



Learning and living
democracy



How all teachers can support citizenship and human rights education: a framework for the development of competences

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How all teachers can support citizenship and human rights education: a framework for the development of competences

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Executive summary

In the context of the Council of Europe's current phase of the (EDC/HRE) programme Learning and living democracy for all (2006-09), this publication is a response to the key objective of strengthening "the capacity for teacher training and development within and across member states both in education and in partnership with those in civil society, particularly communities and NGOs".

The role of teachers in promoting democratic values through active, participatory teaching is widely acknowledged. With the emergence of new social trends, increased interdependence, and local community and global changes, the success of education for democratic citizenship (EDC) and human rights education (HRE) depends significantly on educators and teachers.

This publication presents the core competences that define the essential capabilities of teachers in implementation of EDC/HRE in the classroom, both throughout the whole school and in the wider community. It is intended for teachers in all phases of education (not only EDC/HRE specialists but teachers in all subject areas); and teacher educators working in higher education institutions or other settings, both in pre- and in-service training.

Some 15 competences are presented and grouped into four progressive clusters corresponding to questions and issues teachers and teacher educators are bound to meet when implementing EDC/HRE:

- EDC/HRE knowledge and understanding;
- teaching and learning activities that develop EDC/HRE in the classroom and school (planning, class management, teaching and assessment);
- teaching and learning activities that develop EDC/HRE through partnerships and community involvement (EDC/HRE in action);
- implementing and evaluating participatory EDC/HRE approaches.

Each cluster of competences corresponds to one chapter, within which the competences are described in detail and exemplified. The reader will find progression charts for each competence: these charts aim to help teachers and teacher educators determine the level to which their professional practice corresponds, and thus identify the improvements they can focus on. Other stakeholders will also find resources relevant to EDC/HRE practice and implementation: policy makers, school heads and higher education institutions.

This book brings together the rich array of materials developed by the Council of Europe EDC/HRE programme over the past decade and is at the same time a companion to three other important Council of Europe publications on EDC/HRE:

- *Tool on teacher training for education for democratic citizenship and human rights education* (Huddleston, T. (ed.), 2005), which presents recommendations for governments and education authorities on recognising the need for systematic and co-ordinated approaches to teacher training in EDC/HRE;
- *Democratic governance of schools* (Backman, E. and Trafford, B., 2007), which explores whole-school and leadership issues relating to EDC/HRE.
- *Tool for quality assurance of education for democratic citizenship in schools* (Birzea, C. et al., 2005), which is a reference document/tool that applies the principles and processes of quality assurance to EDC/HRE.

Through the piloting of these activities and the suggestions proposed in this publication, we hope teachers will be empowered to address – often difficult and controversial – EDC/HRE issues and to create a learning environment best suited to educate young people to become tomorrow’s responsible, active and engaged citizens.

Acknowledgements

This endeavour is the culmination of a year's work of brainstorming, consultations and drafting. It is therefore important to acknowledge the various actors who contributed to this manual as well as their specific roles.

The original drafting group first met in June 2007 and consisted of Peter Brett, Virgílio Meira Soares, Maria Helena Salema, Vedrana Spajic-Vrkaš and Sulev Valdmaa.

Though it was not decided who would be the main author at the outset, after the first round of consultations the group nominated Peter Brett to take the lead role in drafting the manual. He was therefore responsible for producing the sections not mentioned below and performed a leading editing role throughout the project.

Virgílio Meira Soares ensured complementarity with the higher education programme of the Council of Europe and drafted sections related to higher education.

Maria Helena Salema produced Competences Nos. 5, 9, 13 and 14 and was partly responsible for different sections of the manual and for the theoretical background to research on EDC and teacher education, and teacher development. She was closely involved in the process throughout the year.

Vedrana Spajic-Vrkaš contributed to the overall conceptualisation of the manual.

Sulev Valdmaa contributed to Competences Nos. 1 and 8 and made the link with the Council of Europe's Pestalozzi training programme for teacher educators and multipliers in the field of education.

In September 2008, Ulrike Wolff-Jontofsohn joined the expert group and contributed to the sections on higher education and pre-service teacher training.

Pascale Mompoin-Gaillard, following in-depth consultations with the Pestalozzi EDC group in March 2008, redrafted the manual extensively, both in terms of structure and additional content.

Ólöf Ólafsdóttir, the Head of the Council of Europe's School and Out-of-School Department, ensured a strong human rights – including gender equality – foundation for the manual. Josef Huber supported the development of the manual through the Pestalozzi programme. Heather Courant and Sharon Lowey provided seamless administrative support.

And, finally, I should like to thank the EDC co-ordinators, the South-East Europe EDC Network and the Ad hoc Advisory Group on Education for Democratic Citizenship (ED-EDCHR) – in particular, its chairperson, Reinhild Otte, who provided valuable ongoing support and advice.

I would like to thank all the authors and contributors. It was a pleasure to be responsible for this project, not only because I believe the final product will be useful, but because the process itself was a rich opportunity to work with committed, experienced and innovative educators.

*Sarah Keating-Chetwynd
Project team leader and editor
Strasbourg, December 2008*

1. Preface

It is widely acknowledged that the role of teachers in promoting democratic learning through active, participatory approaches is crucial. The success of education for democratic citizenship (EDC) and human rights education (HRE) depends significantly on the teaching profession.

This is undoubtedly why ministers of education from the Council of Europe's 47 member states, in their Final Declaration of the Standing Conference of European Ministers of Education (Istanbul, May 2007), cited citizenship competence as one of the five competences to promote democratic culture and social cohesion (the others being: intercultural competence; plurilingual competence; social commitment; a solidarity-based outlook; and multiperspectivity). This manual is a response to this ministerial declaration and therefore benefits from strong political underpinning.

On 3 October 2008, the Council of Europe's Parliamentary Assembly went one step further by adopting Recommendation 1849 (2008) for the promotion of a culture of democracy and human rights through teacher education.¹

The Assembly recommended, *inter alia*, that the:

Committee of Ministers call on governments and the appropriate authorities of member states to turn to good account the experience and the expertise of the Council of Europe in this field, and in particular:

...

5.2. the competences required for promoting the culture of democracy and human rights in classroom should be introduced in the curriculum for the education of teachers of all subjects;

Within these political frameworks, this new instrument should also be seen in the wider context of the Council of Europe's intergovernmental work on EDC/HRE since 1997 and in response to key goals and objectives of the present phase of the Council of Europe's work on EDC/HRE – Learning and living democracy for all (2006-09) –

to strengthen the capacity for teacher training and development within and across member states both in education and in partnership with those in civil society, particularly communities and NGOs.²

There is quite often a gap in many European countries between official policy and rhetoric on EDC/HRE and practice on the ground in schools.³ A Eurydice survey noted that, despite the fact that citizenship education has become more widespread within school curricula, only a few European countries include it as an element of initial teacher education.⁴

One of the challenges identified recently is the capacity to “[develop] more effective and comprehensive teacher training at both pre- and in-service levels”:

The overall pattern in the Western European region is of limited, sporadic teacher training related to EDC/HRE with the majority of it generalist in initial teacher training and optional in terms of in-service training. This does not match with the crucial role of teachers in developing effective EDC/HRE practices. It raises serious questions about the ability and

1. Text adopted by the Assembly on 3 October 2008 (36th Sitting).

2. Council of Europe, Education for Democratic Citizenship and Human Rights, *Programme of Activities (2006-2009) “Learning and living democracy for all”* DGIV/EDU/CAHCIT (2006) 5, 14 March 2006, 3.

3. Naval, Print and Iriate (2003) *Civic education in Spain: a critical review of policy*, (Online) *Journal of Social Science Education*; and Osler and Starkey (2005). See “References and resources” in Chapter 10.

4. Eurydice, *Citizenship education at school in Europe*, 2005.

effectiveness of teachers to promote the more active, participatory approaches associated with the reforms of citizenship education in many countries.⁵

The present publication brings together the rich array of materials developed by the Council of Europe EDC programme and is, at the same time, a companion to other CoE activities/publications:

- teacher education has been important from the beginning, featuring prominently among the Council of Europe's activities in the education sphere, including in the development and staging of the European Year of Citizenship (2005). As part of the latter, the Council of Europe published a *Tool on teacher training for education for democratic citizenship and human rights education*,⁶ which made recommendations for governments and education authorities in member states to recognise the need for systematic and co-ordinated approaches to teacher training in EDC/HRE. The text characterised and described good practice approaches in pre-service teacher training. It called for additional work to develop and exemplify core competences on citizenship and human rights education for initial teacher education and the project upon which this publication is based represents a response to that call:

it is they (the teachers) who introduce and explain new concepts and values to learners, facilitate the development of new skills and competencies, and create the conditions which allow them to apply these skills and competencies in their everyday life at home, in school, and in the local community.⁷

- the work of the author group can also be seen as providing a companion volume to the publication *Democratic governance of schools*,⁸ which explored whole-school and leadership issues relating to EDC/HRE. Our work on competences is intended to address the needs of the individual teacher at the level of the classroom.

Much attention is paid to the students' academic achievements today, but we must not forget another important role for education: to promote values and social skills that are a prerequisite for peaceful co-existence in the modern globalised society.⁹

- a "Scoping study on effective practice in the democratic governance of schools in Europe"¹⁰ found that opportunities for student participation in school governance were more likely to be effective where they are closely linked to teaching in the formal school curriculum:

In order to draw out the learning potential of participation activities, students would appear to need the opportunity to reflect critically upon what they are learning from them as well as to be able to see the "bigger picture" of how issues of democratic governance in the school relate to issues of democratic governance in the world at large. It suggests the development not only of a critically reflective environment generally within the classroom, but also of opportunities within the classroom to reflect upon the standard of democratic practice within the school itself and the language and concepts with which to discuss it.

- the *Tool for quality assurance of education for democratic citizenship in schools*¹¹ is a reference document/tool that applies the principles and processes of quality assurance to EDC/HRE:

to be successful, the school must embody the same principles as the EDC curriculum.

5. Birzea, C. et al., *All European study on education for democratic citizenship policies*, Council of Europe Publishing, Strasbourg, 2004.

6. Huddleston, T. (ed.), *Tool on teacher training for education for democratic citizenship and human rights education*, Council of Europe, Strasbourg, 2005.

7. Ibid., p. 15.

8. Backman, E. and Trafford, B., *Democratic governance of schools*, Council of Europe Publishing, Strasbourg, 2007.

9. Ibid., p. 43.

10. Huddleston, T., *From student voice to shared responsibility: effective practice in democratic school governance in European schools*, Network of European Foundations and Council of Europe, 22 May 2007, p. 28.

11. Birzea, C. et al., *Tool for quality assurance of education for democratic citizenship in schools*, Council of Europe Publishing, Council of Europe, 2005.

Finally, this manual has benefited from a series of consultations. In March 2008, the Pestalozzi training programme for teacher educators and multipliers in the field of education was instrumental in supporting the process of developing these teacher competences. This publication was revised following consultations with the Pestalozzi network of teacher trainers representing 14 European countries and has started to be trialled in various national training contexts through the programme in the spring and summer of 2008.

The EDC co-ordinators, who met in April 2008 in Vienna, also provided advice as did the regional networks in South-East Europe, in June 2008 in Zagreb, and the Baltic/Black Sea Network.

2. Introduction

2.1. Aims of the manual and target group

The specific aim of this manual is to define and exemplify core teacher competences in EDC/HRE, and to address the need of the individual teacher at the level of the classroom.

Teacher educators from Croatia, Estonia, England, France, Germany and Portugal worked as a team with the aim of identifying and defining key EDC/HRE competences. They then sought to develop exemplification to demonstrate how the competences might be translated into diverse settings (potentially across the 47 member states of the Council of Europe) for teacher educators and classroom practitioners as they think about addressing and developing EDC/HRE issues, skills, values and active citizenship projects in their classrooms.

This tool is meant to be used by teachers and teacher educators to inform pre- and in-service teacher training. The competences are not only designed for EDC/HRE specialists, they aim to be relevant to all teachers within both the primary and secondary phases of education.

The competences outlined in this document are not compulsory. They are intended to help teachers and training providers and not to scare them. Competences are not to be feared (or to be used as a stick by authorities). The spirit in which these competences have been designed is one of teacher empowerment. The aim is to support and enhance teaching and learning methods in EDC/HRE and not to judge. The ideas and guidance outlined here might be used fully or partially as teacher training material. We anticipate flexibility and adaptation in their usage in different national contexts, as we acknowledge that countries incorporate EDC/HRE into their national education systems in many different ways.

2.2. Definitions

Definitions of EDC/HRE are open to interpretation

Overall, effective education for democratic citizenship contributes towards developing value-oriented knowledge, action-based skills and change-centred competences that empower young people and strengthen social justice.

The Council of Europe underlines the essential importance of EDC/HRE for preparing and empowering people for living and acting in democratic society. It underlines the core objective of EDC/HRE as encouraging and supporting learners to become active, informed and responsible citizens. Such citizens are characterised by being:

- aware of their rights and responsibilities as citizens;
- informed about the social and political world;
- concerned about the welfare of others;
- articulate in their opinions and arguments;
- capable of having an influence on the world;
- active in their communities;
- responsible in how they act as citizens.¹²

Teachers will need to be very clear about how and why they are developing their own rationale for EDC/HRE within different national contexts:

¹². Birzea, C. et al., 2005, op. cit., p. 25.

A number of linked themes, concepts, and dimensions are common to EDC/HRE. They include the themes of: the preservation of something, such as democratic society and its associated rights; the notion of participation in society; the preparation or capacity building of young people for active and informed participation; a focus on inclusion or integration into society; a concentration on contemporary society; the encouragement of partnerships; and the promotion of an international perspective ...

Key concepts that underpin EDC/HRE, include democracy, rights, responsibilities, tolerance, respect, equality, diversity and community. These concepts, as with EDC/HRE itself, may also be contested and problematic in different contexts.

EDC/HRE also involves the dimensions of knowledge and understanding, skills, attitudes and values. These dimensions are brought together through teaching and learning approaches, which have the primary goal of shaping and changing the attitudes and behaviour of young people through their adult lives.¹³

Many definitions of the term "competence" are available

The context for the project also included previous thinking about the role and nature of teacher competences. As part of the Lisbon Strategy, the European Commission developed Common European Principles for Teacher Competences and Qualifications.¹⁴ Increasing numbers of new competences are being required of teachers and these are not exclusively individual or definitive and static. New competences have evolved as the outcome of the new social and community needs identified in school settings (such as conflict management, cultural responsiveness, intercultural sensitivity and communication, global and multiple perspectives and counselling).

First developed in the management field, the terms "competence", "competences", "competency" and "competencies" are often used interchangeably. We cannot articulate here a comprehensive definition of "competence". The term has a large variety of meanings, and it can be captured by the terms "ability", "aptitude", "capability", "effectiveness" and "skill". Competence can be attributed to individuals, social groups or institutions "when they possess or acquire the conditions for achieving specific developmental goals and meeting important demands presented by the external environment"¹⁵

The OECD defined competency as:

more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psycho-social resources (including skills and attitudes) in a particular context.¹⁶

UNESCO's E-Forum on Approaches by Competencies held in 2006 aimed at providing a plural, open and constructive space for the inter-regional sharing of experiences of curriculum change and development based on the approaches by competencies. This three-week endeavour was based on a document developing the concept of "situated competencies":

From now on, beyond simply drawing up lists or repositories of de-contextualized competencies, priority must be given to describing the competent action of a person in situation with a view to developing a situated approach to competence.¹⁷

13. Kerr, D., "Citizenship: local, national and international", in Gearon, L. (ed.), *Learning to teach citizenship in the secondary school*, 2003, pp. 7-8.

14. European Commission, Directorate General of Education and Culture, *Common European Principles for Teacher Competences and Qualifications*, presented at the European Testing Conference on Common European Principles for teacher competences and qualifications. 20-21 June 2005, Brussels.

15. Weinert, Franz E., *Concepts of competence*, Max Planck Institute for Psychological Research, Munich, 1999.

16. OECD, "The definition and selection of key competencies", DeSeCo publications, 2005, www.oecd.org/dataoecd/47/61/35070367.pdf.

17. ORE (Observatoire des Reformes en Education), *Revisiting the concept of competence as an organizing principle for programs of study: from competence to competent action*, Montreal, 2006.

Here, by core competences, we envisage a multifaceted view of competences involving broad capabilities that interact in synergy towards the objective of teaching EDC/HRE.

Generally, we may define competences as an approach involving aspects such as:

- knowledge (knowing what);
- attitudes and behaviours (being aware of how we act, in context and why);
- dispositions (being open to change, feeling motivation);
- procedural skills (knowing how to do);
- cognitive skills (treating information, critical thinking and critical analysis);
- experiential skills (to know how to react and adapt on the basis of previous knowledge, social skills).

2.3. What are the benefits of EDC/HRE?

- EDC/HRE offers young people and adults a chance to engage with contemporary issues that interest them;
- EDC/HRE incorporates many active forms of learning and opportunities for young people and adults to discuss and debate controversial issues;
- teaching EDC/HRE is enjoyable. Classrooms and learning environments beyond the classroom buzz with ideas, opinions and passion;
- what is more important than people locally, nationally and globally co-existing in peace and co-operation? EDC/HRE is a form of “futures” education (young people thinking actively about how they can make the world a better place);
- EDC/HRE provides natural and “real” opportunities for both young people (as well as teachers and other adults) to “make a difference” and lobby for change;
- EDC/HRE is rooted in notions of community involvement – young people and teachers can engage in dialogue with partners beyond the school gate;
- EDC/HRE creates space within the curriculum to enable young people to find out more about issues such as the law, human rights, and political and environmental issues that might otherwise not find a place in their lessons;
- EDC/HRE provides opportunities to take a positive stand against negative forces in society (for example, racism, media stereotypes and misconceptions about global migration);
- EDC/HRE enables all teachers (whatever their subject background) to connect their teaching to topical issues – it helps to make learning significant and relevant;
- EDC/HRE can empower teachers at a time when, through different pressures, they might feel disempowered through edicts imposed from above.

2.4. Response to challenges to implementing EDC/HRE

The development team working on this project were under no illusions. EDC/HRE is difficult to introduce as a new feature of educational curricula. Most European countries have tried to approach it via other existing subjects, for example history or social science.

It is not necessary for this tool to reach dogmatic judgments on the respective merits of different curriculum models for EDC/HRE, although it should be noted that cross-curricular approaches often tend to be stronger on paper than is evident in classroom realities, when citizenship education can be implicit, fragmentary or illusory.¹⁸ Results have generally fallen short of expectations, and these

18. For example, see Bolivar, *Non scholae sed vitae discimus: limites y problemas de la transversalidad [Limits and problems of the cross-curricular approach]* *Revista de Educacion*, 309, pp. 23-65, Enero-Abril 1995.

attempts are gradually being abandoned in favour of a more focused approach: for example, discrete citizenship education with a defined curriculum, more genuine interdisciplinarity, project-based teaching, active citizenship projects, enrichment days/weeks focused on particular EDC/HRE topics, or indeed a rich combination of these approaches.

