educators to develop the competence further (e.g., change of attitude, further training)?

Are there any practical instruments that could have fostered the competence in the situation at hand (e.g., a training method, educational material)?

In the final reflection round the educators can present their competences of personal strengths. They can discuss how aware they are that they have these competences.

The group then shares ideas on how to foster certain competences that are as yet less developed among the group.

Aims of the method 'Extend your repertoire of methods':

- Reflection of critical teaching situations and the competences that could help to solve these situations
- Awareness of competences of personal strengths as educators that can be reassuring for their professional work
- Reflection on individual competences of educators that could be developed further

Method 3: Extend your repertoire of methods

1. The facilitator prepares five different competences and the matching descriptors on a piece of paper - one piece of paper per competence and associated descriptors. Depending on the number of participants, the facilitator needs up to five pieces of paper per competence (e.g., 25 pieces of paper = 5 x 5 competences)

2. All participating educators get one competence including the descriptors on a piece of paper. The educators with the same competence on their paper come together to form a team.

3. The teams reflect on training methods for learners that help to foster the specific competence the team works on. The training methods that the teams collect are visualised on a flipchart (30 minutes)

4. Each team presents the training methods they have collected to foster the specific competence the team reflected on. All the other listening participants can add other methods to each flipchart if they have more ideas on suitable training methods (10 minutes per team).

5. In the final reflection round, the group can discuss whether it was easy or hard to collect suitable training methods fostering certain competences. The group can reflect on gaps in their repertoire of methods in regards to some competences.

Aims of the method 'Extend your repertoire of methods':

- Reflection on the personal repertoire of training methods for learners in respect to certain competences
- Sharing practical ideas and methods among non-formal educators
- Develop awareness for new methods that help to foster competences that were not yet in the repertoire of methods

3.2. Reflection method for learners on the basis of the RFCDC in non-formal educational settings

About the project context

The following method has been developed in the context of the project 'A matter of faith? – Prevention and civic education in a society shaped by diversity' by the Protestant network for civic youth education (Evangelische Trägergruppe für gesellschaftspolitische Jugendbildung, et) in Germany. Among other things, the project develops formats and methods that are jointly offered by social youth work and non-formal education in the context of schools. The focus is on topics relating to democratic competences in a society that is characterised by diversity. The methods deal with issues such as religious diversity, belonging and equal participation, democratic negotiation and decision-making processes, experiences of discrimination and prejudices.

Illustrations and methods

Together with the illustrator, Soufeina Hamed, pictures were developed that can be used in various non-formal educational settings. Accompanying methods help to work on the topics laid out in the illustrations with young people. The methods aim at discussing complex and sometimes controversial questions by building on the experiences and perspectives of the participants. The potential of the illustrations lies in the fact that they allow for multi-layered interpretations and can become a starting point for different reflection processes, depending on which topics the participants themselves consider relevant and put forward in the discussion. By these means, they can be used to work on competences with regard to skills, attitudes, values, as well as knowledge and critical understanding. The RFCDC can help non-formal educators to anticipate and adapt the goals for the process in each group.

In the park – which rules should apply?

The illustration 'In the park' shows a situation that is part of everyday life in many larger European cities. Different people enjoy a sunny day in a crowded park - each in their own way. The illustration can be a starting point for discussing with young people what it looks like to be respectful in everyday life, which rules should apply to a public park and how these can be democratically established. Building on the approach developed by the Adam Institute in Israel, the following method focuses less on agreeing on a common set of rules than on dilemmas that arise when different, equally legitimate values and matters of concern come into conflict.

For this purpose, the method proposes the following steps:

1. **Introduction:** Participants are divided into groups of five people. They receive the illustration and a worksheet. They are asked to have a closer look at the picture and to tell each other what they see and find remarkable. They should take notes. (10 min.)

2. **Exercise, part 1:** Each group receives a second worksheet. It reads: ‘On the right edge of the picture, you can see a sign with park rules. The following rules are written on it. First decide for yourself which of the rules you find useful. Then discuss in your team whether you have selected the same rules. (10 min.)

