



PULSE-ART

Observatory for
Arts
in Education



Funded by
the European Union

CULTURAL AWARENESS AND EXPRESSION

Competence Framework for Learners

Cultural Awareness and Expression framework across four learner competence areas, integrating knowledge, skills, attitudes and proficiency levels.

Version v1.0

Date 21 September 2026

<https://arts4education.eu/>

L1

L2

L3

L4

The PULSE-ART Competence Framework for Learners develops Cultural Awareness and Expression (CAE) into four core competence areas (L1-L4), each articulated in clusters that integrate knowledge, skills, and attitudes, and structured across four proficiency levels: Foundational, Intermediate, Advanced, and Expert.

Following expert validation, the framework was refined into four competence areas, providing greater conceptual clarity and reducing redundancy between domains, resulting in a more coherent and applicable framework.

The framework reflects a developmental perspective, recognising that learners move from exploratory and supported engagement toward increasingly autonomous and reflective forms of cultural awareness and expression.

Rather than treating creativity and cultural participation as isolated abilities, the framework conceptualises learning as a process that combines **creative action, critical reflection, ethical awareness, intercultural understanding, and collective responsibility**.



NAVIGATION

Contents

1 Framework overview	3
2 Framework diagram	4
3 L1 · Creativity and Reflection	5
4 L2 · Cultural Literacy and Intercultural Awareness	12
5 L3 · Personal and Shared Cultural Expression	15
6 L4 · Collective Agency and Social Responsibility	20



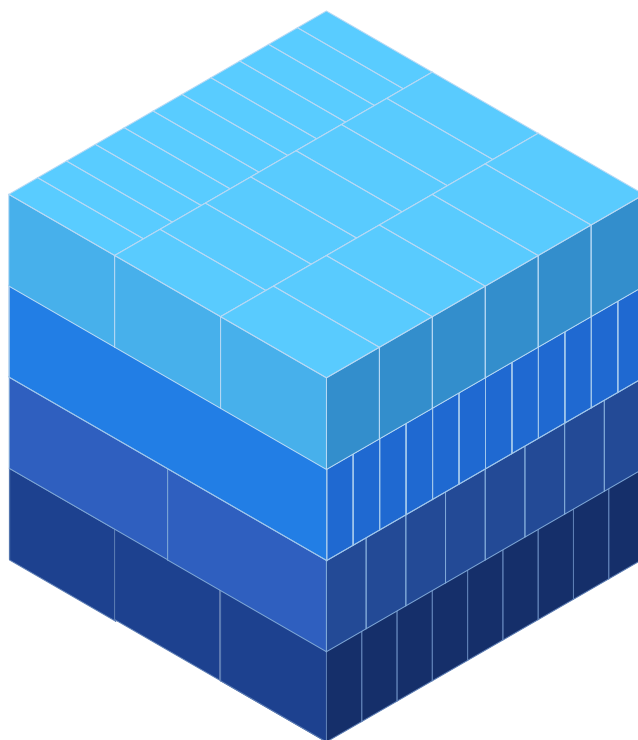
FOUR COMPETENCE AREAS

Framework overview

L1	Creativity and Reflection Clusters: 3	Creativity and Reflection focuses on learners' capacity to generate ideas, engage in reflective and ethical creative processes, and address challenges through problem solving and creative risk taking. Through experimentation with materials, sounds, ...
L2	Cultural Literacy and Intercultural Awareness Clusters: 1	Cultural Literacy and Intercultural Awareness addresses learners' ability to interpret cultural expressions and representations by situating them within social, historical, and intercultural contexts. This competence integrates knowledge of core cultural ...
L3	Personal and Shared Cultural Expression Clusters: 2	Personal and Shared Cultural Expression centres on learners' ability to express personal identity, values, and lived experience, and to engage meaningfully with the expressions of others. This competence integrates expressive skills across media and ...
L4	Collective Agency and Social Responsibility Clusters: 3	Collective Agency and Social Responsibility emphasise learners' capacity to act collaboratively and responsibly within social, civic, digital, and environmental contexts. This competence integrates skills for dialogue, shared decision-making, critical ...

VISUAL MODEL

Framework diagram



L1 Creativity and Reflection

L2 Cultural Literacy and Intercultural Awareness

L3 Personal and Shared Cultural Expression

L4 Collective Agency and Social Responsibility

L1

LEARNER COMPETENCE AREA

Creativity and Reflection

Creativity and Reflection focuses on learners' capacity to generate ideas, engage in reflective and ethical creative processes, and address challenges through **problem solving** and **creative risk taking**.

