

*Learning and living
democracy*

Tool on teacher training for education for democratic citizenship and human rights education



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Tool on Teacher Training for Education for Democratic Citizenship and Human Rights Education

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Preface

Learning and living democracy – the new roles of teachers

Education, both formal and non formal, in a lifelong learning perspective, is crucial to the development of active citizenship, the quality of participation in a democratic society and in fostering democratic culture. The role of teachers in promoting democracy learning through active, participatory approaches is essential.

The success of education for democratic citizenship and human rights depends largely on the teaching profession. This has been recognised several times by the political bodies of the Council of Europe, first in the Parliamentary Assembly's Recommendation 1346 (1997) on human rights education (item 11) and then in Recommendation (2002) 12 of the Committee of Ministers to member states on education for democratic citizenship (item 4). The Third Summit of Heads of State and Government of the Council of Europe (2005), called for increased efforts in the field of human rights education and for enhanced opportunities for the training of educators in the field of education for democratic citizenship, human rights, history and intercultural education.

There are specific challenges to be faced in the member states, such as the need to raise the level of professionalism of teachers; the need to change the qualification of teachers, introducing new that are important today; and the need to link formal initial teacher training to trainer training, which usually involves non-formal learning and learning through project-related activities.

The aim of this publication is to give ideas and guidelines for action to support teacher/trainer training in education for democratic citizenship (EDC). It is a result of a collective work coordinate by the Council of Europe. The text was written by a group of experts in the field of citizenship learning. The initial draft was presented at the launching conference of the 2005 European Year of Citizenship through Education in Sofia, Bulgaria (13-14 December 2004) and referred for comments to the network of EDC co-coordinators, established by the Council of Europe and having representatives in 46 member states. The text was revised since and complemented with case studies and examples of good practice collected after the 2005 European Year of Citizenship through Education. Education authorities in member states are invited to adapt this document to their country contexts, providing adequate explanations of concepts and, if necessary, translating the text to make it accessible to teachers and trainers in their mother tongue and, if possible, with good practice examples from their own country.

1. THE NEED FOR TEACHER TRAINING IN EDC

In a world of rapid change and increasing diversity, the need for an active, informed and responsible citizenry is greater than it has ever been. The role of education in creating such a citizenry is now almost universally acknowledged.

The ability to engage in public life and affairs intelligently and responsibly is something that has to be learned. While a certain amount may be picked up informally in the family, the nature of life today is that this can never be sufficient to produce the kind of informed and effective citizens that modern democracies require to maintain their continued existence. Education for democratic citizenship (EDC) needs to be a feature of formal as well as informal education, and an entitlement for all citizens in a democratic society.

In this chapter we consider the kind of professional training programmes – pre-service and in-service – that is needed to enable teachers to deliver high quality EDC in schools, and factors affecting the way such programmes should be constructed.

1.1. Challenges to the traditional model of citizenship

The idea of EDC is not new. There has been an element of civic or citizenship education in various European countries for many years. In the main this has consisted largely of informing learners about the political system – that is to say, the constitution – in place in their country, using formal methods of instruction. The underlying model of citizenship has therefore been a passive and minimal one. Citizenship for the vast majority of ordinary people has consisted in little more than the expectation that they should obey the law and vote in public elections.

In recent years, however, events experienced and changes taking place across Europe have challenged this model of citizenship. They include:

- ethnic conflicts and nationalism;
- global threats and insecurity;
- development of new information and communication technologies;
- environmental problems;
- population movements;
- emergence of new forms of formerly suppressed collective identities;
- demand for increasing personal autonomy and new forms of equality;
- weakening of social cohesion and solidarity among people;
- mistrust of traditional political institutions, forms of governance and political leaders;
- increasing interconnectedness and interdependence – political, economic and cultural – regionally and internationally.

In the face of challenges such as these, it has become clear that new kinds of citizens are required: citizens that are not only informed, but also active – able to contribute to the life of their community, their country and the wider world, and take more responsibility for it.

1.2. A new kind of citizenship requires a new kind of education

Traditional models of education are simply not equipped to create the kind of active, informed and responsible citizenry that modern democracies require. In important ways, they are failing to respond to the demands of a rapidly changing social, economic, political and cultural environment – for example, by continuing to:

- deny learners the opportunity to explore and discuss controversial social and political problems by emphasising the teaching of academic knowledge, at a time when they appear to be losing interest in traditional politics and forms of political engagement;
- focus on fragmented disciplinary knowledge and classic ‘teacher-textbook-student’ learning at a time of rapid advance in new information and communication technologies;
- restrict civic education to factual information about ‘ideal’ systems at a time when citizens need to be taught practical skills of participation in the democratic process themselves;
- nurture dominant cultures and ‘common’ national loyalties at a time when political and legal recognition of cultural difference has come to be seen as a source of democratic capital;
- detach education from the personal lives of learners and the interests of the local community at a time when social cohesion and solidarity is declining;
- reinforce the traditional divide between formal and informal and non-formal education at a time when education needs to address the needs of lifelong learning;
- promote state-focused forms of education and training at a time of increasing interconnectedness and interdependence at a regional and international level.

What is required are new forms of education that prepare learners for actual involvement in society – forms of education that are as much practical as theoretical, rooted in real life issues affecting learners and their communities, and taught through participation in school life as well as through the formal curriculum.¹

The need to provide such teaching presents important challenges for the teaching profession. It means learning new forms of knowledge, developing new teaching methods, finding new ways of working and creating new forms of professional relationships – both with colleagues and with learners. It emphasises teaching based on current affairs over the understanding of historical systems, critical thinking and skills teaching as well as knowledge transmission, co-operative and collaborative working rather than isolated preparation, professional autonomy instead of dependence on central diktat. It requires a change in how we perceive learning, from an idea of learning as teacher-centred to learning through experience, participation, research and sharing.

1.3. EDC as a common European approach

In response to the need to strengthen and advance democracy through education, the Council of Europe and the European Union have sought to develop and promote new forms of EDC that have Europe-wide application.

1. K. Dürr, V. Spajic-Vrkaš, and I. Ferreira-Martins, Strategies for learning democratic citizenship, Strasbourg Council of Europe, 2000, DECS/EDU/CIT (2000) 16, pp. 31-32.

a. Council of Europe

The Council of Europe launched in 1997 a comprehensive project on EDC with a threefold task: clarification of key concepts, development of teaching and learning strategies, and the establishment and monitoring of innovative learning practices in so-called ‘sites of citizenship’.

The project developed a new approach to EDC. It combined the idea of multi-faceted practice with ‘bottom-up’ strategies, was based on common European values, and aimed at active citizenship and participation through lifelong learning in a range of formal and non-formal educational settings.

The approach was influenced by the Council of Europe’s *Declaration and Programme on education for democratic citizenship based on the rights and responsibilities of citizens* of 1999, in which it is stated that EDC should become an

“essential component of all educational, training, cultural and youth policies and practices.”²

A year later the European Ministers of Education adopted the *Krakow Resolution and the draft common guidelines for education for democratic citizenship*. The document re-defines democratic citizenship by adding a set of new dimensions to an earlier commonly accepted concept of citizenship and reinterprets the way it should be learned and taught. In particular, democratic citizenship was seen as encompassing several dimensions – including the political, the legal, the social and the economic. In doing so, it ratified the notion that democratic citizenship should be seen as applying not only at the regional and national level, but also at the European and the global level.

The principles and contents of EDC were further clarified in the Committee of Ministers’ Recommendation Rec(2002)12 on Education for Democratic Citizenship.

The recommendation states that education for democratic citizenship should be at the heart of educational policy-making and reform, and is

“fundamental to the Council of Europe’s primary task of promoting a free, tolerant and just society.”³

It sets out an approach to EDC that:

- embraces any formal, non-formal or informal educational activity which prepares an individual to act throughout his or her life as an active and responsible citizen respectful of the rights of others;
- seeks to contribute to social cohesion, mutual understanding, intercultural and inter-religious dialogue, and solidarity – promoting equality between men and women and encouraging the establishment of peaceful relations within and among peoples;

2. Declaration and Programme on education for democratic citizenship based on the rights and responsibilities of citizens (adopted by the Committee of Ministers on 7 May 1999 at its 104th session), Strasbourg, Council of Europe, 1999.

3. Recommendation (2002)12 of the Committee of Ministers to member states on education for democratic citizenship. Adopted by the Committee of Ministers on 16 October 2002 at the 812th meeting of the Ministers’ Deputies). Strasbourg, Council of Europe.

- is a factor for innovation in terms of organising and managing overall education systems, as well as curricula and teaching methods.

As such, EDC may not be equated with a single discipline, school subject, teaching or training method, educational institution or learning setting, learning resource, group of learners or a particular period of study. It is a comprehensive and holistic approach that encompasses, in a lifelong perspective a broad range of other approaches, programmes and initiatives, formal and in-formal, as well as non-formal – such as civic and political education, human rights, intercultural and peace education, global education, education for sustainable development, etc.

Consequently, it is seen as a complex tool for advancing value-oriented knowledge, action-based skills and change-centred competences that empower the citizens for a productive life in a pluralist democracy. In particular, EDC, as defined by the Recommendation, promotes self-awareness, critical thinking, freedom of choice, commitment to shared values, respect for differences, constructive relations with others and peaceful conflict-resolution, as well as global perspective – all of which are important for personal development of a democratic citizen and a democratic society as a whole.

b. European Union

In the *Lisbon Strategy*,⁴ launched in 2000, and in the *Detailed Work Programme on the Follow Up of the Objectives of Education and Training Systems in Europe* of 2002, the European Union includes active citizenship among its strategic objectives, aiming to make Europe

“the most competitive and dynamic knowledge-based economy in the world; capable of sustainable economic growth with more and better jobs and greater social cohesion”.⁵

Active citizenship has been recognised as an important goal of the Bologna Process, which sets the goals for higher education, and the European Lifelong Learning Strategies, as well as the European youth policies. In reference to youth, the 1991 European Commission’s paper “A New Impetus for European Youth” advocates new forms of European governance based on youth autonomy and active citizenship, while the White Paper “European Governance” defines openness, participation, accountability, effectiveness and coherence as the key principles of good democratic governance.

1.4. The need for more effective systems of teacher education

However, while the need for an active, informed and responsible citizenry is now generally agreed, and role of education in creating such a citizenry is almost universally acknowledged, current evidence suggests that there is a real gap between the rhetoric of need for EDC and what actually happens in practice.

4. European Council, Lisbon (Portugal) 23-24 March 2000, European Parliament.

5. Education Ministers of the European Union, Bratislava (Slovakia), June 2002, Work Programme on the Follow Up of the Objectives of Education and Training Systems in Europe, (<http://europa.eu.int/comm/education/doc/official>).

This has been confirmed by two recent studies prepared by the Council of Europe: *Stocktaking Research on Policies for Education for Democratic Citizenship and Management of Diversity in Southeast Europe*,⁶ and the *All European Study on EDC Policies*.

One of the main findings of the Council of Europe's *All-European Study on EDC Policies* was of a considerable "compliance gap", almost a gulf, in member states at all levels and sectors of education, between policy intentions for EDC and the provision of adequate resources – information, human, financial and technological – to turn those intentions into effective policies and practices in reality.

In particular, the *All-European Study on EDC Policies* concluded that:

“despite the importance it is given in policy statements, teacher training schemes do not give enough support to EDC implementation efforts”.⁷

It found, overall, that very little systematic support was provided for initial or in-service teacher professional development in EDC. In most cases, in-service teacher training activities were the result of ad hoc initiatives, school-based schemes or school-civil society collaboration. EDC initiatives in initial teacher education, where they existed, were largely generalist in nature. Seldom were there cases when EDC-related teacher training schemes were brought together under one government programme or one EDC policy implementation scheme – exceptions being the Association for Citizenship Teaching in England, the Federal Centre for Civic Education in the Russian Federation, the ‘New Horizons’ teacher training programme of Czech universities, and civics and citizenship studies for teacher training in Hungary.

This observation can be inferred quite easily even from the study on Western Europe, a region with long-standing experience in EDC policies:

“The overall pattern in the Western Europe region is of limited, sporadic teacher training related to EDC, with the majority of it generalist in initial teacher training and optional in terms of in-service training. This does not match with the crucial role of teachers in developing effective EDC practices. It raises serious questions about the ability and effectiveness of teachers to promote the more active, participatory approaches associated with the reforms of citizenship or civic education in many countries”.⁸

Clearly, the success of EDC depends upon teachers. It is they who introduce and explain new concepts and values to learners, facilitate the development of new skills and competences, and create the conditions which allow them to apply these skills and competences in their everyday lives at home, in school and in the local community.

However, the recognition of the role of EDC in preparing people for life as active and responsible citizens broadens teachers' responsibilities and sets them new challenges. Some of these challenges were noted as long ago as 1987 at the 15th Standing Conference of

6. C. Harrison, B. Baumgartl, *Stocktaking Research on Policies for education for democratic citizenship and management of diversity in Southeast Europe*, Strasbourg, Council of Europe, DGIV/EDU/CIT (2001) 45 final.

7. *All-European Study on EDC Policies*, Strasbourg, Council of Europe, DGIV/EDU/CIT (2004) 12, p. 22.

8. D. Kerr, *All-European Study on EDC Policies: Western Europe Region*, DGIV/EDU/CIT (2003) 21, Strasbourg, Council of Europe, 2003, p. 38.

Ministers of Education of the Council of Europe meeting in Helsinki. The *Resolution on new challenges for teachers and their education* draws attention to the kind of assistance and encouragement teachers need – including pre- and in-service training in which they can acquire the personal and social skills needed for new forms of classroom management, team work and co-operation with local and other partners, as well as an understanding of European values and their transmission to young learners in modern, pluralist societies. It also means training in familiarity with intercultural education, education in human rights and democratic citizenship, European and global issues, and health and safety education.

In addition, the new role for EDC also extends the categories of actors who should be involved in the promotion of EDC. Recommendation (2002) 12 on Education for Democratic Citizenship presupposes the active involvement not only of school teachers, but of a range of other actors working in non-formal and informal education – especially, trainers, advisers, mediators and facilitators. The quality of EDC therefore depends upon the preparation and training of all those involved, both prior to and during their EDC service.

The evidence suggests that, to date, attempts to deliver the kind of comprehensive, inter-disciplinary and dynamic training that teachers and other actors require have only been limited and sporadic. There is, therefore, a definite need throughout the member states to develop more effective systems for delivering appropriate and co-ordinated training programmes in EDC, both at pre-service and in-service level.

1.5. Factors affecting the provision of teacher training programmes

Having outlined the critical role of teacher education in the implementation of EDC policy, we now consider some of the key factors affecting the provision and nature of training for **teachers**⁹ – although many of the issues apply equally in the case of other relevant actors. These fall roughly into two categories: factors arising out of the nature of EDC and the way in which it is developing in schools; factors arising out of the nature of teacher training as it is currently exists.

1.5.1. Factors arising out of the nature of EDC

The nature of EDC and the way it is currently developing in schools has important implications for the provision and nature of the teacher training that is required. They include:

1.5.1.1. EDC is both a school subject and a whole-school approach

It encompasses discrete subject teaching, cross-curricular work, democratic school practices and community involvement. This means that training is both an issue at a general level for *all* teachers, and a concern for *specific subject teachers* – particularly those who teach citizenship or civic education and closely related ‘carrier’ subjects, such as history, political science and social science. To the extent that EDC is a whole-school process, training is also

9. Teacher means those who are responsible and intentionally promote EDC learning directly to children, young ones and adult learners in different contexts, formal, non formal and systems. They may have different roles, such as class teachers, principals, teachers etc. The word trainer has two meanings:

- teacher educators who are responsible for training and helping others to be teachers of children, young people in EDC (pre-service training in universities and colleges);
- trainer educators who are responsible to train others to be teachers educators (post graduation, master degree etc).

an issue for *school principals* and *senior management teams*. It also suggests the need for teacher training to be carried out at *several different levels*, including:

- curricular content
- teaching and learning methodologies
- management skills
- people or participative skills.

1.5.1.2. EDC has tended to develop in a 'bottom-up' way

Particularly in countries with decentralised education systems and high levels of teacher autonomy. Where this has happened, teacher-training activities – insofar as they exist – tend to be fragmented and unsystematic, consisting of independently organised courses, seminars or conferences delivered partly or wholly by a mixture of local and international non-governmental organisations or intergovernmental organisations, pedagogical institutes and professional associations. This suggests the need for *research* into the overall level and nature of existing provision within individual member states and *a more co-ordinated approach* to future provision both at regional and state level.

1.5.1.3. EDC is an innovative concept

The democratisation of education has significant implications for schools and teachers. In some circumstances it means countries having to fundamentally change their teaching orientation quite radically – especially, in education systems dominated by traditional, ‘top-down’ approaches to teaching and learning and hierarchical approaches to authority. The sorts of training activities that are required can often therefore be *wider in scope* than is usually the case in teacher training, and have to address fundamental issues relating to the development of more *open, participative and democratic teaching and learning styles*. For in-service training, in particular, this may involve teachers in a considerable amount of *unlearning* of old and deeply ingrained teaching processes and practices. A didactic, teacher-led, textbook-dominated, knowledge-based orientation has to be replaced by one emphasising student involvement, a broader range of teaching methods and a more skills-based approach.

1.5.1.4. The concept of EDC is not always well understood

There has been a tendency among some practitioners and policy-makers in some circumstances to have a *restricted view* about what EDC is and what it means in schools. It is not uncommon, for example, for the aims of EDC to be identified with the making of ‘good’ citizens, in the sense of polite and caring individuals. Understood in this way, the provision of EDC in schools becomes limited to the cultivation of caring and considerate behaviour and the creation of opportunities for students to become involved in ‘good works’, rather than an intellectually stimulating activity that challenges young people to engage with their status as citizens of society. Another form of misunderstanding is to see EDC simply as a kind of teaching method without any specific content – often identified as ‘discussion’ in a rather general way. Yet another is to identify EDC with personal development – that is, with the nurturing and growth of self-confidence, self-esteem and so on. Where EDC has been conceived in ways like these, it has quite naturally had low status in the eyes of policy-makers and practitioners in institutions in comparison with other subjects and, consequently, been seen as a low priority for teacher training. In providing teacher training programmes in EDC,

therefore, there will in many cases be a need to address at a fundamental level the *concept of EDC* that teachers possess and the types of *attitude – or prejudice –* that accompany it. Training programmes cannot take it for granted that teachers will either understand what EDC is – at least in the sense now generally accepted at policy level throughout the member states – or regard it as being a good thing.

