

Guidance Document 4

CDC and Teacher Education

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Who is this document for?

This guidance document is addressed to pre-service and in-service teacher educators and teacher education institutions, education policy makers, school leaders as well as practising teachers (practitioners) in schools and student teachers.

The concept of “teachers” is used in this document in a generic sense and includes all professionals involved in the education process, both in the formal and non-formal context. Similarly, the concept of a “school” refers to all educational establishments while the concept of “teacher education institution” includes all (higher education and other) institutions that are engaged in the field of pre-service and in-service teacher education and training.

Purpose and overview

The document explains the role and multiple tasks of pre-service (initial) as well as in-service (continuous) teacher education and training in promoting and implementing education based on the CDC Framework. It explains why CDC is relevant to teacher education and teacher educators. The double dimension of CDC in teacher education is stressed: CDC for future as well as practising teachers and CDC for teacher education institutions. Further, it deals with the integration and application of the CDC Framework in teacher education and training. In their everyday work, teachers strive to provide quality education in their respective subject areas; however, they are also challenged to apply and implement the values underpinning the education system (for example human rights, democracy, cultural diversity, justice and the rule of law). In order to meet these challenges in an effective way, it is important that the knowledge, skills and competences that do not fall within the narrow subject area should not remain neglected. Applying the CDC approach means that these challenges are not left solely to the specific subject study orientation (such as civic education, history, ethics). On the contrary, the CDC approach must be applied as a transversal dimension of educating and training future and practising teachers in general. This section also tries to answer some key questions regarding implementation of the CDC Framework in teacher education.

The document presents three cases of good practice, from various European countries and in different perspectives, that might inspire individual institutions in implementing CDC principles and developing new practices. Finally, some recommendations are offered to education policy makers and teacher

education institutions as well as to school leadership, practising and future teachers, along with suggestions for further reading.

Why is CDC relevant to teacher education and teacher educators?

The CDC approach would remain theory without properly educated and trained teachers; teachers are the only ones in a position to implement it in the field. The CDC approach applies not only to the education of pupils and students in schools, but also to the preparation of future teachers and the professional development of practising teachers. Finally, teacher education departments at higher education institutions could also play an important role in the implementation of CDC in higher education institutions in general. Therefore, the role of teacher education institutions (units) is truly complex and multifaceted: it is not only to train teachers to be able to make effective use of the CDC Framework in schools and other educational institutions (the “technical” side), but also to equip them with a set of competences necessary for living together as democratic citizens in diverse societies (the “substantial” side). Teachers who themselves act successfully in the everyday life of democratic and culturally diverse societies will best fulfil their role in the classroom. In this sense, teacher education institutions are responsible for enhancing study programmes in which future teachers are educated and trained, and providing practising teachers with high-quality in-service courses, newly developed teaching materials and aids, new teaching methods and so on. It is equally important to engage in research and innovation projects which provide bases for improving existing practice both in schools and within teacher education institutions themselves.

It is therefore necessary to stress this double dimension of CDC in teacher education: on the one hand, competences for democratic culture enable future and practising teachers to tackle a range of challenges in their schools and classrooms successfully, and on the other, they are equally important for teacher education institutions and teacher educators facing similar challenges, but at higher education level and from a slightly different perspective.

In other words, to be able to educate children and young adults in ways that foster the development of CDC, teachers – including teachers of teachers – also need to develop these competences themselves. Their role as educators primarily (but not only) requires that they:

- value human dignity, human rights, cultural diversity, democracy, justice and the rule of law;
- be open to cultural otherness and to other beliefs, world views and practices, respectful and responsible, civic-minded, etc.;
- develop autonomous learning skills, in particular analytical and critical thinking skills, and including co-operation, conflict-resolution and other related skills;
- develop knowledge and critical understanding of the self, of language and communication and of the world.

As competence is always achieved through the interplay of different aspects of the four dimensions of values, attitudes, skills and knowledge/critical understanding, the CDC Framework implies a holistic approach. It is therefore necessary to pay due attention to all its aspects.

