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Teacher and Trainer Training in Education for Democratic Citizenship Competencies

1 Foreword

This article presents guidelines for the development of teachers' competencies and for adequate and efficient methods and processes for Education for Democratic Citizenship. These guidelines are laid out in detail in chapters 3 and 4 of Tool on Teacher Training for Education for Democratic Citizenship and Human Rights Education, by Rolf Gollob, Edward Huddleston, Peter Kraft, Maria-Helena Salema and Vedrana Spajic-Vrkas, edited by Edward Huddleston.

The purpose of this tool is to draw the attention of policy makers in the member states to the importance of teacher training for EDC and HRE and its implications for both policy and practice. It contains four chapters dealing with the following issues: the need for teacher training; support structures and mechanisms in teacher training for EDC; teacher competencies, education for values, dispositions and attitudes; processes and methods in teaching and training authority.

This Tool 3 on Teacher Training for Education for Democratic Citizenship and Human Rights Education is an instrument prepared for the ear 2005. It is included in the EDC Pack, which is a collection of practical instruments specifically designed to provide support to all those involved in education. It has four main goals:

- To raise awareness of EDC and encourage reflection on the role of education in promoting EDC and HRE;
- To communicate coherent EDC policies, strategies and approaches that are based on current actions and practices;
- To stimulate discussion, debate and action on new methods and directions for EDC and HRE policies and practices, including the democratic governance of educational institutions;
- To build capacity for EDC by providing an instrument that supports the development of effective EDC policies and practices at all levels and sectors of the education system.

The EDC Pack has been prepared as a follow-up to the Council of Europe's All-European Study on EDC Policy Making, which found that there is a significant 'compliance gap' in member states between EDC policy making and actual practices. The EDC Pack provides documents, strategies and approaches that are intended to help bridge policy and practice. The EDC Pack is a coherent instrument that is made up of a series of tools and documents, which address the development and implementation of policy and practice for EDC and HRE across all education sectors.

2 Introduction

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. There is a challenging need to improve the quality of the European systems for Education and Training. Teacher Training in and for Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) should also be of high quality and integrated in the European Education System. High quality 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. Having in mind the Common European Principles for Teacher Competencies and Qualifications to support the development of policies on teacher training, Teacher and Trainer Training for EDC share the same principles although some specificities have to be stressed. Teachers and trainers are graduates of higher education institutions or equivalents and should have the opportunity to continue their studies in order to develop their teaching competencies. Teacher training should be multidisciplinary. Teachers and Trainers for EDC should have a knowledge and understanding of the dimensions of EDC, a knowledge of pedagogy, skills and competencies to support and guide learners and an understanding of the social and the cultural dimension of educational contexts. They should also be reflective practitioners, discerning in managing information and knowledge. The main key specificity in Teacher Training for EDC is that knowledge, understanding and teacher competencies should be developed through the lenses of democratic values and human rights. Another key specificity is the personal and ethical development of teachers and trainers for EDC with a view to the practice of active and responsible citizenship. Democratic attitudes and values should be understood, "made use of and cherished and appreciated and if necessary defended against scepticism and autocracy". Tool 3 provides guidelines on how to support teacher and trainer professionalism in EDC. It is intended to empower teachers to be ethical, knowledgeable, skilful, competent, reflective and autonomous in educating students or trainees for EDC, and to be active and participative citizens in society. Tool 3 proposes a rationale for EDC, identifying the aims and purposes of EDC as applied to different dimensions of knowledge and understanding. It describes skills and aptitudes required in learning and

training in EDC. It proposes values and dispositions in EDC. It suggests efficient training methods and processes to develop teacher competencies and how to choose efficient training methods and processes. It suggests some topics on how to support teacher development and how to change mentalities and promote innovation. These guidelines are designed to be flexible for use in a wide range of teacher training contexts, such as pre-service and in-service teacher training in different contexts, including in-school and out-of-school, and for different training needs.

As mentioned in the foreword, this article focuses on Chapters 3 ("Teacher competencies") and 4 ("Methods and processes") of Tool 3, Guidelines for Teacher Training in Education for Democratic Citizenship and Human Rights Education, by Rolf Gollob, Edward Huddleston, Peter Kraft, Maria-Helena Salema and Vedrana Spajic-Vrkas, edited by Edward Huddleston. It is intended to provide a more detailed account of the main ideas and concepts described in Chapters 3 and 4. The guidelines presented may provide principles and criteria we have to have in mind in order to develop, choose and implement a curriculum and a training model for EDC.

