



Pestalozzi

Training Resources

Education for Democratic Citizenship (EDC)
Why should we teach democratic citizenship?
How should we teach it?

by

Author: Anna Harutyunyan - Armenia

Editor: Pascale Mompoin-Gaillard



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Raising awareness of the importance of EDC

Expected outcome

- Develop a feeling of responsibility in each participant to help young people obtain skills and experience for becoming a responsible citizen.
- To promote a whole school and cross curricular approach to EDC

Target group /age / level

Type of training	School level	Subject area
Initial training	All levels	Civic education

Brief description of the unit

Taking into consideration its transition from a Soviet state (70 years) to an independent state (15 years), Armenia is a still very young in recognizing democratic values. The transformation of the nation is a long and difficult process demanding considerable efforts and contribution. The unit discusses practical issues of tolerance. The duration of an activity may differ depending on the number of participants and will be followed by discussion and evaluation. The modeling of the unit (i.e. role cards, presentations, situational descriptions, questions/answers moments etc.) will help educators achieve the objectives and bring their future students to understand the importance of democratic values necessary to increase social cohesion and peace.

Methods/techniques used

Role play, dialogical approach

Time 120 minutes

Activity 1	▶ 60 minutes
Activity 2	▶ 60 minutes
Debriefing session	▶ 20 minutes

Tips for trainers:

See tips in activities and appendixes

Resources

Introduction to EDC concepts and methodologies	Appendix 1
Recommendations to teachers: conversation starter	Appendix 2

Activity 1 How important is EDC for you. How do you envision its implementation in schools?



60 minutes

	Notes
<p>▶ General aim</p> <ul style="list-style-type: none"> ➢ To evaluate student attitudes toward EDC and test prior knowledge about citizenship education. ➢ To apprehend how students envision its implementation in schools and discuss strategies for this implementation. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Presentation, dialogical approach 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➢ Introduction to EDC concepts and methodologies in appendix 1 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Arrange the chairs in a circle. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Present the content of the “Introduction to EDC concepts and methodologies” in appendix 1. ➢ Moderate a discussion on the subject using these questions: <ul style="list-style-type: none"> • What are the main concepts of “citizenship education”? • What are the suggested methods for teaching EDC at schools? • How important do you find EDC in our national context? • How will it impact the social and political development in the country? 	

<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➢ A brief questionnaire may be helpful to find out about the overall attitudes toward EDC in the room before starting the unit. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➢ How useful was this activity? ➢ Could you use it with your students? ➢ What adaptations would you bring to it? 	

Activity 2 What values are we trying to convey? How do we convey the values of EDC?



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To demonstrate rules for living together peacefully. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To develop dialogical skills. ➢ To promote group work. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Role play, dialogical approach 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➢ Recommendation for teachers in appendix 2 	

► **Practical arrangements:** Arrange the room for small group work.

► **Instructions/procedure**

- Form small groups (around 4-5) and simulate different situations. Have one member of the group prepare one card on which they describe someone/something or a situation they like or dislike. Other members meanwhile, prepare another 3-4 cards with the possible respectful or disrespectful statements, for example:
 - “I partially agree, but I prefer...”
 - “I think X is not as good as Y is”
 - “You are completely wrong...”
 - “I hate X or Y”
 - ...
- Hand out the cards randomly to the group members. Let the groups play out the game: one member reads the situation/description card out loud and the other members respond with the card they have received. (2 minutes)
- Moderate a discussion with trainees about how they felt when different answers were given. (10-15 minutes)
- Present a short case study in which a student or a group of students from higher socio-economic status impose their ideas and/or bully other students from lower socio-economic status. Ask pairs or trios to discuss the scenario and tell each other how they would deal with the situation were they in the classroom. (10-15 minutes)
- Sum up the activity. Ask the participants to share the points they have learned from the activity as well as the recommended solutions to such problematic situations. (10 minutes)
- Present concluding recommendations for the trainees to use in classrooms in appendix 2. Ask them to reflect on these recommendations amend them and add their own recommendations following the instructions in appendix 2. (10-15 minutes)

<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none">➤ The trainer might need to help student prepare the cards and offer a variety of situations for the role play.	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none">➤ How useful was this activity?➤ Could you use it with your students?➤ What adaptations would you bring to it?	

