

MANUAL OF THE REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE INTRODUCTORY COURSE



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INTRODUCTORY COURSE**

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Introduction

This document describes the Manual of the Reference Framework of Competences for Democratic Culture Introductory Course, which has been developed by the Council of Europe as a resource for supporting the implementation of the [Reference Framework of Competences for Democratic Culture](#) (RFCDC).

The RFCDC is a set of documents built around a model of competences that includes the values, attitudes, skills, and knowledge and critical understanding that are needed for effective participation in democratic and culturally diverse societies. Besides the model of competences, the RFCDC also consists of:

- ▶ conceptual clarifications, defining “democratic culture” and other relevant concepts;
- ▶ validated descriptors of competences;
- ▶ guidelines for using the model of competences and the descriptors in various aspects and areas of education.

Thus, the RFCDC can be a useful tool for all education professionals, from those interacting directly with learners of all ages, to curriculum designers, teacher educators, researchers and policy makers.

This publication provides the information needed by organisers of an introductory course on the RFCDC for education professionals, as well as guidelines in delivering the course. However, details on the content of the RFCDC, or detailed instructions for trainers on how to manage different processes involved, are not provided here.

The delivery of the RFCDC Introductory Course should be done by qualified trainers having sufficient experience with the RFCDC. Trainers should also be familiar with the RFCDC Teacher Reflection Tool, a tool developed by the Council of Europe to support teachers to reflect on the way they use their own competences for democratic culture in various tasks and situations, as well as on the ways in which they can support learners in developing these competences.

The current format of the course is based on an online piloting done with education professionals in May and June 2022.

The document has four main parts: covering some general aspects, an outline of the course sessions, a detailed description of each session and key background information on the RFCDC.

The course has been intentionally designed to rely to a very large extent only on the RFCDC publications, the use of the RFCDC Teacher Reflection Tool and a few other Council of Europe resources. It is one of several Council of Europe initiatives that aim to support education professionals to implement the RFCDC, such as the development of teacher training programmes within co-operation and capacity building projects (for example in the Republic of Moldova, Serbia and Türkiye). Under the LEMON Learning Modules Online project, online self-learning courses on the RFCDC (and related topics) were developed and are available through registration on the Council of Europe online platform.¹

There are therefore various ways in which education professionals can learn about the RFCDC and how to use it in practice. For example, reading the RFCDC publications, following a self-learning online course or module, or attending a face-to-face training or workshop. The Manual of the RFCDC Introductory Course can rely on the valuable combined potential of online learning and of group interactions.

Trainers can adapt the course to the needs of the context and the participants, including by using additional resources and materials. The delivery of the course also requires the use of an online platform, preferably a learning management system, as well as several types of other online tools.

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1. The self-learning courses can be accessed at: <https://help.elearning.ext.coe.int/course/index.php?categoryid=834>.

General aspects

Target group

The RFCDC Introductory Course can be taken by any interested professional in education, especially those who wish to become multipliers and further promote the RFCDC in their education contexts.

The participants in the training can be both new to the RFCDC and with some knowledge and experience related to the RFCDC.

The training is designed for online delivery in groups of around 20 participants. Adaptations for blended learning or face-to-face formats are possible.

Prerequisites

No task is given prior to the course but participants are encouraged to read (before, during or after the course) the three volumes of the RFCDC, the RFCDC in brief, or any other materials available in relation to the RFCDC.

Learning outcomes

After completing the course, participants will be able to:

- ▶ show a critical understanding of the main concepts on which the RFCDC is based (democracy, human rights, cultural diversity, democratic culture, competence, etc.), the competences for democratic culture (CDC) model, and the descriptors of competences and their use in education practice;
- ▶ identify and analyse meaningful ways in which the RFCDC can be used as part of a whole-school approach, especially for the design, implementation and evaluation of various types of learning activities, as well as for the assessment of learners;
- ▶ plan or design teaching and learning activities focused or based on the RFCDC.

Structure and schedule

The training is based on synchronous online sessions and individual work shared by participants on an online platform.

The course consists of 24 hours, including 20 hours of online synchronous sessions and 4 hours of individual work.

There are six online synchronous sessions:

- ▶ session 1: 6 hours;
- ▶ sessions 2 to 5: 3 hours each;
- ▶ session 6: 2 hours.

Session 1 can be separated in two or three parts. For example, the introduction, which takes one hour and 30 minutes, can be done on a different day than the other parts.

Sessions 2 to 5 can be scheduled in a flexible way, on separate days or grouped by two in one day.

Technical requirements

There are four online tools necessary for the delivery of the course:

- ▶ a videoconference tool which includes the possibility to distribute participants in small groups (break-out rooms);

- ▶ a collaborative digital whiteboard, enabling participants to generate content on a common digital space, for example Padlet, Miro, Mural;
- ▶ interactive presentation software, allowing to collect and share real-time anonymous feedback from participants, for example Mentimeter, Claper, Slido;
- ▶ a learning management system or at least a document management system, enabling participants to access files posted by trainers and to post their projects and, optionally, allowing the exchange of messages between participants and between trainers and participants, and the posting of comments to the documents.

Some tools may also combine the functionalities listed above. Special attention should be given to using secure tools, the protection of the personal data of those involved, and the confidentiality of the documents and exchanges generated in the learning process.

In addition, the course requires the use of the online [RFCDC Teacher Reflection Tool](#).

General methodological guidelines

Encouraging participation and learning interaction

The introductory session focuses on group-building activities to facilitate an effective group learning process and for participants to get acquainted with the Council of Europe. Considering that the course is using group processes and interactions among participants as an important resource for learning, it is important to pay attention to creating a positive group climate and to enable participants to work well together in a supportive and safe environment.

The concepts and key elements of the RFCDC are introduced through interactive activities meaningful for both participants familiar with the RFCDC and those who are just discovering it. Thus, participants are not just exposed to the way the key concepts are understood in the RFCDC or to the model of competences, but they are engaged in a critical reflection, connecting them with personal and professional experiences, and with challenging societal issues.

All sessions of the course take advantage of the potential of the interaction between participants and avoid or limit at maximum the presentation of content by trainers. Trainers give instructions, organise the process, respond to questions and provide clarifications as required by the dynamics of activities.

Setting the foundation

This course intends to set the foundation for the understanding and use of the RFCDC. It does not cover all the aspects in the RFCDC publications. Therefore, participants will be encouraged to engage in further reading if they wish to address or explore more in-depth topics such as the RFCDC in the curriculum, the whole-school approach, using the RFCDC with younger learners or in language learning, etc. Participants may also need follow-up training activities to enable them to design and deliver training on the RFCDC for education professionals in different contexts.

Participants are given the task (during the introduction to the training) to use what they learned for designing teaching and learning activities, adapted to the target groups and the contexts that they are familiar with to support the implementation of the RFCDC. This task is part of the course and should be seen as a learning activity, not as a follow-up (although it may have a significant value in also stimulating participants to take action and promote the RFCDC in their work environment). By performing this task, within the time allocated to the course, as individual work or jointly with other participants, learning is consolidated, aspects that need further clarifications emerge and evaluation is facilitated.

It is important that trainers react to the group and the circumstances – based on good preparation. Trainers must have the possibility to provide more content where necessary or to tighten up when it becomes clear that the previous knowledge of participants is greater. In other words, trainers need to analyse who is in the group and how the dynamics are developing. Therefore, the guidelines in this document provide a basis which must be adapted to the group and its context.

Course overview

The RFCDC Introductory Course consists of six sessions. The participants will be asked to perform, individually or in pairs, tasks at the end of sessions 1, 3 and 5, and a final task at the end of the course.

Session 1 – Introduction: key concepts and the model of competences for democratic culture

Duration: 6 hours.

The session is divided in three main parts:

- ▶ an introduction to the course, including an activity with multiple purposes: getting to know each other, creating a positive group interaction, and reflecting on identity, culture, cultural diversity and intercultural relations;
- ▶ critical understanding of the concepts of democracy and democratic culture;
- ▶ the model of CDC, with activities that are meaningful for both participants who discover it for the first time and those who already know and even use it.

The final task to complete by the end of the training, which consists of designing personal plans for an information or awareness-raising activity on the RFCDC, is also introduced, to allow participants to think about it throughout the course.

Task after session 1

After the session, participants will have to:

- ▶ explore the Council of Europe portal (www.coe.int) and identify connections with the CDC model;
- ▶ create an account on the Teacher Reflection Tool ([RFCDC Teacher Reflection Tool](#)) and take the quiz on the RFCDC.

Session 2 – The descriptors of competences for democratic culture and the whole-school approach

Duration: 3 hours.

The first part of the session supports participants to explore the CDC descriptors, based on the RFCDC Teacher Reflection Tool.

The second part provides a general introduction to the whole-school approach for developing CDC, taking into account that more specific aspects will be addressed in sessions 3, 4 and 5.

Session 3 – Teaching, learning and assessing competences for democratic culture

Duration: 3 hours.

The session raises participants' awareness on the ways various learning activities contribute to developing clusters of CDC. It also stimulates a reflection on the RFCDC principles on the assessment of CDC. Participants will be encouraged to make connections with their own work contexts and responsibilities.

Task after session 3

After the session, participants have to design and share an example of an activity connected to CDC on the online platform.

Session 4 – Competences for democratic culture and project-based learning

Duration: 3 hours.

The session invites participants to explore an example of a project-based learning activity and to reflect on how project-based learning with a community focus, including topics connected with intercultural learning, can contribute to developing CDC.

Session 5 – Addressing challenges in school with the RFCDC

Duration: 3 hours.

This session illustrates how the RFCDC can be used to address particular challenges in schools. For this session, two options are proposed. The first option is to focus on one specific challenge, from the following list:

- ▶ student voice at school level;
- ▶ violence and bullying;
- ▶ discrimination.

The second option is to combine some or all three challenges within the session. A session plan combining some or all the three above-mentioned challenges is proposed for this option.

Task after session 5

After the session, participants (individually or in pairs) make a plan for promoting the RFCDC in their work context. The plans are posted on the platform where the asynchronous part of the training takes place. Participants can and are encouraged to read each other's plans, ask questions and make comments. Trainers can provide brief individual feedback on the platform, visible to all.

Session 6 – Final reflection and planning ahead

Duration: 2 hours.

The final session starts with a reflection based on the plans made by the participants. If participants and trainers have read all plans prior to this session, the reflection focuses directly on general aspects, comparing plans and drawing lessons for future implementation of the plans and for future use of the RFCDC. If that is not the case, participants work in small groups analysing the projects of their peers, before a general reflection in plenary.

Participants are asked to provide feedback about the course, verbally and by using an online questionnaire.

