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Together **For** Dialogue

CIVIC COMPETENCE FRAMEWORK for YOUTH





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ERASMUS+ Key Action 2:

Cooperation Partnership in the Field of Youth

Project Name: **Together For Dialogue**

Project Number: **2021-2-PL01-KA220-YOU-000051438**

Coordinator: **Fundacja Europejski Instytut Outsourcingu - POLAND**

Participating Organizations:

- **Mednarodni Institut za Implementacijo Trajnostnega Razvoja - SLOVENIA**
- **Engeli Olan Bireyler ve Aileleri Gelisim Merkezi Dernegi - TURKIYE**
- **Asociacija Aktyvistai - LITHUANIA**
- **European Confederation of Youth Clubs - BELGIUM**
- **Asociația Obștească Reteaua Natională a Consiliilor Locale ale Tinerilor din Moldova - MOLDOVA**

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Disclaimer:

This project was funded with the support of the European Union. This publication reflects the views only of the authors, and the European Union cannot be held responsible for any use which may be made of the information contained therein.



INTRODUCTION

In an increasingly interconnected and globalized world, it is essential for individuals to possess the necessary knowledge, skills, and values to actively participate in their communities, contribute to societal development, and engage in democratic processes. Civic competences play a vital role in empowering individuals to become informed, responsible, and engaged citizens. (Hoskins, 2014)

The Civic Competence Framework is designed to provide individuals with a structured framework for developing their civic competence, encompassing knowledge, skills, and attitudes necessary for active participation in democratic processes and civic life. This document outlines the various knowledge areas, skills, and attitudes that individuals can acquire and develop to enhance their civic competence.

The framework emphasizes the importance of understanding European common values, democratic processes, and civic spaces. It encourages individuals to delve deeper into the socio-political landscape, explore youth participation in decision-making, and comprehend the role of media in personal and social life for civic purposes. Furthermore, the framework highlights the significance of familiarity with different cultures and religions, support mechanisms for youth and volunteering, effective communication, self-awareness, advocacy, and the responsible use of media and technology.

The document also provides an assessment of the framework, indicating different levels of competence for each knowledge area, skill, and attitude. These levels range from beginner (acquiring knowledge or skills) to intermediate (implementing and demonstrating competence) and leadership/dissemination (training and disseminating knowledge and skills to others).

By engaging with this framework, individuals can enhance their critical thinking abilities, problem-solving skills, decision-making capabilities, and their capacity for effective communication and cooperation. Moreover, the framework emphasizes the development of attitudes such as commitment to equality, interest in civic engagement, concern for the environment, and respect for human rights and the rule of law.

Ultimately, the Civic Competence Framework serves as a valuable guide for individuals seeking to strengthen their civic competence and actively participate in shaping democratic societies. It empowers individuals to become informed, engaged, and responsible citizens who contribute positively to their communities, foster social cohesion, and work towards a more inclusive and democratic future.



CHAPTER 1: THEORETICAL BACKGROUND FOR CIVIC COMPETENCE FRAMEWORK FOR YOUTH.

1.1 WHAT IS A COMPETENCE?

Competence refers to the knowledge, skills, and attitudes that individuals possess and effectively apply in a specific field. It represents their capacity to excel in various aspects of life, work, and society. In the context of civic competence, as outlined in the Civic Competence Framework, it encompasses a range of proficiencies required for active engagement in democratic processes, social participation, and the promotion of common values.

The knowledge component of competence involves understanding key concepts, facts, and principles relevant to the field. In the civic domain, this includes knowledge of European common values, democratic processes, civic spaces, socio-political situations, media's role in personal and social life, and cultural and religious perspectives. This knowledge provides a foundation for critical analysis, evaluation, and reflection on the dynamics and challenges of civic life (Winterton, 2007).

Skills are crucial in competence, involving the practical application of knowledge and the ability to perform specific tasks. In civic competence, individuals develop skills such as critical thinking, information analysis, effective communication, problem-solving, decision-making, advocacy, conflict resolution, and cooperation. These skills enable them to navigate complex civic issues, engage in constructive dialogue, contribute to decision-making processes, and work collaboratively towards common goals.

Attitudes shape an individual's mindset, values, and beliefs, forming an integral part of competence. In civic competence, attitudes encompass commitment to equality, interest in civic engagement, concern for the environment, respect for human rights, openness to diversity, and responsibility for one's actions and learning. These attitudes underpin active citizenship, promoting social cohesion, empathy, and the values of democracy within society.

Competence is not a static state but a dynamic and evolving process. It involves continuous learning, growth, and adaptation to changing contexts and challenges. Through self-reflection, engagement with others, and lifelong learning, individuals can further develop their competence, expanding their knowledge, honing their skills, and deepening their attitudes (J. Carlos González, 2020).

In conclusion, competence in the civic domain encompasses multidimensional knowledge, skills, and attitudes. It empowers individuals to understand, navigate, and actively contribute to democratic processes, social cohesion, and the promotion of common values. By cultivating competence, individuals become informed, engaged, and responsible citizens capable of addressing complex civic issues, fostering dialogue, and working toward positive social change.



1.2 EUROPEAN COMPETENCES FRAMEWORK

The European Competences Framework (ECF) is a comprehensive tool developed by the European Union (EU) to support lifelong learning and enhance employability across Europe. The platform aims to give people, employers, educational institutions, and policymakers a common language and point of reference to help them comprehend and evaluate competences in the context of Europe.

The ECF is built on a set of fundamental skills that are thought to be crucial for employability, energetic citizenship, social inclusion, and personal development. These key capabilities include conversation in the mother tongue, foreign languages, online ability, mathematical ability, scientific and technological ability, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and social recognition and appearance. (Francesca Caena, 2019)

The foundation is designed to be flexible and adaptable, allowing for its implementation in various educational and professional options. It serves as a guideline for curriculum development, learning outcomes, and evaluation techniques, ensuring a consistent and coherent strategy for ability development across Europe.

The ECF emphasizes a holistic view of capabilities, acknowledging that they encompass a combination of knowledge, skills, attitudes, and beliefs. It encourages the integration of different learning conditions and encourages the development of tangent capabilities that can be applied across different realms.

The EU wants to encourage flexibility, lifelong learning, and the recognition of skills and qualifications across all of Europe by promoting the ECF. It helps people make informed decisions about their education and career pathways while also supporting companies in identifying and recruiting skills that possess the desired capabilities.

Furthermore, the ECF aligns with broader European initiatives such as the European Qualifications Framework (EQF) and the European Higher Education Area (EHEA). It contributes to the creation of a coherent and connected European education and training program, enabling individuals to move and use their competences across edges and sectors.

In summary, the European Competences Framework is crucial in promoting a shared understanding and the growth of important Western competences. By offering a common language and point of reference for evaluating and improving competences, it encourages lifelong learning, employment, and social inclusion. By embracing the ECF, individuals and institutions, you understand the complex landscape of Western education and employment with clearness and confidence.



1.3 EIGHT KEY EUROPEAN COMPETENCES FOR LIFELONG LEARNING

The European Union (EU) has devised a framework known as the "Eight Key European Competences for Lifelong Learning" to describe the fundamental abilities and knowledge that people should achieve over the course of their lives. These competencies are intended to promote social inclusion, personal development, active citizenship, and flexibility in a rapidly changing environment.

The first ability, Conversation in the mother language, corresponds with the improvement of one's native language ability. It involves skills for reading, writing, speaking, and listening, allowing for successful expression and conversation.

The acquisition of competency in one or more foreign languages is emphasized in the second competence, Communication in Foreign Languages. It makes it possible for people to interact with others from various cultures, widen their perspectives, and take part in a globalized society.

The knowledge and application of mathematical ideas, scientific concepts, and technological breakthroughs are highlighted in the third competency, "Mathematical Competence and Basic Competences in Science and Technology." It improves one's capacity for logical thinking, problem-solving, and navigating the online environment.

The fourth competency, digital competency, includes the abilities needed to successfully and confidently use digital technology. It involves using digital technologies for communication, cooperation, and problem-solving as well as obtaining, assessing, and critically analyzing digital information.

The fifth competency, learning to learn, focuses on giving people the abilities and methods necessary to become independent learners. Setting objectives, planning learning activities, gauging one's own progress, and commenting on one's own learning are all included.

The sixth competency, Social and Civic Competencies, has an emphasis on social cohesiveness, advancing democratic principles, and active involvement in society. It includes being aware of social and ethical concerns, valuing diversity, and making ethical decisions.

Creativity, invention, and an entrepreneurial attitude are encouraged by the sixth competency, "Sense of Initiative and Entrepreneurship." It empowers people to take charge, find solutions, and maneuver through ambiguous circumstances with assurance and flexibility.

