

Democratic culture and peace pedagogy in teacher education

Preparing Future Teachers in the
Western Balkans:
Educating for Democracy and
Human Rights
2019-2022

Larisa Kasumagić-Kafedžić
Emina Dedić Bukvić
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**Authors: Larisa Kasumagić-Kafedžić
Emina Dedić Bukvić
Melisa Forić Plasto**

Faculty of Philosophy
University of Sarajevo
Bosnia and Herzegovina

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Peace Education Hub

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1. ONLINE COURSE ON DEMOCRATIC CULTURE AND PEACE PEDAGOGY IN TEACHER EDUCATION

The publication “*Democratic culture and peace pedagogy in teacher education*” is a result of the project *Preparing Future Teachers in the Western Balkans: Educating for Democracy & Human Rights 2019 – 2022*, led by the European Wergeland Center. Funded by the Norwegian Ministry of Foreign Affairs and developed in close cooperation with the Department IPE of the Zurich University of Teacher Education, the project provides support for higher education institutions and universities in Albania, Bosnia and Herzegovina, Kosovo*¹, Montenegro, North Macedonia and Serbia, that are interested in modernizing their teacher education courses, with an aim to improve the quality of teacher education for future teachers in the region.² The project is implemented together with 12 universities from the region and in cooperation with the Institute for Development of Education (Albania), the Foundation, Education in Action (Bosnia and Herzegovina), the Kosovo Education Centre (Kosovo*), the Bureau for Education Services (Montenegro), the Bureau for Development of Education (North Macedonia) and the Institute for Improvement of Education (Serbia).

In Bosnia and Herzegovina, the modules were prepared at the University of Sarajevo through collaborative work of teachers from the *Faculty of Philosophy in Sarajevo*, and their respective departments: *Department of English* (Teacher Education Program), *Department of Pedagogy*, and *Department of History* (Teacher Education Program). The Project was implemented under the umbrella of the *Peace Education Hub* of the *Faculty of Philosophy of the University in Sarajevo* during the period of the Covid-19 pandemic (January- December 2021), and it enabled teachers and students who participated in this program to work closely and collaboratively in some of the most challenging times.

The pandemic crisis and the requests to adapt to the online teaching and learning were challenging, demanding and at the same time enriching experiences for everyone in the team. Vivid and productive students’ discussions and strong and very well-articulated feedback throughout the course added some new perspectives to the chosen and presented topics underlying the role of education.

Through the interactive and engaged work all participants of the project could feel the importance of teachers and their role in promoting peace, equality, human rights, respect and empathy, so much needed in the global world of today, with emerging polarisations in every corner of the world in the midst of the feelings of isolation and alienation that created new challenges in social injustices and inequalities across the world.

Values of cooperation and solidarity, together with the pragmatism of self-care and self-protection, interdependence and sharing, must be the guiding principles of education, all of which are seen at the heart of modules developed under this project.

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¹ *All references to Kosovo, whether to the territory, institution or population in the text shall be understood in full compliance with the UN Security Council Resolution 1244 and without prejudice of the status of Kosovo.

² The latest materials in the field of citizenship and human rights education developed by the Council of Europe and Zurich University is used as resources within the project. Examples of these materials are: *Living Democracy Volumes I – VI*: www.living-democracy.com , *Reference Framework of Competence for a Democratic Culture (RFDC)*: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc07> , and *Teaching Controversial Issues*: <https://rm.coe.int/16806948b6->

1.1. General information about the Project “Preparing Future Teachers in the Western Balkans: Educating for Democracy and Human Rights 2019-2022”

The Project “*Preparing Future Teachers in the Western Balkans: Educating for Democracy and Human Rights 2019-2022*” aimed to develop and integrate new teacher education modules that focus on practice-oriented teaching promoting citizenship, democracy and human rights. Through a series of webinars, exchange meetings and mutual sharing of professional insights and experiences, what proved to be common in all countries involved in the project was the realisation that most teacher education programs shared similar experiences, while at the same time each of them had their own unique and context-specific challenges and needs.

The sessions presented in this publication have been developed during the period of the Covid-19 pandemic when most of the activities in various educational projects and international and local initiatives had to be remodelled and adapted for hybrid and online teaching.

The sessions were made over the course of two years of online planning, teaching, training, webinars, and online consultation sessions (2020-2021) that were prepared and implemented by the teachers from the University of Sarajevo in close collaboration and with the consultation provided by the experienced experts from the European Wergeland Centre from Oslo and through reflections and professional activities support provided by the network of university colleagues and practitioners.

1.2. General information about Peace Education Hub

Peace Education Hub³ of the *Faculty of Philosophy of the University in Sarajevo* is the *Centre for peace education* that was founded in 2020 as a result of a larger international research initiative “Peacebuilding pedagogies in higher education” that involved researchers, professors and students from United Kingdom, Rwanda, Colombia and Bosnia and Herzegovina.

With peace building pedagogies and teacher resources grounded on values education Peace Education Hub aims to address the issues of stereotypes, prejudices and discrimination in our society by supporting teachers and student teachers of different subjects (mother language, history, geography, foreign languages/cultures, arts) to develop and nurture the culture of peace in their schools and in their classrooms by teaching about peace and for peace in their specific areas of subject fields. Through collaborative work with teachers and educators around the world the Peace Hub wants to contribute to a more peaceful, sustainable, democratic, equitable and just education and society.

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³ For more information see: <https://peacehub.ba/>

Such a mission of the Peace Hub corresponds with the goals and objectives of the Wergeland Centre Oslo Project, so the synergies of the programs, values and strong commitment to teacher education made this collaborative project rewarding and important for the Peace Hub's future developments in professional activities for students in teacher training and teachers in primary and secondary schools.

1.3. Publication outline and description of the course

The publication "*Democratic culture and peace pedagogy in teacher education: Practice examples from virtual classrooms*" is composed of sessions developed for the online course which was implemented through the Peace Education Hub of the Faculty of Philosophy in Sarajevo. The participants in the course were 15 students from three departments: Department of English, Department of History and Department of Pedagogy.

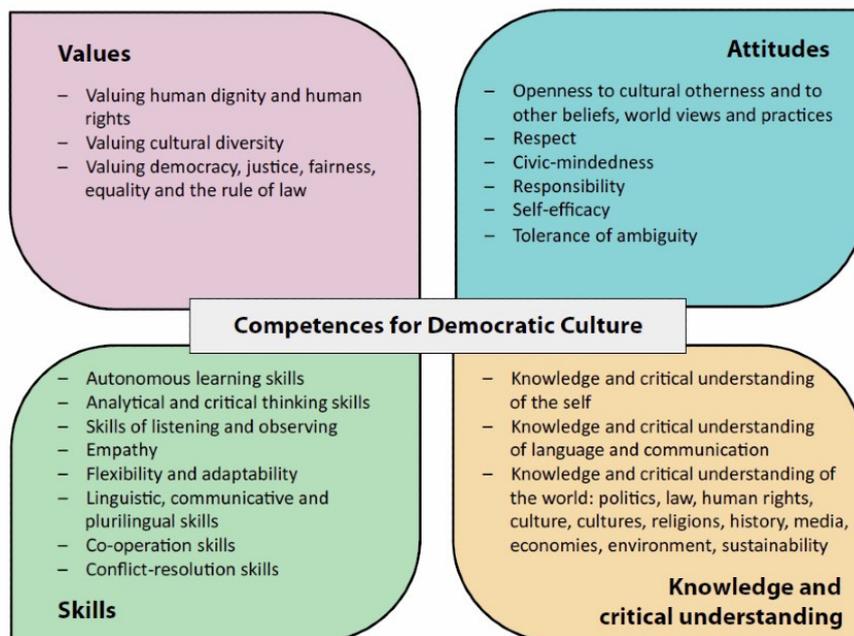
The main goal of the online course and selected modules was to support prospective teachers of different subjects to develop competences that are critical for developing and nurturing democratic culture in their classrooms, in their schools and in their communities. The following modules were developed in the course: *Identity and Symbols, Prejudices and Stereotypes, Cultural Diversity and Intercultural Learning, Teaching Controversial Issues, Children's Rights and Inclusive Education*.

The pedagogies used in the preparation and the implementation of those modules were based on the principles of democratic, peaceful, participatory, inclusive, reflective and active learning that informed the decisions made in the process of planning and teaching.

The course also integrated the teaching practice component that included active participation of the students in the preparation and planning of the model lessons that were implemented in schools in Sarajevo, with the support of the teacher mentors.

1.4. Competences for Democratic Culture and its relevance for teacher education programs

The Reference Framework of Competencies for Democratic Culture is a "set of materials that can be used by education systems to equip young people with all of the competences that are needed to take action to defend and promote human rights, democracy and the rule of law, to participate effectively in a culture of democracy, and to live peacefully together with others in culturally diverse societies" (Council of Europe).



Reference Framework of Competences for Democratic Culture

The RFCDC provides a systematic approach to designing the teaching, learning and assessment of competences for democratic culture, and introducing them into education systems in ways that are coherent, comprehensive and transparent.

In the course and modules presented in this publication the RFCDC is used as a main reference point in the planning and implementation of the themes and lessons in our work with students.

1.5. Course Overview



University of Sarajevo

Faculty of Philosophy

Peace Education Hub, Centar za mirovno obrazovanje

Department / Group:

Department of English

Department of Pedagogy

Department of History

Lecturers:

Dr. Larisa Kasumagić- Kafedžić, associate professor

Dr. Emina Dedić Bukvić, associate professor

Melisa Forić Plasto, MS, senior teaching assistant

Short description of the Course

Democratic Culture and Peace Pedagogy in Teacher Education

The training course is for the students enrolled in the final year of the master's program at the Department of English Language, the Department of Pedagogy, and the Department of History.

It is created as a supplementary training course for prospective teachers who have already gained needed pedagogical and subject knowledge and competencies for teaching their subjects within their home departments, but with this training they will also have the opportunity to develop their competences for democratic culture to be integrated in each of their disciplines by being actively engaged with the contents and teaching practice through a detailed integrative and interdisciplinary approach.

The training course is organised through the Centre for Peace Education – *University Peace Hub Sarajevo*- at the Faculty of Philosophy, University of Sarajevo, with the goal of promoting the values of democratic and peace culture in their future teaching practice.

Competences for Democratic Culture addressed:

Values	<ul style="list-style-type: none">• Valuing human dignity, and human rights• Valuing cultural diversity• Valuing democracy, justice, fairness, equality and the rule of law
Skills	<ul style="list-style-type: none">• Autonomous learning• Critical thinking skills• Listening and observing skills• Empathy• Flexibility, adaptability, and suspension of judgment• Linguistic, communicative, intercultural skills• Collaborative skills and peaceful conflict transformation skills
Attitudes	<ul style="list-style-type: none">• Openness to cultural diversity and to other people's religious and other beliefs• Respect for diversity• Civic responsibility• Pro-activity
Knowledge and critical understanding	<ul style="list-style-type: none">• Knowledge and critical understanding of oneself and the others• Knowledge and critical understanding of language and communication• Knowledge and critical understanding of the world, politics, law, human rights, cultures, history, environment, sustainability and peace

Implementation Table

Online course: *Democratic culture and peace pedagogy in teacher education*

Course component	Activities	Methods	Resources	Notes
WEEK 1 Introduction of the course and assessment Online	<p><i>Introduction to the course</i></p> <p>Presentation of the pedagogical model and the approach to be used throughout the course</p> <p>Presenting the assessment tools for continuous evaluation and assessment throughout the entire course (development portfolio, self-reflections, critical reflections on major themes, teaching practice observations and reflections through action research cycle)</p>	<p>Presenting, discussions</p> <p>Questions and answers</p>	<p>Council of Europe resources</p> <p>Recommended reading from the courses already developed and taught around these issues</p> <p>Formative assessment pedagogical approaches</p> <p>Action research in education</p>	<p>Introduce the pedagogical approach and the structure of the course in the very beginning</p> <p>Establish the group rules and group expectations</p> <p>Determine the assessment tools and present them clearly to the participants</p>
WEEK 2 Identity and Symbols Online	<p><i>The bear that wasn't</i></p> <p>Exploration of children's literature in teaching for democratic cultures</p> <p>Story based approach for teaching peace and democratic culture from the perspective of Bloom's taxonomy</p> <p>-</p>	<p>Video viewing</p> <p>Group reading and illustrating the sequences of the story</p> <p>Critical reflections</p> <p>Mini lecture</p>	<p><i>The bear that wasn't</i></p> <p>Children's books for teaching about democratic cultures</p> <p>Young adult literature for teaching about empathy and intercultural values</p> <p>The role of literature/cultural history in different subjects and teacher education</p> <p>Literature and Culture in the Framework of Intercultural Education</p>	<p>2 lessons for interactive discussion and group assignments</p> <p>Poster papers, video projection, crayons and small papers for illustrations</p>
Identity and Symbols Online	<p><i>Monuments as symbols of collective Identity</i></p> <p>Changes of symbols of collective identity during the past</p> <p>Discussion about collective and individual identity and their relation</p>	<p>Interactive workshop about symbols on monuments</p> <p>Cards with monuments, analysing pictures and narratives about monuments</p> <p>Group work, discussion</p>	<p><i>Memory in motion - Pedagogical tool</i></p> <p>Council of Europe resources- Living democracy</p>	<p>Using examples of how the collective identity has been changed during the past in the western Balkan area.</p> <p>Using pictures and narratives as sources</p> <p>Timeline</p>

<p>Identity and Symbols Online</p>	<p><i>An anthropological approach in understanding human Identity + global identity = intercultural identity</i> A new <i>philosophy</i> of education Democratic and inclusive school culture: quality education for all regardless of diversity.</p>	<p>Interactive activities Critical reflections and discussion</p>	<p>Council of Europe resources UNESCO: the four pillars of education Perotti A. The case for intercultural education</p>	<p>2 lessons for interactive discussion and group assignments; Poster papers, video projection</p>
<p>WEEK 3, Prejudice and Stereotypes Online</p>	<p><i>The Eye of the Storm</i> Video Viewing <i>The Anatomy of Prejudice</i> Critical reflections and group discussions about prejudices and stereotypes in education, and the importance of teacher empowerment and skill to cope with those issues Ethnocentrism and othering <i>Stereotypes and prejudices in history textbooks</i> Discovering how the picture about the others has been created through the textbooks and how the teachers deal with this issue</p>	<p>Documentary viewing Jane Elliot short biography Small group discussions The role of the teacher in approaching the issues of stereotypes and prejudice in different subjects and contexts Interactive workshop group work, Critical reflections and discussion Using history textbook extracts about the war of the 1990's and the analysis of the stereotypes about different groups</p>	<p>Documentary <i>Facing History and Ourselves</i> teacher training lesson preparation Council of Europe resources- Living democracy History textbooks extracts</p>	<p>2 lessons for interactive discussion and group assignments; Poster papers, video projection, crayons Analysis of the wording, pictures and representations in the history textbooks, discussions about personal experiences</p>

Prejudice and Stereotypes Online	<i>The pedagogy of equality and justice – democracy and inclusive school culture</i> Teaching of equality and justice Teaching of empathy and solidarity The hidden curriculum.	Interactive activities Critical reflections and discussion	Council of Europe resources Freire: <i>Pedagogy of the oppressed</i>	2 lessons for interactive discussion and group assignments;
<p>Teams comprised of 3 members (history student, pedagogy student, English student), 5 teams of students</p> <p>Each team takes on one topic for planning and presentation at the University</p> <p>Team teaching at the University/micro teaching</p> <p>2 topics (3 teams) x 30 minutes, and reflection 15 min</p> <p>3 topics (2 teams) x 30 minutes, and reflection 15 min</p> <p>Teams comprised of 3 members (history student, pedagogy student, English student), 5 teams of students</p> <p>Each team takes on one topic for planning and presentation at the University</p> <p>Team teaching at the University/micro teaching/online</p>				
<p>4 classes for preparation for practice teaching in schools inclusive of the pedagogies and activities presented in this course (4 observed classes)</p> <p>1 teaching session (1x 30 min) in schools</p> <p>Practice teaching in schools, individual teaching with mentors</p>				
WEEK 4 Cultural Diversity and Intercultural Learning Online	<i>Teaching for Diversity and Social Justice</i> Educational responses: multiple titles, overlapping goals Internalizing skills, values, attitudes and behaviours Intercultural approach in teaching different subjects	Mini lecture Culture metaphors (tree, iceberg), illustrations and discussions Interactive activities Presentation, individual and pair work activities, group reflections	Intercultural Education resources Introduction to Language and Intercultural Communication, J. Jackson Council of Europe resources- TASKS for Democracy- 60 activities to learn and assess transversal attitudes, skills and knowledge	2 lessons for interactive discussion and group assignments; Poster papers, video projection, crayons

