

## Council of Europe - Pestalozzi Programme

# Report

## European Workshop

### *Promoting teachers' competences to enhance citizenship and democracy in the school community*

Caparide (Estoril), Portugal

25 – 28 May 2011



0

**Professor Maria Helena Salema**

**European Workshop Director**

## Table of contents

<b>Executive summary</b>	<b>2</b>
<b>1. Introduction</b>	<b>4</b>
<b>2. Aims of the workshop</b>	<b>5</b>
<b>3. Rationale</b>	<b>6</b>
<b>4. Methodology</b>	<b>6</b>
<b>5. Process evaluation</b>	<b>7</b>
<b>6. Sessions</b>	<b>7</b>
<b>7. Final workshop evaluation</b>	<b>14</b>
<b>Annex 1 – Programme</b>	<b>23</b>
<b>Annex 2 – Participants’ activities</b>	<b>28</b>
<b>Annex 3 – Participants’ logbook</b>	<b>43</b>
<b>Annex 4 – Participants’ workshop evaluation questionnaire</b>	<b>45</b>
<b>Annex 5 – List of participants</b>	<b>48</b>

## Executive summary

The European Workshop “Promoting Teachers’ competences to enhance citizenship and democracy in the school community” (CoE 2001 0525-0528 Portugal) was organised in the Member State Portugal and was developed in response to the new European challenges. The Council of Europe places special importance on the learning of democracy. Consistent with its mission and fundamental values it considers, as one of the main objectives, the training of teachers and recommends and emphasises the key role of teacher education and the development of teachers competences in all subjects of the curriculum in ensuring and promoting a culture of democracy and human rights in the classrooms and school communities (Recommendation 1849 (2008)). The European Workshop responds to the Pestalozzi Programme (Resolution (MED-23-13) in enhancing teachers’ professional development through teacher training.

The Workshop took place at Centro de Caparide (Estoril) – Ministério da Educação, Rua Principal do Alto do Espargal, nº 382, Caparide 2785-391 S.Domingos de Rana, from the 25<sup>th</sup> to the 28<sup>th</sup> of May 2011.

The European Workshop was organized by the Directorate-General for Human Resources in Education from the Portuguese Ministry of Education in cooperation with the Council of Europe.

The Training Team was constituted by:

- The Workshop Director – Maria Helena Salema - Professor from the Instituto de Educação da Universidade de Lisboa;
- Dr. Maria José Neves - Deputy National Liaison Officer and member of the Pestalozzi Programme Network of Trainers on Teachers’ Competences on Education for Democratic Citizenship and Human Rights Education;
- Dr. Madalena Mendes - Guest Trainer and member of the Pestalozzi Programme Network of Trainers on Teachers’ Competences on Education for Democratic Citizenship and Human Rights Education.

The European Workshop was attended by 24 selected participants, primary and lower secondary teachers dealing with civic/citizenship education in their classes, from eleven European countries: Bosnia-Herzegovina, Cyprus, Estonia, France, Georgia, Italy, Latvia, Moldavia, Romania and Spain (10 participants) and Portugal (14 participants).

The workshop followed the general aim of the training activities of Pestalozzi Programme: training of education professionals to become multipliers of Council Europe standards and values. The specific aims of the European Workshop “Promoting Teachers’ competences to enhance citizenship and democracy in the school community” (CoE 2001 0525-0528 Portugal) were: to empower teachers as actors of change in the field of Education for Democratic Citizenship and Human Rights Education (EDC/HRE) in their schools and communities; to develop cross-curricular and project based approaches on EDC/HRE; to work collaboratively with appropriate partners; to empower teachers to reflect and evaluate their EDC/HRE practices.

The key documents for the European Workshop were: Recommendation 1849 (2008) for the Promotion of a Culture of Democracy and Human Rights through Teacher Education;

Resolution on the enhancement of teachers' professional development through the Pestalozzi Programme (MED-23-13); Brett, P. Mompoin-Gaillard, P. & Salema, M.H. (2009). *How all teachers can support citizenship and human rights education: a framework for the development of competences*. Strasbourg: Council of Europe Publishing.

The Workshop focused in detail the following key teachers' competences in Brett, P. et al. (2009):

- Aims and purposes of EDC/HRE (teacher's competence no. 1, cluster A);
- Different possible contexts of EDC/HRE implementation (teacher's competence no. 4, cluster A);
- Collaborative work within appropriated community partnerships (teacher's competence no.11, cluster C);
- Modelling of democratic citizenship, human rights values, attitudes and dispositions (teacher's competence no.14, cluster D).

Participants' outputs, during the workshops sessions, in the daily logbook, and in the final evaluation questionnaire, reveal that they have learnt the role of CoE in promotion of Human Rights, Citizenship, Education, the aims of EDC/HRE, how to develop activities being aware of the specificities and commonalities of the 3 contexts of EDC/HRE, how to build a partnership with different stakeholders, how to organize and develop an action plan involving different stakeholders, how to question and reflect on their own practices and assumptions. Out of the 24 participants 20 participants were very satisfied and 4 were satisfied with the European Workshop.

I deeply acknowledge:

- The General Director and National Liaison Officer of the Directorate General for Human Resources in Education, Dr. Mário Agostinho Pereira, who invited as me as the Workshop Director;
- The Training Unit Director of the Directorate General for Human Resources in Education, Dr. João Paulo Videira, for the enthusiastic support in the preparation of the workshop, Dr. Olga Ferreira for the permanent presence and kindly support during the workshop, and the friendly and democratic collaboration between the members of the training team, Maria José Neves, Madalena Mendes and myself.

Lisbon, 30th June 2011

Maria Helena Salema

Workshop Director

## 1. Introduction

The European Workshop “Promoting Teachers’ competences to enhance citizenship and democracy in the school community” (CoE 2001 0525-0528 Portugal) was organised in the Member State Portugal and has been developed to respond to the European new challenges. The Council of Europe places special importance on the learning of democracy. Consistent with its mission and fundamental values it recommends, as one of the main objectives, the training of teachers emphasises the development of teachers’ competences in all subjects of the curriculum for ensuring and promoting a culture of democracy and human rights in the classrooms and school communities (Recommendation 1849 (2008)). The European Workshop responds to the Pestalozzi Programme (Resolution (MED-23-13) in enhancing teachers’ professional development through teacher training.

It took place at Centro de Caparide (Estoril) – Ministério da Educação, Rua Principal do Alto do Espargal, nº 382, Caparide 2785-391 S. Domingos de Rana, from 25<sup>th</sup> May to 28<sup>th</sup> May 2011.

The European Workshop was organized by the Directorate-General for Human Resources in Education from the Portuguese Ministry of Education in cooperation with the Council of Europe

The training team was constituted by:

- The workshop director – Maria Helena Salema - Professor from the Instituto de Educação da Universidade de Lisboa. Her area of expertise is Teacher Education and Pedagogy, currently teaching and researching on Education for Democratic Citizenship and Human Rights Education, Teaching and Learning to Think, Metacognition, and Critical Thinking and Professional Development and Coaching and Supervision.
- Dr. Maria José Neves - Deputy National Liaison Officer and member of the Pestalozzi Programme Network of Trainers.
- Dr. Madalena Mendes - Guest Trainer and member of the Pestalozzi Programme Network of Trainers.

4

The workshop had 24 selected participants coming from eleven European countries: Bosnia and Herzegovina, Cyprus, Estonia, France, Georgia, Italy, Latvia, Moldova, Romania, Spain (10 participants) and from Portugal (14 participants).

The present report describes the aims of the Workshop, the rationale supporting the delivering of inputs and the training methodology adopted, the sessions, visit of a school community and the workshop evaluation. In annexes, the following documents are enclosed:

- Programme (Annex 1);
- Participants’ Activities (Annex 2);
- Participants’ Logbook (Annex 3);
- Participants’ Workshop Evaluation Questionnaire (Annex 4);
- List of Participants (Annex 5).

## 2. Aims of the workshop

The Pestalozzi Programme recognises the importance of education and teacher education and aims at strengthening teachers' personal and professional development as well as to increase the awareness of the key role of education in promoting respect of human rights, democracy and rule of law. The general aim of the training activities of Pestalozzi Programme is to train education professionals to become multipliers of Council Europe standards and values.

Bearing the Pestalozzi Programme principles and training methodology in mind, the aims of European Workshop “*Promoting Teachers’ competences to enhance citizenship and democracy in the school community*” (CoE 2001 0525-0528 Portugal) had the following aims:

- To empower teachers as change actors in the field of Education for Democratic Citizenship and Human Rights Education (EDC/HRE) in their schools and communities;
- To develop cross-curricular and project based approaches on EDC/HRE;
- To work collaboratively with appropriate partners;
- To empower teacher to reflect and evaluate their EDC/HRE practices.

