CITIZED
Empowerment for Citizenship Education

TEACHERS COMPETENCE FRAMEWORK AND SELF-ASSESSMENT TOOLS

DELIVERABLE 2.2 LONG VERSION

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• Task 2.2 Validation of C.F. with a sample of teachers and teacher training institutions

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Work Package Summary:

This work package will use the results of the policy review, and particularly the analysis of measures to prepare future teachers and in-service teachers for the task of effectively supporting learners to reach the learning outcomes for democratic citizenship. The point is not only to familiarize teachers with the relevant international frameworks (first of all with the RFCDC developed by the Council of Europe) that describe learners' competences to be achieved, but also **to identify which competences are required to teachers to make them able to help learners effectively in their learning path for democratic citizenship.** In other words, it is not only a matter of adding or renewing some contents in the curricula, but also adopting different classroom strategies to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organizations, to transform conflictual situations into occasions for positive competence development, etc. work package 2 will explore this dimension of teachers' qualification and, also based on existing literature and tools, will propose an innovative set of competence representations and self-assessment tools that will help teachers to understand their respective strengths and improvement areas to be citizenship educators.

Executive Summary

CITIZED (2020-2023) is a European-funded project whose final objective is to develop an innovative set of instruments that will help the widespread implementation of citizenship education in European education systems. It has the ambition to become an effective catalyst of a multiplication process based on teachers' capacity building and empowerment and schools' commitment, by filling existing implementation gaps between policy statements and daily practice in the schools. Throughout the project, the following specific objectives will be addressed:

1. Reviewing, analyzing, comparing and classifying existing policy approaches to the development of citizenship education, pointing out what works where and at what conditions, thus identifying inhibiting and enhancing factors in the different contexts;
2. Proposing and testing self-assessment and self-reflection instruments and training modules enabling future teachers and in-service teachers to implement effective learning strategies, adequate to develop a set of pupils'/students' competences related to democratic citizenship;
3. Developing a collaborative open platform and giving access to good practice examples and methodological instruments for schools implementing "whole school" citizenship education projects;
4. Maximizing the impact of the project activities in terms of support to large-scale implementation of the validated good practices.

The CITIZED project develops an innovative set of instruments that will help the widespread implementation of citizenship education in European education systems; these instruments aim to be complementary and strengthen the impact of the already developed set of instruments produced by the Council of Europe and the European Union. The project outcomes will be:

1. A critical review of recent national policies in the field of citizenship education, including a classification of the most frequent measures and the identification of the most relevant policy challenges: this is the content of the present document, now delivered in its first version and subject to a review in a later phase of the project.
2. A stakeholders-validated competence framework for teachers intervening in the field of citizenship education, building on a review of existing models in this field, and an operational model for a European qualification for teachers mostly specializing in this domain;
3. A toolkit for schools engaging to become members of the Democratic Schools Network;

A set of 5 transnational Policy workshops (MT, IT, BE, AT, FR) to maximize the dissemination of the project outcomes and the creation of an effective policy impact across EU Member States.

1. Introduction

Through a structured participatory process, a competence framework for educators in the field of Citizenship Education has been developed. The framework constituted the basis for the development of self-assessment tools for teachers, but also of the validation of experiential learning outcomes of training modules for in-service teachers and curriculum development for future teachers that will be proposed and validated in the following phase.

Teachers' training: from citizenship education contents to citizenship education skills, attitudes and values. Teachers' training is often conceptualized and structured on the basis of content and knowledge. However, the analysis conducted in work package 1 showed that the most effective citizenship education needs less knowledge and more cooperation and dialogical activities. At the same time, the analysis showed that teachers may not be trained for tackling controversial issues (like migration) in classrooms, and therefore teachers' training should take into consideration also this issue and perhaps providing teachers tools to facilitate classroom debates and be able to address possible conflicts.

Reference Framework of Competences for Democratic Culture (RFCDC): The RFCDC was an important substantive and conceptual basis of work package 2. The centerpiece of the framework consists of a conceptual model comprising 20 Competences for Democratic Culture, also referred to as the RFCDC "butterfly", as proposed by the Council of Europe (Coe).[1] The RFCDC represents the Flagship project of educational policy within the Council of Europe, launched in 2017. It is an Instrument for both policy makers and other stakeholders. The underlying aims of the project are (1) to offer national education systems a framework that can be used to empower young people, (2) to prepare learners to be active citizens.

The RFCDC is a comprehensive tool which brings together different strands of the work of the CoE (human rights education, education for democratic citizenship education and intercultural education). It has a very strong focus on intercultural competences. It is also a tool that can give a common language to policy makers from different educational and national contexts.

Elements of the framework:

• A conceptual model of the competences which citizens require to participate effectively in democratic citizenship and intercultural dialogue;

• Behavioural descriptors for each individual competence that is specified in the model (What shows that someone has developed a certain competence?);

• Guiding documents to explain how the competence model and the descriptors can be used to assist curriculum design, the design of pedagogies, democratic school development, and the development of new forms of assessment;

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[1] Council of Europe: Reference Framework of Competences for Democratic Culture

https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture

The model is visually represented with a butterfly with four wings which represent: values, attitudes, skills, knowledge and critical understanding. The authors of the model analyzed existing competence models and tried to condensate what they found and to bring it into this new structure.

Values

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

Attitudes

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

Competence

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

Skills

❖ 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

Knowledge and critical understanding

The RFCDC "butterfly". Source: Council of Europe 2021.

Competences are described by using a set of descriptors, i.e., through statements of observable behaviors which show that a person has developed a certain competence. The framework comprises a set of 135 key descriptors which are scaled according to levels of proficiency (basic, intermediate, advanced) and a pool of 447 descriptors which are also scaled.

The references of the RFCDC are three volumes published by the CoE which are available here:

https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture

2. Activities

In a series of integration workshops, which took place during April 2021 and October 2021, relevant elements of the model were identified by the participants, such as respect, self-reflection, openness towards students' perspectives, values, dialogue- and project-based methods, empathy, knowledge and critical understanding of the world.

In this process, the project partner's aim was to validate such results and/or enrich them with further findings, particularly through the **key question**: *"Which competences are the most important ones in teacher training?".*

2.1 Integration Workshop, April 13th, 2021

CITIZED PROJECT PARTNERS

- International Institute of Humanitarian Law (IIHL), Italy: Irene Baraldi; Claudio Dondi; Edoardo Gimigliano
- Fondation des Régions Européennes pour la Recherche, l'Éducation, et la Formation (FREREF): Liliane Esnault; Axel Joder; Julie Raouane; Monica Turrini
- Ministry for Education of Malta (MFED), Malta: John Attard; Stephen Camilleri; David Degabriele
- Université Côte d'Azur (UCA), France: Alessandro Bergamaschi; Catherine Blaya
- Wiener Forum für Demokratie und Menschenrechte (WFDMR): Patricia Hladschik; Nikolai Weber
- Organising Bureau of European School Student Unions (OBESSU): Marìa Ballesteros Melero
- Land der Menschen (LdM), Austria: Catherine Carré-Karlinger; Veronika Fehlinger

STAKEHOLDERS

- Afev: Marie Aumont
- AKS (Aktion kritischer Schüler_innen/Initiative of critical school students): Miriam Amann
- Austrian Federal Ministry of Education, Science and Research: Sigrid Steininger
- Conseil départemental 06: Eric Goldinger
- DSDEN 06/Direction des Services Départementaux de l'Education Nationale des Alpes-Maritimes: Géraldine Willems
- Eötvös Loránd University: Ildikó Lázár
- Italian Ministry of Education: Diana Saccardo
- Ministry for Education of Malta (MFED), Malta: Brian Chircop; Dunstan Hamilton
- Organising Bureau of European School Student Unions (OBESSU): Alexandra Seybal
- S-nodi: Tiziana Ciampolini
- Sicurascuola: Angela Pastorino; Giuseppina Randazzo
- University College of Teacher Education in Linz: Jakob Feyerer
- University College of Teacher Education in Wien: Ursula Mauric

Group Session: TEACHERS' TRAININGS: FROM CITIZENSHIP EDUCATION CONTENTS TO CITIZENSHIP EDUCATION SKILLS, ATTITUDES AND VALUES

Key debated issues:

- Controversial dialogue when it comes to the implementation on citizenship education
- Citizenship education is both a subject and a transversal topic/issue.
- Transversal issue: it is a challenge to demand teachers to transversally teach citizenship education.
- The question is also whether we have the right format of teacher training. It would be important to rethink the existing formats critically and to open our mind to different formats.
- Who should give the line for teachers training? Unbalance between states interests and bottom-up interests.
- Importance of thinking about different target groups: difference between primary and secondary teachers. In the case of primary teachers, it may be easier to have a transversal approach, while for secondary teachers it may be more difficult.
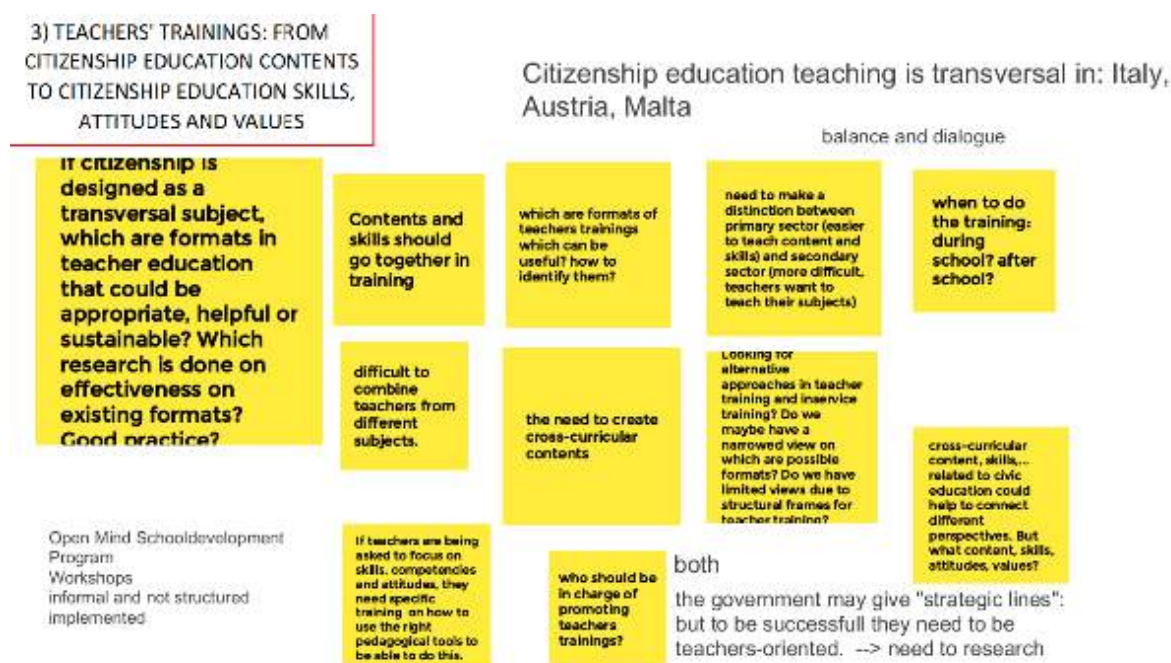
Group Session 2: RFCDC CLUSTERS OF COMPETENCES

After the presentation, stakeholders and partners were divided into groups. Each group discussed the following questions:

- Which competences/clusters of competences do you consider to be most important in teacher training?
- Why? (Gaps in teacher training plans, new challenges …)

GROUP 1. IDENTIFIED KEY WORDS: RESPECT, SELF-REFLECTION, CRITICAL THINKING, OPENNESS TO DIFFERENT PERSPECTIVES.

During the debate of group 1, the perception that society lacks respect was pointed out. It was reflected upon the fact that respect is strongly linked to self-reflection. Teachers should therefore self-reflect upon their values and their attitudes. They should also be open to students' perspectives, leaving room for students to discuss. At the same time, they should enhance critical thinking skills in students. In order words, students should be able and feel free to reflect upon what teachers teach them.
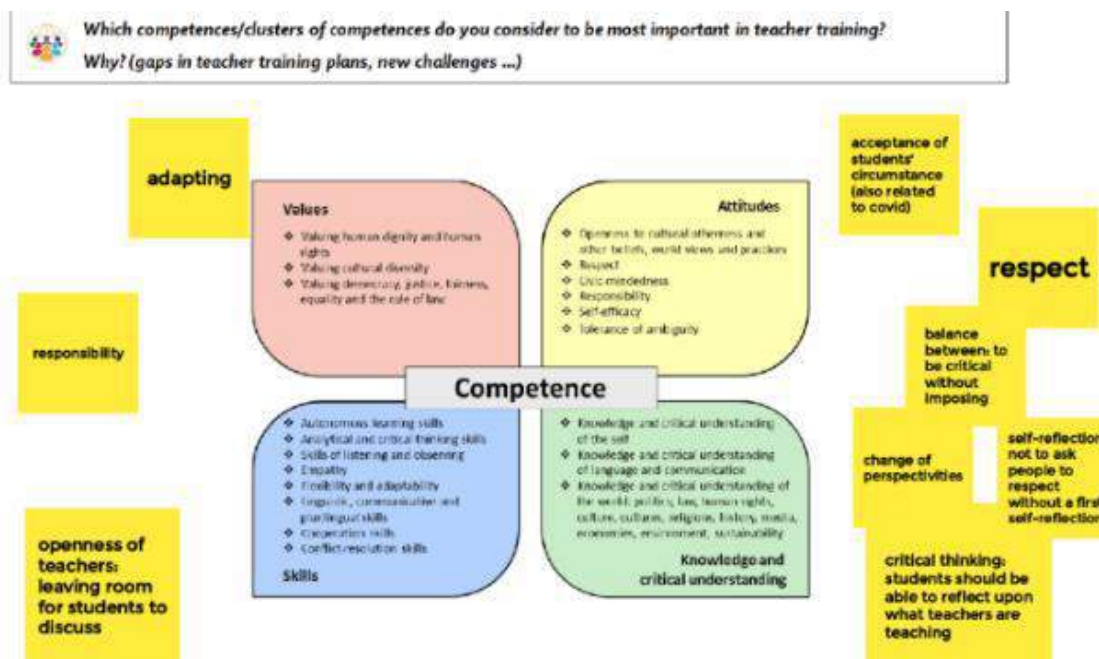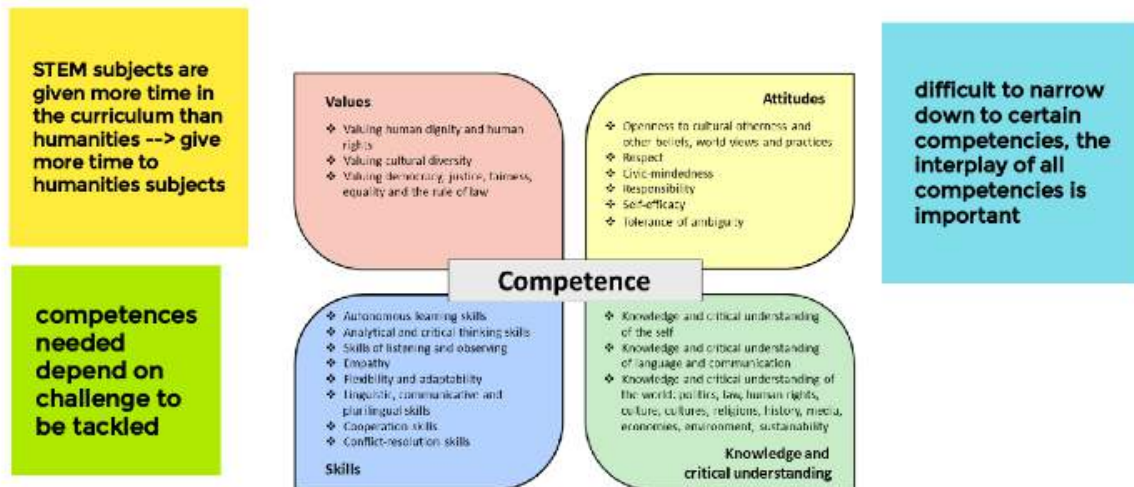

GROUP 2. IDENTIFIED KEY WORDS: STEM VS HUMANITIES, COMPETENCES ARE RELATED TO CHALLENGES

Group 2 identified a structural problem in the school curricula which cannot be tackled by this competence model: the problem is that STEM subjects are given much more time than humanities. The group suggested that schools should strengthen the teaching of humanities subjects. The debate was also focused on the difficulty to narrow down competences to just a few concepts. Additionally, the group suggested that the competences needed highly depend on the challenges to tackle: for example the climate change issue needs different competences than the problem of increasing political rights in Europe. Therefore, it is difficult to generalize which competences are the most important.

Which competences/clusters of competences do you consider to be most important in teacher training?
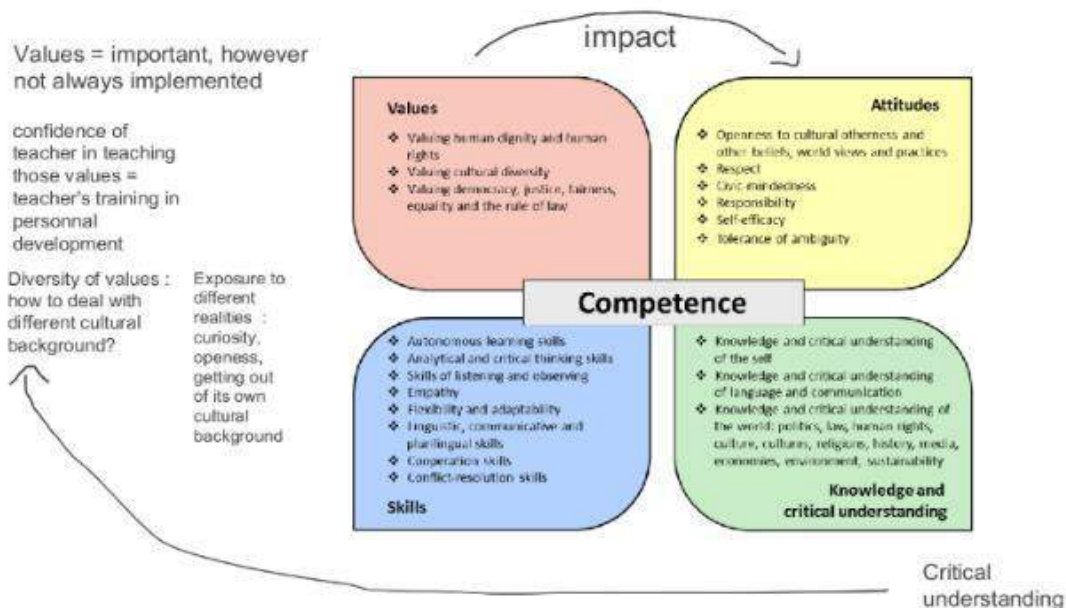*Why? (gaps in teacher training plans, new challenges ...)*

STEM subjects are given more time in the curriculum than humanities --> give more time to humanities subjects

competences needed depend on challenge to be tackled

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

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

difficult to narrow down to certain competencies, the interplay of all competencies is important

Competence

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

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

GROUP 3. IDENTIFIED KEY WORDS: IMPORTANCE OF VALUES, CONFIDENCE IN TEACHING CE

During the debate of Group 3, it was argued that values are perhaps the most important area of competence because it strongly impacts on attitudes and skills. Another key issue that emerged was the need for teachers to be confident in teaching citizenship education. The confidence should be enhanced through teachers training and personal development. Another key point of the debate was to reflect on how to teach a value to someone who has different values and how to promote tolerance or democracy to people who are against and, at the same time, to assure freedom of speech.

Which competences/clusters of competences do you consider to be most important in teacher training?
*Why? (gaps in teacher training plans, new challenges ...)*

Values = important, however not always implemented

confidence of teacher in teaching those values = teacher's training in personnal development

Diversity of values : how to deal with different cultural background?

Exposure to different realities : curiosity, openess, getting out of its own cultural background

impact

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

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

Competence

Skills
- Autonomous learning skills
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- Conflict-resolution skills

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

Critical understanding

GROUP 4. IDENTIFIED KEY WORDS: CIVIC MINDEDNESS, CULTURAL OTHERNESS, DIALOGUE-BASED METHODS

Group 4 reflected mainly upon civic mindedness, arguing that there should be some self-reflection on this attitude. Civic mindedness can be considered a sort of meta-learning outcome in the butterfly model because it encompasses many other things. The group also focused on the need to promote dialogue-based methods and projects-based methods, which may allow students to take an active role rather than just being explained what democracy is. This needs to be done when teachers have already matured the idea of civic mindedness. Another key competence that was discussed was cultural otherness: this can be built in a dialogical approach, through working on openness in a dialectic process, especially including those teachers who are not always open to cultural otherness.
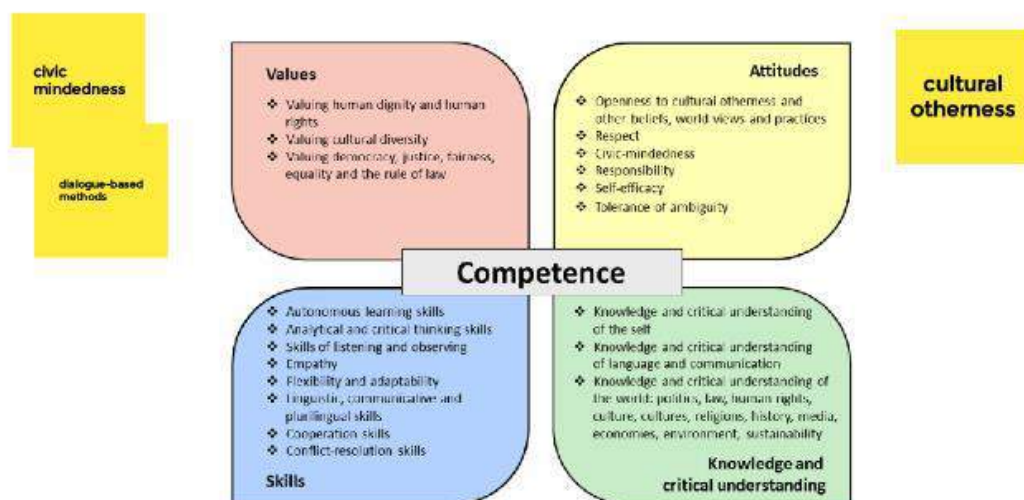
GROUP 5. IDENTIFIED KEY WORDS: RESPONSIBILITY, EMPATHY, ADAPTABILITY OF THE MODEL

Group 5 debate focused upon responsibility as a competence, its meaning in concrete situations and what it includes. Additionally, they discussed that empathy is a very important competence that teachers should have to create emotional learning processes. They also focused on the importance of knowledge and critical understanding of the world. The group also argues about the need to adapt this framework to different teaching paths, not only for teachers' education of secondary schools.