<p>Cultural Diversity and Intercultural Learning Online</p>	<p>Movie <i>How to teach history in Bosnia and Herzegovina</i></p> <p>Examples of discrimination and segregation through the educational system</p> <p>The use of multiperspectivity in the approach to promote the values of pluralism and diversity</p>	<p>Watching the documentary</p> <p>Group discussions about negative and positive practices and models of work</p> <p><i>The school at the edge of the forest</i></p> <p>Presentation about using multi-perspective approach</p> <p>Mind maps</p>	<p>Movie <i>How to teach history in Bosnia and Herzegovina</i></p> <p>Council of Europe resources</p> <p>Living democracy</p>	<p>video projection</p> <p>drawing the mind maps</p> <p>group discussions and self-reflections</p>
<p>WEEK 4 Cultural Diversity and Intercultural Learning Online</p>	<p>Various approaches in supporting diversity in education</p> <p>Content integration and critical content analysis</p> <p>Recognition of discriminatory practices</p> <p>Creating an inclusive and intercultural environment (teaching methods based on supporting diversity)</p> <p>School and local community connection</p>	<p>Interactive activities</p> <p>Critical reflections and discussion</p>	<p>Council of Europe resources, Reference framework resources</p>	<p>2 lessons for interactive discussion and group assignments;</p> <p>Poster papers, video projection</p>
<p>WEEK 5 Teaching Controversial Issues Online</p>	<p>Nine key concepts in EDC and HRE enriched by Controversial Issues</p> <p><i>Dream School</i> Activity- scenarios of controversial issues in the classroom</p>	<p>Critical reflections through drawings</p> <p>exploration- group work</p> <p>Discussion</p> <p>Website exploration (EDC/HRE website)</p>	<p>EDC/HRE website</p> <p>Council of Europe resources- TASKS for Democracy</p> <p>Facing History and Ourselves Booklet on <i>Approaching controversial issues in the classroom</i></p>	<p>2 lessons for interactive discussion and group assignments;</p> <p>Poster papers, video call</p>
<p>Teaching Controversial Issues Online</p>	<p><i>Teaching and Learning Through Democracy and Human Rights</i></p>	<p>Mini lecture by the teacher</p> <p>Students projects- five corner stones for good teaching of human rights and democracy</p> <p><i>The school at the edge of the forest activity</i></p>	<p>Reference Framework Resources, CoE</p> <p>Teaching Controversial Issues Booklet, CoE</p>	<p>2 lessons for interactive discussion and group assignments;</p> <p>Poster papers</p>

WEEK 6 Children’s rights Inclusive education Online	History of the CR convention <i>Reading and analysing the CR convention and comparing it with the educational law in Bosnia and Herzegovina</i> -	Children’s rights a work of art-exercise Documents analysis and comparison Table charts for comparison debate	Council of Europe resources Living democracy-unit 6	2 lessons for interactive discussion and group assignments;
Children’s rights Inclusive education Online	The right to education – an unfulfilled dream <i>What can I do as a teacher, as a pedagogue?</i>	Interactive activities and students project activities Critical reflections and discussion	Council of Europe resources Reference framework resources	2 lessons for interactive discussion and group assignments; Poster papers, video projection
WEEK 7 Final Assessment	Evaluation of the course, inviting feedback from students Discussing the role of reflective teaching in the course Reflecting on the role of portfolio Presentation of the key lessons learned through their portfolios	Presentation on the reflective teaching and formative assessment Presentation of portfolios and action research cycle Discussions Evaluation exit slips	Reference Framework Resources, CoE	2 lessons for interactive discussion and portfolio presentations

Plans for assessing the work

Google classroom *Democratic culture and peace pedagogy in teacher education*- platform with rich ideas and reflections from students

Attendance record

Portfolio/independent research/course project

Presentation of the portfolios

Teaching practice preparation and planning

Reflections on the good practice

Reflection on the development of competences for democratic culture

Participation in the class discussions and the completion of the assignments

2. COURSE CONTENT AND SESSION PLANS

2.1. OPENING SESSION: INTRODUCTION TO COURSE AND PROJECT

PREPARING FUTURE TEACHERS IN THE WESTERN BALKANS



THE EUROPEAN
WERGELAND
CENTRE



Educating for Democracy & Human Rights
2018 – 2021

University: Faculty of Philosophy, University of Sarajevo

Semester Module: *Democratic culture and peace pedagogy in teacher education*

Session No./Name: No. 1; Introduction of the course and assessment

Subject Content: Introduction of the course and assessment

Democracy Content: The important of context in CDC

Competences for Democratic Culture: 3, 4, 6, 10, 12, 13, 16.

Date:	Time:	Room:
Session No. 1	180 minutes	Lecturer(s):

Part I – General information

Title of Session:	<ul style="list-style-type: none"> • Introduction of the course and assessment • Introduction of the aims, goals and the learning outcomes of the course; 		
Overview, issues addressed:	<ul style="list-style-type: none"> • Presentation of the pedagogical model and the approach to be used throughout the course; • Presenting the formative assessment tools for continuous evaluation and assessment throughout the entire course (development portfolio, self-reflections, critical reflections on major themes, teaching practice observations and reflections through action research cycle) 		
Aims and learning outcomes:	<ul style="list-style-type: none"> • The students will be able to define the goals and outcomes of course; • The students will understand the group rules and group expectations; • The students will select the adequate approach to be used in work of course; • The students will be able to help others with their work and create an environment acceptable to others; • The students will elaborate different alternative opinions in peer-education; 		
Practice teaching elements included:+			
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	70%	30 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student model <input type="checkbox"/> class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> Other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	Valuing democracy, justice, fairness, equality, rule of law, Openness to cultural otherness, Civic-mindedness, Autonomous learning skills, Skill for listening and observing, Empathy, Co-operation skills		

Room preparation, infrastructure (board, beamer, flipchart etc.):	<ul style="list-style-type: none"> • Presentations; • <i>Reference Framework of Competences for Democratic Culture</i>. (2018). Strasbourg: Council of Europe. (<i>Volume 1, 2 and 3</i>). • Living Democracy (living-democracy.com). • www.peacehub.ba. <p>Computer and Internet connection.</p> <ul style="list-style-type: none"> • Rooms settings:
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Part II – Session step by step:

Lecture and group work/discussions:

Part 1:

Lecturer:

Mini lecture and discussion:

- presentation of the Wergeland Centre Oslo and the project Preparing future teachers in the Western Balkans;
- presentation of the Peace Education Hub;
- discussion with students about values of peace and democracy pedagogy in higher education.

Part 2:

Lecturer:

Mini lecture and discussion:

- presentation modules and activities within Module Democratic culture and peace pedagogy in teacher education;
- presentation of the time frame for the realization of the activities from the Module and Model of Competences for Democratic Culture;
- discussion with students about expectations and outcomes during the implementation of activities.

Part 3:

Lecturer:

- description of activities for the preparation and implementation of online classes in secondary schools;
- description of the form for teaching preparation;
- discussion of student's online classes.

Part III – Report (Debriefing and evaluation):

General remarks from students:	
Debriefing of the subject content	<ul style="list-style-type: none"> • Presentation of the Project and the Module. • Presentation of the pedagogical model and the approach to be used throughout the course; • Presenting the formative assessment tools for continuous evaluation and assessment throughout the entire course (development portfolio, self-reflections, critical reflections on major themes, teaching practice observations and reflections through action research cycle)
Debriefing of the Democracy (EDC/HRE) content	<ul style="list-style-type: none"> • Presentation and discussion about democratic culture, democratic school and environment, discussion on the role of the student in the Module and in school practice. • Recognizing the importance of democratic culture, civic responsibility, respect and tolerance in our society.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C3: D12 Students agree that schools should teach students about democracy and how to act as a democratic citizen;</p> <p>C3: 13 Students confirmed that all citizens should be treated equally and impartially under the law;</p> <p>C4: D21 Students show interest in learning about people’s beliefs, values, traditions and world view;</p> <p>C6: D33 Students show willingness to cooperate;</p> <p>C10: D58 Students show abilities to identify resources for learning;</p> <p>C12: D70 Students listen carefully to different opinions;</p> <p>C13: D77 Students express sympathy for the bad things that she/he has seen happen to other people;</p> <p>C16: D94 Students build positive relationship with other people in the group;</p>

2.2. COURSE COMPONENT: *IDENTITY AND SYMBOLS*

Identity is the experience of one's own self and it affects the formation of attitudes and views of the world, as well as the relation towards others and the ones who are different. The answer to the question "Who am I?" is an important part of the overall picture of oneself. Identity is built through identification with important individuals and groups to which a person belongs. Some characteristics of identity are acquired by birth, while others are acquired through interaction with people. Identity is not only a symbol of the nation to which a person belongs, but it is also a notion of other cultures.

The process of upbringing and education should provide opportunities for studying the identity, culture, as well as values that are necessary for a society that nurtures a culture of peace. Awareness of one's identity and self-control are the foundation of successful relationships with others. The development of a positive identity is necessary for the realisation of all children's rights. The conditions for active inclusion and appreciation of diversity are promoted by building a positive identity and self-esteem of children and young people.

The process of upbringing and education, which strives to develop personal and intercultural identity in children and youth, is a process that encourages:

- development of self-confidence, self-esteem and personal efficiency;
- development of a sense of belonging to a group and a sense of attachment in different situations;
- preparation for risk-taking roles in learning; and
- more opportunities to participate in discussion, critical analysis, constructive and assertive communication.
-

This enables children and young people to strive for acceptance of diversity, because that acceptance means the very part of the intercultural identity that is being accepted.

The role of teachers is very important, because the children are taught identity through the use of interactive, participatory, collaborative and research forms of learning. In such a process of teaching, the teacher brings children and young people into situations in which they describe, analyse, interpret, consider and resolve moral and other doubts, which is an important starting point for finding one's own identity and building a culture of peace. The education system is responsible for shaping and developing cultural identity, just as it is responsible for conceptualising educational indicators of cultural identity.

University: Faculty of Philosophy, University of Sarajevo

Semester Module: *Democratic culture and peace pedagogy in teacher education*

Session No./Name: No. 2; *Identity and symbols*

Implementation date:

Subject Content: Identity and symbols

Democracy Content: Democracy and pedagogy

Competences for Democratic Culture: 1, 2, 3, 4, 5, 6, 12, 13, 16.

Date:	Time:	Room:
Session No. 2	60 minutes	Lecturer(s):

Part I – General information

Title of Session:	<i>Identity and symbols</i>		
Overview, issues addressed:	<ul style="list-style-type: none"> • Identity + global identity = intercultural identity; • Ethnic identity, collective identity, national identity; • Multiculturalism and Interculturalism; • Quality education for all – intercultural education and education for democracy and human rights; • Intercultural competence/intercultural sensitivity; • Methods and approaches for teaching CDC. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> • The students will define and discuss forms of identity (ethnics, collective, national); • The students will understand key concepts and the relationships between them; • The students will analyse education and determine the values of intercultural education and education for democracy and human rights; • The students will recognise and understand key methods and approaches in teaching education for democracy and human rights. 		
Practice teaching elements included:			
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student model <input type="checkbox"/> class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		

RFDC: Competences (C) and descriptors (D) to be applied or trained:	Valuing human dignity and human rights, Valuing cultural diversity, Valuing democracy, justice, fairness, equality, rule of law, Openness to cultural otherness, Respect, Civic-mindedness, Autonomous learning skills, Analytical and critical thinking skills, Skill for listening and observing, Empathy, Co-operation skills
Room preparation, infrastructure (board, beamer, flipchart etc.):	<ul style="list-style-type: none"> • Presentations; • <i>Reference Framework of Competences for Democratic Culture</i>. (2018). Strasbourg: Council of Europe. (Volume 1 and 3). • Burai, R. (2016). Sukonstrukcija interkulturalnog kurikulumu. Komparacija određenih obilježja hrvatske kulture kod srednjoškolaca i njihovih nastavnika (Hofstedov model). U: Školski vjesnik: časopis za pedagoškijsku teoriju i praksu. Vol. 65. No. 2. • Piršl, E. (2018). Je li moguća procjena interkulturalne kompetencije? U: Hrvatić, N. (ur). Interkulturalne kompetencije i europske vrijednosti. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu. • Living Democracy (living-democracy.com). <p>Computer and Internet connection. Rooms settings:</p>

Part II – Session step by step:

<p>Lecture and group work/discussions:</p> <p>Part 1: Lecturer: Task for students:</p> <ul style="list-style-type: none"> • discussion about forms of identity (ethnics, collective, national) and writing their idea and opinions on the “board”; <p>Part 2: Lecturer: Mini lecture and discussion:</p> <ul style="list-style-type: none"> • interpretation of pedagogical approach in understanding identity; • interpretation of key concepts, establishing connections between them; • discussion about intercultural values in teaching profession; • discussion about quality education for all and respect human right; • promotion of democracy, respect for human right and social justice in the school environment; • analysing methods and approaches in teaching education for democracy and human right. <p>Part 3: Lecturer:</p> <ul style="list-style-type: none"> • description and performing the concluding theses of the session.

Part III – Report (Debriefing and evaluation):

<p>General remarks from students:</p>	
<p>Debriefing of the subject content</p>	<ul style="list-style-type: none"> • interpretation of pedagogical approach in understanding identity, intercultural education, education for democracy and human rights, and recognition of intercultural values in teaching profession.
<p>Debriefing of the Democracy (EDC/ HRE) content</p>	<ul style="list-style-type: none"> • Presentation and discussion about intercultural education, interculturalism and multiculturalism, democratic culture, democratic school and environment, human rights, methods and approaches in teaching democracy and human rights.
<p>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</p>	<p>C1: D1 – D2 Students confirmed that human rights should be protected and respected; Students agree that the authorities should protect human rights;</p> <p>C2: D7 Students promote the view that we should be tolerant of the different beliefs;</p> <p>C3: D12 Students agree that schools should teach students about democracy and how to act as a democratic citizen;</p> <p>C3: 13 Students confirmed that all citizens should be treated equally and impartially under the law;</p> <p>C4: D21 Students show interest in learning about people’s beliefs, values, traditions and world view;</p> <p>C5: D28 Students express respect for other people as equal human beings;</p> <p>C6: D36 Students discuss what can be done to help make the community a better place;</p> <p>C12: D71 Students listen attentively to other people;</p> <p>C13: D77 Students express sympathy for the bad things that she/he has seen happen to other people;</p> <p>C16: D94 Students build positive relationship with other people in a group;</p>

University: Faculty of Philosophy, University of Sarajevo

Preparing future teachers in the western Balkans- Educating for democracy and human rights, 2018-2021), The European Wergeland Centre and CoE

Semester Module: *Democratic culture and peace pedagogy in teacher education*

Session No./Name: *Session 2, Identity and Symbols in Language/Culture Pedagogy*

Implementation date:

Subject Content: Identity and Symbols

Democracy Content: Valuing cultural diversity, Openness to cultural otherness, Analytical and critical thinking skills

Competences for Democratic Culture: 2, 4, 5, 7, 11, 13

Date:	Time:	Room:
Session No. 2	90 minutes (2 classes) 90 minutes (2 classes) practicum 45 minutes Online teaching	Lecturer(s):

Part I – General information

Title of Session:	<i>The Bear that Wasn't</i>		
Overview, issues addressed:	<ul style="list-style-type: none"> Children's literature in teaching for democratic cultures and intercultural understanding Story based approach for teaching peace and democratic culture from the perspective of Bloom's taxonomy in foreign language pedagogy The anatomy of stereotypes and prejudices 		
Aims and learning outcomes:	<ul style="list-style-type: none"> Understanding the origins of stereotypes (socio –political, institutional, individual) and differentiation of the terms (stereotypes, prejudice, discrimination, racism) How do we perceive otherness- contribution of other fields (cognitive psychology, linguistics) Understanding of the formation of the social identity and the connection through the story the <i>Bear that wasn't</i> The voice of "the bear" becomes an accessible way to discuss and comprehend the issues of identity as well as the role of conformity, authority and leadership may play in the students' everyday lives. The revision of the Bloom's taxonomy and its application in the story-based approach to language/culture teaching (using illustrations to present captions of the story) 		
Practice teaching elements included:	Analysing children's books that could be integrated into the teaching of the themes of stereotypes, social identity and the role of conformity and leadership and creating the plan for teaching (story based approach)		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	30%	40%