Whilst teachers are subject specialists – for example, historians, geographers and scientists – they are also much more. All teachers need to be able to consider the basis of their subjects, approach them critically, connect with other areas and domains such as citizenship, and explore their social utility, relevance and relationship with contemporary culture, promoting tolerance, equality issues, diversity as a collective asset and respect for and development of human rights.

3. Overview of the competences and the overall document

3.1. Brief description of how and why the competences are grouped in four clusters

Following consultation with different stakeholders – such as the Council of Europe Pestalozzi teacher trainer network for EDC/HRE, which represents 14 different countries, EDC/HRE co-ordinators, and experts working in the field – we identified a total of 15 competences, the acquisition and possession of which might empower teachers to teach EDC/HRE confidently and effectively.

These 15 competences were grouped into four clusters (A, B, C and D) corresponding to questions and issues teachers and teacher educators are bound to meet in their practice of EDC/HRE. We will summarise here these four clusters, and give an overview of the 15 competences, before going into more detail.

Name of cluster	Related questions
EDC/HRE knowledge and understanding	What can we do?
Teaching and learning activities that develop EDC/HRE in the classroom and school: planning, class management, teaching and assessment	How can we do it?
Teaching and learning activities that develop EDC/HRE through partnerships and community involvement: EDC/HRE in action	With whom can we do it?
Implementing and evaluating participatory EDC/HRE approaches	How can we do it better?

Table 1: The four clusters and their colour codes

The clusters were identified with a pragmatic concern. They correspond to questions that teachers and teacher educators (trainers) will ask themselves when implementing EDC/HRE in their professional setting:

Cluster A: “What can we do to prepare for EDC/HRE implementation?”
Cluster B: “How can we implement EDC/HRE in my school?”
Cluster C: “With whom can we develop young people’s active citizenship?”
Cluster D: “How can we improve what we are doing/what professional development?”

Table 2: Cluster designation and related questions

3.2. How to find what you are looking for: structure of the document and colour codes

Each cluster was given a colour code as a visual aid to facilitate reading and finding information quickly. The same colour code is used throughout the document (see Tables 1 and 2).

The authors were keen to make this as practical a tool as possible, accessible to teachers themselves, and also to teacher educators in diverse settings. For each cluster and each competence we adopted a similar (but flexible) format:

- for each cluster (Chapters 3, 4, 5 and 6): the reader will find a brief outline of the theoretical foundation with reference to the research, evidence and background for our recommendations;
- for each competence (Chapters 3.1 to 3.4, 4.1 to 4.4, 5.1 to 5.4 and 6.1 to 6.4): the reader will find:

- a brief definition of the competency;
- examples of ways in which teachers and teacher educators might provide evidence of meeting different competences through their practice;
- a progressive chart helping teachers and trainers to identify “where they were at” in relation to their knowledge and understanding of meeting this competence and, therefore, “what their next steps” might be.

In addition to this model of competences, the reader will find other resources in the appendices:

- materials for other stakeholders: while the present document is targeted at teachers and teacher educators, we recognise that implementation of EDC/HRE implies the active participation of a variety of stakeholders such as policy makers, school heads, head teachers and actors in the higher education system, to name but a few. The reader will find here some suggestions on how these stakeholders can use the model of competences we propose, to become proficient facilitators of EDC/HRE. Progressive charts, similar to the charts found in the chapters on competences, are provided to help these stakeholders identify “where they are at” in relation to their meeting the competences and – therefore – “what their next steps” might be;
- self-evaluation tools: a self-evaluation process is suggested to enable teachers and teacher educators to chart their progress systematically in developing their own or their students’ knowledge, understanding and planning of EDC/HRE.

3.3. Overview of the 15 competences

Cluster A EDC/HRE knowledge and understanding	Cluster B Planning, classroom management, teaching and assessment	Cluster C EDC/HRE in action – Partnerships and community involvement	Cluster D Implementing and evaluating participatory approaches
Competence No. 1 The aims and purposes of EDC/HRE; value-oriented knowledge, action-based skills, and change-centred competences	Competence No. 5 The planning of approaches to incorporate EDC/HRE knowledge, skills, dispositions, attitudes and values, in which active learning and student engagement play a major part	Competence No. 10 The learning environment that enables students to analyse topical political, ethical, social and cultural issues or events in a critical way, using information from different sources, including the media, statistics and ICT-based resources	Competence No. 13 The evaluation of the extent to which students have a say in things that affect them and the provision of opportunities for students to participate in decision making
Competence No. 2 The key international frameworks and principles that relate to EDC/HRE, and key concepts of EDC/HRE	Competence No. 6 The incorporation of EDC/HRE principles and practices within specialist subjects (cross- curricular EDC/HRE) to enhance knowledge, skills and participation and contribute to the empowerment of young citizens in a democracy	Competence No. 11 The collaborative work with appropriate partners (such as families, civil society organisations, and community and political representatives) to plan and implement a range of opportunities for students to engage with democratic citizenship issues in their communities	Competence No. 14 The modelling of positive EDC/HRE values, attitudes and dispositions that are expected from young people; and a democratic style of teaching, involving students in the planning and ownership of educational activities
Competence No. 3 The content of EDC/HRE curricula, encompassing the political and legal; social and cultural; economic; and European and global dimensions	Competence No. 7 The establishment of clear ground rules and a sustained climate of trust, openness and mutual respect. Classroom and behaviour management recognise EDC/HRE principles in order to ensure positive school ethos	Competence No. 12 The strategies to challenge all forms of prejudice and discrimination, and promotion of anti-racism.	Competence No. 15 The opportunity and will to review, monitor and evaluate teaching methods and students' learning and use of this assessment to inform future planning and professional development
Competence No. 4 The contexts of EDC/HRE implementation: cross-curricular approaches; whole-school culture; and community involvement.	Competence No. 8 A range of teaching strategies and methodologies – including quality whole-class questioning – to develop student discussion skills, in particular of sensitive, controversial issues		
	Competence No. 9 The use of a range of approaches to assessment (including student self and peer assessment) in order to inform and celebrate students' progress and achievements in EDC/HRE		

Table 3: Overview of the competences to enhance EDC/HRE

4. Cluster A: EDC/HRE knowledge and understanding

This cluster of competences relates to establishing what EDC/HRE is about and preparing the foundations of teacher knowledge to ensure that learners are taught with a clear sense of direction. It corresponds to the question “what can we do?” to implement EDC/HRE in the classroom, school and wider community. Teachers will want to identify answers to some of the following questions:

- What constitutes essential EDC/HRE knowledge and principles?
- What are the main concepts?
- What skills, values, attitudes and dispositions are teachers seeking to promote when planning EDC/HRE lessons and experiences?
- How might the components of an EDC/HRE curriculum be broken down into manageable elements in order to best fit the school context?

4.1. Brief outline and theoretical underpinning

All teachers need to acquire and demonstrate a secure knowledge and understanding of the following:

Competence No. 1: aims and purposes of EDC/HRE

Understanding the distinctive contribution of EDC/HRE aimed at enhancing value-oriented knowledge, action-based skills and change-centred competences that empower young people, and strengthen social justice and democratic freedom.

Competence No. 2: key international frameworks and principles that relate to EDC/HRE

Knowledge of the frameworks developed by the United Nations system, the Council of Europe and the European Union concerning principles and key concepts of EDC/HRE as they have evolved through international dialogue; their translation into national, local and school policies and teachers’ professional roles in and beyond the classroom.

Competence No. 3: content of EDC/HRE curricula or programmes of study

Knowledge of the four inter-related dimensions: a political and legal dimension; a social and cultural dimension; an economic dimension; and a European and global dimension. Teachers need to be able to develop students’ citizenship knowledge, skills, attitudes, values and dispositions for active participation and inter-relate these different facets of learning.

Competence No. 4: different possible contexts of EDC/HRE implementation

Understanding EDC/HRE as a specific school subject; as part of a cross-curricular approach; as a fundamental component of the whole school culture; and the centrality of community involvement and links.

Table 4: Cluster A – EDC/HRE knowledge and understanding

Theoretical background

The aim of achieving higher levels of civic knowledge and engagement has been the focus of recent global attention from education researchers. The International Association for the Evaluation of Educational Achievement (IEA), for example, concluded that “Students in most countries have an understanding of fundamental democratic values and institutions – but depth of understanding is ... often superficial.”¹⁹

19. In Torney-Purta, J. et al., *Citizenship education in twenty-eight countries: civic knowledge and engagement at age fourteen*, IEA Secretariat, Amsterdam, 2001.

Ian Davies has argued for a holistic view of EDC/HRE subject knowledge as not solely a body of known facts but a rich understanding of the conceptual frameworks, patterns of connections, and the skills needed to unlock meaning.²⁰ He explored the nature of EDC/HRE knowledge and understanding in the context of teacher education through the ideas of theorists such as Shulman²¹ and McNamara.²² These authors underlined the importance of representing the subject in a way that would make it comprehensible to others, especially children and young people, for example through analogies, illustrations, examples and explanations. The key is what might be termed “applied” subject knowledge.

Knowledge and understanding about the key content, concepts, values and organisational principles of EDC/HRE matters. Teachers who know more about a subject are likely to be more interesting, effective and adventurous in the ways in which they teach. They are more likely to structure effectively individual lessons and sequences of learning. They are able to create and select teaching/learning methods and activities that develop students’ understanding and skills appropriately. If teachers have only limited knowledge of EDC/HRE concepts and principles, they may not be willing to engage students in more complex aspects of democratic citizenship and teach in a didactic manner, preventing student participation and questioning, thus failing to draw upon young people’s experience.

The aims and purposes of EDC/HRE can be radical. These aims have been referred to as “changing the political culture”.²³ Young people should understand what democratic citizenship is; they need to have a reasonable level of literacy in order to understand political processes and also to be able to make informed decisions concerning different dimensions of citizenship. Therefore, teachers should promote a range of citizenship “literacies”²⁴ in their work with young people. We distinguish four types of “literacy”: political and legal; social and cultural; economic; and European and global:

- political and legal literacy refers to political rights and duties vis-à-vis the political system and the rule of law. Understanding of the political/legal domain implies knowledge and understanding of the international frameworks for EDC/HRE, based upon the historical idea of the equal worth and dignity of all human beings irrespective of their differences as regards gender, race, colour, ethnicity, nationality, religion, or social and economic background.²⁵ Teachers should learn about human rights and mechanisms for their protection as well as acquiring skills to apply them daily. Students should be able to reflect on values, develop attitudes and take action to defend and promote human rights. This might seem like “heavy” and dry knowledge for teachers to acquire but in fact the knowledge that needs to be “applied” in the classroom may not be so substantial; it is common, for example, for quite young children to undertake classroom work around wants and needs or rights and responsibilities;
- social and cultural literacy refers to the relationships between individuals in a society; to elements such as the values they share, world views they have and the way they establish the grounds for living together. Teachers should have knowledge of key concepts: social diversity, the dynamic nature of culture and identity, etc. They should reflect on social values and

20. Davies, I., “What subject knowledge is needed to teach citizenship education and how can it be promoted? A discussion document for consideration by initial teacher education tutors”, 2003, Citized website: www.citized.info.

21. Schulman, L., “Those who understand : knowledge growth in teaching”, *Educational Researcher*, 15, pp. 4-14, 1986.

22. McNamara, D., “Subject knowledge and its application: problems and possibilities for teacher educators”, *Journal of Education for Teaching*, 17 (2), pp. 113-128, 1991.

23. In Crick, B., *Education for citizenship and the teaching of democracy in schools*, the Crick report, QCA, 1998.

24. In Reece, P. and Blackall, D., “Making news: literacy for citizenship”, <http://makingnewstoday.uow.edu.au> (March 2008).

References cited in Habermas J., *The theory of communicative action*, Volume 1, Cambridge, UK: Polity Press, 1984,

Habermas, J., *The theory of communicative action*, Volume 2, Cambridge, UK: Polity Press, 1987, Luke, A., Muspratt, S., &

Freebody, P. (eds), *Constructing critical literacies: teaching and learning textual practice*, Cresskill NJ: Hampton Press, 1997.

25. Fundamental texts include: the UN Declaration of Human Rights (1948) and the subsequent UN Convention on the Rights of the Child (1989); the European Union Charter of Fundamental Rights, outlining universal, inalienable, and indivisible human rights and freedoms, which were made legally binding on all member states; and the European Convention on Human Rights (1950).

develop intercultural competences, social attitudes and skills that promote social inclusion, anti-discrimination and anti-racism.

- economic literacy refers to the relationship between individuals/groups, and the economic situation in a society (labour and consumer market, social protection, minimum wage, buying power, etc.). Teachers should know and understand how economies function including the role of business, corporations and financial services; the rights and responsibilities of consumers; employers/employee relations; and the effects of ethical consumerism. They should engage students in HR notions such as the right to work and to minimum subsistence levels;
- European and global literacy or “global citizenship” might be seen as distinct. It refers to the recognition and promotion of global interdependence, to issues of sustainability and concerns for the future generations. Teachers should be aware of the unity and diversity of European societies, understand the world as a global community and acknowledge the political, economic, environmental and social implications of this. They should be able to help students understand the notion of interdependence, using contexts familiar to young people and children.

In most Council of Europe member states, EDC/HRE is seen as an organising principle underpinning the aims of the curriculum for primary and secondary education. It is referred to as a general educational aim that may be spelled out in various ways through the entire curriculum and wider school structures. However, the way EDC/HRE is included within the curriculum can differ widely from one education system to another – according to traditions and concepts of citizenship education, to the stage of education, etc. The Council of Europe Committee of Ministers Recommendation Rec(2002)12 on education for democratic citizenship makes clear that all levels and tracks of the education system should engage in implementing EDC/HRE in the curriculum, either as a specific school subject, an integrated subject within other subjects, or as a cross-curricular theme. The recommendation emphasises the need for multidisciplinary approaches to facilitate acquisition of the knowledge, attitudes and skills required for people to live together in a pluralistic and democratic society.

Depending on the age of the students, the stage of education and the organisation of the curriculum in the respective country, citizenship education may be offered:

- as a separate stand-alone subject, which might be either compulsory or optional;
- as an integrated curriculum in one or more different subjects (often history, social studies, moral and religious education, ethics, philosophy, geography and languages);
- or, finally, as a cross-curricular educational theme or principle, so that EDC/HRE perspectives might be implicitly or explicitly present in all subjects of the curriculum and at all levels of education, both within schools and outside school.

The danger with this latter approach is that a domain that is intended to be everywhere, infusing the entire curriculum, can end up being nowhere. When an area is everyone’s responsibility, sometimes it can become no one’s responsibility.

It is important to note here that these different curricular approaches are not mutually exclusive, and might actually reinforce each other.

4.2. Competence No. 1

Competence No. 1: aims and purposes of EDC/HRE

Understanding the distinctive contribution of EDC/HRE aimed at enhancing value-oriented knowledge, action-based skills and change-centred competences that empower young people, and strengthen social justice and democratic freedom.

4.2.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence may demonstrate specifically, for example, that they:

- are aware of how the scope of EDC/HRE knowledge and understanding is defined. Most teacher-education courses, in most countries and subject domains, will ask teachers within their training to explore the nature, philosophy and purposes of education, and for secondary school teachers their specialist subject disciplines. This exercise is particularly important in the context of EDC/HRE where, in the medium term, few teachers will have experienced the subject domain themselves at school or higher education institutions.
- are able to convey the excitement, scope and distinctive features of high-quality and active EDC/HRE.

This implies training programmes creating space to consider, for example:

- why EDC/HRE is being given enhanced prominence in modern society;
- what role schools and teachers can play in such developments;
- the nature of competing definitions in relation to EDC/HRE, which have implications for the scope and direction of teaching and learning approaches;
- the opportunities and challenges for EDC/HRE (what makes it different?);
- what knowledge, language, skills, values, attitudes and dispositions EDC/HRE is looking to promote;
- the key organising concepts of EDC/HRE;
- what research in relation to EDC/HRE – nationally, across Europe and globally – tells us.

4.2.2. Progression chart

Competence No. 1: aims and purposes of EDC/HRE	
<p>Step 1 (focusing) <i>You are not familiar with EDC/HRE, with its importance, aims or purposes. You have little understanding of the range of citizenship "literacies" and how schools might develop these.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • familiarise yourself with the essence of EDC/HRE, its aims and purposes; • clarify in your own mind the different "literacies" that make up EDC/HRE; • think about your teaching area and find connections with EDC/HRE for your own professional practice; • decide what "literacies" might be developed through teaching your subject and related curricula; • look for information in relation to the good practice of local, national and European colleagues in implementing EDC/HRE into classroom teaching; • start to think about ways to incorporate value-oriented EDC/HRE knowledge, action-based EDC/HRE skills, and change-centred EDC/HRE competences in your teaching.
<p>Step 2 (developing) <i>You are familiar with the basics of EDC/HRE and know in theory how it can be promoted by the education system and national policies, but you still rarely incorporate EDC/HRE within your teaching.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • look through your curriculum to find some fertile topic areas and themes, within which you might include EDC/HRE in your teaching; • set some short and medium-term targets for developing the place and status of EDC/HRE in your curriculum and/or subject area; • locate in the syllabuses appropriate units where you can advance value-oriented knowledge, develop action-based skills and include change-centred competences; • decide what teaching and learning methods you are going to use for advancing EDC/HRE knowledge, skills and competences; • plan and teach some EDC/HRE lessons.
<p>Step 3 (established) <i>You have prepared lessons for teaching EDC/HRE in your classes and you are developing more confidence in terms of EDC/HRE knowledge and rationale. Nevertheless, you feel insecure in handling complex issues and concepts and adopting risky and more 'open' teaching methods. You are unsure about the effectiveness and impact of your teaching.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • be explicit about your aims and goals with your students while including EDC/HRE within your teaching; • determine the citizenship "literacy" you are seeking to develop each time; • plan for feedback in relation to the effectiveness of your teaching (for example, clarify task-specific success criteria beforehand); • analyse and review students' learning after each lesson, making amendments if needed; • audit the inclusion of different EDC/HRE "literacies" in your teaching.
<p>Step 4 (advanced) <i>You have acquired good theoretical knowledge and practical skills for teaching EDC/HRE in your particular subject. You understand how students develop in different EDC/HRE "literacies" through your teaching. You are able to assess their citizenship achievements.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • share your good practice with colleagues in other subject areas; • find partners in the community to help you develop your goals, and prepare for the implementation of EDC/HRE projects with your students; • help to develop EDC/HRE as a whole-school approach and part of the school ethos.

4.3. Competence No. 2

Competence No. 2: key international policies and principles that relate to EDC/HRE

Knowledge of the frameworks developed by the United Nations system, the Council of Europe and the European Union concerning principles and key concepts of EDC/HRE as they have evolved through international dialogue; their translation into national, local and school policies; and teachers' professional roles in and beyond the classroom.

