



Understanding and integrating competences for democratic culture into teaching with a view to cultivating active European citizens

Erasmus+ KA3 2018 – 2021 –policy making- entitled “Teachers4Europe: setting an Agora for Democratic Culture”

T4E Ambassadors Training, 2-3 November 2019

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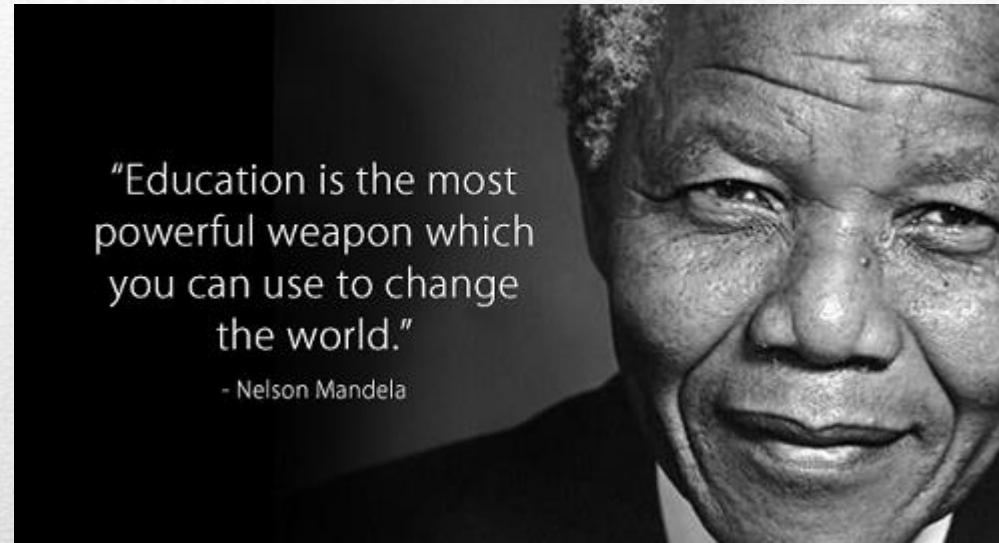
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From “Long Walk to Freedom”, Nelson Mandela



... democracy, respect for human rights and dignity, and the rule of law....

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Defining competences

VALUES are general beliefs that individuals hold about the desirable goals that should be striven for in life. They motivate action and they also serve as guiding principles for deciding how to act. Values transcend specific actions and contexts, and they have a normative prescriptive quality about what ought to be done or thought across many different situations. Values offer standards or criteria for: evaluating actions, both one’s own and those of other people; justifying opinions, attitudes and behaviours; deciding between alternatives; planning behaviour; and attempting to influence others.

ATTITUDES: An attitude is the overall mental orientation which an individual adopts towards someone or something (for example a person, a group, an institution, an issue, an event, a symbol). Attitudes usually consist of four components: a belief or opinion about the object of the attitude, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object.