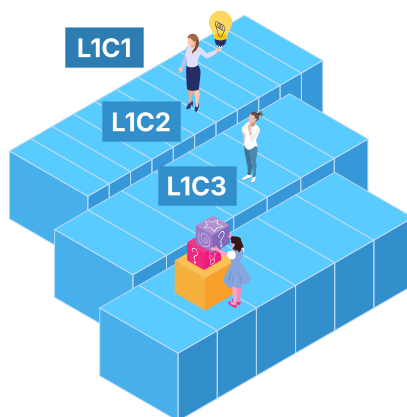
Through experimentation with materials, sounds, movements, symbols, narratives, and digital interactions, learners develop creative skills that enable them to express experiences, meanings, and perspectives that are culturally situated.

Learners learn to recognise how ideas, symbols, and forms of expression carry meaning within specific cultural contexts and how their own choices can shape representation.

Across its clusters, learners draw on knowledge of artistic processes, design elements, and creative strategies, while reflection supports awareness of personal assumptions, ethical considerations, and the potential impact of creative decisions on others.

As proficiency increases, learners move from guided exploration to more autonomous and intentional creative practice, integrating reflection, ethical awareness, and risk taking as essential components of culturally meaningful expression.

AREA 01



L1C1

Generating Creative Ideas

L1C2

Reflexive and Ethical Process

L1C3

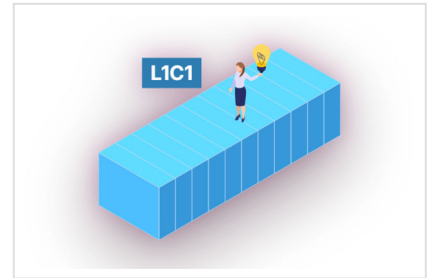
Problem Solving and Creative Risk Taking



LEARNER COMPETENCE CLUSTER

L1C1

Generating Creative Ideas



KNOWLEDGE

- **L1C1K1** Knowledge of art-based processes, including composition, symbolism, and material use.
- **L1C1K2** Knowledge of strategies for generating and developing ideas.
- **L1C1K3** Knowledge of how creative systems connect and interact.
- **L1C1K4** Knowledge of design elements and their function in creative work.

SKILLS

- **L1C1S1** Generates ideas using different materials and techniques.
- **L1C1S2** Experiments with sound, movement, form, or visual elements to explore ideas.
- **L1C1S3** Adapts an idea from one topic, field, or context into another.
- **L1C1S4** Uses strategies such as painstorming, iteration, improvisation, or metaphors to develop ideas.

ATTITUDES

- **L1C1A1** Open to trying new ideas, materials, or approaches.
- **L1C1A2** Shows curiosity about different creative ideas and artistic expressions.
- **L1C1A3** Willing to explore unfamiliar creative possibilities.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Responds to prompts by trying out a single material, action, sound, movement, visual element, or digital tool.
- Explores ideas with one element at a time to explore its possibilities.
- Shares or notes ideas that emerge during exploration, even if they are incomplete.
- Participates in trying something unfamiliar when guided or encouraged.

INTERMEDIATE

- Develops ideas with clear intention by choosing materials, actions, or digital elements for a specific purpose.
- Uses more than one strategy, such as painstorming combined with iteration, to explore and adjust ideas.
- Adapts an idea from one context into another in a simple way (for example, turning a story into a movement pattern, a sound sequence, a visual motif, or a game interaction).
- Engages with new possibilities independently by testing options that were not suggested.



PROFICIENCY PROGRESSION

L1C1

Advanced & Expert

Continuation of Generating Creative Ideas.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Builds ideas by combining materials, actions, sounds, narrative elements, or digital interactions to create new variations.
- Uses collaborative strategies, such as improvisation with sketching or iteration with sound loops, to expand or transform an idea.
- Adapts ideas across contexts in flexible ways by connecting experiences to sequences, rhythms, patterns, interactions, or compositions.
- Explores unfamiliar creative options independently and includes them in ongoing work.