4.3.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence may demonstrate, for example, that they are able to reflect critically upon some of the following issues and questions:

- What are the basic ideas and values behind international and European dialogue?
- How does the international and European system for supporting and promoting EDC/HRE work? What is the nature of international and European obligations on universal human rights principles? What is the difference between legally binding and morally or politically binding documents?
- What are the particular roles of the international and European organisations, and national and local governments, institutions and organisations in fulfilling international and European commitments?
- What are the key international and European values, policies, principles and programmes that relate to EDC/HRE, including those developed by the United Nations, the Council of Europe, the European Union and the OSCE? How did they develop? What are their similarities and differences in relation to key concepts and methodologies? How are different concepts linked?
- How do international and European policies and the principles of EDC/HRE inter-relate with educational changes at national, local and institutional levels, including changes in the training of teachers?
- What are the roles of national and local policy makers, teacher-training institutions, research institutes, educational institutions, civil society organisations and individuals in promoting internationally shared EDC/HRE goals and values? Why do individual citizens have a central role in promoting international and European values and principles?
- How can teachers contribute to promoting the international principles and policies of EDC/HRE in their schools and classrooms?
- What are the advantages and obstacles to promoting international EDC/HRE principles and policies? How might these high ideals be met through international and European co-operation?

4.3.2. Progression chart

Competence No. 2: key international policies and principles that relate to EDC/HRE	
<p>Step 1 (focusing) <i>You are not familiar with the international context of EDC/HRE principles, policies and practices. In fact these all seem rather overwhelming, abstract and dry. You are confused about the particular roles of international and European organisations. UN principles and European conventions seem distant from your everyday classroom practice.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> familiarise yourself with some digestible summaries of the leading international policy documents in this area – the UN Declaration of Human Rights, the UN Convention on the Rights of the Child and the European Convention on Human Rights. There are significant overlaps. Identify what you would see as the top 10 principles that relate to your role as an educator; inform yourself, and try if possible to get some training in this area.
<p>Step 2 (developing) <i>You are aware that international policies and principles in relation to EDC/HRE exist, and know in theory how they can be promoted by national and school policies, but you still rarely incorporate EDC/HRE into your teaching.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> find out how national and local policy makers have sought to translate internationally shared EDC/HRE goals and values into practice in your particular context? Where can you see this in your curriculum and textbooks? identify some age-appropriate classroom activities that might be used to explore issues around rights and responsibilities. The Council of Europe and UNICEF have developed some excellent educational resources on this in many Council of Europe member states; identify films and/or film extracts that can illustrate EDC/HRE policies and principles.
<p>Step 3 (established) <i>You are developing more confidence in terms of EDC/HRE knowledge and rationale. Your teaching includes more of a global dimension and is increasingly internationalist. You understand the human rights base of the domain. Nevertheless, you are a bit vague about teaching in relation to the European dimension and your teaching is still largely classroom-focused.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> look for external partners and allies – for example, from international development NGOs or organisations like Amnesty International and UNICEF, to assist you in helping students engage more deeply with human rights-related issues; consider the potential of school twinning – you might explore ways to do this and, in EU member states, identify funding opportunities through the Comenius project; think about involving one year group or the whole school in an international Europe day (these happen on a reasonably regular basis). This will help to broaden young people's understanding of different European cultures and issues through undertaking a variety of practical and engaging activities (for example, different classes can research different countries, prepare presentations and set up displays as part of a European bazaar).
<p>Step 4 (advanced) <i>Through your classroom teaching and broader commitment to the international dimension you are starting to develop a deep-rooted sense of global citizenship in young people. Knowledge of international policies relating to EDC/HRE have helped to make the school genuinely outward-looking.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> take part in international initiatives that enable young people to undertake joint projects across international boundaries; find partners in the community to help you develop your goals; engage the whole staff and school head in these initiatives; continue to try to create greater coherence and progression within your school's curriculum in so far as it relates to the European and global dimension. Think about how themes might be revisited at progressively more demanding levels of difficulty from year to year.

4.4. Competence No. 3

Competence No. 3: content of EDC/HRE curricula or programmes of study

Knowledge of the four inter-related components: a political and legal dimension; a social and cultural dimension; an economic dimension; and a European and global dimension. Teachers need to be able to develop students' citizenship knowledge, skills, attitudes, values and dispositions for active participation and inter-relate these different facets of learning.

4.4.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence may demonstrate, for example, that they:

- understand how EDC/HRE knowledge and understanding impacts upon their own classroom teaching. This might mean, for example, demonstrating an understanding of the concepts and skills of EDC/HRE and knowing about students' most common misconceptions and mistakes;
- teachers will also show that they can structure information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses. They will be able to make a clear presentation of content around a set of key EDC/HRE ideas, using appropriate subject-specific vocabulary and employ effective questioning that matches the direction of the lesson;
- recognise the level at which students are thinking and how they are likely to progress in their EDC/HRE knowledge, skills and participation. They will support students' learning with a clear idea of the destination, thinking in a coherent way about building upon prior learning and the foundations required for future learning and achievements in EDC/HRE. They need to identify the different facets of learning, for example:
 - knowledge and key concepts: the concepts of democracy and citizenship; citizens' civil rights and responsibilities (including the Charter of Fundamental Rights of the European Union); human rights; political literacy; the rule of law; social and cultural diversity and identities; sustainable development; global interdependence; economic forces as they operate at local, national and global levels; ethical consumerism; and the processes of participation, solidarity and social cohesion;
 - skills: critical thinking; enquiry; problem-solving; team working; planning and decision making; use of ICT for research and communicative purposes; seeing issues from other people's perspectives; rational justification of opinions and decisions; argumentation and debate; assertiveness; conflict resolution; written and oral communication of ideas; review and self-reflection;
 - attitudes and dispositions: respect for social and cultural differences and heritage; understanding the interdependence of citizens' rights and responsibilities; co-operation and partnership with others; open-mindedness; commitment to truth; tolerance; empathy; respect for cultural diversity, anti-racism and social justice; disposition to resolve disagreements peacefully; commitment to volunteer for the benefit of communities;
 - values: human rights (respect for human dignity, responsibility to uphold others' rights); respect for democratic values and practices – including the rule of law, political pluralism, democratic freedoms and notions of equality; willingness to think sustainably; commitment to peace/non-violence, fairness and equity; and valuing involvement and active citizenship;
- active participation: taking informed and responsible action at different levels; voting; representation, lobbying, campaigning and advocacy.

4.4.2. Progression chart

Competence No. 3: content of EDC/HRE curricula or programmes of study	
<p>Step 1 (focusing) <i>You have a limited understanding of EDC/HRE, in terms of its content, scale and ambition. Curriculum provision for EDC/HRE is unplanned and fragmentary. You do not understand the possible links that EDC/HRE might have to other curriculum subjects. You have not given democratic values in education much thought</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • find opportunities to see what good EDC/HRE looks and feels like, so that you are comfortable about your rationale for focusing upon it more in your teaching. Through knowledge of good practice, contact with enthusiastic trainers or external experts, or visits to other schools get a sense of the EDC/HRE “vision”; • identify one area where you lack confident EDC/HRE subject knowledge but where there are opportunities to develop some new lesson plans. Talk about these plans with other teachers. Organise to see another more experienced colleague teach a related topic. Teach the lesson and reflect on its success; • in your early planning remember that the skills and processes of developing EDC/HRE are as important as the knowledge. Prioritise the learning processes explicitly in your lesson planning.
<p>Step 2 (developing) <i>You have started to teach some elements of EDC/HRE in your classroom/subject. You tend to rely on published resources or textbooks rather than developing your own learning materials. You still have some quite large subject knowledge “gaps” – for example, you are hesitant about addressing political issues and concepts. You have received some training but are at the early stages of putting theory into practice.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • start to collate subject knowledge media folders – newspaper clippings or excerpts from the news that start to exemplify key EDC/HRE issues, questions and concepts. Your own subject knowledge confidence will move forward and students will appreciate the topical material; • critically review the textbook resources that you are using. What works and/or engages the students? Are there other good online resources to key into – produced by NGOs, charities or subject associations? Ask yourself how you can make EDC/HRE learning activities meaningful, memorable and relevant to students; • take one central EDC/HRE concept – such as democracy, equality, freedom or fairness – and plan a lesson or sequence of lessons that enables students to deepen their understanding of these ideas. Apply the concept to an issue that interests your students. Like you, they may see political structures or institutions as “boring” – test out whether they feel the same way about political issues.
<p>Step 3 (established) <i>You are confident in your own subject. Increasingly few themes are “off limits”. You see your role as a teacher to transfer not only EDC/HRE knowledge and skills, but also values to students. The EDC/HRE programme is developing across the school, including within different subject areas.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • think carefully about how you can enhance students’ EDC/HRE skills through planned curricular activities – for example, increasing the quality, rigour and depth of students’ research skills; explicitly considering the development of teamwork or collaborative learning; or helping the students to justify their opinions in increasingly sophisticated and persuasive ways; • make better use of ICT in promoting EDC/HRE learning, not only in researching issues but also in communicating and presenting information in increasingly effective ways; • think about how you can apply your knowledge about learning activities to the EDC/HRE curriculum.
<p>Step 4 (advanced) <i>You see the value of involving students in making informed choices about their learning. EDC/HRE is discussed regularly at subject and whole-school meetings. You are increasingly skilful in developing the depth of students’ competences in the different facets of EDC/HRE.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • you recognise that a key defining feature of EDC/HRE is its capacity to involve students in addressing real issues and advocating some kind of a “change action” (see Competence 11). Look to do more – as an individual teacher – to promote relevant and engaging community involvement. How might community partners enhance the students’ EDC/HRE experience in your classroom? • continue to focus upon your questioning skills to help unlock students’ EDC/HRE disposition. Ask colleagues to observe your teaching as a potential area for peer support and continuing professional development; • share your practice with other schools – think about school twinning – either within your country or internationally.

4.5. Competence No. 4

Competence No. 4: different possible contexts of EDC/HRE implementation

Understanding EDC/HRE as a specific school subject; as part of a cross-curricular approach; as a fundamental component of the whole school culture; and the centrality of community involvement and links.

4.5.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence may demonstrate, for example, that they:

- understand, and can provide examples from their own experience, of what might be characterised as the three Cs of EDC/HRE: EDC/HRE in action within the whole school culture; EDC/HRE as taught within their own classroom as part of the curriculum; and EDC/HRE in so far as it embraces – and works in partnership with – the community outside the classroom and beyond the school gates;
- possess the professional competence to manage the challenges of complex educational settings and make appropriate choices in using and adapting different teaching and learning strategies. This professional capacity aims at providing classroom (and beyond the classroom) experiences for young people that translate EDC/HRE principles into specific learning activities that are adjusted to the age, maturity, ability and the needs of diverse learners;
- choose, adapt and practise EDC/HRE appropriate methodologies;
- understand – and are able to develop – active participation and engagement in the school and wider community;
- their professional ability should also relate to:
 - their knowledge about available opportunities for involvement;
 - their capacity to plan and manage active participation within a school community as well as in the wider community and global environment.

4.5.2. Progression chart

Competence No. 4: different possible contexts of EDC/HRE implementation	
<p>Step 1 (focusing)</p> <p><i>You do not appreciate that there are different contexts of EDC/HRE implementation. You generally restrict yourself to matters relating to your own classroom teaching. To this extent, you are aware that EDC/HRE exists and that it overlaps into subject matter that you have taught in the past.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> see the “bigger picture”. Ask yourself how students at your school experience EDC/HRE. Map out a diagram of overlapping circles for your own class that notes how they experience EDC/HRE in different contexts. The whole school culture can incorporate voting, participation in clubs, “buddy systems” or peer teaching activities. What curricular experiences are they currently getting? How does the curriculum link to community issues and concerns?
<p>Step 2 (developing)</p> <p><i>You are starting to appreciate that EDC/HRE can be more effective when it considers issues and events beyond the classroom. You can see the benefits of incorporating a community dimension within your teaching.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> identify three ways in which your teaching can link to EDC/HRE subject content. Now review the list of possible “change actions” on p. 66. Who might constitute a useful community ally in relation to the chosen EDC/HRE issue/knowledge domain?
<p>Step 3 (established)</p> <p><i>In the past you have not really considered whole-school policies and ethos relating to EDC/HRE to have much to do with you. This is seen as a responsibility of senior teachers and school leaders. But you are becoming increasingly aware of changing school structures which are giving students more of a say in the things that affect them.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> acquaint yourself with the structures in place in the school that enable students to give their opinions on issues that affect them. To what extent do students’ views and ideas in your own classroom have an opportunity to be conveyed to a higher representative level? Ask yourself if there is anything that you can do personally to support a more democratic culture within your school; keep looking to see if stronger and more coherent links can be made between whole-school events and the students’ curricular experience.
<p>Step 4 (advanced)</p> <p><i>You are developing a vision of EDC/HRE making links between whole-school policies and practices, classroom and curricular opportunities, and community partnerships. You are personally involved in some way with all three EDC/HRE dimensions: EDC/HRE in action within the whole school culture; EDC/HRE as taught within their own classroom as part of the curriculum; and EDC/HRE in so far as it embraces – and works in partnership with – the community outside the classroom and beyond the school gates.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> suggest that your school has systems in place that regularly encourage feedback from key stakeholders – students, teaching colleagues and parents – on EDC/HRE teaching and learning; consider how ICT might enhance student skills, the sharing of good practice, and better communication with external partners; see if you can extend the school’s notion of “community” to embrace European and global communities with whom you might work together.

5. Cluster B: teaching and learning activities that develop EDC/HRE in the classroom and school

This cluster of competences relates to implementing EDC/HRE approaches in the classroom and in the school. It answers the question “how can we implement EDC/HRE in our school?” Teachers will want to identify answers to some of the following questions:

- How will I plan my activities so as to encourage students to play an active role in learning?
- What other teachers can I work with in order to embed EDC/HRE in different subjects?
- What values will orient the classroom environment and how we work together as a community of learners?
- How will I feel comfortable and confident when touching on controversial issues?
- What are the good practices in assessing students’ learning that I can use within my practice?

5.1. Brief outline and theoretical underpinning

All teachers need to acquire and demonstrate a secure knowledge and understanding of the following:

Competence No. 5: planning of approaches, methods and learning opportunities

The planning of approaches, methods and learning opportunities to incorporate EDC/HRE knowledge, skills, dispositions, attitudes and values, in which active learning and student engagement play a major part.

Competence No. 6: incorporating EDC/HRE principles and practices into one’s own teaching

The incorporation of EDC/HRE principles and practices within specialist subjects (cross-curricular EDC/HRE) to enhance knowledge, skills and participation and contribute to the empowerment of young citizens in a pluralist democracy.

Competence No. 7: establishing ground rules for a positive school ethos

The establishment of clear ground rules for a sustained climate of trust, openness and mutual respect. Classroom and behaviour management recognise EDC/HRE principles in order to ensure purposeful and effective learning.

Competence No. 8: developing a range of strategies to facilitate students’ discussion skills

A range of teaching strategies and methodologies – including quality whole-class questioning – to facilitate student discussion skills, in particular, on sensitive, controversial issues.

Competence No. 9: use of a range of approaches to assessment

The use of student self and peer assessment, in order to inform and celebrate students’ progress and achievements in EDC/HRE.

Table 5: Cluster B – Teaching and learning activities that develop EDC/HRE in the classroom and school

Theoretical background

Note: The competences of this cluster, especially Nos. 5 and 6, are closely related to Competence No. 4, as planning activities and defining cross-curricular approaches demand good knowledge of the context of EDC/HRE implementation and can only be achieved through a collaborative effort within teams of teachers. We will now describe in detail what each of the five competences entails.

Developing planning competence requires time, support, reflection and collaborative working. In this way, it is linked to Competence No. 4 concerning the context of EDC/HRE implementation: it

implies that the teacher understands which “delivery model” is to be deployed: disciplinary, interdisciplinary, a whole-school or multiperspective approach.

Planning learning activities for democratic and active citizenship is a key competence because it implies:

- formulating and sharing clear learning objectives;
- determining the focus of learning activities, the selection of topics and the timing of lessons;
- establishing the relevance of the topic to the learner and selecting varied, appropriate, accessible yet challenging activities;
- identifying resources that will best support active participation;
- allowing for effective feedback on teaching and learning processes from the students.

This competence implies designing learning activities that are adapted to different learning styles of students, where learners construct meaning and actively build upon their prior knowledge structures and experiences of EDC/HRE topics and issues.²⁶ Whatever the subject taught, the teacher will guide student participation in the planning of the learning process by including students in discussion and thus adopting an informed and open stance in relation to the syllabus, preferred teaching methods, choice of learning resources and appropriate means of assessment.

Incorporating EDC/HRE in a cross-curricular approach aims at enhancing the content knowledge of EDC/HRE through the teaching of different subjects. It is an important issue and demands attention from all teachers. Many concepts and content areas of EDC/HRE (for example, disputes within civil society, environmental sustainability, etc.) can be embodied from specific angles into the syllabuses of different subjects. Teachers need to audit the curriculum and work collaboratively to locate common ground. This is an issue of avoiding fragmentation and creating a coherent learning experience for students. Integration between subjects also takes place in relation to shared skills. For example, if developing learners’ self-expression as an important feature of EDC/HRE is our goal, then all teachers need to contribute to this. Which subjects could or should be involved is a matter for individual schools and teachers.

In practice it may be better if EDC/HRE is limited to a manageable number of “carrier subjects”. A “carrier” subject is one that has some natural affinity or overlap in curriculum content with EDC/HRE. The most obvious candidates for “carrier” status are humanities and social science subjects – but this should not preclude others such as mathematics, science, and art and design from enthusiastic involvement. For example, the way we engage in sports and the attitudes we develop towards “sportsmanship” can be a “carrier” element to EDC/HRE.

Classroom management and the development of ground rules for a good class environment are paramount to EDC/HRE. Democratic institutions and societies need more from their members than unthinking obedience to rules and laws. They need citizens capable of thinking critically and morally about its practices and institutions and capable themselves of behaving justly, interpreting rules and the law in the context of their own lives. Bill Rogers emphasises that behaviour policies and methods, at both the school and classroom level, should explicitly reference the key concepts of rights and responsibilities and fairness:

Approach all discipline from the perspective of joint rights, rules and responsibilities. This means the focus of discipline is not merely the teacher’s relative power and authority (earned rather than imposed) but the joint rights of all members of the class. ... It is an important feature of positive discipline that teachers seek to direct students to take responsibility for their own behaviour ... by using language that emphasizes the student’s choice rather than the teacher’s threat.²⁷

26. Duerr, K., Spajic-Vrkaš, V. and Ferreira Martins, I., *Strategies for learning democratic citizenship*, Council of Europe, 2000.

27. Rogers, B., *The language of discipline: a practical approach to effective classroom management*, Northcote House Publishers, Plymouth, 1994, pp. 14-15.