The eighth competency, cultural awareness and expression, places a strong emphasis on appreciating cultural variety, creative expression, and cross-cultural communication. It encourages tolerance and respect for other cultures, as well as the use of art and creative expression as channels for interaction and connection.

In order to encourage holistic growth and lifetime learning, educational facilities, companies, and people can follow the eight essential European competencies for lifelong learning as a complete



framework. These skills help people develop personally, increase their employability, and engage in active citizenship. They additionally assist them in adapting to a complicated and linked environment and flourishing there.

1.4 THE RELATION OF KEY COMPETENCES AND YOUTH

The relationship between key competences and youth is of significant importance in shaping the personal growth and future prospects of young individuals. Key competences encompass a range of essential skills, knowledge, and attitudes that are crucial for their development and success in the modern world. These competences play a pivotal role in equipping youth with the necessary tools to navigate challenges, seize opportunities, and become active contributors to society.

Key competences enable young people to communicate, collaborate, and express themselves effectively. They foster language proficiency, both in their mother tongue and foreign languages, promoting intercultural understanding and facilitating meaningful interactions. Additionally, competences in science, technology, and mathematics empower youth with critical thinking, problem-solving, and digital literacy skills, preparing them to navigate the complexities of the rapidly evolving technological landscape. (J. Carlos González, 2020)

Social and civic competences are instrumental in encouraging youth to participate in their communities and engage in democratic processes actively. These competences nurture empathy, respect for diversity, and responsible decision-making, fostering a sense of social responsibility and preparing young individuals to be active and engaged citizens.

Furthermore, competences related to entrepreneurship and initiative instill in youth a mindset of innovation, creativity, and adaptability. They encourage young individuals to think critically, take calculated risks, and embrace entrepreneurship, equipping them with the confidence and skills necessary to navigate an ever-changing global landscape.

Cultural awareness and expression competences foster an appreciation for cultural diversity, artistic forms, and intercultural dialogue. They enable young people to respect and understand different cultures, promoting social inclusion and enriching their perspectives.

Recognizing the significance of key competences for youth, educators, policymakers, and stakeholders emphasize their integration into educational curricula and programs. By providing opportunities for the development of these competences, we empower young individuals to flourish, contribute meaningfully to society, and thrive in a rapidly changing world.



1.5 WHAT ARE CIVIC COMPETENCES?

Civic competencies are the information, abilities, and attitudes that people acquire to actively engage in democratic processes, connect with their communities, and advance society. Civic competences provide a broad spectrum of proficiencies required for successful civic involvement and responsible citizenship, as stated in the Civic Competence Framework.

People need a strong knowledge basis in order to become civically competent. Understanding the shared principles of Europe, the functioning of democracy, and the social and political reality are all part of this. Additionally crucial are awareness of youth and volunteer support structures, media literacy, and cultural diversity. This knowledge gives people a thorough awareness of the world in which they live and equips them with the skills necessary to make intelligent decisions, critically evaluate data, and have meaningful interactions.

Civic competences must include abilities that enable people to put their practical knowledge to use. Effective communication, critical thinking, networking, problem-solving, advocacy, decision-making, cooperation, and conflict resolution are just a few of these abilities. They make it possible for people to participate in decision-making actively, express their ideas, collaborate with others, and deal with challenging civic issues.

Civic skills have a profound effect on beliefs, actions, values, and perspectives. Individuals are required to possess specific attitudes with the objective of taking part in society and having a beneficial effect on others. A dedication to equality, interest in political and economic developments, respect for human rights and diversity, openness to change, and a sense of responsibility are all reflected by attitudes that foster empathy, solidarity, and active listening. These perspectives motivate people to act independently and make a positive impact on society.

Civic competencies allow people to connect with different points of thought on challenging topics, promoting social cohesion and fighting for justice and equality. Individuals can take an active role in democracy and contribute to the general well-being of the society they live in by developing these skills. Individuals who work to create beneficial social change also help to create inclusive and participatory societies.

In summary, civic competences include a variety of information, abilities, and attitudes required for successful civic participation as well as responsible citizenship. They make it possible for people to take an active part in democratic processes, deal with societal issues, and progress their communities and societies. Citizens who have their civic skills improved are better able to make better choices, advocate for change, and collaborate to build a more open and democratic future.



1.6 MODELS OF CIVIC COMPETENCES

Models of civic competences provide frameworks for understanding and developing the essential skills and knowledge required for active citizenship and engagement in democratic societies. These models serve as guidelines for educators, policymakers, and researchers to define and promote civic competences among individuals.

One widely recognized model is the European Commission's "Key Competences for Lifelong Learning" framework, which identifies eight key competences necessary for personal fulfillment, active citizenship, social cohesion, and employability. These competences include cultural awareness and expression, digital competence, entrepreneurship, sense of initiative and creativity, civic competence, communication in the mother tongue and foreign languages, mathematical competence and basic competences in science and technology, and learning to learn.

Another notable model is the Civic Competence Framework developed by the Council of Europe. This framework emphasizes the acquisition of knowledge, skills, attitudes, and values necessary for democratic participation and active engagement in society. It includes competences such as critical thinking, understanding diversity, democratic participation, social responsibility, and human rights awareness.

Furthermore, the Center for Civic Education's "Civic Education Framework" focuses on the knowledge, skills, and dispositions necessary for informed and engaged citizenship. This model emphasizes the understanding of democratic principles, political institutions, and civic responsibilities, as well as the development of critical thinking, effective communication, and active participation in community life.

These models, among others, provide valuable insights into the multifaceted nature of civic competences and guide efforts to promote their development in educational settings. By utilizing these frameworks, educators and policymakers can design effective curricula, teaching strategies, and assessment methods to foster the acquisition and application of civic competences among individuals, enabling them to become active, responsible, and engaged citizens in their communities and societies.

1.7 RELATION BETWEEN CIVIC COMPETENCES AND YOUTH PARTICIPATION

Civic competence and youth engagement are dynamically linked and mutually supportive. Young people who possess civic competences have the knowledge, skills, and attitudes necessary to engage in their communities and democratic processes actively. Youth involvement also gives young people a practical environment in which to practice and develop their civic virtues.

Young people who have a solid understanding of democratic principles, rights and duties are better equipped to make informed decisions and significantly impact society. When youth are endowed with abilities like critical thinking, communication, and social awareness, they are better able to



analyze societal challenges, communicate their thoughts, and advocate for change. These qualities support inclusive and team-based problem-solving strategies in addition to encouraging empathy, tolerance, and respect for diversity.

On the other hand, youth engagement gives young people an opportunity to put their civic skills to practice in real-world situations. Through involvement in community organizations, youth councils, political campaigns, and social movements, young people may actively influence decision-making, contribute to the creation of policy, and resolve important issues that have an impact on their lives and communities. Participating in such activities helps young people improve their communication, management, and understanding of democratic processes.

The development of civic skills is also accelerated by youth engagement. Young people who actively engage in public affairs are exposed to a variety of perspectives, their presumptions are challenged, and critical thinking is encouraged. Students' civic competence is developed via hands-on learning and networking opportunities with like-minded peers and local leaders.

Youth participation and competencies are cyclical and mutually beneficial. Civic competences give young people the skills they need to participate meaningfully in their communities, whereas youth engagement offers real-world opportunities for applying and improving them. Participating young people build their civic literacy, enabling them to become engaged, responsible, and active citizens who can contribute to positive social change.

1.8 DRIVERS AND BARRIERS OF CIVIC COMPETENCES

Various drivers and barriers influence the development and acquisition of civic competences. Drivers are factors that facilitate the growth and enhancement of civic competences, while barriers are obstacles that hinder their development.

One key driver is education, as formal and informal learning environments provide opportunities to cultivate civic competences through curricular activities, community engagement, and critical thinking exercises. Additionally, supportive social environments that encourage active citizenship, participation in democratic processes, and volunteerism serve as drivers by fostering a sense of responsibility and empowerment.

On the other hand, several barriers can impede the development of civic competences. Socioeconomic inequalities and marginalization can limit access to educational resources and opportunities for civic engagement, thereby hindering the acquisition of necessary skills and knowledge. Lack of awareness and understanding of civic rights and responsibilities can also serve as a barrier, as individuals may not recognize the importance or relevance of engaging in civic activities.

Furthermore, apathy and disengagement from political processes and social issues can act as barriers to civic competences. Negative attitudes toward civic participation, such as skepticism or mistrust in institutions, may discourage individuals from actively engaging in civic activities. Cultural and societal



norms that discourage critical thinking, diversity of perspectives, or active citizenship can also pose challenges. (Branson, 1998)

Recognizing these drivers and barriers is crucial in designing effective strategies to promote civic competences. By addressing barriers and leveraging drivers, such as education, supportive social environments, and awareness campaigns, individuals can be empowered to develop and apply civic competences, fostering active participation and contributing to the betterment of their communities and societies.

