



Pestalozzi

Training Resources

Core competences in Education for
democratic citizenship (EDC)

“EDC/HRE: partnerships for a whole school community
approach”

by

Author: Maria José Neves - Portugal

Editor: Miguel Ángel García López



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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citizenship (EDC)
“EDC/HRE: partnerships for a whole school community
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Theme: EDC/HRE with the whole school community

Title: Acting in partnership for a whole school community approach to EDC/HRE

Expected outcome

- ➔ To promote a whole school community approach to EDC/HRE.
- ➔ To promote collaborative work with appropriate partners in order to plan and implement a range of opportunities for students' engagement with democratic citizenship issues in their communities.
- ➔ To raise the teacher's awareness of their responsibilities in integrating EDC/HRE into their curricula and in their school community involvement.

Target group

Type of training	School level / age	Subject area
In-service training	Basic Education (Compulsory Education) and Upper Secondary Education	Cross-curricular approach to EDC (on Basic and Upper Secondary Education); Civic Education (on Basic Education)

Brief description of the unit

This training unit presents 4 learner-centred activities which aim at contributing to the trainees' development of some of the core competences needed to support EDC/HRE (Brett, P, Mompoin-Gaillard, P. & Salema, M.H. (2009)), namely:

- The aims and purposes of EDC/HRE (Activity 1);
- The different possible contexts of EDC/HRE implementation (activity 2);
- The collaborative work within the appropriate community partnerships (Activities 3 and 4)

By combining individual and group work, the trainees are invited to reflect, discuss and create written resources through pair learning by a doing process. All the activities conclude with a plenary session which allows sharing the outcomes, debating and debriefing within the whole group.

Methods/techniques used

- Interpretive and reflective approach
- Group work
- Cooperative learning
- Role play
- Problem tree analysis
- Presentation
- Debate

Time 10 hours

Activity 1	▶ 90 minutes
Activity 2	▶ 120 minutes
Activity 3	▶ 150 minutes
Activity 4	▶ 105 minutes
Activity 5	▶ 120 minutes

Tips for trainers:

- The activities may be spread over on 2 or 3 days according to the teachers' time available;
- The methods to form the groups should allow each trainee to work with the different colleagues.

Preparatory reading:

- Key planning school documents (underway in the school of each trainee):
 - School Project;
 - Annual Activities Plan;
 - Class Project;
 - Syllabus (trainee subject area).

Resources

Text: “What should students learn from EDC?”	Appendix 1
Text: “Main areas of school life relevant for developing a whole school approach to ECD/HRE”	Appendix 2
Text: “United Nations International Days”; and Grid filling “How can the whole school community contribute to...?”	Appendix 3
Guidelines for describing the Activity	Appendix 4
Evaluation questionnaire	Appendix 5
Trainees’ subject area syllabus	
Brett, P, Mompoin-Gaillard, P. & Salema, M.H. (2009). <i>How all teachers can support citizenship and human rights education: a framework for the development of competences</i> . Strasbourg: Council of Europe Publishing.	
Flip charts, cards, post-its, colour markers, paper sheets	

Activity 1 What should students learn in EDC?



90 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To understand the aims and purposes of EDC/HRE. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To reflect on the content of EDC/HRE learning. ➢ To analyse the extent to which curricular school documents reflect EDC/HRE purposes and aims. ➢ To share conceptions on what is EDC/HRE about, according to learners' professional practice. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Interpretive and reflective approach ➢ Individual and group work ➢ Presentation 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Text: "What should students learn in EDC?" (Appendix 1) ➢ Trainees' subject area syllabus 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Make space in the room for individual and group work. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Step 1: Explain the aims of the unit according to the information in page two of this document and ask the trainees to speak about their interest in EDC/HRE and their expectations for this unit. ➢ Step 2: Give to each trainee a copy of the text "What should students learn in EDC?" (Appendix 1) and make a brief introduction to it; ➢ Step 3: Give to each trainee a worksheet with the following steps of the activity; 	

