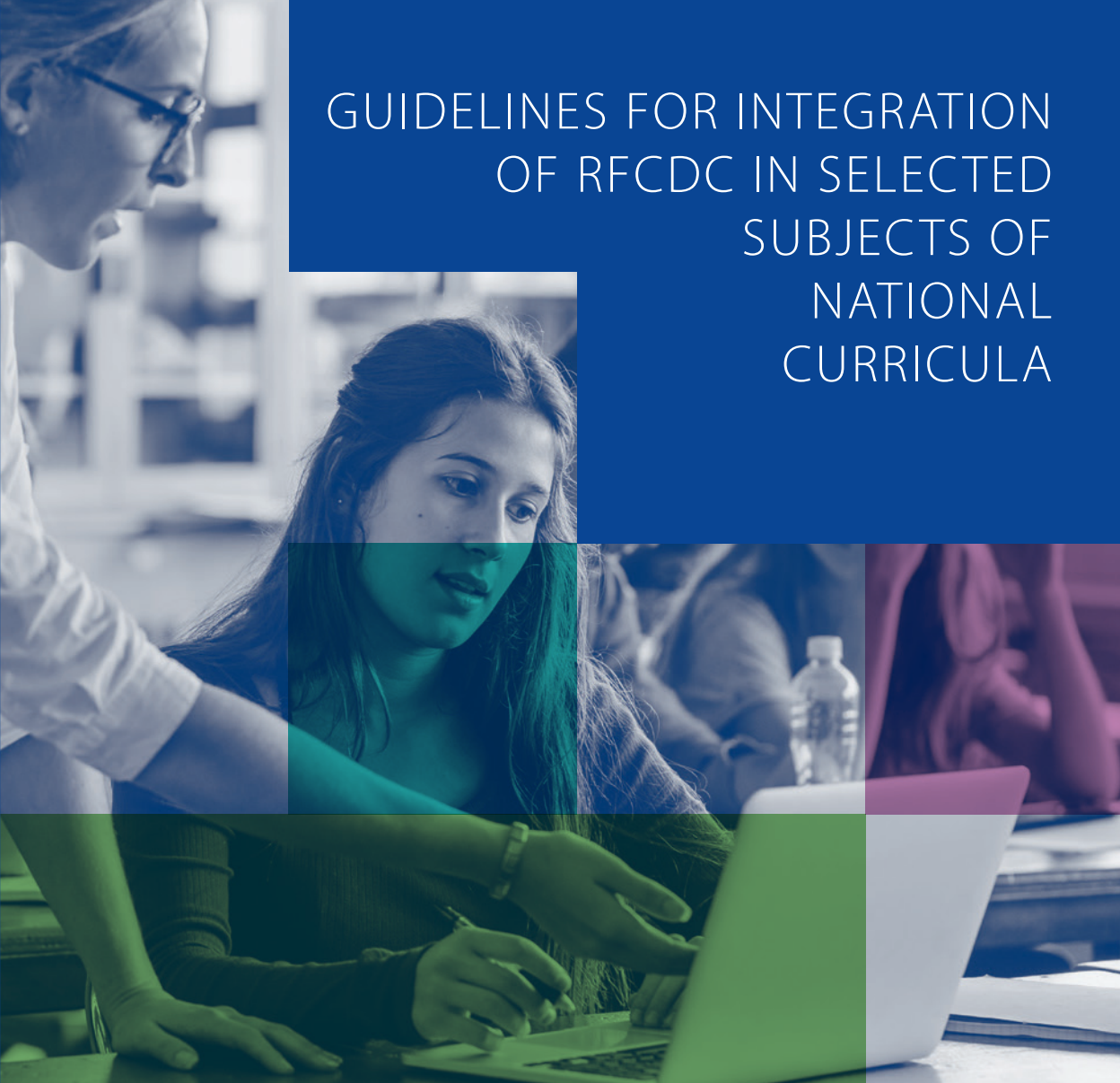


GUIDELINES FOR INTEGRATION OF RFCDC IN SELECTED SUBJECTS OF NATIONAL CURRICULA



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GUIDELINES FOR INTEGRATION OF RFCDC IN SELECTED SUBJECTS OF NATIONAL CURRICULA

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Republic of Serbia
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TABLE OF CONTENTS

FOREWORD	5
INTRODUCTION	9
EXAMPLES OF CROSS-CURRICULAR CDC DEVELOPMENT	12
Serbian Language/Serbian Language and Literature	13
Mathematics	22
The World Around Us/Science and Society Basics	28
Foreign Language	33
History	42
Geography	48
Physics	52
Chemistry	58
Psychology	64
Civic education	71
COUNCIL OF EUROPE'S MODEL OF COMPETENCES FOR DEMOCRATIC CULTURE (CDC) WITH THE BANK OF DESCRIPTORS	77
CHECKLIST TO EVALUATE THE EXTENT TO WHICH YOUR TEACHING PRACTICES CONTRIBUTE TO THE CDC DEVELOPMENT	114
SOURCES. REFERENCE LITERATURE	118



FOREWORD

What kind of society will our children live in tomorrow? An important part of the answer to that question lies in the education we give them today. Our education systems and schools need to prepare young people to become participative and responsible individuals in the complex, multicultural and rapidly evolving societies we live.

The Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) is a key resource to support policy makers and educators in developing democratic competences in learners. Empathy, civic-mindedness, tolerance of ambiguity as well as analytical and critical thinking are some of the competences which can help new generations embrace a democratic way of life.

Serbia is at the forefront in integrating the Framework in its national education system with the Framework now being a part of the Education Development Strategy 2030. “Guidelines for integration of RFCDC in selected subjects of national curricula” presents yet another key milestone in Serbia’s systemic approach to the gradual integration of RFCDC.

These guidelines provide comprehensive guidance for the implementation of RFCDC in the curriculum of 10 selected subjects. They also allow teachers to assess their contribution to RFCDC implementation in curricular and extra-curricular activities and provide them with practical examples and advice to create their own lesson plans.

The guidelines have been developed by curricula experts from the Institute for Education Improvement, representatives of the Ministry of Education, Science and Technological Development and the Institute for Education Quality and Evaluation of the Republic of Serbia. We hope that educators will find this publication useful and help them plan their teaching to foster a democratic culture throughout Serbia and that other countries can take inspiration from this work.

Sarah Keating

Lead, Division of Co-operation and Capacity Building, Education Department
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We live in a world where universal values are constantly revisited, and as often as not it happens that they are faced with challenges, even contested, despite the fact that they should be intrinsic in contemporary free / democratic societies. We tend to forget them, or we fail to adopt them in the institutions which teach universal values: the family, the educational system, the media, cultural institutions ... or they are not strong enough to withstand traditional influences. That is why it is important to talk about values, to repeat and advocate what we have learned, to consider and contemplate them, so that they can grow stronger and become the fundamental values of the society we live in.

For that reason, school is an institution which gives ample room to offer students contents within different subjects which will lead them towards the accomplishment of outcomes, and beyond that, which will enable them to adopt democratic competences, i.e., understand the universal values of society. Even a topic which at first glance seems "unimportant" for understanding humanistic values (chemistry, physics, mathematics classes...) can be used to talk with students and they will then reflect and reach their own conclusions, thus promoting the skill of actively and critically reflecting on social topics that will create a future competent citizen. Such classes are more interesting and empower in students both knowledge of a particular subject, and the values/attitudes we should aspire to.

The handbook designed by advisors in the Institute for Improvement of Education is the beginning, a pre-text for classwork. These are just suggestions. They are conceived as initial support offering you certain approaches to classwork which will link contents and outcomes to democratic competences.

We hope that you will continue to independently develop the initial idea.

We invite you to send us your ideas and contributions, so that we can make a database on the portal which will strengthen the democratic competences of students and consequently strengthen the educational role of the school.

Zlatko Grušanović

Director of the Institute for Improvement of
Education of the Republic of Serbia

When we introduced education for civic activism into our educational system two decades ago, we had in mind active participation in all spheres of life, fostering diversity and democracy, and valuing the rule of law. In parallel to this, through human rights education, we dealt with a broader range of human rights and fundamental freedoms in every area of human life based on the cognitive dimension (expanding knowledge about an individual's rights), the cultural dimension and the participatory dimension.

In that process, we have always had the support of the Council of Europe, with which we promote democratic culture in schools that is not limited only to the school ethos and cooperation with the local community and parents but is also implemented in the teaching process. Cooperation with the Institute for Improvement of Education and the Institute for Education Quality and Evaluation in the process of implementing the project "Quality Education for All" (implementation within the joint European Union and Council of Europe programme "Horizontal Facility for the Western Balkans and Turkey 2019-2022") has significantly enriched the application of the original idea of civic education, activism and human rights education.

We have now reached a higher level of education for democracy, just like in a video game, as our students would describe it, we implement the Reference Framework of Competences for Democratic Culture with 20 competences that apply the values of democracy in schools and in everyday life. This conceptual model of competences has defined the attitudes, skills, values, and critical understanding that students at all levels of education need to acquire in order to have a sense of belonging and contribute themselves in a positive way to the democratic societies in which we live. This offers a common focus for the activities of educational systems, while respecting the diversity of pedagogical approaches in order for the students to know and understand the challenges they face and the consequences of their decisions, what they are able to do and what they should avoid doing. In order to do all this, they need to possess not only knowledge but also appropriate competences, and the purpose of the Reference Framework is to set out those competences.

In our goal- and outcome-oriented education, curricula are becoming an instrument for ensuring the quality of education. The main shift in the orientation towards general and cross-curricular competences is a more dynamic combination of knowledge, skills and attitudes, putting students in a situation that requires them to use both subject-specific and cross-curricular competences (application), research activities, project-based learning; through specific activities, students go beyond the boundaries of a subject, link knowledge, which the Working Group composed of representatives of the Institute for Improvement of Education used in preparing the "Guidelines for integration of RFCDC in selected subjects of national curricula" over the past two years. The support of the Ministry of Education, Science and Technological Development and the Council of Europe was instrumental in implementing the Guidelines with all 20 competences for democratic culture in primary and secondary schools in the teaching of Serbian language/Serbian language and literature, mathematics, the world around us/science and social studies, foreign languages, history, geography, physics, chemistry, psychology and civic education.

Grateful for the opportunity to be part of this effort that leads education for democracy to the zone of proximal development, I leave it to the readers (primarily teachers) to find their selection which will improve the teaching of their subject in many ways.

Doc Snežana Vuković, PhD

Ministry of Education, Science and Technological Development

INTRODUCTION

In the increasingly complex and dynamic modern world, democratic laws and institutions can only efficiently function when they are based on a culture of democracy. This is where education plays a key role. Education is the foundation of any democracy, and the fact that democratic communities depend on educated and competent citizens makes it necessary to promote a democratic culture at all levels of the educational process. It is particularly important to ensure that young people can acquire the knowledge, values and skills that will enable them to be responsible citizens ready to face all the challenges in modern, diverse, democratic societies. In this spirit, the UN Resolution *Transforming our world: the 2030 Agenda for Sustainable Development*, adopted by the General Assembly on 25 September 2015, in its Goal 4, calls for ensuring that “*all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development*”. Sustainable Development Goal 4 on Education and the Education 2030 Framework for Action emphasise inclusion and equity as laying the foundations for quality education. Inclusive education implies ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive, and therefore securing that every child has an equal opportunity for educational progress remains a challenge worldwide.

■ In order for students to be empowered as future citizens to participate in a culture of democracy in the broader social, civic, or political world, they must also learn and practice competences for democratic culture and intercultural dialogue at the micro level of society, in the school community. Achieving a democratic culture is the task for the entire school. This requires the school to adopt Education for Democratic Citizenship and Human Rights Education as a whole-school approach, and as a common background to every teaching activity in the school, both in and out of the classroom. This means teaching and learning *about* democracy and human rights, *through* democracy and human rights and *for* generations of future citizens - democracy and human rights are a subject-matter in class (*about*), a pedagogical guideline for the whole school (*through*) and the preparation for participation through practical experience at school (*for*).

■ In line with their civic mission, schools have a fundamental role to play in nurturing the values, habits, attitudes, and skills necessary to support a democratic way of life. The vision of democracy as a way of life must be encouraged by schools through teaching, shaping of, and learning about the democratic way of coexistence. Democratic citizenship is not acquired naturally. Democratic competences must be learned and practiced in the context of interactions with others. Defining democratic citizenship as one of the most important goals of education points to the need to transform schools into spaces where children not only acquire knowledge about democracy but also learn through democratic experiences in order to be ready for future life as democratic citizens. This means that the teaching staff, headed by the principal, must also acquire competences for democratic culture and practice them in school in order to be role models to their students. It is necessary for teachers to see the school as a *learning community, and a community in which learning is implemented in practice*. In order for teachers to act as a learning community, they must be connected by a culture of collaboration. In a learning community, collaboration not only improves academic performance, but also helps community members develop self-awareness and self-esteem. Dynamic, competent participation through practice is created. Teacher collaboration, however, cannot be limited to traditional questions related to the school curriculum, activities, or disciplines; instead, it must focus on caring for the needs of each student. Each teacher contributes to the achievements of each student from a different perspective, offered either by different subjects, or different teaching methods and strategies used by teachers. In addition, their common goal – students’ academic success - requires a holistic approach to teaching, which encourages teachers to work together, because their teaching, regardless of how different their subjects are, shares specific needs and challenges. All teachers work with students from the same age groups and face the same diversity among them..

■ The level of education that students need nowadays exceeds by far the ability to read, count, and write. Instead, students need the kind of education that includes a better understanding of the world, logical, critical, and creative thinking, the ability to connect the abstract with the concrete and to understand abstract concepts and symbols, the ability to interpret facts and research findings, and the ability of autonomous and cooperative learning. Students nowadays need to become functionally literate through education. Education for democratic citizenship and human rights education are concerned with all of these competences and enrich them with the values and attitudes that make up a culture of democracy. Education for democratic citizenship and human rights education offer such concept of literacy for a cross-curricular and whole-school approach. The whole-school approach enriches and strengthens teaching as the fundamental principle of school life, not only in the classroom but also in all school premises, and even outside the school premises. The Council of Europe, which has a long tradition of supporting the development of education based on international standards and practices, has developed and promoted the concept of school development which emphasises the integral and reciprocal relationship between democracy and education, and thus the democratic mission of the school.

■ The Council of Europe's conceptual model of school improvement is based on normative principles that underpin all educational policies and practices, and proceeds from the principle that all children have the equal right to quality education in inclusive schools and that schools have a democratic mission. Education is defined as a holistic process aimed at supporting the cognitive, emotional and civic development of children. Democratic and inclusive school development is understood as a comprehensive process, addressing all levels of school life and involving all stakeholders, principals, teachers, students, parents, and the wider community.

■ In 2018, the Council of Europe published the *Reference Framework of Competences for Democratic Culture (RFCDC)*. The Reference Framework consists of three books designed to teach young people the democratic competences needed for effective participation in society; competences that will enable them to defend and promote human rights, the rule of law and democracy. The first book presents the context, concepts, and model of competences for democratic culture; the second elaborates on descriptors of competences for democratic culture; and the third book is an implementation guide. The RFCDC is also intended for education policy makers and practitioners in all sectors of education, providing them with a systematic approach to the planning of teaching, teaching and assessment of competences for democratic culture.

■ In the description of the conceptual model of competences for democratic culture which learners need to acquire in order to effectively participate in a culture of democracy, the concept of competences refers to the "psychological resources" of the individual - values, attitudes, skills, knowledge and critical understanding. Accordingly, the RFCDC is organised in four areas, two from the affective (values and attitudes) and two from the cognitive (skills and knowledge and critical understanding) domain. Each area includes several competences, so the RFCDC includes a total of 20 competences.¹

■ The RFCDC can be used in any type of a curriculum: content-oriented, goal-oriented and learning outcomes-oriented curriculum or in competence-oriented curriculum. The Framework also defines the methods of delivering teaching and learning, and the application of various interactive work forms through which students can improve the level of their competence. The CDC can be developed by teaching compulsory and elective subjects, but also on a cross-curricular basis, through extracurricular activities, as well as the work of the school's student parliament. The development and adoption of the CDC actually encourages and enables the overall school environment, starting from the environment created by democratic school management, to the environment created by the school in communication with the local community and with other schools, down to the concrete atmosphere in the classroom, in learning and teaching.

■ Competences for democratic culture do not appear and are not deployed separately, but always in clusters. Competency and competences are invisible as such and are available only through theory and models. However, they are observable in the behaviour of a person, i.e., in what they do, think, say, or how they communicate with others. Accordingly, descriptors for all twenty competences have been formulated in the Framework of Competences for Democratic Culture.² These descriptors constitute a set of positive descriptions of observable behaviours as an indicator that a person has attained a certain level of proficiency with regard to a competence.

The developed descriptors are a valuable resource for those who want to use the Reference Framework in an educational setting since they ensure the operationalisation of the competences included in the Reference Framework model in terms of specific behaviours that students can demonstrate. Owing to them, teachers can assess the development level of the competences of their students, by observing their behaviour in democratic or intercultural situations. The language of learning outcomes was used to formulate the descriptors. This means that they can be used not only as criteria for assessing the democratic competence level and proficiency, but also to formulate general criteria for assessing students; for curriculum development and for pedagogical planning



¹ See: *Reference Framework of Competences for Democratic Culture. Volume 1. Context, Concepts and Model.* Council of Europe, 2018.

² See: *Reference Framework of Competences for Democratic Culture. Volume 2. Descriptors of competences for democratic culture.* Council of Europe, 2018

purposes. The descriptors of competences for democratic culture can be used in formal or informal assessment to verify the learning outcomes achieved. The descriptors can also be used to systematise assessments. The use of the descriptors helps to determine three levels of proficiency - basic, intermediate, and advanced.³

■ In education for democracy and human rights, schools need a cross-curricular teaching approach. Competences for democratic culture do not appear separately; instead, they are interconnected and intertwined with the teaching process as such, consisting of teaching contents and methods and techniques for their implementation. The development of competences can be encouraged both through the contents of certain subjects, and through the organisation of teaching, i.e., methods used. The methods used to implement the teaching process are closely intertwined with the competences for democratic society. The CDC development should be complementary to the development of general competences and should not be applied to specially selected teaching units or curricular contents, but all the time, in every class, and as much as possible in correlation with other subjects. Teachers do not have to abandon what they are already doing; instead, they should take an additional step and enrich their practice through the inclusion of competences for democratic culture into their teaching following the CDC model of the Council of Europe.



■ This handbook provides examples of how competences for democratic culture can also be developed through subject teaching, in line with the students' age and developmental characteristics. Examples are given through the following subjects: Serbian Language/Serbian Language and Literature, Mathematics, the World Around Us/Science and Society Basics, Foreign Language, History, Geography, Physics, Chemistry, Psychology and Civic education. A rich array of analysis and examples of activities in the handbook was developed by experts from the RS Institute for Improvement of Education. The examples are designed to show teachers the possibilities of working on the development of competences for democratic culture through their curricula and teaching methods.

■ Thus, on the example of the analysis of the short story *Aska and the Wolf* by Ivo Andrić, from literature, the teacher has the possibility to problematise key segments of the structure and the philosophical layer of the work and thus "open up" students to critical interpretation which develops their competences for democratic culture.

■ Based on students' participation in the analysis of Andrić's short story, through which a whole cluster of competences can be developed - valuing human dignity and human rights, valuing cultural diversity, as well as analytical and critical thinking skills - the teacher can monitor and assess the development level of students' competences using the relevant competence descriptors. If, for example, the teacher recognises that the student "argues that specific rights of children should be respected and protected by society" (descriptor 102) and that "everyone should recognise the fundamental freedoms of each human being" (descriptor 103), it is estimated as the basic level of proficiency in valuing human

dignity and human rights. Moreover, if the teacher recognises that the student "defends the view that human rights are required for every human being to be able to live with dignity" (descriptor 106), it will be assessed as an intermediate level of proficiency. Likewise, by using narrative definitions of descriptors, it can be assessed whether students have reached the advanced level of competence in the relevant domain of competences for democratic culture.

■ When it comes to problem solving in mathematics, activities leading to the accomplishment of outcomes can directly contribute to the development of the majority of competences from the categories Skills (primarily analytical and critical thinking skills) and Knowledge and Critical Understanding, as well as competences from the category Attitudes (responsibility, self-efficacy).

■ On the example given for the fifth or sixth grade, planning a home budget, which includes collecting and analysing data from various sources, students develop analytical and critical thinking skills, co-operation skills, responsibility, respect, self-efficacy, conflict-resolution skills. If the teacher monitors the development of analytical and critical thinking skills and if he/she perceives

³ For more detailed information, see chapter 3, p. 77

that the student "uses evidence to support his/her opinion" (descriptor 1102), this is valued as the basic level of proficiency. If the student "can assess the risks associated with different options" (descriptor 1119), he/she is at an intermediate level of competence, and if the student "can analyse how parts of the whole interact to produce overall results" (descriptor 1145), he/she has attained the advanced level of analytical and critical thinking skills. A student who "Generates enthusiasm among group members for accomplishing shared goals" (descriptor 1629) has developed the advanced level of co-operation skills, and when he/she "Shows confidence that he/she knows how to handle unforeseen situations due to his/her resourcefulness" (descriptor 823), he/she has developed the advanced level of self-efficacy.

■ Through the example of research work on the topic of environmental protection, organised within the teaching of chemistry, where one of the objectives of the activity is also the development of civic-mindedness - a competence in the domain of attitudes - the level of competence attained by a student can be basic if the student, for example, "collaborates with other people for common interest causes" (descriptor 602), intermediate if the student "discusses what can be done to help make the community a better place" (descriptor 606), or advanced if the student "takes action to stay informed about civic issues" (descriptor 615).

■ With this method of assessment, by applying descriptors, it is possible to assess the presence of democratic competences indicators in the teaching of various subjects, as well as in extracurricular and curricular activities. Based on the recommendations and examples provided, teachers can gain a clearer picture of how to apply these indicators in the planning and delivery of their lessons regardless of the subject or area.

■ Through the examples of cross-curricular CDC development given in this handbook, the principle is demonstrated that competences can be continuously developed and improved through all subjects and all types of teaching; also, that competences are not only about the content, but are also a way of learning and teaching. Most of the given examples can serve as a basis for designing activities that can be implemented in the classes of other subjects or in delivering integrative or project-based teaching. Just as the interpretation of certain thematic layers and challenges in literary works continuously develops critical and analytical thinking skills, linguistic skills, tolerance of ambiguity, valuing human dignity and human rights, the activities that lead to the accomplishment of outcomes related to problem solving in mathematics can directly contribute to the development of the majority of competences in the category Skills, primarily analytical and critical thinking skills, then in the category Knowledge and Critical Understanding, as well as competences in the category Attitudes - responsibility, self-efficacy. Just as the learning of a foreign language is always intercultural learning, thus geography, building upon examples of economic, political, environmental, and cultural phenomena and processes in the world, enables value orientation and acceptance of diversity.

■ Integrating competences for democratic culture into the teaching process and life of the school in general is essential to equip children and young people, either as individuals or as members of society, with the values, attitudes, skills, and critical thinking necessary for their future life, be it private or professional.

■ For ease of reference, the handbook also includes a graphic presentation of competences for democratic culture with a full register of descriptors. Descriptor registers were initially published in the Reference Framework of Competences for Democratic Culture, Volume 2 (Council of Europe, 2018).

EXAMPLES OF CROSS-CURRICULAR CDC DEVELOPMENT



Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.

SERBIAN LANGUAGE/ SERBIAN LANGUAGE AND LITERATURE



LEARNING GOAL FOR THE SUBJECT

The goal of learning the Serbian language and literature is to enable students to properly use Serbian in various communication situations, when speaking and writing, and to develop emotional, aesthetic, moral and critical experience of and reflection on reality through reading and interpreting works of the Serbian literature and of the world literary heritage.

Serbian Language/Serbian Language and Literature is a subject taught throughout the schooling. It offers knowledge in the field of linguistics, literature, and linguistic culture. The knowledge and competences that are developed by learning this subject play a key role in the development of communication skills in students in the course of the learning process and in education as a whole.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

Elements of competences for democratic culture in the area of Language can be recognised in individual outcomes in the sub-area of history of language and in almost all outcomes in the area of linguistic culture. In the sub-area of language grammar system, even if it is not possible to recognise these elements explicitly in the outcomes, they are implicitly present in general subject competences and in subject-specific competences, developed on three levels.

Elements of competences for democratic culture in the area of literature are recognised in almost all outcomes, and methodological and didactic instructions for the development of content and key concepts provide explicit guidelines for interpretation and critical analysis of different layers of a work of literature, for understanding one's own life and society in which students live based on ethical and aesthetic principles of the literary work and, in that context, the guidelines can be singled out for discussion while appreciating different views based on arguments (from the text).

Values, attitudes, skills and knowledge and critical understanding, which encompass the competences for democratic culture, are continuously developed by studying the language system in a unified manner, practicing linguistic methods of expression, and interpreting literary works. Since the contents of the subject in their literature segment include a body of different works from the history of world and Serbian literature, their reading, analysis and critical interpretation in line with the age and developmental characteristics of students contributes to differentiating students' attitudes, tolerance of different opinions and skills of argumentatively presenting one's own beliefs and conclusions. This advances linguistic and communicative skills, critical understanding of the world, respect, co-operation, and conflict-resolution skills. Reading classical works of national and world literature contributes to the development of the CDC by helping students to shape their values and attitudes. When analysing a particular literary work, teachers can instruct students to perform an analysis from the perspective of competences for democratic culture by focusing on recognising certain thematic and problem-related layers of the work, interpreting them, reflecting on them, discussing them and the like. In the segment of the subject on linguistic culture, all competences for democratic culture are further developed by covering the contents related to speaking skills (the accent system of the language, orthography, semantics ...) with a special emphasis on linguistic and communicative skills, co-operation skills, conflict-resolution skills, and skills of listening and observing. They can be accomplished through speaking exercises (discussion, public speaking, presentation...), written exercises (essays, business letters, explanations, kind requests, applications...). In addition to developing the mentioned skills, the contents of such exercises can also develop the CDC - topics that are discussed or written about will trigger the thought process related to respect for others, civic-mindedness, civil rights, social responsibility, openness to cultural otherness and to other beliefs, world views and practices, etc. All these competences from the Reference Framework are improved with the development of knowledge about the grammatical system of the language. More precisely, the development of knowledge about the phonetic, morphological, syntactic, and stylistic aspects of the language science, besides contributing to the acquisition of competences of autonomous learning skills, enables students to master linguistic and communicative skills through which they will be able to acquire all mentioned competences in the area of literature and linguistic culture. Developing competences for democratic society cannot be set as a separate task. Values, attitudes, and skills for democratic society should be successively introduced into the majority of the teaching contents, and especially into the methodological and didactic approach to almost all contents in the subject Serbian language. All values highlighted in the document are developed successively throughout the educational process related to the subject Serbian language/Serbian language and literature.

KEY WORDS:

LANGUAGE, COMMUNICATION, FLEXIBILITY, CRITICAL READING, CRITICAL LISTENING, CRITICAL UNDERSTANDING, CREATIVITY, RESPECT, TOLERANCE, ATTITUDES, UNDERSTANDING FOR OTHERNESS, CO-OPERATION, CIVIL RIGHTS, SOCIAL RESPONSIBILITY.

EXAMPLES OF CDC DEVELOPMENT

As critical thinking intensively develops from the age of 11, this competence should be worked on from an early age. From a developmental point of view, the basis for the development of critical thinking is the development of decentration in thinking, i.e., the ability to see a phenomenon or an object not only from one's own angle, from one's own position but also from various other angles and from various other positions, the positions of peers, adults, other sources of learning. This ability is manifested in its basic form between the ages of seven and nine, it develops until the age of eleven, and from that age it is necessary to additionally "work" on it in order to keep improving it for the rest of one's life.⁴ On the other hand, attitudes and skills are necessary for the future development, but they are also the foundation for a good and creative atmosphere in the class/group.

EXAMPLE OF AN ACTIVITY: LEXICAL AND SEMANTIC EXERCISES

Cycle: first

Grade: fourth

THE FOLLOWING EXERCISES ARE ORGANISED: **determining the meaning of set phrases; composing words based on their first and last letter that are given; completing a sequence with words that are related to the given word.**

Outcomes: Upon completing the grade the student will be able to:

- adjust the linguistic phrase to the communication situation - formal and informal;
- connect the pieces of information provided in linear and nonlinear texts and draw a conclusion on the basis of them.



