



# Pestalozzi

## Training Resources

Core competences in Education for democratic citizenship (EDC)

“Professional development of teachers using EDC/HRE competence framework”

by

Author: Livija Zeiberte - Latvia

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.*

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## Theme: Teachers Professional development - EDC/HRE competence framework<sup>1</sup>

### Expected outcome

- To become more confident advisors for teachers.
- To improve their understanding of EDC/HRE.
- To explore, meet, and assess the 4 clusters framework.
- By the end of the unit, the participants should:
  - be familiar with the conception and structure of the EDC/HRE framework;
  - have a clear and enhanced understanding of the key concepts;
  - be able to demonstrate practical methodological skills, in order to link EDC/HRE competences with concrete curricula, instructional activities at school;
  - have self-evaluation skills and experience how to reflect on personal EDC/HRE competences;
  - be able to motivate and empower students, and to be advisors for teachers at school.

### Target group

Type of training	School level / age	Subject area
In-service training	Experienced teachers - from general education (basic and upper secondary level) to vocational education	Deputy directors for class management; all subject teachers

<sup>1</sup> There are deputy directors for class management in all compulsory educational establishments in Latvia. Intermediate their work duties there are managing of upbringing process at school which is based on state accepted standard programme. This programme includes the basic issues of EDC/HRE. It means these matters are regularly planned and accomplished. Deputy Directors for class management support teachers to do this work well. The problem is some kind of getting into a rut. Handbook "How all teachers can support citizenship and human rights education: a framework for the development of competences" can give the second wind to issues. Therefore the training unit emphasizes new methodology, instead of content.

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## Brief description of the unit

The unit is designed as a 2 day training course.

The participants will learn about the 4 clusters framework for the development of teachers' competences on EDC/HR and get acquainted with the self-evaluation methodology. They will refresh their understanding and become more consciously aware about the key concepts: democracy, competence, citizenship, human rights. The participants will be involved in awareness raising activities and discussions in small groups about 15 competences framework. Between the training course sessions, the participants will do homework where they can demonstrate practical skills to link EDC/HRE competences with concrete curricula, class management, or other activities at school. The final part of the training course will consist of reviewing the local situation in Latvia, in presentations of homework - identifying which elements of the EDC/HRE exist and which are missing. Modelling new activities for local school teachers about EDC/HRE competences framework will give further input - how to summarize, share old and how to create new ideas and experience. Final discussions, reflection, sum up and the evaluations will tale the course.

## Methods/techniques used

- Dialogical and interpretive approach
- Experiential learning
- Brainstorming
- Problem solving
- Group research
- Pair research
- Modelling

**Time 14 hours**

Opening activities	▶ 45 minutes
Activity 1	▶ 2x45 minutes
Activity 2	▶ 3x45 minutes
Activity 3	▶ 3x45 minutes
Activity 4	▶ 3x45 minutes
Activity 5	▶ 5x45 minutes
Activity 6	▶ 45 minutes
Coffee break	▶ 15 minutes twice a day
Lunch break	▶ 45 minutes

**Tips for trainers:**

- It is useful to implement this 18 hour training unit partly (in 2 or 3 days). The topic is on a wide scale.
- Therefore, after a general introductory part about the framework and after sizing up the situation in groups, according to the level of understanding of EDC/HR, it is useful to sign out the most useful and attractive problems for participants.
- The trainers have to work flexibly, but in accordance with the goals of the activities to support the needs of the participants.
- In some cases extra time or reduction for instruction may be needed. The participants may have different experiences in vocational and compulsory education establishments, in different local regions, in town schools and country-side schools.