It should be emphasised again that the development of CDCs in future and practising teachers as well as teacher educators is an integral part of professional training, and therefore a continuous (self-) reflection and (self-)evaluation of this process is extremely important.

Using CDC for professional development

As part of pre- or in-service teacher education, teachers can reflect on how they develop their own CDC. This can for example take the form of learning diaries or logbooks, where the student teacher/teacher regularly reflects on:

- which competence components are being developed in a course, study programme or specific activity;
- their level of competence;
- what they can do to further develop these competences.

Student teachers and teachers can use the descriptors for self-reflection and self-assessment. In this way, they also get familiar with the different elements of the competence Framework and will find it easier to apply it in their teaching.

In addition to quality education in the field of various school-subject area(s), the central mission of teacher education and training is to upgrade competences in the fields of curriculum, pedagogy, assessment and whole-school approach. The development of CDC and related issues in these specific fields is addressed in Guidance Documents 1, 2, 3 and 5 of this volume. Therefore, these documents should be taken into account with the various sections of this document (Guidance Document 4), irrespective of the fact that they are often primarily focused on compulsory education: general principles and guide- lines can be easily transferred to the specific field of teacher education.

Integration and application of the CDC Framework in teacher education

One of the aims of this chapter is to support teacher education institutions and their stakeholders by drawing attention to the structures, policies and practices needed to implement the CDC model. National education legislation always defines, inter alia, the values underpinning the education system and provides for ensuring human rights, democracy, cultural diversity, justice and the rule of law. For teachers being challenged to apply and implement this provision in education practice, good knowledge of the subject area they teach is a weak basis for competing with everyday challenges. Therefore, it is recommended that integration and application of the CDC model is consistently included in education and training of student teachers (namely future teachers) and in the professional development of practitioners (practising teachers). The key role in this belongs to pre-service and in-service teacher education institutions and professional development programmes.

Pre-service and in-service teacher education across Europe, and even within some national systems, is organised very differently. A number of countries have recently decided that the qualification of future teachers corresponds to the level of master's degree, but this is not the case in all countries or for all teacher profiles. There are also differences in institutional contexts: teacher education programmes are carried out at universities as well as non-university institutions. There are parallel as well as consecutive ways of providing teacher education. All these approaches have their advantages and disadvantages.

This is particularly important in the education of subject teachers. In this area, the knowledge, skills and understanding that do not fall within the narrow subject area may often remain neglected. Applying the CDC approach in teacher education means that these issues are not restricted to the programmes for specific subject study (for example civic education, history, ethics). On the contrary, the CDC approach must be applied as a cross-cutting dimension of education and training of future teachers in general.

This point is specifically underlined in the consideration of the overall goals of education (see Guidance Documents 1 and 5) as expressed in the education laws of all European countries. This value base of education is linked to a comprehensive idea of education: the ideal of *Bildung*, the lifelong process that enables people to make independent choices for their own lives, to address others as equals and interact with them in meaningful ways. All teachers and teacher educators, regardless of which subject they might be teaching, contribute to this educational goal. However, the way in which this is related to particular subjects should not be left to mere intuition. The CDC Framework offers a concrete support for teacher education institutions and individual teacher educators in developing comprehensive curricula and pedagogies (see Guidance Documents 1 and 2). Moreover, it can help student teachers to develop an awareness of the full scope of their role as teachers and professional ethos.

It is important to distinguish between pre-service and in-service teacher education. The roles of these two stages of teacher education are very different and for this reason they must be carefully distinguished in the process of implementing the principles of CDC in education practice. Pre-service education should especially, but not only, aim to prepare future teachers to understand the importance of CDC irrespective of their specialised subject orientation and ensure that they are capable of pursuing this approach in everyday school practice. In-service education should focus particularly, but not exclusively, on the current challenges in specific situations at specific levels of education and in specific environments, helping practising teachers to become more competent and professional in their everyday work. In every school, teachers from several different age groups work together, and their pre-service as well as in-service education is in many ways quite different. Various modes of in-service education, including teachers' communities of practice, can – and must – bridge these differences. In this regard, continuous professional development has an especially important role to play in developing teacher CDC.