⁴ For more detail see: Pijaže, Ž., i Inhelder, B. (1978). Intelektualni razvoj deteta [Piaget, J. and Inhelder, B., *Cognitive Development in Children*]. Beograd: ZUNS, 1978; Brković, Aleksa. *Razvojna psihologija [Developmental Psychology]*. Čačak: Regional Centre for Professional Development of Employees in Education, 2011.

By way of introduction, students can be given a table with phrases in which they will write (by working in pairs) their interpretation of the figurative meaning.

He is my right-hand man .	
One needs to separate the wheat from the chaff .	
He is crazy about her .	
I've been hitting my head against a brick wall the whole morning.	
We'll get that when hell freezes over .	
I gave up on that .	
All this will come into the open .	
We eventually found common ground .	
Don't play with fire!	
That is a bottomless pit .	
I was greenlighted by my mom.	
We fire on all cylinders .	
I am on my toes .	
Think before you speak .	
The tongue is a deadly weapon .	

The meaning of each one can be then discussed separately:

1. **Right hand** (its meaning, is it always applicable, how is this interpreted by left-handed people, why is the right hand so important ... linking it with life, meaningful learning ... Furthermore, how would this be understood by students who for whichever reason do not have the right hand...). *Interpretation of this phrase develops tolerance, empathy, understanding of other people's positions, valuing human dignity, co-operation...*
2. Why should we separate wheat from chaff? Which examples from everyday life can corroborate this? When did we do that ourselves? What is **wheat**, and what is **chaff**? Can the meaning be abused? Do we all understand this advice in the same manner? Students should be encouraged to give an example. It is then discussed (while paying attention to different attitudes, tolerance ...). *By interpreting this phrase, attitudes, tolerance, knowledge and critical understanding of the language and communication are developed.*
3. Why „**crazy**“? Why is fascination/love associated with madness? How do we express affection? How should we not show affection?... *By interpreting this phrase, knowledge and critical understanding of the self are developed...*
4. We eventually found **common ground**. What is the meaning of common ground? How do you come to common ground? Is it possible to "find" common ground if we have opposing opinions? What is the best way to achieve that? (A topic for a debate can be found, in line with the age, what should you eat/what should you not eat for snack?) *By interpreting this phrase, knowledge and critical understanding of the self, linguistic and communicative skills, openness to other cultures and practices, flexibility and adaptability are developed...*
5. Don't **play with fire**! Why is fire dangerous and how can it be an ally, and how a dangerous adversary? Why does fire represent progress and power, on the one hand, and a life-threatening force, on the other hand? What other meanings does "fire" have? Students should "translate" this sentence by using everyday examples. *By interpreting this phrase, linguistic and communicative skills, respect, responsibility, tolerance of ambiguity, conflict-resolution skills are developed...*
6. **Think before you speak**. Explain the meanings. Give examples from everyday life why it is better to think first and then speak. How do we act when we are angry? Does an insult have any effect? Is it better to clearly explain to a person why he/she should not do something?... How do we behave when we are offended, and how when someone explains what we did wrong? *By interpreting this phrase, linguistic competences, respect, conflict-resolution skills, responsibility, knowledge and critical understanding of the self are developed...*
7. **The tongue is a deadly weapon**. It should be linked to the previous meaning. Why is the tongue equated with a dangerous weapon? Experiences from everyday life. Should language ennoble things (provide support, comfort)? When is it permitted to use the tongue as a "weapon"? *By interpreting this phrase, linguistic competences, respect, conflict-resolution skills, responsibility, knowledge and critical understanding of the world, and tolerance of ambiguity are developed...*

All these questions develop competences for democratic society (values, attitudes, all skills, and critical understanding). The emphasis should be placed on "meaningful learning" rather than simple linguistic interpretations. Only in this way will the etymology of set phrases be clear to students, and they will, based on their own example, be able to accept the values and attitudes of a modern democratic society.

**EXAMPLE OF AN ACTIVITY:
ANALYSIS OF THE SHORT
STORY ASKA AND THE WOLF**

Cycle: second

Grade: sixth

Area: Literature

By selecting any content from the curriculum in the area of literature, the teacher can place a special emphasis on the development of the CDC when covering it – interpreting and analysing it. Despite the fact that the development of competences for democratic culture is most often an implied and often an implicit process in a proper approach to a literary work, sometimes it is necessary to be especially aware of it, first in one's own lesson preparation, and then, in some situations when certain key competences for that topic need to be explicitly pointed out to students.

On the example of Ivo Andrić's short story *Aska and the Wolf*, this can be approached on several levels.

The core theme of the short story - the status of art in civil society and the ability of art to change the world - can be interpreted in the context of raising awareness about the competences for democratic culture through the analysis of the characters and plot. The discussion with students about sheep Aska's status in her community should go in the direction of "unpacking" the writer's allegory, which would lead to a discussion about the need to give support to a talented individual to develop his/her abilities and talents - as Aska's mother Aja did when she enrolled her in a ballet school – or one should insist that such an individual should not stand out from the customs and the average of his/her society so as not to cause problems for himself/herself and others. Such discussions in the analysis of a literary work develop in students the skills of critical and analytical thinking, linguistic skills, and at the same time they develop values through analysis such as human dignity and human rights, and a culture of diversity. The intersection of two different cultural contexts - the rural or patriarchal environment embodied in the Steep Meadows where the heroine lives and the enrolment in a ballet school that is a symbol of urbanity - is a point of personality and civic-mindedness development – the overcoming of patriarchal and conservative restrictions and the opening to the artistic formation of the personality.

The central conflict in the short story - the encounter with the wolf and the ballet dance that ennobles the executioner and prolongs the life of the heroine - can be interpreted from the aspect of the struggle for valuing democracy, fairness, justice, equality, and the rule of law. The positions of the executioner and of the victim can be a starting point for critical judgement about human equality, justice, behaviours within the law, the impermissibility of violence and the promotion of the principle of freedom in general.

Art - **ballet dance** - can be identified as one, perhaps the most important instrument of civilization for ennobling, developing empathy, respect for others, self-control and correction of rigid, authoritarian and violent models in human nature and human behaviour.

Critical judgement of students can be channelled towards discussing the justification of retaliation - **killing the wolf, or the idea about the possibility of permanent transformation** - whether the wolf could change and become better, stop being bloodthirsty after his artistic initiation.

Such aspects in the analysis of the short story do not have to be "programmatically". The teacher should not neglect the usual approach to the literary work, but he/she can problematise these key segments of its structure and philosophical layer by "opening up" students to critical interpretation that develops their competences for democratic culture.



**EXAMPLE OF AN ACTIVITY:
CRITICAL ANALYSIS
OF PROPAGANDA
TEXTS**

Cycle: second

Grade: eighth

Area: Linguistic culture

Outcome: At the end of the year, the student will be able to spot manipulation in propaganda texts.

Content: Propaganda texts (advertisements and the like)

The accomplishment of this outcome requires not only the knowledge of the CDC, but also media literacy on the part of the teachers. The key skill is critical reading/listening of the text of the advertisement.

Teachers can cover this topic in different ways: through conversation, planned activities, small research tasks. It is crucial to determine the extent to which students are exposed to advertising messages. It is possible to start with the following questions:

1. Where do you usually find advertising messages?
2. Do you come across advertising messages at school or on your way between home and school?
3. Do you notice messages on objects in the classroom (notebooks, pens, water bottles, clothes, shoes ...)?
4. How do advertisements attract attention?

It is possible to implement a small-scale project – an analysis of television advertising. Students should be divided into groups, where one group will determine which products are most often advertised, the second - how much information we can really get by watching the advertisement, and the third - how much imagination there is in advertisements, and how much reality.

It is also possible to do "homework": On the way from home to school, write down the advertisements you notice and try to answer the questions:

1. Where is the ad located?
2. What does the ad advertise?
3. Is this product used in your family?
4. Do you think these ads have any impact on you?
5. How can you counteract the feeling of deprivation? (What in the intangible world can replace the need for an advertised product?)

It is important for students to understand the difference between the ideal image offered by advertisements (selling ideas and fantasies) and real life. It is also possible to talk to students about whether there is something intangible that will compensate for the feeling of deprivation if we do not have a product.

The above examples offer an opportunity to develop the CDC from the following domains:

- *Attitudes:* tolerance of ambiguity.
- *Skills:* autonomous learning skills; analytical and critical thinking skills; skills of listening and observing; empathy; flexibility and adaptability; linguistic, communicative and plurilingual skills; co-operation skills.
- *Knowledge and critical understanding:* knowledge and critical understanding of language and communication; knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economics, environment, sustainability.

GENERAL SECONDARY EDUCATION - EXAMPLES FOR ALL GRADES

Proceeding from the syllabus outcome for the third grade of gymnasiums in the area linguistic culture, which reads: *listens to opinions of others and takes them into account in his/her reasoning*, the teacher should coordinate the discussion about a given topic/problem trying to fully achieve this outcome, which develops co-operation skills, linguistic and communicative skills, skills of listening and observing, as well as attitudes of respect, civic-mindedness, tolerance of ambiguity.

Students can be divided into pairs or groups, with one group presenting and arguing one thesis in the debate, and the other group another opposing thesis. Topics for the debate/discussion/polemics can be chosen from different social situations, but also from literary works that students analyse in that grade (or some other grade).



EXAMPLE OF AN ACTIVITY:
A DEBATE ON THE TOPIC
VUK AND DOSITEJ: THE
VERNACULAR LANGUAGE
OR SERBO-SLAVIC
(SLAVONIC-SERBIAN)

A debate on this topic should be channelled towards expressing views on why Vuk's reform of the language and script was good, on its characteristics, advantages, consequences, and on the other hand, what was lost by supplanting the Serbo-Slavic language tradition, vocabulary, and cultural model that it featured. Such a discussion can develop attitudes of openness to other cultures, beliefs, world views and practices, as well as knowledge and critical understanding of language and communication, and critical understanding of culture, politics, history.

**EXAMPLE OF AN ACTIVITY:
CONFRONTING THE VIEWS
ON THE TOPIC
SKERLIĆ V. DIS**

analytical and critical thinking skills; skills of listening and observing; empathy; flexibility and adaptability; linguistic, communicative and plurilingual skills; co-operation skills; knowledge and critical understanding of the self; knowledge and critical understanding of language and communication.

**EXAMPLE OF AN ACTIVITY:
CONFRONTING THE VIEWS
ON THE TOPIC
ANNA KARENINA**

A debate on this topic can be developed by one group of students arguing that Anna Karenina was right to act against all social scruples in the name of love, and another group arguing that the principle of motherhood should be above the principle of freedom to love. Through this debate, students develop the attitudes of openness to other beliefs, practices and world views, respect for and valuing of human rights, democracy, knowledge and critical understanding of history and culture.



**IN LIEU OF A
CONCLUSION**

The above examples of CDC development in teaching should show the principle based on which they can be continuously developed and improved. An analysis of curricular contents from the perspective of the RFCDC does not mean eliminating or reducing other aspects of the analysis envisaged by the education strategy and implied by the nature of the subject. On the contrary, the development of the CDC should be complementary to the development of competences for national culture, gender equality and media literacy. Therefore, it is not applied to specially selected teaching units or curricular contents, but rather all the time, in every class, and as much as possible in correlation with other subjects.

MATHEMATICS

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.



LEARNING GOAL FOR THE SUBJECT

In all educational cycles, the goal of learning mathematics underlines the importance of this subject for:

- developing the ability of abstract, critical and logical thinking;
- developing the ability to communicate in the language of mathematics;
- training for the application of acquired knowledge and skills to resolving problems in everyday life and further education.

Developing these skills directly leads to the development of competences for democratic culture.

For example, the development of the ability of abstract, critical, and logical thinking is directly related to the analytical and critical thinking skills, the ability to communicate in the language of mathematics with linguistic and communicative skills and knowledge and critical understanding of language and communication.

Mathematics is a compulsory subject in the educational system in all 11 or 12 grades of pre-university education, respectively. In the first Cycle (grades 1 to 4) students have 5 classes a week, in the second Cycle (grades 5 to 8) 4 classes a week, in secondary schools, depending on the type of school, from 2 to 5 classes a week (for example, music schools have 2 classes a week, and the natural sciences and mathematics stream in gymnasiums has 5 classes a week in all grades except in the first grade when they have 4 classes), and students with special abilities in mathematics have 8 classes of mathematics a week. This shows that the importance of studying mathematics is recognised in the educational system of the Republic of Serbia.

By learning mathematics, students acquire mathematical concepts, knowledge and skills that are important for the development of logical and abstract thinking, and their application enables students to solve various problems in everyday life and further education, to critically analyse different approaches and possible solutions to these problems.

An important feature of the mathematics syllabus, especially in primary schools, is its spiral structure, in which areas are repeated in all grades, but the outcomes and contents are expanded. Thus, for example, in the first cycle the names of the topics are the same for all four grades: Numbers, Geometry and Measurement and Measures.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

Although it may not seem so at first glance, the contribution of mathematics to the development of competences for democratic culture is not small or insignificant. Mathematics contributes the most to the development of competences from the group **Skills** (analytical and critical thinking skills, skills of listening and observing, linguistic and communicative skills ...), then **Knowledge and critical understanding** (knowledge and critical understanding of language and communication, knowledge and critical understanding of the world), while the contribution to values and attitudes is not directly observable.

The connection between the mathematics syllabus and the competences for democratic culture can also be seen in the Didactics and Methodology Instructions for Programme Delivery, which stipulates that students should be trained to apply logical combinatorial thinking, draw conclusions and make decisions; that one should move from the level of visualisation to the level of analysis and abstraction; that students should be trained to use the language of mathematics correctly ...

Elements that contribute to the development of competences for democratic culture are visible in some outcomes of the mathematics syllabus (primarily outcomes related to problem solving), but there are also outcomes in which they exist but are not explicitly visible. As outcomes can be achieved by applying different work methods and activities, the teacher can organise the lesson so that competences for democratic culture are also developed in the accomplishment of these outcomes.

Activities implemented to achieve outcomes associated with problem solving can directly contribute to the development of most competences in the categories **Skills** (primarily analytical and critical thinking skills) and **Knowledge and Critical Understanding**, as well as competences in the category **Attitudes** (responsibility, self-efficacy). Solving problems in mathematics implies collecting and analysing data from various sources, formulating questions, analytical and critical thinking, analysis of possible solutions and choosing the most optimal one, as well as a substantiated explanation of the final solution. This quite clearly shows the connection with the mentioned competences. An example of this type of activity is given in the fifth grade curriculum: group work of students on the planning of a home budget - in addition to being the basis for developing financial literacy, it also contributes to developing co-operation skills, responsibility, self-efficacy, conflict-resolution skills...



Similarly, the outcomes related to the proper use of mathematical symbols and the language of mathematics, analysis, and explanation of the solutions of tasks directly contribute to the development of competences *Knowledge and critical understanding of language and communication; Linguistic, communicative and plurilingual skills*. For example, the outcome related to the proper use of words *and, or, no, each, some* ... develops in students precise expression.

In addition, the appropriate formulation of tasks and assignments can help develop competences whose link to the outcomes is not explicitly seen. For example, students may be asked to investigate how many women and how many men are employed in a particular economic activity or institution (e.g., in the municipality where they live), as well as how many women or men are in managerial positions in that activity or institution. The question may be whether the representation of the genders expressed as a percent corresponds to the percentages in which they are represented in managerial positions.

Assignments requiring students to compare, analyse, identify, link something etc. can, if used appropriately, contribute to the development of key competences for democratic culture. For example, by analysing the properties of given geometric objects (a task in which students should notice and indicate whether geometric figures have certain properties), it can be seen that not all of them have the same properties, which is a potentially good situation to draw a parallel with the real world.

Competences for democratic culture are also developed through tasks and activities that support coexistence through: respect for otherness, tolerance, humaneness, solidarity, empathy, etc. It is desirable to put students in a position to actively participate and get involved in the work as often as possible, thus assuming responsibility for their participation and work results.



KEY WORDS:

MATHEMATICS, PROBLEM SOLVING, ANALYSIS, DEMOCRATIC CULTURE, COMMUNICATION, LANGUAGE OF MATHEMATICS, CRITICAL THINKING, PROOF, ANALYTICAL THINKING, COMPETENCES, SKILLS, ABSTRACT THINKING, MATHEMATICAL CONCEPT, EXPRESSION, EQUALITY, DATA, NUMBERS, KNOWLEDGE, UNDERSTANDING, COOPERATION.

EXAMPLES OF DEVELOPING CDC

As already mentioned, competences for democratic culture in mathematics syllabuses are not explicitly visible, but through well-designed examples, these competences can be developed in students. The text below gives several examples to illustrate how well-thought-out activities and tasks for students can develop competences for democratic culture.

EXAMPLE OF AN ACTIVITY: PROBLEM SOLVING - NUMBERS

Cycle: first

Grade: second or third

Students should be divided into groups of 4-5 students. The task of each group is to collect data on what they had for a snack at school in the previous 7 or 10 days. The data should be presented in tables and graphs (sorted by type of snack). Each group presents the results and analyses the obtained data (which of the mentioned snacks are an example of a healthy diet and which are not).

In this manner, the contents of mathematics are connected with the World Around Us/Science and Society Basics, while *responsibility, co-operation skills and analytical and critical thinking skills* are also developed.

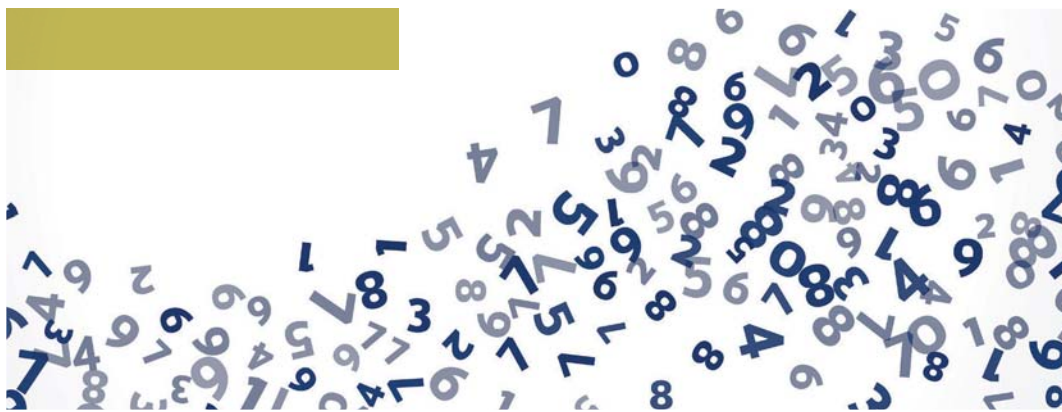
EXAMPLE OF AN ACTIVITY: PROBLEM SOLVING - NUMBERS/NATURAL NUMBER

Cycle: first or second

Grade: fourth - topic Numbers; fifth - topic Natural numbers and operations with them

Students are divided into groups and given the task to investigate the process of multiplication of natural numbers in Asia (China, Japan, India) or the teacher prepares materials which show multiplication processes, and students should make their own conclusion as to how to multiply numbers in the way shown. The groups present the conclusions they have reached and present them on an example set by the teacher. These multiplication steps will suit some students better than the standard process envisaged by the syllabus.

It would be good for the teacher, at the end of the class, to point out to the students significant discoveries in this part of the world, e.g., paper, gunpowder, compass, and printing houses in China, or that we write all numbers with 10 digits owing to the Indian system of numeration, which the Arabs adopted and spread further. This task is primarily aimed at developing the competence *openness to cultural otherness and to other beliefs, world views and practices, but it also encourages co-operation skills and analytical and critical thinking skills*, etc.



**EXAMPLE OF AN ACTIVITY:
EXERCISE – PLANNING A
HOME BUDGET**

Cycle: second
Grade: fifth or sixth

basket). Students should plan a monthly budget, with each of the members also expressing their needs (new trainers, a T-shirt, a course in drawing, etc.). Since it is not possible to fulfil all the wishes of all members of the group, it is necessary for the group to reach agreement and set priorities. During their negotiations, the postman (teacher) brings mail to the groups, one group receives a parking fine, the other group receives a notification from the bank that they miscalculated a higher loan instalment and that the bank will refund them money, etc. The groups need to revise the previously planned budget in line with the new circumstances. At the end of the class or in the next class, the groups present how they planned the budget.

Through this task, *students develop co-operation skills, responsibility, respect, self-efficacy, conflict-resolution skills.*

**EXAMPLE OF AN ACTIVITY:
SOLVING A TASK-
RATIONAL NUMBERS/PRO-
PORTIONALITY**

Cycle: second or secondary school
Grade: sixth – topic Rational numbers;
first grade of secondary school - topic
Proportionality

Students work on this task in groups and should investigate how many women and how many men are employed in a particular economic activity or institution (e.g., in the municipality where they live), as well as how many women or men are in managerial positions in that activity or institution. Then they need to calculate how many men/women in managerial positions should be replaced by women/men so that the respective shares of genders in managerial positions correspond to the respective shares of genders in the total number of employees expressed as a percent, while the second part of the task would be how many more employees of a particular gender need to become managers in order for the respective shares of genders expressed as a percent in managerial positions and in the total number of employees to become the same.

This example develops *valuing democracy, justice, fairness, equality and the rule of law, co-operation skills, analytical and critical thinking skills, etc.*



EXAMPLE OF AN ACTIVITY:
SOLVING TASKS -
QUADRATIC EQUATION AND
QUADRATIC FUNCTION

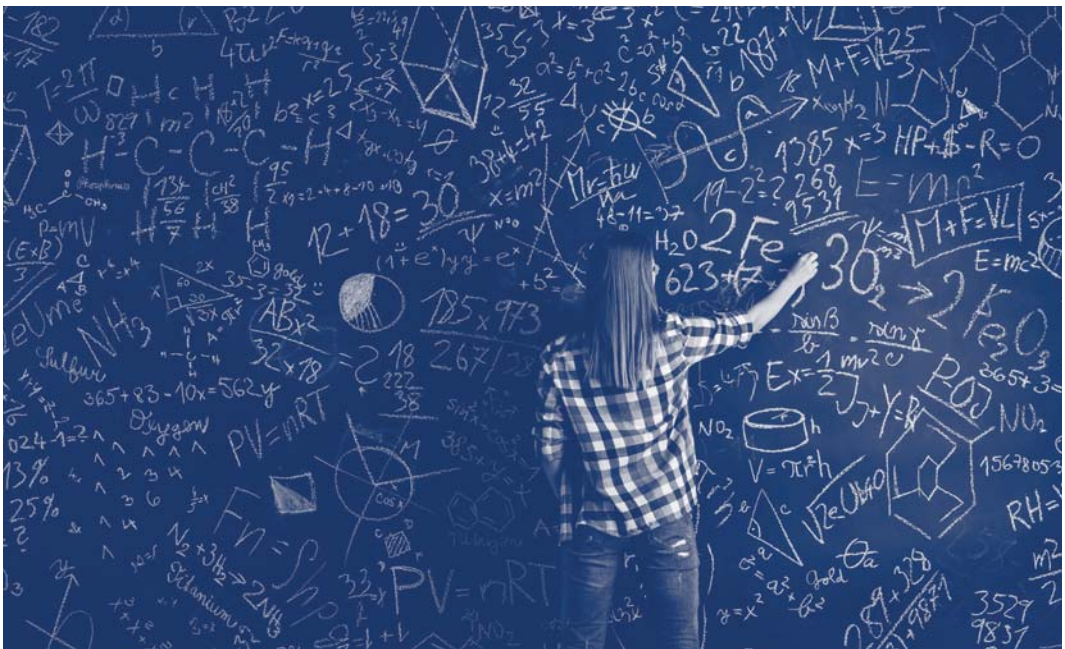
Cycle: secondary school
Grade: second

Students should be given the following tasks:

1. The distance between two cities is 588 km. A high-speed train covers that distance 2 hours and 20 minutes faster than a passenger train. What is the speed of each of these trains if their speeds differ by 21 km/h?
2. The distance between two cities is 588 km. A high-speed train covers that distance in 2 hours and 20 minutes, faster than a passenger train. What is the speed of each of these trains if their speeds differ by 21 km/h?

At first glance, these two tasks seem to be the same, and students should be asked if they notice any difference in the wording (preposition, comma). Students should solve both tasks and see that the solutions are different, that is, realise how much a punctuation mark or a single word can change the meaning of a sentence. An example with the conjunctions and and or can also be cited here, which demonstrates that changing one word changes the meaning of the whole sentence.

This example develops *skills of listening and observing and knowledge and critical understanding of language and communication.*



IN LIEU OF A
CONCLUSION

Competences for democratic culture are very important for life in the 21st century. Previous examples have shown how mathematical tasks and problems can develop democratic competences, but the list of possibilities does not end there. Teachers should use every suitable topic and task to contribute to the development of these competences in students and to connect with them the form of work, the way to reach a solution, the topic of the task, the solution itself or the analysis of the solution. Also, this handbook gives examples of developing CDC in other subjects which can serve as a basis for designing activities that can be realised in math classes or in joint classes.

THE WORLD AROUND US/ SCIENCE AND SOCIETY BASICS

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.



The World Around Us/Science and Society Basics is a subject taught in the first four grades of primary education. It introduces the student to himself/herself and the groups to which he/she belongs, as well as natural and social phenomena and processes. In the first two grades, the subject is called the World Around Us, and in the third and fourth, Science and Society Basics. The subject is unique in that it integrates a group of natural science subjects and with a group of social science subjects: biology, history, geography, physics, chemistry, and the elective programme civic education. The subject is unique in that it integrates a group of natural and social subjects: Biology, History, Geography, Physics, Chemistry and the elective programme Civic Education. The syllabus of the subject the World Around Us/ Science and Society Basics was developed based on the principle of locality. The principle of locality (the principle of immediate surroundings of an individual) determines the spatial and temporal proximity of natural and social phenomena and the process of studying them and as such constitutes one of the essential features of this subject. The principle of locality secures high sensitivity of this subject to the context in which students live and, in that sense, all social and natural phenomena studied in this subject are studied in the context of the student's immediate environment (in the first grade), settlement (in the second grade), native county (in the third grade) and the Republic of Serbia (in the fourth grade). Therefore, the basic characteristics of this subject are high sensitivity and openness to the contents from the child's environment and flexibility to appreciate the characteristics and features of the most diverse environments in which children from Serbia live. Thus, this subject develops students' competences for democratic culture through the framework of the spatial study of natural and social phenomena within the subject, continuously through all four grades.

LEARNING GOAL FOR THE SUBJECT

The learning goal for the subject the World Around Us/ Science and Society Basics is to get to know oneself, his/her natural and social environment and develop the skills for responsible living in it.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

The connection between the syllabus for the subject the World Around Us/Science and Society Basics and the CDC exists and is visible in the objective and outcomes of learning the subject, keywords of the syllabus, recommended contents of the syllabus and recommendations for didactic and methodical delivery of teaching and learning. The linkage is explicit and clear already in the very learning goal of the subject (getting to know oneself; responsible living in the natural and social environment). There is a clear linkage in learning outcomes (co-operates with others in the group in joint activities; appreciates national and cultural diversity ...), in the key words (interculturality); in recommended contents (Similarities and differences by gender, age, abilities and interests; Citizens of Serbia: rights and obligations, democratic relations and interculturality ...) and in the recommendations for didactic and methodical delivery of teaching and learning (... all students should develop a sense of richness in diversity among members of different nationalities by pointing to the fact that there are people who celebrate different holidays, have different customs, housing culture, diet, clothing, etc.). Based on the described explicit linkage between the syllabus and the CDC, a great contribution of teaching practice to the development of the CDC can be assumed.

The student develops the CDC by learning about himself/herself as a *social being*, about his/her rights and obligations in the environment and social groups to which he/she belongs (family, school, peers, settlement, home county, state). By using adequate examples close to students the teacher will, *inter alia*, point out the dualism of students' rights and obligations aimed at living harmoniously.

