

Assessing and evaluating competences for democratic culture and global citizenship

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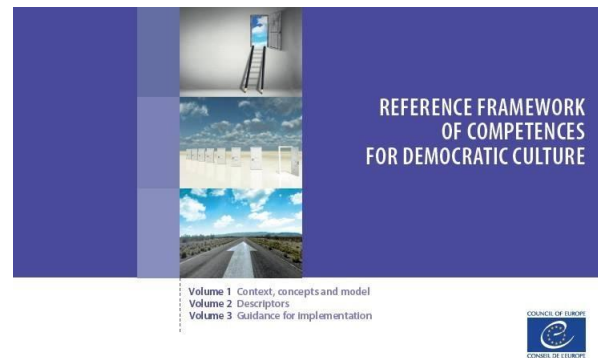


Overview of the talk

- Part 1: An outline of the **Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC)**
- The RFCDC provides a **systematic approach** to designing the teaching, learning and assessment of democratic competences
- Particular attention will be paid to the guidance offered by the RFCDC regarding the **assessment of democratic competences**
- Part 2: An outline of the **OECD PISA conceptual framework of global competence** (which builds directly on the RFCDC)
- This framework was used to guide the development of **assessments of 15-year-olds' levels of global competence** for use in PISA in 2018
- The data from the PISA assessments are going to be used to evaluate how well national education systems are preparing their students for **global citizenship**
- Part 3: **General conclusions** that can be drawn from these two projects

Part 1

The Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC)



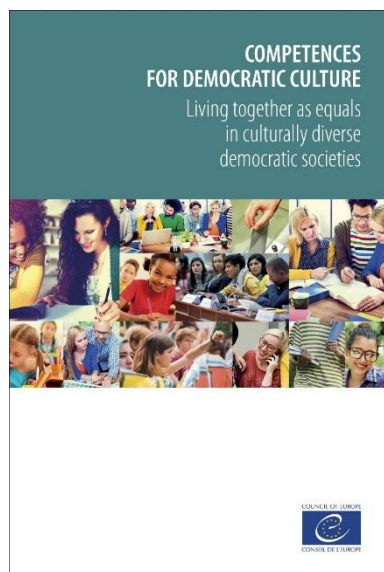
The political context of the RFCDC

- The RFCDC was developed through a **process of dialogue** with senior civil servants from the **ministries of education of the 47 member states**
- The Framework was subsequently presented to the **Education Ministers of the member states** at the Standing Conference of Ministers of Education, which took place in Brussels in April 2016
- The Education Ministers' welcomed and endorsed the RFCDC, and unanimously called on the CoE to assist member states in examining and implementing it in their own national education systems
- The RFCDC was also endorsed by the **Parliamentary Assembly of the Council of Europe** in April 2016
- In addition, the RFCDC was built into two CoE **Action Plans** – the *Action Plan on Building Inclusive Societies* and the *Action Plan on Combatting Violent Extremism and Radicalisation leading to Terrorism*
- The full RFCDC was finally **published in April 2018**
- A CoE survey in April 2019 revealed that, just one year after publication, it is already being implemented in **17 European countries**

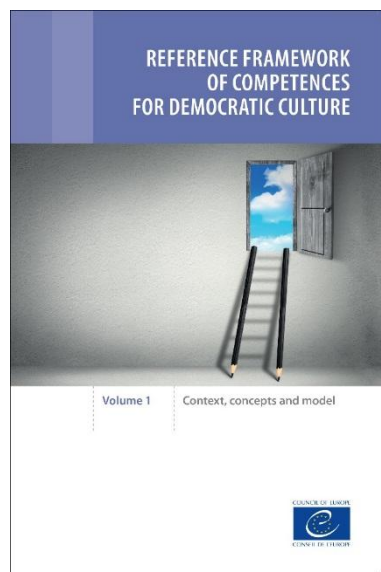
What is the RFCDC?