The key documents for the European Workshop “Promoting Teachers’ competences to enhance citizenship and democracy in the school community” (CoE 2001 0525-0528) were:

5

- Recommendation 1849 (2008) for *the Promotion of a Culture of Democracy and Human Rights through Teacher Education*;
- Resolution on *the enhancement of teachers’ professional development through the Pestalozzi Programme* (MED-23-13);
- Brett, P. Mompoin-Gaillard, P. & Salema, M.H. (2009). *How all teachers can support citizenship and human rights education: a framework for the development of competences*. Strasbourg: Council of Europe Publishing.

The Workshop focuses in detail some key teachers’ competences presented in the publication Brett, P. Mompoin-Gaillard, P. & Salema, M.H. (2009). The following topics were chosen:

- Aims and purposes of EDC/HRE (teacher’s competence no. 1, cluster A);
- The different possible contexts of EDC/HRE implementation (teacher’s competence no. 4, cluster A);
- The collaborative work within appropriated community partnerships (teacher’s competence no.11, cluster C);
- The modelling of democratic citizenship, human rights values, attitudes and dispositions (teacher’s competence no.14, cluster D).

### 3. Rationale

We have defined the above topics and aims based on the following research assumptions. Teachers play a crucial role in supporting the learning experience of young people and adult learners. Teaching and Training are the heart of the knowledge society. Training on Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) should be of high quality. High quality<sup>1</sup> Education and Training provides learners with personal fulfilment, better social skills, and more diverse employment opportunities. The teaching profession is inspired by values of inclusiveness and by the need to nurture the potential of all learners; it therefore plays a vital role in advancing human potential and shaping future generations. Teacher training on EDC/HRE should be a multidisciplinary process promoting knowledgeable, skilful, ethical and pro-active practitioners. Teachers and Trainers for EDC/HRE should have a knowledge and understanding of:

- The aims and dimensions of EDC/HRE, (i.e. the EDC/HRE curriculum) and different contexts where these can be developed;
- Educational and pedagogical means to implement EDC/HRE, to support and guide learners and an understanding of the social and the cultural dimension of educational contexts in their classrooms, schools and communities.

Teachers and trainers of EDC/HRE should also be critical reflective practitioners on:

- EDC/HRE aims, dimensions and contexts;
- Educational and pedagogical means during all teaching phases: planning implementation and evaluation;
- Their own practices before, during and after implementation activities;
- Their personal professional development.

Teachers and trainers should be aware and to know how to collaborate with others in order to improve EDC/HRE practices and their professional development. They should be aware and reflect about their modelling on EDC/HRE practices and the coherence between ends and means with a view to an ethical and responsible citizenship.

### 4. Methodology

The workshop training methodology followed the Pestalozzi Programme principles although we have strength:

- Individual and group activities to empower reflection, self and peer evaluation and professional development;

---

<sup>1</sup> Education and Training 2010 – the success of the Lisbon Strategy and Common European Principles for Teacher Competencies and Qualifications. European Commission.

- Linking theoretical inputs, presented in plenary, to teachers practices, conceptions and assumptions about teaching and learning EDC/HRE;
- Group and collaborative work;
- Group members' roles;
- Teachers' sharing of knowledge, practices and contexts;
- Teachers' working plans to be implemented in their school contexts.

We implemented different activities to form group working. We aim at:

- Having always different members in each group;
- Developing activities that could be implemented with teachers' students of EDC/HRE.

## 5. Process evaluation

We present here some of our concerns and activities for participants' process evaluation.

We conceived the participants' preparatory work proposal aiming at promoting evaluation of their EDC/HRE countries contexts, practices and challenges and at the same time to enhance their self evaluation on their own competencies on EDC/HRE according to the progression chart presented in Brett, P, Mompoin-Gaillard, P. & Salema, M.H. (2009).

The participants' outputs were analysed before the Workshop and were presented on the first session and then discussed in groups (1<sup>st</sup> Activity in Annex 2).

At the end of everyday, the participants had to fulfil a logbook where they had to self-evaluate their learning outputs and their needs for improvement on EDC/HRE (Annex 3).

At the end of Workshop the participants had to fulfil an evaluation questionnaire (Annex 4) and write a report.

At the end of Workshop we analysed all these information and we are presenting the results in section 7 of this report.

## 6. Sessions

Complementary to the program, we provide here a short description of the daily sessions of the Workshop.

Wednesday, 25 May 2011

8. 30	Registration	
09.00	<p><b>OPENING SESSION</b></p> <p>The General Director and National Liaison Officer from the Directorate-General for Human Resources in Education from the Portuguese Ministry of Education, Dr. Mário Agostinho Pereira, opened the session, welcoming the participants, hoping that the European Workshop will contribute to the enhancing of teachers' professional development within the spirit of the Resolution adopted by the Ministers of Education of the Council of Europe, during the 23<sup>rd</sup> Session of the Standing Conference (Ljubljana, June 2010).</p> <p>As Workshop Director, I pointed out the aims of the Workshop within the framework of the Council of Europe and the Pestalozzi Program stressing the key role of teachers as change actors and multipliers of learning and living democracy.</p>	Plenary
09.30	<p><b>INTRODUCTION OF THE PARTICIPANTS</b></p> <p>The participants and the training team participated in different interactive activities aiming at integrating the members of the group, creating a climate of empathy, dialogue, interaction and a group identity.</p>	Interactive activities
10.00	<p>Dr. Maria José Neves, Deputy National Liaison Officer and Trainer made a brief presentation of the Council of Europe and the Pestalozzi Programme. She explained its origins, mission, values, objectives, actions, symbols, and member states. She briefly presented the key ideas of the Recommendation 1849 (2008) for the promotion of a culture of democracy and human rights through education as the role of teachers' competences for preparing children for life in democracy and the need for the dissemination of practical tools on teacher education.</p> <p>She also presented the Council of Europe Education Programmes and the Pestalozzi Programme main areas of activities and its aims – The European Workshops supported by the signatory members, the European Seminars and the European Modules (since 2006). She stresses the different European Modules themes for teacher education. She explored the CoE Web site and links. She pointed out the differences between Coe and other European organizations in order the participants do not get confused.</p> <p>She introduced a quiz from the Web site of the Coe - 10 questions about the Coe.</p>	Plenary
10. 30	<p><b>OVERALL VIEW OF EDUCATION FOR DEMOCRATIC CITIZENSHIP/HUMAN RIGHTS EDUCATION (EDC/HRE) TEACHERS' COMPETENCES</b></p> <p>As a co-author of Brett <i>et al.</i> (2009) I explained the conceptual framework of the publication.</p>	Plenary

8

	<p>It is a practical tool for teachers education in the context of the Council of Europe's current phase of the EDC/HRE Programme Learning and Living Democracy for All (2006-2009) and it was conceived within the most recent political recommendations from the Council of Europe focusing the promotion of a democratic culture and social cohesion (2007) and the promotion of a culture of democracy and human rights through teacher Education and based on other CoE publications from 2005 focused the research rationale of the publication as well as its organisation. I also explained how to use the 4 clusters for the implementation of EDC/HRE in schools giving examples how EDC/HRE activities could be developed, choosing and implementing different and interlinked competences from the 4 clusters. At the end I justified the need for the self- evaluation grid and gave examples of activities that may promote self- professional development on EDC/HRE.</p>
11.00	Coffee break
11.15	<p style="text-align: right;">Working groups</p> <p><b>LINKING THE PREPARATORY WORK WITH THE EDC/HRE TEACHERS' COMPETENCES</b></p> <p>The objectives of the activity were:</p> <ul style="list-style-type: none"> <li>• To share background reflection and preparatory work with other participants;</li> <li>• To make a step forward in participants' professional development on EDC/HRE competences (Annex 2).</li> </ul>
12.00	<p style="text-align: right;">Plenary</p> <p>Report on group work and debate.</p> <p>Participants presented an impressive number of reasons for their competence choice and level of proficiency. They were very interested in sharing different point of views and compare different perspectives and examples from other countries.</p>
12.30	Lunch
14.00	<p style="text-align: right;">Plenary</p> <p><b>AIMS AND PURPOSES OF EDC/HRE</b></p> <p>Dr. Madalena Mendes – Guest Trainer - justified the aims and purposes of EDC/HRE within the context of current globalisation and the pathologies of democracy and the tension between the representative democracy vs participatory democracy and concluded for the need to reinvent and re-democratise democracy through Education and training on EDC/HRE. She presented the 5 literacies of EDC/HRE (political and legal, social and cultural, economic, European and global) and gave examples of issues and teachers' competences to deal with. She enhanced the inter-relation between Citizenship Literacies and the elements of EDC learning (Knowledge and Understanding, Skills and Aptitudes, Attitudes, Values and Dispositions).</p>
14.30	<p style="text-align: right;">Working groups</p> <p><b>AIMS AND PURPOSES OF EDC/HRE</b></p> <p>Three activities were proposed to the participants with the following objectives (Annex 2):</p>