	Agree	Disagree
This park is only for residents.		
The lawn must not be damaged.		
It is forbidden to pitch tents.		
Nudity is forbidden.		
Wear appropriate clothing.		
It is forbidden to display religious symbols.		
Vehicles have to stay outside.		
Children playing have priority.		
Carrying along and consuming drugs is prohibited.		
The number of participants at celebrations is limited to … people.		
Dangerous sports are prohibited.		
Behave in a way that will not disturb others.		

3. **Exercise, part 2:** *The groups are asked to write their own rules: 'What rules do you think should apply in a public park? Write your own park regulations as a team.' (20 min.)*
4. **Reflection:** In this exercise, reflection plays a major role (45–60 min.). It is important that it covers both the agreed upon results and the decision-making process that took place in each group. After participants came back together in the plenary, the trainer can use the following questions:

What rules did you agree on?
How did you feel during the exercise?
How satisfied are you with your rules?
For which rules was it difficult to come to a mutual decision?
How did you come to a decision and how did you resolve different opinions?
The trainer can use questions to focus on some of the following aspects of the exercise:
How do we treat each other with respect?
Why do we need (or not need) rules in a park? Who benefits if there are (no) rules?
Who should decide which rules apply in this park?
For which rules should a majority be able take a binding decision for everyone?
Who should decide what is and what is not accepted in public?

The discussion will reveal that the question of which rules should apply in a shared public space is not an easy one to decide. The trainer should help participants to understand fundamental dilemmas related to the exercise. For example, participants might agree on the fact that everyone in the park should have an equal right to freedom, i.e., to use the park according to their needs and wishes. At the same time, they might reject certain behaviours. While one person in the park likes to listen to loud music outdoors, the next may have come to listen to the birds. Rules can help enable some individuals or groups to fulfil their needs, while automatically restricting the freedom of others. Thus, there can never be a solution that is equally suitable for everybody. Therefore, the question arises of how rules should be negotiated. Should a majority decide? How are the claims of a minority dealt with? And who is the group you have to ask if you want to make rules for a park? For example, do residents have a right to determine the parking rules? Not least, the trainer can point to the fact that rules can have unintended or even discriminatory effects on others that the participants are initially unaware of.

The RFCDC can be used to reflect with learners on what kind of competences are needed for dealing with these dilemmas in a society that is increasingly diverse. The exercise helps to understand that cherishing the skills, values, attitudes and critical understanding outlined in the RFCDC by no means leads to harmony in a society, but a more intense and open-ended exchange about dealing with the dilemmas of democratic decision-making.

3.3. RFCDC reflection methods for the peer education context

Methods of the RFCDC teacher self-reflection tool have been adapted to the context of the peer education project 'Understanding Europe'
by Laura Meijer and Simon Oesterle

Some preliminary remarks

The following examples of methods help to reflect on the use of the RFCDC for peers who have experience in giving workshops at schools and/or in planning and delivering train-the-trainer events. The methods are suitable for a group or peer-to-peer context such as an analogue or digital training. Some methods can be adapted for an individual reflection process. The methods refer to situations in the classroom but could of course also refer to another educational setting.

'Understanding Europe', peer education project of the Schwarzkopf Foundation © Schwarzkopf Foundation

Method 1: Individual reflection – identifying your strengths and potentials

Goals:

Peers reflect individually upon their own CDC and about which CDC they would like to develop further

A. Individual reflection (10 minutes):

1. Identify up to three competences that you think you are good at as a peer trainer.
In which situations in the past did you display these competences? Please choose situations in which you had the role as a peer trainer.
If you think about these situations, what is needed (relations, support, resources) for you to act in this way?

2. Now identify up to three competences that you would like to strengthen.
Are there any situations in the past in which you have already shown these competences in some way? And are there any situations in which you would have liked to practice them more?
If you think about these situations, what do you need in order to strengthen these competences (relations, support, resources)? What would have helped you in that situation to act differently?