1.9 MEASURING CIVIC COMPETENCES BY YOUTH

Civic competences and involvement are of utmost importance when it comes to empowering and engaging the youth in democratic societies. By nurturing civic competences among young people, we equip them with the skills, knowledge, and attitudes necessary to participate in their communities and shape the future actively.

Civic competences for youth encompass a wide range of abilities that enable them to understand, critically analyze, and engage with the political, social, and cultural aspects of society. It involves providing young people with political literacy, critical thinking skills, media literacy, effective communication, collaboration, social and cultural awareness, and the understanding of active citizenship. (J. Gordon, 2009)

Firstly, political literacy equips youth with an understanding of political systems, principles of democracy, and the importance of active participation. It enables them to navigate the political landscape, make informed decisions, and advocate for their interests.

Critical thinking skills are crucial for young people to evaluate information critically, question assumptions, and form independent opinions. By encouraging them to analyze and understand various perspectives, we empower youth to think critically and make informed choices about civic issues.

Media literacy is particularly relevant for young people who are exposed to a vast amount of information through digital platforms. By teaching them to discern reliable sources, recognize media biases, and analyze information critically, we enable youth to navigate the media landscape effectively and become responsible consumers and creators of media. (Jurs, 2014)

Effective communication and dialogue skills are essential for youth to express their ideas, listen actively, and engage in respectful discussions with others. By fostering these skills, we encourage young people to articulate their views, understand different perspectives, and build consensus, even in the face of disagreement. Collaboration and teamwork are vital competencies for youth engagement. By providing opportunities for them to work together towards common goals, we encourage the development of leadership skills, empathy, and an understanding of diverse viewpoints. (Hart, 2002)



Social and cultural awareness helps young people recognize and appreciate diversity, promoting inclusivity and understanding. It equips them with the tools to address social issues and inequalities in their communities, fostering a sense of social responsibility.

Lastly, active citizenship encourages young people to actively participate in their communities through volunteering, community service, and advocacy. By engaging youth in democratic processes, such as voting and involvement in local organizations, we promote their sense of agency and ownership in shaping the future of their communities.

To foster civic competences and involvement among youth, it is crucial to provide them with the education that goes beyond traditional academic subjects. Schools, community organizations, and youth programs can play a pivotal role in offering civic education and experiential learning opportunities that promote active engagement and empower young people to become responsible and informed citizens.

By investing in the civic competences and involvement of youth, we lay the foundation for a vibrant and participatory democracy. The voices, ideas, and actions of young people have the potential to drive positive change, address social issues, and shape a more inclusive and equitable society for generations to come.

1.10 THE NOVEL BLOOM'S TAXONOMY

A framework called Bloom's Taxonomy divides learning outcomes and academic objectives into various cognitive levels. It acts as a kind of road map for educators and students, guiding them as they learn new information and sharpen their critical thinking abilities.

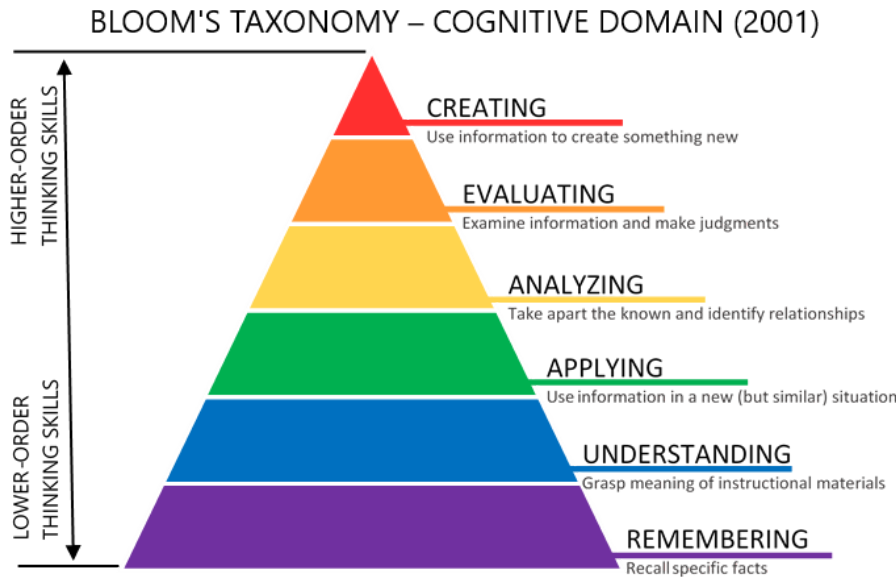
Think of Bloom's Taxonomy as a "learning ladder" that enables you to climb your way to deeper understanding in an informal manner. It divides learning into various stages, ranging from straightforward information recollection to in-depth analysis and evaluation (Seaman, 2011).

Bloom's Taxonomy is a framework developed by Benjamin Bloom in 1956 to classify and manage various levels of mental understanding. It was initially created to direct program development and evaluation in the field of education, but it has since gained widespread acclaim and influence. According to Bloom's Taxonomy, mental abilities can be categorized into six bureaucratic levels, ranging from lower-order thinking abilities like recalling and comprehending to higher orders like analysis, evaluation, and creation. Teachers can design instructional goals, lesson plans, and assessments that encourage critical thinking and deeper understanding with the help of the classification. Bloom's Taxonomy has undergone changes over time to reflect contemporary education practices and take technological advancements into account. It continues to be a useful tool for teachers in helping students of all ages have meaningful and successful learning experiences.

The taxonomy consists of six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each level represents a step up in cognitive complexity and sophistication.



In simpler terms, it's like a staircase of learning. You start at the bottom, remembering basic facts and concepts. Then, you move up to understanding and applying that knowledge in practical situations. As you ascend further, you delve into analyzing information, evaluating different perspectives, and finally, creating something new based on your understanding.



In a more formal tone, Bloom's Taxonomy provides a systematic approach to instructional design and assessment. It helps educators set clear learning objectives and design activities that engage students at different cognitive levels.

The Remembering level involves recalling facts, terms, and basic concepts. Understanding goes beyond mere memorization and focuses on grasping the meaning and significance of information. Applying requires students to use their knowledge and apply it in real-world contexts.

Analyzing involves breaking down complex ideas, examining relationships, and identifying patterns. Evaluating requires students to make judgments and assess the quality, validity, and effectiveness of information or arguments. Finally, Creating involves generating new ideas, products, or solutions based on their understanding and synthesis of knowledge.

Bloom's Taxonomy encourages higher-order thinking skills and promotes critical thinking, problem-solving, and creativity. It guides educators in designing assessments that go beyond simple regurgitation of information and instead assess students' ability to think critically, analyze information, and demonstrate originality.



So, Bloom's Taxonomy is a valuable tool for educators and learners alike, providing a structured approach to learning and fostering intellectual growth. It's like a roadmap that leads to deeper understanding, critical thinking, and the development of lifelong learning skills. (Chambers, 2020)

1.11 THE REALIZATION OF CIVIC COMPETENCES USING BLOOM'S TAXONOMY FOR YOUTH IN INFORMAL AND LIFELONG LEARNING

For educators, using Bloom's Taxonomy has a number of benefits. First of all, it offers a distinct and well-structured framework for instructional planning, enabling instructors to establish precise learning objectives and create pertinent activities and evaluations. Teachers may scaffold learning by starting with fundamental information and progressively moving on to higher-order thinking abilities according to the taxonomy's hierarchical structure. This guarantees a thorough and impartial approach to schooling. Additionally, Bloom's Taxonomy encourages students to participate in higher levels of cognitive processing, which fosters the development of critical thinking and problem-solving skills. It promotes analytical skill development, creativity, and active learning. Bloom's Taxonomy has received considerable acceptance and recognition in the field of education, making it a dependable and widely used tool, even though there may be alternative frameworks accessible. Its versatility and applicability across various subject areas and grade levels further contribute to its popularity among educators. (Armstrong, 2001)

Bloom's Taxonomy can be a valuable tool in fostering civic competences among youth. Teachers may create educational activities that go beyond rote memorization by using the various levels of Bloom's Taxonomy. They may teach kids to think critically, solve problems, and take an active role in their surroundings. By using Bloom's classification system, instructors may help students analyze civic issues, weigh other viewpoints, and establish their own well-informed conclusions. With the requisite knowledge and abilities, this strategy equips young people to become engaged, accountable citizens who can make a meaningful contribution to their society.