Which competences/clusters of competences do you consider to be most important in teacher training?
Why? (gaps in teacher training plans, new challenges ...)

common memory
duty - foster
discussion about
human dignity

Empathetic teacher
is important for
emotional learning
process
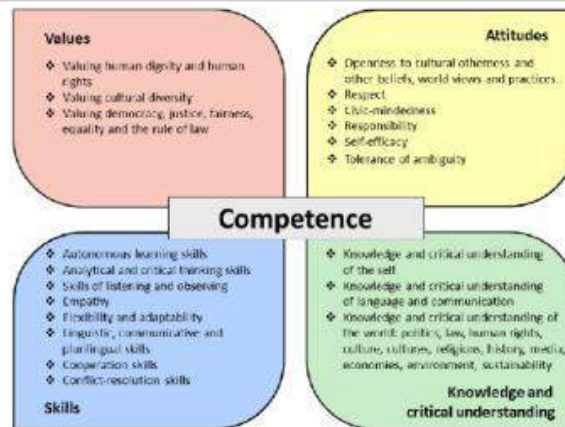
Responsibility

what does it
mean?
what does it
include?

cooperation skills
important for
classroom but also for
society

knowledge and critical understanding of the world

adapt framework to different ages

SUMMARY:

2.2 Kick-off Work Package 2, July 6th, 2021

Agenda:

- Presentation of findings of the report of work package 1 regarding teacher's competences
- Presentation of results of integration workshop of work package 1
- Presentations of first findings within the OBESSU network
- focus on students' perspectives
- methods used: desk research, policy and position papers from OBESSU, interviews with school student unions

Results:
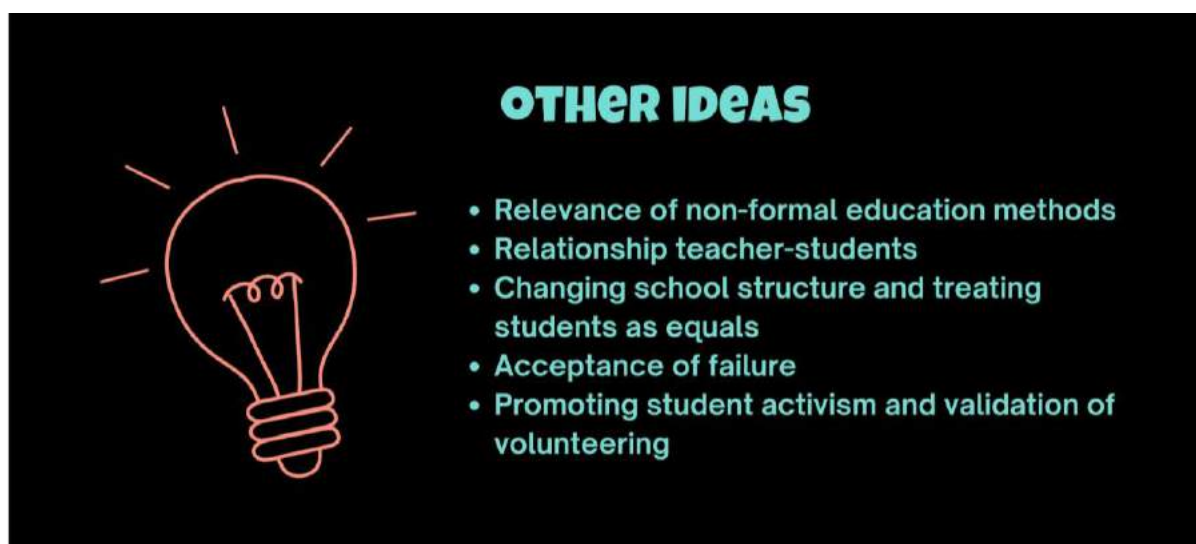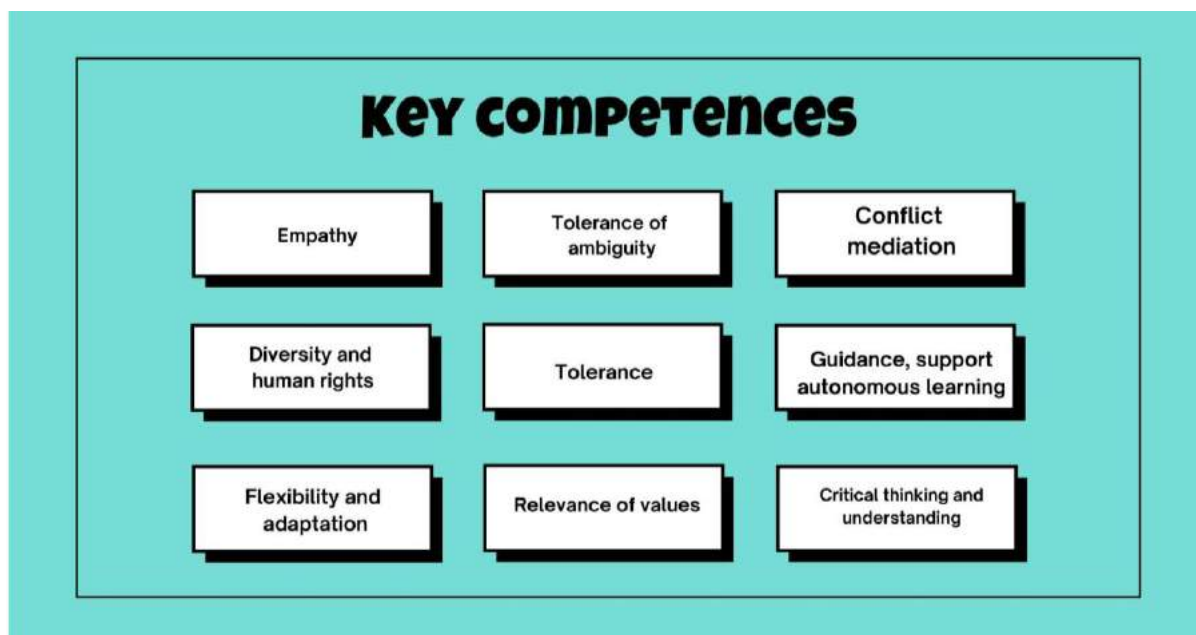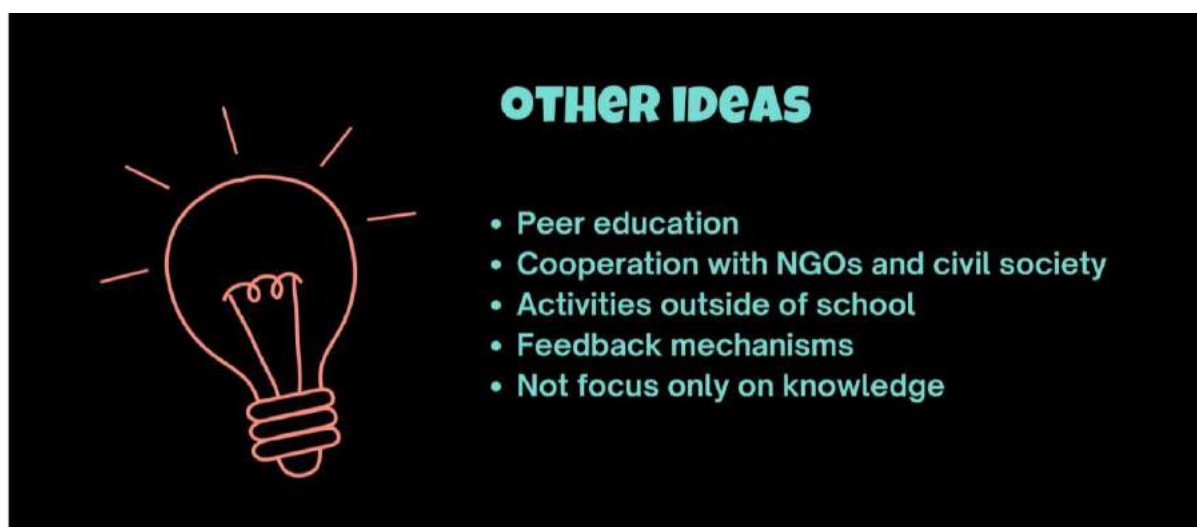
2.3 NECE CAMPUS: CITIZED Validation Workshop, July 28th 2021

Citizenship Education: Everybody talks … but has the Situation changed? Open Challenges for Citizenship Education

Introduction to the Workshop

The NECE CAMPUS Workshop organized by the CITIZED team took place on 28th July 2021 on the online platform *gather.* The workshop was structured in three sessions: the first session focused on some of the key challenges to citizenship education identified during the first months of the project CITIZED, the second session focused on the analysis of teachers' competences frameworks and the final session included an ideas forum, during which inputs and suggestions on practices, policies and research were identified.

Groups Session: Teacher's Competences for Citizenship Education

The objective of this group session was to familiarize the participants with work package 2 of the CITIZED project. This work package focuses on teacher's competences for citizenship education. Its objective is to identify **competences** required to make teachers able to **help learners** effectively in their learning path for **democratic citizenship**. For this purpose, two groups were created, each of which had the opportunity to discuss the key question based on the CDC "butterfly".

The first group concentrated on the specific skill of **(active) listening**. In addition, the group discussed the importance of considering that **knowledge**, specifically **about rights and duties**, necessarily needs to be **embedded** in their respective **local, regional and national political context**. This is an important refinement to the CDC "butterfly" model.

The second group contributed a wide range of skills to the CDC "butterfly" model which we consider a valuable addition to the 20 competences, as chosen by the CoE. The following image shows the results of the second group discussion on the **key question**: *"Which competencies are most important in teacher training?"*

Table 1
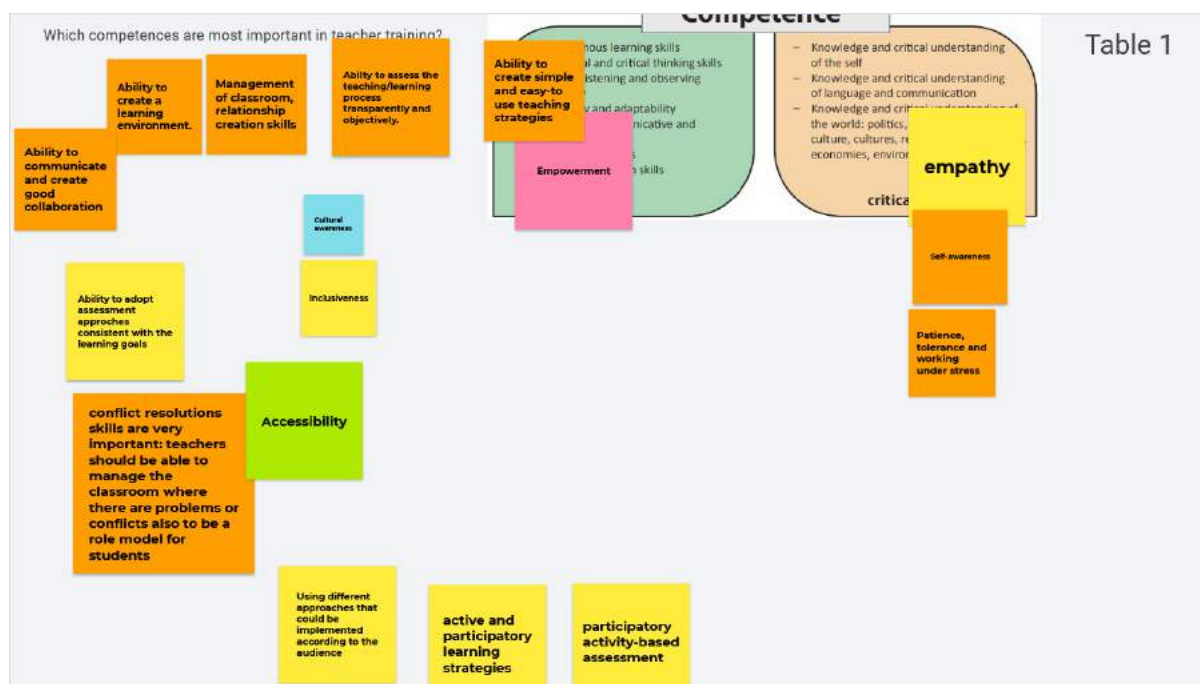
In addition, one participant contributed an open-source resource for citizenship education practitioners. The resource in question with the title "Art for Non-Discriminative Values in Education"[2] consists of a digital collection of allegorical paintings that can be used to work on values and concepts in and for citizenship education in a playful, creative, explorative manner, such as:

- identity
- equity, fairness and development
- democracy and participation
- rule of law
- states and nations
- argumentation, discussion, evidence
- cooperation and solidarity
- respect for others and freedom of speech

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[2] Irina Bondarevskaya: Art for Non-Discriminative Values in Education. 2021.
https://padlet.com/iobondarevskaya/Bookmarks?fbclid=IwAR2BoUl-L3Am8yTx8iyviO7vvl8yvjl1fFEf6NP9Y4f_QU7RXGIrBzARU2g

2.4 REDE Training, September 30th/October 1st, 2021

During a teacher's training in Salzburg from September 30th until October 1st, which took place within the REDE project (https://rede-project.org/), participants were asked to evaluate the RFCDC competence model based on the following method.

Ranking Competences of RFCDC[3]

Aims/objectives: The aim is to find out which of the competences are particularly relevant in one's own work or for one's own target group and which are, perhaps, less relevant.

Description of the method

- Every educator looks at the "butterfly" model of the RFCDC individually and works on the following question: Which five competences are especially relevant for your educational work? Write down the five competences you have chosen. (10 minutes)
- Reflection in groups of four educators on some guiding questions. (35 minutes)
- All groups come together to share the results of their discussions. (15 minutes)

Usability in social work: The method is relevant for social workers and can be used in their training. Through awareness raising, more targeted competences can be strengthened and tasks are concretised and adapted to real problem situations.

Results/Feedback from Participants:

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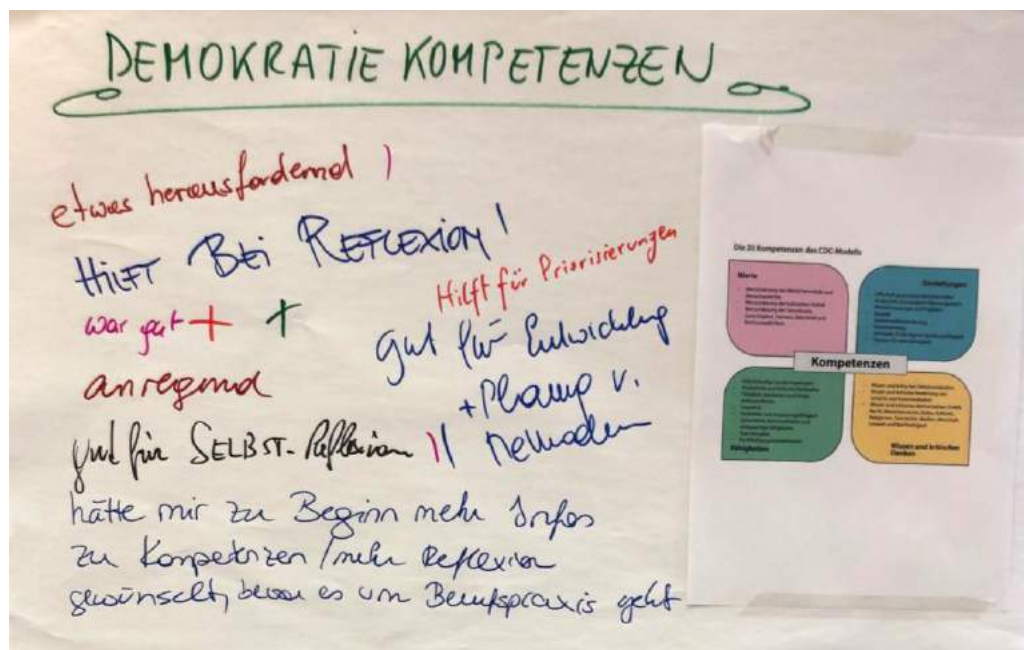
[3] Method first described in: Ole Jantschek und Hanna Lorenzen: Reflection methods in the non-formal sector of civic education. in: Hladschik, Patricia; Lenz, Claudia; Pirker, Georg (Hg.): *The Reference Framework of Competences for Democratic Culture in the Non-formal Educational Sector*. Bruxelles: DARE (Blue Lines Series), 2020. p. 73-79 https://dare-network.eu/competences-for-democratic-culture-and-non-formal-education/

Adapted and tested in: Markus Pausch, Patricia Hladschik, Filip Pazderski, Rasha Nagem: Resilience against Anti-Democratic Tendencies through Education. Competences for Democratic Culture in European social and youth work. Handbook for youth and social workers. Council of Europe and Salzburg University of Applied Science, Institute of Public Affairs, Les Militants des Savoirs, Vienna Forum for Democracy and Human Rights, November 2021.

Poster Translation:

- somewhat challenging
- helpful for reflection
- good
- stimulating
- would have liked more information about competencies at the beginning / more reflection before passing on to professional practice
- helpful for prioritizing
- good for development and planning of methods

2.5 International CITIZED Validation Workshop "The challenges of Citizenship Education in Europe", October 21st, 2021

Presentation of CITIZED's first Results

During this session, *Claudio Dondi, Irene Baraldi* and *Nikolai Weber* presented the CITIZED project and its first results. In his presentation Nikolai Weber focused on the current status of work package 2.


Workshop Sessions

The workshop sessions took place during the afternoon of Thursday 21st (on-site) and during Friday 22nd (online). During these two sessions, the five challenges to CE were analyzed and discussed by the participants. Throughout the on-site workshop, 5 whiteboards were set up, each one containing the questions related to the individual challenges. One of these challenges was directly linked to the contents of work package 2, with the title:

Teachers' training for citizenship education: from a focus on contents towards the development of skills, attitudes and values.

The images below include all the inputs that emerged during the group sessions (both on-site and online).
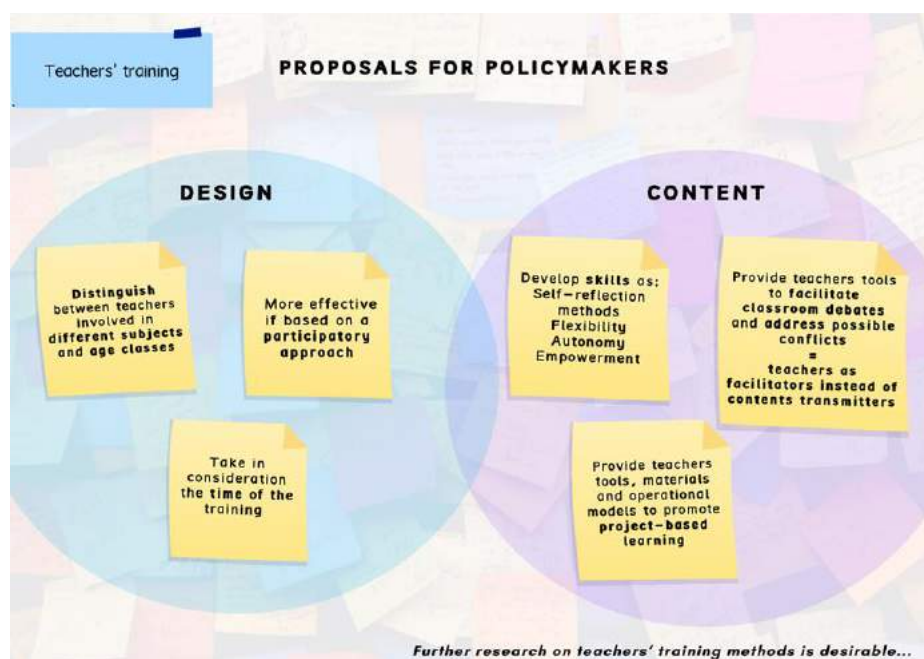
Teachers' trainings for CE: from a focus on contents towards the development of skills, attitudes and values.

I would reference ... the OECD document on Student Agency.. "It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others."

I think that the teacher training needs to be lifelong or at least revisited. It is not enough to put it in initial teacher education only as an inexperienced teacher may struggle to handle the challenging conversations. Better perhaps to build the competency in slightly more experienced teachers first (e.g. the MACOS model in the 80s)

Planning: Teachers of the same class teaching different topics (literature, geography, history, philosophy ...) shall work together and plan together at the beginning of the year how to implement CE topics in their own specific subjects

Involve parents

build open listen space in schools, open to parents, too. There is a need to develope awareness and agency

Skills: teach teachers how to communicate properly CE topics to their students.

Attitudes: teachers must be open minded and inclusive

Values: teachers shall believe/feel/share the values they teach and pass on to their pupils

teachers' autobiography is key. Teachers' traninig need to include working on ex student experience, is is not only about teachers' skills and methods

Mario Lodi asked: how could we teachers teach democracy, we who came from fascist school? This question is not old now. No teacher is coming from a strong CE experience as a student

2.6 NECE CAMPUS: CITIZED Workshop, October 29th, 2021

Teaching Citizenship Education? The Challenges of Competences, Assessment Renewal and Policy Implementation

Introduction to the Workshop

The NECE Conference Workshop organized by the CITIZED partners took place on 29th October 2021 on the online platform Zoom. The workshop was included within the program of the NECE Conference and was structured in three sessions: the first session focused on some of the key challenges to citizenship education identified during the first months of the CITIZED project implementation, the second session focused on the analysis of teachers' competences frameworks and the final session included an "ideas forum", during which inputs and suggestions on practices, policies and research were collected by the moderators.

The debate started with the inputs already collected by the CITIZED project during previous workshops. During the discussion with the participants of the workshop, the issues that emerged were the following:

- Teachers should be ACTORS of citizenship education rather than teach it;
- Teachers as teachers, teachers as allowing free choice and play, teachers as facilitators, teachers as nurturing social interactions of students in pastoral groups;
- Does this teaching should be more about teaching citizenship rather than citizenship education?
- The need to define the curriculum of developing citizenship;
- To empower teachers to include skills like critical thinking, media competencies, democratic skills into normal agenda;
- The need to also consider the opportunities that preservice teacher training institutions could provide. This is time consuming and cumbersome for sure but ultimately impactful and sustainable;
- Teacher students need to know how to facilitate cooperation with external partners (non-formal sector, municipality) to foster project-based and service learning;

- Mr. Mackie's sentence "Opportunity for positive social interaction with peers" as a very pragmatic idea of citizenship education;
- Like other life skills/cross-curricular thematic subjects, it needs to be assessed using Broad Learning Outcomes (BLO's) - checking whether a learning outcome has been reached;
- European citizenship education: teachers and students need practical intercultural/ European experiences through (virtual) exchanges as well as thematic focus on Europe in ITE and CPD seminars;
- Citizenship education needs to be cross-curricular, life skills based hence it can't be measured based on traditional score/mark based system;
- CE is something you cannot teach, Maria Montessori's method was highlighted as a good root to develop a new CE implementation method;
- The need to pay attention to the concept of Justice;
- Time of training: facilitate training during school hours;
- Necessary coherence between organizational culture and values, teachers values and goals of citizenship education.

Group Session: Teacher's Competences for Citizenship Education

2.7 Partners Meeting to discuss the Results of the International Workshop "The challenges of Citizenship Education in Europe" in San Remo, November 30th, 2021

On November 30th, 2021, the CITIZED partners had an internal meeting to discuss the results of the San Remo conference in October 2021. Many of the results derived from the workshops described above (see chapter 2.6), which were directly linked to and relevant for work package 2. A summary of the results was made and clustered into an overview table. In the following you will find the aforementioned table filtered by the results relevant to this work package.

The color yellow represents short term goals, the color orange medium term goals, and the color red long term goals. Sentences in red were derived from the San Remo Conference on November 30th, 2021.

Even though these results will mainly serve as a basis to develop policy recommendations for work package 8, the proposed actions concerning teacher training are also very helpful for the outputs of work package 2.

Challenges	Levels	Actions	Implementation
1. **Bring CE into the agenda**			
	Teachers' Training	identifying school specific needs and resources for CE	
		Promoting participatory review of initial teacher education	
		Initial teacher education: Identifying transversal knowledge, skills and competences that could be related with CE in existing curricula for teacher education (in educational sciences, subject	
		Adapting curricula and study programmes as needed	
		Address stakeholders groups - Mainstreaming it into education and training systems	
		Reach out difficult targets - To propose complex consistent approach, clear content	
		Innovative promotional campaigns - Role models	
		Reach out difficult targets - By providing CE first to professionals	
2. **From good purposes to good implementation**			
	Teachers' Training	Further teacher training: offers to support the anchoring of CE in schools (personal, teaching and school development)	
		Knowledge creation/facilitators - Part of initial but also continuining teacher training based on a list of competences	
		Knowledge creation/facilitators - No self-reflection of teachers - pupils in focus	
		Knowledge creation/facilitators - CE as part of initial teachers' training	
3. **National/European frameworks vs bottom-up initiatives**			
	Teachers' Training	Promote self-reflection and professional ethos	
4. **Teachers' trainings**			
	Teachers' Training	Initial training: considering CE in practical school studies as well as subject teaching	
		Teachers: teamwork and coordination: building an inter-institutional school progression (whole-school concepts)	
		Evaluation of the teachers' training at the teachers' level but also in terms of potential change at the school level	
		Content - Develop skills as: Self-reflection methods, Flexibility, Autonomy, Empowerment	
		Content - Provide teachers tools to facilitate classroom debates and address possible conflicts = teachers as facilitators instead of contents transmitters	
		Content - Provide teachers tools, materials and operational models to promote project-based learning	
5. **Assessing students' learning outcomes**			
	Teachers' Training	Non-Formal education	
		Self-Assessment and self-evaluation	
		Focus on the learning process	
		Measure engagement not knowledge	
		Focus on providing a set of assessment tools for skills (also soft skills) recognition.	
		Less test towards trust culture	
		Involving learners and peers	
		Feedback culture	
		Portfolio	

2.8 Presentation of WP 2 Report to all Partners and Internal Validation, December 17th, 2021

The aim of the partners meeting was to discuss the results of work package 2 and to ensure a good transition to the work in work package 3 and 4.

The report of work package 2 was sent to all partners in advance and was presented and discussed at the workshop. The partners were given the opportunity for feedback and additions. Unclear points could be addressed.

Particular attention was paid to highlighting those parts of the report that could be relevant for the work in the other work packages that build on the results of work package 2. For both, work package 3 on the whole school approach and work package 4 on teacher training, all three levels of results from work package 2 are relevant: the successful classroom strategies, the reflection methods and the democratic competences identified as particularly relevant.

After the meeting, the report was finalized by the work package leads.