## Resources

PowerPoint presentation facilities	
Flipchart	
15 competence cards	
Local newspapers	
Coloured markers	
Coloured leaflets	
Extracts for revising the main concepts “citizenship”, ”competence”, ”human rights”, ” democracy”	Appendix 1
Overview of the 15 competences	Appendix 2
Progression charts (for all 15 competences)	Appendix 3
Self-evaluation exercise	Appendix 4
A chart for modelling	Appendix 5
Evaluation form	Appendix 6

### Preparatory reading:

- Bellamy R., 2008, Citizenship. A very short introduction, Oxford University Press.
- How all teachers can support citizenship and human rights education: a framework for the development of competences (2009) Council of Europe Publishing.
- <http://book.coe.int/ftp/3259.pdf>
- <http://jte.sagepub.com/cgi/reprint/61/1-2/3>
- [http://www.politika.lv/en/topics/quality\\_in\\_politics/15761/](http://www.politika.lv/en/topics/quality_in_politics/15761/)
- <http://www.democracyweb.org/rights/principles.php>
- <http://www.freedomhouse.org>
- <http://www.providus.lv>

## Activity 1 What do we understand by EDC/HRE?



90 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To revise the main EDC/HRE concepts: competence, democracy, citizenship, civil society, human rights.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To clear up with the understanding of EDC/HRE concepts and knowledge.</li> <li>➢ To make a critical review of the knowledge and understanding of EDC/HRE concepts.</li> <li>➢ To support group cohesion and enhance the participants' self-esteem.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Brainstorming</li> <li>➢ Experiential learning</li> <li>➢ Group discussion</li> <li>➢ Reflection (feedback)</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Appendix 1: Extracts for revising the main concepts "citizenship", "competence", "human rights", "democracy"</li> <li>➢ Markers</li> <li>➢ Paper</li> <li>➢ Flipchart</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Set up the room for group work: each group will need a table, a flipchart and markers.</li> <li>➢ For a better communication, it is good to start with an "ice-breaking" exercise, e.g., everybody receives a card with a part of a Latvian proverb, the task is to find a participant who has another part of the text. (Instead of proverbs, cards with EDC/HRE concepts/values may be used).</li> </ul>	

► **Instructions/procedure:**

- After acquaintance, when the participants tell their name, school, where they come from and tell something (1-2 sentences) they are proud of in their life (e.g. about family, hobbies... achievements in any sphere of life) , they split into 8 groups. The first activity is brainstorming in groups about *what do you understand by democracy, citizenship and human rights?* It results in a presentation of findings (by one person or the whole group - 2-5 min).
- Each participant receives a sheet with extracts (appendix 1). The time limit is 7-10 minutes- to study information, critically reflect on it and prepare additional findings about the concepts of *democracy, citizenship, civil society and human rights*. Then, give the participants 15-20 min for discussions in groups. Then, the suggestions are presented by one person or the whole group – 2-5 min. It gives some information about the group’s qualification, resources and expectations.
- The trainer summarizes: what we agree with? Which values our democracy rely on? What have to be discussed?

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

- The explanations of the presentations about the concepts of *democracy, citizenship and human rights* should be short (~2-3 min).
- If the participants are passive (or somebody is too active), the trainer had to cast roles for everyone in the group: facilitator, recorder, reporter, time keeper, optimistic/critical observer.

► **Debriefing/reflecting:**

- Appreciate all the answers of the participants; try to connect them with issues from the framework.
- Summarize the activity: emphasize the areas of common understanding, areas of disagreement and details brought up by the participants.
- Ask the trainees what they have learned during this unit.

## Activity 2 How to structure knowledge and understanding of EDC/HRE?



135 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To learn about and assess the conception and the structure of the EDC/HRE framework - “How all teachers can support citizenship and human rights education: a framework for the development of competences”.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To learn about the new conception of the EDC/HRE 4 clusters framework.</li> <li>➢ To make a critical review of the knowledge and understanding of the 15 competences.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ PowerPoint presentation</li> <li>➢ Cooperative learning</li> <li>➢ Discussion</li> <li>➢ Reflection</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ PowerPoint presentation facilities</li> <li>➢ Appendix 2: Overview of the 15 competences</li> <li>➢ Appendix 3: Progression charts (for all 15 competences)</li> <li>➢ Flipchart</li> <li>➢ Markers</li> <li>➢ Coloured leaflets</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Set up the room for a lecture.</li> <li>➢ After the lecture, the trainer form groups of 4 to 5.</li> </ul>	