The competence “teaching controversial issues” should be a focus for teachers who need to feel comfortable and confident so as not to avoid such issues. EDC/HRE requires young people to share opinions and ideas on real-life issues that affect them and their communities (such as crime, injustice, children’s rights, the environment, etc.). Issues of this kind can be controversial or sensitive, or both. EDC/HRE teachers, therefore, need to learn how they can encourage young people to speak their minds assertively whilst still respecting points of view different from their own. They also need to be aware of when they – as teachers – are entitled to express their own views on a controversial issue.

In dealing with controversial issues in structured and sensitive ways, teachers might find it useful to consider the following checklist of questions:

- What are the main features and ramifications of the issue?
- How convinced are we about the accuracy of the information?
- Which groups are involved in the issue?
- What are the interests and values of these groups?
- How, where and by whom can these matters be dealt with?
- What other options were there?
- How can/should people be persuaded to act or change their views?
- How can we influence the outcome – how does it affect us?

Assessing students’ learning involves deploying a range of approaches to assessment for learning in EDC/HRE contexts. There is much debate today on the question of assessment. In recent years the educational community has been pondering the benefits of summative versus formative assessment.²⁸ Participative approaches are appropriate such as student self and peer assessment, in order to inform and celebrate students’ progress and achievement in EDC/HRE knowledge, skills and active participation. There is no one “blueprint” for how to build in and implement assessment. Nevertheless, however approaches are combined, effective means of co-ordinating, and evaluating students’ progress – the quality of their learning – need to be built into all provision. The students’ learning will benefit from thoughtful feedback.

There may well be legitimate concerns in many European countries that too rigid an approach to the assessment of EDC/HRE risks killing the spirit of active, engaging EDC/HRE projects that are undertaken by young people. This risk is enhanced if “summative” approaches and “assessment of learning” strategies are adopted. On the other hand, “assessment for learning” strategies can potentially be to the fore in EDC/HRE work, although this approach has only been partially adopted as yet by countries and schools across Europe. A study from 2003 defined “assessment for learning” as: “The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”²⁹ The approach emphasises the sharing of learning objectives and success criteria with young people and underlines the value of students being involved in self and peer assessment processes.

28. Black, P. et al., *Assessment for learning: putting it into practice*, Open University Press, New York, 2003.

29. *Ibid.*

5.2. Competence No. 5

Competence No. 5: planning of approaches, methods and learning opportunities

The planning of approaches to incorporate EDC/HRE knowledge, skills, dispositions, attitudes and values, in which active learning and student engagement play a major part.

5.2.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence might demonstrate, for example, that they:

- are able to choose and plan appropriate learning activities to be developed in different contexts of learning EDC/HRE: for instance, in the context of a specific school subject or in a cross-curricular context choosing the specific topics that may explicitly foreground EDC/HRE knowledge and processes. For example: the UN Millennium Goals could be topics for a whole-school approach or an off-timetable focused day of learning and activities; nuclear power could be taught in physics with EDC/HRE components;
- know how to plan sequences of lessons to ensure progression in learning in the medium and longer term, as appropriate to the school's curriculum and cross-reference learning objectives with other disciplines, understand other disciplinary perspectives, and plan activities in structured and coherent ways;
- have knowledge of cognitive styles and are aware of the importance of teaching in ways that respond to different learning styles: for example, multiple sensory approaches to cater to visual, kinaesthetic, aural and verbal learners in a classroom; co-operative/competitive learning; topic-centred/topic-associating communication; dependent/independent learning; reflective/impulsive approaches; field independence/field sensitivity, tolerance of ambiguity, etc.;
- are aware of students' previous knowledge and ways of thinking and feeling and know how to plan strategies and question students' prior knowledge. They can frame learning targets and provide clear structures for lessons in ways that ensure students understand what is expected of them and can work actively and co-operatively;
- give attention to the sequencing of a range of appropriate elements, such as: an introduction; key questions; opportunities for whole-class, group, paired and individual work; transitions; required resources; and an appropriate variety of activity types (for example, verbal, visual and movement-oriented problem-solving, investigations, co-operative strategies, use of ICT and other resources, plenary review of learning and opportunities for practice);
- understand the current issues that concern young people in their communities. They are then able, for example, to help young people develop their own environmental projects to be carried out in the community, such as cleaning up a local park or campaigning on road safety. The teacher plans the learning arising from these projects and helps young people to organise them in structured ways;
- know how to plan activities, such as students' reflection diaries, for the students to be aware of their personal experiences and emotions concerning citizenship issues in their lives;
- are aware that planning activities for EDC/HRE is a good starting point for teaching but that planning should also be flexible. Teachers' reflections on their teaching actions are essential in order to adapt strategies and activities, meet students' varied learning styles and needs, and build upon students' previous experiences in the field of EDC/HRE.

5.2.2. Progression chart

Competence No. 5: planning approaches, methods and opportunities	
<p>Step 1 (focusing) <i>You feel you need more information and support on how to plan learning activities. You feel you need a detailed plan relating to the main concepts of EDC/HRE topics, skills, attitudes and dispositions, and values that might be incorporated into lessons. You need a long time to plan. You feel you need some information about more effective teaching strategies to promote positive dispositions to participate in the civil society or in the community. You feel uncertain and need pedagogical reasons to change your practice. You wonder about how students are going to react to novel learning activities.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • find opportunities to talk with more experienced teachers; • you need to see good examples of activities carried out in more experienced teachers' classrooms or in the whole school and try to appreciate the planning (aims, topics, approaches and learning strategies); • reflect on your expectations of how successful your planning was for your students. How has this new planning activity for EDC/HRE affected you personally? • listen to other inexperienced teachers and debrief your expectations and concerns; • choose an aspect of your planning activity where you feel that you need more expertise. For example, your ability to analyse recent social and political problems that seem relevant, together with their planning and implementation in your lessons. Ask a colleague to explain how he/she selects a topic, and how he/she makes planning decisions based upon the level and age of students.
<p>Step 2 (developing) <i>You have started to teach some elements of EDC/HRE in your classroom. You feel concerned about the quality of the learning outputs of the activities you have planned. You planned an activity but during and after the activity you felt you had lost control and you struggled to manage the debates and students' participation.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • choose and analyse one single aspect of your classroom process. For example, how you managed communication between yourself and students, and among students; you can ask a more experienced colleague to observe your communication, and then compare notes; • reflect on how you can improve your communication bearing in mind the democratic participation of students and the objectives of the lesson. Did you ask open questions? Did you help students to clarify their understanding of new or abstract concepts? What EDC/HRE values underpinned the topic?
<p>Step 3 (established) <i>You feel confident in choosing topics for EDC/HRE, according to its relevance for enhancing the future life changes and citizenship competences of the learner. You feel confident in planning your communication strategies according to learners' interests. You feel confident in choosing appropriate teaching processes for a specific EDC/HRE topic. You feel eager to share ideas with colleagues.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • reflect on your implicit assumptions and values when planning your activities. Why have you chosen topic X? Why have you put into practice an inductive learning strategy as against a deductive one? For the sake of your students or for your own sake? Why have you decided to put into practice project work as opposed to peer work? What were your assumptions and values regarding the learning capacities of your students? • self-assess your assumptions through the eyes of students and incidents that occur during class; • share your ideas with colleagues and parents.
<p>Step 4 (advanced) <i>You recognise your responsibility as a teacher to empower your students with knowledge, skills and values for participation in society. You are aware of your function as a role model. You feel you should co-plan activities within an interdisciplinary and whole-school approach. You recognise the value of active participation of your students in the community, having in mind a global citizenship.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • watch out constantly for lack of coherence between your responsibility as a teacher and what you plan for your students; • check if you plan for activities involving students in your own planning or co-planning; • co-plan activities seeing all stakeholders and partners as valuable contributors as well as potential recipients of benefits; more than a partnership, it is a real "democratic engagement"³⁰ that you are involved in when planning and deciding activities.

30. Bäckman, E., and Trafford, B., 2007, op. cit., p. 28.

5.3. Competence No. 6

Competence No. 6: incorporating EDC/HRE principles and practices into one’s own teaching
 The incorporation of EDC/HRE principles and practices within specialist subjects (cross-curricular EDC/HRE) to enhance knowledge, skills and participation, and contribute to the empowerment of young citizens in a pluralist democracy.

5.3.1. Description and examples: “teachers who meet this competence will demonstrate ...”

Teachers who meet this EDC/HRE competence may demonstrate, for example, that they:

- appreciate the issues raised by teaching EDC/HRE “through” other subjects. Teachers will need to address head on the sometimes thorny issues raised by EDC/HRE “through”, for example, history, geography or other social science and humanities subjects;
- understand the point at which EDC/HRE “links” move from the implicit and superficial (a coincidence of subject content) to the explicit and developed?
- seek to do justice both to a host subject’s core learning objectives and EDC/HRE learning objectives (they begin to tease out what is distinctive about EDC/HRE when they engage with different models of lesson delivery, which arguably serve different purposes).

Note: Four or five high-quality and possibly linked contributions across the curriculum in any one year group are likely to be more effective and coherent than a large number of ill-defined or superficially connected ones. Trying to map EDC/HRE content on to the whole curriculum produces so many links that it is very difficult to manage without a coherent framework.

History

How have civil and human rights developed over time?
 Is violent protest ever justified?
 Comparison of slavery in the past and slavery in the 21st century.

Art

How can art and design help to make our community a better place?
 What can art teach us about appreciating cultural diversity?
 How can visual arts be used in protest and campaigning?

Geography

What are the advantages of fair trade? Do we need more or fewer roads? What should Europe do to promote sustainability?

EDC: the essential core

The concepts of democracy and citizenship; citizens’ civil rights and responsibilities (including the Charter of Fundamental Rights of the European Union); human rights, political literacy; the role of government; criminal and civil law; social and cultural diversity and identities; anti-racism; sustainable development; global interdependence; economic forces as they operate at local, national and global levels; current affairs; and the processes of participation, solidarity and social justice.

Science

Should human cloning be banned?
 Should consent to organ donation be assumed? Should genetically modified crops be allowed?

Language/literature

Explore racial prejudice and character determination to act justly.
 Explore and discuss notions of equality and non-discrimination.

Mathematics

Why do statistics relating, for example, to global poverty or child labour matter?
 How can statistics be manipulated?

5.3.2. Progression chart

Competence No. 6: incorporating EDC/HRE principles and practices into one's own teaching	
<p>Step 1 (focusing) <i>You are also not confident about what these principles and practices are. Indeed you may view EDC/HRE as a "threat" to your subject area. You see your task as a teacher as an academic mission to teach your subject following the syllabus, school curriculum and wider national guidelines.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • familiarise yourself with the concepts of EDC/HRE, find out what the principles and practices of EDC/HRE are; • audit and analyse your curriculum to locate common ground; and identify (possible) overlap and "meeting points" in content, skills, concepts and values; • engage in discussions with your colleagues who teach civics or social sciences at your school. Think about the benefits for students of a more "joined up" and coherent approach that brings in aspects of EDC/HRE to the curriculum in natural and flowing ways.
<p>Step 2 (developing) <i>You are, in general, familiar with the concepts of EDC/HRE and their principles and practices. You can identify the overlaps between EDC/HRE knowledge, skills and values and your own syllabus and/or school subject curriculum.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • plan how to incorporate EDC/HRE principles and practices into your teaching: identify appropriate content areas and issues; • meet your colleagues and share information about teaching EDC/HRE. Consolidate your efforts. In practical terms, plan regular meetings to discuss EDC/HRE issues in the school-meetings calendar; • whilst teaching, try to ensure that students appreciate the integration between subjects and make the EDC/HRE learning explicit as opposed to implicit;
<p>Step 3 (established) <i>There is clear vision about the EDC/HRE approach in the school curriculum. Teachers plan co-operatively and embed EDC/HRE principles and practices into their teaching. EDC/HRE is also a substantial part of the school ethos.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • explore how to extend the proportion of out-of-classroom and out-of-school EDC/HRE activities in your subject teaching; • research opportunities for field trips and visits (for example, to museums, exhibitions, council/parliament headquarters and festivals); • invite external visitors into the teaching process; • make students your partners in the classroom. Share objectives and give them a chance to participate in the planning. Ask for their feedback.
<p>Step 4 (advanced) <i>EDC/HRE is a regular, natural and sustainable element within your teaching. Opportunities to take action on issues raised in the classroom (in different learning contexts) are provided regularly to students.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • experiment and implement a variety of teaching and learning methods; • help your colleagues in their professional development to extend EDC/HRE approaches in their teaching; • continue to enrich you practice; • find partners in the community to help you develop your goals.

5.4. Competence No. 7

Competence No. 7: establishing ground rules for a positive school ethos

The establishment of clear ground rules for a sustained climate of trust, openness and mutual respect. Classroom and behaviour management recognise EDC/HRE principles in order to ensure purposeful and effective learning.

5.4.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence demonstrate, for example, that they:

- aim to enhance all students' potential to learn by maintaining high expectations for students' behaviour;
- model and promote the values that underpin the purposes of EDC/HRE, such as search for the truth and respect for the opinions of others;
- take steps to establish positive individual relationships with students, make an effort to listen to students' perspectives on their learning, and treat them with respect. Also, they are consistent, open and fair in their dealings with students;
- can establish clear and explicit classroom rules and routines, rewards and sanctions, which are clearly linked to wider EDC/HRE principles on rights and responsibilities and the school's behaviour policy. This is achieved through:
 - setting up a small number of positively phrased rules that students understand;
 - giving students the opportunity to shape and review rules wherever possible;
 - the strategic use of praise and rewards for positive behaviour;
 - use language that rejects inappropriate behaviour but not the students themselves.
- make reference to the four Rs of behaviour management, namely: the rights of others, the need for rules, the value of routines and the need to accept personal responsibility;
- avoid speaking to students in ways that damage self-esteem and impair relationships but rather use frequent praise and positive language, appropriate to age and circumstance;
- understand a range of strategies at individual and group level to assist students in managing their behaviour better;
- recognise the tensions students may experience between "street" norms of behaviour and the expectations of behaviour in school, and help students to be clear about the differences and to discuss the issues involved;
- encourage independent decision making, by creating opportunities for democratic decision making in the classroom; for example: voting with "eyes closed" so as to not let oneself be influenced into voting in the same way as one's peers.

5.4.2. Progression chart

Competence No. 7: establishing ground rules for a positive school ethos	
<p>Step 1 (focusing) <i>Teachers enforce self-established rules in classrooms – even when students clearly resent or resist them. There is little or no room for negotiation. Responsibilities are emphasised and rights minimised. Rules are rules and little or no allowance is made for diversity, backgrounds or special needs. A lack of agreed ground rules hinders open and respectful classroom discussion.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • increase your own awareness of some of the factors in schools and classrooms that bring out unwanted behaviour; • lobby for whole-staff training or whole-school training supported by an external expert, to raise the school community's awareness of the issue and learn strategies at an individual and group level to assist students and staff in managing their behaviour better; • take steps to establish positive individual relationships with students, make an effort to listen to students' perspectives on their learning, and treat them with respect; • try positive reinforcement, namely put points in a basket when behaviour can be rewarded, and when the basket contains 15 points the class gets a special treat (activity, game, etc.).
<p>Step 2 (developing) <i>Teachers set and enforce rules in classrooms. There is some attempt to consult with students, but the response tends to be disappointing, perhaps because the consultation is not perceived as sincere. Students lack power to have their voices heard. When classroom discussion does occur, there is a lack of listening or respect for others' viewpoints.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • involve students in setting school and classroom ground rules. Seek advice from the students on how to handle diversity in the classroom (diversity in learning styles; girls/boys' needs and styles of learning); and in-class needs (for example, language proficiency levels, and learning disabilities or difficulties). • foreground EDC/HRE principles and language – instead of talking in terms of rules and punishments, use terms like “responsibilities”, “rights”, “common good”, “mutual respect” and “tolerance”; • when you have to use sanctions be clear, consistent and moderate. Criticise the deed not the person. For example, emphasise everyone's responsibility for the atmosphere at the school, by questioning the consequences of individual behaviour on others and on the group.
<p>Step 3 (established) <i>Some school and classroom rules are negotiated and agreed to with student representative bodies. Teachers use positive language and direct students to take responsibility for their own behaviour through emphasising the students' choices rather than teacher threats. There is room for discussion and listening.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • involve students closely in setting rules. Respect the role of the school council (and related year/class councils) in establishing classroom ground rules. Experience suggests that the students will adopt realistic and easy-to-follow rules; classroom climate is important for them too; • give older students specific roles and express the degree of responsibility you expect them to take. Pairing older with younger students is effective in helping to act out EDC/HRE values; • actively seek students' views on issues such as bullying and vandalism, and how they think that the school could be made a better, more supportive and safer learning community.
<p>Step 4 (advanced) <i>School/classroom behaviour rules are devised through consultation and negotiation with school and student councils. All voices are fully heard. Students play their part as responsible citizens in implementing and enforcing classroom behaviour codes. There is a true intercultural climate and no “them and us” attitude among members of the school community. Classrooms are places for purposeful and animated learning.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • provide opportunities for classroom rules to be revised/reconsidered regularly by students and staff; • continue to trust students to take a lead in extending their liberties, that is, develop a climate where the greater responsibility students show, the greater the rights they get; • encourage visitors to come to your classroom to witness the high quality of EDC/HRE debate, interaction, and respect shown for the views of others. • continue working with your colleagues to develop your skills.

5.5. Competence No. 8

Competence No. 8: developing a range of strategies to facilitate students' discussion skills in particular of controversial issues

A range of teaching strategies and methodologies – including quality whole-class questioning – to facilitate student discussion of sensitive/controversial issues.

5.5.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence demonstrate, for example, that they:

- understand the kinds of skills needed in citizenship discussions. For example:
 - social and communication skills such as developing argumentation, presenting ideas clearly, taking turns, using effective non-verbal communication;
 - using appropriate vocabulary and EDC concepts (such as “citizen”, “common good” and “advocacy”) and avoiding insulting or stereotypical language;
 - recognising different forms of discussion – for example, adversarial and exploratory;
 - debating techniques – for example, the ability to persuade others; negotiating compromise or consensus; and recognising and using rhetoric;
 - knowing the legal frameworks regarding the limits of student freedom of expression in EDC/HRE contexts.
- know a range of strategies that might help students to develop their discussion skills. Students need to be taught how to discuss. Strategies include:
 - making it relevant – relate discussion to students' interests and experiences;
 - making it fun – using media that raise the issues to be discussed in an interesting way; for example, a story, video-clip, photograph, art, etc.;
 - making the purpose clear by introducing the topics and outlining questions to be discussed; and encouraging students to generate the discussion questions; for example, allowing them to devise their own questions on a topic and “blind” vote on which to discuss;
 - diversifying group processes and co-operative methodologies; and re-arranging seating in small groups, pairs, a circle, horseshoe or fish bowl;
 - repeating/maintaining ground rules on listening/taking turns – better still, involving students in reinforcing these rules;
 - avoiding speaking too much yourself – allowing space for the students to talk;
- understand possible approaches to teaching controversial issues. The age of the students might affect what is most appropriate. Used rigidly, each approach has its shortcomings. Used wisely and in combination, all can help to minimise the risk of biased teaching. Broadly there are three approaches:
 - neutral – expressing no personal views at all;
 - balanced – presenting a range of views, including ones you may personally disagree with;
 - committed – making your own views known.
- pay constant attention to avoiding bias in their teaching. For example: they make sure all sides of an argument are heard; present opposing views in a balanced way; challenge popular/conventional views; do not present opinion as fact; do not set themselves up as the sole source of authority; and play the devil's advocate;

- promote high-quality EDC/HRE thinking through their questioning. Examples of effective EDC/HRE questions are: Do you think it is fair? Does X have a right to do this? Who should have a say in this? Should there be a law about it? Who should pay for it? Where does that right come from? What is your reason for saying that? What would be best for everyone? What things does everyone agree on?