	<ul style="list-style-type: none"> <li>To develop a sense of belonging and identity in a democratic learning community;</li> <li>To develop creativity in EDC/HRE activities;</li> <li>To exchange ideas, feelings, rights, duties, commonalities and differences on EDC/HRE among participants.</li> </ul>
16.15	Coffee break
16.30	<p style="text-align: right;">Working groups continued</p> <p>AIMS AND PURPOSES OF EDC/HRE</p> <p>Idem.</p>
17. 30	<p style="text-align: right;">Plenary</p> <p>Participants presented an impressive number of outputs.</p>
18.00	Free time
20.00	Dinner

### Thursday, 26 May 2011

09.00	<p style="text-align: right;">Plenary</p> <p>DIFFERENT CONTEXTS TO IMPLEMENT EDC/HRE</p> <p>Dr. Maria José Neves presented competence # 4 describing the 3 interlinked contexts - as the 3 C's – Curriculum, Community, Culture. She presented contents for each context and gave many examples of topics and ways to develop EDC/HRE within the 3 contexts.</p>
09.30	<p style="text-align: right;">Working groups</p> <p>DIFFERENT CONTEXTS TO IMPLEMENT EDC/HRE</p> <p>Three types of activities were proposed: in plenary group, in groups and as individual/group activity. The activities had the following objectives (Annex 2):</p> <ul style="list-style-type: none"> <li>To promote critical self-reflection on teacher's role on EDC/HRE;</li> <li>To understand EDC/HRE as a whole school approach;</li> <li>To envisage opportunities for students' participation in the democratic school life.</li> </ul>
11.00	Coffee break
11.15	<p style="text-align: right;">Working groups continued</p> <p>Idem.</p>
12. 00	<p style="text-align: right;">Plenary</p> <p>Working groups conclusions and debate. Working groups presented a large number of topics, participatory experiences according the</p>

10

	different contexts of EDC/HRE.
12.30	Lunch
14.00	<p><b>SCHOOL VISIT: AGRUPAMENTO DE ESCOLAS FREI GONÇALO DE AZEVEDO (S. DOMINGOS DE RANA)</b></p> <p>The visit was very well planned and implemented. The Director of the school, Dr. David Sousa:</p> <ul style="list-style-type: none"> <li>• Welcome the workshop participants ;</li> <li>• Guided participants in visiting some classrooms where civic education activities were taking place;</li> <li>• Presented the school organizational framework as far as citizenship education is concerned.</li> </ul> <p>Several teachers with their students presented examples of activities in EDC/HRE according three contexts: curriculum, school culture and community involvement. The President of the Parents' Association, Dr. Sandra Simões, also presented activities developed in school. There was a very good and friendly interchanging and dialogue between workshop participants and school staff. Workshop participants appreciated all presentations and school climate and they considered the school visit gave them with lots of ideas for their classrooms and school communities.</p>
18.00	Free time
20.00	Dinner

11

### Friday, 27 May 2011

09.00	Plenary
	<p><b>COLLABORATIVE WORK WITHIN APPROPRIATE COMMUNITY PARTNERSHIPS</b></p> <p>I presented the theoretical framework of competence # 11. I justified the need for a new approach of learning EDC/ HRE in school versus learning beyond school. I presented some data from research justifying this approach. I presented some examples and guiding lines how to build partnerships.</p>
09.30	Working groups
	<p><b>COLLABORATIVE WORK WITHIN APPROPRIATE COMMUNITY PARTNERSHIPS</b></p> <p>Participants had to define an action plan for a collaborative work within local, regional and/or global partnerships with their school or class with students aged from 6 to 14 years old. Each group worked on one of the 5 dimensions/literacies of EDC/HRE: political and legal literacy, social and cultural literacy, economic literacy, European literacy and global literacy. We delivered to the participants the definition of each literacy as well as examples of activities and partners (Annex 2).</p>

11.00	Coffee break	
11.15		Working groups continued
	COLLABORATIVE WORK WITHIN APPROPRIATE COMMUNITY PARTNERSHIPS	
	Idem.	
12.00	Working groups conclusions and debate	Plenary
	The five groups presented their action plans.	
12.30		Lunch
14.00		Plenary
	NORTH-SOUTH CENTRE GLOBAL EDUCATION PROGRAMME	
	Dr. Miguel Silva, Programme Manager for Global Education, presented the North-South Centre from the Council of Europe and the aims of Global Education Programme.	
14.15	Debate	Plenary
14.45		Plenary
	REFLECTION AND ASSESSMENT OF EDC/HRE PRACTICES	
	I presented the framework of competence # 14. I stressed the need for teacher's reflection and evaluation in order to have coherence between ends and means. I explained the concept of modelling making the difference between a teacher as a model of citizen and a teacher as a professional of EDC/HRE. I explained the concept of critical reflection as a mean to empower EDC/HRE teachers and I gave examples and instruments of how to develop critical reflection.	
15.15		Working groups
	REFLECTION AND ASSESSMENT OF EDC/HRE PRACTICES	
	Participants had to reflect and interpret common sense assumptions about learning, teaching and activities, share their ideas and compare with alternative interpretations. (Annex 2).	
16.45	Coffee break	
17.00	CULTURAL TOUR	
	The tour was organized and sponsored by Câmara Municipal de Cascais (Local Authorities) and kindly guided by Dr. Adelaide Palete. The group visited Cabo da Roca (the westernmost point of Continental Europe) as well as some interesting places around Cascais.	

12

20.00	Dinner
21.00	<p>INTERCULTURAL TERTULIA</p> <p>The participants were previously invited to bring something from their country culture to share together. All the participants answered and exceeded this invitation and so it was a fruitful and pleasant opportunity to better know other countries' traditions and cultural features (poetry, dance, songs, handcraft, food and drinks ...).</p>

### Saturday 28 May 2011

9.00	<p style="text-align: right;">Working groups continued</p> <p>REFLECTION AND ASSESSMENT OF EDC/HRE PRACTICES</p> <p>Idem.</p>	
10.00	<p>Working groups conclusions and debate</p> <p>Participants presented different interpretations of common sense assumptions and realized how often they had misunderstanding on these assumptions.</p>	Plenary
10.30	Coffee break	
10.45	<p>EVALUATION OF THE EUROPEAN WORKSHOP</p> <p>(Annex 4)</p>	Plenary
11.45	<p>CONCLUSIONS OF THE EUROPEAN WORKSHOP</p> <p>The Workshop Director made a firsthand appreciation of this training as well as of the participants' involvement and quality of their outputs.</p> <p style="text-align: center;">I</p>	Plenary
12.15	<p>CLOSING REMARKS</p> <p>As workshop Director I thanked all the participants for their fruitful collaboration and sharing of experiences and expertise that made this workshop a very rich promotion of professional development. I stressed the importance of all the participants to be change actors in democratic society and how to think, feel and act towards this direction.</p> <p>Dr. Maria José Neves stressed the participants need to disseminate and share the workshop experience and to act as multipliers in their communities, suggesting activities for pupils,</p>	Plenary

13

	colleagues and communities. She gave instructions and rules for writing the report.
12. 30	Lunch
13.30	Departure

## 7. Final workshop evaluation

Having in mind the Pestalozzi Programme pillars about the CoE Workshops and the Portuguese Workshop specific aims and rationale we present our final workshop evaluation according to participants' outputs during the workshop process, in the final evaluation questionnaires, in participants' logbook and in final reports. First, we present a qualitative evaluation and finally a quantitative evaluation.

- Participants considered the preparatory work was excellent and profitable and linked in a structured way with the program and the workshop training process.
- Large number of participants considered that, before the European workshop, they were not aware of the specific standards and principles of the Council of Europe as well as its organization structure, its links with institutions, fields of intervention, the number of countries involved, and the large number of projects from different fields as culture, education and environment. All participants expressed they have learnt the aims and purposes of CoE in the promotion of Human Rights, Citizenship and Education. They also expressed they have learnt differences between the CoE and the EU. They expressed their willing and motivation to deepen their knowledge, and involvement in the CoE topics and to participate in European workshops, seminars and modules. It is very relevant that a great majority states they have a true commitment to be multipliers, reporting workshop learning experiences in school websites and teachers' meetings, developing cross-curricular and project based approaches with the involvement of parents, local associations and other partners. Participants became aware that to be multipliers is not only to disseminate information but it is mainly to motivate different stakeholders to think and to act in the field of EDC/HRE.
- Participants found most positive the organization of the workshop. It was a highly efficient and welcoming event. The programme was well structured paying attention to the details that made it globally interesting and fruitful. They considered that during the whole Workshop there was a very good structured linking and balance between expository inputs of about 15/20 minutes and participants learned centred activities. They considered the programme was intense and fruitful, based on adequate and proficient presentations exposed in a professional way by the three trainers who were expert in the field and during the participants' activities. The trainers established a responsible working dynamic, they supported group work and they stimulated efforts, creativity and reflection among the participants. They created a sense of belonging between all the participants and they increased the levels of participation.