B. Optional: Sharing of experiences in big group (5 minutes):

Was it easy for you to think about concrete situations?
When thinking about what is needed for you to use your competences, did you notice anything in particular, surprising, etc. that you would like to share with the group?
Is there something you want to share that you learned or realised about yourself?

Method 2: Reflecting upon challenging classroom situations

Goals:

Peers reflect upon what kind of competences are needed to address challenging situations in the classroom (scenarios)
Peers reflect upon possible good ways to respond to challenging situations in the classroom (scenarios)

Preparation:

Peers reflect upon what kind of competences are needed to address challenging situations in the classroom (scenarios)

Examples:

Scenario I: Lack of expert knowledge

In preparation for a workshop at a school about the EU, the peer trainer has read the workshop manual and some recent news on developments in the EU. He is looking forward to the workshop and feels well prepared to guide the discussion amongst the pupils. The evening before the workshop, he suddenly feels unsure. The EU is quite

a complex political system, and the peer-trainer feels like he hardly knows anything about the technical and legal issues. He is certainly NOT an expert. On the one hand, the peer-trainer wants to make the student questions a central part of the workshop the next day. On the other hand, he also does not want to appear uninformed if students ask questions that he is not able to answer.

Scenario II: Protecting student sensitivities

During a workshop, a student question collected in the beginning is about why the EU does not force all its member states to allow gay couples to adopt. The peer trainer finds this an interesting question, and having in mind the pupil-orientation, she decides to openly ask the question to the rest of the class: 'What is your attitude about gay couples adopting?' Most students remain silent. One student murmurs 'I don't care', another, 'it should be man and wife, shouldn't it?' Another student responds: 'I am fine with that, why not?' All in all, there is hardly any discussion and the peer trainer is quite insecure, because she thought that this question could have opened up a productive and interesting debate between the pupils.

Scenario III: Compromising a student

In a workshop, the topic of migration to the EU comes up. The peer-trainers highlight the difficulty that many refugees face when they arrive to a new country in the EU. At some point, one of the peer trainers turn to a pupil who said earlier that he came to this country with his family a year ago and he asks him: 'How was it when you arrived and had to learn a new language and get to know how things work around here?' Some of the other pupils start to giggle as the pupil who has been addressed flushes red and doesn't say a word.

Scenario IV: A sexist comment

In between two parts of a workshop, it is a bit noisy in the classroom. Most of the pupils are chatting with each other. Suddenly, one of the peer trainers hears a student making a sexist comment about the other trainer's clothes. The trainer addressed is clearly feeling very uncomfortable. Most likely, none of the other students have heard the comment, nor has the teacher, who is sitting in the corner of the room. The peer trainer is very insecure about what to do but decides to continue with the next part of the workshop.

Scenario V: How open is an open discussion?

When it comes to the topic of migration and whether the EU should do more to protect borders, one pupil says: 'You do not want to hear what I have to say! If I share my opinion, you will tell me that I am a Nazi.' One peer trainer does not really react and asks another pupil for her opinion, but the other peer trainer steps in and states that this is an open discussion and the trainer is actually interested in hearing the pupil's opinion.

Scenario VI: Too young to be a peer

There is a workshop in a vocational school. The teacher is not joining the workshop. When the students enter the classroom, it becomes clear that most of them are at least three years older than the peer trainers. In the introduction round one of them asks the peer trainers for their age. Someone whispers to another person, 'what are these kids doing here?' and one other pupil even speaks up and asks 'I'm not sure what I can learn here.' The peer trainers, hearing the comments, answer that they will not tell how old they are.

A. Discussion in groups of 2-4 people (10-15 minutes for each scenario)

1. Reflection on the situation
What do you think about the reaction or attitude of the peer trainer(s)?
How do you think the peer trainer(s) could have reacted differently to this situation?
How could the scenario continue?

