



# **DIVERS-CULT**

## **Promoting Cultural diversity in primary and lower-secondary schools**

### **IO1 - Definition of DiversCult Competences**

### **A1 - Competence Framework Architecture Methodology**



Centre for Research and European Studies  
Future Business



## DOCUMENT CHANGE RECORD

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## Introduction

Divers-Cult Intellectual Output 1 aims at defining a Multicultural Competences Framework to support teachers, trainers and educators of formal/non-formal education addressing multiculturalism in primary and lower-secondary schools' classes (6 - 16 years old).

The document is aimed at defining and presenting the methodology to be applied to build the Divers-Cult Competence Framework.

The abovementioned framework will have a relevant effect, not only making Multicultural Competences fully accessible and easily usable by teachers, but also facilitating and promoting Multicultural Competences among children and youth in the target group. These will involve competences to interact in class with their peers from different countries/cultures/social backgrounds within a safe and inclusive environment, characterized by exchange, respect, friendship and understanding.

The definition of a set of Multicultural Competences at primary and lower-secondary school level (EQF 1-3) is projected to have a relevant positive impact:

1. Promoting and contributing to the integration policies at European and national level;
2. Preparing teachers to address diversity and value it, making them more confident in teaching and assessing cultural diversity;
3. Enriching classroom cohesion and integration.

## Competence Framework methodology

The Multicultural Competences will be identified through a methodological approach consisting in a matrix composed by three different dimensions:

- Personal dimension, aimed at investigating the cognitive domain (how students perceive and see the world), the intrapersonal domain (how students see themselves) and the interpersonal domain (how students relate to others);
- Scholastic dimension, aimed at investigating the different phases through which the school system goes (Banks, 2013; Nieto, 2008):
  - Monocultural school: it represents the interests and identities of the dominant group;
  - Tolerant school: multicultural needs start to be assimilated by slightly aligning the curriculum through adding statements about respecting and recognizing the differences of others;
  - Respectful school: multicultural needs are accepted and become part of the curriculum;
  - Supportive school: complexity and craft experiences are taught to make students struggle together, learn together and develop empathy to naturally respect other cultures.
- Systemic dimension, aimed at investigating the different multicultural maturity levels (King and Magolda's developmental framework and Banks' (2013) model of multicultural education and approaches to multicultural curriculum reform):
  - Initial level of awareness, sensitivity, and ability to adapt to distinctions across cultures (EQF level 1);
  - Intermediate level of awareness, sensitivity, and ability to adapt to distinctions across cultures (EQF level 2);
  - Mature level of awareness, sensitivity, and ability to adapt to distinctions across cultures (EQF level 3).

The scholastic and systemic dimensions should be a joint process where teachers, leaders, parents, students, and municipalities cooperate in developing a multicultural school.

Therefore, the Divers-Cult Framework will result in a model composed by **three dimensions** (personal, scholastic, and systemic); each dimension will be specified by 3 related **descriptors** (9 in total), one per **EQF level** (1-2-3). The descriptor indicates the **learning outcome** attributable to each level, in terms of **knowledge, skills and competences**, to be acquired. [Table 2](#) shows how the framework will look like.

For the Project:

- The **European Qualification Framework** (EQF) is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. The EQF covers all types and all levels of qualifications, and the use of learning outcomes makes it clear what a person knows, understands and can do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level.
- The **Descriptor** describes the skills and competences expected at different levels of qualifications. They make explicit the learning outcomes associated with each level and state what learners will typically know, understand and be able to do.
- The **Learning Outcome** is a statement of what a learner knows, understands, and can do on completion of a learning process, which are defined in terms of knowledge, skills and competences.
- The **Knowledge** is the body of facts, principles, theories, and practices, related to a field of work and studies, and assimilated through learning. It is described as theoretical and/or factual.
- The **Skill** is the ability to apply knowledge and use know-how to complete tasks and solve problems. It is described as cognitive (involving the use of logical, intuitive, and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools, and instruments).
- The **Competence** is the proven ability to use knowledge, skills, and personal, social, and methodological abilities. It is described in terms of responsibility and autonomy.

**Table 1. EQF Learning Outcomes**

EQF Level	Learning Outcome		
	Knowledge	Skills	Competence
1	<b>Basic general</b> knowledge	<b>Basic skills</b> required to carry out simple tasks	Work or study <b>under direct supervision</b> in a structured context
2	<b>Basic factual</b> knowledge of a field of work or study	<b>Basic cognitive and practical</b> skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study <b>under supervision with some autonomy</b>



3	Knowledge of <b>facts, principles, processes, and general concepts</b> , in a field of work or study.	A range of <b>cognitive and practical</b> skills required to <b>accomplish tasks and solve problems</b> by selecting and applying basic methods, tools, materials and information	Take <b>responsibility</b> for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
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Source: [http://ecahe.eu/w/index.php/European\\_Qualifications\\_Framework#The\\_levels\\_in\\_the\\_EQF](http://ecahe.eu/w/index.php/European_Qualifications_Framework#The_levels_in_the_EQF)

The 9 different descriptors will be built on the **good practices** previously collected by the Partners during a preliminary analysis phase, which are crucial to give a clear overview of the current situation of multicultural school environments, and the related needs and gaps to be filled.

Each collected Good Practices should allow the identification of a specific knowledge, skill, and competence, possibly for a specific EQF level (1-2-3). The identification of the learning outcomes through the Good Practices should allow the Partnership to select the descriptors to be included in the framework.

Therefore, after the identification of the descriptors, taking into consideration the good practices collected, a first draft of the framework will be prepared. The draft will be reviewed and agreed upon by the Partnership during a dedicated online meeting.

The Partnership will present the draft Competence Framework during 3 National and 1 European Workshops to Associated Partners and Experts - in the fields of pedagogy, school education, multiculturalism, diversity management, teacher training - to gain feedback, comments, and suggestions, so as to further improve the Framework. The National Workshops will be organized in Iceland, Lithuania and Romania and will be attended by 6 participants each; the European Workshop will be organized in Italy and will be attended by 15 participants. **UI, CNAOB and KSDP** oversee designing instructions and templates for the conduction of the workshops and for the reporting and comparison of results.

Once the proposal is discussed and assessed through the workshops, the gained comments and suggestions will be included to develop the final version of the Competence Framework.



## Partners' roles and responsibilities

Based on a collaborative approach, roles and responsibilities will be distributed as follows:

Partner Organization	Role	Tasks and Responsibilities
UI	<ul style="list-style-type: none"> <li>• Project Coordinator</li> <li>• IO1 Coordinator</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences. Reviewing, coordinating, and finalizing competence framework.
CRES	<ul style="list-style-type: none"> <li>• Partner</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences.
KSDP	<ul style="list-style-type: none"> <li>• Partner</li> <li>• IO1 Supporter</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences.
CNAOB	<ul style="list-style-type: none"> <li>• Partner</li> <li>• IO1 Supporter</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences.
HESO	<ul style="list-style-type: none"> <li>• Partner</li> </ul>	Input of good practices into competence framework. Input of descriptors; knowledge, skills, and competences.



DIVERS-CULT COMPETENCE FRAMEWORK

*Table 2. Divers-Cult Competence Framework*

DIVERS-CULT COMPETENCE FRAMEWORK			LEARNING OUTCOME		
DIMENSIONS	PROGRESSION LEVEL EQF 1-2-3	DESCRIPTORS	KNOWLEDGE	SKILLS	COMPETENCES
PERSONAL					
SCHOLASTIC					
SYSTEMIC					





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