In this paper we use the word 'teacher' to describe the person who responsibly and intentionally promotes EDC learning directly to children, youths and adult learners in different contexts and systems, formal and non-formal. The teacher may have different roles, such as class teacher, principal or subject teacher. We use the word 'trainer' in two senses. A trainer may be a teacher-educator who is responsible for training and helping others to be teachers of children and young people in EDC; he/she may be involved in pre-service training in universities and colleges, or in non-formal education, as in the case of mediators or facilitators for EDC. A trainer may also be an educator who is responsible for training others to be educators of teachers for EDC, as in the case of teachers doing postgraduate or Master's degree studies.

3 Guidelines for an Education for Democratic Citizenship

3.1 The Concept of Education for Democratic Citizenship

Education for Democratic Citizenship (EDC), as it is proposed and suggested by the Council of Europe's EDC project, has a clear rationale and is based on an open, broad-based and multidimensional concept of citizenship which can be identified, described and developed based on processes of participation, solidarity and social cohesion. EDC concerns fundamental values. "There are basic ethical and moral foundations - our moral sensitivities - which build respect, trust, value, confidence, tolerance and self-esteem" and "the need to have these fundamentals in place and to treasure and value them. However, EDC also needs to be based on the reality of these values." As we do not live in a utopia, it means thinking about the limits of these fundamentals of what is acceptable; what is not acceptable in society, the minimums below which society cannot go; and how and by whom these minimums are decided in society. It entails

meeting the challenge of balancing philosophy and reality, recognising the tension points of these fundamentals and educating people about the tensions and how to deal with them.

3.2 What is EDC?

What kind of competencies do teachers require to support EDC?

Teachers require sound subject knowledge of the aims and purposes of EDC.

They need the range of knowledge, understanding, skills and aptitudes, values and dispositions that are to be developed in learners.

Without this kind of knowledge the teacher is unable to select learning objectives, plan activities and achieve a balance between knowledge, skills and values learning. These three elements are essentially inter-related, because democratic citizenship is first and foremost a practical activity. So they should be learned together, not in isolation. Teachers and trainers must be able to see how they can be integrated in a practical way in the classroom. They must also know how to integrate these three elements of EDC learning in the four dimensions or literacy of EDC, political, legal, social and economic, in relation to their own country or community.

Each dimension requires its own kind of 'literacy', that is to say its own characteristic area of knowledge and understanding, different types of skills, attitudes, dispositions and values, that applies to a different aspect of a citizen's life. These aspects enable learners, respectively, to integrate into society, respect the rule of law, find work and participate in political decision-making in the countries in which they live.

What teachers and students should know and understand in EDC reflects the basic structure of politics in society. We present some key-questions as examples of the kind of competencies teachers must have and must be trained in order for them to participate in society actively and ethically in different domains.

1. Understanding the institutional framework.
   How does our democratic system work? What bodies are involved in passing laws and making decisions? How is public finance organised and what is the role of business? How is society made up?

2. Learning how to participate and engage in action.
   What are my legal rights and responsibilities? How can I make a difference? What are our basic human rights and how are they applied?

3. Understanding and forming an opinion on complex issues on which the future society depends.
   Current affairs: What is the news and who selects it?
   Interest groups: Who is involved and how do they exert 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?

3.3 Skills and Aptitudes in EDC

Different kinds of skills and aptitudes are required in EDC Learning and Training according to different situations and fields:
- Communication and 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.

3.4 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 and ethical citizenship. What is also required is the desire to participate positively in society, and the will to make the desire a reality.
The essence of democratic attitudes and values is that democratic citizenship should not only be understood and made use of, but also cherished and appreciated and, if necessary, defended against scepticism and autocracy.
The following dispositions are crucial and vital elements for EDC
- 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

3.5 Values

The same happens with values for democratic citizenship. EDC is roundly centred on values. It includes ethical competencies and values choices, which means the capacity to construct, to reflect and to choose values centred on human rights - freedom, equality and solidarity. The acceptance and the process of construction of these values it is not only a rational construct, but is above all a process which involves affective and emotional aspects.