2. Choose up to three competences you think are important for the trainer in this situation.

3. Describe how the situation might look with these competences.

4. Are there any points from your reflection that you would like to take for your own practice as a peer trainer?

B. Optional: Sharing of experiences in big group (5 minutes)

1. What was difficult, what was easy?
Was there something that surprised them?
It can be interesting to let each group share the CDC they picked. If there is a wide variety, you can use this to reflect upon the fact that the CDC are very interlinked, and that the situation can be looked at from different perspectives.

Method 3: Reflecting your own experiences in the classroom

Goals:

Peers reflect upon what kind of competences are needed to address challenging situations experienced in the classroom
Peers reflect upon possible good ways to respond to challenging situations experienced in the classroom

Preparation:

Prepare a 'wheel of competences' (see example) with those CDC that you consider as most important for the respective peer education format(s).

Method:

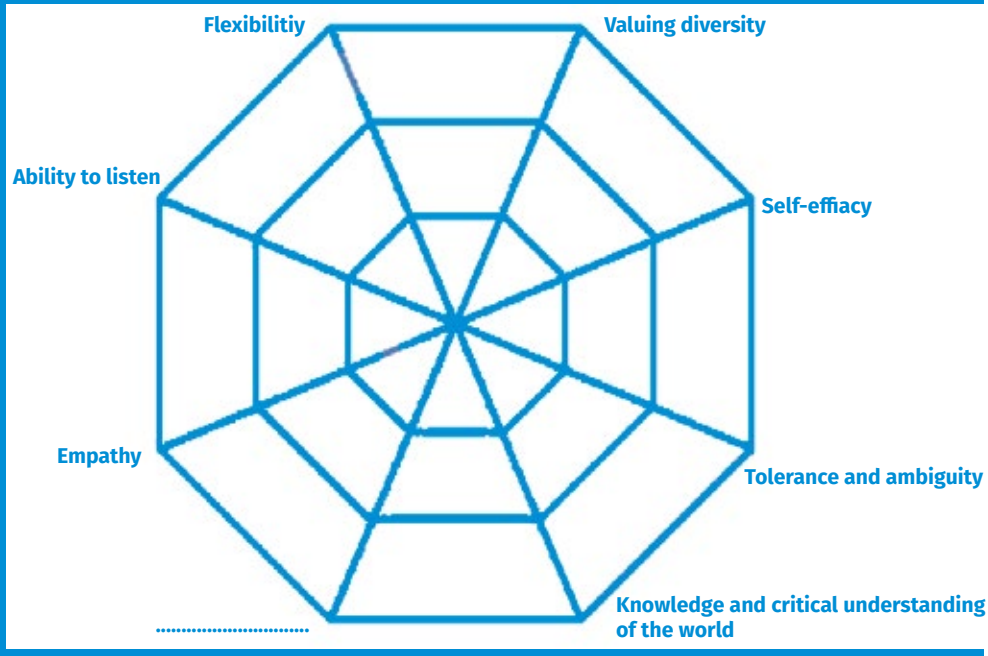
1. Think about a specific educational situation (in which you had the role of a peer trainer) which was challenging in some way for you or where you had the feeling you did not act in the best way. Such challenging situations might be uncomfortable to reflect upon, but they offer opportunities for self-development and improvement.

2. Evaluate your reaction with the 'wheel of competences'.

Optional: Add a competence which seems especially important to you in this situation.

Mark on each line how much you have practiced the competence. The more you have practiced it, the further outside you place your mark.

3. Reflection on the situation: What worked well? What could you have done differently?



4. Outlook

What is done to implement the RFCDC?

By Claudia Lenz and Patricia Hladschik

The CoE's policy in the field of education has a non-binding character. Member states, even if they supported the RFCDC and influenced the different choices made during the different stages of its development, are not obliged to implement the framework. Moreover, the CoE has neither control nor sanctioning mechanisms to secure, that the framework is used and implemented in line with the philosophy and ethos behind it.

