



WELCOME

Oslo, October 5-8, 2018

To develop participants capacities to design, carry out and evaluate trainings for teachers and other education professionals in citizenship and human rights education, according to national priorities;

To support participants to learn how to apply a whole school approach that involves all stakeholders in school to develop a democratic and inclusive school environment;

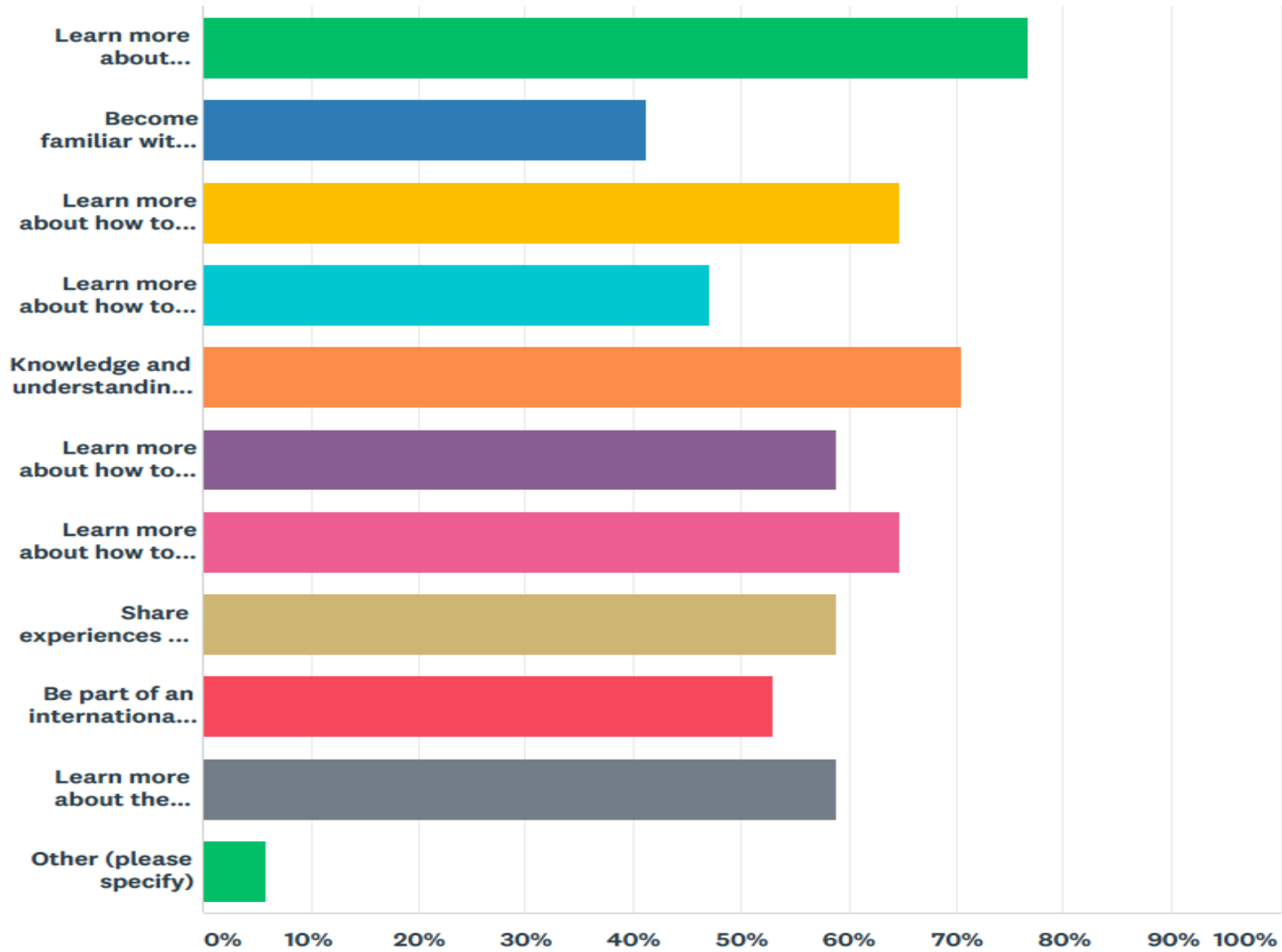
To raise confidence in applying interactive and learner-centered methods.