Defining competences

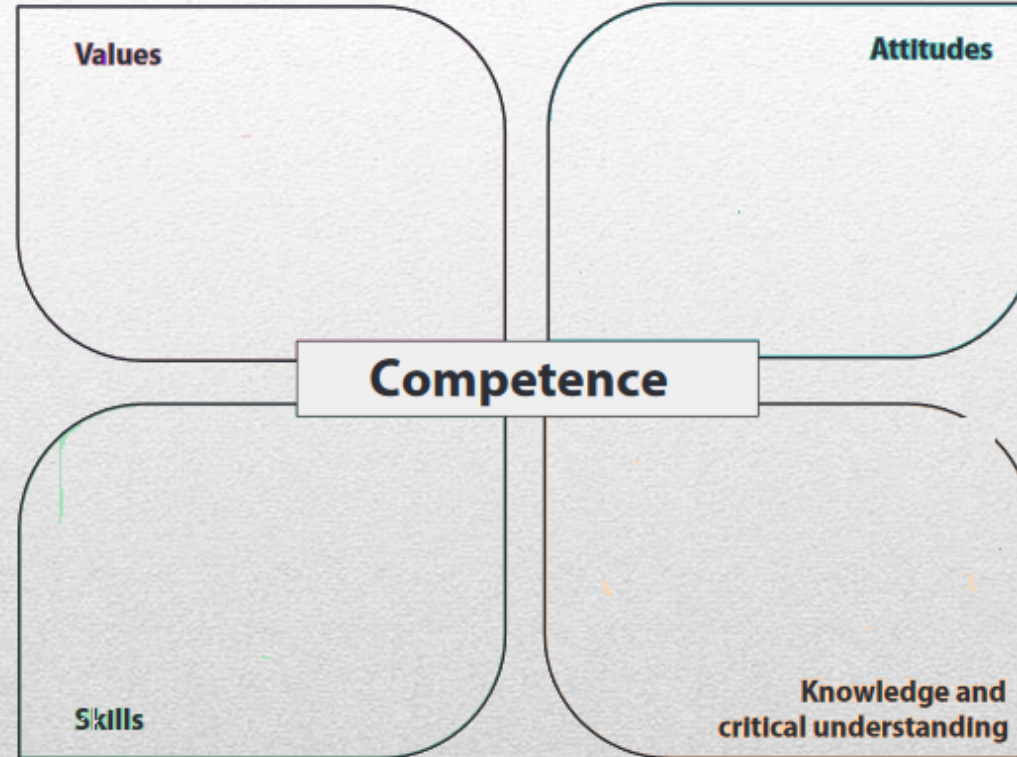
SKILLS

A skill is the capacity for carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal.

KNOWLEDGE AND CRITICAL UNDERSTANDING

Knowledge is the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings. The term “critical understanding” is used to emphasize the need for the comprehension and appreciation of meanings in the context of democratic processes and intercultural dialogue to involve active reflection on and critical evaluation of that which is being understood and interpreted (as opposed to automatic, habitual and unreflective interpretation).

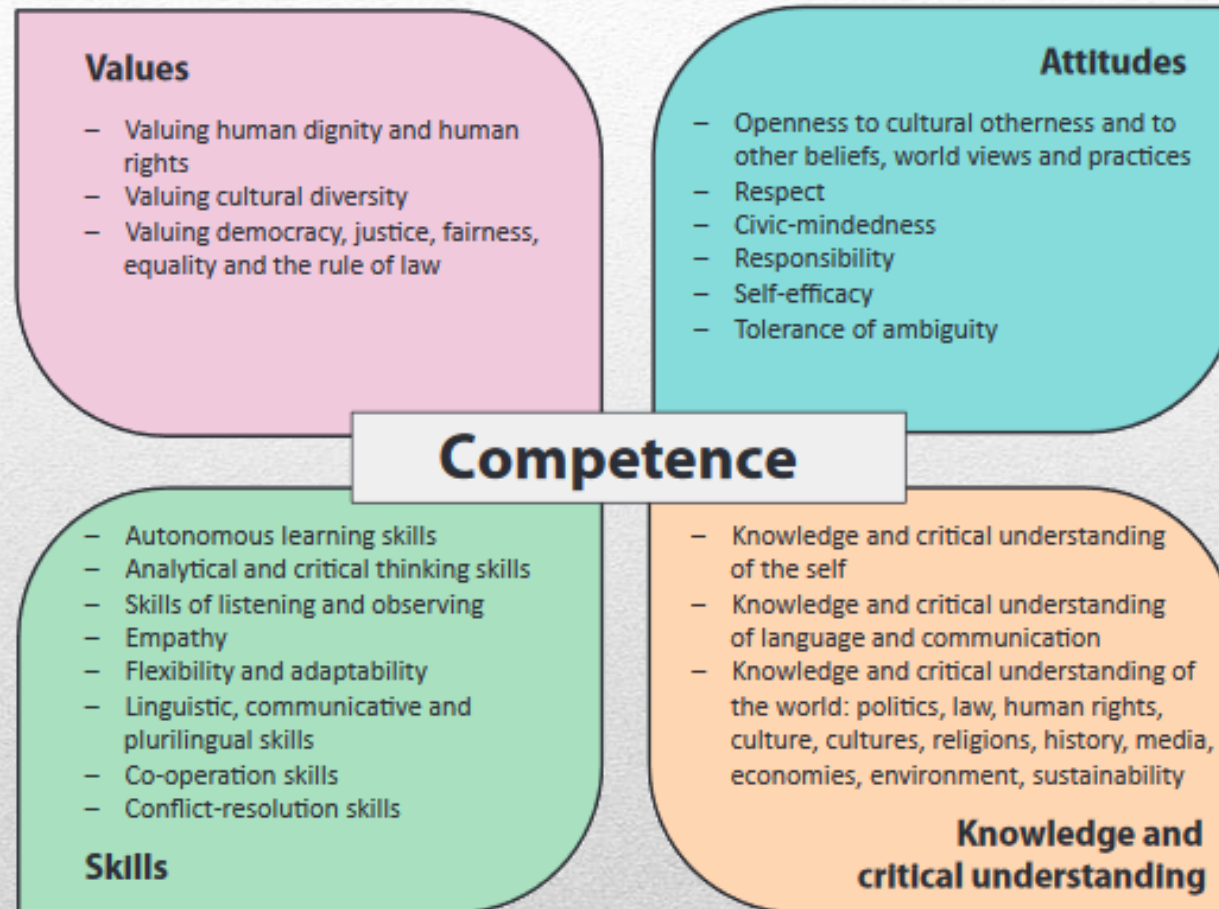
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Activity 1: Understanding competences

