



Reference Framework of Competences for Teaching European Citizenship Literacy

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The 16 partners, from 8 different Member States of the European Union, agreed on this draft version at the Cordoba Meeting, on 4 February, 2012. It will be revisited for the Sofia Meeting, in 2013.

The ELICIT Framework aims at providing the conceptual framework which Teacher Trainers and Lecturers could refer to when designing a course curriculum for initial or in-service Teacher Education in order to ensure that all teachers and other educational staff throughout the E.U. can develop and enhance European Citizenship Literacy Education.

Although the ELICIT Reference Framework does not address the questions of methodology or pedagogy, which are the responsibility of the professionals themselves, the ELICIT partners wish to underline the following preliminary recommendations:

- Teachers should have reached level 5 of the ELOS competence chart (ELOS-CFEC) www.europeesplatform.nl/sf.mcgi?917
- European literacy should permeate all subjects and educational practices of the school curriculum
 - Knowledge in all areas should be constantly updated
 - Interactive, cooperative, cross-curricular, interdisciplinary and intercultural practices should be preferred
 - Subject-matters should be studied from a multinational viewpoint
 - Comparative approaches and intertextuality should be encouraged
 - Critical learning & thinking should be developed

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- Schools and teacher-training institutions should be open to the wider environment
 - European mobility and exchange projects are to be encouraged for students and to be made compulsory for teachers
 - Project scenarios for international project work should be designed
 - Experiential knowledge should be validated
- Teachers' self-reflection and autonomous thinking should be developed
- Adequate evaluation processes and tools, e.g. MICE, SWOT, etc. should be known and used

Seven areas of competences for teachers have been addressed in this Reference framework:

1. Curriculum Design
2. European Literacy
3. Intercultural Education
4. Students' personal development and motivation
5. Use of ICT
6. School Ethos
7. Evaluation

We use the terms "pupils", "students" or "learners" indifferently.

Areas of Competences for Teachers	Areas of knowledge	Desired outcomes for pupils, students, learners
<p>1.CURRICULUM DESIGN</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> -Identify different European viewpoints on curriculum topics -Identify and update EIO (European and International Orientation) elements in the curriculum in order to create continuity as regards the curriculum topics -Recognize the European dimension within their national curriculum -Promote changes in their national curriculum in order to introduce the European dimension in subject-matter knowledge -Promote the introduction of “European studies” in their national curriculum -Include mobility periods and experiential knowledge in the curriculum -Promote recognition and equivalence of national curricula, in order to facilitate teachers’ and students’ mobility in EU 	<ul style="list-style-type: none"> -All areas of knowledge should have a European perspective within a world-wide, global context <ul style="list-style-type: none"> ⇒ Rooted in the local context ⇒ Different historical legacy and cultural heritage ⇒ ‘Glocal’ = “Global + Local” -In all subjects -E.U. principles of democracy -All aspects of history , geography, etc., that are relevant to develop an understanding of Europe today -European and International evaluation indicators and processes 	<ul style="list-style-type: none"> -Students have basic knowledge of the ways EU institutions operate. -Students are able to see themselves as active participants in the processes of the construction of the E.U. -Students are able to make <u>responsible</u> decisions as European citizens -See ELOS-CFEC framework www.europeesplatform.nl/sf.mcgi?917

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<p>2. EUROPEAN LITERACY</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> -Foster students' knowledge of European values and principles of democracy -Raise and sustain students' motivation, curiosity and interest in European topics and issues (including languages) -Stimulate teachers and students to actively speak two foreign languages (E.U. 2020) -Raise their awareness of their civic duties as European citizens -Help students with accessing and processing information about European matters -Inspire students' collaboration on national, European and International levels -Encourage students' mobility within the E.U. and other countries -Participate, initiate and/or manage a European project -Manage a European school network 	<ul style="list-style-type: none"> -E.U. values and principles of democracy -Charter of the Fundamental Rights of the European Union http://www.europarl.europa.eu/charter/pdf/text_en.pdf -E.U. institutions and how they work -E.U. policies and their related programmes -Connections and interactions between local, regional, national and European levels -Myths, legends, religions, philosophy, the arts, ways of life, languages and all subjects in the curriculum -EUROPEANA: http://www.europeana.eu/portal/ 	<ul style="list-style-type: none"> -Students have learnt about the E.U. and they have developed their awareness of what it means to be European -Students are curious and motivated to find more information about the E.U. -Students are able to process information about the E.U. in more than one language -Students have learnt how to learn. -Students are eager to participate in mobility programmes -Students are able to see themselves as active participants in the E.U. processes.