To reflect upon the Council of Europe Framework of Competences for Democratic Culture and to raise awareness on how to integrate it in teaching and learning process at school;

Expectations

ANSWER CHOICES	RESPONSES	
Learn more about citizenship and human rights concepts and themes	76.47%	13
Become familiar with Council of Europe resources and how to support their use	41.18%	7
Learn more about how to use interactive and participatory tools in my daily work	64.71%	11
Learn more about how to use interactive and participatory tools in my trainings	47.06%	8
Knowledge and understanding of the whole school approach to EDC-HRE and its application in practice	70.59%	12
Learn more about how to design and carry out a local EDC-HRE project	58.82%	10
Learn more about how to design and conduct trainings and workshops in the field of citizenship and human rights education	64.71%	11
Share experiences and know-how with colleagues from my country/other European countries	58.82%	10
Be part of an international community promoting citizenship and human rights education	52.94%	9
Learn more about the latest developments in citizenship and human rights education	58.82%	10
Other (please specify)	5.88%	1

Expectations



“Education for democratic citizenship” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

“Human rights education” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

Reference Framework of Competences for Democratic Culture



Democratic Culture

When we think of democracy, we often think of parliaments and constitutions, institutions and laws. However, these will not function unless they build on ***democratic culture: a set of attitudes and behaviours that emphasize dialogue and cooperation, solving conflicts by peaceful means, and active participation in public space.***

For real democracy, citizens need to:

- commitment to public deliberation;
- willingness to express one's own opinions and to listen to the opinions of others;
- conviction that differences of opinion and conflicts must be resolved peacefully;
- commitment to decisions being made by majorities;
- commitment to the protection of minorities and their rights;
- recognition that majority rule cannot abolish minority rights;
- commitment to the rule of law.

Intercultural dialogue

A modern democracy cannot function unless it is able and willing to engage in intercultural dialogue, and intercultural dialogue is difficult to imagine without democratic culture. It would therefore be unhelpful to treat democracy and intercultural dialogue separately.

In societies with diverse cultures, intercultural dialogue is essential for democratic discussions, debates and negotiations, as well as for all citizens to contribute to making political decisions **on an equal footing, regardless** of their cultural background.

Three components of the RF CDC

- Conceptual model of competences
- Descriptors for all competences
- Recommendations for Ministries of Education and educators on how to apply descriptors for:
 - Planning educational activities
 - Development of monitoring and evaluation methods
 - Applying whole school approach for competences development
 - Teacher training

Applying the competences

- RF CDC implies that real-life competences are rarely used separately.
- Most likely, several competencies (or a cluster of competencies) will be involved together.
- The subgroups / clusters of competencies that will be involved depend on the situation: **specific circumstances, problems and opportunities, as well as the needs of the person in the situation.**
- A competent individual is able to mobilize and apply clusters of competencies in a **flexible, dynamic manner**, in accordance with **constantly changing needs, problems and opportunities** arising in a democratic society and intercultural communication.

Empathy

76	Can recognise when a companion needs his/her help	Basic
77	Expresses sympathy for the bad things that he/she has seen happen to other people	
78	Tries to understand his/her friends better by imagining how things look from their perspective	Intermediate
79	Takes other people's feelings into account when making decisions	
80	Expresses the view that, when he/she thinks about people in other countries, he/she shares their joys and sorrows	Advanced
81	Accurately identifies the feelings of others, even when they do not want to show them	

Flexibility and adaptability

82	Modifies his/her opinions if he/she is shown through rational argument that this is required	Basic
83	Can change the decisions that he/she has made if the consequences of those decisions show that this is required	
84	Adapts to new situations by using a new skill	Intermediate
85	Adapts to new situations by applying knowledge in a different way	
86	Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups	Advanced
87	Can modify his/her own behaviour to make it appropriate to other cultures	

Skills of listening and observing

70	Listens carefully to differing opinions	Basic
71	Listens attentively to other people	
72	Watches speakers' gestures and general body language to help himself/herself to figure out the meaning of what they are saying	Intermediate
73	Can listen effectively in order to decipher another person's meanings and intentions	
74	Pays attention to what other people imply but do not say	Advanced
75	Notices how people with other cultural affiliations react in different ways to the same situation	

What can we do at school in order to develop this competence at an advanced level?

In the local community, the school conducts a project on religious diversity. Students choose one of the religions represented in their city, which they will study in one week.

First, they study different literature on a particular religion and critically analyze how this religion is presented in various media.

At the next stage, small groups of students attend churches or places connected with religion, which they explore. At this stage, students will focus on ethnographic observation, as well as communicate with members and religious leaders of this religious community.

In the end, the students work in the group to present their observations and conclusions drawn from one or another religion and the life of religious communities.

What competences can be developed at different stages of the project?