1.5.1.5. EDC is implemented differently in different countries

In some countries EDC is taught through a cross-curricular approach, whilst in others it may be seen as integral to one or more existing school subjects, such as social sciences, history or geography. There are countries where EDC is a regular or optional school subject, and others where there are no programmes at all. Similarly, EDC may appear under a variety of names – for example, civic education, citizenship education, human rights education, intercultural education, character education, global education. It may have different aims and emphases, or use different teaching methods. It may be related solely to formal settings, or be expanded to include informal and non-formal learning. Training programmes need to be aware of these differences in practices and to consider the extent to which they reflect different conceptualisations of EDC and lead to differences in citizens' competences. If they do, these differences may actually hinder the promotion of a common European approach to education, and, consequently, the development of common democratic culture in Europe.

1.5.2. Factors arising out of the nature of teacher training

There are also factors affecting the development of EDC training that come from the nature of teacher training as it currently exists.

1.5.2.1. Teacher training is delivered through a wide range of providers

They include government agencies, non-governmental and inter-governmental organisations, pedagogical institutes, professional communities, and private and commercial companies. This often makes for fragmented provision, with the result that government agencies are sometimes unaware of the level or quality of EDC training taking place nationally. It is important therefore in developing programmes of teacher training in EDC to ascertain just what different *modes of delivery* are available within individual member states and how these might be *co-ordinated* and *sustained*.

1.5.2.2. Primary and secondary teachers normally have access to different forms of training

Teacher training provision usually reflects the fact that primary teachers are generalists and secondary teachers are subject specialists. This makes it likely that very different forms of EDC training will be needed for *primary* and *secondary* school teachers – at both pre-service and in-service level.

1.5.2.3. Beginning and experienced teachers have very different training requirements

Pre-service and in-service training are normally structured in quite different ways, reflecting the different needs of teachers at different stages in their teaching careers. Pre-service training is generally organised or recognised by the state and provided through universities, teacher training colleges, training schools or commercial companies for a significant period of time – often for 3 or 4 years. In-service training, on the other hand, can vary from the occasional

seminar or workshop to a further university degree. This means that *training geared towards pre-service training in EDC is likely to be of a different order from that provided for in-service training*. In some circumstances, it may also mean that where resources are restricted a *choice* has to be made between support for one or the other as part of a national strategy – for example, in practice in-service courses are often better suited for training a larger number of teachers in a short time, as well as being cheaper than initial teacher training programmes.

1.5.2.4. In-service training is often voluntary

In less centralised education systems, the decision of whether to attend training seminars or embark upon a course of training is often left up to the individual teacher. Funding may or may not be made available to cover the cost – either to the individual or to the school concerned. In order to develop a more systematic approach to EDC training it is important to develop *mechanisms* – beyond outright compulsion – that will encourage teachers to take up opportunities for in-service training in EDC, or encourage schools to reflect more closely upon the EDC training needs of their teachers – e.g., by linking EDC training to career development, or to school improvement or development plans.

1.5.2.5. Teacher training makes increasing use of new technologies

Web-based resources are steadily being used to support teacher training – particularly at in-service level. They include case studies, information on teaching styles, exemplar lesson materials and self-evaluation tools – sometimes in the form of distance learning packages. It raises the question of how *on-line resources* might be best developed to provide aspects of teacher training in EDC.

2. SUPPORT STRUCTURES AND MECHANISMS

The effectiveness of teacher training policy depends in the first instance on the quality of the structures and mechanisms designed to support it, and of the resources that are available to deliver its objectives – information, human, financial and technological. This is as true of EDC as of any other aspect of education.

However, the process of creating the structures needed to promote teacher training in EDC is as yet comparatively undeveloped in many countries – both in policy and in practice. In this chapter we consider some of the steps that might be taken to arrive at a more unified and comprehensive approach.

We recognise that different countries are at different stages in this process. European countries do not all share the same educational histories and traditions, or have access to the same sorts or levels of resources required to convert EDC policy into a reality. While the development of teacher training in EDC is well under way in some countries, in others it is still only in its infancy.

2.1. Policy-making

The development of a systematic approach to EDC training begins at the level of policy. This in turn has its origins in political commitment. What is required, therefore, is a written policy explicitly expressing the desirability of a national approach to teacher training in EDC and a commitment to find the resources needed to make this a reality in practice. Ideally, it should include both pre-service and in-service training, but where resources are limited it may – in the short term at least – be restricted to the latter. It should also include a commitment to creating space for both state and non-state agents in relation to EDC training – particularly for the important role that NGOs can and do play.

National policy that is based on a poor or insufficient understanding of present states of affairs in practice is unlikely to be successful. It is important, therefore, that policy development is preceded by an audit and evaluation of EDC training initiatives that are already under way in the country – as well as a current needs assessment.

2.2. Policy implementation

It is essential that **responsibility** for policy implementation should be clearly identified within state agencies. Where responsibilities lie in different areas of administration – for example, responsibilities for pre- and in-service provision, it is important that these are subject to some form of overall co-ordination, e.g., through ministries, universities, pedagogical institutes, national EDC training centres or professional bodies. There is an argument, too, for having forms of regional co-ordination where conditions allow, including regional advisers.

Co-ordination at national level must not be confused with a centralised, authoritarian – or ‘top-down’ – approach to policy implementation, however. It is in the nature of EDC development in schools in many countries to date that the introduction of elements of EDC both into the taught curriculum and into the culture of the school have originated in grass-roots initiatives – school-based schemes and school-civil society collaborations – often supported by NGOs or encouraged by governmental ‘pump-priming’. At the same time it is in the nature of EDC as a concept that opportunities should be created for ‘bottom-up’ initiatives

to flourish. The ultimate aim of EDC is to equip people for life in a more genuinely democratic society, and one way in which this can be achieved is through the development of a more genuinely democratic educational culture.

Understood in this way, national co-ordination is not about the issuing of diktats by central government but rather the unification of sundry ad hoc EDC training initiatives in one systematic national or federal programme or policy implementation scheme. This means finding ways to support the voluntary activity of individuals, schools and local networks as well as monitoring and evaluating the quality of the provision that arises out of it.

2.3. Pre-service training

The first step in developing EDC in pre-service training is the introduction of a general element of EDC into the training of all new teachers. At primary level this should be done in the context of the whole school curriculum, as a form of cross-curricular competency. At secondary level it is best done within the context of the trainees' specialist subjects, e.g. how EDC can be taught through social science, etc.

In each case, training should cover both EDC content and teaching methods – including how they might be applied in the teaching of other school subjects – and issues that relate to the creation of more democratic and participatory approach to school life in general.

The second step is to introduce some element of specialisation into EDC training at secondary level – for example, courses in which EDC is taught jointly with another school subject, or as a teacher's 'second subject'. This will be more effective the closer the affinity between EDC and the subject in question. In general, subjects like history, social science and political science are the most likely to provide suitable partners, but this is not to rule out other like geography or native language teaching – or religious education, where it is taught following a non-confessional, multi-faith approach.

The third step is to introduce EDC as a specialist subject at secondary level – or, in the case of joint courses, to make EDC the senior partner. This may also incorporate training in how to co-ordinate EDC initiatives across a school as a whole and, ultimately, to provide a basis for training other teachers in EDC techniques.

However beneficial training courses or postgraduate programmes are, for pre-service EDC training to be genuinely effective, supplementary support structures and mechanisms are likely required. They include:

2.3.1 School placements or specialist training schools

It is crucial to EDC pre-service training that beginning teachers are provided with opportunities to practise EDC in real settings. This means establishing a system of school placements or specialist training schools. In the case of school placements, it is important that the schools chosen exemplify good practice in EDC and are able to provide their trainees both with experience of EDC within a range of settings and with professional support. Where EDC is still emerging in schools, this may mean giving attention to the way in which schools are prepared for this responsibility – itself a training task.

2.3.2. EDC-specific standards or competences

In order to guarantee quality of provision of pre-service EDC training – especially where a range of different kinds of institutions may be involved – it is useful to identify a set of EDC-specific standards or and to make the acquisition of these a qualification for entry to the teaching profession. Professional standards or competences exist at the general level in a number of countries, but as yet they have seldom been made subject-specific.¹⁰

2.3.3. Monitoring quality

Alongside the existence of professional standards should be some means of assessing the extent to which pre-service EDC training activities are providing appropriate opportunities for these to be developed in beginning teachers. This means some system of overall quality control or assurance, or official inspection, of the institutions or organisations providing the training.

2.3.4. Induction period

Once the pre-service training course is over, it is helpful if new teachers are allowed a period of time in which, as they embark on their professional practice, they are able to consolidate what they have learned – say, for an initial year. Among other things, this should involve a limited teaching timetable – for example, 75 per cent or 80 per cent, and some system of professional support.

2.3.5. Professional support

Professional support in EDC for beginning teachers may be provided externally – for example, by institutions and organisations responsible for initial training, professional associations, government agencies or other bodies. However, it should also include within-school support. This means some system of professional mentors or tutors, i.e., practising teachers who have as part of their responsibility the role of supervising and supporting beginning teachers in their EDC work. How this role is understood depends to some extent on whether EDC is seen as a general competency expected of all teachers or a separate subject – or both.

Whichever is the case, mentors need dedicated time in which to carry out their work, both for lesson observations and face-to-face interaction. They will also need training. Being a professional mentor is more than being a good EDC practitioner. This means EDC mentoring courses or seminars, or some kind of ‘mentor induction pack’ (with a parallel one for the trainee teachers themselves). Understood in this way, mentor training can become a form of in-service EDC training in its own right.

2.4. In-service training

The first step in developing a systematic approach to EDC training at in-service level is to audit the range of training activities that are currently taking place in a country. These are likely to be organised and delivered by a range of providing institutions, including

10. C. Birz ea, Education for democratic citizenship: a lifelong learning perspective, Strasbourg, Council of Europe, DGIV/EDU/CIT (2000) 21, p.83.

non-governmental and inter-governmental organisations, higher education institutions, and private and commercial companies.

The second step is to begin to organise all these activities into a unified programme, deciding which to provide with active support at a national level and, where there are obvious gaps in provision, which of the gaps to begin to fill first. This is not to be confused with the kind of centralised educational programme in which every last detail is dictated by central government. Rather the idea is to bring together a range of different activities – local as well as regional – into one systematic approach, which thereby gains in effectiveness.

In terms of general strategy, a number of different ways of proceeding or areas of support are possible:

- EDC training aimed at school principals, senior managers and governors;
- general EDC training for all teachers;
- specific training aimed at developing specialist EDC teachers;
- training in EDC training aimed at developing school or locally-based EDC trainers.

In terms of method, training practice may focus either on individuals or on institutions (for example, where training is provided for a whole school staff at once) – or both.

It is important, especially in situations in which EDC training is still only in its infancy or where resources are restricted, to be able to concentrate support on grass-roots initiatives that are already under way. It is also in the spirit of EDC as a concept to support ‘bottom-up’ forms of EDC training, e.g., local voluntary networks, communities of practice or EDC peer groups. A community of practice is an extended group of people – not all of whom are necessarily practitioners as such – sharing a belief in and promoting the same set of educational understandings and practices. A peer group is a small, local group of practitioners who meet together to give each other support in certain aspects of their practice.

In providing an effective system of EDC in-service training, a number of supplementary support structures and mechanisms are important. They include:

2.4.1. Training materials

Training materials for EDC in-service training can take different forms, e.g., case studies, teaching strategies, assessment techniques, model lessons, schemes of work, exemplar school activities, etc. These may be web-based, or take the form of a distance learning package or professional handbook. They may also take the form of curriculum materials – e.g., textbooks or manuals – that either have an EDC training element attached to them or are drawn up in such a way as to induct teachers into new forms of practice.

Training videos are a particularly effective and economic way of disseminating good practice to a large number of teachers and schools. They also have the advantage of being able to display examples of EDC practice in real time.

Training materials should reflect not only the need for teachers to be skilled in the sorts of pedagogy associated with EDC, but also in the subject content of EDC and their development as “teacher researchers”.

2.4.2. Quality assurance

Quality assurance is a mechanism for making EDC more effective at school level. It allows schools to evaluate their achievements, audit existing levels of teacher skill and knowledge, and identify their development needs. EDC self-evaluation tools allowing teachers to audit their level of knowledge, skill and expertise now exist in some countries, and also self-evaluation tools for schools as institutions.¹¹

2.4.3. Accreditation and formal qualifications

Another way of supporting in-service EDC training is through the state-recognised accreditation or certification of training courses. A system of formal qualification is made all the more effective by being closely linked to teachers' personal career development and/or school development or improvement plans. The purpose of accreditation is not 'licensing' in the sense of censoring certain types of practice, as was sometimes the case in the past, but to provide an incentive for teachers to volunteer for additional training by linking competence development to financial reward and/or career development.

2.4.4. Specialist training and demonstration schools

Establishing a system of schools as "centres of excellence" for EDC can have the dual function of providing high quality school placements for trainee teachers following pre-service training courses and a facility for in-service training. Data on such "centers of excellence" could be displayed on the Internet portals of the Ministries of Education, local Departments of Education, or via the non-formal education networks.

2.4.5. A professional association

A strong EDC professional association operating at a national level is able to support EDC training in many different ways – through arranging and co-ordinating courses, seminars and workshops to disseminating research and setting up local networks of practitioners. It can also act as a national focus for EDC training, through the publication of a professional journal, newsletter or e-bulletin and/ or the establishment of a national EDC centre.

2.4.6. International co-operation and exchange programmes for teachers

As the Council of Europe project on Education for Democratic Citizenship has demonstrated, there is a lot to gain from international exchange of good practice in teacher training for EDC. A number of recommendations for teacher training in EDC were voiced at the 2003 conference on bridging the gap between EDC Policy and Practice, and at the 2005 conference on teacher training for EDC. The following was suggested in 2003:¹² when discussing what should be done:

- before starting a course, engage in discussion about democracy, rights and responsibilities, attitudes, values;

11. The School Self-Evaluation Tool for Citizenship Education published, the Association for Citizenship Teaching, England and the Tool for Quality Assurance of EDC in Schools (Tool 4), developed jointly by UNESCO, CEPS (Slovenia), and the Council of Europe.

12. G. Morris, EDC Policy and Practice: How to Bridge the Gap?, Strasbourg, Council of Europe, 2003, DGIV/EDU/CIT (2003) 36, pp. 17-18.

- identify and prioritise the category of teacher to receive training. Specialist EDC teachers? Other subjects?
- develop a historical and philosophical approach to EDC training, and not only for teachers;
- train teachers in groups from the same school rather than individual teachers (whole school staff);
- set up co-operative schemes: Council of Europe and teacher training institutions and NGOs to support EDC;
- focus on how schools may be opened up to the local community;
- conduct public discussions on the role of the teacher in society;
- universities need to have Chairs with regard to training of teachers for EDC.

The 2005 conference on the role of teachers in promoting education for democratic citizenship and human rights education provided ideas for action in member states. As it appears in the report of this conference,¹³ teachers must be sensitised to the true meaning of EDC which does not merely include teaching history and political literacy. EDC is an umbrella term encompassing class management techniques, teaching strategies, school management, assessment and feedback, learning styles, non-formal education and a host of skills, initiatives and approaches. Teachers need also to be trained to make EDC visible and audible in school and out of school. EDC needs to permeate school life, so teachers need to know how to make use of all opportunities school offers.

International co-operation can help raise awareness of best practices in Europe and support democracy learning in the years to come.

13. M.-R. Mifsud, Conference on teacher training for education for democratic citizenship (EDC) and human rights education (HRE), Strasbourg, Council of Europe, 2005, DGIV/EDU/CIT (2005) 23.

3. TEACHER COMPETENCES

In this chapter we consider sorts of professional competences and dispositions that teachers require in order to support students in their learning in EDC.

To do so, we must first consider the aims and purposes of EDC. The core objective of EDC is to encourage and support learners to become active, informed and responsible citizens.

Such citizens are:

- *aware* of their rights and responsibilities as citizens;
- *informed* about the social and political world;
- *concerned* about welfare of others;
- *articulated* in their opinions and arguments;
- *capable* of having an influence on the world;
- *active* in their communities;
- *responsible* in how they act as citizens.

3.1. What must students learn in EDC?

Helping students to develop as active citizens involves much more than presenting them with factual information about their country's constitution or justice system, it also involves practical and conceptual knowledge; a range of skills and aptitudes; and attitudes and values.

It is helpful to think of these as the *three elements* of EDC learning:

- Knowledge and understanding;
- Skills and aptitudes;
- Attitudes and values.

These three different elements are essentially inter-related. This is because democratic citizenship – while it can be the subject of academic study in its own right – is first and foremost a practical activity. It means that the different elements should be learned together, not in isolation. Teachers trained in EDC need not only to recognise the interrelationship of these three elements at each stage of a young person's education, but also to be able to see how they can be integrated in a practical way in the classroom (see the case study of the Children's Rights Day in Banja Luka, p. 33).¹⁴

These three elements of EDC learning apply to *four dimensions* of active citizenship:

- political,
- legal,

14. The teacher could be viewed as an expert whose action is viewed as an integration of knowledge, behaviour, skills, attitudes and values. A teacher as an expert means also: the ability to understand abstract concepts, high levels of self-knowledge, the ability to make ethical judgments, the ability to take a responsible and engaged action in society.

- social,
- economic.

Each dimension requires distinctive knowledge and understanding; skills and aptitudes; and attitudes and values. They enable learners, respectively, to be able to be integrated into society, to draw on the cultural tradition and developments in the countries where they live, to find work and to participate in political decision-making.