<ul style="list-style-type: none"> ➤ Step 4: Individual work: Ask each trainee to identify connections to ‘elements of EDC/HRE learning’ in the syllabus of their subject area and to make a balance on it by highlighting those elements that are covered by the syllabus and those which are not; ➤ Step 5: Group work: Split the trainees into 4 groups (if possible according to their school level). First, each group share the following decisions: who will be the coordinator? Who will be the timekeeper? Who will take notes and make a synthesis? Who will be the reporter? When this is decided, ask them to share the results of their individual work done in step 4. ➤ Step 6: Each group identifies ‘elements of EDC/HRE learning which might be developed through the trainees’ subjects. ➤ Step 7: Ask each group to discuss their conceptions about EDC/HRE and to come to a group definition on EDC/HRE. ➤ Step 8: Plenary session: Group presentation and debate. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Before starting the TU, the trainees should be informed that they need to bring the syllabus of their subject area, or one of them if they teach several subjects. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ The trainer moderates the debate and, by presenting the definition of EDC/HRE according to the Council of Europe Project – making a link to the Website - launches a discussion on the similarities and differences in the definitions created by the groups. 	

Activity 2 In which school contexts is it possible to implement EDC/HRE?



120 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To understand EDC/HRE as a whole school approach. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To apprehend how trainees conceive EDC/HRE implementation in schools. ➤ To discuss strategies for implementing EDC/HRE as a whole school approach. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Interpretive and reflective approach ➤ Group work ➤ Presentation. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Text: “Main areas of school life relevant for developing a whole school approach to ECD/HRE (Appendix 2) ➤ Post-its ➤ Charts 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Set up the room for group work. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1: Give to each trainee a worksheet with the instructions of the activity according to the following steps: ➤ Step 2: Individual work: Ask the trainees to think about questions for assessing the different 	

implementation contexts of EDC/HRE in their school; each question should be written on a post-it;

- Step 3: Group work: Split the trainees into 4 groups and suggest them to firstly organize their group structure by choosing the coordinator, the timekeeper, the secretary and the reporter.
- Step 4: Give each group a copy of the text “Main areas of school life relevant for developing a whole school approach to ECD/HRE” (Appendix 2). Ask the trainees to stick their post-its on the text to match broadly with the four areas and respective questions in it.
- Step 5: Launch a discussion in each group based on the following issues:
 - Similarities and differences between the trainees’ questions and those of the text;
 - The need for new areas, for any unmatched post-its (additional questions);
 - The relevance of those questions to help in further understanding of the different possible contexts of EDC/HRE implementation.
- Step 6: Ask each group to arrange a final text on the group view.
- Step 7: Discuss which of the questions in the group members’ school
 - (a) Are already being positively answered
 - (b) Should be strengthened.
- Step 8: Record the answers on a chart.
- Step 9: Ask each group to choose one point written under (b) and to discuss how it could be achieved. Ask each group to record their answers on a chart for further sharing with the other groups’ colleagues.
- Step 10: Plenary session. Group presentation: each group presents their paper (each member of the group presents a part of it), and share feedback from the other groups.

► **Tips to trainers/anticipated difficulties:**

- If the trainees have difficulties to understand the meaning of “different implementation contexts of EDC/HRE”, the trainer should give some tips on it, namely by indicating the 4 topics of Appendix 2.
- The preparatory reading of the aforesaid planning school documents is relevant to this activity, so the trainer should inform the trainees about it in advance.
- If the trainees have difficulties choosing one point written under (b), the trainer should offer guidance to the group. Democratic and participative decision making processes should be promoted here.

