Pestalozzi

Core competences in Education for democratic citizenship (EDC)

"EDC/HRE and the development of schools as democratic educational communities - A path to action"

by

Author: Madalena Mendes - Portugal
Editor: Miguel Ángel García López

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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: EDC/HRE and the school as a democratic community

Title: Developing a culture of EDC/HRE with and within the whole school community

Expected outcome

➔ To develop teachers competences in EDC/HRE in order to build up sustainable schools as democratic communities.
➔ To promote a broader approach of EDC/HRE as a fundamental component of the whole school culture, the curriculum and the community.
➔ To mobilize the educational actors to participate actively in their communities.
➔ To raise awareness of the importance to develop partnerships, networking and cooperation.

Target group

Type of training	School level / age	Subject area
In-service training	Basic Education and Upper Secondary Education	Cross-curricular approach to EDC

Brief description of the unit

The Training Unit key feature is to explore the nature, the philosophy and the principles of EDC/HRE in order to develop the construction of democratic and learning communities by involving the whole educational community (inside and beyond the school – intra and extra-mural).
The TU deals with the main question: How all teachers can support citizenship and human rights education in order to create and develop democratic and educational communities? The TU is related to Cluster A – EDC/HRE knowledge and understanding and Cluster C – EDC/HRE in action – partnership and community involvement.

Methods/techniques used

The TU brings together a theoretical approach with practice activities and the active participation of the trainees:
  ➢ Cooperative learning,
  ➢ Group work,
  ➢ Pair work,
  ➢ Dialogical approach,
  ➢ Brainstorming,
  ➢ Debate,
  ➢ Reflective approach,
  ➢ Reflective practice,
  ➢ Reflective research,
  ➢ Presentation,
  ➢ Debate.

Time 14 hours (+evaluation)

Preparatory activity A	▶ 30 minutes
Preparatory activity B	▶ 45 minutes
Activity 1	▶ 120 minutes
Activity 2	▶ 180 minutes
Activity 3	▶ 150 minutes
Activity 4	▶ 120 minutes
Activity 5	▶ 180 minutes
Evaluation:	▶ 13 hours
➢ Logbook	▶ 30 minutes
➢ Questionnaire	▶ 45 minutes
➢ Global evaluation session	▶ 360 minutes
➢ Impact session	▶ 360 minutes

Tips for trainers:

➢ The activities integrate a workshop which can take 3 to 5 days.

Resources

Meditations of Joseph C. Merrick	Appendix 1
Gustave Klimt – Life Tree	Appendix 2
EDC/HRE Core Competences	Appendix 3
Puzzles	Appendix 4
Images of different geographical places	Appendix 5
Painter's cards	Appendix 6
School-Community – A sense of belonging	Appendix 7
Mapping Barriers/Constraints – Opportunities/Challenges	Appendix 8
How to develop community work to build an active and critical citizenship?	Appendix 9
Text - Description of an activity – Guidelines	Appendix 10
Logbook	Appendix 11
Questionnaire – Trainees' Evaluation of the TU	Appendix 12

Preparatory Activity A Elephant People - The group as a democratic community of knowledge

30 minutes

	Notes
▶ **General aim:** ➢ To integrate the members of the group. ➢ To develop communicational skills. ▶ **Specific aims:** ➢ To create a climate of empathy, dialogue, interaction and identity.	
▶ **Methods /techniques used:** ➢ Pair dialogue ➢ Reflective work	
▶ **Resources:** ➢ Appendix 1: "The Meditations of Joseph C. Merrick" – The Elephant People, Daniel	
▶ **Practical arrangements:** ➢ Make space in the room for a round circle and the pair work.	
▶ **Instructions/procedure:** ➢ Step 1: The participants form a round circle. ➢ Step 2: The participants split into pairs. ➢ Step 3: Each participant is given "The Meditations of Joseph C. Merrick" – The Elephant People, Daniel Keene – Appendix 1. ➢ Step 4: After reading the text, the pairs are invited to reflect on how they perceive each other. ➢ Step 5: During the presentation conversation, each one is invited to answer the following questions: "Who am I? Why am I here? What expectations do I have?"	

➤ Step 6: After that, each one will present the other colleague he/she has been talking to.	

▶ **Tips to trainers/anticipated difficulties:** ➢ The trainer should integrate the group activity. ➢ Avoid embarrassing questions. ➢ Avoid undesirable comments.	
▶ **Debriefing/reflecting:** ➢ The trainer should emphasize the concept of OTHER as a transitive process: Levinas (1969): "The Other is given context in ethics and responsibility; we should think of the Other as anyone and everyone outside ourselves". And Ramalho (2003) corroborates: "The other is within us as we are in the other, the identitary threat is reciprocal" (p.550).	

