OROS
## Online RECI Open Space

- WHAT → easy to prepare regular online events

- OBJECTIVE → mutual learning & allow RECI members to exchange and discuss future issues and themes (involvement of partners in the field)

- CONTENT → Subjects, questions, problems, ideas or projects proposed by RECI members and beyond + preparation and implementation by RECI back office

- COMMUNICATION→ The OROS will be recorded and disseminated through the website, social media and other channels.

Programme

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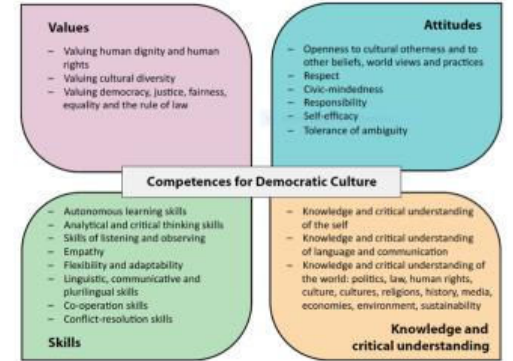
1. Impromptu Networking

2. Democracy and the Council of Europe (presentation)

3. 'My Democracy Experience' & Sharing (group activity)

4. RFCDC – a tool to recognize and develop (presentation)

5. 'My Democracy-Competences' & Sharing (group activity)

6. Looking ahead

Impromptu Networking: Meet a peer

– Why are you here? Why did you decide to register for this workshop?

– If you could learn a new professional/personal skill, what would it be?

Small groups of 2-3, 3 minutes, HAVE FUN!

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Presentation

Democracy and the Council of Europe

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Changes and challenges in and for society

– ethnic conflicts and nationalism

– global threats and insecurity

– development of new information and communication technologies

– environmental problems

– population movements

– emergence of new forms of formerly suppressed collective identities

– demand for increased personal autonomy and new forms of equality

– weakening of social cohesion and solidarity among people

– mistrust of traditional political institutions, forms of governance and political leaders

– increasing interconnectedness and interdependence

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Democracy as the proposed solution

—What is a Democracy?

—What are the strengths and the weaknesses?

—Can Democracy be learned?

—Transition situations all over the world.

—'Old' and 'new' democracies.

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Council of Europe

COUNCIL OF EUROPE

HUMAN RIGHTS, DEMOCRACY AND THE RULE OF LAW

DROITS DE L'HOMME, DÉMOCRATIE ET ÉTAT DE DROIT

CONSEIL DE L'EUROPE

47 MEMBER STATES
830 MILLION EUROPEANS

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– 2000: CoE Cracow Ministerial Conference: Education for Democratic Citizenship (EDC) becomes a priority of all education policies across Europe.

– 2005: Action Year: 'Learning and Living Democracy'

– 2013: Initiative to develop a tool to understand the 'quality' of democracy.

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Culture of Democracy through good teaching and learning: The classroom is a micro society

Democracy as structure (the constitution).

Democracy as culture (the quality of the society).

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Discussion in groups
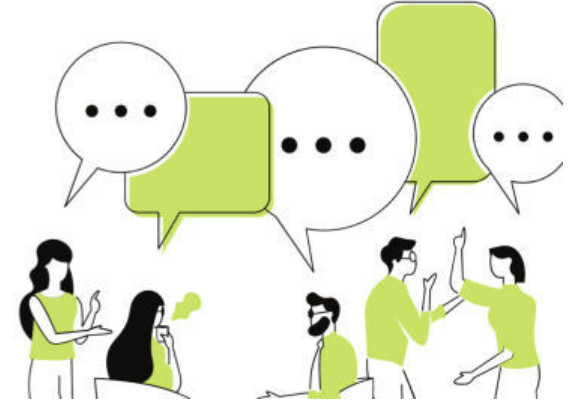
–What do I expect from a Democracy?

–What can Democracy expect from me?

–How do I experience the presence of a democratic atmosphere in my personal and professional life?

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What do I expect from a Democracy?

- Best possible representation of diverse interests and voices in a society
- Participation: everyone gets a change to inform him or herself and bring his or her ideas in decision making processes
- Freedom of opinion
- Space for civic activism on most pressing issues for the most marginalized and their better-positioned peers
- security
- Capable and responsible leaders, that represent their population, and for whom the wellbeing of their people is a priority

- Existence of a public space, a strong civil society where citizens can come together to participate in decision-taking
- No discrimination against children
- Right to vote
- to fulfill the rights of every citizens and non-citizens
- Equal rights
- Protection / protection of minorities / stronger voice for youth rights
- To take more responsibility in my community
- Stability
- To be more active

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–What can Democracy expect from me?