► Debriefing/reflecting:

- Enrich the activity by presenting what might be characterized as the three C's of EDC/HRE (Culture, Curriculum and Community), using elements from Competence 4 on the Framework for the Development of Competences reference document.
- Debrief with the trainees on the decision-making process they have just followed. You may guide this discussion with questions: e.g.:
 - What do you think of the process by which the group decided to choose the point (b)?
 - Do you agree with the group choice?
 - Could it have been achieved differently?
 - To which extent did this activity help you to reflect on guidelines for an action strategy in your school?
 - Etc...

Activity 3 From problem to action: who shall be the school partners?



150 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To plan and implement collaborative work with appropriate partners to work together on EDC/HRE. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To identify suitable and committed school partners to work together on EDC/HRE issues. ➤ To build partnerships agreeing on a common vision and setting goals on EDC/HRE issues. ➤ To identify possible action changes to enhance students' EDC competences and promote community benefits. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Reflective approach ➤ Group work ➤ Role play ➤ Problem tree analysis ➤ Cooperative learning ➤ Presentation ➤ Debate 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Cards ➤ Flip charts ➤ Coloured markers ➤ Post-its. 	

► **Practical arrangements:**

- The trainer prepares cards, as many as the number of trainees, and writes a problem on each card. The problems are:
 1. Bullying among students
 2. Ethnic prejudices among students
 3. Racism at school
- The cards are put on a table.
- Make space in the room for group work.

► **Instructions/procedure:**

- Step 1: Ask each trainee to pick up one card from the table; the trainees with the same problem join in the same working group.
- Step 2: Give to each trainee a worksheet with the instructions of the activity according to the following steps; suggest each group to firstly organize their group structure by choosing the coordinator, the timekeeper, the secretary and the reporter.
- Step 3: Give to each group a flip chart and ask them to write the problem in the centre of it.
- Step 4: Invite each group to identify suitable community partners to work with teachers and students to tackle the problem.
- Step 5: Give a different role to each member of the group including the identified partners.
- Step 6: Discuss and analyse the problem through role play in order to build a shared understanding of it and to design a problem tree.
- Step 7: Identify the immediate and direct causes of the problem and write down each cause on a post-it.
- Step 8: Identify the immediate and direct consequences of the problem and write down each consequence on a post-it.
- Step 9: Construct a problem tree showing the causes-consequences relations: the causes become the roots of the tree and are placed in parallel beneath the problem; the consequences become the branches of the tree and are placed in parallel above the problem.
- Step 10: Review the problem tree, check its validity and completeness, and make any necessary adjustments.
- Step 11: In a second flip chart reformulate all the elements in the problem tree into positive

<p>desirable conditions, making objectives (positive statements) for change of them.</p> <ul style="list-style-type: none"> ➤ Step 12: Draw connecting lines to indicate the means-ends relationships (e.g. the means is X in order to achieve Y). ➤ Step 13: Review the resulting means-ends relationships to assure the validity and completeness of the objective tree. If required: revise statements, delete objectives that seem unrealistic or unnecessary; add new objectives. Note: Not every cause-consequence relationship become a means-ends relationship, it depends on the rewording. ➤ Step 14: Discuss, analyse and select the objectives in the light of a common vision about which one are prior to create a strategy for action. Note: consider the guiding principles of school community partnership: equality and mutual respect; student-centeredness and inclusivity, clarity of vision and goals, openness, sustained commitment, willingness to try out new approaches and realism about what can be done. ➤ Step 15: Define the guidelines for an action strategy action including what is expected from each partner. ➤ Step 16: Plenary Session: Group work presentation and debate. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Before the activity, check if the trainees are acquainted with the problem tree analysis method; if not, start with a brief explanation on what it consists in and its purposes. This activity has 16 steps; it may therefore be a good idea to make sure the trainees understand the general process before starting. This will reduce the risk for them to “get lost in the process”. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Lead a general discussion about what went well and what could have been done differently in the role play. ➤ Provide positive and helpful feedback about the role play. 	

Activity 4 How to plan, implement and evaluate a campaign?



