



LAW
in everyday life

Legal Literacy Competence Framework

Deliverable D1.3

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Deliverable Information

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Summary of the Project

“The Union is founded on the values of (...) democracy, (...) the rule of law and respect for human rights (...). These values are common to the Member States (...).” This quotation from Article 2 of the Treaty of the European Union shows that democracy, rule of law and human rights are among the fundamental values of the EU. However, not every European citizen knows these, especially the younger ones.

The Law in Everyday Life Project contributes to raising awareness of the common values, civic engagement, and participation of citizens, by emphasizing basic legal literacy as one of the competencies needed for an individual to be active in the democratic community on any level. The project sees basic legal literacy and its promotion in education and other educational settings as a prerequisite for a quality democratic system in the EU and member states. Only citizens who know and understand basic legal concepts, principles and terms can live in a democracy, support the rule of law, and protect fundamental rights.

The document Key Competences for Lifelong Learning¹ clearly states the need to empower young people regarding key legal concepts and structures. To the best of our knowledge, there is a clear lack of studies and research in this field that would help draft a competence framework for basic legal literacy for students aged 14 and 18. These competencies will be mapped in cooperation with legal experts, practitioners and education professionals to overcome this lack.

The project's overall objective is to promote basic legal literacy in schools. This objective is planned to be achieved by developing a **Competence Framework for basic legal literacy for 14 and 18-year-olds**. Following the competence framework, partners will develop teaching and learning materials, including a teacher training programme, a student's textbook, a teachers' textbook as well as a MOOC, to enable any education stakeholder to develop educational programs, projects, subjects, materials and activities aiming to increase basic legal literacy. The project's ultimate goal is to raise awareness about the importance of legal literacy in education and our everyday lives.

¹ The Council Recommendation of 22 May 2018 on key competences for lifelong learning is available [here](#).

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Legal Literacy Competence Framework

The **Legal Literacy Competence Framework** is based on the findings of the national reports from Portugal, Italy, France and Croatia, insights from the mapping study, insights from the partnership, opinions of legal experts as well as on the literature. As such, the competence framework includes the main topics and expected educational outcomes that 14-year-old and 18-year-old students must reach, after using the resources developed under this project. The framework is divided into different domains according to the research developed by the partners and will be the basis for raising awareness of the importance of legal literacy to become an integral part of civic education.

The following tables are divided according to the age group in which they should be used. During the research and development of the Competence Framework, there was a need to create a **transversal domain**, useful for both 14- and 18-year-old students, as a starting point for a more complete and insightful legal literacy knowledge. This transversal domain, the “ABC of Law”, includes the basic principles, ideas and concepts associated with the legal system.

In addition to the domains and expected educational outcomes, the tables also include one example of methodology per topic, which can be used to help teachers teach these concepts more interactively. The proposed methodologies rely on the findings and results of the synthesis report, which is based on inputs from legal experts. **It should be kept in mind that these methodologies are only to exemplify different approaches to provide a more interesting learning experience for students.** Therefore, teachers can use other approaches to teach the topics and do not need to be restricted to the options suggested.

The following tables present the domains under which the students will work and develop their legal literacy competences, as well as some proposed methodologies for teaching.



**TRANSVERSAL
COMPETENCES
LEGAL LITERACY
COMPETENCE FRAMEWORK**

Transversal Competence Framework

Table 1– Transversal Competence Framework

Domain	Topics	Expected Educational Outcomes	Methodology
'ABC of Law'	Difference between law, morals, customs and rules	<ul style="list-style-type: none"> The student distinguishes the concepts of law, morals, customs, and rules The student distinguishes between moral and ethical laws. The student describes the concept of morality related to the principles of right and wrong behaviours The student accepts that everyone can have their moral principles, but that legal rules apply to everyone 	Development of conceptual maps; Analysis and dramatization/humorous situations from world literature, film history or computer games.
	The separation of powers between the legislative, executive and judicial branches	<ul style="list-style-type: none"> The student explains the basis of democracy and the concept of the secular state (i.e. representative power) The student defines the separation of powers, describes them and explains this division The student recognizes the separation of powers at the local, national and European levels, their role and competences The student considers the violation of the separation of powers harmful to democracy and the rule of law 	Role-playing with 3 <i>personas</i> (legislative, executive and judicial) and each student/ <i>persona</i> assumes and defends the characteristics of each branch