Discussion results:
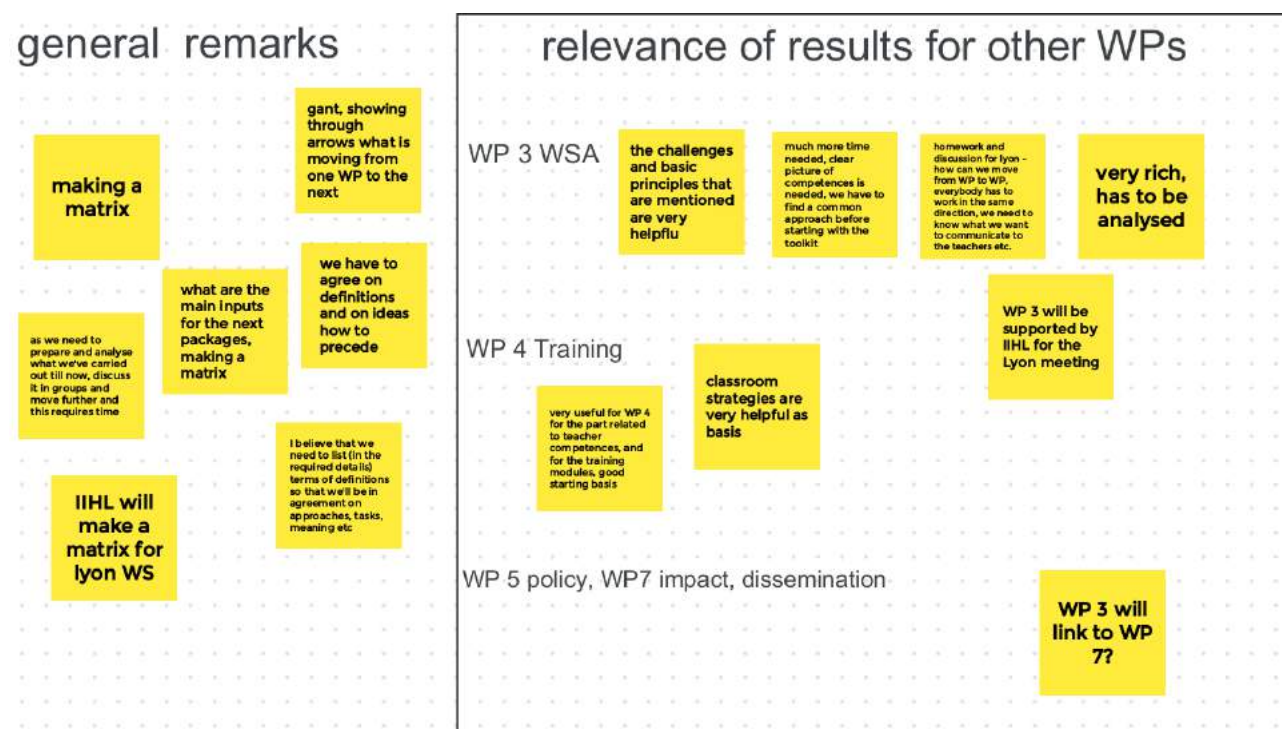
2.9 CITIZED Partner Meeting in Lyon, 4th-5th April 2022

This project meeting consisted of two main working areas. On day 1, the partners discussed the development of the Teachers' Competences Framework to Implement Citizenship Education. For this a workshop was conducted to formalize the framework and create coherency. The workshop also served as a validation process of the framework. Its results were translated into the graph of the "teacher's competences framework 'flower'" we discuss on page 29.

On the second day of the meeting, the partners discussed the next steps concerning WP6 – Quality Assurance, Evaluation (FREREF) and on WP4 – Teachers' Training (UCA) and WP7 - Communication, Dissemination and

Impact Maximization (IIHL/FREREF/OBESSU). The next meeting will take place in Vienna on June 2nd and 3rd and will be organized by POLIS.

3. Outcomes

3.1 Competence Framework (C.F.)

In order to implement citizenship education in schools, we support the dissemination of the RFCDC butterfly as presented in the introduction, complemented by our findings during our validation and research activities throughout the course of this work package. The results of these activities may be found in full detail in the annex. In this section, we want to present the main findings and results gathered by the project partners in the interest of creating an overview. For further reference we direct your attention to the annex.

Keywords

Support, autonomy, bottom-up, democracy, education, identities, diversity, (in)equity, discrimination, acceptance, hegemony, migration society, post-coloniality, racism, inclusion, critical thinking, human rights, empowerment, self-reflection, multilingualism, participation, stereotypes, discrimination, values, secularism, conflict, HRE, EDC, citizenship, reflection, assessment, rights, reward, culture, belief, teacher, educator, practices, inclusion, situation, discussion, presentation, suggestion, argument, feedback, self-expression, threat, criticism, diversity, Racism critical education; structures awareness, emancipatory education, deconstruction, privileges, intervention, sensitization.

Methods

The partners applied a range of qualitative research methods. They also documented findings based on their own experiences. Both primary and secondary sources were used.

- Primary sources: law texts, radio interviews and official documents delivered by the Ministry of Education or other entities, European documents.
- Secondary sources: newspapers articles and online articles, literature research

This report is also based on the research conducted during the first phase of the project CITIZED (T1.1 and T1.2).

Geographic context

The geographic contexts covered correspond to the home countries of the project partners: Austria, Belgium, France, Italy, Malta. In addition, one partner conducted interviews and organized focus groups with students and student representatives from secondary education in different countries in Europe, including: Belgium, Germany, Austria, Spain, Ireland, Romania.

Challenges

The main challenges concerning teacher training in Citizenship Education are manifold and vary from country to country, depending on the structures of the national education system. Some of these findings may apply to other European countries with similar structural characteristics.

In small countries like **Malta**, talking about certain issues may induce labeling people, which can be very dangerous. Besides, students from different backgrounds are not equally prepared to discuss several issues in depth. Different views will be highly debated. The crucial point and sometimes the most challenging issue will be in keeping a balance in a discussion and providing security and space for everyone to express views, arguments, and ideas. Students must be trained to accept different views and accept that everyone has the right for an opinion. Opinions can be discussed and even assessed. They are not the people who believe in them and express them. Humans deserve all the respect. Another challenge is the personal beliefs, cultures and inclinations of every individual teacher, as an individual who may impact the teaching of Citizenship education elements to students.

As for **Austria**, a big challenge is the professionalization of teachers since training does not offer independent studies of a teaching methodology for Citizenship Education. What mainly needs to be done is to bridge the gap between the generally posited importance of Citizenship Education and the realities of its implementation. Citizenship Education in Austria is in a pitiful state, says Mr. Mittnik, Head of the Centre for Civic Education in Vienna. This has a lot to do with the number of hours invested in teacher training. According to a study from 2014, 55 percent of history teachers say that they do not have time for Citizenship Education in their lessons. The lack of time and training are obstacles in the exercise of citizenship education in teacher training. Teachers in Austria are not well trained in working with students and pupils in the context of CE. Therefore, when preparing citizenship education in their lessons, most teachers mainly rely on their own ideas and self-designed material. Many teachers may be missing links in the conventional materials on how to incorporate CE in their lessons. In addition to their own ideas, they use media (newspapers, etc.) and textbooks.

For this purpose, a survey was conducted to quantify the status of citizenship education teacher training in Austria. Almost half of the teachers surveyed (45 %) said they would like to see better teaching materials and textbooks for CE. Curricula and decrees play a subordinate role. The experiences of the pupils are comparatively rarely taken up by the teachers in their preparations. A total of 476 teachers took part in the survey, 201 of them primary school teachers and 275 teachers at lower secondary schools, middle schools and lower secondary schools. More than 80 percent of the teachers surveyed attach great importance to CE at school. In doing so, they take themselves into responsibility as far as teaching is concerned: In primary school, 55 percent of the teachers see themselves as responsible for the civic education of their students. However, this decreases in middle school, where only 49 percent of the teachers are of the opinion that they must fulfill this task. As difficult framework conditions on a structural level, the teachers mentioned a too high number of class pupils and the rigid 50-minute unit, as well as too many demands on teachers in general. One third of the teachers, however, stated that they lacked training in civic education. Accordingly, the respondents expressed the wish for more teaching time for civic education and more in-service and further training. However, although there are offers in teacher training, only a small fraction of the teachers surveyed have used them. Experiencing and living democracy in a school context leads to a deeper understanding of political processes as well as to higher political self-efficacy and is therefore to be regarded as a central component of political education. In Viennese schools, school democracy elements are widespread; even in

primary schools, voting, class councils and elections take place. In summary, the teachers would like to see more time for citizenship education at school, better teaching materials (textbooks), as well as the extension of the combined subject history and social studies/citizenship education to the 6th grade. While the clear majority of teachers would like to see more in-service and further training opportunities, only a small fraction of teachers has so far attended further training on civic education. The goal must be to offer adequate and appealing in-service and further training in the field of civic education.

In the **French context**, we see a different picture. The main challenge is that teachers are expected to teach the values of the French republic, citizenship, tolerance and peace on the basis that they all share them. Training is provided during initial training, but it is rather on "Laïcité" (secularism) than citizenship but for civic rights for history and geography teachers. In-service teachers are offered the possibility to attend some specific training as part of their right to professional development (Academic regional training plan - Plan Académique de Formation). The Ligue de l'Enseignement in Val d'Oise (Paris outskirts) for instance provides some training on both Secularism and values of the Republic and citizenship (stereotypes and discriminations). Each training costs 150 euros/hour. Which is rather expensive and all the teachers who would wish to take part might not get funded.

Further significant challenges concerning teacher training in Citizenship Education:

- Students' perspectives and needs are not taken into account and therefore not included in the curricula, so that the competences teachers are trained on do not (always) correspond to the needs of students;
- There is a lack of interaction with other societal actors, therefore citizenship education distances itself from reality and the ground;
- In the same line, teachers are not trained to adapt themselves to the recent happenings and to include them within the classroom and the learning process of students;
- Teacher training is focused on knowledge rather than on values, attitudes and skills, whether a competence is considered to have these four branches;
- To include non-formal education training within teacher training;
- Train teachers to also influence the school structure and decision-making in schools, not only about their subject. Changing some school structures and how decisions are taken is a citizenship education learning process in itself for students;
- The difficulty on training on values, despite its importance, makes it very dependent on each individual teacher how citizenship education is taught;
- Lack of continuous training for teachers is an overarching challenge for the above-mentioned ones.
- Promotion of a conscious examination of one's own role in society, of collective and individual political action
- Emancipatory concept of education: starts with personality development, promotion of intellect, promotion of creativity, promotion of social competence, as well as cultural and social participation (as taken from Sandner/Ginner 2019: 32).
- Top-down decisions from education ministries are not working well and there is no recognition of initiative taken on the field by the teacher.

Some educational laws mainly focus on what students should learn, instead of what competences teachers should have in order to teach citizenship education. This led to the establishment of strongly diversified teachers' training.

In general, we see that CE is a transversal educational issue and has no standard reference framework with explicitly defined competences for teachers. The emerging picture in this respect remains rather diffuse and results from the different perceptions and approaches taken by each school subject and teacher concerned: there are still no validated educational requirements at national level. The lack of consensus and the missing official curriculum also hinder the implementation of appropriate teacher training.

However, teaching competences for citizenship education are complex, multi-layered and cross-disciplinary competences involving knowledge, skills (know how to teach/to learn) and attitudes (know how to be/to behave). As already noted in WP1, CE shares some transversal concerns and topic areas with other transversal educational purposes such as intercultural education. Consequently, they also share similar motives and objectives regarding competences, based in the same way on values, attitudes and knowledge – e.g., critical thinking, valuing democracy and cultural diversity, respect, tolerance of ambiguity, plurilingual skills.

Teacher's competences

The main and most important teacher's competences we identified throughout the research activities of this work package, that can be seen as complementary to the RFCDC butterfly, are as follow:

- There is overall a remark on the **importance of values** within the competences framework.
- Empathy
- Tolerance of ambiguity
- Conflict mediation
- Diversity and human rights, intercultural and interreligious dialogue
- Tolerance
- Guidance and process facilitation
- Flexibility and adaptation: to the context, to students' needs, to the happenings that may come up during the year, etc.
- critical thinking and understanding
- Teachers know the social and cultural living conditions and any disadvantages, impairments, and barriers of and for pupils.
- Teachers influence their individual development within the framework of the school.
- Teachers teach values and norms, an attitude of appreciation and recognition of diversity, and support self-determined judgment and action by pupils.
- Teachers find approaches to solving difficulties and conflicts in school and teach democratic skills as conflict resolution skills.
- Teachers need the ability to work in a team.
- Teachers are aware of the special demands of the teaching profession.
- Teachers understand their profession as a public office with special responsibility and obligation.
- Teachers need the perception of opportunities for participation.
- Teachers are required to plan and implement school projects and plan cooperatively,
- listening to and supporting students,

- clear and explicit rules
- using dialogue rather than punishment
- considering free speech on an individual and collective basis even in case of disagreement (cf *the debating*)
- the withdrawal of the teacher from certain exchanges/debates in order to allow the development of pupils' power to act,
- diversification of teaching aids and activities (articles, videos, books, role-playing, trips, political speeches),
- respect of pupils for teachers and reciprocally respect of teachers for pupils,
- considering the needs of pupils other than academic ones (food, clothing),
- cultural, religious, ethnic and especially social diversity (= heterogeneity of the public),
- the need for teachers to make pupils understand that they care about them
- the existence of projects with them to arouse their interest
- the intervention of institutions and associations outside the school in order to confront pupils with other discourses, other points of view
- The best and most effective way of teaching is leading by example;
- A school is a microcosm of society and therefore inspiring good citizenship in school will surely lead to training good citizens for future societies;
- Respect is an important quality and competence in class. Teachers must earn respect and nurture respect for others and the different ideas they have;
- Decision making and decision taking must be taken together after discussion and reflection instead of being implying upon students. Being part of a decision is a great step towards living by the same decision;
- The teacher must be very sensitive to all that happens around in a class and use as many impromptu situations as possible to reflect upon, analyze and even suggest different actions and conclusions;
- Teachers must be conversant with legal and political, national and international frameworks, knowledge of rules, rights etc. including historical and cultural backgrounds;
- Ability to communicate, manage arguments, connecting with debates and reflect
- Knowledge and skills re HRE, EDC;
- Ability to encourage capacity to live with others, cooperation, instill 21st century skills, conflict prevention and resolution;
- Rewarding good citizenship practices may also be effective in the long run though one must always be on the guard of not losing effectiveness of a reward.
- Teachers who will take part in this project must be well versed in all the above-mentioned competences.
- Education in the sense of becoming a democratic subject: learning processes that resist disciplining thinking and are dissent-friendly. Can only succeed if teachers see themselves as part of the educational process. Tolerance as real recognition, i.e., as confrontation and not comparative validity. Thus, leaving one's own habits and points of view, and being induced to do so. Self-transcendence, transcending the individual (Sandner/Ginner 2019: 73).
- Prosocial learning: self-reflection of educators. Schools with a positive, appreciative view of humanity and an atmosphere of inclusive social interaction are more likely to have educational success, less violence, and bullying. Promote non-violent communication, cooperation and solidarity, diversity as a normal state, promote creativity, ongoing communication training, work with men and boys,

psychoeducation, address concrete devaluations in everyday school life: anti-racist educational work (Sandner/Ginner 2019: 83 f.).

- Principles of anti-racist educational work: understanding needs of those who devalue. Working out functions of racism with female students, strengthening their self-esteem, working in a resource-oriented way (Sandner/Ginner 2019: 86).
- Democratic school: work culture in which active action by the learners and their reflection on their actions are in the foreground; possibility to contribute suggestions and questions at any time; learning that every action has consequences; taking responsibility for one's own actions (Sandner/Ginner 2019: 116 f.)
- Age-appropriate promotion of the development of socio-moral attitudes and values; promotion of tolerance, multi-perspectivity as well as critical (self-)reflection (Sandner/Ginner 2019: 120)
- Democratic opening of the school requires that adults give up power, trust students to participate in shaping the school.
- Compensating for what is lacking at home: reliable relationships, emotional foundation, coming to terms with oneself and others, developing one's own voice, becoming creative Protection from authoritarian temptations (Sandner/Ginner 2019: 127 f.)
- Autonomy, flexibility, open-mindedness

Migration pedagogy and racism critical education

In addition, we would like to highlight 2 concepts that also complement the RFCDC butterfly in a meaningful way, because they focus on structural discriminations that occur in democracies and must be addressed within citizenship education: migration pedagogy and racism critical education.

Migration Pedagogy

The first of the two aims to address the challenges of migration and is coined migration pedagogy, a concept based on a more social-critical form of intercultural education that has many overlaps with political education. This concept originates from the German-speaking countries.

With population movements increasing worldwide, migration has become one of the dominant and polarizing issues in society, rarely seen in a cause-effect relationship by the host countries. Rather dominates the inner perspective on this issue: migration challenges the existing social models and traditional power relations, it is often associated with rejection, exclusion, (in)security and threat, it creates pressure in politics, it stirs up fears and awakens nationalism, racist thoughts/feelings, which in turn have a destabilizing impact on social cohesion. A very abbreviated summary, which only aims at clarifying the relationship with CE. A broad field of research has gradually developed around this challenging topic and found its way into pedagogical concepts.

Migration pedagogy is based on a conception of human history in which mobility and migration have always characterized ways of living and surviving across all cultures and civilizations. Migration is thus seen as a feature inherent in human history. It is understood as a phenomenon that has always created hierarchies or relations of dominance and subordination in the world and posed the question of territorial legitimacy. Over the last 50 years, the population structure has completely changed worldwide for numerous reasons – not

least due to globalization. The frequency and density of migration waves have also increased: multilingualism and multiculturalism have already become the norm in most countries, especially in urban areas. Therefore, territorial concepts which are fundamentally anchored in the idea of "national" and "monolingual" states increasingly are getting obsolete (cf. "super-diversity", Vertovec 2006).

Moreover, an insufficient or discriminatory legal foundation for migrants in the host countries makes an ever-growing part of the population invisible and powerless. All these historically grown power relations as well as the traditional definition of borders and affiliations should be thoroughly questioned in education. Civil and linguistic rights – or rather the lack of these rights - are pertinent examples for this issue. School should be committed to democratic values, grant the right to education to all and give equal opportunities to succeed to all. This requires a language-aware education that considers the multilingual practices of learners and their families in all pedagogical issues, regardless of their origin. This is a main concern of migration pedagogy.

Migration pedagogy puts multilingualism, mobility and migration back into a global context: migration does not any longer exclusively refer to stigmatized and marginalized groups of migrants but is a basic feature of our migration societies. Accordingly, migration affects everyone. This meta-analysis could be understood as a controversial perspective, not shared by everyone. Nevertheless, this view encourages reflection on one's own representations regarding the "other" in one's mind. These representations are emotionally and collectively burdened as we can daily experience in many political discourses.

Migration pedagogy is first and foremost a (self-)reflective humanistic approach that tackles the questioning of a traditional world order in our diverse societies (often dominated by a western perspective) and the deconstruction of firmly anchored social categories. It is about empowering each individual to explore his/her own worldview through education, fight discrimination and racism and promote social cohesion in order to flourish in a fair democratic society (self-determination, right to have a voice, social justice, responsibility, mutual respect, attention and care...). Teachers should show adequate competences to be able to achieve these goals.

Racism critical Education

The second of the two concepts is coined racism critical education. Racism critique distinguishes itself from other approaches in certain principles. For a long time, pedagogical debates were dominated by a deficit orientation. Approaches such as intercultural education or the so-called education of foreigners focused in the 1970s and 1980s primarily on the apparent deficits of learners with a migration history. Among other things, one-sided adaptation to the so-called majority culture was formulated as a solution. In the 1990s, with anti-racist education, the approach emerged that racism can be prevented through pedagogical intervention and prevention. Often, the focus was then on individual ways of thinking and acting, while structural and societal conditions remained rather invisible. In the case of the racism critical education, on the other hand, the focus lies on social structures and a power-critical discussion of racism in society, its respective sub-areas and in everyday life - in addition to a corresponding self-reflection. Finally, in contrast to anti-racist approaches, racism critical education does not assume that racism can simply be abolished or overcome. Anti-racism has played an important role within political education for many years. One criticism of it is that it might primarily teach individuals about supposedly foreign cultures and that it appeals for more tolerance. Intercultural approaches are criticized for using a shortened, one-sided, static and essentializing concept of culture. A seemingly culturally homogeneous 'we' is contrasted with 'the others', who are

homogeneous in their cultural otherness. Finally, intercultural approaches, in concrete distinction to racism critical education, can simplify societal complexity by tending to hide legal, social, political, and economic relations of inequality. However, racism critical education must also continue to develop and be open to criticism. The predominant approach is still to focus on learners with attributed deficits, while at the same time structural discrimination and socio-economic contexts tend to be excluded. In order to concretize the previous classification for racism-critical and prejudice-sensitive education, selected didactic guiding principles are formulated. These overlap in terms of content at appropriate points and refer to each other. This concept will be further elaborated in Chapter 3.3 when discussing classroom strategies.

3.2 The Teacher's Competence Framework "Flower"

During the CITIZED Meeting in Lyon (4-5 April 2022) the partners developed a graphical representation of the framework. Based on a first graphical draft which aimed to include the most important elements of the framework, a validation workshop with the partners was conducted in order to discuss and improve the draft. The process of this workshop will be described in the following paragraphs, the end result with the finalized version of the framework graphic (teacher's competences framework 'flower') is presented below.

The workshop for the development of the graphic included different working sections. During the introduction, Zentrum *polis* introduced the woring aims to the partners. The group was divided into 4 working groups, of which each were assigned two petals of the "flower". They were then asked to reflect upon the following issues regarding the Competence Framework Flower:

1. Titles of the petals
2. Content of the petals
3. The links with the WPs

Teacher's Competence Framework "Flower" – draft:
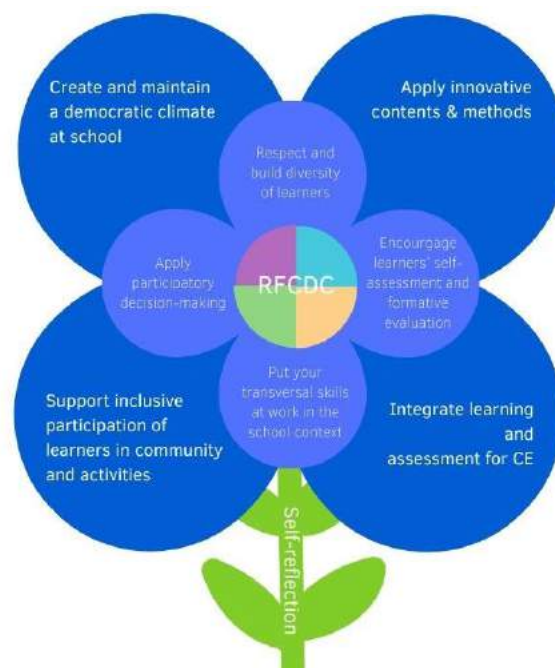
Results of the group discussion

Group 1: Create and maintain a Democratic Climate at school + Apply Participatory Decision-Making

Group 1 discussed the contents of some of the chapters referring the respective petals, which have been edited as a result.

Group 2 Integrate learning and assessment for Citizenship Education + Apply Innovative Contents and Methods

The group discussed that the title is not clear from the beginning, therefore it has been adapted to: "integrate CITIZENSHIP EDUCATION in all teaching and facilitate participatory and self-assessment."

Concerning "innovative contents", the group discussed that some important topics were missing, such as sustainable development. Instead of assessing CE, there should be a focus on an active learning of CE.

Group 3: Encourage Learners' Self-Assessment and formative evaluation

Suggestions for changing the flower:

● shift petals

● stem bigger

● Self and other in the middle

● Reflection and observation in the leaves

Group 4: Put your Transversal Skills at work in the school context

Group 4 stressed that it is important to involve al actors of the school (→WP4). It is also necessary to integrate and provide an environment where learners can express themselves freely through commonly applicable attitudes and behaviours in a participatory environment.

Transversal skills are not to be seen as a given, they are something that also need to be *developed.* This should be clear when looking at the graphic. It is also proposed to add roots: cultural context, previous experiences.

Final result:
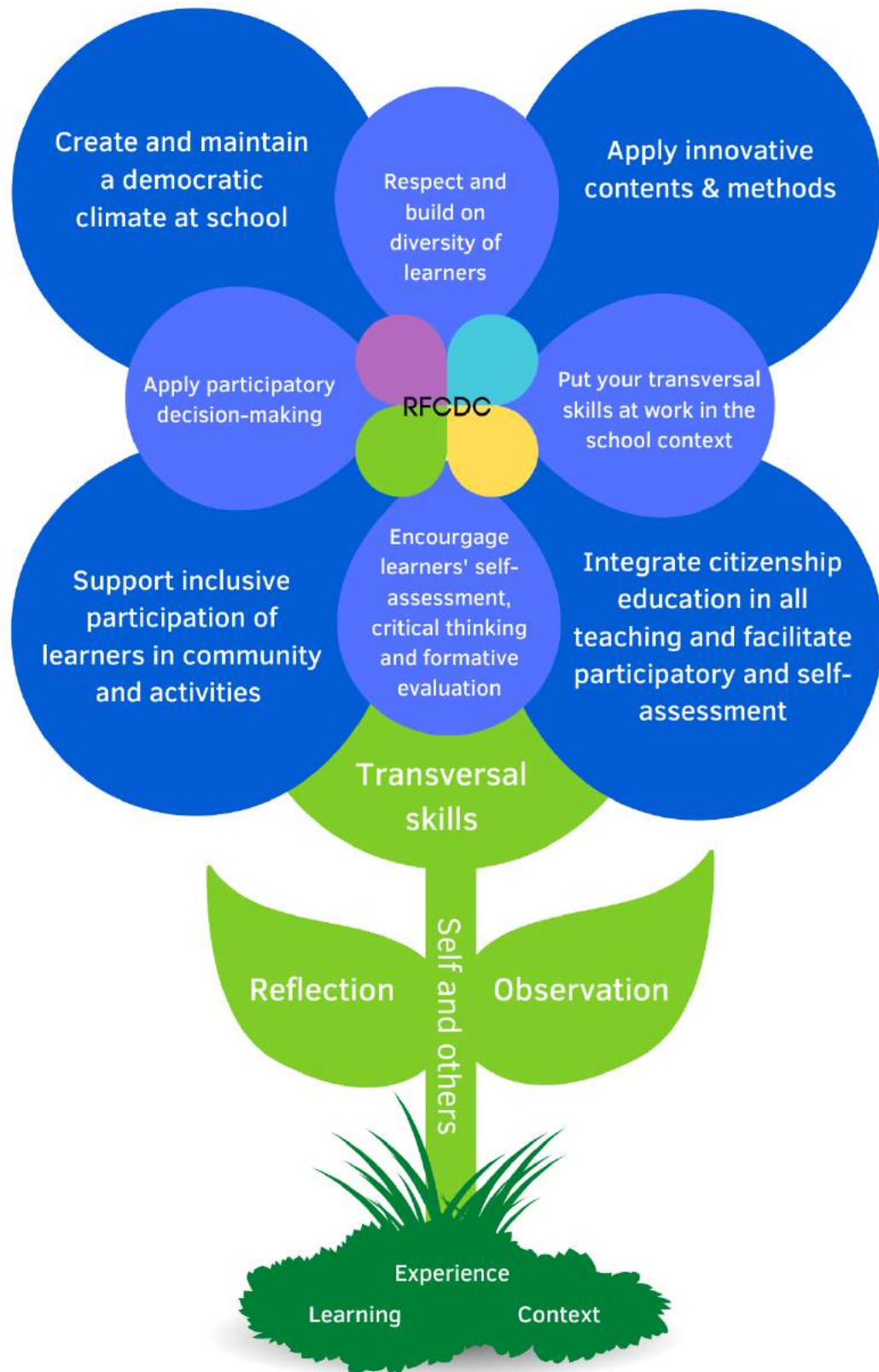
3.3 Validation of C.F. with a Sample of Teachers and Teacher Training Institutions

The consortium agreed to extend the process of validation to the entire work on work package 2 and not just to collect feedback selectively. Thus, the topic of teacher competences was addressed in all internal and external workshops. This allowed the development of a broad transnational picture on the topic of teachers' competences. The advantage of this approach: A wide variety of stakeholders were involved. Teachers and policy makers from different European countries and from different educational settings could be invited to bring in their views. The challenges were never discussed exclusively from a national perspective, although national perspectives were of course included. The relevant workshops are described in chapter 2 of this report. The results are presented in chapter 3.1. and 3.3.