When it comes to the *necessities of life*, the student learns about the needs common to all people, as well as certain rules of conduct that facilitate their fulfilment. The student learns about his/her feelings and consideration of the needs and feelings of others, which is one of the crucial educational components of the subject that is directly linked to the CDC. The teacher gives to students, *inter alia*, various topics as an incentive to think and discuss necessities of life.

The contribution of the subject to the CDC is also reflected in the development of students' responsibility for their own lives and of a responsible attitude towards other people and the environment by learning content about *health and safety*, as well as contents about *man* as a natural and conscious social being. The student develops habits of a healthy lifestyle and is able to recognise and adequately react in situations that are potentially dangerous for his health and life. He/she develops a responsible attitude towards his/her own health and the health of people from the environment (for example, we should not come to school if we are ill for the reasons of our own health and to preserve the health of other students and school staff). The activities that the teacher undertakes, among others, can be hypothetical situations in which the student practices responsible behaviour in different situations in life.

There is also a linkage between the contents related to the orientation in space and time and the CDC. Developing the skills of orientation in space and time enables the student to develop the attitudes and skills necessary for safe movement and managing time and space. The understanding of relevant terms and their adequate use constitutes the basis of learning and one of the main pillars of students' cognitive development, most obviously visible for the development of more complex concepts in teaching geography, history, physics, and chemistry in upper grades. The contribution of these contents to the development of the CDC is reflected more specifically in the development of autonomous learning skills, responsibility, self-efficacy and knowledge and critical understanding of the world. The teacher can put students in hypothetical life situations in order for them to think and develop skills of orientation in time and space, and at a later age he/she can assign problem situations for thinking, discussion and problem solving.

By learning about *sustainable development*, the student learns about environmental protection and is gradually introduced to the concept of sustainable development through the continuous development of knowledge, values, attitudes, and habits. In this way, the subject influences the development of attitudes important for survival and the future, and that is linked to the CDC attitudes - respect, responsibility, and a sense of civic duty to the community. The teacher encourages students to apply the principles of sustainable development in their daily activities: rational consumption of water, electricity, disposal of waste in designated places, care for plants and animals, care for health, recycling, etc.

By learning about *man as a natural, social, and conscious being*, the student learns about the human senses; about work and creation; about the connection between nature, materials and products in human life and creation; about changes in puberty; about digital security in the era of information and communication technologies, etc. At the end of the first cycle of learning this subject, the teacher organises activities in which students then discuss the knowledge about humans acquired in all four grades as a dualism of the natural and conscious social being, developing a responsible attitude that every human being has to himself, others, and the environment. In this respect, it is necessary to organise activities that support coexistence through: respect for otherness, tolerance, humaneness, solidarity, empathy.

By achieving outcomes from the topic *Serbia's past*, the student learns to find information from various historical sources, to become aware of events and personalities from the past, to follow the development of the state of Serbia, to respect human rights, religious and ethnic equality, to learn from various sources of information and by understanding the temporal and spatial context of events. In this way, students are enabled to create a complex picture of the time in which the action/event takes place, to see the causalities of observed events from past times, which is a way towards gradual comprehension of the development of certain social events. The teacher organises, *inter alia*, activities of research approach to topics and contents. He/she motivates students to collect data in different ways in a stimulating research environment, to analyse it, classify it into groups and categories according to different characteristics, to take notes and draw conclusions by participating in simple experiments carried out based on instructions - individually, in pairs or groups.

The teaching practice of the World Around Us/Science and Society Basics contributes significantly to the development of the CDC.



KEY WORDS

IDENTITY; ATTITUDE; PERSONAL EXPERIENCE; I AND OTHERS; COMMUNITY; CO-OPERATION; RESEARCH; PROBLEM SOLVING; CULTURE; INTERCULTURALITY; RESPECTFUL COMMUNICATION; SIMILARITIES AND DIFFERENCES; RESPECT, APPRECIATION, INTERACTION; RESPONSIBILITY, AUTONOMY, RICHNESS OF DIVERSITY, RIGHTS AND OBLIGATIONS.

EXAMPLES OF DEVELOPING CDC

EXAMPLE OF AN ACTIVITY: EXERCISES OF CO-CONSTRUCTING THE MEANINGS OF TERMS

Cycle: first
Grade: all

The teacher applies the practice of constructing the meaning of certain terms related to democratic culture. For example: democracy, respect, justice, diversity, responsibility, respectful communication, empathy, citizen, tolerance, human rights, etc.

For homework, students can survey their family members and make a note of the meaning that different family members attach to a given term. The material that students bring is material for classwork. The purpose of this task is to come to a common understanding of the given term and to take

students through a learning process in which they develop openness, sensitivity, curiosity, and willingness to interact with other people and other world views.

Through this activity, the competence *openness to cultural otherness and to other beliefs, world views and practices is developed*, which implies openness to other cultures, attitudes, world views, other practices, as well as sensitivity, curiosity, and willingness to interact with other people and other world views. Also, through the development of the *autonomous learning skills, knowledge and critical understanding of the world* are expanded and developed.

EXAMPLE OF AN ACTIVITY: ACTIVE PARTICIPATION IN "AS IF ..." SITUATIONS

Cycle: first
Grade: all

With this activity, it is possible to develop all CDC. Which CDC will be developed depends on the choice of topics and activities for the students planned by the teacher.

The material for work during instruction is a vignette - a short situation on a certain topic (the teacher can prepare it or identify an appropriate situation). Learning should be organised through the process of interaction and exchange of knowledge, views, values, beliefs, and ideas among students. As a work method, the workshop is the most suitable for that, because its basic characteristics include the described learning process (working "face to face"; personal activity; active participation of all; atmosphere of support; the right to diversity and respect for the needs, emotions and way of functioning of each student; work on a common topic; reliance on personal experiences). In a seating plan of a workshop the following can be organised:

- a guided conversation and discussion about the situation on the paper/card;
- dramatisation or spontaneous acting out of the situation and further learning through targeted conversation about the situation, feelings, ways to solve it, etc.;
- role-playing method, if the situation is appropriate, because role-playing is an active learning method based on processing students' experiences. Each student has a certain role and an opportunity to gain more knowledge through processing and consideration of his/her own experience, but also the experience of others

Topics for vignettes can be different situations: discrimination; human rights; (in)tolerant attitude; (un)solidarity with another member/other members of the community; (ir)responsible attitude towards oneself, others, the community; having/not having empathy for people in different situations; conflict; gullibility, etc.



EXAMPLE OF AN ACTIVITY:
PREPARING A
PRESENTATION

Cycle: first
Grade: all

Through this activity, the following competences can be developed: autonomous learning skills; linguistic, communicative and plurilingual skills; skills of listening and observing.

The teacher occasionally, but continuously from the first to the fourth grade, organises different ways of presenting research results/work products (in drawings, comics, bulletin-board newspapers, in writing, verbally, by using a timeline, a presentation, etc.). Learning activities in which through

assignments, the teacher puts students in a position to actively participate in the preparation and presentation, to select the content to be presented, to separate the relevant from the irrelevant, to concisely and clearly present their results, puts them in a position to assume responsibility for their participation and work results. The process of preparation for the presentation and the actual presentation of the results, as well as the position of students of actively listening to others while presenting their work, develop students' linguistic and communicative skills and autonomous learning skills.



IN LIEU OF A
CONCLUSION

This handbook gives examples of developing the CDC through other subjects as well, which can serve as a basis for designing activities that can be implemented in the classes of the World Around Us/Science and Society Basics. When it comes to primary teaching, the handbook includes an overview of the Serbian language and mathematics with examples for the CDC development. The CDC development in primary teaching should not be taken in isolation on a subject-by-subject basis, but as an integral and interlinked process in which work on the development of CDC is continuous and performed throughout the daily work with students. The development of the CDC is an educational process of its own kind which is permanent.

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.

FOREIGN LANGUAGE



LEARNING GOAL FOR THE SUBJECT

The overall goal of learning a foreign language, in all cycles of pre-university education, is to master functional knowledge of the language system and culture and strategies for learning a foreign language, training in basic oral and written communication⁵ and developing a positive attitude towards other languages and cultures, as well as towards one's own language and cultural heritage

Modern teaching of the subject foreign language is delivered from the first grade of primary education as the subject first foreign language, and from the fifth grade of primary education as the subject second foreign language, until the end of secondary education. Subject learning presupposes the acquisition of functional knowledge about the language system and culture, the improvement of learning strategies, the development of communicative competence and intercultural understanding. In terms of form and content, the central position is held by communicative functions consisting of general linguistic categories coupled with outcomes and language activities, implemented through broadly structured topics and acts of communication. Foreign language learning is a cumulative process that involves gradual accomplishment of set learning goals and continuous upgrading of language skills and competences, at a moderate pace, tailored to the target group. At the same time, the subject provides other educational benefits, which are reflected in strengthening cognitive abilities, enriching the personality, strengthening emotional security, constructing and stabilising the identity, participation in various activities in national and international environments, effective communication and initiative, development of critical thinking and reasoning, cooperating with others for the purpose of common or public interest, in an appropriate and creative manner. It further encourages and supports: the development of general competences, primarily the social (getting used to teamwork, adjusting to the group and positioning within it) and communicative ones (knowing and applying the laws of verbal and nonverbal communication; adopting conversational conventions and learning strategies; more precise understanding of cultural phenomena and cultural relativism); developing oral and written digital communication.

LEARNING GOAL FOR THE SUBJECT

Specific objectives of foreign language learning include the following:

- mastering communicative skills;
- developing the ability to learn a foreign language;
- developing students' cognitive and intellectual abilities, their humanistic, moral and aesthetic views;
- developing general and specific learning strategies and critical thinking;
- developing abilities for independent, autonomous learning, searching, selection and synthesis of information;
- developing the intercultural competence, acquiring knowledge, and developing skills of valuing and encouraging tolerance towards foreign and one's own culture and language;
- adopting a positive attitude towards other languages and cultures, as well as towards one's own language and cultural heritage, while respecting otherness;
- developing awareness and knowledge about the functioning of the foreign language and mother tongue;
- acquisition of knowledge of a foreign language that will enable the student to communicate competently and self-confidently with people from other countries in oral (and written) communication;
- adoption of the norm of verbal and non-verbal communication in line with the specific features of the language being learned;
- developing interest in continuing to learn a given foreign language and other foreign languages;
- acquiring explicit knowledge about the language system of the target language and developing the ability to identify laws of the language; developing the ability to perceive linguistic laws;
- developing reading habits and different types of functional literacy;
- encouraging reading activity in accordance with the cognitive abilities, age, and individual interests of students;
- developing the plurilingual competence which facilitates the use and integration of knowledge from different languages into a single and dynamic system, promotes divergent thinking and strengthens tolerance of ambiguity;
- developing skills of mediation.

At the same time, foreign language learning is based on the development of interdisciplinary competences, thus enabling various innovative forms of schoolwork, including those arising from modified and technically improved forms of learning, and especially from collecting and processing information, which is a key feature of modern education that will inevitably become even more important in the future.



⁵ The foreign language syllabuses in the first and second grades of primary school do not include writing and reading.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

The linkage between the foreign language syllabus and the competences for democratic culture can be identified both in the subject learning goal, outcomes, and topics/key concepts of the content, and in the *Didactics and Methodology Instructions for Programme Delivery*. At the same time, the Foreign Language as a subject develops subject-specific competences that greatly contribute to mastering all 20 competences covered by the model of competences for democratic culture – the functional-pragmatic competence (the listening comprehension competence and the reading comprehension competence; the writing competence and the speaking competence; the skill of linguistic intermediation - mediation), the linguistic competence (the competence of knowing and understanding of the principles of functioning and use of a language), the sociocultural (intercultural) competence, the discourse competence. The strong linkages of the subject enabling an individual to participate efficiently and appropriately in the culture of democracy are reflected in the present socio-cultural (intercultural competence). This knowledge is related to all aspects of a community's life, from everyday culture (habits, diet, working hours, leisure), living conditions (standard of living, health, safety) and life skills (accuracy, conventions and taboos in conversation and behaviour), to interpersonal relationships, values, beliefs, and behaviour, to paraverbal means (gestures, facial expressions, spatial relations between interlocutors, etc.). Closely related to the socio-cultural competence is the intercultural competence, which implies the development of awareness of the other and the different, knowledge and understanding of similarities and differences between speech communities to which the student belongs (both in the native language/languages and in foreign languages he/she is learning). The intercultural competence also implies the development of curiosity, tolerance, and a positive attitude towards individual and collective characteristics of speakers of other languages, members of other cultures that are more or less different from his/her own, that is, the development of an intercultural personality.

Since foreign language teaching is based, from the very first years of learning, on the interaction in which students communicate ("act") based on the content in the context of authentic situations or tasks where communicative success strongly dominates, the competences (CDC) that can be visibly operationalised through the outcomes of this subject are those grouped in **Skills** (first linguistic, communicative and plurilingual skills, co-operation skills and skills of listening and observing), then in **Attitudes** (with the prevalence of openness to cultural otherness and to other beliefs, world views and practices), as well as those in **Values** (particularly in valuing cultural diversity) and **Knowledge and critical understanding** (especially knowledge and critical understanding of language and communication and knowledge and critical understanding of culture and cultures). At the same time, mastering the socio-cultural competence from the first year of learning a foreign language ensures the activation and application of the full set of competences for democratic culture, which will be adapted to specific requirements and needs of the learning context thanks to cyclical and continuous design of the syllabus.

KEY WORDS:

CULTURE, LEARNING, COURTESY, BEHAVIOUR, REACTION, LISTENING, RESPECT, CO-OPERATION, RESPONSIBILITY, OPENNESS, EMPATHY, QUESTIONS, ANALYTICAL AND CRITICAL THINKING, TOLERANCE, UNDERSTANDING OF THE WORLD, EQUALITY, OTHERNESS, HUMAN RIGHTS, DIGNITY, CIVIC-MINDEDNESS ...

EXAMPLES OF DEVELOPING CDC

Competences for democratic culture should not be viewed in isolation, but as part of authentic acts that are revived in class through a communicative approach. Thus, according to the principle of the development spiral, the CDC is being developed carefully, consistently and systematically, with a holistic approach, along with grammatical and lexical skills.

We have already mentioned that the Reference Framework of Competences for Democratic Culture is organised in four areas: knowledge and critical understanding, skills, attitudes, and values. Two areas are from the cognitive, and two are from the affective domain, and together they are directly related to the behavioural, and all competences are (to a greater or lesser extent) represented in foreign language teaching.

We will not deal with syllabuses and individual outcomes here, because teachers know them well and know what outcomes and contents they will choose when processing planned topics and how they will operationalise them, while they also develop subject knowledge and competences for democratic culture. We will turn to useful "tools" which, in accordance with the nature and primary goal of learning the subject, can be a good basis and initial impetus for creating new situational complexes/communicative acts in which subject knowledge is transferred/mediated and developed by the CDC.

We will try to offer a set of customizable tools that teachers can apply in their work in a flexible, open, dynamic, and accessible way. Of course, we will single out several competences from all four domains and illustrate the ways and possibilities of developing the CDC in foreign language teaching.

EXAMPLE OF AN ACTIVITY: MEDIATION

Cycle: all
Grade: all

We will start from the CDC, which is directly developed by foreign language teaching, and which belongs to the domain of Skills - linguistic, communicative and plurilingual skills. It is reflected in the very nature and primary goal of learning the subject. This competence means communicating efficiently and appropriately with other people who speak the same or another language and acting as an intermediary between those who speak different languages. The latter is developed in the teaching of foreign languages

through a special competence - **mediation**, which in higher grades stands out as a special activity. Mediation competence is defined as a type of linguistic mediation between persons who do not speak the same language (or for some other reason do not understand each other), in order to convey (the essence of) the message, which includes some text reshaping (oral, written or combined). It is a frequent type of activity in everyday practice, which is an integral part of general language competence, but at the same time it is rarely practiced in teaching.

A possible reason for that is the teacher's reluctance to do the activity that resemble translation (which can be interpreted as the fear that traces of grammatical-translation methods could be found in otherwise communicatively oriented teaching). It is therefore important to recall that mediation cannot be equated with translation; in many cases it can be practiced outside the classroom, in real communicative situations, where students would transmit foreign language content to people in their environment who do not know the language (or vice versa, if a native speaker of a given language would communicate with a person who does not speak his language, but with the mediation of the student who studies it as a foreign language). In this sense, in addition to subject knowledge and grammatical categories necessary for successful communication in the target language, a foreign language class is adorned with various situations in which the student, as a participant in communication, not only realises communicative activity but expresses his opinion, initiates, seeks information, directs the course of the conversation, draws conclusions, mediates...

EXAMPLES OF AN AUTHENTIC COMMUNICATIVE MEDIATION TASK FOR THE TEACHING OF READING AND SPEAKING SKILLS:

1) AN EXAMPLE FOR THE TEACHING OF SPEAKING SKILL can be mediation in the exchange of information with foreign tourists.

TASK: This task is performed through a role play with three roles.

A tourist wants to know what the main sights are in the city where he/she is now (e.g., Novi Sad, Belgrade, Kragujevac, Niš...), in order to visit them. The student conveys the kind request to the local inhabitant and explains to the Italian what he/she has heard from the local inhabitant.

The student has the task of mediating between the foreign tourist and the local inhabitant who does not speak his/her language

ROLES: Italian⁶ tourist - a student who mediates - a local inhabitant who does not speak Italian.

INFORMATION (key words): (1) Museum of Contemporary Art on the left bank of the Sava River; (2) Kalemegdan Fortress; (3) pedestrian zone in Knez Mihailova Street; (4) Memorial Park "Kragujevac October"; (5) Niš Fortress ...

2) An example for the teaching of reading skill could be the activity of reading adequate texts that meet the interests and educational needs of students.

TASK: *Did you know that ...*

Students should read an informative text⁷ in the foreign language (e.g., about the life of giraffes in zoos and in freedom) and note down key information in the foreign language.

The teacher checks their understanding of the text, and then they are given the task to collate the most important information in their native language, so that I can convey it to their parents on that same day (*We read a text about giraffes at school today. Did you know that ...*).

By organising such and similar linguistic activities, the operations are initiated in students of decoding the message – understanding it, and of coding the message – expressing it, which confirms the specific engaged role of the foreign language in educating for the culture of dialogue, respect

for personality and otherness, and respect for principles of democracy. And the thing that is perhaps the most important is that the students are educated for the skill of showing through their own activities and initiatives respect, patience, respect for someone else's opinion, politeness, decency and to speak so that people understand them and that they understand those speaking.



⁶The above task is adapted to the subject, i.e., the tourist can be an Englishman, a German, a Russian, a Frenchman or a Spaniard, depending on the language being learned.

⁷ The selection of texts for the realisation of this type of task follows the level of progress in the development of language competencies.

**EXAMPLE OF AN ACTIVITY:
DEVELOPING A COMMON,
PARALINGUISTIC MICRO
LANGUAGE**

Cycle: all
Grade: all

The skill of listening and observing is from the same domain - the RFCDC Skills domain. It is developed in all foreign language classes and implies that special attention is paid to the understanding of nonverbal behaviour of other people, besides understanding what is spoken and how it is spoken. It is well-known that one and the same piece of information can be transmitted in different ways. Paralinguistic elements that should be functionally connected with the presentation of certain contents have a great influence on the quality of two-way communication in class. The most prominent include: timbre; pitch range; vocal resonance; speech tempo;

laughter; a sigh; a pause in speech. They have a role in annotation and levelling of the meaning of an utterance (phrase), in expressive speech. The quality of the words is also affected by whether the teacher is sitting or standing, whether he/she is looking the student in the face, whether he/she is looking down, browsing through the textbook, or whether students' attention is wandering while the teacher is speaking. Sometimes the totality of motor behaviour, movements, the posture is crucial for involving students in the communication process in class. Even the communication of unpleasant news to a student can be greatly alleviated if it is accompanied by a smile. Gestures and words are interdependent and connected. Gestures shorten the text, words can be replaced by movements. Both words and gestures have their meanings. Gestures and facial expressions emphasise the expression of doubt, dissatisfaction, boredom, excitement, joy, that is, the attitude of speakers and listeners to the content of information. The efficiency of the class can be increased if a common, paralinguistic micro language is developed together with the students. The language of facial expressions and gestures develops a mutual relationship of trust between teachers and students, improves the ability to actively listen and points out to them the importance of adequate non-verbal communication in the future expression of interpersonal attitudes.

**EXAMPLE OF AN ACTIVITY:
ANALYSIS OF CULTURAL
PHENOMENA**

Cycle: all
Grade: all

The skill of empathy in teaching foreign languages is closely related to the intercultural competence. In that respect, developing cognitive empathy would imply that we can understand other people's views and different standpoints, conditioned by differences, be they personal, social, or cultural, and affective empathy - the ability to recognise, understand and even accept that other people have different needs and have a different perception of the same situation. All this encourages compassion in students and prompts them to react in an appropriate, well-intentioned manner to

different situations, with a certain ability to question their own beliefs and emotions and a greater ability to adapt. One of the ways in which we directly develop this is the analysis of cultural phenomena from the perspective of different cultures that give them different interpretations, for example, how punctuality is perceived in different cultural spaces, or personal space, etc.

An example of an activity for the analysis of cultural phenomena from the perspective of different cultures that can give different interpretations can be reading a text about the celebration of an event and customs related to the target culture.

TASK: *Celebrating a birthday - customs*

Students read a text/listen to an audio recording, for example, about a birthday party in Germany⁸. While reading/listening, they look for customs and practices that are different from ours, e.g., the birthday boy/girl plans with the guests who is going to bring what food - so that the person celebrating the birthday party does not have to go to great expense; all leftover food from the birthday party is packed and the guests are taking it home; the standard gift is a voucher for the birthday boy/girl's favourite store (for a small amount); all who are invited are required to RSVP...

Students have the task of marking in the text the customs that seem unusual to them. In class, a discussion is developed, that is, an impartial and non-stereotypical comparison of two (or more) cultures.

Instead of customs related to birthday celebrations, students can analyse customs related to holiday celebrations, work and life habits, diet, leisure time, building styles, etc., and the task can also be project-based.

⁸ Customs can be analysed from the perspectives of multiple cultures (not just the source and target culture) in the foreign language being learned.

EXAMPLE OF AN ACTIVITY:
**RESEARCH OF CULTURAL
STEREOTYPES**

Cycle: all
Grade: all



Values belong to the domain of general beliefs that individuals have about the desired goals to be pursued in life, and there is also the competence that includes a set of values about cultural diversity. Learning a foreign language is always intercultural learning. Since language and culture are an inseparable unity, competences in this domain are developed in every class. Challenging research tasks can be related to researching stereotypes related to the target culture in comparison with the culture of one's own people, famous persons, customs, cultural patterns, diet, habits, holidays, leisure, etc. Such tasks encourage culturally sensitive forming of attitudes and are (should be) adapted to the age of the students.

EXAMPLE OF AN ACTIVITY:
**CREATIVITY AND A
CONSTRUCTIVE APPROACH
TO DIFFERENT EVENTS OR
SITUATIONS**

Cycle: all
Grade: all

In the domain of Attitudes, foreign language teaching indisputably encourages openness and curiosity towards other cultures and other values, attitudes, deeper understanding of one's own beliefs and attitudes, which entails a better understanding of one's own role in society and the culture in which one lives, a more responsible attitude towards the self and the environment as well as more developed self-efficacy resulting from participation in various communicative situations with persons belonging to other and one's own culture, identification of one's own abilities and their more realistic perception. Tolerance of ambiguity is directly related to plurilingualism because it raises awareness of the fact that communication is unpredictable, that the same phenomena can be understood in different, even contradictory ways.

TASK: *False friends*

Students read/listen to the text featuring "false friends". During the reading/listening students identify words that are formally identical or very similar in the source and target languages but have divergent meanings.

Example:

- Boy 1. Tom will forgive you eventually.
- Boy 2. Šta? Tom će mi eventualno oprostiti?!



This type of exercise shows what a risky, slippery slope communication can be (even in the native language) and encourages in students the willingness to accept substantial lack of clarity and to deal with ambiguities or situations where views do not coincide with theirs in a constructive and positive way.

**EXAMPLE OF AN ACTIVITY:
CREATING A PRESENTATION**

Cycle: all
Grade: all

In addition to the application of verbal (and nonverbal/paralinguistic) methods, a variety of methods for independent student work involving manual activities (e.g., making poster boards, presentations, bulletin-board newspapers, posters for classrooms or parents, etc.) and peer learning also contribute to the activation of democratic culture. Students deal with specific topics, situations and experiences in which values, attitudes, skills and knowledge and critical understanding are mobilised. The use of shorter, media-supported audio and audio-visual forms (excerpts from dialogue

audiobooks, short films and series, television reports, video clips, YouTube videos, etc.) that cover close, familiar, and age-appropriate topics activate the skill of listening and observing, especially in the information gathering phase.

**EXAMPLE OF AN ACTIVITY:
KEY WORDS FOR THE CDC IN
EVERY CLASS**

Cycle: all
Grade: all

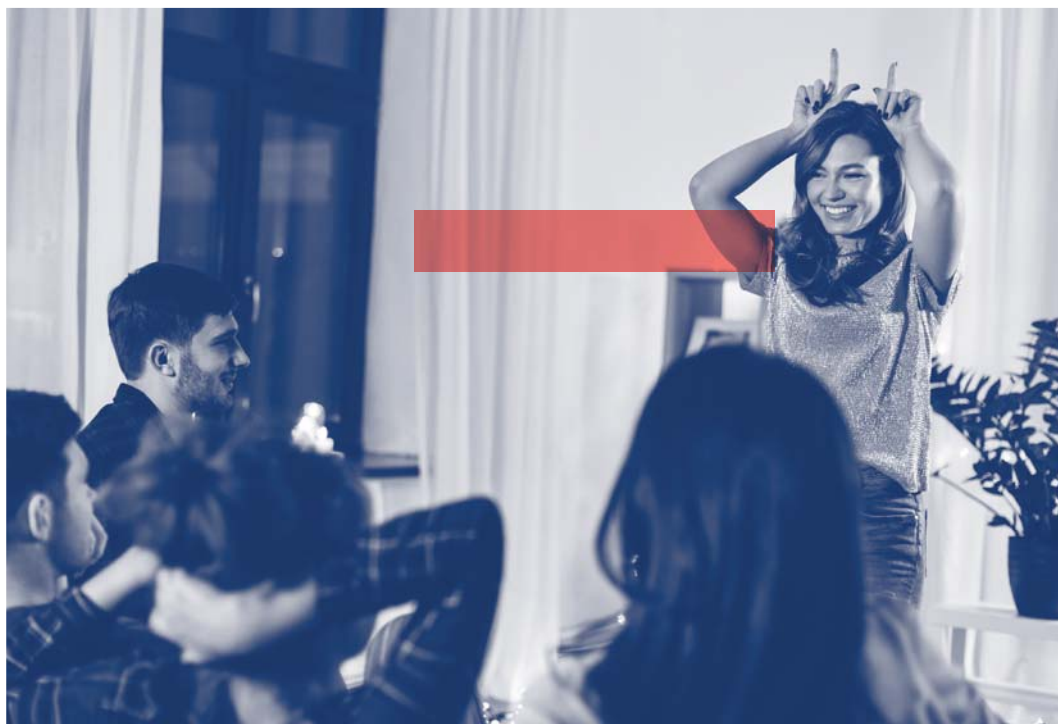
When developing didactic support, together with students the teacher can make a list of key words for democratic culture that are used in the classroom in meaningful contexts and encourage an atmosphere of democracy, togetherness, and mutual co-operation. This terminology is used in every class, and the level of complexity depends on the degree of progress in acquiring linguistic knowledge, habits, and skills and extralinguistic concepts related to a particular topic.

