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Pilot Project Scheme on *Human Rights and Democracy in Action*

Project: *Travel Pass to Democracy, Supporting Teachers in Preparing Students for Active  
Citizenship*

**Trening u Hrvatskoj / Training day in Croatia**

Zagreb, 24. rujna 2013./September 24th 2013

Agencija za odgoj i obrazovanje/*Education and Teacher Training Agency at the building of  
the Ministry of Science, Education and Sports*  
Donje Svetice 38, Zagreb



## Module 2. Croatia

### NEW APPROACH IN EDC/HRE TEACHING AND LEARNING; THE OUTCOMES BASED CROSSCURRICULAR INSTRUCTIONAN

Detailed description of the activities for Module II

**The objectives** of the national module. The participants will:

- get acquainted with the structure of Croatian Citizenship Education Curriculum and with the methodology of planning the outcomes-based instruction
- get acquainted with the examples of good practice in the planning of the outcomes-based instruction for Croatian Citizenship Education Curriculum
- exercise the planning of the outcomes for Croatian Citizenship Education Curriculum
- reflect about the possibilities of transparent and systematic development of students' citizenship competences through different subjects, extra-curricular activities, research projects in school and local community

**Trainers:** Vedrana Spajić-Vrkaš, Zdenka Novak, Nevenka Lončarić Jelačić, Tomislav Ogrinšak

The key elements of the new citizenship curriculum, basic EDC/HRE concepts and new approach to cross-curricular planning and teaching were presented to participants by Ms Vedrana Spajic Vrkas:

The starting point in the development of the Citizenship education curriculum was an understanding that citizenship education should primarily be seen as an instrument used by schools to respond efficiently to a democratic society's needs for a competent citizen.

The Citizenship education curriculum defines the communities to which the student belongs on three levels: (1) *the immediate community* (classroom, school and the local community); (2) *the national community* (the state), and (3) *the European and global communities*. The student is understood as the citizen, i.e., as the bearer of certain rights and responsibilities in each of these communities. Accordingly, the Citizenship education curriculum aims at gradually preparing the student as an active and responsible citizen of the classroom, school and the local community (1<sup>st</sup> cycle: grades 1-4 of elementary school), the national community (2<sup>nd</sup> and 3<sup>rd</sup> cycles: grades 5-6 and grades 7-8 of elementary school), and of both the European and global community (4<sup>th</sup> cycle: grades 1-2 of secondary school). For each educational cycle, the Citizenship education curriculum defines student's learning outcomes by intersecting two dimensions: functional and structural. The functional dimension encompasses three inter-dependent sub-dimensions: knowledge and understanding; skills and dispositions; values and attitudes. The structural dimension includes five sub-dimensions: human and legal rights, political, social, (inter)cultural, economic and environmental. This means that, e.g., in the 1<sup>st</sup> cycle, the student acquires knowledge, develops skills and learns the values of personal dignity, human rights, equality and the rule of law; democratic decision-making and governance; socially desirable behaviour, including team work, peaceful conflict resolution and solidarity; (inter)cultural (self)awareness, sensitivity and dialogue; socially responsible economy and entrepreneurship, consumer protection; sustainable development.

Apart from defining the aims and objectives of learning for active citizenship in terms of achievable outcomes, the Citizenship education curriculum also recommends a set of active methods of learning based on the principles of participation, interaction, problem-solving, inquiry and cooperation, as well as a set of approaches to the evaluation of learning outcomes based, primarily, on the principle of monitoring the process of learning.

The Citizenship education curriculum is meant to be integrated in school following four approaches: cross-curricular, extracurricular, research projects linking school and local community, and separate subject. The cross-curricular, extracurricular and the community research project approaches are obligatory from the first to the fourth cycle. In the 3<sup>rd</sup> cycle (grades 7-8 of elementary school) the Citizenship education curriculum may also be introduced as an optional school subject, while in the 4<sup>th</sup> cycle (grades 1-2 of secondary school) it is expected to be a mandatory school subject.

**In second part of Module II** participants learned about the examples of good practice in planning of the outcomes-based instruction for Citizenship education curriculum. Since the implementation of the Croatian Citizenship Education Curriculum in Croatian primary and secondary schools is one of the goals of the Croatian educational policy the teachers are trained in the methodology of planning of the outcomes based citizenship instruction.

**The examples of good practice** were presented by a teacher from a school which participates in pilot project of the introduction and implementation of Croatian Citizenship Education Curriculum.

Third Primary School Čakovec , Class four (4c), September / October 2012

**HOW TO ACHIEVE THE DESIRED LEARNING OUTCOME? Executive plan and programme of EDC/HRE (teaching units, extracurricular activities, projects etc.)** Teacher : Zdenka Novak

<b>Title</b>	<b>Learning for democratic elections in class and school</b>
<b>Purpose</b>	<b>Students participate actively and responsibly in decision making and have developed civic skills, values and attitudes.</b>
<b>Outcomes</b>	1. students understand what is informed, independent and active participation in decision making (civic knowledge and understanding)