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<p>3. INTERCULTURAL EDUCATION</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> -Raise students' awareness of the need for intercultural attitudes within a multicultural Europe -Develop students' intercultural competence -Show intercultural competence in everyday practice, be constantly ready for intercultural encounters in which they exercise their knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group. (Source INCA: http://www.incaproject.org/framework.htm) 	<ul style="list-style-type: none"> -Human rights (<i>Charter of the Fundamental Rights of the European Union</i>), values, beliefs, religions, cultures, languages, gender, identities, minorities ... -Mobility and migration -Framework of Intercultural Competence and intercultural Competence Assessment tools http://www.incaproject.org/framework.htm 	<p>Students have developed attitudes of:</p> <ul style="list-style-type: none"> -mutual respect -openness and respect for otherness -critical cultural awareness -empathy -intercultural decision-making -tolerance of ambiguity -adaptability -flexibility

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<p>4. STUDENTS' PERSONAL DEVELOPMENT AND MOTIVATION</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> -Emphasize the students' self-reflection -Develop their self-confidence and self-esteem regarding their perception of themselves as European citizens -Make students aware that education is not a duty but a privilege and that motivation is a condition to perform as entrepreneurs (at school and outside the school) -Encourage students to generate creative ideas and transform these into effective actions -Set the scenes for Life Long Learning, and take advantage of European opportunities -Raise awareness about the realities of the European Labour Market -Inform the students about study periods, job opportunities, etc. in other E.U. countries 	<ul style="list-style-type: none"> -Psychology, sociology -The opportunities provided by European associations, foundations, etc. -European programmes which support mobility, study periods and work experience in other European countries -Knowledge about the world of work, enterprises, success and re-training -Career education <ul style="list-style-type: none"> -Job placements in the EU -Labour market demand -EURES platform, for example: http://ec.europa.eu/eures/home.jsp?lang=en&langChanged=true 	<ul style="list-style-type: none"> -Students know how and where to look for relevant information regarding studies and jobs in the E.U. -Students are ready to try and spend study periods, job placements in other E.U. countries and elsewhere -Students have developed practices of positive self-evaluation -Students have developed a greater awareness of the benefits of informal learning experiences

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<p>5. USE OF ICT</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> -Find and process information relevant to their teaching of European matters -Act as moderator/coach in the formal and informal learning process (assignments, project work, exercises etc..) when students are using on-line tools -Establish interactive, communicative learning situations with European partners -Constitute and participate in European Educational Networks -Use the tools needed for international project work (blogs, wikis, eJournals, Videoconferencing etc..) -Identify and deal with the dark face of the Internet. -Raise students' awareness of the ethics of the Internet and social networks 	<ul style="list-style-type: none"> -Up-to-date knowledge of ICT and e-learning -General knowledge of virtual communities -Information on programmes using online resources and networking (eTwinning for example) -Principles and methodology of e-learning -Ethics of using the Internet. -Principles of autonomous and individual learning situations -Validation of informal knowledge 	<ul style="list-style-type: none"> -Students know how to make proper use of various on-line tools. -Students are autonomous learners; conscious and critical users of information concerning European matters <p>(see ELOS)</p> <p>www.europeesplatform.nl/sf.mcgi?917</p>

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<p>6. SCHOOL ETHOS</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> -Identify the European dimension of the Mission statement of the school, which should integrate the European Values (Charter of Fundamental Rights of the European Union) -Strengthen the EIO-elements /European dimension in the curriculum -Promote European projects for the school 	<ul style="list-style-type: none"> -Charter of Fundamental Rights of the European Union -European educational policy and programmes -E.U. programmes such as <ul style="list-style-type: none"> Life Long Learning Programme Youth Parliament Youth Forum Youth in Action EVS (European (Voluntary Service) Europe for Citizens Etc. -Problem solving theories and practice in national and international contexts -Knowledge of project management procedures 	<p>As well-informed and conscientious citizens, students are ready to:</p> <ul style="list-style-type: none"> -Participate with other learners in common European projects initiated by the school -Share European citizenship experience with fellow students in their school and elsewhere -Work in an informal learning network <p>Students have acquired civic competences which will enable them to:</p> <ul style="list-style-type: none"> -take part in collaborative decision-making processes -make their decision at the time of elections with sufficient knowledge of the issues at stake <p>(ELOS, domain 4)</p>

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<p>7. EVALUATION</p> <p>Teachers should be able to:</p> <ul style="list-style-type: none"> -Assess the students' level of mastery of European Literacy at the beginning, during and at the end of specific learning episodes -Get acquainted with the European tools for evaluation -Use them for evaluation and certification -Encourage students to use them for self-evaluation -Match national and European criteria, when relevant, to facilitate mobility -Take into account European and International evaluation processes, such as PISA 	<ul style="list-style-type: none"> -Knowledge base of European Literacy, focusing on a complex understanding of the natural, constructed, social and economic environment in terms of local, regional and global contexts -Different methods of assessment and evaluation, and the advantages and drawbacks of their implementation in practice -Knowledge of European and international indicators for education -European tools for evaluation, such as CFEC, CEFR, EuroPass, ECVET, ECTS, MICE, INCA, etc. -Career opportunities, job placements and labour market demands in the EU (EURES platform, for example) http://ec.europa.eu/eures/home.jsp?lang=en&langChanged=true 	<ul style="list-style-type: none"> - Adequate self-confidence - Ability to accommodate to diversity - Showing the ability to take initiative - Facilitated employability - Knowing about opportunities and being able to make their own choices (see ELOS) - self-evaluation with positive follow-up effect, i.e. encourage and support lifelong learning

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