



Pestalozzi

Training Resources

Core competences in Education for democratic
citizenship (EDC)

English language teachers' professional development using
EDC/HRE competence framework

by

Author: Tetiana Svyrydiuk - Ukraine

Editor: Miguel Ángel García López



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: EDC/HRE and professional development

Title: “How can EDC/HRE assist EL teachers in their personal and professional development?”

Expected outcome

- To encourage the teachers’ current and future professional development through reflection on EDC/HRE practices, beliefs and self-evaluation.

Target group

Type of training	School level / age	Subject area
In-service training	All	English language

Brief description of the unit

The unit aims at defining and exemplifying core teacher competences in EDC/HRE approaches and techniques in the classroom. It incorporates many active forms of teaching, opportunities to discuss and debate controversial issues. It connects EDC/HRE to English Language teaching/learning according to the national curriculum.

The unit consists in pre-course and post-course questionnaires, four sessions on each cluster, two micro-teaching sessions followed by criteria for micro-teaching evaluation.

Methods/techniques used

- Communicative approach
- Cross-curricular approach
- Brainstorming
- Project work

- Discussion
- Debate
- Presentation
- Debriefing
- Reflecting
- Researching
- Comparing
- Analysing
- Jigsaw activity

Time 12 hours

Pre-course evaluation questionnaire	▶ 15 minutes
Activity 1	▶ 120 minutes
Activity 2	▶ 120 minutes
Activity 3	▶ 120 minutes
Activity 4	▶ 120 minutes
Activity 5	▶ 165 minutes
Activity 6	▶ 20 minutes

Preparatory reading:

- Audigier, F., *Basic concepts and core competencies for education for democratic citizenship*, Council of Europe, 2000
- Naval, C., Print, M. and Veldhuis, R., “Education for democratic citizenship in the new Europe”, *European journal of education*, 37 (2), 2002
- William Dylan. Assessment. Learning communities can use it to engineer a bridge connecting and learning. – National Staff Development Council, winter 2006. vol.27, no 1. P.16-20.
- The classroom community//Susan Frank, Ted Huddleston schools for Society. *Learning Democracy in Europe. A handbook of ideas for action*, 2009 - p.18-19.

- Debating (Germany)// Susan Frank, Ted Huddleston schools for Society. Learning Democracy in Europe. A handbook of ideas for action, 2009. – p. 58-59.
- Devon Metzger. Young Citizens: Partners in Classroom Management.
- Backman, E. and Trafford, B., Democratic governance of schools, Council of Europe Publishing, Strasbourg, 2007.
- Principal Leadership High School, Edition September 2004 (“Building Community”, “Decision-making”).

Resources

Pre-course evaluation questionnaire	Appendix 0
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Activity 1 What is EDC/HRE about?



120 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To understand the key content, concepts, values and principles of EDC/HRE. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To demonstrate a secure knowledge and understanding of the aims and purposes of EDC/HRE; <ul style="list-style-type: none"> • key international frameworks and principles related to EDC/HRE • content of EDC/HRE curricula • different possible contexts of EDC/HRE implementation. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Debating ➤ Discussion ➤ Creating images and their presentation ➤ Making up the tables of ideas ➤ Mini-lecture 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Posters ➤ Markers ➤ Multimedia presentation ➤ Appendix 1 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Prepare slides for a multimedia presentation showing the definitions of the basic notions of EDC/HRE. 	

► **Preparatory reading:**

- Audigier, F., Basic concepts and core competences for education for democratic citizenship - Council of Europe, 2000.
- Naval, C., Print, M. and Veldhuis, R., Education for democratic citizenship in the new Europe//European journal of education – 37 (2) - 2002.

► **Instructions/procedure:**

- Ask the participants whether they consider that the main aim of school is the development of a citizen. Divide them into two groups, according to their answer, “yes” or “not”. Ask them to find as many arguments as they can to support their positions. At the end ask whether their position has changed and if it was difficult to defend the other point of view. (25 min.)
- Ask the participants to sit down in a circle and to continue the sentence: “A citizen is a person who is.....” (Each giving his own opinion). Then discuss the question that should foster such a personality. (25 min.)
- Divide the participants into four groups and deliver markers and posters among them. Ask the first group to draw the notion “DEMOCRACY”; ask the second group to draw the notion “EDUCATION”; and ask the third group to draw the notion of “CITIZENSHIP”. The fourth group should draw the notion of “HUMAN RIGHTS AND DUTIES”. In five minutes each group should pass the drawing to the other group to have it completed. Ask the groups to present their drawings. Show the slides with the definitions of the drawn notions. Ask the participants about the common and different things in the definitions and drawings. Ask them what they think was the purpose of that activity and what they learned from it. Use tips from Appendix 1.1 (25 min.)
- Conduct a mini-lecture on key international frameworks and principles related to EDC/HRE. Support your lecture with a multimedia presentation. (20 min.)
- Ask the participants to discuss what they (or other people) think about when they go to work in the morning. Make the list of their ideas on the board. Then ask them to subdivide their ideas into 4 columns:
 - Political and legal dimensions
 - Social and cultural dimensions
 - Economic dimensions
 - European and global dimensions
- Underline that the students are the same people as adults are, and that their thoughts have much

<p>in common with ours. Underline that your class or group is a mini community with its own interests, needs, fears and problems. It depends on the teacher how to organize a teaching process in order to make this “community” happy, that is to say, to meet the demands of every student. (Appendixes 1.2 and 1.3) (20 min.)</p> <ul style="list-style-type: none"> ➤ Ask the participants to discuss in groups what they can see and hear during the democratic lesson. Let the groups make their presentations. Discuss on the presentations together. Make a common list of democratic lesson features. (20 min.) ➤ Ask the participants to discuss in groups what they can see and hear in the democratic school. Let the groups make their presentations. Discuss on the presentations together. Make a common list of democratic school features. Stress that a school is a mini-community in which students can learn how to make positive changes in life through their active participation. (20 min.) 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Take into account that the participants might lack of knowledge on the subject of the key notions and might feel a lack of confidence to express their opinions on the unusual for the English Language teachers’ topics. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Ask the participants to fill in the following chart. (Appendix 1.4) (5 minutes) 	

Activity 2 How should we use EDC/HRE for English Language lessons?