	The concepts of legal personality and legal capacity	<ul style="list-style-type: none">• The student defines the concepts of legal personality and legal capacity• The student identifies day-to-day situations in which these concepts are applied• The students explain the notion of a legal act• The student relates between citizen, citizenship and critical thinking	Individual presentations based on their daily personal experience; Collaborative work; TedTalks
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14-YEAR-OLD STUDENTS LEGAL LITERACY COMPETENCE FRAMEWORK

Competence Framework for 14-year-old students

Table 2 – Basic rights and obligations attached to living in a state

Domain	Topics	Expected Educational Outcomes	Methodology
Basic rights and obligations attached to living in a state	The difference between rights, duties, and obligations	<ul style="list-style-type: none"> The student differentiates the concepts of rights, duties and obligations The student relates freedom and responsibility and distinguishes between moral and civil (legal) responsibility The student describes the importance of the Universal Declaration of Human Rights and the European Convention on Human Rights as important benchmarks for the protection of human rights The student enumerates and explains his/her rights, duties and obligations as citizens of their state and the EU 	Project-based learning (students have to create a project/ prototype based on the UDHR/ ECHR); Debates
	The scope and the limits of the political freedom of expression	<ul style="list-style-type: none"> The student defines freedom of expression and its importance for a democratic society The student names different national political systems (e.g. democracy, monarchy, dictatorship, etc.) and identifies the level of freedom of expression associated with each 	Debate in which the groups of students have to defend opposite ideas; Role-plays; Report some current real examples

		<ul style="list-style-type: none"> The student names and describes relevant international, European and national legal documents concerning freedom of expression 	
	<p>The notion and limits of the right to free access to information</p>	<ul style="list-style-type: none"> The student defines what is the right of free access to information The student addresses the institutions where certain types of information should be sought 	<p>Creation of a blog promoting media literacy on a local or national level;</p> <p>Activity's concrete idea: <i>to investigate the differences in the freedom of journalism (active HND in some countries, reduced freedom of journalism in other countries, consequences of violating bans on journalists).</i></p>
	<p>The meaning of the presumption of innocence and the rights stemming from it</p>	<ul style="list-style-type: none"> The student defines the concept of the presumption of innocence and its importance for the rule of law The student describes the concept of <i>"in dubio pro reo"</i> The student lists and explains other rights in criminal procedure 	<p>Research the meaning of the presumption of innocence and the rights associated with it and prepare a presentation;</p> <p>Debates on criminal justice (pros and cons of the death penalty; life imprisonment; minimum age for criminal responsibility);</p> <p>Activity's concrete idea: <i>Investigate the examples in which teachers or policemen are accused, and in the presentation the meaning of the presumption of</i></p>

			<i>innocence and the rights associated with it, and state whether and why the mentioned persons should still be temporarily "removed" from the system until their innocence is proven</i>
	The gradation of criminal liability concerning age	<ul style="list-style-type: none"> • The student differentiates the concept of liability from not being liable • The student recognizes the age at which a person can be held criminally responsible in the different countries • The student identifies situations that can be punishable by law, according to their age 	<p>Students recreate a trial to understand everything that involves criminal liability, with the participation of a legal expert (if possible)</p> <p>Interpretation of real-life cases</p>
	Legal prohibitions of public disorder	<ul style="list-style-type: none"> • The student differentiates types of public disorder (e.g., vandalism, graffiti, hooliganism, listening to loud music) • The student clarifies the concept and importance of civil disobedience • The student identifies the consequences of public disorder acts 	<p>Classroom presentation in groups/ pairs (collaborative work)</p> <p>Participation of a legal authority (a police officer, for example) in the classroom to discuss examples of violations of public order and peace in everyday life (neighborhood, information from the media).</p>

