



The engaged university. Linking the global and the local

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What have we learned in the last two days?

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Some dichotomies regarding the university “third mission”

Research and teaching must promote, first of all, the economy and the political strength of the country (and its institutions).

Research and teaching must foster the whole of society on its diverse horizons (sub-systems).

Educational system, including universities, should include ideological formation of citizens.

Educational system, in particular universities, should train citizens in critical thinking.

The University as the “temple of science” must remain neutral (distant) to ideologies, religions and value systems in general.

Value systems are an important area that the University has to deal with, of course, in the discourses of sciences and humanities.

Higher education is a “private good”, benefiting mainly to individuals.

Higher education is a “public good”, benefiting the whole society.

Etc., etc.

Etc., etc.

Values

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

Attitudes

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

Competence

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

Skills

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

Knowledge and critical understanding

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**Reference Framework of Competences for Democratic Culture
(RFCDC)**

Competences for Democratic Culture in Higher Education

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*... it is important to highlight the importance of internationalisation of higher education and of **mobility periods**. Besides subject-specific learning outcomes, they bring forward many learning outcomes important for CDC: **mobility experiences challenge students to further develop their intercultural skills; tolerance of ambiguity and knowledge and understanding of different cultures and different contexts, improving communication and dialogue skills, etc.** As it is important to equip students and staff with CDC before the mobility period, it is also important to value the competences they have developed after the mobility period and recognise them in an appropriate way. First-year students may have international experiences from primary and secondary education, from having lived abroad, from a student exchange, or by virtue of a pluri-cultural family background. Students who are refugees or come from a refugee background by definition have international experience. **It is important that the institution value and take account of such experiences.***



Goodbye!