IN-SERVICE TEACHER TRAINING CURRICULUM

FOSTERING A DEMOCRATIC SCHOOL CULTURE IN MONTENEGRO

Horizontal Facility for Western Balkans and Turkey

Funded by the European Union and the Council of Europe

EUROPEAN UNION

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Implemented by the Council of Europe

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DGII – DIRECTORATE GENERAL OF DEMOCRACY

COUNCIL OF EUROPE: DECEMBER 2018

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Graphic design
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Print
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PREPARATION OF TEACHER TRAINING CURRICULUM – CONCEPT AND OUTLINE OF MODULES

I. BACKGROUND

The Council of Europe has a long history of support for education development based on international standards and practices. In the last decades, contributions to school improvement have been offered through various policies and practices, including regional projects, teacher training, support of pilot schools, as well as supply of resources and materials.

The Council of Europe conceptual model of school improvement is based on normative principles that underpin all educational policies and practices:

1. All children have the equal right to quality education in inclusive schools.
2. Schools have a democratic mission.
3. Education is defined as a holistic process. It is aimed at supporting the cognitive, emotional and civic development of children.
4. Democratic and inclusive school development is understood as a comprehensive process. It addresses all levels of school life, and involves all stakeholders, principals, teachers, pupils, parents and the wider community (RF CDC, 2018a,b,c).

II. THEORETICAL FRAMEWORK FOR CURRICULUM DEVELOPMENT: KEY PRINCIPLES AND APPROACH TO SCHOOL REFORM

The Council of Europe concept of democratic and inclusive development emphasizes the democratic mission of schools. This mission is translated into a set of educational measures that include both, top-down and bottom-up strategies for improvement.

1. The democratic mission of schools

The Council of Europe has developed and promoted a concept of school development that emphasizes the integral and reciprocal relationship between democracy and education, and consequently, the democratic mission of schools. Democracy is more than a political system or process; it is understood as a way of life that requires certain habits and dispositions of citizens, including the need to balance individual rights with commitments and responsibilities towards others.

According to this civic mission, democratic schools have the fundamental role to cultivate the values, attitudes, skills and elements of knowledge and critical understanding necessary to sustain a democratic way of life. This rich vision of democracy as a way of life must be fostered by schools in teaching, modelling and learning a democratic way of coexistence. Democratic citizenship doesn´t come naturally to children. Democratic competences must be learned and practiced in the context of interaction with others. Defining democratic citizenship as a major aim of education would mean to transform schools into spaces where children do not only learn *about* democracy, but also learn *through* democratic experiences in order to be prepared for their future life as democratic citizens. Therefore, the Council of Europe concept of school development addresses various dimensions of schooling, such as school governance, professional development of teachers, classroom development, curriculum, school organization and a pedagogy, which can contribute to cultivating democratic habits and behaviour.

2. Whole-school approach

The democratic mission of schools can be best realized through a whole- school approach to organizational development. This conceptual approach recognizes the importance of comprehensive and systemic measures and the need for involvement of all stakeholders, including parents and members of the community.

Effective measures for school improvement need much more than isolated projects or individual teacher training. Schools need to develop strategies for involving all stakeholders. Team building, peer learning and peer mentoring, cooperation with outside agents and collaboration with parents become important strategies for creating communities of learning, where collaboration and joint professional development are the norm and pupils have opportunities to engage in meaningful social activities.

3. Democratic school culture and school climate

Educational research and practice have increasingly recognized the importance of the context in which learning occurs, particularly the influence of school climate on pupils´ academic, social and emotional development. A large body of evidence connects a positive school climate to improvement in children's learning and healthy development in school. School culture and school climate seem to be among the top influences in affecting pupil achievement and wellbeing. Improvements in student achievement and social development are likely to happen in schools with positive and professional cultures that reflect a positive school climate.

The Council of Europe model of school development suggests that focusing on development of the school´s culture and climate is fundamental to initiate change. When a school has a clear understanding of its purposes, its values and its challenges, it can define its priorities and educational goals and it can respond to the needs of their pupils by creating a safe and supportive environment for all children.

4. Social inclusion of all children

The Council of Europe strongly advocates a non-segregated school system, and emphasizes the need for teacher education on diversity and intercultural education. All teachers should be enabled to enhance their competences for engaging with diversity by

Valuing diversity in the classroom

The learner difference is considered as a resource and an asset to education. The areas of professional competence within this core principle relate to knowledge and understanding of conceptions of inclusive education and the teacher's professional skills to manage diversity.

Supporting all learners

The areas of competence within this field relate to understanding processes and outcomes of social exclusion and to promoting the academic, practical, social, and emotional learning of all learners. The competences also include non-discriminatory and effective teaching approaches in heterogeneous classes.

Working with others

Collaboration and teamwork are essential approaches for all teachers. The areas of competence within this field relate to working with parents, families, and a range of other educational professionals.

5. Competences for democratic culture

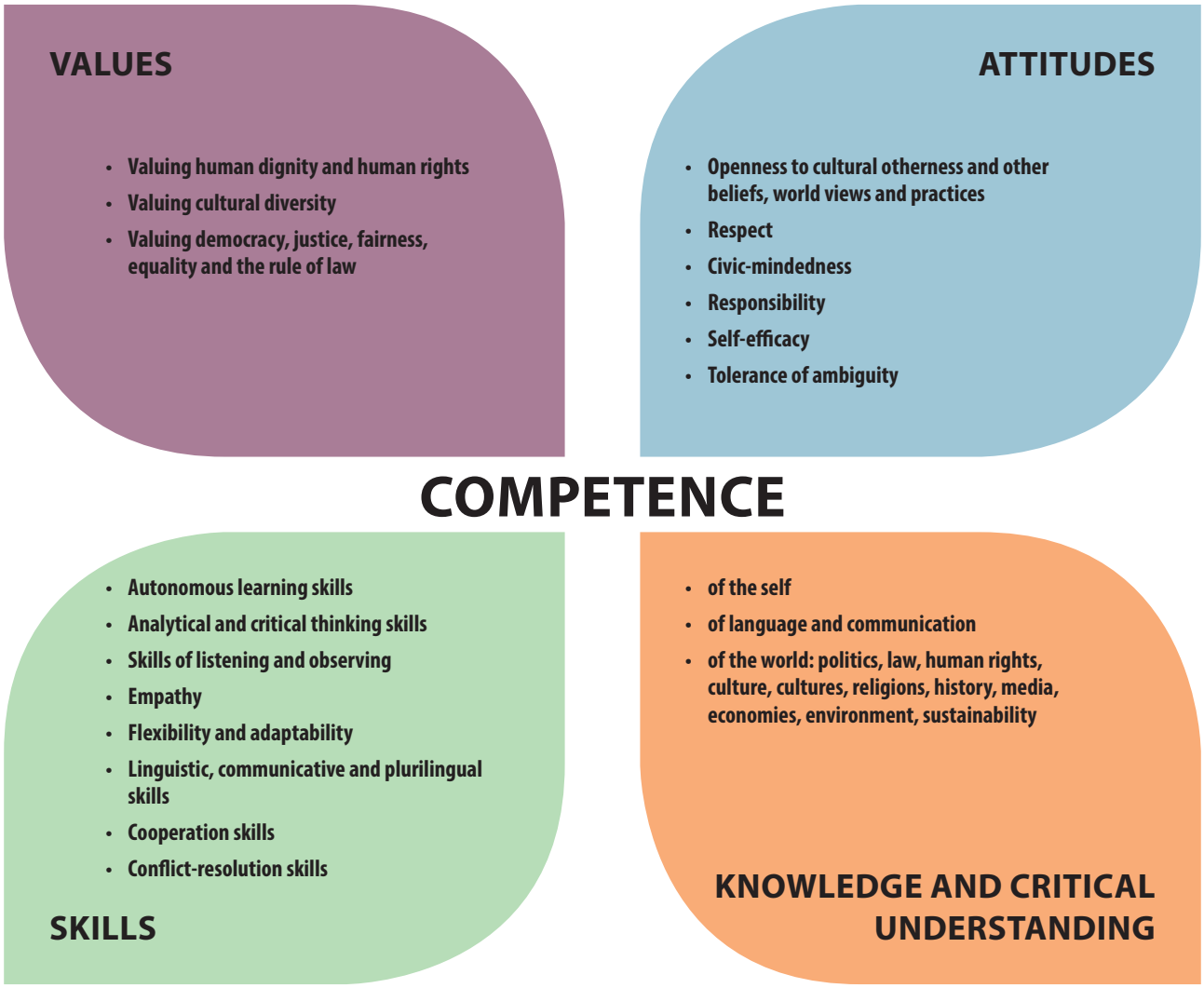
In April 2018, the Council of Europe published the Reference Framework of Competences for Democratic Culture (RFCDC) in three volumes. The RF CDC describes a conceptual model of the competences which need to be acquired by learners if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies. It also defines teaching and learning methods through which pupils can enhance their level of competence. Important educational strategies include teaching and learning opportunities that provide space for critical thinking, for deliberation, debate and discussion, as well as intercultural learning, and all methods that enhance social interaction and cooperation.

The RFCDC can be used in any type of a curriculum: content-oriented, goal-oriented, learning

outcomes-oriented curriculum, as well as in competence-oriented curriculum. CDCs are developed by teaching compulsory and elective subjects, but also through cross-curricular topics, extra-curricular activities, the work of the students' parliament. The focus on the development of CDCs encourages and enables democratic school management, communication with the local community and with other schools, positive atmosphere in the classroom, while enhancing the effectiveness if learning and teaching (RF CDC, 2018a, b, c).

The model of competences around which the RF CDC has been developed is structured in: values, attitudes, skills and knowledge and critical understanding (Figure no. 1). The entire RF CDC has 20 competences in total. (RF CDC, 2018a).

Figure no. 1 – RF CDC



III. CURRICULUM AIM AND GOALS

The in-service training course for teachers is part of the EU/CoE initiative aimed at supporting the education system in Montenegro in their efforts to improve the quality of education by enhancing knowledge and awareness on the concepts, policies, practices and benefits from of a democratic and inclusive school culture among teachers, staff, students and local communities.

The main goals of the training curriculum are to enhance the professional competences of teachers to engage school development processes. These main goals can be defined as follows:

- Enhancing knowledge and understanding of school improvement processes;
- Supporting their schools in actively engaging in school development processes aimed at building a democratic and inclusive school culture;

- Raising awareness of teachers on their role and responsibility for the development of all their students, as well as on the importance of addressing issues like discrimination, social inclusion and intercultural understanding;
- Applying methodologies and resources, with a sound theoretical background, and relying on the experience of Council of Europe in this field, which can be of practical use for activities to be organized at classroom and school level, and are based on a whole-school approach to school development;
- Responding constructively to the diversity in their classrooms and in creating appropriate classroom setting for the different needs of their pupils; and
- Engaging in exchanges of experiences with peers.

IV. METHODOLOGY

The methodology used during the training represents a mixture of:

- Lectures and presentations;
- Interactive exercises, which, for most part, can be replicated or adapted for use with students;
- Group work; and
- Individual work.

Interactive methods and activities which stimulate reflection, cooperation and creativity will be privileged throughout the training. Space is provided in the last training session to respond to specific additional needs of individual schools, in terms of addressing other related topics or going deeper into those already addressed in previous sessions.

Participants will be introduced to relevant Council of Europe resources and materials. The training curriculum will offer a detailed description of all activities implemented during the teacher training.

V. TARGET GROUP

The training is designed for teachers, educators, pedagogues, psychologists, and school directors at all levels of education. The course will strengthen both, their theoretical knowledge and understanding of democratic school development, and their skills for promoting democratic and inclusive school and classroom development, parental involvement and local partnerships.

The training is aimed at facilitating changes in individual schools. Therefore, teachers learn about strategies for peer support and school-based exchange of knowledge and information and how to use methods of formative and summative evaluation.

VI. STRUCTURE OF THE TRAINING CURRICULUM ON DEMOCRATIC SCHOOL CULTURE

Based on the conceptual outlined in this document the curriculum should cover following key topics:

Day 1 Introducing Reference Framework of Competences for Democratic Culture	Day 2 Descriptors in the RF CDC and their meaning for the curricula	Day 3 RF CDC in a whole-school approach and as a holistic approach	Day 4 School environment needed for democratic and inclusive values: whole-school approach for all children	Day 5 Democratic and inclusive classroom development	Day 6 Making School a safe and supportive environment for all children
1. Opening, introduction of Council of Europe (CoE) concept of democratic and inclusive school development, and training programme, objectives, rules, expectations	1. Making practical examples	1. Meaning of the RF CDC for elective subjects, extra-curricular activities, for school management etc.	1. Whole-school approach: building a democratic and inclusive school environment	1. An overview of types of educational strategies promoting a democratic and inclusive classroom development	1. Resilience in education. Concept, importance and practical strategies
2. Reference Framework of Competences for Democratic Culture – basic structure	2. RF CDC: descriptors	2. Introducing RF CDC in teaching methodology: methods, techniques, strategies.	2. Understanding the importance of a supportive and protective school environment	2. Strategies, methods and activities enhancing social interaction and inclusion at classroom level	2. Strategies that build resilience in schools – work on case studies
3. RF CDC – deeper understanding of 20 elements	3. Introducing RF CDC into curricula for compulsory subject	3. Practical implications	3. Role of schools and teachers in reducing inequalities- the need for a welcoming and supportive school environment for all children	3. Enhancing critical thinking and ability to change perspectives	3. School policies and practices for combating discrimination and bullying
4. RF CDC – competence clustering, connecting of cognitive and affective domain	4. RF CDC in the cross-curricular topics	4. Assessment	4. Enhancing teacher cooperation for providing a welcoming environment at school	4. Enhancing skills for conflict resolution	4. Integrating a democratic and inclusive perspective into teaching and learning

VII. MODULAR APPROACH

The entire teacher training course consists of 6 training days. Each training day includes 4 sessions that build on each other.

The training structure is modular. The curriculum can be divided into two main parts and delivered in a modular approach (3 days plus 1; or 3 days plus 2; or 3 days plus 3 days).

The first part offers a three-day training on the concept of democratic and inclusive school development and school culture and effective educational strategies that enable improvement. The central concept of the first three days is the RF CDC as the basic instrument that enables planning, preparation, implementation and evaluation of overall school performance (regular and elective classes, extra-curricular and other occasional activities, school management, school's cooperation with other schools and with local community, classroom environment) in the context of developing competences for democratic culture, which are necessary for democracy, rule of law and respect for human rights.

The following three days cover other school development challenges which are relevant in specific local contexts:

- Day 4 addresses the school environment needed for democratic and inclusive values: whole-school approach for all children.
- Day 5 offers training on democratic and inclusive classroom development.
- Day 6 looks into key areas for making school a safe and supportive environment for all children.

Recommendation

It is suggested to handle the curriculum in a flexible manner. However, it is recommended to provide thorough introduction into the conceptual framework.

The first three days should be considered as one module which provides basic knowledge and understanding of RF CDC and its' meaning for contemporary school reform. **The curriculum for the following three days** complements the basic module by offering training on challenges and areas relevant in local contexts.

These additional three training days can be added flexibly to the basic module according to needs and priorities of teachers and schools.

VIII. PREREQUISITES

Participating teachers should:

- Be available to participate in the three-day training session (basic module);
- Be motivated to add other training modules to the basic part;
- Be motivated and committed to experiment with new methods of teaching and to implement activities based on the training experience;
- Be motivated to monitor and support challenges stemming from school development processes; and
- Be ready to work as a team and to transfer information and experiences to other colleagues

IX. EVALUATION

A final evaluation of the training can be conducted based on several methods:

- Feedback at the end of each module,

- Presentation of an individual portfolio reflecting the implementation of training elements in the practice. The portfolio includes: a written curriculum for one teaching topic with clearly indicated competences for democratic culture, a two-hour scenario, a teacher's self-evaluation narrative report,
- A colloquium focused on a review of the key concepts and the activities performed at school level.