Preparatory Activity B: Elephant People – The group as a democratic community of knowledge

45 minutes

	Notes
▶ **General aim:** ➢ To integrate the members of the group. ➢ To create a group's identity. ➢ To perceive the group as a democratic learning community, anchored in dialogue, interdependence, participation and commitment. ▶ **Specific aims:** ➢ To create a climate of empathy, dialogue, interaction and identity. ➢ To develop the sense of belonging. ➢ To foster cooperation, exchange of experiences and knowledge. ➢ To perceive "les savoirs" of the group (*savoir, savoir-faire, savoir-être, savoir-apprendre*: knowing, know-how, social skills, learning skills).	
▶ **Methods /techniques used:** ➢ Group discussion	
▶ **Resources:** ➢ Flipcharts, ➢ Markers, ➢ Sheets of paper.	
▶ **Practical arrangements:** ➢ Each group will need independent spaces, tables, flipcharts and markers.	

▶ **Instructions/procedure:**

❯ Step 1: As the trainees are in a round circle, they are asked to join to the other 3 colleagues on their right and form a group.
❯ Step 2: The participants forms 4 groups (3-4).
❯ Step 3: Each group writes down the main areas of skills and knowledge of the group according to the items: *savoir, savoir-faire, savoir-être, savoir-apprendre.*
❯ Step 4: Each group chooses a reporter.
❯ Step 5: Each group puts the papers on the wall.
❯ Step 6: Each reporter shares the work with the entire group.

▶ **Tips to trainers/anticipated difficulties:**
❯ Ask the trainees to share their experiences, knowledge and skills.
❯ Make sure that all of the trainees participate actively.

▶ **Debriefing/reflecting:**
❯ Group members have to acknowledge that we are all actors in a society network interdependence.
❯ Comment on the variety and richness of groups' professional and life experience.

Activity 1 Citizenship's tree of knowledge and principles – life of democratic school communities

120 minutes

	Notes
▶ **General aim:** ➢ To be aware of the scope of EDC/HRE knowledge and principles. ➢ To construct a framework of concepts. ➢ To promote EDC/HRE skills, values, attitudes and dispositions in the whole school community. ▶ **Specific aims:** ➢ To develop teacher knowledge with the main EDC/HRE knowledge and principles. ➢ To foster the role of teachers in the development of democratic educational communities.	
▶ **Methods /techniques used:** ➢ Group discussion, ➢ Dialogue, ➢ Brainstorming, ➢ Reflective work, ➢ Debate.	
▶ **Resources:** ➢ Appendix 2: Painting – Gustav Klimt – Tree of Life ➢ Flipcharts and markers ➢ Appendix 3: PowerPoint presentation "EDC/HRE Core Competences"	
▶ **Practical arrangements:** ➢ Each group will need independent spaces, tables, flipcharts and markers.	

▶ **Instructions/procedure:**

- ➢ Step 1: Each trainee receives a paper with the name of a tree (pine tree, palm tree, orange tree and olive tree).
- ➢ Step 2: Each trainee has to find out the colleague with the same tree using only mime or language signs.
- ➢ Step 3: The trainees with the same tree form a group (4 groups)
- ➢ Step 4: Each group has to decide who is the facilitator, the recorder, the reporter, and the time keeper.
- ➢ Step 5: Inspired by Gustav Klimt's painting – *Tree of Life* – the groups are asked to reflect on the main EDC/HRE concepts and principles.
- ➢ Step 6: Ask the groups to draw a tree – the citizenship tree - enhancing the key EDC/HRE concepts and principles they find essential in the development of school democratic communities.
- ➢ Step 7: Invite the reporter of each group to present their findings.
- ➢ Step 8: Let the whole group discuss and debate on their conceptions.

▶ **Tips to trainers/anticipated difficulties:**
- ➢ It is essential to explain each phase of group work and the roles of each member of the group – facilitator, recorder, reporter, and time keeper.
- ➢ The activity with the painting provides a good opportunity of expression and creativity.
- ➢ Use PowerPoint to present "EDC Core Competences" (Appendix 3).

▶ **Debriefing/reflecting:**
- ➢ Make sure that all the trainees participate democratically in the dialogue.
- ➢ Summarize the activity using the framework "EDC/HRE Core Competences" (Appendix 3).
- ➢ Point out the importance of EDC/HRE in life and of the reinvention of democratic educational communities.
- ➢ Complete and enrich the framework with the elements pointed out by the groups.

Activity 2 The 3 Cs of EDC/HRE – A polysemic portrait

180 minutes

	Notes

▶ **General aim:**
  ➢ To understand EDC/HRE as a fundamental component of the whole school culture.
  ➢ To understand the importance of EDC/HRE as a whole school approach.
  ➢ To reflect on the school *ethos.*
  ➢ To foster community involvement.
 	