It therefore follows that different types of teacher education will propose different ways of introducing CDC in their curriculum (see Guidance Document 1, for example, Using the CDC Framework for curricula). These varying approaches must be carefully considered and adapted to the later pedagogical work with pupils and students' age groups. Implementing the CDC Framework requires motivation and commitment, shifts of perspective – the teacher having multiple roles to play – as well as the personal and shared responsibility of teachers. In this respect, several important questions should be raised and answered concerning the role of teacher education institutions.

The principal question is: What can and what should teacher education institutions do in this regard? They can and should:

1. support practising teachers in a quality and efficient way through in-service courses, by developing teaching materials, promoting new teaching methods, etc.;
2. enhance their pre-service courses, in which future teachers are educated and trained;
3. engage in research and innovation at teacher education institutions, both to strengthen the research-based character of their study programmes and to inform policy makers, programme developers and other stakeholders.

The next issue in this area concerns the complex and multiple role of teacher education institutions, which are called upon to:

- a. motivate and support practising and future teachers and teacher educators (namely staff at these institutions) so that they develop their own competences for democratic

- culture; and in so doing become more apt in this field in their daily work to help students, student teachers and practitioners to develop the values, attitudes, skills and understanding that are described in the model of competences required for democratic culture (see Volume 1);
- b. (re)train practising and/or future teachers to be able to promote the development of competences for democratic culture and intercultural dialogue through their (future) daily work with children and young people in schools;
 - c. integrate the development of competences for democratic culture and intercultural dialogue into their institutional mission (see Guidance Document 5); the development of these competences is not just a matter of transferring knowledge to pre-service and/or in-service teachers via education courses but concerns the institution in all its purposes and functions.

This multiple role raises a number of further questions which institutions must try to respond to in order to meet the challenges of developing CDC, for example:

- Are CDC integrated into existing curricula in an appropriate manner?
- Are teacher educators aware of and adequately prepared for performing this task?
- Do they pay enough attention to this dimension in their everyday work?
- Is this task rather prescriptive or is it formulated in a way which requires creativeness and academic freedom?
- Is this task integrated in their research and innovative work? Do they include students?
- Is this task treated as related only to those members of academic staff who are directly concerned in their courses with various issues related to democratic culture (e.g. philosophy of education; sociology of education; civic education; ethics; education and media) or is it understood as a wider task which should be addressed accordingly in all subject areas? In what ways?
- Concerning in-service courses: Do all practising teachers, regardless of the subject they teach, have access to training in CDC; is this training connected to their teaching practice and challenges in the classroom?

This is an open-ended list and, therefore, further issues can be addressed and discussed in different environments across different countries and different levels of education.

Using CDC for the revision of existing courses or study programmes

If a teacher education institution or faculty decides to include a focus on democracy systematically in their existing courses and study programmes, CDC can be used in order to reach a comprehensive and balanced result.

Existing courses can in a first step be evaluated by using the 20 components of the competence model:

- Which competences are already addressed, either by the contents, the teaching methods or student activities/assignments?
- Which elements are missing?

In a second step, content can be added, teaching methods changed or assignments included, which address additional competence elements, or even the whole range of the model.

In the case of the revision of study programmes, these two steps can contribute to better coherence and synergies between different courses within the programme.

If this revision is done in a way that involves the teaching staff of an institution or faculty, it prepares the teachers/educators in a very effective way to include CDC in their teaching.

The success of individual institutions in the development of competences for democratic culture depends on the answers to these and similar questions. As regards the functioning of teacher education institutions, the following possible forms of activity can be undertaken:

- spreading information on those institutions that have been recognised for good practice in this area (nationally and internationally);
- encouragement to carry out intentional pilot projects (project groups within an institution; inter-institutional consortia; collaboration between teacher education institutions and schools at local, regional, national and European/ international level);
- recognition of the necessity of integrating CDC in study programmes and/or courses in an array of ways, to include participation and community outreach as an integrated part of the programmes/courses with a credit system (e.g. ECTS): the development of CDC can be sometimes more efficient when action/ participation in the economic, social and political sphere and the broader environment in which these institutions operate is integrated in formal study programmes and/or courses.