Practice teaching format used:	<input checked="" type="checkbox"/> mock model lesson at the University by lecturer <input checked="" type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):
RFDC: Competences (C) and descriptors (D) to be applied or trained:	C2 Valuing cultural diversity D9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated C4 Openness to cultural otherness D 25 Shows interest in learning about people’s beliefs, values, traditions and world views C5 Respect D 28 Expresses respect for other people as equal human beings D 20 Treats all people with respect regardless of their cultural background C 7 Responsibility D 39 Shows that he/she accepts responsibility for their actions C11 Analytical and critical thinking skills D 65 Uses evidence to support his/her actions C 13 Empathy D78 Tries to understand his/her friends better by imagining how things look from their perspective
Room preparation, infrastructure (board, beamer, flipchart etc.) and materials:	<ul style="list-style-type: none"> • Rooms settings: LCD projector, flipchart, board, colour markers, A4 papers

Part II – Session step by step:

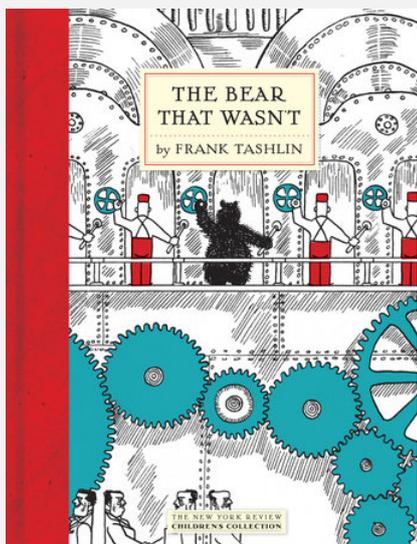
- Lecture and group work/discussions: 9:00 – 10:30 (90 minutes, 2 classes)

Part 1:

Lecturer: Warm- up activity: establishing the group (**Rain**)

Part 2:

Lecturer : presenting the main concepts and ideas around the social identity, anatomy of prejudices, and the role of children’s literature in teaching for democracy and peace in language and culture classes, introducing the story the *Bear that wasn’t* (www.facingistory.com) and the goals of the story- based approach in language/culture pedagogy



The Bear that Wasn't, Frank Tashlin, The New York Review Children's Collection, 2010

Learning outcome: The students will differentiate between different terms related to stereotypes and prejudices and will distinguish the main characteristics of the story-based approach in democracy teaching (with the focus on identity).

Part 3:

Task for students:

Reading the captions of the story in small groups, making illustrations. In the final round the teacher reads the story out aloud and the students are putting the images on the board and creating the sequence of the narrative. The whole group then watches the 5 min video animation of the story and they follow the images.

Learning outcome: The students will relate the captions of the story with the image and visualise and convert the text into the illustration. The students will produce the sequencing of the story on the board by categorizing the chronological line of the narrative. The students will examine the story again in the video animation and compare the images with the narration.

Part 4:

Task for students:

Analysing the key questions in small groups: identity chart, individual and society, the issues of leadership and conformity

Learning outcome: The students will examine and analyse the key questions and issues from the story by choosing the evidence and arguments to support their view point.

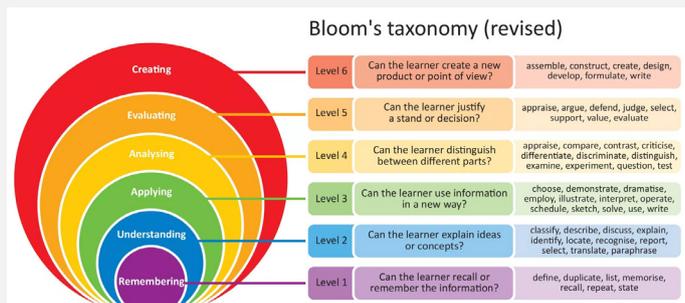
Part 5:

Wrap up, lesson assessment, feedback from the students

- Practicum for students/model class teaching/using story based approach to teach issues on identity, prejudices and stereotypes: (90 minutes, 2 classes)

Part 1:

Lecturer: An overview of the Bloom’s taxonomy and its connection to story-based approach in language pedagogy



Bloom's taxonomy, <http://regiscpslearningdesign.weebly.com/blooms-taxonomy.html>

Learning outcome: The students will interpret, analyse and discuss the main characteristics of the Bloom’s taxonomy.

Part 2: Task for students:

In small groups the students will discuss the Bloom’s taxonomy and find appropriate activities that could be used with the story the *Bear that wasn't* in different levels of the analysis. In the Bloom’s pyramid they will connect the level of knowledge with the appropriate activity for story analysis.

Learning outcome: The students will discuss the key elements of the Bloom’s taxonomy and will identify the activities that are appropriate for different levels of story analysis.

Part 3: Choosing the children’s story and presenting the plan for the story-based approach (using literature for teaching about identity, stereotypes and prejudices):

Learning outcome: The students will select the children’s story and will construct and propose the plan for using stories in teaching about identity and prejudices in language classes.

Part 4: Homework

Part 5: Debriefing and evaluation of the session:

Adaptation for online teaching of 45 minutes:

Introducing the topic, 10 minutes

Reading of the story, 5 minutes

Individual Reflection, 5 minutes (Mentimeter)

Video viewing, 5 minutes

Small group discussion, 10 minutes

Reflections, large group, 10 minutes

Presenting the overall plan and the possibility for applications in teaching.

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in the practicum from the Session planning): More interaction and less theory.
Debriefing of the subject content	Excellent framework to be integrated into different subject areas.
Debriefing of the Democracy (EDC/HRE) content	All competences applicable for the proposed framework.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	Posters and portfolios were useful in assessing the development of the competences.
General remarks by the lecturer:	Excellent session, great interaction of the participants, references to personal experiences and immediate context, connections to possibilities to use this in their own teaching.

University: Faculty of Philosophy, University of Sarajevo

Semester Module: *Democratic culture and peace pedagogy in teacher education*

Session No./Name: 2 / **Identity and Symbols**

Implementation date: week 2

Subject Content: Identity and symbols

Democracy Content: IDENTITY

Competences for Democratic Culture: 2, 3, 5, 11,

Date:	Time:	Room:
Session No. 2	45 minutes	Lecturer(s):

Part I – General information

Title of Session:	<ul style="list-style-type: none"> Identity and Symbols – Monuments as symbols of collective identity 		
Overview, issues addressed:	<ul style="list-style-type: none"> Overview of the students' understanding of didactic principles of teaching Introduction of the concept of "Identity" as one of the key concepts of EDC/HRE Introduction of the concepts of the identity and collective identity on the basis of historical interpretation of monuments as symbols of collective identity in relation to the culture of memory Competences for Democratic Culture: No. 2, 5, 11, 		
Aims and learning outcomes:	<ul style="list-style-type: none"> Understanding of the EDC key concept of IDENTITY in the context of Symbols and monuments, and relation between individual identity and collective identity This session aims at examining the role of monuments and the attitude of 20th century society towards them as a part of collective identity It aims to enable students to gain knowledge about monuments in their local communities and the region through selected and didactically tailored historical sources that provide a multi-perspective view on this topic. In addition to gaining historical information, the students will also develop critical thinking skills while reflecting not only on historical events, but on art as well, i.e. on the monuments erected to commemorate certain events or in honour of a person. Students will discuss the reasons for erecting monuments, the role of monuments within community, and attitudes of the communities towards them. Students will develop communication skills and share different experiences and traditions of their respective backgrounds, thus developing tolerance and mutual respect Students will be capable of working with historical sources; They will be capable of asking questions about historical sources, assessing their value, Collecting data based thereon, organizing, analysing and synthesizing and comparing the data obtained and drawing inferences from those facts. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	20%	80 %	0%

Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):
RFDC: Competences (C) and descriptors (D) to be applied or trained:	<p>C2 Valuing cultural diversity D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated D 10 Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations.</p> <p>C5, Respect D 27 Gives space to others to express themselves D 32 Expresses respect for people who hold different political opinions from himself/herself</p> <p>C11 Analytical and critical thinking skills D 64 Can identify similarities and differences between new information and what is already known D 65 uses evidence to support her/his opinion D 69 Can use explicit and specifiable criteria, principles and values to make judgments</p>
Room preparation, infrastructure (board, beamer, flipchart etc.):	Rooms settings: <ul style="list-style-type: none"> • Zoom room • Padlet application
Materials needed	<ul style="list-style-type: none"> • Timeline on a Padlet or jamboard - A timeline, which includes the following markings of years reflecting the historical context, has to be prepared in advance: First World War (1914-1918); Second World War (1939- 1945); the breakup of SFR Yugoslavia (1991-1995) until present time. • MemoriINmotion – pedagogical tool on culture of remembrance – didactical cards with pictures of monuments on the front page and story about them on the back. Materials available at: http://www.dwp-balkan.org/en/library.php?cat_id=5&text_id=27

Part II – Session step by step:

Lecture and group work/discussions:

Part 1:

Lecturer:

Part I: 10 minutes: 5 (introduction) + 5 (assignment of tasks)

Lecturer will give an introduction of the topic presenting the key concepts – Identity and collective identity. Lecturer will present the model of work and key questions which need to be answered during the workshop activities.

KEY QUESTIONS TO BE ANSWERED THROUGHOUT THE PROCESS:

1. What is the role of the monuments in creating collective identity?
2. What collective symbols can be found on the analysed monuments?
3. What or who has the major impact on monuments?
4. To what extent are individual identities connected with the symbols in monuments?
5. To what extent does the attitude towards the monuments from the past speak about the present-day society?

Part 2:

Student's individual work

Students work individually: Pictures of various monuments will be placed on a padlet or on the jamboard. Each student has a task to choose one of the monument's pictures and to take it for the analysis. Each student will be tasked to analyse their content based on questions for work on monuments. They will provide their respective answers in three phases. Every student should analyse one monument, answer the questions and prepare presentation of the results.

QUESTIONS TO BE ANSWERED DURING THE WORK ON MONUMENTS; QUESTIONS FOR EACH GROUP:

PHASE A. Questions about the monuments on the front page (on the front page of the card there is only a picture of monument):

1. What is the monument made of?
2. Where is the monument located?
3. What are its artistic features?
4. What symbolic message does the monument convey?
5. What period does the monument commemorate?

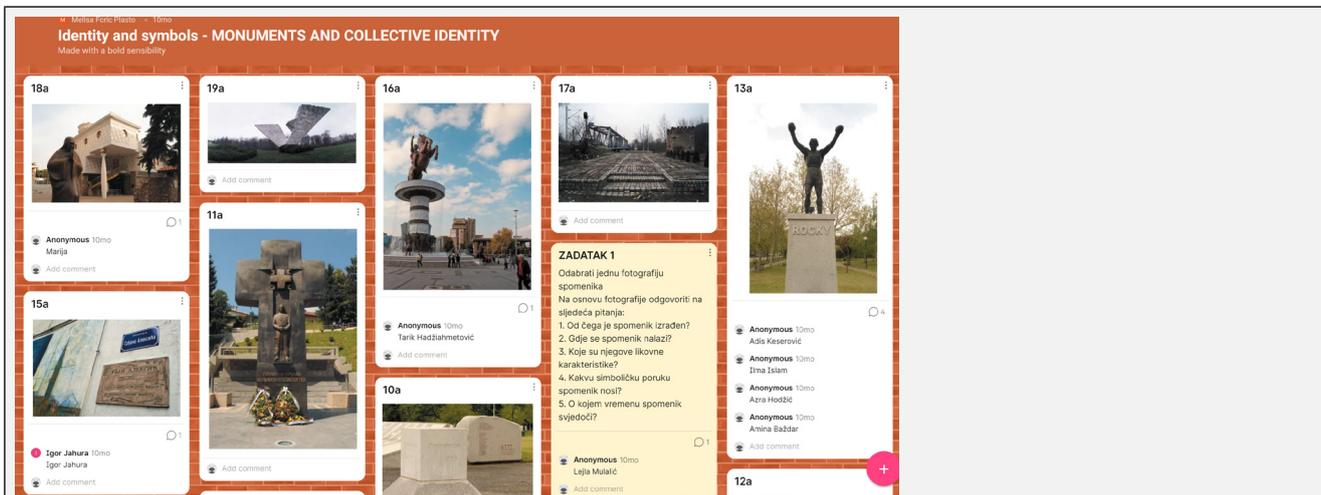
PHASE B. Questions about the monuments on the last page (on the back page of the card is the story - text information about the monument which closely describe the monument):

1. Compare answers with information about the monument.
2. In whose honour was the monument erected?
3. Do monuments from this group belong to the same period?
4. What is the common message of the monuments of this group?
5. What is the fate of monuments of this group?

Part 3:

Student groups: presentation and conclusions

Each student should use the timeline to classify his/her findings. During the presentation of a monument, they should place it (mark it) on the timeline.



Example from padlet used in the online session.

**Part 4:
Final discussion**

After each group has presented their conclusions, the students should be invited to discuss and answer the key question(s).

1. What is the role of the monuments in creating collective identity?
2. What collective symbols can be found on the analysed monuments?
3. What or who has the major impact on monuments?
4. To what extent are individual identities connected with the symbols in monuments?
5. To what extent does the attitude towards the monuments from the past speak about the present-day society?
6. Can the collective identity confront the individual identity in our societies?

Part 5: Homework – Students can make a research on the monuments in their neighbourhood following the same questions for the analysis.

**Part 6:
Debriefing and evaluation of the session:**

Lecturer will resume the conclusions of the discussion and open the floor for the reflections and additional questions on model of work, importance of the topic presented during the session and comments from the students.

Part III – Report (Debriefing and evaluation):

<p>General remarks from students:</p>	
<p>Debriefing of the subject content</p>	<p>Students showed their affiliation for the symbols by their choice which was a good example to connect with some of them in the first phase of the activity. Through the final discussion about the role of the monument and symbols in building collective identity students offered many good examples from their own background which was good example to evaluate that they understood the content of Identity and symbols.</p>
<p>Debriefing of the Democracy (EDC/HRE) content</p>	<p>Especially discussion about the relation between individual identity and multiple identities with collective identity marked this session and helped to evaluate the students' perception of the EDC/HRE content of Identity</p>

<p>Debriefing of the RFDC: Competences (C) and descriptors (D) applied or trained:</p>	<p><i>C2 Valuing cultural diversity</i> D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another Students chose different monuments by the affiliation. Choices were different and elaborations were diverse. D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated By the discussion all students had a positive opinion towards different opinions expressed. <i>C5, Respect</i> D 27 Gives space to others to express themselves D 32 Expresses respect for people who hold different political opinions from himself/herself Students listen each other carefully and respond with respect to different arguments. <i>C11 Analytical and critical thinking skills</i> D 64 Can identify similarities and differences between new information and what is already known D 65 Uses evidence to support her/his opinion D 69 Can use explicit and specifiable criteria, principles and values to make judgments Students performed skills of analysis using the offered sources, comparing them and giving their own evaluation of their content.</p>
<p>General remarks by the lecturer:</p>	<p>General remark concerning timetable: instead of the planned 45 minutes for realisation, it took 60 minutes due to the discussion and reflections at the end.</p>

2.3. COURSE COMPONENT: *PREJUDICES AND STEREOTYPES*

Prejudice comes from Latin and it refers to the pre-judgment of something or someone, therefore leading to a negative overgeneralization of another human being, or the whole group of one community. While stereotype is usually seen as a widely held or fixed overgeneralization and oversimplified idea or image of one person, prejudices take the stereotypes more deeply into the real-life situations and into the social groups of interaction and the use of language. Human beings are biologically programmed to use categorizations and classifications to process the influx of information that we receive on a daily basis and which helps us in expressing ourselves. During such a process we tend to struggle to hold onto multiple representations or multiple identities and we often reduce someone to singularity by defining them to one element of their complex identities- their gender, nationality, or religion. We also tend to minimise the differences within our seemingly homogenous groups and we tend to exaggerate the differences between our group and those of the others, while in real life the differences and similarities might be the same within our group and across group members.