3.4 Classroom Strategies

During our research activities, we aimed to determine which classroom strategies are successful to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organizations, to transform conflictual situations into occasions for positive competence development. In the following we present to you an overview of classroom strategies designed to foster citizenship education as determined by the project partners.

3.4.1 General Strategies

Use a PowerPoint diorama found on the Internet to start dialogue with students. Use some drawings found on the Internet and avoid using concepts and content that are too theoretical to get students interested.

Provide definitions on citizenship, democracy, respect and tolerance.

Dialogue with students to try and understand their point of view.

Use of drama with external drama companies. Forum interactive theatre (Augusto Boal) when the students are invited by the comedians to suggest solutions to the conflictual situation.

Stress on the importance of the class group climate and the idea that this requires time to be developed. These small groups are structured with a role for each participant. And then a whole class discussion. Students are taught to debate democratically.

The teacher who aims at teaching good citizenship* Education must be well versed and informed on good citizenship*. The teacher must have good citizenship* credentials and be able to analyze his or her behavior.

Once knowledge is obtained the educator must also be trained on how to best implement the knowledge obtained and research done. So, sharing of good practices is a must to have the best strategies in class.

When it comes to the classroom environment one must be prepared to address the differences between the theory and practice. It may not be as straightforward to be democratic and sometimes may seem impossible, since not all students are the best example of good citizens.

Many times, the teacher may feel like losing control but being well prepared is key to stirring any difficult class towards becoming good citizens.

It is through participation in creating rules and decisions that students can test their ideas, analyze the reactions to them and many times make changes in their behavior.

Inspire good citizenship* practices by leading by example. Respect must be earned (both by teachers and by students alike) and practiced all the time.

Rewarding good citizenship* practices instead of punishing bad or unacceptable practices. To start with, rewarding good citizenship* will be an outline to the whole class what expectations are.

Give time for students to experiment the action/reaction process to reconsider their behavior and get first-hand experience why good citizenship* is highly recommended for a better life.

Students will be part of decision making and decision taking through discussion and setting as many different scenarios as possible.

Students have a right to make mistakes. Making mistakes is a better learning experience than not making mistakes. Room for experimenting under the guidance of the teacher is healthy.

Including non-formal education principles in the classroom

The general recommendation for citizenship education is to include non-formal education principles in the classroom. According to the *Council of Europe Symposium on Non-Formal Education: Report* (2001), the essential features of non-formal learning are:

- balanced co-existence and interaction between cognitive, affective and practical dimensions of learning
- linking individual and social learning, partnership-oriented solidary and symmetrical teaching/learning relations
- participatory and learner-centred
- holistic and process-oriented
- close to real-life concerns, experiental and oriented to learning by doing, using intercultural exchanges and encounters as learning devices
- voluntary and (ideally) open-access
- aims above all to convey and practice the values and skills of democratic life

Peer education activities:
https://obessu.org/site/assets/files/2738/peer_power_guidelines_final.pdf

As well as student-teacher education

* These strategies are quotations from interviews with citizenship education practitioners. We do not hold a definition on "good citizenship".

Promoting self-organizing, student representation and democratic schools. Here is a manual by students for students on how to start their own democratic organization: https://issuu.com/obessu/docs/manual_for_school_students_-_final_/5

Student assemblies, debates and facilitated discussions: having political debates in a structured manner regarding topics that matter the most to students and other social topics.

Out of school activities: This strategy was mentioned by most of the interviewees. The need to learn directly from other actors such as NGOs, institutions and policy-makers, and to be in contact with reality in a more practical way to learn citizenship education. This also supports teachers that may not have expertise or competences regarding all the topics that are included in citizenship education.

Debriefing: 4Fs

Debriefing and analyzing a learning experience after it has happened. The technique of the 4Fs consists on asking a group or an individual some reflecting questions (in this order) after an experiential learning experience: https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/four-f

Simulations of different institutions and situations, such as the Model UN or Model EU, in which students get different roles and directly experience how it is being a policy-maker, a deputy, a journalist, etc. in policy processes.

Including actuality topics and news in the classroom: presenting, informing, discussing, and educating about recent happenings and including them in the activities of the classroom.

Fears, expectations, needs and contributions: in the beginning of the school year, ask students to reflect on those, write them down and either simply stick them to a wall for the teacher to sum up the most repeated ones or for students to share their feelings about the class/topic. The teacher should afterwards adapt the activities to the needs of students.

Campaign design: students design their own campaigns on matters they care the most. Ideally, they then carry them out in the context of their school, community, etc. Materials for students on how to design an (environmental) campaign: https://www.obessu.org/site/assets/files/2977/ef_guide_web.pdf

3.4.2 Peace Education and Global Citizenship – *lamiascuolaperlapace*

Education for peace and citizenship feeds on many small and large activities. Their planning is most effective when it is interdisciplinary and manages to integrate different school levels into vertical curricula.

Key elements:

1) **Knowing peace.** You cannot teach/learn about peace without knowing it. Negative peace and positive peace. The pluriverse of peace. Human rights. Complexity and diversity. Multiculturalism. The problems of peace today. Global challenges in the era of interdependence (migrations, climate change, impoverishment, wars, arms trafficking, terrorism). The role of Europe, UN and international institutions.

2) **Becoming responsible for peace.** Teaching/learning peace means developing the capacity to feel the construction of peace and the promotion of human rights as the task of every person. The personal responsibility in the era of interdependence. Active citizenship in the local/universal relationship.

Doing peace exercises. Exercise is a fundamental element of education. Exercises strengthen, grow muscles, train, prepare, facilitate learning and consolidate it. So, it is with peace as well. Not one lesson, one project is not enough. Learning peace requires many exercises. Daily exercises, small and large. The exercise should not be academic but effective. That is, it must be oriented towards the logic of transformation of reality and society. Therefore, it takes place inside but also outside the classroom and the school.

3.4.3 Migration Pedagogy

Working with narratives and biographical approaches to stimulate reflection:

- Change of perspective with lifeline diagrams and scenario technique; with literature; with videos and digital stories
- Language bodies and language biographies as reflection tools
- Linguistic landscape (social narratives): observing, listening, collecting pictures, recording sounds, etc. to explore the linguistic landscape we are living in. It is a field of research that deals with the visibility and perceptibility of written language in public space. This concept can be used to investigate how the use of different written languages differs in multilingual societies.

These approaches can be used in teacher training as well as in school (all levels).

Conflicting values:

- Discussion of antagonist ideas and dilemmas (freedom of speech; tolerance/othering; racism; …) by means of controversial texts or concrete situations. Search for arguments and problem-solving strategies from different perspectives: roles are distributed and do not necessarily reflect their own opinion.
- Concept cartoons are cartoon-style drawings that present a series of viewpoints on an everyday event in the form of statements in speech bubbles (Naylor, S. and Keogh, B.,1999. They encourage students to discuss their ideas, even those who normally are reluctant to do so. This gives teachers access to these ideas. It also gives students access to each other's ideas, which can make them reconsider their own ideas.

Reporting and interviews:

An example: Oral history project "Brennpunkte"- Interviews on the living environments of children and young people with migration experiences in Vienna, University of Vienna (2017) (pre-service teaching for history and political education) https://www.univie.ac.at/geschichte/gassergasse/herzlich-willkommen/

Service learning

This is a method of teaching and learning that combines service to the community with the acquisition of academic, methodological, and social skills (learning). In service-learning projects, students perform work that benefits the community. They learn how to draw connections between relevant theoretical content and what they learn in their practical work. The students are guided along this learning experience and can reflect upon it in a structured manner. One of the key criteria is that the projects should yield added value for the (partner) organizations involved, the participating students, academic teaching, and the community (cf. Bartsch 2009, Berthold et al. 2010). In this way, service learning combines academic learning and social responsibility (cf. Küppers 2009)."
https://www.wu.ac.at/en/mitarbeitende/infos-fuer-lehrende/data-reports/lernen-durch-engagement-service-learning

Community placemaking (local change):

https://www.pps.org/article/what-is-placemaking

As both an overarching idea and a hands-on approach for improving a neighborhood, city, or region, **placemaking** inspires people to collectively reimagine and reinvent public spaces as the heart of every community. Strengthening the connection between people and the places they share, placemaking refers to a collaborative process by which we can shape our public realm in order to maximize shared value. More than just promoting better urban design, placemaking facilitates creative patterns of use, paying particular attention to the physical, cultural, and social identities that define a place and support its ongoing evolution.

Anti-bias method:

An anti-bias seminar is designed as an entry point into a continuous confrontation with discrimination in everyday life and is intended to support the development of prejudice-conscious behavior. The strength of the anti-bias approach lies in the fact that it takes a look at social imbalances and exclusion mechanisms through external support in order to question school practice and develop inclusive alternatives.

https://www.vielfalt-mediathek.de/wp-content/uploads/2020/12/expertise_antibias_ohne_demokratie_leben_vielfalt_mediathek.pdf

In an anti-bias classroom, teachers intervene with immediate and follow-up activities to counter the cumulative effects of negative attitudes/messages. Children learn to be proud of themselves and of their families, to respect human differences, to recognize bias, and to speak up for what is right. This strategy can be used with very young children.

See also: https://www.teachingforchange.org/educator-resources/anti-bias-education / https://www.teachingforchange.org/teaching-about-race

3.4.4 Racism Critical Education

And finally, we present specific classroom strategies derived from **racism critical education**, as described in Chapter 3.1. These are subdivided in certain guiding principles, some of which pertain to classroom strategies, others pertaining to self-assessment tools, as presented in the next segment of this chapter.

Guiding Principle: Addressing Racism as a relevant issue within Citizenship Education

For a citizenship education that is critical of racism, it is first of all fundamental to recognize racism as a relevant topic for citizenship education. The didacticians Siegfried Frech and Elfriede Windischbauer point out that prejudice-sensitive teaching and learning processes promote democratic skills and democracy learning.

Citizenship education is based on democratic principles and basic values. As one of the goals of citizenship education, it states that special efforts should be made to overcome racism. At the same time, racism is sometimes attributed purely to the wrong thinking and behavior of individuals, so that education should primarily address students who, for example, become conspicuous through "extremist behavior" and need to be educated. Also, racism is often attributed solely to an apparent "lack of education" of individuals. Racism is a complex subject for citizenship education, which must also be dealt with in this complexity. At the same time, racism can sometimes seem abstract and not very tangible in everyday life, especially for people without experience of racist discrimination, which means that it may not be perceived in its possible manifestations. This results in the following basic principles:

Guiding Principle: Establishing the Connection between Structures and Individual Interconnections

Following the previous guiding principle, it is fundamental for a critical examination of racism not to reduce racism to a purely individual level, but to include societal structures and contexts. Racism can exist in all social subsystems, including educational contexts. Although there are prohibitions of discrimination in the field of

education on different levels within the framework of international conventions and in the EU context through the anti-racism directive, these are not always sufficiently implemented in practice. Such anti-discrimination measures subsequently also affect racism in institutions such as schools or the content of textbooks. It is therefore important to analyze teaching materials, because existing facts relevant to racism, for example in textbooks, must be investigated and subsequently deconstructed. Norms and knowledge can also be racially influenced in this context - knowledge about so-called "others" and people constructed as "foreign" is also (re)produced in the field of education and its institutions. Thus, it must be reflected that racism works in different areas of society. The efforts and achievements to counter racism must therefore be recognized and further developed. Criticism of racism is therefore a cross-sectional task that touches different social areas, target groups and topics.

Guiding Principle: Creating Visibility for Racially Disadvantaged People.

Together with providing broadening perspectives, it is a matter of keeping in mind not only one's own privileges but also the emotions, disadvantages and injuries that racism means for some of those affected. Racism critical citizenship education means to grant more visibility and experiences of self-efficacy especially to learners who are disadvantaged by racism. This visibility is also related to power. As Wiebke Scharathow puts it: "There is now not only the question of whose statements are heard or not heard but also the question of who is actually allowed to speak up, when and in whose interest, and thus legitimately take on the role of representative." Nkechi Madubuko notes specifically for the area of schools that in science as well as in practice there is fundamental agreement that "students experience disadvantages due to social origin. Racism exists in schools, but is often not adequately explained and dealt with; this concerns not only obvious forms but also subtle mechanisms of unequal treatment." Thus, students with a so-called migration history are increasingly confronted with institutional racist discrimination and disadvantage. Criticism of racism therefore means that reference is always made to concrete experiences. Specifically, the different effects and consequences of racism should be openly addressed. The school must also create spaces for the exchange of experiences with racism. It must be recognized that for many learners racism is a painful issue that must be addressed as such.

Provide **activities** that bring students together, value diversity and individuality, and highlight commonalities - "Everyone has multiple identities, like the layers of an onion."

Activities:

COMMONALITIES:

In a circle, participants look for a visible commonality with their two neighbors. In a second step, the students change their place in the circle and look for an invisible commonality with their new neighbors. Afterwards, evaluate the findings.

GAME OF AFFILIATIONS:

The group affiliation changes depending on the situation and criterion. The participants face the game leader. They must always form two groups, according to the criteria given by the game leader. For example, those who grew up in the district where the school is to the left - those who grew up elsewhere to the right; those who like winter to the left - those who don't like it to the right, etc. Write out this information on the board for all to see.

REFERENCE FRAMEWORK FOR SHARED VALUES (HUMAN RIGHTS, CLASS CHARTER):

Work out a charter for appreciative and discrimination-sensitive interaction with the class in a participatory way.

PLACE VALUE ON PERSONAL (POSITIVE) CHARACTERISTICS,

that go beyond group membership and formulate them. For example, student XY is my friend because she likes to sing, speaks several languages, cares about others, and we listen to the same type of music.

3.5 Self-Reflection and Self-Assessment Tools

Throughout our research activities, we also gathered information regarding self-assessment tools within the geographic scope of the project partners. These are then complimented by the tools offered to us by the RFCDC, which will be presented at the end.

3.5.1 General Tools

UPPER Project

The UPPER project provides a **collection of Inspiring Practices taking place in different contexts**, firstly among the partners' regional and/or institutional context. This collection proposes the identification of specific elements that make the practice "good" and effective in its context; the comparison among the different practices belonging to the same category; and the questioning of possible similarities in approaches and results.

Some **"good practice elements (GPE)"** are identified as specific components of several good practices that are different in terms of inspiration and original focus. These GPE could be more "universally" transferable than the whole good practices - more heavily depending on the local context - is feeding the hypothesis that a **collaborative benchmarking should be built to support collaboration among communities of practice that have been so far working in "cultural silos" with limited interaction among them**. An expected result of this comparative analysis is the identification of a **limited set of indicators** that might be able, once properly agreed, described and possibly associated to some level/metrics to **support self-assessment, peer review and a structured comparison of policies, educators training programs, evaluation practices, school practices and mainstreaming strategies.**

These indicators based on **GPEs can be grouped, levels of accomplishment and progressive achievement can be defined according to the set of practices** observed, and a modular system of online self-assessment can be created.

This Collaborative Benchmarking approach would allow:

- policy makers/actors involved in policy implementation and assessment to compare their measures, resources and results;
- schools to compare their strategies and achievements;
- teacher training institutions to compare their programs and results in the field;
- everybody involved in communication/dissemination to compare mainstreaming achievements

- Working on pros and cons of a situation is very effective in doing self-assessment. One has to look beyond any situation and not get emotionally involved to be objective and therefore this exercise serves as both reflection and assessment;

- Sharing of ideas and good practices between teachers, helps in understanding better aims and objectives and also sharing of good practices;

- Analyzing students' responses and feedback is crucial. The action/reaction relationship is a fine indication of both success and failure;

- The readiness of the students to participate is another indication. How seriously they take participating in class and the tasks provided by the teacher reflects the effectiveness of a program;

- The level the student feels an agent for change, indicates the effectiveness of what teachers stand for. It reflects good or bad on the program's delivery.

Analyzing and discussing Current affairs serves both as research and assessment. Focusing on responsible and irresponsible decisions, criticizing and suggesting alternatives is a good assessment activity. Everyone must be ready to accept any line of reasoning and self-reflection for this type of assessment to be as effective.

As means of assessment, students should demonstrate their Social and Community aspect skills by: 1) know how to be a good citizen and friendly towards others, 2) understand his/her own role and the role of others and how these roles can contribute towards a better community, 3) understand the importance of their responsibility towards themselves and their friends, 4) appreciate the benefits of diversity.

Readiness of self-expression of students is an indication of the good vibe one creates in class. Students who do not feel threatened and accepted are ready to open up, express themselves and accept criticism.

The more a class is ready to explore challenging topics and give their ideas in an orderly manner, the higher the level of teaching and learning of good citizenship* practices.

Comparison of ideas and results will provide the citizenship educators all the feedback they need about their methods. It will also serve as an example to students to learn how to analyze responses.

How inspiring a method of teaching is and how focused students remain during a task, is a very good indicator of his method's success or failure.

Parallel to Chapter 3.1, we offer here specific self-assessment tools related to the concepts of migration pedagogy and racism critical education.

3.5.2 Peace Education and Global Citizenship - *lamiascuolaperlapace*

Questions each teacher should ask him/herself:

> **1)   ADDRESSING GENERAL QUESTIONS:**

What are the citizenship skills I want to develop? What are my learning goals? What topic do I want to work on? What content do I want to develop? How do I connect the course and my discipline? How can I promote the unity of knowledge? How can I interweave my project with any Alternating School Work experiences? Who do I want to work with? Who can I involve inside and outside the school? How can I communicate what we are doing at school to my territory?

> **2)   CHOOSE AND ANALYSE THE CONTEXT IN WHICH I WANT TO OPERATE**

The class, the school, the families, the local area/community, the wider territory: Italy, Europe, the world. I identify the problems I want to face, I choose the critical points in order to construct positivity.

> **3)   I CHOOSE THE LEARNING ENVIRONMENTS WHERE I PLAN TO WORK**

The classroom, the school, the territory, Italy, Europe, the world. I choose in the *glocal* reality the places of concrete action to promote transformative action.

> **4)   I IDENTIFY THE RESOURCES OF THE CONTEXT THAT I CAN USE TO CARRY OUT THE PROJECT.**

> **5)   I CHOOSE THE TECHNOLOGY, COMMUNICATION AND NEW MEDIA TOOLS TO USE. I ASK MYSELF**

What is the role of new technologies and new media in the project? What tools do I want/can I use?

> **6)   I DEFINE THE ROLE OF STUDENTS**

How do I develop participatory planning?

How do I achieve the active participation and protagonism of the students? What are the concrete tasks and actions of the students in the different phases of the project? What peace and responsibility exercises can I carry out?

> **7)   I ORGANIZE THE WORKSHOP AND ITS PHASES: RESEARCH/EXPERIMENTATION/ACTION.**

Research. Study. Know. Collaborate. Dialogue. Communicate. Acting. I take care of the transition from the cognitive dimension to the dimension of direct experience. I connect content to action: (1) I develop knowledge; (2) I stimulate action; (3) I enhance skills. I provide space for choice, ideation, and implementation of a final product.

> **8)   I STRUCTURE THE ASSESSMENT AND SELF-ASSESSMENT OF STUDENTS**

Peace Pathways must have a final evaluation as a moment of concluding reflection and validation of the training course. Evaluating the acquisition of competencies related to peace education and citizenship cannot be reduced to the analysis of cognitive tasks only (among these are the search and selection of information; the evaluation of its validity; the explanation of situations; the recognition of contexts and perspectives; the understanding of consequences and implications). It is necessary to use the logic of authentic assessment and situational mastery with "real" tasks related to building peace and *glocal* citizenship in one's own school

and life context. Each student is thus guided to self-reflection and self-evaluation from the perspective of a personal and collective learning that becomes a competence of peace.

Educators Competences in Peace Education (identified through the collection of good practices)

ESHA proposes 3 core competences sub-divided into 14 peace competences. In the model below, the core competences are depicted in the outer ring of the model with the subdivision of the peace competences leading to the core. The model aims to show that peace competences can be generic, and thus necessary for all educators regardless of their subject, and specific to peace education.

Self-assessment - Questionnaire

> **Part 1: Quantitative assessment of Peace Competence**: In this part you can grade yourself according to a 6-point peace scale. Fill in your score in the required boxes and the form will automatically calculate your average overall competency score and per core competence.

> **Part 2: Qualitative assessment of peace competences**. Here you have the possibility to elaborate on open questions about each peace competences.

> **Part 3: Group discussion (optional):** The purpose of this evaluation form is to assess yourself and participants in the group discussion on the topic of peace education. By filling in this form before and after peace activities in your school, organization or community, you will be able to assess yourself and your team on the progress you have made over a period of time. This evaluation form is intended to be filled in anonymously, however you can share the results with participants if you wish to do so. In case there are topics you are uncomfortable with and you would prefer not to elaborate on them, please skip them

> **Loop regularly on the whole process to attest on improvements**

3.5.3 Migration Pedagogy

In most recent research, publications and reports referring to migration pedagogy, intercultural education and CE, there is a consensus on reflection. It seems important to place this dimension at the heart of teacher education, on the one hand to enable teachers to develop appropriate attitudes themselves through critical thinking and self-reflection and on the other hand to enable them to develop this competence in students under their guidance through dialogue, thus promoting a transformative shift towards responsible attitudes and actions.

See the following approach as an illustration:

Table 1: A pedagogy of critical global citizenship education

Pedagogy	Summary
Critical thinking	• Questioning assumptions • Historicity • Context specific
Dialogue	• Encountering a range of perspectives • Learning from rather than about others • Uncertainty (risk)
Reflection	• Encountering difficult knowledge • Collective approach – power, privilege, ability, interest
Responsible being/action	• Conscious, considered, targeted • Linked to values • Responsibility *towards* others

(Blackmore, 2017)

Autobiography of intercultural Encounters (AIE), Council of Europe:

The Autobiography is a resource designed to encourage people to think about and learn from intercultural encounters they have had either **face to face** or through **visual media** such as television, magazines, films, the Internet, etc.

https://www.coe.int/en/web/autobiography-intercultural-encounters

Culturally responsive teaching: a reflection guide

Jenny Muñiz, 2020- New America

https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.pdf

Figure 1 | Eight Competencies for Culturally Responsive Teaching

Handbook for reflection:

G. Wolf, J. Goltz (2015). *Woher komme ich? Reflexive und methodische Anregungen für eine rassismuskritische Bildungsarbeit* (Where do I come from? Reflective and methodological suggestions for critical educational work on racism). Diakonisches Werk der evangelischen Kirche in Württemberg. Stuttgart. Co-financed by EU Integration Fund.

https://www.diakonie-wuerttemberg.de/fileadmin/Diakonie/Arbeitsbereiche_Ab/Migranten_Mg/Mg_Rassismuskritische_Broschuere_vollstaendig.pdf

European portfolio for pre-primary educators - The plurilingual and intercultural dimension, ECML

Self-reflection tool – also suitable for teachers in primary schools

PEPELINO breaks down the professional skills associated with children's linguistic and cultural development into four domains and eight fields of competence, with each domain being divided into two fields of competence. Each of these competences involves a combination of appropriate knowledge, skills and attitudes.
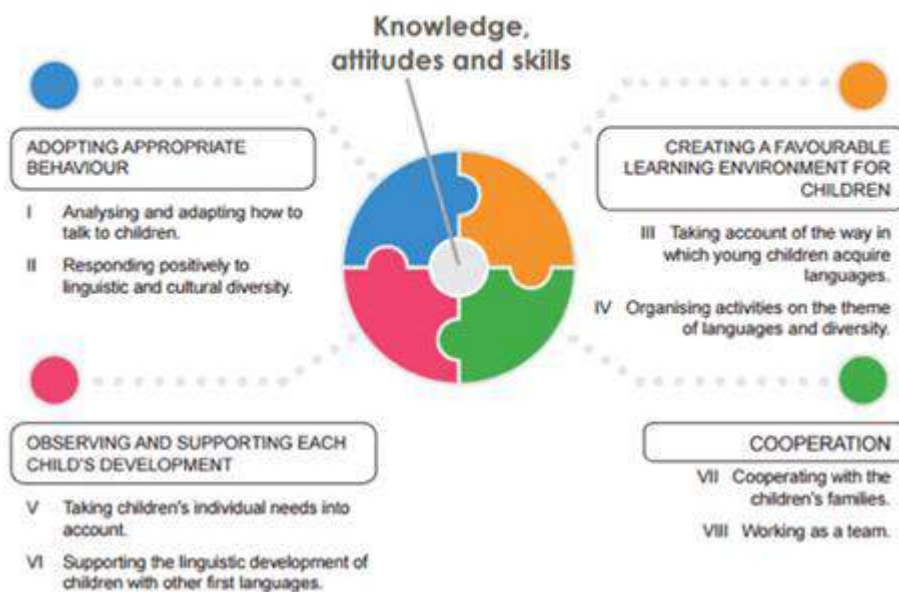
3.5.4 Racism Critical Education

Guiding principle: Necessity of reflecting on education and one's own role as a teacher.