PROGRAMME SCENARIO

DAY 1: INTRODUCING THE REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

Training sessions

1. Opening, introduction of Council of Europe (CoE) concept of democratic and inclusive school development, and training programme, objectives, rules, expectations
2. Reference Framework of Competences for Democratic Culture – basic structure
3. RF CDC – deeper understanding of the 20 elements
4. RF CDC – competence clustering, connecting of cognitive and affective domain

Session 1. Opening, introductions to programme and Council of Europe (CoE) concept of democratic and inclusive school development, objectives, rules, expectations

LEARNING OUTCOMES

Participants will:

- Situate the training programme in the context of the work of the CoE;
- Understand the basic elements of the training programme: objectives, key areas, structure, links between training and school development;
- Clarify the understanding of key terms (democratic school, school culture, school climate, social inclusion, diversity) and reflect on the relevance of the concept and on its potential contributions to school development in Montenegro;
- Express expectations and clarify rules concerning relationships and communication procedures during the training.

AGENDA

Part 1: Welcome addresses, introduction of the trainers, brief self-presentations of participants and team-building activity.

Step 1: Brief self-presentations in plenary (15min)

Each participant will mention:

- Name, name of school;
- Years of teaching experience;
- Previously attended similar or related trainings or projects related to the topics of the training

Step 2: Team building activity: discussion in small groups on expected benefits of the training (10min)

- What could be the benefits of this training for you?

Step 3: Group presentations– main findings about expectations (10min)

- The first group presents for 2-3 minutes, then other groups only add things that have not been mentioned by the previous groups, to avoid repetition. The trainer or a volunteer participant takes notes of the key ideas on flipchart.

Part 2: Overview of the structure of the training, key areas and objectives (15min)

- using some slides of the PowerPoint presentation, Opening and/or Democratic school development.
- Q&A's

Part 3: leads into the reflection and discussion of the key concepts of the training

Step 1: Participants clarify their understanding of key terms and reflect on the relevance of the concept and its potential contributions to school development in Montenegro.

Key terms:

- democratic school;
- school culture;
- school climate;
- social inclusion;
- diversity.

Small groups work on definitions and relevance of concepts. Each group works to define one key term (10min)

Step 2: Presentations and discussion in plenary (20min).

Part 4: Rules and procedures

Focus is on more practical issues, including distribution of training support materials, evaluation procedures, communication procedures, breaks, and rules concerning the use of mobile phones, or smoking, etc.

Participants are asked to write their main expectations and fears on post-its. Post-it's are displayed in an area where participants can consult them during break and will be checked at the end of the training session. (10 min)

The trainers should encourage the participants to translate their new knowledge and understanding in their daily work and the specific local context of each participant. They could offer their support for planning and monitoring of activities.

Resources needed:

- Computer
- Beamer
- Screen
- Flipchart
- Paper
- Post-its and a place to display them.
- PowerPoint presentation on overall programme of the seminar with definitions of key terms: democratic school, school culture, school climate, social inclusion, diversity.

LEARNING OUTCOMES

The participants will:

- Understand the basic structure of the Reference Framework of CDC;
- Link understanding of the RF CDC structure with their prior knowledge and own practice;
- Analyse conceptual connection/similarity between RF CDC and the competence model that was introduced in the Montenegrin curricula in 2004 and 2016.

AGENDA

Step 1: Evocation of prior knowledge of the term "competence" (15 min)

The trainer(s) encourage(s) participants to discuss the concept of competence. They ask questions: How well do you know the term "competence"? What do you mean by it? How often is this term used in curricula? What is your most common reference to it? Are those areas within a subject or between subjects or extracurricular activities...?

Participants write the definition of "competence" in small groups.

Step 2: Comparison of definitions (25 min)

In small groups, participants compare their definitions with the definition of the competence given in the RF CDC. They identify similarities and differences using the Venn Diagram. (The CoE definition should be distributed in a printed form and/or shown in a presentation.) When participants complete comparisons by themselves, the trainers lead the summary discussion.

Appendix 1: Definitions of competences

Source: RF CDC, 2018a, p. 32

Competence (general definition)	"the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context"
Democratic competence	"the ability to mobilise and deploy relevant psychological resources (namely values, attitudes, skills, knowledge and/or understanding) in order to respond appropriately and effectively to the demands, challenges and opportunities presented by democratic situations"
Intercultural competence	"the ability to mobilise and deploy relevant psychological resources in order to respond appropriately and effectively to the demands, challenges and opportunities presented by intercultural situations"

Step 3: Presentation of the "butterfly" (35 min)

The trainer draws the "butterfly" model on the chart and names the four components: knowledge and critical understanding (orange field), skills (green field), attitudes (blue field) and values (purple field).

Note: This arrangement goes in the direction of writing the letter "Z", from bottom up and corresponds to the way in which the Montenegrin curricula are structured. Namely, the cognitive domain dominates the subject curricula (Pešikan and Lalović, 2017). The cognitive domain is important part of the learning and lessons, but not the whole story. The duty of school is to pay equal attention to learning of values, attitudes, skills, knowledge, and critical thinking. However, this training should begin with a sequencing participants' are most familiar with (starting with knowledge). This way the sequencing is going to be challenged at later stage by making participants coming to a conclusion that learning and development are not only knowledge and skills based but also value and attitude based. This method is an example of heuristic exchange and learning that leads participants to an independent reflection. Given the rooted understanding of knowledge being the most significant and almost a single product of schooling, it is of outmost importance to gradually and systematically guide participants toward eliminating those wrong attitudes.

In small groups, participants define the model's basic fields: values, attitudes, skills, knowledge and critical understanding. They draw the model of a butterfly on a large paper and write titles and meanings (definitions, i.e. descriptions) of specific fields.

Participants compare their definitions with the definitions given in the RF CDC. Trainers lead the summary discussion.

Appendix 2: Key fields of RF CDC definitions.

Knowledge and critical understanding	"Knowledge is the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings. The term *critical understanding* is used to emphasise the need for the comprehension and appreciation of meanings in the context of democratic processes and intercultural dialogue to involve active reflection on and critical evaluation of that which is being understood and interpreted (as opposed to automatic, habitual and unreflective interpretation)" (RF CDC, 2018a: 52)
Skills	"A skill is the capacity for carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal. There are eight sets of skills that are important for a culture of democracy, as follows." (RF CDC, 2018a: 46)

Attitudes	"An attitude is the overall mental orientation which an individual adopts towards someone or something (for example a person, a group, an institution, an issue, an event, a symbol). Attitudes usually consist of four components: a belief or opinion about the object of the attitude, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object" (RF CDC, 2018a: 41).
Values	"Values are general beliefs that individuals hold about the desirable goals that should be striven for in life. They motivate action and they also serve as guiding principles for deciding how to act. Values offer standards or criteria for: evaluating actions, both one's own and those of other people; justifying opinions, attitudes and behaviours; deciding between alternatives; planning behaviour; and attempting to influence others" (RF CDC, 2018a: 38).

Step 4: Identifying links between fields (15 min)

Trainers encourage participants to identify links between fields. They could ask the following questions: Can skills be adopted without some knowledge in their basis? What is the link between attitudes and values? Try to find an example of the link between an attitude and a skill. The trainers lead the discussion on what dominates the Montenegrin curricula: two fields down or two fields up (on the butterfly model).

Resources needed:

- Chart paper and chart table,
- Markers,
- Copied definitions of the terms: competence, values, attitudes, skills, knowledge and critical understanding,
- PowerPoint presentation with definitions,
- Laptop and
- Beamer.

Session 3. RF CDC – deeper understanding of 20 elements

LEARNING OUTCOMES

Participants will:

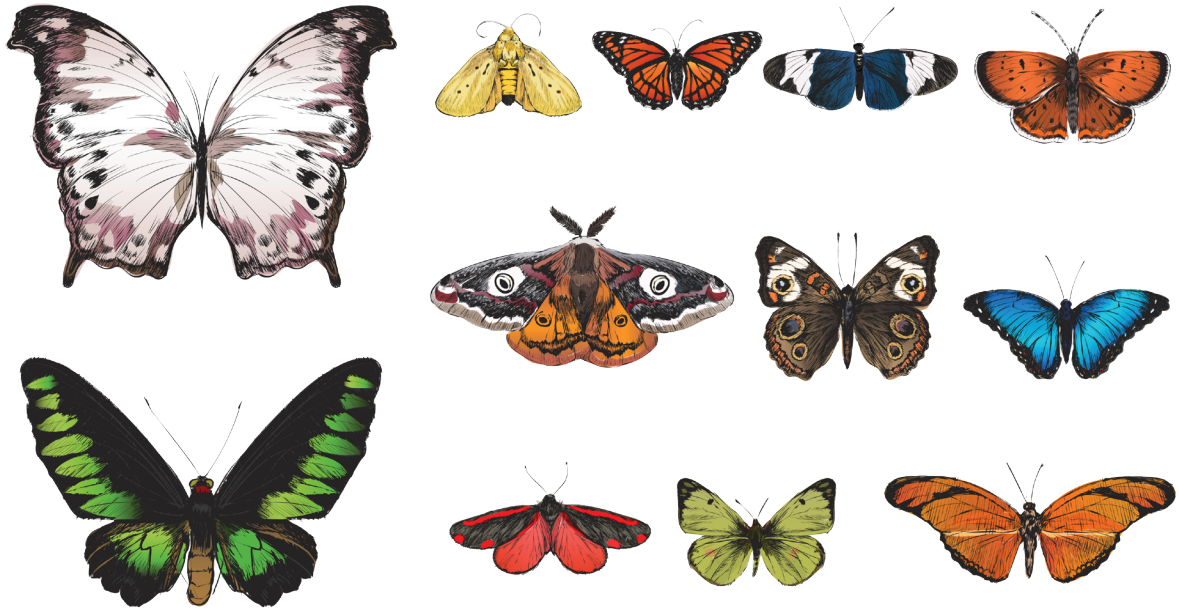
- Understand deeper structure of the Reference Framework of CDC;
- Analyse 20 elements of the RF CDC, their meaning and correlation.

AGENDA

Step 1: Setting up small work groups (5 min)

Participants are divided into groups by randomly selection of butterfly images. Print those images on a thicker paper in as many copies as there are groups and cut as many individual butterflies as there are participants.

Appendix 3: Picture for division into groups. Cut individual butterflies.



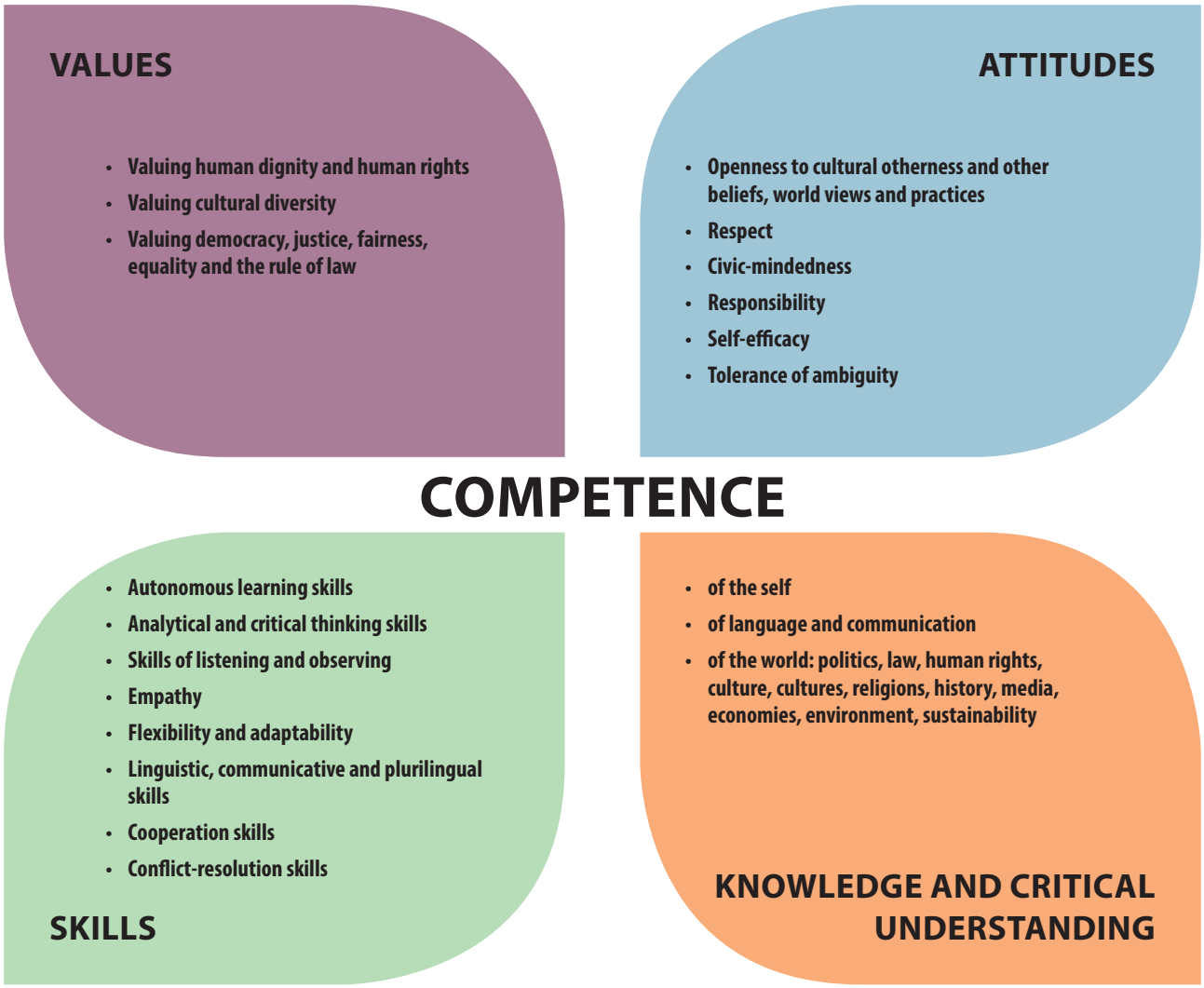
Step 2: Completing the field in the RF CDC (25 min)

Each group is given 20 elements of the RF CDC written/printed on special paper strips and put into envelopes. The task for those groups is to assign each element to the appropriate field, i.e. *the butterfly wing*. Wherever possible, words that define categories are omitted from the names of model elements. For example, cooperation should be written instead of cooperation skills, autonomous learning should be written instead of autonomous learning skills, listening and observing should be written instead of skills of listening and observing. The discussion among participants with regard to the arrangement is possible only in relation to the fields of skills and attitudes, but we consider it important because it contributes to the deeper understanding of differences, but also to the subsequent correlation with the creation of clusters. Groups draw the butterfly model on the flipchart paper.

Step 3: Presentation of the RF CDC (10 min)

Trainers give feedback through a presentation with a completed model. A brief discussion ensues on whether the elements are properly assigned, i.e. if there are those that could be moved to another group.

Appendix 4: RF CDC for ppt.