▶ **Specific aims:**
  ➢ To understand the 3 Cs of EDC/HRE: within the classroom as a part of the curriculum; in action with the whole school culture; in the partnerships of the community beyond school gates.	

▶ **Methods /techniques used:**
  ➢ Group discussion,
  ➢ Dialogue,
  ➢ Brainstorming,
  ➢ Reflective work,
  ➢ Debate.	

▶ **Resources:**
  ➢ For 4 groups have 16 pieces correspondent to 4 puzzles (Appendix 4).
  ➢ Flipcharts and markers for 4 groups.	

▶ **Practical arrangements:** ➢ Each group will need independent spaces, tables, flipcharts and markers.	
▶ **Instructions/procedure:** ➢ Step 1: Ask the trainees to split into 4 groups.	

- ➢ Step 2: Give the trainees different parts of the puzzles.
- ➢ Step 3: Ask them to find the other 3 colleagues who have the correspondent part in order to get an entire rectangle fulfilled with each piece.
- ➢ Step 4: Each group has to decide who are the facilitator, the recorder, the reporter and the time keeper.
- ➢ Step 5: Trainees are asked to share their ideas in the group about their understanding of the 3 Cs of EDC/HRE: within the classroom as a part of the curriculum; in action with the whole school culture; and in the partnerships of the community beyond school gates.
- ➢ Step 6: After the discussion each group will write down the main components of the 3 Cs of EDC/HRE.
- ➢ Step 7: The reporters will present and share with others the results of each work group.
- ➢ Step 8: Plenary debate.

▶ **Tips to trainers/anticipated difficulties:**
- ➢ It is essential to explain each phase of the group work and the roles of the members of the group – facilitator, recorder, reporter, and time keeper.

▶ **Debriefing/reflecting:**
- ➢ Make sure that all the trainees participate democratically in the dialogue.
- ➢ It is important to recognize the multifaceted nature of EDC/HRE.
- ➢ The trainers should emphasize EDC/HRE presuppositions:
  - - the existence of multiform and flexible learning opportunities (curriculum framework and structure, 3 forms of curriculum – formal curriculum, informal curriculum and non-formal curriculum -, teaching and learning approaches, didactical-methodological approaches based on multidisciplinarity, etc.)
  - - school atmosphere and *ethos* (rules, attitudes, beliefs, values and practices in order to strengthen participation, responsibility, debating and co-operation)
  - - Partnerships between schools and other educational and non-educational institutions, national and international (research centres, NGO, community associations, media, companies, municipalities, etc.)
- ➢ If you have enough time, ask the participants to share experience, impressions and difficulties from their work in groups.

Activity 3 EDC/HRE and community involvement – Drawing maps beyond the cost line

150 minutes

	Notes

▶ **General aim:**
  ➢ To understand the complexity and evolution of the concept of community.
  ➢ To understand communities as places for the construction of an identity, and for the sense of belonging and social cohesion.
  ➢ To be aware of the centrality of community involvement and links.
 	
▶ **Specific aims:**
  ➢ To recognize the importance of living together within the different communities of practice.
  ➢ To recognize inter-institutional co-operation.	

▶ **Methods /techniques used:**
  ➢ Group discussion;
  ➢ Dialogue,
  ➢ Brainstorming,
  ➢ Debate	

▶ **Resources:**
  ➢ Appendix 5: Cards for 4 groups
  ➢ Instructions for 4 groups
  ➢ Flipcharts and markers for 4 groups	

▶ **Practical arrangements:** ➢ Each group will need independent spaces, tables, flipcharts and markers.	

▶ **Instructions/procedure:**

- ➢ Step 1: Give instructions for 4 groups.
- ➢ Step 2: The trainees receive a card representing 2 regions, a country, and a continent (Appendix 5).
- ➢ Step 3: Each one has to find the other trainees who have the correspondent card in order to compose a global map representing the region, the country and the continent.
- ➢ Step 4: After joining together according to each map, each group has to decide who are the facilitator, the recorder, the reporter, and the time keeper.
- ➢ Step 5: The trainees are asked to discuss the concept of community.
- ➢ Step 6: After the discussion they will draw a conceptual map expressing the semantic field of the concept of community.
- ➢ Step 7: After the discussion the group will draw an ideal EDC/HRE school community.
- ➢ Step 8: After drawing the ideal community, the groups have to join altogether in a wider space and draw a complete map in order to link each school community to others and institutions, in order to create a global community made of micro, meso and macro levels, at the national and international levels.

▶ **Tips to trainers/anticipated difficulties:**
- ➢ It is essential to explain each phase of the group work and the roles of the members of the group – facilitator, recorder, reporter, and the time keeper.
- ➢ Drawing an ideal community should result from a spontaneous process, so do not give more than 10 minutes to the trainees to end this task.