But the Council can use its influence on the educational ministries in the member states in order to exercise some 'soft pressure', meaning the constant reminder that something should be done with RFCDC and to create some arenas for information and exchange creating a channel of influence toward the ministries.

At the moment, the Council follows a 'triangle approach' with the establishment of the Education Policy Advisors' Network (EPAN), the project 'Free to Speak, Safe to Learn – Democratic Schools for All' and with a remarkable set of coordinated measures, tools and activities related to the framework and its implementation as such.

The European Network of Policy Advisors (EPAN), composed by representatives of ministries of education in all CoE member states (or institutions delegated by the ministries to fulfill this role), was launched in 2018. The EPAN network is composed of three working groups: one on curriculum development, one on teaching and learning and one on assessment. The groups meet three to four times a year in order to exchange experiences and discuss various issues related to the implementation of the RFCDC at all levels of the educational system.

The work of EPAN since 2019 has shown that different countries approach RFCDC from very different starting points. Some countries, like the Nordic countries, regard the Framework as being in line with but not necessarily better than existing approaches and practices. These countries may see the RFCDC as a useful tool to build on and complement existing structures.

In several CoE member states where curriculum reforms imply a transformation

to competence-based curricula, the framework can serve as an inspiration or even blueprint for curriculum design. Countries like Andorra, Ukraine and Moldova have included the RFCDC entirely in national curricula. Often large-scale teacher training programmes are accompanying the reform in order to equip teachers with the competences needed to educate in line with the RFCDC. This, for example, is the case in Serbia. In other countries, a RFCDC component has been integrated in already existing educational programmes. Here, NGOs can be included in the implementation of the Framework, building a bridge between formal and non-formal education. An example for this practice is Greece.

Besides the training for teachers, a focus on schools as arenas of education for democratic citizenship is crucial for the implementation of the RFCDC. The CoE has for a long time promoted a whole school approach in EDC/HRE; in 2018, the campaign Free to speak – save to learn. Democratic schools for all was launched. In 2019, the campaign was transformed into a project aiming to build a long-lasting and pan-European network for schools working continuously and systematically with democracy and inclusion. One of the explicit goals of the project is the promotion of the RFCDC.

In the last two years, a set of practice-oriented tools was developed in order to support the implementation of the RFCDC:

The RFCDC Teacher Self-Reflection Tool. Under the motto 'The self-reflected democratic practitioner – A journey to democratic teacher ethos and a democratic culture in school' the teacher reflection tool addresses all practitioners at all levels (in-service and pre-service; acquainted or not acquainted with RFCDC) and can be used on an individual basis, as well as a basis for group or peer reflection. The tool focuses on the teacher's own democratic skills and helps to integrate self-reflection and self-observation into everyday pedagogical work. Due to the practice-oriented approach, which initially provides for work with fictitious scenarios and then integrates scenes that teachers have experienced themselves, the tool can become a constant companion in educational practice.

The RFCDC Portfolio that can be used for teaching, learning and assessing competences for democratic culture. It provides learners with the opportunity to reflect on their competences, to collect data and documents which support and stimulate their reflections, and to think about how they will further develop their competences in the future. The Portfolio also provides evidence about how a learner's proficiency in the use of those competences is developing, which may be used for formative or summative assessment purposes. There are two versions of the Portfolio under development, one for Younger Learners (children up to approximately the age of 10-11 years) and a second Standard version (for learners from approximately 10-11 years upwards). Each version is accompanied by a Guide

for Teachers. All Portfolio documents and the feedback questionnaire will be made available in English, but the Portfolio can be used by students in their own languages. The final version of the Portfolio documents will be made available by the end of 2020.

Descriptors for Young Learners: The main set of descriptors was based on a piloting process involving learners aged 10 years and older. In order to support teachers working for the development of competences for democratic culture with children below the age of 10, a separate set of descriptors has been developed and tested. These descriptors have not been scaled by level of proficiency, due to the specificity of the dynamics and variability in the development of competences at this early age. Some of these descriptors correspond to descriptors that are also valid for learners above 10 years of age, some are reformulations of descriptors for older learners but taking into account the age of the children, while others are new descriptors that are appropriate for children below 10.