Hughes argues that “like all sophisticated and powerful educational efforts, reducing prejudice requires a conscious effort to go beyond intuitive, lazy thinking and primal instincts; it is an act of the will involving critical thinking, self-analysis, metacognition, and deliberate selflessness—things that might not come naturally to us and have to be worked on”. In his book *Understanding Prejudice and Education: The Challenge for Future Generations* (Routledge, 2017), he synthesised research in social psychology, cognitive psychology, critical thinking, and international education to present a model that can be adapted and adopted according to context. Each area should be self-assessed using criterion-referenced descriptors.

In the Delors Report to UNESCO a number of distinct, but closely related objectives for education in the future are identified:

- Learning to live together;
- Learning to know;
- Learning to do;
- Learning to be.

Among these objectives learning to live together is the “centre of attention” (p. 18, Huber, 2012) and for that reason may be regarded as the comprehensive objective of intercultural learning in a multicultural environment. It comprises “developing an understanding of other people and an appreciation of interdependence (...) in a spirit of respect for the values of pluralism, mutual understanding, peace and cultural diversity. In short, the learner needs to acquire knowledge, skills and values that contribute to a spirit of solidarity and co-operation among diverse individuals and groups in society” (UNESCO 2007:20; in Huber, 2012:33). In such a context, reducing prejudices would also mean removing obstacles that stand in the way of “self-awareness, social cohesion, open-mindedness, and the growth mind set needed to open new opportunities to work with different people” (Hughes).

University: Faculty of Philosophy, University of Sarajevo
Semester Module: Democratic culture and peace pedagogy in teacher education
Session No./Name: No 3; Prejudice and Stereotypes
Implementation date:

Subject Content: Prejudice and Stereotypes
Democracy Content: Democracy and pedagogy
Competences for Democratic Culture: 1, 2, 4, 11, 13.

Date:	Time:	Room:
Session No. 3	60 minutes	Lecturer(s):

Part I – General information

Title of Session:	<i>Prejudice and Stereotypes</i>		
Overview, issues addressed:	<ul style="list-style-type: none"> Recognizing and understanding prejudices and stereotypes; Analysing and discussion of the prejudices and stereotypes presented in the illustrations. 		
Aims and learning outcomes:	<ul style="list-style-type: none"> The students will recognize and understand examples of stereotypes and prejudices represented in school environment and in the social community; The students will elaborate different alternative opinions in teaching education for democracy and human rights. 		
Practice teaching elements included:			
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	20%	80 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> Other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	Valuing human dignity and human rights, Valuing cultural diversity, Openness to cultural otherness, Analytical and critical thinking skills, Empathy		

**Room preparation,
infrastructure
(board, beamer,
flipchart etc.):**

- Presentations;
- Reference Framework of Competences for Democratic Culture. (2018). Strasbourg: Council of Europe. (Volume 1, 2 i 3).
- Living Democracy (living-democracy.com).

Illustrations (Krizmantić, M, Kolesarić, V. (2003). *Tolerancija u svakidašnjem životu: psihologija tolerancije*. Jastrebarsko: Naklada Slap.):



Computer and Internet connection

Part II – Session step by step:

<p>Lecture and group work/discussions:</p> <p>Part 1: Lecturer:</p> <ul style="list-style-type: none"> - Introduction of the session and students' assessment; <p>Part 2: Discussion:</p> <ul style="list-style-type: none"> - Students, individually, describe the illustrations and offer a dialogue between the actors shown in the illustrations; - Students in groups discuss the topics presented in the illustrations; - Students offer suggestions for improving educational practice; <p>Part 3: Lecturer:</p> <ul style="list-style-type: none"> - Lecturer and students highlight the conclusions of the session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	
Debriefing of the subject content	<ul style="list-style-type: none"> • Recognizing and awareness of the impact of prejudices and stereotypes on young people. • Discovering possible approaches in the study of prejudices and stereotypes in the school environment.
Debriefing of the Democracy (EDC/HRE) content	<ul style="list-style-type: none"> • Presentation and discussion about human rights, democratic culture, democratic school and environment, civic responsibility, respect and tolerance in our society.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C1: D3 Students defend the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment;</p> <p>C2: D10 Students will discuss that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations;</p> <p>C4: D25 Students will support opportunities for encountering people with different values, customs and behaviours;</p> <p>C11: D68 Students can identify any discrepancies or inconsistencies or divergences in materials being analysed;</p> <p>C13: D79 Students will take other people's feelings into account when making decisions;</p>

University: Faculty of Philosophy, University of Sarajevo

Preparing future teachers in the Western Balkans- Educating for democracy and human rights, 2018-2021), The European Wergeland Centre and CoE

Semester Module: *Democratic culture and peace pedagogy in teacher education*

Session No./Name: *Session 2, Identity and Symbols in Language/Culture Pedagogy*

Implementation date:

Subject Content: *Prejudices and Stereotypes*

Democracy Content: *Valuing cultural diversity, Openness to cultural otherness, Analytical and critical thinking skills*

Competences for Democratic Culture: *2, 4, 5, 7, 11, 13*

Date:	Time:	Room:
Session No. 3	90 minutes (2 classes)	Lecturer(s):

Part I – General information

Title of Session:	<i>Prejudice and Stereotypes: Values Learning in Teacher Education The Eye of the Storm</i>		
Overview, issues addressed:	<ul style="list-style-type: none"> • Learning about prejudices “beyond the textbook” • Prejudices and their origin defined • The anatomy of stereotypes and prejudices • The inevitability and reduction of prejudices 		
Aims and learning outcomes:	<ul style="list-style-type: none"> • To recognize discrimination and understand the ways it affects those who discriminate and those who are discriminated against • Understanding the origins of stereotypes (socio –political, institutional, individual) and differentiation of the terms (stereotypes, prejudice, discrimination, racism) • How do we perceive otherness- contribution of other fields (cognitive psychology, linguistics) • The linkages between this topic and students’ specific disciplines 		
Practice teaching elements included:	<ul style="list-style-type: none"> • Analysing discrimination and understanding the ways it affects us, as well as creating linkages of the topic with specific areas of study and proposing ideas for teaching about this issue 		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	30%	40%
Practice teaching format used:	<input checked="" type="checkbox"/> mock model lesson at the University by lecturer <input checked="" type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		

<p>RFCDC: Competences (C) and descriptors (D) to be applied or trained:</p>	<p>C2 Valuing cultural diversity D9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated</p> <p>C4 Openness to cultural otherness D 25 Shows interest in learning about people’s beliefs, values, traditions and world views</p> <p>C5 Respect D 28 Expresses respect for other people as equal human beings D 20 Treats all people with respect regardless of their cultural background</p> <p>C 7 Responsibility D 39 Shows that he/she accepts responsibility for their actions</p> <p>C11 Analytical and critical thinking skills D 65 Uses evidence to support his/her actions</p> <p>C 13 Empathy D78 Tries to understand his/her friends better by imagining how things look from their perspective</p>
<p>Room preparation, infrastructure (board, beamer, flipchart etc.) and materials:</p>	<ul style="list-style-type: none"> • Rooms settings: LCD projector, flipchart, board, colour markers, A4 papers

Part II – Session step by step:

<ul style="list-style-type: none"> • Lecture and group work/discussions: (90 minutes, 2 classes) <p>Part 1: 30 minutes Lecturer: Warm- up activity, Introduction to the topic</p> <p>Part 2: Video viewing 30 min Lecturer: The documentary explores the nature of prejudice in a dramatic third-grade classroom experiment conducted in a small town in the USA. It demonstrates how quickly wholesome, friendly school children can be infected with the ugly virus of discrimination that leads to frustration, broken friendship and vicious behaviour.</p>  <p><i>Eye of the Storm, film sequence</i> https://www.facinghistory.org/books-borrowing/eye-storm</p> <p><u>Learning outcome:</u> The students will differentiate between different terms related to stereotypes and prejudices and will distinguish the main characteristics of those who discriminate and those who have been discriminated against</p> <p>Part 3: Small group discussion 25 min Task for students: Q 1: Focus on the body language, words and behaviour of the children when they are encouraged to discriminate. Q 2: Focus on the body language, words and behaviour of the children when they are discriminated against. Q 3: Focus on the role of the teacher during the exercise.</p> <p><u>Learning outcome:</u> The students will focus on the body language, words and behaviours of children and their teacher, they will discuss the critical role the teachers assume in restoring discipline, using authority and creating emotional stress for the children; they will compare examples of institutionalized discrimination throughout history, they will suggest the roles and responsibilities that teachers have in addressing the issues of discrimination in their schools and classroom and share their experiences.</p> <p>Part 4: Closure 5 min Evaluation and reflections</p>
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Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in the practicum from the Session planning): Impressive video.
Debriefing of the subject content	Excellent framework to be integrated into different subject areas.
Debriefing of the Democracy (EDC/HRE) content	All competences applicable for the proposed framework.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	Posters and portfolios were useful in assessing the development of the competences.

2.4. COURSE COMPONENT: CULTURAL DIVERSITY AND INTERCULTURAL LEARNING

Intercultural education has two key tasks: respect for diversity and respect for human rights, which means that intercultural education respects and supports diversity in all forms of human life, promotes equality, human rights and values on which justice and solidarity are built, and opposes discrimination, segregation, and disrespect. At the same time, intercultural education contributes to openness to other cultures, encourages learning about and understanding of other cultures and respect thereof, at the same time encouraging the development of intercultural sensitivity.

Intercultural education poses a constant need to adapt education to the modern standards of the European plural society. It is an education based on the importance of unique and unrepeatable interpersonal styles in communicating and dealing with others, and it is a process in which we dedicate ourselves to a person as a human being, with own past and experience, as to a person with his/her own system of values (Piršl, 2011) .

The UNESCO Guidelines for Intercultural Education (2006) are based on three principles on which intercultural education is based, and these are as follows: respecting the cultural identity of the learner, providing all learners with the cultural knowledge, attitudes and skills; and encouraging respect, understanding and solidarity among learners and other individuals. It is desirable to organize the process of upbringing and education in line with the aforementioned principles. In this case, it is necessary that teachers have developed intercultural competencies in order to create intercultural environments and apply intercultural methods and approaches in teaching. The intercultural approach in teaching is a part of the normative human right of every learner, and not only the enthusiasm and commitment of individual teachers (Bartulović, Kušević, 2016). Respect and acceptance of diversity among the learners is thus integral to the process of upbringing and education, and it in no way poses an obstacle. Intercultural approaches in teaching enable all learners, regardless of their differences in relation to others, to feel safe in discovering their identities, desires and needs, without complete assimilation in the culture in which they live, same as they will not completely turn to their native culture. The intercultural environment is created on the basis of the cultural, social and material background of an individual, or otherwise called situational knowledge (Bartulović, Kušević, 2016), which affects his or her understanding and interpretation of intercultural interaction and encourages the development of intercultural competence.

Intercultural education promotes values, empathy, openness, coexistence, assertiveness, curiosity, readiness for change, respect for and preservation of cultural heritage. By promoting these values, the process of upbringing and education enables the learners to notice, accept, and respect different cultural identities and their coexistence in a particular community. In other words, the educational process and intercultural environment nurture diversity, and establish a certain framework for understanding, thereby creating messages of desirability in others and ones who are different (Manko, Dedić Bukvić, 2020). A special feature of intercultural education is the development of attitudes, abilities, feelings, and the ways of being and dealing with a person culturally different or in any other way different from us (Beljanski, Dedić Bukvić, 2020).

The school environment and school culture should create equal social and educational opportunities for all learners, encourage the development of cultural pluralism, make the learners aware of cultural differences and ways to combat discrimination, but also teach them how to constructively deal with conflicts (Dedić Bukvić, Sadiković, 2019). Using the intercultural goods and values of the local community, the school fulfils its cultural and public activities. The connection between the school and the local community enables building of a society that respects the traditions, customs and values of its members, and creates an environment in which each individual feels safe, accepted and respected. It is necessary to take certain steps for the process of upbringing and education to take on the characteristics of interculturalism. These steps are:

- Integration of content, which means the need to represent intercultural dimensions in teaching contents;
- Pedagogy of equality, entailing the teachers' competence to apply different methods and approaches to teaching with regard to diversity in the classroom;
- Construction of knowledge, which means understanding that knowledge is subject to continuous change and depends on the context;
- Reducing prejudices, which means changing prejudices among learners, but also among teachers, and developing an affirmative attitude towards diversity;
- Strengthening school culture, which means the transformation of the school into a community that promotes intercultural values and recognizes diversity as a wealth in the educational process.

In order to achieve such a process of upbringing and education and create an intercultural school, it is necessary to have teachers who are cognizant, sensitive to diversity, and with a high level of development of intercultural competence. Intercultural competence means knowledge and skills of establishing satisfactory interaction and communication with people of other cultures, as well as the adoption of intercultural attitudes, knowledge and skills in order to better understand and respect different cultures.

Interculturally competent teacher is ready to use knowledge of practical customs of a multicultural area in the process of upbringing and education, such as the choice of teaching materials, forms and methods of learning, and is ready to understand the inner world of the learners and build responsible, supportive and encouraging relationships with them. In process of upbringing and education, an intercultural teacher enables the learners to learn to accept diversity, to communicate with others, to feel as equal members of the community, to retain adopted cultural values, and so on.

If we do not know ourselves then we are not ready to respect and accept those different from us. This equally means that we are not ready to notice the diversity that surrounds us, we are not ready to value them and enrich our own identity with them.

University: Faculty of Philosophy, University of Sarajevo
Semester Module: *Democratic culture and peace pedagogy in teacher education*
Session No./Name: No.4; *Cultural Diversity and Intercultural Learning*
Implementation date:

Subject Content: Cultural Diversity and Intercultural Learning
Democracy Content: Democracy and pedagogy
Competences for Democratic Culture: 1, 2, 4, 11, 13.

Date:	Time:	Room:
Session No. 4	60 minutes	Lecturer(s):

Part I – General information

Title of Session:	<i>Cultural Diversity and Intercultural Learning</i>		
Overview, issues addressed:	<ul style="list-style-type: none"> • Various approaches in supporting diversity in education • Recognition of discriminatory practices • Creating an inclusive and intercultural environment (teaching methods based on supporting diversity) 		
Aims and learning outcomes:	<ul style="list-style-type: none"> • The students will recognize discrimination situations in school or in the social community; • The students will elaborate different alternative approaching in teaching education for democracy and human rights – based on supporting diversity. 		
Practice teaching elements included:			
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> Other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	Valuing human dignity and human rights, Valuing cultural diversity, Openness to cultural otherness, Analytical and critical thinking skills, Empathy		

Room preparation, infrastructure (board, beamer, flipchart etc.):

- Presentations;
- *Reference Framework of Competences for Democratic Culture*. (2018). Strasbourg: Council of Europe. (*Volume 1*).
- Drandić, D. (2015). Interkulturalna osjetljivost nastavnika – rezultati istraživanja faktorskih dimenzija interakcije. U: *Pedagogijska istraživanja*. Vol. 12. No. 1-2. /online/.
- Drandić, D. (2016). Rezultati istraživanja interkulturalne osjetljivosti kod studenata. U: *Život i škola: časopis za teoriju i praksu odgoja i obrazovanja*. No. 2. /online/.
- [Living Democracy \(living-democracy.com\)](http://living-democracy.com).
- <https://youtu.be/SqfNb0SiQCg>.
- *Democratic and Inclusive School Culture in Operation (DISCO)*;
- [Comics competition \(coe.int\)](http://coe.int)



Computer and Internet connection.