▶ **Debriefing/reflecting:**
- ➢ Make sure that all the trainees participate democratically in the dialogue.
- ➢ Recognize that communities are socially constructed.
- ➢ It is important to stress the new forms of community in the time of this Global Village (virtual, geographical and non-geographical).
- ➢ If you have enough time, ask the participants to share experience, impressions and difficulties from their work in groups.

Activity 4 EDC/HRE and the development of participative communities – Looking at the horizon

120 minutes

	Notes
▶ **General aim:** ➢ To enhance EDC/HRE as the key for the development of participative communities. ➢ To be aware of democratic ways of participation. ➢ To foster schools as democratic and open communities. ▶ **Specific aims:** ➢ To understand the role of schools as a catalyst for community involvement in EDC/HRE. ➢ To enhance barriers/constraints and opportunities/challenges in the working community.	
▶ **Methods /techniques used:** ➢ Group discussion ➢ Dialogue ➢ Brainstorming ➢ Reflective work ➢ Debate	
▶ **Resources:** ➢ Appendix 6: Cards with pictures of 4 painters (for instance, Picasso, Dali, Chagall and Van Gogh) ➢ 4 cards with Picasso's paintings – Ex: *Les Demoiselles d' Avignon, Three musicians, Girl before a Mirror, Friendship* ➢ 4 cards with Dali's paintings – Ex: *Geopolitics Child Watching the Birth of the New Man, Sleep, The Temptation of Saint Anthony, Meditative Rose* ➢ 4 cards with Chagall's paintings – Ex: *I and my Village, Der Spaziergang, Feathers in bloom, Les Fiancés de la Tour Eiffel,* ➢ 4 cards with Van Gogh's paintings – Ex: *Starry Night, Still Life Vase with Twelve Sunflowers, Les Iris, Wheat Field with Crows* ➢ Flipcharts and colour markers for 4 groups ➢ Appendix 7: Picture "School-Community – A sense of belonging"	

▶ **Practical arrangements:** ➢ Each group will need independent spaces, tables, flipcharts and markers.	

▶ **Instructions/procedure:**
 	
   ➢ Step 1: The participants are given a card with a painting on it.
   ➢ Step 2: Each participant try to find the other participants who has a picture from the same painter.
   ➢ Step 3: The 4 participants with the cards' paintings representing the same painter join together and form a group.
   ➢ Step 4: The participants split into 4 groups: Picasso's group, Dali's group, Van Gogh's group and Chagall's group.
   ➢ Step 5: Each group has to decide who are the facilitator, the recorder, the reporter and the time keeper.
   ➢ Step 6: Presentation of PowerPoint - "School-Community – A sense of belonging" (Appendix 7)
   ➢ Step 7: The trainees are invited to analyse the text while looking inside their school communities and point out the main barriers/constraints to the construction of their school as an open and democratic community.
   ➢ Step 8: After that, the trainees point out the opportunities/challenges for the development of their own school communities as learning communities.
   ➢ Step 9: The trainees have to represent and write down common answers - barriers/constraints and opportunities/possibilities - which have emerged from the group discussion (Appendix 8- Mapping Barriers/Constraints – Opportunities/Challenges).
   ➢ Step 10: After that, each group's reporter presents and explains the findings to the entire group.
   ➢ Step 11 – Debate.	

▶ **Tips to trainers/anticipated difficulties:** ➢ It is essential to explain each phase of the group work and the roles of the members of the group – facilitator, recorder, reporter, and time keeper.	

▶ **Debriefing/reflecting:**
   ➢ Make sure that all the trainees participate democratically in the dialogue.
   ➢ It is important to recognize that communities are socially constructed.	

Activity 5 EDC/HRE and the community development – A path to action

120 minutes

	Notes

▶ **General aim:**
   ➢ To develop EDC as a key component of community work.
   ➢ To put into practice EDC components: dialogue, negotiation, cooperation and consensus.
   ➢ To encourage partnerships, networking and cooperation.
   ➢ To mobilize educational actors to participate actively in their communities.
 	
▶ **Specific aims:**
   ➢ To explore proposals of action in the field of EDC in order to find and mobilize resources, solutions and strategies.
   ➢ To recognize the importance of the processes of design, planning, implementation and evaluation in the development of EDC work in the community.	

▶ **Methods /techniques used:**
   ➢ Group discussion
   ➢ Dialogue
   ➢ Brainstorming
   ➢ Debate	

▶ **Resources:**
   ➢ Instructions for 4 groups
   ➢ Flipcharts and markers for 4 groups
   ➢ Appendix 9: "How to develop a community work to build an active and critical citizenship?"
   ➢ Appendix 10: "Brief description of an activity – Guidelines"	

▶ **Practical arrangements:** ➢ Each group will need independent spaces, tables, flipcharts and markers.	