Evaluation and assessment

	Notes
<ul style="list-style-type: none">➤ What are the 3 most important things you learned?	

<p>➤ Was anything surprising to you?</p>	
<p>➤ Will you be able to apply this in your schools and classrooms?</p>	
<p>➤ What could we have done differently</p>	

Appendix 1:

Introduction to EDC concepts and methodologies

This unit is devoted to understanding human rights and responsibilities, defining the term “responsible citizenship”. A “citizen” may be regarded as a person coexisting in a society. In recent decades societies have changed and, with them, the theoretical conceptions and practical implementations of citizenship education. The concept is broadening and changing, as lifestyles and patterns in our relations with others become more diversified. Far from being limited to the national context, the notion of harmonious coexistence among citizens relates to the concept of a community embracing all contexts- local, regional, national and international- in which individuals live.

The concept of “responsible citizenship” raises issues of awareness and knowledge of rights and duties. It is also closely related to civic values such as democracy and human rights, equality, participation, partnership, social cohesion, solidarity, tolerance of diversity and social justice.

Citizenship education refers to school education for young people, which seeks to ensure that they become active and responsible, capable of contributing to the development and well-being of the society in which they live. The key themes of citizenship education are of particular interest. Citizenship education is normally meant to guide pupils toward (a) political literacy, (b) critical thinking and the development of certain attitudes and values and (c) active participation.

The development of **political literacy** may involve:

- Learning about social, political and civic institutions, as well as human rights.
- The study of conditions under which people live harmoniously together, social issues and ongoing social problems.
- Teaching young people about national constitutions so that they are better prepared to exercise their rights and responsibilities.
- Promoting recognition of the cultural and historical heritage.
- Promoting recognition of the cultural and linguistic diversity of society.

The development of **critical thinking and certain attitudes and values** may entail:

- Acquiring the skills needed to participate actively in public life.
- Developing an attitude of respect for oneself and others with a view to achieving greater mutual understanding.
- Acquiring social and moral responsibility, including self-confidence, and learning to behave responsibly toward others.
- Strengthening a spirit of solidarity.
- The construction of values, with due regard for differing social perspectives and points of view.
- Learning to listen and resolve conflicts peacefully.
- Learning to contribute to a safe environment.
- Developing more effective strategies for fighting racism and xenophobia.

The **active participation** of pupils may be promoted by:

- Enabling them to become more involved in the community at large (at school, local, national and international levels).
- Offering them practical experience of democracy at school.
- Developing their capacity to engage with others.

The Council of Europe recommendations (2002) on Education for Democratic Citizenship (EDC) make clear that all levels of education system should play their part in implementing these concepts in the curriculum, either as a specific school subject or a cross-curricular theme. It's been suggested that EDC may either be offered as a separate compulsory or optional subject, or integrated into one or more other subjects, such as history or geography. A further possibility is to offer it as a cross-curricular educational theme, so that the principles of citizenship education might be present in all subjects of the curriculum.

Appendix 2:

Activity2

Recommendations to teachers: conversation starter

We should now discuss how we can model the values of democratic citizenship through our behaviour in our classrooms. Here is a list of possible behaviours; we can complete the list of recommendations and maybe classify them. We will then discuss possible difficulties encountered in our workplace, i.e. in the classroom, school, school environment (local national), community, family, etc...

Behaviours for modelling EDC:

- Listen to others' ideas
- Accept others who express opinions different from your own
- Offer to help, especially those who are less able
- Join with others to complete tasks
- Speak clearly, pleasantly and with confidence
- ...