Step 4: Determining the meaning of individual elements from the RF CDC (45 min)

The work continues in previously formed groups. Participants receive new envelopes with descriptions of individual competencies, but without their exact name (Appendix 5). The task for groups is to add the description to its proper name. This is, actually, a continuation of the previous task. The process is as follows: one member of the group takes out a description from the envelope, reads the description to the others, and they connect it with the proper name and put the *paper strip with the description* next to the *paper strip with the name*. Once they finish linking descriptions to the names, the groups receive complete descriptions from the moderator (Appendix 6), one member reads them, and groups mark their (in)correct solutions.

Trainers ask questions for participants to reflect: Were the descriptions (un)clear? What had already been known? Is there anything insufficiently clear? etc. Trainers lead a summary discussion.

Appendix 5 – Cut smaller pieces of paper, i.e. separate names and descriptions. Distribute only names in the first part of the task, and descriptions/definitions in the second.

Valuing human dignity and human rights

It is based on the general belief that every human being is equally valuable, that they have equal dignity, the right to equal respect, and the right to the same set of human rights and fundamental freedoms, and that is how they should be treated.

Valuing cultural diversity

It is based on the general belief that belonging to another culture, cultural variability and diversity, as well

as the pluralism of views, opinions and practices should be respected and nurtured and viewed positively.

Valuing democracy, justice, fairness, equality and rule of law

This set is based on the general belief that societies should function and be governed by democratic processes that respect the principles of justice, fairness, equality and the rule of law.

Openness to cultural otherness and to other beliefs, world views and practices

It is the attitude towards people who are believed to belong to cultures that are different from one's own or attitude towards beliefs, world views and practices that are different from one's own. It includes sensitivity, curiosity and readiness to interact with other people and other world views.

Respect

It consists of a positive view and appreciation of someone or something based on the assessment that it has an important significance, merit, or value. To have respect for other people, who are seen as people belonging to different cultures or people who have different beliefs, opinions or practices from one's own, is essential for an effective intercultural dialogue and the culture of democracy.

Civic-mindedness

It is the attitude towards the community or social group that an individual belongs to, and which is larger than the immediate circle of one's own family and friends. It includes the sense of belonging to the community, awareness of other people in the community, awareness of the impacts of own actions on these people, solidarity with other community members, and the sense of civic duty towards the community.

Responsibility

It is the attitude towards own actions. It includes thinking about own actions, creation of intentions on how to act in a morally appropriate way, conscious execution of those actions, and assumption of responsibility for the outcomes of these actions.

Self-efficacy

It's an attitude towards oneself. It includes a positive belief in one's own ability to take actions that are necessary to achieve certain goals, as well as the confidence that one can understand the issues, choose proper methods to perform tasks, successfully overcome obstacles and make a difference in the world.

Tolerance of ambiguity

This is the attitude towards situations that are uncertain and subject to numerous contradictory interpretations. It includes a positive assessment of such situations and their solution in a constructive manner.

Autonomous learning skills

These skills are required to perform, organize and evaluate one's own learning, in line with one's own needs, in a manner that is decided independently, without encouragement from others.

Analytical and critical thinking skills

These are the skills necessary to analyse, evaluate and make an opinion about materials of any kind (for example, texts, arguments, interpretations, questions, events, experiences, etc.) in a systematic and logical way.

Skills of listening and observing

These skills are needed to notice and understand what is said and how it is said, but also to notice and understand the non-verbal behaviour of other people.

Empathy

It is necessary in order to understand and connect with thoughts, beliefs and feelings of other people, and for seeing the world from the perspective of other people.

Flexibility and adaptability

They are needed in order to adapt and organize one's own thoughts, feelings or behaviours in such a manner to be able to respond to new contexts and situations effectively and adequately.

Linguistic, communicative and plurilingual skill

They are needed to communicate effectively and properly with other people who speak the same or another language, and to act as an intermediary between those who speak different languages.

Cooperation skills

They are needed to successfully participate in joint activities, tasks and ventures, with other people and to encourage others to cooperate in order to achieve a groups' goals.

Conflict-resolution skills

They are needed to address a conflict, to manage it, and to solve it in a peaceful manner, by directing conflicting parties towards optimal solutions that are acceptable to all parties involved.

Knowledge and critical understanding of the self

Includes knowledge and critical understanding of one's thoughts, beliefs, feelings and motivations, as well as of own cultural belonging and world view.

Knowledge and critical understanding of language and communication

It includes knowledge and critical understanding of socially suitable verbal and non-verbal communication conventions that operate within the language or languages spoken, the effects that different communication styles can have on other people, and the way each language expresses common cultural meanings in a unique way.

Knowledge and critical understanding of the world

It includes a large and complex set of knowledge and critical understanding in various fields, including politics, law, human rights, culture, cultures, religions, history, media, economics, environment and sustainability.

Appendix 6 – Exact names and descriptions of all 20 competences. To print fully and use for feedback. Distribute copies to all participants.

VALUES

Valuing human dignity and human rights

This value is based on the general belief that every human being is equally valuable, that they have equal dignity, the right to equal respect, and the right to the same set of human rights and fundamental freedoms, and that is how they should be treated.

Valuing cultural diversity

This value is based on the general belief that belonging to another culture, cultural variability and diversity, as well as the pluralism of views, opinions and practices should be respected and nurtured and viewed positively.

Valuing democracy, justice, fairness, equality and rule of law

This set of values is based on the general belief that societies should function and be governed by democratic processes that respect the principles of justice, fairness, equality and the rule of law.

ATTITUDES

Openness to cultural otherness and to other beliefs, world views and practices

It is the attitude towards people who are believed to belong to cultures that are different from one's own, or attitude towards beliefs, world views and practices that are different from one's own. Openness includes sensitivity, curiosity and readiness to interact with other people and other world views.

Respect

Respect consists of a positive view and appreciation of someone or something based on the assessment that it has an important significance, merit, or value. To have respect for other people, who are seen as people belonging to different cultures or people who have different beliefs, opinions or practices from one's own, is essential for an effective intercultural dialogue and the culture of democracy.

Civic-mindedness

Civic-mindedness is the attitude towards the community or social group that an individual belongs to, and which is larger than the immediate circle of one's own family and friends. It includes the sense of belonging to the community, awareness of other people in the community, awareness of the impacts of own actions on these people, solidarity with other community members, and the sense of civic duty towards the community.

Responsibility

Responsibility is the attitude towards own actions. It includes thinking about own actions, creation of intentions on how to act in a morally appropriate way, conscious execution of those actions, and assumption of responsibility for the outcomes of these actions.

Self-efficacy

Self-efficacy the attitude towards oneself. It includes a positive belief in one's own ability to take actions that are necessary to achieve certain goals, as well as the confidence that one can understand the issues, choose proper methods to perform tasks, successfully overcome obstacles and make a difference in the world.

Tolerance of ambiguity

Tolerance of ambiguity is the attitude towards situations that are uncertain and subject to numerous contradictory interpretations. Tolerance includes a positive assessment of such situations and their solution in a constructive manner.

SKILLS

Autonomous learning skills

Autonomous learning skills are required to perform, organize and evaluate one's own learning, in accordance with one's own needs, in a manner that is decided independently, without encouragement from others.

Analytical and critical thinking skills

Analytical and critical thinking skills are the skills necessary to analyse, evaluate and make an opinion about materials of any kind (for example, texts, arguments, interpretations, questions, events, experiences, etc.) in a systematic and logical way.

Skills of listening and observing

Skills of listening and observing are needed to notice and understand what is said and how it is said, but also to notice and understand the non-verbal behaviour of other people.

Empathy

Empathy is a set of skills that are needed to understand and connect with thoughts, beliefs and feelings of

other people, and for seeing the world from the perspective of other people.

Flexibility and adaptability

Flexibility and adaptability are needed in order to adapt and organize one's own thoughts, feelings or behaviours in such a manner to be able to respond to new contexts and situations effectively and adequately.

Linguistic, communicative and plurilingual skills

Linguistic, communicative and plurilingual skills are needed to communicate effectively and properly with other people who speak the same or another language, and to act as an intermediary between those who speak different languages.

Cooperation skills

Cooperation skills are needed to successfully participate in joint activities, tasks and ventures, with other people and to encourage others to cooperate in order to achieve a groups' goals.

Conflict-resolution skills

Conflict-resolution skills are needed to address a conflict, to manage it, and to solve it in a peaceful manner, by directing conflicting parties towards optimal solutions that are acceptable to all parties involved.

Knowledge and critical understanding

Knowledge and critical understanding of self

Knowledge and critical understanding of self includes knowledge and critical understanding of one's thoughts, beliefs, feelings and motivations, as well as of own cultural belonging and worldview.

Knowledge and critical understanding of language and communication

Knowledge and critical understanding of language and communication includes knowledge and critical understanding of socially suitable verbal and non-verbal communication conventions that operate within the language or languages spoken, the effects that different communication styles can have on other people, and the way each language expresses common cultural meanings in a unique way.

Knowledge and critical understanding of world

Knowledge and critical understanding of world includes a large and complex set of knowledge and critical understanding in various fields, including politics, law, human rights, culture, cultures, religions, history, media, economics, environment and sustainability.

Resources needed:

- Images of butterflies for division into groups,
- Printed paper strips with names of 20 competences in envelopes for each group separately,
- Printed paper strips with descriptions of 20 competences in envelopes for each group separately,
- The list with exact names and descriptions of 20 competences for each participant,
- The butterfly model for each participant,
- Presentation,
- Laptop,
- Beamer,
- Chart paper,
- Chart table,
- Glue.

Session 4. RF CDC – competence clustering, connecting of cognitive and affective domain

LEARNING OUTCOMES

The participants will:

- Identify links between four fields in the RF CDC;
- Understand that two fields are from the cognitive and other two from the affective domain;
- Assess the importance of connecting cognitive and affective domain in learning and teaching;
- Analyse the necessity to teach and learn attitudes and values, as categories from the affective domain.

AGENDA

Step 1: Creating clusters of competence (25 min)

Participants are organized into small groups, according to the subjects/fields they teach. Trainers give them the task to select a topic[1] from the subject curriculum and to create four clusters (or "chains") of competences in relation to it. They form groups, i.e. clusters which are formed by choosing and connecting single elements from each field of "knowledge and critical understanding", "skills", "attitudes" and "values". Participants write clusters on the chart paper and visually emphasize the connection and the dynamic character, for example with arrows.

Note: Each school subject can contribute to the development of various elements of CDC. In a specific situation (learning but also in real, life situation) the persons involved will need to use a set of elements of competence and this is what we call cluster. Even at different moments of a given situation, different clusters of competences will be needed.

The clusters are related to situations and not to school subjects, but each school subject can contribute to the development of any of the 20 elements of the CDC model.

Trainers instruct participants to create a logical combination, which will open the possibility of deeper understanding of the dynamic character of the cluster of competences. While they work, participants will notice that many combinations of competences from certain fields are possible. Participants who teach, for example, science subjects, mathematics, etc. may need some additional assistance. Trainers should be ready to inspire them with examples. They encourage activities and take particular account of the clear link between clusters of competences and the topic that has been chosen.

Step 2: Presentation of clusters (20 min)

Once each group forms four clusters, they present their results.

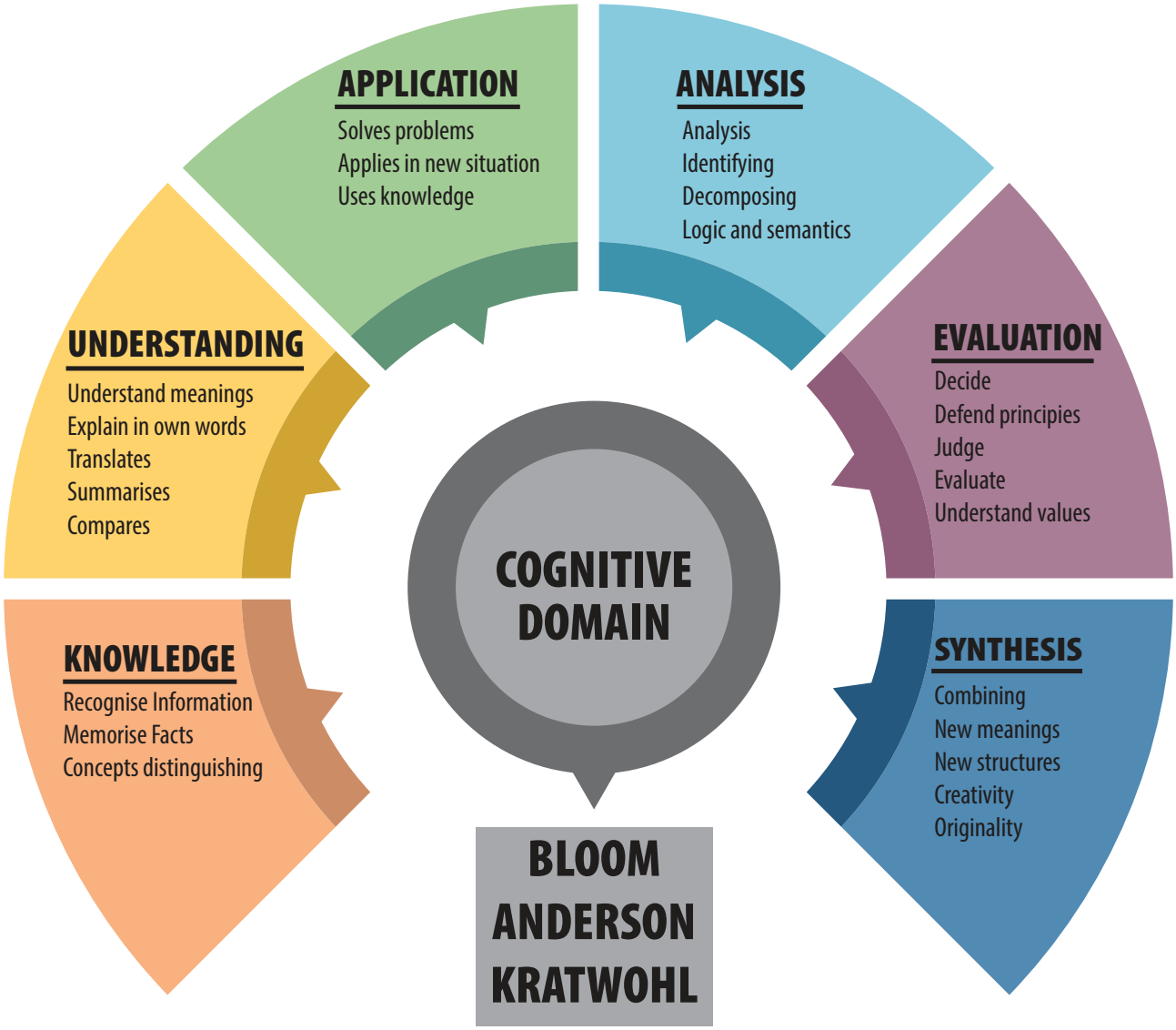
Step 3: Presentation by trainers (45 min)

The presentation includes the "butterfly" model and two slides with a schematic presentation of the taxonomy for the cognitive and affective domains, which are designed based on the literature: Bloom (1981), Anderson and Krathwohl (2001), Krathwohl (2002), DEVCORE Guidelines (2015). While showing the CDC model, trainers draw attention to two domains: cognitive and affective. They explain - not only through a monologue, but also by asking questions to try and encourage participants to make comments - the content, meaning and role of the cognitive and affective domain. They draw special attention to the visible dominance of the cognitive over the affective and guide participants to the synthesis of knowledge that both domains must be important in contemporary teaching. Trainers encourage discussion about it: Why does the cognitive domain dominate? What is lost, and what is gained with it? How to strike a balance? etc.