► **Instructions/procedure:**

- The trainer gives a lecture about “How all teachers can support citizenship and human rights education: a framework for the development of competences”. It is a detailed presentation of framework aims, structure and main concepts. The lecturer tries to explain what the strong sides of it are. The finale stage is discussion, based on hand-outs as well.
- Each participant receives a hand-out of Overview of the 15 competences (appendix 2) and of Progression charts - for all 15 competences (appendix 3). The task is to explain the significance of these competences, included in each cluster, assess them (comment with concrete examples from one’s own practice) and to add new ones (if necessary). Every two groups prepare a flipchart on the same cluster of Competences; one of them receives the task to be more critical, the other one to be as much as possible positive.
- Discussion about the framework based on the presentations.
- Oral feedback round - reflecting on the quality and usefulness of the unit. What was difficult? What is new? How could it be used in our schools?

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

- If the participants are passive (or somebody is too active), the trainer had to cast roles for everyone in the group: facilitator, recorder, reporter, time keeper, optimistic/critical observer.
- During the lecture, questions may arise, it is necessary to plan some time for answers and discussion.

► **Debriefing/reflecting:**

- Appreciate all the answers of the participants, try to connect them with issues from the framework for the development of competences
- Summarize the activity: emphasize the areas of common understanding, areas of disagreement and details brought up by participants.
- Ask the trainees what they have learned during this unit.

## Activity 3 What can we do with it?



135 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To learn how to contribute to citizenship and human rights education in my school.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To develop a thematic school year plan for schools based on the conception of the EDC/HRE 15 competences framework.</li> <li>➤ To adopt the self-evaluation methodology and to critically self-reflect on EDC/HRE basic issues.</li> <li>➤ To get out of routine “...it’s the old song about the same things”.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual learning</li> <li>➤ Peer discussion</li> <li>➤ Discussion</li> <li>➤ Self-evaluation</li> <li>➤ Reflection (feedback)</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 4: Self-evaluation exercise</li> <li>➤ Coloured leaflets</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ The participants sit in a circle around the room. It is the last activity of the day.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Everybody receives a self-evaluation exercise (appendix 4). The trainer gives general information</li> </ul>	

<p>about it and asks to fill it.</p> <ul style="list-style-type: none"> <li>➤ It will stimulate the participants to reflect on and query about topical issues and themselves. If the participants wish, they can have peer discussions about it.</li> <li>➤ A free discussion about how does it help may follow.</li> <li>➤ The trainer explains the home-task. Before the next session, the participants have to do the homework: to develop a thematic school year plan for their school, (any) form class manager lessons, in correspondence with the framework of competences. Discussion about the content of operative plans class manager lessons can rise. The trainer asks the participants to give the benefit of their experience. The trainer summarizes the discussion.</li> <li>➤ The trainees write their reflections on coloured leaflets and stick them on the flipchart.</li> <li>➤ Oral feedback round. What was difficult? What is new? How could it be done better?</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Try to keep up with a free discussion atmosphere.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Appreciate all the questions and answers of the participants; try to connect them with issues from the framework for the development of competences.</li> <li>➤ Summarize the activity: ask the trainees what they have learned during this activity.</li> <li>➤ Use the free form of reflection about benefits of the day.</li> </ul>	