The specific elements of EDC learning, integrated as they may be both in learning and in practice, can best be described separately.

3.1.1 Knowledge and understanding

What one should know and understand in EDC reflects the basic structure of politics, which can be summed up in three elements: politics relies on an *institutional framework*, politics is essentially a *process of decision-making*, and politics focuses on handling complex *issues* on which the future of society depends:

- Understanding the institutional framework
 - Politics – how does our democratic system work?
 - Law – which bodies and institutions are involved passing laws and making decisions?
 - Economy – how is public finance organised 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 are they applied in society?
- Understanding and forming an opinion on key issues
 - Current affairs – what is in 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?
 - Globalisation – how is globalisation affecting my life and those of others abroad?
 - Sustainable development – how can this be achieved?

3.1.2. Skills and aptitudes

The sorts of skills and aptitudes required in EDC teaching include:

- *Expression* – how to express and justify a personal opinion;
- *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 points 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.

3.1.3. Attitudes, values and dispositions

Knowledge and skills are tools that can be put to any use. They do not of themselves lead to the practice of active and responsible citizenship. Taken to the extreme, knowledge and skills in democratic citizenship will not only help democrats, but can be turned into weapons to destroy democracy. What is also required is the desire to participate positively in society, and the will to make this desire a reality. This shows how EDC learning always must include a normative, value-based dimension. The essence of democratic attitudes and values is that democratic citizenship should not only be understood and made use of, but cherished and appreciated and, if necessary, defended against scepticism and autocracy. However, while it is perfectly legitimate for values and attitudes of this kind to be encouraged in schools, they should not – unlike knowledge and skills – be assessed formally.

- 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 – putting forward my opinions clearly and with courage;

Democratic leadership – including others in decision-making;

Teamwork and co-operation.

- Values for democratic citizenship

Human Rights;

Equality;

Freedom;

Justice;

Peace;

Interdependence;

Pluralism;

Sustainable development.

3.2. What competences do teachers require to support EDC?

The competences that teachers require in order to support EDC should be coherent with active and responsible citizenship. They fall into a number of general categories:

3.2.1. Subject knowledge

In the first instance, teachers require sound subject knowledge – that is, of the aims and purposes of EDC, and the range of knowledge and understanding, skills and aptitudes, and values and dispositions that are to be developed in young people (see above). Without this kind of knowledge the teacher is unable to select learning objectives and plan activities to achieve them, or to achieve a balance between knowledge, skills and values learning.

3.2.2. Curriculum content

Teachers also require a reasonable knowledge of curriculum content, i.e., social, cultural, political and economic understanding – in relation to their own country and to the world as a whole. This will be expected to include understanding of the institutional framework of democracy, the constitution, and human and civil rights.

3.2.3. Teaching methods

While background knowledge and subject knowledge equip teachers with what is to be taught in EDC, these do not by themselves tell teachers how EDC is to be taught. Developing the right sorts of teaching methods, and learning how and when to use them, is one of the most important areas of teacher training in EDC.

3.2.4. Management and people skills

As EDC is a whole-school approach as much as it is a classroom subject, teachers also need to develop important EDC-related management and people skills – for example, in how to make links with and involve the local community, how to encourage student participation in school life, how to deal with potentially controversial and sensitive subject-matter and so on.

3.2.5. Reflection and improvement

EDC is dynamic as it is based on what happens in society and on individuals' relations to their community and society at large. This characteristic requires the capacity to reflect on and improve EDC regularly through teachers' personal and professional development and training, as well as their involvement and contribution to quality assurance of EDC within the whole school.

Case study

Suppose, for example, the teacher wishes to help develop students' democratic skills. One way of doing this would be to ask the students to consider the building of a fast highway from an airport to a tourist resort. The highway may make sense in economic terms, but not from other points of view, e.g., noise-pollution in a nearby residential area. Students are encouraged to bring forward arguments on either side and take a decision about this. On the way they may consider whether or not a compromise may be found, e.g., changing the course of the highway or building noise protection walls.

In order to stimulate discussion, the teacher could begin the activity by arranging a role play that simulates the process of public decision-making as it occurs in real life, with the students taking sides.

In this way the teacher is able to integrate a number of EDC learning objectives: not simply knowledge about democratic processes, but also the skills of expression and argument and a disposition of being able to work with ambiguous and open situations in decision-making.

Professional competences of this kind take time to develop and are built up through practice. It is unreasonable to expect all of them to be perfectly achieved before a teacher begins to teach EDC.

3.3. Personal qualities

In addition to professional competences, there are certain personal qualities that are needed by teachers of EDC 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 justly with students
- *openness* – willing to listen to and learn from students
- *impartiality* – valuing student contributions equally
- *empathy* – seeing issues from a student perspective
- *assertiveness* – challenging prejudice and aggressive behaviour
- *sensitivity* – treading carefully with controversial and emotive issues
- *respect* – recognising 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.

It is also important that teacher interest in issues relating to democratic citizenship and human rights should not be restricted to the professional activity of teaching, but extend beyond the

classroom into everyday life. In this way students are helped to see that EDC is not an abstract activity but relates to real-life issues in the world today.

Emphasis on qualities and interests of this nature reflects the need for teachers to be ambassadors for the values of active and responsible citizenship and transmit them through their relations with students and the ethos of the life of the institution.

While some of these are a matter of temperament or character and not generally amenable to change, others may be enhanced through training – and, to that extent, have a role to play in EDC training programmes.

3.4. Teaching methods

As teaching methods in EDC are perhaps less well understood than its content, we shall look at these in more detail.

As in every other teaching and learning activity, there is a cycle:

- *Plan* – select EDC learning objectives taking account of students' prior learning in EDC and design learning activities in order to achieve these objectives;
- *Implement* – carry out the learning activities;
- *Assess* – check to see whether students have learned what it was intended they should learn;
- *Evaluate* – reflect on the success of the overall learning activity and plan subsequent teaching accordingly.

Each of the stages of this cycle demands a particular repertoire of skills from the EDC teacher. These are not simply generic skills that apply in every subject, however. Teachers of EDC need, for example, to learn the sorts of learning activities that can be used in EDC – e.g., discussion, role play, simulations, project work – and how they can be used effectively in EDC. Similarly, they need an understanding of the kinds of learning that can be assessed in EDC, and how they can be assessed.

EDC is a distinctive form of educational activity that aims to equip young people to participate as active citizens, and as such employs distinctive forms of learning. Teachers need to be fluent in these forms of learning and able to put them into practice in different settings. They include forms of learning which are:

- *Inductive* – presenting learners with concrete problems to resolve or make a decision on, and encouraging them to generalise from these to other situations – rather than by starting from abstract concepts;
- *Active* – encouraging learners to learn by doing, rather than being told or preached at;
- *Relevant* – designing learning activities around real situations in the life of the school or college, the community or the wider world;
- *Collaborative* – employing group-work and co-operative learning;
- *Interactive* – teaching through discussion and debate ;

- *Critical* – encouraging learners to think for themselves, by asking for their opinions and views and helping them develop the skills of argument;
- *Participative* – allowing learners to contribute to their own learning, e.g., by suggesting topics for discussion or research, or by assessing their own learning or the learning of their peers.

The sorts of learning derive directly from the aim of EDC, and teachers need to become accomplished in employing them, e.g., knowing how to manage discussions and debates, organise group work, use different forms of questioning, and so on.

3.5. Management and people skills

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

3.5.1. 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 ridicule.

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.

3.5.2. Modelling skills and aptitudes, and 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.

3.5.3. 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 their minds assertively while still respecting points of view 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.

3.5.4. 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.

3.6. Reflection and improvement

The nature of EDC means that particular reflection and improvement skills are required in teachers.

3.6.1. Personal development

The need for self-reflection and for taking the time to pause, consider and draw lessons from experience and practice is to be fostered in teachers. Important aspects of self-reflection especially for EDC include the awareness of teachers' own values and dispositions and the coherence between these values and their EDC teaching and learning approaches. External or peer support can facilitate this process.

3.6.2. Professional development

On account of the dynamic nature of EDC and in order to ensure the relevance of EDC for students, regular updating and innovating of competences is required – in particular, EDC-related knowledge as well as teaching and learning approaches.

3.6.3. Co-operation

Engaging in co-operative activity – i.e., acting and learning with and from others, particularly fellow teachers and other practitioners – contributes to teachers' personal and professional development as well as to improving their practice of EDC. Teamwork within the school, membership of an EDC-related professional association, networking at local, national or international level, European and international projects and exchanges are examples of this kind of co-operation.

3.6.4. School self-evaluation of EDC

As the first step of a quality assurance process, teachers require the capacity of contributing to the setting of the school's goals for EDC and examining the school's performance, strengths and weaknesses in EDC against these goals. This implies the development of an evaluation culture and the acquisition of evaluation competences, such as using and evaluative instrument and quality indicators in EDC – see the *Tool for Quality assurance of EDC in schools* (Tool 4).

3.6.5. School development planning of EDC

As a basis for a quality assurance process, teachers need to be empowered for change. This implies that teachers believe in the value of their contribution to improving EDC in the school as a whole and have the capacity to develop proposals that will achieve this – for example, the ability to use the results of self-evaluation in EDC, take account of external evaluations (such as inspection reports and national examination results), identify improvement needs (such as teacher training), consider improvement steps and options, and participate in development planning debates within the school.

There is a multitude of interesting examples of specific events devoted to education for democratic citizenship and human rights education. The case study presented below on the Children's Rights Day in Banja Luka, Bosnia and Herzegovina, describes an event of this nature.



A student from an elementary school in Banja Luka presents work from his EDC class to visitors from the Council of Europe. This picture was taken in a primary school in Banja Luka, Bosnia and Herzegovina, on Children's Rights Day, 20 November 2003. Teachers and students from several primary schools around Banja Luka collaborated to produce a display of student work on children's rights in grades 1-9. The student explains the results of his work in excellent English and knows how to address his audience (skills and aptitudes). He shows commitment and pride in his work (values and dispositions). He is an expert in his field (knowledge and understanding). It may also be assumed that this experience added to his self-esteem.

This example shows how active citizenship may be practised and experienced in school: a student who can make his point so strongly in the classroom will be able to exercise his right of opinion in public. It also shows how EDC requires few material resources and can be done at any school and in any country. Teaching children's and human rights is an integral part of EDC. This example is based on material in the Council of Europe manual on teaching children's rights.¹⁵

15. R. Gollob and P. Krapf, *Exploring Children's Rights. Lesson Sequences for Primary Schools in Bosnia and Herzegovina*, Strasbourg, Council of Europe, 2004.

4. PROCESSES AND METHODS

Having outlined the competences that are needed for EDC teaching, we turn in this chapter to the processes and methods by which these competences are developed in pre-service and in-service teacher training. We also consider the processes and methods required in training EDC trainers.

In doing so, we are aware that the financial situation in some countries puts strict limits on the amount of time and resources available for teacher training. Taking this into account, we have tried to outline an approach to teacher training in EDC that does not depend for its effectiveness on the availability of any particular level of resources, but offers a general blueprint that can be followed in a range of training situations however well they are resourced.

For training in EDC to take place the main thing that is required is a group of teachers who are committed to the mutual improvement of their skills in EDC teaching. Normally, an expert trainer or trainers is also required – but in extremis a great deal can be achieved by teachers working together in self-help, or peer-support groups, if they follow the general principles outlined here.

We begin by setting out some of the general characteristics of teacher training in EDC that apply wherever it takes place.

4.1. Characteristics of teacher training in EDC

The way in which teachers are trained cannot be separated from what it is they are trained to teach.

The aim of EDC is to prepare people for life as active citizens in a democracy. While this involves a range of different kinds of learning – knowledge and understanding, skills and aptitudes, and values and dispositions, its overall focus is on developing in learners the propensity for taking action as democratic citizens. It is based on and grows out of real-life issues in the experience of learners themselves and encourages them to talk and work together with their peers and other citizens to resolve issues and make decisions that affect the quality of life in society – in their schools, their communities and the wider world.

To be effective, the training of teachers (and also teacher trainers) in EDC needs to reflect this overall aim and the kinds of learning it involves. The content of teacher education in EDC cannot therefore be confined to subject knowledge – social, political, cultural or economic. Nor can this process be confined to formal methods of instruction, such as the lecture. While there is an important place for subject knowledge and formal instruction methods in EDC training, they need to take their place alongside and be integrated with other forms of teacher knowledge and teaching methods, to create a distinctive EDC approach to teacher training that focuses on the development and support of students as active, informed and responsible citizens of society.

Essential to this distinctive approach are three basic principles:

- *Active citizenship is best learned by doing, not through preaching* – individuals need to be given opportunities to explore issues of democratic citizenship and human rights for themselves, not to be told how they must think or behave
- *Education for active citizenship is not just about the absorption of factual knowledge* – but about practical understanding, skills and aptitudes, and values and dispositions
- *The medium is the message* – students can learn as much about democratic citizenship by the example they are set by teachers and ways in which life in school is organised as they can through formal methods of instruction.

These principles have a number of important implications for the training process in EDC, namely.

4.1.1. Active learning

Teacher training in EDC should emphasise active learning. Active learning is learning by doing. It is learning through experiencing situations and solving problems yourself, instead of being told the answers by someone else. Active learning is sometimes referred to as ‘experiential’ learning.

Active learning is important in teacher training in EDC because being a citizen is a practical activity. People learn about democracy and human rights, not just by being told about them, but through experiencing them. In formal education this experience begins in the classroom, but it continues through the ethos and culture of the school or college. It is sometimes referred to as teaching *through* democracy or *through* human rights.

In important ways, teachers can learn how to create this experience for learners through being given the experience of active learning themselves in their training.

Active learning can also be a more stimulating and motivating form of learning than formal instruction and bring about longer-lasting learning – both for adults and young people – because learners are personally involved. It also helps learning because it focuses on concrete examples rather than abstract principles. In active learning, trainees are encouraged to draw out general principles from concrete cases, not vice versa, e.g., considering different types of rights from a specific ‘rights’-issue in school – for example, school rules or codes of behaviour – rather than through an abstract discussion of the concept of rights.

4.1.2. Task-based activities

Teacher training in EDC should be based around the tasks that teachers themselves need to carry out in the course of the EDC programmes which they teach, e.g., planning lessons, setting up projects, organising a human rights day, assessing students’ learning, establishing a student parliament, and so on. The Council of Europe children’s rights manual¹⁶ follows the principles of task-based learning, and teacher-training seminars should do the same.

16. R.Gollob and P. Krapf , Exploring Children’s Rights: Lesson Sequences for Primary Schools in Bosnia and Herzegovina, Strasbourg, Council of Europe, 2004.

Tasked-based learning is important for a number of reasons:

- It is an excellent form of active learning – that is, learning by doing
- It provides a structure to training seminars – participants leave at the end of a seminar with a task to work on and present at the beginning of the subsequent one
- It maximises the time available for training as teachers are working on tasks that they have to do anyway
- It provides real-life problems to solve and authentic material to analyse
- It makes training more meaningful and therefore more stimulating
- It gives teachers a sense of ownership and achievement.

4.1.3. Relevance

Training activities in EDC should grow out of real-life and everyday experience – issues which concern teachers and their students as citizens – such as crime, conflict, health care, the environment.

This is important because:

- Teachers of EDC need to be able to engage young people in activities that allow them to act as citizens
- Teachers of EDC need to be active in developing their own personal interest in and understanding of topical issues and current affairs – not in order to be able to be able to promote their own views in the classroom but to engage learners in issues and affairs of this nature and to demonstrate that it is important for democratic citizens to involve themselves.

4.1.4. Team work

Teacher training in EDC should emphasise collaborative forms of learning – in a variety of forms, e.g., pairs, small groups, larger groups and/or peer support groups. Working in teams is important because:

- It provides teachers with models of collaborative group work that they can apply in the classroom with learners;
- It encourages teachers to exchange their experience and opinions, and by sharing their problems, helps to increase the chances of solving them;
- It acts as a counterbalance to the experience of standing alone in a classroom.

4.1.5. Interactive methods

Teacher training in EDC should emphasise interactive methods, such as discussions and debates. Interactive methods are important because:

- They help teachers to learn how to use interactive methods in their own teaching
- It is a way of encouraging teachers to become active participants in their own training.

4.1.6. Critical thinking

Training in EDC should encourage teachers to reflect upon issues of EDC for themselves, rather than be supplied by ‘ready-made’ answers from trainers. This is important because:

- It helps teachers learn how to help learners to think for themselves – an essential attribute of democratic citizenship
- It gives them a sense of ownership and empowerment: they feel able to take responsibility for EDC teaching and for their own professional development.

4.1.7. Participation

Training in EDC should give teachers opportunities to contribute to the training process. As far as possible, they should be encouraged to be active in their training rather than the passive recipients of knowledge – for example, by choosing the tasks they wish to work on, evaluating their own strengths and weaknesses and setting targets for how they might improve.

An element of participation is important because:

- It helps teachers to learn how to build student participation into their EDC programmes
- It empowers them and gives them a sense of ownership
- It encourages them to become more responsible and self-directed – especially important where access to EDC training and support is limited.

Teacher training in EDC should be:

- *active* – emphasise learning by doing
- *task-based* – structured around actual EDC teaching tasks
- *relevant* – focus on real-life situations
- *collaborative* – employ group-work and co-operative learning
- *interactive* – use discussion and debate
- *critical* – encourage teachers to think for themselves
- *participative* – allow teachers to contribute to the training process.

4.2. The training process

The central training process in Education for Democratic Citizenship comprises 4 core elements: modelling – processing – application – instruction.¹⁷

Teachers who have experienced and been made aware of this process in their training will understand how to organise learning processes for their own students in the same way:

17. R. Gollob and P. Krapf, an Outline of Planning Elements and Learning Methods in Human Rights and Civic Education, p. 20, Strasbourg, 1998.

4.2.1. Modelling

All aspects of pre-service and in-service training can serve as a model of good learning and teaching in school. Modelling puts teachers in the position of learners. It enables them to see and experience what is involved in EDC from a learner's perspective. Training cannot simulate school, but it can create models for good teaching and creative learning that can be followed widely.

