

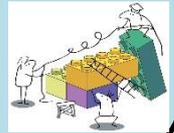
## About us

- Activities about / for /through democracy
- Based in Switzerland

**demokrative**  
Initiative für Politische Bildung

## RF CDC Implementation Project I

- Building blocks of democracy
- Guided learning modules: democratic principles and (value) controversies
- RF CDC based evaluation



## NECE FOCUS GROUP: COMPETENCES FOR DEMOCRATIC CULTURE (RF CDC)

- Demogames
- Analog and Digital Game-Based-Learning Tools for Youth Work
- E+ project 2019-2022



## RF CDC Implementation Project II

- Lessons learnt
- Added value of RF CDC
- Limitation of RF CDC in the respective context
- Preliminary conclusions

## RF CDC focus group reflections

**NECE online conference, 6th of Nov 2020**

presentation by Rebecca Welge, Demokrative [welge@demokrative.ch](mailto:welge@demokrative.ch)

# demokrative

Initiative für Politische Bildung

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## **Demokrative**

### **- Initiative for Civic Education**

is a non-partisan and non-profit association based in Bern, Switzerland.

## Demokrative

- initiates and promotes civic education for different target groups;
- promotes the scientific monitoring of civic education programmes;
- fosters national and international exchange with actors and providers of civic education.

Democracy is challenging for citizens. Civic education gives citizens the knowledge, skills and attitude to cope with it.

We foster interactive learning environments, experiential learning and exchange between different professional fields.





# Demokratiebausteine

(German for 'building blocks of democracy')

*A teaching concept that can be transferred to various topics, and specific instructor-led learning modules in which young people deal interactively with fundamental values and conflicting goals in democracy.*

**Concept & implementation by  
Dr. Rebecca Welge and Dr. Sabine Jenni**



DEMO  
GAMES

# DEMOGAMES

(E+ Analog and Digital Game-Based-Learning  
Tools for Youth Work)

*Game-based learning tools for democracy education in youth work to empower young citizens to acknowledge their own value as well as the value of participation in political processes.*

**Consortium of partner organizations:**  
GIGA, Demokrative, DARE, CGE, DA2, IIT

## ► DEMOGAMES ◀

- field of **non-formal education**
- target group young adults, 18-24 years old
- with or without pre-knowledge about democracy, its processes, values and principles
- enable young people to reflect on different meanings and values of democracy
- provide tools to playfully learn about, for, and through democracy

## ► Demokratiebausteine ◀

- mainly, but not exclusively, **secondary school formal education**
- teenagers (> 12 years) and young adults (workshop participants)

Indirect target groups:

- teachers, youth workers, trainers (in contact with facilitators)
- researchers (involved in design and development of material)
- school workshops with democracy building block modules (DE/EN/IT)

**Focus & Target Group(s)**



## ► DEMOGAMES ◀

- RFCDC was used to systematically select game ideas for the main outcome of DEMOGAMES, the “democracy game box”
- RFCDC is one major reference in the process of game development
- design and feedback survey on game ideas included section on integration of RFCDC competences in the game play process
- reasoning how the game (idea) relates to the RFCDC competences in the dimensions of values, attitudes, skills, and knowledge and critical understanding

**RFCDC in  
projects**

## ► Demokratiebausteine ◀

- re-planning and adjusting the workshop evaluation using RFCDC dimensions and descriptors
- competence-orientated civic education
- workshop evaluation & target group feedback to ensure high-quality output
- interested in participants being able to reflect upon their (non)democratic values and attitudes, train (new) skills and deepen their knowledge
- Integration of RFCDC descriptors and the components of the CDC model in the evaluation questionnaires  
Self-reflection of participants



## ► DEMOGAMES ◀

### EXAMPLE description of RFCDC-based game designs (I):

The game (prototype) **DEMODICE** triggers and guides the imagination and story-telling of players regarding democracy, by using combination of specific symbols on the dice. The standard set includes 9 democracy-dice: three dice directly relate to key dimensions of democracy as a political system (participation, rule of law, human rights), three dice relate to individuals and interactions (actors, intentions, power-relations), three dice relate to anchors and context (locations, policies, challenges). Additional special dice can be used to focus on a specific subject (sustainability, covid-19 pandemic, ...). Telling a story, players share their personal experience within (non)democratic situations and context settings, which links to different RFCDC key competences, including **critical knowledge about the self**. The articulation of thoughts/creation of stories requires certain skills, and encourages a sense of self-efficacy. While the player at turn trains these active competences, all others players train their (passive) **listening and observing skills**. They may listen with disbelief, doubt, or hope and may internally reflect on the connotations the narrator makes. This trains their **openness to cultural otherness allowing/ tolerating the upcoming ambiguities**. Particularly, in multilingual settings, the story-based game is quite straightforward about **language and communication skills**. After the story telling as such, a reflection phase about several stories / story-telling elements follows. This gives all participants an overview of the intertwined democratic principles and a comparison of diverse experiences. As a result, participants experience the advantages of telling different stories, **valuing (cultural) diversity, and valuing democratic values**.