Rooms settings:

Part II – Session step by step:

Lecture and group work/discussions:

Part 1:

Lecturer:

- Introduction of the session;

Part 2:

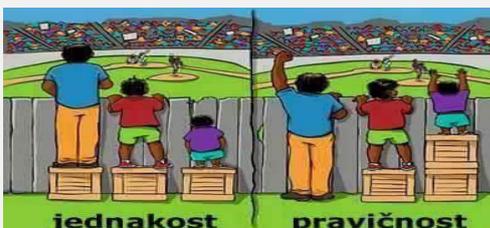
Discus:

- Students watch a film and write observations about it;
- Students in groups discuss the topics presented in the film;

Part 3:

Lecturer:

- Description and interpretation of vulnerable groups from the school environment;
- Interpretation and discussion of the concepts of fairness and equality;
- Recommendations for preparing teachers to work in heterogeneous classroom environment;



<https://interactioninstitute.org/illustrating-equality-vs-equity/>

Part

Lecturer:

- Mini lecture and discussion:
- Description and interpretation of intercultural sensitivity (Chen & Staros; Bennet);
- Discussions of levels of intercultural sensitivity;
- Discussion about conclusion of the session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	
Debriefing of the subject content	<ul style="list-style-type: none"> Recognizing and raising awareness of the importance of justice, equality and responsibility. Discovering possible approaches in the study of cultural diversity and intercultural sensitivity.
Debriefing of the Democracy (EDC/ HRE) content	<ul style="list-style-type: none"> Presentation and discussion about intercultural education, education for democracy and human rights, democratic culture, inclusive school environment, respect, awareness and tolerance in our schools and the society.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C1: D3 Students defend the view that no one should be subjected to torture or to inhuman or degrading treatment or punishment;</p> <p>C2: D10 Students will discuss that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations;</p> <p>C4: D25 Students will support opportunities for encountering people with different values, customs and behaviours;</p> <p>C11: D68 Students can identify any discrepancies or inconsistencies or divergences in materials being analysed;</p> <p>C13: D79 Students will take other people’s feelings into account when making decisions;</p>
General remarks by the lecturer:	

University: Faculty of Philosophy, University of Sarajevo

Semester Module: *Democratic culture and peace pedagogy in teacher education*

Session No./Name: 4 / **Cultural diversity and intercultural learning**

Implementation date: **Week 4**

Subject Content: Cultural diversity and intercultural learning

Democracy Content: **DIVERSITY AND PLURALISM**

Competences for Democratic Culture: 1, 2, 5, 9, 11

Date:	Time:	Room: PEH ZOOM ROOM
Session No. 4	60 minutes	Lecturer(s):

Part I – General information

Title of Session:	Cultural diversity and intercultural learning – main concepts and ideas		
Overview, issues addressed:	<ul style="list-style-type: none"> • Key notions around intercultural learning and intercultural pedagogy • Pre-service and in-service teacher education programs and integration of intercultural dimension to learning • Learning to live together- different formats and competences 		
Aims and learning outcomes:	<ul style="list-style-type: none"> • Understanding of the EDC key concept of CULTURAL DIVERSITY AND INTERCULTURALISM in the context of teacher education and teacher competences. • This session aims at revising key theories in connection to intercultural pedagogies and presenting key concepts and ideas • The session aims at revising key elements of learning to live together concepts and recognizing the connection of this principle to BH educational system • Students will develop communication skills and share different experiences and traditions of their respective backgrounds, thus developing tolerance and mutual respect • Students will be capable of working together and analysing their specific educational contexts; • The students will also evaluate the whole session and discuss its relevance for their teacher preparation and training. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	50%	50 %	0%
Practice teaching format used:	mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> <input type="checkbox"/> other format (specify): <input type="checkbox"/>		

<p>RFDC: Competences (C) and descriptors (D) to be applied or trained:</p>	<p><i>C1 Valuing human dignity and human rights</i> D1 Argues that human rights should always be protected and respected D6 Expresses the view that all laws should be consistent with international human rights norms and standards</p> <p><i>C2 Valuing cultural diversity</i> D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated D 10 Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations.</p> <p><i>C5 Respect</i> D 27 Gives space to others to express themselves D29 Treats all people with respect regardless of their cultural background D 32 Expresses respect for people who hold different political opinions from himself/herself Respect for each other’s opinion.</p> <p><i>C9 Tolerance of ambiguity</i> D50 Engages well with other people who have a variety of different points of view D55 Expresses a desire to have his/her own ideas and values challenged</p> <p><i>C11 Analytical and critical thinking skills</i> D 64 Can identify similarities and differences between new information and what is already known D 65 Uses evidence to support her/his opinion D 69 Can use explicit and specifiable criteria, principles and values to make judgments</p>
<p>Room preparation, infrastructure (board, beamer, flipchart etc.):</p>	<p>Rooms settings:</p> <ul style="list-style-type: none"> • Zoom room • Padlet application • The Blob tree
<p>Materials needed</p>	<ul style="list-style-type: none"> • Padlet links • Papers and pencils for tree metaphor

Part II – Session step by step:

Lecture and group work/discussions: 45 minutes

Part 1: 20 minutes

Lecturer:

Part I: Lecturer will give an introduction of the topic by presenting the key concepts –cultural diversity and intercultural learning, key principles in intercultural pedagogy, key metaphors in understanding the complexities of culture.



Part 2: 15 minutes

Student's individual work

Students work individually: Students will create their own tree metaphors and will reflect on the main elements of the iceberg image in connection to understanding the fluidity and layered nature of culture.

Each student will be tasked to present their tree metaphors and to elaborate his/her attitude towards the elements of the tree in relation to elements of the notion of culture.

Part 3: 10 min

Group work: Discussion and final reflection

Students will reflect and choose their Blob for accounting on the learning experience and competences they have developed.

Part III – Report (Debriefing and evaluation):

General remarks from students:	
Debriefing of the subject content	Cultural diversity and intercultural learning Different approaches could be seen from the examples from the textbooks as well as diving into different classrooms in the documentary.
Debriefing of the Democracy (EDC/HRE) content	The content presented was found critical in connecting their subjects (English, History, Education) to the intercultural approach to learning and personalizing the process of discovery by bringing in some personal examples from their schools, communities and classes.

University: Faculty of Philosophy, University of Sarajevo

Semester Module: *Democratic culture and peace pedagogy in teacher education*

Session No./Name: 4 / Cultural diversity and intercultural learning

Implementation date: week 4

Subject Content: Cultural diversity and intercultural learning

Democracy Content: DIVERSITY AND PLURALISM

Competences for Democratic Culture: 1, 2, 5, 9, 11

Date:	Time:	Room: PEH ZOOM ROOM
Session No. 4	60 minutes	Lecturer(s):

Part I – General information

Title of Session:	Cultural diversity and intercultural learning – History teaching and intercultural dialogue		
Overview, issues addressed:	<ul style="list-style-type: none"> • Overview of the students’ understanding of didactic principles of teaching • Introduction of the concept of “Cultural diversity and pluralism” as one of the key concepts of EDC/HRE • Introduction of the concepts of the stereotypes and prejudices towards different groups (national, cultural, gender.) • Addressing the issue of the role of the textbooks in building the official representation of other national groups • Competences for Democratic Culture: No. 1, 2, 5, 9, 11 		
Aims and learning outcomes:	<ul style="list-style-type: none"> • Understanding of the EDC key concept of CULTURAL DIVERSITY AND PLURALISM in the context of stereotypes and prejudices • This session aims at examining the role of textbook narratives in creating official picture of “others” (national, cultural groups, etc.) • It aims to enable students to reflect and discuss the roots of the stereotypes and prejudices and their consequences. • Students will develop communication skills and share different experiences and traditions of their respective backgrounds, thus developing tolerance and mutual respect • Students will be capable of working with historical sources; • They will be capable of asking questions about historical sources, assessing their value, 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	20%	80 %	0%
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		

<p>RFDCDC: Competences (C) and descriptors (D) to be applied or trained:</p>	<p><i>C1 Valuing human dignity and human rights</i> D1 Argues that human rights should always be protected and respected D6 Expresses the view that all laws should be consistent with international human rights norms and standards</p> <p><i>C2 Valuing cultural diversity</i> D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated D 10 Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations.</p> <p><i>C5 Respect</i> D 27 Gives space to others to express themselves D29 Treats all people with respect regardless of their cultural background D 32 Expresses respect for people who hold different political opinions from himself/herself Respect for each other’s opinion.</p> <p><i>C9 Tolerance of ambiguity</i> D50 Engages well with other people who have a variety of different points of view D55 Expresses a desire to have his/her own ideas and values challenged</p> <p><i>C11 Analytical and critical thinking skills</i> D 64 Can identify similarities and differences between new information and what is already known D 65 Uses evidence to support her/his opinion D 69 Can use explicit and specifiable criteria, principles and values to make judgments</p>
<p>Room preparation, infrastructure (board, beamer, flipchart etc.):</p>	<p>Rooms settings:</p> <ul style="list-style-type: none"> • Zoom room • Padlet application
<p>Materials needed</p>	<ul style="list-style-type: none"> • Extracts/ quotes from the history textbooks from Bosnia and Herzegovina on padlet - with examples of stereotyped narratives • Documentary movie - Teaching history in Bosnia (Teachers TV, 2008, https://www.youtube.com/watch?v=ED8hT-mKCoQ&t=804s) <p>Recommendation CM/Rec(2011)6 of the Committee of Ministers to member states on intercultural dialogue and the image of the other in history teaching (https://rm.coe.int/16805cc8e1)</p>

Part II – Session step by step:

Lecture and group work/discussions:

Part 1:

Lecturer:

Part I: 5 minutes- introduction

Lecturer will give an introduction of the topic presenting the key concepts –Cultural diversity and pluralism. Lecturer will present the model of work and terms that will be addressed during the session: Intercultural learning history teaching, stereotypes, prejudices, image of the others, respect for the differences

Part 2:

Student's individual work

Students work individually: Different quotes from the history textbooks, presenting stereotype narratives about different national or cultural groups will be placed on a padlet. Each student has a task to choose one of the quotes which he/her finds the most interesting. Each student will be tasked to explain their choice and to elaborate his/her attitude towards the stereotyped quote.

Part 3:

Group work: Discussion

Students will identify and create a list of the sources of stereotypes and prejudices. They will elaborate their proposals with examples from their experiences.

Part 4:

Documentary screening

Students will watch the documentary “How to teach history in Bosnia” (extract of first 13 minutes) where they will visit three different classrooms in Bosnia and Herzegovina (Serbian, Bosniak and Croatian). During the screening students will focus on and recognize the models of work, chosen topics and comments of students.



*"Teaching history in Bosnia", (Teachers TV, 2008,
<https://www.youtube.com/watch?v=ED8hT-mKCoQ&t=804s>)*

Part 5:

Group discussions

Students will be divided in four groups. Each group has a task to answer and discuss the following questions:

1. What are the similarities and differences in the approach in the classrooms from the movie?
2. Which are the attitudes of young people towards different national groups and what are they based on?
3. What would you do differently as the teacher and which techniques and strategies would you used in classroom?

Part 6:**Group presentation and discussion**

Each group representative will present conclusion of the group. After presentations students will make a list of the consequences of the stereotypes and reflect on the role of the intercultural dialogue and the importance of the respect of the other cultures and nations in order to contribute building democratic society.

Part 7:**Debriefing and evaluation of the session:**

Lecturer will shortly present the document *“Recommendation CM/Rec(2011)6 of the Committee of Ministers to member states on intercultural dialogue and the image of the other in history teaching”* for the further reading as an important guideline for implementing good strategies of teaching. Teacher will resume the conclusions of the discussions and open the floor for the reflections and additional questions on model of work, importance of the topic presented during the session and comments from the students.

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in Part 7 from the Session planning)
Debriefing of the subject content	Subject Content: Cultural diversity and intercultural learning Different approaches could be seen from the examples from the textbooks as well as diving into different classrooms in the documentary.
Debriefing of the Democracy (EDC/HRE) content	Democracy Content: DIVERSITY AND PLURALISM By examining examples from the textbook narratives and examples from their own experiences, student evaluates the CULTURAL DIVERSITY AND PLURALISM in the context of stereotypes and prejudices Students reflected and discussed the roots of the stereotypes and prejudices and their consequences especially for the educational system.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	C1 Valuing human dignity and human rights D1 Argues that human rights should always be protected and respected D6 Expresses the view that all laws should be consistent with international human rights norms and standards Presented document of the Recommendation of CoE of Cultural Diversity. C2 Valuing cultural diversity D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated D 10 Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations. Students pointed out the good practices and strategies to value cultural diversity and to promote intercultural dialogue through the education process.

	<p>C5 Respect D 27 Gives space to others to express themselves D29 Treats all people with respect regardless of their cultural background D 32 Expresses respect for people who hold different political opinions from himself/herself Students have listened each other carefully and responded with respect to different arguments.</p> <p>C9 Tolerance of ambiguity D50 Engages well with other people who have a variety of different points of view D55 Expresses a desire to have his/her own ideas and values challenged Different experiences and backgrounds were performed.</p> <p>C11 Analytical and critical thinking skills D 64 Can identify similarities and differences between new information and what is already known D 65 Uses evidence to support her/his opinion D 69 Can use explicit and specifiable criteria, principles and values to make judgments Students performed skills of analysis using the offered sources, comparing them and expressing their own evaluation of the content.</p>
<p>General remarks by the lecturer:</p>	<p>The discussion was so productive that there wasn't enough time for the analysis of the "<i>Recommendation CM/Rec(2011)6</i>". Lecturer pointed out to the document and proposed it for the further reading as well as the publications with textbook analysis.</p>

2.5. COURSE COMPONENT: TEACHING CONTROVERSIAL ISSUES

Controversial issues are those that provoke strong feelings, carry conflicting claims about basic facts, and tend to create or reinforce divisions among people, creating doubt and mistrust. Although theoretical approaches and definitions of controversial topics differ in part, scholars agree that their teaching is important because controversies are a part of the past but also of everyday life through strong and rapid social changes that are especially manifested through media, social networks and communication (Pace 2021). Conflicting views on certain topics are often based on emotions, and not on arguments from sources, critical reflection on all facts and tend to form new stereotypes, prejudices that can lead to new conflicts.



Teaching Controversial Issues, Judy Pace (2021)

Dealing with controversies and discussing them based on critical thinking and through considering all the elements and respecting all perspectives can be an important element in building democratic competencies at all levels of education. The contents of almost all school subjects can serve as a significant medium, but history, religion, health education, civic education, literature, and natural sciences are especially emphasised.

Dealing with controversial issues can develop the competence of critical and analytical thinking and prepare students to deal with future controversies they will likely encounter. It can also give students an opportunity to express themselves and evaluate what they see and hear in social media, highlighting misinformation and fake news among facts. Discussion about present controversies exposes students to a wider understanding of the world and relates school lessons with examples from everyday life. It also makes students feel valued by the school and by society and gives strong contribution to respecting people with different views and backgrounds.

Discussing controversial issues has many advantages, but it is not a task that should be taken lightly. Pre- and in-service teacher training, preparation, selection and clear definition of a controversial issue

related to the topic, and selection of appropriate pedagogical strategies and methods are necessary elements.

Controversial issues can also be sensitive because they can create prejudices in people. In such circumstances, they may become sensitive to the teacher as some parents, children, politicians and interest groups begin to question whether a particular issue should be addressed in the classroom at all, and even whether a particular teacher should be allowed to teach. Not all sensitive issues are controversial at the same time, in the sense that they reflect contemporary social and political divisions in a society or between nations. They are sensitive because they are associated with someone particularly painful, tragic, and there is a fear that their inclusion in the material could open old wounds and actualize divisions. This is what influences some of the teachers to avoid opening controversial questions on certain topics. Most of them feel unprepared to meet its challenges. Particularly in divided societies, teachers are understandably anxious about handling risks such as difficult student reactions and external sanctions. (Pace 2019)

According to the model developed in Northern Ireland there are three types of teachers in dealing with controversial issues in history education: the risk-taker, the container and the avoider. **Avoider type** of educator is representing avoidance of any controversies and issues that might spark fierce discussion and emotional reactions of students in the classroom. **The containers** are teachers that deal with controversies but only through their historical dimension, that way containing the discussion and steering away from topics that could be emotional. **The risk-taker** educator seizes opportunities to refer to contemporary uses and abuses of history and embrace the social role of history. This model also looks into teachers' perception of the purpose of history teaching and their choice of the approach, stating that teachers who think history teaching has to make a contribution to wider society and play a role in the contemporary world are the ones who take the risks and bring in difficult issues precisely to engage with their historical and social roots. The ones who completely avoid these kinds of issues are the ones thinking history education should solely be focused on learning about the past. Even though this model is related to history education, it can be applied to other subjects as well (Kitson McCully 2005).

The importance of preparing teachers to work on controversial issues is emphasized by all authors who deal with these issues. Some of the recommendations that stand out are related to strengthening the personal awareness and self-reflection of teachers and developing general knowledge about the nature of controversial topics and the challenges they bring. The teacher should take into account the composition of the class and the school environment, which is directly related to the ability to use and apply a number of teaching styles and strategies that students will be familiar with. It is necessary to reject the role of teachers as an "omniscient expert" and to involve other teachers and participants in the discussion process, which should be carefully planned and effectively led.