5.5.2. Progression chart

Competence No. 8: developing a range of strategies to facilitate students' discussion skills, in particular on controversial issues	
<p>Step 1 (focusing) <i>You lack confidence in handling controversial issues. Your main strategy is one of avoidance. You may feel that some issues are too hot to handle. You are worried about the classroom management implications of students holding strong and conflicting opinions. You are wary of parents' reaction to the choice of topics for class discussion.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • widen your perspective by observing a more experienced teacher organising discussion of a controversial/sensitive issue; • teach one lesson following the structure/checklist suggested above in an area where you are confident of your subject knowledge; • evaluate the effectiveness of the lesson; • acquaint yourself with the three possible approaches to teaching controversial issues and strategies for avoiding bias; • read the suggested texts in this document to understand and become confident in explaining why it is important to discussion controversial issues.
<p>Step 2 (developing) <i>You are aware of the controversial nature of some issues and have started to include them within the curriculum and your lesson planning. You are conscious of avoiding bias in your teaching. Some topics remain "off limits" for you.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • start to think about other student discussion skills that need to be developed and practised; • experiment with some of the strategies suggested above; • think about opportunities to incorporate some contemporary and controversial EDC/HRE issues in a natural way into your subject teaching and start to revise your curriculum planning; • undertake some specific training in this area using quality external sources.
<p>Step 3 (established) <i>You have received some training in handling controversial and sensitive issues. You are consciously implementing a range of strategies to help students develop their discussion skills.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • vary the ways in which you structure student discussion of controversial issues; • find opportunities in training the whole staff on co-operative methodologies and group dynamics; • focus on developing your questioning skills – draw upon a repertoire of effective EDC/HRE questions that can promote higher thinking about key EDC/HRE concepts; • think about ways to respond to issues raised spontaneously by students that create learning opportunities; answer questions by another question and encourage students to generate their own discussion questions.
<p>Step 4 (advanced) <i>Controversial issues are seen as central to the EDC/HRE curriculum. You encourage students to explore the issues and reflect on a balance of responses. You understand the centrality of the importance of quality questioning and promote high-quality EDC/HRE thinking through your questioning of students.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • share your good practice with other teachers and subject areas. Develop this capacity through in-house peer training; staff/faculty meetings are opportunities for this; • apply your teaching skills to new areas of the curriculum that your school is looking to develop (for example, the promotion of community cohesion or the topic of conflict resolution); • identify issues that are of present concern within the school community; for example, racism, bullying, harassment, "happy slapping" and privacy/ethical use of mobile technology; • find partners in the community to help you develop your goals.

5.6. Competence No. 9

Competence No. 9: use of a range of approaches to assessment

The use of student self and peer assessment, in order to inform and celebrate students' progress and achievements in EDC/HRE.

5.6.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC competence might demonstrate that they:

- understand that the process of assessing citizenship needs ultimately to be owned by the students – undertaken with them and not done to them;
- use a range of assessment strategies in order to evaluate students' progress across the different forms of knowledge, skills, values and dispositions, and participation. Inexperienced teachers might be encouraged to dip into the following menu of options with their students:

Factual and conceptual knowledge

- multiple-choice questionnaires;
- matching words to definitions;
- identifying key ideas/information from a passage or text;
- explaining the background to a newspaper headline or story;
- writing arguments for and against a controversial issue;
- analysing some statistics;
- discussing problems surrounding proposals to introduce a new law.

Enquiry and communication

- demonstrating communication skills through a piece of persuasive writing;
- creating a PowerPoint presentation advocating a change of some kind;
- creating a display or leading an assembly to raise awareness of a particular issue within the school;
- researching a topic (individually or in small groups) using a range of sources, and making a presentation on it, orally or in writing;
- writing a letter to a public figure (for example, a councillor, chief constable or editor of the local newspaper) to persuade them about a topical issue.

Participation and responsible action

- contributing successfully to group work, showing an awareness of the range of roles necessary for the effective functioning of a group and the ability to reflect on how the group functioned as a unit;
- identifying the need for social action and developing strategies that could bring about change;
- demonstrating understanding of how to influence opinion on an issue, whether this is public opinion or those of local or national policy makers;
- knowing how to question visiting "experts" about a topical issue (for example, asking the local police about issues relating to crime and its prevention or environmental experts about issues relating to sustainability and Local Agenda 21);
- encouraging students to develop their own sets of success criteria for tasks (for example, by asking "How will we know that you have achieved that?");
- can learn from and apply effective assessment practices from other subjects to EDC. These might provide models for building progression into EDC projects.

5.6.2. Progression chart

Competence No. 9: use of a range of approaches to assessment	
<p>Step 1 (focusing) <i>You rarely assess students' EDC work or do so in an arbitrary way. Since EDC lacks definition and/or profile in your school, it is virtually impossible to provide feedback to students on their achievements and progress. Lessons that may incorporate some EDC content or skills have unclear learning objectives.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> define the aims of your planning in terms of their EDC knowledge, skills or participation. Sharpen your lesson objectives; share EDC learning objectives with the students before the lesson. Help students to understand the criteria for successful work on EDC issues and projects; build time into lessons for students to reflect on their EDC learning. Encourage the students to explain the EDC skills and processes incorporated in their learning, for example, in short plenary sessions after each activity and at the end of a lesson.
<p>Step 2 (developing) <i>There is some assessment of EDC work but it is mainly summative and focuses upon knowledge dimensions through comprehension exercises and tests. Some lessons are planned that have clearly focused EDC objectives. There are no mechanisms to assess progress over time. Students' active citizenship and participation is not assessed.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> increase the variety of ways in which you assess students' EDC work – that is, not only papers, but also creation of displays, PowerPoint presentations, collaborative projects, persuasive talks to different audiences, etc.; create ways to draw together evidence of students' work in EDC contexts with folders, portfolios – so as to be able to celebrate achievement and plan future learning; at the end of an EDC unit of work or project, experiment with different forms of self and/or peer assessment. What aspects of EDC do the students think that they did well in and learned? How could they improve their work on another occasion?
<p>Step 3 (established) <i>There is a whole-school approach to assessing and recording progress in aspects of EDC used by all teachers. You have begun to experiment with a range of different assessment strategies, including student self and peer assessment. Students receive feedback on their EDC work and/or projects.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> experiment with diversified self and peer assessment (statement banks, guided review, etc.); abandon traditional evaluation grids to adopt friendlier types (such as confidence “traffic lights”, smiley/non-smiley faces, and “two stars and a wish” – two specific elements of the students' work praised and one area of specific constructive criticism offered for future learning); encourage cross-curricular “mapping” to establish what EDC learning is occurring within different subject areas of the school. Talk with colleagues about how students' EDC/HRE learning is assessed. Try collaborative thinking across the school.
<p>Step 4 (advanced) <i>Lesson plans have well-defined EDC learning outcomes. Assessment involves students in the process fully, and identifies and celebrates their achievements. Their work on EDC is assessed “formatively” so that they can build on their EDC knowledge, skills and participation in subsequent work or projects. You understand how the process of assessing EDC is ultimately to be owned by the students.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> increase your knowledge of research into differing pupil learning styles. Incorporate some ideas from this into your EDC self-assessment activities (for example, using language and words; patterns and logic; visualising pictures; kinaesthetic approaches to thinking-things through; emotionally or diagrammatically; tthinking-centred; and sensory); involve students in developing assessment methods adapted to the learning outcomes; enable students to re-draft/improve their EDC work after it has been reviewed and talk with them about strategies for improvement; organise peer training with your colleagues on innovative assessment strategies.

6. Cluster C: teaching and learning activities that develop EDC/HRE through partnerships and community involvement

6.1. Brief outline and theoretical underpinning

A healthy multicultural society engages in dialogue and democratic interaction that crosses social and cultural boundaries. Schools are institutions that can help to build bridges and break down barriers in communities where young people may be living “parallel lives”. An important aspect of an inclusive citizenship necessarily includes a positive and active approach to anti-racism and human rights. Schools should seek to harness and build from their local context. As key agents in building community cohesion, unless schools anchor their education for diversity within their local context, they risk tokenism rather than a practical solution, scratching the surface instead of exploring opportunities. Teachers need to embed “change actions” as natural rather than extraordinary or rare features of their teaching.

This cluster of competences involves taking EDC/HRE learning beyond the classroom. It answers the question “Who can we do it with?” EDC/HRE action by young people is unlikely to be effective if it is not informed action. Therefore the primary questions of this cluster are:

- What information-handling skills and critical thinking are key prerequisites for active participation?
- What are the types of active citizenship projects best suited for young people who wish to act for change?
- How can teachers work with external partners to facilitate young people’s campaigning on issues that interest them?
- Why and how do we design projects around issues such as prejudice, discrimination and anti-racism?

These competences are closely linked to Competence No. 8 as it engages students to act for change, sometimes therefore tackling controversial issues, and involves questioning as a central process of teaching:

- What sort of society do we live in?
- What kind of society and world do we want to inhabit in the future?
- What can I and others do to change things and make a difference to the world that we live in?

Competence No. 10: the learning environment that promotes the use of diverse sources

The learning environment that enables students to analyse topical political, ethical, social and cultural issues, problems or events in a critical way, using information from different sources, including the media, statistics, and ICT-based resources.

Competence No. 11: collaborative work within appropriate community partnerships

The collaborative work with appropriate partners (such as community organisations, NGOs or representatives) to plan and implement a range of opportunities for students to engage with democratic citizenship issues in their communities.

Competence No. 12: strategies to challenge all forms of discrimination

The strategies to challenge all forms of prejudice and discrimination, and promotion of anti-racism.

Table 6: Cluster C – Teaching and learning activities that develop EDC/HRE through partnership and community involvement

Theoretical background

Teachers' understanding of EDC/HRE should encompass a broader perspective of education in active citizenship. In accordance with Dewey's³¹ vision of "schools as a democratic space", teachers might seek to provide students with opportunities to develop their civic attitudes and behaviour by working on school-based or community projects. The main purpose of this broader conception of EDC/HRE is to encourage students to exploit what they have learnt about EDC/HRE and to transfer their cognitive and social skills to practical and active participation. EDC/HRE teachers should be capable of managing and supporting different forms of participatory initiatives (for example, student councils, joint initiatives with students and parents, community projects and service-learning) in school.

Creating a learning environment that promotes the use of diverse sources, and finding, analysing and using information is paramount as citizens need to be able to analyse public policy and media coverage of contemporary issues on the basis of rational evidence. Many different areas of the curriculum incorporate information processing as an essential element of students' learning, including data collection, critical analysis, comparative approaches, multi-perspectivity, etc. The Internet, the press, books, TV and film industry all offer rich material to prompt students to analyse topical political, ethical, social and cultural issues. Thus all subject teachers need to be aware that in undertaking such activities with students in their work plans, syllabuses and teaching processes, they are developing substantive EDC/HRE skills. Different forms of media, statistics and ICT-based resources offer rich opportunities for practising these skills in the classroom. If young people wish to justify their opinions or, to make a case for change, find and use facts and examples as effectively as possible, it is essential that they feel confident in their information-handling skills.

Collaborative work within appropriate community partnerships will involve active citizenship projects at local, national or international levels, and planning for future community involvement where young people have the chance to bring about change. The role of EDC/HRE in the education of young people extends beyond the formal confines of the classroom. Students also learn how to become active citizens through links being made between the school and various partners in the wider community. An important aspect of teacher education in EDC/HRE, therefore, is providing teachers with the expertise to organise this dimension of EDC/HRE learning. Schools can sometimes be insular institutions in terms of their approaches and practices. The concept of engaging in partnerships for teaching an EDC/HRE curriculum and initiatives departs from the traditional view of education whereby the individual teacher plans, delivers and reviews the curriculum. There is no doubt that EDC/HRE is made more effective if schools can look outside and beyond their existing modes of operation. Young people need to develop what Henry Giroux³² has called "a language of possibility" to see themselves as agents of change. Teachers will have to help their students imagine a better local and global future and deliver the means (the knowledge, skills and self-confidence) to take some practical steps to achieve that future.

Teaching and learning approaches that foreground active, participative EDC/HRE projects in which young people have a genuine sense of ownership can clearly be seen as investing in social capital for the future.

To be able to effect genuine change, schools and students will invariably have to work alongside and engage with various partners, constituting a "community" and involving as many sectors of the community in the education process as needed to create change: parents, families, NGOs and civil society organisations, churches, interest groups, community representatives, elected officials, media professionals, local administrations, etc.

31. Dewey, J., *Democracy and education*, NY Free Press (1916), 1966. Also available at Google books: <http://books.google.com>. In Dewey's view, the essential role of the public school is to develop democratic societies. He argues that public schools do not exist primarily to serve the public, but to actually "create a public" with common values, understandings and skills that will support and sustain a democratic community. In this sense, public schools and democratic community are inseparable.

32. Giroux, H., *Ideology culture and the process of schooling*, Temple University Press, Philadelphia/Falmer Press, London, 1981.

There are research data to support this approach:

- developing democratic citizenship competences through linking school and community can contribute to ameliorating societal problems and promoting social cohesion through such actions as encouraging networking and civic partnerships around EDC/HRE;³³
- service-learning³⁴ as a specific activity linking school to community has positive effects on different areas of students' development, such as:
 - students' personal and social responsibility;
 - students' interpersonal development and the ability to relate to culturally diverse groups: they enjoy helping others, develop bonds with more adults and agree they could work with the elderly and disabled;
 - students' sense of civic and social responsibility and their citizenship competences: high school students developed more sophisticated understanding of socio-historic contexts, they think about politics and morality in society, they consider how to effect social change. They want to become more politically active;
 - service-learning has an impact on community members as the partners of schools: they come to see young people as a valuable community resource.
- other research on the impact of service-learning indicates that it is a legitimate and powerful educational practice that allows students to gain greater understanding of concepts related to democratic citizenship while contributing to their communities and meeting authentic community needs.³⁵

It is important to recognise that some schools start with advantages when it comes to developing community involvement in support of EDC/HRE. One clear danger of a focus on social capital is that, as with all capital, the greater the stock you have initially, the stronger is your potential to develop more.³⁶ Schools may not serve one community but in effect several fragmented and diverse communities. Teachers need to be happy with taking safe, secure and sometimes small steps in terms of moving forwards in this area.

The strategies to challenge all forms of discrimination should be taught to help students understand the complexity of the issue. An understanding of racism, and other forms of prejudice and discrimination such as sexism, homophobia and religious discrimination in relation to the way in which they can collectively serve to undermine democracy, is therefore an essential feature of any education programme that seeks to promote the political literacy of citizens. Students need to understand that free speech is not an absolute. Racist or anti-Semitic comments have no place in schools, and schools have a statutory obligation to monitor, record and act upon racist incidents. Racism is officially recognised within UN global principles and in governmental policies at European and national levels as one of the forces that operates to restrict the citizenship rights of minorities and undermines the principles of democracy. Article 13 of the UN Convention on the Rights of the Child (1989) states that, "Children should have the right to freedom of expression ... as long as this does not harm the rights and reputations of others."³⁷ The European Convention on Human Rights (1950) states in Article 10, paragraphs 1 and 2, that "Everyone has the right to

33. Council of Europe, "Learning and living democracy. Concept paper", Ad hoc Committee of Experts for the European Year of Citizenship through Education, CAHCIT, Council of Europe, Strasbourg, 2005.

34. Billig, S. and Shelley, H., *Research on K-12 school-based service-learning. The evidence builds*. PhiDelta Kappan, Science Education, Bloomington, in a study sponsored by the Carnegie Corporation of New York and CIRCLE (Center for Information and Research on Civic Learning and Engagement), 2000.

35. Ibid.

36. Zacharakis-Jutz, J. and Flora, J., "Issues and experiences using participatory research to strengthen social capital in community development", in Armstrong, P., Millerm, N. and Zukas, M. (eds), *Crossing borders, breaking boundaries*, University of London, 1997.

37. See: www.unesco.org/education/pdf/CHILD_E.PDF.

freedom of expression ... The exercise of these freedoms, since it carries with it duties and responsibilities may be subject to such ... conditions ... as are ... necessary in a democratic society.”³⁸

Schools are key places to promote understanding between communities and to combat intolerance and religious extremism. Education has a major potential role in challenging prejudices; building understanding between individuals and communities; empowering disadvantaged groups; and encouraging open, respectful debate. Any serious programme of EDC/HRE should equip young people with the knowledge and skills to challenge racism as an anti-democratic force and understand the underlying societal function of racism, anti-Semitism and discrimination in our societies as well as their economic and political dimensions. Such a project should also enable all young people to develop a range of secure and confident identities as citizens; “Young citizens confident in their identities will be in a strong position to challenge the stereotypical images of minorities that currently help support discriminatory practices.”³⁹

Research evidence indicates that a common approach adopted by many teachers to the teaching of controversial issues, such as discrimination and racism, is to side-step them. For example, in a detailed critique of how one integrated school in Northern Ireland was approaching the teaching of education for mutual understanding, Donnelly⁴⁰ showed that: “Most teachers make ‘critical choices’ which both reflect and reinforce a ‘culture of avoidance’, whereby political or religious contentious issues are avoided rather than explored.” Schools should be prepared to tackle controversial topics in the news such as debates over immigration and the integration of migrant communities: “It is the duty of all schools to address issues of ‘how we live together’ and ‘dealing with difference’, however difficult or controversial they may seem.”⁴¹

EDC/HRE thus has a fundamental role to play in developing the knowledge and skills for effective community relations, shared identities, and safe ways in which to express difference. This implies education for cosmopolitan citizenship.⁴² It is important that young people are able to transcend narrow national perspectives in learning about identity and diversity, and root their thinking within a more global perspective of human rights. The human rights approach is important because it introduces the fundamental idea that even democratic governments can be oppressive, especially in their treatment of minority groups. Human rights values and the international codes and principles offer a perspective with which to critically evaluate the actual level of equality in society.