As regards study programmes and/or courses, several possible forms of activity related to developing CDC can be undertaken at all teacher education institutions:

- developing and providing in-service specialised courses for practising teachers (diversified in relevant ways, e.g. those for teachers in social sciences and in other subject areas; for teachers teaching at different levels);
- integrating and implementing necessary elements/topics in pre-service study programmes (compulsory courses) already provided;
- developing and providing specialised, advanced and/or optional courses (e.g. at master's level) that could target those (future) teachers, who will later take on the role of disseminators (co-ordinators) at the level of individual schools;
- promoting relevant topics at the level of doctoral studies in teacher education and educational sciences.

Using CDC for educational research and teachers' action research

Teacher education institutions are in different degrees involved in research activities. In some countries, teacher education faculties are part of universities and have master's and PhD programmes, and the teaching staff have the possibility of doing their own research. In these cases, CDC can be a framework for empirical studies on a wide range of topics, such as the ways clusters of competences are developed in specific subjects or cross-curricular teaching in schools, how schools work with democratic school cultures, etc. The insight from this research can, in turn, be used in pre- as well as in-service courses for teachers.

In institutions without research accreditation, teachers can use CDC for the systematic reflection of their own teaching practice, for instance taking the form of action research.

Teacher education institutions can also co-operate with schools and support the teaching staff in using CDC for action research or other forms of systematic evaluation of their teaching practice or other aspects of school life.

In this challenging work, institutions can help with the guidance for implementation in all three present volumes. In addition to the model of competences (see Volume 1), descriptors of competences for democratic culture will be of great help, especially those at advanced level (see Volume 2). In the renewal and/or restructuring of study programmes, courses and other activities, other documents of Volume 3 can be helpful: organisation and design of curricula (see Guidance Document 1), pedagogical methods and approaches (see Guidance Document 2), specific aspects of assessment in CDC (see Guidance Document 3) and a whole-school approach to develop CDC (see Guidance Document 5). Finally, in the specific context of teacher education programmes, building resilience to violent extremism and terrorism (see Guidance Document 6) may also find an important place.

Co-operation between teacher education institutions from several European countries should be especially encouraged; the Erasmus+ programme is highly recommended as an appropriate instrument for this. There are, of course, other available programmes which support these kinds of activities. In particular, the EU Comenius programme could support the development of CDC in institutions and with teachers by allowing educators to go on specific study visits to share good practices and develop strong networking.

The implementation of the CDC Framework at the level of teacher education institutions, and consequently the development of CDC, is a challenging task. This demanding work will be significantly facilitated if institutions systematically examine the issues discussed above, relate them to their own practice and reformulate them accordingly, find comprehensive answers to them and, on this basis, prepare their own strategy in the field of developing CDC.

Practice – How to achieve these objectives

Although it has just been said that the implementation of the CDC Framework is a challenging task, we must be aware that we are not at the very beginning of a long and unknown path. Many steps have already been taken and in this area we can learn a lot from each other. Below are three practical examples of cases of good practice in this field.¹

Case No.1: The Tuning Project

Among the important questions addressed above we asked: Are CDC integrated into existing curricula in an appropriate manner? One of the difficult issues that individual teacher education institutions can encounter is the question of how to design a study programme that focuses on competence development and learning outcomes. The Tuning Project (launched in 2000, still ongoing, see the website below) can be of great help: it is a project initially designed to “tune” higher education study programmes in different disciplinary areas across Europe, and which later spread successfully all around the world. One of the areas involved from the beginning of the first phase of the project was that of teacher education. The project results include, among other issues, two “tuned” lists of the key

¹ Source: Annex 1 to the final report to DG Education, Youth, Sport and Culture of the European Commission, 2017: <https://publications.europa.eu/en/publication-detail/-/publication/48a3d-fa1-1db3-11e7-aeb3-01aa75ed71a1/language-en>, pp. 99-102.

competences (general as well as subject-specific) that institutions of initial teacher education should implement in their curricula. These lists contain, inter alia, a number of competences related to CDC. For more details see Tuning Project (2009), pp. 40 and 42-43.