▶ **Instructions/procedure:**

➢ Step 1: The trainees have to practice the art of mime.
➢ Step 2: The trainees form groups according to their date of birth involving miming through body motions, without the use of speech.
➢ Step 3: The participants split into 4 groups.
➢ Step 4: Each group has to decide who are the facilitator, the recorder, the reporter and the time keeper.
➢ Step 5: The trainees are asked to reflect on the text - *How to develop a community work to build an active and critical citizenship?* (Appendix 9)
➢ Step 6: The trainees are invited to put into practice EDC knowledge and skills by creating an activity (ex: HRE campaign, celebration of biodiversity year, student day, historical memory of the city, campaign against poverty, campaign against domestic violence, etc.).
➢ Step 7: To help them in the creation of an EDC activity, they are asked to fulfill the items 1 to 9, describing what they intend and plan to do (Appendix 10 – Brief description of an activity - Guidelines).
➢ Step 8: After the group work, each group's reporter presents and explain the findings to the entire group.
➢ Step 9: The trainees share their impressions and suggestions about their work plans.

▶ **Tips to trainers/anticipated difficulties:**
➢ It is essential to explain each phase of the group work and the roles of the members of the group – facilitator, recorder, reporter, and time keeper.

▶ **Debriefing/reflecting:**
➢ Make sure that all the trainees participate democratically in the dialogue.
➢ The trainers should emphasize the importance of:
  - the emergence of a desire for change
  - identification, formulation and analysis of social problems
  - development of the collective dimension
  - mobilization and organization of citizens

- organizational, educational and strategic support - networking and resource mobilization - participation in different stages of intervention process - design, planning, implementation and evaluation of projects/activities related to community intervention.	

Debriefing/ Evaluation and assessment

13 hours

	Notes
▶ **Logbook** (30 minutes) ➢ At the end of each session day, the trainees receive a written questionnaire – Logbook – (Appendix 11) and are invited to answer and fill in the following items: • Summing up the session in three key words • Today, I have learnt… • From this session I take with me… • I would like to learn more about… ➢ At the end of the training workshop, the trainees are invited to fill in the Questionnaire – Trainees' Evaluation of the training unit (Appendix 12).	
▶ **Break – 15 days break for autonomous work** (45 minutes) ➢ Each trainee is responsible for the planning of an activity to develop within the school community with their students (students, parents, municipalities, NGO, associations, etc.)	
▶ **Post- Autonomous Work** (360 minutes) ➢ The evaluation session of the trainees is based on: • Debate session based on Logbooks ' results • Trainees' works presentation • Questionnaires' results • Self and peer evaluation	
▶ **Impact Evaluation** (360 minutes) ➢ The multiplier effect of the EDC/HRE TU on trainees' work will be evaluated through trainees' reports after the implementation of their planning activities. ➢ It would rather be interesting having a presentation session followed by a debate session.	

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http://www.coe.int/t/dg4/education/historyteaching/Source/Results/AdoptedTexts/KrakowResCompleted_en.pdf on January 2010

➢ Websites
http://www.coe.int/dg4/education/edc
http://www.dfid.gov.uk/FOI/tools/chapter_03.htm
http://www.oxfam.org/education
http://www.unac.org/en/news_events/un_days/international_days.asp

Appendix 1: Meditations of Joseph C. Merrick

1. To be is to be perceived.
To perceive is to bring into being.
I am as I am perceived: You look
Upon me and I am made by you.
I look upon you and I make you.