1.12 EDUCATIONAL METHODS AND APPROACHES FOR YOUTH INFORMAL AND LIFELONG LEARNING TO IMPROVE CIVIC COMPETENCES

The development and improvement of civic competencies among young people depends heavily on educational strategies and techniques for informal and lifelong learning among youth. These strategies and techniques include a range of tactics meant to equip young people with the information, abilities, and attitudes they need to actively engage in their communities and contribute to the advancement of society.

Experiential learning is a useful technique that enables young people to participate in practical exercises, role-playing, and authentic experiences that encourage civic involvement. This strategy helps young people improve their critical thinking, problem-solving, and decision-making abilities in real-world situations, strengthening their feelings of accountability and agency. (Youniss, 2003)



Project-based learning is another beneficial strategy when young people collaborate on worthwhile initiatives that solve societal or local concerns. This method encourages teamwork, communication, and leadership skills while also instilling a sense of social responsibility and the importance of making a positive impact. (Mickovska, 2019)

Learning from one another also offers adolescents a safe and inclusive setting where they may share their understanding, encounters, and viewpoints. This strategy helps young people communicate, empathize, and understand one another, enhancing their capacity to have polite and fruitful talks about civic issues.

Additionally, integrating digital tools and technology into the course of study might improve students' civic literacy. Connecting young people with global concerns and allowing them to take part in virtual communities, websites, interactive software, and social media networks may be used to encourage participation in civic life, advocacy, and understanding.

Furthermore, via volunteer work, service-learning projects, and civic engagement activities, community-based learning programs provide young people the chance to participate in their neighborhoods actively. These encounters cultivate a feeling of community, empathy, and comprehension of local issues while fostering leadership qualities and a dedication to social change.

In conclusion, young informal and lifelong learning educational techniques and approaches play a key role in enhancing civic competencies. Young people may acquire the knowledge and attitudes needed to be involved, active, and responsible citizens in their communities and beyond through experiential learning, project-based learning, peer-to-peer learning, technology, and community-based activities.



1.13 CONCLUSIONS

Finally, civic competences are essential for promoting active and involved citizenship in contemporary society. People acquire the values, knowledge, and abilities needed to engage in democratic processes, solve social issues, and contribute significantly to their communities as they develop these competencies. They enable people to engage in active social change-making, cooperate with others, advocate for their rights and the rights of others, and critically analyze information.

Due to the relevance of civic competences, it is crucial to highlight their significance in school curricula, community involvement programs, and policy frameworks. Civic competencies may be included in various fields to help us create inclusive, democratic societies that are reliant on the involvement of their citizens. By investing in civic competency development, people may become accountable, knowledgeable, and proactive agents of social change. They help to build a more fair, egalitarian, and sustainable future for everyone through their deeds.

By fostering civic competences, we enable people to become aware of their rights, interact with many viewpoints, and take action on topics that are important to them. As a result, communities are encouraged, and our social fabric is strengthened. Ultimately, developing civic skills is a team effort that results in a more democratic and inclusive society where people actively participate in reshaping their surroundings.



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CHAPTER 2: METHODOLOGY OF DEVELOPMENT OF THE CIVIC COMPETENCE FRAMEWORK

In this chapter, we will delve into the process of developing the Civic Competence Framework, which aims to capture the essence of civic competencies by analyzing existing competency models, incorporating theoretical frameworks, and leveraging expertise from various sources. The chapter outlines the steps taken to create the assessment tool based on Bloom's Taxonomy, which enables the measurement of civic competencies at three distinct levels. Additionally, we explore the integration of Chat GPT, an AI-based tool, to enhance the analysis and structure of the assessment.

2.1 INITIAL RESEARCH PHASE

Initial Discussions with Focus Groups

Very first stage of the development of the Civic Competence Framework was connected with implementation of the focus groups in several countries.

Representatives of youth and youth workers were asked about:

- their awareness of the competency models,
- sets of competencies needed in the civic activities of the young people,
- needs and expectations towards the scientific work concerning civic competence.

This first step allowed the consortium members to see the whole process from various points of view.

Analysis of Existing Competency Models and Frameworks

The desk research stage of the development process began with examining existing competency models, such as DigComp 2.1, DigComp 2.2, EntreComp, and GreenComp. Particular focus was also given to the achievements of the Council of Europe as well as the ETS Competence Model developed by the SALTO Research Center and the Democracy Reloading project. Many other publications were reviewed and taken into account.

The objective was to gain insights into their structures and utilize this knowledge to construct our own Civic Competence Framework. By evaluating various models, researchers were able to identify common elements and assess their relevance in the context of civic competencies.

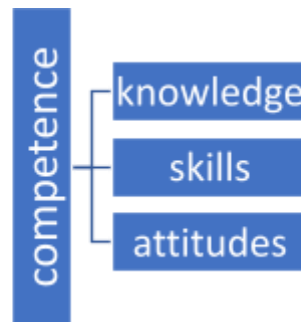
The aim for the researchers was to adjust existing models to the needs of the project and to the needs and capabilities of the youth - as our target group.

Relying on the EU's Theoretical Model

After analyzing several existing competency models, we have decided to base the Civic Competence Framework on the theoretical framework provided by the European Union's 8 Key Competencies. According to this framework, competencies encompass three attributes: **knowledge**, **skills**, and



attitudes. This decision ensured that the model aligned with widely recognized standards and had a strong theoretical foundation.



Competence as defined by the Recommendation of the European Parliament and of the Council of December 18, 2006, on key competencies for lifelong learning.

There was also additional research and discussions about the role of **behaviors** in the structure of the competence. Our understanding of behavior is that it's the result of implementing the competence in a certain situation.

Therefore, the **behaviors** of the participants of workshops, trainings, or other educational events could be later observed by the educator to assess the competencies or elements of the civic competence level.

Research on Civic Competencies from Different Perspectives

Extensive research was conducted to identify studies and publications on civic competencies from various European countries, with a particular focus on materials available in English. Also, some materials from the United States were included.

We decided to search for any materials including scientific work on **civic** or **citizenship competencies**. A comprehensive bibliography was compiled to serve as a valuable resource for the development process.

Analysis and Consolidation of Research Findings

The gathered publications were thoroughly analyzed to extract the constituent elements related to **knowledge**, **skills**, and **attitudes** relevant to civic competencies. This meticulous examination revealed a multitude of elements, some of which were repeatedly found across different sources. In total, nearly 300 elements were identified during this stage.

2.2 EXPERT MEETINGS AND REFINEMENT

The expert meeting convened to streamline and consolidate the elements of civic competencies marked a crucial step in developing a comprehensive and coherent assessment tool. Drawing inspiration from the EU's 8 Key Competencies model, the experts embarked on a thorough analysis



of the identified elements, striving to harmonize and integrate similar or overlapping components. This rigorous process ensured that the resulting list would be both inclusive and aligned with established international frameworks.

On the other side - all components that could fit any other of the 7 Key Competencies - were erased from the Civic Competence Model. This way it was possible to reduce the amount of final components.

Some of the components identified in the preliminary analysis were not explicitly covered by the EU framework. They were pretty universal and essential, however not critically connected with civic competence or citizenship. To address this, the experts thoughtfully included these additional components as complementary elements to the selected list.

Researchers concluded that some of the elements which were finally inserted into the current Competence Framework weren't even taken into account in the documents developed a few or several years ago. The current reality of the year 2023 is strictly connected with the outcomes of the COVID-19 pandemic and the war in Ukraine. That's why a set of the necessary elements of the Civic Competence might vary from the similar sets in the past.

A good example of this specific element is the topic of well-being and related elements: **“Having resilience skills,” “Having emotional literacy,” and “Coping with ambiguity.”**

This inclusive approach was vital in recognizing the multifaceted nature of civic competencies, acknowledging that the EU framework, while comprehensive, may not cover all aspects of these basic skills in different countries.

The resulting list of some 60 components of civic competence was combined and divided into three main categories: **knowledge, skills, and attitudes**. This categorization allowed for a more nuanced understanding of the various aspects of civic competence, recognizing that competence in this field does not depend solely on factual knowledge or technical skills, but is also highly dependent on the attitudes and dispositions of individuals.

Main topics for the **Knowledge** category:

1. Understanding of the Civic Concepts,
2. Socio-Political Awareness,
3. Cultural Proficiency and Social Support,
4. Communication and Self-awareness.

Under the knowledge category, the experts included a diverse range of components, such as understanding democratic principles, knowledge of local and global political systems, awareness of human rights, and familiarity with historical and cultural contexts that shape civic participation. This comprehensive knowledge base provides the groundwork for individuals to engage thoughtfully and responsibly as active citizens in their societies.



Main topics for the **Skills** category:

1. Critical thinking and problem-solving,
2. Effective communication and collaboration,
3. Leadership and management, including self-management
4. Ability to take care of self wellbeing.