#### Activity 4 What are the challenges and perspectives for the development of EDC/HRE in our schools?



135 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To overcome the gap between theory and rhetoric on EDC/HRE and practice on the ground in schools.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To develop knowledge based on democracy and HR in Latvia.</li> <li>➤ To learn how to change the teachers front to significance of basic values of democracy.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Lecture</li> <li>➤ Pair work</li> <li>➤ Learning in small groups</li> <li>➤ Discussion</li> <li>➤ Analysis/ problem solving</li> <li>➤ Modelling</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Progression charts</li> <li>➤ 15 competence cards</li> <li>➤ Local newspapers (3, the same for every group),</li> <li>➤ Scissors</li> <li>➤ Coloured markers</li> <li>➤ Flipchart</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Take the latest newspapers for 8 groups (the same for every group).</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Set up the room for group work.</li> <li>➤ The trainees should split into another 8 groups than during last session.</li> <li>➤ Put 15 competence cards separately on the wall, where it is easy to get to them.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Introductory energizer:</li> <li>➤ The task for every group is to cut out of newspapers words, headlines, extracts and make a top of 10 ideas, values or events according to EDC/HRE facet. A short presentation (2-3minutes) will follow. A short discussion could arise – Why our selection is so different? (45 min)</li> <li>➤ A lecture about the character of historic development, cultural traditions, economic crises and other factors that materialize different universal values of democracy in Latvia. Level of satisfaction with development of democracy. Associations, types of organizations, political culture, participation, trust in government and NGOs in Latvia.(90 min)</li> <li>➤ During the lunch break, the participants are invited to “vote” by pasting on 15 competence cards 3 blue and 3 red leaflets – for theoretically (blue) very important and practically (red) very important competences.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ A lecturer from university could be invited to deliver a lecture on the actuality of the development of democracy in Latvia.</li> <li>➤ During the lecture, questions or dispute may arise - it is necessary to plan some time for answers and discussion.</li> <li>➤ Keep the time.</li> <li>➤ Follow the activity in groups, support, if necessary.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Appreciate all the questions of the participants; try to connect them with the EDC/HRE competences framework issues.</li> <li>➤ Summarize: emphasize the areas of common understanding, areas of disagreement and details brought up by participants.</li> </ul>	

## Activity 5 How to create the best model for teaching and learning EDC/HRE at school?



255 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To adapt the 15 competences framework to a local context.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To learn to work on methodology issues for the development of the thematic school year plan for class manager lessons.</li> <li>➤ To adapt a new framework to a local context.</li> <li>➤ To develop teaching and learning skills to support class managers by modelling activities for local school teachers about the EDC/HRE competences framework.</li> <li>➤ To develop communication and cooperative learning skills.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Peer debate</li> <li>➤ Group work presentation</li> <li>➤ Discussion</li> <li>➤ Modelling</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Progression charts</li> <li>➤ 15 competence cards</li> <li>➤ A chart for modelling</li> <li>➤ Coloured markers</li> <li>➤ Flipchart</li> <li>➤ Appendix 5: A chart for modelling</li> </ul>	

<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Set up the room for group work.</li> <li>➤ The trainees should be split into another 8 groups.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Peer debate about homework - identifying which elements of EDC/HRE exist and which are missing; share ideas about successful experience ; what makes these lessons more attractive; how to find the appropriate - the best methods, etc. The group makes a decision on the homework to be presented for the whole group. Questions and answers could follow.</li> <li>➤ New findings, suggestions. The trainer sums up.</li> <li>➤ Coffee break</li> <li>➤ Modelling activities for local school teachers about the EDC/HRE competences framework (using the chart for modelling - Appendix 5) in groups.</li> <li>➤ The trainees from all groups are invited to choose a topic within the 15 competences framework.</li> <li>➤ Then they set up their plan of activity following the given structure: formulate the goals and aims; unite in the appropriate methods and resources, etc. How can this tool be carried out, is an issue that could be presented to the whole group.</li> <li>➤ Presentations and discussions. (60 min).</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Keep the time. Follow the activity in groups, support, if necessary. Encourage the trainees to give some evidence.</li> <li>➤ Questions or dispute may arise - it is necessary to plan some time for answers and discussion.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Enable the participants to bring change with what they found while doing the homework (by e-mail or by writing in memory stick).</li> <li>➤ Appreciate all the answers of the participants; try to connect them with the EDC/HRE competences framework issues.</li> <li>➤ Provide support in modelling, be ready to give advice, answer the questions</li> </ul>	

## Activity 6: Evaluation



45 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To assess the course and the possibilities to adapt the 15 competences framework in a local context.</li> </ul>	
<p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To summarize the course: to emphasize the areas of common understanding, of disagreement and the details brought up by the participants. Ask the trainees what they have learned during this course.</li> <li>➢ To reflect on new knowledge, experience, skills, ideas, insights, and attitudes.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Individual work</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Evaluation form (Appendix 6)</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ The trainees start by filling in the evaluation form. (10 minutes)</li> <li>➢ Oral feedback round follows - final discussions - reflecting on the quality and usefulness of the unit. What was difficult? Did the participants manage to do the tasks? What is new?</li> <li>➢ A free discussion follows – the trainer invites the participants to make comments on the course.</li> <li>➢ Sum up.</li> </ul>	

## Appendix 1: Extracts for revising the main concepts of “citizenship”, ”competence”, ”human rights”, “democracy”

- Abraham Lincoln in 1863, characterized democracy as “the government of the people, by the people and for the people”. In other words, democracy is described as a political power originating from the people, as the self-government of the people and as the government acting in the interest of the people.