EXPERT

- Generates ideas by selecting, adapting, and combining multiple elements, such as materials, actions, sound structures, narrative components, symbolic choices, or interactive mechanics, into a clear creative direction.
- Uses strategies like painstorming, iteration, improvisation, or metaphorical thinking with a clear purpose and shifts between them when needed.
- Translates ideas across contexts confidently and shapes them into new concepts, forms, or systems.
- Integrates unfamiliar creative possibilities into the work without prompting and explains how they contributed to the result.



LEARNER COMPETENCE CLUSTER

L1C2

Reflexive and Ethical Process



KNOWLEDGE

- **L1C2K5** Knowledge of how personal beliefs, biases, and feelings can impact creative processes and evaluate one's own work.

SKILLS

- **L1C2S5** Plans, tests, and evaluates creative attempts as part of a reflective process.
- **L1C2S6** Uses reflective questioning to examine and improve creative decisions.

ATTITUDES

- **L1C2A4** Engages in reflective practice to support creative growth.
- **L1C2A5** Willing to question their own ideas and consider alternatives.
- **L1C2A6** Reflects on one's own creative process and decisions.
- **L1C2A7** Considers ethics when making choices during the creative process.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Identifies simple aspects of the creative choices and describes what they tried or what happened.
- Responds to questions about their process with short and concrete observations.
- Follows guidance to avoid actions that could misrepresent or negatively affect others in creative work.

INTERMEDIATE

- Describes why they adjusted or changed something in their creative work using specific examples (such as changing timing, modifying a movement, altering a sound, or replacing an image).
- Uses simple reflective questions to identify the aspect they want to improve in their process.
- Revises part of their work when a teacher or peer points out that an element may be inappropriate, insensitive, or misleading.



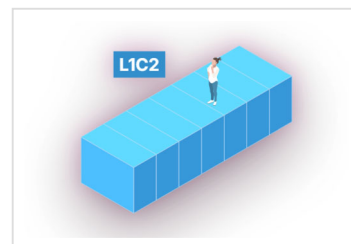


PROFICIENCY PROGRESSION

L1C2

Advanced & Expert

Continuation of Reflexive and Ethical Process.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Identifies what worked, what did not, and why, and uses these insights to revise movement, sound, visuals, interaction, timing, or sequence.
- Asks questions to understand how decisions might impact others and adjusts the work accordingly (such as replacing a symbol, changing wording, altering representation, or adjusting performative actions).
- Explains how personal habits, assumptions, or viewpoints influenced a decision in their work and modifies the work based on these insights.
- Considers ethical and contextual factors by checking representations, symbols, or portrayals and making changes when needed.

EXPERT

- Explains how and why they modified elements such as timing, movement, sound, interaction, sequence, or symbolic choices throughout the creative process and connects these adjustments to specific outcomes in the work.
- Evaluates how their choices might portray individuals or groups and adjusts elements to avoid misrepresentation, stereotyping, or exclusion (such as changing language, replacing visual or sonic references, or altering character, avatar, or movement design).
- Identifies assumptions or biases in the work and revises the piece to address them, articulating how the change improves clarity, fairness, or accuracy.
- Applies ethical and contextual awareness by checking cultural, social, or environmental implications of creative choices and adjusting the work when needed.



LEARNER COMPETENCE CLUSTER

L1C3

Problem Solving and Creative Risk Taking



KNOWLEDGE

- **L1C3K6** Understanding of the role of creativity in personal life, culture, and society.
- **L1C3K7** Knowledge about how symbols are used in art and in different cultures.

SKILLS

- **L1C3S7** Can use symbols and visual thinking to understand ideas.
- **L1C3S8** Can solve problems by trying different alternatives and making adaptations as needed.

ATTITUDES

- **L1C3A7** Persists when creative exploration is challenging.
- **L1C3A6** Comfortable exploring ideas when outcomes are uncertain.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- When something does not work as expected, responds to prompts by trying a different option such as changing a movement, testing a different sound, or switching a basic interaction.
- Follows guidance to explore alternatives in situations involving uncertainty.
- Participates in problem solving within creative tasks when supported.

INTERMEDIATE

- Tests variations to solve creative problems and observes how each option affects the result.
- Uses step-by-step thinking to understand how one choice influences the next.
- Asks questions when facing a challenge and continues working after receiving guidance.