105 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To develop active participation within school and in the wider community. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To use teaching and learning strategies linking classroom activities with the school outside environment. ➢ To manage the involvement of community partners in organizing and undertaking a campaign. ➢ To set up how to share students' EDC/HRE work within school and in the wider community. ➢ To establish the criteria to evaluate a joint project. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Reflective approach ➢ Group work ➢ Cooperative learning ➢ Presentation ➢ Debate 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Text: "United Nations International Days"; Grid filling "How can the whole school community contribute to...?" (Appendix 3). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Set up the room for group work. 	

► **Instructions/procedure:**

- Step 1: The trainer makes a brief presentation of the activity after delivering Appendix 3 and a worksheet with the instructions according to the following steps;
- Step 2: Individual work: Each trainee should fill the field of the grid regarding the contribution of their subject area to answer the “Activity Question”.
- Step 3: Group work: Split the trainees into 4 groups according to the chronology of their birthday and ask each trainee to share their individual work with the group colleagues (Step 2) and create a common view on the most relevant contributions for a consistent campaign.
- Step 4: Each group discuss the contribution of the different partners to answer the “Activity Question” and fill in the grid with the group view; explain that all the contributions pointed should be realistic and potentially applicable; how to manage the resources needed should also be considered (including how to finance the campaign).
- Step 5: Ask the group to discuss what would be relevant to evaluate the campaign and to register the respective topics on a sheet of paper.
- Step 6: Plenary session: Group presentation: Each group presents their grid (each member of the group presents a part of it) and share feedback from the other groups.

► **Tips to trainers/anticipated difficulties:**

- Make sure that the trainees’ contribution is made in a democratic way.

► **Debriefing/reflecting:**

- Moderate a discussion launching questions.
- What were the difficulties during the working group process?
- How useful would this activity be for their school teaching?

Activity 5 Evaluation and assessment

120 minutes¹

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To promote follow-up activities in the trainees' school communities. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To reflect on the quality and usefulness of the training unit. ➢ To evaluate the materials developed by the trainees. ➢ To create a feeling of worth among the trainees to support them in the future implementation of their activities. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Reflective and dialogical approach ➢ Presentation ➢ Debate. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ "Guidelines for describing the Activity" (Appendix 4) ➢ Questionnaire – Trainees' Evaluation of the Training Unit (Appendix 5). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Web-based communication tool (Moodle platform) 	

¹ 15 days break for trainees' autonomous work in between not included.

<p>► Instructions/procedure:</p> <p>Part I (20 minutes):</p> <ul style="list-style-type: none"> ➤ Step 1: Give to each trainee a worksheet with the “Guidelines for describing the Activity” (Appendix 4) and explain that within 15 days each of them will have to plan an activity to implement, with their students in collaboration with at least one school community partner (parents, local government, NGO, etc.). Stress that the Guidelines are a proposal; they may adapt according to their needs/interests, and inform that before the deadline each trainee must upload the planned activity (or at least a draft) to the platform in order to share it with peers and trainers. ➤ Step 2: Invite the trainees to fill in the Questionnaire – Trainees’ Evaluation of the Training Unit (Appendix5) and mention that the results will be uploaded on the platform and discussed during the second part of the session; <p>Part II - 15 days later (100 minutes):</p> <ul style="list-style-type: none"> ➤ Step 3: Each trainee gives a brief presentation (5 minutes x 15 trainees) of their planned activity and receives evaluating feedback from peers and trainers. ➤ Step 4: Launch a debate based on the results of the Questionnaire - Trainees’ Evaluation of the Training Unit and on the evaluation of the trainees. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Encourage the trainees to look critically at the activities presented by their peers and to say something specific about the positive/negative aspects and what could have been done differently rather than just saying general things such as “I like it” or “I don’t like it”. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ This activity is an extensive reflection on the whole training unit. Nevertheless, the impact of the training unit on the trainees’ work should be evaluated through their reports after implementing their planned activity, if possible followed by a debate session. 	