1 At this stage of the work, other elements of teaching methodology are not discussed: methods, forms of work, techniques, etc. in order to emphasize the link between competences and learning content. In later stages, clearly, activities are implemented that will enable the analysis of the role of all teaching elements (pedagogy, methodology, assessment) in the CDC development.

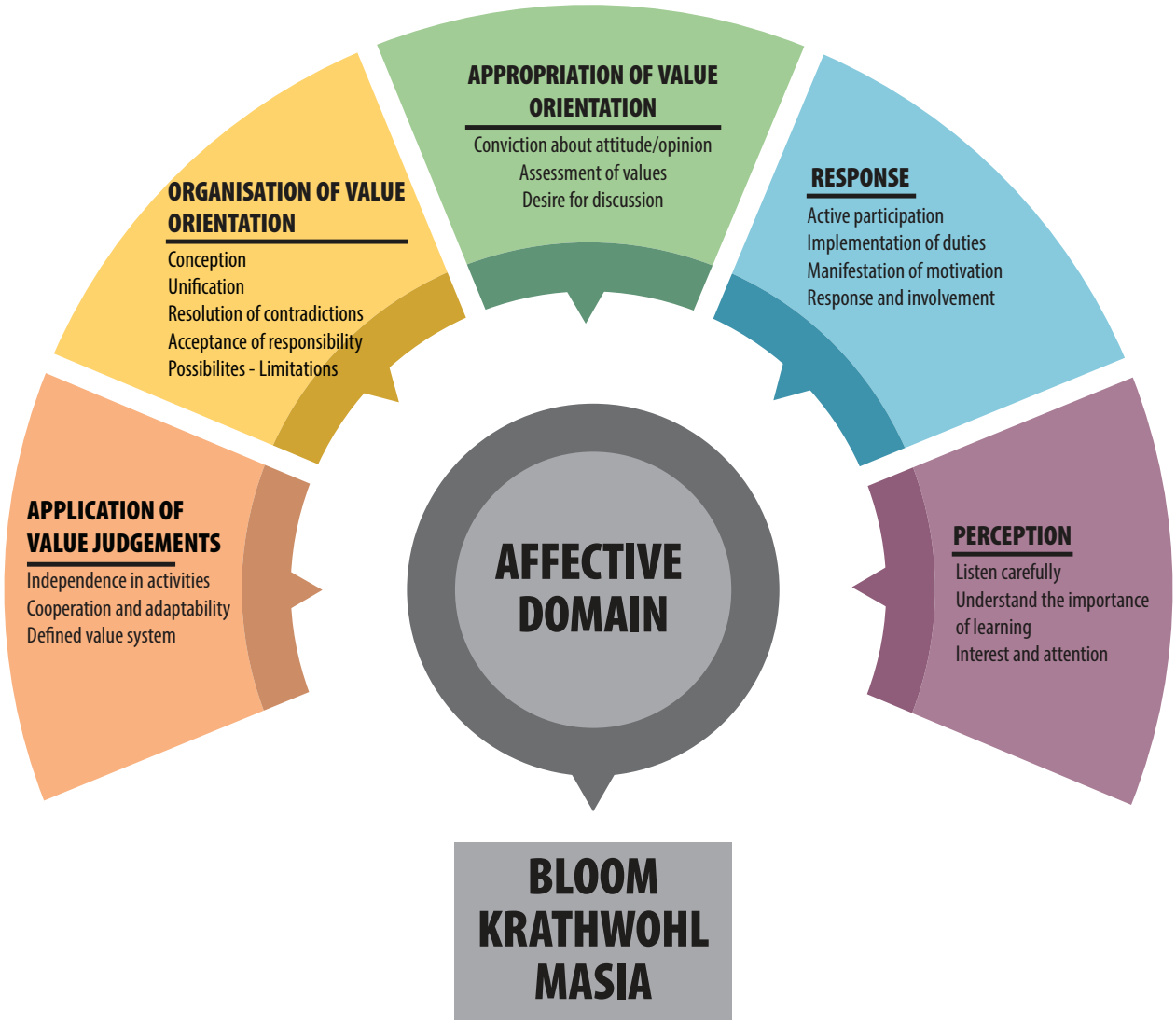
While they present the taxonomies[2], trainers encourage participants to observe the structure of the cognitive and the affective domains, to understand the hierarchical relationship between levels, to see the gradual cognitive and affective progression, etc. The discussion can also be guided towards the critical and problematic understanding of the sequence of levels. For example: Why does application come before analysis? Why does evaluation come before synthesis in the revised version? and others. In addition, and depending on the group of participants, a matrix showing the types of knowledge (factual, conceptual, procedural, metacognitive) and levels of taxonomy can also be presented (Krathwohl, 2002).

Appendix 7 – The cognitive domain taxonomy (schematic overview) for the presentation



2 Teachers in Montenegro are familiar with Bloom's taxonomy for the cognitive domain, and the situation is similar with the revised version from 2001. The taxonomy was used as an instrument when the curricula based on operational goals (from 2004) and on learning outcomes (from 2016) were developed. The taxonomy for the affective area is less known to teachers, so it should be shown in this training in order to achieve a better balance in the representation of knowledge and critical understanding and skills, on the one hand, and attitudes and values, on the other.

Appendix 8 – The affective domain taxonomy (schematic overview) for the presentation



Resources needed:

- Subject curriculum (participants bring with themselves to the seminar,
- Chart table,
- Chart paper,
- Markers,
- "Butterfly",
- Presentation (contents: competence model and two schemes of taxonomies),
- Laptop,
- Beamer,
- Printed schemes of taxonomies for each participant.

DAY 2: DESCRIPTORS IN THE RF CDC AND ITS' MEANING FOR THE CURRICULA

Training sessions:

1. Making practical examples
2. RF CDC: descriptors
3. Introducing RF CDC into the curricula for compulsory subjects
4. RF CDC in the cross-curricular topics

Session 1. Making practical examples

LEARNING OUTCOMES

The participants will:

- Practically apply what they learned about 20 competences from the RF CDC and taxonomies for the cognitive and affective domains;
- Analyse the possibility of hierarchical structuring of 20 elements of RF CDC;
- Compare levels (complexity) of requirements;
- Prepare new learning outcomes arranged by complexity level for 20 elements of the RF CDC[3].

AGENDA

Step 1: Preparation of practical examples (45 min)

Participants are organized into small groups, by subjects/fields they teach. The trainers explain their task very precisely: each group receives four out of 20 competencies from the "butterfly" model by random selection. The first part of the task is to determine where each element belongs (to which field) and to determine whether it is in the cognitive or affective domain. Once this is determined, the groups - by using the appropriate taxonomy - need to create a hierarchical set of requirements, expressed in the terminology of learning outcomes, for that competence. With this procedure, the groups practice what they have previously learned and we are preparing them to understand competence descriptors.

Step 2: Presentation (45 min)

Representatives of groups present and all participants are encouraged to listen carefully and be active. Trainers encourage participants by asking problem-related questions. Complexity of the task and the fact that levels in some situations are not easy to determine are recognized.

Resources needed:

- Paper strips with written/printed names of 20 elements of RF CDC,
- Schemes of taxonomies for the cognitive and affective domain,
- Chart paper,
- Chart table,
- Glue.

3 The aim of this session is to practice and apply what has been learned, as well as to prepare for the descriptors of the RF CDC.

Session 2. RF CDC: descriptors

LEARNING OUTCOMES

The participants will:

- Learn about 20 competence descriptors;
- Understand the fact that descriptors describe observable behaviour, that they are: teachable, learnable and assessable.

AGENDA

Step 1: Work in groups (40 min)

The task is done in groups, in six groups in total. Each group gets a group or a half group (where there are several elements, such as skills or attitudes) of competences to work with. For example, one group gets half of the competences from the *attitudes* group, the other group gets all the competences from the values group, etc. Working materials for each of the groups consists of separately printed descriptors for appropriate competencies, with the level indication, but without the note which competence it is about. The groups' task is to match descriptors with competences Technically, they do this on a flipchart paper, where they write the name of the appropriate group of competences, and then they *gently* glue paper strips with descriptors to the paper (this makes it easier to correct mistakes during feedback).

Step 2: Getting feedback by themselves (25 min)

Once the groups complete their assignments, the trainers distribute the list of descriptors (Appendix 9) with the instruction to compare it with their solutions, by first confirming what they have done correctly, and in the second step to move items according to the correct solutions. Each group singles out those descriptors that were particularly striking to them - identified quickly and accurately or slowly and incorrectly. A short discussion on these singled-out descriptors takes place.

Step 3: Gallery of descriptors (25 min)

An exhibition of the results is organized. The papers are glued to the wall. There are two members of the group standing next to the paper, while other participants tour the works, examining, asking questions to those who participated in their development.

Note: The trainers should emphasize that descriptors are independent from one-another and that they can help in designing, implementing and evaluating teaching and learning activities, as well as in assessment. Except that, it's important to discuss with the participants the fact that descriptors are: teachable, learnable and assessable.

Resources needed:

- Paper strips with written/printed names of 20 elements of RF CDC,
- Paper strips with written/printed descriptors,
- Full materials on descriptors with exact names and levels separately for each participant,
- Chart paper,
- Markers,
- Glue for each group.

Appendix 9 – The list of key descriptors for RF CDC (2018b: 15–25)

The key descriptors

VALUES

1. Valuing human dignity and human rights

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

2. Valuing cultural diversity

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

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

12.	Argues that schools should teach students about democracy and how to act as a democratic citizen	Basic
13.	Expresses the view that all citizens should be treated equally and impartially under the law	Basic
14.	Argues that laws should always be fairly applied and enforced	Basic

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

4. Openness to cultural otherness

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

5. Respect

27.	Gives space to others to express themselves	Basic
28.	Expresses respect for other people as equal human beings	Basic
29.	Treats all people with respect regardless of their cultural background	Intermediate
30.	Expresses respect towards people who are of a different socioeconomic status from himself/herself	Intermediate

31.	Expresses respect for religious differences	Advanced
32.	Expresses respect for people who hold different political opinions from himself/herself	Advanced

6. Civic-mindedness

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

7. Responsibility

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

8. Self-efficacy

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

49.	Shows confidence that he/she knows how to handle unforeseen situations due to his/her resourcefulness	Advanced

9. Tolerance of ambiguity

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

SKILLS

10. Autonomous learning skills

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

11. Analytical and critical thinking skills

64.	Can identify similarities and differences between new information and what is already known	Basic
65.	Uses evidence to support his/her opinions	Basic

66.	Can assess the risks associated with different options	Intermediate
67.	Shows that he/she thinks about whether the information he/she uses is correct	Intermediate
68.	Can identify any discrepancies or inconsistencies or divergences in materials being analysed	Advanced
69.	Can use explicit and specifiable criteria, principles or values to make judgments	Advanced

12. Skills of listening and observing

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

13. Empathy

76.	Can recognise when a companion needs his/her help	Basic
77.	Expresses sympathy for the bad things that he/she has seen happen to other people	Basic
78.	Tries to understand his/her friends better by imagining how things look from their perspective	Intermediate
79.	Takes other people's feelings into account when making decisions	Intermediate
80.	Expresses the view that, when he/she thinks about people in other countries, he/she shares their joys and sorrows	Advanced
81.	Accurately identifies the feelings of others, even when they do not want to show them	Advanced

14. Flexibility and adaptability

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

15. Linguistic, communicative and plurilingual skills

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

16. Co-operation skills

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

17. Conflict-resolution skills

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

KNOWLEDGE AND CRITICAL UNDERSTANDING

18. Knowledge and critical understanding of the self

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

19. Knowledge and critical understanding of language and communication

112.	Can explain how tone of voice, eye contact and body language can aid communication	Basic
113.	Can describe the social impact and effects on others of different communication styles	Intermediate
114.	Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)	Intermediate

115.	Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective	Advanced
116.	Can reflect critically on the different communicative conventions that are employed in at least one other social group or culture	Advanced

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

117.	Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities	Basic
118.	Can explain why everybody has a responsibility to respect the human rights of others	Basic
119.	Can describe basic cultural practices (e.g. eating habits, greeting practices, ways of addressing people, politeness) in one other culture	Basic
120.	Can reflect critically on how his/her own world view is just one of many world views	Basic
121.	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption	Basic
122.	Can reflect critically on the risks associated with environmental Damage	Basic
123.	Can explain the universal, inalienable and indivisible nature of human rights	Intermediate
124.	Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world	Intermediate
125.	Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses	Intermediate
126.	Can explain the dangers of generalising from individual behaviours to an entire culture	Intermediate
127.	Can reflect critically on religious symbols, religious rituals and the religious uses of language	Intermediate
128.	Can describe the effects that propaganda has in the contemporary world	Intermediate
129.	Can explain how people can guard and protect themselves against propaganda	Intermediate
130.	Can describe the diverse ways in which citizens can influence policy	Advanced

131.	Can reflect critically on the evolving nature of the human rights framework and the on-going development of human rights in different regions of the world	Advanced
132.	Can explain why there are no cultural groups that have fixed inherent characteristics	Advanced
133.	Can explain why all religious groups are constantly evolving and changing	Advanced
134.	Can reflect critically on how histories are often presented and taught from an ethnocentric point of view	Advanced
135.	Can explain national economies and how economic and financial processes affect the functioning of society	Advanced

Session 3. Introducing RF CDC into the curricula of compulsory subjects

LEARNING OUTCOMES

The participants will:

- Assess the possibility to use different compulsory subjects in the field of CDC;
- Realise that CDC do not have to be viewed strictly through learning content;
- Identify elements in the existing curricula that are open to be connected with RF CDC.

AGENDA

Step 1: The "sea-hill" game (10 min)

The participants stand in two rows, facing each other. Trainers read the names of some of 20 elements. When they read one from the affective domain (attitudes and values), the participants get up, and when they read one from the cognitive area (skills and knowledge and critical understanding), the participants squat.

Step 2: Discussion corners (30 min)

Trainers prepare statements for three *corners*:

1. CDC can be taught and learned only from the group of social subjects and from art.
2. CDC can be taught and learned from all subjects, including science and mathematics.
3. CDC cannot be taught and learned from the existing compulsory subjects, because they would overburden the curriculum.

Participants are arranged into corners by counting one to three. Those who are 1 will advocate for statement 1, 2s statement 2, and 3s statement 3. Groups prepare arguments to defend their statement for ten minutes. Then the discussion ensues. Group 1 lists and substantiates its statement, while others, after the presentation, present counterarguments and questions that can challenge the statement. The procedure is repeated with groups 2 and 3. When all presentations and all discussions are completed, participants are encouraged to change their place and to go to the corner they agree with. Trainers encourage and assist participants in their work all the time. It is expected that most participants will move to corner 2.

Step 3: Identifying learning outcomes in the existing curricula that CDC competences can be linked to (30 min)

Participants are divided into groups according to the subjects or groups of subjects that they teach. In these groups, they analyse their subject curricula (one topic) looking for already existing learning outcomes with which CDC competences can be linked. If the participants are particularly interested, descriptors can be used. For example, participants select a group of descriptors and explain the way they are included in the existing curriculum. There will be no analysis of the entire curriculum, but of one topic, for example. Groups write down their solutions on the chart paper[4].

Note: The principles of relevance, avoiding curriculum overload, coherence and transparency, vertical and horizontal coherence, progression in CDC, language and the dialogic dimension, contextualization of CDC, safe environments for learning CDC are emphasized in all sessions dealing with the introduction of RF CDC into the existing curricula (CoE, 2018c: 19). The trainers can show and explain these principles with a presentation.

Step 4: Brief presentation of groups' results (20 min)

Presentation and discussion

Resources needed:

- Paper strips with written/printed statements for corners,
- Subject curricula,
- Chart paper,
- Chart table,
- Glue.