In the skills category, the curated list encompassed various practical and critical competencies. These included effective communication and collaboration skills, critical thinking and problem-solving abilities, digital literacy, and media literacy, as well as the capacity to analyze and interpret data related to civic issues. These skills empower individuals to navigate complex civic challenges and contribute constructively to public discourse and decision-making processes.

Main topics for the **Attitudes** category:

1. Inclusive Civic Engagement,
2. Environmental Stewardship,
3. Youth Empowerment and Democratic Values,
4. Awareness and Responsibility,
5. Personal Growth and Collaboration

Lastly, the attitudes category captured the essential dispositions and ethical values that underpin civic competencies. Components like empathy and respect for diversity, a sense of social responsibility, active citizenship, and a commitment to promoting social justice and sustainability were featured in this category. These attitudes form the moral compass that guides individuals to act responsibly and ethically as engaged citizens, fostering a sense of solidarity and collective well-being.

The final version of the **Civic Competence Framework 1.0** includes a total of 60 elements:

- 10 elements of **Knowledge**,
- 31 elements of **Skills**,
- 19 elements of **Attitudes**.

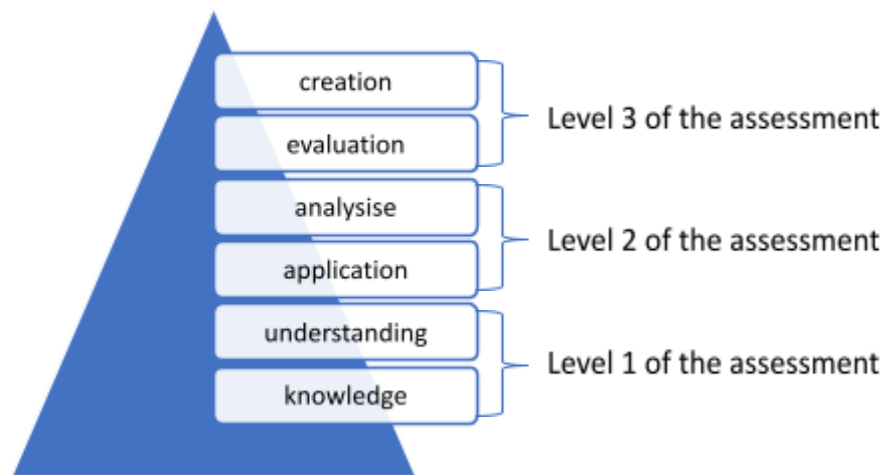


2.3 RUBRICS-BASED CIVIC COMPETENCE FRAMEWORK

As a result, a three-level Civic Competence Framework was created as a comprehensive diagnostic instrument in the form of rubrics. The main missing part in this stage was to assign certain, universal and objective criteria for each level of the competence element. Common understanding and vision of the final product were necessary in the team of researchers so that they could start working on the criteria.

Utilization of Bloom's Taxonomy

In order to develop a framework that catered to different levels of competency, Bloom's Taxonomy was employed. The taxonomy categorizes learning objectives into a hierarchy, with the bottom-most level focusing on remembering and acquiring knowledge. As one ascends the pyramid, the objectives become increasingly complex, encompassing understanding, application, analysis, evaluation, and creation. For the Civic Competence Framework, two categories from Bloom's Taxonomy were assigned to each level, creating a three-level assessment structure.



Relationship between Bloom's Taxonomy and Framework Levels

Also, in order to familiarize all the researchers with Bloom's Taxonomy, we decided to use the structure of the verbs which would guide the researchers later to provide specific criteria.



Framework level 1		Framework level 2		Framework level 3	
Bloom's lvl 1:	Bloom's lvl 2:	Bloom's lvl 3:	Bloom's lvl 4:	Bloom's lvl 5:	Bloom's lvl 6:
<u>Remembering</u>	<u>Understanding</u>	<u>Applying</u>	<u>Analyzing</u>	<u>Evaluating</u>	<u>Creating</u>
Copying	Annotating	Acting out	Calculating	Arguing	Blogging
Defining	Tweeting	Articulate	Categorizing	Validating	Building
Finding	Associating	Reenact	Breaking down	Testing	Animating
Locating	Tagging	Loading	Correlating	Scoring	Adapting
Quoting	Summarizing	Choosing	Deconstructing	Assessing	Collaborating
Listening	Relating	Determining	Linking	Criticizing	Composing
Googling	Categorizing	Displaying	Mashing	Commenting	Directing
Repeating	Paraphrasing	Judging	Mind-mapping	Debating	Devising
Retrieving	Predicting	Executing	Organizing	Defending	Podcasting
Outlining	Comparing	Examining	Appraising	Detecting	Wiki building
Highlighting	Contrasting	Implementing	Advertising	Experimenting	Writing
Memorizing	Commenting	Sketching	Dividing	Grading	Filming
Networking	Journaling	Experimenting	Deducting	Hypothesizing	Programming
Searching	Interpreting	Hatching	Distinguishing	Measuring	Simulating
Identifying	Grouping	Interviewing	Illustrating	Moderating	Role Playing
Selecting	Interfering	Painting	Questioning	Posting	Solving
Tabulating	Estimating	Preparing	Structuring	Predicting	Mixing
Duplicating	Extending	Playing	Integrating	Rating	Facilitating
Matching	Gathering	Integrating	Attributing	Reflecting	Managing
Bookmarking	Exemplifying	Presenting	Estimating	Reviewing	Negotiating
Bullet-pointing	Expressing	Charting	Explaining	Editorializing	Leading

Presented verbs were not used literally in some cases, however still were very helpful to distinguish the difference between planned levels.

Criteria in the Civic Competence Framework

Implementation of Bloom's Taxonomy to the proposed structure of the rubrics, supported by the clear understanding of the final goal, enabled the researchers to start working on the criteria.

In the beginning, some supportive example was provided:



Topic	Level 1 - beginner level (acquire, explain) - directed towards the self	Level 2 – intermediate level (apply in action) - directed towards the self	Level 3 – leadership level (educate, disseminate) - directed towards the others
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As visible: level 1 and 2 were thought to be relevant for self-development as an active citizen. Level 3 was designed for those who are leaders and are able to educate, lead, coordinate, or include others in the various civic processes.

In the end, in order to create the most relevant and objective criteria we decided to involve a group of 20 stakeholders in the field of youth civic development.

Among them were youth, youth leaders, youth NGO representatives, teachers, youth workers, non-formal educators, methodologists, psychologists, journalists, civic society experts, public workers and politicians.

The tool goes beyond traditional assessment methods, providing educators with a more nuanced and insightful way to understand youth capabilities. By defining specific criteria and performance indicators, assessment becomes more objective and standardized, reducing potential bias and ensuring consistency in assessments. Additionally, rubrics help make the evaluation process transparent and easy to communicate.

Furthermore, the tool allows for tracking the development of competence over time. Regular and systematic assessments enable educators to observe the growth and improvement in youth abilities, which is particularly vital for identifying areas that need further support and intervention. This tracking aspect of the rubrics also promotes a growth mindset among young people, as they can witness their progress and accomplishments, motivating them to strive for continuous improvement. Throughout the expert meeting, considerable emphasis was placed on ensuring that the curated list of components was culturally sensitive and contextually relevant. The diverse backgrounds and experiences of the experts enriched the discussions and contributed to a more holistic and inclusive approach to civic competencies.

Altogether, experts provided a list of criteria for each of the competence elements.

each of the 60 elements of the Civic Competence received three levels and at least one criterion per level. Some of the levels were described by several criteria. Further work was focused on merging and erasing not necessary material and repetitive elements. It was very challenging to present the Rubric in a way accessible to also the final recipients - the youth. That’s why all elements were several times reviewed and customized to the form which would be more “youth-friendly”.

However, it should be emphasized that to ensure accurate implementation, it is important that the tool be used by educators who regularly accompany young people. Diagnosis should be based on careful observation of specific youth behavior.

The full Rubric of the Framework is added as Attachment 1 and it is an inseparable part of this publication.



2.4 SELF-ASSESSMENT DIGITAL TOOL

Recognizing the importance of fostering self-awareness and autonomy in young people, a simple interactive tool called Assessment of the Civic Competences level for youth has been carefully designed and developed to enable self-assessment. This youth-friendly version is designed to enable young people to play an active role in assessing their own growth and development in civic competence. By providing youngsters with a tool that encourages introspection and self-reflection, the experts aim to cultivate a sense of ownership and responsibility for their own educational journey.

Project experts concluded that the best way for self-assessment will be to use Likert Scale with unified reactions (each statement has the same reactions possible).