Session plans

Session 1 – Introduction: key concepts and the model of competences for democratic culture

Duration: 6 hours

Part 1 – General information

Overview, issues addressed	<p>The session is divided in five parts:</p> <ul style="list-style-type: none"> ▶ a general introduction to the course; ▶ an activity focused on: <ul style="list-style-type: none"> – getting to know each other, creating a positive group interaction; – reflection on identity, culture, cultural diversity and intercultural relations. ▶ democracy and democratic culture; ▶ the CDC model; ▶ introduction of the task to be completed by the end of the training (personal plans) and the tasks to complete by the second session.
Training aims	<p>Introduce the course in terms of context, process, content and expected outcomes.</p> <p>Create a positive learning environment and enabling participants to get to know each other.</p> <p>Introduce the tasks to complete by the end of the training (personal plans) and the tasks to complete by the second session.</p>
Learning outcomes	<p>Understand what the course is about and what it is expected to perform at the end of the course.</p> <p>Feel motivated and engaged for pursuing the course and for using the RFCDC after the training.</p>
Technical preparation	<p>Details about the connection and functionalities of the online platform will be sent to participants before the training or after the introductory part and will be demonstrated online to those who need additional support.</p> <p>The online platform for the asynchronous exchanges, the collaborative digital whiteboard and the videoconference link are prepared.</p>

Part 2 – Session step by step

Time	Description	Objectives	Resources
10 min	<p>Part 1</p> <p>Introduction</p> <p>Introducing the course in terms of context, process, content and expected outcomes.</p>	<p>Provide the necessary information to understand the overall approach and explain that participants are expected to take an active role.</p>	<p>Slides with introduction.</p>

Time	Description	Objectives	Resources
1h	<p>Part 2</p> <p>Getting to know each other</p> <p>Version 1: participants take turns in answering the questions: who are you? Where are you from? And where do you feel local? Each participant chooses who will follow. Participants are advised to take notes of anything interesting they learn (e.g. surprising, similar, different, etc.) about others.</p> <p>Version 2: in pairs, participants interview each other in breakout rooms by using the questions: who are you? Where are you from? And where do you feel local? What elements of interculturality do you carry in your own family biography and/or in your professional reality?</p> <p>In the plenary, each participant will introduce the participant they interviewed with three sentences.</p> <p>Version 3: online adaptation of the activity “Who are I?”</p> <p>www.eycb.coe.int/compass/en/chapter_2/2_48.asp</p> <p>Reflection on identity, culture, cultural diversity and intercultural dialogue</p> <p>Group work: based on the answers collected from all participants during the previous activity, each group elaborates a conceptual map for one of the concepts, or makes general comments on these concepts.</p> <p>Templates for concept maps can be provided or the way to build a concept map on the collaborative digital whiteboard can be demonstrated by a trainer.</p> <p>Very short presentation of the results in the plenary.</p> <p>Trainers close with comments about the understanding of concepts of culture, identity and intercultural dialogue in Volume 1 of the RFCDC/ the RFCDC in brief.</p>	<p>Get to know each other.</p> <p>Create a positive group climate.</p> <p>Initiate reflection on key concepts: identity, culture, cultural diversity, intercultural relations.</p>	
2h	<p>Part 3</p> <p>Democracy and culture of democracy</p> <p>Introduction with references to some recent critical developments in several democracies based on reports on this topic (Council of Europe reports and reports of other international organisations on the status of democracy).</p> <p>Discussions in small groups: what do I expect from a democratic state? What would be the minimal standards for a society that calls itself “democratic”? What is my personal experience? The keywords are being collected on an online whiteboard.</p>	<p>Be aware of the recent developments of democratic societies.</p> <p>Discuss the fact that systems are under constant change.</p> <p>Share own experience in the respective environment, country, region or institution.</p>	

Time	Description	Objectives	Resources
	<p>The trainer arranges the keywords according to “democracy as a form of rule” and “democracy as a way of life”. This leads on to the topic of “culture of democracy”.</p> <p>In groups, participants return to the international reports on the status of democracy from the introduction (point 1) and reflect on the individual experience of growing or diminishing democracy in their country, region, etc.</p> <p>Final discussion on the importance of democratic culture (democracy as a way of life) for the quality and sustainability of democracy as a form of governance promoting and respecting human rights.</p>		
2h	<p>Part 4</p> <p>The CDC model</p> <p>Brief introduction of the CDC model, the context and process of its development, and its structure.</p> <p>Group work</p> <p>Each group identifies a challenging situation (a conflict, a controversy, etc.) from the experience of participants, from mass media or social media, or defines an imaginary situation.</p> <p>The trainers decide how to formulate the task. It can remain general or it can be made more specific, for example by requesting examples connected to the Covid-19 pandemic or related to a challenging intercultural situation, to migration, etc.</p> <p>The group will analyse the situation from the perspective of the RFCDC, identifying:</p> <ul style="list-style-type: none"> ▶ CDC that were used by participants in the situation; ▶ clusters of CDC that could have been useful for the situation to evolve in a positive way. <p>Each group will have to provide arguments and explanations based on the analysis of the definitions of the competences selected, as presented in the RFCDC in brief. In this way, the activity becomes relevant both for participants who discover the CDC model and for participants already working with it.</p> <p>Groups present their findings.</p> <p>Comments by the trainer on the fact that competences are mobilised in clusters in various situations.</p> <p>Discussion on the connections and differences between certain competences. Clarifications on the meaning of competences, based on questions from participants.</p>	<p>Explore the structure and components of the CDC model.</p> <p>Understand the way competences are mobilised in clusters in specific situations.</p>	<p>RFCDC in brief.</p> <p>The collaborative digital whiteboard.</p>

Time	Description	Objectives	Resources
20 min	<p>Part 5</p> <p>Tasks for participants</p> <p>Introduction of the task to complete by the end of the training (personal plans).</p> <p>Tasks to complete before the second session:</p> <ul style="list-style-type: none"> ▶ explore the Council of Europe portal (www.coe.int) and identify connections with the CDC model; ▶ create an account on the Teacher Reflection Tool (RFCDC Teacher Reflection Tool) and take the quiz on the RFCDC. 		RFCDC Teacher Reflection Tool.
10 min	<p>Closure of session 1: debriefing and feedback</p> <p>Outlook onto the next sessions.</p> <p>Open questions concerning the next session.</p> <p>Contact for questions during the course.</p> <p>Brief round of feedback.</p>		

Note: Breaks are not included in the timetable because the session can be planned in different ways. Short breaks should be considered after at most two hours of work.

Session 2 – The descriptors of competences for democratic culture and the whole-school approach

Duration: 3 hours

Part 1 – General information

Overview, issues addressed	<p>Part 1</p> <p>Descriptors and their use in observation and reflection related to learning activities.</p> <p>Part 2</p> <p>The whole-school approach (WSA), its underlying learning theory, its levels and process orientation.</p>
Training aims	<p>Get acquainted with the RFCDC descriptors and their possible uses.</p> <p>Be familiar with observation and self-observation as key to the use of the descriptors.</p> <p>Be aware of the relevance of developing CDC of teachers.</p> <p>Get acquainted with the rationale and levels of the WSA.</p> <p>Become aware of the process orientation in developing CDC in a school context.</p> <p>Reflect on uses of CDC for the planning and evaluation of school democratic development.</p>
Learning outcomes	<p>Understand how the descriptors of CDC can be used in assessing learners' achievement.</p> <p>Practise observation and self-observation as a tool for using the descriptors of CDC.</p> <p>Be aware of one's own CDC development.</p> <p>Understand the rationale and the levels of the WSA.</p>
Technical preparation	<p>Preparation of the digital learning platform and the collaborative digital whiteboard.</p>

Part 2 – Session step by step

Time	Description	Objectives	Resources
80 min	<p>Part 1</p> <p>Descriptors</p> <p>Recall of the task related to the use of the Teacher Reflection Tool. Sharing screen with the Teacher Reflection Tool and asking participants to login on the tool. Introduction about the descriptors, while navigating in the list on the tool and illustrating how a selection of descriptors can be generated (to make sure even participants who did not explore this part on the tool understand how it is done). At this point, the concept of cluster of competences, that can be associated with the response to a given situation, introduced in session 1, will be recalled.</p>	<p>Make participants familiar with the CDC descriptors.</p> <p>Experience the use of descriptors in observation and reflection.</p> <p>Understand the way descriptors can be useful in relation to clusters of competences and specific situations or tasks.</p>	<p>RFCDC Teacher Reflection Tool.</p> <p>Predefined list of descriptors for observers (optional).</p>

Time	Description	Objectives	Resources
	<p>Presenting the task: participants are divided into four groups.</p> <p>Version 1: all four groups have the same task: follow the instructions on the tool related to the challenging situation presented in the extract from a film or a documentary on how to manage difficult or conflicting situations in the classroom.</p> <p>Version 2: two groups work on “my strengths as a democratic teacher” and two on “hot situations”.</p> <p>Before starting the work, each group will designate one person to act as observer. Observers can use a predefined set of descriptors or any descriptors they choose from the list on the tool.</p> <p>Groups work for 15 minutes on the task.</p> <p>Groups share their conclusions.</p> <p>Observers share what CDC they observed being used by members of their group.</p> <p>General discussion about descriptors, how they can be used and the observation process.</p>		
80 min	<p>Part 2</p> <p>The whole-school approach</p> <p>Introduction: short overview of the content and goals of this session.</p> <p>Short presentation underlying learning theory in CDC – learning about, through and for – every aspect of school life can contribute to develop CDC.</p> <p>Activity (in groups of three):</p> <p>Identify situations in school life where democratic culture can be developed and make an entry into the collaborative digital whiteboard:</p> <ul style="list-style-type: none"> ▶ who is involved; ▶ which competences or clusters of competences are needed? <p>Debrief by trainers (based on the collaborative digital whiteboard).</p> <p>Introduce the levels of WSA and the democratic school development cycle (process orientation).</p> <p>How can CDC be used in different ways in a whole-school perspective?</p> <p>Focus on learners’ development of CDC (where and how is it supported).</p> <p>Identify challenges or issues in school life and discuss how they can be addressed in a democratic way.</p>	<p>Clarify the underlying learning theory.</p> <p>Relate to participants’ experiences.</p> <p>Demonstrate and explain the WSA and the process of democratic school development.</p> <p>Develop deeper understanding by linking back to cases.</p>	<p>RF CDC Volume 3, Chapter 6 on the WSA is the main reference.</p> <p>RF CDC Volume 1, section on CDC and the context of educational institutions.</p> <p>The collaborative digital whiteboard.</p>

Time	Description	Objectives	Resources
	<p>Group work (same groups).</p> <p>Choose one example of a challenge or issue shared on the collaborative digital whiteboard.</p> <p>Discuss how CDC can be used to address the issue.</p>		
10 min	<p>Closure of session 2: debriefing and feedback in two steps</p> <p>Tasks for participants:</p> <ul style="list-style-type: none"> ▶ write on the chat two things learned about CDC in this session; ▶ then write one idea inspired by this session that you want to explore further. 		Meeting chat.