2. I am reflected on the surface of
Your eye. I am there for me to look upon.
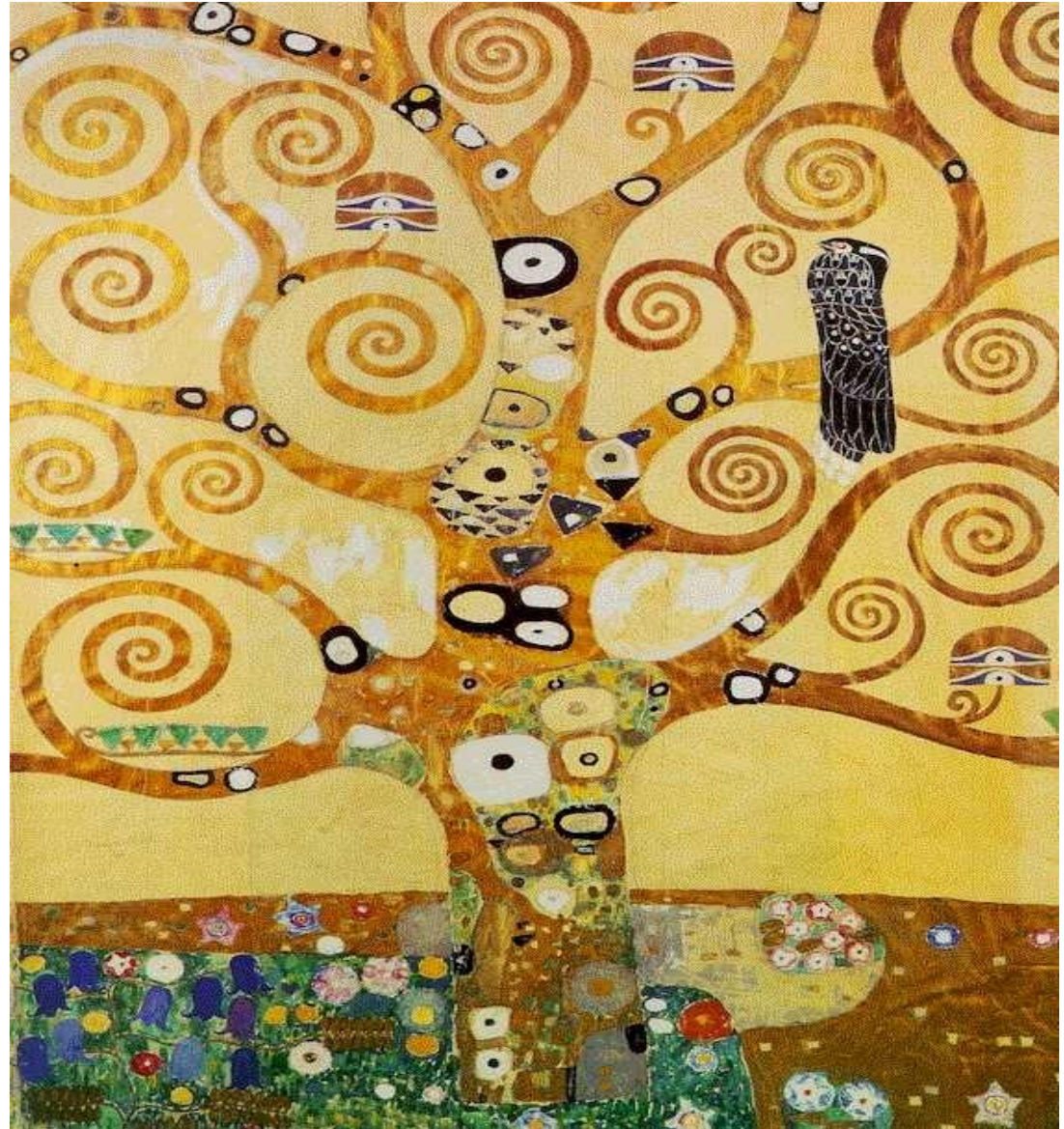I see my eyes in the mirror of y
Your eyes.
I see me seeing you seeing me.
(…)

"The Meditations of Joseph C. Merrick" – The Elephant People, Daniel Keene available in: http://www.masthead.net.au/issue10/keene2.html and http://209.85.229.132/search?q=cache:xsegCmC_4B4J:www.masthead.net.au/issue10/keene2.html+Daniel+Keene+Helephant+people&cd=11&hl=pt-PT&ct=clnk&gl=pt&client=firefox-a

Appendix 2: Gustave Klimt – Life Tree

Available at www.artinthepicture.com

Appendix 3: EDC/HRE Core Competences

Knowledge	Skills	Attitudes	Values
❖ Leadership ❖ Interpersonal relations ❖ Human Rights ❖ Children rights ❖ Political, social and cultural organisations ❖ Environmental and economic institutions ❖ National and international organisations and NGOs ❖ National and international financial systems ❖ Children, young people and adult education	❖ Leadership ❖ Communication ❖ Problem-solving and decision-making ❖ Teamwork and cooperation ❖ Discussion and dialogue ❖ Conflict resolution ❖ Critical thinking ❖ Risk-taking ❖ Adoption of innovative strategies adaptable to change ❖ Assessment ❖ Literacy ❖ Languages ❖ Monitoring ❖ ICT	❖ Openness to self and to others ❖ Acceptance of social and cultural differences ❖ Disposition to share and delegate ❖ Trust and honesty ❖ Commitment ❖ Respect for self and others	❖ Human Rights ❖ Equity ❖ Freedom ❖ Peace ❖ Interdependency ❖ Accountability ❖ Social justice ❖ Environmental respect ❖ Participation ❖ Partnership

Adapted from Council of Europe. Sites of Citizenship, (s/d).