In the first instance, it is the training seminar that should function as a model. While there is room for a certain amount of formal instruction, EDC teaching and learning techniques cannot primarily be taught directly through lectures. They have to be modelled by the trainer. This applies to a whole range of teaching and learning activities from techniques – for example, for managing discussions, developing critical thinking, setting up project work and using visual aids – to planning lessons and schemes of work, and also to general principles of EDC teaching, such as teaching *in the spirit of* democratic citizenship or human rights.

Secondly, modelling applies to the personal role models that trainers should demonstrate to trainees by their example. Trainers should model the sorts of democratic values and dispositions that they expect teachers to demonstrate to their students, e.g., respect, openness and a willingness to resolve conflict through argument and debate.

4.2.2. Processing

To be effective, however, modelling has to be followed by a period of reflection, or 'debriefing'. Teachers need time to reflect on what they have done and experienced when working on their tasks. They need time to draw out what they have learned and consider how they might apply this learning in future situations. It means identifying the models that have been used and opening them up to feedback, discussion and replication.

This period of reflection provides teachers with the opportunity to familiarise themselves with and explore in more depth the general pedagogical principles demonstrated in the activity in which they have just taken part. It can be reinforced by access to the range of examples of EDC principles in practice set out in the Blue Folder¹⁸ and in the manual on teaching children's rights¹⁹. It enables teachers to generalise what they have learned to other situations, thus gradually building up a 'toolbox' of good practice techniques in EDC.

It is at this stage in the training process that teachers become conscious of what they have learned and the experience becomes a genuinely educational one for them. For this reason, reserving time for processing is vital. However short training time may be, the element of processing should never be left out – hence the general principle for teacher training, "Do less, but do it well".

4.2.3. Application

An essential element in the training process is making use of what has been learned in real life. Processing involves understanding, and understanding something helps people to remember it much better than by simply being told. In the long run, however, we only really remember what we have made use of in real life.

18. Ibid.

19. R.Gollob and P. Krapf, *Exploring Children's Rights*, Strasbourg, Council of Europe, 2004.

A third vital stage in EDC training, therefore, involves teachers incorporating aspects of their learning in their professional practice. This can be done by setting the teachers tasks – or preferably, teachers setting their own tasks – to carry out in school or college once the training seminar is over, e.g., planning a certain kind of lesson, using a certain form of discussion or group work. Ideally, the tasks set in the ‘application’ stage will be converted into a ‘product’ – for example, a presentation or demonstration – that can feature at the beginning of the subsequent training seminar.

4.2.4. Instruction

Formal instruction – that is, telling – as a form of learning and teaching, has an important though subsidiary role to play in the training process. It may take place at any point – for example, when teachers ask for information or advice, when teachers are reflecting on the modelling demonstrated by the trainer, when teachers are setting themselves EDC tasks in preparation for their return to the classroom.

Formal instruction is also teaching technique that can be modelled itself and reflected upon as a way of training teachers in its use in the classroom.

4.3. Learning climate

This approach to teacher training in EDC requires a certain kind of learning climate in which to flourish. It needs an environment that is non-threatening, in which teachers can express their opinions freely and without embarrassment and use their initiative without fear of failure. Such an atmosphere can take time to develop and is built up gradually. It can be encouraged by building in exercises that help the participants in the training to get to know and trust each other – sometimes known as ‘icebreakers’, and also by allowing them to have a say in the training process itself, e.g., by choosing their own topics, selecting their own discussion questions and setting their own targets for learning.

4.4. The role of the EDC trainer

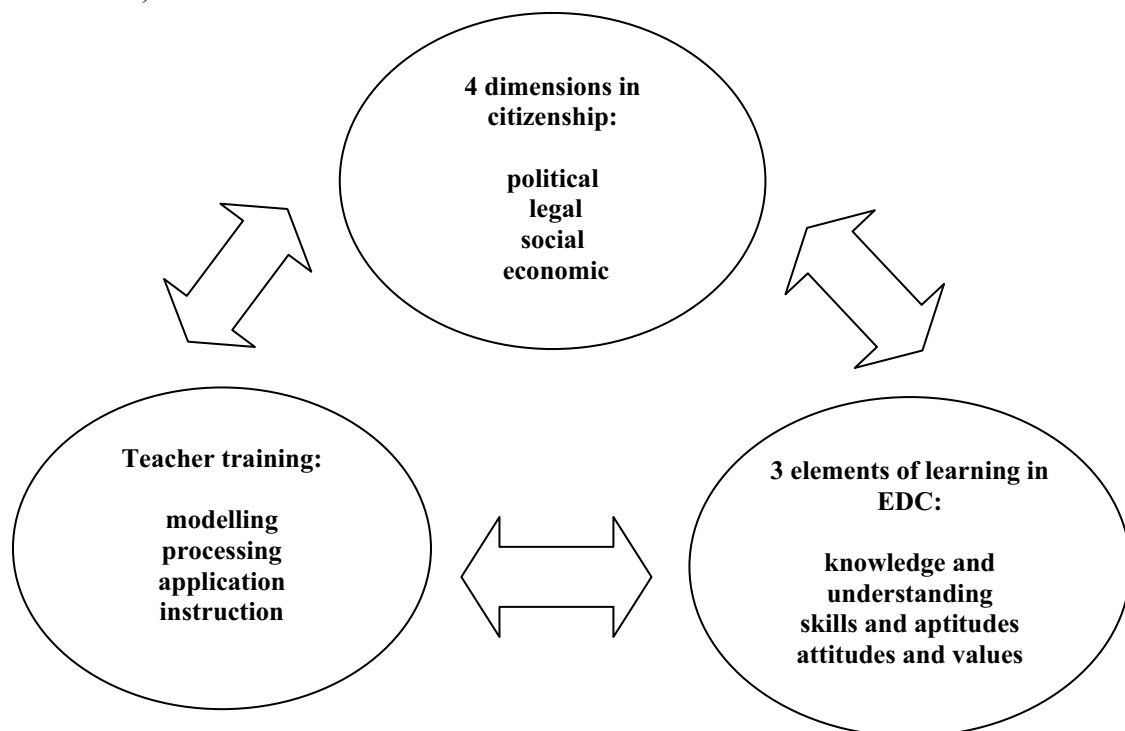
The EDC trainer does not just have one role, but many roles. They include: leading, planning, giving information, demonstrating; exercising leadership by guidance rather than ordering; listening, giving structure to participant’s ideas, offering options for decision, monitoring, observing, assessing, giving feedback, praising, encouraging, authorising, taking the floor, and giving the floor to others.

The skilful trainer knows not only how to carry out all these different roles, but when to carry them out. This is a key competence which trainers require to set models for teachers and their students. These roles have to be borne in mind when planning and structuring training sessions, such that they are able to model the full repertoire of methods that teachers themselves have to develop for use with their students.

The didactic scheme in EDC training

The concept of active citizenship and the key objectives of EDC may be linked to the question of how teachers must be trained for EDC in the form of a three-dimensional model. This model integrates:

- four dimensions of citizenship (political – legal – social – economic);
- three elements of learning in EDC (knowledge and understanding, skills and aptitudes, attitudes and values);
- four basic elements of teacher training (modelling, processing, application and instruction).



4.5. A case study on processes and methods

The following example of in-service teacher training in the Republika Srpska within Bosnia and Herzegovina illustrates some of the key principles of teacher training in EDC. It also shows what can be achieved with modest material resources – the most powerful resource of all being the commitment of the teachers themselves.

4.5.1. The project

The project was a collaborative effort between the Council of Europe and the pedagogical institute in Banja Luka, and financed by the European Union and Council of Europe Joint Programme for Bosnia and Herzegovina.

Funding was sufficient to allow for an initial five-day seminar followed by four two-day seminars, over a period of one and a half years.

The aim was to develop a new approach to teaching children's rights. A sequence of four lessons per year was planned, from the final year of kindergarten (grade 1) up to grade 9, i.e. throughout lower and upper primary school. The lessons would be taught by form teachers in

their form class once a week. These short 4-lesson units would be task-based, designed as short projects that could be brought together into a final product.

A manual for teaching children's rights was developed (a revised version).²⁰ The activities in the manual and the training seminars were designed to be low-cost – no expensive materials or equipment would be required. Teachers attending the seminars would each be given a draft version of the manual for comment before the seminars took place.

4.5.2. Setting up 'peer support' groups

The most important resource was the teachers themselves. The teachers formed themselves into 'peer support' groups on a local or regional basis. These peer support groups were to play a central part in the project. They would give structure to and help to make best use of the time available in the training seminars, and be indispensable in the process of handing over responsibility from the trainers to teachers and schools. It was hoped that in due course some of the participating teachers would be able to have further training to enable them to become teacher trainers themselves, and thus contribute to the development of sustainable structures to support EDC teacher training in Bosnia and Herzegovina.

4.5.3. School-based projects

The project was based on the principles of task-based learning and teamwork. The different teams worked on a number of different school-based projects that were to be integrated into one event, a Children's Rights Day in Banja Luka. Each separate class project was to make a contribution – for example, an exhibition of posters, craftwork, sketches and so on.

The teams were allocated their tasks during the first seminar. Each subsequent seminar began with an input by the teams. As the teams then needed time to plan subsequent activities to take back to their schools, this left approximately half of the time for a new input by the trainers in each seminar – showing how task-based and collaborative learning requires careful planning by trainers.

4.5.4. The coat-of-arms exercise

The first seminar began with an activity in which teachers worked in groups to create a coat of arms poster. Each group member contributed one section of the coat of arms, using images and symbols to communicate their wishes for the future and the kinds of personal experience they wished to share (see the picture *Group work by teachers*). Group members presented their coat of arms to the seminar participants as a way of getting to know each other as individuals about to embark on a new project.

The coat-of-arms exercise acted not only as a means by which the participants could get to know each other, but also as a model of learning and teaching in EDC. In the first instance it demonstrated a teaching method that is known as 'ice-breaking' in the Blue Folder²¹. It also demonstrated how to build a variety of teaching methods and groupings into an activity – through the use of a plenary round, group work, individual work, presentations and a follow-up lecture by the trainers.

20. R. Gollob and P. Krapf, *Exploring Children's Rights*, Strasbourg, Council of Europe, 2004.

21. *Training for Democratic Citizenship*, Exercise 1.3, Identity Coat of Arms.

The exercise showed teachers how to involve seminar participants from the outset, and how to provide opportunities for them to be able to share their expectations and experiences with the group as a whole. It used authentic material, specially created by and giving a sense of ownership to the participants, and showed how participants' contributions are to be listened to and taken seriously. In this way the coat-of-arms exercise helped teachers to understand that teaching through human rights is an essential part of human rights education, and gave them a model of how it can be done. It also helped them to see the different roles that a trainer – and therefore a teacher – has to play in EDC.

The important thing is that participants were able to learn through real experience – by doing – not by being given a set of rules to follow.

4.5.5. Demonstrating models

Running throughout the seminar programme was the aim of providing teachers with models of children's rights learning and teaching that they could apply in the classroom. This included a selection of exercises from the Blue Folder, some of which had been used in the children's rights manual. The models applied to four different dimensions of EDC learning and teaching:

- *Processes* – methods, such as interactive teaching, project work, discussions and feedback;
- *Products* – model lessons or parts of lessons either undertaken by teachers in the seminar itself or observed in local schools, and examples of young people's work – for example, art, treasure boxes and posters²² – demonstration of the application of methods in practice;
- *Principles* – such as teaching *through* human rights, teaching by example, the model-process-apply cycle, the role of formal instruction;
- *Personalities* – messages sent by the trainers themselves through their social interactions, e.g., the importance of listening to and respecting other views and perspectives – the teacher's personality must be coherent with principles of EDC, e.g., if the lesson is "democracy", but teacher organises his/her classroom in an authoritarian way, it will have no credibility with learners.

In practice these different sorts of modelling went on simultaneously. It was only in the debriefing sessions which followed that they were identified separately and discussed.

4.5.6. Making the learning explicit

During the seminars, the trainers gave time to drawing out what the teachers were learning about children's rights education and for making this learning explicit (the processing stage in training).

This was done in two ways: through formal instruction and through activities designed to encourage the participants to reflect on and share what they were learning.

22. R. Gollob and P. Krapf, *Exploring Childrens Rights, Classes 4, 6, and 8*, op. cit., Strasbourg, Council of Europe, 2004.

Trainers explained the different methods and groupings they were using and why. This is a process sometimes described as “meta-teaching”, i.e., teaching about what and how to teach, and to what end.

They also provided opportunities for the participants to think about what they had done and seen modelled in the seminar – not only later when they have returned home, but as an essential part of the seminar itself. Delivering an input does not in itself lead to learning. Learners, whatever the level, need to incorporate new pieces of information, categories and experiences into what already has been learnt. This is a highly personal and individual process, and needs time – it also needs to be monitored and supported, and, if necessary, corrected.

Tasks were assigned, helping the teachers to reflect on and process their learning including presentations, demonstrations in plenary groups, reading and planning for the next seminar. The teachers also revised the draft version of the children’s rights manual, helping not only to improve the practical value of the manual but also to give participants an opportunity to reflect on the seminar input.

Another practical and useful way of encouraging teachers to process what they had learned was by asking them to re-present what they had done as learners themselves in a form that would be accessible to the students they taught. While EDC learning for adolescents and for adults follows the same principles, a number of adaptations have to be made when translating adult learning for use in the school classroom. The process of having to decide what can be copied and what needs to be changed is a powerful stimulus to learning in the teacher training setting.

4.5.7. Applying what was learned

The training seminars followed the same principles as the children’s rights manual. The teachers always left the seminar with a new task integrated into a time frame – tasks that they, not the trainers, had set themselves.

These tasks included: further reading, and planning and teaching of lessons suggested by the children’s rights manual; the revision of the manual; working with other staff members, school pedagogues, and head teachers; the delivery of model lessons to bring more teachers into the training process.

The children’s rights manual offered a way of linking these tasks together into a single overarching activity: a Children’s Rights Day. The teachers were therefore able to co-ordinate their individual class projects so that everyone involved was working towards a common event, which was held on 20 November 2003 in Banja Luka.

Using a task-based approach meant that the first part of the seminar was always given over to the participants. They arranged exhibitions, gave presentations and held discussions. The trainers gave feedback and praise, validating the teacher’s work but also criticising where necessary. The second part of the seminar consisted of new input by the trainers, taking the participants to a higher level of understanding by introducing new perspectives, new methods etc. The third part of the seminar was reserved for the processing of what had been learned – by setting tasks and planning, thus leading the teachers out of the seminar and building a bridge with their work in the classroom.

4.6. Training the trainers

There is only a certain amount of EDC training that teachers can accrue through self or peer education. The success of a national or regional EDC training programme depends in large measure on the existence of a team of expert trainers.

In this section of the chapter we focus more specifically on the sort of competences required in those who are responsible for training others to be educators in democratic citizenship – whether they are university or college teachers, pedagogical advisers, school teachers, mentors or independent trainers or seminar facilitators.

In many respects the training of EDC trainers is similar to the training of EDC teachers. In both cases a good level of knowledge of EDC theory and practice is required. The expectation is that trainers of trainers will themselves have had experience of EDC teaching and have developed the sorts of competences required for educating people in democratic citizenship and human rights.

It is also to be expected that the process of training EDC trainers will reflect the nature of EDC and EDC teaching – that is to say, that it should be task-based and involve active learning and team work relating to real-life issues, and employ interactive, participative and critical thinking approaches to the training process.

In many ways, the profiles of EDC trainers should reflect those of EDC teachers. They should have concern and enthusiasm for EDC, active listening skills, empathy and the ability to create a non-threatening climate or ethos which can involve and motivate learners. They should also be – in their own ways – active, informed and responsible citizens.

There are, however, a number of important differences between training EDC trainers and training EDC teachers:

- the role of the trainer is to prepare people for a specific form of professional practice, whereas the role of the teacher is to contribute towards young people's general education;
- teachers undergoing training are, by and large, doing so voluntarily, whereas students are obliged to attend school;
- teachers who attend training courses already have experience of teaching – in the case of in-service training through their own practice as teachers, and in the case of initial teacher training from when they themselves were students in the classroom. They have expectations of what the learning and teaching process should be and how it should be carried out – both as individuals and, in the case of practising teachers, in terms of the community or tradition of practice into which they have been inducted;
- last, but by no means least, teachers are adults whereas young people patently are not.²³

These differences have implications both for the kind of training that is required and the role of the trainer.

23. Elias, J.L. & Merriam, S.B., 1995, *Philosophical Foundations of Adult Education*, Krieger Pub., Florida.

4.6.1. Immediacy and practical usefulness

One of the incentives for teachers to become involved in training is their perception of its usefulness for immediate application to the duties and responsibilities inherent in their professional practice. Adult learning is closely tied to a person's life situation, and adults are not inclined to engage in professional training unless they can see that it is useful for them in some way.

This means that trainers need to be familiar with the way in which teachers see their role as educators and perceive what will and will not help them to develop their practice. Trainers need to be aware of the different practical constraints on and opportunities open for EDC development in different settings and the different traditions of practice that exist in those settings. Only then are they able to take account of teachers' perceived needs and build these into seminar planning.

This is not to say that trainers should direct all their energies into fulfilling teachers' perceived needs for training. What teachers themselves perceive as their training needs may not be precisely what they need, as viewed from the standpoint of a national or regional EDC development programme, and may even conflict with it. What is vital, however, is that trainers understand how teachers are likely to perceive the training process and are able to plan training in the light of it.

4.6.2. Adult education principles

In considering what should be involved in the training of trainers in EDC, it is important to bear in mind the differences that exist between adults' learning and children's learning. The training of trainers' curriculum ought therefore to include knowledge of teacher supervision and mentoring models as well as adult development psychology. Two factors in particular affect adult learning – speed and meaningfulness. An adult's ability to respond slows with age; and time limits and pressures have a negative effect on learning performance. As mentioned earlier, because an adult's learning is so closely tied to his or her life situation, adults are not inclined to engage in learning unless it is meaningful.