References

- Brett, P, Mompoin-Gaillard, P. & Salema, M.H. (2009). *How all teachers can support citizenship and human rights education: a framework for the development of competences*. Strasbourg: Council of Europe Publishing.
- Citizenship Foundation (2000). *Developing a whole school policy for Citizenship Education*. Available on <http://www.citizenship.org.uk> on 10th November 2009.
- Gollob, R., Huddleston, E., Krapf, P. , Salema, M. H. & Spajic-Vrkas, V. (2004). *Tool on teacher training for education for democratic citizenship and human rights education*. Doc. DGIV/EDU/CIT (2004) 44 rev4. Edited by Huddleston, E. & Garabagiu, A. Available on http://www.coe.int/dg4/education/edc/3_RESOURCES/EDC_pack_en.asp#P77_2236 - 10th November 2009.

Websites

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

Appendix 1: What should students learn in EDC?²

Three elements of EDC learning:

- They should be learned together both in learning and in practice.
- They apply to different dimensions of active citizenship: political; legal; social; economic; global.

Knowledge and understanding

- Understanding the institutional framework
 - Politics – how does our democratic system work?
 - Law – which bodies and institutions are involved in passing laws and making decisions?
 - Economy – how is public finance organized and what is the role of business?
 - Society – how is society made up?
- Learning how to participate and engage in action
 - Citizenship – what are my legal rights and responsibilities?
 - Participation – how can I make a difference?
 - Human rights – what are our basic human rights and how do they apply in society?
- Understanding and forming an opinion on key issues
 - Current affairs – what are the news and who selects it?
 - Interest groups – who is involved and how do they wield power?
 - Values and ideologies – what beliefs and values come into play?
 - Conflict resolution – how can disputes be resolved peacefully?
 - Globalization – how is globalization affecting my life and those of others abroad?
 - Sustainable development – how can this be achieved?

Skills and aptitudes

- Expression – how to express and justify a personal opinion?

² Adapted from Gollob, R., Huddleston, E., Krapf, P., Salema, M. H. & Spajic-Vrkas, V. (2004). *Tool on teacher training for education for democratic citizenship and human rights education*. Doc. DGIV/EDU/CIT (2004) 44 rev4. Edited by Huddleston, E. & Garabagiu, A. Available under http://www.coe.int/dg4/education/edc/3_RESOURCES/EDC_pack_en.asp#P77_2236 on 10th November 2009.

- Critical thinking and argumentation – how to make judgments and form arguments?
- Problem solving – how to identify and define EDC problems and arrive at common conclusions?
- Decision-making – how to negotiate collective decisions?
- Intercultural skills – how to see issues from other people’s point of view?
- Research – how to investigate and present EDC issues?
- Political action – how to engage in forms of lobbying and campaigning?
- Evaluation – how to reflect on personal and collective learning?

Attitudes values and dispositions

- Attitudes and dispositions for democratic citizenship
 - Openness;
 - Respect for cultural and social differences;
 - Readiness to share and delegate;
 - Trust and honesty;
 - Commitment to truth;
 - Respect for self and others;
 - Tolerance of ambiguity and open, undecided situations;
 - Assertiveness;
 - Democratic leadership;
 - Teamwork and co-operation.
- Values for democratic citizenship
 - Human Rights;
 - Equality;
 - Freedom;
 - Justice;
 - Peace;
 - Interdependence;
 - Pluralism;
 - Sustainable development.

Appendix 2: Main areas of school life relevant for developing a whole school approach to ECD/HRE³

Guidelines for assessing the school in EDC/HRE

Policy/Planning

- To which extent are the principles of citizenship/human rights (fairness, justice, equality, rights, responsibility, co-operation, respect, democracy, negotiation, etc.) integrated in your existing school policies, e.g. Equal Opportunities, Behaviour, Anti-Racist policies?
- To which extent do students take part in school policy making through class/school councils, questionnaires, discussion groups, etc.?
- Is the implementation of EDC/HRE built into the School Educational Plan?
- Is there a member of the staff (teacher/non teacher) responsible for coordinating EDC/HRE?