### Extracts from Bellamy R., *Citizenship. A very short introduction*, Oxford University Press, 2008

- Historically, citizenship has been linked to the privileges of membership of a particular kind of political community – one in which those who enjoy a certain status are entitled to participate on an equal basis with their fellow citizens in making collective decisions that regulate the social life. (p.1)
- ...there had been three periods in the historical evolution of citizenship. The first period, roughly from the 17<sup>th</sup> to mid-19<sup>th</sup> centuries, saw the consolidation of the **civil rights** needed to engage in a range of social and economic activities, from the freedoms to own property and exchange goods, services, and labour required by functioning market, to the liberties of thought and conscience necessary to attend a chosen church and to express dissent. The second period, extending from the end of the 18<sup>th</sup> century to the start of the 20<sup>th</sup>, coincided with the gaining of **political rights** to vote and stand for election, first by all property owners, then all adult males, and finally women as well. The third period, going from the end of the 19<sup>th</sup> to the mid-20<sup>th</sup> century, involved the creation of **social rights**. Initially, these had consisted simply of “the right to a modicum of economic welfare and security” but had gradually extended “to the right to share to the full in the social heritage and to live the life of a civilized being according to the standards prevailing in society” (p.49)
- Human rights concern how we ought to treat our fellow human beings. There are certain things that nobody should do to another human being, and we should seek to secure for all the basic conditions needed to live a decent life. (p.80)
- Citizenship provides the “right to have rights” in two important senses. First, membership of the citizen body gives access to the “positive” or “institutional” rights offered by a given political community. Second, the exercise of political citizenship offers a means for claiming rights and shaping the ways they are conceived and implemented.(p.87)
- ...citizenship involves a degree of solidarity and reciprocity between citizens. They need to see each other as equal partners within a collective enterprise in which they share the costs as well as the benefits.” (p.114.)
- "All human beings are born free and equal in dignity and rights."  
*Universal Declaration of Human Rights, 1948*

## Appendix 2: Overview of the 15 competences

Cluster A EDC/HRE knowledge and understanding	Cluster B Planning, classroom management, teaching and assessment	Cluster C EDC/HRE in action - Partnerships and community involvement	Cluster D Implementing and evaluating participatory approaches
<p><b>Competence No. 1</b> Aims and purposes of EDC/HRE; value-oriented knowledge, action-based skills, and change-centred competences</p>	<p><b>Competence No. 5</b> The planning of approaches to incorporate EDC/HRE knowledge, skills, dispositions, attitudes and values, in which active learning and student engagement play a major part</p>	<p><b>Competence No. 10</b> The learning environment that enables students to analyse topical, political, ethical, social and cultural issues or events in a critical way, using information from different sources, including the media, statistics and ICT-based resources</p>	<p><b>Competence No. 13</b> The evaluation of the extent to which students have a say in things that affect them and the provision of opportunities for students to participate in decision-making</p>
<p><b>Competence No. 2</b> Key international frameworks and principles that relate to EDC/HRE, and key concepts of EDC/HRE</p>	<p><b>Competence No. 6</b> The incorporation of EDC/HRE principles and practices within specialist subjects (cross-curricular EDC/HRE) to enhance knowledge, skills and participation and contribute to the empowerment of young citizens in a democracy</p>	<p><b>Competence No. 11</b> The collaborative work with appropriate partners (such as families, civil society organisations, and community and political representatives) to plan and implement a range of opportunities for students to engage with democratic citizenship issues in their communities</p>	<p><b>Competence No. 14</b> The modelling of positive EDC/HRE values, attitudes and dispositions that are expected from young people; and a democratic style of teaching, involving students in the planning and ownership of educational activities</p>
<p><b>Competence No. 3</b> The content of EDC/HRE curricula, encompassing the political and legal; social and cultural; economic; European and global dimensions</p>	<p><b>Competence No. 7</b> The establishment of clear ground rules and a sustained climate of trust, openness and mutual respect. Classroom and behaviour management recognise EDC/HRE principles in order to ensure a positive school ethos</p>	<p><b>Competence No. 12</b> The strategies to challenge all forms of prejudice and discrimination, and the promotion of anti-racism.</p>	<p><b>Competence No. 15</b> The opportunity and will to review, monitor and evaluate teaching methods and students' learning and use of this assessment to inform future planning and professional development</p>
<p><b>Competence No. 4</b> The contexts of EDC/HRE implementation: cross-curricular approaches; whole-school culture; and community involvement.</p>	<p><b>Competence No. 8</b> A range of teaching strategies and methodologies - including quality whole-class questioning - to develop student discussion skills, in particular of sensitive, controversial issues</p>		
	<p><b>Competence No. 9</b> The use of a range of approaches for assessment (including student self and peer assessment) in order to inform and celebrate students' progress and achievements in EDC/HRE</p>		

