



DIVERS-CULT

Promoting Cultural diversity in primary and lower-secondary schools

IO1 - Definition of DiversCult Competences

A2 - Competence Framework Definition





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	1	<p>Students understand being a part of universe and are capable to see and understand how strongly everything is interconnected.</p> <p>Students know that everyone carries with him/her a particular piece of “mental software” that derives from the way they were brought up.</p>	<p>Students learn responsibility and understanding. Students learn about their cultural background and feel proud about who they are.</p> <p>Students recognize and understand the importance of the strong cultural influence on everyone’s behaviour and thoughts.</p>	<p>Students develop basic skills in communicating with people from different cultures. Students develop empathy and positive, non-discriminatory attitude towards others.</p> <p>Students are able to appreciate the enriching which comes from the cultural exchange between different “mental software”.</p>	<p>Students participate in various activities involving interaction with students from different ethnic groups, under direct supervision</p> <p>Students are capable to confront other students characterized by different cultural influences, feeding their own “mental software”.</p>
	2	<p>Students learn to value diversity and to respect fundamentally different cultural values. They understand and support other cultures.</p> <p>Students learn to be sympathetic and to relate to others without stereotypes, prejudices and biases.</p>	<p>Students learn to value diversity and to respect fundamentally different cultural values.</p> <p>Students learn sympathy and empathy and what stereotype, prejudice and bias stand for.</p>	<p>Students understand and support other cultures. Students have knowledge about different cultures and know how to solve routine problems.</p> <p>Students are able to not have mistrust, suspicion and rejection attitudes.</p>	<p>Students participate in numerous international activities under supervision with some autonomy.</p> <p>Students are capable to be sympathetic and empathetic towards</p>



					individuals with different cultural background.
	3	<p>Developing a positive, non-discriminatory attitude among students, to increase knowledge and appreciation of ethnic diversity among secondary school students.</p> <p>Students know that each person has his/her own <i>reason for being</i> in his/her diversity and unrepeatability.</p>	<p>Students increase knowledge about the ethnic diversity among children from secondary school.</p> <p>Students increase their knowledge about the relevance of diversity and unrepeatability and learn what the respect for different cultures stand for.</p>	<p>Students have communication skills, they know how to deal with different types of problems and understand the value of collaboration.</p> <p>Students are able to respect and interact with different cultural groups</p>	<p>Students work together, manage to accomplish together the tasks, know how to face various challenges.</p> <p>Students are capable to understand that the meeting of different cultures and the sharing of different values positively contribute to the common good.</p>
SCHOLASTIC	1	<p>Schools valorises the courses held during the year on topics such as Social Education, Intercultural Education, Civic Education.</p> <p>Schools biases its strategic activities on the quality organization of the personality's growth process, develops the change-oriented culture of organization and organizes educational process interestingly, striving to integrate problem-based education</p>	<p>Schools promote disciplines such as Social Education, Intercultural Education, Civic Education.</p> <p>Schools are convinced in the value of international education for students because they believe that the intercultural dialogue in a more open international learning environment makes them aware of being European citizens. They aim to</p>	<p>Through these courses, students develop basic skills regarding tolerance, solidarity, collaboration, acceptance of diversity.</p> <p>Schools believe in "a school without borders" concept and implement project based learning into curricula. Students become creative, open minded and brave citizens of an intelligent society.</p>	<p>Various activities involving ethnic and cultural diversity are carried out in the school, under direct supervision.</p> <p>School main priority is to develop a personality's ideal and abilities as well as to assure a constant need to learn, to build understanding of cultural values and to develop cultural, social and political awareness, to encourage honesty and responsibility.</p>