COMMUNICATIVE GAMES (ACTS) SUITABLE FOR DEVELOPING THE CDC

- 1. Information exchange game** - students exchange certain pieces of information in the language they are learning.
- 2. The Chinese whispers game** - students mediate in the transmission of a message that can be expressed in the same language or in different languages.
- 3. Pantomime game** - one student presents a certain phenomenon by gesturing, and the other gives a linguistic interpretation.
- 4. Improvisation game** - students create a communicative act based on an initial premise, building on each other's statements.
- 5. Various activities, brainstorming, etc.** in which a map of associations is built based on a selected term or phenomenon.
- 6. Game of guessing certain terms** - one student has the information, and the others need to find out what it is about, by asking questions in a foreign language.
- 7. Puzzle game** - students work together to solve a puzzle and arrive at the correct solution or a joint conclusion.
- 8. Find a pair game** - each student gets a photo (or an illustration) and each of them also has his/her own pair, that is, a student who has the identical photograph (illustration). The task is for pairs to find each other. Students approach other students, ask questions, or describe their photo (illustration), and based on the answers received or descriptions given, they find their counterpart.
- 9. Selection game** - students get a list of terms, and one word is key. Through dialogue (and discussions at higher age levels) it is necessary to find the keyword in question.
- 10. Exchange game is based on the exchange of certain pieces of information** among students, but these pieces of information should be organised in such a way that they produce a full text. They exchange pieces of information and construct the full text.

11. Role play can be organised in such a way that students are assigned a certain identity and they act and participate in dialogues in a foreign language accordingly. Dialogues can be spontaneous or pre-designed, depending on the age of the students.

12. Games of designing real life situations require solving a situation about which we have incomplete or partial information.



IN LIEU OF A CONCLUSION

As mentioned above, competences for democratic culture are not mobilised in isolation in foreign language teaching. On the contrary, depending on the specific tasks, educational goals and needs, they are engaged in every class, while fully supporting the nature of the subject. Foreign language teaching opens the door to new worlds for students, and this includes not only pragmatic and functional aspects of language learning but also pedagogical, personal, intercultural ones, in one word, aspects that encourage students to form values, develop skills, knowledge and critical understanding, and adopt attitudes.

HISTORY

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.



LEARNING GOAL FOR THE SUBJECT

It is stipulated with regard to all educational cycles that the goal of learning history is for the student to acquire knowledge and competence by studying historical events, phenomena, processes and personalities, which are necessary for understanding the modern world, developing critical thinking skills and responsible attitude towards oneself, one's own identity and the national identity, cultural and historical heritage, society and the state where he/she lives.

In the educational system, history is a compulsory subject from the fifth grade of primary school. By learning history, students acquire and expand their knowledge about national and general history and discuss the causes and consequences of historical events, phenomena, and processes, as well as the role of prominent figures. The syllabus is structured in such a way that in addition to the defined outcomes for the end of the grade and the key terms for each of the thematic units, contents are also provided. Thematic units are designed to include the contents from general and national history, in order for students to identify the impact of European and global events, phenomena and processes on the history of the Serbian people and vice versa. By applying this concept, the existence of permanent historical connections at the local, regional, national, and European levels is highlighted.

The importance of studying history has been identified in the educational system of the Republic of Serbia, since it plays a key role in the preparation of future responsible citizens. In this regard, the history syllabus plays an important role in promoting basic democratic values such as tolerance, mutual understanding, respect for human rights.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

Competences for democratic culture, which are grouped as values, attitudes, skills, knowledge and critical understanding are included first in the goal of learning history which emphasises the importance of this subject for:

- acquiring knowledge and competences;
- developing critical thinking skills;
- developing a responsible attitude towards oneself, one's own identity and the national identity, cultural and historical heritage, society, and the state.

Competences for democratic culture are directly linked with the development of the mentioned abilities.

New syllabuses for the subject history in the final grades of primary school and gymnasium, which will be applied as of the 2021/22 school year, allows students to study in more detail the period of contemporary history, which includes the covering of many sensitive and even contradictory or controversial topics. In this regard, the emphasis is placed on the importance of respect for human rights; gender, religious and ethnic equality; identification of the causes, elements and consequences of historical conflicts and wars; on discussions about possible ways to prevent conflicts; a critical attitude to information from the media supported by knowledge of history and related skills, etc. The history syllabus for each grade of gymnasium begins with the theme entitled *Basic Principles of Historical Research*. This theme, besides the chronological and spatial framework, an analysis of historical sources and their cognitive value, also deals with certain contents that are linked with competences for democratic culture. Through this theme, students in the first grade of gymnasium become familiar with the use of history and manipulation of the past, while in the first and the fourth grade they deal with understanding of the ethical dimension of history (historical empathy, culture of remembrance, historical responsibility, judgment of sensitive historical phenomena and events from the ethical standpoint, multiperspectivity). The syllabus in each grade of gymnasium also contains a topic that is not limited timewise to a period that is studied in that grade. These topics are related to certain "long lasting" events and in the syllabuses for each grade they are closely related to the competences for democratic culture. Topics dealing with the "long lasting" phenomena include: for the first grade - Migration; for the second grade - Myth, legend, and science; for the third grade - Communications; for the fourth grade - Rights of individuals and groups - then and now.

Many outcomes that are directly related to the competences for democratic culture can be identified in the syllabuses for the subject History in primary and secondary education. Certain outcomes for the end of the eighth grade can serve as an example - upon completing the grade the student will be able to:

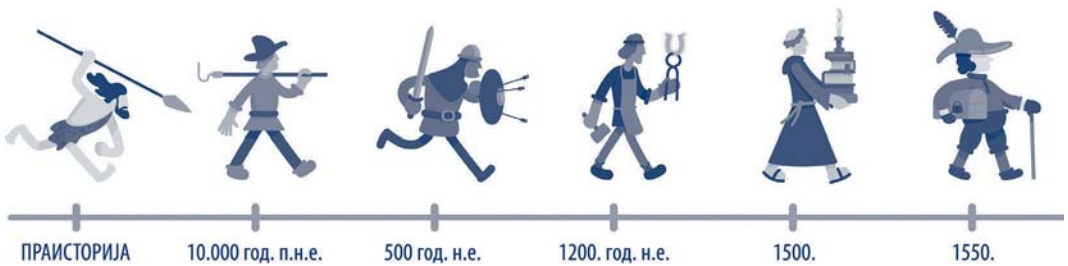
- recognise the importance of respect for human rights on examples from contemporary history;
- give examples of manners in which ideas about gender, religious and ethnic equality influenced the contemporary political circumstances and the development of society;
- identify the causes, elements and consequences of historical conflicts and wars and discuss possible ways to prevent conflicts;
- have a critical attitude to information from the media by using the knowledge of history and related skills. According to the content of the new syllabus, wars that were a consequence of the disintegration of the Socialist Federal Republic of Yugoslavia are studied, which is directly indicated by the following outcome:

Upon completing the grade, the student will be able to draw conclusions about the causes, course and consequences of wars caused by the disintegration of the Socialist Federal Republic of Yugoslavia, using sources of different origin and cognitive value.

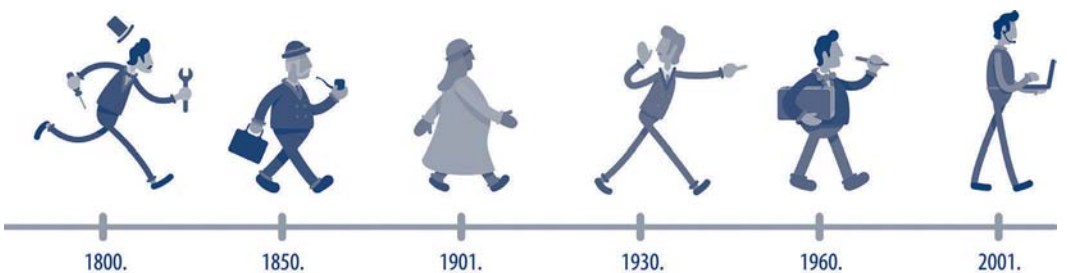
As in primary school, the history syllabuses for gymnasium contain numerous outcomes that are directly linked to democratic values. As an example, the following outcomes from the syllabus for the fourth grade of gymnasium can be mentioned - upon completing the grade the student will be able to:

- compare the rights of individuals and social groups in the same epoch in different territories, as well as during different epochs in the same territory;
- identify the historical preconditions for the development of individual and collective rights and give examples of their violation in the past and today;
- list the mechanisms for the protection of human rights (institutions, declarations, organisations).

The contribution of teaching and learning history to the development of the competences for democratic culture is very important. Through the teaching of history and by learning history the student is prepared for responsible participation in a democratic society and enabled to contribute to the development of democratic society through association and co-operation to the development of a democratic society and to adequately respond to contemporary challenges at local, regional, European, and global levels. Teaching and learning history contribute to the understanding of historical and contemporary changes and the building of democratic values, and thus of the competences for democratic culture from a group Values.



By contributing to the development of the competences from the Attitudes group, the teaching of history is an important factor in reconciliation, acceptance, understanding and trust among peoples. A very important segment of the teaching of history is the historical perspective, or the application of the multiperspectivity concept. It is directly correlated with the competences for democratic culture from the Skills group through the observation of the same phenomenon, event, or process from the perspective of another person, as well as the appreciation of different perspectives, but without relativising historical facts. Bearing in mind the integrative function of history, which helps students gain a holistic understanding of the conditionality and correlation with the geographic, economic, and cultural conditions of people's lives, the contribution of history to the accomplishment of the mentioned competences from the Knowledge and Critical Understanding group is clearly identified



KEY WORDS:

HISTORICAL SOURCE, HISTORICAL EVENT, HISTORICAL FIGURE, CULTURE, ECONOMY, SCIENCE, EVERYDAY LIFE, HUMAN RIGHTS, INTERCULTURAL DIALOGUE, COEXISTENCE, DEMOCRACY, GLOBALISATION, NATIONAL MINORITIES, MIGRATION, TOLERANCE, SOCIAL GROUPS, EQUALITY, FREEDOM, RESEARCH, SOLIDARITY.

EXAMPLES OF DEVELOPING CDC

EXAMPLE OF AN ACTIVITY: *RESEARCH ON THE TOPIC HISTORICAL SOURCES*

Cycle: second

Grade: fifth

The objective of this activity is to develop analytical and critical thinking skills with respect to issues that encourage students to present personal experiences and explore family and local history.

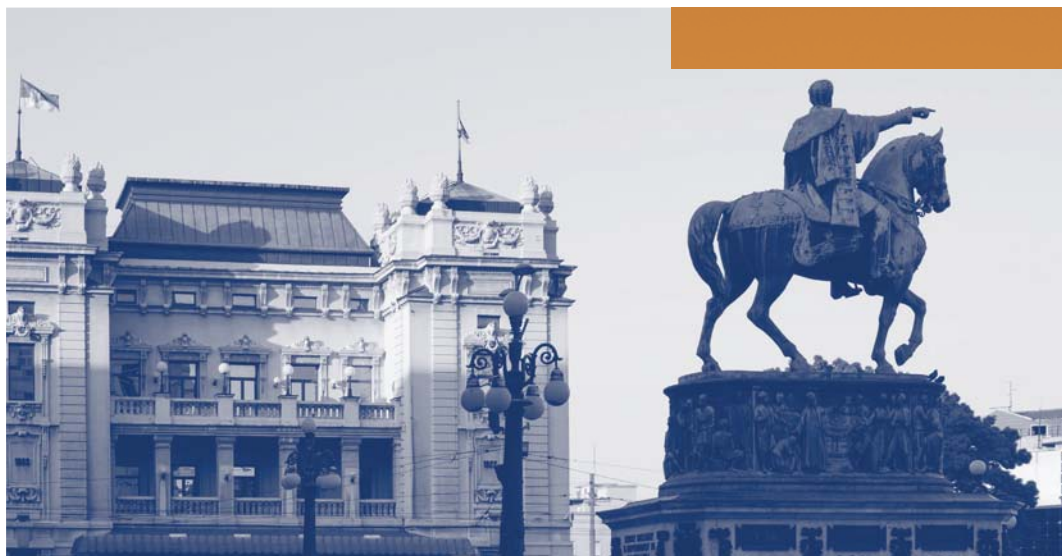
By asking questions related to the student's personal, family, and local experiences, the teacher can cover different historical topics. One of the topics that can be covered are historical sources. The question of the relevance of historical sources is crucial for studying history. Therefore, students should be trained from the beginning of the studying of this science and continu-

ously during their education for a critical analysis of historical sources, which is a direct contribution to the development of the competence of analytical and critical thinking skills.

It is necessary that teachers provide enough information about collecting and selecting relevant historical sources on the given topic and thus direct students towards researching local history. Teachers should also bear in mind the specific features of a particular place and in line with that it is necessary to draft guidelines that will help students in their research. The following questions can serve as the guidelines: What is your village/settlement/city called? Why was it named so? What are its symbols (coat of arms, flag ...)? Do these features have a historical background? Has any important event taken place in your village/settlement/city? Does any prominent historical figure come from your place? Are there certain historical sources in your village/settlement/city? How was the time of creation of these historical sources determined? What material are these sources made of? Who is the author of these historical sources? ...

The number of questions and the level of detail is determined by the teacher in line with the age of students and the diversity and availability of historical sources. Following the guidelines and based on historical sources, students would have the task of exploring the history of their village/settlement/town and to present the results of the research by using the method of their choice. Some students may have a task to carry out a survey on how much their fellow citizens know about the local history, or they can collect oral testimonies of participants in historical events, conditions permitting, and compare them with the results of the survey.

When presenting the survey, students would be encouraged to exchange opinions, while making their own conclusions about local history and critically thinking about historical phenomena and processes in their surroundings.





EXAMPLE OF AN ACTIVITY:
*RESEARCH WORK ON THE
TOPIC STATUS OF WOMEN
IN SOCIETY*

Cycle: second or secondary school

Grade: eighth or third and fourth

The objective of this activity is to develop openness to cultural otherness and to other beliefs, world views and practices by comparing a given social phenomenon over a certain period of time in different territories. The aim of this activity is to develop openness to other cultures, as well as other beliefs, worldviews and practices by comparing a given social phenomenon in a certain period of time in different areas.

The teacher chooses a certain social phenomenon or process and sets the scope and the time frame of the study. The teacher forms as many groups of students as needed to analyse a given phenomenon or process in different

territories. The task of the students after finishing the research is to analyse and compare the similarities and differences of a given phenomenon in different territories. In a discussion in which all students would participate, connections, differences, and potential biases in the interpretation of certain phenomena and processes would be considered. Depending on the epoch studied in a particular city, topics can be related to: everyday life of people, children's rights, society and religion, status of women in society, migration, workers' rights...

On the example of the content of the syllabus for the eighth grade of primary school, by studying the status of women in society, students can develop the competence Openness to cultural otherness and to other beliefs, world views and practices. The first group of students would examine the status of women in Serbia, the second group the status of women in Europe, and the third in the rest of the world. Based on literature and historical sources, each group would explain the status of women in society in a given historical context in the specified territories, followed by a discussion on the status of women in society.

EXAMPLE OF AN ACTIVITY:
ANALYSIS OF A
HISTORICAL EVENT

Cycle: secondary school
Grade: fourth

The objective of this activity is to develop the empathy competence by applying historical empathy. Observing historical events from several perspectives is one of the ways to develop the CDC, and historical empathy is the basis of that concept. The material for the work is an excerpt from the press or a video recording (a video excerpt of a specific event, happening, social function ...). After the presentation and a short discussion about the material, the teacher divides the students into as many groups as there are protagonists in the video, plus a group of authors of the video recording. The task of the groups is to analyse the video recording by "stepping into the shoes of their protagonists".

On the example of the prime-time news broadcasts or breaking news in which certain historical events of international significance are presented, the students can analyse the editorial and/or journalistic point of view, as well as the positions of the protagonists that appear in the given footage. The students need to consider what the content of the prime-time news broadcast about that historical event would look like if it were presented by a journalist who lives in one of the countries of the those appearing in the footage. Then the students could draft a text written from a different point of view that would accompany the video content or photos in the news broadcast. Finally, students can discuss how students from other countries or other groups might react to or understand the content of the main news broadcasts.



IN LIEU OF A
CONCLUSION

The approach to the development of the competences for democratic culture should be comprehensive. Students can develop the CDC in every class, and that does not even have to be directly related to the teaching material and historical contents. It is important to emphasise that the CDC and history "together" should encourage students for social responsibility and cultivation of a culture of remembrance. This handbook contains examples of CDC development in other subjects which can serve as a basis for designing activities that can be implemented in history classes or in joint classes.

GEOGRAPHY

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.



In the educational system of the Republic of Serbia, geography is a compulsory subject that is taught from the fifth grade of primary school, and in gymnasiums in the first, second and third grade.

The goal of learning the subject is to develop logical thinking and a scientific perception of the world in students by examining and understanding the mutual relationships of geographical objects, phenomena, and processes in the local environment and in the world. On the examples of economic, political, environmental, and cultural phenomena and processes in the world, geography enables students to orient themselves in terms of values and accept diversity. Working in a group develops social competences (communication and co-operation), as well as the possibility of analysing and verifying the correctness of personal views. Knowledge of geography is of great importance and contributes to the development and promotion of fundamental values such as tolerance, human rights, mutual understanding, and respect. The subject facilitates the development of geographical skills and the acquisition of knowledge that can be used in everyday life. The knowledge and experience that the student acquires while studying geography help the student to be, first and foremost, a responsible member of a rapidly changing society.

LEARNING GOAL FOR THE SUBJECT

In all cycles of education, the goal of learning geography underscores the importance of this subject for:

- developing the ability of abstract, critical and logical thinking;
- training for the application of acquired knowledge and skills for active and responsible participation in community life.

PRIMARY SCHOOL

The goal of learning geography is for the student to conceptually and structurally master natural geographic, demographic, settlement-related, political geographic, economic geographic, integrational, and global phenomena and processes in Serbia and the world while fostering the values of multiculturalism and patriotism.

SECONDARY SCHOOL

The goal of learning geography is for the student to develop a system of geographical knowledge and skills, awareness, and the sense of belonging to the state of Serbia, understanding the essence of changes in the world, nurturing, and acquiring moral values, environmental culture, sustainable development, ethnic and religious tolerance, which will help him/her in his/her professional and personal development.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

Geography is a complex and multidisciplinary, integrative science, and its study helps acquire functional knowledge. The linkage and contribution of geography to the development of the competences for democratic culture arises precisely from its breadth and ability to develop all four groups of competences in students.

Geography syllabuses are conceived so that they are divided into topics/areas, outcomes are defined for the end of each grade, and contents are proposed/recommended for each thematic unit.

Elements that contribute to the development of the competences for democratic culture can be recognised in the areas and outcomes of physical geography (especially in outcomes related to the interaction between man and the atmosphere, man and water, land, and wildlife), but there are also outcomes in which these elements they are not explicitly visible. Given that outcomes can be achieved through various activities and work methods, teachers have the opportunity to also develop students' competences for democratic culture in this way.

Activities for achieving outcomes related to analysing different sources and explaining natural, economic, political and cultural conditions of human life, can directly contribute to the development of most competences in the categories of Values (valuing human dignity and human rights; valuing cultural diversity; valuing democracy, justice, fairness, equality and the rule of law), Skills (primarily analytical and critical thinking skills), Knowledge and critical understanding, as well as competences from the category of Attitudes (openness to cultural otherness and to other beliefs, world views and practices, respect, civic-mindedness). Also, peer co-operation, essays, presentations in geography teaching create an enabling atmosphere in which the student develops competences for democratic culture from the Skills group, such as skills of co-operation and communication, listening and observing, development of flexibility and conflict-resolution skills.

The nature of the subject is such that if the teacher wants to develop a particular CDC in a student, it is enough to ask a challenging question in class, to connect the topic of teaching with real life, so that it arouses curiosity and creativity in students. In that interaction, the teacher should be ready to further clarify the question, and to listen, analyse the ideas and answers of students, express his/her agreement, or provide a rationale for a different opinion, thus giving students a positive example. It is a good basis for the development of tolerance, skills of listening and observing, co-operation skills and conflict-resolution skills and respect as competences for democratic culture.

KEY WORDS:

LEARNING, ANALYTICAL AND CRITICAL THINKING, CO-OPERATION, CREATIVITY, OPENNESS, RESPONSIBILITY, OTHERNESS, TOLERANCE, RESPECT, EQUALITY, HUMAN DIGNITY, ENVIRONMENT, MAP, GEOGRAPHICAL REGIONS, MIGRATION, STATE, ECONOMIC DEVELOPMENT, POVERTY, SOCIAL RESPONSIBILITY, HUMAN RIGHTS.

EXAMPLES OF DEVELOPING CDC

Given the specific nature of geography as a science, the subject-matter it studies, its application, the development of the CDC offers itself naturally and must be viewed as an integral part of the teaching process in every class, the CDC should be carefully and continuously intertwined with the approach to topics and be their integral part. In addition to verbal communication, which is the basis for the development of the CDC, these competences can be developed in class through various forms of peer and autonomous learning as well. Students study different topics, situations, phenomena, and processes, and in that way they can develop most of the competences for democratic culture. Several examples of how the planned activities develop the CDC are provided in the text below.

EXAMPLE OF AN ACTIVITY: CHALLENGING QUESTIONS

Cycle: second or secondary school

Grade: seventh or the second grade of secondary school

**Development of the competence
Valuing human dignity and human rights by asking challenging questions and finding solutions to identified problems**

Examples of challenging questions are:

- How does poverty affect the denial of fundamental children's/human rights?
- How does forced migration affect the violation of human dignity/human rights?
- How do the demographic explosion and overpopulation, diseases and epidemics affect the exercise of the children's right to education?
- How do political instability and wars affect the exercise of fundamental children's/human rights?

These are some questions that the teacher can pose. It is very important for the teacher to task the students after each discussion about a specific issue with thinking it over and producing a solution to the identified problem.

EXAMPLE OF AN ACTIVITY: DEBATE

Cycle: second or secondary school

Grade: eighth or the third grade of secondary school

Debate as a way to develop one or more competences depending on the chosen topic

Debate is an example for developing the competence of skills of listening and observing. The teacher organises a debate in the class on a certain topic and confronts two previously formed groups of students. Each group argues and defends certain views. Topics for debate can be various. For example, the development of agriculture, industry, transport, trade, tourism, and economic progress on the one hand, and environmental protection on the other. The task for the students is to abide by the rules of debate, actively and carefully listen to the presentation and views advocated by the other group, communicate in an acceptable manner, respecting different views and opinions and refute them with counterarguments.



EXAMPLE OF AN ACTIVITY:
*PLANNING
A JOURNEY*

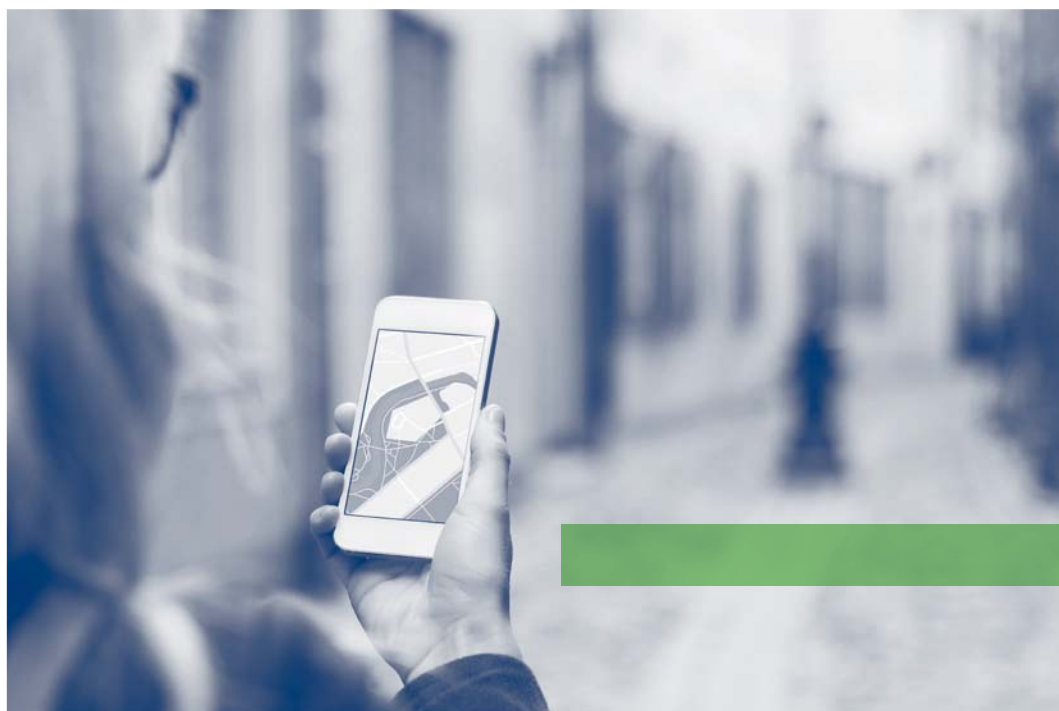
Cycle: second or secondary school

Grade: seventh or the second grade of secondary school

By using an appropriate approach and activities in geography classes competences whose connection with the subject is not explicitly visible can also be developed. An example of such competence is self-efficacy.

In this activity a student randomly chooses a destination on a map, depending on the region which is studied in the classes. The task of each student is to develop an itinerary for a specific destination quickly and briefly and plan his/her visit to it by using a mobile phone. Thus, the student will plan where he/she would travel, whom he/she would take to this journey, decide on the means of transport for the journey, seek accommodation for the group,

make a sightseeing route of the destination, etc. After making their travel itineraries, students present their travel plans. The teacher uses this activity to motivate students to better and more meaningfully approach the study of countries and their characteristics, cultural and tourist offer, but also to start changing the students' attitude towards their own ability.



**IN LIEU OF A
CONCLUSION**

The approach to the development of the competences for democratic culture should be comprehensive. Students can develop the CDC in every class, without this being directly related to the teaching material and geographical content. Also, this handbook provides examples of developing CDC in other subjects which can serve as a basis for designing activities that can be implemented in geography classes or in joint classes.

PHYSICS

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.



$$m\left(\frac{1}{\sqrt{1-v^2}}\right)$$
$$x = \frac{x' + vt'}{1 - v^2}$$

The learning of physics from the sixth grade and in the course of the next seven years of schooling encourages students' innate curiosity for discovering and understanding natural phenomena.

The student acquires and develops scientific literacy, recognises the causes and consequences of physical phenomena, and establishes the relationship between physical quantities using symbols and formulas, tables, and graphs in this process.

By observing natural phenomena and arriving at their causes and consequences through experience, students develop an analytical approach to themselves and the world, which supports the contribution of science to the quality of life of the individual and the development of society.

Through specific work methods, such as observation, experimental work, problem-based learning, discussion, the student is also empowered to safely handle devices, tools, commercial products and develop awareness of negative changes in nature caused by human actions and the importance of individual responsibility.

LEARNING GOAL FOR THE SUBJECT

The goal of learning physics is to acquire functional scientific literacy, enable students to identify and apply laws of physics in everyday life, develop logical and critical thinking in research of physical phenomena with regard to the application of acquired knowledge in everyday life.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

By analysing the goal of the subject, its subject and subject-specific competences, standards with the support of the methodological instruction for the delivery of the syllabus, a direct and indirect connection with the competences for democratic culture is observed.

Although at first glance there is no explicit link between outcomes or standards and the CDC, every practitioner knows that the methods used to implement the teaching process are linked to the competences for democratic society. Competences do not appear individually but are rather interconnected and intertwined with the teaching process, which consists of teaching contents and methods and techniques of their implementation.



BROADER CONTEXT

By grouping and analysing the outcomes of the subject, it can be noticed that:

- The *student solves* quantitative, qualitative, and graphic tasks by actively participating in group work or in pairs, which develops competences from the group of Attitudes (respect, civic-mindedness, responsibility, self-efficacy).
- *In order for the student to be able to distinguish* scalar from physical quantities, types of movement and consequences under the influence of different forces, it is recommended to deliver these contents through the activities of observation, description, grouping, research, thus also developing competences from the group of Skills such as autonomous learning skills; analytical and critical thinking skills; skills of listening and observing; linguistic, communicative and plurilingual skills; co-operation skills.
- By explaining the action of forces, the principle of operation of machines, their application and the possible harmful effects of them, the student applies competences such as flexibility and adaptability; knowledge and critical understanding of the world.

Demonstration experiments are an inalienable part of the subject, through which the student observes phenomena, draws conclusions, and confirms his/her assumptions. The linkage with the competences in the area of Attitudes (responsibility and self-efficacy) and the area of Skills (autonomous learning skills; analytical and critical thinking skills; co-operation skills) is recognised through this type of activity.