### Appendix 3: Progression charts for 15 competences<sup>2</sup>

From *How all teachers can support citizenship and human rights education: a framework for the development of competences*:

- Competence Nr 1 – p.25
- Competence Nr 2 – p.27
- Competence Nr 3 – p.29
- Competence Nr 4 – p.31
- Competence Nr 5 – p.37
- Competence Nr 6 – p.39
- Competence Nr 7 – p.41
- Competence Nr 8 – p.44
- Competence Nr 9 – p.46
- Competence Nr 10 – p.52
- Competence Nr 11 – p.54
- Competence Nr 12 – p.57
- Competence Nr 13 – p.63
- Competence Nr 14 – p.65
- Competence Nr 15 – p. 67

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<sup>2</sup> How all teachers can support citizenship and human rights education: a framework for the development of competences (2009) Council of Europe Publishing

## Appendix 4: Self-evaluation exercise<sup>3</sup>

### Instructions on how to complete the self-evaluation exercise:

Read all the competence descriptions below carefully and chose 3-4 competences that you would regard as the most important for you.

Read Appendix 3 - progression charts for all 15 competences focusing on the relevant parts to the 3-4 competences you have selected.

These charts will help you identifying "*where you are at*" in relation to your knowledge, understanding and practice of meeting this competence.

Then, go back and fill in the grids below (right columns): you will now evaluate yourself by putting a cross in the corresponding boxes in the grid below.

### There are 4 possible marks:

- Focusing
- Developing
- Established
- Advanced

Note: The result of this activity is supposed to give you a picture of "where you are at". Throughout your participation in the teaching and learning about EDC/HRE, the progression charts will enable you to mark your progress systematically in developing your own or your students' knowledge, understanding and planning of EDC/HRE.

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<sup>3</sup> Modified from Self-evaluation exercise By Chrystalla Kaloyirou and Pascale Mompont-Gaillard using the <sup>1</sup> Brett, P, Gaillard-Mompont P., Salema M.H., et at, 2008, "How all teachers can contribute to citizenship and Human Rights: Educational framework for the development of competences", CoE, Strasbourg, France

## EDC/HRE knowledge and understanding

Cluster A	Competences	Focusing	Developing	Established	Advanced
	<p><b>Competence No. 1: aims and purposes of EDC/HRE.</b> Understanding the distinctive contribution of EDC/HRE aimed at enhancing value-oriented knowledge, action-based skills and change-centred competences that empower young people, and strengthen social justice and democratic freedom.</p>				
	<p><b>Competence No. 2: key international frameworks of EDC/HRE</b> Knowledge of the frameworks developed by the United Nations system, the Council of Europe and the European Union concerning the principles and the key concepts of EDC/HRE as they have evolved through international dialogue; their translation into national, local and school policies and teachers' professional roles in and beyond the classroom.</p>				
	<p><b>Competence No. 3: content of EDC/HRE curricula</b> Knowledge of the four inter-related components: a political and legal dimension; a social and cultural dimension; an economic dimension; and a European and global dimension. Teachers need to be able to develop students' citizenship knowledge, skills, attitudes, values and dispositions for active participation and inter-relate these different facets of learning.</p>				
	<p><b>Competence No. 4: contexts of EDC/HRE implementation</b> Understanding EDC/HRE as a specific school subject; as part of a cross-curricular approach; as a fundamental component of the whole school culture; and the centrality of community involvement and links.</p>				