		Schools recognizes the positive value of a constructive coexistence between pupils from different cultural backgrounds.	Schools know how to promote the fruitful management of cultural, linguistic and religious diversity.	Schools are able to reformulate training programmes taking into consideration the intercultural factor.	Schools are committed in including educational pathways that are oriented towards studies and research about different cultures and places.
	2	The school, as an institution, encourages intercultural experiences, exchange of experience and international competitions. Schools assure the removal of discrimination in all its forms and aspects through fostering relational and dialogue skills.	The school, as an institution, supports intercultural experiences, exchange of experience and international competitions. Schools promote updated methodologies aimed at increasing everyone's self-awareness, which allow the acknowledgement of prejudices and cultural biases.	Both students and teachers learn and practice the collaborative interaction with people from different countries and the best way to address challenges. Schools are able to promote open-mindedness, thus boosting dialogue opportunities among different cultures.	All these activities are supervised by the principal of the school and the coordinator of the team but each person has its own contribution during the activities. Schools are capable to give rise to the appreciation of the encounter with diversity: knowing the different in order to know the self.
	3	Schools are committed in creating a friendly, inclusive and stimulating learning climate.	Schools promote the creation of a friendly, inclusive and stimulating learning climate.	The knowledge gained in classes helps students and teachers to establish a positive, open and interactive climate in and outside the school.	Teachers, activity coordinators and students are involved in creating a positive climate, based on the knowledge gained in the classroom and the



		<p>Schools promote the development of educational activities and learning approaches involving pupils' languages and cultures of origin, so that intercultural dialogue and knowledge are nurtured.</p>	<p>Schools know that learning intercultural competences is a significant factor for the improvement of pupils' cognitive, personal and emotional development.</p>	<p>Schools are able to valorise languages and cultures of origin by promoting the creation of knowledge and attitudes leading to dynamic relationships between cultures.</p>	<p>activities carried out through the school.</p> <p>Schools are capable to set up two different learning approaches:</p> <ul style="list-style-type: none"> - "disciplinary" (teaching interculture as a specific content in curricular subjects e.g., history, geography, social sciences etc.). - "transversal" (interculture as an integrating background, as an atmosphere which encourages relationships exchange in classrooms and school).
<p>SYSTEMIC</p>	<p>1</p>	<p>Teachers of the school are involved in self-development, participating in different internal and international conferences.</p> <p>Schools encourage a positive relational atmosphere both in classrooms and in extracurricular spaces, that is conducive to strengthening everyone's cultural identity, in</p>	<p>Teachers participate in conferences and know the trends of the age in terms of acceptance and promotion of diversity.</p> <p>Schools know how to promote dialogue, understanding and cooperation among people with different cultural backgrounds.</p>	<p>Teachers develop basic skills in communicating with people from different cultures.</p> <p>Schools are able to convey to pupils the importance of accepting and respecting ideas and values of other cultures, which lead to the cultural identity strengthening.</p>	<p>The school, as a part of a national system, promotes and fosters different activities that involves intercultural connections</p> <p>Schools are capable to organize socializing activities (such as organizing events, shows, parties and games) purposed at engaging all pupils, allowing them to</p>



		view of mutual change and enrichment.			mutually exchange their unique ideas and values.
2	<p>All the schools are interconnected and participate in many projects.</p> <p>Schools know how to communicate with students and families characterized by cultural diversity.</p>	<p>Schools are interconnected and participate in special diversity courses.</p> <p>Schools know how to bring out both matters and expectations of students and families with different cultural backgrounds.</p>	<p>Based on the knowledge acquired, teachers from different schools make teams and participate in many cultural projects.</p> <p>Schools are able to create moments of discussion not only among students, but also among parents from different cultures.</p>	<p>Under the supervision of the coordinator, teams solve tasks that needs tolerance, solidarity and cultural cooperation.</p> <p>Schools are capable to communicate with students and parents through listening desks, especially built to allow the interconnection flow.</p>	
3	<p>Schools promote cultural exchanges, collaboration and change of experience. Many of the projects implies cultural diversity, different perspectives of life, a variety of ethnical groups and needs to exert tolerance and acceptance.</p> <p>Schools know the importance of an updated and comprehensive <i>Welcome Protocol</i> to facilitate and support the integration process of foreign pupils, as far as cultural and social promotion, appreciation and participation are concerned.</p>	<p>Schools are involved in European exchanges, take part in many projects about history and cultural heritage and learn how to deal with ethnical conflicts.</p> <p>Schools recognize the needs of foreign pupils and, indirectly, of their families by encouraging the construction of a favourable context for welcoming, participation and sharing.</p>	<p>Teachers and students are able to identify possible problems, to face them and solve properly.</p> <p>Schools are able to overcome the integration management and the necessary pedagogical response.</p>	<p>Each member of the teams involved in international activities has a distinctive role and are able to fulfil it.</p> <p>Schools are able to define shared administrative, educational and teaching practices and also the roles, functions, tools and resources available.</p>	



Legend:

CNAOB: blue colour

CRES: green colour



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