The Steering Committee for Education Policy and Practice (CDPPE) in March 2020 installed a Working Group on Training with the mandate to support the strategy on implementing the Reference Framework of Competences for Democratic Culture (RFCDC) in the biennium 2020-2021 by developing 'the Council of Europe's RFCDC blended and other training learning tools, with modularised content, the aim being to mainstream and institutionalise RFCDC Training in States Parties to the European Cultural Convention'. (CoE, 2020c)

It is the declared aim of the Council of Europe to incorporate the RFCDC as both a conceptual basis and a supporting pillar in important educational projects. One of the first projects in which this succeeded is the Digital Citizenship Education (DCE) Project. In order to respond adequately to the increasing digitization, the CoE decided to strive for mainstreaming democratic competences in this area as well. The DCE Project was developed by the Expert group on Digital Citizenship Education in the years 2016-2018 with the aim to develop policy guidelines to further support national authorities in developing digital citizenship education policies. The DCE Project builds on the achievements of the Council of Europe's long standing programme on Education for Democratic Citizenship and Human Rights Education (EDC/HRE), and the initial results of the project on Competences for Democratic Culture, as well as cooperation activities in other sectors (Internet Governance and Children's Rights). It was approved by the Steering Committee for Educational Policy and Practice (CDPPE) at its 2015 plenary meeting and launched in March 2016 as part of the 2016-2017 programme.

The most important results until now:

- The comprehensive Digital citizenship education handbook - Being Child in the Age of Technology (CoE, 2020a), which builds on the RFCDC and complements the Internet literacy handbook as part of a coherent approach to educating citizens for the society in the future.

- The DCE Handbook is accompanied by the Digital Citizenship Education Trainers Pack, which supports the roll-out of the project in all member states. (CoE, 2020b)

The measures presented show that the implementation initiatives of the CoE to date are essentially aimed at formal education. Therefore, an initiative related to the pan-European Networking European Citizenship Education (NECE, a broad network of individuals and organizations working in the field of civic/citizenship education, founded and mainly funded by the German Federal Agency for Civic Education) needs a special mention. The NECE focus group on Competences for Democratic Culture (www.politik-lernen.at/necefocusgroupcdc) is a remarkable initiative as it shows the value of CDC for the non-formal sector and thus also the potential of CDC as a 'bridge builder' between formal and non-formal education. In 2018, the focus group was established, composed of representatives from formal and non-formal education institutions and networks. Coordinated by polis – The Austrian Centre for Citizenship Education in School together with the DARE network – Democracy and Human Rights Education in Europe, the members of this focus group explored the uses of the RFCDC and its elements in various educational contexts in Austria, Germany, Italy, the Netherlands, and Switzerland. The potential of this initiative lied in the use of RFCDC to strengthen the cooperation between and intersection of formal and non-formal education. This publication is one of the results of the work of the focus group.

Which way goes the RFCDC – top down, bottom up or the interplay of both?

This text has provided an introduction into the background, history and content of the Reference Framework of Competences for Democratic Culture. The complex and comprehensive character of the framework, as well as the mandate and working mode of the CoE, make it impossible to predict if the RFCDC will have a strong impact on educational policies and practices in Europe and, if so, in which way and where. There are risks and pitfalls related to the framework, especially connected to the possible (mis) use as a testing instrument or even means of indoctrination. But the experiences shared by teachers and teacher trainers who took part in the development of the framework and the implementation activities since its launch send an encouraging message: the butterfly and the accompanying descriptors can give educators a more coherent and systematic approach towards educational systems, institutions and practices which are based on carefully listening to, identifying the strengths and capabilities in and, finally, empowering learners.

For this end, probably an interplay of top-down and bottom-up initiatives by a broad range of stakeholders is needed.

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