To handle safely controversial issues in the classroom teachers need to have skills to: deal with their own personal beliefs and biases, respond to racist, sexist and other derogatory remarks, facilitate a discussion without taking sides. It is necessary to encourage students to see other points of view and

to discuss issues respectfully and to prevent their emotions from boiling over in the classroom. An open classroom environment is especially important for successful teaching of controversial issues, within which the content of the problem is clearly visible, the use of adequate pedagogical methods and tools for shaping democratic research and discourse, and creating a supportive atmosphere for all participants in the learning process. It is especially important that this type of training is integrated into the initial teacher education, which builds the necessary competencies of teachers for a democratic society in the 21st century.

Strategies and methods

The strategy of distancing implies the introduction of analogies and parallels of geographical, historical or imaginary in cases when a topic is extremely sensitive in a social group, school or local community.

Compensatory strategy involves the introduction of new information, ideas or arguments when students express strong attitudes based on ignorance, when the minority is the target of peer violence by the majority or when there is a consensus that is not questioned.

Empathic strategy involves introducing activities that will help students see a topic from a different perspective, especially when it involves a group that is not popular with some or all students, when the topic involves prejudice or discrimination against a group, or when the topic is far from student life.

The research strategy encourages students to apply research activities or activities aimed at solving problems in cases where the topic is not well defined or is particularly complex.

Through the strategy of depersonalization, socially oriented language is used when presenting the topic, and not the one that is oriented towards the individual,- e.g. replacing “us”, “our”, “someone”, or “society” with “you” when addressing students- when some or all students have a personal connection to the topic and are particularly sensitive.

Involvement strategy involves the introduction of personally relevant or otherwise very interesting material or activities when students are apathetic or do not express any opinion or feeling about a topic. Through *the team-teaching strategy*, the discussion on a controversial issue includes a wider team, parents or external speakers, event participants and the like.

The choice of strategies and methods depends on several factors, including the choice of topic, defining the controversial issue within it, preparation and age of the group to work with, external circumstances (social influence) and the choice of source materials to be used during the work. However, the method of multiperspectivity in teaching is one of the safest and most promoted methods of teaching on sensitive and controversial topics. It is through exploring different perspectives that students will develop mutual understanding of different cultures and become responsible and tolerant democratic citizens in the present. Teaching controversial issue can also strongly contribute to the peace and processes of reconciliation in a post-conflict society by identifying, opening and discussing potential questions that are part of disagreement.

University: Faculty of Philosophy, University of Sarajevo
Semester Module: *Democratic culture and peace pedagogy in teacher education*
Session No./Name: 7 / Teaching controversial issues
Implementation date: week 5

Subject Content: Teaching controversial issues
Democracy Content: CONFLICT
Competences for Democratic Culture: 2, 4, 11, 14, 16, 17

Date:	Time:	Room: PEH ZOOM ROOM
Session No. 7	75 minutes	Lecturer(s):

Part I – General information

Title of Session:	Teaching controversial issues		
Overview, issues addressed:	<ul style="list-style-type: none"> • Overview of the students’ understanding of didactic principles of teaching • Introduction of the concept of “CONFLICT” as one of the concepts of EDC/HRE • Introduction of the concepts of the controversy and sensitive issues - Competences for Democratic Culture: No. 2, 4, 11, 14, 16, 17 		
Aims and learning outcomes:	<ul style="list-style-type: none"> • Understanding of the concept of controversial issues and their role in the conflict solution • This session aims at examining the role of teaching controversial issues in conflict prevention and conflict solution. • It aims to enable students to gain knowledge about strategies and techniques used for teaching controversial issues. • Students will also develop critical thinking skills actively participating in the workshop related to strategy of distancing • Students will reflect on their own experiences about controversial issues within community, and attitudes of the communities towards them. • Students will develop communication skills and share different experiences and traditions of their respective backgrounds • Students will be capable of group work and role play; 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	0%
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		

<p>RFDC: Competences (C) and descriptors (D) to be applied or trained:</p>	<p><i>C2 Valuing cultural diversity</i> D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated D 10 Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations.</p> <p><i>C4 Openness to cultural otherness</i> D21 Shows interest in learning about people’s beliefs, values, traditions and world views D 25 Seeks and welcomes opportunities for encountering people with different values, customs and behaviours</p> <p><i>C11 Analytical and critical thinking skills</i> D 64 Can identify similarities and differences between new information and what is already known D 65 Uses evidence to support her/his opinion D 69 Can use explicit and specifiable criteria, principles and values to make judgments</p> <p><i>C14 Flexibility and adaptability</i> D82 Modifies his/her opinions if he/she is shown through rational argument that this is required D84 Adapts to new situations by using a new skill</p> <p><i>C16 Co-operation skills</i> D95 When working as a member of a group, does his/her share of the group’s work D99 When working with others, supports other people despite differences in points of view</p> <p><i>C17 Conflict-resolution skills</i> D101 Can identify options for resolving conflicts D102 2 Can assist others to resolve conflicts by enhancing their understanding of the available options D105 Can deal effectively with other people’s emotional stress, anxiety and insecurity in situations involving conflict</p>
<p>Room preparation, infrastructure (board, beamer, flipchart etc.):</p>	<p>Rooms settings:</p> <ul style="list-style-type: none"> • Zoom room • Presentation
<p>Materials needed</p>	<ul style="list-style-type: none"> • Presentation • Story «The School on the edge of the forest» (Teaching controversial issues, Training pack for teachers, COE 2016, p.53-54)

Part II – Session step by step:

Lecture and group work/discussions:

Part 1:

Lecturer:

Part I: 5 minutes- introduction

Lecturer will give an introduction of the session and model of work and terms that will be addressed during the session: teaching controversial issues, sensitive topics, teaching strategies, conflict.

Part 2:

Discussion – Defining the key concept of the session

Students will give their answers and examples on what is controversy and what is controversial in their opinion. They will elaborate their examples by their experiences.

Part 3:

Lecturer's presentation

Lecturer will present the key concepts of teaching controversial issues with an emphasis on teaching strategies and suggestions for better implementation of the strategies in the classroom.

Part 4:

Active demonstration of chosen teaching strategy - workshop

A) Students will receive the copy of the story "The School on the edge of the forest». (Also, the story will be shared on the screen). The story will be read aloud.

B) After the reading students will be asked to answer following questions:

How do you think the school came to be burned down?

Who might have been responsible and what were their motives?

Do you think whether the teacher should try to re-build the school?

C) Students will be engaged in the further discussion by participating in the role play. They will be divided in two groups the forest folk and the plains folk. One of them will be elected as teacher. They have to imagine that they are in a public meeting called by the teacher to try to gain public support for the re-building of the school. The facilitator as teacher welcomes everyone to the meeting. S/he describes the background to the meeting, explains why the people present have been invited and asks whether they will be prepared to provide the support s/he needs to build the school again and to make it a success. Participants in role as community members respond to this request with questions, comments, etc. and the role play continues from there. In the end, facilitator as teacher thanks the audience for coming and brings the meeting to a close.

D) Students will have a discussion on what they have learned from the activity. Do they think it is replicable in the classroom? If so, which issue(s) would they use it to introduce? How would they lead from this parallel into the issue itself? What do they think are the advantages and disadvantages of this kind of activity?

Part 5:**Final conclusion**

7. Students will be invited to write their comments in the chat box on the question why is it important to teach on controversial issues?

Part 6:**Debriefing and evaluation of the session:**

Lecturer will resume the conclusions of the discussion and open the floor for reflections and additional questions on model of work, importance of the topic presented during the session and comments from the students.

Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in Part 6 from the Session planning)
Debriefing of the subject content	In the first part of session students offered their examples of controversial issues explaining why they are marked in such way.
Debriefing of the Democracy (EDC/HRE) content	The topic of controversial issue was connected to the issue of Conflict as a content of EDC/HRE. At some point discussion was really strong leading to the stage of stronger argue. However, in the end of the session after the “public meeting” all the misunderstandings were discussed once again using the similar model from the exercise and students concluded how important it is to establish an active dialogue to detect and to uncover all opinions and to discuss them in order to avoid and prevent conflict.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>Competences for Democratic Culture: 2, 4, 11, 14, 16, 17</p> <p>C2 Valuing cultural diversity</p> <p>D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another</p> <p>D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated</p> <p>D 10 Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations.</p> <p>Different opinions were discussed in an active dialogue based on the arguments and examples.</p> <p>C4, Openness to cultural otherness</p> <p>D21 Shows interest in learning about people’s beliefs, values, traditions and world views</p> <p>D 25 Seeks and welcomes opportunities for encountering people with different values, customs and behaviours</p> <p>Students were listening each other’s examples and opinions carefully and openly.</p> <p>C11 Analytical and critical thinking skills</p> <p>D 64 Can identify similarities and differences between new information and what is already known</p> <p>D 65 Uses evidence to support her/his opinion</p> <p>D 69 Can use explicit and specifiable criteria, principles and values to make judgments.</p> <p>Students performed skills of analysis using the offered sources, comparing them and expressing their own evaluation of the content.</p>

	<p>C14 Flexibility and adaptability D82 Modifies his/her opinions if he/she is shown through rational argument that this is required D84 Adapts to new situations by using a new skill Students actively participated in the role play considering and taking different sides.</p> <p>C16 Co-operation skills D95 When working as a member of a group, does his/her share of the group's work D99 When working with others, supports other people despite differences in points of view Students worked together in the workshop setting.</p> <p>C17 Conflict-resolution skills D101 Can identify options for resolving conflicts D102 2 Can assist others to resolve conflicts by enhancing their understanding of the available options D105 Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict Students concluded how important is to establish an active dialogue to detect and to uncover all opinions and emotions and to discussed them in order to avoid and prevent the conflict.</p>
<p>General remarks by the lecturer:</p>	<p>The session was marked by the strong discussion in the beginning by defining what is controversial. Some of the students had strong reactions towards some of the examples those others given. The whole class came back to it in the end with the reflection using the method used during the workshop – the dialogue.</p>

University: Faculty of Philosophy, University of Sarajevo
Semester Module: *Democratic culture and peace pedagogy in teacher education*
Session No./Name: 7 / Teaching controversial issues
Implementation date: Week 5

Subject Content: Teaching controversial issues
Democracy Content: CONFLICT
Competences for Democratic Culture: 2, 4, 11, 14, 16, 17

Date:	Time: 60 min	Room: PEH ZOOM ROOM
Session No. 7		Lecturer(s):

Part I – General information

Title of Session:	Teaching controversial issues: My Dream School		
Overview, issues addressed:	<ul style="list-style-type: none"> Discussing the didactic principles of teaching controversial issues in the BH educational context Analysing specific classroom scenarios that address some controversial issues and contextualizing those narratives for local classroom implications Introduction of the concept of “CONFLICT” as one of the concepts of EDC/HRE Introduction of the concepts of the controversy and sensitive issues- Competences for Democratic Culture: No. 2, 4, 11, 14, 16, 17 		
Aims and learning outcomes:	<ul style="list-style-type: none"> Understanding of the concept of controversial issues and their role in conflict solution at the example of specific classroom scenarios This session aims at examining the role of teaching controversial issues in peacebuilding, conflict prevention and democracy building. It aims to enable students to gain knowledge, skills and values about strategies and techniques used for teaching controversial issues. Students will reflect on their own experiences about controversial issues within community and will relate the scenarios presented to the issues that are sensitive in our classroom and schools. 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	40%	60 %	0%
Practice teaching format used:	mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> <input type="checkbox"/> other format (specify): <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

<p>RFDC: Competences (C) and descriptors (D) to be applied or trained:</p>	<p>C2 Valuing cultural diversity D8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another D 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated D 10 Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations.</p> <p>C4 Openness to cultural otherness D21 Shows interest in learning about people’s beliefs, values, traditions and world views D 25 Seeks and welcomes opportunities for encountering people with different values, customs and behaviours</p> <p>C11 Analytical and critical thinking skills D 64 Can identify similarities and differences between new information and what is already known D 65 Uses evidence to support her/his opinion D 69 Can use explicit and specifiable criteria, principles and values to make judgments</p> <p>C14 Flexibility and adaptability D82 Modifies his/her opinions if he/she is shown through rational argument that this is required D84 Adapts to new situations by using a new skill</p> <p>C16 Co-operation skills D95 When working as a member of a group, does his/her share of the group’s work D99 When working with others, supports other people despite differences in points of view</p> <p>C17 Conflict-resolution skills D101 Can identify options for resolving conflicts D102 2 Can assist others to resolve conflicts by enhancing their understanding of the available options D105 Can deal effectively with other people’s emotional stress, anxiety and insecurity in situations involving conflict</p>
<p>Room preparation, infrastructure (board, beamer, flipchart etc.):</p>	<p>Rooms settings:</p> <ul style="list-style-type: none"> • Zoom room • Presentation
<p>Materials needed</p>	<ul style="list-style-type: none"> • Power point presentation • My Dream School activity (CoE materials) • Image of the wheel cart

Part II – Session step by step:

<p>Lecture and group work/discussions: 60 min</p> <p>Part 1: Introduction 15 min Lecturer invites students to look at the image and discuss the wheel cart. Lecturer then invites students to reflect on the following questions and create a drawing or image of their ideal school: What’s your dream school like? You may want to close your eyes and think about these questions: What does it look like? Which is your favourite room/space in it? What traditions would you like to establish in your school? What rules would you like people to observe? How would you welcome newcomers at your school?</p>
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Part 2: 20 min**Small group discussion**

Students will discuss and analyse the classroom scenarios in their small groups and will reflect on the role of the teacher in each situation. They will relate those examples of what is controversy and what is controversial in those narratives to our environment and the issues that are sensitive in our schools. They will elaborate their examples by their experiences.

Some guiding discussion questions in a panel:

- ✓ Is your school a dream school for you? Is it a dream school for everyone?
- ✓ What kind of experience was it to imagine your dream school?
- ✓ How did you feel when you read about the unhappy children?
- ✓ Has anything changed in your thinking after reading about them?
- ✓ What would you add to the poster in the second round of drawing?
- ✓ Do you see any resemblance to life at your school?

Part 3: 10 min**Debriefing**

- ✓ Can you use this activity or parts of it with your students? How would you adapt it?
- ✓ What learning outcomes would you expect (linguistic, educational, group dynamics)?
- ✓ Would teachers in your school react the same way as teachers in the stories below?
- ✓ What could you do to raise awareness of these issues at your own school?
- ✓ Is there anything you could do to help solve similar problems?
- ✓ To what extent do you think cooperative learning can prevent these conflicts?
- ✓ What can we do as teachers to promote a democratic school culture?

Part III – Report (Debriefing and evaluation):

General remarks from students:	
Debriefing of the subject content	The students found many examples from their own schools, communities and their personal experience.
Debriefing of the Democracy (EDC/HRE) content	The topic of controversial issue was connected to the issue of Conflict as a content of EDC/HRE. At some point discussion was really strong leading to the stage of strong disagreement and the students were encouraged to recognize the emotional aspect of having strong opinions and traumatic experiences around certain issues, and they were invited to remain respectful of each other's arguments and points of view.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<i>Competences for Democratic Culture: 2, 4, 11, 14, 16, 17</i> All applied.
General remarks by the lecturer:	Very productive discussion and a challenge for the lecturer to address controversy during the very process of teaching about controversy.

2.6. COURSE COMPONENT: CHILDREN'S RIGHTS AND INCLUSIVE EDUCATION

The United Nations Convention on the Rights of the Child is an international treaty on human rights that regulates the rights of young people. It was adopted in 1989 by the General Assembly of the United Nations. The Convention consists of 54 articles, 41 articles are on the rights of young people, one article on public awareness and education, and twelve articles on how the Convention is monitored, ratified and put into force. The Convention on the rights of the Child was adopted by more countries than any other international human rights treaty. By December 2008, 193 countries had signed and ratified the Convention. The Convention on the Rights of the Child is based on various different cultural traditions and legal systems. It is a universally recognised collection of non-negotiable obligations and standards. It determines - without any form of discrimination - the fundamental human rights for all children all over the world - the right to survival - the right to the development of one's full potential - the right to protection from abuse, exploitation and harmful substances - the right to participate fully in family, cultural or social life. The Convention protects children's rights by setting standards in health care, education and legal, civil and social services (Golob/Krapf 2007).