Criticism of racism requires a comprehensive engagement with the topic in the context of different forms of involvement, as well as by actors who are disadvantaged due to racism as well as those who benefit from it. Based on this, it can be stated that the critical examination of racism (and all other forms of discrimination) is one of the central tasks of education - and must be understood as a joint project of people with and without experiences of racism to be effective and successful. Making racism the subject of citizenship education thus presupposes reflecting on one's own entanglement and involvement. Because of one's own training and activity as a teacher, it should not be assumed that one "cannot" be racist. Thus, the structural functioning of racism should also be considered. Thus, the task of reflection should be learned to recognize racism as a phenomenon of society as a whole - and thus also the racist socialization of educational contexts and of one's own person, including the blind spots. This is a long-term and challenging task because it is important to observe one's own practice from the point of view of hidden latent mechanisms of discrimination that could not be perceived so far. Addressing this issue therefore also means recognizing that there are no direct and all-encompassing solutions and that education cannot be understood as a quick and short-term "fire-fight" against racism.

Guiding Principle: racism critical citizenship education as a task of deconstruction

For a long time, dealing with forms of discrimination such as racism in the pedagogical debate was characterized by foreign attributions and (re)constructions. A subject-oriented approach, which meets the students according to their concerns and potentials, must directly include and acknowledge their needs and positions. The learners must not be placed in prefabricated roles and expectations and be conceptualized as immature and dependent. For a critical examination of racism, the focus is on deconstructing the binary order of belonging and not belonging, so that the attempt should be made to criticize this order and not to reproduce it oneself

Further self-assessment guidelines for racism critical education

1. **Listen**

   Take seriously the experiences of those affected by racism. Listen not to relativize, but to learn from the experiences of others.

2. **Inform and educate yourself**

   Take your responsibility and educate yourself. Search for resources, follow activists and experts on social media, check out the literature

3. **Recognize privileges**

   Realize that because you are white, you are treated better than others in many situations and thus benefit from it!

4. **Use privileges**

   Use your privileges (time, networks, money, influence, ...) for change and advocate in your environment to name and rigorously shut down racism.

5. **Amplify voices**

   Make your platforms and spaces available to affected people to amplify the reach of their messages - pass the mic!

6. **Name racism and intervene**

   If you perceive racism in the classroom, among friends, or in public, courageously stand up for others. Don't look away, but become active and get involved - show civil courage!

7. **Sensitize your environment**

   Lead discussions, be argumentative, share your knowledge and win more allies!

8. **Keep up**

   Even if there are no big demonstrations and the topic gets less media attention, racism is real and present; don't stop standing up for solidarity and equal treatment

References related to the research findings of the project partners can be found in the respective grids (see annex).

3.5.5 Using the RFCDC as a Basis for Reflection

A. RFCDC Teacher Self-Reflection Tool

The teacher self-reflection tool supports teachers and student teachers in developing their democratic professional ethos and competences. It offers guidance to teachers and multipliers throughout this development process and in their work with the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC). It can be used as a starter for getting acquainted with the RFCDC, but can also be seen as a very general accompaniment to self-reflection on teaching and democratic competences.

http://www.trt.intercultural.ro/

B. Methods in the DARE Blue Line Report. RFCDC in the non-formal Educational Sector.

B.1. Methods for Workshops and Conferences, where Groups of up to 25 Educators come together.

The methods in this chapter were developed and tested in a pilot project in Germany. The project was conducted in the framework of the NECE RFCDC focus group[4], which was installed in 2019 and 2020 and piloted the Reference Framework for Democratic Competences of the Council of Europe in seven projects. Educators and multipliers from different educational contexts dealt with the implementation of the RFCDC in their specific institutional, local or national contexts.

The following three methods were developed for groups of up to 25 educators who come together in conferences or workshops. They can also be used for individual reflection and can be adapted for the use in the formal sector. They are documented in a publication that was issued after the pilot phase.[5] The following excerpt is a direct quote from the book.

o   **Method 1: Ranking Competences**

   ▪   Every educator looks at the 'butterfly' of the RFCDC individually and works on the following question: Which five competences are especially relevant for your educational work? Write down the five competences you have chosen. (10 minutes)
   ▪   Reflection in groups of four educators on some guiding questions (35 minutes)
   ▪   All groups come together to share the results of their discussions (15 minutes)

o   **Method 2: Reflecting Competences of Educators**

   ▪   Individually, each educator should think of four teaching situations in their professional work and write them down.

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4 For more information about the work of the focus group, see: https://www.politik-lernen.at/necefocusgroupcdc

5 Jantschak, Ole; Lorenzen, Hanna (2020). Reflection methods for educators in the non-formal sector of civic education, in: Hladschik, Patricia; Lenz, Claudia; Pirker, Georg (eds.): The Reference Framework of Competences for Democratic Culture in the Non-formal Educational Sector. Bruxelles: DARE (Blue Lines Series), 2020. https://dare-network.eu/competences-for-democratic-culture-and-non-formal-education/, pp. 73 ff.

- The first two situations should be examples of teaching situations when they managed to solve a difficult situation in a group of learners well.
- The second two situations should be examples of critical situations when the educator had the impression, he or she could not find a good solution to deal with the situation at hand (20 minutes).
- The educators team up in pairs of two and present the situations to each other.
- Together they look at the 'butterfly' of competences of the RFCDC. They reflect on the competences that helped them as educators to manage the positive situations: 'What competences helped me to solve these situations?' The competences that helped to solve these situations are personal strengths of the educators. Every educator writes his or her personal competences for critical situations on an index card.

o **Method 3: Extend your Repertoire of Methods**

- The facilitator prepares five different competences and the matching descriptors on a piece of paper - one piece of paper per competence and associated descriptors. Depending on the number of participants, the facilitator needs up to five pieces of paper per competence (e.g., 25 pieces of paper = 5 x 5 competences)
- All participating educators get one competence including the descriptors on a piece of paper. The educators with the same competence on their paper come together to form a team.
- The teams reflect on training methods for learners that help to foster the specific competence the team works on. The training methods that the teams collect are visualized on a flipchart (30 minutes)
- Each team presents the training methods they have collected to foster the specific competence the team reflected on. All the other listening participants can add other methods to each flipchart if they have more ideas on suitable training methods (10 minutes per team).
- In the final reflection round, the group can discuss whether it was easy or hard to collect suitable training methods fostering certain competences. The group can reflect on gaps in their repertoire of methods in regard to some competences.
- Aims of the method:
  - Reflection on the personal repertoire of training methods for learners in respect to certain competences
  - Sharing practical ideas and methods among non-formal educators
  - Develop awareness for new methods that help to foster competences that were not yet in the repertoire of methods

B.2. Methods for Peer Learning

o **Method 1: Individual Reflection – identifying your Strengths and Potentials**

- Individual reflection (10 minutes): **Identify up to three competences that you think you are good at as a peer trainer**. In which situations in the past did you display these competences? Please choose situations in which you had the role as a peer trainer. If you think about these situations, what is needed (relations, support, resources) for you to act in this way?
- **Now identify up to three competences that you would like to strengthen**. Are there any situations in the past in which you have already shown these competences in some way? And are there any situations in which you would have liked to practice them more? If you think about

these situations, what do you need in order to strengthen these competences (relations, support, resources)? What would have helped you in that situation to act differently?
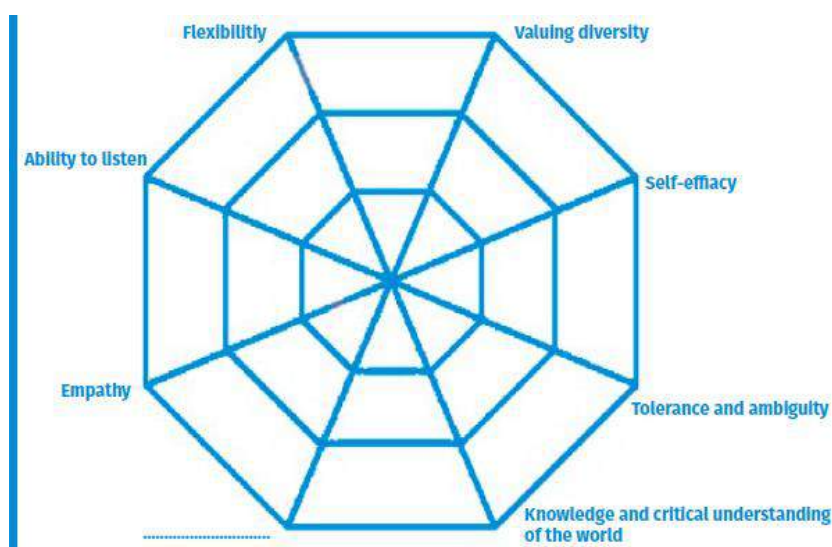
- ▪ Optional: Sharing of experiences in big group (5 minutes): Was it easy for you to think about concrete situations? When thinking about what is needed for you to use your competences, did you notice anything in particular, surprising, etc. that you would like to share with the group? Is there something you want to share that you learned or realized about yourself?

- o **Method 2: Reflecting upon challenging Classroom Situations**

    - ▪ Goals: **Peers reflect upon possible good ways to respond to challenging situations in the classroom (scenarios)**
    - ▪ Scenario: During a workshop, a student question collected in the beginning is about why the EU does not force all its member states to allow gay couples to adopt. The peer trainer finds this an interesting question, and having in mind the pupil-orientation, she decides to openly ask the question to the rest of the class: 'What is your attitude about gay couples adopting?' Most students remain silent. One student murmurs 'I don't care', another, 'it should be man and wife, shouldn't it?' Another student responds: 'I am fine with that, why not?' All in all, there is hardly any discussion and the peer trainer is quite insecure, because she thought that this question could have opened up a productive and interesting debate between the pupils.
    - ▪ Reflection on the situation: What do you think about the reaction or attitude of the peer trainer(s)? How do you think the peer trainer(s) could have reacted differently to this situation? How could the scenario continue?
    - ▪ Discussion in groups of 2-4 people (10-15 minutes for each scenario)
        - ▪ Reflection on the situation
            - ● What do you think about the reaction or attitude of the peer trainer(s)?
            - ● How do you think the peer trainer(s) could have reacted differently to this situation?
            - ● How could the scenario continue?
        - ▪ Choose up to three competences you think are important for the trainer in this situation.
        - ▪ Describe how the situation might look with these competences.
        - ▪ Are there any points from your reflection that you would like to take for your own practice as a peer trainer?

- o **Method 3: Reflecting your own Experiences in the Classroom**

    - ▪ **Think about a specific educational situation (in which you had the role of a peer trainer), which was challenging** in some way for you or where you had the feeling you did not act in the best way. Such challenging situations might be uncomfortable to reflect upon, but they offer opportunities for self-development and improvement.
    - ▪ **Evaluate your reaction with the 'wheel of competences'**. Optional: Add a competence, which seems especially important to you in this situation. Mark on each line how much you have practiced the competence. The more you have practiced it, the further outside you place your mark.
    - ▪ Reflection on the situation: What worked well? What could you have done differently?

Flexibilitiy — Valuing diversity — Self-efficacy — Tolerance and ambiguity — Knowledge and critical understanding of the world — Empathy — Ability to listen
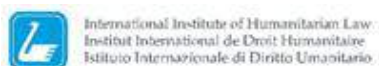
3.6 Challenges faced during the Analysis

- The identification of adequate teacher competences should always take two different perspectives into account. It would be useful to differentiate between the skills to be developed during teacher training and those needed in the school classroom itself, depending on the age of the students.
- Teachers need to basically question their worldview and reflect in depth on their values and attitudes (change of perspective, empathy, self-reflection, critical and analytical thinking, perception of crucial social issues, awareness for problem-solving strategies, etc.),
- Teachers need to develop mediation and teaching skills, to enhance their ability to select adequate methods and to work in an age-appropriate way in school (What about progression? Development of soft skills? Differentiation? Etc.).
- CE is a wide and very complex, not yet sharply outlined pedagogical area. In this respect migration pedagogy – as a critical approach for intercultural education - provides a very good starting point offering a concrete issue to think about teacher competences. However, migration pedagogy and intercultural education do not cover all issues related to CE. The question remains open whether specific topics require more specific competences and if so, which ones.
- The difficulty for teachers to define citizenship.
- The silence of the teachers on certain issues (= the fact that they have the feeling to do nothing, to not know how to do, that they cannot contribute to this research).
- The fear of some teachers to approach certain subjects such as freedom of speech, religion and tolerance due to recent dramatic events and the feeling that it has become dangerous to talk about certain topics.
- Time availability, more time would produce an even more accurate analysis
- More Human Resources would give a more detailed picture
- There is not much literature nor research on students' perspective on teachers' competences on civic education outside of OBESSU's work. Probably, this comes from the fact that students are often not taken into consideration in the matters that regard their education.

CITIZED Project Partners

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| P7 | Land der Menschen – AUFEINANDER ZUGEHEN OÖ | LdM | Veronika Fehlinger

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Annex

Table of Contents

Reporting Grids by Partners

CITIZED – T 2.2. REPORTING GRID
Teachers Competence Framework and Self-Assessment Tools

Section 1: PARTNER INFORMATION

Name of the partner	International Institute of Humanitarian Law
Researcher(s) involved	Irene Baraldi
Filled by (Name, E-Mail)	Irene Baraldi, irene.baraldi@iihl.org
Methodology used to conduct the research *(Please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	During the first phase of the research, the work was carried out through qualitative research methods. Both primary and secondary sources were used: ● Primary sources: law texts, radio interviews and official documents delivered by the Ministry of Education or other entities, European documents. ● Secondary sources: newspapers articles and online articles This report is also based on the research conducted during the first phase of the project CITIZED (T1.1 and T1.2).

Section 2: Assessment of your context (national, European, group based)
Focus on teacher training and teachers' competences and not on whole school approach

Description of your context *(Brief description, some keywords)*	The most recent policy development in the field of citizenship education in the Italian national context is represented by Law No. 92 of 20th August 2019, entitled *"Introduction of civic education teaching"*. The Law No. 92/2019 extended civic education to all levels of education and, among other provisions, introduced the final evaluation for the subject. In the months following its approval, other documents were implemented: (1) the Ministerial Decree n. 35/2020 (June) *"Guidelines for civic education teaching in accordance to art. 3 of Law No. 92/2019"* and its three annexes; (2) the Protocol n. 19479/2020 (July) "*National Teacher Training Plan".* The last most recent policy development in this field is a drafted decree of the Ministry entitled "*School-territory collaborations for the implementation of extra-scholastic experiences of civic education*", approved on 21st December 2020. This document will be further analysed at the end of this section. These documents together represent the newest Italian policy development on civic education teaching. In this framework, civic education teaching is intended as the teaching of the Italian Constitution, the European Union institutions, legality principles, digital and active citizenship, environmental sustainability, topics surrounding health and wealth of the person (art. 1, 2, 92/2019). According to art. 1 of the Law, civic education is considered fundamental towards the formation of active and responsible citizens, as well as towards the promotion of a full and informed civic, cultural and social life of the communities. In other words, the law aims to sensitize and train students on the issue of citizenship both in the EU context and at the national level, focusing especially on those issues which are more significant for Italy. To lead students to responsible citizenship, the law encourages collaboration between schools and families, and it includes the need for extracurricular activities such as volunteering and other initiatives that promote active citizenship. Teachers training The law also comprises teachers training provisions with the *National Teacher Training Plan* (Prot. n. 19479/2020), approved in July 2020. According to the Plan, "an adequate training of civic education teachers on the objectives, contents, methods, didactical practices [...] is necessary". As stated in the Plan, teachers training must be organised as follows: training modules are addressed to the teacher in charge of coordinating civic education teaching (the so-called "coordinator") and include 10 hours of training. After the training, the coordinator will

	organise a 30-hour training for the other teachers in charge of teaching civic education. As a result, the training consists of 40 hours. The training will cover the following topics: 1. The analysis of the three central concepts, their interconnectedness and transversality. 2. The inclusion of concrete examples of civic education teaching in accordance with the objectives of the guidelines provided by the law. 3. The proposal of assessment grids of students' competences as regards civic education learning 4. The implementation of efficient coordination between teachers in civic education teaching. The law allocates €4 million per year for teachers training on civic education starting in 2020 (these funds are taken from the previous law "La Buona Scuola"). Each training would cost € 3200.
Challenges *(What are the main challenges when it comes to teacher training in Citizenship Education in the analysed context?)*	The Italian law mainly focuses on what students should learn, instead of what competences teachers should have to teach citizenship education. This led to the establishment of strongly diversified teachers' training.
Teachers' competences *(Which competences are required by teachers to enable them to help learners effectively in their learning path for democratic citizenship? Where are the gaps, what is missing in the qualification process of teachers?)*	● Lack of teachers' competences in promoting dialogue and communication-oriented activities, facilitation and mediation skills ● Difficulty in involving teachers in trainings that focus more on competences than on knowledges ● General difficult in involving new generations of teachers in training activities ● Gap in the research regarding qualification process of teachers
Classroom strategies *(Which classroom strategies are successful to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organisations, to transform conflictual situations into occasions for positive competence development; which competences do teachers need, to implement these classroom strategies?)*	From previous research, facilitation and participation activities in the classroom are successful strategies to create a collaborative environment. Case studies: - Safe School Network <u>Guidelines for Peace Education and Global Citizenship – la mia scuola per la pace</u> http://www.lamiascuolaperlapace.it/wp-content/uploads/2019/08/Linee-Guida-Pace-Cittadinanza.pdf Education for peace and citizenship feeds on many small and large activities of many small and large activities. Their planning is most effective when it is interdisciplinary and manages to integrate different school levels into vertical curricula. Key elements: 1) Knowing peace. You cannot teach/learn about peace without knowing it. Negative peace and positive peace. The pluriverse of peace. Human rights. Complexity and diversity. Multiculturalism. The problems of peace today. Global challenges in the era of interdependence (migrations, climate change, impoverishment, wars, arms trafficking, terrorism). The role of Europe, UN and international institutions. 2) Becoming responsible for peace. Teaching/learning peace means developing the capacity to feel the construction of peace and the promotion of human rights as the task of every person. The personal responsibility in the era of interdependence. Active citizenship active citizenship in the local/universal relationship.

	3) Doing peace exercises. Exercise is a fundamental element of education. Exercises strengthen, grow muscles, train, prepare, facilitate learning and consolidate it. So it is with peace as well. Not one lesson, one project is not enough. Learning peace requires many exercises. Daily exercises, small and large. The exercise should not be academic but effective. That is, it must be oriented towards the logic of transformation of reality and society. Therefore it takes place inside but also outside the classroom and the school.
1. Classroom Strategy	Safe school Network: ● facilitation and conflict mediation activities ● dialogue and focus groups
Self-assessment or reflexion tools *(How is self-observation and self-reflection integrated into teacher training? What is still missing? How can a democratic professional ethos be developed in the best way, which competences do teachers need for this? Which reflexion tools do you or your interview partners use/find useful in order to reflect about teachers' democratic competences; make a selection of the most promising ones, maximum 5)*	Case study: - UPPER Project The UPPER project provides a collection of Inspiring Practices taking place in different contexts, firstly among the partners' regional and/or institutional context. This collection proposes the identification of specific elements that make the practice "good" and effective in its context; the comparison among the different practices belonging to the same category; and the questioning of possible similarities in approaches and results. Some "good practice elements (GPE)" are identified as specific components of several good practices that are different in terms of inspiration and original focus. These GPE could be more "universally" transferable than the whole good practices - more heavily depending on the local context - is feeding the hypothesis that a collaborative benchmarking should be built to support collaboration among communities of practice that have been so far working in "cultural silos" with limited interaction among them. An expected result of this comparative analysis is the identification of a limited set of indicators that might be able, once properly agreed, described and possibly associated to some level/metrics to support self-assessment, peer review and a structured comparison of policies, educators training programmes, evaluation practices, school practices and mainstreaming strategies. These indicators based on GPEs can be grouped, levels of accomplishment and progressive achievement can be defined according to the set of practices observed, and a modular system of online self-assessment can be created. This Collaborative Benchmarking approach would allow: ● policy makers/actors involved in policy implementation and assessment to compare their measures, resources and results. ● schools to compare their strategies and achievements. ● teacher training institutions to compare their programmes and results in the field; everybody involved in communication/dissemination to compare mainstreaming achievements. -
1. Self-assessment or reflexion tool *(Describe the tool/method/activity, quote the source, explain which challenge/need is*	Educators Competences in Peace Education (identified through the collection of good practices) ESHA proposes 3 core competences sub-divided into 14 peace competences. In the model below, the core competences are depicted in the outer ring of the

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<td>addressed, describe the setting where it can be used, and why you or the interviewed person find the tool/method/activity useful)</td>
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model with the subdivision of the peace competences leading to the core. The model aims to show that peace competences can be generic, and thus necessary for all educators regardless of their subject, and specific to peace education.

Self-assessment - Questionnaire

A. Part 1: Quantitative assessment of Peace Competence: In this part you can grade yourself according to a 6-point peace scale. Fill in your score in the required boxes and the form will automatically calculate your average overall competency score and per core competence.

B. Part 2: Qualitative assessment of peace competences. Here you have the possibility to elaborate on open questions about each peace competences.

C. Part 3: Group discussion (optional)
The purpose of this evaluation form is to assess yourself and participants in the group discussion on the topic of peace education. By filling in this form before and after peace activities in your school, organisation or community, you will be able to assess yourself and your team on the progress you have made over a period of time. This evaluation form is intended to be filled in anonymously, however you can share the results with participants if you wish to do so. In case there are topics you are uncomfortable with and you would prefer not to elaborate on them, please skip them

D. Loop regularly on the whole process to attest on improvements

</td>
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<td>2. Self-assessment or reflexion tool</td>
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Collaborative Benchmarking System
The three main target groups of the Collaborative Benchmarking system at the school level are:

● Individual teachers and school heads, who are invited to make up their own mind on how their school is positioned according to the indicators by answering a downloaded questionnaire and then to discuss the converging and diverging results within the school team.

● The constituted school team to address the Education Inspiring Peace challenge and to propose an improvement plan.

● The whole community of students, parents and local community representatives who may express not only different views on the self-assessment but propose concrete ideas for improvement and get involved in implementation.

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	The questionnaire must be filled in on-line only after a school team has been constituted and an agreement has been reached on the levels to be chosen for each indicator. Before that every teacher/staff member/student representative/stakeholder may express individual views on an offline questionnaire, digital or on paper; then a discussion should be organised among participants referring to the same school, particularly on the indicators where the levels indicated by individuals diverge. At this point, if an agreement on scores is reached, the team has the choice to fill the online questionnaire, thus contributing to the development of the database that will be used for positioning/comparisons. The name of the responding school will never appear associated to the scores –that by the way may improve with time- but only, and if authorisation is given, in the list of participating schools. The team discussion should stimulate the identification of improvement points, that might be grouped in an improvement plan (or included in the existing school improvement plan that many schools regularly update). On request of the school, the Lab Team may help to identify other participating schools that want to share an improvement path on the same "indicator" and put these schools in contact one another to support peer learning and future collaboration. Data coming from each participating school will be aggregated in the system for statistical treatment, kept in the database and identification of respondents will not be possible by users of the website. At the end of the form, you will have the opportunity to compare your answer with other schools in Europe which already take the Collaborative Benchmarking system.
3. Self-assessment or reflexion tool	Guidelines for Peace Education and Global Citizenship – lamiascuolaperlapace *Designing paths of peace* Questions each teacher should ask him/herself: 1) ADDRESSING GENERAL QUESTIONS: What are the citizenship skills I want to develop? What are my learning goals? What topic do I want to work on? What content do I want to develop? How do I connect the course and my discipline? How can I promote the unity of knowledge? How can I interweave my project with any Alternating School Work experiences? Who do I want to work with? Who can I involve inside and outside the school? How can I communicate what we are doing at school to my territory? 2) CHOOSE AND ANALYSE THE CONTEXT IN WHICH I WANT TO OPERATE The class, the school, the families, the local area/community, the wider territory: Italy, Europe, the world. I identify the problems I want to face, I choose the critical points in order to construct positivity. 3) I CHOOSE THE LEARNING ENVIRONMENTS WHERE I PLAN TO WORK The classroom, the school, the territory, Italy, Europe, the world. I choose in the glocal reality the places of concrete action in order to promote transformative action. 4) I IDENTIFY THE RESOURCES OF THE CONTEXT THAT I CAN USE TO CARRY OUT THE PROJECT. 5) I CHOOSE THE TECHNOLOGY, COMMUNICATION AND NEW MEDIA TOOLS TO USE. I ASK MYSELF What is the role of new technologies and new media in the project? What tools do I want/can I use? 6) I DEFINE THE ROLE OF STUDENTS

How do I develop participatory planning?
How do I achieve the active participation and protagonism of the students? What are the concrete tasks and actions of the students in the different phases of the project? What peace and responsibility exercises can I carry out?