120 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To understand and use the appropriate activities with a particular reference to EDC/HRE. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To plan an EDC/HRE lesson with a variety of approaches and techniques (including those presented in the training course); ➤ To connect EDC/HRE to English language teaching, according to Ukraine's national curriculum; ➤ To be able to manage classrooms democratically, with respect for pupils' rights, responsibility and diversity; ➤ To facilitate the whole-class and group discussions on controversial topics; ➤ To use a variety of assessment tools, especially for self-assessment. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Communicative approach ➤ Cross-curricular approach ➤ Reflective approach ➤ Brainstorming ➤ Group work ➤ Jigsaw activity ➤ Debates/discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Flipcharts, markers ➤ Appendix 2 	

<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Set up the room for group work (5 groups of 5 people approximately). ➤ Give each group a flip chart and markers. 	
<p>▶ Preparatory reading:</p> <ul style="list-style-type: none"> • William Dylan. Assessment. Learning communities can use it to engineer a bridge connecting and learning. – National Staff Development Council, winter 2006. vol.27, no 1. P.16-20. • The classroom community//Susan Frank, Ted Huddleston schools for Society. Learning Democracy in Europe. A handbook of ideas for action, 2009 - p.18-19. • Debating (Germany)// Susan Frank, Ted Huddleston schools for Society. Learning Democracy in Europe. A handbook of ideas for action, 2009. – p. 58-59. • Devon Metzger. Young Citizens: Partners in Classroom Management. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Ask the participants to brainstorm what they KNOW about EDC/HRE and what they WANT to know about approaches, methods and techniques used in a democratic classroom. Give them the KWL chart to fill in. Ask them not to write in the last column. (20 min.) (Appendix 2.1) ➤ Divide the participants into 5 groups of equal members. Each group will be assigned a different competence and a task related to that competence (See Appendix 2.2). Instructions for each group can be typed, printed, and put in an envelope. Emphasize that EACH teacher is responsible for reporting her/his group's results. Each participant fills in the area in the T-chart concerning the competence. Each group creates a visual representing of its ideas. (45 min.) ➤ Ask the participants to form new groups, so that every new group includes one participant from the previous groups. The posters prepared by the participants are located in such a way that every group can use them one by one. Every participant presents his poster made in the previous group. (45 min.). The participants take notes about the other competences in the T-charts (See Appendix 2.2). 	

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ Make sure the participants understand their tasks clearly.➤ Make sure that everybody is engaged into the activities.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Ask the participants to fill in the last table of the KWL chart answering the following questions: What are the 3 most important things you've learned? Was anything surprising to you? What could we have done differently? (15 min.)➤ Lead the discussion: What are the benefits of the incorporating of EDC/HRE into the English language learning process? (15 min.)	

Activity 3 Who should we cooperate with?



120 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To understand “school as a democratic space” developing students’ civic attitudes and behaviour, by working on school-based or community projects. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To analyse and discuss the aspects of the medium that contributes to EDC/HRE knowledge and skills. ➤ To realize a collaborative work with the appropriate partners (such as community organizations, NGOs or representatives), to plan and implement a range of opportunities for students to engage with democratic citizenship issues in their communities. ➤ To reflect on the concepts of prejudice, discrimination and xenophobia. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Brainstorming ➤ Mind-mapping ➤ Debate ➤ Whole-group discussion ➤ Reading 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 3 ➤ Samples of media statistics and ICT resources ➤ Flipcharts and markers 	

<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Make space in the room so that 4 or 5 groups can work simultaneously. ➤ Give each group a flipchart and a marker. 	
<p>► Preparatory reading:</p> <ul style="list-style-type: none"> • What is a Community-Academic Partnership? http://www.cuph.org/community/partnerships/explanation/ • Jean Lau Chin. The Psychology of Prejudice and Discrimination: Ethnicity and multiracial... http://books.google.com.ua • Peter Brett, Pascale Mompoin-Gaillard, Maria Helena Salema Edited by Sarah Keating-Chetwynd. How all teachers can support citizenship and human rights education: a framework for the development of competences (2009) 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Ask the participants to split into groups of 4 or 5 and to choose a group leader. ➤ Give each group a flipchart and a marker. ➤ Ask them to brainstorm the concept of partnership (mind-mapping). ➤ Each group leader presents the results to the whole group. ➤ Stick the quotation (Appendix 3.1) on a board without the key word “partnership”. ➤ Ask the teachers to think about the proper key word (the same word for each gap). ➤ Lead the discussion about similitudes and differences in perception. (25 min.) ➤ Each group draws one card with one of the following global social challenges: Democracy, Poverty, Environmental crisis, Unhealthy habits, Inclusive citizenship and chooses proper visual samples. ➤ Ask the participants: <ul style="list-style-type: none"> ○ to discuss aspects of the visuals related to their problems; ○ to explain their impact on shaping up public opinion; ○ to think over and suggest possible ways to improve the situation; ○ to present their ideas (project presentations). (30 min.) ➤ Read the following news to the group: <p><i>The only green area in the school neighbourhood is going to be converted into a car-park. The school staff and some community members are against. Do we agree?</i></p> ➤ Give the participants roles: e.g. businessmen, authority representatives, car owners, unemployed who 	

support the idea; school staff representatives, parents, students, dwellers (one of whom has a disabled child) who are against and a group of independent experts.

- Give each group some time to think over and summarize arguments for/against (hint cards). You may develop your own cards giving the roles according to the social diversity in your environment.

<p><u>Businessmen:</u> We support the idea as it will be economically beneficial, provide employment, and solve some social problems....</p>	<p><u>School staff representatives:</u> We can't support the idea and deprive our children of the only green area in the school neighbourhood</p>
<p><u>Car owners:</u> We are definitely for the idea as we have suffered the problem of a far-away car park for so long....</p>	<p><u>Dweller with a disabled child:</u> Families with disabled children have enough challenges to overcome to help our children leading ordinary lives without having to cope with prejudice and ignorance.</p>
<p><u>Unemployed:</u> We are for as it's our chance to earn a living.</p>	<p><u>Experts:</u> Having considered all the arguments for and against and taking into account all your needs and preferences; we have decided that the best way to solve the problem is...</p>

- Give each group 1 minute to report their ideas back to the whole group and the experts to make a decision.
- Ask the participants what helped to solve the problem positively. (40 min)
- Ask the participants to have a look at the picture of Appendix 3.2 and make bridges with the previous situation and successful community partnership.
- Ask the participants to speculate on what might happen if the situation went negatively (Example. If people showed aggression, humiliation, ridicule because of issues of religious background or disability).