4.6.3. Encouraging self-reflection

One of the main challenges facing curriculum development in EDC is the need to overcome obstacles to new learning resulting from personal experience. Teachers' experience of education, either as teachers or learners, can sometimes lead to negative attitudes towards learning and reliance on old forms of understanding and practice. This is particularly common in the field of EDC. The emphasis on interactive and democratic methods of learning and teaching in EDC contrasts with more traditional, authoritarian approaches in the classroom. In consequence, learning to teach EDC may well imply a certain amount of unlearning.

However, unlearning old ways and learning new is not achieved purely by intellectual argument. People are more likely to change their ideas where they are put in a situation where they have to act on ideas not just argue about them; and where their taken-for-granted assumptions are laid bare for what they are.

EDC trainers therefore need to be aware of the sorts of attitudes towards learning – and particularly towards EDC learning – that trainees are likely to hold and on which they base their practice. Society has become highly multicultural and diverse, and political and

economic conditions often shape the learning experience. Trainers need to know the backgrounds and experiences of learners, both as individuals and as members of traditions of practice.

“An important way to develop this form of knowledge is by building an element of self-reflection – personal and professional – into the training process. Trainers need to be equipped with the skills needed to guide trainees’ self-reflection on their pre-existing beliefs and assumptions and to relate these to the theory and practice in EDC.”²⁴

There are three areas of reflection that are relevant:

- *Pedagogy* – reflection on the technical process of learning and teaching, e.g., on the use of different types of questioning in EDC;
- *Aims and purposes* – reflection on reasons for educating learners in EDC and their implications for practice;
- *Ethical, social and political* – reflection on the taken-for-granted value-system on which a teacher’s attitudes towards EDC are based.

Guiding critical reflection is a long-term and complex process and should diffuse the whole EDC training process. It is, however, an important one – not only to help trainees properly appreciate what is involved in EDC teaching, but also because teachers who question their own assumptions, acknowledge ethical dilemmas and are open to alternative viewpoints encourage young people to do likewise. By modelling the process themselves EDC teachers earn the right to ask their students to think critically.

Self-reflection can be built into the training process in different ways, including:

- *autobiography* – e.g., personal teaching diaries – carries the risk of denial and distortion, but often a good starting point ;
- *students’/trainees’ eyes* – trainees seeing themselves through their students’ or other trainees’ eyes can provide information and interpretations that would not otherwise be available;
- *colleagues’ experiences* – can serve as critical mirrors, reflecting back images of teachers own actions;
- *theoretical literature on teacher education* – can help teachers to see beyond common sense assumptions, and provide new and different perspectives on practice.

At the same time, it is important for trainers to examine their own assumptions and philosophy about the supervision and mentoring processes they are conducting with their trainees, and the taken-for-granted beliefs and values that lie behind them. Training in and for EDC is always based upon the trainer’s own belief in the values of democracy and citizenship, in ethical attitudes and behaviour and in the wish to participate and enjoy life as a citizen in a democratic society.

24. S.D. Brookfield, *Becoming a critically reflective teacher*, Jossey-Bass Publishers, 1995.

4.6.4. Encouraging reflection on the principles of EDC

Central to the training process is the need to make explicit the principles that govern EDC teaching. It is awareness of the principles and reasons for acting in a certain way that distinguishes the professional from the non-professional educator.

Teacher trainers, therefore, must understand different ways of conceptualising EDC and be able to explain how they apply it in practice. This is not just a question of transmitting knowledge, but of creating situations in which trainees are able to reflect on the principles that should govern EDC teaching, e.g., active and task-based learning, the need to focus on real issues that are relevant for learners.

However, although convinced about their vision of EDC, trainers should never impose their convictions and ideas on trainees. This is not only an ineffective way to learn, it is also against the spirit of democratic citizenship. While trainers have a duty to help trainees to learn how EDC should be taught, they also have a duty to respect the views of others. They can make suggestions – say, for example, based on research or the theoretical literature on EDC – but they must also be able to accept other perspectives.

4.6.5. Developing a community of practice

Training EDC teachers is not just about helping individuals to become more effective personally or achieve personal goals, it is also about developing a community of practice.²⁵

One of the roles of the EDC trainer is to help teachers acquire the skills that will enable them to plan and work in co-operation with other teachers, players and stakeholders. Collaborative working and knowledge sharing are key dimensions of life in a democratic society and of professional practice in EDC.

One important aspect of this is being able to help EDC teachers to set up, run and sustain their own peer support groups. This means having an understanding of the dynamics of collaborative group work and of ways in which a feeling of common identity and purposefulness can be created among members of a community of practice. Developing communities of practice and peer support groups within a teacher training system are a vital way of assigning more responsibility to the practitioners themselves and a more empowering and democratic strategy for learning democratic citizenship.

25. A community of practice is a group of people sharing a belief in and promoting the same set of educational understandings and practices.

5. RECOMMENDATIONS

Having set out the issues, the members of the writing group would like to make the following recommendations:

- that *governments and education authorities in member states* recognise and regard as a high priority the need to have in place a systematic and co-ordinated approach to teacher training in EDC;
- that such an approach should:
 - build on existing good practice;
 - be formalised in official written policy at national level;
 - be clearly located within state agencies;
 - be overseen by a national co-ordinating body;
 - draw on a ‘Council of Europe’ model, in which EDC is conceived both as a subject in its own right and as a whole-school approach;
 - build on the identification of EDC-specific teacher and the personal qualities needed to support effective EDC teaching;
 - differentiate between different training needs, e.g., in primary and secondary schools, of generalist and specialist teachers and at pre-service and in-service level;
 - make provision for training at a range of levels, e.g., subject knowledge, curriculum content, teaching methods, management and people skills, and reflection and improvement;
- that, in the process, particular attention be paid within the member states to:
 - evaluating the state of current practice in EDC and the success or otherwise of recent initiatives;
 - targeting training as a way of building up a corps of EDC specialists able to disseminate expertise both to their immediate colleagues and to teachers in other schools;
 - developing forms of pre-service as well as in-service training,
 - developing appropriate training materials, e.g., videos, professional handbooks, teachers’ manuals,
 - making use of new technologies, e.g., on-line resources and training materials;
 - linking professional development to career development, e.g., through accreditation, qualifications, etc.;
 - linking teacher training to quality assurance;
 - establishing ‘centres of excellence for EDC at a national or regional level to provide advice, resources and training;
 - building in other professional support structures, e.g., teacher or school networks, e-bulletins;

- that the Council of Europe should give due consideration to the part it might play in:
 - establishing appropriate methods for the development and assessment of teacher competences in EDC;
 - monitoring and evaluating teacher training initiatives in EDC at a national level;
 - facilitating the sharing of evidence and experience between teacher educators within and between member states,;
 - encouraging closer co-operation between institutions involved in teacher training in EDC, including education authorities and NGOs, as well as international organisations such as Unesco;
 - collating and disseminating research on EDC, including students' experience of EDC, how EDC is learned, etc.;
 - providing expert help to assist in the development of policy and practice in teacher training in EDC within the member states, e.g., in training the trainers;
 - disseminating effective practice in the various constituent elements of EDC programmes, e.g., school climate, school involvement in its local community, etc.”

APPENDICES

EXAMPLES OF GOOD PRACTICES

APPENDIX I

Slovenia – a whole school approach²⁶

The context

One of the most important changes introduced in the national curriculum during the reform of the public school system in Slovenia, which took place between 1995 and 1999, was the provision of two school subjects in the curriculum of the elementary school:

- ‘Citizenship education and ethics’ – compulsory/ foundation subject taught in the 7th and 8th grade.
- ‘Civic culture’ – an optional subject taught in the 9th grade.

The aim of these subjects is to help school students to gain the skills and knowledge needed for the formation of a common citizenship identity and to develop the values that ought to be common to all citizens of a modern pluralist democracy.

This aim suggests a model of curriculum provision in schools in which EDC is seen as a whole-school initiative linking discrete teaching with teaching in other civic-related subjects – e.g., history, geography, mother tongue – and requiring a co-operative effort from head teachers, subject leaders, and teachers of citizenship education and of other subjects.

This in turn suggests a model of in-service professional development in which the whole school is encouraged to reflect on its current curriculum, and to work together to identify strategies to promote and raise the profile of EDC as part of a whole-school policy. This contrasts with the model of professional development in which individual teachers are taken out of their schools for seminars that focus on general issues which do not necessarily relate closely to practice within their own schools.

A pilot project

In the light of the need to develop a whole-school focused approach to professional development in EDC, a pilot project was set up in Slovenia in September 2004. The Slovene project co-ordinators were Mitja Sardoc from the Educational Research Institute, Ljubljana, and Dr Justina Erculj from the Slovene National School for Leadership in Education.

26. For more details, consult: Mitja Sardoc, Educational Research Institute, Ljubljana; email: mitja.sardoc@guest.arnes.si.

The aim of the project was to develop and trial a whole-school approach to the professional development of staff delivering EDC in elementary schools – in particular of management teams and subject leaders – with a view to:

- supporting a school-based approach to EDC to supplement existing provision in the last three years of elementary education and extend EDC to the first two years of elementary education;
- making head teachers, subject leaders and teachers more aware of opportunities for integrating EDC into all levels of elementary schooling;
- developing a model of combined units for discrete EDC teaching and EDC teaching through other civic-related subjects;
- developing integrated teaching materials, e.g., schemes of work.

Staff from eight elementary schools were invited to take part – in the form of ‘school development teams’. The school development teams for each school consisted of four members, with each team including members of the school management. Each school development team had its own leader, but the structure of team varied from school to school.

The project began with a two day training seminar for the school development teams. On the basis of this, the teams went back to their schools and ran a number of EDC workshops with their staff.

At the seminar, the teams were given a questionnaire to fill in after they had run the workshops. The questionnaire asked them about:

- current provision for EDC at their school;
- the support they felt they would need to improve this;
- initiatives they would like to introduce;
- their expectations from the next stage of the project – training with an expert from the United Kingdom.

It also asked them for a short description and evaluation of the success of their workshops.

In December 2004 a consultant, Cathie Holden, University of Exeter (United Kingdom) came to Slovenia for a two day seminar. The school development teams drew up action plans which were implemented in their schools’ activities between February and June 2005. In June 2005 the consultant came back to Slovenia for another two days seminar where the schools presented the results of their activities.

Evaluation

Evaluation mechanisms have been established for each stage in the project – including a checklist for school self-evaluation.

In order to monitor progress, a baseline study of the current situation in schools has been developed, which includes attitudes to EDC, methodology used and training received.

The project is now at the end of its first year. Based on their experiences of the project thus far, head teachers of the eight elementary schools which took part are building a number of EDC activities into their school plan for the next school year.

So far, the project has been a great success. The project attracted the attention of various journals and radio stations. Students, teachers and parents involved in the project have been enthusiastic about the project's outcomes.

A final evaluation – including teacher, school development team and head teacher questionnaires – is currently under way and will be available in September 2005.

APPENDIX II

Bosnia and Herzegovina – a teacher’s portfolio²⁷

1. The context

The development of professional advancement in EDC in Bosnia and Herzegovina has largely taken place by means of a ‘bottom-up’ process through teachers acting in co-operation with international organisations, such as the Council of Europe. ‘Peer support groups’, local networks of teachers, have to date provided the main support structure for EDC teaching in schools. This has been largely due to the cantonal system of education within the federation whereby responsibility for education in general, and curriculum development in particular, is dispersed among a wide number of different cantonal ministries.

Following the success of the peer support group approach and the development of two teacher manuals for EDC, for the final grades of primary and secondary education, the need for participating teachers to be able to receive further training to enable them to act as ‘local experts’ in their own right became apparent.

In addition, in 2002 all ministers of education agreed to establish a new subject in the school curriculum, Democracy and Human Rights. This replaced Civil Defence, a subject inherited from the Communist era. No academic or initial teacher training of any sort was provided. In-service training therefore, is crucial for the success and the acceptance of this new subject.

2. Teacher certification in EDC

In response to the need to improve the standing of Democracy and Human Rights and to establish standards for the teachers in Bosnia and Herzegovina, a system of teacher certification was introduced. Together with Civitas and the Council of Europe, teachers from peer support groups have helped to develop a system for the formal accreditation of teachers of EDC. The system combines two elements:

- theoretical – training seminars;
- practical – a portfolio of reflection and evaluation.

3. Aim of the portfolio

The portfolio element in the certification process represents a new departure in professional development in EDC. It seeks to give the teacher practitioners the opportunity to:

- demonstrate their own learning;
- develop their capacity for critical reflection and evaluation on their own practice;
- invite and take benefit from the reflections and evaluations of others;
- initiate and be responsible for their programme of professional development.

27. For more details, contact: Rolf Gollob, email: rolf.gollob@phzh.ch or Peter Krapf, email: peter.krapf@ulmnetz.de

It works on the principle of self-evaluation, with teachers who wish to take part filling in a quite demanding personal file in relation to forty hours of EDC practice in school over a period of four to five months.

4. Development process

The outline for the portfolio of reflection and evaluation has been designed by the Council of Europe as part of their on-going partnership to support the professional development of teachers of EDC in connection with local teachers – in the form of a Project Development Working Group – over a two-year period.

In June 2005 mentors were appointed to support a pilot group of thirty five teachers from Bosnia and Herzegovina invited to begin work on their portfolios in September. Each of these teachers has a mentor they can turn to for advice. The mentors are appointed from the membership of the Project Development Working Group. The pilot portfolios are due to be submitted in January 2006.

5. Structure of the portfolio

The portfolio is divided into three main areas:

Unit One: Classroom Practice

Unit Two: Action Learning

Unit Three: Professional Development

Each area has a number of sub-sections that require the teacher practitioner to complete a certain set of reflections and evaluations.

5.1. Unit One: Classroom Practice

It is crucial for the development of good practice in EDC that teachers are provided with opportunities to practise EDC in real settings. This practice needs to be self-monitored but also open to the reflections and evaluation of others, particularly one's peers as well as national structures for assessing teaching competences. This unit therefore comprises of three sections

5.1.1. Self Reflection and Evaluation on Teaching

Each teacher must produce for accreditation purposes their reflection and evaluation of 3 lessons.

5.1.2. Teaching Colleague Reflection and Evaluation

The portfolio must include a record of reflections and evaluation on one lesson carried out by a colleague from within the teacher's school community.

5.1.3. External Reflection and Evaluation

The portfolio must include a record of the reflections and evaluation carried out by an inspector or national authority on one teaching lesson.

5.2. Unit Two: Action Learning

The teaching of EDC is a radical endeavour which often has implications for the school and the wider community. It is important that practising teachers have the capacity to reflect and evaluate their work outside of the traditional lesson framework. This unit of the portfolio has two sections:

5.2.1. Teacher Action Report

The portfolio should include a report by the participating teacher of any action they have taken within the school community to promote EDC. Such actions can include: giving a presentation on EDC at a staff meeting, organising a particular shelf or area in the staff room for teaching resources for EDC, developing an in-school peer group to support new teachers.

5.2.2. Student Evaluation Report

The participating teacher must include a summary report of a student evaluation of what they have learned from a particular teaching module or action within EDC in community activity, that is either through going out into the community or having someone from the community come into the school. For instance, students could evaluate what they believe has been learned through participating in different programmes, or what they believe they have learned from investigating a particular area such as equality and inviting in a local speaker.

5.3. Unit Three: Professional Development

One way of encouraging a commitment to one's professional development is to ensure that practising teachers not only have an awareness of their own training needs but also have the capacity and commitment to act on them. This section of the portfolio recognises that the ongoing professional development of teachers of civic education and of EDC can be supported through the development of local peer groups which in turn can become the basis for further development. This unit of the portfolio comprises of two sections:

5.3.1. Peer Group Discussion

The portfolio should reflect the participating teacher's reflections and evaluations of a peer group meeting that sought to address a particular issue raised by him/herself or a colleague.

5.3.2. Professional Development

The portfolio should include a statement of intent and action plan for the teacher's own professional development, e.g., it can include a summary of a key area of theory or practice they wish to address and sets out how they plan to achieve this over a period of two to three months.

5.4. Evaluation

While there are as yet no definite plans to carry out a formal evaluation of the success of the teacher's portfolio with the EDC certification process, structures for the assessment of the portfolios still have to be developed. The criteria by which the portfolios are to be judged are crucial. Good portfolios should address failures and problems as well as successes. However, it is already clear that there are a number of ways in which this system can support and

enhance professional development in EDC. It is inexpensive, brings immediate quality to teaching and learning and can be adjusted to personal and local needs.

The next step is to hand over the responsibility for and future development of the portfolio to the various ministries involved.

APPENDIX III

Poland – regional co-ordinators²⁸

The context

In order to be qualified to teach EDC in Polish schools, teachers are required to have a Master's degree in an area of the humanities – such as history or social science – or to have completed additional postgraduate (post-Master) studies in a given area. However, while such courses ensure that teachers have adequate subject knowledge, they do not equip them sufficiently with sort of interactive teaching methods that are required for classroom teaching in EDC or the kind of management and people skills that are needed to help develop a whole-school approach to EDC. The acquisition of the practical skills and competences required in EDC depends upon teachers' access to high quality and appropriate in-service training.

A system of regional co-ordinators

The National In-Service Teacher Training Centre through consultation with the Ministry of Education and Sport in Poland established a system of regional co-ordinators for EDC during the Council of Europe Year of Citizenship through Education. In October 2004 all directors of regional in-service teacher training centres were sent information explaining about the “Year” and how regional EDC co-ordinators might contribute to this, asking them to nominate one person to take on this role. There are fifty six such centres in Poland, working on the level of the *voivodship*.²⁹

By 2005, forty regional co-ordinators had been enlisted. This meant that there was at least one regional co-ordinator in each *voivodship* and as many as four in some of them. The work the regional co-ordinators were going to do was finalised and disseminated at a launching conference in January 2005.