On this basis, many European teacher education institutions have modernised and/or updated their study programmes in recent years and made them mutually compatible and comparable. These institutions are likely to implement the current CDC Framework more easily, as some of them already have considerable experience in this. They could also participate and advise on similar efforts at institutions that do not yet have such experience. European co-operation can be a very important means of supporting and facilitating implementation of the CDC Framework.

For further information see: www.unideusto.org/tuningeu/subject-areas/education.html.

Case No. 2: Life is Diversity (Leben ist Vielfalt) students' network

Above, we have already highlighted the importance of connecting and involving all actors in teacher education. It was mentioned that developing CDC should be integrated in research and innovative work and that student teachers should be involved in activities. The network Life is Diversity is a case of good practice in this area: it was set up in 2011 by a group of student teachers and practising teachers in co-operation with the Network of Teachers with a Migrant Background (Netzwerk Lehrkräfte mit Zuwanderungsgeschichte) in North Rhine-Westphalia, Germany, and the Centre for Education Research and Teacher Education (Zentrum für Bildungsforschung und Lehrerbildung – PLAZ) at the University of Paderborn, Germany. The network, which has become a registered university group since 2016, is located at the University of Paderborn but its activities are not limited to the university and reach out to the community and city of Paderborn.

The main target group of the network is student (or future) teachers, but practising teachers and other relevant groups such as university staff are also targeted.

The network was initially intended for student teachers with a migrant background, but it soon shifted its focus towards all students. The main aim of the network is to prepare student teachers to teach in diverse classrooms. More specifically, the network helps student teachers develop intercultural sensitivity, inspire ideas and promote the implementation of intercultural practices in schools. It also acts as a forum for discussion and exchange about challenges and approaches in teaching in diverse classrooms, providing student teachers with specific knowledge and practical experiences, etc.

For further information see: www.schooleducationgateway.eu/de/pub/resources/toolkitsforschools/detail.cfm?n=2921

Case No. 3: Responding to Student Diversity in the Primary Classroom

Teaching in classes characterised by social, linguistic, cultural and other differences is one of the more difficult problems that today's teachers face in our schools. Are teachers and teacher educators aware of and adequately prepared for performing this task? The Maltese project Responding to Student Diversity in the Primary Classroom provides important experience in this area. It was first developed in 1996 for primary education teachers in Malta, initially aimed at preparing teachers for the inclusion of students with disabilities. However, with a significant increase in immigrant students in Malta since

2002, and through a Comenius project in 2004-07, it shifted its focus to responding to the students' increasing ethnic and cultural diversity. The unit was first offered as an optional course and was later made compulsory for second- and third-year bachelor's degree student teachers enrolled in primary education programmes at the University of Malta. This unit has been an integral part of the new master's in Teaching and Learning since October 2016. The unit aims to prepare student teachers to teach students with diverse backgrounds, through gaining both theoretical knowledge and practical experience on diversity.

There are two main aspects of the unit's activities: theoretical and practical training. In the first semester, student teachers are introduced to the topics of diversity and inclusion, and to approaches on how these can be addressed in the classroom, for example, through the use of individual educational planning (IEP) (through reflection on one's own background, discussion and group work). In the second semester, while student teachers are doing their six-week teaching practice, they have to identify a pupil who is having some difficulty in coping with learning and implement an IEP for that student's inclusion in the education process.

For further information see "Study-Unit Description PRE2806 Responding to diversity in the primary classroom", University of Malta, 2015, available at: www.um.edu.mt/educ/studyunit/PRE2806.