Human rights as well as the children's rights are often taken for granted and it is understood that they already exist in teaching systems so additional attention is not given enough. Some surveys show that there is no entitlement in the official curriculum for all children to learn about children's rights and that it is common for rights in the curriculum to be linked to responsibilities, and not always to the UN Convention on the Rights of the Child. Also, Children's rights are not part of the initial teacher training and also part of the in-service training which is identified as the most important area for the action (Jerome et al. 2015). It is important to make children's rights visible and known to all people, especially to the future teachers, to enable them to reflect on each of the articles in any subject through their teaching process and to practice them in their school life. They can help all sides that are involved in the education process to listen to and to take seriously the opinions of children and young people, and also to create a positive and encouraging environment for the successful teaching.

In the process of teaching our aim should not be just to introduce the Children's rights to children, so they know what rights they have, but they need to be taught how to appreciate and to use them. In order to achieve this, experts from the field of education propose that school must offer a framework that allows pupils to make a wide range of learning experiences in children's rights education (Charter on Education 2013). In relation to the three main categories of Education for Democratic Citizenship (EDC), these may be summed up as follows:

Experiencing children's rights (learning through): The pupils experience children's rights as principles that govern the classroom and school community, and so have a direct impact on them. This category has to do with the development of attitudes, values and skills.

Getting to know children's rights (learning about): The pupils know and understand what rights they have. Critical for this process, in which knowledge and understanding is at the centre, is the targeted and reflectively planned induction by the teacher.

Implementing children's rights (learning for): The children are encouraged to respect and make use

of their rights in class and in school. In this way, they are trained for their future role as informed and active citizens in a democratic community (this has to do with participation, both in school and later on in adult life) (Golob 2007).

It is essential that children encounter the feeling of being respected as persons, and that their opinions are heard in discussions or decision making. Experiences made by children and young people should be respected and need to be reflected upon, as it is exactly this point that links their real-life experience to their knowledge and understanding of human and children's rights. For pupils to experience, get to know and implement children's and human rights- indeed to take part in a democratic community - in the exemplary framework of a school is, without a doubt, a challenging task for the whole school community. Not only teachers and school management, but also children and their parents must play a part in order to successfully achieve this.

There are numerous ideas and pedagogic strategies that can be implemented in the process of teaching children's rights and there is no unique recipe to achieve it. Teachers can be creative and use their standard models to emphasize the children's rights in practice, especially using the examples from everyday life and allowing children to express their capacities in every sense. Many guidebooks and available lesson plans can be an inspiration for teachers, but also their potential needs to be used for the initial teacher's education as an investment for the better quality in the teaching process. Teaching in the spirit of human rights ("through") encourages teachers to give learners the space and time to learn according to their needs. We may then become aware of our profiles as learners as part of our identities. (see: www.living-democracy.com)

Knowing, respecting and practicing Children's rights in teaching practice in every level of education is crucial for the creation of a secure and positive environment of teaching where all participants will have the same chances and opportunities, will be respected and motivated for work. Teaching children's rights can help us to understand, implement and improve our educational laws and policies by detecting how much Children's rights are incorporated in these documents. Children's rights and Universal human rights are topics essential for peace pedagogy. Messages of peace, mutual understanding and respect, inclusive education, equal rights and freedom from the Children's rights Convention are good models for teaching peace at any level of education.

University: Faculty of Philosophy, University of Sarajevo
Semester Module: *Democratic culture and peace pedagogy in teacher education*
Session No./Name: No.6; Children's rights
Implementation date:

Session 6:

Subject Content: Children's rights
Democracy Content: Democracy and pedagogy
Competences for Democratic Culture: 1, 2, 4, 11, 13.

Date:	Time:	Room:
Session No. 6	90 minutes	Lecturer(s):

Part I – General information

Title of Session:	<i>Children's rights</i>		
Overview, issues addressed:	<ul style="list-style-type: none"> The right to education – an unfulfilled dream; What can I do as a teacher, as a pedagogue? 		
Aims and learning outcomes:	<ul style="list-style-type: none"> The students will understand and describe human rights and children's rights; The students will analyse key theses on education and respect for children's rights; The students will elaborate different approaching in teaching education for democracy and human rights – based on pedagogical principles. 		
Practice teaching elements included:			
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	30%	70 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> Other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	Valuing human dignity and human rights, Valuing cultural diversity, Openness to cultural otherness, Analytical and critical thinking skills, Empathy		
Room preparation, infrastructure (board, beamer, flipchart etc.):	Presentations; <i>Reference Framework of Competences for Democratic Culture.</i> (2018). Strasbourg: Council of Europe. (<i>Volume 1, 2, 3</i>). Bartulović, M, Kušević, B. (2016). Što je to interkulturalno obrazovanje? Priručnik za nastavnike i druge znatiželjnike. Zagreb: Centar za mirovne studije. /online/. <i>Smjernice za inkluzivni odgoj i obrazovanje.</i> (2020). Agencija za predškolsko, osnovno i srednje obrazovanje BiH. /online/. Living Democracy (living-democracy.com) . The story of "Little Red Riding Hood and the Wolf". Rooms settings: <i>Computer and Internet connection.</i>		

Part II – Session step by step:

Lecture and group work/discussions:

Part 1:

Lecturer:

Mini lecture and discussion

- Introduction of the session;
- Students recall stories “Little Red Riding Hood and the Wolf” along with a range of questions offered and write down key theses and discuss about them;

Part 2:

Discussion:

- Students read the story “The story of the Little Red Riding Hood from the Wolf’s corner”;
- Students in groups discuss the story and single out different starting points in relation to the previously established point the view;

Part 3:

Lecturer:

Mini lecture and discussion:

- In the discussion, students recognize the key role of teachers in teaching children’s rights;
- Students learn about the *culture of inclusive, intercultural and democratic school*;
- Description and interpretation of the framework for teaching about human rights and children’s rights;
- Presentation of the Inclusion Index;

Part 4:

Lecturer:

- Discussion about conclusion of session.

Part III – Report (Debriefing and evaluation):

General remarks from students:	
Debriefing of the subject content	<ul style="list-style-type: none"> • Recognizing the culture of inclusive, intercultural and democratic school; • Recognizing and raising awareness of the important of human rights, justice, equality and responsibility. • Discovering possible approaches in the study of children’s rights, cultural diversity and intercultural education.
Debriefing of the Democracy (EDC/HRE) content	<ul style="list-style-type: none"> • Presentation and discussion about intercultural education, education for democracy and human rights, democratic culture, inclusive school environment, respect, awareness and tolerance in our schools and the society.
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	<p>C1: D3 Students defend the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment;</p> <p>C1: D4 Students agree that all public institutions should respect, protect and implement human rights;</p> <p>C2: D10 Students will discuss that intercultural dialogue is used to help us recognise our different identities and cultural affiliations;</p> <p>C4: D25 Students will be supported by the opportunities for encountering people with different values, customs and behaviours;</p> <p>C11: D68 Students can identify any discrepancies or inconsistencies or divergences in materials being analysed;</p> <p>C13: D79 Students take other people’s feelings into account when making decisions;</p>
General remarks by the lecturer:	

University: Faculty of Philosophy, University of Sarajevo
Semester Module: *Democratic culture and peace pedagogy in teacher education*
Session No./Name: 8 / Children's rights in education
Implementation date: week 6

Session 8: Children's Rights in Education

Subject Content: Children's rights in education
Democracy Content: HUMAN RIGHTS
Competences for Democratic Culture: 1, 3, 5, 6, 11

Date:	Time: 18:00-19:00	Room:
Session No. 8	60 minutes	Lecturer(s):

Part I – General information

Title of Session:	Children's rights in education		
Overview, issues addressed:	<ul style="list-style-type: none"> • Overview of the students' understanding of didactic principles of teaching • Introduction of the concept of "Human rights" as one of the key concepts of EDC/HRE • Introduction of the concepts of the human rights in school environment. • Competences for Democratic Culture: No. 1, 3, 5, 6, 11 		
Aims and learning outcomes:	<ul style="list-style-type: none"> • Understanding of the EDC key concept of HUMAN RIGHTS in the context of Education and Children's rights • The session aims to assess education system in Bosnia and Herzegovina through the lenses of the frame law and practice as well as through the lenses of human rights. • The session is aimed to see, whether the underlying value system sufficiently promotes inclusive learning and the personal development of every child equally. • The students will also develop critical thinking skills while reflecting on the used sources (Articles of the Frame Law for Education). • Students will discuss the law implementation practices from their own experience and offer their solution for some chosen cases. • Students will develop communication skills and share different experiences and traditions of their respective backgrounds, thus developing tolerance and mutual respect 		
Practice teaching elements included:	No		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	10%	90 %	0%
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		

<p>RFDC: Competences (C) and descriptors (D) to be applied or trained:</p>	<ul style="list-style-type: none"> • C1 Valuing human dignity and human rights D2 Argues that specific rights of children should be respected and protected by society D4 Argues that all public institutions should respect, protect and implement human rights D6 6 Expresses the view that all laws should be consistent with international human rights norms and standards C3 Valuing democracy, justice, fairness, equality and rule of Law D 12 Argues that school should teach students about democracy and how to act as a democratic citizen D 14 Argues that the laws should always be fairly applied and enforced C5 Respect D 27 Gives space to others to express themselves D 32 Expresses respect for people who hold different political opinions from himself/herself C6 Civic-mindedness D35 Expresses commitment to not being a bystander when the dignity and rights of others are violated D36 Discusses what can be done to help make the community a better place C11 Analytical and critical thinking skills D 64 Can identify similarities and differences between new information and what is already known D 65 Uses evidence to support her/his opinion D 69 Can use explicit and specifiabile criteria, principles and values to make judgments
<p>Room preparation, infrastructure (board, beamer, flipchart etc.):</p>	<p>Rooms settings:</p> <ul style="list-style-type: none"> • Zoom room • Padlet application
<p>Materials needed</p>	<ul style="list-style-type: none"> • Quotes from the Frame-law for education in Bosnia and Herzegovina on padlet or jamboard • Framework Act (2003). Okvirni zakon o osnovnom i srednjem obrazovanju, Službeni glasnik BiH 18/03. Framework Act on Primary and Secondary Education;

Part II – Session step by step:

Lecture and group work/discussions:

Part 1:

Lecturer:

Part I: 10 minutes: 5 (introduction) + 5 (assignment of tasks)

Lecturer will give an introduction of the topic and a model of work.

Part 2:

Student's individual work

Students work individually: Quotes of the articles from the Education Framework Act will be placed on a padlet. Each student has a task to choose one quote by their affinity. They will have to answer the questions:

To what extent do you think that this article is respected and implemented in the practice in Bosnia and Herzegovina?

If you have an example from your own experience, please indicate how this article has been violated. Give an idea how the implementation of this article can be improved?

Part 3:

Student's presentations

Each student will present his/her answers and elaborate what was his/her motif to choose the claim. Students' ideas for the improving the law implementation will be listed on a padlet as an action plan to reflect, compare, and evaluate at the final discussion.

Part 4:

Final discussion

After each student has presented their conclusions, the Students should be invited to discuss the list of the proposed actions.

Part 5: Homework – Students can create a proposal of their own educational law with elements of the Children's rights chart.

Part 6:

Debriefing and evaluation of the session:

Lecturer will resume the conclusions of the discussion and open the floor for the reflections and additional questions on model of work, importance of the topic presented during the session and comments from the students.

Part III – Report (Debriefing and evaluation):

General remarks from students:	
Debriefing of the subject content	The emphasis in the proposed models during discussion was on the promotion of the proposed inclusive learning and the personal development of every child equally.
Debriefing of the Democracy (EDC/HRE) content	The examples that students proposed were highly linked with the respect and promotion of universal human values and human rights.

<p>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</p>	<p><i>C1 Valuing human dignity and human rights</i> D2 Argues that specific rights of children should be respected and protected by society D4 Argues that all public institutions should respect, protect and implement human rights D6 6 Expresses the view that all laws should be consistent with international human rights norms and standards Students analysed articles of the Framework Act and gave the examples how some of the articles are not implemented in practice and also violated in many ways.</p> <p><i>C3 Valuing democracy, justice, fairness, equality and rule of Law</i> D 12 Argues that school should teach students about democracy and how to act as a democratic citizen D 14 Argues that the laws should always be fairly applied and enforced Students gave proposals to improve the system and policy based on the democracy, justice, fairness, equality and other human values.</p> <p><i>C5 Respect</i> D 27 Gives space to others to express themselves D 32 Expresses respect for people who hold different political opinions from himself/herself Students respected other opinions.</p> <p><i>C6 Civic-mindedness</i> D35 Expresses commitment to not being a bystander when the dignity and rights of others are violated D36 Discusses what can be done to help make the community a better place With their proposals students showed the willingness to change and improve the system.</p> <p><i>C11 Analytical and critical thinking skills</i> D 64 Can identify similarities and differences between new information and what is already known D 65 Uses evidence to support her/his opinion D 69 Can use explicit and specifiable criteria, principles and values to make judgments Students performed skills of analysis using the offered sources, comparing them and expressing their own evaluation of the content.</p>
<p>General remarks by the lecturer:</p>	<p>This was the most constructive session for me because the students gave negative examples how the children's rights have been violated and concrete proposals for improving the policy as well as the practice.</p>

2.7. CLOSING SESSION: REFLECTIONS AND CLOSING

PREPARING FUTURE TEACHERS IN THE WESTERN BALKANS



Educating for Democracy & Human Rights
2018 – 2021

University: Faculty of Philosophy, University of Sarajevo

Semester Module: *Democratic culture and peace pedagogy in teacher education*

Session No./Name: No. 1; Introduction of the course and assessment

Implementation date:

Closing session:

Subject Content: Final assessment and completing the course

Democracy Content: The important of context in CDC

Competences for Democratic Culture: 3, 4, 6, 10, 12, 13, 16.

Date:	Time:	Room:
Session No. Closing Session	180 minutes	Lecturer(s):

Part I – General information

Title of Session:	Final assessment, conclusions and next steps		
Overview, issues addressed:	<ul style="list-style-type: none"> Reflecting on the formative assessment tools for continuous evaluation and assessment throughout the entire course (development portfolio, self-reflections, critical reflections on major themes, teaching practice observations and reflections through action research cycle) Presentations by all students and sharing of their portfolios 		
Aims and learning outcomes:	<ul style="list-style-type: none"> The students will summarize the experiences and lessons they bring out of this course The students will reflect on the transformative nature of the learning process as a result of the modules and will recognize the points of connection and application of the ideas in their own teaching. 		
Percentage of time allocation:	Lecture	Active learning by University Students	Teaching practice in university or mock teaching
	20%	80 %	
Practice teaching format used:	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> Other format (specify):		
RFDC: Competences (C) and descriptors (D) to be applied or trained:	Valuing democracy, justice, fairness, equality, rule of law, Openness to cultural otherness, Civic-mindedness, Autonomous learning skills, Skill for listening and observing, Empathy, Co-operation skills		

Room preparation, infrastructure (board, beamer, flipchart etc.):	<ul style="list-style-type: none"> • Presentations; • <i>Reference Framework of Competences for Democratic Culture</i>. (2018). Strasbourg: Council of Europe. (<i>Volume 1, 2 i 3</i>). • Living Democracy (living-democracy.com). • www.peacehub.ba. <p>Computer and Internet connection.</p> <p>Rooms settings:</p>
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Part II – Session step by step:

All students presented their portfolios which were followed by a final round of reflections and their words of gratitude and appreciation.

Part III – Report (Debriefing and evaluation):

General remarks from students:	
Debriefing of the subject content	<ul style="list-style-type: none"> • Portfolios presentations
Debriefing of the Democracy (EDC/ HRE) content	<ul style="list-style-type: none"> • All applied
General remarks by the lecturer:	<p>The lecturers are eager to continue building on this experience by compiling all of the reflections, lesson models, and main theoretical principles into a Publication on <i>Democratic culture and peace pedagogy in teacher education</i>:</p>

2.8. EXAMPLES FROM STUDENT TEACHING PRACTICE

As the course primarily focused on five topics: *Identity and Symbols, Stereotypes and Prejudices, Cultural Diversity and Intercultural Education, Studying Controversial Topics and Children's Rights and Inclusive Education*, students in the first phase of their teaching practice had the task to choose one topic and prepare a lesson. This preparation was done in mixed groups of three, where each of the students came from a different Department. With this we tried to emphasise the interdisciplinary approach in the work and open the possibility of better cooperation among students of different groups, which ultimately proved to be a good decision. The students worked on the basis of the same forms of teaching used for the module, and the materials and lesson plans from the website www.living-democracy.com served as the basis for designing the classes, which proved to be excellent in sharing and popularising these materials.