It is worth identifying (perhaps through the school council) real-life projects that might help to build community cohesion and build towards substantive events such as exhibitions, campaigning and debates, involving not only the school but also the community looking at “who we are”.

38. See: www.hri.org/docs/ECHR50.html#C.Art10.

39. Osler, A., “The Crick report: difference, equality and racial justice”, *Curriculum Journal*, Vol. 11(1), 2000, pp. 25-37.

40. Donnelly, C., “What price harmony? Teachers’ methods of delivering an ethos of tolerance and respect for diversity in an integrated school in Northern Ireland”, *Educational Research*, Vol. 46 (1), 2004, pp. 3-16.

41. Ajegbo, K., *Curriculum review: diversity and citizenship*, DfES, 2007.

42. For development of the concept of “cosmopolitan citizenship” see Held, D., “Democracy and the new international order”, in Achibugi, D. and Held, D (eds), *Cosmopolitan democracy*, Polity Press, Cambridge, 1995; Osler, A. and Starkey, H., “Learning for cosmopolitan citizenship: theoretical debates and young people’s experiences”, *Educational Review*, Vol. 55 (3), 2003, pp. 243-254.

6.2. Competence No. 10

Competence No. 10: the learning environment that promotes the use of diverse sources

The learning environment that enables students to analyse topical political, ethical, social and cultural issues, problems or events in a critical way, using information from different sources, including the media, statistics and ICT-based resources.

6.2.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Specifically, teachers who meet this EDC/HRE competence will demonstrate, for example, that they:

- make use of data collection in their subject teaching to develop arguments on the need for EDC/HRE projects. For example:
 - teachers of history can ask students to find out, from different sources of media, information about non-democratic societies in the past. The data collected and the conclusions drawn may serve as comparison with the situation in the contemporary world;
 - teachers of geography may ask students to collect data about pollution or the wasting of resources and move on to discuss future perspectives of global sustainability, giving to the discussion a strong essence of responsibility and ethical consumerism;
 - teachers of music or art might use cultural heritage and the influence of the arts in promoting a sense of identity.
- enable students to analyse and discuss aspects of the media that contribute to EDC/HRE knowledge and skills. For example: analysing advertisements and their impact; exploring contrasting news coverage in different news; the freedom of the press; how TV can shape opinion; and how the media and opinion polls can influence elections in democracies;
- create opportunities for students to explore both the positive value and limitations of statistics:
 - positive value: statistical evidence, which should be given the same kind of critical scrutiny as any kind of evidence, helps to provide some of the foundation stones of argument and debate. Statistics can help to have a clear, independent and fair measure of what is happening in public life; local and national governments use statistics in the making of policy, and public services regularly issue statistics seeking to measure whether progress is being made in particular policy areas. Pressure groups also produce statistics to back up their arguments;
 - limitations: the value of statistics depends upon the accuracy of the ways in which information is gathered and presented; on the way in which questions that are asked; and on the reliability of who is producing the information. Statistics can be fabricated by unscrupulous political regimes or "spun" in democratic regimes. They are partial and/or selective; some things are difficult to measure quantitatively.
- use ICT-based sources effectively to develop students' EDC/HRE knowledge and skills:
 - it enables in-depth research and analysis of contemporary social and political issues;
 - information is not engaged with passively – research is structured. Students do something with the information that they are considering;
 - opportunities to "make a difference" and persuade others are built into collaborative group activities and project work;
 - students make critical and creative choices about how they communicate their ideas.

6.2.2. Progression chart

Competence No. 10: the learning environment that promotes the use of diverse sources	
<p>Step 1 (focusing) <i>You have not thought about how different media, statistics and ICT might be a part of your teaching as a source, method and topic. You have scarcely considered how these resources can enrich your teaching and help to bring EDC/HRE content and methodology into your teaching. You feel unprepared for using the media, statistics and ICT in your teaching.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • start by finding appropriate media, statistics and ICT resources (newspapers, magazines, bulletins, reports, broadcasts, websites, etc.) that support your curriculum; • make sure you are confident in the methods of using those resources in your teaching, if necessary by seeking out training opportunities; • consult with your colleagues and find some new ideas; • analyse the resources that you have identified. How do they fit into your curriculum? How can they help in developing students' research and analytical skills in relation to contemporary issues?
<p>Step 2 (developing) <i>You are aware how the media, statistics and ICT can contribute to your teaching in the classroom. You identify some relevant content and plan some activities into your classroom teaching. It is a limited effort and you are not sure how effective your teaching has been in developing students' analytical and research skills.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • while planning your lessons, include media, statistics or ICT-based activities in the syllabus, identifying clearly your aims and goals for doing so; • make sure you have enough resources for each student or group; • prepare clear instructions (worksheets, tasks, things-to-do lists, etc.) for the learners; • teach and evaluate a lesson using the students' work as a key success indicator; • ask students to share with the class what they have learnt during the process.
<p>Step 3 (established) <i>You have worked out a systematic way to use media, statistics and ICT in your classroom teaching and to make links with EDC/HRE. You use them often, if sometimes implicitly in relation to foregrounding the development of students' skills. The EDC/HRE links may still represent a coincidence of subject content rather than "deep learning".</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • give the students a more independent role in planning media, statistics and ICT usage in their lessons. Try to include issues of interest to them in your teaching to maximise student engagement and interest; • co-operate with your colleagues. Encourage them to develop teamwork between different subject teachers for achieving EDC/HRE aims and goals and for supporting the democratic whole-school approach; • always collect feedback information in relation to the effects of your teaching (perhaps through the use of self or peer assessment methods).
<p>Step 4 (advanced) <i>Using media, statistics and ICT in your classroom teaching – and making explicit links to EDC/HRE issues, concerns and values – has become a natural and sustainable part of your professional performance.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • transform your students from media and ICT users into information creators and producers; • encourage them to develop their skills of advocacy and persuasion in relation to an issue that concerns them, deploying information and ammunition to support their arguments; • share your knowledge and skills with your colleagues.

6.3. Competence No. 11

Competence No. 11: collaborative work within appropriate community partnerships

The collaborative work with appropriate partners (such as community, NGO, or voluntary organisation representatives) to plan and implement a range of opportunities for students to engage with democratic citizenship issues in their communities.

6.3.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC competence will demonstrate, for example, that they:

- are able to set up working links with community groups by identifying suitable and committed partners who agree mutual benefits and work in a structured way;
- are able to build and deepen partnerships with partners (parents, families, NGOs and civil society organisations, churches, interest groups, community representatives, elected officials, media professionals, local administrations, museums, libraries, etc.), agreeing a common vision and setting goals. The guiding principles of school/community partnership are likely to include: equality and mutual respect; student-centredness and inclusivity, clarity of vision and goals, openness, sustained commitment, willingness to try out new approaches and realism about what can be done;
- remain alert to issues of balance in students' learning; it is important to monitor the nature of their interaction with young people to avoid "the un-co-ordinated implanting of ideological bias by those who presume they are right";⁴³
- can identify a range of possible "change actions" that will both enhance students' EDC knowledge and skills, and have community benefits. For example:
 - writing and/or presenting a case to others about a concern or issue; communicating and expressing views publicly via a newsletter, website or other media;
 - conducting a consultation, vote or election; contributing to local/community policy;
 - organising a meeting, conference, forum or debate; representing others' views (for example, in an organisation, at a meeting or event);
 - creating, reviewing or revising an organisational policy;
 - organising and undertaking an exhibition, campaign, display, community event (for example, drama, celebration or open day);
 - setting up and developing an action group or network;⁴⁴
- can manage the involvement of community partners, assisting for example when non-teaching adults proceed to "talk at" young people for too long a period. Teachers need to ensure that all adults in the classroom are clear about their roles in a lesson and about how they can contribute;
- can jointly review and evaluate the success of any joint project, consult students on their impressions; think through how to share students' EDC work with parents and the wider community via newsletters, presentations, websites etc.; and establish clarity about future partnerships.

43. Gearon, L., "NGOs and education: some tentative considerations", *Reflecting Education*, p. 17, 2 October 2006.

44. List inspired by QCA, *Play your part: post-16 citizenship*, QCA, London, 2004.

6.3.2. Progression chart

Competence No. 11 : collaborative work within appropriate community partnerships	
<p>Step 1 (focusing) <i>Little or no use is made of community partners to support curriculum activities. Visitors are used on an ad hoc individual basis. Parents and the community are generally unaware of the school's approach to EDC/HRE. The school has not considered establishing an EDC/HRE page on the school website accessible to the community.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • look for some initial allies who might well be keen to work with students in your school (for example, parents with links to NGOs or pressure groups; representatives of local bodies carrying out educational work; and local councillors); • create one or two curriculum projects that contain a “change action” and/or encourage students to “make a difference” in relation to an issue that interests them. Evaluate the results; • look to establish some school policy guidelines in relation to more effective use of external visitors.
<p>Step 2 (developing) <i>Some use is made of local and national agencies as resources to support classroom activities. Some use is made of community representatives to support EDC/HRE activities. EDC/HRE is referred to in school newsletters to parents and the wider community. The school has a website that includes an EDC/HRE page.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • look to deepen partnerships with specific community groups or NGOs that support EDC/HRE projects – for example, through agreeing a common vision and setting annual objectives; • talk to parents of students to identify areas of concern for the local community, and then orient your search for relevant partners to tackle this issue; • working with colleagues look to map the extent and range of the school's involvement with external community partners in relation to EDC/HRE issues and possibilities; • improve the briefing of community visitors or NGO visitors so that the involvement of external partners is not seen by students as a one-off event but part of a learning process.
<p>Step 3 (established) <i>Mapping/auditing local community resources supports planning for EDC/HRE activities. Community partners receive clear guidance on their role. Communication on activities is ongoing. Project results and student achievements are published (and translated if needed) on a website and handed to parents during special events (for example, parent-teacher meetings).</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • diversify the range of communication channels through which you publicise the fact that EDC/HRE exists and exemplify what it is to parents and local interested parties; • inform key local stakeholders of the progress that you have made in your school and/or classroom in the area of EDC/HRE via newsletters or dissemination of student achievements via the local press, school website or other media channels; • identify ways to further enrich the students' experience of EDC/HRE through the greater involvement of NGOs in your school/classroom – for example, representatives from environmental organisations, charities, pressure groups or global organisations. Look to spark and unlock students' (sometimes latent) idealism.
<p>Step 4 (advanced) <i>Community partners organise, support and initiate EDC/HRE activities in the school in full and effective partnership. Communication mechanisms are student-led and dynamic – providing information and resources for parents and the community.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • the whole community benefits from a prospering school. Set up projects that enable the students to work alongside a range of community partners to improve different services that affect young people (for example, leisure facilities, transport and green issues); • continue to review and evaluate partnerships and prospect possibilities for future projects; • support students in their efforts to raise funds for their campaigns and other initiatives; • look for ways to enable projects to be more student-led with less adult/teacher input.

6.4. Competence No. 12

Competence No. 12: strategies to challenge all forms of discrimination

Strategies to challenge all forms of prejudice and discrimination, and promotion of anti-racism.

6.4.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Specifically, teachers who meet this EDC/HRE competence will demonstrate, for example, that they:

- create inclusive classroom learning environments in which the contribution of all students is valued, stereotypical views are challenged, and students learn to appreciate and view positively differences in others. They initiate projects that benefit from the diversity in the classroom and school. For example:
 - creating wall displays that take the form of reflecting on related issues;
 - presenting positive images of the achievements of all groups;
 - selecting learning resources for students that are appropriate to their interests, experiences and needs;
 - discouraging stereotyping and encourage positive attitudes towards the contribution to society of a variety of people;
 - encouraging positive attitudes towards linguistic diversity among students;
 - showing flexibility in grouping strategies that give students opportunities to experience working and learning co-operatively with peers from diverse backgrounds and with different needs. In other words: students are prepared for living in a diverse and interdependent society;
- understand that discrimination, racism and anti-Semitism come in many different forms. They might be defined as any words or actions targeting an individual or group, whether present or not, which implies aggression, humiliation, ridicule, undermining one's self-confidence and self-esteem because of issues of background, nationality, religion, gender, sexual orientation, disability or appearance. Incidents of this kind include:
 - verbal abuse, threats, use of derogatory names, insults, anti-feminist, racist/anti-Semitic/discriminatory jokes, "casual" racist comments in the course of discussion and ridicule of cultural customs (for example, food, music, religion, dress);
 - physical assault, harassment, provocative behaviour such as wearing racist badges or insignia, and incitement of others to behave in a racist way;
 - refusal to co-operate with other students or adults because of their perceived difference; bringing racist material into school;
- show a practical awareness of the concept of multiple and changing identities and how we engage these identities. The development of multiple identities is essential to all young people, so that they can reconcile personal or "private" values with those of the public community;
- are aware of national and local policies and procedures for dealing with incidents of unacceptable behaviour and the steps that will be taken in the school to deal with racist, anti-Semitic incidents. They are clear about classroom ground rules – for example, "no put-downs" or "don't get personal";
- actively promote equal opportunity and show understanding of how inequality can operate in and beyond the school. They are aware of the "dynamics of power" and how racism, anti-Semitism and all forms of discrimination play a distinctive role in our

societies, ensuring the perpetuation of economic and political domination patterns. They develop project facilitation skills working alongside students to give them the opportunity to begin to counter different kinds of inequality and involve themselves in bridge-building projects that help to reconcile differences and create a shared sense of belonging and community.

6.4.2. Progression chart

Competence No. 12: strategies to challenge all forms of discrimination (Part 1)	
<p>Step 1 (focusing)</p> <p><i>You do not see issues relating to students' prejudices, stereotypical views, or racist views (implicit or explicit) as a particular issue for the school, teacher or local area, or you feel unwilling to tackle them. Topic areas where racism might become an issue tend to be avoided. You feel uncertain of your own knowledge of different cultures and religions and may feel it better to say nothing than unwittingly to cause offence. The presence of such themes in the curriculum is limited. There may be national or school policies in relation to challenging discrimination and promoting race equality but the documents are gathering dust on a shelf. There has been little or no teacher training linked to this issue.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • get informed and access training on this issue; • read books on issues of inequality and discrimination in the school system; the situation of Roma communities in Europe; and of racism and anti-Semitism in our societies; • do not assume that prejudice, discrimination and racism are not a problem if your school population is relatively homogenous and does not include many minority groups; • make a start on ensuring that your EDC/HRE schemes of work and lesson plans provide some opportunities for students to engage with stereotypes, gain an appreciation of the nature of prejudice and discrimination, and include a variety of cultural perspectives; • develop activities that promote empathy and an awareness of the dynamic nature of culture and identities.
<p>Step 2 (developing)</p> <p><i>The school has an up-to-date race equality policy that covers most relevant areas and functions. Racist literature is outlawed and offensive graffiti are prohibited and removed. Negative remarks and generalisations about whole groups of people are consistently challenged. The school staff responds fairly and consistently to racially motivated incidents having received some training. Teaching materials increasingly reflect local, national and global diversity but learning approaches adopted tend to be quite safe and aim to avoid controversy. You fear that the normal ground rules for open discussion and debate cannot apply when race-related issues are debated. You fear that open discussion encourages or even legitimises students' racist views, causing offence to others in the classroom and possibly spreading unacceptable views in the school.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • at present most of your work relating to prejudice, discrimination and racism is reactive as opposed to proactive. Look for positive steps that you can take to enhance learning opportunities for students around these issues; • if possible, encourage students who perceive themselves and others as different to interact and learn together; • access training on classroom strategies related to teaching controversial issues; • access training on methodologies to raise awareness of intercultural dispositions. Intercultural here refers to the understanding of equal individuality, and the awareness of the dynamic nature of culture and the plurality of each citizen's identities; • ensure that there is coverage within the curriculum of interpersonal behaviour amongst students, including name-calling and bullying and that this is linked with wider EDC learning issues.

Competence No. 12: strategies to challenge all forms of discrimination (Part 2)	
<p>Step 3 (established)</p> <p><i>The school's race equality policy is easy to understand and appropriate for different audiences and uses. The school conveys prominent and consistent messages that diversity is celebrated and racism is outlawed. Although whole-school training on appropriate methodologies for changing attitudes toward the other has not yet been done, quality issues are increasingly addressed through in-service training. Activities and resources highlight global issues, experiences and concerns.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • create a code of conduct to promote good relations and mutual respect; display it prominently in common areas; • think about how your lesson plans, resources and teaching choices reflect the learning needs of all students in the classes; • encourage colleagues to discuss equality/equal opportunity policies and related issues and to work together to identify solutions; and organise peer training using training resources; • encourage students to question stereotypes in the media, teaching materials and popular culture; • promote positive images in posters, exhibitions and displays; • locate resources and case studies that depict minorities in non-stereotypical roles; • invite speakers, parents or community representatives to a well-prepared discussion with your students on the topic of equality; • lobby for whole-school training on intercultural awareness
<p>Step 4 (advanced)</p> <p><i>The school has developed a plan to become an inclusive school. The equality policy actively informs the day-to-day life and work of the school, including its curriculum, ethos and employment policies and is linked to an action plan. The school staff understands the need to challenge all forms of discrimination and to promote inclusive relations, and are trained, supported and empowered to do so. Posters, exhibitions and displays of work highlight diversity, inclusion and global citizenship and are displayed in common areas. Inequalities and social injustice are challenged and debated.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • report and monitor racist, sexist or discriminatory incidents more systematically and use the findings to inform policy, curriculum, behaviour management and local/regional strategic responses; • find partners in the community to help you put in place projects with the goal of strengthening the school's inclusive environment; • encourage the review and monitoring of the results of all students: there may be actions and interventions suggested by patterns that emerge; • continue improving your practice; • celebrate your successes and the positive, inclusive ethos of the school.

7. Cluster D: implementing and evaluating participatory EDC/HRE approaches

7.1. Brief outline and theoretical underpinning

This cluster of competences engages teachers to reflect and evaluate the nature and effectiveness of the EDC/HRE approaches that have been implemented, both in relation to the whole school culture and ethos, and the teaching practice in individual classrooms. It refers to the question, “how can we do it better?”

- How effective were we in involving students in decision-making processes?
- How well have we created the opportunity for implicit learning by modelling EDC/HRE instead of teaching it?
- In view of students’ learning assessment,⁴⁵ how effective has our teaching approach been?
- What do we still need to learn to be able to improve our results?

Competence No. 13: evaluation of students’ involvement in decision making

The evaluation of the extent to which students have a say in things that affect them and the provision of opportunities for students to participate in decision making.

Competence No. 14: modelling of democratic citizenship and human rights values, attitudes and dispositions

Demonstrate positive EDC/HRE values, attitudes and dispositions that are expected from young people – for example, modelling an active civic stance; fair, open and respectful relationships with students; deploying a democratic style of teaching; and involving students in the planning and ownership of educational activities.

Competence No. 15: review, monitor and evaluate teaching methods and students’ learning

The opportunity and will to review, monitor and evaluate teaching methods and students’ learning and the use of this assessment to inform future planning and professional development in teaching EDC/HRE.