- Protection
- Equal Rights Be base
- Based on respect of human rights
- Engagement and activism
- Protection for minorities
- That I inform myself and participate in (democratic) processes
- Respect certain rights (e.g. human rights) and values
- The democracy for the moment is very fragile
- Active, responsible and informed participation in the civic space

- A well informed citizen who is aware of own rights and responsibilities toward the society and the state
- That I inform myself, and participate in democratic processes
- A well-informed citizen on own rights and responsibilities toward the state and society
- Valuing diversity and letting others express their views freely
- Respecting democratic rights
- I initiate activities in the Kindergarten and bring in my time/idea to support; taking responsibility/participation

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How do I experience the presence of a democratic atmosphere in my personal and professional life?

- Inclusive school environment in North Macedonia (child rights, inclusion, etc.)
- With friends, e.g. when we decide in a democratic way where we do our yearly weekend trip
- Contradiction of democracy education at school and reality experienced outside (conditions to set democracy into practice are missing).
- Government officials should also adhere to same democratic values.
- Respect for differences (in opinion, points of view)
- Be able to participate in decision-taking
- Possibility to agree or disagree with decision-takers
- Possibility to participate in taking decisions in my professional life
- I would like to vote even I am foreigner

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Presentation

The Reference Framework of Competences for a Democratic Culture (RFCDC)

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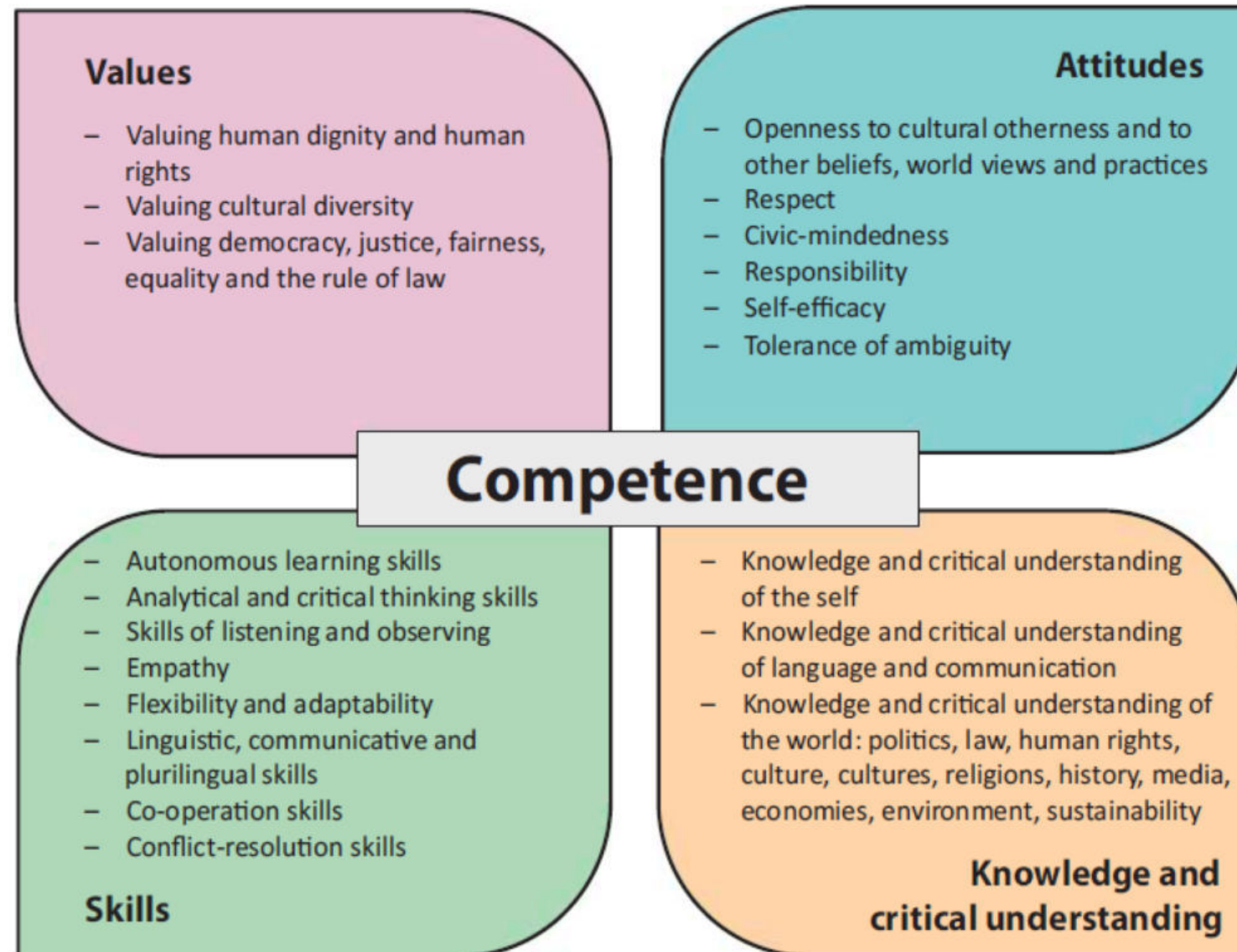# CoE: Democracy must be visible

