

Institution: University of Surrey		
Unit of Assessment: 23 Education		
Title of case study: Promoting the democratic and intercultural competences of young people through education		
Period when the underpinning research was undertaken: 2000 - 2012		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s): Professor Martyn Barrett	Role(s) (e.g. job title): Professor of Psychology Emeritus Professor	Period(s) employed by submitting HEI: April 1993 – August 2012 August 2012 - present
Period when the claimed impact occurred: August 2013 – December 2020		
Is this case study continued from a case study submitted in 2014? N		
1. Summary of the impact (indicative maximum 100 words) <p>Barrett's research at Surrey on young people's intercultural and citizenship competences influenced the contents of the Council of Europe's <i>Reference Framework of Competences for Democratic Culture (RFCDC)</i>, which offers an innovative approach to citizenship education. The RFCDC was endorsed unanimously by the Ministers of Education of the 47 member states of the Council of Europe in 2016. By 2019, it was already being implemented in the national education systems of 17 European countries. The RFCDC also impacted on the assessments of global competence that took place in 66 countries in the OECD's <i>Programme of International Student Assessment (PISA)</i> in 2018.</p>		
2. Underpinning research (indicative maximum 500 words) <p>Barrett researched the development of children's and adolescents' <i>attitudes to national and ethnic groups</i> from the mid-1990s until 2012. A distinctive feature of this research was the employment of a cross-national comparative approach that was applied in two transnational research projects funded by the European Commission, both of which were led by Barrett. Previous research emphasised universal patterns in the development of national and ethnic attitudes. By contrast, these projects investigated the development of attitudes in 6- to 15-year-olds living in England, Scotland, Andalusia, Catalonia, Basque Country, Italy, Russia, Ukraine, Georgia and Azerbaijan, and they revealed pervasive variability in the development of national and ethnic attitudes, with patterns of development varying according to the political and national contexts in which children live, their ethnicity, their use of language in the family home, and their language of schooling. Drawing this body of research together, Barrett [R1] argued that historical, economic, political, social, familial, educational, media, cognitive, affective and motivational factors are all jointly responsible for this developmental variability, and he proposed an integrative multi-level model to explain the observed variability.</p> <p>In 2006, <i>Barrett was invited by the Council of Europe</i> (the guardian of human rights, democracy and the rule of law in Europe) to advise on the development of new educational tools for promoting young people's intercultural competence and their ability to interact respectfully with others across national and ethnic group boundaries. This work involved the development of new models of <i>intercultural competence</i>, which informed the design of the educational tools (e.g., Byram et al., 2009 [R2]) and underpinned <i>recommendations for teachers</i> on suitable pedagogical practices for promoting the intercultural competence of learners [R3].</p> <p>In a second independent line of research, conducted from 2009-12 and also funded by the European Commission, Barrett led a multinational research project (the PIDOP Project) which examined the factors influencing <i>democratic engagement and participation</i> in nine European</p>		

countries – Belgium, Czech Republic, England, Germany, Italy, Northern Ireland, Portugal, Sweden and Turkey [R4]. The European Commission was concerned to understand political apathy and alienation from conventional politics among European citizens. The project examined the macro-level contextual factors (including historical, political, electoral, economic and policy factors), proximal social factors (including familial, media and educational factors) and psychological factors (including motivational, cognitive, attitudinal and identity factors) that impact on democratic engagement. The project focused on the psychological processes through which macro-level contextual factors and proximal social factors affect citizens' civic and political engagement. The findings were used to develop policy recommendations for ministries of education, education professionals and schools on how to promote citizen's democratic engagement. In addition to leading the project, Barrett's own distinctive contributions were the development of an integrative multi-level process model of young people's civic and political engagement and participation (used to guide the statistical analysis of large-scale survey datasets and to interpret the empirical findings that emerged from the project) [R5], and the development of the policy recommendations [R6].

3. References to the research (indicative maximum of six references)

The high quality of the research is evidenced through its publication by leading international publishing companies, the Council of Europe, and the associated peer-reviewed competitive grant funding.

[R1] Barrett, M. (2007). *Children's Knowledge, Beliefs and Feelings about Nations and National Groups*. Hove: Psychology Press. [Book, <https://www.routledge.com/Childrens-Knowledge-Beliefs-and-Feelings-about-Nations-and-National-Groups/Barrett/p/book/9780415646512>]

[R2] Byram, M., Barrett, M., Ipgrave, J., Jackson, R. & Méndez García, M.C. (2009). *Autobiography of Intercultural Encounters*. Strasbourg, France: Council of Europe Publishing. [Educational tool for use by practitioners, <https://www.coe.int/en/web/autobiography-intercultural-encounters>]