Session 3 – Teaching, learning and assessing competences for democratic culture

Duration: 3 hours

Part 1 – General information

Overview, issues addressed	<p>This session is designed to help participants become more familiar with the potential offered by CDC and understand how to apply them in their own work context. Therefore, participants will discuss opportunities and limitations and will then set goals to decide on possible ways to make CDC more visible in their respective context.</p> <p>The session also aims to encourage participants to start reflecting on how they can promote the use of the RFCDC in their context and become multipliers.</p>
Training aims	<p>Become aware of the way learning activities develop CDC.</p> <p>Make CDC visible in the contexts and work responsibilities of the participants.</p> <p>Learn how to apply the RFCDC assessment principles in participants' work contexts.</p>
Learning outcomes	<p>Connect clusters of competences and descriptors to a situated learning activity in school.</p> <p>Analyse and justify the benefits of using CDC when designing and implementing learning activities.</p> <p>Critically reflect on the benefits and challenges of applying the RFCDC assessment principles in practice.</p> <p>Create an activity connected to CDC that could be implemented in the context of the participants.</p>
Technical preparation	<p>Breakout rooms.</p> <p>Digital whiteboard.</p> <p>Booklets as printouts.</p> <p>A tool allowing to build word clouds.</p> <p>RFCDC Garden Poster.</p>
Background information, tools and manuals used and proposed	<p>www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/context-concepts-and-model.</p> <p>www.living-democracy.com.</p> <p>Pedagogy and assessment. A set of handouts (based on RFCDC Volume 3: Guidance for implementation).</p> <p>RFCDC Garden Poster.</p>

Part 2 – Session step by step

Time	Description	Objectives	Resources
30 min	<p>Part 1</p> <p>Opening</p> <p>Short overview of the three hours.</p> <p>Recall of previous sessions, while showing the CDC model. Participants comment based on the previous sessions and the following questions: which competences were in demand? Which competences have I discovered in myself? Which additional competences did I need to develop and strengthen?</p>	<p>Reactivate and attach session 3 to previous learning steps.</p> <p>Get familiar again with each other and the fulfilled tasks.</p> <p>Start with the clustering approach.</p>	<p>Slides with the agenda, the CDC model and the task.</p>

Time	Description	Objectives	Resources
	<p>Think: participants are given 3 minutes to make individual notes.</p> <p>Pair: participants are divided into groups of three to discuss their individual notes and then individually answer the question on the digital whiteboard (10 minutes) before they come back to the main room.</p> <p>Share: two of the three teams are randomly invited to share feedback and show all participants the word cloud they created for further discussion.</p>		
45 min	<p>Part 2</p> <p>Living and learning democracy – CDC in the classroom and the whole-school approach</p> <p>Short recall of learning about/through/for education for democratic citizenship and human rights education (EDC/HRE), which should show how CDC can be intentionally developed through learning activities in the classroom but also through different situations and processes of school life (WSA). The trainer shows a picture of a sensitive or conflictual democratic or intercultural situation and gives an example of a cluster of competences.</p> <p>Small group assignment (breakout rooms of three): two pictures showing students in a classroom situation (one plenary, one group work). Task: develop for both pictures a cluster of at least three competences and nine descriptors.</p> <p>Presentation of the living-democracy.com website for further reading.</p>	<p>Analysing school situations in connection with CDC clusters.</p> <p>Get to know EDC/HRE materials developed for the Council of Europe member countries.</p>	<p>Presentation with one photo.</p> <p>Two photos for the task.</p> <p>Sharing the website and briefly going through the three content fields.</p>
35 min	<p>Part 3</p> <p>Pedagogical approaches in CDC</p> <p>Presentation of the basic pedagogical background and assumptions presented in the chapters on pedagogy and assessment in Volume 3 of the RFCDC.</p> <p>Presentation of examples of missed opportunities for applied CDC in the classroom and questions to find possible solutions thanks to CDC.</p> <p>Discussion and exchange in breakout rooms (introduced with examples of positive practices of using CDC that the facilitators are aware of).</p> <ul style="list-style-type: none"> ▶ Exchange of individual experience: how does it match my experience and practice? ▶ What could be consequences for my work when applying CDC? 	<p>Link the CDC approach to someone else's pedagogical practice.</p> <p>Link the CDC approach to their own pedagogical practice.</p> <p>Understand the potential of CDC for further work.</p>	<p>Presentation slides.</p>

Time	Description	Objectives	Resources
	<p>Presentation of the key points.</p> <p>Observations and comments by the facilitators, focusing on the variety of experience and practice presented, and pointing out further potential of applying CDC as trainers.</p>		
30 min	<p>Part 4</p> <p>Assessment of CDC</p> <p>Short overview, focusing on assessment and competences, principles of assessment, approaches to assessment.</p> <p>Task:</p> <ul style="list-style-type: none"> ▶ Develop a competence cluster (three competences, nine descriptors) that illustrates the potential of formative assessment. ▶ When focusing on the six principles proposed by CDC (validity, reliability, equity, transparency, practicality, respectfulness): what are the main challenges for the participants of my teaching/training? What is the potential of CDC for my practical work? <p>Think: participants have 3 minutes to fill in the RFCDC Garden Poster.</p> <p>Pair: participants are divided into groups of three to share the clusters and discuss the second task (10 minutes).</p> <p>Share: one team shows their notes (appointed in advance) and the others complement.</p>	<p>Look at the potential and limitations of CDC assessment. (importance of a quality assurance approach).</p> <p>Use a practical tool (poster) for daily use in trainings and classrooms.</p>	Presentation slides.
15 min	<p>Part 5</p> <p>Task for participants (to be uploaded on the platform)</p> <p>Participants have to identify needs and limitations in their context, decide on a target audience and set goals. Then, with the help of the CDC model, they create a poster that addresses the issue and offers a good example of the potential developing clusters of competences and their respective descriptors.</p>	Rethink their own work more deeply and propose solutions or further improvements.	Presentation slides.

Time	Description	Objectives	Resources
10 min	<p>Part 6</p> <p>Closure of session 3: debriefing and feedback</p> <p>On the digital whiteboard, participants fill in four question fields:</p> <ol style="list-style-type: none"> 1. An element that has helped me personally today. 2. An element that has helped me professionally today. 3. What opportunities and benefits do CDC bring into my context (which CDC were used today?) 4. What question(s) do I have for the coming weeks regarding CDC? 		Presentation slides.
5 min	Looking ahead and closure of the session.		

Session 4 – Competences for democratic culture and project-based learning

Duration: 3 hours

Part 1 – General information

Overview, issues addressed	The session addresses how project-based learning (PBL) activities, including those connected with intercultural learning, can contribute to the development of CDC.
Training aims	Develop a basic understanding of PBL as a way to develop CDC. Discuss concrete examples of PBL with a community focus. Explore culturally diverse backgrounds within the group and incorporate participants' experience as a resource for PBL.
Learning outcomes	Develop specific actions that could be implemented in the participants' context. Be able to reflect on one's own role and competences that are needed in this context. Reflect on the competences that students develop in PBL activities.
Technical preparation	Breakout rooms. Digital whiteboard. Interactive presentation software. Templates that are prepared in advance for exercises. Word cloud for the closing.
Background information, tools and manuals used and proposed	This session is based on "Culturally relevant pedagogy" (Ladson-Billings, 2014) and engagements of participants through co-operative learning. It is also built on intercultural education and deconstruction of collective narratives. RFCDC Volume 3 Guidance for implementation . Chapter 2: CDC and Pedagogy. Sections: Project-based learning (p. 35), Project-based learning example: Project Citizen (p. 48).

Part 2 – Session step by step

Time	Description	Objectives	Resources
Before the session	Preparation Participants have to think of one song they associate with their childhood and that they consider as representative of their world, cultural self-perception. They also have to name a song they like at the moment that is associated with their present convictions. This request can be made at the end of the previous session or simply included in the reminder message regarding session 4.	Personalise the interaction between participants. Make them aware of their cultural itinerary and the dynamic character of culture. Demonstrate how culture is embedded in an individual's way of thinking and acting. Develop meaningful learning and use participants' background as a source for learning.	
10 min	Opening and introduction to session.	Everybody should feel well informed and well prepared.	

Time	Description	Objectives	Resources
1h	<p>Part 1</p> <p>Project-based learning</p> <p>Introduction to PBL.</p> <p>Quality criteria for PBL with a community focus.</p> <p>Brief introduction on service-learning projects.</p> <p>Short group work where the participants analyse a concrete project (described by the trainer, based on experiences of participants or introduced through an audiovisual presentation), comparing the example with the quality criteria introduced earlier.</p> <p>Sharing of group work and clarifications about phases and criteria for successful PBL activities with a community focus.</p> <p>An alternative approach could be to start with group work analysing a concrete project against previously distributed phases of the process and quality criteria, followed by input from the facilitator and general discussion.</p>	<p>Understand the basic principles of PBL and its interconnectedness with CDC.</p> <p>Explore the background of the group with an intercultural and CDC lens, adding to the aspects already shared in previous sessions.</p>	<p>Presentation.</p>
20 min	<p>Part 2</p> <p>Activity – The “whole world” in our group</p> <p>Using online tools, participants have to individually enter information on their cultural background and refer to the songs they prepared, thus creating a cultural mapping of the group.</p> <p>Reflection in the whole group, focusing on surprising elements, similarities and differences.</p>	<p>Incorporate participants’ background into learning activities on a community level.</p> <p>Understand the rationale of PBL under the lens of CDC and intercultural learning.</p> <p>Establish a critical understanding of curricula and methodology in relation to CDC development.</p> <p>Provide a simulation for PBL initial design.</p> <p>Analyse organisational and technical aspects of the implemented activity.</p>	<p>The collaborative digital whiteboard set up as a map (world map, map of Europe, of the country or of a region, depending on the profile of participants, based on the introductory session).</p>
50 min	<p>Part 3</p> <p>Activity – The “whole world” in my village, town, school community</p> <p>In small groups, participants use the experience of the previous activity to work together on the production of a podcast, illustrating the diversity of the cultural background of a village, town or school community, by focusing on a topic, for example on aspects like migration history, religious and cultural backgrounds. They can use information they have already gathered or search online for more.</p> <p>Each group presents the podcast and receives comments from the other participants.</p>		

Time	Description	Objectives	Resources
30 min	<p>Part 4</p> <p>Reflection and transfer</p> <p>Discussing (in pairs and in the plenary) the CDC model with regard to the concrete project activity.</p> <p>Which competences do I (as a teacher) need to implement community-based projects with students?</p> <p>Which competences will I develop during such a process?</p> <p>Which competences will the students develop?</p> <p>How do we organise a learning activity that fosters CDC and intercultural understanding?</p>	<p>Reflect on the concrete team-experience with regard to CDC.</p> <p>Reflect on the interrelatedness of PBL and CDC.</p> <p>Discuss different proposals to transfer CDC through PBL.</p>	<p>Discussion in pairs, identification of one important cluster of competences.</p> <p>Presentation to all members of the group.</p> <p>Tool: template (CDC model and possibility to write down (clusters of) competences).</p>
10 min	<p>Closing of session 4: debriefing and feedback</p> <p>Facilitators inform participants that they can download or copy the ideas shared on the digital whiteboard, which remains available after the session.</p> <p>The next session is briefly presented to participants. This is particularly needed to make sure participants understand the two offered options.</p> <p>Participants all share one closing word and a word cloud is shared onscreen.</p>	<p>Contextualise this session in the overall learning process.</p> <p>Provide participants with an opportunity to reflect on the relevance of PBL and their educational settings.</p>	

Session 5 – Addressing challenges in school with the RFCDC

There are two options for this session. The first is to choose one particular challenge (student voice, violence and bullying, or discrimination). The second is to combine some or all of these challenges. If the first option is chosen, the trainer will select one session from 5.1, 5.2 or 5.3. If the second option is chosen, the trainer will select session 5.4.

5.1. Student voice as part of a vivid democratic school culture.

5.2. The competences for democratic culture as a tool for addressing violence and bullying in school.

5.3. The competences for democratic culture and preventing discrimination.

5.4. The use of competences for democratic culture in addressing school issues: student voice, violence and bullying, and discrimination.