Laboratory exercises are a learning technique that is necessary for the successful teaching of the subject. By measuring certain physical phenomena, recording the results, analysing the obtained values, calculating measurement errors, students prove the accuracy of, or deviation from, their assumptions or prove the already adopted law of physics. The techniques and activities listed here are linked to the competences from the Values, Skills, Attitudes groups.

Physics teaching can be delivered through hybrid learning (a combination of online and face-to-face teaching) which proved necessary during the pandemic. It has brought to the fore the development of self-regulated learning, that is, a self-regulated student who autonomously follows instruction, solves assigned tasks, organises his/her time and obligations in order to successfully acquire new knowledge and skills. This method of work relies on the competences from the Attitudes group (self-efficacy) and their necessary development for the successful implementation of the teaching process, with a special emphasis on empowering students for independent engagement that requires internal and external motivation.

POSSIBILITY TO STRENGTHEN THE CDC IN THE SUBJECT

In the teaching process of this subject, the student uses the concepts and explanations of physical phenomena to consider and solve issues related to the development of science and technology, demonstrates willingness to engage and constructively contribute to solving problems faced by the community to which he/she belongs. He/she uses the knowledge of physics in solving and interpreting problems in other fields, too, for example technology, medicine, electrical engineering, agriculture, industry, energy, transport, sports, meteorology, art. Here, the possible contribution of physics to the development of competences from the Skills group is clearly observed. By covering the physics teaching contents related to thrust, the principle of levers, effects of electric current, the working principle of an electromagnet, students apply and develop autonomous *learning skills, analytical and critical thinking skills*.

Through learning physics, the student is expected to be able to clearly express certain content orally or in writing by defining laws of physics, applying and analysing them, while appreciating the interlocutor, which strengthens his/her competences from the Values group. For example, in the delivery of teaching contents in the domain of force as mutual interaction of two bodies, examples from everyday life are given, where students observe the formulated laws. Every student has his/her own perception and way of observing the same phenomena and while also respecting other people's views, which *will promote the view that people should be tolerant to other beliefs of other people in society, that all should try and learn from each other in order to deepen the understanding of past own and other people's conditions and experiences and that democracy should be protected and respected as a necessary basis for joint action with other people in society*.

By studying different energy sources, their application for the benefit of humanity and identifying potential pollutants of nature, such as noise, light, radioactive substances, then responsibility, knowledge and critical understanding will spontaneously develop. The student will be able to explore new materials, renewable energy sources and the possibilities of their use in the concept of a healthy and safe environment (water, air, soil) while developing competences from the groups of Attitudes and Knowledge and critical understanding.

KEY WORDS:

ANALYSIS, CRITICAL THINKING, PROBLEM, RESPONSIBILITY, OBSERVATION, MEASUREMENT, EXPERIMENT, MATTER, MOTION, PHYSICAL QUANTITIES, UNITS OF MEASUREMENT, KINEMATICS, MECHANICS, DYNAMICS, DENSITY, PRESSURE, MASS, FORCES, HEAT, OPTICS, ELECTRIC CURRENT, MAGNETISM, QUANTUM, THERMODYNAMICS, CO-OPERATION.

EXAMPLES OF DEVELOPING CDC

In order to make it easier for practitioners to realise that they already apply CDC in their teaching practice, the text below offers concrete examples from physics teaching and highlights some of the possible links between activities and competences.

EXAMPLE OF AN ACTIVITY:
*DETERMINATION OF
PHYSICAL QUANTITIES*

Cycle: second

Grades: sixth, seventh, and eighth

Exercise 1: **Riddle**

The teacher can organise a joint, short recapitulation of physical quantities (divisions and types), their measurement units and measuring instruments. The teacher and the students agree in advance on the order of stating the signs of physical quantities, the properties of physical quantities, units of measurement and the measuring instrument. The activity is performed in that the teacher names the first physical quantity, and the students continue following the order selected in line with the previous agreement (in the other in which they sit in their desks, roll book, etc.) by indicating the signs, measuring instrument and other features according to the previous agreement. The activity ends after all students have had the opportunity to give an answer.

Through this short knowledge test, students develop *autonomous learning skills, knowledge and critical understanding of language and communication.*

Exercise 2: **Power consumption of household appliances**

This exercise is an example for the CDC development through group work. Students are divided into groups. Each group is given a solution to one task and should formulate the text of the task. The offered solutions are 250 W, 1,200 dinars, 25 kWh and 8.5 kJ. They should formulate a text of the task which will be realistic and related to the wattage and consumption of electrical appliances in the household. Tasks are solved in class and their texts are checked for reality.

Through this approach to teaching contents, the following competences are developed: *autonomous learning skills; analytical and critical thinking skills; skills of listening and observing; empathy; flexibility and adaptability; linguistic, communicative and plurilingual skills; co-operation skills.*



EXAMPLE OF AN ACTIVITY:
*ANALYSIS OF THE FILM
THE MARTIAN*

Cycle: second

Grades: seventh and eighth

The objective of this activity is to develop critical thinking in students through film analysis. The preparatory activity - students watch the film *The Martian*. The teacher will prepare several questions about the content of the film which are related to the previously developed knowledge. The examples are: how can you get water; what affects the acceleration of bodies; what is Newton's third law; what is needed for potato to grow; what is the speed of electromagnetic radiation; how do you start a fire; how do bodies move under the influence of gravitational fields of planets.



Create four workstations in the classroom. Each workstation has a list of assertions (questions) and a reminder of how the question was resolved in the film. Students choose one question. By rotation, the given question is moved to another workstation, where students give arguments to corroborate the statement, i.e., an assertion from the film. In this phase of the activity, students develop the following competences: *autonomous learning skills; analytical and critical thinking skills; linguistic, communicative and plurilingual skills; co-operation skills.*

After the rotation, the third group offers counterarguments and tries to refute the assertions of the previous group. In the process of successfully solving this task, students develop and strengthen the following competences: *respect; conflict-resolution skills; knowledge and critical understanding of language and communication.*

In the fourth rotation, the task given to the students is to visualise the phenomenon (through acting, pantomime, drawing) that the groups have previously debated. It is also possible to introduce a debate in which students will say whether they are in favour of the solution offered in the film or against it, i.e., whether such a solution is scientifically acceptable.

An assessment of the activities can be a formative assessment that would describe the level of students' engagement and list specific activities.

By way of example:

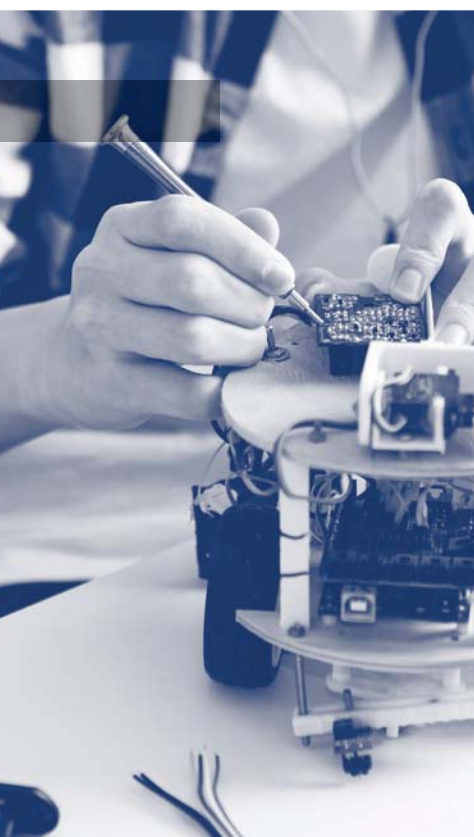
1. the student autonomously (with the help of the teacher, with the help of another student) identifies and analyses the problem situation;
2. the student autonomously (with the help of the teacher, with the help of another student) offers a solution to the problem situation;
3. the student autonomously (with the help of the teacher, with the help of another student) draws a parallel between his/her solution and the solution offered in the film).

**EXAMPLE OF AN ACTIVITY:
EXERCISES ON THE TOPIC
FROM A UNIT OF
MEASUREMENT TO
AN ADVERTISEMENT**

(integrative teaching of physics, history, civic education, geography, foreign languages)

Cycle: second

Grade: eighth



Step 1: Students list the units of measurement they learned about by using the brainstorming method (ohm, newton, pascal, tesla) and explore the scientists after whom these units of measurement were named, where they lived and in what period (students should be offered literature and trusted links).

At this stage, students develop competences from the Values group (*valuing human dignity and human rights; valuing cultural diversity; valuing democracy, justice, fairness, equality, and the rule of law*) and the Attitudes group (*openness to cultural otherness and to other beliefs, world views and practices, respect, civic-mindedness*).

Step 2: Using an online tool for word grouping and connecting, students arrange scientists from the countries they come from and connect the geographical characteristics of those countries with the names of the countries, analyse what scientific discoveries were made in that historical period, whether scientific discoveries influenced the development of society (the status of scientists in a given historical context, with a reference to the representation of female scientists or members of marginalised groups). The activities by which students solve tasks in this phase develop competences from the Skills group (*autonomous learning skills; analytical and critical thinking skills; skills of listening and observing; empathy; flexibility and adaptability; linguistic, communicative and plurilingual skills; co-operation skills, conflict-resolution skills*).

Step 3: Students explain the given physical phenomenon (which describes the chosen unit of measurement) and think of a marketing possibility in the present time and potential application in the context of the energy or pharmaceutical sector development ... while making a reference to environmental protection. These activities develop competences from the previously mentioned groups, as well as those from the group Knowledge and critical understanding (*knowledge and critical understanding of the self; knowledge and critical understanding of language and communication; knowledge and critical understanding of the world*).

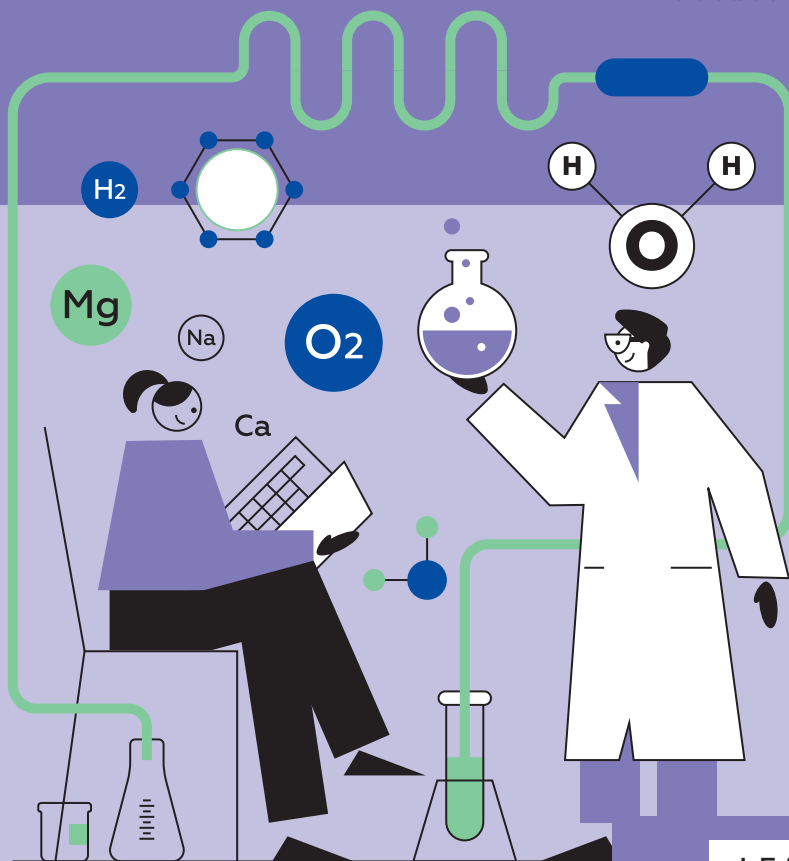
**IN LIEU OF A
CONCLUSION**

The CDC are developed in the entire educational process. There is no doubt that the teacher develops these competences as part of the teaching and extracurricular activities in all subjects.

This handbook presents examples of the CDC in other subjects that can be used in physics classes or in the implementation of integrative or project-based teaching.

CHEMISTRY

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.



LEARNING GOAL FOR THE SUBJECT

In all cycles of education, the goal of learning chemistry points out the importance of this subject for:

- developing the ability to communicate in language of chemistry;
- developing the ability of abstract, critical and logical thinking;
- training for the application of acquired knowledge and skills in solving problems in everyday life and further education.

In the educational system of the Republic of Serbia, chemistry is taught as of the seventh grade of primary school. By learning chemistry, the student develops chemical literacy as a basis for following the development of chemistry as a science, understanding the linkages between chemistry, chemical technology, and the development of society. Since the chemical experiment is the primary source of knowledge and the basic method of gaining understanding of chemistry, special attention is paid to demonstration experiments and laboratory exercises.

In learning chemistry, the developing nature of basic ideas and concepts in chemistry and the pace of modern chemistry development are especially important, as well as encouragement of students to simultaneously go through the macroscopic, microscopic, and symbolic levels of content presentation.

By learning this subject, the student is equipped for taking decisions on the use of various products in everyday life and has an active attitude towards preserving health and protecting the environment.

PRIMARY SCHOOL

The goal of learning chemistry is for the student to develop knowledge about chemical concepts and skills for proper handling of laboratory glassware, utensils and substances, to be able to apply the acquired knowledge and skills for solving problems in everyday life and further education, to develop skills of abstract and critical thinking, skills of co-operation, teamwork, and a responsible attitude to the self, others and the environment.

SECONDARY SCHOOL

The goal of learning chemistry is for the student to develop chemical and technical-technological knowledge, skills of abstract and critical thinking, and skills for co-operation and teamwork, as preparation for further university education and training for applying chemical knowledge in everyday life; a responsible attitude to the self, others and the environment and the view on the necessity of lifelong learning.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

We identify the linkage between the chemistry syllabus and the competences for democratic culture in the goal of the subject, outcomes, contents of the subject and the Didactics and Methodology Instructions for Programme Delivery.

In the process of achieving the goal of the subject, competences for democratic culture are also developed - knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability; analytical and critical thinking skills; autonomous learning skills; skills of listening and observing; co-operation skills; responsibility; self-efficacy; respect etc.

Through experimental work, the student learns about the properties and changes of substances. Students are organised into groups, so co-operation underlies all phases of group work and is based on critical and constructive participation of all members in an effort to achieve the goal. The organisation and conduct of laboratory exercise itself leads to the development of the CDC: responsibility, self-efficacy, respect, knowledge and critical understanding of the world, valuing human dignity and human rights, tolerance of ambiguity.

Responsibility of students is reflected in the proper use and disposal of substances, and responsibility for all activities in the laboratory. The success of the conducted experiments often depends on the activities of all members of the group, and that is why it is necessary for the student to develop co-operation skills, skills of flexibility and adaptability, self-efficacy, skills of listening and observing, valuing human dignity and human rights. Students are in a position to actively participate and thus assume responsibility for their participation and work results.

By learning the contents of chemistry, we notice that the outcome identifies and explains the concepts that connect chemistry with other sciences and different professions, and the sustainable development principles. This outcome contributes to the development of CDC from the categories **Skills** (primarily - analytical and critical thinking skills, autonomous learning skills), **Knowledge and critical understanding** (knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability), **Attitudes** (openness to cultural otherness and to other beliefs, world views and practices; tolerance of ambiguity), **Values** (valuing democracy, justice, fairness, equality and the rule of law; valuing human dignity and human rights).

Through various examples from everyday life (production and processing of food, production of medicines, new types of construction and insulation materials, cosmetics, hygiene products, food preservatives, paints) the teacher encourages students to identify connections and explain how the development level of chemical production is a significant indicator of the development level of society.

Through various activities, the teacher encourages students' interest in solving the problem of sustainable development, as

an essential condition for the survival of life on Earth. In the subsequent grades, the teacher provides a growing incentive for students to become actively involved in solving problems. The complexity of modern life and rapid changes, require students to work together, to make it a team effort, in which students explore, learn, and arrive at solutions. In order for students to be successful in teamwork, they need support to continuously develop the CDC.

Activities through which outcomes related to problem solving are accomplished can directly contribute to the development of competences in the category of Skills, because problem solving involves collecting and analysing data from various relevant sources, *analytical and critical thinking*, analysis of possible solutions and interpretation of the final solution. Interpreting the solutions reached by a student or a group of students requires openness to cultural otherness and *to other beliefs, world views and practices, tolerance of ambiguity, responsibility, self-efficacy*, etc., and this leads to the development of competences from the category of Attitudes.

Through the learning of chemistry, students are expected to link the structure of a substance with its properties and practical application and thus achieve scientific literacy, which will enable them to follow and use information in the field of chemistry expressed in the language of chemistry, then discuss and take important decisions for individuals and society.

In all grades, there are outcomes related to writing equations of chemical reactions, outcomes related to the proper use of chemical symbols and formulas, solution analysis and they directly contribute to the development of competences Knowledge and critical understanding of language and communication, and linguistic, communicative and plurilingual skills.

Furthermore, the appropriate formulation of tasks and assignments can help develop competences whose link to the outcomes is not explicitly visible. Assignments requiring students to compare, analyse, identify, link something etc. can, if used appropriately, contribute to the development of key competences for democratic culture.

The connection between the chemistry syllabus and the competences for democratic culture can also be seen in the Didactics and Methodology Instructions for Programme Delivery. On the path towards achieving the goal and the outcome, the teacher plays the key role, and he/she is given significant room for making free choices and connecting the teaching and learning content, methods, procedures and techniques and student activities. The orientation towards the learning process and outcomes takes care not only of the results but also of the way one learns, i.e., how one builds and connects knowledge into meaningful units, how one develops a network of concepts and links knowledge to its practical application. The teacher creates situations, asks challenging questions, and this is the path that leads to the development of creativity and curiosity of students - for example, students are encouraged to find examples of individuals (scientists) who stood behind their beliefs and values and achieved success for society. In the process of adopting new contents, the teacher, who is always ready to listen to students' ideas and analyse their answers, creates and builds self-efficacy, responsibility, skills of listening and observing, empathy, analytical and critical thinking skills.



KEY WORDS:

CHEMICAL SYMBOLS AND FORMULAS, PHYSICAL PROPERTIES, CHEMICAL PROPERTIES, GROUP WORK, TEAMWORK, SUBSTANCE USE, LABORATORY EXERCISES, GREEN CHEMISTRY, TASK AND PROBLEM SOLVING, LABORATORY GLASSWARE HANDLING SKILLS, ENVIRONMENTAL PROTECTION, HEALTH PRESERVATION, SUSTAINABLE DEVELOPMENT, WASTE DISPOSAL, CHEMICAL EXPERIMENT, RESEARCH WORK, WORKSHOP, DISCUSSION, CRITICAL THINKING, AND CHEMICAL TECHNOLOGY.

EXAMPLES OF DEVELOPING CDC

EXAMPLE OF AN ACTIVITY: ASKING CHALLENGING QUESTIONS

Cycle: second

Grade: seventh or eighth

Topic: Solutions/solubility/properties of solutions

The activity is aimed at developing analytical and critical thinking skills by asking challenging questions.

Analytical and critical thinking skills enable us to explain, analyse and assess chemical changes or phenomena and draw conclusions in a systematic manner. Critical thinking that leads to new and innovative ideas and solutions to problems involves a critical review of students' experience and the learning process and decision-making in which mistakes, such as looking at only one side of the problem, are avoided. Therefore, it is necessary to analyse the causes and consequences, and corroborate the views by using relevant data, scientific theories, and knowledge, supported by an understanding of the context and factors that may exert influence.

Examples of questions:

1. *How can the phenomenon be explained that ethanol is soluble in water, and alcohol that has 10 carbon atoms does not dissolve in water, although they belong to the same group of compounds and contain the same functional group?*

The student should explain that physical and chemical properties are influenced by the functional group and structure of molecules, that is, the number of carbon atoms and the type of bonding they form; that the mere presence of the OH group does not mean that the substance dissolves in water, i.e., that it is not a polar substance. Bearing in mind that a considerable number of carbon atoms form a string dominated by nonpolar covalent bonds, it is possible to explain solubility in nonpolar solvents.

2. *Why can't we remove limescale with water, when most salts are soluble in water?*

3. *Which of the following needs to be used in order to get ethanal and how can it be examined whether the desired substance is obtained as a product? Explain the answer.*

The following is available: ethanol, sulfuric acid, sodium hydroxide, sodium dichromate, lithium aluminium hydride, silver (I) -nitrate, aqueous solution of ammonia, litmus paper of blue and red colour, distilled water, draining apparatus, distillation apparatus, pH-meter, and burette.

The expected response should include the following:

The following is needed: ethanol, sulfuric acid, sodium dichromate, distillation apparatus, silver (I) -nitrate and aqueous solution of ammonia.

Ethanol, sodium dichromate and sulfuric acid are reactants for ethanal production. In order to prevent ethanol from oxidising to ethanoic acid, a distillation apparatus is used, so immediately after the formation, ethanal is distilled into a receiving vessel.

To prove the presence of ethanal in the distillate (i.e., as a reaction product), a silver mirror reaction can be used (for which silver (I)-nitrate and aqueous solution of ammonia are needed).

**EXAMPLE OF AN ACTIVITY:
DISCUSSION ON THE TOPIC
OF "AS IF ..." SITUATIONS**

Cycle: secondary school
Grade: all

The objective of this activity is to develop empathy through "As if ..." situations. Empathy between students is the result of joint activities, and such an atmosphere is very stimulating for work and learning. In order to develop empathy, the teacher can put students in different "As if" situations in laboratory exercises.

Examples of questions:

1. How would you feel if someone insulted you because you are not skilled in handling laboratory glassware?
2. How would you feel if your friends did not allow you to be part of the team participating in the chemistry competition because you came to our school this year?

**EXAMPLE OF AN ACTIVITY:
WORKSHOP ON THE TOPIC
MY FAVOURITE MAXIM
ABOUT RESPECT**

Cycle: second and secondary school
Grades: seventh and eighth and all
secondary school grades

The objective of this activity is to develop respect through the workshop and discussion.

Competences for democratic culture are also developed through tasks and activities that support coexistence through appreciation of diversity, respect, tolerance, humaneness, etc. Respecting other people with different beliefs and opinions than one's own is very important for effective intercultural dialogue. Man wants to live in a community, in a human society in which he/she feels accepted and valued. In practice, this means that no matter how he/she feels about a person and what he/she thinks about him/her, he/she is obliged to treat him/her with respect.

The teacher directly or indirectly influences the development of this competence in the classroom, for example when the teacher notices that the student is not listening to the presentations of his/her friends, undertakes activities and puts the student in a position to think about whether his/her reaction is appropriate, and then organizes a workshop on the topic *My favourite maxim about respect*. Students work in groups, receive photocopied maxims about respect, and have the task of choosing one maxim and explaining it, and then discuss it taking into account the answers of other groups. This activity can be used in different age groups, and the teacher chooses age-appropriate maxims. It is important to hear all the answers and explanations, but it is necessary to emphasise that not all students in the group have to have the same answer, and individuals can single out and explain their answer.

In addition to the above method of working, the teacher can organise a discussion about the chosen maxim about respect.



EXAMPLE OF AN ACTIVITY:
*RESEARCH WORK ON THE
TOPIC ENVIRONMENTAL
PROTECTION*

Cycle: secondary school

Grade: third or fourth

The objective of this activity is to develop the civic-mindedness competence through the research work of students.

Through various research activities, the teacher should encourage students' interest in certain problems, develop the right values in students, encourage students to actively participate in solving problems, develop awareness of the impact of their own actions on people, and solidarity with other community members and the sense of civic duty to the community.

Current actions of individuals and groups can affect people and the environment in the future, and the irresponsible use of chemicals (solvents, pesticides, insecticides, CFCs, petroleum products, etc.) can have harmful consequences. Students should point to the possible consequences of irresponsible behaviour of people in the immediate environment, locally and globally, and suggest ways to improve the quality of life for all people on our planet. Through research work and based on developed knowledge about physical and chemical properties of substances, students analyse the use of products whose life cycle has no harmful effects on the environment, explain the benefits of cleaner production in the context of sustainability and environmental impacts. Tasks in research work can be the analysis of the life cycle of a product in terms of energy consumption, resource consumption and pollution emissions, or circular economy and waste reduction.



**IN LIEU OF A
CONCLUSION**

This handbook provides examples of CDC development in other subjects as well that can serve as a basis for designing activities that can be implemented in chemistry classes or in joint classes with teachers of physics, mathematics, foreign languages, civic education, etc.

PSYCHOLOGY

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.



LEARNING GOAL FOR THE SUBJECT

The goal of learning psychology is for students to master knowledge, develop skills and form attitudes that will enable them to better understand the complexity, diversity, and developmental aspects of human psychological functioning in a bio-socio-cultural context, increase capacity to face challenges of adolescent age and assume responsibility for maintaining mental health, functioning in the community and potential further education. By dealing with the key concepts of general psychology, the student will develop the critical thinking skill, skills of successful communication and functioning in a group, skills of successful learning, memorising and decision making, appreciate diversity among people and respect human rights ...

Psychology is a compulsory subject in the second grade of grammar school and in one of the grades in several secondary vocational schools, depending on the field of work and profile (that is, where communication with other people is particularly important). Psychology is a science that systematically studies psychic life based on behaviour and immediate, subjective experience. Psychic life includes psychic processes (cognitive, emotional, and motivational), psychological characteristics and conditions. The theoretical task of psychology as a science is to describe psychological phenomena and behaviour, explain them, i.e., determine their causes and patterns so as to predict, control and change them. And the practical task is to improve the quality of people's lives by applying theoretical knowledge in everyday life.

The content and outcomes of Psychology are interconnected with other subjects, especially the Mother Tongue and History, and to elective programmes, such as: Civic Education, Individual, Human, Society, and Language, Media, and Culture.

The instructions for delivering the Psychology syllabus put forward proposals to proceed, whenever possible, from 1) elements of experiential learning (examples from one's own life or the lives of people close to him/her), 2) followed by consideration of why this happened, how can this be explained, what it is related to, 3) and then linking this phenomenon to psychology, theory and research, and 4) testing it in a new situation, in line with the developed knowledge, skills and attitudes (what the student thinks now and how he/she feels, whether his/her reaction would be different now ...). In addition to classical forms of teaching that imply traditional methods, such as lectures, the use of textual and demonstration methods, the emphasis should also be on co-operative, interactive learning with discussions, debates, simulations, workshops, role plays, projects/project-based teaching, problem-based teaching, research work, essays, analysis of media information...

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

From the very description of the subject, the goal of learning psychology and the key concepts in its content, its connection with the CDC is obvious, including the contribution of the syllabus to their development. If, inter alia, the goal is for the student to master knowledge and form attitudes that will enable him/her to better understand the complexity, diversity and aspects of mental functioning of people in the bio-socio-cultural context and assume responsibility for preserving mental health and functioning in the community, then it is directly linked to the CDC from the category of Attitudes, *especially respect, civic-mindedness, responsibility, tolerance of ambiguity*. Stating that, by dealing with the psychology contents, the student will develop the critical thinking skills establishes a direct link to the CDC (*analytical and critical thinking skills*), and stating that he/she will develop skills of successful communication and functioning in the group is obviously connected to *linguistic, communicative and plurilingual skills, as well as co-operation skills, skills of listening and observing, conflict-resolution skills*. When the objective that the student accomplishes is the development of successful learning skills, it is directly related to *autonomous learning skills*.

Most of the psychology learning outcomes are related to most of the CDC, and their realisation and the recommended way of working on their realisation - such as: co-operative, interactive learning with discussions, debates, simulations, workshops, role plays, projects/project-based teaching, problem-based teaching, research work, essays, analysis of media information - contribute to their development.

To illustrate this linkage and contribution to the development of the CDC, the text below provides examples of psychology learning outcomes in the second grade of grammar school.

By exploring the topic *Persons in Social Interaction*, and the key terms of the content: socialisation, communication and social groups, the following outcomes are achieved - at the end of the grade the student will be able to:

- distinguish the forms and types of social learning on examples;
- appreciate diversity among people, gender equality, respect human rights and express a negative attitude towards any form of violence;
- in communication take into account the possibility of errors in the perception of other people and thus pre-empt possible conflicts;
- give examples of prosocial, assertive behaviour and altruism from their own experience and the behaviour of other people;
- recognise and critically consider examples of prejudice, stereotypes, discrimination, conformism, violent behaviour, and express readiness to react;
- give examples and characteristics of different groups, group relations and types of leadership, apply the rules of co-operation in teamwork, while respecting the diversity of members;
- recognise and critically examine examples of the use and abuse of psychology in the media, politics, marketing, and social media;

In addition to them, the following CDC are developed by working in this manner of in class:

- autonomous learning skills;
- empathy;
- openness to cultural otherness and to other beliefs, world views and practices.