## Teaching and learning activities that develop EDC/HRE in the classroom and school

Cluster B	Competences	Focusing	Developing	Established	Advanced
	<p><b>Competence No. 5: planning of approaches, methods and learning opportunities</b> The planning of approaches, methods and learning opportunities to incorporate EDC/HRE knowledge, skills, dispositions, attitudes and values, in which active learning and student engagement play a major part.</p>				
	<p><b>Competence No. 6: incorporating EDC/HRE principles and practices into one's own teaching</b> The incorporation of EDC/HRE principles and practices within specialist subjects (cross-curricular EDC/HRE) to enhance knowledge, skills and participation and contribute to the empowerment of young citizens in a pluralistic democracy.</p>				
	<p><b>Competence No. 7: establishing ground rules for a positive school ethos</b> The establishment of clear ground rules for a sustained climate of trust, openness and mutual respect. Classroom and behaviour management recognize EDC/HRE principles in order to ensure purposeful and effective learning.</p>				
	<p><b>Competence No. 8: developing a range of strategies to facilitate students' discussion skills</b> A range of teaching strategies and methodologies - including quality whole class questioning - to facilitate student discussion skills, in particular, on sensitive, controversial issues.</p>				
	<p><b>Competence No. 9: use of a range of approaches to assessment</b> The use of student self and peer assessment, in order to inform and celebrate students' progress and achievements in EDC/HRE.</p>				

## Teaching and learning activities that develop EDC/HRE through partnerships and community

Cluster C	Competences	Focusing	Developing	Established	Advanced
	<p><b>Competence No. 10: the learning environment that promotes the use of diverse sources</b> The learning environment that enables students to analyse topical political, ethical, social and cultural issues, problems or events in a critical way, using information from different sources, including the media, statistics, and ICT-based resources.</p>				
	<p><b>Competence No. 11: collaborative work within appropriate community partnerships</b> The collaborative work with 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.</p>				
	<p><b>Competence No. 12: strategies to challenge all forms of discrimination</b> The strategies to challenge all forms of prejudice and discrimination, and promotion of anti-racism.</p>				

Implementing and evaluating participatory EDC/HRE approaches

Cluster D	Competences	Focusing	Developing	Established	Advanced
	<p><b>Competence No. 13: evaluation of students' involvement in decision making</b>                      The evaluation of the extent to which students have a say in things that affect them and the provision of opportunities for students to participate in decision-making.</p>				
	<p><b>Competence No. 14: modelling of democratic citizenship and human rights values, attitudes and dispositions</b>                      Demonstrate positive EDC/HRE values, attitudes and dispositions that are expected from young people - for example, modelling an active civic stance; fair, open and respectful relationships with students; deploying a democratic style of teaching; and involving students in the planning and ownership of educational activities.</p>				
	<p><b>Competence No. 15: review, monitor and evaluate teaching methods and students' learning</b>                      The opportunity and will to review, monitor and evaluate teaching methods and students' learning and the use of this assessment to inform future planning and professional development in teaching EDC/HRE.</p>				

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## Appendix 5: A chart for modelling

Please, use the following structure for your activity:

- Title
- Target group
- Aim
- Time
- Resources
- Methods
- Instruction:
  - Suggestion
  - Comprehension
  - Reflection
- Feedback
- Evaluation

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## Appendix 6: Evaluation form

- What are the 3 most important things you have learned during the activities?
- How would you follow up these issues in your school?
- What will this change in your way of thinking, seeing others, living?”
- What items or activities would you like to add to this course?
- What other questions are raised by this course?
- Please, assess the quality of the course; give your opinion from 5 (high) to 1 (low).

Content	1	2	3	4	5
Work of trainer	1	2	3	4	5
Training	1	2	3	4	5

Thank you!

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