- The activities were conceived to enhance participants' autonomy, to evoke teachers' prior knowledge, to retrieve teaching experience, to analyse school or classroom contexts and to problem solving. All participants expressed that collaborative and peer work was the most important strategy to solve problems in schools and in communities as well as a motivational factor for professional development.
- The participants expressed opinions that may be considered as indicators of their professional competences on EDC/HRE in the sense of being change actors. For instance they express "an enormous will of doing more in school". They became aware of new concepts of learning, of school and of curriculum. They expressed the need of schools having "open doors" and they understood ways of linking school curriculum to local, regional and global understanding and action.
- They expressed they have learnt:
  - What are the components of an EDC/HRE curriculum (Knowledge & understanding, attitudes, skills, dispositions and values) and its 5 specific dimensions;
  - How to conceive a structured approach on teaching practices and to implement activities in order to focus the required components of an EDC curriculum. They started to believe that it is the way to guarantee, as much as possible, that students will develop EDC competences;
  - How to make steps in order to build positive attitudes and democratic relationships among students, teachers and other educational actors. They considered those steps relevant for the construction of a democratic and dynamic school culture and for the abolishment of stereotypes and preconceptions;
  - How to develop activities being aware of the specificities and commonalities of the 3 contexts of EDC/HRE (the 3 C's curriculum, culture and community);
  - How to build a partnership with different stakeholders, either in non formal education (such as with NGOs, Parents, Local Institutions) or with other schools having in mind different criteria to develop a common vision, an action plan and a sustainable action for the benefit of the student;
  - How to organize and develop an action plan involving different stakeholders and focusing one of 5 specific dimensions or literacy of EDC/HRE;
  - How to question and to reflect on their own practices and assumptions on EDC. Some were impressed about the concept of a critically reflective teacher and how to develop it. This incited them to think deeply about methods and relations with colleagues and students. They said they have learned that they can learn from their students. They became more aware of the need to think and act;
  - The need to create a more humanistic education and culture and that what matters most are convictions and ideals. The trainers were not only expert but also kind, warm and with the ability to listen and support empathically. The workshop ambience was humanistic and democratic;
  - They considered the school visit a very fruitful experience. The visit was very well planned and presented by the School Director, teachers and students. They all spoke in English and guided the visiting group, showing activities and materials. The participants considered it was a perfect example of a strong and cohesive community.

We enclose some participants' outputs expressed in the logbook:

<b>LOGBOOK</b>	
<b>Today I learnt</b>	
	Role of Council of Europe in promotion of EDC/HRE Difference between Council of Europe and EU Similarities/differences between European countries EDC/HRE approaches International and pedagogical practices Implementation of EDC/HRE
<b>L</b>	3Cs: Curriculum, Community, Culture
<b>O</b>	School organisation
<b>G</b>	Everyone matters in schools: students, teachers, parents, staff, local community, other
<b>B</b>	institutions
<b>O</b>	Involving community in a culture of HRE and democracy
<b>O</b>	Involving all subjects in EDC/HRE
<b>K</b>	Peer learning
	Collaborative work between different partners
	School is not an island
	How to organise and develop an action plan
	How to build a partnership
	How to question our own practices

<b>I take with me from the different activities</b>	
	Right way to connect input and output
<b>L</b>	Exploitation of different literacies
<b>O</b>	Collaborative work make everything possible
<b>G</b>	Schools must open doors
<b>B</b>	Good leadership
<b>O</b>	Plan on a cross-curricular basis
<b>O</b>	An enormous will of doing more in my school
<b>K</b>	

	<p>To organise and understand different contexts, compare process of operation and to know good practices in schools</p> <p>Right steps to build a partnership and the importance of setting common values</p> <p>The importance of planning and reflection</p> <p>The need of knowing local, national and global</p> <p>Will use EDC/HRE on my philosophy lessons with children</p>
--	--

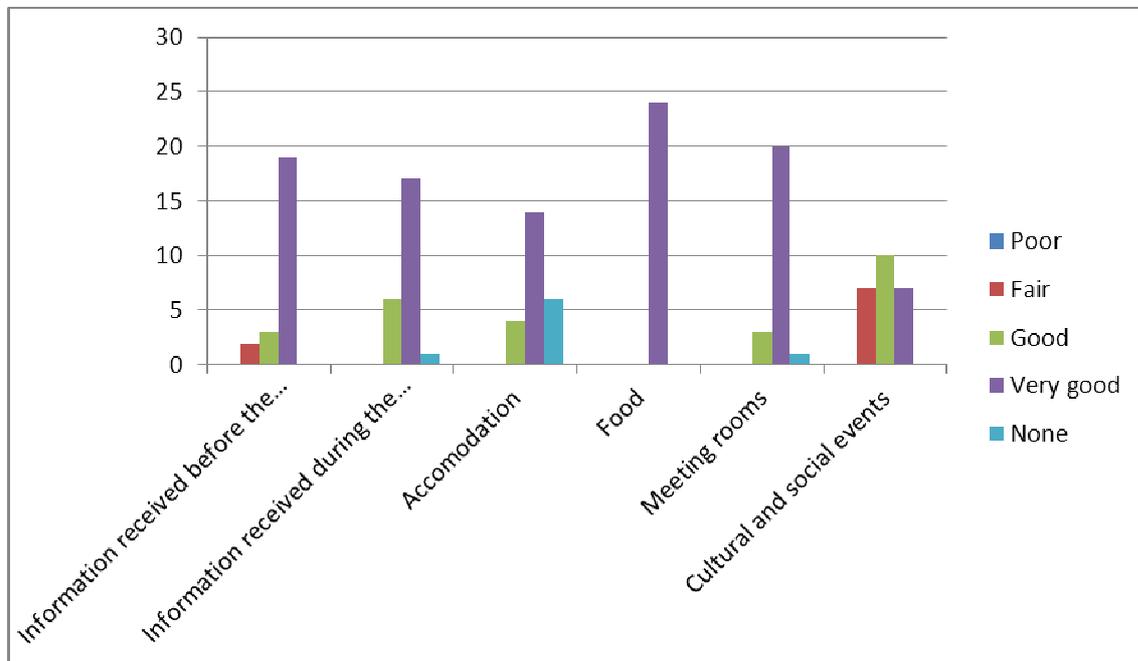
	<b>I would like to learn more about</b>
<p><b>L</b></p> <p><b>O</b></p> <p><b>G</b></p> <p><b>B</b></p> <p><b>O</b></p> <p><b>O</b></p> <p><b>K</b></p>	<p>More about other countries</p> <p>Strategies, Processes and Methodologies</p> <p>More pedagogical games</p> <p>Relation between EDC/HRE – feelings-emotion-tolerance-diversity</p> <p>Cooperation school-community</p> <p>European studies on curriculum comparison</p> <p>Evaluation, self-evaluation and peer-evaluation</p> <p>EDC/HRE as a cross curricular topic</p> <p>Plan on a cross-curricular basis</p> <p>Reflection on action</p> <p>Critical thinking</p> <p>Global Education and the role of North-South Centre</p> <p>Teacher Modelling</p>
	<b>Today I sum up</b>
	<p>Interactivity</p> <p>Collaborative work</p> <p>Cooperation</p> <p>Creativity</p> <p>Learning by doing</p> <p>Sharing is learning</p> <p>Critical reflection</p> <p>EDC/HRE is a matter of everyone everywhere</p> <p>Sense of belonging</p> <p>Different intelligences</p> <p>Bridge</p>

	<p>Holistic and polysemic approach</p> <p>Everyone counts</p> <p>Good leaders matter</p> <p>Importance of school culture</p> <p>School governance vital to develop EDC/HRE</p> <p>EDC/HRE – an integrated view rather than an additive view</p> <p>With teamwork, open school and motivation everything is possible</p> <p>Develop parent’s association</p> <p>Unity and diversity of experiences and points of view</p> <p>How to build a partnership</p> <p>Positive effects on students’ development</p> <p>Promoting students involvement in EDC/HRE activities</p> <p>School culture – an aim to achieve and construct</p> <p>The importance of partnership</p> <p>The importance of assessment</p> <p>Self-evaluation and improvement</p> <p>Global education is the future</p> <p>Act local think global</p> <p>Collaborative learning</p> <p>Action leads to change</p> <p>Be critical</p> <p>Learn with our head, hands and our heart</p> <p>Action leads to change</p> <p>Small is beautiful</p>
	<p><b>Other notes</b></p>
	<p>The opportunity of visiting the school was very useful and inspiring</p> <p>Wonderful work of Agrupamento de Escolas Gonçalo de Azevedo</p> <p>Thank you for inviting representatives of North-South Centre</p> <p>Inspiring environment</p> <p>Learning versus unlearning</p> <p>Thank you!</p>