The role of the regional co-ordinator

The role of the regional EDC co-ordinator in Poland has been twofold:

1. Information and promotion – including:

- disseminating information about the “Year” to the local and educational public, e.g., materials, training, presentations, seminars;
- informing local media about the idea and different activities connected with the “Year”;
- promoting different activities and projects connected with the “Year”, e.g., school projects, local community projects;
- creating support groups in regions – consisting of local NGOs, local government, educational authorities (*kuratoria*), higher education institutions and active teachers.

28. For more details, contact: Katarzyna Zakroczymska, email: katarzyna.zakroczymska@codn.edu.pl.

29. *Voivodship* means: largest administrative territorial division.

2. Monitoring the “Year” in the *voivodships* – including:

- collating information about different regional and local activities and sending them to the “Year” website;
- participating in and documenting activities in some actions;
- collecting good practice examples from different regions – to be used during the final conference of the Year;
- preparing a report on the Year of Citizenship in the regions for the end of 2005.

Who are the regional co-ordinators?

All the regional co-ordinators work as teachers-consultants on history, EDC, human rights or other humanistic matters. They are based in regional in-service teacher training centres, which are financed by local government and supervised by the ministerial structure.

The regional co-ordinators include work for the “Year” in their day-to-day schedule. They do not obtain any additional salary for this. They combine their work as regional co-ordinators with their regular work: teacher training, seminars, advisory work, school visits. They are in e-mail contact with the secretary of the National Committee of the Year (Katarzyna Zakroczymska) – sending information in from the regions and disseminating materials from the secretary.

The regional co-ordinators meet on a regular basis. These meetings are an occasion for exchanging experiences from different regions and organising training. The meeting in November 2005 will be to review all the activities of the “Year”, work on the report and prepare for the final conference. The “Year” website in Poland acts as an information centre for the co-ordinators. There is a discussion forum which can be accessed by all forty regional co-ordinators and each *voivodship* has its own file.

How do they support EDC teachers?

The regional co-ordinators support EDC teachers by:

- disseminating materials and information;
- organising seminars and training;
- lobbying different institutions, e.g., educational authorities, *voivodship* government, political parties;
- visiting schools;
- developing projects with different partners;
- collecting examples of good practice in EDC and the “Year”.

Each of them has a set of materials to use – including:

- leaflets, posters and stickers on the “Year”;
- a Powerpoint presentation with short description of the idea of the “Year” and its organisation on the European and national level;

- Council's of Europe and national documents on EDC, such as "The Concept Paper", "Glossary of Terms for EDC", "National Action Plan".

Evaluation

The system of regional co-ordinators has proved to be very successful in disseminating information and materials to teachers. However, as is always the case, the quality of support in different *voivodships* varies. Much depends upon the individual co-ordinator – some are more effective than others. One problem is that the National In-Service Teacher Training Centre does not have any influence over who is enlisted as a co-ordinator. Nor does it have much control over the quality of their work.

Although the system was created specifically for the "Year", everyone involved at a national level is keen to keep this group in contact and working after the "Year", continuing to support professional development in EDC in a way that makes for more sustainability.

There will be a formal evaluation at the end of the "Year". The results will be included in the final report. There will also be a number of regional reports.

APPENDIX IV

England – initial teacher education³⁰

The context

In September 2002 EDC became a statutory part of the English national curriculum for all eleven to sixteen year old students. The skills, knowledge and understanding to be taught were set out in the form of bullet points taking up no more than four and a half pages of text. No extra time was given to schools to deliver this curriculum and in guidance documents no one way of implementing it was favoured over another. However, official guidance made it clear that EDC should not just be delivered through classroom teaching, but also through student participation in the life of the school and the school's involvement in its local community and the wider world. It also made it clear that in almost all respects, EDC was to be treated exactly like the other subjects in the English secondary curriculum – including the formal assessment of learning and government inspection.

A postgraduate certificate of education (PGCE) in citizenship

In response to the need to produce teachers who would not only be able to enthuse school students but also to guide colleagues in the development of this new subject, the Teacher Training Agency in England funded a number of Higher Education institutions to develop one-year postgraduate courses in secondary EDC. The courses could be set up as a simple subject or in conjunction with another school subject, e.g. history.

The content of the courses was left very much to the discretion of the institution concerned. No specific teacher competences in EDC were developed or insisted upon, but all the courses had to meet the Teacher Training Agency general standards for the award of Qualified Teacher Status.

Accordingly, PGCE Citizenship courses combine two elements:

- college-based sessions
- school-based experience.

The main part of the course is centred on substantial blocks of practical teaching experience in more than one school – some 120 days in all. Trainee teachers have a reduced timetable in comparison with experienced teachers and are supported in their schools by citizenship subject mentors.

30. For more details, contact: rlw8@canterbury.ac.uk.

Course elements

While the precise content of individual courses varies, there are many common elements. A typical PGCE Citizenship course might consist of:

- subject knowledge; key themes, concepts and skills;
- classroom and behaviour management strategies;
- citizenship learning methodologies; creating structured, purposeful and engaging lessons;
- progression and assessment in citizenship: from primary school to post-sixteen
- fieldwork and citizenship project management;
- ensuring inclusion of all in learning: the particular role of citizenship in celebrating diversity;
- examination of the cross-curricular impact of citizenship;
- ICT as an aid to teaching and learning.

(PGCE Citizenship, St. Martin's College, Lancaster)

Assessment

Trainee teachers are assessed on their practical teaching and progress in achieving the required standards for Qualified Teacher Status in relation to the eleven to sixteen age range and on their written assignments. They must pass both in order to qualify as teachers of EDC.

Entry requirements

Entry to the course is dependent either on possession of a good honours degree – in a subject such as social science, philosophy, politics, law or history – or a qualification that gives graduate status. Trainee teachers must also pass three computer-based skills tests: in numeracy, literacy and ICT.

CitizED

CitizED is a collaborative project funded by the Teacher Training Agency for all providers of initial teacher education in EDC in England. It was set up in 2002 for a period of five years. CitizED seeks to develop the professional knowledge of EDC teachers through research and development in professional learning. It supports trainee teachers, newly qualified teachers, teacher mentors and others with responsibility for EDC through the publication of resources, reports, case studies and briefing papers on its website – see www.citized.info.

Evaluation

The PGCE course in EDC in England has been responsible for training a vanguard of expert teachers able not only to teach EDC well, but also to co-ordinate EDC provision across their school – both in the life of the school itself and in its dealings with the wider community. It has also enabled graduates previously denied entry to a secondary PGCE course because of the nature of their degree to be able to qualify as teachers. A feature of this is that a significant number of graduates following the course are older trainees who have the maturity

to work closely with school management teams in developing whole-school approaches to EDC.

Initial fears that the job market would not sustain an influx of new EDC specialists into schools have proved to be unfounded. One sign of this is that whereas the tendency in the first year was for Higher Education institutions to develop joint courses – for example, citizenship with history – they now all offer EDC as a stand-alone subject.

Total numbers of trainees per year has also gone up, from approximately one hundred in 2001-2002 to over two hundred in 2004-2006. While the number of teachers trained in this way is still a very small proportion of the number currently teaching EDC, the course has been highly influential in setting standards in teaching and learning and raising the profile of EDC in English secondary schools.

APPENDIX V

Russia – a system of in-service training³¹

State education policy and civic education

The new demands made on the education system and the need to change the education paradigm are reflected in Russian legislation. The Russian Federation Law “On education” (1992), confirmed by a Federal Law of 2000, the Federal Programme for the development of education and the Strategic framework for modernising Russian education for the period up to 2010 approved by the Government of the Russian Federation on 29 December 2001, have together given pointers for the development of Russian schools and formulated a modern education policy.

The priority thrusts for developing Russia’s education system in the medium term were set out in the Strategic Framework for modernising Russian education for the period up to 2010 approved by the Government of the Russian Federation on 29 December 2004.

Russia’s education policy is based on the fact that the role of education at the present stage of Russia’s development is determined by the tasks arising from its transition to a democratic state ruled by law and a market economy, and by the need to overcome the danger of the country lagging behind world trends in economic and societal development.

The development of civic education in Russia made considerable progress in the last five years. At the same time, however, pursuing citizenship education in a systematic manner is not easy, due to a number of reasons:

- the existence of fixed stereotypes governing activities, attitudes and thinking, which developed in the context of a uniform, ideologically influenced education system and authoritarian teaching methods that dominated in the country’s schools for so long, is holding back the introduction of civic education programmes in both general teacher training and the practices of in-service teacher training institutions;
- civic education in Russia has additional tasks, namely, not only to teach pupils how to live in democratic society but also to create it; and to serve as a vehicle taking modern teaching techniques into teaching practice on a large scale;
- there is not enough easily accessible information about in-service training programmes for teachers in civic education run on the territory of the Russian Federation, or enough data permitting analysis of the success and quality of work in the in-service training of teachers.

It is important, therefore, to have a systemic approach to citizenship learning, involving all school actors in this process, and considering all the aspects – from school organisation to retraining of administrators in education; and from teacher training to the creation of databases of educational materials accessible via the Internet.

31. For more details, contact Petr Simonenko (s_petr@hotmail.com), who provided the case study, or the EDC Co-ordinator in the Russian Federation, Ms Tatiana Bolotina (bolotina@apkro.redline.ru).

The special content of civic education, its educative potential and the fact that in recent years it has served as a vehicle taking modern teaching techniques into practice in Russia's education establishments, make it one of the fundamental instruments for renewing education as a whole.³² The factors indicating positive trends in its development include, amongst others:

- the definition of the role of civic education in documents setting out education policy and an attempt to define approaches in conceptual terms for developing this strategy in the Russian context;
- recognition of the role of civic education by Russia's Ministry of Education;³³
- creation, on the basis of the Russian Federation State Academy of In-Service Training of Teacher and Up-Grading Professional Standards in Education (APKiPRO), a Centre for Civic Education responsible for developing education for democratic citizenship and human rights education and co-ordinating all the strategies in this field;³⁴ Each year the Academy trains ten thousand people;³⁵
- broad experience gained in implementing different models of civic education in education establishments and educational initiatives at the level of Russia (All-Russian pupils' Olympiad, "I am a citizen of Russia" pupils' social projects competition);
- co-operation between state and non-governmental organisations furthering the development of civic education, and the in-service teacher training;
- preparation of various teaching aids and educational material geared to the present-day level of educational science;
- regular provision of an up-to-date overview and dissemination of best practice by the Russian Centre of Civic Education;
- periodical publications supporting civic education ("*Grazhdanovedeniye*", "*Osnovy gosudarstva i prava*");
- effective co-operation with international organisations and colleagues in other countries (UN, UNESCO, Council of Europe, British Council, Civitas, DEEP, Kulturkontakt, Citizenship Foundation, SLO);
- creation of professional federations of teachers focusing on civic education.³⁶

The position of the Russian Federation Ministry of Education as regards the tasks of civic education in Russia's schools is most fully reflected in its letter no. 13-51-08/13 of

32. P.P. Simonenko, The new education paradigm and the tasks of civic education / Improving the system of social science education in the context of general education development / Comp. T.B. Bolotina, Moscow: APKiPRO, 2003, 67 pages, pp 11-23. In Russian.

33. Letters from the Russian Federation Ministry of Education, with the latest letters no. 13-51-131/16 of 2.4.2003 "On raising the educative potential of the education process in general education establishments"; no. 13-51-08/13 of 15.1.2003 "On civic education for pupils of general education establishments of the Russian Federation" etc.

34. Created by the Russian Federation Ministry of Education (Decree no. 645 of 25.10.1998)

35. E.M. Nikitin, Theoretical and organisational teaching bases for developing the federal system of additional teacher training. – Moscow. APKiPRO, 1999. – 314 pages. – pp. 62-73, in Russian.

36. Association "Za Grazhdanskoye Obrazovanie"/For civic education, Russian Centre of Civic Education, "Youth Centre for Human Rights", "Foundation for Legal Reform", "Parliamentarianism Foundation", Association of Democratic Schools, Socially Active Schools Movement etc.

15 January 2003 “On civic education for pupils of general education establishments of the Russian Federation”, establishing that civic education:

- has the primary aim of educating citizens for life in a democratic state and civil society;
- is based on the idea of the individual’s full participation in dealing with socially significant tasks and requires a combination of forging experience in social practices with the deep-down assimilation of the bases of social sciences;
- is an integrated discipline geared to pupils’ practical assimilation of socio-economic phenomena;
- takes the form of a single package built around a core of political, legal and moral education implemented by means of organising class-work and extra-mural and extra-curricular activities and creating a democratic style of academic life and a legal area linked to the school, providing pupils with social and communication skills through academic disciplines;
- must be implemented at all levels of general education.

Course elements

In-service training programmes and methodology recommendations, prepared by the Russian Centre of Civic Education and a number of regional institutes providing in-service training for educational staff, are based on the idea that a civic education teacher/organiser must possess the following qualities: act not in the role of an instructor or mentor but rather an organiser of educative activity for pupils; a democratic style of work and conduct; knowledge and understanding of the essence, purpose and main thrusts of civic and legal education.

In the initial and in-service training for teaching staff in civic education, in addition to the knowledge needed by any teacher in the value-categories, knowledge in the following fields is of key importance:

- theory of socialisation through civic/legal education;
- modern organisation of study work for pupils (training sessions, active and interactive methods, project work);
- democracy and human rights, theory of civil society and the rule of law;
- theories on the democratisation of the school, the teaching process and school administration;
- developmental psychology, characteristics of the phases in personality development;
- educational co-operation, basic constructive communication skills;
- conflict resolution (preventing and resolving conflicts, conducting negotiations);
- critical thinking.

Training and in-service training programmes have the task of promoting the development of teachers’ personal qualities and values, such as developing an active civic stance, self-determination of their own values, founded on recognition of the values of diversity and tolerance, a democratic style of teaching, including a positive focus on pupils, an effort to

compromise, involvement of pupils in the planning and control of the education process, developing a communication culture.

One major factor is the preparation of special programmes, or programme modules, for in-service training not only of teachers of social studies but also of teachers of other subjects and administrators of education establishments.³⁷ The adoption of such an approach is made necessary by the integrated nature of civic education and reflects the need for it to be implemented in the education system.

The results of specialist research, publications on civic education issues and the findings of opinion surveys among teachers show that it is difficult to eliminate persistent stereotypes governing activity, thinking and behaviour which have developed in the context of an authoritarian and ideologically influenced education system and authoritarian teaching methods that dominated the country's schools for many decades. The characteristics of the psychological and pedagogical preparation of teachers to handle the tasks of civic education are determined above all by what is needed for the democratic orientation of their personality and behavioural tendencies.

As they go through the teaching process, teachers must be prepared to play an active role in their school, developing democratic processes; manage the "hidden curriculum" of school education; use active/exploratory teaching methods; experiment with and devise their own working methods and materials; consider the development of their own personality.³⁸

Meeting new requirements as regards professional qualities of teachers

A teacher's professional and personal qualities play a key role in determining the quality of the education process. The changed socio-cultural and political situation of recent years influenced the professional activities of teachers in a number of ways. Success in renewing education and bringing it into line with today's requirements and the demands of the users of educational services is directly dependent on both the quality of the teachers and how fully the professional teaching community integrates the proposed changes in their work.

As M.N. Skatkin pointed out:

"... teachers usually teach in the same way that they themselves were taught. That is why, in the work of teacher training institutes, teacher training colleges and courses for teachers, lecturers must make wider use of the methods which we are looking to introduce into school practice".³⁹

37. M.Ye. Zhikharevich, T.B. Pasman. Devising content of further training for social studies teachers in the sphere of civic education / Civic education: material for an international project. St Petersburg: Pub. Herzen State Pedagogical University of Russia, 2000. – 382 pages. – pp 175-176, in Russian.

In-service teacher training in the sphere of civic and legal education: Collection of material / Ed.-in-chief P.P. Simonenko. – Kaluga: Pub. N. Bochkareva, 2001. – 316 pages, in Russian.

38. T.P. Voytenko. Psychological preparation of the teacher for the democratisation of school life / Further teacher training in the sphere of civic and legal education: Collection of material. – Kaluga: Pub. N. Bochkareva, 2001. 316 pages. – p. 91.

39. M.N. Skatkin, Formalism in pupils' knowledge and means of overcoming it / Soviet educational issues. Part two. Contribution to the "Soviet Educationalism" journal in 1950. Book four. – Moscow, Pub. APN RSFSR, 1950, 463 pages. – p. 176, in Russian.

In this sense, the assessment of the Russian Federation Ministry of Education is instructive:

“in many cases the country’s system of teacher training perpetuates teachers oriented towards working in a heavily regulated education system. The system of in-service training and retraining does not take adequate account of the ongoing processes of education content renewal or the emergence of new teaching technologies”.⁴⁰

There are similar difficulties linked to devising state standards of general education, preparing modern-day teaching aids and forging a new quality of education.

In-service follow-up

In-service teacher training takes place above all in the specialised institutes of the in-service teacher training system. The educational and academic centre of the federal system of in-service training for education staff is the Russian Federation State Academy of In-Service Training of Teacher and Up-Grading Professional Standards in Education (APKiPRO), whose main work entails teaching, scientific and methodological work and research, as well as co-ordination activities on in-service training. The Russian Centre of Civic Education and Academy (APKiPRO) devise teaching curricula and programmes, provide in-service training and retraining for education staff and representatives of other professional and social groups, and promote the introduction of courses, programmes and methods into broad teaching practice.

Another key aspect is the running of national and international conferences, sessions, seminars, competitions, sports events, exhibitions etc. The Centre organised a number of policy development seminars in the framework of the Council of Europe “Education for Democratic Citizenship” project. In addition to that, a number of teacher training seminars have been organised, including a series of seminars held for representatives of education establishments in the Chechen Republic.

The running of national and international seminars and conferences⁴¹ by the Centre is a means of gathering and disseminating experience, establishing the development priorities for civic education and bringing in new resources.

A broad spectrum of activities with teachers and the development of teaching aids are offered at the level of regional education establishments responsible for in-service training for education staff (teacher improvement institutes, institutes of in-service training for education staff, institutes for the development of education). In total, some two thousand school-teachers undergo civic education programmes each year in the different regions of Russia.