Consequently, by working on a specific task in a group or pair, with a teacher who has the role to provide support to students and to guide them in learning activities, students are in a situation to:

- cooperate, resolve conflicts among themselves and build positive relationships with each other;
- become adaptable, ready to change their opinion if the necessity of that change is demonstrated and supported by arguments, open to other beliefs and world views, ready to cooperate and work with others;
- listen carefully to each other and follow non-verbal messages in order to understand the meaning and intentions of the interlocutor;
- use evidence to corroborate their opinions;
- think about the accuracy of information;
- provide room to others to express themselves while respecting them;
- recognise when a friend needs help;
- try to better understand their friends;
- take into account the feelings of others when making decisions;
- fit in with others who have different views;
- make sure that they can carry out the planned activities;
- develop the ability to prioritise work;
- perform tasks without direct supervision ...



By engaging in project-based tasks, research work or analysis of media information, students develop the ability to identify different sources of learning, to assess the quality of their work, to set priorities in the work, to determine similarities and differences between pieces of new information and those already known, to express their opinion on a problem, to perform tasks on time, think about the accuracy of information, identify inconsistencies or discrepancies, become more confident about their ability to perform planned activities ...

KEY WORDS:

APPRECIATION OF OTHERNESS, GENDER EQUALITY, RESPECT FOR HUMAN RIGHTS, A NEGATIVE ATTITUDE TOWARD VIOLENCE, COMMUNICATION, PERCEPTION OF OTHER PEOPLE, CONFLICTS, PREVENTION, PROSOCIAL BEHAVIOUR, CRITICAL REVIEW, PREJUDICE, STEREOTYPES, DISCRIMINATION, VIOLENCE, EXPRESSING WILLINGNESS TO RESPOND, RELATIONSHIPS IN THE GROUP, CO-OPERATION, ACTIVE LISTENING SKILLS, PRESENTS A VIEW BASED ON ARGUMENTS, EMPATHY.

EXAMPLES OF DEVELOPING CDC

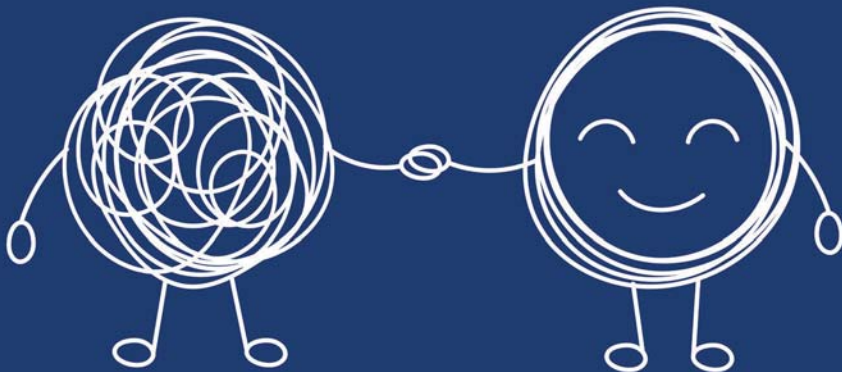
Knowledge and critical understanding of the self is one of the CDC which is developed most during the psychology classes. When studying the topic *Personality as the totality of psychological processes, characteristics and statuses*, students address the concept of personality and its structure, temperament, identity, cognitive, emotional, and motivational processes (including the needs, values, attitudes, and interests), development, characteristics of the adolescent period, and mental health. When the topic *A person in social interaction* is covered, students address the following key concepts: socialisation, prosocial and antisocial behaviour, violent behaviour and its contributing factors, communication, social groups, stereotypes, prejudices, discrimination. By addressing these topics and learning contents, students are expected to achieve, among other things, the following outcomes:

- by using the acquired psychological knowledge, they identify the emotions and motives in their own behaviour, the behaviour of other people and characters from literature and film;
- they describe the most important psychological characteristics of the adolescent period, recognise and reflect critically on the most common problems and risky adolescent behaviours;
- they recognise and critically reflect on the examples of prejudice, stereotypes, discrimination, conformism, violent behaviour, and express willingness to react.

By achieving those outcomes, students directly develop the competence Knowledge and critical understanding of the self, since they acquire the knowledge how to describe their own motivations, how to describe the ways in which their thoughts and emotions influence their behaviour, find themselves in situations where they critically reflect on themselves from a number of different perspectives, reflect critically on their own values, beliefs, prejudices, and stereotypes, and what lies behind them, and critically reflect on their emotions in different situations.

When the topic *A person in social interaction* and above-mentioned key concepts of the content are covered, the following outcomes which develop CDC from the group of Attitudes are achieved, but Values could also be developed – at the end of the grade, the student will be able to:

- appreciate the other, gender equality, respect human rights, and express a negative attitude to any form of violence;
- provide examples and characteristics of groups, group relations and types of leadership, apply the rules of co-operation in teamwork respecting the differences between members;
- recognise and critically reflect on the examples of prejudices, stereotypes, discrimination, conformism, violent behaviour, and expresses the willingness to react.



EXAMPLE OF AN ACTIVITY:
CASE STUDY

Cycle: secondary school

Grade: second

Topic: A person in social interaction

The competence from the field of Values – Valuing human dignity and human rights could be developed, for instance, by having the teacher talk about violence, and the observers' reaction to violence, citing the well-known case of the murder of Kitty Genovese which, almost 60 years ago, was calmly observed by dozens of bystanders in New York, none of whom called the police (which is at times quoted in psychology textbooks as an example of the diffusion of responsibility). After that, the teacher may ask the students to find some examples of positive and negative reactions

to violence from their own past experience, and then develop a discussion about the respect of human rights by asking the following questions:

- Why do they think the bystanders reacted in such a way?
- What right was violated in the above examples?
- Should human rights always be respected and protected?
- Is it permitted to subject anyone to degrading or inhuman treatment or punishment, even if they broke the law?

EXAMPLE OF AN ACTIVITY:
**ANALYSIS OF IDENTITY,
GROUP AND CULTURAL
AFFILIATION**

Cycle: secondary school

Grade: second

Topic: Identity and cultural affiliation

When socialisation, communication, conflicts, assertiveness, empathy, or social groups, are discussed, the CDC – Valuing cultural diversity may be developed. For example, when talking about social groups, you can show a short clip with an advertisement for Benetton (https://www.youtube.com/watch?v=TiZMcVGCh_E), in which young people of different race and sex dance to the music, and you may ask the question what is shown in that clip, what is the message it carries, followed by a discussion about tolerance and acceptance of otherness as important social skills for the prevention of conflict. You may also organise group work; for example, task one group of students with finding on the Internet or providing examples of different customs, the second group with finding examples of different behaviour patterns, the third group with finding examples of different dressing styles,

the fourth with finding examples of intolerance of different beliefs of other people, the fifth group with finding other examples of intolerance (e.g., religious, racial, political), the sixth group with finding examples of tolerance of different beliefs of other people, or similar. Questions should be asked to guide the students towards making their own conclusions about the existence of different identities and group and cultural affiliations (linguistic, religious, ethnic, and other), and the importance of inter-cultural dialogue, the aim of which is to improve tolerance and respect of others, conflict prevention, and peaceful coexistence.

The questions may be the following:

- Which groups do you belong to? (Here you emphasise the importance of three small groups essential for socialisation – family, peer group, and school class – but you also need to encourage them to list other groups to which they belong.)
- Which cultures do you belong to? List all groups and cultures which are present in your environment /life?
- What are the characteristics of your adolescent group?
- Would you all like to dress the same, have the same hair style, accessories, make-up, listen to the same music, think in the same way, believe in the same things, etc.?
- Why is it important to have acceptance and tolerance of different opinions, beliefs, attitudes, acceptance of otherness?

**EXAMPLE OF AN ACTIVITY:
CONVERSATION ON THE
TOPIC OF OPERATION OF
LAW AND MEDIA
PRESENTATION**

Cycle: secondary school

Grade: second

Topic: Operation of the law and media presentation

When addressing socialisation, violence, discrimination, social groups, etc., teachers may foster the development of the competence Valuing democracy, justice, fairness, equality and the rule of law in their students. When talking about the socialisation factors and the impact of the means of mass communication, the teacher may ask the students to give an example of the way media presented a certain crime, partially or impartially towards the perpetrator or the victim, and to say how this affects the public opinion, to express their opinion about whether this can influence the work of the judiciary, to evaluate possible consequences of public condemnation in the case it is proven that the accused is innocent. The students should be asked (based on what they have learnt from films, history, books, media, if not from real life):

- Are all citizens equal before the law and should they be equal (ask them to remember some examples when this was not the case)?
- How should the laws be applied and how should people be treated?
- May legal powers ever be misused?
- How can we protect ourselves from it?



One can mention here Stanley Milgram's famous psychological experiment which examined the obedience to authority and the willingness to commit crime on the part of the subjects who, playing the role of teachers, executed the experimenter's requests by punishing the 'pretend students' (actually the experimenter's associates) for their incorrect answers by delivering electric shocks, which grew stronger with each successive error. Students may be asked to think about the reasons why people are willing to execute senseless requests made by authorities even if it is obvious that they are violating both human rights and their own empowerments? Students should be encouraged to find examples illustrating the misuse of powers and obedience to authority. You may give them the example of Nazi officers who justified their actions by saying that they had simply obeyed orders (ask them whether anyone has seen the film or read the Bernhard Schlink's book *The Reader*, based on which the film was made, in which the main female character, as a guard in a Nazi concentration camp, defends herself by saying those words in court).

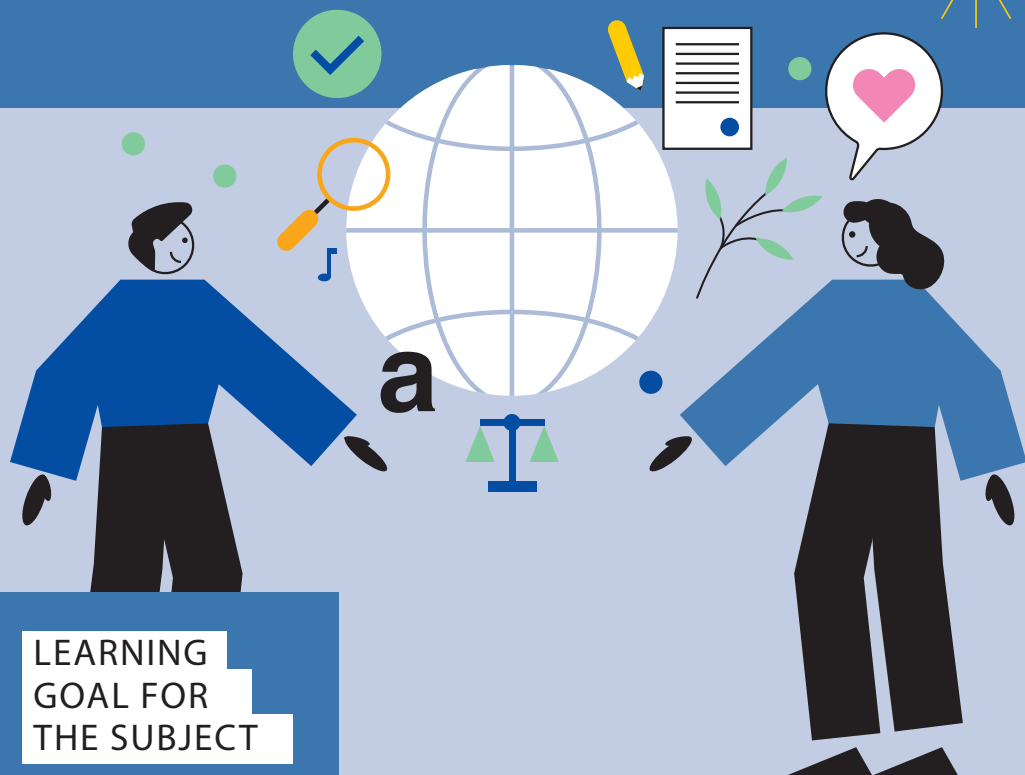
In the above examples of possible development of the selected CDC, other competences are also developed, as none is developed in isolation but is interconnected with all the others, as it is pointed out in the example of the interconnection between the psychology syllabus and the CDC.

**IN LIEU OF A
CONCLUSION**

It may be concluded that it is possible to develop all CDC through the delivery of the psychology syllabus, addressing the content of the syllabus and achievement of the objectives and outcomes, as well as the manner in which teaching and learning processes are organised and executed. The above examples of fostering CDC development may be used in a similar manner in classes from other programmes and subjects, and in other, extra-curricular, activities carried out in school, just like the examples of fostering CDC development that are provided in this handbook under other school subjects and programmes may be used when teaching psychology.

Based on the information obtained so far, please assess the extent to which your teaching practice contributes to the development of the CDC following the Checklist on page 114.

CIVIC EDUCATION



LEARNING GOAL FOR THE SUBJECT

The goal of civic education is that the students become aware of their rights and responsibilities, sensitive to the needs of individuals and the society, and willing to be active in the community respecting the democratic values, through the study of the basic principles, values, and procedures of the civil society. The emphasis is not on acquiring and developing knowledge, but rather on the developing skills applicable in the everyday life in a democratic community, on the democratic attitudes and values relating to the universality of human rights, equality, freedom and responsibility, social sensitivity, and belonging to a community.

Civic education is an elective programme in elementary and secondary school. Students are required to choose between the two programmes: civic education or religious education. Assessments are descriptive using three levels, and they are delivered in one weekly class each. Civic education develops the knowledge, skills, values, and attitudes relating to human rights, responsibility, democratic society, processes in the modern world, civic activism. Civic education syllabuses in primary school are spiral-shaped, as the four related areas (*Human rights, Democratic society, Processes in the modern world and Civic activism*) are expanded and deepened from one grade to the next, and not only in terms of the new content but also in terms of the requirements. This process is continued in secondary school, with three areas covered in secondary vocational schools (*Individual and society, Rights and responsibilities, School as a community*), and two in gymnasiums (*Youth safety and Globalisation*). From the outset, civic education classes were meant to take the form of workshops.

Content and outcomes of civic education are interconnected with other subjects, particularly with the mother tongue, the World Around Us/Science and Society Basics, history, and psychology, as well as with the grammar school elective programmes: 'individual, human, society' and 'language, media and culture.

HOW THE SUBJECT IS LINKED AND CONTRIBUTES TO THE DEVELOPMENT OF COMPETENCES FOR DEMOCRATIC CULTURE

The civic education syllabus is most directly linked to the CDC. Already from the description of the civic education subject and its learning goal, this connection is visible and, through the achievement of its goal, it contributes to CDC development considering that, actually, one does not learn about democracy but for democracy.

Also, it is clear that there is a connection between the topic, content, and **all** outcomes of the civic education programme and all the CDC, and that the achievement of outcomes directly contributes to their development.

To achieve the goal and the outcomes it is necessary to apply different interactive modes of work (active, problem-based, project-based, research-based learning) and methods and techniques, as it was emphasised in the Didactics and Methodology Instructions for Programme Delivery. Teachers are offered an opportunity to choose from among: workshops (involving group work or pair work, or co-operative learning), simulations, role play, debates, discussions, projects, research, launching campaigns, etc. In the second cycle of primary school and in secondary school, students undertake research activities and use standard methods and techniques of the humanities, such as: observation, data collection, interviews, surveys, case studies, biographical method. Moreover, the older the students, and the more experience they have in this method of work, the more choice they have in the selection of the topics to work on, the method of work, materials, manner of presentation of the results of their work, the sources of knowledge, thus becoming more independent in the learning process. Also, the teacher is not the key source of knowledge but, rather, someone who directs and coordinates the work, provides support, encourages students. In this way, the very manner in which the syllabus is delivered, i.e., mutual interaction and relations during the class, the empirical learning and own choice of the work method and work process, contribute to the continuous development of **all** CDC.



For the purpose of illustration of the links and contribution to the CDC development the examples of outcomes and topics, and the key concepts of the content of the civic education for the fifth grade of primary school are provided below.

By addressing the topic *Human rights*, and the key concepts of the content: needs and wishes, rights, classroom rules, adopting group rules, the rights of the child, and human rights, Convention on the Rights of the Child, and school-related documents, indicators of implementing and violating children's rights, the following outcomes are achieved.

At the end of the grade, the student will be able to:

- distinguish between wishes and needs and give examples of the connection between needs and human rights;
- recognise their own needs and the needs of others, and respect them;
- protect their rights in a manner that does not undermine the others;
- take part in adopting the rules of group work and observe them;
- recognise from an example how children's rights are incorporated in the main documents regulating the work of the school;
- provide examples and indicators of implementation and violation of children's rights;
- list the factors that influence the exercising of children's rights;
- respect the rights and needs of the inclusion students in their class/school;
- identify human rights violations on the example of a historical event.

The achievement of these outcomes obviously leads to the development of the following CDC: Valuing human dignity and human rights; Analytical and critical thinking skills; Autonomous learning skills; Self-efficacy; Responsibility; Tolerance of ambiguity; Empathy; Linguistic, communicative and plurilingual skills; Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability).

Also, the method of work in the class, including interactive, co-operative, and empirical learning, leads to the development of CDC:

- Co-operation skills;
- Skills of listening and observing;
- Civic-mindedness
- Responsibility;
- Flexibility and adaptability;
- Conflict-resolution skills...

Therefore, working on a specific joint task in a group or a pair, with the teacher whose role is more of a coordinator, students are in the situation to co-operate with each other, resolve their mutual conflicts, and build positive relationships among themselves, become willing to co-operate and work with others; listen to one another carefully, and observe body language and other non-verbal clues to figure out what their interlocutor means and intends; give space to others to express themselves while respecting them, become willing to modify their opinions if they are shown through rational argument that this is required to perform the task successfully.



KEY WORDS:

HUMAN RIGHTS, RIGHTS AND NEEDS, ADOPTING GROUP RULES, COMPLYING WITH RULES, DEMOCRATIC SOCIETY, RESPONSIBILITIES AND OBLIGATIONS IN THE COMMUNITY, DECISION-MAKING, VIOLATION AND PROTECTION OF RIGHTS, IDENTITIES, SIMILARITIES AND DIFFERENCES, STEREOTYPES AND PREJUDICES, DISCRIMINATION, TOLERANCE, RESPECT, CONFLICT RESOLUTION, RESPONSE TO VIOLENCE, CIVIC ACTIVISM, ANALYSIS, EVALUATION, CO-OPERATIVE LEARNING.

EXAMPLES OF DEVELOPING CDC

EXAMPLE OF AN ACTIVITY: SCHOOL CAMPAIGN PLANNING

Cycle: second
Grade: fifth
Topic: civic activism

Co-operation skills are among the CDC which are best developed in civic education classes, due to the fact that group work or pair work are used in every class. For example, within the topic *Civic Activism*, students work on planning and executing school campaigns for the benefit of children's rights (such as tidying up and arranging the schoolyard so it becomes a safe environment, or charity campaign to help a sick schoolfriend) and, finally, they evaluate the effects of the campaign they carried out, present the campaign, and analyse group works. While doing his/her share of the work as a member of the group, a student must comply with the rules of teamwork

that previously jointly agreed upon, such as displaying the skills of active listening, expressing his/her position based on arguments during discussion; communicating in a non-threatening, co-operative manner. In this way, the student guided by the teacher, builds positive relationships with others in the group, works with them to build consensus to achieve their shared goal, that is, complete the task, keeps other members of the group informed about relevant and useful information, helps others, encourages them...

EXAMPLE OF AN ACTIVITY: ANALYSIS OF THE FILM DON'T JUDGE

Cycle: second
Grade: fifth
Topic: Violation of human rights

The civic education syllabus is directly connected with the CDC in the area Values – Valuing democracy, justice, fairness, equality and the rule of law, more specifically with the descriptors at the basic level and, in some grades, even the descriptors at the intermediate level, as it continuously develops the awareness of the need for schools to teach students about democracy and how to act as a democratic citizen, that all citizens should be treated equally and impartially before the law, that laws should be applied always and fairly, that democratic elections should be conducted freely and fairly, that legal powers may not be misused. Within the teaching process, it could

also contribute to further development of this competence by addressing the rule of law with regard to the oversight of the legislative authority and legal remedies against the competent authorities which infringe civil rights. Depending on the age and experience of students, these values could be developed as follows:

- With regard to the topic Human rights and when giving examples of the violation of human rights, the teacher may, for example, show a short, Oscar-winning, foreign film *Don't judge* (at the link: <https://www.youtube.com/watch?v=yQQIOMubFAI>) in which a student is punished for being late for school by caning the palms of his hands. It is clear that this is common practice, that the teacher is authorised to punish students like that, that nobody finds it unusual, not even the boy who is being hit. The teacher may ask the students: Imagine that this has happened in your school nowadays; would that be allowed? Why not? In what way could a student protect himself/herself?
- Then the teacher may organise group work and give each group of students one of the pre-prepared examples of the misuse of power and crossing legal boundaries. Then the students would discuss in their groups and jointly answer the questions: What problems do you see in this example? Has anyone's right been violated? Who is accountable for that? Can one protect oneself against such treatment and how? Should there be any control of powers? Who can help and how?
- After the answers are shared, discussion may be continued by asking the questions: Can you recall any examples from your environment or from the media showing the misuse of powers? What are the consequences of such misuse? In the example you gave, has the person who misused their powers gone unpunished, without suffering any legal consequences? Why is it important that there is a way for us to protect ourselves against such treatment by the competent authorities or people with certain legal powers?
- The teacher's feedback may even be instructive, meaning that it may be pointed out to the student that he/she did not present many arguments during the discussion and that, for example, he/she may find such arguments in a specific book, publication, or website.

EXAMPLE OF AN ACTIVITY:
EXPLORING THE TOPIC
CULTURES AND IDENTITIES

Cycle: second

Grade: fifth

Topic: Cultures and identities

The civic education syllabus visibly contributes to the development of the competence belonging to the area of Attitudes: Openness to cultural otherness and to other beliefs, world views and practices relating to the descriptors at the basic and intermediate levels, since throughout its delivery it seeks to encourage students' interest in learning about other people's traditions, beliefs, values, and world views, as well as the interest in other countries, the curiosity about other people's beliefs and cultural affiliations. This competence could be developed more with respect to the willingness and initiative to interact with the people who have different values, customs, and other world views, people from other cultures.

Depending on the students' age and experience, these attitudes could be developed as follows:

- When, as part of the topic Processes in the modern world, our identities and the similarities and differences between them are discussed, the teacher may give a group assignment to explore different cultures, depending on what they are interested in (e.g., different neighbouring countries, or European countries, or one group may explore the culture of the Far East, the second group may explore the Middle Eastern culture, the third may explore western, Anglo-Saxon, the fourth may explore African culture, the fifth may look at the culture of Latin America, or similar). They can find the information about the culture of their choice concerning the patterns of behaviour, customs, world views, etc. using different publications, the Internet or other media, or talking to relevant interlocutors. After having selected, processed, and synthesised that information, each group should present their chosen culture to others, in whatever mode they choose (ppt, panel or simulation, including the style of dressing, make-up, addressing others, speaking, body language, etc.) As they present different cultures, the teacher should encourage other students to ask the presenter or the teacher anything that interests them about the culture in question, or the teacher may refer them to other sources of information.
- The teacher may include students in a portal, such as eTwinning, where students may contact the students from other countries and exchange information with them - primarily using the digital technologies - and get to know and connect with other cultures. This is one of the ways to encourage students to take initiative and look for other contacts with the people whose world views, customs, or behaviour is different. The teacher should support such initiatives to the extent practicable.



EXAMPLE OF AN ACTIVITY:
**PLANNING A CHARITY
CAMPAIGN**

Cycle: second
Grade: fifth
Topic: Civic activism

The civic education syllabus contributes to the development of competences that fall within the area of Attitudes – Self-efficacy, particularly the descriptors which are classified as basic, namely those concerning the expression of the belief in own ability to understand issues and belief that he/she can carry out activities that he/she has planned. Self-efficacy, as the attitude one has towards oneself, one's own ability to undertake the actions necessary to achieve specific goals, also implies the belief that one is able to make proper decisions, select appropriate methods to perform the tasks and successfully overcome obstacles, the belief that one is able to meet life's challenges and

that one knows how to handle unforeseen situations. It is clear that self-efficacy is connected with self-confidence, and it is possible to develop both. Depending on the age and experience of the students, self-efficacy could be developed, for example, as follows:

- When, as part of the topic Civic activism, students identify a problem in school to address and plan and execute an appropriate campaign in favour of the right of the child, the teacher may ask them that during the planning of the campaign (e.g., charity campaign to collect money for a sick schoolfriend who needs surgery), they analyse their own strengths, opportunities, but also what they see as a challenge and difficulty in the execution of the plan and of carrying out of the campaign. When they draw up a list of challenges and difficulties, i.e., obstacles on the path towards the conceived goal, each of the members of the group may choose a difficulty for which a solution, or a way to overcome it needs to be found, and present it to others, exchange arguments within the group and based on them select the most effective one. Afterwards, the teacher may ask the students to plan who, when, and how will be in charge of overcoming the obstacles and reaching the goal, namely for successful completion of the campaign. When the students look for solutions and analyse whether a selected solution is good, what are the pros and cons of the solution concerned, what is practicable and what is not, and when they experience the process of overcoming the existing obstacles and successfully complete the campaign, the obstacles will seem easier to overcome and they will be more confident in their ability to navigate them, to change something in what they do and to meet life's challenges.

In the above examples, besides the selected competences, other competences for democratic culture are also developed, as is shown in the example of the links between the syllabus and CDC.

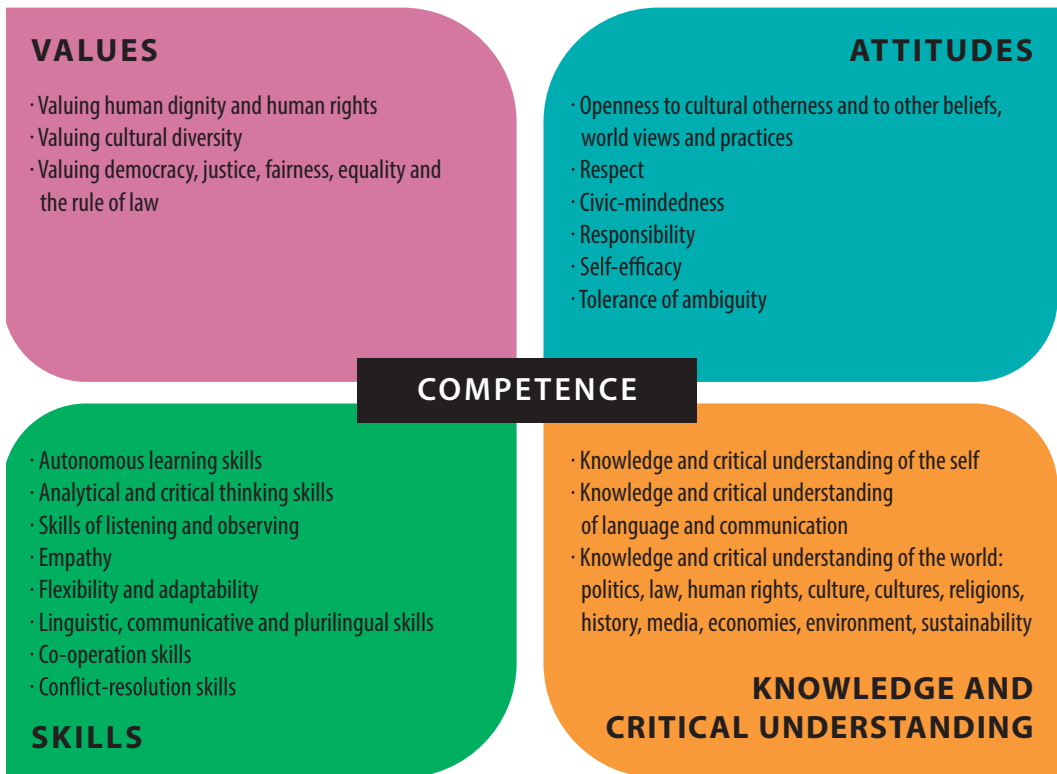
**IN LIEU OF A
CONCLUSION**

It may be concluded that the civic education programme, at all levels of education, develops all CDC, addressing the content of the syllabus and achievement of the objectives and outcomes, as well as the manner in which teaching and learning processes are organised and executed. The above examples of fostering CDC development may be used in a similar manner in classes from other programmes and subjects, and in other activities carried out in schools. And vice versa, the examples of fostering CDC development that are provided in this handbook under many other school subjects may be used in teaching civic education. At the same time, the development of some competencies for democratic culture encourages the development of others because they are interconnected and act in synergy



COUNCIL OF EUROPE'S
MODEL OF COMPETENCES
FOR DEMOCRATIC CULTURE
(CDC) WITH THE BANK OF
VALIDATED DESCRIPTORS





This is a graphic representation of the Council of Europe’s conceptual model of competences for democratic culture (CDC).