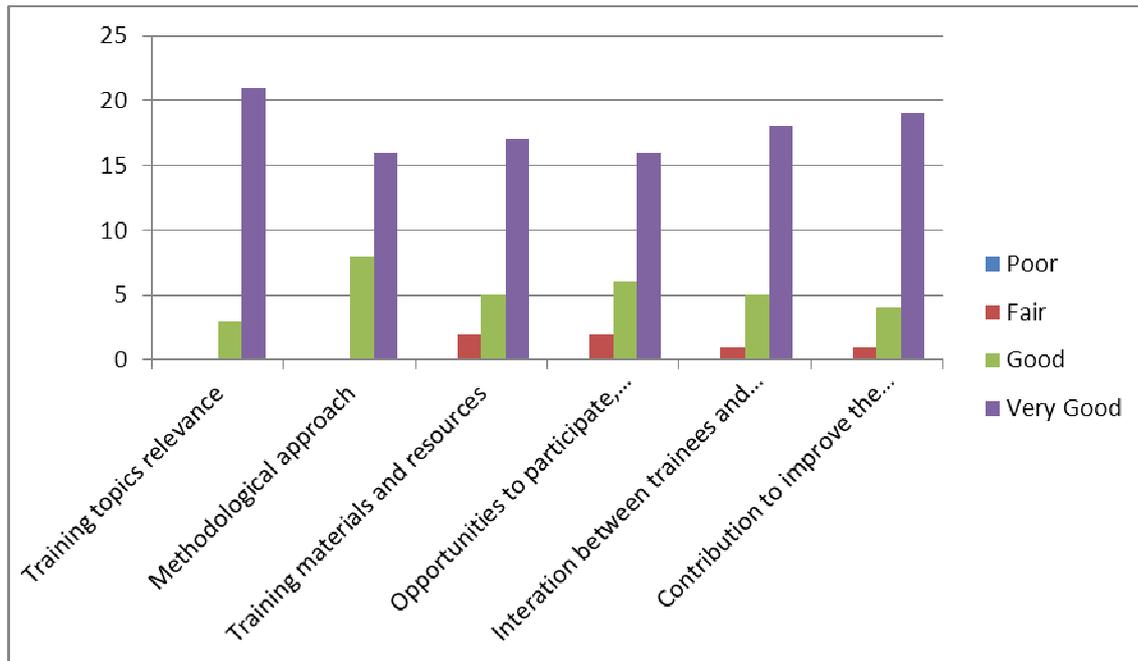
In the last day of the Workshop, participants fulfil a questionnaire. We present here the results:

<b>A - Organizational and logistical issues</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>None</b>
1. Information received before the workshop	0	2	3	19	0
2. Information received during the workshop	0	0	6	17	1
3. Accommodation	0	0	4	14	6*
4. Food	0	0	0	24	0
5. Meeting rooms	0	0	3	20	1
6. Cultural and social events	0	7	10	7	0
* Lodged at home					
<b>N= 24</b>					
<b>B – Training topics</b>					
1. Training topics relevance	0	0	3	21	0
2. Methodological approach	0	0	8	16	0
3. Training material and resources	0	2	5	17	0
4. Opportunities to participate, discuss and group work	0	2	6	16	0
5. Interaction between trainees and trainers	0	1	5	18	0
6. Contribution to improve the EDC/HRE work with students	0	1	4	19	0
7. Time management	0	0	5	19	0

**A – Organizational and logistical issues**



**B- Training topics**



**II. Summary:**

**1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in this European Workshop:**

Very Satisfied	20
Satisfied	4
Somewhat Satisfied	0
Not Satisfied	0
Neither Satisfied nor dissatisfied	0

**2. What elements and aspects of this European Workshop do you think could be changed and improved?**

- More cultural visits
- More flexibility with time
- The participants should be lodged in the same place
- More socializing with colleagues (more time to informal activities)

**3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below.**

- Accommodation for all the participants at the workshop venue
- More information on the activities
- One day for the people outside visit the country

## Final remarks

As director and trainer of the European Workshop I think that its aims and purposes were fully accomplished. Having in mind the participants evaluation I think this is due to several factors; the Programme contents and the implementation process were conceived based on solid researched educational concepts on youth citizenship learning, involving and participation as well as on teacher thinking, reflection and professional development; the recommended Pestalozzi Programme pillars and methodology; the involvement and expertise of the trainers; and the friendly and democratic collaborative training and working process between trainers and participants.

To sum up, as one of the participants wrote in his report, “This European workshop was an example of democracy in action, intensive work, time efficiency and excellent interpersonal interaction. (...) The programme was balanced between theoretical presentation and peer-training and group activities. Learning by doing seemed to be the main guideline which was one of the most important features of the workshop for it was possible to put in practice the theoretical framework. The sharing of experiences which especially promoted and this was also extremely rewarding for it allowed participants to question the approaches of ones country, to be critical towards ones’ work and to hopefully do better in the future.”

# ANNEX 1

## PROGRAMME

Council of Europe - Pestalozzi Programme

European Workshop

*Promoting teachers' competences to enhance citizenship and democracy in the school  
community*

CoE 2011 0525-0528 Portugal

Caparide, 25 – 28 May 2011

## PROGRAMME



23

### Venue

Centro de Caparide (Estoril) – Ministério da Educação  
Rua Principal do Alto do Espargal, n.º 382, Caparide  
2785-391 S. Domingos de Rana

Tel: ++ 351 214 681 591

Fax: ++ 351 214 665 156

E-mail: [caparide@sg.min-edu.pt](mailto:caparide@sg.min-edu.pt)

Web site: <http://www.sg.min-edu.pt/pt/centro-de-caparide/caparide>

## Tuesday, 24 May 2011

Afternoon: Arrival of participants

20.30: Informal welcome and dinner at the workshop venue

## Wednesday, 25 May 2011

8.30	Registration	
09.00	<p><b>OPENING SESSION</b></p> <p>⇒ <i>Mário Pereira, General Director, and National Liaison Officer</i> Direcção-Geral dos Recursos Humanos da Educação</p> <p>⇒ <i>Helena Salema, Workshop Director</i> Universidade de Lisboa</p>	Plenary
09.30	INTRODUCTION OF THE PARTICIPANTS	Interactive activities
10.00	<p>BRIEF VIEW OF THE COUNCIL OF EUROPE AND THE PESTALOZZI PROGRAMME</p> <p>⇒ <i>Maria José Neves</i> Direcção-Geral dos Recursos Humanos da Educação</p>	Plenary
10.30	<p>OVERALL VIEW OF EDUCATION FOR DEMOCRATIC CITIZENSHIP/HUMAN RIGHTS EDUCATION (EDC/HRE) TEACHERS' COMPETENCES</p> <p>⇒ <i>Helena Salema</i> Universidade de Lisboa</p>	Plenary
11.00	Coffee break	
11.15	LINKING THE PREPARATORY WORK WITH THE EDC/HRE TEACHERS' COMPETENCES	Working groups
12.00	Report on group work and debate	Plenary
12.30	Lunch	
14.00	<p>AIMS AND PURPOSES OF EDC/HRE</p> <p>⇒ <i>Madalena Mendes</i> Agrupamento de Escolas Romeu Correia</p>	Plenary
14.30	AIMS AND PURPOSES OF EDC/HRE	Working groups
16.15	Coffee break	
16.30	AIMS AND PURPOSES OF EDC/HRE	Working groups continued
17.30	Working groups conclusions and debate	Plenary
18.00	Free time	
20.00	Dinner	

24

## Thursday, 26 May 2011

09.00	DIFFERENT CONTEXTS TO IMPLEMENT EDC/HRE ⇒ <i>Maria José Neves</i> Direcção-Geral dos Recursos Humanos da Educação	Plenary
09.30	DIFFERENT CONTEXTS TO IMPLEMENT EDC/HRE	Working groups
11.00	Coffee break	
11.15	DIFFERENT CONTEXTS TO IMPLEMENT EDC/HRE	Working groups continued
12. 00	Working groups conclusions and debate	Plenary
12. 30	Lunch	
14.00	SCHOOL VISIT: AGRUPAMENTO DE ESCOLAS FREI GONÇALO DE AZEVEDO (S. DOMINGOS DE RANA)	
18.00	Free time	
20.00	Dinner	

## Friday, 27 May 2011

25

09.00	COLLABORATIVE WORK WITHIN APPROPRIATE COMMUNITY PARTNERSHIPS ⇒ <i>Helena Salema</i> Universidade de Lisboa	Plenary
09.30	COLLABORATIVE WORK WITHIN APPROPRIATE COMMUNITY PARTNERSHIPS	Working groups
11.00	Coffee break	
11. 15	COLLABORATIVE WORK WITHIN APPROPRIATE COMMUNITY PARTNERSHIPS	Working groups continued
12. 00	Working groups conclusions and debate	Plenary
12. 30	Lunch	
14.00	NORTH-SOUTH CENTRE GLOBAL EDUCATION PROGRAMME ⇒ <i>Miguel Silva</i> North-South Centre, Council of Europe	Plenary
14.15	Debate	Plenary

14.45	REFLECTION AND ASSESSMENT OF EDC/HRE PRACTICES ⇒ <i>Helena Salema</i> Universidade de Lisboa	Plenary
15.15	REFLECTION AND ASSESSMENT OF EDC/HRE PRACTICES	Working groups
16.45	Coffee break	
17.00	CULTURAL TOUR	
20.00	Dinner	
21.00	INTERCULTURAL TERTULIA	