- The RFCDC is a set of materials that provides a comprehensive **competence-based** approach to **citizenship education, human rights education and intercultural education**
- It offers detailed proposals on how **formal education** – ranging all the way from pre-school through to university level – can be used to equip young people with the competences that they need:
 - For participating actively in **democratic culture**
 - For respecting, promoting and defending **human rights**
 - For engaging in respectful, appropriate and effective **intercultural dialogue** with others

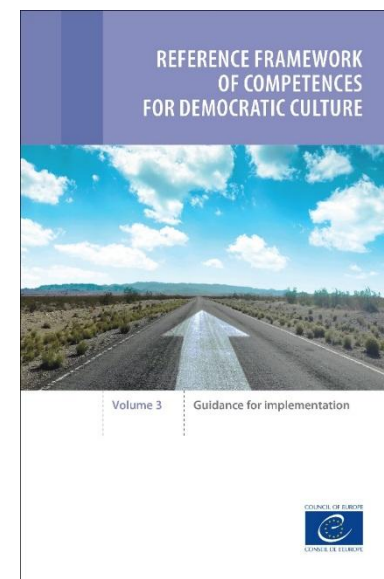
The four volumes of the RFCDC



Published
in 2016



Published
in 2018

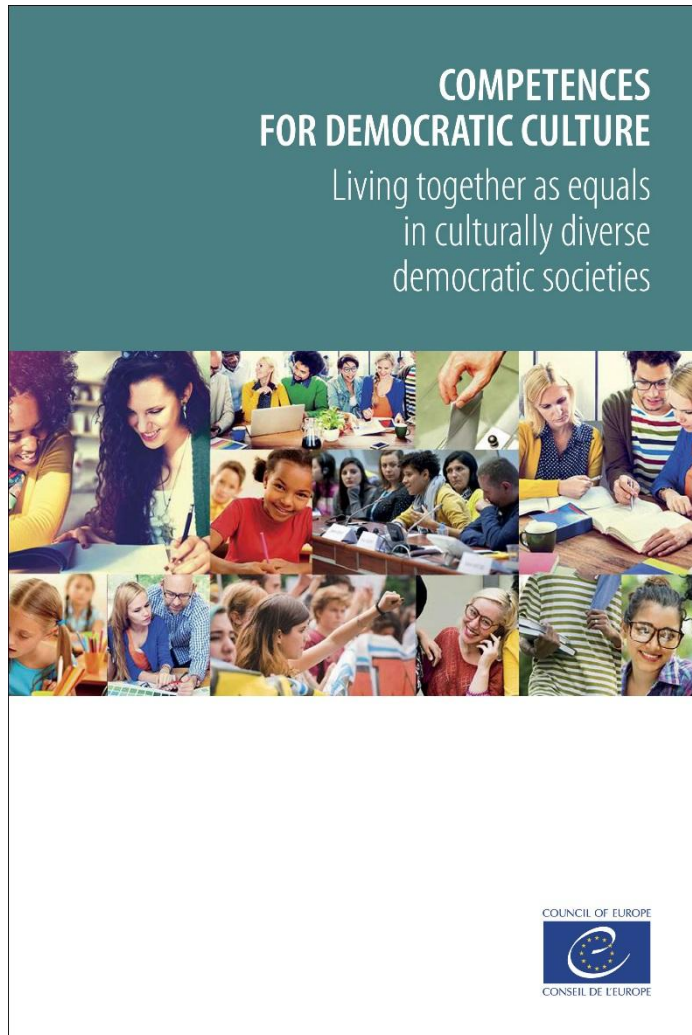


All four volumes are available as free downloads from:
www.coe.int/competences

Three components of the RFCDC

- In the 2016 book and Volume 1: A **conceptual model of the competences** that young people need to acquire in order to participate effectively in democratic culture and intercultural dialogue
- In Volume 2: **Scaled descriptors** for all of the competences that are contained in the conceptual model
- In Volume 3: **Guidance for ministries of education and for education practitioners** on how to use the model and the descriptors in formal education

