EDUCATION FOR DEMOCRATIC CITIZENSHIP
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Tool on Teacher Training for
Education for Democratic Citizenship and
Human Rights Education

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CHAPTER 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. 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.
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.

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.

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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:

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.”

A year later the European Ministers of Education adopted the Cracow 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.”

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 contributes 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;

- 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 competencies 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, 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.”

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.

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.

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*, 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”.  

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”.

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 competencies, and create the conditions which allow them to apply these skills and competencies 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 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

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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 Rec (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.

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 – 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.

a) 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. **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 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.

2. **EDC has tended to develop in a ‘bottom-up’ way,** particularly in countries with decentralized 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 organized courses, seminars or conferences
delivered partly or wholly by a mixture of local and international non-governmental organizations or inter-governmental organizations, 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.

3. **EDC is an innovative concept.** The democratization 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.

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.

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 a 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’ competencies. 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.

b) 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. **Teacher training is delivered through a wide range of providers.** They include government agencies, non-governmental and inter-governmental organizations, 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.

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.

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 organized or recognized 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.

4. **In-service training is often voluntary.** In less centralized 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.

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.
CHAPTER 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 recognize 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.

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. 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 centralized, 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.

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:

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. EDC-specific standards or competencies

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 competences and to make the acquisition of these a qualification for entry to the teaching profession. Professional standards or competencies exist at the general level in a number of countries, but as yet they have seldom been made subject-specific – see the Council of Europe document DGIV/EDU/CIT (2000) 21, Education for Democratic Citizenship: a Lifelong Learning Perspective, by Cesar Birzea, p.83.

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 organizations providing the training.

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% or 80%, and some system of professional support.

5. Professional support

Professional support in EDC for beginning teachers may be provided externally – for example, by institutions and organizations 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.
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 organized and delivered by a range of providing institutions, including non-governmental and inter-governmental organisations, higher education institutions, and private and commercial companies.

The second step is to begin to organize 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 centralized 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:

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

3. Accreditation and formal qualifications

Another way of supporting in-service EDC training is through the state-recognized 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.

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.

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.
CHAPTER 3

TEACHER COMPETENCIES

In this chapter we consider sorts of professional competencies 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
- articulate in their opinions and arguments
- capable of having an influence on the world
- active in their communities
- responsible in how they act as citizens.

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 recognize 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 below).

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

- political
- legal
- 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.

a) 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?
  - Globalization – how is globalization affecting my life and those of others abroad?
  - Sustainable development – how can this be achieved?

b) 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 judgements 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.

c) **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.
2. What competencies do teachers require to support EDC?

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

a) 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.

b) 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.

c) 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.

d) 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.

e) 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.

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### 3. 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, organize group work, use different forms of questioning, and so on.

4. **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:

a) **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.

b) **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.

c) **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.
d) 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.

5. Reflection and improvement

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

a) 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.

b) 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 competencies is required – in particular, EDC-related knowledge as well as teaching and learning approaches.

c) Co-operation

Engaging in cooperative 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.

d) 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 competencies, such as using and evaluative instrument and quality indicators in EDC – see the Tool for Quality assurance of EDC in schools (Tool 4).
e) 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.

CHAPTER 4

PROCESSES AND METHODS

Having outlined the competencies that are needed for EDC teaching, we turn in this chapter to the processes and methods by which these competencies 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.

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:

**a) 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.

**b) 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 manual\textsuperscript{8} follows the principles of task-based learning, and teacher-training seminars should do the same.

Task-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.

c) 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 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.

d) 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.

\textsuperscript{8} Peter Krapf / Rolf Gollob, Exploring Children’s Rights: Lesson Sequences for Primary Schools in Bosnia and Herzegovina, Strasbourg, 2000.
e) 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.

f) 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.

g) 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.
2. The training process

The central training process in Education for Democratic Citizenship comprises 4 core elements: **modelling – processing – application – instruction**.9

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

a) 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.

b) 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 Folder10 and in the manual on teaching children’s rights11. It enables teachers to

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10 Ibid.
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”.

c) 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.

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.

d) 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.

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. 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; authorizing; taking the floor, and giving the floor to others.

The skillful 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 cube 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:

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

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\textsuperscript{12}). 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.

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.

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.

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 Folder. 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.

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.

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 posters – 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;

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• **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.

**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.

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.

**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 coordinate 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.

**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 competencies 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 competencies 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.¹⁵

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

a) **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.

b) **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 adults’ ability to respond slows with age; and time limits and pressures have a negative effect on learning performance. As mentioned earlier,

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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.

c) **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.”

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:

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• **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.

d) **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.

e) **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.  

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

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