It should be noted that the focus of these sessions is not on the topics but on how the RFCDC is relevant for addressing such challenges in schools. The three topics have been selected as examples of meaningful challenges that can and should be addressed in connection with CDC, as part of a whole-school approach.

Facilitators should therefore choose one of the options, combine or adapt the options presented or even design similar sessions on topics directly relevant for course participants, with a similar approach. Facilitators can also involve the participants in deliberating and taking part in the decision on which topics are more interesting and relevant to them. This would make the process more participatory and democratic, exemplifying a democratic practice related to the RFCDC.

Session 5.1. – Student voice as part of a vivid democratic school culture

Duration: 3 hours

Part 1 – General information

Overview, issues addressed	The session supports participants to reflect on the status quo of the student voice in contexts familiar to them, in connection with CDC. It proposes concrete actions to foster more student voice and choice on classroom and school levels to contribute to an authentic democratic school culture.
Training aim	Develop an understanding of the connections that can be made between CDC and the different stages or qualities of student participation and decision making in classroom and school environments.
Learning outcomes	<p>Understand what is meant by student voice and choice.</p> <p>Understand the relevance of active student participation for the development of CDC (learning “through”).</p> <p>Discuss participation mechanisms and decision-making processes that can be put forward to promote engagement among young learners.</p> <p>Reflect on one’s own role and competences that are needed in this context.</p> <p>Evaluate the impact of the voice of learners in the classroom, in school and in the community.</p> <p>Develop specific actions that could be implemented in one’s own context.</p>
Technical preparation	<p>Breakout rooms.</p> <p>Digital whiteboard.</p> <p>Interactive presentation software.</p>
Background information, tools and manuals used and proposed	<p>United Nations General Assembly (1989), <i>Convention on the Rights of the Child</i> (Article 12), United Nations.</p> <p>“The ladder of participation” by Roger Hart.</p> <p>Campaign “Free to Speak – Safe to Learn”: Resources on making children’s and students’ voices heard.</p> <p>RFCDC Volume 3 Guidance for implementation. Chapter 2: CDC and Pedagogy. Sections: Democratic processes in the classroom (p. 31), Co-operative learning (p. 32).</p>

Part 2 – Session step by step

Time	Description	Objectives	Resources/ methods
10 min	Introduction of session 5.1.	Understand the concepts.	Conceptual map.
35 min	<p>Part 1</p> <p>Think: participants brainstorm and take notes individually (5 minutes).</p> <p>What do we mean by student voice?</p> <p>Is student voice a right?</p> <p>What benefits and advantages can student voice have? For whom?</p> <p>Name opportunities for student voice in your context (participatory democracy and governance and others).</p> <p>Pair: participants share their ideas in pairs and fill in a conceptual map (15 minutes).</p> <p>Share: participants share their conceptual map and complete the missing information (or limitations) and come up with a common vision of “student voice” (15 minutes).</p> <p>Suggestion: the groups can be divided to focus on different viewpoints (e.g. classroom level and school level).</p>	<p>Reflect upon the presence and absence of student voice in their context.</p> <p>Describe the opportunities and challenges of student voice in their context.</p>	<p>Part 1: challenges, opportunities, agents, clear understanding of student voice.</p> <p>Discussion of two or three conceptual maps with a focus on a common understanding of student voice.</p>
10 min	<p>Debrief of part 1</p> <p>In pairs, participants relate the CDC model to their conceptual map.</p> <p>Which clusters of CDC can be developed if your vision of student voice is realised? Explain to your partner why you think so.</p>	Raise awareness of student voice being a condition for the development of CDC.	
25 min	<p>Part 2</p> <p>Participants discuss the existing and potential barriers or challenges to all students’ participation and decision making (inside and outside the classroom and in-person and virtual teaching).</p> <p>At the end of the group discussion, participants will answer three questions using keywords. Results will be made visible via interactive presentation software, whiteboard, etc.</p> <p>What are favourable conditions for inclusive participation?</p> <p>What are hindering conditions for inclusive participation?</p> <p>How can the voices of all students be heard?</p> <p>Suggestion: the groups can be divided to focus on different aspects (e.g. inside and outside the classroom, and/or in-person and virtual teaching).</p>	Focus on the idea of inclusion.	Group work.

Time	Description	Objectives	Resources/ methods
20 min	<p>Part 3</p> <p>Participants are encouraged to reflect on ways of integrating student voice and choice in their teaching and in their school.</p> <p>Do your students have a say in what they learn and how they learn?</p> <p>How would you describe your relationship with students?</p> <p>Can you name other agents that are involved in the teaching and learning process in your context?</p> <p>Do you see a need to revise or further develop your teaching approach? If so, what options do you see?</p> <p>Which competences do you need in order to foster students' voice in your context? Which clusters of competences do you think you need to activate?</p>	<p>Reflect on how young learners can have a say on a classroom level.</p> <p>Analyse classroom or school situations according to the participation ladder.</p> <p>Identify favourable and hindering factors for meaningful participation.</p>	<p>Individually or in pairs, work alongside the CDC model, a work sheet with reflective questions and an illustration of the participation ladder.</p>
1h	<p>Part 4</p> <p>Student voice: classroom, school community</p> <p>The group exchanges on the results of their analysis of situations and identification of factors (part 3).</p> <p>Brainstorming.</p> <p>How can you promote more student voice and choice in your context?</p> <p>How to create more space for students' participation and decision making (classroom and school level)?</p> <p>How can we make student voice more visible (structural approach)?</p> <p>How can you start a process if there is little student voice and choice in our school?</p> <p>What impact do you think this will have in your context?</p>	<p>Discuss how participation mechanisms and decision-making processes can be promoted among young learners.</p> <p>Develop specific actions that could be implemented in one's own context.</p> <p>Evaluate the impact young learners' say can have on a classroom and school community level.</p>	<p>Work in pairs with another participant who comes from a similar context.</p> <p>Continue working on the conceptual map (impact part).</p>
15 min	<p>Task for participants</p> <p>See description of task at the end of session 5.</p>		
10 min	<p>Closure of session 5.1: debriefing and feedback</p> <p>First feedback to the facilitators (e.g. three words to summarise what participants have learned and will take away with them).</p> <p>Outlook onto the next session.</p> <p>Next steps (task, etc.).</p>		

Session 5.2. – The competences for democratic culture as a tool for addressing violence and bullying in school

Duration: 3 hours

Part 1 – General information

Overview, issues addressed	The session explores the phenomena of violence and bullying as well as responses to these phenomena, with a particular focus on the importance of democratic school culture to tackle and prevent these issues. Participants reflect on the CDC teachers and students need to develop in this context.
Training aim	Understand the potential of CDC as a tool for addressing violence and bullying in school.
Learning outcomes	<p>Reflect on concepts of violence and bullying.</p> <p>Identify reactive and preventive responses to violence and bullying.</p> <p>Identify relevant CDC clusters and descriptors for students and learners.</p> <p>Identify relevant CDC clusters and descriptors for teachers.</p> <p>Reflect on the importance of a whole-school approach to preventing violence and bullying.</p>
Technical preparation	<p>Interactive presentation software.</p> <p>Collaborative digital whiteboard.</p>

Part 2 – Session step by step

Time	Description	Objectives	Resources
50 min	<p>Part 1</p> <p>Clarifying concepts – what are the challenges</p> <p>Energiser.</p> <p>Aims and outcomes.</p> <p>Mind map: anger, aggression, violence, bullying.</p> <p>Participants note associations with the concepts.</p> <p>Theoretical input, unpacking concepts.</p>	<p>Link the previous knowledge and practical experience with the issue of violence and bullying.</p> <p>Introduce the main concepts.</p>	<p>Interactive presentation software.</p> <p>Slides.</p>
1h10	<p>Part 2</p> <p>Case studies</p> <p>Plenary activity</p> <p>Four cases are handed out. Participants reflect on how such situations are usually handled by teachers.</p> <p>Categorising reactions: identifying negative consequences of overlooking or imposed discipline.</p> <p>Work in four groups</p> <p>Task: add reactions contributing to building inclusive school culture, positive co-operation, non-violent conflict resolution.</p> <p>Participants present the groups' ideas back in the plenary.</p>	<p>Explore one's own capacity to address violence and bullying.</p> <p>Develop the ability to reveal and address cases of violence and bullying at school.</p> <p>Train the identified CDC clusters.</p>	<p>Collaborative digital whiteboard.</p> <p>Presentation slides.</p>

Time	Description	Objectives	Resources
	<p>Concluding</p> <p>Ways to address violence and bullying at school are presented by the facilitator (presentation on school culture and teaching about violence, rules to prevent violence, procedures of conduct in cases of violence, whole-school approach, competence development).</p>		
40 min	<p>Part 3</p> <p>Identifying relevant CDC clusters</p> <p>Participants are divided into four new groups.</p> <p>Step one</p> <p>Group 1 + 3: which CDC cluster and particular descriptors may help empower learners to face and prevent violence and bullying? What educational activities may help to develop this cluster of competences and how to support students in developing constructive social interaction?</p> <p>Group 2 + 4: which CDC cluster and particular descriptors are necessary for teachers to be able to react on the cases of violence and bullying, and implement preventive practices? What may help to develop this cluster of competences and how to monitor and evaluate this process?</p> <p>Step two</p> <p>Group reshuffle: participants from different groups share their results in two new groups.</p> <p>The facilitator supports group work and makes links to the concept of democratic culture and CDC.</p>	<p>Identify relevant CDC clusters to be developed in learners and teachers.</p> <p>Explore how the whole-school approach can help address violence and bullying at school.</p>	<p>Participants download RFCDC Volume 2.</p>
5 min	<p>Task</p> <p>See description of task at the end of session 5.</p>		
15 min	<p>Closure of session 5.2: debriefing and feedback</p> <p>What did you learn about addressing violence and bullying through a whole-school approach in this session?</p> <p>What would be your first step to start a whole-school approach?</p>	<p>Summarise and consolidate new knowledge and skills.</p> <p>Motivate to implement new knowledge and skills in practice.</p>	

Session 5.3. – The competences for democratic culture and preventing discrimination

Duration: 3 hours

Part 1 – General information

Overview, issues addressed	<p>The session is focused on the recognition and understanding of an unjust treatment of different groups of people. The issues to be addressed are:</p> <ul style="list-style-type: none"> ▶ discrimination as a social constructed phenomenon; ▶ discrimination and cultural diversity; ▶ discrimination and human dignity; ▶ the role of education in preventing discrimination; ▶ CDC and the prevention of discrimination.
Training aim	Reflect and understand how to address discrimination by using RFCDC in school settings.
Learning outcomes	<p>Develop a basic understanding of discrimination as a social and collective phenomenon.</p> <p>Discuss cultural diversity and identities in relation to discrimination.</p> <p>Analyse human interaction in the context of discrimination.</p> <p>Identify clusters of competences associated with the prevention of discrimination.</p> <p>Develop specific actions that can contribute to the awareness and prevention of discrimination.</p>
Technical preparation	<p>The session requires participants to have access to both the main session and the (virtual) room for smaller subgroups.</p> <p>In case audio visual resources are used, there is a need for a license and to download the source.</p> <p>Participants should read the text “The conceptual foundations of the framework”(https://rm.coe.int/the-conceptual-foundations-of-the-framework-reference-framework-of-com/16809940c1) pp 1-3.</p>