7) I ORGANIZE THE WORKSHOP AND ITS PHASES: RESEARCH/EXPERIMENTATION/ACTION.
Research. Study. Know. Collaborate. Dialogue. Communicate. Acting. I take care of the transition from the cognitive dimension to the dimension of direct experience. I connect content to action: (1) I develop knowledge; (2) I stimulate action; (3) I enhance skills. I provide space for choice, ideation, and implementation of a final product.

8) I STRUCTURE THE ASSESSMENT AND SELF-ASSESSMENT OF STUDENTS
Peace Pathways must have a final evaluation as a moment of concluding reflection and validation of the training course. Evaluating the acquisition of competencies related to peace education and citizenship cannot be reduced to the analysis of cognitive tasks only (among these are the search and selection of information; the evaluation of its validity; the explanation of situations; the recognition of contexts and perspectives; the understanding of consequences and implications). It is necessary to use the logic of authentic assessment and situational mastery with "real" tasks related to building peace and glocal citizenship in one's own school and life context. Each student is thus guided to self-reflection and self-evaluation from the perspective of a personal and collective learning that becomes a competence of peace.

OTHER DETAILS

References *(If available, list the references used to conduct the analysis)*	UPPER PROJECT: UPPER – systemic Upscaling of Peace Education pRactices, Peace Educators Competencies Framework - http://eiplab.eu/wp-content/uploads/2019/11/UPPER-Peace-Educators-Competencies-Framework-v2.2.pdf Development Plan for the UPPER Collaborative Benchmarking Approach, 3rd version – 2019 - http://eiplab.eu/wp-content/uploads/2019/11/UPPER_BM_3rd-version.pdf Handbook to develop Education Systems Inspiring Peace - 2019 Safe school network: Baraldi C. (2014a), Children's participation in communication systems: A theoretical perspective to shape research. In: N. Nicole Warehime (ed.) Soul of Society: A Focus on the Life of Children and Youth, 63-92. Bingley: Emerald Group Publishing. Baraldi (2014b), Facilitare la comunicazione in classe. Suggerimenti della Metodologia della Narrazione e della Riflessione. FrancoAngeli, Milano Caviglia R, Peccenini R, (2014), La Metodologia della Narrazione e della Riflessione in Baraldi (2014), Facilitare la comunicazione in classe. Suggerimenti della Metodologia della Narrazione e della Riflessione. FrancoAngeli, Milano Randazzo G., Russo M., Vacatello M.T. (2009), MNR. Metodologia della Narrazione e della Riflessione, Erga, Genova.

Randazzo G., Peccenini R., Russo M., Vacatello M.T. (23 June 2009), *Voci dalla Classe - Promuovere Promuovere la socialità a scuola - La Metodologia della Narrazione e della Riflessione*, pp. 11 - 14. Edizioni scolastiche, Bruno Mondadori, Milano.

Website Sicurascuola:
- Home page: http://www.sicurascuola.com/
- Safeschool Network Manifesto: http://www.sicurascuola.com/chi-siamo/
- Network Agreement: http://www.sicurascuola.com/wp-content/uploads/2011/04/accordo-di-rete-FIRMATO_SCUOLA_SICURA_signed-signed.pdf
- Network CV: http://www.sicurascuola.com/wp-content/uploads/2007/06/CV-RETE-SICURASCUOLA_2021.pdf

| CITIZED – T 2.2. REPORTING GRID: |
| Teachers' training and teachers' competences |

Section 1: PARTNER INFORMATION

Name of the partner	Land der Menschen in Upper Austria
Researcher(s) involved	Catherine Carré-Karlinger
Filled by (Name, E-Mail)	Catherine Carré-Karlinger catherine.carre-karlinger@ph-ooe.at
Methodology used to conduct the research *(Please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	1. Desk research; literature-based search and readings; search for examples of good practice in teacher education 2. Documentation and argumentation based on own experiences: - teacher of history/political education - expert for language education in the context of migration and multilingualism in teacher education in Austria - head of the Centre for Linguistic Diversity and Transculturality at the University of Education in Upper Austria (PHOÖ) - ECML expert (European Centre for Modern Languages of the Council of Europe) Focus on German spoken countries and on the European dimension, inspired by WP1 research (national policies and international recommendations). Following keywords illustrate this perspective: migration society, social justice and social participation, equity in education, democracy in pluralistic societies, global issues, identities, self-reflexive attitudes, critical approaches to discrimination and racism, responsibility and civic engagement. Analysis guided by a reflection on the theoretical concepts of democracy education, intercultural education (human rights education, peace education), plurilingual education and migration pedagogy: - emphasis on the exploration of analogies, differences and complementarity. - comparison of educational goals and existing models of competencies.

Section 2:

Challenges *(What are the main challenges when it comes to teacher training in Citizenship Education)*	The bigger challenges are related to the positioning of Citizenship Education (CE) in the Austrian educational landscape - see policy analysis in WP1. CE is a transversal educational issue and has no standard reference framework with explicitly defined competences for teachers in Austria. The emerging picture in this respect remains rather diffuse and results from the different perceptions and approaches taken by each school subject and teacher concerned: there are still no validated educational requirements at national level. The lack of consensus and the missing official curriculum also hinder the implementation of appropriate teacher training. However, teaching competences for citizenship education are complex, multi-layered and cross-disciplinary competences involving knowledge, skills (know how to teach/to learn) and attitudes (know how to be/to behave). As already noted in WP1, CE in Austria shares some transversal concerns and topic areas with other transversal educational purposes such as intercultural education. Consequently, they also share similar motives and objectives with regard to competences, based in the same way

on values, attitudes and knowledge – e.g. critical thinking, valuing democracy and cultural diversity, respect, tolerance of ambiguity, plurilingual skills.

For these reasons this report will provide insights into *migration pedagogy*, a concept based on a more social-critical form of intercultural education that has many overlaps with political education. This concept originates from the German-speaking countries.

With population movements increasing worldwide, migration has become one of the dominant and polarising issues in society, rarely seen in a cause-effect relationship by the host countries. Rather dominates the inner perspective on this issue: migration challenges the existing social models and traditional power relations, it is often associated with rejection, exclusion, (in)security and threat, it creates pressure in politics, it stirs up fears and awakens nationalism, racist thoughts/feelings, which in turn have a destabilising impact on social cohesion. A very abbreviated summary, which only aims at clarifying the relationship with CE.

A broad field of research has gradually developed around this challenging topic and found its way into pedagogical concepts.

Migration pedagogy – a short definition: Migration pedagogy is based on a conception of human history in which mobility and migration have always characterised ways of living and surviving across all cultures and civilisations. Migration is thus seen as a feature inherent in human history. It is understood as a phenomenon that has always created hierarchies or relations of dominance and subordination in the world and posed the question of territorial legitimacy.

Over the last 50 years, the population structure has completely changed worldwide for numerous reasons – not least due to globalisation. The frequency and density of migration waves have also increased: multilingualism and multiculturalism have already become the norm in most countries, especially in urban areas. Therefore, territorial concepts which are fundamentally anchored in the idea of "national" and "monolingual" states increasingly are getting obsolete (cf. "super-diversity", Vertovec 2006).

Moreover, an insufficient or discriminatory legal foundation for migrants in the host countries makes an ever-growing part of the population invisible and powerless.

All these historically grown power relations as well as the traditional definition of borders and affiliations should be thoroughly questioned in education. Civil and linguistic rights – or rather the lack of these rights - are pertinent examples for this issue. School should be committed to democratic values, grant the right to education to all and give equal opportunities to succeed to all. This requires a language-aware education that considers the multilingual practices of learners and their families in all pedagogical issues, regardless of their origin. This is a main concern of migration pedagogy.

Migration pedagogy puts multilingualism, mobility and migration back into a global context: migration does not any longer exclusively refer to stigmatised and marginalised groups of migrants but is a basic feature of our migration societies. Accordingly, migration affects everyone.

This meta-analysis could be understood as a controversial perspective, not shared by everyone. Nevertheless, this view encourages reflection on one's own representations regarding the "other" in one's mind. These representations are emotionally and collectively burdened as we can daily experience in many political discourses.

Migration pedagogy is first and foremost a (self-)reflective humanistic approach that tackles the questioning of a traditional world order in our diverse societies (often

dominated by a western perspective) and the deconstruction of firmly anchored social categories. It is about empowering each individual to explore his/her own worldview through education, fight discrimination and racism and promote social cohesion in order to flourish in a fair democratic society (self-determination, right to have a voice, social justice, responsibility, mutual respect, attention and care...).
Teachers should show adequate competences to be able to achieve these goals.

Teachers' competences *(Which competences are required by teachers to make them able to help learners effectively in their learning path for democratic citizenship)*	Below is a selected list of concrete references and examples on the topic of teacher competences in relation to the field of intercultural education and / or migration pedagogy.

> ➢ Teacher training:

● *Course on migration pedagogy in teacher training at the University of Duisburg-Essen*: https://www.gew-nrw.de/meldungen/detail-meldungen/news/migrationspaedagogik-in-der-lehrerausbildung.html
3 modules in the Bachelor programme in educational sciences ensure adequate pedagogical action in the migration society. Already at the beginning of their studies, usually in the third or fourth semester, students can attend accompanying seminars with a focus on "Dealing with Heterogeneity" or "Interdisciplinary Language Support" in the so-called orientation internship. Here, prospective teachers learn about theory-based topics relevant to migration and at the same time experience practice during their internship. A more in-depth examination of migration education aspects takes place in the module "Heterogeneity, Differentiation" usually in the sixth semester of the Bachelor programme. The main aims of the module are to reconstruct the emergence and development of migration flows, to critically reflect on the relationship between migration and education, and to uncover social, institutional and interactional structures that lead to disadvantages and discrimination of children and young people "with a migration background" or of certain social origins.
In addition, students are encouraged to deal with their own (cultural) patterns of interpretation and at the same time learn pedagogical concepts to critically address prejudices.
The main content of the module "Heterogeneity, differentiation" (sixth semester) includes:
- concepts of intercultural communication,
- current topics of intercultural education and pedagogy of diversity,
- tension between integration and assimilation,
- dealing with xenophobia, stigmatisation and racism,
- ethnicity and ethnicisation,
- multilingualism and
- conflict resolution strategies.

● *A publication as example for cooperation between teacher education and school*:
M. Hettesheimer, I. Risopp, C. Kirsch (Ed.): Journal *SCHULE*, Kölner Universitäts-magazin, ZfL (Center for teacher education), University of Colonia, Germany
  - Nov. 2019 - Antisemitism, racism and tolerance at school - https://zfl.uni-koeln.de/sites/zfl/Publikationen/beilage-schule/beilage_schule19_11.pdf
  - July 2021 – Equity in education, study on participation opportunities for children and young people, support measures - https://zfl.uni-koeln.de/sites/zfl/Publikationen/beilage-schule/beilage_schule_21-1.pdf |

- *Master's degree university course "Global Citizenship Education"* at the University College of Teacher Education Carinthia-Viktor Frankl, Austria:
  See publication:
  H. Grobbauer, W.Wintersteiner, in collaboration with M.Kapfer (2019): Global Citizenship Education – Concepts, Efforts, Perspectives – An Austrian Experience. Salzburg, Klagenfurt, 1st edition 2019.
  https://www.aau.at/wp-content/uploads/2021/03/Information-ULG-Global-Citizenship-Education-English.pdf

➢ Helpful organisations and projects – a short selection:

- *FörMig- Kompentenzzentrum, Universität Hamburg*
  Programme for the empowerment of children and young people from migrant backgrounds in education that promotes linguistic diversity and equal opportunities in schools.
  The competence center is very closely linked to the idea of migration pedagogy and contributes significantly to teacher education and in-service training at the interface between research and practice. It supports the implementation of a "continuous language education" in Germany (whole school approach).
  https://www.foermig.uni-hamburg.de/bildungssprache/mehrsprachigkeit.html
  https://www.foermig.uni-hamburg.de/pdf-dokumente/foermig-flyer.pdf

- *NCoC BIMM*: Austrian National Competence Center „Bildung im Kontext von Migration und Mehrsprachigkeit"(Education in the context of migration and multilingualism):
  Network of teacher training higher education institutions that aims to provide a significant contribution to equal opportunities and to a constructive and peaceful way of living together through diversity-oriented quality development and professionalisation in education in Austria.
  https://bimm.at/ncocbimm/

- *ECML, European Centre for Modern Languages of the Council of Europe, Graz, Austria*
  Full membership of the ECML: 34 European countries + 13 additional cooperation partners
  The vision: A Europe committed to linguistic and cultural diversity, where the key role of quality language education in achieving intercultural dialogue, democratic citizenship and social cohesion is recognised and supported.
  The Language Policy Programme which is managed in Strasbourg (EC) is responsible to all member states for the development of policy and guidelines to promote linguistic diversity and plurilingualism, and of reference instruments for policy planning and standards.
  With the European Centre for Modern Languages and the European Charter for Regional or Minority Languages together it provides a common approach within the framework of the Council of Europe for dealing with language issues.
  https://www.ecml.at/Aboutus/AboutUs-Overview/tabid/172/language/en-GB/Default.aspx

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- *Learn to Change – Change to Learn (NGO):*
  Its mission: L2C provides a learning community to develop individual and collective potential to co-create and participate in a sustainable, open and peaceful society.
  https://www.learntochange.eu
- "Teachers4Europe"-Online Winter School on 5-7 February 2021: Learning 4Europe 2 Change
- Material for teachers – Cards for democracy:
  http://www.learntochange.eu/2017/02/21/cards-for-democracy/
- Learn2change – Project OUR VOICES - OUR PLANET: Global dialogue and learning for democracy and sustainability: https://learn2change-network.org

- *Child-up* (Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policies of Participation) is a European Union Horizon 2020 funded research project that runs through 2019 to 2021 and addresses the issue of migrant children in Europe through an innovative perspective, based on the concepts of children agency and hybrid cultural integration. Against the mainstream discourse focusing on children's needs, this project puts self-determination by children at the centre. http://www.child-up.eu

➢ Some documents and reference frameworks:

- *Interkultureller Erlass*, Ministry of Education Austria (BMBWF) 2017 (Enactment on Intercultural Education). See WP1, reporting grid Austria.

- *FREPA-CARAP* (2015): Framework of references for pluralistic approaches. ECML. Council of Europe:
  https://carap.ecml.at/Accueil/tabid/3577/language/en-GB/Default.aspx
  -
- J.C. Beacco, M. Byram, M. Cavalli, D. Coste, M. Egli Cuenat, F. Goullier, J. Panthier (2016): Guide for the development and implementation of curricula for plurilingual and intercultural education. Council of Europe.

- Global Citizenship Education - Politische Bildung für die Weltgesellschaft, 2014: Werner Wintersteiner, Heidi Grobbauer, Gertraud Diendorfer, Susanne Reitmair-Juárez, Österreichische UNESCO-Kommission Wien, 2014
  https://www.unesco.at/fileadmin/Redaktion/Publikationen/Publikations-Dokumente/2014_GCED_Politische_Bildung_fuer_die_Weltgesellschaft.pdf

- Intercultural Competences: UNESCO, 2013
  https://www.gvsu.edu/cms4/asset/7D7DCFF8-C4AD-66A3-6344C7E690C4BFD9/unesco-intercultural-competences-doc.pdf

- Global Citizenship Education – Topics and Learning Objectives: UNESCO 2015
  https://www.unesco.at/fileadmin/Redaktion/Publikationen/Publikations-Dokumente/2015_UNESCO_GCED_Topics_and_learning_objectives.pdf

- Intercultural Competence for all - Preparation for living in a heterogeneous world, Council of Europe Pestalozzi Series, No. 2, 2012:
  https://rm.coe.int/intercultural-competence-for-all/16808ce20c

	● Intercultural Education in Primary School (Ireland, NCCA, 2005): https://www.curriculumonline.ie/getmedia/236745b0-a222-4b2a-80b1-42db0a3c7e4c/Intercultural-Education-in-Primary-School_Guidelines.pdf ➢ Training: ● FREPA-CARAP -Plurilingual and intercultural approaches - A didactic tool for integrated plurilingual and intercultural education– ECML – Training and Consultancy: https://www.ecml.at/TrainingConsultancy/Plurilingualeducation/tabid/1694/language/en-GB/Default.aspx ● SMC - Young Migrants- Supporting Multilingual Classrooms – ECML – Training and Consultancy: https://www.ecml.at/TrainingConsultancy/Multilingualclassrooms/tabid/1816/language/en-GB/Default.aspx
1. Classroom Strategy	Working with narratives and biographical approaches to stimulate reflection: - Change of perspective with lifeline diagrams and scenario technique; with literature; with videos and digital stories - Language bodies and language biographies as reflection tools - Linguistic landscape (social narratives): observing, listening, collecting pictures, recording sounds, etc. to explore the linguistic landscape we are living in. It is a field of research that deals with the visibility and perceptibility of written language in public space. This concept can be used to investigate how the use of different written languages differs in multilingual societies. These approaches can be used in teacher training as well as in school (all levels).
2. Classroom Strategy	Conflicting values: - Discussion of antagonist ideas and dilemmas (freedom of speech; tolerance/othering; racism; …) by means of controversial texts or concrete situations. Search for arguments and problem-solving strategies from different perspectives: roles are distributed and do not necessarily reflect the own opinion. - Concept cartoons are cartoon-style drawings that present a series of viewpoints on an everyday event in the form of statements in speech bubbles (Naylor, S. and Keogh, B.,1999. They encourage students to discuss their ideas, even those who normally are reluctant to do so. This gives teachers access to these ideas. It also gives students access to each other's ideas, which can make them reconsider their own ideas.
3. Classroom Strategy	Reporting and interviews: An example: Oral history project "Brennpunkte"- Interviews on the living environments of children and young people with migration experiences in Vienna, University of Vienna (2017) (pre-service teaching for history and political education) https://www.univie.ac.at/geschichte/gassergasse/herzlich-willkommen/
4. (Classroom) Outdoor Strategy/Model	Service learning This "is a method of teaching and learning that combines service to the community with the acquisition of academic, methodological, and social skills (learning). In

	service learning projects, students perform work that benefits the community. They learn how to draw connections between relevant theoretical content and what they learn in their practical work. The students are guided along this learning experience and have the opportunity to reflect upon it in a structured manner. One of the key criteria is that the projects should yield added value for the (partner) organizations involved, the participating students, academic teaching, and the community (cf. Bartsch 2009, Berthold et al. 2010). In this way, service learning combines academic learning and social responsibility (cf. Küppers 2009)." https://www.wu.ac.at/en/mitarbeitende/infos-fuer-lehrende/data-reports/lernen-durch-engagement-service-learning
5. (Classroom) Outdoor Strategy	Community placemaking (local change): https://www.pps.org/article/what-is-placemaking As both an overarching idea and a hands-on approach for improving a neighborhood, city, or region, placemaking inspires people to collectively reimagine and reinvent public spaces as the heart of every community. Strengthening the connection between people and the places they share, placemaking refers to a collaborative process by which we can shape our public realm in order to maximize shared value. More than just promoting better urban design, placemaking facilitates creative patterns of use, paying particular attention to the physical, cultural, and social identities that define a place and support its ongoing evolution.
6. Classroom Strategy	Anti-bias method: An anti-bias seminar is designed as an entry point into a continuous confrontation with discrimination in everyday life and is intended to support the development of prejudice-conscious behaviour. The strength of the anti-bias approach lies in the fact that it takes a look at social imbalances and exclusion mechanisms through external support in order to question school practice and develop inclusive alternatives. https://www.vielfalt-mediathek.de/wp-content/uploads/2020/12/expertise_antibias_ohne_demokratie_leben_vielfalt_mediathek.pdf In an anti-bias classroom, teachers intervene with immediate and follow-up activities to counter the cumulative effects of negative attitudes/ messages. Children learn to be proud of themselves and of their families, to respect human differences, to recognize bias, and to speak up for what is right. This strategy can be used with very young children. See also: https://www.teachingforchange.org/educator-resources/anti-bias-education / https://www.teachingforchange.org/teaching-about-race
Self-assessment or reflexion tools *(Which reflexion tools do you or your interview partners use/find useful in order to reflect about teachers' democratic competences; make a selection of the most promising ones, maximum 5 assessment tools)*	In most recent research, publications and reports referring to migration pedagogy, intercultural education and CE, there is a consensus on reflection. It seems important to place this dimension at the heart of teacher education, on the one hand to enable teachers to develop appropriate attitudes themselves through critical thinking and self-reflection and on the other hand to enable them to develop this competence in students under their guidance through dialogue, thus promoting a transformative shift towards responsible attitudes and actions. See the following approach as an illustration:

Table 1: A pedagogy of critical global citizenship education

Pedagogy	Summary
Critical thinking	• Questioning assumptions • Historicity • Context specific
Dialogue	• Encountering a range of perspectives • Learning from rather than about others • Uncertainty (risk)
Reflection	• Encountering difficult knowledge • Collective approach – power, privilege, ability, interest
Responsible being/action	• Conscious, considered, targeted • Linked to values • Responsibility *towards* others

(Blackmore, 2017)
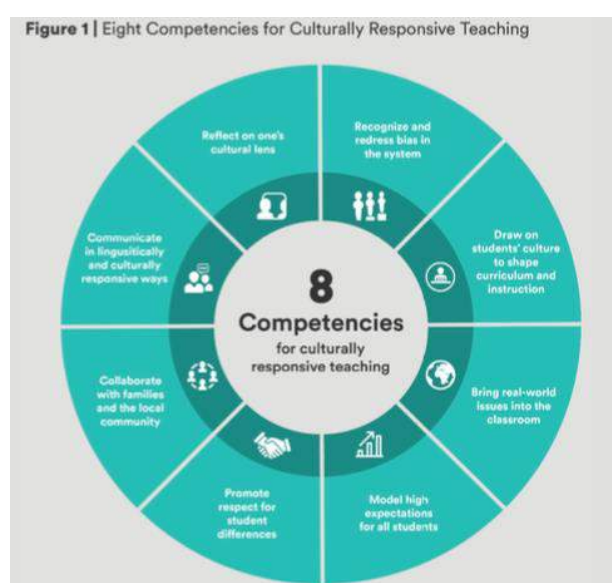
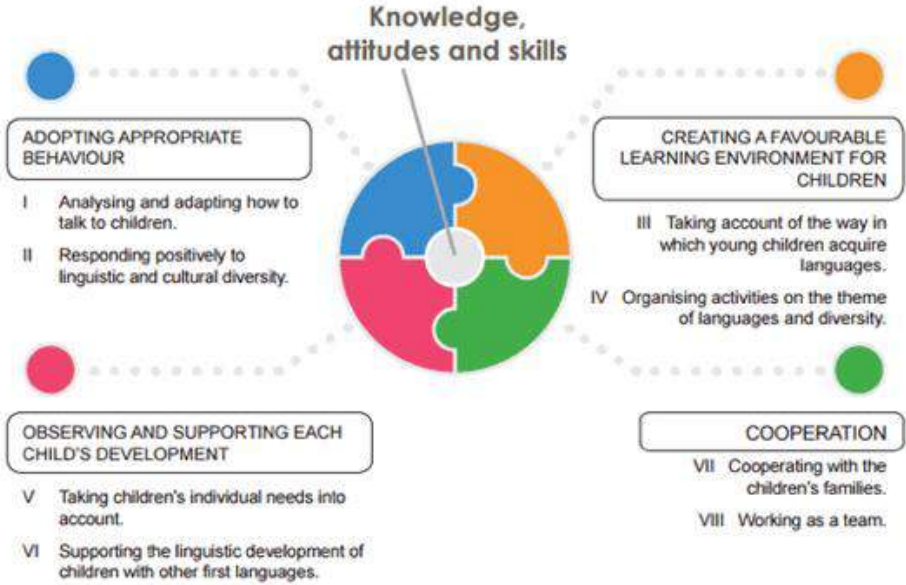|	
1. Self assessment or reflexion tool *(Describe the tool/method/activity, quote the source, explain which challenge/need is addressed, describe the setting where it can be used, and why you or the interviewed person find the tool/method/activity useful)*	Autobiography of intercultural Encounters (AIE), Council of Europe: The Autobiography is a resource designed to encourage people to think about and learn from intercultural encounters they have had either face to face or through visual media such as television, magazines, films, the Internet, etc. https://www.coe.int/en/web/autobiography-intercultural-encounters
2. Self assessment or reflexion tool	Culturally responsive teaching: a reflection guide Jenny Muñiz, 2020- New America https://d1y8sb8igg2f8e.cloudfront.net/documents/Culturally_Responsive_Teaching_A_Reflection_Guide_2021.pdf