<p><b>Structural dimensions of civic competence:</b></p> <ul style="list-style-type: none"> <li>• human and legal rights dimension</li> <li>• political dimension</li> <li>• social dimension</li> </ul>	<ol style="list-style-type: none"> <li>2. students understand Croatian national identity (civic knowledge and understanding)</li> <li>3. students participate actively and constructively in determining criteria for choosing their class representative (civic skills and abilities)</li> <li>4. students have developed skills of participation in electoral processes in their class and school as voters and candidates (civic skills and abilities)</li> <li>5. students strive to build their class and school as a democratic community (civic values and attitudes)</li> </ol>
<p><b>Brief description of activities</b></p>	<p><b>Learning will be carried out in the following steps</b></p> <p><b>HOMEROOM CLASS: Class rules</b> Students understand that their class and school develop as a democratic community if everyone acts according to the common rules.</p> <p><b>HOMEROOM CLASS: Election for class president and vice president (candidacy, campaign, election) Election for Student Council representative (candidacy, campaign, election)</b> Students participate actively in decision making in their class and school, they learn about the importance of setting election rules, necessary features in a candidate and the way in which election will be carried out. They develop participation skills in electoral processes in their class and school as voters and candidates. Students understand that school develops as a democratic community. They understand the importance of setting election rules and necessary features in a candidate for a successful performance in assigned responsibilities. They are familiar with the most important principles of democratic election and know that participation in decision making at school (Student Council) is an important part of the lifelong learning for active and responsible democratic citizenship.</p> <p><b>CROATIAN : Election notice and report - written exercise</b></p> <p><b>MATHS: Counting votes and presentation of election results, verbal mathematical tasks</b> Through writing a notice, report and presentation of election results students learn that every member of a society has a right to be informed about a certain activity.</p> <p><b>NATURE AND SOCIETY : Our country Croatia; Zagreb – the capital city as a political centre (St. Mark's Square, Government, Parliament) From the history of our Country Croatia; the independent Republic of Croatia</b> Students broaden the knowledge acquired in the 3rd class about the local government institutions to institutions on the state level = Parliament, Government, President of the country, Parliament and the Government. Students will know that the Republic of Croatia was declared an independent country in 1991 when it also declared its first president. They will develop their national identity; they will be able to name the most important state institutions and their authority.</p> <p><b>CROATIAN: If I were a president ... - written exercise</b> By naming examples of their own possible actions, students show their understanding that the well-being of a society depends on responsible behavior of the authorities.</p>

		<b>ART : Drawing</b> Dot and line, Lines according to their definition Artistic problem: Composition of dots and lines, proportion Incentive types : visual – Portrait of class president/representative in Student Council <i>Artistic-technical means:</i> pencil
<b>Target group</b>		Fourth class of primary school
<b>Implementation way</b>	<b>Model</b>	Cross-curricular
	<b>Methods and work forms</b>	Forms : individual, frontal, pair work, group work Methods : conversation, presentation, work on a text, critical thinking, cooperative learning, demonstration
<b>Resources</b>		A) FOR STUDENTS : Nature and Society book, notebook, newspaper articles, exercise sheets, voting sheets, voting boxes, candidacy and campaign posters, writing supplies, Art supplies B) FOR TEACHERS : EDC/HRE curriculum, Educational plan and programme, Law on election execution in the Republic of Croatia, papers, markers, laptop, projector, informative screen in the school hall – election results announcement
<b>Schedule</b>		September / October 2012 HOMEROOM CLASS – 6 periods CROATIAN – 3 periods ART – 1 period NATURE AND SOCIETY – 2 periods MATHS – 1 period
<b>Way of evaluation and using the results of evaluation</b>		Descriptive evaluation
<b>Expense (e.g. for a project)</b>		-----
<b>Holder of responsibility</b>		Teacher Zdenka Novak, students

After the presentation of the examples of good practice participants exercised the planning in such a way that they elaborate elements for cross-curricular activities: title, purpose, final aim/outcomes, short description of cross-curricular instruction activities, models of implementation, methods, the evaluation of outcomes, expenses (for projects), engaged persons (teachers, students, local community people, etc.). At the end the groups' representatives presented their plans.

### Handouts:

Council of Europe Charter on Democratic Citizenship Education and Human Rights Education (CM/Rec (2010.)7)

Detailed description of the activities for Module II

The Declaration of children's rights

Manual *Exploring Children's Rights*, Volume V.

The Fair Bears Learn About Justice: Foundations of Democracy for elementary school level (Center for Civic Education, California, Education and Teacher Training Agency, Zagreb, 2012)

Croatian Citizenship Education Curriculum (Education and Teacher Training Agency, Zagreb, 2012)

Good practice examples which define the outcomes of the citizenship competence as the basis for instruction designing

Support materials for instruction designing based on cross-curricular development of citizenship competence

Useful links and literature for further learning in EDC/HRE

**Participants:** 32 persons

Teachers = 17

Representatives of NGOs = 3

Representative of the Ministry of Science, Education and Sports = 1

Representative of media = 1

Representative of Citizens Service of the Croatian Parliament = 1

Observers: Hungary = 1, Romania = 1, Montenegro = 1

Filmmakers = 3 persons

Croatian team: organisers and lecturers = 3

## **Programme**

14:00 – 15:30 Session 1 of Module 2

### Plenary

*The process of planning the outcomes-based instruction*

Vedrana Spajić-Vrkaš, Faculty of Humanities and Social Sciences, University of Zagreb

15:30 – 16:00 Coffee break

16:00 – 17:30 Session 2 of Module 2

### Plenary Practice example

*Defining the outcomes of citizenship competence as the basis for instruction designing*

Zdenka Novak, county coordinator for Citizenship education, III. Primary school Čakovec

### Workshop

*The process of planning the outcomes-based instruction in Citizenship Education*

Vedrana Spajić-Vrkaš, Nevenka Lončarić Jelačić

17:30 – 18:00 Evaluation, feedback, Tomislav Ogrinšak

Filip Car, translator for visitors