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The 20 competences included in the competence model

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Values

- ▶ Valuing human dignity and human rights
- ▶ Valuing cultural diversity
- ▶ Valuing democracy, justice, fairness, equality and the rule of law

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Attitudes

- ▶ Openness to cultural otherness and to other beliefs, world views and practices
- ▶ Respect
- ▶ Civic-mindedness
- ▶ Responsibility
- ▶ Self-efficacy
- ▶ Tolerance of ambiguity



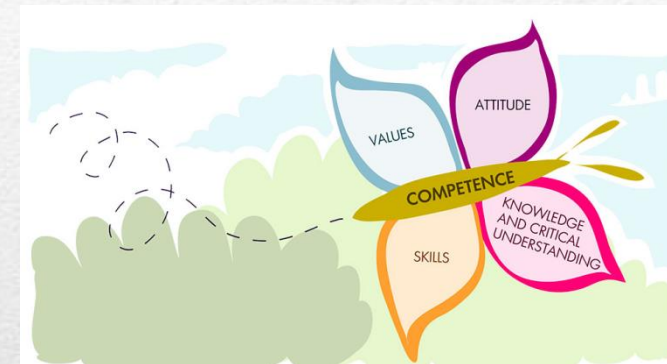
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Skills

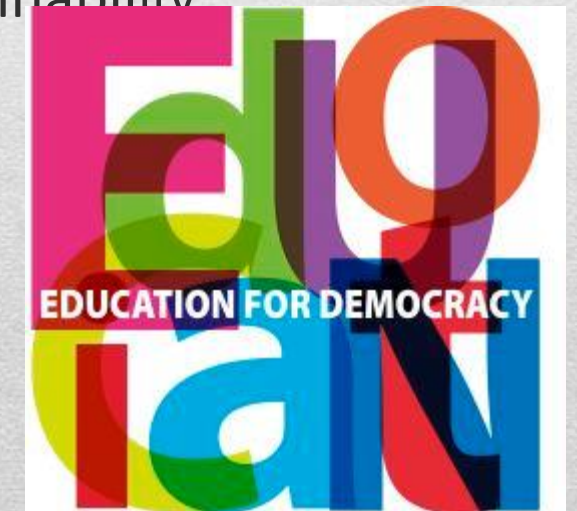
- ▶ Autonomous learning skills
- ▶ Analytical and critical thinking skills
- ▶ Skills of listening and observing
- ▶ Empathy
- ▶ Flexibility and adaptability
- ▶ Linguistic, communicative and plurilingual skills
- ▶ Co-operation skills
- ▶ Conflict-resolution skills



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Knowledge and critical understanding

- ▶ Knowledge and critical understanding of the self
- ▶ Knowledge and critical understanding of language and communication
- ▶ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability



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Activity 2: Match the photos with the competences.



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Activity 3: Recognizing the competences

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At a multicultural event, two people who have different ethnic backgrounds from each other find themselves standing together. They start to talk about their respective ethnic and religious practices. Their conversation initially requires them to adopt an attitude of openness towards each other. It may also require them to regulate their emotions in order to overcome any anxieties or insecurities that they might have about meeting and interacting with someone with a different cultural background. Once the dialogue commences, they also need to mobilise and deploy close listening skills and linguistic and communicative skills to ensure that miscommunications do not occur and that the contents of the conversation remain sensitive to the communicative needs and cultural norms of the other person. Empathy is also likely to be required, along with analytical thinking skills, to facilitate comprehension of the other person’s point of view, especially if this is not immediately apparent from what they are saying. It may emerge during the course of the conversation that there are irreconcilable differences in points of view between them. If this is the case, then respect for difference and tolerance of ambiguity need to be deployed and the lack of a clear-cut resolution accepted.