The first component of the RFCDC: the conceptual model



- The **conceptual model** was constructed on the basis of an audit and analysis of 101 existing models of democratic competence and intercultural competence that are available in the research literature and in policy documents
- The RFCDC model provides a **detailed description of the competences** that people require to participate effectively in democratic culture and intercultural dialogue
- These are therefore the competences that **education needs to help young people to acquire** if they are to function as effective democratic citizens and engage in respectful intercultural dialogue
- The conceptual model contains **20 competences** in total
- The 20 competences fall into **four broad categories**:
 - **Values**
 - **Attitudes**
 - **Skills**
 - **Knowledge and critical understanding**

Values

- ❖ Valuing human dignity and human rights
- ❖ Valuing cultural diversity
- ❖ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- ❖ Openness to cultural otherness and other beliefs, world views and practices
- ❖ Respect
- ❖ Civic-mindedness
- ❖ Responsibility
- ❖ Self-efficacy
- ❖ Tolerance of ambiguity

Competence

- ❖ Autonomous learning skills
- ❖ Analytical and critical thinking skills
- ❖ Skills of listening and observing
- ❖ Empathy
- ❖ Flexibility and adaptability
- ❖ Linguistic, communicative and plurilingual skills
- ❖ Cooperation skills
- ❖ Conflict-resolution skills

Skills

- ❖ Knowledge and critical understanding of the self
- ❖ Knowledge and critical understanding of language and communication
- ❖ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding

- The RFCDC proposes that, in real-life situations, these 20 competences are **rarely mobilised and used individually**
- Instead, they are much more likely to be **deployed in clusters**
- Depending on the situation and the **specific demands, challenges and opportunities** which that situation presents, as well as the **specific needs** of the individual within the situation, **different subsets of competences** will be activated and deployed
- Furthermore, any given situation also **changes over time**
- For this reason, an effective and adaptive response requires the **constant monitoring** of the situation and the **appropriate ongoing adjustment** of the competences being deployed
- In other words, a competent individual mobilises and deploys clusters of competences in a **fluid, dynamic and adaptive manner** in order to meet the constantly shifting demands, challenges and opportunities that arise in democratic and intercultural situations

The second component of the RFCDC: the descriptors



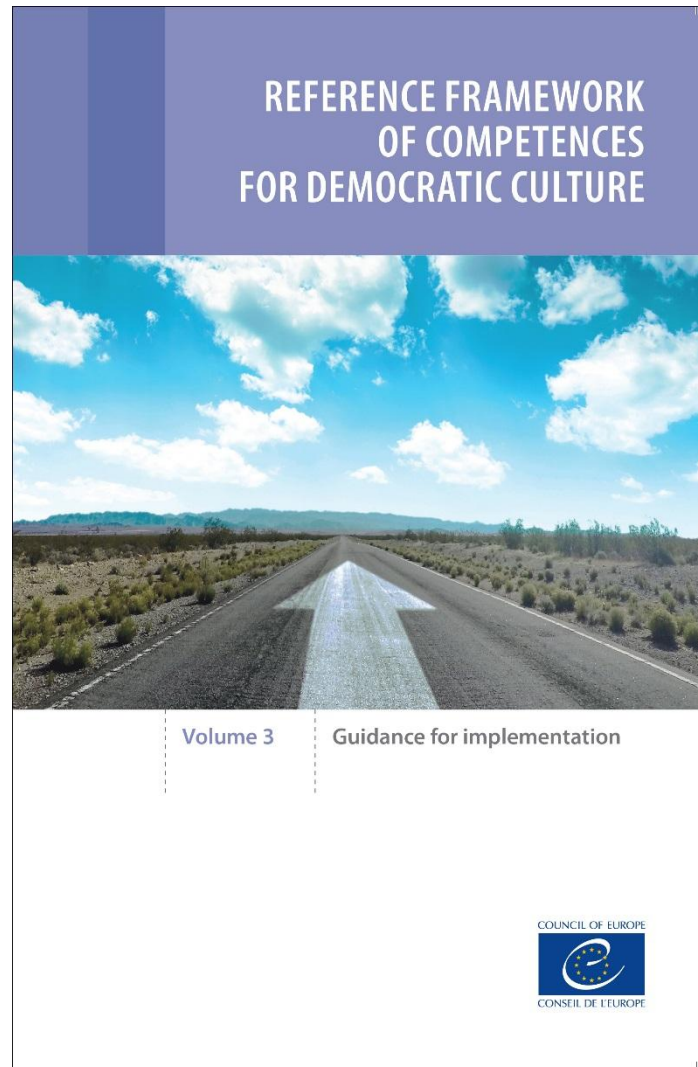
- The RFCDC contains **descriptors** for all 20 competences in the model
- Descriptors are statements or descriptions of **what a person is able to do** if they have mastered a particular competence to a particular level – in other words, they provide examples of the **concrete observable behaviours** which a person will display if they have achieved a certain level of proficiency in a given competence
- The descriptors have been formulated using the **language of learning outcomes** – that is, each descriptor contains **an action verb** and the **object of that verb**, and the behaviour that is described by the descriptor is both **observable** and **assessable**
- The descriptors have been **validated and scaled to three levels of proficiency (basic, intermediate and advanced)** using data that were collected from 2,094 teachers across Europe
- Because they are learning outcomes, the descriptors can be used for **curriculum development, pedagogical planning and assessment purposes**