<ul style="list-style-type: none">➤ Introduce the terms <i>stereotype, prejudice and discrimination</i> and ask them to match the words with the definitions (Appendix 3.3)➤ Lead a whole-group discussion with the following questions:<ul style="list-style-type: none">• How do the moments of prejudice, stereotypes, and xenophobia make you feel?• Have you seen any examples of prejudice, stereotypes, and xenophobia in your community? How do you feel about it? What can be done to improve the situation?• What are the components of ideal partnership?➤ Ask the participants to compare their views with the ones of The Equality Wheel (Appendix 3.4). (30 min.)	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ Make sure that for every activity a different group member is assigned to be the group leader.➤ Prepare enough media resources for each group.➤ Prompt the participants to think about the elements of inequality and the role of empathy in active citizenship.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Lead a discussion on active partnership to help teachers understanding its importance in developing effective EDC/HRE practices.➤ Go back to the preparatory reading and make bridges with the activities. (15 min.)	

Activity 4 Are we ready for future planning improvement?



120 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To evaluate the nature and effectiveness of EDC/HRE approaches and teaching practices in individual classrooms. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To evaluate the students' involvement in decision making. ➢ To model the democratic citizenship and human rights values, attitudes and dispositions. ➢ To review, monitor and evaluate teaching methods and students' learning. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Problem solving ➢ Group work ➢ Group research 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Video " You know it" <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=E-ZpldeAnIs • http://www.youtube.com/watch?v=WGsGOFcvOZI ➢ Appendix 4 ➢ Markers, posters 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Arrange the classroom for pair and group work (4-5 groups). 	
<p>▶ Preparatory reading:</p> <ul style="list-style-type: none"> • Backman, E. and Trafford, B., Democratic governance of schools, Council of Europe Publishing, Strasbourg, 2007. • Principal Leadership High School Edition September 2004 ("Building Community", "Decision-making") 	

► **Instructions/procedure:**

- Split the participants into pairs. Show them the picture to create the image of EDC/HRE process and find their place in that environment. (Appendix 4.1)
 - Ask them to fill in the chart answering the following questions “How do I see myself?” and “How do I see my colleague?” (columns 1,2; Appendix 4.2) (10 min.).
 - Prompt the participants to discuss their identities in pairs and fill in column 3 (Appendix 4.2) and encourage them to present whether their views are similar or different (15 min.).
 - Lead the discussion on diversity as an inseparable part of any community (15 min.).
 - Make the analysis of the above activity according to the following questions (4 equal groups, each group is given two questions to discuss) (10 min.).
 - Did the teacher set aims?
 - What were the teachers’ learning outcomes?
 - What were the participants’ learning outcomes?
 - Were all the participants involved in the process of work?
 - Were the participants given all the instructions to implement the activity?
 - Did the participants try to make the analysis of the results?
 - How can the participants use the results they have?
 - What resources do you need to visualise the implementation of EDC/HRE principles?
 - Encourage the participants to discuss the ways of modifying the above activities to achieve considerable success in EDC/HRE teaching/learning process (10 min.).
 - All the above questions can be the steps for evaluation (Appendix 4.3). Lead a discussion on who might be involved in the process of evaluation and what activities can give a full picture of the evaluation process (Appendix 4.4 and Appendix 4.5) (10 min.).
 - Introduce the video “You Know It” (№ 1) <http://www.youtube.com/watch?v=E-ZpldeAnls> and encourage each group to work on a project “Researching Playground” answering the following questions: What do I want to know? Where can I find it? How can I use it? etc., to make a decision.
 - Give the participants posters and markers and ask each team to create their action plans on the specific ways to solve the problem. (10 min.)
 - Organize each team’s action plan presentation (15 min.).
- Introduce the final scene of the video “Opening Day” № 2
<http://www.youtube.com/watch?v=WGsGOFcvOZI>

<ul style="list-style-type: none"> ➤ Start a discussion with the participants asking whether they could reach the same results, and what they need to gain the aim. (15 minutes) 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The participants must have read the preparatory reading prior to the session. ➤ Give the participants the opportunity to discuss, share and accept different opinions. ➤ Set clear rules to involve all the participants in the process of decision making. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What do we need to implement from EDC/HRE principles into the EL classrooms? ➤ Why should we need the process of evaluation? (10min.) 	

Activity 5 What have I learnt?



165 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To reflect on EDC/HRE learning and teaching in English language mini lessons. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To apply appropriate principles and specific techniques in EDC/HRE simulated classroom situation. ➢ To demonstrate the ability to create a situation for democratic citizenship learning and teaching. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work ➢ Group research 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Appendix 5 ➢ Markers ➢ Posters 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Arrange the classroom for group work (4-5 groups). 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Divide the participants into groups of 4-5. ➢ Each group is given a different item to create a mini-lesson of 15 minutes. They should think about: <ul style="list-style-type: none"> • the learning outcomes of the presentation; • the most appropriate methods, techniques and activities. 	

<ul style="list-style-type: none"> ➤ Ask the participants to draw up a plan for a micro-teaching lesson. ➤ Let the participants choose a representative to teach the topic to the other groups. ➤ Encourage the participants to give their feedback on each mini-lesson filling the performing EDC/HRE lesson planning assignment (Appendix 5). (15min.). 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Be aware to determine the appropriate time for preparation and presentation. ➤ Use the EDC/HRE lesson planning assignment table to comment on mini-lessons (Appendix 5). 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What were the difficulties in creating/conducting a mini-lesson on democratic citizenship? ➤ Could you implement EDC/HRE in your classrooms? (15min.) 	