Interacting during an intercultural encounter

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Key descriptors for skills of listening and observing

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

Key descriptors for knowledge and critical understanding of politics, law and human rights

- Basic level of proficiency
 - Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities
 - Can explain why everybody has a responsibility to respect the human rights of others
- Intermediate level of proficiency
 - Can explain the universal, inalienable and indivisible nature of human rights
 - Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses
- Advanced level of proficiency
 - Can describe the diverse ways in which citizens can influence policy
 - Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world

Activity 4: Levels of competence

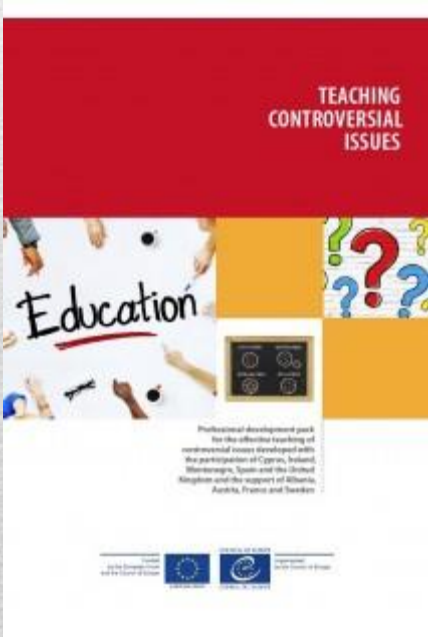
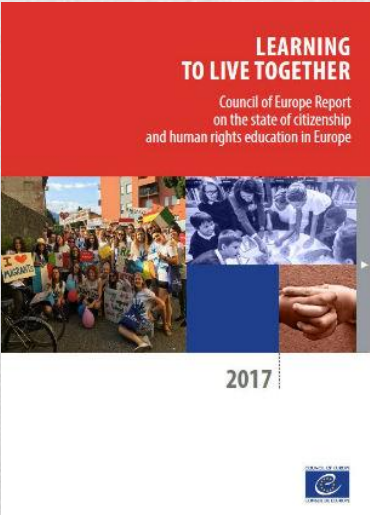
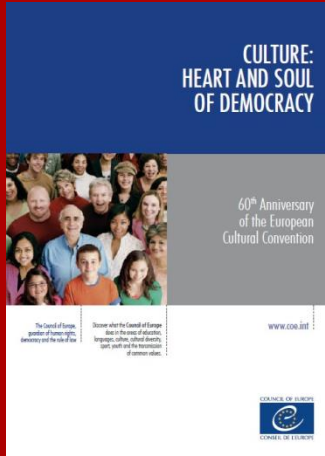
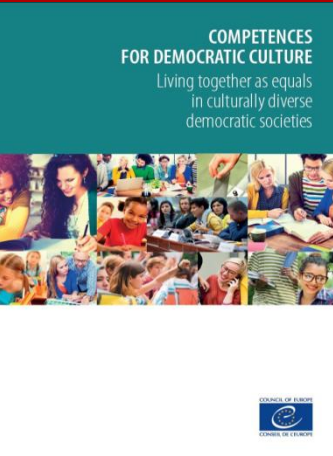
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Activity 5: Design your own activity



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Reference framework of competences for democratic culture

<https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>

COMPETENCES FOR DEMOCRATIC CULTURE Living together as equals in culturally diverse democratic societies (in Greek)

<https://rm.coe.int/prems-141417-grc-2508-competences-for-democratic-culture-8520-couv-tex/168078f263>

Innovative Educational Tools for the Training of Trainers on HRE

<https://www.coe.int/en/web/compass>

https://www.minedu.gov.gr/publications/docs2012/120517_compass_edition_gr.pdf

Compasito

<http://noiazomaikaidrw.gr/wp-content/uploads/2015/07/Compasito-%CE%9C%CE%B9%CE%BA%CF%81%CE%AE-%CE%A0%CF%85%CE%BE%CE%AF%CE%B4%CE%B1.pdf>

Living Democracy

<https://www.living-democracy.com/el/>

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