An example of the scaled key descriptors:

Civic-mindedness

- **Basic level of proficiency**
 - Expresses a willingness to cooperate and work with others
 - Collaborates with other people for common interest causes
- **Intermediate level of proficiency**
 - Expresses commitment to not being a bystander when the dignity and rights of others are violated
 - Discusses what can be done to help make the community a better place
- **Advanced level of proficiency**
 - Takes action to stay informed about civic issues
 - Exercises the obligations and responsibilities of active citizenship at either the local, national or global level

The third component of the RFCDC: the guidance for implementation



- The third volume of the RFCDC contains **six guidance chapters** that explain how the competence model and the descriptors can be implemented in formal education
- These chapters are on:
 - How to use the RFCDC for the purposes of **curriculum review and development**
 - The **pedagogical methods** that are most appropriate for teaching the 20 competences
 - The **assessment methods** that are most appropriate for assessing the 20 competences
 - How **teacher education** needs to be adapted in order to support the use of the RFCDC in national education systems
 - How to apply the RFCDC using a **whole-school approach** in order to foster the development of the 20 competences
 - How the RFCDC can be used to **build resilience to radicalisation**

The guidance on assessment

- The guidance on assessment reviews various concepts relevant to educational assessment, including:
 - **Validity, reliability, equity, transparency and practicality**
 - **Formative vs. summative assessment**
 - **High-stakes vs. low-stakes assessment**
 - etc.

- The guidance emphasises that assessment carried out in relationship to the RFCDC needs to focus on assessing **proficiency** rather than achievement
 - **Achievement assessment** assesses what a learner has learned from a specific course of learning, programme of teaching, or syllabus
 - **Proficiency assessment** instead assesses the level of performance demonstrated by a learner in general, and is tied to demonstrations of competence not just within the classroom but also beyond the classroom (e.g., in the wider school, or in the local community)
- The RFCDC argues that assessment of the 20 competences **needs to be based on proficiency**, not achievement

- The guidance also discusses how to use the **descriptors** for assessment purposes
- Recall that the descriptors are formulated using the **language of learning outcomes**
- Importantly, the descriptors can be regarded as **learning outcomes in general proficiency**
- Because proficiency is being assessed, assessments need to be based on observations of behaviours that take place **in multiple situations both within and beyond the classroom**
- Because the descriptors provide descriptions of **three levels of proficiency** for each individual competence – basic, intermediate and advanced – they can be used to ascertain **the level to which a learner is proficient in each individual competence**, as demonstrated by their behaviours within these multiple situations