Activity 6 Evaluation



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To evaluate the unit and the trainees' participation. ➢ To suggest possible follow-up ideas for further professional development. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual reflection ➢ Group work ➢ Plenary discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Appendixes 0 and 6: Pre and post -course evaluation questionnaires 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Get copies of the post evaluation questionnaire for everybody. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Group and plenary discussions, individual reflections, and completion of a post-course evaluation questionnaire (Appendix 6) (which would include reference to the level of EDC/HRE awareness, expectations and challenges outlined in the pre-course questionnaire) (Appendix 0). ➢ Divide the participants into groups of 4-5. Ask the teachers to analyse EDC/HRE course according to the SWOT Analysis framework. Each group should identify one of the following: strengths, weaknesses, opportunities and threats. Get feedback from the groups. Put the ideas on the board or posters. (20 minutes) ➢ Ask the teachers to complete a post-course evaluation questionnaire (20 minutes) (Appendix 6). ➢ Discuss with the participants the action plan writing procedure (Appendix 7.1). Ask them to complete the EDC/HRE self-evaluation action plan template individually (Appendix 7.2 - 20 minutes). 	

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 - PROJECT ON “EDUCATION FOR DEMOCRATIC CITIZENSHIP” *Strategies for Learning Democratic Citizenship*, Strasbourg, 19 July 2000.
 - What is a Community-Academic Partnership?
 - Dewey, J., *Democracy and education*, NY Free Press (1916),1966.
 - Also available at Google books: <http://books.google.com>
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Appendix 0: Pre-course evaluation questionnaire

Name.....

Below are the self-evaluation rubrics. Please tick the level of your EDC/HRE awareness.

	Focusing	Developing	Established	Advanced
• aims and purposes of EDC/HRE				
• key international frameworks and principles that relate to EDC/HRE				
• content of EDC/HRE curricula or programmes of study				
• different possible contexts of EDC/HRE implementation				
• planning of approaches, methods and learning opportunities				
• incorporating EDC/HRE principles and practices into one's own teaching				
• establishing ground rules for a positive school ethos				
• developing a range of strategies to facilitate students' discussion skills				

• use of a range of approaches to assessment				
• the learning environment that promotes the use of diverse sources				
• collaborative work within appropriate community partnerships				
• strategies to challenge all forms of discrimination				
• evaluation of students' involvement in decision making				
• modelling of democratic citizenship and human rights values, attitudes and dispositions				
• review, monitor and evaluate teaching methods and students' learning				

What do you expect from this course?

Thank you for completing this questionnaire. We hope you will enjoy the course.

Appendix 1

Appendix 1.1: Values for democratic citizenship

- Human Rights;
- Equality;
- Freedom;
- Justice;
- Peace;
- Interdependence;
- Pluralism;
- Sustainable development.

Appendix 1.2: Personal qualities of a teacher

In addition to professional competences, there are certain personal qualities that are needed by EDC teachers in their day-to-day dealings with students. While none of these qualities are specific to EDC as such, they are more central in EDC than in other subjects and essential if teaching and learning in EDC is to be effective.

They include:

- *fairness* – dealing fairly with students
- *openness* – willing to listen to and learn from students
- *impartiality* – valuing students' contributions equally
- *empathy* – seeing issues from a student perspective
- *assertiveness* – challenging prejudice and aggressive behaviour
- *sensitivity* – treading carefully with controversial and emotive issues
- *respect* – recognizing cultural and social differences
- *authenticity* – being willing to share own views when appropriate
- *self-awareness* – owning up to own prejudices
- *commitment to dialogue* – encouraging discussion and debate

Appendix 1.3: Teaching process for EDC

Teachers need to be able to develop students' citizenship knowledge, skills, attitudes, values and dispositions for active participation and inter-relate these different aspects of learning through certain management and people skills.

Management and people skills:

There are a number of different management and people skills that are required for EDC teaching. These are seen most clearly in the following ways:

➤ Establishing an appropriate learning climate

For effective EDC learning to take place, teachers need to be able to create a climate that is non-threatening and enables everyone to speak freely and without feeling ridiculed.

It is also important for the teacher to be able to ensure that the learning environment coheres or supports the intended learning objectives – in other words, that the 'medium matches the message'. For example, in a discussion on children's rights, students should be seated in a way that encourages them to listen and respond to one another on an equal basis – preferably in a circle. Similarly, freedom of expression must not only be understood as a principle of democracy, but practised in the classroom – suggesting student-centred methods of teaching.

➤ Modelling skills and aptitudes, values and dispositions

In EDC, the teacher's personality is also part of the 'message'. EDC teachers need to learn how they can act as role models to demonstrate EDC skills – such as how to justify an opinion, or how to negotiate a consensus – or EDC dispositions – such as openness, or democratic leadership.

➤ Dealing with controversial or sensitive issues

EDC requires young people to share opinions and ideas on real-life issues that affect them and their communities. Issues of this kind can be controversial or sensitive, or both. EDC teachers, therefore, need to learn how they can encourage young people to speak about what is on their minds assertively while still respecting viewpoints different from their own.

They also need to be aware of when they – as teachers – are entitled and not entitled to express their own views on a controversial issue.

➤ Linking with the community beyond the classroom

The role of EDC in the education of young people extends far beyond the formal confines of the classroom. It also has a place in the life of the school as a whole and in the community outside the school. Young people learn how to become active citizens through being given a say in the running of the school and – in ways appropriate to their age – in taking responsibility for certain aspects of it. They also learn how to become active citizens through links made between the school and the wider community, e.g., through school or college councils, community events or campaigns. An important aspect of teacher training in EDC, therefore, is providing teachers with the expertise to be able to organise this dimension of EDC learning.

Appendix 1.4: Debriefing chart

	Yes	No	Partially
It is easy for me to understand the main ideas of EDC/HRE.			
I have comprehended that I should change some things in my teaching style.			
I think I should change something in my attitude towards my students.			
I agree with the point that I should be an active participant of my school community life.			
I agree with the statement that the main principles of EDC/HRE should be implemented into every lesson in modern school.			
I agree with the statement that the main principles of EDC/HRE should be a fundamental component of the whole school culture.			