Appendix 4: Puzzles

Appendix 5: Images of different geographical places

Available on http://www.google.pt/images

Appendix 6: Painter's cards

Pablo Picasso – In http://www.picasso.fr/us/picasso_page_index.php

Marc Chagall. In www.chagallpaintings.org/

Van Gogh – In http://www.vggallery.com/

**Salvador Dali** – In http://www.dali-gallery.com/

Appendix 7: School-Community – A sense of belonging
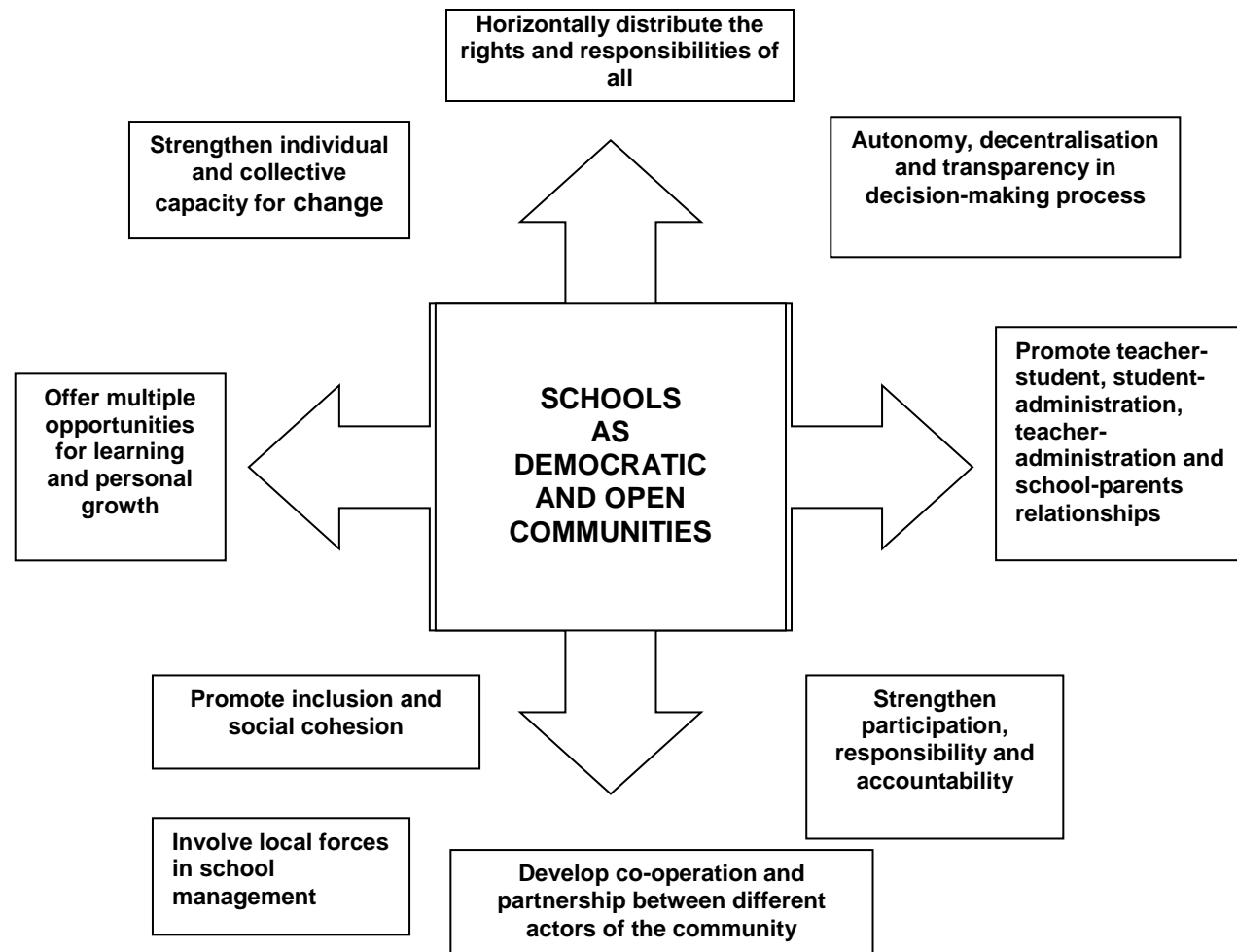
Picture: "School-Community – A sense of belonging", adapted from Duerr, Spajic-Vkras & Martins (2000). Strategies for learning Democratic Citizenship. Strasbourg: Council of Europe.