### Saturday 28 May 2011

9.00	REFLECTION AND ASSESSMENT OF EDC/HRE PRACTICES	Working groups continued
10.00	Working groups conclusions and debate	Plenary
10.30	Coffee break	
10.45	EVALUATION OF THE EUROPEAN WORKSHOP	Plenary
11.45	CONCLUSIONS OF THE EUROPEAN WORKSHOP ⇒ <i>Helena Salema</i> Universidade de Lisboa	Plenary
12.15	CLOSING REMARKS ⇒ <i>Helena Salema</i> Universidade de Lisboa ⇒ <i>Maria José Neves</i> Direcção-Geral dos Recursos Humanos da Educação	Plenary
12.30	Lunch	
13.30	Departure	

26

# ANNEX 2

27

---

## PARTICIPANTS' ACTIVITIES

## Council of Europe - Pestalozzi Programme

### European Workshop

#### *Promoting teachers' competences to enhance citizenship and democracy in the school community*

CoE 2011 0525-0528 Portugal

Caparide, 25 – 28 May 2011

## ACTIVITY

### OVERALL VIEW OF EDC/HRE KEY COMPETENCES

#### 1. Objectives

- To share your background reflection and preparatory work with other participants;
- To make a step forward in your professional development on EDC/HRE competences.

28

#### 2. Materials

- Charter participants' outputs of the preparatory work. EDC/HRE teachers' competences chosen by the participants' self evaluation.

#### 3. Procedures

As a preparatory work you have reflected on: (a) challenges facing EDC/HRE implementation in your school/ country; (b) which competences were more important to you; (c) about where you are at your professional development concerning the competences you have chosen (self-evaluating your competences).

#### Activity 1

There are 6 groups organised according to the 6 competences that have been chosen as the more relevant by participants. See the charter “ EDC/HRE Teachers' competences – overview of the participants' self evaluation”.

You have been included in one of the following groups (See the list: Working groups “ Linking the preparatory with the EDC/HRE teachers' competences):

- Competence # 3
  - Competence # 5
  - Competence # 6
  - Competence # 8
  - Competence # 11
  - Competence # 14
- 
- Share with your partners the reasons why you have chosen this competence as one of the 3 to 4 competences you considered as the most important ones.
  - Identify reasons different from yours presented by your partners.
  - Compare others' reasons with yours.
- 
- Share with your partners the reasons why you have established your position in the progression charter (Focusing, Developing Established and Advanced).
  - Compare other's reasons with yours.
  - Present to the whole group the criteria and examples from your practice that justify your self-evaluation concerning the chosen competence and the level in the progression charter.

Final note: Self-reflection

How much did I change my background ideas on my EDC/HR competences?

**ACTIVITY 1**
**CHARTER**
**PARTICIPANTS' OUTPUTS OF THE PREPARATORY WORK**
**EDC/HRE TEACHERS' COMPETENCES CHOSEN BY THE PARTICIPANTS' SELF EVALUATION**
**EDC/HRE knowledge and understanding - Cluster A**

Competences	Focusing	Developing	Established	Advanced
Competence No. 1: aims and purposes of EDC/HRE		1	1	1
Competence No. 2: key international frameworks of EDC/HRE		2	2	
Competence No. 3: content of EDC/HRE curricula		6	2	
Competence No. 4: contexts of EDC/HRE implementation		2	2	3

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

30

**Cluster B**

Competences	Focusing	Developing	Established	Advanced
Competence No. 5: planning of approaches, methods and learning opportunities	1	2	3	3
Competence No. 6: incorporating EDC/HRE principles and practices into one's own teaching		5	2	1
Competence No. 7: establishing ground rules for a positive school ethos		1	4	
Competence No. 8: developing a range of strategies to facilitate students' discussion skills		3	6	
Competence No. 9: use of a range of approaches to assessment		2		

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

Cluster C

Competences	Focusing	Developing	Established	Advanced
Competence No. 10: the learning environment that promotes the use of diverse sources		2	2	1
Competence No. 11: collaborative work within appropriate community partnerships	5	3	5	3
Competence No. 12: strategies to challenge all forms of discrimination		2	1	2

Implementing and evaluating participatory EDC/HRE approaches - Cluster D

Competences	Focusing	Developing	Established	Advanced
Competence No. 13: evaluation of students' involvement in decision making	1		2	
Competence No. 14: modelling of democratic citizenship and human rights values, attitudes and dispositions	1	3	1	5
Competence No. 15: review, monitor and evaluate teaching methods and students' learning	2	2	1	

## Council of Europe - Pestalozzi Programme

### European Workshop

#### *Promoting teachers' competences to enhance citizenship and democracy in the school community*

CoE 2011 0525-0528 Portugal

Caparide, 25 – 28 May 2011

### ACTIVITIES

#### AIMS AND PURPOSES OF EDC/HRE – COMPETENCE # 1

##### Activity 1 – Sense of belonging

###### Objectives:

- to integrate the members of the group
- to create group's identity
- to perceive the group as a democratic learning community, anchored in dialogue, cooperation, participation and commitment
- to create a climate of empathy, dialogue and interaction
- to develop the sense of belonging.

32

---

###### Procedures:

- Step 1: Tell the participants to come to the middle and shut their eyes
- Step 2: Emphasize that the trainees must keep their eyes shut
- Step 3: Put colourful stickers in all the participants –forehead – except one
- Step 4: Ask them to open their eyes and form groups of four, using only mime
- Step 5: Each group has to look at the whole activity, trying to clarify some key questions:
  - What is this activity about?
  - What criteria did they use to form the group?
  - Why did they not accept/accept the colleague with no signal in the forehead?

- What conclusions can we take from this activity?
- What contributions can we take from here to the construction of EDC/HRE?
- How can we contribute to improving EDC/HRE in our school communities?
- What can I do to open paths to an EDC/HRE atmosphere?

### **Activity – What is EDC/HRE about?**

#### **Objectives:**

- to explore group's creativity in the subject of the workshop
- to develop critical analysis
- to motivate trainees to active methods for developing group dynamics - role play

#### **Procedures:**

- Step 1: Ask the participants to form groups of 6
- Step 2: Give each group a specific role related to EDC/HRE:
  - Make a human picture
  - A pantomime
  - A poster
  - A story picture
- Step 3 : Ask each group to represent and present to the other participants
- Step 4: Ask the groups to summarise and justify their performance in the relation to content, concepts, values and principles of EDC/HRE

### **Activity - An introduction to EDC/HRE**

#### **Objectives:**

- to create cooperation and safe atmosphere among the participants
- to exchange ideas related to EDC/HRE
- to perceive commonalities and differences in group's perception
- to reflect on EDC key elements and dimensions

**Procedures:**

- Step 1: Ask participants to form groups of four
- Step 2: Give out flip charts and markers.
- Step 3: Ask trainees to brainstorm on the following questions:

*“How do I feel about being a citizen in my country?”*

*How do I feel being an European citizen?*

*How do I feel being a global citizen?”*

- Step 4: The group discussion about commonalities and differences in perceptions
- Step 5: The group has to write down the main points in two columns entitled “rights” and “responsibilities”.
- Each group leader presents the results to the whole group.

## Council of Europe - Pestalozzi Programme

### European Workshop

#### *Promoting teachers' competences to enhance citizenship and democracy in the school community*

CoE 2011 0525-0528 Portugal

Caparide, 25 – 28 May 2011

## DIFFERENT CONTEXTS TO IMPLEMENT EDC/HRE – COMPETENCE # 4

### Activity 1: I agree/ I disagree/ I don't agree nor disagree

#### General aim:

- To promote critical self-reflection on teacher's role on EDC/HRE

#### Instructions/procedures:

- Step 1: All the participants stand up and line up at the centre of the room. The trainer asks one of the trainees to read the first phrase (written phrase on a sheet delivered and presented on powerpoint). Regarding the phrase, if each participant:
  - Agree – move one step to the right
  - Disagree – move one step to the left
  - Neither agree nor disagree – don't move.
- Step 2: The trainer chooses some participants with different answers and asks them to justify.
- Step 3: Repeat the procedures regarding the following phrases:
  1. Students' manipulation to do what teachers decide is actually non-participation.
  2. Passive reception of decisions is non participation.
  3. Respect the interests of students means 'kids having an equal say with adults'.
  4. Teachers might use more freedom for themselves to deny freedom for their students
  5. Curriculum and teaching methods are an individual issue for teachers because they fear of losing control.
  6. EDC as a cross-curricular approach is intended to be everywhere but it can end up being nowhere.