- However, remember also that the RFCDC proposes that individuals need to mobilise and deploy their competences in clusters in a **dynamic and fluid manner** if they are to respond **appropriately and effectively** to the demands and opportunities that are presented by particular situations
- This view of learners' competences presents **challenges for assessment**, because it implies that learners need to be equipped not only with the ability to **apply their competences** in democratic and intercultural situations but also with the ability to **adapt their use of competences to new situational circumstances** as these arise

- Assessment therefore needs to provide a picture of:
 - how proficient a learner is in **mobilising and applying a cluster of relevant competences** to a range of different contexts
 - how proficient he or she is in **adapting these competences** as the circumstances within those contexts change
- Assessment methods that provide only a **static description** of individual competences at any one moment in time (e.g., Likert scales, MCQs) are therefore **unlikely to be adequate**
- Teachers therefore need to **choose assessment methods** that are able to detect the **dynamic use of clusters of competences within and across situations**
- For this reason, the guidance reviews the wide range of methods that are available for assessing the development of competences in learners, and identifies **the methods that are most appropriate** for assessing learners' proficiency

Appropriate assessment methods

- **Open-ended diaries, reflective journals and structured autobiographical reflections**, in which learners record, describe and reflect on their own behaviour, learning, competences and personal development
- **Observational assessment**, in which the teacher or other assessor observes the learner's behaviours in a range of different situations to ascertain the extent to which he or she is deploying competences appropriately and effectively
- **Project-based assessment**, which forms an integral part of project-based learning, where the process, the product, the presentation and the learner's reflections are all used to assess the learner's competences
- **Portfolio assessment**, in which the learner compiles a systematic, cumulative and ongoing collection of materials as evidence of his or her proficiency in the use of competences in numerous contexts, and reflects critically on his or her learning, progress, efforts, performance and proficiency

Part 2

The OECD PISA conceptual framework of global competence



Programme for International Student Assessment

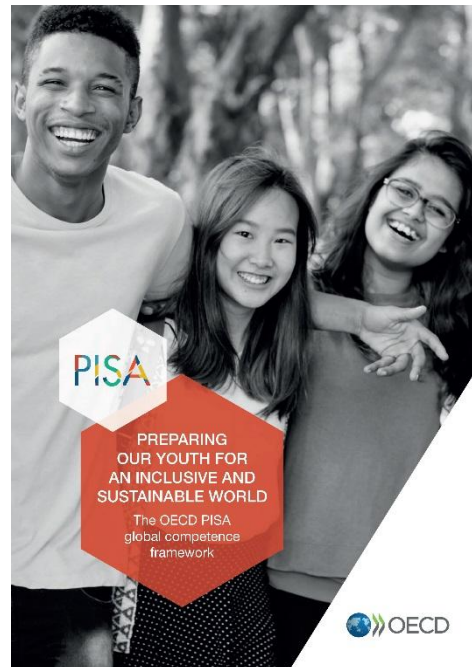
PISA

Programme for International Student Assessment

- PISA has taken place **every three years** since 2000
- Nowadays, **over half a million 15-year-old students**, representing students in **over 80 countries**, participate in the assessments
- The students take an internationally agreed **2 hour test**
- The test goes beyond whether students can reproduce what they have been taught
- It assesses students' capacity to extrapolate from what they know and their **ability to use and apply their knowledge creatively**
- Each assessment includes assessments in **mathematics, science and reading**

- In addition to these three core domains, there is now also an (optional) **innovative domain** in each round of PISA: problem-solving, collaborative problem-solving, and **in 2018, global competence**
- Students also answer questions on their personal background, their schools, their well-being and their motivation
- In addition, **teachers and school principals** provide further contextual information about school policies, practices, resources and institutional factors that might help to explain differences in the performance of students in their schools

The PISA Global Competence Framework



Published
in 2018

Available as a free download from:
www.oecd.org/pisa/pisa-2018-global-competence.htm