Appendix 2

Appendix 2.1: Initial assessment on EDC

K	W	L
What we KNOW	What we WANT to know	What we have LEARNED

Appendix 2.2: Working groups on competences

- **GROUP A:** Competence 5: planning of approaches, methods, and learning opportunities.
Ask the participants to comment on the characteristic features of the EDC/HRE EL lesson:

Characteristic Features	Comments / Suggestions / Ideas
Learning outcomes and teaching objectives	
Typical activity types	
Typical forms of interaction	
Role of Teacher	
Attitude to Errors	
Attitude to use of Mother Tongue	

- **GROUP B:** Competence 6: incorporating EDC/HRE principles and practices into one's own teaching.

Ask the participants:

- to look through a copy of Ukraine's national curriculum for English language learning,
- to brainstorm opportunities to connect EDC/HRE and English language teaching according to the material in the curriculum.

They might also choose one year of study (for example, 10th form) and choose 4-5 EDC/HRE topics that can be integrated into the 10th form English language curriculum.

- **GROUP C:** Competence 7: establishing ground rules for a positive school ethos

Ask the participants to brainstorm the main areas of classroom management.

They discuss ideas for democratic classroom management.

Ask the participants to create rules for democratic classroom management.

- How I would set up the classroom?
- Rules I'd use
- Procedures I'd use

Classroom Behaviour	Basic Rules of the Classroom	Classroom Procedures

- **GROUP D:** Competence 8: developing a range of strategies to facilitate students' discussion skills in particular on controversial issues

The participants brainstorm the skills/techniques students need to lead the discussion/debate in a way which incorporates the EDH/HRE principles. The participants also create the rubrics to assess the students' discussion/debate skills and give examples of topics to discuss/debate handling the controversial issues.

	criteria				
	4	3	2	1	points
Level of engagement in class debate/discussion					
Listening, questioning and discussing					
Behaviour					
Preparation					
Problem-solving					
Group/partner teamwork					

- **GROUP E:** Competence 9: use a range of approaches to assessment

The participants brainstorm the ideas of students' self-assessment in EDC/HRE achievements:

- What can students assess in the democratic classroom?
- How can students assess their achievements themselves?

Ask the participants to write on the poster the techniques and the benefits of self-assessment.

What to assess?	How to assess?	What are the benefits of self-assessment?

Appendix 3

Appendix 3.1: Quotations on partnership

Society is indeed a contract. It is a *partnership* in all science; a *partnership* in all art; a *partnership* in every virtue, and in all perfection. As the ends of such a *partnership* cannot be obtained in many generations, it becomes a *partnership* not only between those who are living, but between those who are living, those who are dead, and those who are to be born.”

Edmund Burke quotes (British Statesman and Philosopher, 1729-1797)

“Helped are those who create anything at all, for they shall relive the thrill of their own conception and realize a *partnership* in the creation of the Universe that keeps them responsible and cheerful.”

Alice Walker quotes (American writer, b.1944)

“We are in the midst of a great transition from narrow nationalism to international *partnership*.”

Lyndon B. Johnson quotes (American 36th US President (1963-69). 1908-1973)

When we are in *partnership* and have stopped clutching each other's throats, when we have stopped enslaving each other, we will stand together, hands clasped, and be friends. We will be comrades, we will be brothers, and we will begin the march to the grandest civilization the human race has ever known.”

Eugene Debs quotes (American Labour Organizer, 1855-1926)

Appendix 3.2: Drawing



Appendix 3.3: Stereotype, prejudice, discrimination

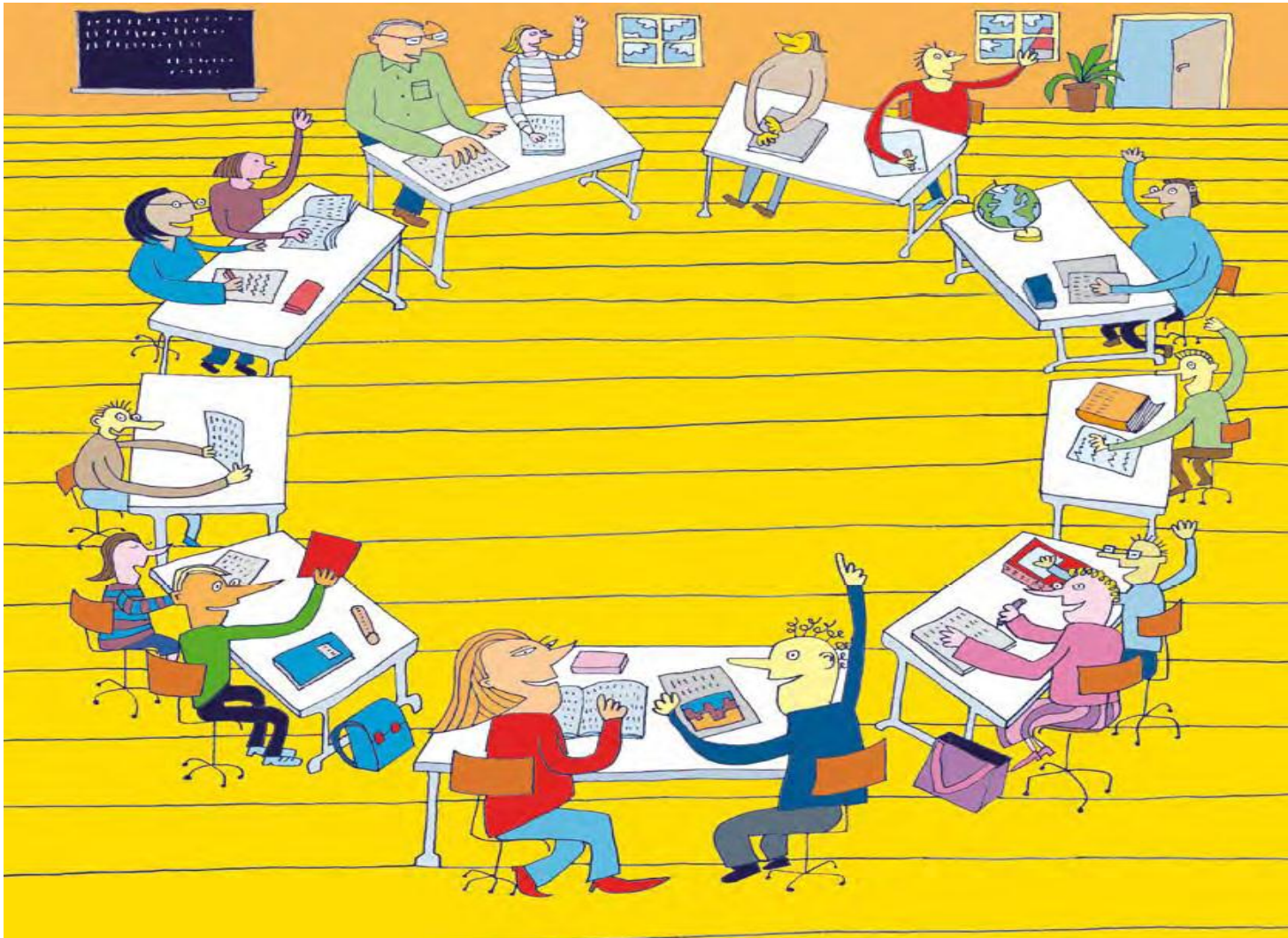
<i>stereotype</i>	A general opinion, often wrong, about a group of people, based on only partial knowledge.
<i>prejudice</i>	A judgment we make about another person before we know him/her.
<i>discrimination</i>	Any distinction, exclusion, restriction or preference based on race, colour, sex, language, etc.