PROFICIENCY PROGRESSION

L1C3

Advanced & Expert

Continuation of Problem Solving and Creative Risk Taking.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Investigates creative problems more independently by generating alternatives and comparing their effects, such as adjusting rhythm and pacing, reorganising elements, or changing interaction logic.
- Uses divergent thinking to imagine possibilities before choosing one to pursue.
- Continues exploring options when results are unclear and uses new attempts to move the work forward.

EXPERT

- Selects and adapts multiple strategies to solve creative problems and explains how each adjustment affects the final result.
- Evaluates situations by testing possibilities and engages with options that move beyond the initial plan.
- Integrates insights from unsuccessful attempts into the next stage of the work.
- Engages with others and integrates collaborative insights into the work.



L2

LEARNER COMPETENCE AREA

Cultural Literacy and Intercultural Awareness

Cultural Literacy and Intercultural Awareness addresses learners' ability to interpret cultural expressions and representations by situating them within social, historical, and intercultural contexts.

This competence integrates knowledge of core cultural concepts such as culture, heritage, identity, tradition, and symbolism, with skills for interpreting meaning across perspectives and attitudes that value diversity and respectful representation.

Learners initially identify visible elements and themes in cultural expressions, gradually learning to relate these elements to context, such as place, time, community, or tradition.

As proficiency develops, learners compare expressions across contexts, recognise how power relations and historical or colonial legacies shape representation, and identify instances of stereotyping or bias.

In terms of attitudes, the competence emphasises **openness to difference**, attentiveness to inequality, and respect for multiple cultural perspectives.

At advanced and expert levels, learners critically examine how representations reinforce or challenge dominant narratives and articulate how meaning shifts across cultural, social, or historical settings, demonstrating **intercultural awareness** as an interpretive and ethical capacity.

AREA 02



L2C1

Cultural Interpretation and Representation

LEARNER COMPETENCE CLUSTER

L2C1

Cultural Interpretation and Representation



KNOWLEDGE

- **L2C1K1** Knowledge of cultural concepts such as culture, heritage, identity, and tradition.
- **L2C1K2** Knowledge that symbols, practices, and expressions can carry shared or culture-specific meanings.
- **L2C1K3** Knowledge of social and historical contexts, including colonial legacies and power relations, that shape cultural representation.
- **L2C1K4** Knowledge of cultural practices, communication styles, and protocols across different cultural contexts.

SKILLS

- **L2C1S1** Can describe cultural meaning from more than one perspective, including historical or colonial perspectives.
- **L2C1S2** Recognises that symbols, practices, and values are shaped by social, political, or cultural context.
- **L2C1S3** Is able to notice when representations of people, groups, or stories reflect stereotypes or bias.

ATTITUDES

- **L2C1A1** Values respectful representation of people and cultures.
- **L2C1A2** Is open to learning about cultural backgrounds and experiences different from their own.
- **L2C1A3** Values diversity in how people, cultures, and stories are represented.
- **L2C1A4** Is attentive to how representations can reinforce stereotypes or inequality.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Describes visible elements of a cultural expression or representation and explains their role (such as roles, symbols, themes, or actions).
- Identifies cultural or symbolic meanings in a representation.

INTERMEDIATE

- Explains what a cultural expression or representation communicates about people, groups, or practices.
- Refers to context (such as place, time, community, or tradition) when describing how meaning is shaped.



PROFICIENCY PROGRESSION

L2C1

Advanced & Expert

Continuation of Cultural Interpretation and Representation.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Compares cultural expressions or representations from different contexts and explains how meaning changes between them.
- Explains how social, historical, or power-related contexts influence cultural representation by referring to concrete features.

EXPERT

- Compares cultural expressions from different contexts and explains how meaning changes across cultural, social, or historical settings.
- Explains how historical or colonial contexts influence cultural representation by referring to concrete features (such as themes, symbols, roles, or narratives).
- Examines representations of people, groups, or stories by describing how they reinforce or challenge stereotypes, bias, or inequality.



L3

LEARNER COMPETENCE AREA

Personal and Shared Cultural Expression

Personal and Shared Cultural Expression centres on learners' ability to express personal identity, values, and lived experience, and to engage meaningfully with the expressions of others.

This competence integrates expressive skills across media and modalities with knowledge of how meaning, symbols, and narratives vary across contexts and communities.

At early stages, learners create personal expressions linked to feelings or experiences and describe simple preferences or observations.

Progressively, they learn to situate their expressions within broader social or cultural contexts, making deliberate choices about tone, symbols, references, or formats.