Table 3- Family Relationships

Domain	Topics	Expected Educational Outcomes	Methodology
Family relationships	The rights of the child under national and international law	<ul style="list-style-type: none"> The student names the main legal instruments at the state and at the EU level, created to protect children The student describes the Universal Declaration of Children's Rights (UNICEF) and the EU Charter of Fundamental Rights as important benchmarks for the protection of human rights The student identifies differences between children's rights in their country and other countries if any 	<p>Watch a movie about these topics and discuss it in class (e.g. Turtles Can Fly)</p> <p>A visit to the Office of the Ombudsperson for Children or another institution, an expert who protects children's rights.</p>
	Fundamentals of parenthood	<ul style="list-style-type: none"> The student provides a legal definition of marriage and explains the concept of fatherhood and motherhood The student describes how fatherhood and motherhood are legally established The student describes the fundamental rights and duties associated with parenthood The student describes the basic rights and duties of children concerning their parents 	<p>Students analyze a case study in pairs and discuss it with their colleagues;</p>

Table 4 – Internet Security

Domain	Topics	Expected Educational Outcomes	Methodology
Internet Security	Modalities of data protection on the Internet	<ul style="list-style-type: none"> The student defines data protection and recognizes its process The student enumerates and describes the main principles of the General Data Protection Regulation The student describes the essential data protection methods The student applies basic principles of national and EU cybersecurity guidelines 	<p>Development of a poster with the main ideas associated with data protection to present to the school community;</p> <p>Promotion of lectures organized by students with participation and involvement of the entire community (EE, external partners, local government and autarchy);</p> <p>Organization of a commission to distinguish: the best poster, best video</p>
	The prohibition of perjury, insult, bullying and other forms of illegal speech on the internet	<ul style="list-style-type: none"> The student knows the boundaries and limits of free speech in social media/the internet The student discusses the consequences associated with cyberbullying and other forms of abusive language The student recognizes the national (if applicable) and the EU code of conduct on countering illegal hate speech online The student identifies the actions to take and whom to approach when faced with online abusive language 	<p>Expert presentations taking care of students' age</p> <p>Awareness campaigns</p>

Table 5 – Legal and Social Ethics

Domain	Topics	Expected Educational Outcomes	Methodology
Legal and Social Ethics	The different forms of sexual delinquency	<ul style="list-style-type: none"> The student recognises the importance of gender equality and the right to self-determination and respect for difference The student compares how the law relates to sex and sexuality in their country and the EU The student distinguishes forms of sexual delinquency The student recognizes key features of sexual harassment The student describes the process of reporting sexual harassment 	Expert presentations taking care of students' age. Talk with experts from organisation raising awareness and protection of victims
	The prohibitions of the use and distribution of non-medicinal drugs	<ul style="list-style-type: none"> The student identifies what is a non-medicinal drug The student recognizes the legal norms and consequences of using/possessing/distributing and selling non-medicinal drugs 	The school invites an expert in non-medicinal drugs (e.g. police officer, or health expert) OR associations that work in the area of people who testify, in the 1st person their additive journey.
	Legal prohibitions of unauthorised recording and/or distribution of content	<ul style="list-style-type: none"> The students know the concept of copyright The student defines the limits to recording and/or distributing different types of content (audio, video, theatre plays, concerts, etc.) 	The school invites an expert in the audio-visual sector to explain the importance of protecting their work;

- The student describes the consequences associated with the unauthorised recording and/or distribution of content
- The student discusses ways to combat unauthorised recording and/or distribution of content