Appendix 3.4: The Equality Wheel



Appendix 4

Appendix 4.1: Image of EDC/HRE



Appendix 4.2: Table of self and mutual –perception

How do I see myself (my self-perception)	How do I see my colleague (My perception of someone else, written by me)	Comments after the discussion (Where our views match/differ?)

Appendix 4.3: Evaluation

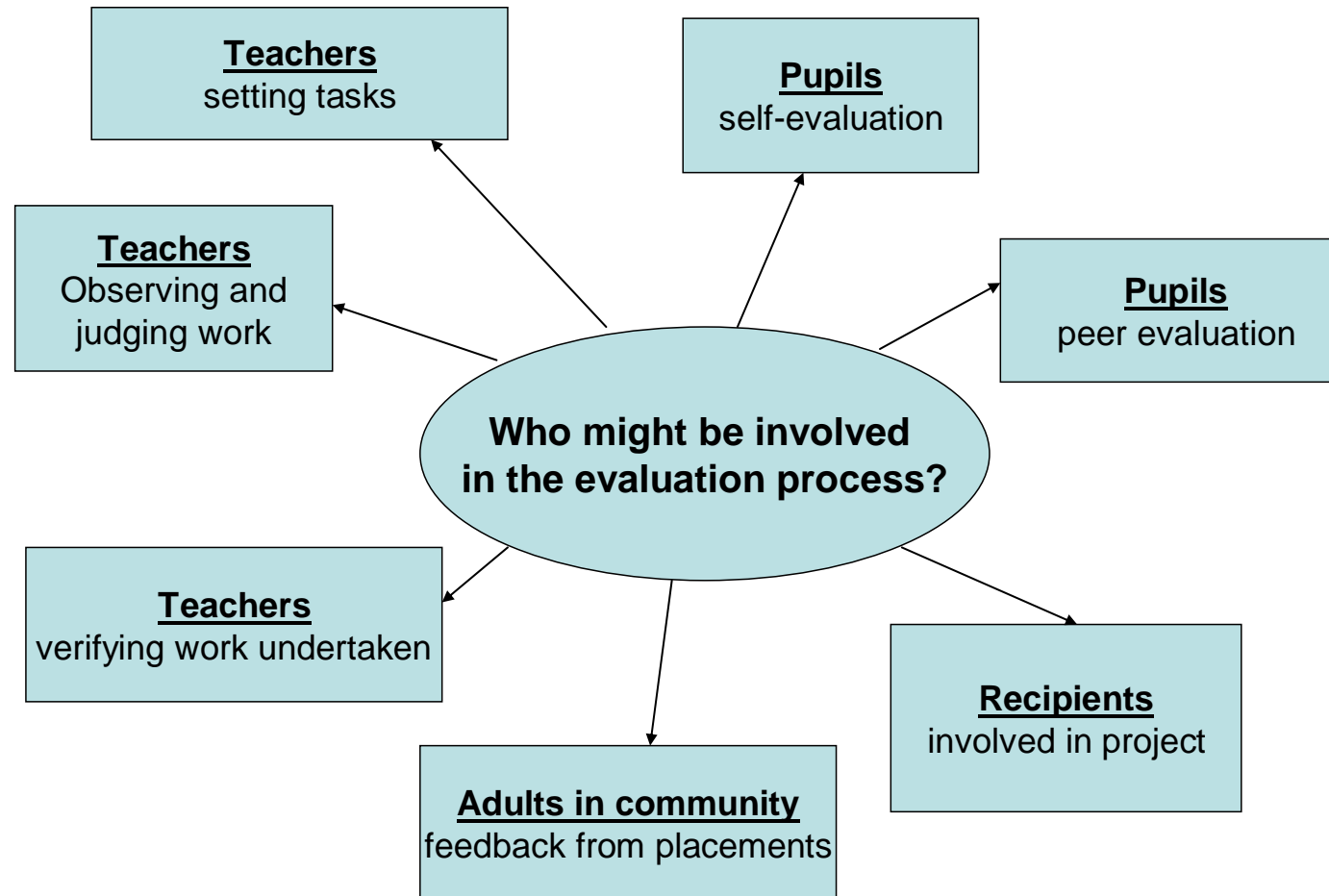
Evaluation is a process whereby what is done is reflected on with an openness to change. Evaluation is not assessment. It is not solely concerned with what has happened, but is also focused on what can be done better. It is a process of reflection and action.