Shared expression is a key dimension of this competence: learners develop skills for interpreting others' expressions, recognising similarities and differences, and positioning their own work in relation to others.

Attitudes such as openness, respect, curiosity, and willingness to engage in dialogue underpin this process.

At advanced levels, learners articulate how expressions communicate identity and values across contexts, reflect on how meaning may change for different audiences, and value **shared expression** as a way to build understanding and relationships.

AREA 03



L3C1

Personal expression

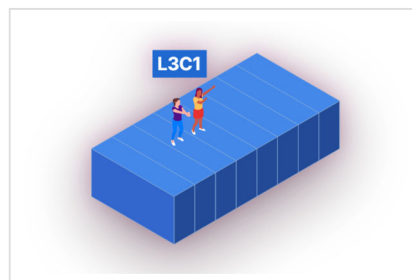
L3C2

Shared expression

LEARNER COMPETENCE CLUSTER

L3C1

Personal expression



KNOWLEDGE

- **L3C1K1** Knows different forms and media to create and share personal stories.
- **L3C1K2** Knows that expressing identity involves choices that reflect values, backgrounds, and contexts.

SKILLS

- **L3C1S1** Uses forms of expression to communicate identity, values, or lived experiences.
- **L3C1S2** Reflects cultural positioning through personal expression.
- **L3C1S3** Relates personal experiences to broader social contexts.

ATTITUDES

- **L3C1A1** Is willing to express personal stories or emotional experiences through different forms of expression.
- **L3C1A2** Is open to expressing emotions and personal perspectives and recognising that expression is shaped by context.
- **L3C1A3** Accepts uncertainty and difficulty when expressing personal or cultural experiences.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Creates a personal expression linked to a personal idea, feeling, or experience.
- Points to one element of the expression and describes it as a personal preference or experience.

INTERMEDIATE

- Creates a personal expression that communicates a personal value, identity element, or lived experience in relation to context (place, group, situation, or moment).
- Explains how one element of the expression relates to where, when, or with whom the experience is situated.

PROFICIENCY PROGRESSION

L3C1

Advanced & Expert

Continuation of Personal expression.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Creates a personal expression that communicates values, identities, or lived experience and includes an element that signals context (reference, symbol, setting, role, or relationship).
- Explains how one choice in the expression (tone, symbol, reference, or format) connects to background, values, or positioning.

EXPERT

- Creates a personal expression that communicates values, identity, or lived experience and makes explicit the social or cultural context in which it is situated.
- Explains how personal choices in the expression (such as tone, symbols, references, or format) reflect their background, values, or positioning.
- Discusses how the same expression could be understood differently by people with other cultural backgrounds, experiences, or social positions.

LEARNER COMPETENCE CLUSTER

L3C2

Shared expression



KNOWLEDGE

- **L3C2K3** Knows that cultural expressions can carry different meanings across contexts and communities.
- **L3C2K4** Knows that symbols, sounds, images, and narratives may be interpreted differently by different groups.
- **L3C2K5** Knows that engaging with others' expressions requires attention to context, perspective, and difference.

SKILLS

- **L3C2S4** Expresses understanding of others' cultural expressions and identities across different media.
- **L3C2S5** Positions their own expressions in relation to others' cultural expressions.

ATTITUDES

- **L3C2A4** Respects different ways of cultural expression, even when they differ from their own.
- **L3C2A5** Is open to engaging with cultural expressions and perspectives from other people and communities.
- **L3C2A6** Values shared expression and dialogue as ways to understand others and build relationships.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Identifies cultural expression created by someone else and describes what they notice (such as examples, visible elements).
- Describes difference or similarity between their own expression and another person's expression.

INTERMEDIATE

- Explains what another person's expression communicates about identity, experience, or perspective.
- Refers to context (such as community, situation, or background) when describing how meaning is shaped.

PROFICIENCY PROGRESSION

L3C2

Advanced & Expert

Continuation of Shared expression.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Explains how meanings in another person's expression may change depending on context.
- Positions their own expression in relation to others' expressions by describing connections, contrasts, or influences.

EXPERT

- Explains how cultural expressions created by others communicate identity, values, or lived experience across different contexts or communities.
- Describes how symbols, sounds, images, or narratives may be interpreted differently by different groups.
- Positions their own expression in relation to others' cultural expressions, taking into account difference, perspective, and context.