Table 7: Cluster D – Implementing and evaluating participatory EDC/HRE approaches

The voice and participation of students in decision making is important. Students have a right to be involved in decisions that affect them; this improves relationships and promotes dialogue in the school; and, most importantly, it is an opportunity for EDC/HRE learning.

Many teachers of EDC/HRE feel that improving students’ involvement in decision making in the classroom is a good first step towards a process that will eventually empower them for active and responsible participation in society. Nevertheless, research evidence indicates that, in reality, students make few decisions about their learning, and hardly ever get involved in projects in which they and their classmates set goals that are important to them. Teachers must therefore not assume that it is easy to ensure an independent decision-making role in students’ education: classroom structure, limited time for non-instructional activities, and top-down decision making contribute to conditions that make it difficult for teachers to work collaboratively with other teachers and staff.⁴⁶

45. Assessment using EDC/HRE approaches, such as: involving students in their assessment, formative assessment, assessment for learning, process versus content, and assessment without levels.

46. Goodlad, J., *A place called school*, McGraw-Hill, New York, 1984. Available at Google books: <http://books.google.com>.

To begin change, teachers will focus on areas where student participation is most straight forward:

- school rules and policies, sanctions and rewards policies (for example, anti-sexist, anti-racist, anti-bullying, equal opportunities policies, and dress codes and uniforms);
- curriculum content and structure, and learning and teaching methods;
- social issues: social facilities/extra-curricular activities, welcoming new students, organising parents' evenings and student welfare.

There are three linked elements of knowledge and understanding that teachers need in order to meet this competence:

- knowledge of teaching strategies and activities that promote decision making and thinking processes;
- critical thinking and analysis⁴⁷ of existing learning opportunities for students;
- knowledge and understanding of citizenship education aims and – in particular – what should be the nature of the “students’ voice” in relation to the issues that affect them.

Modelling and demonstration of the values, principles and attitudes of democratic citizenship and human rights is the most effective “implicit” way to teach them. The message and the medium should be coherent, the end and the means meet. Essential to this distinctive approach of coherence are some basic principles:⁴⁸

- active citizenship is best learned by doing, not by preaching – individuals need to be given opportunities to explore issues of democratic citizenship and human rights for themselves, not to be told how they must think or behave;
- education for active citizenship is not just about the absorption of factual knowledge, but about practical understanding, skills and aptitudes, and values and dispositions;
- the learning environment is the message – students can learn as much, if not more, about democratic citizenship by the example they are set by teachers and ways in which life in school is organised, as they can through formal methods of instruction.

In training, modelling puts teachers in the position of learners. It enables them to see and experience what is involved in EDC/HRE from a learner’s perspective. EDC/HRE teaching and learning activities have to be modelled by the trainer, for example, managing discussions, how to set up project work, and how to plan lessons and work schemes. Trainers should also model the sort of democratic values and dispositions that they expect teachers to demonstrate to their students, such as respect and willingness to resolve conflict through argument and debate.

To be effective, however, modelling has to be followed by a period of reflection. Teachers need time to reflect on how they may apply to future situations what they have experienced during their training. It is important that the trainer designs activities to encourage participants to reflect on teaching, on learning, on concepts and on values, and to share with their peers. Teachers and trainers should be encouraged to practise self-reflection. There are different categories of reflection depending upon the aim or the object of reflection.⁴⁹ The most distinctive feature of the critical

47. Teachers’ critical thinking is useful in those situations where teachers need to make decisions in a reasonable and reflective way; for example, what to do, how, and where to involve students in decision-making processes. Teachers’ critical analysis is a form of judgment, specifically focused on the observation of students’ reaction or cues, that gives due consideration to the evidence and credibility of different sources of information such as students’ thinking, behaviour, concerns and emotions. Teachers here understand the context of their learning activities and are able to engage in a process of cross-evaluation of curriculum development, and student interests and concerns.

48. Huddleston, T., 2005, op. cit.

49. Cf. Zeichner, K., “The reflective practitioner”, in Reason, P. and Bradbury, H. (eds), *Handbook of action research: participative inquiry and practice*, 2001. A critical reflection means that teachers or trainers are stimulated to reflect on the ethical, social and political aspects of their own practice. A meta-cognitive activity engages learners to reflect on their beliefs and their values.

reflective process is its focus on hunting for assumptions.⁵⁰ Thus, it is useful for both beginning and experienced teachers to unearth their implicit assumptions.

There are various ways of unearthing assumptions. For example:

- we may become more aware of our own experiences as learners or as teachers, through writing personal teaching diaries. We use autobiographical reflection because it is a good starting point to see ourselves more clearly as teachers, learners or trainers. These insights have a profound and long-lasting influence;
- seeing ourselves through our students' eyes can be surprising and perhaps disorienting, since we may discover that students are not interpreting our actions in the way we mean. Often, we are profoundly surprised by the diversity of meanings students read into our actions and words;
- seeing ourselves through our colleagues' eyes is another way to reflect critically. For example, if we ask colleagues what they think are the typical causes of students' resistance to learning and how they have dealt with these causes we may hear answers that suggest new readings of the problem;
- confronting our views with theoretical literature is yet another way of hunting for assumptions.

Modelling must be carefully planned and implemented. Because modelling is an "implicit" method of teaching, it must be safeguarded from indoctrination. For this reason it is important to promote students' freedom of expression, reflection about beliefs and expectations, critical thinking, decision making and free active participation in citizenship issues. It implies knowledge and understanding of social cognitive theory and the educational implications for modelling practices in students' learning of citizenship competences.

Reviewing, monitoring and evaluating teaching methods and students' learning provides teachers with the opportunity for continuous improvement of the teaching/learning processes. Teachers must be able to develop ways of using all possible feedback from students and other sources (for example, colleagues, advisers and higher education tutors) to improve their performance. Four typical and simple questions can be considered:⁵¹

- What am I trying to do?
 - How am I doing it?
 - How do I know I am doing it well?
 - What can I do to improve?
- (See self-evaluation tools and EDC/HRE checklist for assessment in the appendix.)

50. Cf. Brookfield, S.D., *Becoming a critically reflective teacher*, Jossey-Bass Publishers, San Francisco, 1995.

Assumptions are taken-for-granted beliefs about the world and our place in it. They seem obvious and are usually implicit. Practitioners often take action on the basis of assumptions that are unexamined.

51. EUA (European University Association) guidelines for self-evaluation, see: www.eua.be.

7.2. Competence No. 13

Competence No. 13: evaluation of students' involvement in decision making

Evaluation of the extent to which students have a say in things that affect them and the provision of opportunities for students to participate in decision making.

7.2.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence demonstrate that they:

- give and measure students' influence in matters that are central to their learning and their daily lives in school, for example in teaching methods, school policies or curriculum planning. They trust students' ability to take responsibility for their own learning;
- encourage students to be involved in the teaching process. Teachers and students plan citizenship activities together. Teaching procedures are evaluated systematically by the students. The students also evaluate their own work;
- help students to analyse their learning by organising evaluation processes so that learning and teaching methods are open to assessment by students. This assessment in turn will help teachers improve their practice;
- are primarily concerned with equipping students with the skills to practise effective citizenship offering possibilities to explore, and aim to put in place a clear framework in which young people can think freely;
- know how to help students to define situations and issues, based on students' citizenship experiences that involve doubt, uncertainty or difficulty, where they have to decide what to do or to believe. They confront students' personal sense of right and wrong and personal set of values with other viewpoints. Through this process, they are able to assess how well they provided opportunities for students' critical thinking;
- involve students in real-life issues concerning the school community and help them to identify and select problem-solving strategies, co-operate with others in solving problems and to be open to different solutions and evidence that may contradict favoured points of view. Teachers can then evaluate their participation by carrying out, with students, a before/after review of the problem situation;
- help students to deliberate in situations that involve some ambiguity and complexity. For example, in a school conflict or dilemma, teachers may help students to decide critically and ethically on a solution using questions like: What would you do if you were ...? Why do you think ...? What are other people's points of view? What are their feelings and values? They keep a record (texts, videos) of student answers to observe changes in their EDC/HRE skills.

7.2.2. Progression chart

Competence No. 13: evaluation of students' involvement in decision making	
<p>Step 1 (focusing) <i>You fear, or perhaps oppose, involving students in decision making.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • find out more about the issue. Find information about decision-making theory and research, and read some examples of steps to promote a more inclusive decision-making process, for example: how do student councils work elsewhere? • reflect upon your prior experiences related to situations with complex decision-making alternatives. Think about and focus on values that matter to you.
<p>Step 2 (developing) <i>You do not oppose student participation but you fear losing control of the situation. You feel you need to have more information about concrete examples of teachers promoting decision-making processes.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • find a school or classroom where this is being done and observe and listen to concrete examples; identify and view videos on classroom teaching activities; • observe and register the type of questions teachers use to support students' decision-making processes. Socratic questions are good examples to support students' critical thinking and decision making; • lobby for training opportunities on co-operative learning and group work.
<p>Step 3 (established) <i>You understand the importance of involving students in decision making. You have started to introduce students' activities to promote decision making. You use various methods to consult children. But this takes time and sometimes you revert to traditional top-down methods.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • ask students or colleagues to videotape your teaching activities; • ask them to observe and make comments. You can prepare a grid for comments if you wish; • observe the video and make your own self-observation; • compare the results of your students' or colleagues' observations; reflect on the differences and similarities between your observation and your students' or peers' observations; • devise strategies to improve your methods: taking less time, making tasks clearer and shorter, recording decisions for future reference, establishing routines, etc.; • increase your – and the school's – repertoire of strategies for consulting students. For example: class and school councils, group discussions, student working parties, planning groups, questionnaires/surveys and suggestion boxes.
<p>Step 4 (advanced) <i>You recognise your responsibility as a teacher to empower students with an open and responsible decision-making process and give a voice to your students. You feel there is a need for more ethical reflection on choices and more opportunities for meta-cognitive reflection.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • watch out constantly for lack of coherence between your responsibility as a teacher and your actions, to empower students and give freedom and a voice to your students; • can you extend the scope of student involvement? • draw up a plan of action to ensure that student consultation is included in your school improvement or development plan; • set up a routine time in your teaching for reflection and devise strategies for students to develop self-reflection autonomously.

7.3. Competence No. 14

Competence No. 14: modelling of democratic citizenship and human rights values, attitudes and dispositions

Demonstrate positive EDC/HRE values, attitudes and dispositions that are expected from young people – for example, modelling an active civic stance; fair, open and respectful relationships with students; deploying a democratic style of teaching; and involving students in the planning and ownership of educational activities.

7.3.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC competence might demonstrate that they:

- reflect upon why they teach, and about why they teach in the particular way they do. They seek to ground their practice in core democratic values, such as justice, fairness and compassion. From these values they extrapolate guidelines on how to relate to students and how to organise classrooms. They make an effort to create conditions under which all voices (including their own) can speak and be heard, and in which educational processes are seen to be open to genuine negotiation.
- are self-aware about the kind of language that they use in the classroom, are open and transparent in articulating learning processes with students, and are prepared to model their own mental processes with students. These processes might include critical reflection, assessment, and sharing experiences and knowledge with others;
- encourage students to reflect upon their own experiences and learning processes; this includes the choice of topics that interest them;
- model democratic communication. Teachers provide opportunities to students to freely express their opinions about political, social and controversial issues. They stimulate students to broach such issues in the classroom. They are open to students' opinions that are in opposition to their own. They encourage students to express opinions that are different from both the majority of their peers and from themselves. They present different points of view or perspectives on an issue. They encourage students to discuss political or social issues about which people have different opinions. Teachers model respectful disagreement and constructive criticism. They create rules for democratic discourse that explore and challenge assumptions on "the other" that are inevitably imported into the classroom from the wider society;
- they are aware and alert to the presence of power in their classroom, its potential for misuse, and its effects on students. They are aware and know that their actions can silence or activate students' voices. They listen seriously and attentively to what students say. They deliberately create reflective moments when the students' concerns – not the teacher's agenda – are the focus of classroom activity. They make constant attempts to find out how students are feeling about shared issues of concern and they make this information public. They encourage students to reflect upon their own actions and behaviour and seek to adapt what they do in response to students' concerns. They trust students and incorporate peer learning into their teaching repertoire;
- know how to perceive different students' learning styles, and ways of thinking. They design classrooms that invite thoughtfulness and deploy flexible strategies to empower students' own thinking, such as inquiry, experimentation, search for meaning, creativity, meta-cognitive reflection and challenging preconceptions.

7.3.2. Progression chart

Competence No. 14: modelling of democratic citizenship and human rights values, attitudes and dispositions	
<p>Step 1 (focusing) <i>You feel more comfortable when "you are in charge". You are not aware of the power and influence you have on others when speaking and presenting a topic.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • research and read more about this method; • reflect upon your prior experiences concerning your communication skills that you felt have influenced others' learning or behaviour. Think about how and why you had the power to influence others. Were there people who were not influenced by your communication skills? Why not? • plan a lesson or an activity using modelling.
<p>Step 2 (developing) <i>You feel you need to have more information about concrete examples of teacher modelling practices and clarify what is being taught through modelling. You feel concerned and anxious about the effects of knowing more about your own power and influence on others' learning.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • observe others' practices in modelling; • find some videos on classroom debates regarding citizenship topics; • reflect and compare the situation you have observed with your own evaluation of the ways in which you communicate and your effects on others.
<p>Step 3 (established) <i>You have started to introduce EDC/HRE topics. For example, the issue of democracy in school and the weight given to "students' voices". You feel concerned because there are many ways and issues to be considered, many actors to be involved. You are afraid you have just opened Pandora's box and will not be able to control the consequences.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • model with your peers first on the same topic and use the evaluation of this session to improve and better prepare your modelling in the classroom; • ask students or peers to videotape your teaching; • observe the video and make your own self-observation; ask colleagues or students to do the same; • compare both observations and reflect on differences and similarities between your observation and your students' or peers' observation.
<p>Step 4 (advanced) <i>You recognise your responsibility as a teacher to empower your students with citizenship competences in a democratic setting, respecting their free-will. You are confident that the EDC/HRE principles permeate your attitude in the classroom. You feel there is a need for more ethical reflection.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • watch out constantly for lack of coherence between your responsibility as a teacher and your actions to empower and give freedom and voice to your students; • after a session, organise student feedback on what they have just experienced. Use this feedback to keep you alert on your modelling method; • invite colleagues to observe your class and offer support if they wish to develop for themselves the skills you have demonstrated.

7.4. Competence No. 15

Competence No. 15: review, monitor and evaluate teaching methods and students' learning
The opportunity and will to review, monitor and evaluate teaching methods and students' learning and the use of this assessment to inform future planning and professional development in teaching EDC/HRE.

7.4.1. Description and examples: "teachers who meet this competence will demonstrate ..."

Teachers who meet this EDC/HRE competence demonstrate that:

- they are aware that to assess students' learning through active citizenship implies being aware of the processes, experiences and practices of effective active citizenship projects and critically analysing EDC/HRE contexts/activities and students' learning processes and outputs;
- they see themselves as citizens and teachers of citizenship through the eyes of their students who assess them on the attitudes, strategies and activities used;
- they self-review different aspects of EDC teaching and use different instruments;
- they reflect on pedagogy and on the technical process of learning and teaching that they use in their practice. For example, they reflect on the use of different types of questioning that may hinder or give free expression to students;
- they are able to reflect on ethical, social, and political value systems and the taken-for-granted value systems on which their attitudes towards EDC are based;
- they know different ways to develop self-reflection and self-assessment. They use personal teaching diaries as a starting point to see themselves more clearly as teachers and learners;
- they confront their teaching experiences with their colleagues' experiences that may reflect back images of their own actions and attitudes. For example, they may ask colleagues what they think are the typical causes of students' resistance to changing their attitudes, and develop activities and strategies that promote engagement and active participation;
- they compare and contrast their actions/practices and attitudes with the theoretical literature on teaching and learning EDC. For instance, they might interpret students' bullying/indiscipline as being caused by their own personality. Literature on minority students may explain indiscipline as an educational and political contradiction based on the idea that education can overcome oppression and reality.

7.4.2. Progression chart

Competence No. 15: review, monitor and evaluate teaching methods and students' learning	
<p>Step 1 (focusing)</p> <p><i>You feel that transmitting knowledge on EDC/HRE to students is enough to show you are committed to the subject and there is no need to change methodologies since you are doing your best. You do not really assess yourself with respect to EDC/HRE, and may not be motivated or have the resources to self-evaluate your practice.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • use the results of the assessment of your students, by you, to discuss with them the most frequent misconceptions this assessment pointed out. Try to understand the reason in your practice behind these misinterpretations; • review your learning outcomes; • understand the effect of your methodologies on their perception of EDC/HRE by talking with them about several issues you think they should have internalised; • talk to your colleagues to know about their practices, with a special focus on goals and methods.
<p>Step 2 (developing)</p> <p><i>The school does not have a policy on assessing the EDC/HRE aspect of teaching. You give your students, from time to time, certain questionnaires about the effectiveness of your teaching, just to know how you are doing. You discuss with your colleagues the results of those questionnaires. Still, you rarely take the feedback into account to change your methodologies.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • give questionnaires to your students. Build the questionnaires in such a way that you have a perception of the effects of your methodologies on the behaviour of your students; • discuss the results of the questionnaires with your students; • involve the school in the self-evaluation process and interest your colleagues in the monitoring, assessment and improvement of students' experiences of EDC/HRE; • take into account the students' and your colleagues' observations. Try to change methodologies according to this feedback. Try to use them to improve.
<p>Step 3 (established)</p> <p><i>The school has a project to improve the quality of education regarding EDC/HRE, although it is still not clear. There is a wide understanding that the school is trying to improve EDC/HRE teaching/learning processes. You are willing to co-operate. However, you do not know how to support these policies.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • give questionnaires to students and conduct a discussion focusing on your methodologies and their impact on the behaviour of your students; • incorporate into your teaching and learning activities the issues raised by the students; • involve the school in the process of promoting EDC/HRE awareness by the students.
<p>Step 4 (advanced)</p> <p><i>The school has a clear project to improve the quality of education regarding EDC/HRE. Students and stakeholders are heard and included in processes. The results of the student questionnaires are taken into account to improve the teaching/learning process. Methodologies and learning outcomes are reviewed regularly. The students participate actively in the project and help to identify the issues that need improvement.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • use all the possible feedback to continuously monitor your own performance, thus creating an opportunity for continuous improvement; • raise students' awareness of your aims, use their commitment to help you meet your aims; • assess the extent to which students make use of what they learn with you, in their daily lives. Discuss your findings with them and try to draw common lessons for the future; • look for good practices elsewhere so that you can benchmark your activity with other similar cases. • invite other teachers to your class to "spread" your good practice.

8. Resources for other stakeholders

Although the competences outlined here are primarily addressed to teachers and teacher educators, the importance, breadth and universality of EDC/HRE also obviously involves several other important stakeholders – including policy makers, school heads and higher education institutions.