35

## Activity 2: *The 3 C's of EDC/HRE*

### General aim:

- To understand EDC/HRE as a whole school approach

### Instructions/procedures:

- Step 1: Split the trainees into 6 groups and distribute them by the 3 C's (Curriculum, Culture, Community): 2 groups per 'C';
- Step 2: Give each trainee a copy of the Text of the corresponding C (the text of the powerpoint presentation on EDC/HRE Implementation Contexts);

For each 'C':

→ 3 of the 6 groups shall discuss which topics in the group members' schools:

- (a) Are already being positively implemented;

→ Each one of the other 3 groups shall discuss which topics in the group members' schools:

- (b) Should be strengthened.

- Step 3: Each group record their answers to present the conclusions to the plenary

36

## Activity 3: *'Every student should have the experience of/to...'*

### General aim:

- to envisage opportunities for students' participation in the democratic school life

### Instructions/procedures:

A. Individual work

- Step 1: Each trainee must list 3 different kind of participatory experience that all students in a school 'would be entitled to' in order to promote their empowerment to take an active part in the operational democratic life of the school.

B. Group work (6 groups)

- Step 2: Discuss the experiences listed by each trainee taking into account:
  - Similarities and differences
  - The relevance of those experiences to promote students' empowerment to take an active part in the operational democratic life of the school.
- Step 3: Each group must arrange a final list, with the group view, to be presented to the plenary.

## Council of Europe - Pestalozzi Programme

### European Workshop

#### *Promoting teachers' competences to enhance citizenship and democracy in the school community*

CoE 2011 0525-0528 Portugal

Caparide, 25 – 28 May 2011

### **PARTICIPANTS' ACTIVITY – COMPETENCE # 11**

#### **1. Objective**

To define an action plan for a collaborative work within local, regional and/or global partnerships with your school or class with students aged from 6 to 14 years old.

#### **2. Procedures**

There are 5 working groups. Each group works on one of the 5 dimensions/literacies of EDC/HRE: political and legal literacy, social and cultural literacy, economic literacy, European literacy and global literacy.

- Chose one topic within one of the 5 dimensions
- According to the topic, select the key elements of the EDC/HRE core curriculum: knowledge and understanding, skills and values and attitudes that you consider your students need for a responsible and active citizenship
- Education needs to help your students to develop in order to prepare them for a responsibly and active citizenship.
- Think in ways you might involve a local group, regional or global organisation that could help you in developing a project with your students about the topic.
- Discuss and define some criteria to identify suitable and committed partners to work collaboratively.
- Discuss and define what kind of mutual goals can be defined.
- Reflect and share about the benefits for the students' learning.
- Reflect on what kind of students' learning activities may promote their involvement in participatory processes.
- Describe the role of each partner.
- Preview expected outputs.
- Present in 5 minutes the outline of the action plan.

## Council of Europe - Pestalozzi Programme

### European Workshop

#### *Promoting teachers' competences to enhance citizenship and democracy in the school community*

CoE 2011 0525-0528 Portugal

Caparide, 25 – 28 May 2011

### **PARTICIPANTS' ACTIVITY – COMPETENCE # 14**

#### **1. Objectives**

To become a critically reflective teacher of EDC/HRE

#### **2. Materials**

6 written sentences- “It´s common sense ...”

6 written possible alternative interpretations.

38

#### **3. Procedures**

There are 6 written sentences starting by “It´s common sense ...”, going from nr.1 to nr.6. There are also 6 written texts with possible alternative interpretations about the sentences, going from nr.1 to nr.6.

- Each group has to read one of the sentences starting by “It´s common sense ...”
- Reflect. Do you agree with the common sense assumption?
- Could you find a possible alternative interpretation that calls its validity into question?
- Discuss and share opinions.
- Then read the written text corresponding to the sentence.
- Compare your interpretation with the alternative interpretation given by Brookfield (1995<sup>1</sup>).
- Discuss and share ideas.
- Present to the whole group your ideas about the activity.

#### **Materials**

---

<sup>1</sup> Brookfield, S. D. (1995). *Becoming a Critically Reflective Teacher*: San Francisco: Jossey-Bass.

Sentence Nr. 1

*It's common sense to use learning contracts because they are democratic, cooperative forms of assessment that give students a sense of control and independence.*

Sentence Nr. 2

*It's common sense that students like group discussion because they feel involved and respected in such a setting. Discussion methods build on principles of participatory, active learning.*

Sentence Nr. 3

*It's common sense that respectful, empathic teachers will downplay their position of presumed superiority and acknowledge their students as coteachers.*

Sentence Nr. 4

*It's common sense that teaching is essentially mysterious, so if we try to dissect it or understand its essence, we will kill it.*

Sentence Nr. 5

*It's common sense to visit small groups after you've set them a task, since this demonstrates your commitment to helping them learn. Visiting groups is an example of respectful, attentive, student-centered teaching.*

Sentence Nr. 6

*It's common sense that teachers who have been working the longest have the best instincts about what students want and what approaches work best. If my own instincts as a novice conflict with what experienced teachers tell me is true, I should put these instincts aside and defer to the wisdom of their experience.*

TEXT Nr. 1

Unless the ground for learning contracts has been well prepared and a detailed case for them has been built, students may interpret their use as evidence of a teacher's laziness or of a laissez-faire intellectual relativism. Students can make informed decisions about what they need to know, how they can know it, and how they can know that they know it only on the basis of as full as possible an understanding of the learning terrain they are being asked to explore. Learning contracts should therefore be used only when students know the grammar of the activity. They should understand its internal rules of inquiry, the analytical processes it requires, and the criteria used to judge meritorious achievement in the area. Only if they know these can they make good choices about what and how to learn.

Democratic discourse—the ability to talk and listen respectfully to those who hold views different from our own—is a habit that is rarely learned or practiced in daily life. When discussion groups form, they reflect power dynamics and communicative inequities in the larger society. They also provide a showcase for egomaniacal grandstanding. Students will be highly skeptical of group discussion if the teacher has not earned the right to ask students to work this way by first modeling her own commitment to the process. One way to do this might be by holding several public discussions with colleagues early on in a course. In these discussions, teachers would model respectful disagreement and constructive criticism. Teachers would then work with students to create ground rules for democratic discourse that correct, as much as possible, for the inequities of race, class, and gender that are inevitably imported into the group from the wider society.

## TEXT Nr.3

To students who have made great sacrifices to attend an educational activity, a teacher's attempts to deconstruct her authority through avowals of how she'll learn more from the students than they will from her rings of false modesty. Students know teachers have particular expertise, experience, skill, and knowledge. To pretend otherwise is to insult students' intelligence and to create a tone of mistrust from the outset. Students will feel happy with their role as coteachers only after the teacher's credibility has been established to their satisfaction and after they have learned what she stands for.

## TEXT Nr.4

Viewing teaching as a process of unfathomable mystery removes the necessity to think about what we do. Although a serious inquiry into practice may appear reductionistic and asinine, the teaching-as-mystery metaphor can be used as a convenient shield for incompetence. It excuses teachers from having to answer such basic questions as "How do you know when you are teaching well?" "How do you know your students are learning?" and "How could your practice be made more responsive?" To see teaching as mysterious works against the improvement of practice. If good and bad teaching are simply a matter of chance, then there is no point in trying to do better. The teaching-as-mystery idea also closes down the possibility of teachers sharing knowledge, insights, and informal theories of practice, since mystery is, by definition, incommunicable.

## TEXT Nr.5

Visiting small groups after you've set them a task can seem like a form of assessment—a way of checking up to see whether they're doing what you told them to do. This can be insulting to students, since it implies that you don't trust them enough to do what you've asked. Students might change their behavior during your visit to their group as a way of impressing you with the kinds of behaviors they think you want to see. Their overwhelming concern is showing you what good, efficient, task-oriented learners they are rather than thoughtfully analyzing and critiquing the task at hand.

Length of experience does not automatically confer insight and wisdom. Ten years of practice can be one year's worth of distorted experience repeated ten times. The "experienced" teacher may be caught within self-fulfilling interpretive frameworks that remain closed to any alternative perspectives. Experience that is not subject to critical analysis is an unreliable and sometimes dangerous source of advice. "Experienced" teachers can collude in promoting a form of groupthink about teaching that serves to distance them from students and to bolster their own sense of superiority.

# ANNEX 3

## PARTICIPANTS' LOGBOOK

42

---

## Council of Europe - Pestalozzi Programme

### European Workshop

#### *Promoting teachers' competences to enhance citizenship and democracy in the school community*

CoE 2011 0525-0528 Portugal

Caparide, 25 – 28 May 2011

### Participants' logbook

As you attend the European Workshop, please, carry this small memo around with you in which you will jot down notes on the following topics:

1. What did I learnt today?
2. What did I take with me from the different activities today?
3. What would I like to learn more about?
4. Today, from this workshop, I will sum up three key ideas.
5. Other notes

# ANNEX 4

## PARTICIPANTS' WORKSHOP EVALUATION QUESTIONNAIRE

44

---

**Council of Europe - Pestalozzi Programme**

**European Workshop**

*Promoting teachers' competences to enhance citizenship and democracy in the school community*

**CoE 2011 0525-0528 Portugal**

Caparide, 25 – 28 May 2011

**WORKSHOP EVALUATION QUESTIONNAIRE**

We would be very pleased if you fill in this Questionnaire. We hope you benefited from this European Workshop. Thank you for participating!