L4

LEARNER COMPETENCE AREA

Collective Agency and Social Responsibility

Collective Agency and Social Responsibility emphasise learners' capacity to act collaboratively and responsibly within social, civic, digital, and environmental contexts.

This competence integrates skills for dialogue, shared decision-making, critical thinking, and relational reasoning with knowledge of social processes, civic participation, ethical principles, and environmental interdependencies.

Initially, learners participate in group exchanges, listen to others, and recognise simple links between individual actions and shared situations.

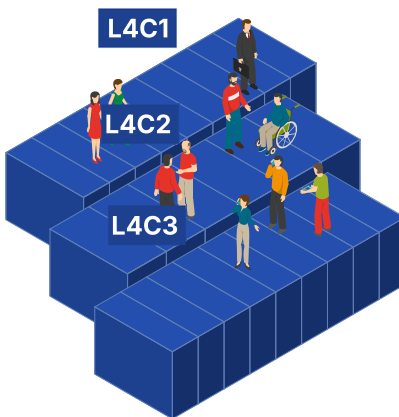
As proficiency increases, they contribute to collective understanding by organising ideas, adapting their positions, and examining issues from multiple perspectives.

Civic and social engagement is a defining feature of this competence: learners connect everyday choices to social or civic processes, recognise cultural and expressive practices as forms of civic participation, and engage with shared concerns beyond personal interests.

Advanced learners evaluate the ethical implications of digital actions, understand how media and platforms shape opinions and power relations, and apply relational thinking to environmental challenges.

At expert levels, learners support **collective decision-making**, coordinate action toward shared aims, and reflect on the broader social and environmental impacts of cultural, digital, and civic engagement.

AREA 04



L4C1

Collective Dialogue and Shared Decision-Making

L4C2

Civic Participation and Social Engagement

L4C3

Ethical, Digital, and Environmental Responsibility



LEARNER COMPETENCE CLUSTER

L4C1

Collective Dialogue and Shared Decision-Making



KNOWLEDGE

- **L4C1K1** Knowledge that people communicate ideas in different ways depending on context, background, and role.
- **L4C1K2** Knowledge that group understanding is shaped by how ideas are expressed, combined, and prioritised.
- **L4C1K3** Knowledge of principles that support shared understanding in group dialogue.

SKILLS

- **L4C1S1** Listens actively to others' contributions in order to understand meaning, intent, and perspective.
- **L4C1S2** Communicates in ways that support shared understanding in group contexts.
- **L4C1S3** Identifies, organises and synthesises ideas within a group.

ATTITUDES

- **L4C1A1** Values listening and mutual understanding when engaging with others.
- **L4C1A2** Is open to different viewpoints and ways of expressing ideas in group contexts.
- **L4C1A3** Is willing to adapt personal positions in order to support shared understanding or collective outcomes.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Listens to other people and shows attention through simple actions such as nodding, giving space before responding.
- Responds to a contribution by saying one simple topic or idea that was just expressed.
- Participates in group exchanges without interrupting or dismissing others' contributions.

INTERMEDIATE

- Adjusts timing, wording, or tone when responding to others to support understanding in group discussions.
- Acknowledges differences between ideas by naming them.
- Connects their own contribution to what others have said to support a shared exchange.





PROFICIENCY PROGRESSION

L4C1

Advanced & Expert

Continuation of Collective Dialogue and Shared Decision-Making.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Maintains shared understanding in group contexts by noticing misunderstandings and adjusting language, tone, or framing.
- Navigates disagreement by making different viewpoints explicit and supporting discussion without closing it.
- Adapts personal positions when needed to support collective understanding or agreed outcomes, and makes this shift explicit during dialogue.

EXPERT

- Maintains shared understanding in group contexts by noticing misunderstandings and adjusting language, tone, or framing.
- Navigates disagreement by making different viewpoints explicit, taking conflict into account, and supporting the group in revising ideas without closing discussion.
- Adapts personal positions when needed to support collective understanding or agreed outcomes, making this shift explicit during group dialogue.
- Maintains continuity in group thinking by connecting current discussions to earlier exchanges and decisions.