Watch a thematic film with subsequent discussion and conclusions

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18-YEAR-OLD STUDENTS LEGAL LITERACY COMPETENCE FRAMEWORK

Competence Framework for 18-year-old students

Table 6 – Fundamentals of Legal Order and Organization of the State

Domain	Topics	Expected Educational Outcomes	Methodology
Fundamentals of legal order and organization of the state	Hierarchy of legal norms	<ul style="list-style-type: none"> The student knows the concept of State and its elements (e.g. nation, territory, sovereignty) The student describes the mechanisms of passing and changing laws and the Constitution The student argues how laws are structured and their hierarchy in their national countries The student interprets the main principles of the National Constitution The student differentiates illegalities from unconstitutionality 	Students create a quiz to be played with their peers (gamification)
	The interaction between the national and supranational law (e.g. EU law, the law of the Council of Europe or the United Nations)	<ul style="list-style-type: none"> The student recognizes the hierarchical structure, i.e. the hierarchy of individual regulations or laws The students define what are national and supranational laws The student analyses the relationship between national laws and the EU laws and categorizes the hierarchy of the EU institutions 	Students develop a conceptual map

	<p>The notion and fundamental principles of the public budget</p>	<ul style="list-style-type: none">• The student analyses the key features of the public budget• The student compares public and private budgets• The student exemplifies the impact of the public budget on their daily life	<p>Students simulate the elaboration of the public budget</p>
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Table 7 – Basis Rights and Obligations attached to living in a state

Domain	Topics	Expected Educational Outcomes	
Basic rights and obligations attached to living in a state	The fundamentals of self-government	<ul style="list-style-type: none"> The student differentiates the types of power of a government (e.g. administrative, financial, political, legislative) The student defines the concept of sovereignty The student describes the principle of self-government within a sovereign state The student establishes the relationship between the state and self-government units/regions 	Students prepare a theatre play exemplifying the relationship between the state and self-government units/regions, different types of power, etc.
	Pathways for legal protection before the judiciary and the administration system	<ul style="list-style-type: none"> The student defines basic concepts associated with the judiciary and administrative system The student recognizes the fundamentals of legal protection and its applicability (different jurisdictions in different types of disputes) 	Individual research and presentation of a project

Table 8- Fundamentals of Civil Law

Domain	Topics	Expected Educational Outcomes	Methodology
Fundamentals of civil law	Fundamentals of inheritance	<ul style="list-style-type: none"> The student defines basic concepts associated with inheritance (probate, beneficiaries, heirs, inheritors, will, etc.) The student distinguishes inheritance by way of a will from inheritance on the basis of law 	Students analyse a case study in which they put into practice their knowledge regarding inheritances
	Basics on contracts most frequently in practice	<ul style="list-style-type: none"> The student explains the concept of a contract The student distinguishes the types of contracts that are most frequently used (sales contract, borrowing agreement, contract of exchange) The student discusses the basics associated with an online sales agreement The student defines the concept of a lease agreement and explains how one is established 	Students analyse different types of contracts with which they can have daily interaction (labour contracts, Spotify, Netflix, etc.)

Table 9 – Entrepreneurship and Labour

Domain	Topics	Expected Educational Outcomes	Methodology
Entrepreneurship and labour	Fundamentals of companies	<ul style="list-style-type: none"> The student recognizes the basics of legal forms and minimum capital requirements to establish a company in different countries The student defines the forms of business closure The student recognizes the conditions for the legal sale of handicrafts and the establishment of an online business. 	The school invites a manager to present the requirements to start and close a business
	Basic information on rights within labour relations and connected to those relations	<ul style="list-style-type: none"> The student lists basic workers' rights regarding labour law The student describes their healthcare and safety rights at work The student recognises the importance of equal opportunities for women and men in the labour market The student identifies the fundamental principles of labour regulations The student differentiates the types of employment contracts 	The school invites a Human Resources manager to present the rights and duties of employees under a labour contract OR invites the Commissioner for Safety at Work or the Officer for Personal Data Protection.



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