[R3] Barrett, M., Byram, M., Lázár, I., Mompoin-Gaillard, P. & Philippou, S. (2013). *Developing Intercultural Competence through Education*. Strasbourg, France: Council of Europe. [Policy document prepared for the Council of Europe High-Level Conference on "Competences for a Culture of Democracy and Intercultural Dialogue: A Political Challenge and Values", 7th-8th February 2013, Andorra La Vella, Andorra, https://www.academia.edu/3150166/Developing_intercultural_competence_through_education, subsequently published in book format (2014), <https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi3.pdf>]

[R4] Barrett, M. & Zani, B. (Eds.) (2015). *Political and Civic Engagement: Multidisciplinary Perspectives*. London: Routledge. [Book based on the outputs of the PIDOP Project, <https://www.routledge.com/Political-and-Civic-Engagement-Multidisciplinary-perspectives/Barrett-Zani/p/book/9780415704687>; see also <https://pidop.surrey.ac.uk/>]

[R5] Barrett, M. (2015). An integrative model of political and civic participation: Linking the macro, social and psychological levels of explanation. In M. Barrett & B. Zani (Eds.), *Political and Civic Engagement: Multidisciplinary Perspectives* (pp. 162-187). London: Routledge. [Chapter in edited book, <https://www.routledge.com/Political-and-Civic-Engagement-Multidisciplinary-perspectives/Barrett-Zani/p/book/9780415704687>]

[R6] Barrett, M. & Garbin, D. (2015). The recommendations for policy, practice and intervention which emerged from the PIDOP Project. In M. Barrett & B. Zani (Eds.), *Political and Civic Engagement: Multidisciplinary Perspectives* (pp. 535-548). London: Routledge. [Chapter in edited book, <https://www.routledge.com/Political-and-Civic-Engagement-Multidisciplinary-perspectives/Barrett-Zani/p/book/9780415704687>]

Key research grants

European Commission (FP4), International Association for the Promotion of Cooperation with Scientists from the New Independent States of the Former Soviet Union (INTAS), €80,000 (1998-2001), M. Barrett, PI and Project Director, "*The Development of National, Ethnolinguistic and Religious Identity in Children and Adolescents Living in the New Independent States*", Project No. [IC-INTAS-1997-01363](https://cordis.europa.eu/project/id/INTAS-1997-01363). For further information, see: <https://cordis.europa.eu/project/id/INTAS-1997-01363>

European Commission (FP7), Socio-economic Sciences and Humanities, €1,499,839 (2009-2012), M. Barrett, PI and Project Director, "*Processes Influencing Democratic Ownership and Participation (PIDOP)*", Project No. [FP7-SSH 225282](http://www.fahs.surrey.ac.uk/pidop/), see <http://www.fahs.surrey.ac.uk/pidop/>

4. Details of the impact (indicative maximum 750 words)

In 2013, *Andorra* held the Chairmanship of the *Council of Europe (CoE)*. Andorra made education the priority of its political and policy programme, contending that the fragmentation of the Council's work on human rights education, education for democratic citizenship and intercultural education was undermining the CoE's role as guardian of human rights and democracy within Europe. Andorra proposed that an integrated reference framework should be developed, to enable teaching and learning in schools to be harnessed more effectively for promoting the democratic and intercultural competences of young people. A strong political will to pursue this objective was agreed by the member states. An expert group to develop the framework was established in December 2013, and *Barrett was invited to be a member of the group*.

The first task was to develop a conceptual model of the democratic and intercultural competences that learners need to acquire through schooling. *Barrett took the lead role* in developing the model and is credited as *the main author* of the resulting publication (Council of Europe, 2016 [I1], see p. 75). The model specifies 20 competences which learners need to acquire in order to act as effective democratic citizens within culturally diverse societies and be resilient to misinformation, propaganda and radicalisation. *The publication draws on and includes explicit references to Barrett's previous research (see [I1], references 4, 5, 6, 7, 17 and 18 on pp. 59-60, and the third and fourth references on p.71).*

This publication was showcased to the *Ministers of Education of the CoE's 47 member states* at the *25th Standing Conference of Ministers of Education* in April 2016, at the end of which the Ministers issued a *Final Declaration* endorsing the Framework and requesting the CoE to assist member states in implementing it in their national education systems [I2]. The Framework also became a core component of the CoE's *Action Plan on the fight against violent extremism and radicalisation leading to terrorism* [I3] and was endorsed by the *Parliamentary Assembly of the Council of Europe* [I4].

From 2016-18, further development work on the Framework continued *under the leadership of Barrett*. This involved validating descriptors (i.e., indicators) for the 20 competences and writing guidance on how to implement the Framework in national education systems. The guidance covers curriculum, pedagogy, assessment, teacher education, the whole-school approach, and building resilience to radicalisation through education.

The resulting *Reference Framework of Competences for Democratic Culture (RFCDC)* [I5] was launched at the *Conference of the Danish Chairmanship of the Committee of Ministers* in April 2018 [I6]. At this conference, a new *Education Policy Advisers Network (EPAN)* was also launched, with Barrett taking on the role of *lead expert on assessment*. The mandate of EPAN is *to support the integration of the RFCDC into the education systems of the CoE's member states*.