Part 2 – Session step by step

Time	Description	Learning objectives	Resources
50 min	<p>Presentation of aims and outcomes of the session.</p> <p>Part 1</p> <p>Key concepts and opinions</p> <p>Mind maps on identity, stereotype, prejudice, community, discrimination, inclusion, exclusion.</p> <p>The reflection is moderated based on the mind maps activity.</p> <p>What is the link between stereotypes, prejudice and discrimination?</p> <p>What is the difference between stereotype, prejudice and discrimination?</p> <p>Which consequences does it have if individuals or groups are defined as “the other”?</p> <p>Trigger: a brief video to reflect on group processes of inclusion and exclusion</p>	<p>Link previous knowledge and practical experience with the issue of discrimination.</p> <p>Introduce the main concepts: identity, stereotype, prejudice, community, discrimination, inclusion, exclusion.</p> <p>Critically analyse socially constructed categories.</p> <p>Understand the process of exclusion and inclusion from both a personal and collective approach.</p> <p>Identify discrimination and prejudice in relation to vulnerable groups.</p>	<p>Collaborative digital whiteboard.</p> <p>Pre-selected video.</p>

Time	Description	Learning objectives	Resources
	<p>After watching a brief video that stimulates reflection on interactions between groups, inclusion and exclusion, participants have to comment.</p> <p>Facilitators add comments on the process of the development of individual and collective identities and the sense of belonging.</p>		
1h	<p>Part 2</p> <p>The role of schools in preventing discrimination</p> <p>Brief opinion round and input by the facilitator.</p> <p>What is the origin of stereotyping, prejudice and discrimination?</p> <p>Why do societies have to be concerned about these phenomena?</p> <p>Which problems can prejudice and discrimination cause in schools?</p> <p>What can schools do to counteract and prevent prejudice and discrimination?</p> <p>Who should be involved in such work? And how?</p> <p>Short input, recalling the ideas discussed in session 2, about the whole-school approach and the comments in session 3 on the connection between CDC and challenging situations that can be encountered in school. CDC are useful to face challenging situations and the appropriate management of challenging situations provides valuable opportunities to develop CDC.</p> <p>Work in four groups. Participants distribute group roles among themselves (leader, timekeeper, speaker, critic, positive spirit).</p> <p>Question for presentation for groups 1 and 3: what cluster of competences should be developed in learners to prevent discriminatory behaviour? How can you develop this cluster? Give examples of learning activities.</p> <p>Question for presentation for groups 2 and 4: what cluster of competences should teachers develop to be effective in addressing discrimination? How can they develop this cluster? Give examples of learning activities.</p> <p>Presentation of group work in the plenary.</p>		"Group roles" handout.

Time	Description	Learning objectives	Resources
50 min	<p>Part 3</p> <p>CDC-based activities to prevent prejudice and discrimination</p> <p>The facilitator proposes one of the two following activities:</p> <ul style="list-style-type: none"> ▶ activity based on the module on tackling discrimination in the RFCDC Teacher Reflection Tool; ▶ adapted activity on “Tackling post-Covid-19 discrimination” from the Council of Europe package of “RFCDC – Learning activities based on the Covid-19 pandemic”. 		
10 min	<p>Task</p> <p>See description of task at the end of session 5.</p>		
10 min	<p>Closure of session 5.3: debriefing and feedback</p> <p>What was the most valuable experience, thought, information from this session?</p> <p>What idea is ready to be implemented in your professional practice?</p>		

Session 5.4. – The use of competences for democratic culture in addressing school issues: student voice, violence and bullying, and discrimination

Duration: 3 hours

Part 1 – General information

Overview, issues addressed	<p>This session explores the relation between CDC and three aspects of school life: the way schools promote and support the participation of students to decision making, the way schools address phenomena of violence and bullying, and the way schools tackle discrimination and takes an anti-discrimination stand. This is an illustration of the whole-school approach in relation to CDC, as introduced in session 2, and complements the development of CDC through teaching and training in general (session 3) and through project-based learning activities in particular (session 4).</p> <p>The session can cover either two of these three topics or all three. Other relevant topics can be selected and covered in relation to contextual issues/ issues from specific contexts. Regardless of topics, the structure of the activity is the same.</p>
Training aims	<p>Understand how CDC can be used in developing student participation at school.</p> <p>Understand the potential of the use of CDC in addressing violence and discrimination at/in school.</p>
Learning outcomes	<p>Reflect on the concepts of student voice, violence and bullying, anti-discrimination.</p> <p>Identify relevant CDC clusters and descriptors for students and learners.</p> <p>Identify relevant CDC clusters and descriptors for teachers.</p> <p>Identify actions, measures, school policies aimed at promoting and supporting student voice, preventing and responding to violence and bullying, and preventing and responding to discrimination and ensuring a commitment for participation, safety and anti-discrimination.</p> <p>Reflect on the importance of a whole-school approach to preventing violence and bullying.</p>
Technical preparation	<p>Interactive presentation software.</p> <p>Collaborative digital whiteboard.</p> <p>Selected cases from the RFCDC Teacher Reflection Tool or alternative cases prepared with a similar format.</p>

Part 2 – Session step by step

Time	Description	Objectives	Resources
45 min	<p>Part 1</p> <p>Clarifying concepts – what are the challenges</p> <p>Energiser.</p> <p>Presentation of aims and outcomes of the session.</p> <p>Mind map exercise: how is/are student voice, violence and bullying, and discrimination manifested in school settings?</p> <p>Participants note associations with the concepts.</p> <p>Theoretical input, defining key concepts.</p>	<p>Link previous knowledge and practical experience with the topic(s).</p> <p>Introduce the main concepts.</p>	<p>Interactive presentation software.</p> <p>Slides.</p>

Time	Description	Objectives	Resources
15 min	<p>Part 2</p> <p>Case studies</p> <p>Group activity: each group is given a case study, taken directly from the relevant topic in the RFCDC Teacher Reflection Tool or inspired by it.</p> <p>Groups analyse their case, focusing on:</p> <ul style="list-style-type: none"> ▶ understanding the thoughts, feelings and behaviours of those involved; ▶ identifying possible continuations of the scenario. 	Use empathy and critical thinking to understand the situation presented and explore its possible outcomes.	Collaborative digital whiteboard.
30 min	<p>Part 3</p> <p>Identifying relevant CDC clusters and descriptors</p> <p>Work in the same groups as above.</p> <p>Step one</p> <p>Which CDC cluster and particular descriptors may help empower learners to respond appropriately and effectively to the situation in the case? A list of competences and descriptors is created and posted on the collaborative digital whiteboard.</p> <p>Which CDC cluster and particular descriptors are necessary for teachers to be able to respond appropriately and effectively to the situation in the case? A list of competences and descriptors is created and posted on the collaborative digital whiteboard.</p> <p>Each group proposes on the collaborative digital whiteboard a rewritten scenario on how the situation could have developed if teachers and learners had used the relevant CDC.</p>	Identify the relevant CDC clusters to be developed in learners and teachers.	<p>The database with descriptors on the RFCDC Teacher Reflection Tool.</p> <p>Collaborative digital whiteboard.</p>
30 min	<p>Part 4</p> <p>What can be done to develop the relevant CDC?</p> <p>Step two (in the same groups as above)</p> <p>Which educational activities, measures or school policies may help to develop the cluster of competences identified?</p> <p>How to support students in developing constructive social interaction?</p>	Identify actions, activities or school policies effective in developing the relevant CDC.	Collaborative digital whiteboard.
30 min	Groups share and discuss the results of their work in the plenary.	<p>Expand the critical understanding of what can be done at school level to enhance democratic culture and develop CDC.</p> <p>Raise awareness of the range of competences teachers need for this.</p>	

Time	Description	Objectives	Resources
15 min	Task See below.		
15 min	Closure of session 5.4: debriefing and feedback What did you learn during this session about promoting CDC as a whole-school approach?	Summarise and consolidate the new competences. Motivate to engage in relevant action.	

Task for participants

Participants are reminded that general aspects about the task were included at the end of session 1, to allow them to reflect on what they want and can do during the following sessions.

Each participant will have two related tasks between session 5 and the final synchronous session:

- ▶ elaborate and post on the course platform a plan for a multiplier activity, based on their experience during the previous sessions of the RFCDC Introductory Course;
- ▶ consult the presentations posted by all participants in the group and post specific constructive feedback to three participants. If a participant already received feedback from three others, another one will be chosen.

The plans can be presented in various formats, according to individual preferences and choice. They can be uploaded as text, slides, video material or a podcast.

Each plan will follow a simple similar format, including:

- ▶ target group(s);
- ▶ aims of the activity;
- ▶ description of the activity and related materials;
- ▶ envisaged evaluation and success indicators.

The plan can refer, for example, to an information session, workshop, training session for teachers or other education professionals, awareness-raising activity for various education stakeholders, etc. The planned activity can focus explicitly on the RFCDC, as such or in connection with various specific topics. It can include replicating or adapting activities or materials used during the course. Participants are encouraged to design activities that they would be able to implement and that would contribute to the promotion of the RFCDC and its use in the respective work context. Thus, activities will be adapted to take into account the needs and interests of the target group, as well as their social, cultural and institutional context.

Allow participants to formulate questions and make sure they know what is expected from them. Those who will need additional clarifications can also ask questions on the course platform.

Session 6 – Final reflection and planning ahead

Duration: 2 hours

Part 1 – General information

Overview, issues addressed	Based on the interactive element of the task between session 5 and session 6, participants reflect in groups on their learning process during the course and exchange comments and suggestions on their future plans in using what they learned.
Training aims	Reflect on the next steps ahead. Explore possible co-operation partners among participants. Consolidate learning through reflection on the course process and achievements.
Learning outcomes	Be aware of the degree of understanding of the RFCDC, the CDC model and the main concepts related to the RFCDC. Identify areas or activities to apply the model of CDC. Identify ways of co-operating among participants.
Technical preparation	Organise the information on the learning management system and/or post the plans of participants on the collaborative digital whiteboard. Prepare a section on the collaborative digital whiteboard for sharing overall reflections by groups.

Part 2 – Session step by step

Time	Description	Objectives	Resources
10 min	<p>Part 1</p> <p>Introduction</p> <p>Presentation of the aims and agenda of the session.</p> <p>Facilitators recall the process related to the task of preparing a multiplier plan and emphasise that the task has several roles:</p> <ul style="list-style-type: none"> ▶ it is part of the learning process, consolidating what has been acquired during the previous sessions; ▶ it stimulates participants to take action, applying what they learned and passing information about the RFCDC to peers. <p>In this session, participants will support each other in reflecting on their plans and on the overall course experience.</p>	Prepare the exchange of views and reflection.	Slides.
40 min	<p>Part 2</p> <p>Exchange on multiplier plans</p> <p>There are two options to organise this part:</p> <ul style="list-style-type: none"> ▶ if participants succeeded to post their plans on the learning management system and comment at least partially on other participants' plans, then the activity can be based on it; ▶ participants post a summary of their plans on the collaborative digital whiteboard. 	Exchange ideas regarding the plans for information of awareness-raising activities.	Access to platform with implementation activities. Collaborative digital whiteboard.