- Human Rights
- Equality
- Freedom
- Justice
- Peace
- Interdependence
- Pluralism
- Sustainable development

3.6 Didactic and Pedagogical Teacher Competencies

EDC is a distinctive form of educational activity that aims to equip learners 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. Learning democratic citizenship is a process which has to be helped, supported, sustained and cherished. EDC Learning is and should be:

- Inductive - Meaning that teachers present learners with concrete problems to solve or make a decision on, and encourage them to generalise from these to other situations - rather than by starting from abstract concepts.
- Active - Teachers encourage learners to learn by doing, rather than being told or preached at.
- Relevant - Teachers have to design learning activities around real situations in the life of the school or college, the community or the wider world.
- Collaborative - Teachers employ group-work and co-operative learning.
- Interactive - Teachers teach through discussion and debate.
- Critical - Teachers encourage learners to think for themselves, by asking for their opinions and views and helping them to develop the skills of argument.
- Participative - Teachers allow 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.

3.7 Teachers' Competencies

We can sum up and classify teachers' competencies into three categories of competencies. A vast literature on teachers' competencies was produced during the first phase of the Council of Europe's EDC project (Audigier 2000; Veldhuis 2000).

1. Cognitive competencies relate to the knowledge and understanding of the institutional framework, the historical and cultural dimension where we live, the skills to reflect, to judge in the light of the principles and values of human rights, to take part in the public debate and take decisions, the critical analysis of society.

2. Ethical competencies mean the capacity to construct, to reflect and to choose values centred on human rights. The construction and acceptance of these values are not only a result of a rational construct, but also a process of becoming a member of a group or groups with their own identities, which include a personal and collective emotional dimension.

3. Social competencies refer to the capacity to live with others, to cooperate, to construct and implement joint projects and to take on responsibilities; to the capacity to resolve conflicts that can be resolved through mediation, in accordance with the principles of democratic law; and to the capacity to take part in public debate, to argue and choose in a real-life situation.

4 Teacher and Trainer Training for EDC

4.1 Assumptions and Concepts

Training assumptions, aims, contents, methods and processes should be based on a concept of a teacher or a trainer, which is coherent with the concept of democratic citizenship and the EDC curriculum already described. The contents and the ways in which teachers and trainers are trained cannot be separated from what they are trained to teach. But teacher training has its own specificities. We may assume that it aims to develop a teacher as a professional, meaning an expert whose action is viewed as an integration of knowledge, behaviour, skills, attitudes and values. A professional teacher should have:

- the ability to understand abstract concepts;
- high levels of self-knowledge;
- the ability to make ethical judgements;
- the ability to take a responsible and engaged action in society.

Teacher training should also assume that a teacher or a trainer is as adult learner. This means that the training assumes that there are differences between adult learning and children's learning. Adult learning is very much a personal process. Adults derive their self-identity from their experiences.

They can call on their own experiences to serve as resources for the formulation of their own learning or that of others in a learning event. Learning is a process which individuals go through as they attempt to change or enrich their knowledge, values, skills strategies and behaviour. Learning means modifying, transferring and reintegrating new meanings, values, strategies and skills through one's own life experiences. Learning often implies unlearning. The past experiences of adults can become obstacles to new learning (negative attitudes towards learning, old ways of doing things, preconceptions etc.). Learning is characterized by its usefulness for application to duties and responsibilities inherent to the adult roles that they are developing. Adults learn from the contexts of their lives, which are intimately tied to the socio-cultural setting. The need to make sense out this is often an incentive for engaging in a learning activity. Teacher development should be conceived of as a personal and continuous process.

4.2 Methods, Processes and Contexts

There are three important training processes: modelling, processing and application. 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. EDC teaching and learning activities have to be modelled by the trainer, for example, for managing discussions, how to set up project work, how to plan lessons and schemes of work. Trainers should also model the sorts of democratic values and dispositions that they expect teachers to demonstrate to their students, such as respect and a willingness to resolve conflict through argument and debate.