In April 2019, EPAN conducted a survey of member states, to ascertain the extent to which the RFCDC was being implemented. The returns revealed that *the RFCDC was being implemented in the national education systems of 17 countries, thereby maximising its impact and uptake by schools in these countries* – Andorra, Azerbaijan, Belarus, Belgium (French-speaking community), Cyprus, Finland, Greece, Italy, Latvia, Moldova, Montenegro, North Macedonia, Portugal, Romania, San Marino, Serbia and Ukraine [I7].

In November 2018, the CoE also launched a *Democratic Schools Network*, which individual schools in member states may join by signing a democratic schools pledge and implementing an RFCDC-based project. In November 2020, the DSN website revealed that, in addition to the 17 countries which are officially implementing the RFCDC, there are schools in *a further 15 countries* that are, on their own initiative, implementing an RFCDC-based project – Bosnia and Herzegovina, Bulgaria, Croatia, France, Georgia, Germany, Ireland, Lithuania, Malta, Netherlands, Norway, Poland, Russian Federation, Turkey, United Kingdom [I8].

In addition, the RFCDC was incorporated into the conceptual framework guiding the assessment of *global competence of 15-year-old students* in the OECD's *Programme for International Student Assessment (PISA) in 2018* [I9], see acknowledgement of the RFCDC, footnote 2, p.12). *This framework was finalised by an expert group chaired by Barrett ([I10], p.7)*. In this assessment, the global competence of 511,883 15-year-olds in 66 countries was assessed. The findings, published in October 2020 [I10], reveal how curricula, learning activities, school characteristics and teacher education are all related to the global competence of secondary school students.

5. Sources to corroborate the impact (indicative maximum of 10 references)

[I1] Barrett, M. (2016). *Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies*. Strasbourg: Council of Europe Publishing. <https://rm.coe.int/09000016806ccc07> [Also available in [Czech](#), [French](#), [Georgian](#), [German](#), [Greek](#), [Russian](#), [Spanish](#), [Turkish](#) and [Ukrainian](#), with the *Executive Summary* available in [English](#), [Albanian](#), [Armenian](#), [Bosnian](#), [Croatian](#), [Dutch](#), [Estonian](#), [Finnish](#), [French](#), [Georgian](#), [German](#), [Italian](#), [Norwegian](#), [Portuguese](#), [Russian](#), [Serbian](#), [Slovenian](#), [Spanish](#) and [Turkish](#).]

[I2] Council of Europe (2016). *Final Declaration on the Conference Theme. 25th Session of the Council of Europe Standing Conference of Ministers of Education 'Securing Democracy through Education: The Development of a Reference Framework of Competences for Democratic Culture', Brussels, 11-12 April 2016*. Strasbourg: Council of Europe. <https://rm.coe.int/declaration-finale-de-la-conference-permanente-du-conseil-de-l-europe-16806b9405>

[I3] Council of Europe (2015). *The Fight against Violent Extremism and Radicalisation leading to Terrorism - Action Plan*. Committee of Ministers, Document CM(2015)74-addfinal. Strasbourg: Council of Europe. https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805c3576

[I4] Parliamentary Assembly of the Council of Europe (2016). *Towards a Framework of Competences for Democratic Citizenship*. Resolution 2104 (2016). Strasbourg: Council of Europe. <https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=22704&lang=en>

[I5] Council of Europe (2018). *Reference Framework of Competences for Democratic Culture* [3 volumes]. Strasbourg: Council of Europe Publishing. <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/rfcdc-volumes> [Also available in [French](#), [Georgian](#), [Macedonian](#), [Romanian](#) and [Ukrainian](#), with Volume 2 available in [Albanian](#), [Portuguese](#) and [Slovak](#).]

[I6] Council of Europe (2018). *"Democratic culture – from words to action". Council of Europe Conference of the Danish Chairmanship of the Committee of Ministers, Copenhagen, 23-24 April*

2018, *Concept and Programme*. Strasbourg: Council of Europe. <https://rm.coe.int/-democratic-culture-from-words-to-action-counci-of-europe-conference-o/16807bbbf4>

[I7] Council of Europe (2019). *Collated returns from the EPAN survey on implementation strategies and actions related to the Reference Framework of Competences for Democratic Culture (RFCDC)*. Strasbourg: Council of Europe. (PDF)

[I8] Council of Europe (2020). *Democratic Schools Network: School Projects*. <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/schools-projects>

[I9] OECD (2018). *Preparing our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework*. Paris: OECD. <http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

[I10] OECD (2020). *PISA 2018 Results, Volume VI – Are Students Ready to Thrive in an Interconnected World?* Paris: OECD. <http://www.oecd.org/pisa/publications/pisa-2018-results-volume-vi-d5f68679-en.htm>