In a number of regional institutes providing in-service training for education staff (Arkhangelsk, Krasnoyarsk, Krasnodar, Samara, Kazan, Pskov, Kaluga, St Petersburg,

40. *Российское образование к 2001 году Аналитический обзор* [Russian education towards 2001, An analytical review] / Modernising education in Russia: documents and material] / Comp. E.D. Dneprov. – Moscow: Higher College of Economics State University, 2002. – 332 pages. – (Library of learning development series). – p. 109.

41. In 2001-03, under the auspices of the APKiPRO some 20 conferences and seminars of various levels were organised (not counting activities with education staff from the Chechen Republic), focusing on the problems of a strategy for developing civic education, content and methods for civic education and further teacher training issues.

Nizhniy Novgorod, Tambov, Barnaul) special departments, called civic education centres, have been created. Work to improve the professional skills of teachers is carried out in conjunction with regional, national and foreign partners, such as the non-governmental organisations.

An example of teacher training for EDC at regional level

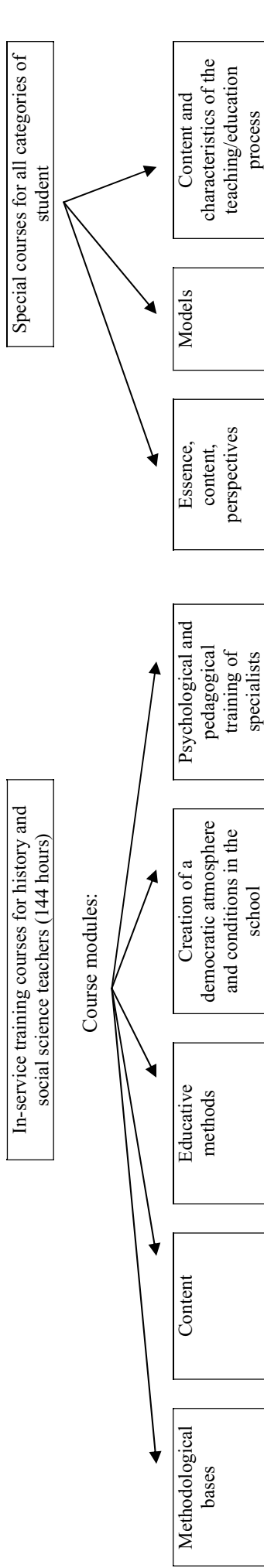
The in-service teacher training in EDC in the Kaluga *oblast* (region) is co-ordinated by the Institute of in-service training for educational staff.⁴² The model of developing teachers' professional skills in civic education follows a dual strategy of course-work and academic/methodological work, enabling teachers to improve their level between courses. Following participation in Council of Europe projects, the Matra programme and the DEEP (Democratic Education Exchange Programme) (1996-2003), Recommendations on the organisation of civic and legal education in the general education establishments of the Kaluga *oblast*⁴³ were drafted. A strategy for developing the civic education system was devised.

In-service training takes the form of block/module educational programmes under in-service training courses for social science cycle teachers and special courses for all categories of student. Programme modularity allows a differentiated approach to further teacher training, taking account of the results of the entrance assessment determining the competence level of the teacher, as well as more in-depth study where necessary of the methodology and content aspects and greater emphasis where needed on methodological or psychological/pedagogical training. Initial teacher training in EDC is also organised and it takes the form of a special course in a pedagogical university.

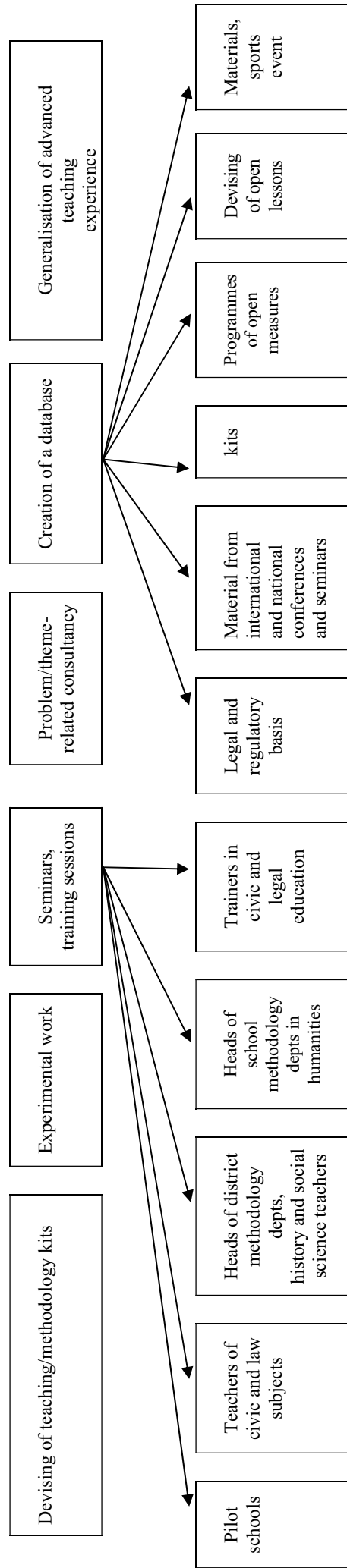
42. N.S. Voshchenkova. In-service teacher training in the Kaluga *oblast* in the sphere of civic education / Further teacher training in the sphere of civic and legal education: Collection of material. – Kaluga: Pub. N. Bochkareva, 2001. 316 pages. – pp. 44-54, in Russian.

43. A.S. Anikeyev, O.V. Borisova, P.P. Simonenko, Recommendations for the organisation of civic/legal education in the general education establishments of the Kaluga *oblast* / Implementation of the rights of the child: possibilities for achieving a democratic atmosphere in the school: Collection of pedagogical material Comp. N.S. Voshchenkova, T.V. Bolotina / Ed. in chief T.V. Bolotina. – Moscow: APKiPRO, 2003. – 177 pages. – pp. 21-39, in Russian.

In-service teacher training programmes on civic education in the Kaluga oblast Institute of in-service training for educational staff



Forms of scientific/methodology work



In-Service Teacher Training for EDC:

A Civic Education Course at the Kaluga *Oblast* Institute of In-Service Training for Education Staff⁴⁴

no.	Study topics	no. of hours	Of which	
			Lectures	Practical work
1	<i>Civic education in the contemporary school: essence, content, models</i>	10	2	8
1.1	Introduction to the issues of civic education	2	2	
1.2	Essence and content of civic education in general education establishments	4		4 (study with elements of discussion)
1.3	Models of civic education	4		4 (discussion)
2	<i>Psychological and pedagogical bases for the teacher's work</i>	18	7	11
2.1	Today's children as a contextual component of civic education	2	1	1 (discussion)
2.2	Institutional characteristics of school life and civic education	4	2	2 (discussion)
2.3	Role and position of the teacher in civic education	4	2	2 (practical session)
2.4	Teachers as organisers of the study process (methodical preparation for dispensing civic education)	2	2	
2.5	Personal commitment to civic education	6		6 (training session)
3	<i>Creating a democratic atmosphere in the school</i>	16	6	10
3.1	Non-violence, freedom and tolerance as the most important components of the school atmosphere		1	1
3.2	The issue of non-violence in children's surroundings and the boundaries of education		1	1
3.3	"Education for freedom in the school"		1	1
3.4	Tolerance of teachers and pupils		1	2 (planning method)
3.5	The subject-dimensional school environment		1	1
3.6	Generating a democratic atmosphere through school autonomy and social projects		1	4 ("Citizen" social project)
4	<i>Neo-humanism as a basic vision for civic education</i>	6	3	3
4.1	Fundamental global issues of today		2	
4.2	General characteristics of global/world problems			1 (practical session)
4.3	Critical assessment of programmes aimed at overcoming global crisis			1 (practical session)
4.4	Neo-humanism as a philosophical foundation for a new world outlook and civic education		1	
4.5	Using elements of a neo-humanist vision in the classroom			1 (practical session)
5	<i>Ecology</i>	6	2	4

44. A.S. Anikeyev. *Учебный курс повышения квалификации педагогов в сфере гражданского образования / Подготовка педагогов для гражданского образования: цели и приоритеты. Повышение квалификации педагогов в области гражданско-правового образования: Сборник материалов* [Study course for further teacher training in the sphere of civic education. Further training for teachers in the sphere of civic and legal education: Collection of material]. – Kaluga, Pub. N. Bochkareva, 2001, 316 pages pp. 77-79.

5.1	Ecology education in schools today		2	
5.2	Educational techniques for the ecological/pedagogical preparation of teachers			4
6	<i>Law</i>	6	2	4
6.1	Labour law: topical issues and problems		2	
6.2	Consumer protection			2 (practical session)
6.3	Application of labour legislation			2 (practical session)
7	<i>Political science</i>	6	2	4
7.1	Civic education		2	
7.2	Debating competition			2
7.3	Political debates			2
8	<i>Economics</i>	6	2	4
8.1	Introduction to entrepreneurship		2	
8.2	“Starting up in business”			4 (practical session)
9	<i>Final test</i>	2		
	Total hours	76	26	48

APPENDIX VI

Portugal – teacher training module in EDC⁴⁵

The context

In Portuguese schools EDC takes the form of cross-curricular activities in formal school subjects and as a component in non-disciplinary curriculum areas, such as the project area, study skills and civic education. Each school defines its own EDC curriculum in accordance with national guidelines.

Training in EDC is included in in-service teacher education provided by different training structures and on a voluntary basis. Universities and colleges, both state and private, have a great deal of autonomy in curricular matters. In initial teacher education, EDC is mainly infused into the curriculum and not generally treated as a specific subject.

The training module

The training module on EDC was developed as part of a Masters degree in Personal and Social Training at the Department of Education in the Faculty of Sciences at the University of Lisbon.

The purpose of the module is to help participants reflect upon the theoretical bases of their practice and to develop teaching activities and strategies that may be used in different curricular areas. It is available to a range of participants, from pre-primary to higher education.

The module was based on the Council of Europe EDC project as well as a number of theoretical sources, pedagogical materials and studies of practice. It comprises the following themes:

1. EDC – rationale, scope, objectives
2. EDC – basic concepts and key skills
3. EDC – different approaches:
 - EDC and civic education
 - EDC and education for human rights
 - EDC and multicultural education
 - EDC and education for peace
 - EDC and education for international issues
4. EDC – practices in the Portuguese context
5. EDC – strategies for promotion.

45. For more details, contact: Professor Maria Helena Salema, University of Lisbon, email: mhsalema@fc.ul.pt.

The module makes use of Audigier's (2000) work on competences⁴⁶ for EDC. Drawn up through discussion with teachers about their experience of classroom and school contexts, it identifies and compares with variations of a number of basic competences required for successful practice in EDC.

It also identifies and analyses a number of different approaches to EDC along with their common and distinctive features – using the work of Duerr, Spajic-Vrkas and Ferreira Martins⁴⁷ (2000) and Pureza, et al (2001).⁴⁸

The training methodology for the module, like EDC itself, is based on interactive methods, in which participants have to reflect upon the information they receive in the context of their own cognitive, ethical and affective systems of reference, and discuss the results with fellow participants. Training takes the form of a series of workshops in which participants identify and debate examples of their practice from their experience as both teachers and citizens.

The module is assessed by means of a mixture of oral and written reports. Participants present an oral report to the training group on an experience they perceive as relevant to EDC – one in which there was personal involvement, active participation and action in the community. Examples include:

- *solving problem situations* – such as violence in school, young people at risk from drugs, violence and truancy in problematic suburban areas, integration of students with special educational needs
- *managing emerging situations in schools* – such as large school populations from various cultures
- *resolving young people's problematic situations through non-formal education* – such as programmes for crime prevention and the integration of young people in vulnerable neighbourhoods
- *encouraging the exercise of active citizenship* – such as through volunteering.

The module was first offered in the Department of Education, Faculty of Sciences, at the University of Lisbon in 2003-2004 by Maria Helena Salema, national co-ordinator for the Council of Europe EDC project and professor in the Department of Education – in collaboration with members of the steering group for the Portuguese EDC project: Isabel Ferreira Martins, Janine Costa and Manuel Tuna. It ran again in 2004-2005 and continues to run in 2005-2006.

46. F. Audigier, Basics concepts and core competences for education for democratic citizenship, Strasbourg, Council of Europe, 2000, DGIV/EDU/CIT (2000) 23.

47. K. Dürr, V. Spajic-Vrkas, I. Ferreira Martins, Strategies for learning democratic citizenship, Strasbourg, Council of Europe, 2000, DECS/EDU/CIT (2000) 16.

48. J.M. Pureza, et al. (2001) Education for Democratic Citizenship: Final Report of the Portuguese Group. Lisbon, (Portugal).

Evaluation

The module has proved extremely successful in helping teachers to develop teamwork skills and the ability to work in interdisciplinary contexts, making them more aware of social issues, such as inclusion, and the need for continuous training in EDC. It has also raised a number of important issues, like the difficulty many teachers have in developing EDC work within specific disciplinary areas and reluctance to become more involved in school-related civic action.

APPENDIX VII

Denmark – Master of Education (MEd) in citizenship education⁴⁹

The concerns that arise from these new trends are some of the reasons why now in Denmark we are beginning to speak more of citizenship than we have done for decades. It is no longer sufficient to speak of the importance of a democratic educational system. It is now necessary to deal specifically with the definition and understanding of the notion citizenship. In so doing, Denmark follows a general trend that is manifest in several European countries.

The context

In Denmark EDC is not a school subject as such. EDC is seen more in terms of students' active participation in classroom activities and in school democracy, and teacher education in EDC in terms of helping teachers to develop more democratic teaching styles and the skills to involve students more actively in their learning and in school life as a whole.

To support teachers facing new challenges like individualism, diversity, globalisation and Europeanisation, the Danish University of Education in conjunction with Syddansk University has developed a Master of Education (MEd) course in citizenship education, offered from September 2005.

The nature of the course is inspired by the thinking of the sociologist, Zigmunt Bauman – in particular, by the idea of citizenship education as a vehicle for maintaining homogeneous and stable political communities in a world undergoing constant change.

It is also inspired by the Council of Europe's EDC programme – especially the notion of the need to develop a historical and philosophical approach to EDC training, not only for teachers, but for all those connected with the educational process and the general public which is frequently ignorant and unaware of EDC.

The MEd course

The MEd course aims to help candidates to integrate citizenship theory into their work experience, through the development of political, ethical and pedagogical knowledge.

It is targeted at range of people, including:

- teachers and others in formal educational institutions – such as schools, colleges, and polytechnics, and those responsible for raising awareness of citizenship issues in non-formal education – such as charity workers.
- consultants in the civil service and other political institutions – such as trade unions.

49. For more details, contact: Head of Department of Philosophy of Education, Lektor, Dr.paed. Ove Korsgaard, email: ove@dpu.dk.

The content of the course is organised in terms of the classic didactic triangle of knowledge, values and skills. It has four basic components:

- *Citizenship from a theoretical perspective* – historical, political, philosophical, pedagogical dimensions including ideas on living together in society, Kant on politics and pedagogy, links between the development of society and the development of the individual.
- *Citizenship from an ethical and universal perspective* – including value conflicts and dilemmas, ethics and existentialism, ethics and democratic development.
- *Citizenship* – including discussion of the characteristics of citizenship competence, pedagogical and didactic problems, teaching and learning methods, empowering citizens to interact with others, how citizens may have a say and influence and take the future into their own hands, democratic citizenship and multiple identities.
- *A dissertation* – students describe/ analyse and develop citizenship issues that related to their own work situations.

APPENDIX VIII

Ireland – a teacher support service⁵⁰

The context

EDC was first introduced into schools in the Republic of Ireland in 1966 in the form of Civics, a fairly traditional knowledge-based subject, in the second level curriculum (12 to 17/18 year old students).

In the changed political climate of the 1990s the Civics curriculum was subjected to a radical overhaul in favour of a more skills-based, participative subject called Civic, Social and Political Education (CSPE). A pilot project was set up in 1993 and over a three year period a new EDC curriculum was developed for the Junior Cycle, for 12 to 15 year old students, with curriculum materials written and piloted by practicing teachers. The CSPE curriculum was formally introduced into all schools in the Republic of Ireland in 1997.

The CSPE Support Service

To support the introduction of this new subject in schools, the Department of Education and Science, Ministry of Education, set up a CSPE support service to work with school principals and teachers.

Seven practicing teachers, who had been involved in the development of the new curriculum, were seconded from their schools by the Department of Education and Science and appointed to the CSPE Support Service. One of the teachers was appointed National Co-ordinator with overall responsibility for the in-service programme. The remaining six teachers acted as full-time Regional Development Officers with responsibility for CSPE teacher training in specific geographical areas.

The training provided by the Support Service consisted of regional in-service events, either school-based or at a central venue, to explore issues such as:

- course content;
- active learning methodologies;
- approaches to organising and managing CSPE action projects.

Other regional in-service events focused on how to co-ordinate CSPE in a school, teaching controversial/sensitive issues and the assessment of learning in CSPE.

50. For more details, contact: Conor Harrison, National Co-ordinator CSPE, Curriculum Development Unit, Sundrive Road, Crumlin, Dublin 12; E-mail: cjh@indigo.ie; Website: www.slss.ie/cspe.

Each in-service event was structured around three key dimensions:

- *understanding dimension* – providing teachers with basic information about the course content for CSPE;
- *skills dimension* – exploring appropriate teaching and learning methods for CSPE, including active learning, student participation and handling controversial and sensitive issues;
- *formative dimension* – giving teachers opportunities to share and reflect upon their own practice and upon the practice of others.

The Support Service has also been involved in advocacy work with a number of official bodies and NGOs with an interest in EDC, such as:

- the Houses of the Oireachtas (The Irish Houses of Parliament) – helping official guides to focus student visits on the CSPE curriculum;
- the Courts Service – developing teaching materials around the concept of law;
- the Gender Equality Unit, Department of Education and Science – producing booklets and teaching and learning resources, and arranging exhibitions on women’s participation in politics;
- Amnesty International Irish Section, Goal, Self Help, Trocaire, The Irish Refugee Council – advising and developing and editing curriculum materials on concepts such as rights and responsibilities, human dignity, development and interdependence;
- universities – supporting the development of CSPE methodology course in teacher training institutions.