Possible reactions to the statements are:

1. I strongly disagree
2. I rather disagree
3. I neither agree nor disagree
4. I tend to agree
5. I strongly agree

After conducting a thorough examination of the existing assessment tools and solutions, the consortium decided to implement an alternative solution. With usage of one of the existing “presentation software” and anchor a Model of Assessment dedicated for this project, developed by **Michał Pietrzok**.

L2-1					L2					L2+1				
					L2									
					1	2	3	4	5					
					L1	L2-1	L2	L2+1	L3					
L2-1					L2					L2+1				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
L1+2	L2-2	L2-1	L2	L2+1	L2-2	L2-1	L2	L2+1	L2+2	L2-1	L2	L2+1	L2+2	L3-2
L2-1					L2					L2+1				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
L1+2	L2-2	L2-1	L2	L2+1	L2-2	L2-1	L2	L2+1	L2+2	L2-1	L2	L2+1	L2+2	L3-2
L2-1					L2					L2+1				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
L1+2	L2-2	L2-1	L2	L2+1	L2-2	L2-1	L2	L2+1	L2+2	L2-1	L2	L2+1	L2+2	L3-2

Fragment of the Assessment Model used in the IT tool.

The model itself contains 18 statements, one from 18 different elements of competence.



Those 18 elements were chosen by the project experts as mostly relevant and important for young people to become active citizens.

The first statement that appears in the tool is the level 2 criterion from one of the competence elements. Reaction for the statement brings the user to another statement based on his/her previous reaction.

As on the screen, Reaction “1 - I strongly disagree” will bring the user to the 2nd statement L1 - which means that it will be level 1 criterion from the 2nd chosen statement. Reaction “2 - I rather disagree” would bring the user to the 2nd statement L2-1 - which means that it would be the same competence element but a different criterion. Additionally “-1” in the model means that the current score of the user is 1 point under level 2.

A scale of 15 points was implemented to the assessment, 5 points for each of the levels. It allows in the end to get the evaluation in 7 different levels of Civic Competence Efficiency.

The evaluation itself was planned as one of the expected outcomes. Users should most of all raise their own awareness about the elements of civic competence and about their own shortcomings in the various civic activities.

Also, the decision was to avoid a very strict rating of users on the 7-grade scale. The evaluation is mainly descriptive. In order to “soften” the feedback given from this IT tool, another feature was included - every user, besides the mentioned descriptive evaluation, is able to get another - through a humorous metaphoric connection with medieval figures and funny, short descriptions. The grade number is not revealed to the user. However, during the educational event, it's very easy to get the scores from participants while asking them what kind of character they became.

Grade 1/7: Outcast

Grade 2/7: Peasant

Grade 3/7: Squire

Grade 4/7: Merchant

Grade 5/7: Knight

Grade 6/7: Wizard

Grade 7/7: King



Wizard

**You're a master of magic,
with powers that awe and amaze.
You might not have a castle or an army,
but who needs those when you can
shoot fireballs out of your fingertips?**

In order to implement this solution technically, the presentation which allows us to go through the assessment has 256 slides in total. As a result - each user sees 22 slides to get the assessment result: 3 introducing slides, 18 assessment slides, 1 evaluation slide.

Testing Conclusions and Changes in the IT Tool



Few stages of testing were implemented during the development of the Assessment.

The first stage included reactions to all Competence elements. There were altogether more than 250 reactions necessary to accomplish the assessment. After this period, the consortium decided that it was necessary to simplify the way of assessing the efficiency of Civic Competence to make it more engaging and interesting for the youth as the final users.

It was the time when Digital Self-Assessment was designed and developed, answering for the needs of the 1st testing groups. Through the implementation of this digital solution, testing time was shortened from 90 to 10 minutes and user satisfaction grew reasonably.

The second round of testing focused on the usage of IT tools. After giving a chance for around 100 young people to get tested, the test result was that the scores received by the youngsters were very high. The developing team decided to change some UI details in the assessment to more neutral (the first version included faces connected with the range of the reaction, for example, sad face for level “1 - I strongly disagree”).

Also, statements were redesigned at this stage. It was inevitable that all statements were taken from the framework and were 100% the same, however, those simple sentences were not descriptive and detailed enough to allow the youth users to go deeper in their self-evaluation process. Therefore, it was decided to develop those sentences deeper.

For example the statement: “I take the initiative to raise the active participation of vulnerable groups in my society.” was redesigned into: “I take the initiative in my community to raise the active participation of vulnerable groups such as refugees, people with disabilities, LGBTIQ, religious and ethnic minorities, etc.”.

After the implementation of the described changes - the results reached by the users deteriorated a bit, which was the expected outcome.



Co-funded by
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**Assessment
of the civic competences level for youth**
developed under the Result 1 of the
Together for Dialogue project

CONTINUE >



EBAGEM
Engeli Olan Bireyler
ve Aileleri Gelişim
Merkezi Derneği



ECYC European Confederation
of Youth Clubs



BETEAUNA NATIONALA
A CONSILIILOR LOCALE
ALE TINERILOR
DIN MOLDOVA

AKTYVISTAI
ACTIVE PEOPLE ASSOCIATION
ACTIVISTS

First Page of the Digital Self-Assessment Tool

Integration of Chat GPT

With the advent of Chat GPT, an AI-based tool, researchers leveraged its capabilities for a reevaluation of the assessment components and its three-level structure. Chat GPT's language processing abilities facilitated a deeper analysis, resulting in potential refinements to enhance the assessment tool's accuracy and effectiveness.



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ATTACHMENT 1: CIVIC COMPETENCE FRAMEWORK FOR YOUTH

Elements of KNOWLEDGE in the Framework				
Nº	Topic	Level 1 - beginner (acquire, explain)	Level 2 – intermediate (in action)	Level 3 – Leadership/dissemination (train, disseminate)
1	Knowledge of the European common values and understanding of democratic processes	<p>I identify and describe a range of European common values.</p> <p>I understand the meaning of the term “democratic processes” and can identify some of them.</p>	<p>I analyze (understand) the purpose of the democratic processes and can reflect on the result of their functioning.</p> <p>I illustrate and evaluate the examples of the European common values.</p>	<p>I educate about the European common values and democratic processes.</p> <p>I aim to stimulate debate about European common values by creating a space for others to share their opinions and perspectives.</p>
2	Knowledge and understanding of civic space concept	<p>I know the meaning of civic spaces and recognize their different types</p> <p>I understand the basic characteristics of the civic spaces</p>	<p>I know how to function in civic spaces.</p> <p>I can evaluate the impact of civic spaces.</p> <p>I can identify the correlations between different actors in civic spaces.</p>	<p>I know how to involve others in the creation and development of civic spaces.</p> <p>I raise the importance and need of civic spaces.</p>



3	Knowledge about current & historical socio-political situations	<p>I know the main historical and socio-political events for my society.</p> <p>I'm interested in the current socio-political situation.</p>	<p>I understand the consequences of the historical and socio-political events.</p> <p>I can define the links between historical events and the current socio-political situation.</p>	<p>I inspire others to assess different points of view for specific socio-political events.</p>
4.	Knowledge and understanding of the theories, models, and existing practices of youth participation in decision-making	<p>I know the decision-making processes.</p> <p>I can bring some examples of good practices for youth participation.</p>	<p>I understand and can explain the importance of youth participation in the decision-making processes.</p> <p>I can identify different levels of youth participation in decision-making processes and provide examples of good practices.</p> <p>I know how to get involved in the decision-making processes.</p>	<p>I inspire others to adapt and localize good practices of youth participation to their own reality.</p> <p>I lead some decision-making processes in my community and/or facilitate the involvement of youth in them.</p>
5	Understanding of the role of media in personal and social life and Knowledge of how to use the media and the Internet for civic purposes	<p>I know several media outlets and know how to distinguish different types of media.</p> <p>I know how to find information in various types of media.</p> <p>I know how to use the Internet for civic purposes.</p>	<p>I understand the role of the media in society and can analyze how the media influences my personal and social life.</p> <p>I can analyze different contexts of media publication.</p> <p>I know how to write/create content for a particular type of media.</p>	<p>I know how to lead the process of cooperation with the media within the group of young people.</p> <p>I facilitate learning processes of how to use the internet for civic purposes.</p>