Evaluation is a process based on activity. It can include:

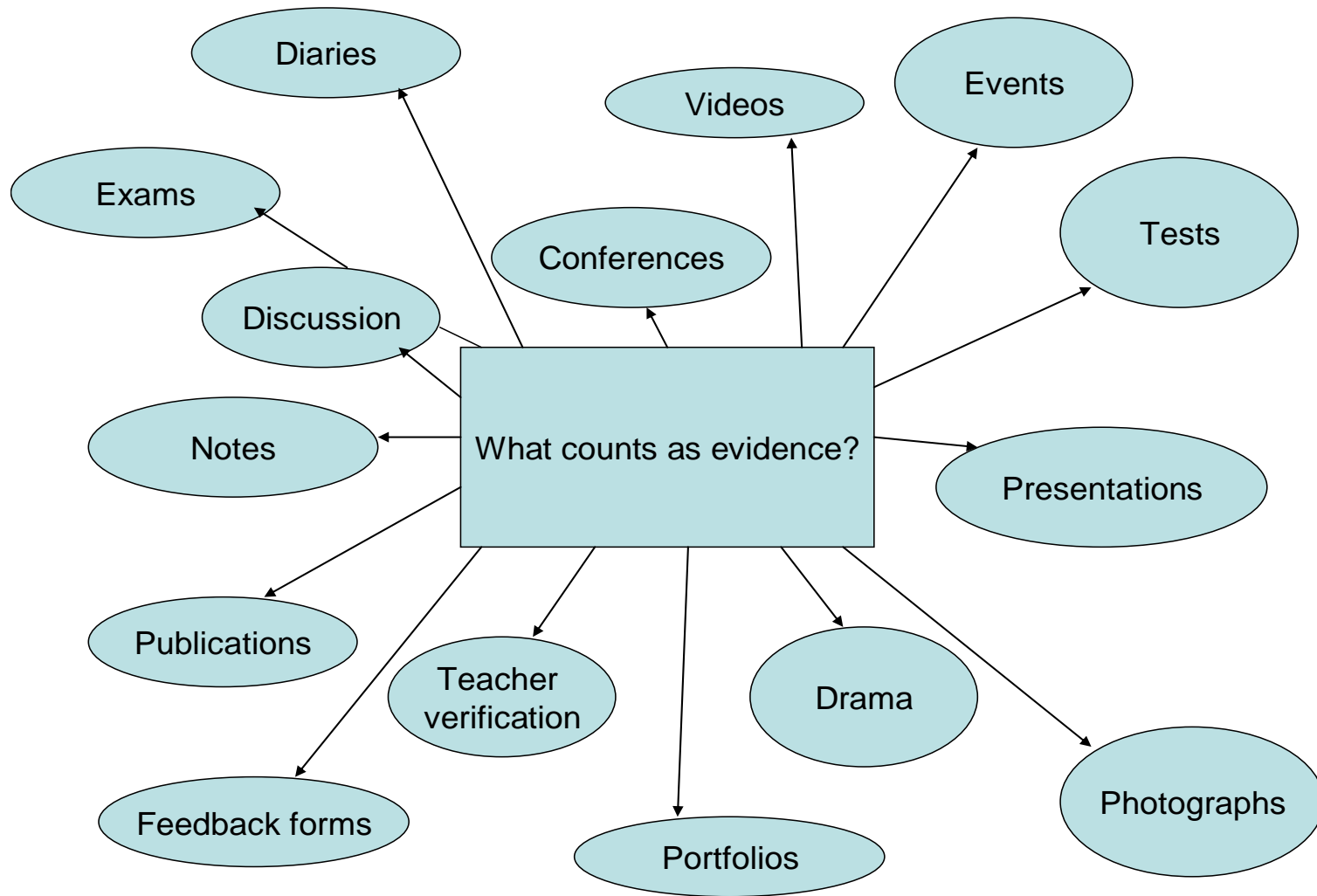
- the setting of aims
- objectives
- goals
- participant selection
- data gathering
- analysis
- dissemination

It involves an examination of what is happening at all levels, from the classroom or learning setting to the highest level of policy work. It needs to be supported by a commitment to encourage the “best practice”.

Appendix 4.4: Actors of the evaluation process



Appendix 4.5: Evidences of the evaluation process



Appendix 5: Lesson planning assignment

Criteria	Level of Performance		
	Good	Satisfactory	Needs further work
1. Objectives: *clarity *relevance			
2. Modes of Interaction *balance *appropriate			
3. Techniques/ activities *appropriate for material *appropriate for Ls *variety			
4. Timing *realistic			
5. Degree of communicativeness			
6. Checking on learning			

Appendix 6 : Post-course evaluation questionnaire

Name.....

Below are the self-evaluation rubrics. Please tick the level of your EDC/HRE awareness.

	Focusing	Developing	Established	Advanced
• aims and purposes of EDC/HRE				
• key international frameworks and principles that relate to EDC/HRE				
• content of EDC/HRE curricula or programmes of study				
• different possible contexts of EDC/HRE implementation				
• planning of approaches, methods and learning opportunities				
• incorporating EDC/HRE principles and practices into one's own teaching				
• establishing ground rules for a positive school ethos				
• developing a range of strategies to facilitate students' discussion skills				
• use of a range of approaches to assessment				

• the learning environment that promotes the use of diverse sources				
• collaborative work within appropriate community partnerships				
• strategies to challenge all forms of discrimination				
• evaluation of students' involvement in decision making				
• modelling of democratic citizenship and human rights values, attitudes and dispositions				
• review, monitor and evaluate teaching methods and students' learning				

Please complete this anonymously.

1. Was the course different from what you expected? Yes No
If yes, how:

-
2. Do you feel better able to cope with EDC/HRE problems in your class? (Think back to what you identified in the pre-course questionnaire.) Yes No
Which ones? (Please comment)

 3. Do you feel the course was related to your classroom situation?

 4. Do you have any suggestions for improving the course or the resources?

 5. What do you feel you have gained from this course?

 6. In what ways do you think you will actually make use of what you have learned in this course?

THANK YOU!

Appendix 7: Action plan

Appendix 7.1: How to write an action plan

When writing an action plan to achieve a particular goal or outcome, you can get much help from the following steps.