APPENDIX 1: DEFINITIONS OF COMPETENCES

According to the **general definition, competence** is “the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented in a specific type of context” (RFCDC, 2018, Volume 1, p. 32).

Democratic competence is defined as “the ability to mobilise and deploy relevant psychological resources (namely values, attitudes, skills, knowledge and/or understanding) in order to respond appropriately and effectively to the demands, challenges and opportunities presented by democratic situations” (RFCDC, 2018, Volume 1, p. 32).

Intercultural competence is “the ability to mobilise and deploy relevant psychological resources in order to respond appropriately and effectively to the demands, challenges and opportunities presented by intercultural situations.” (RFCDC, 2018, Volume 1, p. 32).

1.1. DEFINITIONS OF COMPETENCES FOR DEMOCRATIC CULTURE

The competences belonging to group **Values** are defined as “general beliefs that individuals hold about the desirable goals that should be striven for in life. They motivate action and they also serve as guiding principles for deciding how to act. Values transcend specific actions and contexts, and they have a normative prescriptive quality about what ought to be done or thought across many different situations. Values offer standards or criteria for: evaluating actions, both one’s own and those of other people; justifying opinions, attitudes and behaviours; deciding between alternatives; planning behaviour; and attempting to influence others” (RFCDC, 2018, Volume 1, p. 38).

The competences belonging to group **Attitudes** are defined as “the overall mental orientation which an individual adopts towards someone or something (e.g., a person, a group, an institution, an issue, an event, a symbol). Attitudes usually consist of four components: a belief or opinion about the object of the attitude, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object” (RFCDC, 2018, Volume 1, p. 41).

The competences belonging to group **Skills** are deemed to be “the capacity for carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal” (RFCDC, 2018, Volume 1, p. 45).

The competences belonging to group **Knowledge and critical understanding** are defined as “the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings. The expression ‘critical understanding’ is used to emphasise the need for the comprehension and appreciation of meanings in the context of democratic processes and intercultural dialogue to involve active reflection on and critical evaluation of that which is being understood and interpreted (as opposed to automatic, habitual and unreflective interpretation).” (RFCDC, 2018, Volume 1, p. 52).

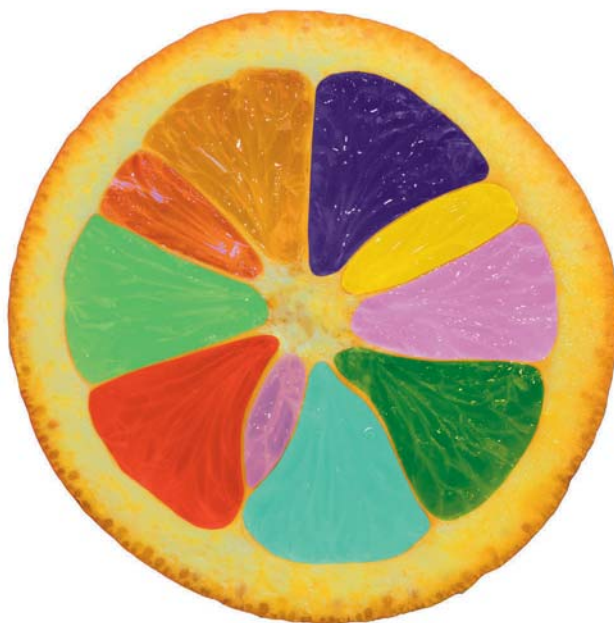
APPENDIX 2: THE BANK OF VALIDATED DESCRIPTORS⁹

The Reference Framework of Competences for Democratic Culture presents two sets of descriptors: a set of 135 key descriptors and an extended set of 447 descriptors. Each descriptor has an identification number (ID).

The bank of key descriptors contains a limited number of descriptors for each competence which indicate clearly one of the three levels of proficiency: basic, intermediate and advanced. The key descriptors are also contained in the extended bank of descriptors and marked with their respective number in column 2. Some of the descriptors in the extended bank are connected with a specific level of proficiency and others located in between basic and intermediate, or intermediate and advanced (identified in the descriptor tables as BI and IA respectively).

Enclosed, the bank of descriptors follows.

⁹ The bank of descriptors has been taken over from the *Reference Framework of Competences for Democratic Culture*. Volume 2



The key descriptors

Values

1. Valuing human dignity and human rights

1	Argues that human rights should always be protected and respected	Basic
2	Argues that specific rights of children should be respected and protected by society	
3	Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment	Intermediate
4	Argues that all public institutions should respect, protect and implement human rights	
5	Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else	Advanced
6	Expresses the view that all laws should be consistent with international human rights norms and standards	

2. Valuing cultural diversity

7	Promotes the view that we should be tolerant of the different beliefs that are held by others in society	Basic
8	Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another	
9	Expresses the view that the cultural diversity within a society should be positively valued and appreciated	Intermediate
10	Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations	Advanced
11	Argues that intercultural dialogue should be used to develop respect and a culture of “living together”	

3. Valuing democracy, justice, fairness, equality and the rule of law

12	Argues that schools should teach students about democracy and how to act as a democratic citizen	Basic
13	Expresses the view that all citizens should be treated equally and impartially under the law	
14	Argues that laws should always be fairly applied and enforced	
15	Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud	Intermediate
16	Expresses the view that, whenever a public official exercises power, he or she should not misuse that power and cross the boundaries of their legal authority	
17	Expresses support for the view that courts of law should be accessible to everyone so that people are not denied the opportunity to take a case to court because it is too expensive, troublesome or complicated to do so	
18	Expresses support for the view that those to whom legislative power is entrusted should be subject to the law and to appropriate constitutional oversight	Advanced
19	Expresses the view that information on public policies and their implementation should be made available to the public	
20	Argues that there should be effective remedies against the actions of public authorities which infringe civil rights	

Attitudes

4. Openness to cultural otherness

21	Shows interest in learning about people's beliefs, values, traditions and world views	Basic
22	Expresses interest in travelling to other countries	
23	Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations	Intermediate
24	Expresses an appreciation of the opportunity to have experiences of other cultures	
25	Seeks and welcomes opportunities for encountering people with different values, customs and behaviours	Advanced
26	Seeks contact with other people in order to learn about their culture	

5. Respect

27	Gives space to others to express themselves	Basic
28	Expresses respect for other people as equal human beings	
29	Treats all people with respect regardless of their cultural background	Intermediate
30	Expresses respect towards people who are of a different socio-economic status from himself/herself	
31	Expresses respect for religious differences	Advanced
32	Expresses respect for people who hold different political opinions from himself/herself	

6. Civic-mindedness

33	Expresses a willingness to co-operate and work with others	Basic
34	Collaborates with other people for common interest causes	
35	Expresses commitment to not being a bystander when the dignity and rights of others are violated	Intermediate
36	Discusses what can be done to help make the community a better place	
37	Exercises the obligations and responsibilities of active citizenship at either the local, national or global level	Advanced
38	Takes action to stay informed about civic issues	

7. Responsibility

39	Shows that he/she accepts responsibility for his/her actions	Basic
40	If he/she hurts someone's feelings, he/she apologises	
41	Submits required work on time	Intermediate
42	Shows that he/she takes responsibility for own mistakes	
43	Consistently meets commitments to others	Advanced

8. Self-efficacy

44	Expresses a belief in his/her own ability to understand issues	Basic
45	Expresses the belief that he/she can carry out activities that he/she has planned	
46	Expresses a belief in his/her own ability to navigate obstacles when pursuing a goal	Intermediate
47	If he/she wants to change, he/she expresses confidence that he/she can do it	
48	Shows that he/she feels secure in his/her abilities to meet life's challenges	Advanced
49	Shows confidence that he/she knows how to handle unforeseen situations due to his/her resourcefulness	

9. Tolerance of ambiguity

50	Engages well with other people who have a variety of different points of view	Basic
51	Shows that he/she can suspend judgments about other people temporarily	
52	Is comfortable in unfamiliar situations	Intermediate
53	Deals with uncertainty in a positive and constructive manner	
54	Works well in unpredictable circumstances	
55	Expresses a desire to have his/her own ideas and values challenged	Advanced
56	Enjoys the challenge of tackling ambiguous problems	
57	Expresses enjoyment of tackling situations that are complicated	

Skills

10. Autonomous learning skills

58	Shows ability to identify resources for learning (e.g. people, books, internet)	Basic
59	Seeks clarification of new information from other people when needed	
60	Can learn about new topics with minimal supervision	Intermediate
61	Can assess the quality of his/her own work	
62	Can select the most reliable sources of information or advice from the range available	Advanced
63	Shows ability to monitor, define, prioritise and complete tasks without direct oversight	

11. Analytical and critical thinking skills

64	Can identify similarities and differences between new information and what is already known	Basic
65	Uses evidence to support his/her opinions	
66	Can assess the risks associated with different options	Intermediate
67	Shows that he/she thinks about whether the information he/she uses is correct	
68	Can identify any discrepancies or inconsistencies or divergences in materials being analysed	Advanced
69	Can use explicit and specifiable criteria, principles or values to make judgments	

12. Skills of listening and observing

70	Listens carefully to differing opinions	Basic
71	Listens attentively to other people	
72	Watches speakers' gestures and general body language to help himself/herself to figure out the meaning of what they are saying	Intermediate
73	Can listen effectively in order to decipher another person's meanings and intentions	
74	Pays attention to what other people imply but do not say	Advanced
75	Notices how people with other cultural affiliations react in different ways to the same situation	

13. Empathy

76	Can recognise when a companion needs his/her help	Basic
77	Expresses sympathy for the bad things that he/she has seen happen to other people	

78	Tries to understand his/her friends better by imagining how things look from their perspective	Intermediate
79	Takes other people's feelings into account when making decisions	
80	Expresses the view that, when he/she thinks about people in other countries, he/she shares their joys and sorrows	Advanced
81	Accurately identifies the feelings of others, even when they do not want to show them	

14. Flexibility and adaptability

82	Modifies his/her opinions if he/she is shown through rational argument that this is required	Basic
83	Can change the decisions that he/she has made if the consequences of those decisions show that this is required	
84	Adapts to new situations by using a new skill	Intermediate
85	Adapts to new situations by applying knowledge in a different way	
86	Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups	Advanced
87	Can modify his/her own behaviour to make it appropriate to other cultures	

15. Linguistic, communicative and plurilingual skills

88	Can express his/her thoughts on a problem	Basic
89	Asks speakers to repeat what they have said if it wasn't clear to him/her	
90	Asks questions that show his/her understanding of other people's positions	Intermediate
91	Can adopt different ways of expressing politeness in another language	
92	Can mediate linguistically in intercultural exchanges by translating, interpreting or explaining	Advanced
93	Can avoid successfully intercultural misunderstandings	

16. Co-operation skills

94	Builds positive relationships with other people in a group	Basic
95	When working as a member of a group, does his/her share of the group's work	
96	Works to build consensus to achieve group goals	Intermediate
97	When working as a member of a group, keeps others informed about any relevant or useful information	
98	Generates enthusiasm among group members for accomplishing shared goals	Advanced
99	When working with others, supports other people despite differences in points of view	

17. Conflict-resolution skills

100	Can communicate with conflicting parties in a respectful manner	Basic
101	Can identify options for resolving conflicts	
102	Can assist others to resolve conflicts by enhancing their understanding of the available options	Intermediate
103	Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns	
104	Regularly initiates communication to help solve interpersonal conflicts	Advanced
105	Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict	

Knowledge and critical understanding

18. Knowledge and critical understanding of the self

106	Can describe his/her own motivations	Basic
107	Can describe the ways in which his/her thoughts and emotions influence his/her behaviour	
108	Can reflect critically on his/her own values and beliefs	Intermediate
109	Can reflect critically on himself/herself from a number of different perspectives	
110	Can reflect critically on his/her own prejudices and stereotypes and what lies behind them	Advanced
111	Can reflect critically on his/her own emotions and feelings in a wide range of situations	

19. Knowledge and critical understanding of language and communication

112	Can explain how tone of voice, eye contact and body language can aid communication	Basic
113	Can describe the social impact and effects on others of different communication styles	Intermediate
114	Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)	
115	Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective	Advanced
116	Can reflect critically on the different communicative conventions that are employed in at least one other social group or culture	

20. Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

117	Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities	Basic
118	Can explain why everybody has a responsibility to respect the human rights of others	
119	Can describe basic cultural practices (e.g. eating habits, greeting practices, ways of addressing people, politeness) in one other culture	
120	Can reflect critically on how his/her own world view is just one of many world views	
121	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption	
122	Can reflect critically on the risks associated with environmental damage	
123	Can explain the universal, inalienable and indivisible nature of human rights	Intermediate
124	Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world	
125	Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses	
126	Can explain the dangers of generalising from individual behaviours to an entire culture	
127	Can reflect critically on religious symbols, religious rituals and the religious uses of language	
128	Can describe the effects that propaganda has in the contemporary world	
129	Can explain how people can guard and protect themselves against propaganda	Advanced
130	Can describe the diverse ways in which citizens can influence policy	
131	Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world	
132	Can explain why there are no cultural groups that have fixed inherent characteristics	
133	Can explain why all religious groups are constantly evolving and changing	
134	Can reflect critically on how histories are often presented and taught from an ethnocentric point of view	
135	Can explain national economies and how economic and financial processes affect the functioning of society	



The full bank of validated descriptors

This is the full bank of descriptors that were validated through piloting in concrete education settings. Descriptors that are located in between basic and intermediate levels, or between intermediate and advanced levels, are identified in the tables as BI and IA respectively. For full information on how the descriptors were developed and tested, see Chapter 3.

VALUES

1. Valuing human dignity and human rights

ID	Key No.	Descriptor	Classification
101	Key 1	Argues that human rights should always be protected and respected	Basic
102	Key 2	Argues that specific rights of children should be respected and protected by society	Basic
103		Argues that everyone should recognise the fundamental freedoms of each human being	Basic
104	Key 3	Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment	Intermediate

105	Key 4	Argues that all public institutions should respect, protect and implement human rights	Intermediate
106		Defends the view that human rights are required for every human being to be able to live with dignity	Intermediate
107	Key 5	Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else	Advanced
108	Key 6	Expresses the view that all laws should be consistent with international human rights norms and standards	Advanced
109		Defends the view that everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law	Advanced

2. Valuing cultural diversity

ID	Key No.	Descriptor	Classification
201	Key 7	Promotes the view that we should be tolerant of the different beliefs that are held by others in society	Basic
202	Key 8	Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another	Basic
203		Argues that one should promote communication and dialogue between people from different cultural backgrounds	BI
204	Key 9	Expresses the view that the cultural diversity within a society should be positively valued and appreciated	Intermediate
205		Argues that one should try to learn from one another in order to deepen understanding of both one’s own and other people’s backgrounds	IA
206	Key 10	Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations	Advanced
207	Key 11	Argues that intercultural dialogue should be used to develop respect and a culture of “living together”	Advanced

3. Valuing democracy, justice, fairness, equality and the rule of law

ID	Key No.	Descriptor	Classification
301	Key 12	Argues that schools should teach students about democracy and how to act as a democratic citizen	Basic
302	Key 13	Expresses the view that all citizens should be treated equally and impartially under the law	Basic
303	Key 14	Argues that laws should always be fairly applied and enforced	Basic
304		Argues that fair and just laws should always be respected and obeyed	Basic
305	Key 15	Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud	Intermediate
306	Key 16	Expresses the view that, whenever a public official exercises power, he or she should not misuse that power and cross the boundaries of their legal authority	Intermediate
307	Key 17	Expresses support for the view that courts of law should be accessible to everyone so that people are not denied the opportunity to take a case to court because it is too expensive, troublesome or complicated to do so	Intermediate
308		Argues that democracy should always be protected and respected as an essential foundation for acting together with others in society	Intermediate
309		Expresses the view that, when exercising power, public officials should obey the law and judicial decisions	Intermediate
310		Argues that officials and judges should not treat someone or some group differently because of either prejudice or corruption	Intermediate
311		Argues that officials and judges should treat everyone equally under the law and that like cases should always be treated alike	Intermediate
312		Expresses the view that all people and institutions should be subject to and accountable to the law	IA

313		Expresses the view that there should be a transparent legal system, including a clear set of laws that are freely and easily accessible to all	IA
314		Expresses the view that there should be an independent and impartial judiciary to protect citizens against the arbitrary use of power by the state, organisations and individuals	IA
315		Expresses the view that public decisions should always be taken and enforced in accordance with laws and regulations	IA
316		Expresses the view that law-making should be controlled by persons who have been elected by and are accountable to the people	IA
317		Expresses the view that there should be effective measures to prevent and combat all forms of corruption	IA
318	Key 18	Expresses support for the view that those to whom legislative power is entrusted should be subject to the law and to appropriate constitutional oversight	Advanced
319	Key 19	Expresses the view that information on public policies and their implementation should be made available to the public	Advanced
320	Key 20	Argues that there should be effective remedies against the actions of public authorities which infringe civil rights	Advanced
321		Expresses the view that the legal system should have fair and transparent enforcement structures and procedures	Advanced

ATTITUDES

4. Openness to cultural otherness

ID	Key No.	Descriptor	Classification
401	Key 21	Shows interest in learning about people's beliefs, values, traditions and world views	Basic
402	Key 22	Expresses interest in travelling to other countries	Basic
403		Uses opportunities to meet new people	BI
404	Key 23	Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations	Intermediate
405	Key 24	Expresses an appreciation of the opportunity to have experiences of other cultures	Intermediate
406		Expresses interest in working with people from different cultural backgrounds	IA
407		Enjoys having discussions with people whose ideas and values are different from his/her own	IA
408		Expresses a willingness to relate to others who are perceived to be different from himself/herself	IA
409	Key 25	Seeks and welcomes opportunities for encountering people with different values, customs and behaviours	Advanced
410	Key 26	Seeks contact with other people in order to learn about their culture	Advanced

5. Respect

ID	Key No.	Descriptor	Classification
501	Key 27	Gives space to others to express themselves	Basic
502	Key 28	Expresses respect for other people as equal human beings	Basic
503		Expresses respect for different opinions, world views and ways of life unless they violate human rights	Basic
504	Key 29	Treats all people with respect regardless of their cultural background	Intermediate
505	Key 30	Expresses respect towards people who are of a different socio-economic status from himself/herself	Intermediate
506		Expresses respectful attitudes towards the beliefs, practices and ways of life adopted by other people unless they violate human rights	Intermediate
507		Expresses respect for different opinions or ideas unless they violate human rights	Intermediate

508		Expresses respectful attitudes towards other people who differ from himself/herself	Intermediate
509		Expresses respect for others based on the recognition of the dignity of all persons and of their human rights	Intermediate
510		Expresses respect for gender differences	Intermediate
511	Key 31	Expresses respect for religious differences	Advanced
512	Key 32	Expresses respect for people who hold different political opinions from himself/herself	Advanced

6. Civic-mindedness

ID	Key No.	Descriptor	Classification
601	Key 33	Expresses a willingness to co-operate and work with others	Basic
602	Key 34	Collaborates with other people for common interest causes	Basic
603		Expresses readiness to contribute to improving the situation of other people in the community	BI
604		Expresses a willingness to participate in collective decision making	BI
605	Key 35	Expresses commitment to not being a bystander when the dignity and rights of others are violated	Intermediate
606	Key 36	Discusses what can be done to help make the community a better place	Intermediate
607		Expresses an interest in public affairs and issues	Intermediate
608		Expresses willingness to volunteer to help people in the community	Intermediate
609		Expresses acceptance of the obligations of belonging to a community	Intermediate
610		Expresses commitment to sustaining and safeguarding the human rights of other people	Intermediate
611		Is actively involved in community issues	IA
612		Is involved in pro-environmental activities	IA
613		Participates in decision-making processes regarding the affairs, concerns and common good of the community	IA
614	Key 37	Exercises the obligations and responsibilities of active citizenship at either the local, national or global level	Advanced
615	Key 38	Takes action to stay informed about civic issues	Advanced
616		Supports organisations addressing social issues	Advanced

7. Responsibility

ID	Key No.	Descriptor	Classification
701	Key 39	Shows that he/she accepts responsibility for his/her actions	Basic
702	Key 40	If he/she hurts someone's feelings, he/she apologises	Basic
703		Holds himself/herself accountable for his/her own behaviour	BI
704	Key 41	Submits required work on time	Intermediate
705		Meets personal commitments to others on time	Intermediate
706	Key 42	Shows that he/she takes responsibility for own mistakes	Intermediate
707		Meets deadlines	Intermediate
708		Demonstrates punctuality	Intermediate
709		Does his/her chores the very best he/she knows how	Intermediate
710	Key 43	Consistently meets commitments to others	Advanced

8. Self-efficacy

ID	Key No.	Descriptor	Classification
801	Key 44	Expresses a belief in his/her own ability to understand issues	Basic
802	Key 45	Expresses the belief that he/she can carry out activities that he/she has planned	Basic
803		Shows confidence that he/she can solve most problems if he/she invests the necessary effort	BI
804		Shows confidence that he/she can get good results when undertaking a task	BI
805		Expresses the belief that difficult situations can be overcome	BI
806		Expresses a belief that he/she can undertake the actions required to achieve a goal	BI
807		Shows confidence that he/she can work effectively	BI
808	Key 46	Expresses a belief in his/her own ability to navigate obstacles when pursuing a goal	Intermediate
809	Key 47	If he/she wants to change, he/she expresses confidence that he/she can do it	Intermediate
810		Shows that he/she is confident about making decisions	Intermediate

811		Shows confidence about tackling new challenges	Intermediate
812		Expresses the belief that he/she copes well with changing situations	Intermediate
813		Expresses a belief in his/her own ability to select appropriate methods for accomplishing tasks	Intermediate
814		Shows confidence in his/her ability to be successful	Intermediate
815		Shows confidence that he/she has the ability to succeed in most tasks that he/she undertakes	Intermediate
816		Shows confidence that he/she can perform high quality work	Intermediate
817		Remains confident in his/her own capabilities when challenged by others	Intermediate
818		Shows confidence that he/she can rely on his/her coping abilities to remain calm when facing difficulties	IA
819		Shows confidence that he/she is able to make decisions about the best way of handling a problem	IA
820		Shows confidence that he/she can accomplish his/her goals in life	IA
821		Expresses the belief that overall, in his/her life, he/she is a very effective person	IA
822	Key 48	Shows that he/she feels secure in his/her abilities to meet life's challenges	Advanced
823	Key 49	Shows confidence that he/she knows how to handle unforeseen situations due to his/her resourcefulness	Advanced
824		Shows confidence that he/she can deal efficiently with unexpected events	Advanced

9. Tolerance of ambiguity

ID	Key No.	Descriptor	Classification
901	Key 50	Engages well with other people who have a variety of different points of view	Basic
902	Key 51	Shows that he/she can suspend judgments about other people temporarily	Basic
903		Interacts positively without certainty of what the other thinks and feels	Basic
904		Is comfortable with many different kinds of people	Basic

905		Expresses a willingness to consider contradictory or incomplete information without automatically rejecting it or jumping to a premature conclusion	BI
906		Recognises ambiguous situations	BI
907		Accepts a task which requires dealing with unknown or unusual circumstances	BI
908		Seeks out discussions with people whose ideas and values are different from his/her own	BI
909	Key 52	Is comfortable in novel situations	Intermediate
910	Key 53	Deals with uncertainty in a positive and constructive manner	Intermediate
911	Key 54	Works well in unpredictable circumstances	Intermediate
912		Copes with ambiguous situations	IA
913		When faced with a choice about how to respond to a given situation, he/she is able to shift between two or more cultural perspectives	IA
914		Rises to the challenge of situations or issues that involve ambiguity	IA
915		Expresses acceptance of lack of clarity	IA
916		Expresses willingness to tolerate uncertainty	IA
917		Is comfortable encountering things that are unfamiliar to him/her	IA
918	Key 55	Expresses a desire to have his/her own ideas and values challenged	Advanced
919	Key 56	Enjoys the challenge of tackling ambiguous problems	Advanced
920	Key 57	Expresses enjoyment of tackling situations that are complicated	Advanced
921		Is comfortable when dealing with ambiguous situations	Advanced

SKILLS

10. Autonomous learning skills

ID	Key No.	Descriptor	Classification
1001	Key 58	Shows ability to identify resources for learning (e.g. people, books, internet)	Basic
1002	Key 59	Seeks clarification of new information from other people when needed	Basic
1003		Accomplishes learning tasks independently	Basic
1004		Identifies what he/she knows already and what he/she doesn't know	Basic
1005		Can identify gaps in his/her own knowledge independently	BI
1006		Can identify relevant sources of information to accomplish a learning task	BI
1007		Can gather information effectively using a variety of techniques and sources	BI
1008		Uses appropriate tools and information technologies effectively to discover new information	BI
1009		Demonstrates the ability to seek out information independently	BI
1010		Looks for information in a variety of sources	BI
1011		Expresses willingness to learn new things independently	BI
1012		Develops own ideas by gathering information	BI
1013	Key 60	Can learn about new topics with minimal supervision	Intermediate
1014	Key 61	Can assess the quality of his/her own work	Intermediate
1015		Can locate information relevant to his/her own personal and academic needs and interests	Intermediate
1016		Can use information technology effectively to access, research, organise and integrate information	Intermediate
1017		Can integrate learning from various subjects/areas of learning	Intermediate
1018		Can select learning materials, resources and activities independently	IA
1019		Can monitor own progress towards reaching his/her own learning goals	IA
1020		Seeks out new opportunities for learning	IA
1021		Rereads new material after an initial reading to make sure that he/she has understood it properly	IA

1022	Key 62	Can select the most reliable sources of information or advice from the range available	Advanced
1023	Key 63	Shows ability to monitor, define, prioritise and complete tasks without direct oversight	Advanced
1024		Manages own time effectively to achieve his/her own learning goals	Advanced
1025		Can evaluate the credibility of sources of information or advice independently	Advanced
1026		Monitors own progress in learning new information	Advanced

11. Analytical and critical thinking skills

ID	Key No.	Descriptor	Classification
1101	Key 64	Can identify similarities and differences between new information and what is already known	Basic
1102	Key 65	Uses evidence to support his/her opinions	Basic
1103		Can draw conclusions from the analysis of an argument	Basic
1104		Can analyse a situation before making a choice	Basic
1105		Can draw conclusions from an analysis of information	Basic
1106		Can solve problems through the use of logic	Basic
1107		Can compare different ideas when thinking about a topic	Basic
1108		Can distinguish between statements of fact and statements of opinion	BI
1109		Can make connections between arguments and information	BI
1110		Can make evaluations on the basis of evidence and experience	BI
1111		Can analyse alternative points of view	BI
1112		Uses more than one source of information before making a decision	BI
1113		Can use more than one source of information before making a decision	BI
1114		When faced with a problem, tries to determine what caused it	BI
1115		Can reflect critically on past experiences in order to inform future progress	BI
1116		Can construct a logical and defensible argument for or against a particular interpretation	BI
1117		Can evaluate arguments, claims and beliefs	BI

