



# DIVERS-CULT

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

Deliverable title:  
**IO1 – Definition of Competence framework**

Project activity:  
**A2 – Competence framework definition**



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SCHOOL OF EDUCATION

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## 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	Students learn responsibility and understanding. Develop skills in communicating with people from different cultures.	Students recognize and understand the variety of cultures, traditions, and values and the intersection of these and their influence on everyone's behaviour, thoughts and wellbeing.	Students have basic skills for communicating with people from different cultures.	Students participate in various activities involving interaction with students with diverse backgrounds.
	2	Students learn to value diversity and to respect fundamentally different cultural values. They understand and support other cultures.	Students value diversity and know how to respect fundamentally different cultural values.	Students have intermediate communication skills and can cooperate respectfully with diverse students.	Students participate and cooperate respectfully with diverse students.
	3	Students develop a positive, non-discriminatory attitude to other students, learn to be sympathetic and relate to others without prejudice.	Students understand the concepts of inequalities, bias, and prejudice, show responsibility, empathy and understanding.	Students have advanced communication skills, they know how to critically address inequalities, show empathy, trust, and understand the value of collaboration.	Students work effectively together in teams, and with respect and empathy, manage to accomplish together the tasks, know how to face various challenges.
SCHOLASTIC	1	Schools recognize the positive value of a constructive coexistence between pupils from different cultural backgrounds.	Schools have knowledge of how to promote the fruitful management of cultural, linguistic, and religious diversity in all teaching and collaboration.	Schools promote basic skills regarding understanding, empathy, collaboration, and appreciation of diversity in all their work.	Schools can carry out various activities involving various aspects of diversity.



	2	Schools encourage and promote intercultural experiences, foster relational and dialogue skills. Schools create an inclusive and friendly atmosphere.	Schools have knowledge of intercultural experiences, and methodologies aimed at increasing everyone's self-awareness, which allow the acknowledgement of prejudices and cultural biases.	Schools promote students' and teachers' learning and practicing the collaborative interaction with people from different cultural backgrounds and the best way to address challenges. Schools promote understanding of diversities, and encourage open-mindedness, and opportunities for dialogue between different cultures.	Schools are capable of promoting understanding of diversities among all their staff, encourage open-mindedness, and opportunities for dialogue between different cultures.
	3	School cultures are empowering for all students, they promote understanding of various aspects and intersections of diversity, and respect for these.	Schools have critical approaches towards inequality, prejudice and biases and strive to counteract these. All teachers have the responsibility of implementing this knowledge in their teaching.	Schools promote critical approaches to inequality and prejudice for teachers and students as well as empowering, positive, open, and interactive climate in and outside the school.	Schools are capable of involving all staff and students in critically addressing inequalities and promoting empathy, respect and critical thinking of all students and staff.
SYSTEMIC	1	Schools encourage a positive relational atmosphere both in classrooms and in extracurricular spaces, that is conducive to strengthening everyone's cultural identity, in view of mutual change and enrichment.	Schools know how to promote dialogue, understanding and cooperation among people with different cultural backgrounds.	Schools and communities develop and promote basic skills in communicating with people from different cultural backgrounds while respecting diverse values and cultures.	The school, as a part of a municipal and national system, promotes and fosters different activities that involves intercultural connections
	2	Schools interact with families and communities in developing inclusive and empowering	Schools, families, and communities have knowledge of different	Schools, families, and communities promote inclusion and participation	Schools are capable of communicating with students, parents and communities in a



		learning communities for all students.	aspects of diversity and the interconnections of these.	of all partners, where diversity is appreciated.	respectful and understanding manner.
	3	Cooperation of schools, families, and communities in empowering all partners, promoting understanding of various aspects and intersections of diversity, and respect for these.	Knowledge about different and interrelated factors of diversity is fundamental on a municipal education level. All schools in cooperation with parents and communities have the responsibility of implementing this knowledge.	Schools, families, and communities cooperate in promoting understanding of diversity, respect, critical thinking, and empathy.	Empathy, respect and critical thinking is promoted for all students, parents, staff, municipality persons.