6	<p>Knowledge of basic concepts and phenomena related to society + variety of cultures & religions</p>	<p>I know what society, culture, and religion are and can list the examples.</p> <p>I understand significant differences about core cultures and religions, know their core beliefs and fundamental principles.</p>	<p>I can structure differences and correlations between certain social and cultural groups.</p> <p>I know how to behave in a multicultural environment to not provoke conflicts and misunderstanding.</p> <p>I understand the concept of equality and how to react to all aspects of discrimination.</p>	<p>I raise awareness among members of my community on all aspects of discrimination.</p> <p>I spread knowledge about different cultures and religions.</p>
7	<p>Knowledge of basic concepts and phenomena related to support mechanisms of youth and volunteering</p>	<p>I know the concept of volunteering.</p> <p>I have the base knowledge about different support mechanisms for youth and know how to reach them.</p>	<p>I know how to apply for the support mechanisms for youth.</p> <p>I know where to find volunteering opportunities.</p> <p>I'm a conscious volunteer and I know what benefits I can get from volunteering.</p>	<p>I know how to engage others in voluntary activities.</p> <p>I spread information about the support mechanisms and opportunities for youth.</p>
8	<p>Knowledge how to communicate properly (verbally and nonverbally) in different situations,</p>	<p>I am familiar with different styles of communication.</p> <p>I understand the components of effective communication.</p>	<p>I know how to interpret verbal and non-verbal signals from others.</p> <p>I know how to minimize the negative effects of distractions in communication.</p>	<p>I know how to improve communication with others.</p> <p>I share my theoretical and practical knowledge about how to communicate properly.</p>



9	Knowledge and critical understanding of the self (strong/weak sides, personal identity...)	<p>I know my strengths and weaknesses.</p> <p>I know my roots and identity.</p>	<p>I know how to cope with my weaknesses and how to develop my strengths.</p> <p>I can explain which values and beliefs I stand for.</p>	<p>I know how to help others to identify and understand their identity.</p> <p>I know how to improve the strengths of others and help them to cope with their weaknesses.</p>
10	Knowledge on advocacy and Lobbying	<p>I know what advocacy and lobbying are</p> <p>I can enumerate the differences between advocacy and lobbying.</p>	<p>I can describe methods/strategies of advocacy and lobbying and explain the differences between them.</p> <p>I know how to cooperate and approach different stakeholders.</p>	<p>I know how to improve the understanding of others about advocacy and lobbying and how to make a choice between the strategies.</p>



Elements of SKILLS in the Framework				
Nº	Topic	Level 1 - beginner (acquire, explain)	Level 2 – intermediate (in action)	Level 3 – Leadership/dissemination (train, disseminate)
1	Ability to search, analyze and select information	<p>I can search for information needed for my work/studies using different sources.</p> <p>I can collect data through different methods (ex. brainstorming, desk research, etc.) and analyze their relevance.</p> <p>I can identify and distinguish between the information types I need.</p>	<p>I can categorize, link, organize, and correlate different pieces of information.</p> <p>I can question different sources of information and eliminate fake information.</p>	<p>I can transfer my knowledge on fact-finding and find-checking by giving concrete tools and methods to others.</p> <p>I can assess if selected information by others is reliable and analyzed and give feedback.</p> <p>I can facilitate processes focused on collecting, analyzing and categorizing information.</p>
2	Ability to distinguish a fact from an opinion	<p>I can understand the interpretations and opinions of different people presented and distinguish them from the facts.</p> <p>I can formulate statements based on concrete facts.</p>	<p>I can check the credibility to validate the information being used as facts.</p> <p>I can create statements integrating both facts and my point of view.</p>	<p>I can guide others in analyzing if the sources are credible or not.</p> <p>I can explain to others how to make a conclusion based on facts.</p>
3	Ability to draw conclusions	<p>I can summarize gathered information (ex. several opinions and resources) and based on that conclusion.</p>	<p>I can frame the issue and analyze and categorize the gathered information.</p> <p>I can present and explain conclusions to others.</p>	<p>I can debate and defend conclusions with others based on arguments.</p> <p>I can facilitate others and help them to draw their conclusions.</p>



4	Evaluation skills	I can organize the evaluation process for myself.	<p>I can identify indicators of success and evaluate something based on those criteria.</p> <p>I can estimate the results of certain planned actions.</p>	<p>I can facilitate the evaluation process for others.</p> <p>I can support others in the development of their evaluation skills.</p>
5	Ability to use different types of media (printed media, radio, TV, internet, etc.)	I can use several types of media in order to select the necessary information from them.	<p>I can determine which media types are more correct and objective.</p> <p>I am capable of adapting messages to fit the specificities of traditional and new media.</p>	<p>I can help others to use different types of media.</p> <p>I can collaborate via different types of media.</p>
6	Formulation of statements, including construction of arguments	I can formulate and express statements and arguments.	I can express myself in a way that others can understand me without any problems.	I can moderate others to formulate their statements and arguments.
7	Sharing understanding	I am able to freely express my thoughts and communicate when I do not understand something that another person in the group has said.	I can ask appropriate questions and paraphrase for clarification to bring an understanding of what others want to say	I can facilitate the understanding of others in the group



8	Active listening (including observing skills)	I'm able to maintain the rules of mutual respect in communication	I'm listening with engagement, confirmed by non-verbal means of expression; when asked to do so, I'm able to paraphrase the statements of other group members and identifies the main threads in them	I can encourage group discussion, allowing everyone to speak, and ensuring that participants do not interrupt one another
9	Making public statements and speaking	I can express my ideas clearly in front of any audience	I can maintain contact with the audience and focus on the message at the same time	I can evaluate the quality of one's speech I can train others in public speaking
10	Networking	I can recognize the benefits of the potential partners.	I can make allies and develop common strategies. I can choose and describe to potential partners the benefits of our cooperation.	I can involve partners and build a platform to cooperate and share strategies. I can initiate and develop a stable collaboration with the same partners in various initiatives.
11	Ability to influence others	I can recognize the people who are decision-makers in my society/community/reality.	I can articulate strong and solid arguments and statements for my position in oral and written form. I choose the right wording when speaking in meetings and with the decision-makers.	I can facilitate a group of young people for an advocacy campaign. I can support and consult others on how to influence.



12	Conflict resolution skills	<p>I can identify the causes of the conflict.</p> <p>I can recognize different types of conflict.</p>	<p>I can explain lessons learned from the conflict to all the parties.</p> <p>I'm able to prevent the escalation of the conflict.</p> <p>I can use different methods of conflict solving / conflict management/conflict resolution.</p>	<p>I can facilitate the others to deal with the conflict and find a common resolution.</p> <p>I'm able to provide mediation in the conflict of other parties.</p>
13	Taking action to achieve synergies	<p>While performing a task, I can use the knowledge and skills of others if support is needed</p>	<p>I can assess myself to point out my own strong sides and weaknesses</p> <p>I can choose tasks according to my strengths and if necessary, explain my difficulties</p>	<p>I care for everyone in the group; offer support to others in completing tasks when perceiving the need to do so</p> <p>In a teamwork, I can facilitate the others according to their strengths and weaknesses</p>
14	Ability to deal with multicultural groups	<p>I can understand people's culture (affiliations, standings, environment)</p>	<p>I can adapt and integrate myself to cultural differences in teamwork / working together</p>	<p>I can organize social events for multicultural groups</p> <p>I can facilitate work in the multicultural environment</p>
15	Ability to give and receive feedback	<p>I can give simple feedback to people in the group, which can indicate the positive aspects of cooperation.</p> <p>I can accept feedback received from others and use it for my own development</p>	<p>I can give feedback to people in the group, indicating the positive aspects of cooperation and the difficulties encountered</p> <p>I can evaluate my feedback to other people and evaluate when others give feedback to me.</p>	<p>I can educate others to formulate and receive feedback</p>



16	Ability to engage effectively with others in common interests	I can be involved together with others for common interests	I can engage in common work with others and actively participate in solving common problems.	<p>I can promote the benefits of engaging others effectively for common interest</p> <p>I can lead the process of engaging the others to work cooperatively on common problems</p>
17	Ability to mobilize others	I'm able to mobilize people around me to work together on some short-term goal	I have experience mobilizing others and taking initiative to achieve goals, and I can provide examples of these actions	I can facilitate other leaders to mobilize groups.
18	Risk assessment skills	I can choose/select the appropriate measures for risk assessment	I can organize the process of risk assessment	I can educate others to choose and use the appropriate measures for risk assessment
19	Coordination skills	I can set the plan for the coordination of the event or project	I have coordinated of different projects and initiatives	<p>I can disseminate knowledge and experience in coordination, with usage of various useful tools</p> <p>I can lead a group of coordinators</p>
20	Ability to take initiative	I can take initiative in situations when it is needed	I willingly take initiative in different situations	I encourage and support others to be proactive