1118		Can identify logical relationships in materials being analysed	BI
1119	Key 66	Can assess the risks associated with different options	Intermediate
1120	Key 67	Shows that he/she thinks about whether the information he/she uses is correct	Intermediate
1121		Can analyse evidence when evaluating an argument	Intermediate
1122		Can analyse different points of view, products or practices found in other cultures	Intermediate
1123		Can make judgments about whether or not materials under analysis are appropriate or useful	Intermediate
1124		Can evaluate information critically	Intermediate
1125		Can make judgments about whether or not materials under analysis are persuasive	Intermediate
1126		Can distinguish between relevant and irrelevant information and evidence	Intermediate
1127		Shows that he/she considers the risks and/or the benefits of a choice before making a decision	Intermediate
1128		Can analyse materials in a logical or systematic manner	IA
1129		Prioritises choices before making a decision	IA
1130		Uses compelling evidence to make judgments	IA
1131		Can conduct cost-benefit analyses of different options	IA
1132		Can analyse all the information which he/she has about the different choices before making a decision	IA
1133		Shows regard for accuracy in analysing and evaluating information	IA
1134		Can identify causal relationships in materials being analysed	IA
1135		Can make judgments about whether or not materials under analysis are true, accurate or reliable	IA
1136		Can evaluate critically the actions of those who have responsibilities to respect, promote and realise human rights	IA
1137		Can examine the likely results for each possible solution to a problem	IA
1138		Can employ various types of reasoning (inductive, deductive, etc.) as appropriate	IA
1139	Key 68	Can identify any discrepancies or inconsistencies or divergences in materials being analysed	Advanced
1140	Key 69	Can use explicit and specifiable criteria, principles or values to make judgments	Advanced

1141		Can analyse the motives, intentions and agendas of the people who produce propaganda, stereotypes, intolerance and hate speech in the mass media (e.g. newspapers, TV)	Advanced
1142		Can draw the results of an analysis together in an organised and coherent manner to construct logical and defensible conclusions	Advanced
1143		When it comes to solving a problem, he/she thinks about all of the things that are part of the problem before deciding what to do	Advanced
1144		Can generate new syntheses of elements that have been examined	Advanced
1145		Can analyse how parts of a whole interact with each other to produce overall outcomes	Advanced
1146		Can examine both short-term and long-term perspectives	Advanced
1147		Can evaluate the preconceptions and assumptions upon which materials are based	Advanced

12. Skills of listening and observing

ID	Key No.	Descriptor	Classification
1201	Key 70	Listens carefully to differing opinions	Basic
1202	Key 71	Listens attentively to other people	Basic
1203		Actively listens to others	Basic
1204		Pays attention not only to what is being said but also to how it is being said	BI
1205		Remembers details of the behaviour of other people	BI
1206		Pays close attention to the behaviour of other people	BI
1207	Key 72	Watches speakers' gestures and general body language to help himself/herself figure out the meaning of what they are saying	Intermediate
1208	Key 73	Can listen effectively in order to decipher another person's meanings and intentions	Intermediate
1209		Watches other people's body language to help him/her understand what they are trying to say	Intermediate
1210		When he/she is a newcomer in a group with people from a different country, he/she tries to find out the rules in this group by observing their behaviour	IA
1211		Works out native speakers' language patterns (e.g. when requesting, apologising or complaining) by closely observing their behaviour	IA
1212		Uses other people's non-verbal cues to identify their unspoken thoughts or concerns	IA

1213	Key 74	Pays attention to what other people imply but do not say	Advanced
1214	Key 75	Notices how people with other cultural affiliations react in different ways to the same situation	Advanced
1215		Observes the behaviour of people who have other cultural affiliations carefully	Advanced

13. Empathy

ID	Key No.	Descriptor	Classification
1301	Key 76	Can recognise when a companion needs his/her help	Basic
1302	Key 77	Expresses sympathy for the bad things that he/she has seen happen to other people	Basic
1303		Expresses compassion for people who are being treated unfairly	Basic
1304		Expresses compassion for other people when they have problems	Basic
1305		Expresses compassion for another person who is hurt or upset	Basic
1306		Senses when others get irritated	Basic
1307		Can recognise whether a person is annoyed with him/her	Basic
1308		Pays attention to what other people are feeling	BI
1309		Can describe feelings identified at other people	BI
1310		Gets upset when he/she sees someone being treated badly	BI
1311		Expresses sympathy about other people's misfortunes	BI
1312		Can explain why someone else gets upset	BI
1313	Key 78	Tries to understand his/her friends better by imagining how things look from their perspective	Intermediate
1314	Key 79	Takes other people's feelings into account when making decisions	Intermediate
1315		Can describe accurately the emotions, feelings and needs of other people	Intermediate
1316		When talking to someone, tries to understand what they are feeling	Intermediate
1317		Shows ability to put himself/herself in the shoes of those who are in discomfort	Intermediate
1318		Expresses concern for other people who are being taken advantage of	Intermediate
1319		Shows ability to describe what other people are feeling	Intermediate

1320		Expresses sympathy for people who are less fortunate than himself/herself	Intermediate
1321		Expresses sympathy for a person who doesn't have friends	Intermediate
1322		Can recognise when someone wants comfort and emotional support, even if that person does not overtly exhibit it	IA
1323		Gets upset when he/she sees someone being excluded from a group	IA
1324		When others are upset, he/she becomes sad or concerned for them	IA
1325	Key 80	Expresses the view that, when he/she thinks about people in other countries, he/she shares their joys and sorrows	Advanced
1326	Key 81	Accurately identifies the feelings of others, even when they do not want to show them	Advanced
1327		Can describe other people's unique concerns	Advanced

14. Flexibility and adaptability

ID	Key No.	Descriptor	Classification
1401	Key 82	Modifies his/her opinions if he/she is shown through rational argument that this is required	Basic
1402	Key 83	Can change the decisions that he/she has made if the consequences of those decisions show that this is required	Basic
1403		Adjusts way of working when this is necessary	Basic
1404		Adjusts interaction style to interact more effectively with other people, when this is required	Basic
1405		Changes the way that he/she explains an idea if the situation requires this	Basic
1406		Adapts his/her behaviour in new situations by taking account of lessons learnt in previous situations	Basic
1407		Changes the way he/she does things when he/she see a problem with how things are going	BI
1408		Adapts to new situations by gathering more information	BI
1409		Accommodates easily to new people	BI
1410		Adjusts plans in response to changing circumstances	BI
1411		When he/she has a problem, he/she tries different ways to solve it	BI

1412		If something isn't going according to plan, he/she changes his/her actions to try to reach the goal	BI
1413	Key 84	Adapts to new situations by using a new skill	Intermediate
1414	Key 85	Adapts to new situations by applying knowledge in a different way	Intermediate
1415		Changes own way of doing something in the light of new insights	Intermediate
1416		Shows the ability to deal flexibly with and adjust to new people, places and situations	Intermediate
1417		Shows flexibility when facing obstacles	Intermediate
1418		Shows flexibility when interacting with persons who have other cultural affiliations from himself/herself	Intermediate
1419		Can modify his/her own learning strategies when necessary	Intermediate
1420		Accommodates easily to new situations	Intermediate
1421		Welcomes new and unusual situations	Intermediate
1422		Adapts effectively to change	Intermediate
1423		Adapts easily to new cultural environments	IA
1424		Shows the ability to overcome anxieties, worries and insecurities about meeting and interacting with other people who have different cultural affiliations from himself/herself	IA
1425		When speaking with people from other cultural backgrounds, he/she adjusts the type of gestures he/she uses with them appropriately	IA
1426		Adapts well to different demands and contexts	IA
1427		Can adjust his/her habitual way of thinking according to needs and circumstances	IA
1428		Can adapt to different cultural styles and behaviours	IA
1429		Controls his/her own emotions by keeping things in perspective	IA
1430	Key 86	Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups	Advanced
1431	Key 87	Can modify his/her own behaviour to make it appropriate to other cultures	Advanced

1432		Although a member of his/her own culture, he/she is nearly as comfortable in one or more other cultures	Advanced
1433		Can use appropriate strategies for adapting to the culture of another country	Advanced

15. Linguistic, communicative and plurilingual skills

ID	Key No.	Descriptor	Classification
1501	Key 88	Can express his/her thoughts on a problem	Basic
1502	Key 89	Asks speakers to repeat what they have said if it wasn't clear to him/her	Basic
1503		When talking to someone, he/she tries to maintain eye contact	Basic
1504		Uses gestures as a way to try to get his/her meaning across	Basic
1505		Can get his/her point across	Basic
1506		Asks questions as a way to be involved in conversations	BI
1507		Uses body language to help reinforce what he/she wants to say	BI
1508		Communicates to other people that he/she is receptive to their ideas	BI
1509		Achieves good interactions with others by making his/her own communications clear	BI
1510		Can identify when two people are trying to say the same thing but in different ways	BI
1511		When there is a problem with communication, he/she quite often finds ways around it (e.g. by using gestures, re-explaining, simplifying)	BI
1512		Uses his/her hands to illustrate what he/she is trying to say	BI
1513	Key 90	Asks questions that show his/her understanding of other people's positions	Intermediate
1514	Key 91	Can adopt different ways of expressing politeness in another language	Intermediate
1515		Can persuade and negotiate with other people	Intermediate
1516		Makes sure that his/her own messages are understood in the way that they are meant	Intermediate
1517		Can identify when a person is listening to him/her but not hearing what he/she is saying	Intermediate
1518		When ambiguous communications occur, he/she can clarify or otherwise deal with them satisfactorily	Intermediate

1519		Can adjust and modify his/her own linguistic and communicative behaviour to use the communicative conventions that are appropriate to his/her interlocutor	IA
1520		Can communicate efficiently and effectively in an intercultural setting	IA
1521		Can ensure that he/she understands what another person is saying before responding	IA
1522		Rephrases what another person said, to make sure that he/she has understood them	IA
1523		Can manage breakdowns in communication by providing restatements, revisions or simplifications of his/her own misunderstood communications	IA
1524		Can recognise the different ways of speaking that are employed in at least one other social group or culture	IA
1525		Can ask questions of clarification in an appropriate and sensitive manner in cases where inconsistencies between the verbal and non-verbal messages produced by another person are detected	IA
1526	Key 92	Can mediate linguistically in intercultural exchanges by translating, interpreting or explaining	Advanced
1527	Key 93	Can avoid successfully intercultural misunderstandings	Advanced
1528		Can meet the communicative demands of intercultural situations by using a shared language to understand another language	Advanced
1529		Can recognise the different communicative conventions that are employed in at least one other social group or culture	Advanced
1530		Is linguistically and culturally competent in at least one language and culture other than his/her own	Advanced

16. Co-operation skills

ID	Key No.	Descriptor	Classification
1601	Key 94	Builds positive relationships with other people in a group	Basic
1602	Key 95	When working as a member of a group, does his/her share of the group's work	Basic
1603		Can work effectively and respectfully with other people	Basic
1604		Can be a team player in a group	Basic
1605		Can work in a positive manner with other people	Basic
1606		Shares own ideas and resources with others	Basic

1607		When working as a member of a group, shows appreciation of and consideration for other group members	BI
1608		Works well with other people	BI
1609		When working as a member of a group, acts in accordance with team decisions or activities	BI
1610		When working as a member of a group, can express his/her own beliefs and opinions effectively to other members of the group	BI
1611		Co-operates effectively with other people	BI
1612		Accepts shared responsibility for collaborative work	BI
1613		Can help others with their work where appropriate	BI
1614		Is a productive team worker	BI
1615	Key 96	Works to build consensus to achieve group goals	Intermediate
1616	Key 97	When working as a member of a group, keeps others informed about any relevant or useful information	Intermediate
1617		Can help someone new become part of a group	Intermediate
1618		Participates effectively in group meetings	Intermediate
1619		Proactively shares useful information/knowledge with others	Intermediate
1620		Consistently participates well in group activities	Intermediate
1621		When working as a member of a group, encourages group members to express their views and opinions	IA
1622		Accepts a variety of roles when working in groups	IA
1623		Makes others feel comfortable in a group when faced with a problem	IA
1624		Helps to motivate others when working in a group, encouraging them to participate	IA
1625		Consistently works with others to accomplish goals and tasks	IA
1626		Can set group goals	IA
1627		Can motivate other group members to co-operate and help each other in order to achieve group goals	IA
1628		When working as a member of a group, solicits and utilises the skills, ideas, and opinions of other group members	IA
1629	Key 98	Generates enthusiasm among group members for accomplishing shared goals	Advanced
1630	Key 99	When working with others, supports other people despite differences in points of view	Advanced
1631		Seeks opportunities to work co-operatively with other people	Advanced

1632		When he/she sees something that needs to be done, he/she tries to get other people to work on it with him/her	Advanced
1633		Can persuade other group members to share their relevant and useful knowledge, experience or expertise	Advanced
1634		Involves other people in the planning and development of action plans to gain their commitment	Advanced

17. Conflict-resolution skills

ID	Key No.	Descriptor	Classification
1701	Key 100	Can communicate with conflicting parties in a respectful manner	Basic
1702	Key 101	Can identify options for resolving conflicts	Basic
1703		Works with others to resolve conflicts	Basic
1704		Shows the ability to generate practical solutions to conflicts	BI
1705		Can listen to conflicting parties to identify common interests	BI
1706		Works to resolve conflict by showing respect for others' opinions	BI
1707		Helps others determine how to settle disagreements	BI
1708		Can encourage active listening and open discussion as a means to resolve conflict	BI
1709		Can approach people involved in a conflict in an appropriate manner	BI
1710	Key 102	Can assist others to resolve conflicts by enhancing their understanding of the available options	Intermediate
1711	Key 103	Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns	Intermediate
1712		Finds solutions to conflicts that are mutually beneficial	Intermediate
1713		Facilitates communication between people experiencing conflict who have previously been unable to resolve their differences	Intermediate
1714		Can use negotiation skills to resolve conflicts	Intermediate
1715		Can help parties in conflict to find common ground on which they can build an agreement	Intermediate
1716	Key 104	Regularly initiates communication to help solve interpersonal conflicts	Advanced
1717	Key 105	Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict	Advanced
1718		Can guide conflicting parties to agree on optimal and mutually acceptable solutions to their conflict	Advanced
1719		When resolving conflicts, consistently focuses on the relevant issues at hand and avoids letting secondary or unrelated issues interfere with the outcome	Advanced
1720		Can refine possible compromises or solutions to conflicts	Advanced

KNOWLEDGE AND CRITICAL UNDERSTANDING

18. Knowledge and critical understanding of the self

ID	Key No.	Descriptor	Classification
1801	Key 106	Can describe his/her own motivations	Basic
1802	Key 107	Can describe the ways in which his/her thoughts and emotions influence his/her behaviour	Basic
1803		Can reflect critically on his/her own motives, needs and goals	BI
1804		Can explain how his/her personal characteristics influence his/her behaviour in different situations	BI
1805	Key 108	Can reflect critically on his/her own values and beliefs	Intermediate
1806	Key 109	Can reflect critically on himself/herself from a number of different perspectives	Intermediate
1807		Can reflect critically on how other people perceive him/her	IA
1808		Can reflect critically on the ways in which his/her thoughts and emotions influence his/her behaviour	IA
1809		Can reflect critically on his/her own perspective(s) on the world	IA
1810	Key 110	Can reflect critically on his/her own prejudices and stereotypes and what lies behind them	Advanced
1811	Key 111	Can reflect critically on his/her own emotions and feelings in a wide range of situations	Advanced
1812		Can reflect critically on how his/her judgments are influenced by his/her own cultural affiliations	Advanced
1813		Can reflect critically on the factors that have influenced his/her own intercultural development	Advanced

19. Knowledge and critical understanding of language and communication

ID	Key No.	Descriptor	Classification
1901	Key 112	Can explain how tone of voice, eye contact and body language can aid communication	Basic
1902	Key 113	Can describe the social impact and effects on others of different communication styles	Intermediate
1903	Key 114	Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)	Intermediate
1904		Can explain how different forms of language are used in different situations and contexts	Intermediate
1905		Can reflect critically on how different communication styles may result in a breakdown of communication	Intermediate
1906		Can describe different communicative conventions that are employed in at least one other social group or culture	Intermediate
1907		Can reflect critically on how diverse audiences may perceive different meanings from the same information	Intermediate
1908		Can describe some effects which different styles of language use can have in social and working situations	Intermediate
1909		Can reflect critically on how intercultural communication can affect relationships between people who have different cultural affiliations	IA
1910		Can reflect critically on how one's own assumptions, preconceptions, perceptions, beliefs and judgments are dependent on the specific language(s) which one speaks	IA
1911		Can reflect critically on some effects which different styles of language use can have in social and working situations	IA
1912	Key 115	Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective	Advanced
1913	Key 116	Can reflect critically on the different communicative conventions that are employed in at least one other social group or culture	Advanced

20A. Knowledge and critical understanding of politics, law and human rights

ID	Key No.	Descriptor	Classification
2001	Key 117	Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities	Basic
2002	Key 118	Can explain why everybody has a responsibility to respect the human rights of others	Basic
2003		Can explain the meaning of basic legal concepts, including justice, equality, the need for laws and regulations, and the rule of law	Basic
2004		Can reflect critically on the concept of human rights	Basic
2005		Can describe the obligations of states in relation to human rights	BI
2006	Key 123	Can explain the universal, inalienable and indivisible nature of human rights	Intermediate
2007	Key 124	Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world	Intermediate
2008	Key 125	Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses	Intermediate
2009		Can reflect critically on the human rights challenges that exist in his/her own community and society	Intermediate
2010		Can reflect critically on human rights issues or movements in his/her own country	Intermediate
2011		Can reflect critically on human rights as a values framework and its close relationship with other moral, ethical and religious value frameworks	IA
2012	Key 130	Can describe the diverse ways in which citizens can influence policy	Advanced
2013	Key 131	Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world	Advanced
2014		Can reflect critically on the nature and purposes of democratic political processes	Advanced
2015		Can reflect critically on the nature and purposes of the law	Advanced

20B. Knowledge and critical understanding of culture, cultures, religions

ID	Key No.	Descriptor	Classification
2016	Key 119	Can describe basic cultural practices (e.g. eating habits, greeting practices, ways of addressing people, politeness) in one other culture	Basic
2017	Key 120	Can reflect critically on how his/her own world view is just one of many world views	Basic
2018		Can describe several different cultures, especially the values, customs and practices which are common in those cultures	Basic
2019		Can reflect critically on how intercultural interactions can influence situations and events	BI
2020		Can describe the commonalities and differences which exist between different religious traditions	BI
2021	Key 126	Can explain the dangers of generalising from individual behaviours to an entire culture	Intermediate
2022	Key 127	Can reflect critically on religious symbols, religious rituals and the religious uses of language	Intermediate
2023		Can explain why all cultural groups contain individuals who contest and challenge traditional cultural meanings	Intermediate
2024		Can reflect critically on the role of religions and non-religious convictions in society and public life	Intermediate
2025		Can explain why all cultural groups are constantly evolving and changing	IA
2026		Can explain why all cultural groups are internally variable, diverse and heterogeneous	IA
2027		Can analyse the variability which occurs in behavioural patterns within cultures	IA
2028		Can analyse the variability which occurs in behavioural patterns across cultures	IA
2029		Can reflect critically on how power structures and discriminatory practices within cultural groups operate to restrict opportunities for disempowered group members	IA
2030		Can describe the key aspects of the history of particular religious traditions	IA
2031		Can reflect critically on the fact that personal expressions of religions are likely to differ in various ways from standard textbook representations of those religions	IA
2032		Identifies the key texts and key doctrines of particular religious traditions	IA

2033		Can describe key features of the beliefs, values, practices and experiences of individuals who practise particular religions	IA
2034		Can reflect critically on the beliefs, values, practices and experiences of religious believers	IA
2035	Key 132	Can explain why there are no cultural groups that have fixed inherent characteristics	Advanced
2036	Key 133	Can explain why all religious groups are constantly evolving and changing	Advanced
2037		Can describe the internal diversity of beliefs and practices which exists within individual religions	Advanced

20C. Knowledge and critical understanding of history, media, economies, environment and sustainability

ID	Key No.	Descriptor	Classification
2038	Key 121	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption	Basic
2039	Key 122	Can reflect critically on the risks associated with environmental damage	Basic
2040		Can reflect critically on the environmental interdependence of the global community	Basic
2041		Can reflect critically on the values, behaviour and lifestyles that are required for a sustainable future	Basic
2042		Can reflect critically on the need for responsible consumption	Basic
2043		Can reflect critically on the ways in which citizens and governments can contribute to environmental sustainability	Basic
2044		Can reflect critically on global inequalities	Basic
2045	Key 128	Can describe the effects that propaganda has in the contemporary world	Intermediate
2046	Key 129	Can explain how people can guard and protect themselves against propaganda	Intermediate
2047		Can explain what propaganda is	Intermediate
2048		Can explain what makes people vulnerable to propaganda	Intermediate
2049	Key 134	Can reflect critically on how histories are often presented and taught from an ethnocentric point of view	Advanced
2050	Key 135	Can explain national economies and how economic and financial processes affect the functioning of society	Advanced

2051		Can reflect critically on the fluid nature of history and how interpretations of the past vary over time and across cultures	Advanced
2052		Can reflect critically on diverse narratives from different perspectives about the historical forces and factors that have shaped the contemporary world	Advanced
2053		Can reflect critically on how the concept of citizenship has evolved in different ways in different cultures over time	Advanced
2054		Can outline diverse narratives from different perspectives about the historical forces and factors that have shaped the contemporary world	Advanced
2055		Can reflect critically on processes of historical investigation	Advanced
2056		Can reflect critically on the ethical issues associated with globalisation	Advanced
2057		Can reflect critically on the economic interdependence of the global community	Advanced
2058		Can reflect critically on the connections between economic, social, political and environmental processes	Advanced
2059		Can explain the impact that personal choices, political actions and patterns of consumption may have in other parts of the world	Advanced

Checklist to evaluate the extent to which your teaching practices contribute to the CDC development

If you work as a teacher, reflect on your own practice or experience!		Yes	No
1.	You are aware of the legal requirements (possibilities and limitations) for democratic practice in your school, and you support them.		
2.	You are acquainted in detail with the Reference Framework of Competences for Democratic Culture of the Council of Europe.		
3.	You support your school's mission and/or vision statement and guidelines on human rights-based inclusive education, including the anti-discrimination guidelines.		
4.	You identify and discuss the values and visions which will guide your school.		
5.	You actively contribute to the continuous improvement process, which involves the entire school community.		
6.	You actively contribute to the positive atmosphere prevailing in your school in which students and teachers feel comfortable, safe, and respected.		
7.	Teachers in your school are regularly trained to develop the necessary knowledge, skills and attitudes for satisfactory work in regular classes in an inclusive way.		
8.	You promote your school's participation in the European Partnership Programmes which are useful for intercultural learning.		
9.	You actively contribute to building the atmosphere of trust and creating favourable opportunities and frameworks for the exchange of ideas and practices, as well as co-operative reflection, planning, and implementation in your school.		
10.	You always have a possibility to promote new ideas in the school where you work.		
11.	You actively contribute to maintaining co-operation between your school and a broader social community.		
12.	You believe that parents are important partners of your school and that they need to be continuously involved in its work.		
13.	You support the students' and parents' involvement in the decision-making in your school.		
14.	You support the idea that all students should contribute to the development of guidelines and rules for their classroom and school, for the purposes of promoting the inclusion, non-discrimination, and the prevention of violence and bullying.		
15.	You promote co-operation and teamwork of teachers, other school staff, students, parents, and members of the community, where appropriate.		

16.	Through your activities, you contribute to your school providing a positive and supportive environment for all students.		
17.	Through your activities, you contribute to the fight against inequality and discrimination in your school.		
18.	Through your activities, you contribute to the fact that your school is known as a place of intercultural learning.		
19.	You contribute with your activities to the fact that the elements of minority cultures and languages are visible and may be heard in your school.		
20.	Through your activities, you contribute to your school showing respect to students of all religions; that students have the opportunity to learn about different religions and belief systems in school.		
21.	Through your activities, you contribute to an open dialogue and nurturing a culture of competing views in your school, in which one strives for common values, and critical thinking is allowed.		
22.	You contribute with your activities to your school's networking with other schools with the purpose of improving quality.		
23.	You co-operate with school leadership, teachers and students to develop effective and engaged approaches to teaching and learning.		
24.	You identify the programme content that promotes, or may promote, democratic culture in schools, and which may be covered in an interdisciplinary/cross-curricular manner		
25.	You regularly share your teaching experience and improve co-operation with the colleagues in your school.		
26.	You believe that your expertise is valued and appreciated in your environment.		
27.	You produce examples of good practice through joint work with your colleagues.		
28.	You are consulted by other teachers on different issues.		
29.	In your work, the problems are openly discussed and addressed.		
30.	You are constantly working on your personal professional development.		
31.	You keep up to date with the development of science and modern social trends with the aim of organising the educational process in line with the requirements of the society and the times.		
32.	You are constantly working on acquiring knowledge and developing competences and attitudes from the sphere of competences for democratic culture.		
33.	You encourage and support your students' initiatives, facilitate their undertaking of the activities, and provide creative space for the implementation of such activities.		
34.	You encourage peer learning.		
35.	You recognise the content in your syllabuses which foster, or may foster, democratic culture in schools.		
36.	You believe that intercultural experience empowers both students and teachers and parents to promote empathy and the change of views.		

37.	Learning activities in your classes take place in several formats, such as individual, pair, small group, and teaching the entire class, with the participation of heterogenous groups of students.		
38.	You apply interactive learning methods in your teaching, which contribute to the development of competences for democratic culture.		
39.	You regularly use project-based approach to teaching in your work.		
40.	You organise your students in such a way that they carry out planning and designing, make decisions, implement research activities, and solve problems within the project themselves.		
41.	In your class, everybody has the same opportunity to participate in the work.		
42.	Your teaching follows the students' individual goals.		
43.	You support and empower the vulnerable, disadvantaged, and marginalised groups.		
44.	When you give assignments to your students, you take into account their affinities and competences.		
45.	You promote co-operation between the students of different ethnic background.		
46.	Your students can freely express their opinion and their opinion is appreciated.		
47.	You encourage your students to intensively participate in school life.		
48.	You encourage your students to learn to accept otherness, develop critical thinking, non-violent conflict resolution, and to practice tolerance and empathy on a daily basis.		
49.	You encourage your students to recognize and oppose discrimination, as well as to take the initiative, and thus responsibility, as often as possible.		
50.	In your work, you promote interaction between students in a manner that is in conformity with democratic methods (such as mutual respect, co-operation, critical thinking and understanding for problem solving).		
51.	You feel willing and able to deal with controversial issues (which may arise from the content of the educational materials, textbooks and learning resources) and willing to encourage critical thinking and understanding.		
52.	In your classroom, you create a positive, peaceful atmosphere in which everybody feels safe, respected and belonging to an authentic community. You establish an atmosphere of mutual respect and empathy.		
53.	You listen actively (What does someone really mean? How does he/she think? What are his/her needs? What is his/her perception?).		
54.	You persuade others and explain your positions using arguments that are logical and easy to understand.		
55.	You accept criticism.		
56.	You always strive for consensus.		
57.	A high level of tolerance enables you to expand the boundaries of your experience through detailed dialogue and earnest attempts to understand others.		

58.	You comply with the democratic decisions as binding, and you always implement the outcomes of joint decision-making in practice.		
59.	You are willing to share some of your powers and delegate responsibility to others.		
60.	You encourage students to work together in flexible and heterogenous groups so as to solve problems, do projects, and achieve their learning goals.		
61.	You regularly evaluate your students' performance, using different assessment types (formative, summative, prognostic), with the aim to provide feedback and guidelines to help students advance.		
62.	Your students have textbooks and learning materials that meet their learning needs.		
63.	In your work, you use Council of Europe's teaching materials on the education for democracy and human rights.		
64.	You work on your own plans of activities for fostering democratic culture.		
65.	You gladly adapt your teaching to the needs of your students.		
66.	You always have a clear picture of the short-term and long-term goals which are of primary importance for those who learn.		
67.	You frequently review your method of teaching and consider new practices.		
68.	You often review your knowledge to see whether it is complete – in view of the content of the subject, the learning goals, suitable teaching methods, and the learning process.		
69.	You are fully aware of the areas in which you need to acquire further education (general knowledge, learning methods, professional skills, personal qualities, routine, etc.).		
70.	As a person and a teacher, you are a personification and a model of the principles of democratic culture which you advocate.		

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