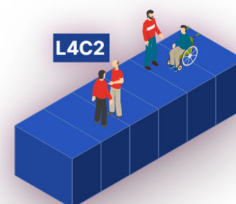




LEARNER COMPETENCE CLUSTER

L4C2

Civic Participation and Social Engagement



KNOWLEDGE

- **L4C2K4** Knowledge that individual actions are connected to wider social and civic processes.
- **L4C2K5** Knowledge of basic social concepts such as rights, responsibilities, participation, and collective action.
- **L4C2K6** Knowledge that cultural and expressive practices can function as forms of civic or political expression.

SKILLS

- **L4C2S4** Uses abstract and critical thinking to relate individual actions to broader social or civic processes.
- **L4C2S5** Is willing to engage with issues that affect communities or society beyond personal interests.

ATTITUDES

- **L4C2A4** Values participation as a way to contribute to shared social or civic concerns.
- **L4C2A5** Takes part in group activities that address shared concerns when guidance is provided.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Describes a concrete situation where an individual action affects others or a shared setting.
- Identifies a basic link between a personal choice and a social or community issue discussed in the group.

INTERMEDIATE

- Explains how different individual actions relate to the same social issue.
- Connects everyday choices or behaviours to shared rules, outcomes, or impacts.





PROFICIENCY PROGRESSION

L4C2

Advanced & Expert

Continuation of Civic Participation and Social Engagement.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Explains how individual actions or choices connect to wider social or civic processes, referring to rules, roles, or impacts.
- Uses group discussion to examine a social issue from more than one position (for example, individual, community, or institutional) and relates these positions to each other.
- Contributes to collective actions or decisions by considering how different contributions affect people beyond the immediate group.

EXPERT

- Explains how cultural or expressive actions function as forms of civic or political engagement.
- Coordinates collective actions by helping others understand how different individual contributions connect to shared social aims.
- Reflects on the social impact of actions taken and supports adjustments to future collective engagement.





LEARNER COMPETENCE CLUSTER

L4C3

Ethical, Digital, and Environmental Responsibility



KNOWLEDGE

- **L4C3K7** Knowledge of basic ethical principles related to fairness, responsibility, and harm.
- **L4C3K8** Knowledge of risks, limits, and responsibilities related to digital tools and online spaces.
- **L4C3K9** Knowledge that cultural and social systems interact with environmental systems and can affect them.
- **L4C3K10** Knowledge of common environmental challenges and why collective responsibility matters.

SKILLS

- **L4C3S4** Applies critical thinking when using or interpreting digital tools, platforms, or content.
- **L4C3S5** Uses relational thinking to link human actions and social systems to wider environmental systems.

ATTITUDES

- **L4C3A6** Cares about the ethical implications of actions and decisions.
- **L4C3A7** Values responsible use of digital tools and shared spaces.
- **L4C3A8** Shows concern for the impact of human actions on the environment and future generations.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Identifies a possible consequence of sharing content or information in a public or digital space.
- Follows basic guidelines for respectful and responsible use of digital tools when prompted.
- Can describe one possible connection between a human action and an environmental effect.

INTERMEDIATE

- Explains why a digital action or shared content could affect others differently.
- Adjusts how digital tools or content are used after noticing potential risks or harm.
- Connects everyday human or social actions to environmental effects using simple cause-effect reasoning.



PROFICIENCY PROGRESSION

L4C3

Advanced & Expert

Continuation of Ethical, Digital, and Environmental Responsibility.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Evaluates the consequences of digital choices by considering ethical concerns such as fairness, responsibility, or harm.
- Explains how digital tools or media choices can influence opinions, behaviours, or social dynamics.
- Uses relational thinking to explain how human actions and social systems interact with environmental systems.

EXPERT

- Evaluates the ethical consequences of sharing, using, or modifying digital content by considering potential impacts on others and on public spaces.
- Explains how digital tools, platforms, or media choices shape opinions, behaviours, or power relations, and adjusts their own use accordingly.
- Uses relational thinking to explain how human actions and social systems interact with environmental systems and contribute to environmental effects.
- Supports collective decisions by raising ethical, digital, or environmental implications and suggesting adjustments to reduce harm or unintended consequences.



Funded by the European Union

This project has received funding from the Horizon Europe Programme of the European Union under Grant Agreement No. 101178988.

Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or European Research Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them.



2024-2027 PULSE-ART project. This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0). <https://creativecommons.org/licenses/by/4.0/>

Third-party content, logos, photographs or materials identified otherwise are not covered by this licence unless explicitly stated.