To be effective, however, modelling has to be followed by a period of reflection. Teachers need time to reflect how they might apply what they have done and experienced when working on their tasks. They need time to reflect how they might apply it to future situations. It is important that the trainer designs activities to encourage participants to reflect on teaching, on learning, on concepts and on values and to share with their peers. Teachers become metacognitive about their beliefs and about their values. Teachers and trainers should be encouraged to practise self-reflection. There are different categories of reflection depending on the aim of reflection or the object of the reflection. To propose and support a technical reflection means that it is intended, for example, to develop didactic skills such as to know how to put different types of questions to students.

A reflection on action means that teachers and trainers, for instance, assess their own teaching or professional activity. A critical reflection means teachers or trainers are stimulated to reflect on the ethical, social and political aspects of their own practice.

The most distinctive feature of the critical reflective process is its focus on hunting for assumptions. Assumptions are taken-for-granted beliefs about the world and our place in it. They seem obvious and they are implicit. Practitioners take action on the basis of assumptions that are unexamined.

We can unearth our implicit assumptions.

The most distinctive feature of the reflective process is its focus on hunting for assumptions. We, as practitioners, may become aware of our own experiences as learners or as teachers, through writing our personal teaching diaries. We use autobiographical reflection because it is a good starting point to see ourselves more clearly as teachers, learners or trainers. These insights have a profound and long-lasting influence.

Seeing ourselves through our students' eyes is another way of unearthing assumptions. It is very surprising, for we may discover that the students are not interpreting our actions in the sense we mean. Often, we are profoundly surprised by the diversity of meanings students read into our actions and words.

Seeing ourselves through our colleagues' eyes is another way to reflect critically. Our colleagues serve as critical mirrors, reflecting back images of our actions that surprise us. For example, if we ask colleagues what they think are the typical causes of students' resistance to learning and how they have dealt with these causes we may hear answers that suggest new readings of the problem.

Seeing ourselves through theoretical literature is another way of hunting for our assumptions. For instance, we often interpret students' hostility as being caused by our own personality. Literature on minority students may explain hostility as an educational and political contradiction based on the idea that education can overcome oppression and reality.

Another type of training process is making use of what has been learned in real life. We only really remember what we made use of in real life. Teachers need to incorporate aspects of learning in their professional lives. This can be done by setting teachers tasks or, preferably, teachers set their own tasks, such as planning lessons, using a certain form of discussion or group work, or project work in the school community or in local communities.

This approach to teacher training in EDC requires a certain kind of learning climate or context 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.

4.3 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 a 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 skilful trainer knows not only how to perform all these different roles, but when to do it. This is a key competency 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.

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.

5 Conclusion

The brief guidelines presented may suggest some criteria to have in mind when developing, choosing, or implementing a training model as far as contents, competencies, methods and processes are concerned.

EDC dimensions to be known and understood should be fully articulated with different kinds of skills, dispositions and values specific to EDC. Methods and processes are chosen and developed centred on and fostering individual and adult processes of learning, in a climate of freedom of expression and feelings, and aiming at the development of cognitive, ethical and social competencies for an active and responsible participation in society.

Research (theory and practice) carried out during the project proposes a comprehensive, open, and flexible EDC model with key components. These components may be organised or developed according to the answers that in different contexts and places are given to the following questions. What is EDC? How do we learn democratic citizenship? How do we live in a democratic citizenship context? What are the key competencies required for an active, efficient and positive participation in our society, our institutions, our region or our community?

The Council of Europe's EDC project:

- has produced a description of an open rationale for Education for ^
  Democratic Citizenship and has identified concepts related to a new
  model of citizenship, moving from a passive and minimal citizenry to a
  proactive, ethical, responsible citizenship with actual involvement and
  commitment in society;
- has identified dimensions of knowledge and understanding required for
  this new concept of citizenship and the description of skills and aptitudes,
  dispositions and values without which no democratic citizenship exists;
- has identified and disseminated sites and practices of how to learn
  participatory and active learning in EDC;
- has defined and classified key competencies for living and acting within
  this model of citizenship.

Research and practice on models for teacher training and development may provide training assumptions for EDC, such as the concept of a teacher or

trainer as an adult learner and a professional in a lifelong learning process. They may also contribute to identifying training processes for promoting new ways of learning EDC and unlearning preconceptions and ways of thinking which hinder the development of democratic citizenship. They may, in addition, contribute to developing appropriate, efficient methods and processes leading to new roles of instruction, mediation and mentoring for EDC, as well as training processes for personal, social and professional development and innovation and changes in mentality.

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