Session 4. RF CDC in the cross-curricular topics

Learning outcomes.

The participants will:

- Assess possibilities of introducing CDC into cross-curricular topics;
- Understand the importance of cross-curricular topics in developing the dynamic character of competences.

Agenda

Step 1: The game: "guess by description" (15 min)

Participants-volunteers take from the envelope one of 20 competencies and describe it to the others, specifying in what situations we need it, how we use it, etc., but without mentioning its exact name. Others guess which competence it is.

Step 3: Work with stations (45 min)

Stations are formed according to cross-curricular topics, e.g. Entrepreneurial learning, Sustainable development, etc. (this part will depend on the structure of participants, i.e. in which schools they work). At each station, there is one of the cross-curricular topics with written learning outcomes. Groups visit each station and work on each of the topics to identify those elements in the cross-curricular topic that support the introduction of some of the CDCs. For each of the cross-curricular topics, the groups identify two CDCs that can be implemented extremely successfully. Groups write down solutions of their tasks on papers that they carry with them from one station to another. Each group visits each station.

4 From the beginning to the end of the seminar, it would be important to encourage participants to use graphical organizers (concept maps, Venn's diagrams, fish-bone diagrams, etc.) while solving tasks, which is related to the competencies of learning how to learn and presentation skills.

Step 3: Presentation (30 min)

Representatives of groups verbally present which competences from the CDC they have added to cross-curricular topics, and trainers or some of the participants make a joint, systematized overview on the flipchart paper.

Resources needed:

- Paper strips with written/printed names of 20 competences,
- Printed curricula for cross-curricular topics,
- Paper,
- Pencils,
- Chart tables,
- Chart paper.

PROGRAMME SCENARIO

DAY 3: RF CDC IN A WHOLE-SCHOOL APPROACH AND AS A HOLISTIC APPROACH

Training sessions

1. Meaning of the RF CDC for elective subjects, extra-curricular activities, for school management etc.
2. Introducing RF CDC in teaching methodology: methods, techniques, strategies.
3. Practical implications – subject-based groups.
4. Assessment.

Session 1. Meaning of the RF CDC for the elective subjects, extra-curricular activities, for the school management etc.

LEARNING OUTCOMES

The participants will:

- Analyse possibilities to introduce RF CDC in elective subjects and extracurricular activities;
- Understand that RF CDC should be an integral part of the entire ethos of the school, school management, and so on, i.e. to correspond to the whole-school approach;
- Assess RF CDC in the work of student parliaments, in the classroom atmosphere and in the school in general, etc.

AGENDA

Step 1: Elective subject and extracurricular activities (40 min)

Participants are divided into small groups and each group is assigned the task of linking one of the elective subjects and/or one of the extracurricular activities to descriptors (at least 5) from the RF of the CDC. Groups present their results.

Step 2: Role play (20 min)

Participants-volunteers perform a role play. Trainers assign them roles. For example, an authoritarian teacher, a hypoactive student, two "ordinary" students, a student from one of the minority groups. The discussion is about their parents who do not come regularly to the school to get informed. The second group has the following roles: a non-democratic director, a democratic teacher, two parents from the parents' council, and a student from the students' parliament. The discussion is about a child with an autistic spectrum who needs to be enrolled in a regular school.

A brief analysis of their roles and performance follows, reactions from participants, etc.

Step 3: "Tree" CDC **(20 min)**

Participants in small groups, randomly arranged, draw a tree on the flipchart paper and write down the characteristics/environment/atmosphere that should exist in order for the RF of the CDC to function at the whole school level, in line with the following requirements:

- Root of the tree – elements originating from the tradition, local community, school environment;
- Trunk – characteristics of school management;
- Branches – teachers and teaching process.

Key dimensions, concepts and/or fields can be introduced here: co-operation with the community (partners and community participation, school to school partnership, partnership with community institutions); school governance and culture (leadership and school management (including school planning, evaluation and development), decision making, policies, rules and procedures, student participation) and teaching and learning (RF CDC, 2018c).

The words that participants describe should describe the overall environment that is inspirational for CDC development. Trainers encourage participants during their work and make a summary at the end.

Step 4: Making a joint tree. (10 min)

The trainer or one of the participants draws a tree on a flipchart paper, and the participants say which characteristics they wrote down. Repetition is avoided.

Resources needed:

- Curricula of several elective subjects and several extracurricular activities,
- List of descriptors,
- Chart paper,
- Chart table,
- Markers in several colours.

Session 2. Introducing RF CDC in teaching methodology: methods, techniques, strategies

LEARNING OUTCOMES

The participants will:

- Understand that CDC is not only content, but also a learning and teaching method;
- Design examples of teaching methods, techniques, etc. for development of CDC.

AGENDA

Step 1: How do you learn things? (20 min)

The trainer draws the "butterfly" model on the flipchart paper, writes the names of four fields, and encourages

participants to list methods, techniques and strategies of learning and teaching that correspond to particular fields. Among other things, it is necessary to highlight the project-based method in relation to learning attitudes and values, as well as different forms of cooperative learning.

Step 2: About the project-based learning method (40 min)

Trainers offer basic instructions on the project-based learning method, point out the stages of project implementation within the five-part model:

- "choice of a topic of study or of an open question and planning of the work;
- collection of information, organisation of the information collected and decision making (implying both individual responsibility, co-operation in a group and managing potential differences of views or disagreements);
- preparation of the product (which can take various forms, such as a poster, video, podcast, publication, website, portfolio, text, performance or event);
- presentation of the product;
- reflection on the learning experience" (RF CDC, 2018, pp. 35-36).

After that, the participants are divided into small groups and asked to randomly choose (for example by pulling pieces of paper) one of the topics (an open question) for project implementation.

1. What internet content students are most interested in? For what reason?
2. Why children like novels/movies on Harry Potter?
3. Are students are interested in social themes?
4. What specifically motivates boys and girls for learning?
5. To what extent our students are religious?
6. What do children like to watch on TV?

Each topic needs to be elaborated through a project-based learning. Groups design a draft five-part project. They write down stages on the chart paper. At the end of the activity, the groups are reflecting how to develop particular CDC by learning this way.

Step 3: Presentation of projects (30 min)

Groups present project designs, and other participants listen carefully and have the task to tell what the good and bad sides of their project proposals. Particular attention is devoted to reflecting both on how to learn by using this method as well as on developing certain competencies.

Resources needed:

- Chart paper,
- Chart table,
- Markers,
- Paper strips with written/printed topics for projects.

Session 3. Practical implications

LEARNING OUTCOMES

The participants will:

- Practically apply the attained knowledge and skills in examples of subjects they teach;
- Write a scenario for a class;
- Critically value the contribution of RF CDC to the improvement of class preparation.

AGENDA

Step 1: The game "If I have to choose …" (10 min)

Participants choose one of 20 competences that they believe is the most important one or that they especially appreciate and explain why they have chosen it.

Step 2: Preparation of the scenario for a class in small groups (40 min)

Trainers organize participants into groups, so that participants who teach the same subject are in one group. The task for the groups is to write a scenario for one hour of teaching in which they will clearly show how they include CDCc in teaching and learning and how they plan to get feedback on the achievement[5]. Trainers suggest that CDC can be related to contents, as well as to the way the learning process is organized.

Step 3: Presentations (40 min)

Groups present their classroom preparations. Other participants make comments. Trainers point out some additional opportunities in situations where it is possible.

Resources needed:

- Chart paper,
- Chart table,
- Markers in several colours.

Session 4. Assessment

LEARNING OUTCOMES

The participants will:

- Understand methods how to assess students with regard to attainment in individual competences.
- Analyse the role of descriptors in assessment.
- Critically compare the relation between the attainment level (basic, intermediate, advanced) and student's age.

AGENDA

Step 1: Making a grape bunch for assessment (30 min)

Participants in groups make a *grape bunch* about assessment. Concepts related to the assessment, for example functions of assessment, types, difficulties, importance, are entered into the bunch but with a clear

5 This part of the task is preparation for the next topic on assessment.

link between these terms, etc.

Following completion of an individual *grape bunch*, joint *grape bunch* should be developed on a chart table. Trainer draws the *grape bunch* based on the participants' comments. Following the completed drawing of a joint grape bunch, reflection is made on an assessment with an aim to determine how to assess CDC.

Step 2: Assessment jigsaw within the RF CDC (60 min)

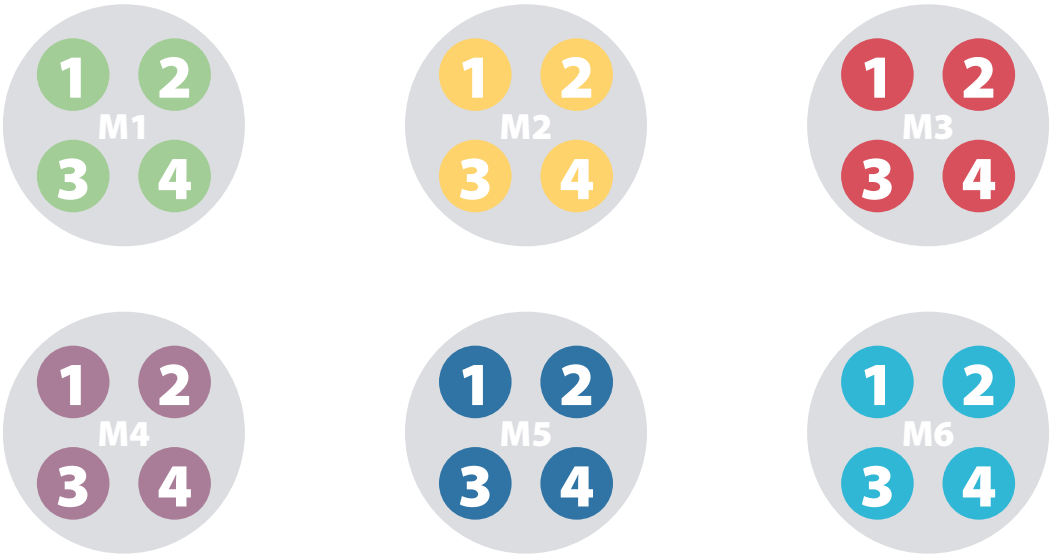
The puzzle technique is carried out in several basic steps:

1. Home groups are formed and each group member gets a number from 1 to 4, as there are four separate tasks6 (Figure no. 2);
2. Expert groups are formed so that all those participants who are number 1 are in expert groups 1, 2s are in expert group 2, etc. (Figure no. 3);
3. In expert groups, participants work together to understand and memorize work materials (Appendix 10). The use of graphical knowledge organizers is desirable;
4. Members of expert groups go back to home groups and present their parts to the others - the part they read, memorized and understood;
5. Home groups design a graphical overview of what they learned in the form of: terminology map, mind map, etc.
6. One group presents and others add.

The entire jigsaw concept and the total available time should be presented at the beginning, to avoid confusion or overlapping in some steps.

While making a summary, trainers lead the discussion on the possibilities of applying particular assessment methods/techniques in relation to the age of students, as well as the role of descriptors in the assessment. Are there elements of CDC that are assessed and other that are not? Which ones, why, should they be assessed? If yes, how?

Figure no. 2 – Home groups (DEVCORE, 2015)



6 Number of members in the home group corresponds to the number of different tasks and number of expert groups.

Figure no. 3 – Expert groups (DEVCORE, 2015)

Appendix 10 – Material for work in expert groups

Material for expert group 1

Open-ended diaries, reflective journals and structured autobiographical reflections

These methods require the learner to record and reflect on their own behaviour, learning and personal development. The record which is produced is usually a written text, but it could also include non-verbal self-expressions or art works. The reflections may be freely structured by the learner, or they may be structured through the use of a pre-specified format that has been designed to ensure that the reflections provide evidence on the specific learning outcomes that are being assessed. In using these methods to assess CDC, the format could therefore require learners to structure their narratives or reflections in such a way that they record and reflect on the full range of competences that they have deployed across a range of situations or contexts, and how they adapted or adjusted the competences that they were using as those situations developed.

However, a difficulty with using diaries, journals and autobiographical reflections is that they are vulnerable to socially desirable responding. In other words, learners might only record content that they think will be viewed favourably by an assessor. For this reason, ensuring satisfactory validity can be a challenge when using diaries, journals or autobiographies for assessment purposes when the assessments are to be carried out by anyone other than the learner (RF CDC, 2018c: 67–68).

Material for the expert group 2

Observational assessment

Observational assessment involves a teacher or other assessor observing learners' behaviours in a range of different situations in order to ascertain the extent to which the learner is deploying clusters of competences appropriately and is actively adjusting those clusters according to the changing situational circumstances. Using such a method requires the assessor to develop a plan of the range of situations to which the learner is to be exposed, and to make a record of the learner's behaviour in those situations. This could be a written record using either a structured observation sheet or a more open-ended logbook in which a description of the learner's behaviour is captured. Alternatively, a direct record can be made of the behaviour that is being observed using an audio or video recording, so that the assessment can be made after the event. A potential vulnerability of observational assessment is that it can be affected by the attentiveness, preconceptions and expectations of the assessor, which can lead to selective perception and inappropriate conclusions being drawn about the learner. Here, class size can be an important factor. There can also be inconsistency in the assessments that are made across different situations or contexts. In other words, ensuring satisfactory reliability can be a challenge for observational assessment.

Dynamic assessment

Dynamic assessment involves the teacher or other assessor actively supporting the learner during the assessment process in order to enable the learner to reveal his or her maximum level of proficiency. This is accomplished by exposing the learner to a planned range of situations or contexts in which the teacher interacts with the learner. The learner has to provide an on-going commentary about their behaviour, the competences which they are using, and how they are adjusting their competences as the situation shifts and

changes. The assessor probes the learner's commentary using questions and implicit and explicit prompts; the assessor also analyses and interprets the learner's performance, and provides feedback as required. The assessor's behaviour may lead the learner to perform at a higher level of proficiency than he or she might have displayed if no support had been provided.

This method has more restricted uses than observational assessment, because the situations that can be used for dynamic assessment will need to be ones that allow interaction with the assessor to occur. Furthermore, if the elicited performance requires assessor support to be sustained, the general validity of the method may be limited. Dynamic assessment is also subject to exactly the same challenges to its reliability as observational assessment. (RF CDC, 2018c: 68)

Material for the expert group 3

Project-based assessment

It can be used to ensure that learners engage in activity not only in the classroom but also in the wider social, civic or political world. Thus, project-based learning is a very suitable approach for combining learning and assessment within the same process. To maximize learner performance, projects need to be based on issues or situations that are meaningful and engaging to the learners themselves, to have face validity. They also need to be constructed in such a way that learners have to apply values, attitudes, skills, knowledge and critical understanding across a wide range of situations. Projects can be undertaken either independently or in collaboration with other learners, and they can require learners themselves to undertake the planning and design work, decision making, investigative activities and problem solving as part of the project.

A project normally leads to the creation of substantial products. Learners can also be required to provide documentation on the process of conducting the project and on the learning process, as well as critical self-reflections. In order to use this method, the project needs to be structured in such a way that the products and the accompanying documentation provide information about how clusters of competences have been mobilised and deployed across contexts, and about how they have been adjusted over time according to the needs of the situations encountered during the project.