- **Clarify your goal.**
Can you get a visual picture of the expected outcome? How can you see whether you have reached your destination? What does make your goal measurable? What constraints do you have, like the limits on time, money, or other resources?
- **Write a list of actions.**
Write down all actions you may need to achieve your goal. At this step, focus on generating and writing as many different options and ideas as possible. Take a sheet of paper and write more and more ideas, just as they come to your mind. While you are doing this, try not to judge or analyse.
- **Analyse, prioritise, and prune.**
Look at your list of actions. What are the absolutely necessary and effective steps to achieve your goal? Mark them somehow. After that, look at what action items can be dropped from in the plan without significant consequences for the outcome. Cross them out.
- **Organize your list into a plan.**
Decide on the order of your action steps. Start from looking at your marked key actions. For each action, what other steps should be completed before that action? Rearrange your actions and ideas into a sequence of ordered action steps. Finally, look at your plan once again. Are there any ways to simplify it even more?
- **Monitor the execution of your plan and review the plan regularly.**
How much have you progressed towards your goal by now? What new information you have got? Use this information to further adjust and optimize your plan.

Appendix 7.2: Self-evaluation action plan template

Area for development	Goals/outcomes to achieve	Actions	Who is involved?	Where/when to implement?
		Step 1		
		Step 2		
				

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Appendix 8: Glossary

<i>Active citizenship</i>	The ways in which a good citizen behaves, for example being responsible and helping their community.
<i>Aggression</i>	Angry or threatening behaviour or feelings that often result in fighting.
<i>Brainstorm</i>	A group activity in which learners come up with ideas on a topic without teacher intervention.
<i>Citizen</i>	A member of a state.
<i>Citizenship</i>	The whole body of citizens.
<i>Classroom management</i>	The way a teacher organizes her/his classroom and the learners.
<i>Coherent</i>	Capable of logical and consistent speech, thought, logical, etc.
<i>Communicative language teaching</i>	A teaching method in which the goal is for learners to be able to communicate using L2 both in the classroom and in real life. It generally encourages more learners to talk for real communicative purpose and an easier role for the teacher.
<i>Community</i>	The people who live in the same area, town etc.
<i>Concept</i>	A thought, notion.
<i>Critical thinking</i>	Making careful judgments about how good or bad something is.
<i>Curriculum</i>	The courses offered by an educational institution or followed by an individual or group.
<i>Debate</i>	A formal method of interactive and representational argument.
<i>Decision</i>	A choice or judgment that you make after a period of discussion or thought.
<i>Decision-making</i>	The process of making important decisions.
<i>Democracy</i>	1) a) government by the people; b) (a political unit with) a government in which the supreme

	power is exercised by the people directly or indirectly through a system of representation usually involving free elections;
	2) The absence of class distinctions or privileges.
<i>Discussion</i>	Consideration of a question in open and usually informal debate.
<i>Disposition</i>	A natural or acquired tendency, inclination, or habit in a person.
<i>Duty</i>	Tasks, conduct, service, or functions that arise from one's position, job or moral obligations.
<i>Education</i>	1) the process of developing people mentally or morally, especially by instruction; 2) The field of study that deals with methods of teaching and learning.
<i>Elicitation</i>	A technique in which the teacher draws information from the learners through question and answer.
<i>Empower</i>	To give or delegate power or authority to; to give ability to; enable or permit.
<i>Equality</i>	A situation in which people have the same rights, advantages etc.
<i>Evaluate</i>	To ascertain or set the amount or value of, to judge or assess the worth of; appraise.
<i>Facilitator</i>	A person who helps learners finding their own answers rather than providing them with the 'right' answers.
<i>Feedback</i>	Information that is given to learners by their teachers on spoken or written performance, or trainees or teachers about their teaching.
<i>Framework</i>	A basic structure.
<i>Group dynamics</i>	The way a group of people interact with one another.
<i>Human</i>	Consisting of men and women.
<i>Humiliation</i>	A feeling of shame and great embarrassment, because you have been made to look stupid or weak.
<i>Implement</i>	To take action or make changes that you have officially decided

	should happen.
<i>Implementation</i>	A process of giving practical effort to an idea or something.
<i>Implicit</i>	Absolute and unreserved, unquestioning, indirect.
<i>Inclusion</i>	The act of including someone or something in a larger group or set, or the fact of being included in one.
<i>Input</i>	Language which learners experience in a lesson from which they can learn.
<i>Learner-centred teaching</i>	Learning situations where information and ideas are brought to the class by the learners and used as learning material, and which are concerned with the interests, needs, learning styles, feelings, lives and values of learners.
<i>Monitor</i>	To act as a monitor of, to observe or record (the activity or performance) of (an engine or other device).
<i>Monitoring</i>	What a teacher does while learners are doing an activity.
<i>Outline</i>	1) to give the main features or general idea of; 2) A preliminary or schematic plan, draft, account.
<i>Participation</i>	The act of taking part in an activity or event.
<i>Partnership</i>	A relationship between two people, organizations, or countries.
<i>Principle</i>	A universal and fundamental law, doctrine or assumption.
<i>Problem</i>	A situation that causes difficulties.
<i>Problem-solving</i>	When you find ways of doing things or answers to problems.
<i>Problem-solving activity</i>	An activity where learners have to solve a problem.
<i>Reflect</i>	To think carefully about something or to say something that you have been thinking about; to influence people's opinions.
<i>Reflection</i>	A technique based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experience.

<i>Responsibility</i>	Something that you ought to do because it is morally or socially right.
<i>Review</i>	To look at or examine again, to review a situation, to look back upon (a period of time, sequence of events, etc.); to inspect, to read through or go over in order to correct.
<i>Ridicule</i>	To laugh at a person, idea, etc. and say that they are stupid.
<i>Right</i>	A power, privilege, interest to which one has a just claim.
<i>Right</i>	Something that you are morally, legally, or officially allowed doing or having.
<i>Self-esteem</i>	The feeling of being satisfied with your own abilities, and that you deserve to be liked or respected.
<i>Self-assessment</i>	1) An educational setting which involves students making judgments about their own work. 2) When you judge your own work or progress.
<i>Stance</i>	The manner and position in which a person or animal stands, general emotional or intellectual attitude.
<i>Tolerance</i>	Willingness to allow people to do, say, or believe what they want without criticizing or punishing them.
<i>Underpin</i>	To support from; to give corroboration, strength or support to.