**I. Please, fill the grid and assign the level (with X) that you consider more appropriate to evaluate the following items:**

<b>A - Organizational and logistical issues</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very good</b>
1. Information received before the workshop				
2. Information received during the workshop				
3. Accommodation				
4. Food				
5. Meeting rooms				
6. Cultural and social events				
<b>B – Training topics</b>				
1. Training topics relevance				
2. Methodological approach				
3. Training material and resources				
4. Opportunities to participate, discuss and group work				
5. Interaction between trainees and trainers				
6. Contribution to improve the EDC/HRE work with students				
7. Time management				

**II. Summary:**

**1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in this European Workshop:**

Very satisfied

Satisfied

Somewhat satisfied

Not satisfied

Neither satisfied nor dissatisfied

**2. What elements and aspects of this European Workshop do you think could be changed and improved?**

.....  
.....  
.....  
.....

**3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below.**

.....  
.....  
.....  
.....

# ANNEX 5

47

---

## LIST OF PARTICIPANTS

## Council of Europe - Pestalozzi Programme

### European Workshop

#### *Promoting teachers' competences to enhance citizenship and democracy in the school community*

CoE 2011 0525-0528 Portugal

Caparide, 25 – 28 May 2011

## LIST OF PARTICIPANTS

### *Organising Body*

Direcção-Geral dos Recursos Humanos da Educação, Ministério da Educação  
(*Directorate-General for Human Resources in Education, Ministry of Education*)

Av. 24 de Julho, n.º 142, 1399-024 Lisboa

PORTUGAL

Tel : ++ 351 213 938 858

Fax : ++ 351 213 943 496

E-mail : [DSFRHE\\_email@dgrhe.min-edu.pt](mailto:DSFRHE_email@dgrhe.min-edu.pt)

Web site : <http://www.dgrhe.min-edu.pt>

48

- **PEREIRA, Mário Agostinho**  
(*General Director and National Liaison Officer*)  
E-mail: [mapereira@dgrhe.min-edu.pt](mailto:mapereira@dgrhe.min-edu.pt)
- **VIDEIRA, João Paulo**  
(*Training Unit Director*)  
E-mail: [jpvideira@dgrhe.min-edu.pt](mailto:jpvideira@dgrhe.min-edu.pt)
- **NEVES, Maria José**  
(*Deputy National Liaison Officer and Trainer*)  
E-mail: [mjneves@dgrhe.min-edu.pt](mailto:mjneves@dgrhe.min-edu.pt)
- **FERREIRA, Olga**  
(*Teacher Requested with Technical and Pedagogical Functions*)  
E-mail: [opferreira@dgrhe.min-edu.pt](mailto:opferreira@dgrhe.min-edu.pt)

### *Guest Trainers*

- **SALEMA, Maria Helena**  
(*European Workshop Director*)  
Instituto de Educação da Universidade de Lisboa  
PORTUGAL  
E-mail: [mhsalema@ie.ul.pt](mailto:mhsalema@ie.ul.pt)
- **MENDES, Maria Madalena**  
(*Teacher and Teacher Trainer*)  
Agrupamento de Escolas Romeu Correia (Almada)  
E-mail: [madalena.mendes@netcabo.pt](mailto:madalena.mendes@netcabo.pt)

### *Selected participants*

- **ADÃO, José**  
Escola Secundária de Aljustrel  
PORTUGAL  
E-mail: [jose\\_adao@hotmail.com](mailto:jose_adao@hotmail.com)
- **BARROS, Francisco**  
Agrupamento de Escolas Padre Bartolomeu de Gusmão (Lisboa)  
PORTUGAL  
E-mail: [atic\\_xicobarros@hotmail.com](mailto:atic_xicobarros@hotmail.com)
- **BOLAS, Lina**  
Agrupamento de Escolas n.º 2 de Évora  
PORTUGAL  
E-mail: [linabolas@gmail.com](mailto:linabolas@gmail.com)
- **CALADO, Luís**  
Agrupamento de Escolas Aquilino Ribeiro (Porto Salvo, Oeiras)  
PORTUGAL  
E-mail: [calado\\_luis@hotmail.com](mailto:calado_luis@hotmail.com)
- **CAMARNEIRA, Ilda**  
Agrupamento de Escolas de Estarreja  
PORTUGAL  
E-mail: [ilda.camarneira@gmail.com](mailto:ilda.camarneira@gmail.com)

- **CAROLA, Vítor**  
Agrupamento de Escolas Póvoa de D. Martinho (Póvoa de Santa Iria)  
PORTUGAL  
E-mail: [vitor.carola@gmail.com](mailto:vitor.carola@gmail.com)
  
- **CAVALEIRO, Maria Manuela**  
Escola Secundária c/ 3.º Ciclo do Entroncamento  
PORTUGAL  
E-mail: [m\\_m\\_cavaleiro@sapo.pt](mailto:m_m_cavaleiro@sapo.pt)
  
- **DANKOVA, Verónica**  
Escola Secundária de Pombal  
PORTUGAL  
E-mail: [veronica.dankova@espombal.edu.pt](mailto:veronica.dankova@espombal.edu.pt)
  
- **ENUKIDZE, Eka**  
Sachkhere Public School # 1  
GEORGIA  
E-mail: [enukidze@gmail.com](mailto:enukidze@gmail.com)
  
- **FAGGIAN, Roberta**  
Istituto Tecnico Industriale "A.Pacinotti" di Mestre Venezia  
ITALY  
E-mail: [faggianroby@yahoo.it](mailto:faggianroby@yahoo.it)
  
- **FERNANDES, Cristina**  
Colégio de Vizela  
PORTUGAL  
E-mail: [cristinapvfernandes@iol.pt](mailto:cristinapvfernandes@iol.pt)
  
- **FERREIRA, Carlos**  
Escola Secundária de Ermesinde  
PORTUGAL  
E-mail: [carlosferreiraprofessor@gmail.com](mailto:carlosferreiraprofessor@gmail.com)
  
- **INÁCIO, Maria Isabel**  
Agrupamento de Escolas Gualdim Pais (Tomar)  
PORTUGAL  
E-mail: [isabel.v.inacio@gmail.com](mailto:isabel.v.inacio@gmail.com)

- **JIMÉNEZ BAENA, Eva**  
Colegio Público Rural Alto Genal  
SPAIN  
E-mail: [evjiba@andaluciajunta.es](mailto:evjiba@andaluciajunta.es)
- **LEONARD, Vincent**  
Licée International Victor Hugo (Colomiers)  
FRANCE  
E-mail: [leonard.vincent@wanadoo.fr](mailto:leonard.vincent@wanadoo.fr)
- **NICORICI, Ana**  
“Emil Racovita” Nr.93 Elementary School  
ROMANIA  
E-mail: [anamarianicorici@yahoo.com](mailto:anamarianicorici@yahoo.com)
- **PEREIRA, Maria da Glória**  
Conservatório de Música do Porto  
E-mail: [pereira.so@gmail.com](mailto:pereira.so@gmail.com)
- **PHILIPPIDES-CHRISTOU, Andri**  
Kalo Chorio Primary School (Larnaca)  
CYPRUS  
E-mail: [andrifichr@gmail.com](mailto:andrifichr@gmail.com)
- **RADULOVIC, Jelena**  
Milutin Bojić  
BOSNIA AND HERZEGOVINA  
E-mail: [radujelena@yahoo.com](mailto:radujelena@yahoo.com)
- **RIBEIRO, Cláudia**  
Agrupamento de Escolas Infante D. Pedro (Penela, Soure)  
PORTUGAL  
E-mail: [claudiasribeiro@sapo.pt](mailto:claudiasribeiro@sapo.pt)
- **RÕBAKOV, Dmitri**  
Tallinna Kesklinna Vene Gümnaasium  
ESTONIA  
E-mail: [dmitri.rybakov@gmail.com](mailto:dmitri.rybakov@gmail.com)

- **RUSU, Elena**  
Theoretical Lyceum "Budesti"  
MOLDOVA  
E-mail: [elena\\_proca@yahoo.com](mailto:elena_proca@yahoo.com)
- **SOPULE ZEPERE, Ilona**  
Skujene Primary school  
LATVIA  
E-mail: [silona@e-apollo.lv](mailto:silona@e-apollo.lv)
- **SOUSA, Maria Manuela**  
Agrupamento de Escolas Ferreira de Castro (Mem Martins)  
PORTUGAL  
E-mail: [manuelasandrade@netcabo.pt](mailto:manuelasandrade@netcabo.pt)

*Special Guest*

- **SILVA, Miguel**  
*(Programme Manager for Global Education)*  
North-South Centre, Council of Europe  
PORTUGAL  
E-mail: [miguel.silva@coe.int](mailto:miguel.silva@coe.int)