However, project-based assessment also has its disadvantages. It is, for example, difficult to know whether the competences that are deployed during the project are deployed by the learner in situations beyond the project itself. This is a problem of validity. In addition, teachers and other assessors may find it difficult to assess the products and documentation that result from projects, and assessments can also be very time-consuming. Assessments may have low reliability if teachers have not been adequately trained to carry them out. (RF CDC, 2018c: 68–69)

Material for the expert group 4

Portfolio assessment

A portfolio is a systematic, cumulative and on-going collection of materials that is produced by the learner as evidence of his or her learning, progress, performance, efforts and proficiency. The materials are selected for inclusion following a set of guidelines, and the learner has to explain and reflect on the contents of the portfolio. The guidelines specify the competences that are being assessed, as well as the learning outcomes and assessment criteria for which the portfolio needs to provide evidence. They may also specify the range of contexts from which the portfolio contents need to be derived. In addition, the guidelines might specify that the portfolio entries should comply with a particular format, and that they should contain particular types of evidence. Thus, the guidelines can be constructed to ensure that learners provide evidence of the mobilisation, deployment and flexible adjustment of competences across a range of contexts and situations. The use of an e-portfolio has the additional benefit of enabling learners to include electronic entries such as audio and multimedia files. Portfolios can be tailored to the needs of particular learners, levels of education, education programmes and education contexts. There are several advantages to using portfolios for assessment purposes in relation to CDC:

- they help learners to demonstrate their proficiency while simultaneously providing the scaffolding that can facilitate their further development;

- they encourage learners to reflect critically on their own performance;
- they allow learners to proceed at their own pace;
- they can help learners to document the development of their competences as they are applied, adjusted and adapted in a variety of contexts inside and outside the classroom or school;
- they enable learners themselves to take ownership of the assessment materials;
- they can be used for both formative and summative assessment purposes.

One disadvantage associated with portfolios is that they are potentially vulnerable to social desirability effects, when learners select or change the contents of their portfolios so that they only contain material which they think will be viewed favourably by an assessor.

Assessment of portfolios requires specific training for assessors and can therefore be very difficult for teachers without training, with the result that reliability may be low. Portfolio assessments can also be very time-consuming to conduct. (RF CDC, 2018c: 69–70)

Resources needed:

- Flipchart paper,
- Chart tables,
- Markers in several colours,
- Printer hand-outs on types of assessments (RF CDC, 2018c).

PROGRAMME SCENARIO

DAY 4: SCHOOL ENVIRONMENT NECESSARY FOR DEMOCRATIC AND INCLUSIVE VALUES

Session 1. Whole-school approach: building a democratic and inclusive school environment

Session 2. Understanding the importance of a supportive and protective school environment

Session 3. Role of schools and teachers in reducing inequalities- the need for a welcoming and supportive school environment for all children

Session 4. Enhancing teacher cooperation for providing a welcoming environment at school

Session 1. Whole-school approach: building a democratic and inclusive school environment

LEARNING OUTCOMES

The participants will:

- Reflect on the concept of a whole-school approach and its benefits;
- Contextualize and adapt the general concept for school development to school realities;
- Identify key areas for development in relation to the imaginary ideal school;

The session focuses on the assessment of current situation in schools with the emphasis on a whole school approach. Participants learn to look into their school under a value-based perspective and to assess the reality of schooling through democratic lenses.

AGENDA

Part 1: "How open and inclusive are our schools?" visualizing our educational environments

Step 1: Creative group work (25 min)

The task is to create a big poster, where each school is presented as a house, where different parts of the premises are different parts/aspects of a school life, e.g.

- roof as administration/governance/rules and procedures
- windows for class room environment and atmosphere
- doors for openness towards different groups/needs
- chimneys/antennas for inclusion of parents/parent/student councils
- pathway for links with community/NGOs
- garden for social activities
- playground for extra curricula activities
- fences for relationships between teachers and students, teachers and teachers, students and students etc.

In the process of creation, each group should discuss and describe on the poster the answers to the following questions:

- What makes our school open, diverse and democratic?
- What is missing and what are the challenges for our school to be more open, diverse and democratic?

Step 2: Exhibition and discussion (20min).

All the posters are exhibited on a wall, and the participants can freely move around, see the posters and discuss the issues and ideas about their schools in a free atmosphere

Part 3: Assessment and discussion of school development processes

Step 1: Analysis of obstacles and challenges for school development (15 min)

Small groups work on analysing obstacles to improve school environment characterized by democracy, inclusion and openness.

Step 2: Moving forward by using our strengths (15min)

Small groups work on school development planning

Step 5: Presentations and discussion (15min)

Resources needed:

- Beamer
- Flipchart
- Paper
- Markers of various colours.

Session 2. Understanding the importance of a supportive and protective school environment

LEARNING OUTCOMES

The participants will:

- Reflect on social processes of inclusion, exclusion and marginalization;
- Raise awareness of the importance of a democratic school culture to combat social inequalities;
- Understand the need for a safe and supportive environment as a precondition for motivation and achievement;
- Identify specific educational measures that can meet these needs.

AGENDA

This session has a strong focus on experiential learning and will need thorough debriefing.

Part 1: Activity "Take a Step Forward" (45min)

(Adapted from CoE Human Rights Manual Compass)

Step 1**:** Getting a role card.

Each participant is handed a role card randomly. They are asked not to show it to anyone else. In order to help the participants get into their role, the facilitator reads the following questions, giving participants time to reflect:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialize? What do you do in the morning, afternoon and evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays?
- What excites you and what are you afraid of?

Appendix 11 – Role Cards

You are an unmarried mother and you don't have a job.	You are a 10-year-old returnee from Sweden.
You are the daughter of the director of a Bank in Podgorica. You study economics at university.	You are the son of an Italian restaurant owner who recently moved to Montenegro.
You are a female lawyer in Montenegro.	You are the daughter of the American ambassador in Belgrade.
You are a girl living with your parents who are devout Muslims.	You are a 14-year-old Roma girl in a camp.
You are a 17-year-old Roma girl who never finished primary school.	You are a primary school teacher and divorced with 3 kids.
You are an unmarried young waitress and you are pregnant.	You are disabled and in a wheelchair.

You are an unemployed school teacher.	You are a football player from an immigrant family.
You are a middle-aged worker who worked in construction and was recently fired.	You are a mentally disabled young woman and living in a special ward.
You are a young woman with a high school stipendium.	You are a 27-year-old Roma who has nowhere to live.
You are the son of a professor at University of Montenegro. Your parents are divorced.	You are the 19-year-old son of a farmer in an isolated village in the mountains.
You are 18, a refugee from Ethiopia.	You are the 16-year-old immigrant from Kosovo.
Your parents are teachers.	Your parents are Chinese immigrants with a flourishing restaurant.
You are a young African model.	You are a single mother, studying at the teacher college.
You are unemployed, living in a rural area.	You are an asylum seeker from Somalia.
You are a Finnish guest professor in Montenegro.	You live with your parents in a home for asylum seekers.
Your family returned from Germany to Montenegro.	Your parents are divorced, your mother is teacher.
You are an old Jewish survivor of the Holocaust.	You are a pregnant teenager.
Your parents are of Russian origin.	You are a drug addict.
You are the daughter of a famous politician.	You are an analphabet.
You are a well-known French female artist.	You are divorced male teacher with 2-year-old daughter.

Step 2: Starting line.

Next, the participants are asked to line up beside each other (as if on a starting line) and the facilitator explains to the participants that while a series of statements will be presented, they should only take a step forward if they can answer yes to the statement. Otherwise, they should stay where they are and not move.

Step 3: "Taking a step forward".

The statements listed below are read out one by one, and participants are given time to move. At the end participants are invited to take note of their final position and are given a couple of minutes to come out of character before debriefing in the plenary.

Appendix 12 – Situations and Events

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society you live in.
- You feel that your opinion on social and political issues matter and your views are listened to.
- Other people consult you about different issues.
- You have the chance to continue your education if you want to.
- You have adequate social and medical protection for your needs.
- You feel that your role in society is not inferior to others'.
- You have never felt discriminated against because of your origin.
- You can go away on holiday once a year.
- You have an interesting life and feel positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You feel that you have been given the same opportunities as other people.
- You can easily find a job if you want to.
- You can go to the cinema or the theatre once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society you live in.

Part 2: Leaving the role (5 min)

- The activity can be difficult for those having been in marginalized positions. The trainers facilitate a short "leaving the role" exercise (e.g. "washing" or saying good bye; becoming me again).

Part 3: Debriefing of process (20min)

Step 1**:** The participants are asked about what happened and how they feel about the activity, and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can they guess each other's roles? (They can reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine the person they were playing?

Step 2: Does the exercise mirror society in some way? How?

- Which human rights were at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What are the obstacles to moving forward?
- What root causes of marginalisation and exclusion can we observe?

Part 4: Reflection on the role of schools

Step 1: Reflection in small groups on questions (10 min):

- What first steps could be taken to address the inequalities in society?
- How can schools combat inequalities and discrimination?
- What are the main challenges in your schools?

Step 2: Summary reflection for the entire group (10 min)

Resources needed:

- Role cards.

Session 3. Role of schools and teachers in reducing inequalities – the need for a welcoming and supportive school environment for all children

LEARNING OUTCOMES

The participants will:

- Raise awareness of mechanisms that contribute to the reproduction of social inequalities;
- Raise awareness on the potentially harmful attitudes and behaviours of teachers and other school staff members;
- Stimulate a reflection on how to enhance the self-esteem of disadvantaged students and provide supportive and positive environments for all students.

AGENDA

Part 1: Reflection and analysis (20 min)

Step 1: Introduction and discussion.

Reminding the previous session, the trainer starts the session by asking participants if education contributes to inequalities between people and groups in society.

Answers can be categorized in:

- Reducing inequalities
- Aggravating inequalities
- Stabilizing or reproducing inequalities

Step 2: Theoretical input

The trainer presents some key elements of sociological, psycho-sociological and psychological research demonstrating that, without doing it intentionally, school and teachers can have a negative impact on the school achievement of students, as well as on their self-perception and on the place they attribute to

themselves in society in the future. This presentation should be based on social learning theories and on social constructivism. The participants' attention is drawn to "learning by the model", "learning from the model", learning by doing, etc.

Part 2: Work on case studies (40min)

Step 1**:** Analysis of case studies.

In small groups (preferably with teachers from different schools) participants discuss situations in their schools where attitudes and behaviours of teachers could have influenced the students in a negative way, based on the theoretical framework presented. Each group has to choose one situation to share in plenary, making sure that all elements which would allow for the protagonists to be identified are eliminated or modified. (20min)

Step 2: Presentations and discussion (20 min).

Part 3: Strategies for social inclusion (30 min)

Participants are divided in 4 mixed groups.

Step 1:"Half full or half empty?"– Assumptions about educational goals

- Two groups have the task to propose strategies to reduce in their school those attitudes and behaviour of teachers which may have a negative influence on students.
- The other two groups propose strategies to support a positive self-image of students belonging to disadvantaged groups and enhance their self-esteem (10 min).

Step 2: Presentation of group results and concluding discussion (20 min)

Resources needed:

- flipchart,
- markers,
- paper.

Session 4. Enhancing teacher cooperation for providing a welcoming environment at school

LEARNING OUTCOMES

The participants will:

- Apply the obtained knowledge about school development;
- Enhance cooperation and exchange of experiences among participants;
- Looking at schools from different perspectives;
- Through cooperative work create examples of good practice (activities and tasks);
- Assess the opportunities for promoting new ideas in schools where they work in a cooperative way.

AGENDA

Part 1: Energizer – "Birthday line or lining up by alphabetical order of the first name or by shoe size" (5min).

Part 2: "Our school culture and climate" looking at our school from different perspectives (40min)

Step 1: Role taking (20min)

I come to my/our school and in my/our classroom as…

- a new teacher
- a pupil who is afraid of some classmates
- a new child repatriated from Germany
- a parent with a disabled child
- a colleague from another school
- a Roma mother who had an interrupted education…

Our school can be described using Appendix 13. In the worksheet, participants first mark the statements that apply to their school, and then assume the appropriate roles.

Process of reflection in pairs: What do I see and how do I feel? How welcoming is our/my school? Who can I talk to? What is the cooperation between teachers and students like, i.e. how do I see it?

Step 2: "Being a pupil in my school"- look at your school from the perspective of different pupils from different age groups (20min)

Small groups of 3-4 prepare creative presentations (10min)

Creative presentations (10min).

Part 3: Development of two examples of good practice per group– Work in small groups (45 min)

Step 1: Identifying key areas for improvement of CDC through better cooperation between teachers and teachers with students and parents (10 min)

In small groups of 4-5:

- Exchange of observations and findings from previous part.
- Brainstorming realistic ideas for positive change

Step 2: Steps for improvement (20min)

Each group chooses 1-2 of the five group work assignments:

- Design a map of your school for new children and parents (at the beginning of school year);
- Develop a set of questions for a first meeting with parents;
- Create a friendly classroom together with your pupils with signs in different languages, paintings etc.
- Prepare a story board with your pupils about your community, village, neighbourhood etc.
- Prepare an activity on conflict resolution (e.g. use of mobile phones; bullying; other critical incidents)

Step 3: Presentations of results– posters, role play, and simulation game. (10 min)

Step 4: Short debriefing.

Resources needed:

- Poster,
- Flipchart,
- Paper and marker.

Appendix 13 – Role of teachers in reproducing inequalities

The teaching follows the individual objectives of the students.	Our school would like all children to have good starting chances.	We consider the situation of disadvantaged children and try to support them.	We have regular contact with parents.
The teaching staff appreciates and respects the language competences that children bring with them to school.	Language comparisons have a firm place in school teaching	Elements of family cultures and languages are visible and audible in the school.	The teaching of minority language is closely linked with mainstream teaching (literature, festivals, religion…)
We promote cooperation between children of different ethnic background.	Our school participates in European partnership programs and uses these for intercultural learning.	The school is open to the district and the city. It uses networking with other establishments for quality development.	Individual learning progress is observed, documented and strongly considered as a reference for the "norm".
A support system is established for dropput prevention.	Parents with immigration backgrounds will be continuously involved in pedagogical affairs with their intercultural and linguistic skills.	Our school is known as a place of intercultural learning.	The intercultural orientation of our school is a mark of quality and will be made known through public work.
The basis of our school development is a continuous improvement process, in which the entire school community is involved.	The intercultural development of our school requires advanced training.	At our school, there is an open dialogue and conflict culture, wherein common values are strived towards and critical opinions are allowed.	International contacts enable a change of perspective and represent the building blocks of our school's development.
Intercultural opening means first and foremost openness and critical skills in dealing with others.	The intercultural experience training strengthens the pupils/teaching staff/parents and promotes empathy and perspective change.	The critical analysis of our routines and traditions in the cooperation with children and parents of minority ethnicities and disadvantages has first priority in our school	External consultation is essential for the development of the school.

The school is well connected to other communal/ regional intercultural groups and institutions.	At our school, there is a comprehensive support concept that seeks to enhance the children's strength	The observation and support of the individual learning development of each child is the basis of our pedagogical work.	We consider the parents and children from minority backgrounds as individuals and not as stereotypical representations of their culture.
Returned children receive particular attention and support.	We have democratic policies which are known to the pupils, staff and parents.	We actively encourage Roma, Ashkali and Egyptian children.	Romani may be spoken at our school.
Parents with migration backgrounds are not spoken about, but spoken with.	To be able to completely deal with diversity, action skills are needed from all.	We often are enriched through different lifestyles, cultures, religions and languages.	Dealing with diversity is not always easy and sometimes leads to conflicts which we must apprehend.
Linguistic and cultural variety is normal in our school.	We aim for non-violent dealing with conflict and clashes of interest.	We encounter other cultures with curiosity, openness and understanding.	Intercultural education is a central task of our school. It is aimed at all children and parents, including monolingual families.
Partners and organizations from outside the school contribute to successful language development.	Successful language development requires close and goal-orientated cooperation with the pre-school.	A good transition with the receiving school is important for educational success.	In our organizations the parents, also those (their?) backgrounds, are important partners and will be continuously involved.
Conflicts are not suppressed, but rather openly discussed and dealt with.	Everyone has prejudices and fears. We make ourselves aware of these and are critical of them.	We involve contact persons or mediators from minorities.	We consider that some families and children are poor.