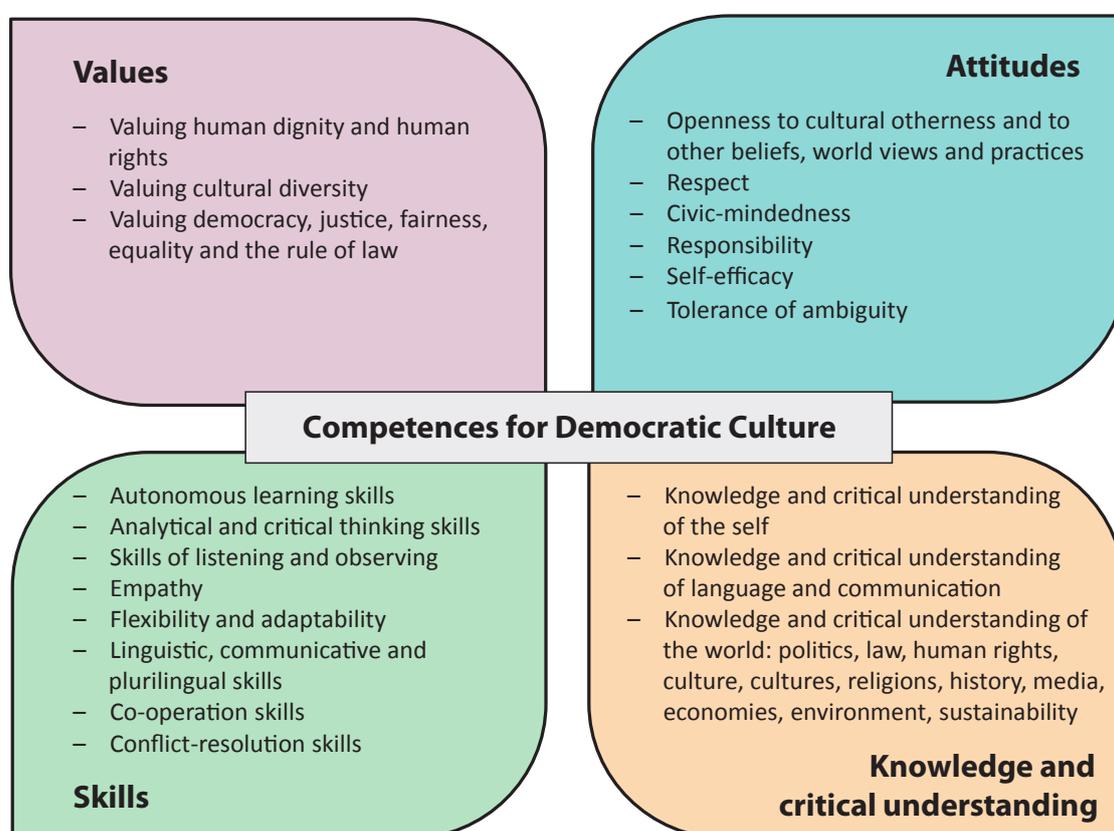
Time	Description	Objectives	Resources
	<p>In both cases, participants are organised in pre-selected groups (3-4 per group, based on similarities, either in their work context or the implementation activity proposed) and discuss:</p> <ul style="list-style-type: none"> ▶ the most important RFDC elements integrated in their implementation activity; ▶ their concrete next steps; ▶ some possible challenges to solve. <p>Then, participants read the plans of other participants and post comments and suggestions where they have something to share.</p> <p>Finally, participants return to their plans and read all the comments and suggestions received. On a voluntary basis, some participants can ask questions or share comments in plenary.</p>		
40 min	<p>Part 3</p> <p>Reflection on the course experience</p> <p>Participants work in groups of three, either randomly created or based on certain criteria (e.g. location, profile, work context).</p> <p>In each group, participants support each other in recalling the process they went through during all the previous sessions and identify key learning points. These can refer to:</p> <ul style="list-style-type: none"> ▶ new information, new insights, new tools or new ideas acquired during the course; ▶ surprising or unexpected ideas or perspectives discovered during the course; ▶ aspects from their practice and experience that were confirmed and validated by the course; ▶ aspects about which they plan to reflect and learn further. 	Consolidate learning through reflection.	<p>The learning management system, with access to the detailed agenda of each session and to the support materials used during the course.</p> <p>Optional: use of the Teacher Reflection Tool.</p> <p>Collaborative digital whiteboard.</p>
30 min	<p>Part 4</p> <p>Conclusions and closing</p> <p>Final round of comments that can focus on the aspects from the course that participants plan to incorporate in their future practice and any other comments they wish to share. Interventions should be limited to maximum one minute per person.</p> <p>Participants are encouraged to:</p> <ul style="list-style-type: none"> ▶ use Council of Europe resources; ▶ stay in touch with each other; ▶ respond to the evaluation survey. <p>The link to the evaluation survey is sent to participants to collect more detailed and anonymous written feedback.</p>		

Background information for a common understanding²

What are competences for democratic culture?

The model of 20 competences for democratic culture is valid for all spheres of life. In every learning setting, some of these elements are visible. In every training and learning situations, many of them are already being implemented but sometimes those involved are not aware of that.

Figure 1: The model of competences for democratic culture



Reference Framework of Competences for Democratic Culture

One of the main aims of the Manual of the RFCDC Introductory Course is to support participants in developing a critical understanding of these competences and the capacity to connect them with various life and learning situations.

A description of the meaning assigned to each competence in the RFCDC is available in “A model of the competences required for democratic culture and intercultural dialogue” (RFCDC Volume 1, Chapter 6).

² The information presented in this chapter corresponds to fragments and adapted content from the RFCDC Volumes, which can be accessed [here](#).

The need for competence descriptors

A democratic culture relies on citizens having the values, attitudes, skills, knowledge and critical understanding described in the competence model above. Accordingly, the framework provides detailed descriptors for each of the 20 competences. These descriptors help to make each competence visible, while providing a useful tool with which to observe learning, to make any hidden competences visible but also to plan for them.

Competence descriptors are statements describing observable behaviours that show when a person has achieved a certain level of a particular competence. This is relevant for the development of a democracy, because when we see the competences and descriptors being applied in training facilities and daily life, we know that society is not just a democracy on paper but one with real actions and results. The training organised is an important place for this: the learners experience democracy in action themselves as a normal daily routine.

As a learning facilitator, you regularly reflect on your own practice and on the participants' actions and developments: which competences are more and more visible? Where does your group of participants see strengths in general but also by individual learners? Where does your team see a need for further training? How do you plan for this?

Pedagogy

There is a wide variety of educational interventions, formats of activities and methodological choices that managers, educational advisers and educators in the field can use when planning learning experiences and integrate in their approaches that are suitable for the development of CDC. Thus, they help create co-operative, open, experiential, more enjoyable and safe learning environments, where the learners can critically reflect, discuss and address contexts and practices where we can explore the need for reform, intervention and capacity building to address, among others, violent, discriminatory and anti-democratic structures and find ways to transformation. Through planning, pursuing the development of CDC among learners and evaluating their activities, facilitators of learning processes will focus on the principles of the RFCDC and enact pedagogical approaches and methods that encourage learners to become actively, critically, constructively involved in experience, discovery, challenge, analysis, comparison, reflection and co-operation.

When looking into various learning contexts and specifically focusing on the opportunities and spaces created by the field of non-formal education, it is important to recognise that if this learning context is chosen as the main methodological concept, its principles and methodological choices must be well interiorised both by institutions organising the activities and the educators. The process itself stays true to the principles and competences outlined in the RFCDC and opens a fruitful ground for adult learners through applying approaches such as experiential, planned, self-directed, co-operative, participatory, open-ended, horizontal, experience-informed, practice-oriented learning. The principles also include value-based, voluntary, learner-centred, both outcome- and process-oriented approaches. The role of educators involved is to provide the setting and methodological choices to set up this learning space and process, and better address learners as whole persons and engage them with their head, heart and hands, and develop practices which are best suited to holistically develop the learner and their autonomy and responsibility regarding competence for a democratic culture.

Especially in non-formal educational settings, no trainer can demand attention or readiness to learn. These approaches need to be facilitated through careful design of the training or event. It is therefore all the more important that learning facilitators are aware of the relevant learning processes and learning approaches. These ultimately help to ensure that democratic competences do not simply remain empty words but become living elements of life and are practised by both institutions and the educators involved.

To answer an often-heard question right at the beginning: the development of CDC can be understood both explicitly, as a topic, and implicitly, as a transversal concern integrated into the overall learning processes taking place in trainings within a framework of shared responsibility. The pedagogical approaches integrated into the CDC and outlined below are, as experienced facilitators will know, not only apt for the development of CDC but they also help create more enjoyable and safe learning environments and find ways to address violent, discriminatory and anti-democratic structures within settings. Moreover, in general the competence frameworks can become a good base for self-assessment, planning of learning, curricula development, set-up of learning outcomes and results, and methodical planning.

How to organise the learning process?

The following questions can guide reflection on how to organise the learning processes.

- ▶ To what extent would you say your facilitating contributes towards learners becoming active citizens and respecting human rights?
- ▶ How often do your participants have an opportunity to express their own ideas and listen to different views, discuss their differences?
- ▶ How often are questions relevant to human rights, democratic citizenship, justice, equality or the rule of law raised?
- ▶ How is your current practice facilitating the development of intellectual, personal and social resources that will enable all to participate as active citizens?
- ▶ How is your training providing time for participants to work with each other to strengthen their understanding, as well as practise social skills, thus fostering both individual and social processes and outcomes?
- ▶ How often does your training include practical activities and experiential approaches?
- ▶ Do you effectively bring participants' previous experience into your activities?

Planning principles

Planning and pursuing the development of CDC among participants is important for all facilitators of learning. Being aware of these issues will help the facilitators to include the following opportunities.

Experience

A fitting way of developing attitudes of respect and openness, as well as empathy, is by providing opportunities for learning through experience, which can be either real or imagined. Learners are able to experience these attitudes through, for example, games, activities, traditional media and social media, face-to-face interaction with others or through correspondence.

Comparison

Learners can benefit from exposure to "difference". Learners often compare what is unfamiliar with what is familiar and evaluate the unfamiliar as "bizarre", "worse" or even "uncivilised". Facilitators need to be aware of this kind of comparison of value and replace it with comparison for understanding, which involves seeing similarities and differences in a non-judgmental manner and taking the perspective of the other. Learners reflect on and are engaged in a conscious comparison of their own values and attitudes with different ones in order to become more aware of how they construct reality.

Analysis

Behind similarities and differences there are explanations for practices, thoughts, values and beliefs. Facilitators can support learners in the analysis of what may lie beneath what they can see others doing and saying. This can be achieved, for example, by careful discussion and analysis, through inquiry-based methods, of written or audio and video sources.

Reflection

Comparison, analysis and experience need to be accompanied by time and space for reflection and the development of critical awareness and understanding. Facilitators, especially in non-formal and formal education, need to ensure that such time and space is provided in a deliberate and planned way.

Action

Reflection can and should be the basis for taking action, engagement with others through dialogue and becoming involved in co-operative activities with others. Facilitators may take the responsibility to encourage and even manage co-operative action, for example in making improvements in the social and physical environment through holistic approaches or partnerships.