Appendix 8: Mapping Barriers/Constraints – Opportunities/Challenges

Opportunities/Challenges

Barriers/Constraints
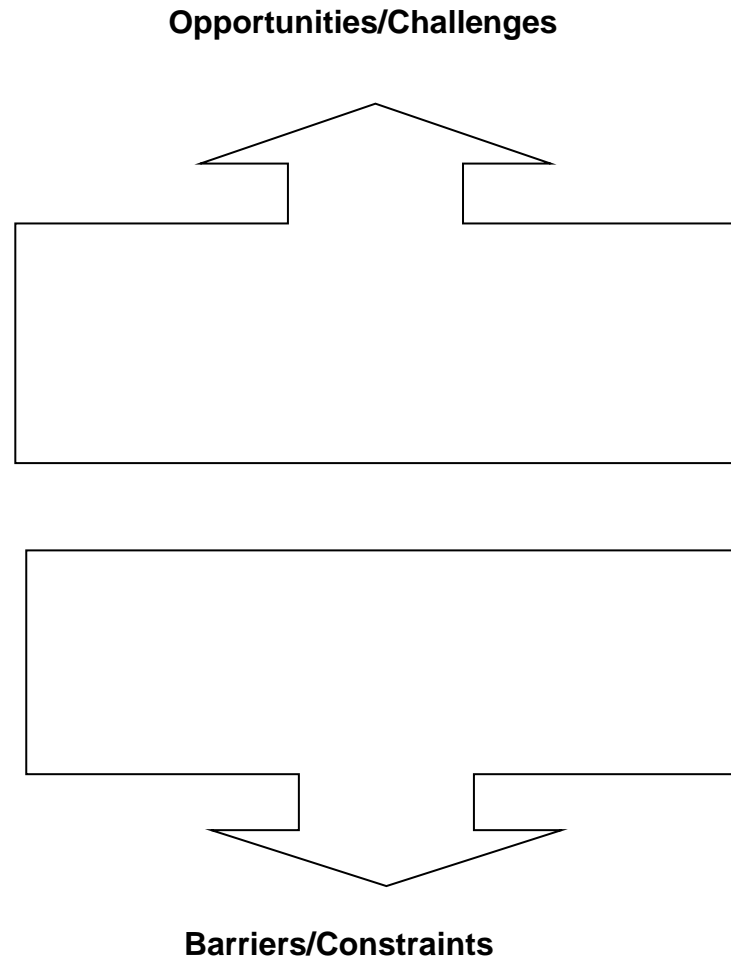
Appendix 9: How to develop community work to build an active and critical citizenship?

Guidelines:

- Focus on collective or group of persons, not individuals;
- Pursue objectives of enhancement and human development (or prevention of the problem), and not merely therapeutic or care;
- Take place in the community or context that generates the problem to be solved (or closer geographically, socially and culturally to it), not a separate institutional environment;
- Work from the bottom (from the needs and resources of the group in question);
- Use a conceptual and supra-individual explanatory model: ecological, adaptive, systemic, interactive or transactional, action and social change, etc…);
- Maximize the participation of the collective;
- Be integrated, multidisciplinary, not non-dimensional and unidisciplinary;
- Promote community and social integration, compared to isolation and disintegration;
- Use an interventionist pro-active style (acting before and since the cause) to search for requirement of personal and social resources based on more egalitarian relationships, in contrast to a retroactive style (act after and from the consequences) of passive waiting, pathology and deficits based on hierarchical relationships;
- Plan and organize comprehensive (and territorial) evaluation and intervention.

Adapted from Peres, Américo Nunes & Freitas, Orlando Pereira. Proposal for a new citizenship for social development from the local and the community, available on
http://www.pedagogiasocial.cl/DOCS/COPESOC/Nunes_y_Pereira.PDF on February 2010

Appendix 10: Text - Description of an activity – Guidelines

1. Title of the activity

2. General objectives

3. Specific objectives

4. Target group

5. Partners of the community to be involved

6. Timing scheduled

7. Brief description of the activity

8. Theoretical framework

9. Knowledge and skills of citizenship (mobilising knowledge, attitudes, dispositions, procedural skills, cognitive skills and experiential skills)

10. Students' involvement and organisation (individual work, group work, peer group, classroom work)

11. Methodological guidelines/instructions/procedures

12. Material resources

13. Implementation and evaluation

Appendix 11: Logbook

1. Summing up in three key words

2. Today, I have learnt

3. From this session I take with me

4. I would like to learn more about

Appendix 12: Questionnaire – Trainees' Evaluation of the training unit

We would be very pleased if you fill in this Questionnaire.
Thank you for your cooperation.

Indicate with an x the value of the scale that you consider more appropriate to assess the following items (1- Poor; 2- Fair; 3 – Good; 4 – Very Good)

A – Items	Poor	Fair	Good	Very Good
Aims' fulfilment				
Contents' relevance				
Methodology of the activities				
Documentation delivered				
Length of the activities				
Opportunities to participate and discuss in group work				
Interaction between trainees and trainers				
Contribution to improve the EDC/HRE work with students				
B – Overall Evaluation of the Workshop	**Poor**	**Fair**	**Good**	**Very Good**
Number of trainees				

C - Aspects I liked more	
D - Aspects I liked less	
E -Contribution of the workshop for self-reflection of teacher's role in the promotion of EDC/HRE	
F – Contribution of the workshop for educational change	
Comments/Suggestions	