DAY 5: DEMOCRATIC AND INCLUSIVE CLASSROOM DEVELOPMENT

Training sessions:

1. An overview of types of educational strategies promoting a democratic and inclusive classroom development
2. Strategies, methods and activities enhancing social interaction and inclusion at classroom level
3. Enhancing critical thinking and ability to change perspectives
4. Enhancing skills for conflict resolution

Session 1. An overview of types of educational strategies promoting a democratic and inclusive classroom development

LEARNING OUTCOMES

The participants will:

- Recall the Competences Framework ("butterfly" model of competences for democratic culture);
- Provide an overview of basic strategies, methods and types of activities for promoting a democratic and inclusive classroom development;
- Improve practical skills for diversity management at classroom level;
- Practice experiential learning.

AGENDA

Part 1: Example of interactive exercise (25min)

Step 1 "Getting to know each other – Speed dating" (Rotation Circle) 15min

Participants form an inner and outer circle; two people facing each other. After each statement both share their views, while respecting the equal right of both partners to express their views. Then the outer circle moves on to the next partner and the facilitator gives the next statement. The activity ends when all participants face their first partner again.

Statements and questions:

1. Greet your partner in as many languages as possible.
2. What are your favourite hobbies? Music, a song you like/dances…
3. What is the meaning of your name?
4. What do you do in your free time?
5. Let us talk about your strengths: something you are good at…
6. Do you have any special talents?
7. If you were an animal, a plant, a tree, or a building, what would you be?
8. Three things you would take to an isolated island…

9. What do you like about your work? Being a teacher/a pupil /a …?
10. What was your biggest success?
11. What do you like about the city you are living in?
12. Is it a diverse place? And in which sense?
13. Think about your city, village, town: do you face any challenges which are difficult to solve?
14. Try to describe the links between your school and the community. How is your school integrated into the social environment?
15. Do you cooperate with other schools? Do you cooperate with any local initiatives, NGO´s?
16. Three commonalities– three things you have in common with the person you are talking to.
17. Three expectations for the seminar which you have in common with…
18. Please complete the sentence: this training will be a good experience for me if…

Step 2: Debriefing (10min)

Focused on

- Process and interaction
- Practical use in the classroom
- Suggestions for various situations at school (beginning of school year; recalling knowledge; learning about differences and similarities; integrating new children)

Suggestion: The facilitator may change statements according to workshop objectives.

Part 2: Brief theoretical input: Three main educational strategies for enhancing democratic competences for social inclusion (35min)

Step 1: Presentation of main approaches (20min)

- Strategies fostering contact, interaction and meaningful cooperation
- Strategies fostering critical understanding and thinking
- Strategies fostering skills for conflict resolution

Input based on Power point presentation, Summary of educational strategies for social inclusion.

The session is connected to Day 1, 2 and 3 – Learning about the Framework of Democratic Competences.

Step 2: Questions and discussion (10min)

Step 3: Application of educational strategies

Brief explanation by trainer that group will continue with practical work on these three key strategies and start with strategies fostering contact, interaction and cooperation. (5min)

Part 3: Practical work on strategies for enhancing contact, interaction and meaningful cooperation (30min)

Step 1: Produce small activity that will include three categories (three approaches) for different age groups (10 min). The RF CDC needs to be included – plan development of some competences (at least 2).

Group work: preferably teachers from same subject areas or same schools.

Step 2: Presentations and agreement on testing. Specific activity is chose for testing in the following session (20 min).

Resources needed:

- Beamer,
- Flipchart,
- Paper,
- Power Point, Summary of educational strategies for social inclusion and "Butterfly" model.

Session 2. Strategies, methods and activities enhancing social interaction and inclusion at classroom level

LEARNING OUTCOMES

The participants will:

- Improve practical skills for social inclusion at classroom level;
- Practice experiential learning;
- Develop skills for setting up groups in classrooms;
- Develop skills of encouraging students to communicate with each other;
- Preparing a package of methods and activities for classroom and schools;
- Draw attention to inclusion of minority children, children with special needs.

AGENDA

Part 1: Testing of examples for enhancing contact and interaction and developed by participants (20min)

(See above)

Part 2: Methods for enhancing group building and cooperation (30min)

Step 1: Simulation game "Let´s form groups" (15min)

Participants form a class. Sit in a circle.

Activity Description:

This is a game about forming and reforming groups as quickly as possible. The trainer will direct the group to form smaller groups, based upon some criteria verbalized to the group, at a signal. The goal is to get as many people to introduce themselves to as many other people as possible. It is not designed to see how fast or successfully the group can accomplish the trainer's directive. The trainer needs to give the group enough time to get into teams and then introduce themselves to one another if the team activity calls for it. It is important to keep the pace of the activity rather fast. Examples:

1. Get into a group of three and introduce yourself.
2. Get into a different group of five people and introduce yourself.
3. Get into a group of 2 people who have shirts that are the "same" colours and introduce yourself.
4. Get into a group of 3 people who have the "same" or similar interests and introduce yourself.
5. Get into a group of people whose names have the same vowel come first in their first name and share your first names.

6. Get into a group of 4 people who were born in the same season (fall, winter, spring, summer).
7. In your season group, arrange yourselves by birth date (month and day).
8. Think of the last digit of your telephone number and get with every person who has the same last digit.
9. Find another person who lives about the same distance from school as you.
10. Find someone who has family in another country.
11. Find at least three people who love Pizza.
12. Find two people who love the same music.

Step 2: Reflection round with questions (10min)

General question: Which competences of the CDC model have been used?

Content (Cognitive Learning)

- Why is it important to get into your groups quickly?
- Why is it important to get to know other students in the class?

Social Skills (Social Learning)

- How did this activity help our class get better acquainted?
- What are some benefits of working with others rather than alone?

Personal Learning

- What were you feeling when you were speaking or listening?
- What did you enjoy most about this activity?

Step 3: Trainer summarizes the positive effects of group building activities for learning and teaching (5min)

Part 3: Strategies and methods for enhancing cooperation in the classroom and in schools (25min)

Step 1: Remind participants about Assessment session and the butterfly with methods in it.

Brainstorming of suggestions and list on flip chart:

Examples of cooperative learning activities:

- work in pairs,
- work in small groups,
- project-based learning,
- peer mentoring among pupils

Step 2: Structured discussion of benefits and challenges (10min)

1. In my personal teaching practice I prefer…
2. How do I ensure genuine cooperation of students? Which techniques do we apply for every student to give his/her contribution? How does a well-organised cooperative learning activity contribute to the development of CDCs?

Step 3: Preparing a package of strategies for social inclusion (15min)

The participants are asked to take into account various approaches:

a. Composition of groups: 3 examples (5min)

b. Opportunities for social interaction: 3 suggestions (5min)

c. Group work activities: basic arrangements (5min)

And there is no sharing of the outcomes? Time allocated is very short also

Resources needed:

- Paper
- Flip chart

Session 3. Enhancing critical thinking and ability to change perspectives

LEARNING OUTCOMES

- Recall competences framework;
- Improve practical skills for teaching and learning democratic competences;
- Practice experiential learning;
- Practice peer learning.

AGENDA

Part 1: Introduction and reminder of Competences Framework (see day1, 2, 3) (5min)

Based on Butterfly model

Part 2: Enhancing critical thinking – objectives, basic strategies and methods (25min)

Step 1: Brainstorming in plenary (5min)

Step 2: Group work based on table below (10min)

Topics/Examples	Opportunities	Methods	Learning objectives	Impact on democratic school culture
School rules	Beginning of school year	Discussions and debates		
		Exploring controversial issues		
		Simulation games		
		Role plays		

Step 3: Exposition and evaluation with red dots or +/-/? (10min)

Part 3: Practical work on methods and examples for enhancing critical thinking and ability to change perspective – guided reading (60min)

Description of the technique: Guided reading is a technique to develop critical thinking. It is applied by

encouraging participants to predict things before reading/listening to the text. The aim is not to "guess" what the text is about, but instead the aim of prediction is to make them interested in careful and critical listening and reasoning. It is important that the selected text for reading has a dynamic structure, at least one or two events that can send the action into different direction, in order for the participants' predictions to be varied. By presenting their prediction of the content of the text, the participants set hypotheses, which will be tested by reading / listening.

The reading of the text is guided, i.e. it is in "sequels". This means that it is read section by section, and there is a discussion with the participants about the content of the text already known to them during reading, breaks and they are constantly encouraged to make further predictions. This reading technique is associated with problem-based learning.

Prior to the activity itself, it is necessary to ask a series of questions for pre-reading activities (prediction), post-reading activities (reflection) and, of course, the questions that we ask participants in breaks, i.e. when reading is interrupted.

Step 1 – Producing problem-solving ideas (prediction)

Trainers describe the initial situation to be solved: The boy Tomi is very sad, because Jeremy moved alongside Stanley, Tom's best friend. Jeremy and Stanley began to socialize, which Tom saw as a great threat.

What would you recommend to Tom to do in order to solve the problem? Can someone else help solve the problem? The most frequent comments can be recorded on the flipchart. (10min)

Step 2 – Reading of the text "Enemy Pie" (Appendix 14) in "sequels" (guided reading). Breaks are made in those parts of the text that are particularly exciting, which the trainers can determine by themselves. During those reading breaks, the participants' expectations as regards what happens next are recorded on the flipchart and the following questions can be used for this purpose: What do you think will happen next? Why do you think that? (20 min)

Step 3 – Analysis of the reading process

How much were your predictions correct? Describe and rate Tom dad's approach. What is particularly useful in this approach? What could have happened if Tom's dad had given direct advice to the boy?

How carefully were you listening to the text? What prompted you to be careful? To what extent has your critical thinking been activated? What CDC have we activated with this story? What was, for example, Tom learning from CDC in this case? What kind of CDC competences did Tom's Dad demonstrate? (15 min)

Step 4 – Examples of tasks/activities in which participants' critical thinking is activated

Participants cite examples of activities that specifically activate students' critical thinking, for example guided reading (as in the previous example), reading with the help of research tasks, discussion pro et contra, debate ... One participant writes on the flipchart paper. Trainers encourage and point to the RF CDC model. (15 min)

Appendix 14 – The story for guided reading

ENEMY PIE

by Derek Munson

It was a perfect summer until Jeremy Ross moved in right next door to my best friend Stanley. I did not like Jeremy. He had a party and I wasn't even invited. But my best friend Stanley was. I never had an enemy until Jeremy moved into the neighborhood.

Dad told me that when he was my age, he had enemies, too. But he knew of a way to get rid of them.

Dad pulled a worn-out scrap of paper from a recipe book. "Enemy Pie," he said, satisfied. You may be wondering what exactly is in Enemy Pie. Dad said the recipe was so secret, he couldn't even tell me. I begged him to tell me something—anything. "I will tell you this, Tom," he said to me. "Enemy Pie is the fastest known

way to get rid of enemies."

This got me thinking. What kinds of disgusting things would I put into Enemy Pie? I brought Dad earthworms and rocks, but he gave them right back.

I went outside to play. All the while, I listened to the sounds of my dad in the kitchen. This could be a great summer after all. I tried to imagine how horrible Enemy Pie must smell. But I smelled something really good. As far as I could tell, it was coming from our kitchen. I was confused. I went inside to ask Dad what was wrong. Enemy Pie shouldn't smell this good. But Dad was smart. "If it smelled bad, your enemy would never eat it," he said. I could tell he'd made this pie before. The oven buzzer rang. Dad put on oven mitts and pulled out the pie. It looked good enough to eat!

I was beginning to understand. But still, I wasn't sure how this Enemy Pie worked. What exactly did it do to enemies? Maybe it made their hair fall out, or their breath stinky. I asked Dad, but he was no help.

While the pie cooled, Dad filled me in on my job. He whispered. "In order for it to work, you need to spend a day with your enemy. Even worse, you have to be nice to him. It's not easy. But that's the only way that Enemy Pie can work. Are you sure you want to do this?"

Of course I was. All I had to do was spend one day with Jeremy, then he'd be out of my life.

I rode my bike to his house and knocked on the door. When Jeremy opened the door, he seemed surprised. "Can you come out and play?" I asked. He looked confused. "I'll go ask my mom," he said.

He came back with his shoes in his hand. We rode bikes for a while, then ate lunch. After lunch we went over to my house. It was strange, but I was having fun with my enemy. I couldn't tell Dad that, since he had worked so hard to make the pie.

We played games until my dad called us for dinner. Dad had made my favourite food. It was Jeremy's favourite, too! Maybe Jeremy wasn't so bad after all.

I was beginning to think that maybe we should forget about Enemy Pie. "Dad", I said, "It sure is nice having a new friend." I was trying to tell him that Jeremy was no longer my enemy. But Dad only smiled and nodded. I think he thought I was just pretending.

But after dinner, Dad brought out the pie. He dished up three plates and passed one to me and one to Jeremy. "Wow!" Jeremy said, looking at the pie. I panicked. I didn't want Jeremy to eat Enemy Pie! He was my friend! "Don't eat it!" I cried. "It's bad!"

Jeremy's fork stopped before reaching his mouth. He looked at me funny. I felt relieved. I had saved his life.

"If it's so bad," Jeremy asked, "then why has your dad already eaten half of it?" Sure enough, Dad was eating Enemy Pie. "Good stuff," Dad mumbled.

I sat there watching them eat. Neither one of them was losing any hair! It seemed safe, so I took a tiny taste. It was delicious! After dessert, Jeremy invited me to come over to his house the next morning.

As for Enemy Pie, I still don't know how to make it. I still wonder if enemies really do hate it or if their hair falls out or their breath turns bad. But I don't know if I'll ever get an answer, because I just lost my best enemy.

Resources needed:

- Flipchart,
- Marker,
- The story *Enemy Pie*

Session 4. Enhancing skills for conflict resolution

LEARNING OUTCOMES

The participants will:

- Stimulate exchanges of experiences and communication between participants;
- Initiate a situation of conflict about interests and needs;
- Identifying specific needs and communication strategies which can help to solve conflicts;
- Develop skills for peaceful conflict resolution;
- Discuss classroom situations where the activity can be used for setting ground rules.

AGENDA

Part I: Conflict resolution activity "House of my Dreams" (1.15h)

Step 1: The course participants will be split into four small groups.

The small groups will be required to draw their personal dream house on a sheet of paper (10min).

Step 2: After 10 minutes the participants will be asked to present and describe their picture to the rest of their group (10min).

Step 3: Then two groups will be asked to combine to glue their dream houses all together on a separate sheet of paper. As this sheet is smaller than all of their sheets put together, the participants will need to make their houses smaller. They will be allowed an allotted time-frame (10min).

Step 4. The results are presented in plenary (15min).

Step 5: Now they will be given a smaller sheet of paper, which should contain the houses of both groups (15min)

Step 6. After this the discussion will begin.

Part II: Exploring democratic conflict resolution strategies

Step 1: The debriefing process is centred on CDC and finding of creative solutions instead of using power or violence.

Step2: Following guidelines for conflict resolution should be summarized:

- To experience not only the solution to a problem, but the ways in which problems are solved.
- Get to know your own needs.
- Understand the need for equality.
- Experience the conditions under which willingness to restriction exists.
- Experience the conditions under which willingness to communicate exist.
- Develop awareness of the factors which can encourage or hinder the search for creative solutions.
- Understand that our culture is frequently solution-orientated and less needs-orientated.