Methods and pedagogical approaches

If learning facilitators decide to apply CDC into their trainings, five process-oriented methods and approaches help to take action:

- ▶ modelling democratic attitudes and behaviours;
- ▶ democratic processes in the trainings;
- ▶ co-operative learning;
- ▶ project-based learning;
- ▶ service-learning.

These process-oriented methods and approaches concentrate on the process of learning.

Modelling democratic attitudes and behaviours

The way learning facilitators communicate and interact with participants has a major influence on the values, attitudes and skills acquired by learners. Democratic values, attitudes and skills need to be practised. Values are implicitly transmitted through the way facilitators act and communicate. Educators can develop more awareness of the values they convey and mirror in their day-to-day practice, the values, attitudes, skills, and knowledge and critical understanding one needs to develop. Choices made by educators can support – or hinder – the development of a democratic ethos with the learners. Learning-by-doing approaches and experiential learning engage participants in a process of experience, challenge and reflection that has important potential for the development of CDC. Through their attitudes, behaviours and practices, facilitators can create safe learning environments, address discrimination and support individualised learning of a broad base or core humanistic components.

Facilitators might reflect on how values in the CDC model are upheld in their practice. For example, a learning facilitator who chooses to investigate how his or her value of “fairness” plays out in daily activities with participants can try out a new practice based on this value, pilot it and reflect on it.

Learning environments have an influence on participant engagement and learning. It is important to foster open safe spaces for inclusive and effective learning, and for managing difficult dialogues or emotional exchanges where learners feel confident to voice their thoughts and disagreements. When facilitators embrace inclusive methods, they send a meaningful message to learners: they say, “you are all important and valuable”, “we can all learn from each other”. This is especially critical in culturally and linguistically diverse training facilities, where pedagogical approaches that value the specific cultural backgrounds of learners are required.

When including the modelling of democratic attitudes and behaviours in their everyday practice, facilitators will be deploying the CDC values. They will consciously develop awareness of their own values, aligning practices and values, and support the development of the following clusters of competences:

- ▶ valuing human dignity and human rights;
- ▶ valuing cultural diversity;
- ▶ valuing democracy, justice, fairness, equality and the rule of law;
- ▶ empathy, respect and positive regard for other people;
- ▶ listening and observing in a non-judgmental way;
- ▶ openness to others;
- ▶ tolerance for ambiguity.

Democratic processes in the training

There are many everyday situations in which choices need to be made and decisions taken in the trainings organised. Decisions can be taken in an authoritarian way, by a facilitator or by the “strongest” or “best” participants, or by following democratic procedures. A conflict or disagreement can be adjudicated by the “strongest”, or a win-win solution can be sought after and reached through negotiation or mediation. Rules can be imposed by the facilitator or adopted democratically through reflection and discussion with the participants. Participants having specific responsibilities in the training can be appointed by the facilitator or elected democratically by their peers. Participant voice can be increased through simple means such as a “suggestion box” (which can also be an online tool) set up so that every participant can share ideas, perhaps even in an anonymous way. In doing so, facilitators contribute effectively to the development of participants’ CDC by establishing and using procedures that ensure fairness, equality and non-discrimination, and inclusivity, providing opportunities for all young people.

Democratic processes can also be applied as part of the learning methods. Activities can include simulations of elections, possibly accompanied by the simulation of a political campaign, mock parliaments, mock trials, defining and using fair procedures for making decisions to choose between various options, roleplays and simulations including testing positions of authority (a day as mayor), the right to free speech (simulation of the work of journalists), etc. All these methods can serve specific learning goals in the curriculum while also developing CDC.

By experiencing democratic processes, participants will develop the following cluster of competences:

- ▶ valuing democracy, fairness, equality and the rule of law;
- ▶ responsibility and civic-mindedness;
- ▶ communicative, co-operation and conflict-resolution skills;
- ▶ knowledge and critical understanding of democracy and politics.

Co-operative learning

A facilitator will not be able to have participants get along with one another just by telling them that “prejudice and discrimination are bad things”. Studies have demonstrated how using co-operative principles will decrease the tensions and aggression between participants and prevent violence.

The learning process is structured according to four specific co-operative principles that help examine, assess and enhance the learning activities.

- ▶ Positive interdependence: everyone must contribute

In a training and learning situation without co-operative structures, a facilitator may have participants working alone on individual worksheets. When working alone, in a competitive setting, participants are not engaged in helping their peers do well. In fact, they may secretly hope others do poorly, so they look good by comparison. Participants using co-operative structures complete work together, each taking turns to solve a problem while their partner serves as coach. They have a common goal of reaching solutions, answers and explanations.

- ▶ Individual accountability: no hiding!

In a co-operative structure, when the facilitator asks a question or gives a task, each participant is given the opportunity to take part in completing the task, hence the individual participant’s input and effort is valued. This process requires every participant to prepare an individual public performance in every round. Participants who in other settings would not engage become engaged.

- ▶ Equal access: non-discriminatory participation

A facilitator has presented a topic and asks participants to “discuss the issue in teams”. The result is predictable: the more articulate, extroverted participants, or participants who feel strongly about the topic, will do most or all of the talking. The facilitator who structures the activity co-operatively enables each participant to contribute equally by having each participant in turn stand for a minute while being interviewed by their teammates.

- ▶ Simultaneous interaction: increased per participation

When a facilitator wants participants to practise reading one at a time, each participant reads aloud so the facilitator can evaluate and coach. In a group of 30 participants engaged in a period of 50 minutes, the maximum amount of oral reading per hour for each participant is less than two minutes. In a co-operative setting, the facilitator pairs participants, who take turns reading to each other. Each participant can read aloud for a substantial amount of time and the facilitator has increased the number of opportunities for evaluation and coaching by listening to the small teams.

By engaging in these processes, learners develop the following cluster of competences:

- ▶ openness to others’ beliefs and thoughts;
- ▶ responsibility for one’s own actions;
- ▶ autonomous learning skills;
- ▶ empathy and relating to others’ thoughts, beliefs and feelings;
- ▶ flexibility and adaptability;
- ▶ co-operation skills;
- ▶ conflict-resolution skills;
- ▶ critical understanding of the self.

Project-based learning

Project work, or learning through projects, is a pedagogical approach particularly appropriate for the development of CDC because it contributes to acquiring a combination of attitudes, skills, knowledge and critical understanding, as well as to developing values. It can be used within a specific subject area but it is also very appropriate for a cross-curricular approach and for addressing cross-cutting issues. Project-based learning offers its best potential when conducted in small groups and/or by a whole group. It is usually structured in a sequence of steps spread over several weeks:

- ▶ choice of a study topic or 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.

Depending on the topic selected, the elements of knowledge and critical understanding of the world in the CDC model can also be developed. When the topic involves linguistic and cultural diversity, the process can also stimulate valuing diversity and openness to difference and otherness. The role of the facilitator in a project-based learning process is that of a facilitator of the learning process. Participants follow the instructions given by the facilitator concerning the steps to go through, but, in terms of content, the decision should remain largely with the participants. The facilitator's main instrument is the question, not the answer. The principles described above still apply and the facilitator monitors how collaboration in the groups is taking place. The facilitator should encourage participants to co-operate, support each other, give each other feedback and reflect on what they discover as well as on their interactions.

By engaging in this process, regardless of the topic chosen and besides acquiring knowledge and skills about the topic, learners develop the following cluster of competences:

- ▶ autonomous learning skills and self-efficacy: the learners set out to identify sources of information, check their reliability and organise the data collection process and the design of the product themselves;
- ▶ analytical and critical thinking skills: related to understanding, processing and organising information but also to reflection on the learning experience;
- ▶ listening and observing skills, particularly in the phase of information gathering;
- ▶ empathy, flexibility and adaptability, co-operation skills and conflict-resolution skills, as well as respect, responsibility and tolerance of ambiguity;
- ▶ communication skills: oral, written, public speaking, plurilingualism;
- ▶ knowledge and critical understanding of the self, of language and communication particularly during the phase of reflection on the learning experience.

Service-learning

Service-learning is also an effective way to develop the full range of CDC because it gives learners opportunities to connect knowledge, critical understanding and skills with meaningful action targeting a real-world issue. Service-learning is more than community service. It implies providing a community service in the context of a structured set of steps, in which the facilitator plays an important role as organiser and facilitator, while keeping a strong learner-centred approach and empowering learners to make decisions and act on their own will in co-operation with peers.

As service-learning is a form of project-based learning, a similar sequence of steps will serve as a reference for the process:

- ▶ assessment of community needs and identification of the improvement or change to be envisaged;
- ▶ preparation of the task to be undertaken by collecting information, identifying and contacting key community stakeholders, analysing options to address the issue and planning the intervention;
- ▶ taking action by engaging in a community service activity which is meaningful for the learners and enhances learning and the development of values, attitudes, skills, and knowledge and critical understanding;
- ▶ presentation of the work and its outcomes to the community and celebration of the achievements;

- ▶ reflection on the learning experience, preferably throughout the whole process, and evaluation of the work done leading to conclusions and recommendations for improving the effectiveness of future similar activities.

Effective service-learning has several characteristics which contribute to the development of the full range of values, attitudes, skills, and knowledge and critical understanding included in the CDC model:

- ▶ civic-mindedness but also responsibility, openness, empathy, observation skills;
- ▶ self-efficacy, analytical and critical thinking skills;
- ▶ tolerance of ambiguity, autonomous learning skills and critical thinking;
- ▶ co-operation and conflict-resolution skills, together with flexibility and adaptability, and communication skills;
- ▶ knowledge and critical understanding of the world;
- ▶ openness to cultural otherness, listening skills, linguistic and communicative skills;
- ▶ reflection on values, and knowledge and critical understanding of the self.

Using competence descriptors

In designing educational activities and learning paths that focus on both process and content, facilitators have a set of validated and scaled competence descriptors at their disposal. The ways of using the descriptors and the potential misuses to avoid are described in the main document of the Framework and more details and the list of descriptors are presented in Volume 2. These are particularly relevant for the pedagogy of CDC because descriptors are formulated by using the language of learning outcomes and can be taken as a reference in defining learning outcomes of various learning activities. Special attention should be given to the fact that in most cases descriptors corresponding to a cluster of competences need to be combined in the development of a learning activity.

Assessment

No matter in which setting the Framework is used, it is important to assess learners’:

- ▶ progress
- ▶ achievement
- ▶ proficiency.

This is because assessment provides vital information about the learning process. In addition, assessment has significant effects on the behaviour of learners and facilitators who attribute greater importance and pay more attention to the study matters that are assessed. The assessment of CDC is therefore important for the effective inclusion and promotion of the Framework in any educational setting.

Some assessment methods, even if they are useful for measuring learner achievements in other domains, are not necessarily compatible with learning that focuses on democratic practices and respect for human rights. Some methods may also lack transparency, be disrespectful (or be perceived as disrespectful) to learners and may harm learners’ personal integrity and future prospects. For this reason, it is vital that users of the Framework choose appropriate assessment approaches and methods.

A major problem with everyday discourse about assessment is that “assessment” is assumed to be synonymous with “testing”, but testing is only one form of evaluation. A second problem is that “assessment” is confused with “evaluation”, a confusion made more common by the fact that in some languages – for example “évaluation” in French – the same word is used for both evaluation and assessment.