20 competences

135 (+) Descriptors

- Values

- Attitudes

- Skills

- Knowledge and Critical Understanding

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The 20 competences included in the model

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

Competence

Skills

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

Knowledge and critical understanding

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

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Competences for Democratic Cultur

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Competences for Democratic Culture

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- Knowledge and critical understanding of the self

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Competences for Democratic Culture

- – Autonomous learning skills
- – Analytical and critical thinking skills
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Reference Framework of Competences for Democratic Culture

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Competences for Democratic Culture

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for Democratic Culture

- 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

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Competence: 5 Respect - 6 Descriptors

27 Gives space to others to express themselves

28 Expresses respect for other people as equal human beings

29 Treats all people with respect regardless of their cultural background

30 Expresses respect towards people who are of a different socio- economic status from himself/herself

31 Expresses respect for religious differences

32 Expresses respect for people who hold different political opinions from himself/herself

Values:

Competence 2: Valuing Cultural Diversity

Descriptor 9: Expresses the view that cultural diversity within a society should be positively valued and appreciated

Attitudes:

Competence 5: Respect

Descriptor 27: Gives space to others to express themselves

Skills:

Competence 11: Analytical and critical thinking skills

Descriptor 65: Uses evidence to support his/her opinions

Knowledge and critical understanding:

Competence 18: Knowledge and critical understanding of the self

Descriptor 110: Can reflect critically on his/her own prejudices and stereotypes and what lies behind them

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TOLERANCE OF AMBIGUITY

SKILLS

KNOWLEDGE AND CRITICAL UNDERSTANDING

ANALYTICAL AND CRITICAL THINKING SKILLS

FLEXIBILITY AND ADAPTABILITY

AUTONOMOUS LEARNING SKILLS

CONFLICT RESOLUTION SKILLS

KNOWLEDGE AND CRITICAL UNDER-STANDING OF THE SELF

KNOWLEDGE AND CRITICAL UNDER-STANDING OF THE WORLD

KNOWLEDGE AND CRITICAL UNDER-STANDING OF LANGUAGE AND COMMUNICATION

EMPATHY

SKILLS OF LISTENING AND OBSERVING

Discussion in groups:

—

– When reading the 20 competencies: What are my strengths?

– Which of them are important in my professional life?

– These 20 competences try to cover what is needed to life in and develop further a democratic environment: is there anything missing?

required Document: https://drive.google.com/file/d/1thuSCVcXxJIDOjtJ7QPvi_cLx7xZK3wJ/view?usp=sharing

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Are there any competences missing?

- Importance of assessment of competency achievement for improving quality of democracy education. However in practice, this is not always assessed / at least not with grades. Missing motivation of students (experience from Moldova and Macedonia).
- Mutual trust among all actors in society (social capital)
- No abuse of power (is it under responsibility?)
- Gender sensitivity?
- Way of participating to build democracy
- Awareness of structures that enable discriminatory behavior (racism/homophobia/sexism etc.)

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Looking ahead

- Who would like to know more, learn more about the Culture of Democracy?
- Who would like to make use of the Culture of Democracy?
- Who is interested in a support?
- Who is interested in a training (for their staff)?

- Council of Europe is planning trainings of trainers in the member countries. Who would like to be informed?

Feedback round

My key word for this meeting.

THANK YOU!

PH ZH | PÄDAGOGISCHE HOCHSCHULE ZÜRICH

Réseau Suisse
Education et
Coopération
Internationale