

Learning

The Council of Europe's model of competences for democratic culture (CDC)

Learning Objectives	<ol style="list-style-type: none"> 1. The teachers are familiar with the competence model for democratic culture. 2. They are aware that democratic culture and intercultural dialogue are closely linked and they are key objectives in Education for Democratic Citizenship (EDC). 3. They understand that education in schools is the key for students to acquire the competences they need to participate in democratic culture, both in school and in adult life.
Tasks	<ol style="list-style-type: none"> 1. The teachers study the diagram and notes on the CDC model. They read selected chapters from the CDC manual, present them to each other and discuss them. 2. The teachers take stock of education for democratic citizenship and human rights as a whole-school approach, identifying its strengths and weaknesses. 3. Together with the principal and deputy principals, they discuss an agenda for school development and identify their needs in terms of learning and training.
Resources	<p>One copy for every participant: Council of Europe, Competences for democratic culture (manual).</p> <p>„Competences for democratic culture: a diagram“</p>
Methods	<p>Group work (jigsaw puzzle method)</p> <p>Discussion</p>
Comments	<p>It is essential that teachers understand why and for what purpose they should engage in developing their school as a democratic school community. We therefore suggest an internal in-service training day for the whole school staff, including the principal and deputies.</p> <p>The principal can delegate the responsibility for preparing and chairing the training day to a team of teachers. In this case, the principal and the deputy principal(s) can participate in the training.</p> <p>The jigsaw puzzle method gives the teachers the opportunity to explain the competence model to each other (task-based learning), so no lecturer is required. Each participant takes responsibility for explaining one aspect of the CDC model to his or her peers and receives input from them on other points.</p> <p>This training day can be a kick-off for further discussions, training events, or concrete measures. We advise the principal to agree on concrete steps with the staff at the end of the day.</p>

A schedule for an internal in-service training day on the model of competences for democratic culture (CDC)

1. Introduction (plenary session); approx. 20 minutes

- Purpose and objectives of the training day
- Schedule and time frame for phases 1 – 3 (this is important to ensure that the training can be completed in the available time); visualization (power point or handouts for the participants) helps to save time.
- Technical matters (e.g. materials) and organization
- The teachers are assigned to study groups of 6; the groups and their locations are listed on a flipchart.

2. The Teachers study and explain the CDC model to each other (group work, jigsaw puzzle method)

Phase 2.1: Assigning tasks in the discussion groups (Nos A – G); approx. 30 minutes

- The first 36 teachers enter groups of six members each, numbered A – G. If 72 or more participants are present, they form a second network of six groups, numbered H - N. To adapt to the number of participants, the study groups can be extended to eight participants.
- The groups study the diagram with the notes on the CDC model and the “butterfly” diagram on Competences in [Competences for democratic culture](#), p. 11.
- The groups assign the following tasks, numbered 1 – 6, to their members:
 1. Explain the concept of culture (note 6, [Competences for democratic culture](#), chapter 3). Give an example of intercultural dialogue at your school.
 2. Explain the concept of competence and competences (note 7, [Competences for democratic culture](#), chapter 4). Think of an example to show how clusters of competences are mobilized in a certain situation.
 3. Explain the importance of values in the competence model ([Competences for democratic culture](#), chapter 6, pp. 36 ff.) Choose an example to show the importance of values for democratic culture and the school community.
 4. Explain the importance of attitudes in the competence model ([Competences for democratic culture](#), chapter 6, pp. 39 ff.) Choose an example to show the importance of attitudes for democratic culture and the school community.
 5. Explain the importance of skills in the competence model ([Competences for democratic culture](#), chapter 6, pp. 44 ff.) Choose an example to show the importance of skills for democratic culture and the school community.
 6. Explain the importance of knowledge and critical understanding in the competence model ([Competences for democratic culture](#), chapter 6, pp. 51 ff.) Choose an example to show the importance of knowledge and understanding for democratic culture and the school community.
 7. If more than 6 group members are present, a task is assigned to 2 group members who will work as a pair.

Phase 2.2: Preparation in study groups (Nos 1 – 6); approx. 45 – 60 minutes

- The participants enter a study group numbered 1 – 6. In group 1, the six participants who have taken task 1 meet to prepare their explanations. The other study groups focus on task 2 – 6 in the same way.
- The participants study the materials assigned to them. They clarify points that may prove difficult and prepare their input for their discussion groups. Their task is to inform, not to judge or discuss.
- All participants have teaching experience, so they will understand that their input must be kept short and simple, for two reasons: first, the available time must be shared equally for six inputs; second, the attention span of every learner is limited.

Phase 2.3: Presentations in the discussion groups (Nos A – G); approx. 60 – 75 minutes

- The participants return to their discussion groups.
- In turn, they explain the aspect of the CDC model that they have selected. They observe the available time to ensure that every member can be heard.
- If time allows, the participants share their thoughts and impressions of the CDC model.

3. Debriefing in the plenary round; approx. 60 – 75 minutes

- The participants assemble for a plenary meeting.
- The participants give their *personal* feedback: what I found interesting or unimportant; what I would like to know more about; what I learned about my competences etc. These statements are not commented on or discussed before the feedback round is completed. Then, comments and discussion can follow.
- The participants discuss further steps of planning or action, such as the following:
 - Assessment: democratic culture in our school community: potentials, strengths, weaknesses
 - What contribution can I make, e.g. as a role model for interpersonal and intercultural dialogue?

- What contribution can I make in my teaching?
- What are our objectives in teaching to support democratic culture?
- What would we like to learn and receive training for?

The principal listens to the teachers' requests and suggestions and then responds. Before the meeting is closed, the principal and staff should have agreed on the next step, or steps, that they will take together.