Assessment of competences for democratic culture and descriptors

Assessment and competences

A complexity for assessment of CDC is that individuals need to mobilise and deploy their competences in a dynamic manner if they are to respond appropriately and effectively to the demands and opportunities that are presented by a particular context. Democratic and intercultural situations are not static. They change and develop in a fluid fashion as people interact with one another and adjust their behaviour in accordance with the varying demands of the situation. In making these adjustments, they often need to adapt their behaviour by mobilising and deploying further competences, perhaps no longer using others because the situation has

changed. This view of learners' competences presents challenges for assessment. It implies that learners need to be equipped not only with the ability to apply their competences in democratic and intercultural situations but also with the ability to adapt their application to new situational circumstances as these arise. As a consequence, assessment needs to provide a picture of how proficient a learner is in mobilising and applying a cluster of relevant competences to a range of contexts, and also of how proficient he or she is in adapting these competences as the circumstances within those contexts change. This means that assessment methods that provide only a static description of a learner's competences at one moment in time are unlikely to be adequate.

Assessment and descriptors

In the Framework, descriptors for all 20 competences have been developed. These descriptors provide a set of positive descriptions of observable behaviours which indicate that a person has attained a particular level of proficiency in a specific competence. They have been formulated using the language of "learning outcomes". This means that they can be used not only for evaluation purposes but also for curriculum development and pedagogical planning purposes, and therefore help to create coherence.

Assessments based on observation of the behaviours specified in the descriptors can reveal the proficiency of learners, if they take place over a reasonable period of time and across different settings. Such assessments can also indicate the themes on which facilitators need to focus their interventions and can be used to inform the design of education activities. In other words, assessments based on the descriptors can be used for both summative and formative purposes.

Assessment as a means of empowering learners

The Framework is informed by the overall Council of Europe approach towards education for democratic citizenship and human rights education (EDC/HRE), with a particular focus on the empowerment of learners as active democratic citizens. The Framework is based on the three principles of transparency, coherence and comprehensiveness. Education processes and contexts should reflect the values of democracy and human rights, and they should cater for experience-based learning across the whole range of CDC. These dimensions of empowerment have particular implications for the evaluation of CDC.

Firstly, assessment should enable learners not only to become aware of their achievement or level of proficiency in CDC but also reflect on the learning process that resulted in this particular outcome. Secondly, assessment should determine what is needed to develop these competences further. Thirdly, assessment should enable learners to take appropriate action in relation to their own learning. In other words, evaluation should contribute to learners' ownership of their learning process.

Principles of assessment

For assessments to be acceptable, especially for non-formal settings, it is important that they meet a number of criteria. These criteria include validity, reliability, equity, transparency, practicality and respectfulness.

Validity

Validity means that an assessment should accurately describe and/or measure a learner's level of proficiency or achievement of the intended learning outcomes, and not of some other unintended outcomes or extraneous factors. A valid assessment is one that assesses what it is intended to assess. For example, an assessment task designed to assess a set of CDC might require the learner to comprehend linguistic material and to produce a verbal response. However, such a task might then actually be assessing learners' linguistic competence rather than their democratic competence, with the result that only the more linguistically able learners are credited with a high level of democratic proficiency. Similarly, when the frequency of participants' contributions is measured in an assessment task that requires learners to collaborate, interact and talk with peers, those learners' personalities might be assessed rather than their democratic competence. A common misperception is that validity applies only to quantitative evaluation. However, it is not only scores or grades that may be invalid. Qualitative evaluations can also be invalid if the evaluation is influenced by irrelevant factors.

Reliability

Reliability means that an assessment should produce results that are consistent and stable. A reliable assessment is one that is dependable in its outcomes and those outcomes should be replicable if the same assessment procedure were to be administered again to the same learner and by a different assessor. There are various reasons which can make an assessment unreliable. For example, an assessor might be tired or might be unclear

about the precise meanings of the learning outcomes that are being assessed. If the same assessor were less tired or more knowledgeable about the meanings of all the learning outcomes, then different results might be obtained. Reliability is different from validity. Even when an evaluation method is known to be reliable, it might not be valid. On the other hand, if an evaluation is unreliable, it cannot be valid. This is because if an evaluation procedure is unreliable, something other than the learner's competence level is influencing the outcome of the evaluation.

Equity

Equity means that assessment should be fair and should not favour or disadvantage any particular group or individual. An equitable assessment method ensures that all learners, regardless of their demographic or other characteristics, have an equal opportunity to display their level of competence. Inequity in the assessment can arise for a variety of reasons. For example, an assessment requiring learners to have access at home to a wide range of information sources could discriminate against those who do not have such opportunities. An assessment that requires learners to have background knowledge of the culture of the majority cultural group could discriminate against learners from minority groups. Assessment methods that are unfair to and discriminate against disadvantaged learners or those belonging to different kinds of minorities should not be used.

Transparency

Transparency means that learners should receive explicit, accurate and clear information about the assessment in advance. A transparent assessment procedure is one in which learners are informed in advance about the purpose of the assessment, the learning outcomes that are going to be assessed, the types of assessment procedure to be used and the assessment criteria. Methods which require learners to make guesses about what is required of them in order to perform well in the assessment are not transparent.

Transparency is an important principle informing democratic processes and a democratic culture. For this reason, the evaluation of CDC should always follow this principle and use methods that are comprehensible to learners.

Practicality

The principle of practicality means that any assessment method that is used should be feasible, given the resources, time and practical constraints that apply. A practical assessment procedure does not make unreasonable demands on the resources or time that are available to the learner or the assessor. The limitations that render a method impractical are also likely to render that method unreliable and invalid.

Respectfulness

A further principle of particular importance in the context of the development of CDC is respectfulness. Assessment informed by respectfulness may motivate those being assessed to accept and understand the assessment and its purposes. This principle applies to all assessments that take place in relation to the Framework. Because the principle of respectfulness is not usually included among assessment principles, it is dealt with in greater detail here than the other principles. Assessment procedures should always respect the dignity and the rights of the learner who is being assessed. Learners' rights are defined by the European Convention on Human Rights and the Convention on the Rights of the Child. The principle of respectfulness means that learners should not be sanctioned or censured in an assessment merely because the views which they express in that assessment are offensive, shocking or disturbing. However, learners may be censured in an assessment if the expression of their views spreads, promotes or justifies hatred based on intolerance.

Competences for democratic culture and the whole-school approach

The added value of a whole-school approach

The EDC/HRE Charter states that: "the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents".³

3. [Recommendation CM/Rec\(2010\)7](#) of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

Education institutions can implement this principle and foster “learning democracy” by:

- ▶ the ways in which decision-making processes are organised and communicated;
- ▶ the opportunities for debate and active participation in the life of the institution;
- ▶ the degree to which relations between teachers, learners and parents are built on mutual respect and trust.

An appropriate combination of democratic contexts, pedagogies and methodologies in educational institutions are a prerequisite for the development of democratic competences. In contexts provided by such practices, three kinds of learning are encouraged. First, self-efficacy can develop when learners are given opportunities to solve tasks, being encouraged to persevere and acknowledged for even the smallest success. This experience-based and affective dimension of the learning process is “learning through” democracy. Second, the acquisition of knowledge and critical understanding is “learning about” democracy. Third, the ability to use one’s capabilities in a given context or situation is “learning for” democracy. All three kinds of learning are needed to pursue the overall education goal to prepare and empower learners for life as active citizens in democratic societies. These distinctions are related to the distinctions between learning about, through and for human rights in the UN Declaration on Human Rights Education and Training.

A whole-school approach to CDC ensures that all aspects of school life – curricula, teaching methods and resources, leadership and decision-making structures and processes, policies and codes of behaviour, staff and staff-student relationships, extracurricular activities and links with the community – reflect the values of the CDC model and contribute to developing all CDC. This means also creating a safe learning environment where these can be explored, experienced and even challenged in a peaceful way. Engaging the whole school in creating a positive and safe learning environment might also influence student achievement positively and even increase their life satisfaction. Students who feel part of a school community and enjoy good relations with their parents and teachers are more likely to perform better academically and be happier with their lives. A whole-school approach implies the active involvement and commitment of all stakeholders in a school, including school administration, teachers, students and parents, as well as local community members. However, it is important to remember that creating a democratic functioning school, and thus integrating principles of democracy and human rights into all areas, is a gradual process and will take time.

School governance and culture

Besides what can be done during the teaching and learning activities, and complemented with an explicit focus on co-operation with families and various community stakeholders, school governance and organisational culture play an important role in supporting the development of the CDC.

The organisational culture of a school, based on a democratic approach to school governance, as well as an inclusive school ethos which is safe and welcoming, where relations between staff, and between staff and students, are positive and everyone feels they have a part to play and their human rights are respected will better facilitate development of CDC. To this end, school administration, teachers, parents, students and other stakeholders may join their efforts to make school governance and environment more democratic, including its approach to management and decision making, school policies, rules and procedures, student participation and general school environment.

Promoting student voice and addressing challenges

The RFCDC emphasises how CDC can be enhanced through a leadership style nurtured by respect for human rights, democratic principles, through a participatory decision-making process, through inclusive and participative decision-making structures and procedures, as well as through policies, procedures and rules that guarantee equal treatment and equal access for all students, teachers and other members of staff regardless of their ethnicity, cultural identity, lifestyle or beliefs.

A key aspect of how a school’s organisational culture can contribute to the development of the CDC is by encouraging participation of all stakeholders, with special attention to the participation of students. This can be done, for example by:

- ▶ developing opportunities for students to express their views on matters of concern to them, both in relation to school and to wider issues, and participate in decision making at school and in the community, for example through class discussion, student councils, surveys and suggestion boxes;
- ▶ making sure that participative approaches the students are involved in are authentic and avoid pseudo-participation or the notion of “just pretending”.

The policies and practices that a school develops to prevent and tackle violence, bullying and discrimination are also part of this whole-school approach to promoting the CDC. If they are designed and implemented based on the CDC values and in connection with all other competences, they create both a safe and positive environment for learning, and opportunities for practising and developing these competences.

The RFCDC also provides an overview of the stages that can be used by the team of a school for applying a whole-school approach to the development of a democratic school culture and the development of CDC in learners.

The RFCDC also outlines the key principles of a whole-school approach to develop CDC:

- ▶ respect for the local context and local ways of working;
- ▶ empowering all stakeholders to develop their own solutions to challenges based on situation assessment;
- ▶ encouraging learning by doing with the participation of all stakeholders;
- ▶ integrating capacity building into the school planning process;
- ▶ supporting local projects and initiatives over the long term.

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Further reading

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This resource was developed by the Council of Europe to support the implementation of the Reference Framework of Competences for Democratic Culture (RFCDC). The RFCDC is a set of documents and resources built around a model of competences that includes the values, attitudes, skills, knowledge and critical understanding that are needed for effective participation in democratic and culturally diverse societies.

The RFCDC can therefore be a useful tool for all education professionals, such as policy makers, curriculum developers, principals, educators, teacher educators, academics, researchers and all the professionals interacting directly with learners of all ages.

This publication provides the information needed by the organisers of an introductory course on the RFCDC for education professionals, as well as guidelines in delivering the course. The course was intentionally designed to rely to a very large extent on the RFCDC volumes and guidance documents, the RFCDC Teacher Reflection Tool and other Council of Europe resources.



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