The work of the Support Service continues today albeit with a different form of staffing. There are currently three full-time members of staff assisted by a team of twenty five part-time Regional Development Officers (RDOs). These RDOs are contracted from their schools for a specified number of days each year, usually no more than ten, to facilitate regional in-service events.

Evaluation

Many lessons have been learned from the experience from the work of the Support Service. In particular, it has become clear that teachers respond best to in-service training that is facilitated by fellow teachers, and that learning is most powerful where there is a whole-school approach to CSPE with significant support from school managers.

It has also become clear that there is an on-going need for teacher support and up-to-date classroom materials for CSPE and that some form of CSPE provision needs to be developed for the Senior Cycle, 15 to 17/18 year old students, to build on what has been learned earlier.

APPENDIX IX

Examples of good practices in the field of EDC

Croatia

Activity/event description

Elaboration and experimental implementation of the University Curriculum for Human Rights and Democratic Citizenship, Research and Training Centre for Human Rights and Democratic Citizenship, Faculty of Philosophy University of Zagreb, Croatia

Title of the project

University Curriculum for Human Rights and Democratic Citizenship

Institution

Research and Training Centre for Human Rights and Democratic Citizenship, Faculty of Philosophy University of Zagreb

Address: Ivana Lucica 3, 10000 Zagreb, Croatia

Tel/Fax: +385 1 600 2437

e-mail: hre-edc@ffzg.hr

www.ffzg.hr/hre-edc

Project Co-ordinator: Prof. Vedrana Spajic-Vrkas, Ph.D.

Project team: 15 university professors and researches from 8 faculties of the University of Zagreb and University of Rijeka, 3 research institutes, and several representatives of the civil sector.

Project description

The Research and Training Centre for Human Rights and Democratic Citizenship has produced an interdisciplinary university curriculum in the field of human rights and democratic citizenship, within the above project. The programme is designed for students of teaching streams at different teacher-training faculties in Croatia, and it is being implemented as part of the Croatian National Programme of Human Rights Education.

The programme also contributes to the realisation of the objectives of the UN World Programme of Human Rights Education (2005-2007), the Council of Europe's Year of Citizenship through Education (2005), the initiative of reform of educational systems in SEE, as well as of the European Union objectives in education, as defined in the Lisbon and Bologna processes.

The programme relies on lifelong, active and critical learning for empowerment, participation and responsibility of citizens with the use of multidimensional perspectives, and different learning, teaching and training resources, including those of the civil society and new information and communication technologies.

Besides the programme, the project also designed guidelines for introducing Human Rights into the curricula of teacher-training faculties, and it develops teaching materials for university students and teachers. Experimental implementation of the programme started at the Faculty of Philosophy in Zagreb in November 2005.

The long-term objective of the project is to initiate an international, interdisciplinary post-graduate studies course of Human Rights and democracy. Curriculum development is based on the results of research on students' knowledge and attitudes in this field, undertaken by the Centre in the research project "Learning for Human Rights at the University", with the support of the Ministry of Science, Education and Sports of Croatia.

Objectives

- to develop a pre-graduate interdisciplinary curriculum for Human Rights and democratic citizenship for teacher training faculties, based on lifelong, e-learning and partnership approach, as part of the National HRE Programme;
- to implement the curriculum as a pilot course at the Faculty of Philosophy, University of Zagreb.

Target groups

University students (primary target group), secondary school teachers, policy makers, other professionals in the field of education.

Content of the curriculum

Sixteen modules, which contain conceptual issues, analysis, guidelines and practice of HR monitoring, research, advocacy. The modules are:

1. An Introduction to Human Rights
2. The Human Rights System
3. Human Rights in Croatia
4. Civil and Political Rights
5. Economic and Social Rights
6. Cultural Differences and Collective Rights
7. Women, Sex/Gender and Human Rights
8. The Rights of Children and Youth
9. Peoples of the Third and Fourth World and Human Rights
10. Human Rights and Medicine
11. Freedom of Expression and Media in Human Rights Protection
12. Scientific and Technological Challenges to Human Rights
13. Right to Education and in Education
14. Learning for Human Rights and Democratic Citizenship
15. Conflict Management and Intercultural Competence
16. Human Rights Monitoring, Research and Advocacy.

The experimental implementation started at the Faculty of Philosophy in November 2005. Since then an internal evaluation has been undertaken. The results will be used for modification and improvement of the programme, which will then be addressed to the Ministry of Science, Education and Sports for the purpose of obtaining permission for its

implementation in the academic year 2006/07 in the form of a one-year post-graduate specialist M.A. course.

Sponsorship and partners involved

Ministry of Foreign Affairs of Austria; European Training and Research Centre for HR and Democracy, Graz; World University Service – Austria; Ministry of Science, Education and Sports of Croatia.

Target groups

University students (primary target group), policy makers, secondary school teachers and other professionals in the field of education (educational staff).

Reasons for considering the activity/project an example of good practice

This project/activity contributes to the sustainability of Human Rights and Democratic Citizenship in Croatia. It is the higher education component of the National Human Rights Education Programme.

Also the unique interdisciplinary quality of the curriculum and its potential to grow into a regional course of studies in this field make it exceptional.

It is based on the overall knowledge and experience of Croatian educators and researchers who have been involved in numerous projects since the beginning of the 1990s.

Romania

Activity/event description

Project on Students' participation in school life – a form of living democracy

November 2005-July 2006

The project "*Students' participation in school life – a form of living democracy*" aimed at supporting the transformation of schools towards a democratic learning environment, through developing related skills and attitudes for the education actors. More concretely, the project aimed at creating student participation mechanisms and structures at school level in order to offer students real opportunities to exercise democratic participation.

The project was prepared in 2005 as a contribution to the European Year of Citizenship through Education launched by the Council of Europe. It was approved for financial support by the Royal Netherlands Embassy in Bucharest.

"Students' participation in school life" created mechanisms and structures for students' participation in the pilot schools, covering both school and out-of-school activities. The project promoted an innovative approach to students' participation: diverse forms of participation, training and involvement of different stakeholders. Students' participation was understood not only as participation in students' councils, parliaments or other structures, but in a broader sense of participation in learning, such as creating options for elective subjects or for curriculum topics, using interactive methods and authentic assessment, planning and

implementing projects, organising awareness-raising campaigns, voluntary activities in the community etc.

A local project team was established in each pilot school, including representatives of the local authorities or community members (parents). The starting point revealed that the representatives of the pilot-schools had very few actions in common with other community actors. As a consequence, it was necessary to bring the school and the community into contexts that involved their representatives in different activities. Getting people to work together for their own benefit was one of the most important achievements.

The teams from each school attended a training seminar in order to have a broader meaning of students' participation and how to achieve it, to understand and promote values and principles of democratic citizenship. These events supported the development of new attitudes, knowledge and skills: motivation for change; concern for links between the school and the community, interest in local common projects; receptiveness, openness towards diversity. The objectives of the local seminars focused on:

- developing the school capacity to design and implement educational projects aiming to promote pupils participation in school and community life;
- stimulating pupils' and teachers' motivation for active and responsible participation in community life and for building up a democratic school environment;
- developing evaluation skills and reflexive attitudes towards educational practices;
- developing presentation skills of pupils and the capacity to organise information campaigns;
- improving co-operation of pupils and teachers with community members – local authorities, parents, media, NGOs.

Each pilot school prepared two projects promoting SP: one promoting students' participation in the school environment, one promoting out-of-school participation of students (community-oriented projects). A description of the projects proposed and implemented by the schools, based on their local needs and interests, is given in the table below.

School	School oriented projects	Community oriented projects
Izvoare	School journal (a "gazette" of the Students' Council)	Information campaign for health education <ul style="list-style-type: none"> • students' caravan for health education • leaflets, posters displayed in the village etc.
Galicea Mare	The "ecological" school – improving the school environment, planting flowers and trees, building benches, arrangements of a "school park"	We are small, but we care – a project developing civic and solidarity attitudes of the students toward helping disadvantaged children
Calafat	School journal	Community park creation – involvement of the school and the local authorities in order to create a park close to the school, planting flowers, trees, cleaning the ground, building benches etc.
Desa	School journal	"A school, a park" Community park creation – involvement of the school and the local authorities in order to create a park near the school, planting flowers, cleaning the ground, building benches etc.

Students' Participation Summer school

The end of the project was marked by a summer school, organised in Sinaia, Romania. Participants from all pilot schools had the opportunity to share experiences, to learn from each other, and most important, to become aware of their possibilities to make a difference in their community life.

Based on the experience of this project, the Centre for Innovation and Development in Education (TEHNE) in partnership with the Institute for Education Sciences prepared a methodological guide for students' participation, containing the basic principles of SP, forms, structures, content, and benefits of SP, as well as case-studies collected from the pilot-schools (examples of good practice). The SP guide is distributed in schools, school inspectorates, Teacher Training Institutes, NGOs etc. Good practice examples developed within the project are disseminated in other educational communities.

General conclusions

The teachers, the headmasters, the students and the representatives of the local authorities made serious progress at different levels. The capacity building process started at the pilot-schools level has reached the proposed objectives. The schools are able to design and implement educational projects.

Concerning the attitudes of those involved in the project, a change can be noticed. They are more receptive, have new perspectives on "participation" and on "democratic school", are open to new challenges and started to work together with their mates.

One of most significant achievements of the project until now consists in building up those motivation mechanisms necessary to start initiatives within the school. The active involvement of the participants and their willingness to learn more about how to improve their work was very important for the general value of the project.

The project refreshed social interactions in the community, as well as the relationships inside the schools, between students and teachers, and among teachers. The positive perception of the project improved the attitudes of the community towards the school.

Partners involved

TEHNE – Center for Innovation and Development in Education, Institute for Educational Sciences, The School Inspectorate from Dolj County, the Council of Europe Information Office in Bucharest (with the financial support of the Royal Embassy of Netherland in Bucharest, Programme Matra-KAP).

Target groups

Educational staff – parents – young people.

The target group was composed of schools located in rural and small towns, in the southern part of Dolj county. The rural and small town schools have fewer opportunities to be involved in educational projects and, consequently, have fewer appropriate skills. Their access to information, partnerships and know-how is usually limited.

Reasons for considering the activity an example of good practices

The project was focused on students in secondary schools located in rural areas. It offered those students and their schools the opportunity to practice democratic participation in school and community life, to develop their skills and attitudes, to learn from each-other and practice associative skills, and, most importantly, to become aware of their possibilities to make a difference in their community life.

Russian Federation

Activity/event description

Joint project of the European Commission and the Council of Europe in the Kaliningrad Region of the Russian Federation dedicated to education for democratic citizenship and human rights.

The objective of the project was to strengthen EDC in schools. To do so, developing democratic school ethos was selected as a means to reach that objective. Special attention was paid to defining a concept of school governing boards adapted to Russian schools. Participants also became acquainted with active and participatory teaching methods.

From April 2004 to February 2006, 11 seminars for educational management staff, teachers, students and parents were held. 20 schools from 10 regional districts of the Kalinigrad region took part in the project. About 200 persons participated in the seminars over the two years.

Two working groups were set up. Each group had about 100 participants and took part in 5 seminars (1 awareness raising seminar and 4 training seminars) organised in such a way that the participants were able to progressively acquire new but integrated competences.

Between the seminars, the participating schools were given the task to implement the acquired competencies in their everyday practice, to set up new mechanisms of democratic self-governance and to amend their statutory base accordingly.

As a result, at the end of the training cycle, the individual participants and the schools as entities acquired new competences, and set up democratic school governing boards with the objective to change the school ethos.

Partners involved

Regional and local educational authorities, school administrations and teachers, students, parents of the Kaliningrad Region, the European Commission and the Council of Europe.

Target groups

Policy makers and educational staff, students, local community around schools.

Reasons for considering the activity an example of good practice

The experience of the Kaliningrad project is a good example on how to gather different stakeholders from the society involved in school life, i.e. school professionals, parents, students, local authorities in charge of education, civil society representatives, private companies etc.

It is an example of an integrated step-by-step approach towards setting a democratic school ethos that could be transferred to other countries and used in a wide range of settings, given that urban and rural educational institutions took part in the project and came up with their own experiences and models.

It is an example of fruitful co-operation and exchange of experiences at the European level as several experts from different Council of Europe member states shared their experience with the Russian participants and experts, and learned from them in return.

Slovenia

Activity/event description

A whole-school approach to citizenship education

The main aim of the project has been to introduce a whole-school approach to citizenship education, which would supplement the existing provision of citizenship as a separate element of the school curriculum in elementary education and its traditional link with civic related subjects (history, geography, mother tongue). The basic aims and objectives of the model could be summarised as follows:

- to enhance the process of school improvement;
- to stimulate collaboration within and among schools;
- to increase the school's capacity for change;
- to plan, implement and evaluate change in a specific area.

Moreover, the project's basic aim has also been to develop a programme of professional development for teachers and other members of the school community by using the network-of-schools model for teacher training. The project has been conducted in Slovene elementary schools since 2004.

Title of the project

A whole-school approach to citizenship education

Institution

National School for Leadership in Education, Slovenia
Address: Brdo pri Kranju, 4000 Kranj, Slovenia
Tel/Fax: ++386 4 236 22 60
email: info@solazaravnatelje.si
website: www.solazaravnatelje.si
Project Co-ordinator: Dr. Justina Erčulj & Mr Mitja Sardoč (MSc)

Partners/institutions involved

National School for Leadership in Education
Slovene Ministry of Education and Sports
British Council Slovenia
Educational Research Institute
Thirteen Slovene elementary schools

Project team

Two experts on citizenship education, one expert on whole-school methodology and teacher training.

Target groups

Researchers – policy makers – teachers and other educational staff in elementary schools – parents – students.

Project description

The project *A whole-school approach to citizenship education* presents an innovative model of in-service professional development in which the whole school is encouraged to reflect on its current curriculum, and to work together to identify strategies to promote and raise the profile of EDC as part of a whole-school policy. The whole-school approach has been recognised as a powerful way of building commitment to school improvement in various areas (Rogers, 2000). We have been using it to change the existing beliefs and practices that education for democratic citizenship lies in the domain of certain subjects, such as mother tongue, history and citizenship education as a separate subject. Rogers (ibid.) refers to several advantages of the whole-school approach:

- there is an increase in effective strategies as teachers begin to share good practice;
- staff begin to act more consistently when the whole-school policy is the outcome of genuine, wider collaboration;
- there is an increase in staff involvement and commitment to policy imperatives;
- a shared knowledge base provides a stronger support for new initiatives (education for democratic citizenship in this case);
- parents begin to appreciate, and support, the values underpinning the schools' policy – and this is essential in the whole-school approach to democratic citizenship.

A whole-school approach can only be successful if it is based on collaboration among teachers. Collaboration creates interdependence, collective commitment, and shared responsibility (Stoll, Fink and Earl, 2003). Networks of Learning Schools is a model of school development based on the ideas of school improvement through teacher collaboration or a whole-school approach to planning and implementing changes. It can be referred to as a “cascade model” which is supported and facilitated by the so called School Improvement Teams (SIT). Networks of Learning Schools are implemented in two stages that equals two academic years:

- in Year 1 SITs are trained in the principles of school improvement, teamwork, planning, and problem solving. Using their knowledge and skills, they organise workshops for their staff where teachers define the area of improvement for the current academic year, plan and evaluate changes in the defined area in a collaborative way and implement changes. Actually, they learn and practice the principles of change management and relate it to school policy.
- Year 2 is more focused to the content of change. On the basis of changes the school defined in Year 1 and following the national priorities, NSLE defines the themes for Networks 2. The whole process follows the model from Year 1 with some significant differences:
 - the thematic area is defined in advance by NSLE;
 - the teams are trained for the theme (they know the process already);
 - the teams transfer specialist knowledge in the selected area.

Like Networks 1, Networks 2 are based on collaboration among teachers which leads to the whole-school approach to a specific theme.

This contrasts with the model of professional development in which individual teachers are taken out of their schools for seminars that focus on general issues which do not necessarily relate closely to practice within their own schools. Moreover, this project contributes equally to the three priority areas of the 3rd phase of the *Council of Europe’s* EDC project between 2006-2009, for example:

- Education policy development and implementation for democratic citizenship and social inclusion.
- New roles and competences of teachers and other educational staff in EDC/HRE.
- Democratic governance of educational institutions.

The long-term objectives of the project *A whole-school approach to citizenship education* have been to develop and test a whole-school approach to the professional development of staff delivering EDC in elementary schools – in particular of management teams and subject leaders – with a view to:

- create a shared understanding of EDC and to identify the basic principles for a sustainable and effective model of teacher training in EDC;

- support a school-based approach to EDC to supplement existing provision in the last three years of elementary education and extend EDC to the first two years of elementary education;
- make head teachers, subject leaders and teachers more aware of opportunities for integrating EDC into all levels of elementary schooling;
- develop a model of combined units for discrete EDC teaching and EDC teaching through other civic-related subjects;
- develop within school supporting system in the field of awareness-raising of EDC related material and promote the dissemination of teaching material;
- strengthen democratic governance in educational institutions;
- develop integrated teaching materials, e.g., schemes of work.

Reasons for considering the activity an example of good practice

The results of the project have shown that a whole-school approach contributes significantly to the inclusion of topics related to citizenship education across the curriculum of elementary education as well as raise the profile of the existing provision of citizenship education across the curriculum. Moreover, the project offered to the elementary schools included in the project the opportunity for teachers to exchange and reflect on existing training practice and training experience in the area of EDC.

What kind of action is needed to support teachers who wish to promote democratic culture and human rights, active citizenship and participation? Research has shown that in all member states of the Council of Europe, teachers need new qualifications to be able to cope with new demands and to learn how to teach through participatory approaches. This publication sets out ideas and guidelines for teachers and teacher trainers in education for democratic citizenship and human rights and provides concrete examples of good practices. It is the result of a collective work of experts from a large number of member states.