3. Self assessment or reflexion tool	Handbook for reflection: G. Wolf, J. Goltz (2015). *Woher komme ich? Reflexive und methodische Anregungen für eine rassismuskritische Bildungsarbeit* (Where do I come from? Reflective and methodological suggestions for critical educational work on racism). Diakonisches Werk der evangelischen Kirche in Württemberg. Stuttgart. Co-financed by EU Integration Fund. https://www.diakonie-wuerttemberg.de/fileadmin/Diakonie/Arbeitsbereiche_Ab/Migranten_Mg/Mg_Rass ismuskritische_Broschuere_vollstaendig.pdf
4. Self assessment or reflexion tool	European portfolio for pre-primary educators - The plurilingual and intercultural dimension, ECML Self-reflection tool – also suitable for teachers in primary schools https://www.ecml.at/ECML-Programme/Programme2012-2015/Pepelino/tabid/1833/Default.aspx PEPELINO breaks down the professional skills associated with children's linguistic and cultural development into four domains and eight fields of competence, with each domain being divided into two fields of competence. Each of these competences involves a combination of appropriate knowledge, skills and attitudes.
5. Self assessment or reflexion tool	Erasmus + UPPER project – Systemic Upscaling of Peace Education Practices http://eiplab.eu/wp-content/uploads/2019/11/Handbook-to-develop-Education-Systems-Inspiring-Peace.pdf

http://eiplab.eu/wp-content/uploads/2019/11/UPPER-Peace-Educators-Competencies-Framework-v2.2.pdf

KEY WORDS *(Please identify some key words that you think describe your findings the best)*	democracy, education, identities, diversity, (in)equity, discrimination, acceptance, hegemony, migration society, postcoloniality, racism, inclusion, critical thinking, human rights, empowerment, self-reflection, multilingualism, participation
Innovative elements in the proposed approaches *(Why are they innovative? Why are they successful? Which impact will these approaches have, which change will they bring?)*	Migration pedagogy is an innovative approach in the field of intercultural education. Migration is an issue which also concerns CE. Relating these both educational domains could help to define more precisely the values, attitudes and skills shared between the overlapping areas and to better define the required teacher competencies. It could thus contribute to the validation of the RFCDC descriptors, a tool for designing CE that shares many of these values, attitudes and skills, and to their concrete implementation in practice. https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/descriptors-of-competences

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Additional references	C. Blackmore (2016): Toward a pedagogical framework for a global citizenship education. International Journal of Development Education and Global Learning 8(1). https://files.eric.ed.gov/fulltext/EJ1167830.pdf I. Gogolin, V.B. Georgi, M. Krüger-Potratz, D. Lengyel, U. Sandfuchs (Hrsg.) (2018): Handbuch Interkulturelle Pädagogik. Verlag Julius Klinkhardt. Bad Heilbrunn M. Ivanova (2017): Umgang der Migrationsanderen mit rassistischen Zugehörigkeitsordnungen – Strategien, Wirkungsweisen und Implikationen für die Bildungsarbeit, Verlag Julius Klinkhardt, Bad Heilbrunn. T. Jenkins (2013): The transformative imperative: The National Peace Academy as an emergent framework for comprehensive peace education. Journal of Peace education 10 (2) https://doi.org/10.1080/17400201.2013.790251 P. Mecheril, M. Castro Varela, I. Dirim, A. Kalpaka, C. Melter (2010): Migrationspädagogik (Bachelor | Master). Beltz Verlag. - Astrid Messerschmidt (2016): Politische Bildung. In: Paul Mecheril (Hrsg.) Handbuch Migrationspädagogik. Beltz Verlag.S. 418-432. M. Oberlechner (2018): Zur Aktualität kritisch-theoretischen Denkens für die neue Lehramtsausbildung in Österreich: Ein diversitätssensibler Entwurf

inklusiver Migrationspädagogik (On the Relevance of critical-theoretical thinking for the new system of teacher education and training in Austria: A diversity-sensitive outline of inclusive pedagogy of migration). Momentum Quarterly, Zeitschrift für Sozialen Fortschritt. Vol. 7, No. 4, p. 221-232: https://www.google.at/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ah UKEwj2r6G8gP_yAhVDxosKHZqICtM4ChAWegQIChAB&url=https%3A%2F%2Fw ww.momentum-quarterly.org%2Fojs2%2Findex.php%2Fmomentum%2Farticle%2Fdownload%2F 2856%2F2223&usg=AOvVaw2b8VFnv9lODszHyUDY0Eo6

- E.M.J. Romero, F. J.Amo (2021): The Consensus on Citizenship Education Purposes in Teacher Education. Social Sciences 10: 164. This study, developed at a Spanish university, aims to explore the understandings of CE shared by preservice teachers with different political ideologies and levels of civic engagement. https://doi.org/10.3390/socsci10050164
- B. R. Romijn*, P. L. Slot, P.P.M. Leseman (2020): Increasing teachers' intercultural competences in teacher preparation programs and through professional development: A review. In: Teaching and teacher education. Teaching and Teacher Education 98 (2021) 103236
  This article reviews professional development efforts that aim to improve intercultural competences of in-service and pre-service teachers working in primary and early childhood education.
- S. Subasi, S. and H. Akar (2021): Culturally responsive teaching: beliefs of pre-service teachers in the Viennese context. INTERCULTURAL EDUCATION 2021, VOL. 32, NO. 1, 46–61
  https://www.tandfonline.com/doi/full/10.1080/14675986.2020.1844533
- S. Üllen, C. Markom (2016): Memories of migration in schools. Journal of Educational Research Online, JERO Vol.8, No. 3. 122-141. Waxmann.
  This article focuses on the question of how pupils perceive the representations of migration in their textbooks in Austria.
  https://www.waxmann.com/index.php?eID=download&id_artikel=ART102881& uid=frei
- Migrationspädagogik in der Lehrerausbildung (GEW-NRW): https://www.gew-nrw.de/meldungen/detail-meldungen/news/migrationspaedagogik-in-der-lehrerausbildung.html
- SchlaU-Werkstatt für Migrationspädagogik (Hg.) (2018): Migrationspädagogische Praxis in der Zusammenarbeit mit jungen Geflüchteten. Eine Suchbewegung. Jahrestagung 2017. https://www.schlau-werkstatt.de/wp-content/uploads/2018/08/Publikation-Jahrestagung-2017.pdf
- Universität Bielefeld - AG 10 - Migrationspädagogik und Rassismuskritik: https://www.unibielefeld.de/fakultaeten/erziehungswissenschaft/arbeitsgruppe n/ag10/index.xml
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  https://mainstreamingpeaceeducation.files.wordpress.com/2016/11/peace-education-competence-framework-ebook.pdf
- Zentrum für Friedensforschung und Friedensbildung: https://www.aau.at/erziehungswissenschaft-und-bildungsforschung/arbeitsbereiche/friedensforschung-und-friedensbildung/

	The identification of adequate teacher competences should always take two different perspectives into account. It would be useful to differentiate between the skills to be developed during teacher training and those needed in the school classroom itself, depending on the age of the students.
Challenges faced during the analysis *(If any)*	- Teachers need to basically question their worldview and reflect in depth on their values and attitudes (change of perspective, empathy, self-reflection, critical and analytical thinking, perception of crucial social issues, awareness for problem-solving strategies, etc.),
	- Teachers need to develop mediation and teaching skills, to enhance their ability to select adequate methods and to work in an age-appropriate way in school (What about progression? Development of soft skills? Differentiation? Etc.).
	CE is a wide and very complex, not yet sharply outlined pedagogical area. In this respect migration pedagogy – as a critical approach for intercultural education - provides a very good starting point offering a concrete issue to think about teacher competences. However, migration pedagogy and intercultural education do not cover all issues related to CE. The question remains open whether specific topics require more specific competences and if so, which ones.

Section 1: PARTNER INFORMATION

Name of the partner	Land der Menschen OÖ
Researcher(s) involved	Veronika Fehlinger
Filled by (Name, E-Mail)	Veronika Fehlinger; office@landdermenschen.at
Methodology used to conduct the research *(Please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	Desk research

Section 2: Assessment of your context (national, European, group based)
Focus on teacher training and teachers competences and not on whole school approach

Description of your context *(Brief description, some keywords)*	General, not specific overview about discussed topics I´ve found in the context of CE in teacher training in Austria.
Challenges *(What are the main challenges when it comes to teacher training in Citizenship Education in the analysed context?)*	A big challenge is the professionalization of teachers since Austrian teacher training does not offer independent studies of a teaching methodology for Citizenship Education. What mainly needs to be done is to bridge the gap between the generally posited importance of Citizenship Education and the realities of its implementation. (Mag. Sigrid Steininger, 2015). <u>Citizenship Education by Comparison: Austria (bpb.de)</u> Citizenship Education in Austria is in a pitiful state, says Mr. Mittnik, Head of the Centre for Civic Education in Vienna. This has a lot to do with the number of hours invested in teacher training. According to a study from 2014, 55 percent of history teachers say that they do not have time for Citizenship Education in their lessons. The lack of time and training are obstacles in the exercise of citizenship education in teacher training. Teacher in Austria are not well trained how to work with students and pupils in the context of CE. Therefore, when preparing citizenship education in their lessons, most teacher mainly rely on their own ideas and self-designed material. Many teachers may be missing links in the conventional materials on how to incorporate CE in their lessons. In addition to their own ideas, they use media (newspapers, etc.) and textbooks. Almost half of the teachers surveyed (45 %) said, they would like to see better teaching materials and textbooks for CE. Curricula and decrees play a subordinate role. The experiences of the pupils are comparatively rarely taken up by the teachers in their preparations. A total of 476 teachers took part in the survey, 201 of them primary school teachers and 275 teachers of lower secondary schools, middle schools and lower secondary schools. More than 80 percent of the teachers surveyed attach great importance to CE at school. In doing so, they take themselves into responsibility as far as teaching is concerned: In primary school, 55 percent of the teachers see themselves as

responsible for the civic education of their students. However, this decreases in the middle school, where only 49 percent of the teachers are of the opinion that they have to fulfil this task.

As difficult framework conditions on a structural level, the teachers mentioned a too high number of class pupils and the rigid 50-minute unit, as well as too many demands on teacher in general.

One third of the teachers, however, stated that they lacked training in civic education. Accordingly, the respondents expressed the wish for more teaching time for civic education and more in-service and further training. However, although there are offers in teacher training, only a small fraction of the teachers surveyed have used them.

Experiencing and living democracy in a school context leads to a deeper understanding of political processes as well as to higher political self-efficacy and is therefore to be regarded as a central component of political education. In Viennese schools, school democracy elements are widespread; even in primary schools, voting, class councils and elections take place.

In summary, the teachers would like to see more time for citizenship education at school, better teaching materials (textbooks), as well as the extension of the combined subject history and social studies/citizenship education to the 6th grade.

While the clear majority of teachers would like to see more in-service and further training opportunities, only a small fraction of teachers have so far attended further training on civic education. The goal must be to offer adequate and appealing in-service and further training in the field of civic education.

Source/Survey: Microsoft Word - SORA Bericht 14029 Politische BildnerInnen_korr_final.docx (derstandard.at)

Teachers competences *(Which competences are required by teachers to enable them to help learners effectively in their learning path for democratic citizenship? Where are the gaps, what is missing in the qualification process of teachers?)*	The standards for teacher education presented in a revised version in 2014 formulates eleven areas of competence in educational sciences that are considered particularly significant for professional training and everyday professional life and are to be implemented: 1. Teachers know the social and cultural living conditions and any disadvantages, impairments, and barriers of and for pupils. 2. Teachers influence their individual development within the framework of the school. 3. Teachers teach values and norms, an attitude of appreciation and recognition of diversity, and 4. support self-determined judgement and action by pupils. 5. Teachers find approaches to solving difficulties and conflicts in school and 6. teach democratic skills as conflict resolution skills. 7. Teachers need the ability to work in a team. 8. Teachers are aware of the special demands of the teaching profession. 9. Teachers understand their profession as a public office with special responsibility and obligation. 10. Teachers need the perception of opportunities for participation. 11. Teachers require to plan and implement school projects and plan cooperatively. Democracy education qualifications should be explicitly aimed at all trainee teachers. Certainly, the integration of democracy education modules into the didactics of social science and political didactics and thus the subject didactic qualification of the corresponding trainee teachers is an important prerequisite for democratic school development. However, democracy education cannot be left to a small part of the teaching staff. Democratic attitudes, attitudes,

	processes are reflected in every lesson, just as democracy-relevant topics (decision-making processes, feedback procedures, cooperative forms of learning and teamwork, appreciative communication, respect and recognition of human dignity, human rights, multi-perspectivity, change of perspective, etc.) resonate in every lesson. Source: <u>Thema des Monats: Demokratie lernen – Aufgabe für angehende Lehrerinnen und Lehrer - DeGeDe</u>
Classroom strategies *(Which classroom strategies are successful to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organisations, to transform conflictual situations into occasions for positive competence development; which competences do teachers need, in order to implement these classroom strategies?)*	I did not do interviews and the parts: classroom strategies, self assesment or reflection Tool are covered by Catherine Carré-Karlinger.
OTHER DETAILS	
References *(If available, list the references used to conduct the analysis)*	<u>Citizenship Education by Comparison: Austria (bpb.de)</u> <u>Microsoft Word - SORA Bericht 14029 Politische BildnerInnen_korr_final.docx (derstandard.at)</u> <u>Thema des Monats: Demokratie lernen – Aufgabe für angehende Lehrerinnen und Lehrer - DeGeDe</u> The Experts of Classroom Strategies in Citizenship Education - Polis: <u>pa_2_17_Methoden.pdf (politik-lernen.at)</u>

CITIZED – T 2.2. REPORTING GRID:	
Teachers' training and teachers' competences	
Section 1: PARTNER INFORMATION	
Name of the partner	MFED Malta
Researcher(s) involved	David Degabriele John Attard
Filled by (Name, E-Mail)	David Degabriele, John Attard david.degabriele@ilearn.edu.mt, john.attard@ilearn.edu.mt
Methodology used to conduct the research *(Please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	Research was carried out by Drama Peripatetic Teachers who interviewed 20 Primary School teachers (years 5 and 6) and 10 Middle School teachers (years 7 and 8) The main questions were: 1. What is being done with regards to Citizenship Education? 2. Do you think that enough is being done for good Citizenship Education? 3. What changes do you suggest for better Citizenship Education? 4. Can you suggest topics that need to be addressed? The idea behind this research was to create a Theatre-in-Education (TIE) project to present a good opportunity to students and teachers to discuss some hot issues which were difficult to introduce.
Section 2:	
Challenges *(What are the main challenges when it comes to teacher training in Citizenship Education)*	The main challenges to teacher training in Citizenship Education are that the issues sometimes are on a very personal level and may feel intruding asking about them. In a small country like Malta talking about certain issues may induce labelling people which can be very dangerous. Besides, students from different backgrounds are not equally prepared to discuss in depth several issues. Different views will be highly debated. The crucial point and sometimes the most challenging issue will be in keeping a balance in a discussion and provide security and of space for everyone to express views, arguments, and ideas. Students must be trained to accept different views and accept that everyone has the right for an opinion. Opinions can be discussed and even assessed. They are not the people who believe in them and express them. Humans deserve all the respect. Another challenge is the personal beliefs, cultures and inclinations of each and every individual teacher, as an individual who may impact the teaching of Citizenship education elements to students.
Teachers competences *(Which competences are required by teachers to make them able to help learners effectively in their learning path for democratic citizenship)*	● The best and most effective way of teaching is leading by example; ● A school is a microcosm of society and therefore inspiring good Citizenship in school will surely lead to training good citizens for future societies; ● Respect is an important quality and competence in class. Teachers must earn respect and nurture respect for others and the different ideas they have; ● Decision making and decision taking must be taken together after discussion and reflection instead of being implying upon students. Being part of a decision is a great step towards living by the same decision; ● The teacher must be very sensitive to all that happens around in a class and use as many impromptu situations as possible to reflect upon, analyse and even suggest different actions and conclusions; ● Teacher must be conversant with legal and political, national and international frameworks, knowledge of rules, rights etc.. including historical and cultural backgrounds; ● Ability to communicate, manage arguments, connecting with debates and reflect ● Knowledge and skills re HRE, EDC;

	● Ability to encourage capacity to live with others, cooperation, instil 21st century skills, conflict prevention and resolution; ● Rewarding good Citizenship practices may also be effective in the long run though one must always be on the guard of not losing effectiveness of a reward. ● Teachers who will take part in this project must be well versed in all the above-mentioned competences.
Class room strategies *(Which classroom strategies are successful to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organisation, to transform conflictual situations into occasions for positive competence development; choose up to 5 good practices that you or your partners would recommend for a teacher training)*	The teacher who aims at teaching Good Citizenship Education must be well versed and informed on Good Citizenship. The teacher must have good citizenship credentials and be able to analyse his or her behaviour. Once knowledge is obtained the educator must also be trained on how to best implement the knowledge obtained and research done. So, sharing of good practices is a must to have the best strategies in class. When it comes to the classroom environment one must be prepared to address the differences between the theory and practice. It may not be as straight forward to be democratic and sometimes may seem impossible, since not all students are best example of good citizens. Many times, the teacher may feel like losing control but being well prepared is key to stirring any difficult class towards becoming good citizens. It is through participation in creating rules and decisions that students can test their ideas, analyse the reactions to them and many times make changes in their behaviour. Finally, the teacher must create opportunities for students to practice good Citizenship in class and help build healthy relationships in the classroom, Outside the classroom and in the school and even beyond the school. This is the best training for creating good, empathic and law-abiding citizens.
1. Class Room Strategy	Inspire good Citizenship Practices by leading by example. Respect must be earned (both by teachers and by students alike) and practised all the time.
2. Class Room Strategy	Rewarding good Citizenship Practices instead of punishing bad or unacceptable practices. To start with, rewarding of good citizenship will be an outline to the whole class what expectations are.
3. Class Room Strategy	Give time for students to experiment the action/reaction process to evaluate their behaviour and get first-hand experience why good Citizenship is highly recommended for a better life.
4. Class Room Strategy	Students will be part of decision making and decision taking through discussion and setting as many different scenarios as possible.
5. Class Room Strategy	Students have a right to make mistakes. Making mistakes is a better learning experience than not making mistakes. Room for experimenting under the guidance of the teacher is healthy.
Self assessment or reflexion tools	● Working on pros and cos of a situation is very effective in doing self-assessment. One has to look beyond any situation and not get emotionally involved to be objective and therefore this exercise serves as both reflection and assessment;

(Which reflexion tools do you or your interview partners use/find useful in order to reflect about teachers' democratic competences; make a selection of the most promising ones, maximum 5 assessment tools)	● Sharing of ideas and good practices between teachers, helps in understanding better aims and objectives and also sharing of good practices; ● Analysing students' responses and feedback is crucial. The action/reaction relationship is a fine indication of both success and failure; ● The readiness of the students to participate is another indication. How seriously they take participating in class and the tasks provided by the teacher reflects the effectiveness of a programme; ● The level the student feels an agent for change, indicates the effectiveness of what teachers stand for. It reflects good or bad on the programme's delivery.
1. Self assessment or reflexion tool *(Describe the tool/method/activity, quote the source, explain which challenge/need is addressed, describe the setting where it can be used, and why you or the interviewed person find the tool/method/activity useful)*	Analysing and discussing Current affairs serves both as research and assessment. Focusing on responsible and irresponsible decisions, criticise and suggest alternatives is a good assessment activity. Everyone must be ready to accept any line of reasoning and self-reflection for this type of assessment to be as effective. As means of assessment, students should demonstrate their Social and Community aspect skills by: 1) know how to be a good citizen and friendly towards others, 2) understand his/her own role and the role of others and how these roles can contribute towards a better community, 3) understand the importance of their responsibility towards themselves and their friends, 4) appreciate the benefits of diversity.
2. Self assessment or reflexion tool	Readiness of self-expression of students is an indication of the good vibe one creates in class. Students who do not feel threatened and accepted are ready to open up, express themselves and accept criticism.
3. Self assessment or reflexion tool	The more a class is ready to explore challenging topics and give their ideas in an orderly manner, the higher the level of teaching and learning of good citizenship practices.
4. Self assessment or reflexion tool	Comparison of ideas and results will provide the citizenship educators all the feedback they need about their methods. It will also serve as an example to students to learn how to analyse responses.
5. Self assessment or reflexion tool	How inspiring a method of teaching is and how focused students remain during the course of a task, is a very good indicator of his method's success or failure.
KEY WORDS *(Please identify some key words that you think describe your findings the best)*	Conflict, HRE, EDC, citizenship, education, reflection, assessment, rights, reward, culture, belief, teacher, educator, practices, inclusion, situation, discussion, presentation, suggestion, argument, feedback, self-expression, threat, criticism, diversity.
Innovative elements in the proposed approaches *(Why are they innovative? Why are they successful? Which impact will these approaches have, which change will they bring?)*	● The proposed project helps students to participate in discussions and decisions by using imagination and suspension of belief. Drama has that effect both on children and also on adults; ● Dealing with topics in a way they are found in society, helps students to feel familiar with the reasoning and ideas, input their opinions and accept the reaction obtained by the rest of the audience. It is interesting when having as an audience different classes from different schools, where students are not familiar with each other's responses.; ● Exposition of difficult topics can be easily done and therefore gives students and teachers the chance to continue discussions in classes and schools during their lessons after taking part in the project; ● Some topics are easier to be discussed when they are assigned to a character and in the context of a situation rather than just mentioning a situation;

	● The setting of a theatre empowers an audience to participate especially when an individual can participate without showing face; ● Drama is fun and students will enjoy presentations especially when designed with the age of the students in mind. Past experience shows that students are more ready to follow, discuss, suggest, argue with the cast, participate in hot-seating the characters and sometimes even participate in a presentation. Sometimes the insight on the topics discussed are far better than the expectations of the teachers.
Any other relevant comments/details or information	● Close collaboration with UNESCO has resulted in adopting the guidelines 'Teacher's guide on the prevention of violent extremism'. This has been disseminated in all schools (electronically): https://en.unesco.org/news/how-malta-implementing-global-citizenship-education
OTHER DETAILS	
References *(If available, list the references used to conduct the analysis)*	● https://en.unesco.org/news/how-malta-implementing-global-citizenship-education ● https://doras.dcu.ie/4527/1/Competencies_for_Educators1.pdf ● https://curriculum.gov.mt/en/international_studies/Documents/ICCS%202016_National%20Report.pdf
Challenges faced during the analysis *(If any)*	● Time availability, more time would produce an even more accurate analysis ● More Human Resources would give a more detailed picture

CITIZED – T 2.1. REPORTING GRID
Teachers Competence Framework and Self-Assessment Tools

Section 1: PARTNER INFORMATION	
Name of the partner	Organising Bureau of European School Student Unions - OBESSU
Researcher(s) involved	María Ballesteros Melero – maria@obessu.org
Filled by (Name, E-Mail)	María Ballesteros Melero – maria@obessu.org
Methodology used to conduct the research *(Please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	- Research on Policy Papers developed by students and student organisations at OBESSU - Interviews and focus groups with students and student representatives from secondary education in different countries in Europe, including: Belgium, Germany, Austria, Spain, Ireland, Romania

Section 2: Assessment of your context (national, European, group based) Focus on teacher training and teachers' competences and not on whole school approach	
Description of your context *(Brief description, some keywords)*	School students constitute the biggest part of schools. However, they are barely or never consulted in the matters that relate to their education. This research aims at bringing together the voices of school students in different European countries regarding teacher training on citizenship education, as OBESSU and the CITIZED partnership believes students should be included in any matter that involves their education. On the other hand, student councils, unions, and other student organisations (among which the Member, Candidate and Affiliate Organisations of OBESSU) have a long tradition on educating students in the competences (i.e. values, attitudes, skills and knowledge) that are included in citizenship education, such as active and democratic participation, valuing diversity, knowledge on political structures and knowledge and human rights, as well as on experimenting with new educational approaches, with a focus on *learning by doing* and on non formal and informal education. Therefore, student organisations are also of interest in this research not only voicing students' opinions and needs but also regarding the classroom strategies and the self reflection tools for teachers considering their experience.
Challenges *(What are the main challenges when it comes to teacher training in Citizenship Education in the analysed context?)*	- Students' perspectives and needs are not taken into account and therefore not included in the curricula, so that the competences teachers are trained on do not (always) correspond to the needs of students; - There is a lack of interaction with other societal actors, therefore citizenship education distances itself from reality and the ground; - In the same line, teachers are not trained to adapt themselves to the recent happenings and to include them within the classroom and the learning process of students; - Teacher training is focused on knowledge rather than on values, attitudes and skills, whether a competence is considered to have these four branches; - To include non-formal education training within teacher training;

	- Train teachers to also influence the school structure and decision-making in schools, not only about their subject. Changing some school structures and how decisions are taken is a citizenship education learning process in itself for students; - The difficulty on training on values, despite its importance, makes it very dependent on each individual teacher how citizenship education is taught; - Lack of continuous training for teachers is an overarching challenge for the abovementioned ones.
Teachers competences *(Which competences are required by teachers to enable them to help learners effectively in their learning path for democratic citizenship? Where are the gaps, what is missing in the qualification process of teachers?)*	● There is overall a remark on the importance of values within the competences framework. ● Empathy ● Tolerance of ambiguity ● Conflict mediation ● Diversity and human rights, intercultural and inter-religious dialogue ● Tolerance ● Guidance and process facilitation ● Flexibility and adaptation: to the context, to students' needs, to the happenings that may come up during the year, etc. ● Critical thinking and understanding
Classroom strategies *(Which classroom strategies are successful to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organisations, to transform conflictual situations into occasions for positive competence development; which competences do teachers need, in order to implement these classroom strategies?)*	The general recommendation for citizenship education is to include non-formal education principles in the classroom. According to the *Council of Europe Symposium on Non-Formal Education: Report* (2001), the essential features of non-formal learning are: ● balanced co-existence and interaction between cognitive, affective and practical dimensions of learning ● linking individual and social learning, partnership-oriented solidary and symmetrical teaching/learning relations ● participatory and learner-centred ● holistic and process-oriented ● close to real-life concerns, experiental and oriented to learning by doing, using intercultural exchanges and encounters as learning devices ● voluntary and (ideally) open-access ● aims above all to convey and practice the values and skills of democratic life
1. Classroom Strategy	Peer education activities: https://obessu.org/site/assets/files/2738/peer_power_guidelines_final.pdf As well as student-teacher education
2. Classroom Strategy	Student assemblies, debates and facilitated discussions: having political debates in a structured manner regarding topics that matter the most to students and other social topics.
3. Classroom Strategy	Out of school activities: this strategy was mentioned by most of the interviewees. The need to learn directly from other actors such as NGOs, institutions and policy-makers, and to be in contact with reality in a more practical way to learn citizenship education. This also supports teachers, that may not have expertise or competences regarding all the topics that are included into citizenship education.
4. Classroom Strategy	Debriefing: 4Fs Debriefing and analysing a learning experience after it has happened. The technique of the 4Fs consists on asking a group or an individual some reflecting questions (in this order) after an experiential learning experience:

	https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/four-f
5. Classroom Strategy	Simulations of different institutions and situations, such as the Model UN or Model EU, in which students get different roles and directly experience how it is being a policy-maker, a deputy, a journalist, etc. in policy processes.
6. Classroom Strategy	Promoting self-organising, student representation and democratic schools. Here is a manual by students for students on how to start their own democratic organisation: https://issuu.com/obessu/docs/manual_for_school_students_-_final_/5
7. Classroom strategy	Including actuality topics and news in the classroom: presenting, informing, discussing, and educating about recent happenings and including them in the activities of the classroom.
8. Classroom strategy	Fears, expectations, needs and contributions: in the beginning of the school year, ask students to reflect on those, write them down and either simply stick them to a wall for the teacher to sum up the most repeated ones or for students to share their feelings about the class/topic. The teacher should afterwards adapt the activities to the needs of students.
9. Classroom strategy	Campaign design: students design their own campaigns on matters they care the most. Ideally, they then carry them out in the context of their school, community, etc. Materials for students on how to design a(n environmental) campaign: https://www.obessu.org/site/assets/files/2977/ef_guide_web.pdf
OTHER DETAILS	
References *(If available, list the references used to conduct the analysis)*	https://rm.coe.int/2012-compendium-non-formal-education/168077c10b https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/four-f
Challenges faced during the analysis *(If any)*	There is not much literature nor research on students perspective on teachers competences on civic education outside of OBESSU's work. Probably, this comes from the fact that students are often not taken into consideration in the matters that regard their education.

