



**Council of Europe Conference**

**6-7 June 2019**

**Democracy in Action**

**Learning & Teaching Resources in Democratic School Practice**

## Parallel Workshops

**Reference Framework of Competences for Democratic Culture (RFCDC):**

**The key tool for a democratic school culture**

### Workshop 1: Reflecting on resources through the RFCDC lens

<b>Background</b>
Teaching materials are a crucial element of educational processes aiming to develop Competences for Democratic Culture (CDC), but most materials are not tailor-made for CDC. The workshop will explore how to select, use and adapt teaching materials in the planning, practicing and evaluation of CDC oriented teaching.
<b>Main Objectives</b>
The main objective is to equip participants with perspectives of how to identify teaching material suitable for the development of CDC and how use and adapt it.  Sub-objectives: <ul style="list-style-type: none"> <li>- To help participants to identify if a given teaching material is suitable to develop CDC, which aspects of CDC and how it might be adapted to be more suitable;</li> <li>- To support participants in integrating teaching materials in the planning – teaching – evaluation circles designed to develop CDC.</li> </ul>
<b>Expected Outcomes</b>
Participants <ul style="list-style-type: none"> <li>- are familiar with CDC;</li> <li>- have ideas as how to identify, use and adapt teaching materials to develop CDC;</li> <li>- have ideas as to how to include teaching materials in planning, practicing, evaluation of CDC-oriented educational processes.</li> </ul>

## Workshop 2: RFCDC: Practical use of descriptors as a resource

<b>Background</b>
<p>Volume 2 of the RFCDC includes a set of validated and scaled descriptors which are offered to education professionals to be used in the design, delivery and evaluation of education activities, as well as in assessment, for learners aged above ten. Currently, a more reduced set of descriptors, relevant for children under ten years old is also being piloted. The RFCDC also mentions some of the benefits and potential risks associated with the use of the descriptors.</p>
<b>Main Objectives</b>
<p>The workshop aims at supporting participants to:</p> <ul style="list-style-type: none"><li>- understand and reflect on the benefits and potential risks of the use of CDC descriptors in different aspects of teaching, learning and assessment;</li><li>- identify concrete and practical ways of using descriptors in a school setting;</li><li>- reflect on what they can do to integrate the use of the CDC descriptors in their educational practice and to promote their use among peers.</li></ul>
<b>Expected Outcomes</b>
<ul style="list-style-type: none"><li>- Clarifications regarding the benefits and potential risks of using CDC descriptors in various aspects of school life;</li><li>- Ideas for innovative approaches and ways to use descriptors in a school setting;</li><li>- Ideas on how participants can use CDC descriptors in their work and promote the use of the CDC descriptors in their schools and education systems.</li></ul>

## Workshop 3: The Reference Framework of Competences for Democratic Culture, other international competence frameworks, and SDG 4

<p><b>Background</b></p>
<p>In addition to the Council of Europe's RFCDC, both OECD PISA and UNESCO have recently published competence frameworks that may be used in educational settings to promote learners' citizenship capacities. These three frameworks have considerable overlap but also different emphases. In addition, in 2016, the UN launched its 2030 Agenda for Sustainable Development, in which one of the goals, SDG 4, requires countries to ensure that all learners receive quality education. The three competence frameworks are all directly related to SDG Target 4.7 in particular, which explicitly mentions human rights, the promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity.</p>
<p><b>Main Objectives</b></p>
<p>This workshop aims to provides participants with an overview of:</p> <ul style="list-style-type: none"> <li>• The contents of the three competence frameworks and their different emphases;</li> <li>• The relationships between the frameworks;</li> <li>• The strengths and weaknesses of the three frameworks vis-à-vis one another;</li> <li>• The relationship between the three frameworks and SDG Target 4.7.</li> </ul> <p>In addition, the workshop aims to provide participants with the opportunity to consider:</p> <ul style="list-style-type: none"> <li>• The relevance of the frameworks to the specific cultural, political and social challenges that exist within their own countries that may be addressed through the education system;</li> <li>• The extent to which the frameworks may need to be tailored and adapted in order to address those challenges.</li> </ul>
<p><b>Expected Outcomes</b></p>
<p>Workshop participants will understand:</p> <ul style="list-style-type: none"> <li>• The contents of the three competence frameworks, their different emphases, the relationships between the frameworks, and the relationship between the three frameworks and SDG Target 4.7;</li> <li>• The relevance of each of the three frameworks to addressing the specific cultural, political and social challenges that exist within their own countries;</li> </ul>

- The relative strengths and weaknesses of the three frameworks, and how they may need to be adapted in order to address the specific cultural, political and social challenges that exist within their own countries.