21	Understanding and analyzing the problem	I can recognize and define the facts of the problem and consult each faction involved	<p>I can verify and identify the causes of the problem and specify the underlying causes.</p> <p>I can use various tools to explain a problem from multiple perspectives (e.g. analogies, metaphors, visualizations)</p> <p>I can operationalize the problem by indicating the various elements of the solution: concerned group, context, possible outcomes</p>	I can moderate the process of choosing the tools and strategies for analyzing problems by group of young people
22	Use of different methods of reasoning (e.g. inductive and deductive)	I can formulate a list of questions about the problem posed	<p>In proposing solutions, I can take into consideration different perspectives for understanding the problem</p> <p>I can use a variety of strategies (methods) to solve the problem and selects them according to the problem's specificity and context</p>	<p>I can create environment in which others can work to find solutions to problems that are relevant to them</p> <p>I can show others which problem-solving strategies (methods) can be applied to different types of problems</p>
23	Designing, implementing, and evaluating solutions	<p>I takes action to solve the problem according to a plan defined by someone else</p> <p>I take action to solve the problem according to a plan defined by someone else.</p>	<p>I generate a wide variety of ideas on how to solve the problem, then independently plan actions to solve it and implement this plan, dealing with difficulties as they arise.</p> <p>I can evaluate the effectiveness of the solutions adopted.</p>	<p>I'm sharing with others problem-solving strategies.</p> <p>I moderate the process to find the most appropriate solutions in a given context.</p>



24	Decision-making skills	I make intuitive decisions based on the available data.	<p>I analyze situations comprehensively to arrive at the best solution.</p> <p>I anticipate potential problems, assess risks, and weigh alternatives to come up with the best decisions.</p>	<p>I share decision-making strategies with others and provide examples of implementations.</p> <p>I can help others build their own decisionmaking strategy for a particular issue.</p>
25	Ability to assess the quality of my own work	I'm able to assess the quality of my work objectively	I make a complex analysis of the effects of my own work based on self-developed criteria	I can facilitate others the measures of one's work self-assessment
26	Ability to reflect on the own behavior	I can select/choose the proper tools to reflect my own behavior	I can select/choose the proper tools to reflect my own behavior and learn from the experience	<p>I can facilitate others to reflect on their behavior</p> <p>I can educate others to reflect on their behavior</p>
27	Ability to set goals and plan	I can define my goals	<p>I can define my goals and make their implementation plan</p> <p>I know how to effectively plan and take appropriate actions to get things done.</p>	<p>I can support others to set their own goals and plan how to achieve them</p> <p>I can educate others to choose the proper measures of planning</p>
28	Ability to accomplish learning tasks independently or in cooperative learning	I'm using simple memory-based learning strategies to acquire new knowledge	<p>I select and try out a variety of learning techniques, based on their relevance to the chosen objective, their effectiveness, and my own preferences</p> <p>I analyze my own mistakes and conclude further learning</p> <p>I can learn in collaboration with others</p>	<p>I create space for collaborative learning and help others to learn effectively</p> <p>I show how to use one's own mistakes to improve one's skills</p>



29	Having resilience skills	I can withstand life's challenges and bounce back.	I can develop resilience with patience, optimism, gratitude, acceptance, kindness, a sense of purpose, forgiveness, and connection.	I have the ability to assist others in developing their resilience skills, which can help them bounce back and stay strong in challenging situations.
30	Having emotional literacy	I can recognize and express my emotions and feelings.	<p>I can understand, handle and appropriately explain emotions using speech and other forms of communication.</p> <p>I can develop emotional intelligence with self-awareness, self-regulation, and empathy.</p>	<p>I can identify and label feelings in others.</p> <p>I can listen to others and empathize with their emotions.</p>
31	Coping with ambiguity	I have the ability to handle and deal with risky and uncertain situations.	<p>I can adapt to changes and learn how to effectively cope with uncomfortable situations, stress, or anxiety.</p> <p>I have an adaptable and flexible attitude and am able to remain calm even in the most uncomfortable and uncertain situations.</p>	I have the ability to support others in taking risks, stepping out of their comfort zones, and facing situations that may not have clear answers or outcomes.



Elements of ATTITUDES in the Framework				
Nº	Topic	Level 1 - beginner (acquire, explain)	Level 2 – intermediate (in action)	Level 3 – Leadership/dissemination (train, disseminate)
1	Commitment to the equality in rights for civic, social, political participation of all community members without any exception.	I believe in equal rights for all groups in my community to participate in social civic and political life.	I take the initiative to raise the active participation of vulnerable groups in my society.	I contribute to raising the consciousness of society about equal rights for all groups.
2	Interest and desire given to engagement in all forms of decision-making.	I believe in the importance of youth active participation in decision-making processes.	As a young citizen, I take part in decision-making processes at local and/or national levels.	I support young people to participate actively in decision-making processes at local and/or national levels.
3	Concern for the environment and willingness to action	I am aware of and personally consider environmental issues.	I participate actively in civil actions/initiatives / organizations in the field of environment and sustainability.	I run awareness-raising activities on environmental issues for the people in my society.
4	Belief in the importance of youth participation for a sustainable democratic culture.	I value the importance of youth participation for the sustainability of the democratic culture via the next generations.	I take part in actions/initiatives which contribute to the involvement of young people in civic actions.	I contribute to raising awareness in all societies about the importance of youth participation for the sustainability of the democratic culture.



5	Respect for human rights, human dignity, and the rule of law as a principle of democracy	I understand and respect human rights, human dignity, and the rule of law and apply the principles in everyday life.	I take part in activities devoted to the promotion of human rights, human dignity, and the rule of law.	I guide other people to take part in activities devoted to the promotion of human rights, human dignity, and the rule of law.
6	Interest in political and socioeconomic developments	I am interested in political and socioeconomic developments.	I stand for and contribute to political and socio-economic development.	I encourage other people to contribute to the improvement of political and socioeconomic developments.
7	Awareness of clear civic position about the importance of voting	I am aware of the importance of voting and am ready to take action	I always vote or have a clear civic position about elections	I influence other people to become aware of their civic position and encourage them to express it.
8	Awareness of the law of reason and consequences	I am aware of the Law of reason and consequences. I adopt the rule of law principle	I take part in civic actions about the law of reason and consequences	I organize/lead/run awareness-raising activities/training awareness of others about the law of reason and its consequences
9	Defend my rights and responsibilities as a citizen	As a Citizen, I am aware of my rights and responsibilities, and ready to defend my rights.	I am defending both my and others' rights. I take action if there is a violation of my rights	I am motivating and engaging others to defend their rights as citizens, and in case of need I'm offering support and guidance
10	Awareness of one's sense of community	I have a sense of community and I feel readiness to take action for my community	I am taking part in several activities for community development	I work for raising awareness of others' sense of community
11	Sense of solidarity	I have a sense of solidarity and an interest in developing it with different groups	I take part in various actions in solidarity with different groups in my community	I am encouraging others to be involved in solidarity activities and projects



12	Openness for all kinds of diversity	I am open-minded and accepting of all kinds of diversity.	I promote all kinds of diversity and stand for the rights of all community members.	I motivate others to accept all kinds of diversity of all community members and promote it themselves.
13	Openness for ambiguity and change	I am an open person for the change and ambiguity and ready to deal with it	I am easily accepting and deal with ambiguity and change	I encourage others to be open to ambiguity and change
14	Internalization of the culture of peace and non-violence.	I believe in the characteristics of a culture of peace and non-violence, and I always act and behave accordingly.	I can contribute to the culture of peace and non-violence by organizing and leading a constructive discussion about peace and non-violence.	I support other people's self-development in the field of culture of peace and non-violence.
15	Open-minded for listening and accepting the desires and beliefs of others	I believe in the freedom of speech and the individual rights of people to express their thoughts, beliefs, and desires.	I actively listen to everybody's thoughts even though I disagree with the expressed ideas.	I encourage others to listen and accept other people's opinions, desires, and beliefs.
16	Responsibility in actions	I feel responsible for the civic actions, of which I am a part.	I don't hesitate to take initiative and responsibility for civic actions if needed.	I encourage and offer support to others to take responsibility for civic actions.
17	Self-efficacy	I am aware of my capacity and ready to take action.	I take action effectively to reach civic goals.	I contribute to building the self-efficacy of others by encouraging them and offering support.
18	Responsibility for one's own learning process and also for the learning process of others	I know what my learning style is and can use it efficiently during my learning.	I can organize and evaluate my learning process.	I can facilitate/moderate the learning process of others.



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19	Growth mindset	I believe in the importance of change and the development of my perspective, abilities, and behaviors over time.	I actively engage in and search for the learning opportunities available, and I am involved in the lifelong learning process.	<p>I help others understand the importance of having a growth mindset and support the internalization of the concept.</p> <p>I organize and facilitate training and events to raise awareness about the growth mindset.</p>
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ATTACHMENT 2: SELF-ASSESSMENT OF THE CIVIC COMPETENCE LEVEL FOR YOUTH

As a digital tool, assessment can be found on the project webpage:

www.civicomp.eu under the button: ASSESSMENT.