The rationale for the assessment of global competence

- Students are now living in a highly diverse, rapidly changing and increasingly **interconnected world**
- **Economic, cultural, demographic, environmental and digital changes** are taking place on an unprecedented scale
- These changes are shaping young people's lives around the planet in novel ways and are also **increasing the frequency of their intercultural encounters**
- Young people need to learn **how to participate in this globalised and interconnected world**, and they also need to learn **how to deal with cultural differences appropriately and effectively**
- The challenges are not solely at the global level – students also need to understand their own **local environments** and how they are **linked to global factors**, and they need to be able to understand and relate to the **cultural diversity** that exists within their own communities

- In order to deal with both local and global phenomena, students need to acquire what is called '**global competence**'
- The PISA framework defines global competence as:
 - The capacity to:
 - examine **local, global and intercultural issues**
 - understand and appreciate **the perspectives and world views of other people**
 - engage in **open, appropriate and effective interactions with people from different cultures**
 - take action for **collective well-being and sustainable development**
- In short, the PISA framework proposes that GC has **four dimensions**

- In the GC framework, we also argue that these four dimensions of global competence draw upon **values, attitudes, skills and knowledge** as a set of interlocking factors, all of which are required for each of the four dimensions individually
- Effective global education equips students with **the ability to mobilise and deploy** relevant values, attitudes, skills and knowledge **in conjunction with each other** (i.e., in clusters) as they explore and exchange ideas on global issues or engage with people from other cultural backgrounds
- The **PISA descriptions of the values, attitudes, skills and knowledge** are based on and derived from **the descriptions provided by the RFCDC**

Values

- **Valuing human dignity**
- **Valuing cultural diversity**

Attitudes

- **Openness towards people from other cultures**
- **Respect**
- **Global-mindedness** (derived from the concept of **civic-mindedness** in the RFCDC)

Skills

- **Reasoning with information** (called 'analytical and critical thinking skills' in the RFCDC)
- **Communication skills**
- **Perspective-taking skills** (called 'empathy' in the RFCDC)
- **Conflict management and resolution skills**
- **Adaptability**

Knowledge

- **Knowledge of culture and intercultural relations**
- **Knowledge of socio-economic development and interdependence**
- **Knowledge of environmental sustainability**
- **Knowledge of global institutions**
- **Knowledge of conflicts**
- **Knowledge of human rights**

(N.B. All of these are included in the RFCDC but with different emphases)

The definition of global competence in PISA



Key questions addressed by the PISA 2018 assessment

- Are students able to **critically examine** contemporary issues of **local, global and intercultural significance**?
- Do students understand and appreciate **multiple cultural perspectives** (including their own)?
- Are students prepared to **interact respectfully** across cultural differences?
- Do students care about the world and **take action to make a positive difference**?

In addition:

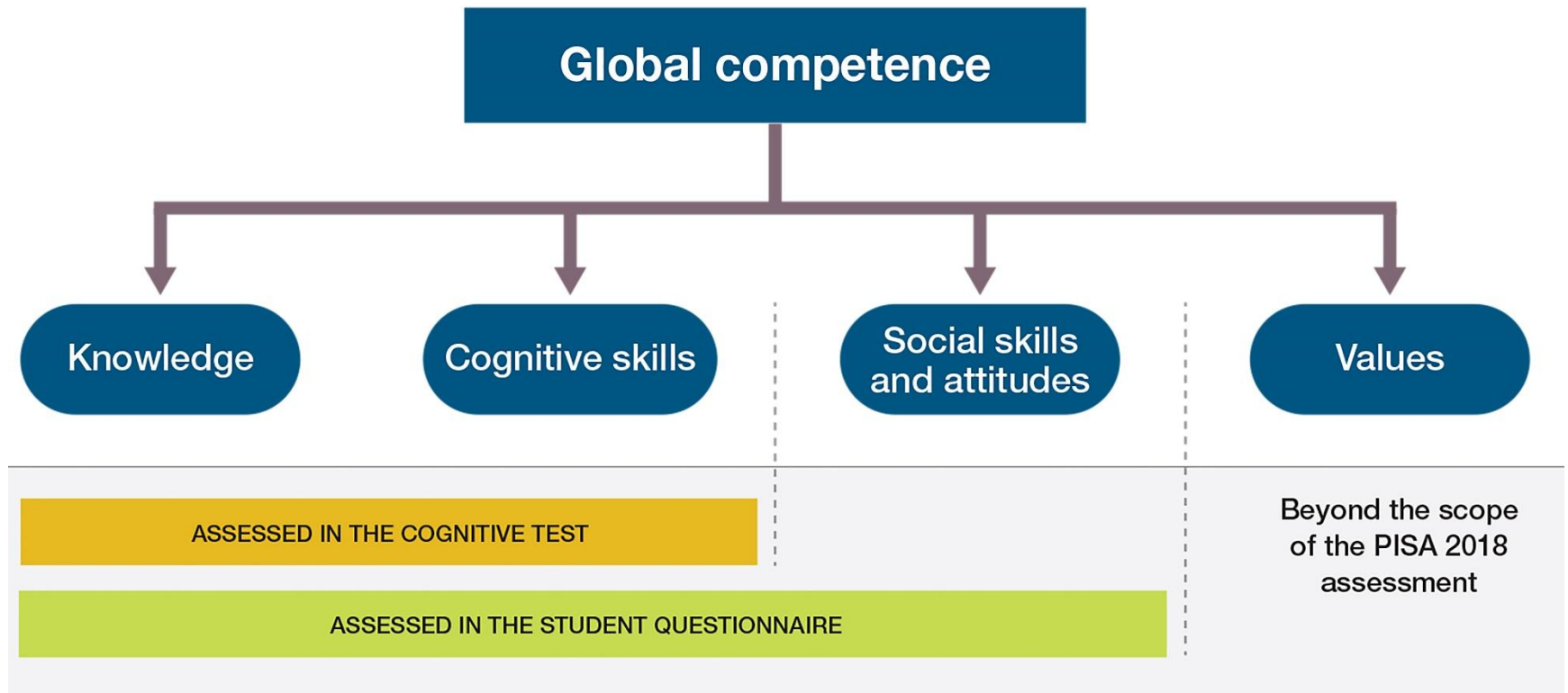
- What **approaches to multicultural, intercultural and global education** are commonly used in school systems worldwide?
- How are **teachers being prepared** to develop students' global competence?
- What are the **distinctive characteristics of the education systems** that produce **competent global citizens** by the age of 15?

The PISA assessment instruments

The assessment was in **three parts**:

- **Student cognitive test**
 - A test of students' global understanding and reasoning – this required them to draw on their background knowledge and cognitive skills in order to analyse and interpret global and intercultural issues
- **Student questionnaire**
 - This was used to collect self-report data on the other components of global competence, especially attitudes and social skills (e.g., openness, perspective-taking, etc.)
- **Questionnaires for school principals and teachers**
 - This was used to collect self-report data on school and classroom activities related to global and intercultural education, and on teachers' training and preparation for delivering global citizenship education

Mapping the PISA assessments onto the GC framework



The cognitive test

- The cognitive test consisted of a set of **scenarios**, with each scenario being followed by a series of **questions**
- Each scenario:
 - Depicted a **real-life situation**
 - Focused on issues and situations where **different perspectives** exist
 - **Gave voice** to these different perspectives

- The questions asked after each scenario require the student to engage in **cognitive processes** such as:
 - Evaluating information, formulating an argument, and explaining a complex situation or problem
 - Identifying biases or gaps in information
 - Managing conflicting arguments
 - Identifying and analysing multiple perspectives or world views
 - Explaining differences in communication
 - Recognising the importance of socially appropriate communication conventions
 - Evaluating actions and consequences by identifying and comparing different courses of action

- The scenarios were pre-tested in **field trials** in nine countries
- The students' responses to the test questions were **scored using rubrics**
- The rubrics were also pre-tested to ensure that they could be used by trained scorers in a **reliable** and **cross-culturally comparable** way
- In the main data-collection in 2018, the responses yielded by the different scenarios were found to form a **single unidimensional scale**

Example scenario

- In a YouTube video that reached over 2 million visualizations, Renata Flores sings in Quechua, her native tongue, to Michael Jackson's "The Way You Make Me Feel" against the backdrop of ancient Inca ruins. Renata is an activist in a project called *'The youth, we speak Quechua too'*.