Recommendations

General

- The starting point for implementing and developing CDC in education is motivated, appropriately supported and well-trained teachers at all levels of education, including teacher educators at teacher education institutions. The condition for a teacher's successful pedagogical engagement with her/his pupils and students is work on herself/himself: a teacher as well as a teacher educator has to develop competences for democratic culture. This should be considered an important part of continuous school-based professional development (through, for example, a community of practice, action research, etc.) and not only the task of teacher education institutions. All actors must therefore strive to contribute, through their action and on different levels, to strengthening competences of teachers in this field.

To education policy makers

- Review the existing national (regional and/or local when appropriate) strategies and regulation regarding the organisation of study programmes and/or courses which provide future (student) teachers and/or practising teachers with a broadening and deepening of competences in the area of CDC and react to your findings in an appropriate way.
- Prepare an action plan to implement the CDC Framework in the national education system; in this context, pay special attention to pre-service and in-service teacher education and collaborate closely with both teacher education institutions and schools.
- Provide material and human resources necessary for implementing the CDC Framework and, in particular, provide conditions for educating and training practitioners in all areas and at all levels.

To teacher education institutions

- Review your offer of teacher education and training courses and pay attention to the difference between specific needs of future (student) teachers versus practising teachers and adjust your pre-service and in-service programmes accordingly.
- Review the extent and the depth in which your study programmes and/or courses provide future (student) teachers and/or practising teachers with a broadening and deepening of competences in this area and react to your findings in an appropriate way.
- Make sure that the topics related to CDC are regularly included on the agenda of relevant decision-making bodies in your institution; analyse findings and consider possible improvements to your study programmes and research and/ or developmental projects (including action research together with practising teachers and/or PhD research projects where and when appropriate).
- In your contacts with schools and other institutions in which your students do their internship and/or your graduates are employed, pay due attention to the CDC issues; consider their needs and observations in improving your programmes and other relevant activities.
- Future (student) teachers as well as practising teachers need to be supported in developing open-mindedness; international student exchange programmes and international exchange programmes for practising teachers can contribute substantially to this goal.
- Pay attention not only to the regular study programmes and courses, but also to your co-operation in organising other relevant activities (e.g. summer schools, youth camps, various workshops, action research projects together with school teachers).

To head teachers and school leadership

- Build a democratic culture in your school first.
- Consider challenges in conjunction with the CDC which your teachers encounter in their work, identify relevant in-service teacher training courses, workshops and other activities and help your teachers in terms of organisation and financing to participate in these activities.
- Consider challenges in the field of CDC encountered by teachers in your school, give them support and encourage them to organise study circles, which could improve their competences in this area.
- Make sure that topics related to CDC are regularly included on the agenda of pedagogical meetings in your school; analyse findings and report on your needs and observations to relevant teacher education institutions, education policy makers and other stakeholders.
- Do your best to improve opportunities for in-service teacher training (both off- school and school based) and teachers' professional development in your school.

To practising teachers

- Consider challenges in conjunction with CDC which you encounter in your work and familiarise yourself with the offer of relevant courses, workshops, on-the-job training and other activities within the in-service teacher training system in your school or country.
- Consider challenges in the field of CDC encountered by teachers in your school (or teachers of a particular subject area in neighbouring schools, etc.) and try to organise joint study circles, which could improve your competences in this area.
- Initiate action research projects in parallel with your pedagogical work; when possible, join teacher education institutions with such projects.

- Get to know what options to improve your competences in the field of CDC are available in various informal activities, like taking part as a teacher in relevant summer schools, youth camps, workshops, etc.

To student teachers

- Find out what options for improving your competences for democratic culture are included in your study programme; pay special attention to the deadlines for signing on.
- Find out what options for improving your CDC would allow you to participate in exchange programmes such as the European Union's Erasmus+ programme.
- Find out what options for improving your CDC are available in various informal activities (including those organised by NGOs) like relevant summer schools, youth camps, workshops, etc.

Further reading

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