Suggestions are written on the chart.

Part III: How can we use this experience for classroom development? (15min)

- Brainstorming ideas

Ideas are written on the chart.

Resources needed:

- Pencils
- Sheets of paper in different sizes
- Scissors and glue
- Chart table
- Chart Paper,
- Marker.

PROGRAMME SCENARIO

DAY 6: MAKING SCHOOL A SAFE AND SUPPORTIVE ENVIRONMENT FOR ALL CHILDREN

Sessions:

1. Resilience in education. Concept, importance and practical strategies
2. Strategies that build resilience in schools- work on case studies
3. School policies and practices for combating discrimination and bullying
4. Integrating a democratic perspective into teaching and learning

Session 1. Resilience in education. Concept, importance and practical strategies

LEARNING OUTCOMES

The participants will:

- Practice experiential learning of social inclusion strategies;
- Recall the importance of a safe and supportive school climate for positive cognitive and affective development;
- Explore the concept of resilience and its benefits for democratic school development;
- Learn to apply strategies that build resilience in schools.

AGENDA

Part 1: "The Desert Island" (20min)

Process:

The participants work in groups of four or five around a large sheet of paper; they are told to paint the items they would wish to bring if they would need to stay together on a desert island. There is space for painting personal items as well as communal space for organising their life together.

The facilitator may leave the process open or give some advice regarding leadership; equal amount of items, fairness and respect for needs.

Short presentation of survival plans. Debriefing with focus on cooperation, fairness, interaction,

communication, inclusion of all, respect, responsibility, civic-mindedness, self-efficacy, conflict resolution.

Part 2: Biographical reflection on the contributions of schools for psycho-social support of pupils (20min)

Step 1: Drawing a mind map: "Critical situations/periods in my life"– impulses:

What and who helped me? Did schools (teachers, peer etc.) support me? If yes, how? If not, why not?" (10 min)

Step 2: Sharing and comparing of personal experiences (10min)

Part 3: Resilience in education: Presentation of concept and its contributions to democratic school development (40min)

The trainer presents the concept by emphasizing the importance of this concept to school development:

- Concept is closely linked to the whole-school approach for improvement.
- It involves school, family and community.
- Resilience is particularly effective in improving the academic performance of low achieving students.
- There is a two-way relationship between resilience, on one side, and a democratic school culture and a positive school climate, on the other side.

Competences for democratic culture are key to resilience.

Step 1: Presentation based on Power Point, Educational resilience (20 minutes)

Step 2: Discussion in plenary (20min)

Part 4: Revisit your mind map and reflection on your biography (10min)

Impulses: Looking back into your development – can you identify the protective and aversive factors in your life?

Resources needed

- Beamer
- Flip chart
- Paper
- PowerPoint, Resilience in education

Session 2. Strategies that build resilience in schools- work on case studies

Objectives

- Applying the concept of resilience to school realities;
- Deepen their understanding of the ways in which school culture and climate influence the development of pupils;
- Identify strategies to build resilience in students;
- Planning for school and classroom development.

AGENDA

Introduction: Energizer facilitated by a participant (5min)

Part 1: Looking into school realities: what do we know about our pupils? (40min)

Step 1: The protective and aversive factors that influence wellbeing and achievement of our pupils (20min)

- Work in small groups (10min)
- Poster presentations (10min)

Step 2: Children in our schools in need of special support (e.g. repatriated children, minority children, children with special learning needs;…) (20min)

- Work in small groups and discuss what you can do (10min)
- Sharing of results and analysis. (10min)

Part 2: Building a safe and supportive school environment (45min)

Step 1: Brainstorming ideas and listing on flipchart (10min)

The facilitator summarizes the suggestions; and stresses the importance of building good social relationships and friendships in schools and to create a climate which may compensate for disadvantages or traumatic experiences.

Step 2: Work on case studies (20min)

Work in small groups, preferably from same school or schools with similar challenges.

Task: Each member of the group presents a case in the small group. The group discusses positive support strategies for the most problematic cases.

Step 3: Sharing solutions (15min)

- Each group presents the most problematic case.
- Discussion about suggested strategies in plenary.

Resources needed:

- Paper
- Marker
- Flip chart

Session 3. School policies and practices for combating discrimination and bullying

LEARNING OUTCOMES

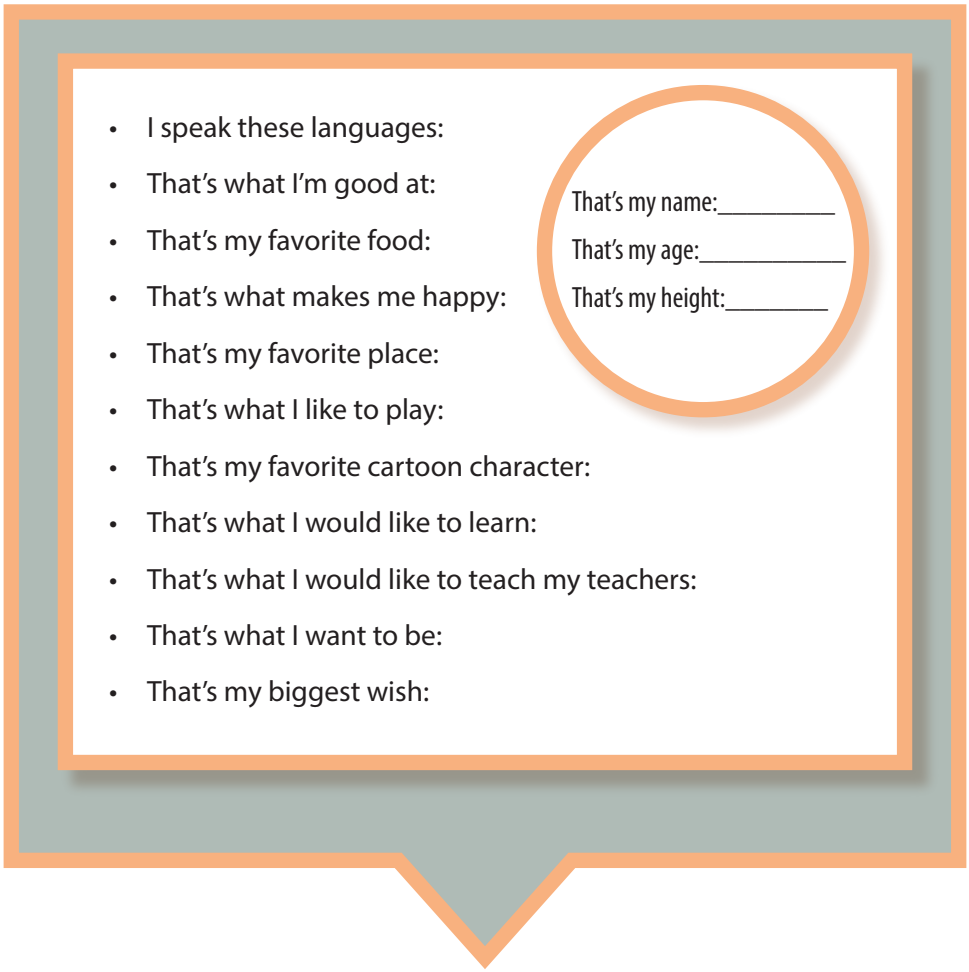
The participants will:

- Expand methodological repertoire;
- Analysis of various case studies;
- Learn about anti-bullying school policies and practices.

AGENDA

Part 1: Experiential activity: "That´s me" (10min)

Self Portraits as a method for raising self-esteem. This activity could be connected with knowledge and critical understanding of the self and with self-efficacy.



Process:

- Participants complete the sentences.
- All drawings are presented in an exhibition.
- Participants can walk and learn about each other.
- Trainer explains objectives and use in schools.

Part 2: Policies and practices for combating discrimination and bullying (45min)

Step 1: Bullying and discriminatory incidents in our school? (20min)

- Brainstorming and collection of some cases in plenary (10min)
- Work in small groups: what types of critical incidents have occurred, do we have anti-bullying measures in place? What are the root causes for aggressive behaviour? Which CDC are necessary to prevent such behaviour?(10min)

Step 2: What makes it difficult to intervene against bullying and discrimination? (15min)

Reflection in pairs:

a. I observe a violent verbal attack occurring between pupils. How to react?

b. I overhear a teacher insulting a child. How do I react?

Step 3: Presentation and discussion of policies and measures (20min)

- PowerPoint presentation, Policies and practices against bullying (10min)
- Structured discussion: Is this information useful? What can we take back to our school? Do I have col-

leagues to cooperate against bullying? (10min)

Part 3: Improving our practices

Work on case studies collected by teachers (Appendix 15)

Step 1: Individual work on case studies (Appendix 15) (10min)

The participants analyse case studies, identify problems that cause violence. The leading question is: Which CDC could help to prevent/change such a behaviour?

Step 2: Small group work on most difficult cases (15min)

Participants write down ideas for intervention measures.

Step 3: Presentation of intervention measures (15min)

Presentation and discussion on proposed measures.

Appendix 15: Case Studies collected by teachers

Child 1 is a ten years old Roma boy who is considered large for his age. He has been at the school since he was five although his attendance has been erratic, particularly in the past year. He is reluctant to engage with most aspects of school work, particularly work that involves reading and writing. He appears to be socially isolated within the classroom and has few friends. He often disrupts teaching sessions and distracts other children working on his table. He has been known to be verbally aggressive to staff and other pupils though he rarely resorts to physical force.

Child 2 is a six years old girl with speech disability, new to the school. She is causing concern for her apparent lack of ability to concentrate and focus on any task. She frequently disrupts class activities, doesn't respond to instructions and is often accused by other children of hurting them. Her grasp of school teaching language is fairly limited. Despite two attempts, the child's parents have not responded to the school's request for a meeting yet.

Child 3 is an eleven-year-old girl who has returned from Germany with her family. She has been at the school for three months. In this time, she does not appear to have made any friends and is very quiet in class. She rarely follows instructions and spends most of her time drawing or daydreaming. She appears to be very reluctant to talk about her previous experiences or home life, despite the school having brought in an interpreter on one occasion. Sometimes, she is verbally aggressive to other pupils.

Child 4 is a 13-year-old girl who persistently engages in attention-seeking behaviour, often interrupting whole-class teaching sessions and demanding one-one attention. She appears to be well-integrated within the class and has a wide circle of friends. However, she seems to prefer adult company and is often reluctant to leave the teacher's side.

Child 6 is an eight-year-old boy who started at the school two years ago. His attendance is generally very good and both parents regularly attend meetings at school and talk to his teacher. While his behaviour in class is generally good, he frequently has problems at break and lunchtimes and this is particularly centered on a small group of three other boys. This can result in aggressive outbursts which can affect the whole classroom situation.

Resources needed:

- Beamer
- Flip chart
- Paper
- PowerPoint, Policies and Practices against bullying
- Worksheet, Case studies collected by teachers

Session 4. Integrating a democratic perspective into teaching and learning

LEARNING OUTCOMES

The participants will:

- Analyze and remodel lesson plans;
- Enhance practices of a democratic perspective into teaching and learning;
- Practice use of CDC in planning lessons;

AGENDA

Introduction: Short energizer led by participant (5min)

Part 1: Analysis and remodelling of lesson plans from different subjects (60 min)

This part is a critical review of lessons observed in different schools (Appendix 16).

Assignments:

Step 1: Individual work (10min)

- Please read the lesson plans and try to identify the strategies used for developing a democratic atmosphere in the classroom.
- What would you suggest changing in order to achieve such an atmosphere? What competences teachers need? Which competences are developed?
- How would you describe your own teaching style?

Step 2: Small group work (20 min)

- Please share your observations and comments with your colleagues.
- How would you improve the lessons?
- Please think about opportunities for social interaction in adverse preconditions (lack of space, small classrooms, lack of desks, lack of materials, poor material conditions).

Step 3: How could you consider a democratic perspective in your lesson planning? (15min)

Examples of methods:

- Seating arrangements
- Work in pairs
- Group work
- Collaborative work
- Activities and games?

Process:

- Work in pairs, preferably from same subject area.
- Recall your reaching style and think about new practices.

Step 4: Discussion of methods and challenges in plenary (15min).

Guiding questions: How would colleagues or parents or other stakeholders react to your strategies for

social inclusion between children belonging to different ethnic/ cultural groups or having different learning needs? (15min)

Part 3: Taking home some ideas for intercultural lessons or projects on diversity for different age groups (10min).

Short brainstorming session

Part 4: Interactive evaluation of training "Talking about the day..." (15min)

Process:

Participants walk around. When the trainer asks them to stop, they shall have a brief talk about the training with the person standing next to him or her. Then they move again until the next stop.

- First stop: "On your way home you meet a neighbour and he/ she asks about your day."
- Second stop: "You come home and talk about your day".
- Third stop: "The next day you meet a colleague, what do you tell?"
- Fourth stop: "Your director asks you about the training, what do you tell?"

Closing: Say goodbye in as many languages as possible.

Resources needed:

- Posters
- Flip chart
- Appendix 16 – Examples of lesson plans based on school visits

Appendix 16 – Examples of lesson plans based on school visits in the region

Example 2: English lesson
Topic: Letter to a pen friend
Grade 8: around 20 children, mixed group
Classroom: enough space for group work arrangements. Children seem to be familiar with collaborative methods
Assignment: writing a letter to a pen friend, use of worksheet with topics. Pupils read their letters
Teaching strategies: teacher is attentive to all children and also invites pupils in the back to read out; Teacher praises results of group work. Group work as a tool for social interaction and exchange.

Example 3: English lesson
Topic: interpretation of a literary text
Grade 8: around 25 pupils; mixed group,

Classroom: spacious; group work arrangements

Assignments: text analysis; discussion of content; oral expression of individual opinions

Teaching strategies: teacher is attentive to all children and also invites quiet pupils or pupils with disabilities to speak out; teacher praises answers. Language learning as a medium for reflection, individualization and sharing of views.

Example 4: Chemistry lesson

Topic: Understanding of formulas and reflection on chemical processes

Grade 9: around 20 pupils; mixed group,

Classroom: spacious; rows

Assignments: pupils engage in self-organized learning process; write formulas on the blackboard and invite classmates to answer questions, and then take turns.

Teaching strategies: high degree of participation; teacher is supportive and stimulates the process without being in the center; teacher praises answers. Active participation as a medium for engagement, peer cooperation, and sharing of knowledge. Gender balanced learning process.

Example 5: mathematics lesson

Topic: Geometry; triangles and angles

Grade 8: around 25 pupils; mixed group,

Classroom: narrow; pupils sitting in rows, last rows occupied by Ashkali pupils

Assignments: reproduction of textbook chapter; questions and answers

Teaching strategies: teacher focuses only on pupils in the first rows; is not attentive to all children and doesn't check if pupils have pencils etc. Some children seem to be lost, no support.

Example 6: history lesson

Topic: Vienna congress

Grade 8: around 25 pupils; mixed group,

Classroom: narrow; pupils sitting in rows,

Assignments: repetition of historical facts; reproduction of textbook chapter; questions and answers

Teaching strategies: teacher-centered learning, focus on knowledge, friendly attitude, teacher is attentive to all children and pays attention to minority children. Positive reinforcement and praise of achievements. No organized interaction between pupils during lesson.

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This document has been produced with financial support of the action "Fostering a democratic school culture in Montenegro". The views expressed herein do not necessarily reflect the official opinion of the European Union or the Council of Europe.

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