First test question:

What messages do you think Renata is trying to convey?

- The question assesses the following **cognitive processes**:
 - The ability to identify and analyse multiple perspectives
- Answers to be scored as correct (specified in the **scoring rubric**):
 - She wants to combat young people's perceptions of the indigenous language as unhip and backwards
 - She wants to revive her culture and combat uniformity
- A **subsequent question** (asked after further information had been provided) assessed:
 - The ability to evaluate information, formulate arguments and explain complex situations or problems

(See the PISA framework document for full details, and for a second example of a test scenario)

The student questionnaire

- This asked students to provide self-report data on their **knowledge, skills and attitudes**, for example:
 - Knowledge about global issues (e.g., climate change, inequality)
 - Knowledge about intercultural communication
 - Adaptability to different cultural environments
 - Perspective-taking skills
 - Openness towards cultural others
 - Global-mindedness
- **Existing psychometric scales** with good reliability and validity in multiple national contexts were used wherever possible, and new scales were developed in those cases where existing scales did not exist
- It was found in the main data-collection in 2018 that all of the scales were **internally reliable** and displayed **cross-cultural comparability**

- The student questionnaire also collected:
 - Information about the **opportunities that the student has at school** to learn about global issues and other cultures
 - Information about the **student's participation in activities to solve global issues** out of school (e.g., volunteering, environmental activities, etc.)

The school principal and teacher questionnaires

- These questionnaires collected information about:
 - **Teachers' beliefs** about diversity and inclusion policies at school
 - **Curriculum coverage of global issues** (e.g., climate change, conflicts)
 - **Curriculum coverage of the histories and cultures of diverse groups** (e.g., their beliefs, norms, values, customs, or arts)
 - **Schools' activities for multicultural learning** (e.g., cultural events, exchange programmes)
 - **Teachers' practices** facilitating interactions and peer-to-peer learning between diverse students
 - **School policies** to facilitate the integration of foreign-born students and non-native speakers
 - **Teachers' professional experience and training** in intercultural communication and teaching multicultural classes
 - **Teachers' self-efficacy** in multicultural environments

The timetable

- The data were **collected in 2018**
- Nationally representative samples of students in **56 countries** completed the student questionnaire (over 300,000 students in total)
- In addition, students in **27 of these 56 countries *also*** completed the cognitive test
- The data are currently being analysed by OECD
- The **International Report** will be published, and all of the data will be made available for further analysis, sometime around **November 2020**

Part 3

General conclusions

Summary take-away messages for early career researchers and PhD students

- Ensure that you have a **well-articulated conceptual framework** underpinning your activities (see the RFCDC and the PISA GC framework for examples)
- Your framework needs to have **clear specifications of the component concepts** on which your activities are focused
- **Build on existing frameworks** – do not build your own from scratch
- Use **assessment methods that map directly onto, or are appropriate for, your conceptual framework**
- The choice of assessment methods should also be driven by **the specific goals of your work**, for example:
 - Educational assessment to support the development of learners' democratic proficiency (RFCDC)
 - Evaluation of the effectiveness of an educational system, programme or intervention (PISA GC assessment)
- You also need to factor in the **practicality** of conducting the assessment

Further information about the **RFCDC** is available from:

www.coe.int/competences

Further information about the OECD PISA GC framework is available from:

www.oecd.org/pisa/pisa-2018-global-competence.htm

Further **relevant weblinks** are available from:

www.martynbarrett.com

Thank you for listening!