**RFCDC in  
projects**

## ► DEMOGAMES ◀

### EXAMPLE description of RFCDC-based game designs (II):

The game (idea) **OBSERVERS** aims at fostering a broad range of competences of the CDC model. By reflecting on challenging situations related to democracy and rule of law, participants develop **knowledge and critical understanding of democracy and value democracy and rule of law**. Reflection on the role of the civil society develops **civic-mindedness**. The need to cope with ambiguous situations and with incomplete information develops **tolerance of ambiguity**, but also **analytical and critical thinking skills**. By listening to the story at hand and searching for clues, participants develop **listening and observing skills**. Asking questions to the story teller develops **linguistic, communicative and multilingual skills** (multilingual if played in an international setting). To guess the causes of an incident, participants also need **empathy** to put themselves in the situation, to come up with questions to ask the story teller. The output phase of the learning process allows participants to come up with recommendations to resolve the incident. This trains their cooperation skills as well as their conflict-resolution skills. To do so they need to be **flexible**, to come up with recommendations that resolve the issue at hand.

**RFCDC in  
projects**

## ► DEMOGAMES ◀

- ✓ RFCDC provides a shared language, including shared terminology.
- ✓ Provides the means of conceptualising and describing competences that are necessary for the young to be active members of democratic culture
- ✓ Enriches the discussion about democracy and democratic quality among the project partners.
- ? Concept of democracy in RFCDC documents and other reference documents...

## ► Demokratiebausteine ◀

- ✓ Revising the survey evaluation with reference to the RFCDC triggered a deeper process of reflection.
- ✓ Expanding the purpose of our Demokratiebausteine workshop evaluation using the list of descriptors as a toolbox (Vol II, page 25-52).
- ? Language, level of complexity in list of descriptors...
- ? when asked explicitly, teachers question if CDC can be fostered in 2-3 lessons or if more time is needed...

**RFCDC  
added value & limitations**





- Common understanding of democracy in Switzerland is rather a procedural understanding of democracy  
[no surprise, given that the Swiss political system is a democracy with a strong emphasis on federalism (including a strong principle of subsidiarity) and different direct modes of citizen participation (e.g. popular votes)]
  - ❖ RFCDC's emphasis on a broad understanding of democratic culture and emphasis on liberal democratic institutions challenges a broadly shared understanding of Swiss citizens about (Swiss) democracy.
  - ❖ We are interested to learn from other countries / project contexts, in which people bring along their understanding of democracy, which may only represent specific elements of a comprehensive understanding of democracy.

**RFCDC**  
**Swiss context**



Comparing the RFCDC Volumes and RFCDC Glossary to some of the major political science references....

- ❖ RFCDC Ch3 and Glossary do not mention the importance of free media/information as an important criterion to uphold democratic principles.
- ❖ RFCDC Ch3 does not include constitutional limits, wherein the RFCDC Glossary mentions constitutional limits on government as one of the key pillars of democracy.
- ❖ RFCDC Glossary does not include accountability, whereas Ch3 explains that democratic institutions should ensure government accountability.
- ❖ RFCDC also does not emphasize alternative information and does not emphasize majority rule or minority rights, nor compromise or conflict.

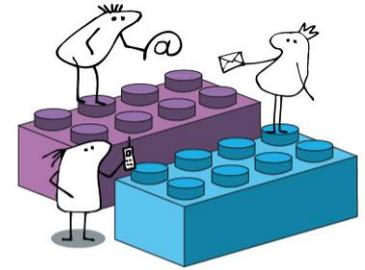
Both, RFCDC Volume 1, Chapter 3 and RFCDC Glossary seem to make different emphasis on some criteria. And some conceptually important RFCDC elements seem to be less visible at level of descriptors.

**RFCDC**  
**political science / democracy research**



# Demokrative

## More information & contacts



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**Projects & further activities, news and more:**



<https://demokrative.ch/index.php/en/projects/demogames>  
<https://dare-network.eu/project-demogames-taking-democracy-games-very-seriously/>



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