CITIZED – T 2.2. REPORTING GRID:
Teachers' training and teachers' competences

Section 1: PARTNER INFORMATION

Name of the partner	FREREF
Researcher(s) involved	Liliane Garreaud – GIP Rectorat Académie Dijon
Filled by (Name, E-Mail)	Axel Joder
Methodology used to conduct the research *(Please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	interview

Section 2:

Challenges *(What are the main challenges when it comes to teacher training in Citizenship Education)*	Cope with the injunctions from the Minister without means to implement them. The top-down decisions are not working at all and there are no recognition of initiative taken on the field by the teacher.
Teachers competences *(Which competences are required by teachers to make them able to help learners effectively in their learning path for democratic citizenship)*	Autonomy, flexibility, open mindness
Class room strategies *(Which classroom strategies are successful to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organisation, to transform conflictual situations into occasions for positive competence development; choose up to 5 good practices that you or your partners would recommend for a teacher training)*	Team work on an actuality topic linked by pupils. It could be on a very local issue (new road itinary, identification of natural/industrial risks in the regions…), or more national issue(more complicated as the topics are related to severe tensions within the society, but could be on euthanasia or medically assisted procreation…)
KEY WORDS *(Please identify some key words that you think describe your findings the best)*	Support, autonomy, bottom-up

Innovative elements in the proposed approaches	Not so innovative, but the teamwork is not so developed yet into the French schools and the fact to implement work on on-going issues put the teachers into
(Why are they innovative? Why are they successful? Which impact will these approaches have, which change will they bring?)	

CITIZED – T 2.2. REPORTING GRID:
Teachers' training and teachers' competences

Section 1: PARTNER INFORMATION

Name of the partner	Catherine Blaya
Researcher(s) involved	Jimmy Stef – Iman Ben Lakhdhar
Filled by (Name, E-Mail)	Catherine Blaya – Catherine.blaya@univ-cotedazur.fr
Methodology used to conduct the research *(Please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	7 interviews and literature search / ministry of education website, ministry of higher education website,

Section 2:

Challenges *(What are the main challenges when it comes to teacher training in Citizenship Education)*	The main challenge is that teachers are expected to teach the values of the French republic, citizenship, tolerance and peace on the basis that they all share them. Training is provided during initial training but it is rather on "Laïcité" (secularism) than citizenship but for civic rights for history and geography teachers. In-service teachers are offered the possibility to attend some specific training as part of their right to professional development (Academic regional training plan - Plan Académique de Formation). The Ligue de l'Enseignement in Val d'Oise (Paris outskirts) for instance provides some training on both Secularism and values of the Republic and citizenship (stereotypes and discriminations). Each training costs 150 euros/hour. Which is rather expensive and all the teachers who would wish to take part might not get funded. The objectives of the training are: • Unblock the floor on difficult topics • Allow participants to acquire landmarks to face situations in reality • Provide information in situation
Teachers competences *(Which competences are required by teachers to make them able to help learners effectively in their learning path for democratic citizenship)*	From the point of view of the ministry of Education, it is essential to transmit the values of the Republic to their pupils so that they become aware of their status as French and European citizens. However, teachers claim they were not trained properly (or not trained at all for those who have been teaching for several years). The teaching they benefit from is more based on institutional aspects but no indications on classroom activities. Some teachers indicated that they had developed skills on their own, others had attended a course given by a colleague teaching EMC (Moral and Civic Education), and still others had participated in only one training session on a theme related to citizenship (secularism, discrimination, diversity, equality between girls and boys) over the course of their career. Moreover, this depends on the discipline you teach, it is not always perceived as easy to include the topic in some subject areas. As teachers training includes work placements in schools, it was also mentioned that Principals or their colleague do not approach the issue. As a whole, teachers do not feel they are skilled or

legitimate enough to teach the topic because they feel their knowledge is limited and they rather feel helpless (this is notably the case for foreign language teachers we met).

In France, the custom is to rely on teachers of history and geography to teach about citizenship.

Competences required
Based on the responses collected, potentially successful classroom strategies that should be considered in teacher education are:

- ➢ listening to and supporting pupils,
- ➢ clear and explicit rules
- ➢ using dialogue rather than punishment
- ➢ taking into account free speech on an individual and collective basis even in case of disagreement (cf *the debating*)
- ➢ the withdrawal of the teacher from certain exchanges/debates in order to allow the development of pupils' power to act,
- ➢ diversification of teaching aids and activities (articles, videos, books, role-playing, trips, political speeches),
- ➢ respect of pupils for teachers and reciprocally respect of teachers for pupils,
- ➢ taking into account the needs of pupils other than academic ones (food, clothing),
- ➢ cultural, religious, ethnic and especially social diversity (= heterogeneity of the public),
- ➢ the need for teachers to make pupils understand that they care about them
- ➢ the existence of projects with them to arouse their interest
- ➢ the intervention of institutions and associations outside the school in order to confront pupils with other discourses, other points of view

Classroom strategies *(Which classroom strategies are successful to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organisation, to transform conflictual situations into occasions for positive competence development; choose up to 5 good practices that you or your partners would recommend for a teacher training)*	No real strategies – teachers feel they are not trained sufficiently. It depends on the secondary school and on the educational team. Every team adapts according to the skills they think they have and depending on their confidence to do so. Example of Samuel Paty slaughter and on homophobia. There is no identified successful strategy up to now
1. Classroom Strategy	Use a powerpoint diaporama found on the Internet to start dialogue with students. Use some drawings found on the Internet and avoid using concepts and content that are too theoretical to get students interested.
2. Classroom Strategy	Provide definitions on citizenship, democracy, respect and tolerance.

3. Classroom Strategy	Dialogue with students to try and understand their point of view.
4. Classroom Strategy	Use of drama with external drama company. Forum interactive theatre (Augusto Boal) when the students are invited by the comedians to suggest solutions to the conflictual situation.
5. Classroom Strategy	Stress on the importance of the class group climate and the idea that this requires time to be developed. These small groups are structured with a role for each participant. And then a whole class discussion. Students are taught to debate democratically.
Self assessment or reflexion tools *(Which reflexion tools do you or your interview partners use/find useful in order to reflect about teachers' democratic competences; make a selection of the most promising ones, maximum 5 assessment tools)*	Interviewees tend to use the Ministry of Education tools although they think they are rather too general and do not include classroom practical activities enough but are rather based on institutional literature.
1. Self assessment or reflexion tool *(Describe the tool/method/activity, quote the source, explain which challenge/need is addressed, describe the setting where it can be used, and why you or the interviewed person find the tool/method/activity useful)*	Founded in 2000, Eduscol is a French website providing information and support for the professional development of educationalists. Designed by the Directorate of School Education of the ministry of National Education and the ministry Higher Education and Research, Eduscol aims to meet the following objectives: ➢ information on current reforms ➢ reflection on the policies followed ➢ access to national and academic resources ➢ exchange of experiences and debates Eduscol – education.gouv.fr for instance
2. Self assessment or reflexion tool	Some teachers have participated in courses taught by other colleagues because they felt that the issue of democratic citizenship was addressed more than in their own teaching. This allowed them to compare/enhance their knowledge on the subject with that of their colleagues.
3. Self assessment or reflexion tool	Some teachers from the faculty of education assess their students' activities during initial training using a grid that they use to reflect on their own democratic citizenship skills. The evaluation grid is based on the professional competency framework for teaching and education professions as well as their breakdown in the form of items characterizing the skills expected at the end of the probatory year. It's used by the evaluators who are involved in the evaluation process of the trainee teachers for their tenure.

4. Self assessment or reflexion tool	Approach the issue of freedom of expression through literature
KEY WORDS *(Please identify some key words that you think describe your findings the best)*	Lack of training; lack of confidence; not involved; stereotypes; discrimination; values of Republic; secularism
Innovative elements in the proposed approaches *(Why are they innovative? Why are they successful? Which impact will these approaches have, which change will they bring?)*	● Nothing new so far. Teachers feel that it is the task of History geography teachers to approach the issue. Some of them do try in a not formalized way others do not have the feeling they are competent to do so.
Any other relevant comments/details or information	● Teachers interviewed were not aware of the existence of the Citizen's Passport in the Nice area. ● Recommendations for teacher education ➢ include placements in schools with different socio-economic profiles so that teachers can develop a variety of skills, knowledge and expertise and to gauge the importance of their commitment ➢ include international placements to see similar or different educational contexts and to learn a foreign language ➢ include time for exchanges between teachers of different disciplines to learn about each other's work on citizenship. A In France, it is mainly teachers of history and geography who are involved in education to citizenship. However, other teachers approach the subject although informally most of the time. It would be relevant to help them formalize their inputs.

OTHER DETAILS

Challenges faced during the analysis *(If any)*	➢ The difficulty for teachers to define citizenship. ➢ The silence of the teachers on certain issues (= the fact that they have the feeling to do nothing, to not know how to do, that they cannot contribute to this research). ➢ The fear of some teachers to approach certain subjects such as freedom of speech, religion and tolerance due to recent dramatic events and the feeling that it has become dangerous to talk about certain topics.

Section 1: PARTNER INFORMATION

Name of the partner	Zentrum *polis*
Researcher(s) involved	Nikolai Weber, Patricia Hladschik
Filled by (Name, E-Mail)	Nikolai Weber, nikolai.weber@politik-lernen.at
Methodology used to conduct the research *(Please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	Qualitative desk research, expert contacting and interviewing through e-mail, primary sources, literature review

Section 2:

Challenges *(What are the main challenges when it comes to teacher training in Citizenship Education)*	Starting points: - Promotion of a conscious examination of one's own role in society, of collective and individual political action - Emancipatory concept of education: starts with personality development, promotion of intellect, promotion of creativity, promotion of social competence, as well as cultural and social participation (as taken from Sandner/Ginner 2019: 32).
Teachers' competences *(Which competences are required by teachers to make them able to help learners effectively in their learning path for democratic citizenship)*	- Education in the sense of becoming a democratic subject: learning processes that resist disciplining thinking and are dissent-friendly. Can only succeed if teachers see themselves as part of the educational process. Tolerance as real recognition, i.e., as confrontation and not comparative validity. Thus, leaving one's own habits and points of view, and being induced to do so. Self-transcendence, transcending the individual (Sandner/Ginner 2019: 73). - Prosocial learning: self-reflection of educators. Schools with a positive, appreciative view of humanity and an atmosphere of inclusive social interaction are more likely to have educational success, less violence, bullying. Promote non-violent communication, cooperation and solidarity, diversity as a normal state, promote creativity, ongoing communication training, work with men and boys, psychoeducation, address concrete devaluations in everyday school life: anti-racist educational work (Sandner/Ginner 2019: 83 f.). - Principles of anti-racist educational work: understanding needs of those who devalue. Working out functions of racism with female students, strengthening their self-esteem, working in a resource-oriented way (Sandner/Ginner 2019: 86). - Democratic school: work culture in which active action by the learners and their reflection on their actions are in the foreground; possibility to contribute suggestions and questions at any time; learning that every action has consequences; taking responsibility for one's own actions (Sandner/Ginner 2019: 116 f.) - Age-appropriate promotion of the development of socio-moral attitudes and values; promotion of tolerance, multiperspectivity as well as critical (self-)reflection (Sandner/Ginner 2019: 120)

- Democratic opening of the school requires that adults give up power, trust students to participate in shaping the school.
- Compensating for what is lacking at home: reliable relationships, emotional foundation, coming to terms with oneself and others, developing one's own voice, becoming creative Protection from authoritarian temptations (Sandner/Ginner 2019: 127 f.)

Special focus on racism critical education (adopted from interview with Lara Möller):
Racism critique distinguishes itself from other approaches in certain principles. For a long time, pedagogical debates were dominated by a deficit orientation. Approaches such as intercultural education or the so-called education of foreigners focused in the 1970s and 1980s primarily on the apparent deficits of learners with a migration history. Among other things, one-sided adaptation to the so-called majority culture was formulated as a solution. In the 1990s, with anti-racist education, the approach emerged that racism can be prevented through pedagogical intervention and prevention. Often, the focus was then on individual ways of thinking and acting, while structural and societal conditions remained rather invisible. In the case of the racism critical education, on the other hand, the focus lies on social structures and a power-critical discussion of racism in society, its respective sub-areas and in everyday life - in addition to a corresponding self-reflection. Finally, in contrast to anti-racist approaches, racism critical education does not assume that racism can simply be abolished or overcome. Anti-racism has played an important role within political education for many years. Anti-racism has played an important role in political education for many years. One criticism of it is that it might primarily teach individuals about supposedly foreign cultures and that it appeals for more tolerance. Intercultural approaches are criticized for using a shortened, one-sided, static and essentializing concept of culture. A seemingly culturally homogeneous 'we' is contrasted with 'the others', who are homogeneous in their cultural otherness. Finally, intercultural approaches, in concrete distinction to racism critical education, can simplify societal complexity by tending to hide legal, social, political, and economic relations of inequality. However, racism critical education must also continue to develop and be open to criticism. The predominant approach is still to focus on learners with attributed deficits, while at the same time structural discrimination and socio-economic contexts tend to be excluded. In order to concretize the previous classification for racism-critical and prejudice-sensitive education, selected didactic guiding principles are formulated. These overlap in terms of content at appropriate points and refer to each other.

Classroom strategies *(Which classroom strategies are successful to take care of individual differences, to create a creative and collaborative learning environment, to be able to collaborate with external organisation, to transform conflictual situations into occasions for positive competence development; choose up to 5 good practices that you or your partners*	Guiding Principle A: Addressing Racism as a relevant issue within Citizenship Education For a citizenship education that is critical of racism, it is first of all fundamental to recognize racism as a relevant topic for citizenship education. The didacticians Siegfried Frech and Elfriede Windischbauer point out that prejudice-sensitive teaching and learning processes promote democratic skills and democracy learning. Citizenship education is based on democratic principles and basic values. As one of the goals of citizenship education, it states that special efforts should be made to overcome racism. At the same time, racism is sometimes attributed purely to the wrong thinking and behaviour of individuals, so that education should primarily address students who, for example, become conspicuous through "extremist behaviour" and need to be educated. Also, racism is often attributed solely to an apparent "lack of education" of individuals. Racism is a complex

would recommend for a teacher training)	subject for citizenship education, which must also be dealt with in this complexity. At the same time, racism can sometimes seem abstract and not very tangible in everyday life, especially for people without experience of racist discrimination, which means that it may not be perceived in its possible manifestations. This results in the following basic principles:
1. Classroom Strategy	Guiding Principle B: Establishing the Connection between Structures and Individual Interconnections Following on from guiding principle A, it is fundamental for a critical examination of racism not to reduce racism to a purely individual level, but to include societal structures and contexts. Racism can exist in all social subsystems, including educational contexts. Although there are prohibitions of discrimination in the field of education on different levels within the framework of international conventions and in the EU context through the anti-racism directive, these are not always sufficiently implemented in practice. Such anti-discrimination measures subsequently also affect racism in institutions such as schools or the content of textbooks. It is therefore important to analyse teaching materials, because existing facts relevant to racism, for example in textbooks, must be investigated and subsequently deconstructed. Norms and knowledge can also be racially influenced in this context - knowledge about so-called "others" and people constructed as "foreign" is also (re)produced in the field of education and its institutions. Thus, it must be reflected that racism works in different areas of society. The efforts and achievements to counter racism must therefore be recognized and further developed. Criticism of racism is therefore a cross-sectional task that touches different social areas, target groups and topics.
2. Classroom Strategy	Guiding Principle E: Creating Visibility for Racially Disadvantaged People. Together with providing broadening perspectives, it is a matter of keeping in mind not only one's own privileges but also the emotions, disadvantages and injuries that racism means for some of those affected. Following the guiding principle D, racism critical citizenship education means to grant more visibility and experiences of self-efficacy especially to learners who are disadvantaged by racism. This visibility is also related to power. As Wiebke Scharathow puts it: "There is now not only the question of whose statements are heard or not heard but also the question of who is actually allowed to speak up, when and in whose interest, and thus legitimately take on the role of representative." Nkechi Madubuko notes specifically for the area of schools that in science as well as in practice there is fundamental agreement that "students experience disadvantages due to social origin. Racism exists in schools, but is often not adequately explained and dealt with; this concerns not only obvious forms but also subtle mechanisms of unequal treatment." Thus, students with a so-called migration history are increasingly confronted with institutional racist discrimination and disadvantage. Criticism of racism therefore means that reference is always made to concrete experiences. Specifically, the different effects and consequences of racism should be openly addressed. The school must also create spaces for the exchange of experiences with racism. It must be recognized that for many learners racism is a painful issue that must be addressed as such.
3. Classroom Strategy	Provide activities that bring students together, value diversity and individuality, and highlight commonalities - "Everyone has multiple identities, like the layers of an onion."

4. Classroom Strategy	**COMMONALITIES:** In a circle, participants look for a visible commonality with their two neighbours. In a second step, the students change their place in the circle and look for an invisible commonality with their new neighbours. Afterwards, evaluate the findings. **GAME OF AFFILIATIONS:** The group affiliation changes depending on the situation and criterion. The participants face the game leader. They must always form two groups, according to the criteria given by the game leader. For example, those who grew up in the district where the school is to the left - those who grew up elsewhere to the right; those who like winter to the left - those who don't like it to the right, etc. Write out this information on the board for all to see. **REFERENCE FRAMEWORK FOR SHARED VALUES (HUMAN RIGHTS, CLASS CHARTER):** Work out a charter for appreciative and discrimination-sensitive interaction with the class in a participatory way. **PLACE VALUE ON PERSONAL (POSITIVE) CHARACTERISTICS,** that go beyond group membership, and formulate them. For example, student XY is my friend because she likes to sing, speaks several languages, cares about others, and we listen to the same type of music.
5. Classroom Strategy	
Self assessment or reflexion tools *(Which reflexion tools do you or your interview partners use/find useful in order to reflect about teachers' democratic competences; make a selection of the most promising ones, maximum 5 assessment tools)*	Guiding principle C: Necessity of reflecting on education and one's own role as a teacher. Criticism of racism means, following the guiding principles A and B, a comprehensive engagement with the topic in the context of different forms of involvement, as well as by actors who are disadvantaged due to racism as well as those who benefit from it. Based on this, it can be stated that the critical examination of racism (and all other forms of discrimination) is one of the central tasks of education - and must be understood as a joint project of people with and without experiences of racism in order to be effective and successful. Making racism the subject of citizenship education (see guiding principle A) thus presupposes reflecting on one's own entanglement and involvement. Because of one's own training and activity as a teacher, it should not be assumed that one "cannot" be racist. Thus, the structural functioning of racism should also be considered (see guiding principle B). Thus, the task of reflection should be learned to recognize racism as a phenomenon of society as a whole - and thus also the racist socialization of educational contexts and of one's own person, including the blind spots. This is a long-term and challenging task, because it is important to observe one's own practice from the point of view of hidden latent mechanisms of discrimination that could not be perceived so far. Addressing this issue therefore also means recognizing that there are no direct and all-encompassing solutions and that education cannot be understood as a quick and short-term "fire-fight" against racism.
1. Self assessment or reflexion tool *(Describe the tool/method/activity,*	Guiding Principle D: racism critical citizenship education as a task of deconstruction For a long time, dealing with forms of discrimination such as racism in the pedagogical debate was characterized by foreign attributions and

quote the source, explain which challenge/need is addressed, describe the setting where it can be used, and why you or the interviewed person find the tool/method/activity useful)	(re)constructions. A subject-oriented approach, which meets the students according to their concerns and potentials, must directly include and acknowledge their needs and positions (this will be deepened in guiding principle E). The learners must not be placed in prefabricated roles and expectations and be conceptualized as immature and dependent. For a critical examination of racism, the focus is on deconstructing the binary order of belonging and not belonging, so that the attempt should be made to criticize this order and not to reproduce it oneself
2. Self-assessment or reflexion tool	Further self-assessment guidelines 1. Listen Take seriously the experiences of those affected by racism. Listen not to relativize, but to learn from the experiences of others. 2. Inform and educate yourself Take your responsibility and educate yourself. Search for resources, follow activists and experts on social media, check out the literature 3. Recognize privileges Realize that because you are white, you are treated better than others in many situations and thus benefit from it! 4. Use privileges Use your privileges (time, networks, money, influence, ...) for change and advocate in your environment to name and rigorously shut down racism. 5. Amplify voices Make your platforms and spaces available to affected people to amplify the reach of their messages - pass the mic! 6. Name racism and intervene If you perceive racism in the classroom, among friends, or in public, courageously stand up for others. Don't look away, but become active and get involved - show civil courage! 7. Sensitize your environment Lead discussions, be argumentative, share your knowledge and win more allies! 8. Keep up Even if there are no big demonstrations and the topic gets less media attention, racism is real and present; don't stop standing up for solidarity and equal treatment!
KEY WORDS *(Please identify some key words that you think describe your findings the best)*	Racism critical education; structures awareness; emancipatory education; deconstruction; privileges; intervention; sensitization
Innovative elements in the proposed approaches *(Why are they innovative? Why are they successful? Which impact will these approaches have, which change will they bring?)*	● Racism is a form of structural discrimination against a group of people who other othered, put into one category, and then given less rights or harmed in a different way. Using education to fight racism promotes justice within society.
OTHER DETAILS	
References	● Günther Sandner, Boris Ginner (Ed.): Warum Demokratie Bildung braucht. Wien: Mandelbaum Verlag. 2019.

(If available, list the references used to conduct the analysis)	● Lara Möller, BA MA (university assistant, University of Vienna). See also: Informationen zur politischen Bildung Nr. 49, pp. 19-27. http://www.politischebildung.com/wp-content/uploads/izpb49.pdf ● Advancing Equality Within The Austrian School System (AEWTASS) ● Interview with Gerald Faschingeder, Director of the Paulo Freire Zentrum ● Mark Terkessidis: Interkultur. Berlin: Suhrkamp. 2010.