8.1. Policy makers

To be successful, EDC/HRE needs recognition and support from different policy makers – members of parliament, government officials, the local administration, advisers, etc. – who formulate the principles and design conditions for EDC/HRE. It is most beneficial if:

- the importance of EDC/HRE is expressed in legislative documents;
- practical guidelines are incorporated into other normative acts;
- the domain is supported and guaranteed by necessary budget allocations for implementing curricular and wider change.

The range of Council of Europe publications on EDC/HRE – including this manual – aims to provide policy makers with a clearer understanding of the essence and necessity of EDC/HRE as regards the goal of promoting social inclusion. It seeks to underline:

- the importance of EDC/HRE in the education of young people;
- EDC/HRE aims to develop new and engaging approaches to teaching and learning.

8.2. School heads and head teachers

EDC/HRE approaches have been most successfully developed when supported by the active commitment and engagement of senior school leaders. All evidence and research shows that this support is crucial.

All teachers working in schools, in one way or another, participate in the creation of the school culture. The more the culture meets the aims and goals of democracy the better. School heads and head teachers could usefully consider the training implications of the competences outlined here and the benefits of including targets for developments in EDC/HRE within annual school improvement action plans. A whole-school “audit” of the state of EDC/HRE and the identification of subsequent steps might be a good start when implementing an action plan.

It is also highly recommended that EDC/HRE becomes a more essential component of teacher in-service training and continuing professional development. It is hoped that the competences and accompanying exemplification provide practical ideas for all teacher educators.⁵² Their seminars or training events will aim at equipping participating teachers with knowledge, skills, attitudes, values and dispositions for developing effective approaches to EDC/HRE in their practice. There are some distinctive forms of learning in which all teachers need to be fluent and confident, including discussion, role play, simulations and collaborative/co-operative project work that can all be used effectively in teaching all subjects, including EDC/HRE. Teachers also need to develop the skills of designing learning activities around real situations in the community or the wider environment, developing strategies to address sensitive and controversial issues.

The following “progression chart” is a set of suggestions for how school heads and head teachers might identify what stage they “are at”, in relation to their understanding of – and engagement with – issues relating to EDC/HRE, and then begin to implement some changes to existing approaches.

52. Including non-governmental organisations and peer trainers.

<p>Step 1 (focusing) <i>The school (and most individual teachers) are at an early stage of EDC/HRE development. They may be unclear about the nature and purposes of EDC/HRE. Curriculum provision for EDC/HRE is not planned in any kind of coherent or specific way. The schools and/or teachers may believe that it is sufficient to have an ethos that promotes EDC/HRE in the broadest sense.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> • training and raising awareness of the positive changes that EDC/HRE can bring to schools (enhancing teaching methods and learning, creating an inclusive school, educating tomorrow's active democratic citizens, etc.) is key here.
<p>Step 2 (developing) <i>The schools and/or individual teachers will be moving EDC/HRE forwards. Teachers are starting to understand the potential of EDC/HRE to engage young people and enhance their knowledge and skills. Staff have begun to identify a core programme. Wider staff expertise is developing through training and support. Issues might include:</i></p> <ul style="list-style-type: none"> • an over-reliance on published resources; • a lack of subject-specific EDC/HRE knowledge; • a lack of confidence in the skills to teach EDC/HRE in active and open ways. 	<p>Try this:</p> <ul style="list-style-type: none"> • at this stage maintaining momentum is imperative. Encourage staff to pursue their efforts and provide all staff with EDC/HRE training; • help teachers identify and work with local partners to establish the foundations of collaboration towards active citizenship projects involving students.
<p>Step 3 (established) <i>Schools at this stage will have effective leadership structures for EDC/HRE in place (cf. Democratic governance of schools (Baekman and Trafford, 2007)). A coherent programme of EDC/HRE is developing in and beyond individual teachers' classrooms. Teachers will have started to develop effective community links. Subject knowledge will be relatively confident with further training needs identified in a broad range of active teaching and learning approaches. Concerns at this stage relate to management of change and fears of the unintended consequences of innovation.</i></p>	<p>Try this:</p> <p>Key targets for individual teachers might include:</p> <ul style="list-style-type: none"> • making links with parents, local agencies and other members of the community; • using ICT to improve teaching and learning; • developing the depth and quality of students' EDC/HRE knowledge, skills and participation; • Celebrating success!!
<p>Step 4 (advanced) <i>The school at this stage will have very effective provision for EDC/HRE and individual teachers will have developed some sophisticated and effective teaching and learning approaches. Teams of teachers will have a shared vision and understanding, but will be flexible in how to alter it in order to meet the needs of students. Schools will have developed effective community links. Student achievements are recognised and accredited. Teachers have high expectations of what can be achieved by students, building upon their prior attainment. New technologies will be a key factor in teachers' classroom effectiveness. Teachers will be confident enough to let students have some say in setting the agenda and try out new ideas. Objectives at this stage are concerned with innovation and new strategies to sustain momentum and maintain a commitment to developing their professional skills. The issues relate to collaboration and refocusing.</i></p>	<p>Try this:</p> <p>Targets might include:</p> <ul style="list-style-type: none"> • sharing good practice with other colleagues and schools; • further developing innovative approaches to encourage authentic active citizenship involvement and independent learning; • sustaining and further developing participative assessment and evaluation processes, involving students and school partners in the process; • celebrating success.

Table 8: Progression chart for school heads and head teachers

8.3. In higher education

It is fair to say that, in general, there has been a lack of awareness in European teacher education of EDC/HRE as a basic requirement of professional preparation. Presently, there are different concepts and understandings of the goals of education and the professional role of a teacher that influence the implementation of EDC/HRE courses. Generally, educational discourse is dominated by two competing concepts of a teacher's role:

- one concept is characterised by the prevalence of support for the cognitive development of children in defined domains of knowledge. Within this concept, the teacher is defined as a specialist who delivers information and specific subject-related knowledge and feels less responsible for social and democratic education;
- a second theoretical concept is more related to a broader understanding of the educational process and the importance of the socialisation process taking place in a school environment. It is more common in the primary phase of education. Those teachers who identify with the second concept tend to foreground their pastoral role and see themselves more as social educators. Their focus is more related to supporting the personal and social development of their students.

Work on EDC/HRE offers an opportunity to balance these competing theoretical concepts and to integrate them into a comprehensive understanding of a teacher's professional role as an instructor and multifaceted educator.

We cannot require that higher education institutions (HEIs) – rightly independent and autonomous establishments – introduce compulsory EDC/HRE into the core curricula for teacher education or into the syllabuses of their courses. We feel, however, that it is important to convince deans (or their equivalent) of the positive professional advantages of filling the above-mentioned gap and to integrate EDC/HRE within the core objectives of their institutions. This is a learning process that necessitates time and continuous action. Nevertheless, some attempts can be made to improve acknowledgement of the centrality of EDC/HRE as part of the core expertise of beginning teachers and to adapt and evolve new approaches accordingly.

Essential bodies for supporting implementation of EDC/HRE are teacher training-institutions. Deans of all departments of teacher training colleges and universities, and course developers and leaders, can build capacity and sustainability in the area of EDC/HRE through including special modules within beginning and experienced teachers' curricula and through signposting the importance of these courses. For teacher training institutions, the basic challenge might be recognising EDC/HRE as a general approach to be included in the training of all future teachers regardless of their subject or specialism. It is important to find ways to inform and influence teacher educator colleagues in the full range of subject areas of the benefits of EDC/HRE and its applicability and vibrancy in different subject contexts.

The following "progression chart" is a set of suggestions for how HEIs might identify what stage they "are at", in relation to their understanding of – and engagement with – issues relating to EDC/HRE, and how they might implement certain changes to existing approaches:

<p>Step 1 (focusing) <i>Within the institution there is a limited approach to EDC/HRE, focusing essentially on history and social science teachers; there is no general EDC/HRE perspective. HEIs are at an early stage of EDC/HRE development and believe that it is sufficient to have an understanding of education that promotes EDC/HRE in the broadest sense (for example, by providing equal learning opportunities and teaching about interactive and co-operative methodologies in specific subjects).</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> gain more knowledge of the principles and values of EDC/HRE and the potential it offers for enhanced teaching and learning for the education of tomorrow's active citizens; use every opportunity to raise awareness of EDC/HRE topics in relation to subject content. For example, try to deal with topics such as social justice, the right to education for all, social inclusion and diversity, and to develop strategies to cope with some of these realities.
<p>Step 2 (developing) <i>HEIs and/or individual teachers will be moving EDC/HRE forward. There starts to be a deeper shared understanding of the potential of EDC/HRE to engage students and to enhance their knowledge and skills. The institutions have begun to identify a basic programme as part of the education of all students. There is a growing interest from other teacher educators and subject teachers in EDC/HRE.</i></p>	<p>Try this:</p> <ul style="list-style-type: none"> at this stage, maintaining and increasing momentum is imperative, giving constant support to the commitment that will otherwise risk collapse; develop expertise with the support of outside partners; the support of the HEI leadership is highly desirable, thereby integrating EDC/HRE into the institutional profile, and engaging as many teachers and students as possible.
<p>Step 3 (established) <i>HEIs will have effective structures for EDC/HRE in place. A coherent programme is developing as part of teacher education. Individual teachers incorporate aspects of EDC/HRE in their disciplines. Institutions offer a broad range of courses of active teaching and learning opportunities in order to develop the quality of students' EDC/HRE knowledge and skills.</i></p>	<p>Try this:</p> <p>The idea of active participation/democratic engagement is consistently explored. Key issues might include:</p> <ul style="list-style-type: none"> developing students' active participation in activities related to EDC/HRE; involving students' unions in the organisation of activities with the institution; making links with local agencies, other members of the community and NGOs; introducing students to planning activities related to the community (projects/service learning); internships are very useful here; networking with similar institutions and the non-formal education sector.
<p>Step 4 (advanced) <i>HEIs, at this stage, will have very effective provision for EDC/HRE and individual teachers will have developed some sophisticated and effective teaching and learning approaches to the topic. There is a growing linkage between pre- and in-service training programmes. Objectives at this stage are concerned with innovation and new strategies to sustain momentum and maintain a commitment at all levels of the institution.</i></p>	<p>Try this:</p> <p>Targets might include:</p> <ul style="list-style-type: none"> team building among colleagues; interdisciplinary teaching of EDC/HRE; developing further courses leading to a masters degree in EDC/HRE; extending EDC/HRE training opportunities to in-service training of teachers; increasing the assessment and evaluation of results to support teaching practices.

Table 9: Progression chart for HEIs

8.4. Signposting EDC/HRE competences to different stakeholders

Stakeholders	EDC/HRE knowledge and understanding	Planning, classroom management, teaching and assessment	EDC/HRE in action – Partnerships and community involvement	Implementing and evaluating participatory EDC/HRE approaches
Policy makers	<ul style="list-style-type: none"> → ensure that EDC/HRE learning outcomes are clearly articulated within curriculum frameworks and guidance; → ensure that school leaders are thoroughly trained and briefed; → allocate resources to support training and reform in this area. 	<ul style="list-style-type: none"> → ensure that national educational leaders underline the status and importance of EDC/HRE; → place EDC/HRE at the heart of the curriculum; → provide all teachers with support and examples of good EDC/HRE classroom practice via printed materials, video case studies and training. 	<ul style="list-style-type: none"> → support NGOs with resources and facilitate school initiatives; → create national and regional directories of community support groups; → lend status and legitimacy to anti-discrimination/anti-racist campaigns. 	<ul style="list-style-type: none"> → be open to student engagement and listen to the students' voices; → promote school councils and other ways of making schools more open and democratic; propose guidelines for inclusive school councils; → provide resources and a budget for in-service training in EDC/HRE.
Head teachers	<ul style="list-style-type: none"> → acquaint yourself with why this area matters and with case studies of the difference that effective EDC/HRE programmes can make to schools; → commit to training and support for teachers in your school as they develop new approaches. 	<ul style="list-style-type: none"> → appoint an EDC/HRE co-ordinator and support them as they develop practice across the school; → develop strategies that move EDC/HRE forwards in relation to the three Cs of citizenship – the whole school culture, the curriculum, and community involvement. 	<ul style="list-style-type: none"> → actively encourage new and innovative approaches to community engagement; → make clear your support for active citizenship projects that develop student EDC/HRE skills, attitudes and dispositions. 	<ul style="list-style-type: none"> → welcome suggestions from teachers and students as to how the school could be made a better place; → commit personally to including EDC/HRE and active citizenship within the school's annual improvement plan; → show your support for your staff's initiative by defending their work within the higher ranks of the administration.
Trainers/ teacher educators	<ul style="list-style-type: none"> → include reference to the content and wording of these EDC/HRE "knowledge" competences in relevant pre- and post-service training modules. 	<ul style="list-style-type: none"> → work on planning for EDC/HRE learning in particular; → Provide guidance for teachers on teaching controversial issues. 	<ul style="list-style-type: none"> → help teachers to think through in detail the practical challenges of EDC/HRE in action. Provide examples of case studies and solutions. 	<ul style="list-style-type: none"> → create reflection space within training modules; → seek to match training opportunities with emerging teacher training needs.
Teachers	<ul style="list-style-type: none"> → apply some of the advice on EDC/HRE knowledge in the classroom. 	<ul style="list-style-type: none"> → experiment with some of the suggested classroom activities; → inject controversy and topicality into your lessons. 	<ul style="list-style-type: none"> → plan a sequence of lessons that involves a community partner and where the students advocate change. 	<ul style="list-style-type: none"> → remain open-minded and reflective.

Table 10: Signposting EDC/HRE competences for different stakeholders

9. Conclusion

With the emergence of new social trends, and local community and global changes, the role of education is evolving to meet the needs of students today. EDC/HRE is the bricks and mortar of tomorrow's European and world peace and dialogue. Issues of conflict management, respect for diversity, intercultural responsiveness and understanding citizens' rights and responsibilities are central issues in school settings.

Teachers now need collective competences (towards collaborative work and collective intelligence) and evolving competences (towards continuous adaptation and professional development). This book is an effort to recognise the increasing breadth of teachers' responsibilities and a tool to help them acquire the requisite capabilities – knowledge, skills and dispositions – to teach young people to understand their world and become active citizens.

Through the development of four areas of core competences (knowledge of EDC/HRE, classroom practice including cross-curricular approaches, partnership development and evaluation), we hope all teachers will be able to use this model of competences to implement EDC/HRE in the school and the community, and that all teacher educators will be motivated to incorporate EDC/HRE in their curricula. Although emphasis today is often placed on academic achievement, this publication demonstrates the equal importance of values, social skills and participation that education must provide for young people in our global society.

We hope that the opportunity for creativity that EDC/HRE offers, as demonstrated here, will lead teachers and students down an enjoyable path, where ideas and ideals are given space for expression. EDC/HRE is fun; in this, it represents an important asset for teachers who wish to fully engage students in their learning.

We wish to end with a reference to social inclusion. The reader will come to understand, as he/she plans an EDC/HRE project, that the central aim, permeating all the activities, is inclusiveness: good practices in EDC/HRE result in inclusive classrooms, inclusive schools and young people prepared to act for a more inclusive community and society.

Children have a right to express their views on all matters of concern to them,
and to have their views taken seriously in accordance with their age and maturity.

Article 12, UN Convention on the Rights of the Child

10. Appendix

10.1. Self-evaluation steps

The self-evaluation steps reflect research findings on teachers' concerns at different phases of their professional lives.

Concern is defined as a composite representation of the feelings, preoccupations, thought and consideration given to a particular issue or task. Reiman and Thies-Sprinthall identified six categories of teachers' concerns, which they graded in four steps.⁵³ According to these phases, some possible actions for training and self-development are suggested.

In Steps 1 and 2, teachers are largely concerned with the self; in Step 3, teachers are more concerned with the task to be done; and in Step 4 teachers are concerned with the impact of their teaching on students.

Different feelings occur within the phases.

Steps/phases	Related questions	Related questions
Step 1 Ego level Concern: • lack of awareness.	I am not at all interested in the new programme. I feel apathetic.	<ul style="list-style-type: none"> • provide information.
Step 2 Ego level Concerns: • information; • personal.	I need more information about ... I feel curious. How will this new programme affect me? Will the parents/pupils like it and respect me for getting involved and trying something new? I feel anxious.	<ul style="list-style-type: none"> • clarify expectations and rationale for innovation; • describe how the innovation will affect the person; • actively listen; • organise a concerns-based support group.
Step 3 Task level Concern: • management.	I never have enough time to do everything that is needed. How can I keep up with all these new initiatives and paperwork? I feel frustrated. Will I lose control of the class if I use a debate on controversial issues? Concerns around learning and management.	<ul style="list-style-type: none"> • provide concrete management tips; • have the teacher observe another successful teacher;
Step 4 Impact level Concerns: • consequences; • collaboration; • refocus.	Are all students connecting with the lesson? I feel puzzled and successful. I am eager to share with my colleagues. I feel excited. I would like to adapt and reframe my teaching and the curriculum to better meet the needs of the students. I feel confident.	<ul style="list-style-type: none"> • external collaboration and linking.

Table A1: Stages of concern questionnaire

53. Reiman, A.J., & Thies-Sprinthall, L., *Mentoring and supervision for teacher development*. New York: Addison-Wesley Longman, 1998.

10.2. Self-evaluation rubrics

Cluster	Competence	Focusing	Developing	Established	Advanced
EDC/HRE knowledge and understanding	Competence No. 1: aims and purposes of EDC/HRE.				
	Competence No. 2: key international frameworks of EDC/HRE				
	Competence No. 3: content of EDC/HRE curricula				
	Competence No. 4: contexts of EDC/HRE implementation				
Teaching and learning activities that develop EDC/HRE in the classroom and school	Competence No. 5: planning of approaches, methods and learning opportunities				
	Competence No. 6: incorporating EDC/HRE principles and practices into one's own teaching				
	Competence No. 7: establishing ground rules for a positive school ethos				
	Competence No. 8: developing a range of strategies to facilitate students' discussion skills				
	Competence No. 9: use of a range of approaches to assessment				
Teaching and learning activities that develop EDC/HRE through partnerships and community	Competence No. 10: the learning environment that promotes the use of diverse sources				
	Competence No. 11: collaborative work within appropriate community partnerships				
	Competence No. 12: strategies to challenge all forms of discrimination				
	Competence No. 13: evaluation of students' involvement in decision making				
Implementing and evaluating participatory EDC/HRE approaches	Competence No. 14: modelling of democratic citizenship and human rights values, attitudes and dispositions				
	Competence No. 15: review, monitor and evaluate teaching methods and students' learning				
Overall judgment	All competences				

Table A2: Self-evaluation rubrics

10.3. Action plan for professional development (EDC/HRE self-evaluation action plan for individual teachers and teacher educators)

Area for development	Actions	Who?	When?	Success criteria for targets having been met

Table A3: Template for teachers' action plan for professional development

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