Curriculum

- To which extent does the curriculum explicitly help students to make sense of the key concepts of citizenship and human rights, e.g. fairness, democracy, justice, rights, responsibilities, participation, free choice?
- Are there opportunities for students to develop the skills of participation, critical thinking, voting, and responsibility, e.g. debates, elections, mock trials, youth parliaments, other simulations and role plays?
- Are students encouraged to research/reflect on and contribute with their personal opinions in relation to topical events and issues?
- Are students encouraged to develop an awareness of and knowledge about their own culture and to appreciate the diversity of national, regional, religious and ethnic identities as well to consider themselves as global citizens?

Ethos

- Does the school ethos promote positive relationships based on respect and fairness between all members of the school community?

³ Adapted from 'Developing a whole school policy for Citizenship Education', Citizenship Foundation, February 2000. Available on <http://www.citizenship.org.uk> on 10th November 2009.

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- Does the ethos of the school promote attitudes which challenge stereotypes, particularly regarding culture, ethnicity, gender, sexuality and disability?
 - Are students involved in shaping the rules of the class/school and do they understand why rules are important?
 - Is there a participative ethos which allows students to be involved in decisions relevant to their lives and to develop competences of negotiation?
 - Are all students given opportunities to take responsibility at various time, e.g. helping to manage conflict/bullying, peer mediation?
 - Are students encouraged to take responsibility for their own actions and face the consequences of their own behaviour?
 - How far does the school reflect a concern for the environment and sustainable development?
 - Are there special events related to EDC/HRE (e.g. Human rights Day)?

Parental and Community involvement

- Are parents invited to participate in decision making within school?
- To which extent are parents involved in developing the school activities?
- Do students have an opportunity to learn in and about the local community and make a positive and practical contribution to the community life?
- Are students involved in the selection and invitation of visitors from the community and do they have an opportunity to be involved in all aspects of the visits?
- Are you involved in any local community life activities regarding EDC/HRE?

Appendix 3: United Nations International Days

The UN has established a set of Days to help the world focusing on the issues in which the UN has an interest and commitment. The UN calls on Member States and other organizations to mark these days in ways which reflect their priorities. The following are four of those International Days⁴:

- World Press Freedom Day (May 3)
- World Day for Cultural Diversity for Dialogue and Development (May 21)
- International Day for Eradication of Poverty (October 17)
- Human Rights Day (December 10)

ACTIVITY QUESTION:

How can the whole school community contribute in supporting curriculum activities to mark one of these International Days through an awareness campaign?

⁴ Information available on http://www.unac.org/en/news_events/un_days/international_days.asp on 29th December 2009.

PARTNERS	CONTRIBUTION	
	Planning and implementing	Sharing students' work in the wider community
TRAINEES (teachers' subject area)		
OTHER TEACHERS (subject areas)		
SCHOOL ADMINISTRATION		
NON TEACHER STAFF		
PARENTS AND FAMILIES		
LOCAL GOVERNMENT		
NON GOVERNAMENTAL ORGANIZATIONS		
OTHER (Specify which)		

Appendix 4: Guidelines for describing the activity

1. Title
2. General aim
3. Specific aims
4. Target group
5. School Community Partners
6. Brief description of the activity
7. Timing scheduled
8. Theoretical framework
9. Competences for citizenship (mobilising knowledge, skills, attitudes, values and dispositions) to be developed by students
10. Methods/techniques used
11. Instructions/procedure
12. Material resources
13. Evaluation

5. To what extent do you feel comfortable to do this kind of activities in your school?

6. What was the contribution of this TU to reflect on your role in promoting EDC/HRE?

7. How do you evaluate the time management of the activities?

8. How do you evaluate the trainer's role?

Thank you for your cooperation!