The topics *Peace and Conflict - Conflict Resolution, Having a Magic Wand (Children's Rights), Understanding Others, Gender Equality, Inequality and Justice*, although realised in online format, offered creative models of work through a series of carefully designed activities, practical tasks, visual and written materials and productive discussions. The presented classes were interactive, dynamic and useful to offer new angles of observation and teaching of the mentioned topics. All students showed great enthusiasm and a great deal of responsibility and creativity in presenting topics through various online tools and applications, and they themselves gave positive reflections on the opportunity to work together with colleagues from other study groups.

The class with colleagues from the other department was enjoyable and we quickly exchanged ideas. With the activity "Perception of Others" with we wanted to raise awareness of a shared perception. I really liked the class and cooperation with colleagues. (Marija)

Through successful cooperation with the Second Grammar School and the Maarif Grammar School in Sarajevo, teaching practice was realised in schools within the subject of English language, history and mathematics. Teacher mentors Lejla Čaušević, Tarik Hadžiahmetović from the Second Grammar School Sarajevo and Elvedin Tanjo and Arnes Džido from Maarif Grammar School Sarajevo hosted groups of students in their classes and enabled them to study as part of teaching practice observation in their classes. Students kept protocols about the observed classes, evaluated them and had the opportunity to design and maintain their own classes. Interestingly, due to covid-19, the conditions changed from day to day, so some classes were held live and some online. Cooperation with mentors resulted in very well-designed classes, which can be seen from the student lesson plans and presentations submitted in the documentation.

For me, this class was a special pleasure. At first, I experienced a slight shock when I saw the parallel teaching (online and classroom), and then I was very impressed by the professor's approach to students, and to the treatment of the topic. In my school, the professor had a strict approach, you could say

untouchable, so it was really nice to see that here.

What I carry with me as a special stamp on this hospice class is the friendly teacher-student relationship. I liked it a lot because it was very conducive to the atmosphere itself. I got the impression that these students, if other professors are so energetic, can't be bored at school. (Vedrana)

The students made a special effort to emphasise the elements from the competencies for a democratic society and to connect the topics from the classes with the topics they covered during the module itself. Topics such as *Mussolini's Propaganda Posters, Culture corner - Aborigines, Development of Science and Technology in the late 19th and early 20th century, Bosnia and Herzegovina from the movement for autonomy to the Berlin Congress, Mind your manners?* were an interesting and creative way that was praised by the professors and mentors. In some of the schools, there were problems with internet communication due to online implementation, but all the difficulties were successfully overcome.

As for my class, I realised that implementing some course objectives in some lessons can be applied more easily and in some more difficult, but I think I managed to cope with that and apply the promoted values to my class and work with children. (Amina)

I had the experience of teaching in the classroom for the first time. I also had the opportunity to teach a subject in my field, and I enjoyed preparing the class. I learned how important it is to be ready to improvise in case of some technical problems or similar difficulties. The school where I taught had problems with the internet connection that day, but I managed to hold the lecture with some changes. This experience freed me from anxiety, and I believe that I have developed many abilities and skills in teaching that will be useful to me in the future. (Nejra)

Teaching classes in schools and cooperation with mentors got the highest grade in the evaluation that students submitted in the form of questionnaires, but also in the form of portfolios that they created as a form of evaluation of the module. All participants were unanimous in the assessment that the number of teaching practice observation and practical classes at the school should be significantly higher.

In addition to the experience of working at school, this class I held at the Second High School was a "rebirth" for me. For the first time, I worked with students who are extremely linguistically competent, so that any kind of discussion could be raised to a new one. The preparation for this class was refreshing. (Emina)

The collaboration with the mentor was great, simple, we reached agreements easily, and it was a pleasure to see a different way of working than the one I was personally used to, because the school is specific and interesting. (Marija)

An interesting "situation" in the classroom. Great closeness and traditionalism. Attitudes towards women are inadequate, but also towards other vulnerable members of society. Open communication and expression of feelings as a good characteristic of class dynamics. (Antonio)

The view of teaching practice, implemented teaching and the importance of participation in this module for each of the students is expressed through creative portfolios that students submitted at the end of the semester. Creativity and positive energy turned into colourful posters on which students presented themselves, gave their reflections on each of the topics covered, highlighted the negative and positive sides of the module which will be used to improve the course in the future. At the end of the course all students⁴ received a certificate of attendance with a detailed overview of all course activities. Aware that we implemented this first module in the conditions of the Covid-19 pandemic and that the originally planned activities were not fully realised, we can be satisfied with everything that our students sent as feedback. Achieved cooperation between students, excellent work in schools and with mentors and ultimately awareness of new competencies developed by students remain a confirmation that we have succeeded in our intention to strengthen the competencies of future teachers for a democratic society through peace education.

Learned something new: *controversial topics in teaching! ... One of the concepts of peace education.*

Adopted: *new techniques for working with students in bilingual class.*

Awareness: *the importance of peace education of oneself and the society around oneself.* (Antonio)

I definitely developed new competencies as a future teacher.

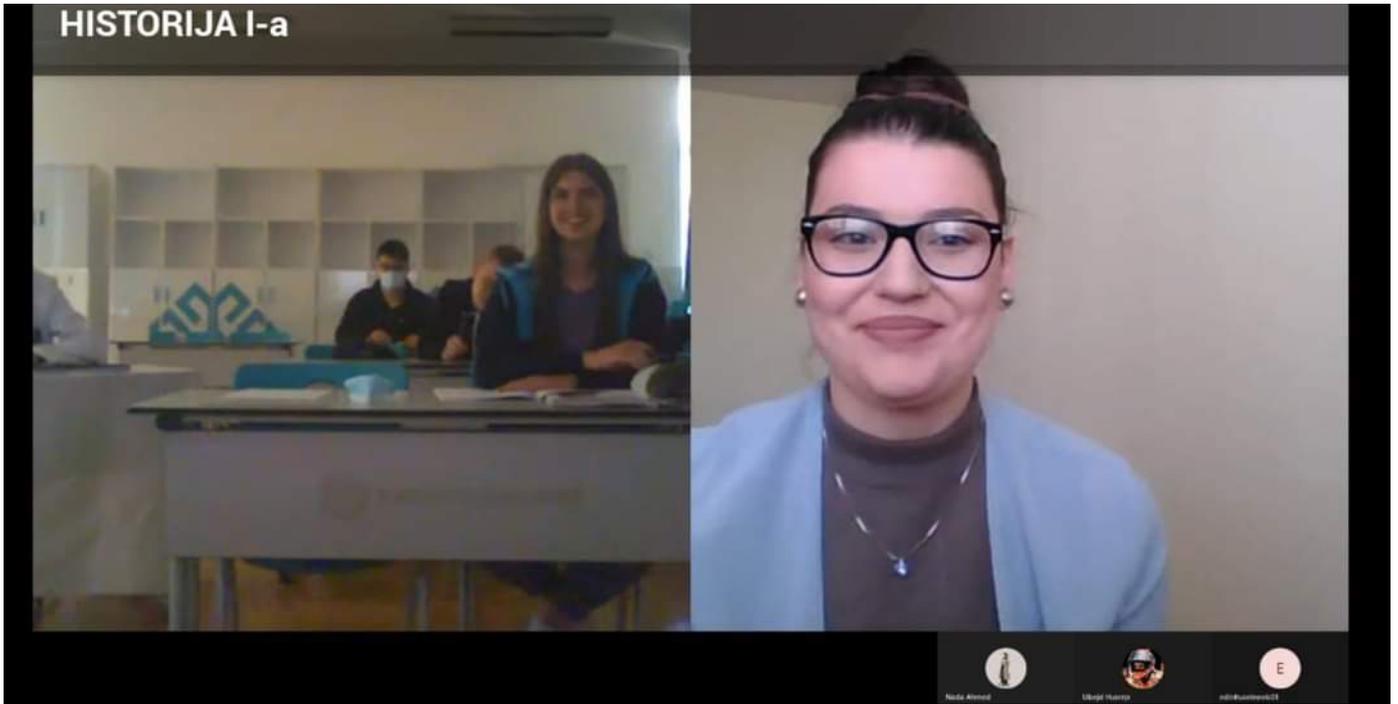
I learned and applied new ways of approaching teaching.

I progressed as a student and as a person.

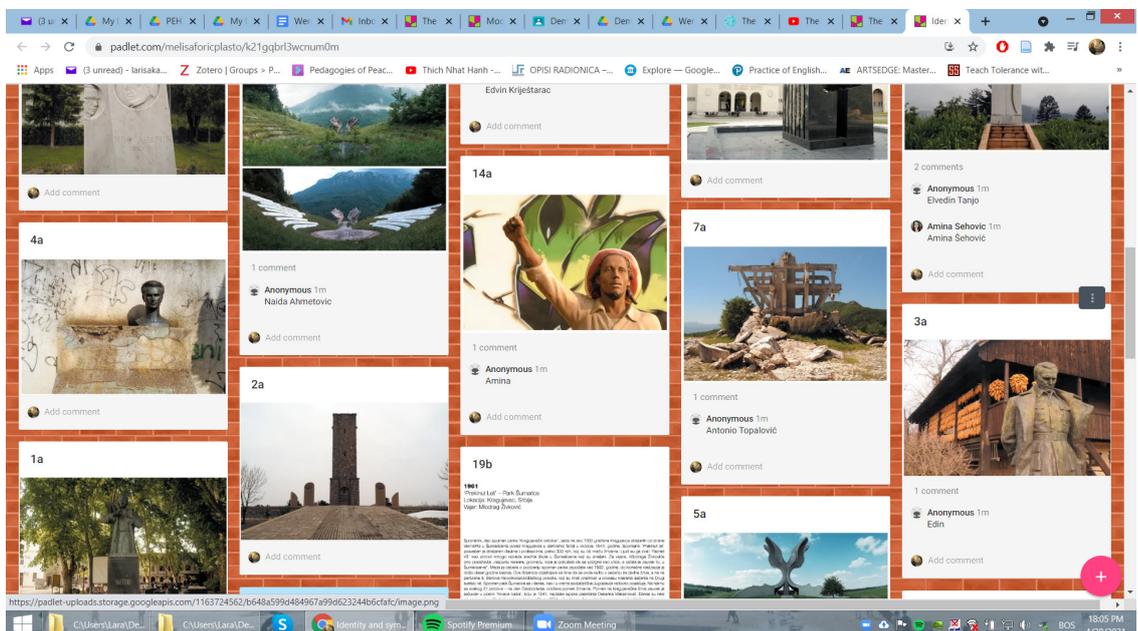
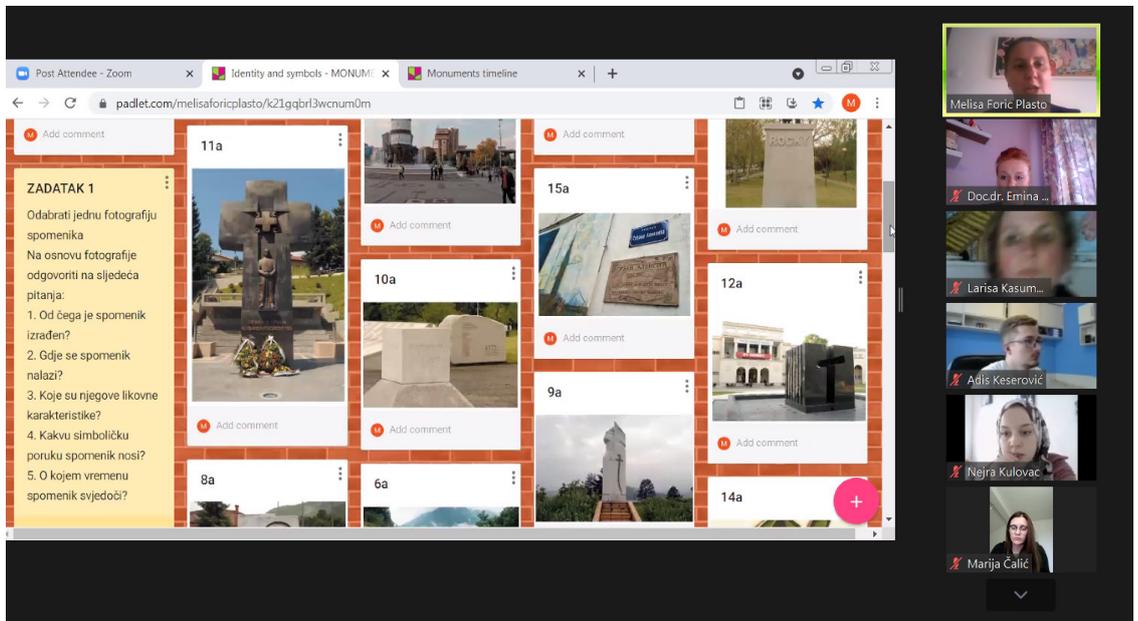
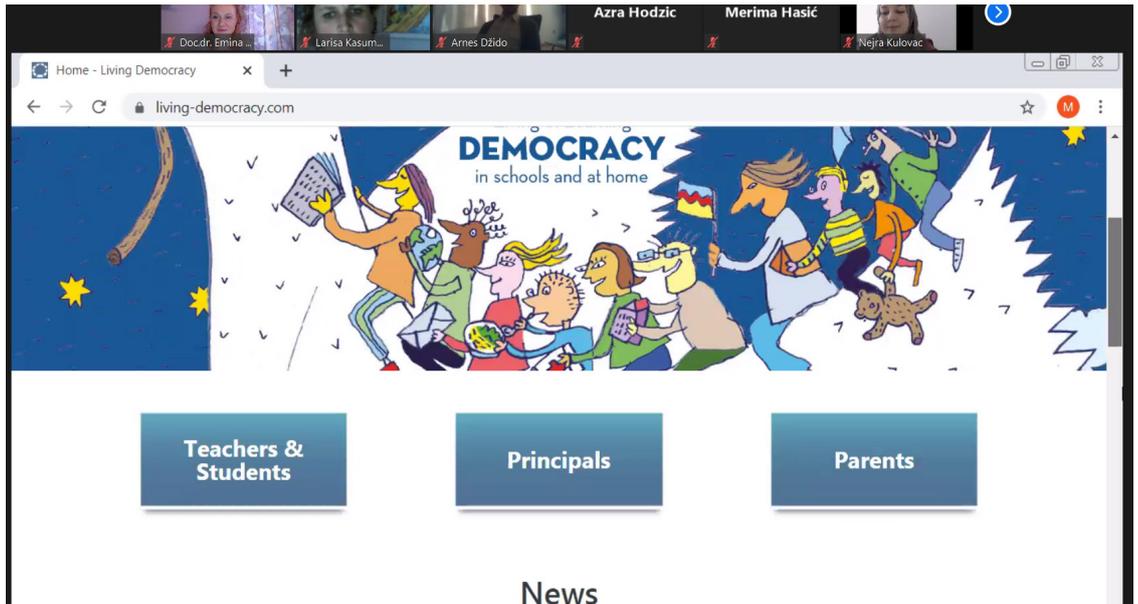
I received many ideas on how to bring history lessons closer to democratic education, although some topics are more difficult to incorporate into such a framework. (Edin)

I adopted new teaching styles, such as group work and the use of various online platforms that I was unaware of. Also, the materials provided to us contain many useful ideas for teaching, which can be of help to me in the future. I realised the importance and value of peace teaching, which is the key to progress and a better future. "The world rests on the youth." (Nejra)

.....
⁴ The students who participated in the online modules were students of English, History and Pedagogy: Naida Ahmetović, Amina Baždar, Marija Čalić, Azra Hodžić, Edin Huseinović, Ilma Islam, Adis Keserović, Marija Kovačević, Edvin Kriještarac, Nejra Kulovac, Emina Muminović, Amina Musakadić, Antonio Topalović, Amina Šehović, Vedrana Šimić



EXAMPLES FROM VIRTUAL CLASSROOMS



EXAMPLES FROM VIRTUAL CLASSROOMS

Framework and objectives

- Learning about prejudices “beyond the textbook”
- Small and large group activity
- Prejudices and their origin defined
- The inevitability and reduction of prejudices

OBJECTIVE:

to recognize discrimination and understand the ways it affects those who discriminate and those who are discriminated against



Larisa Kasumagic

Doc.dr. Emina...

Larisa Kasumagic

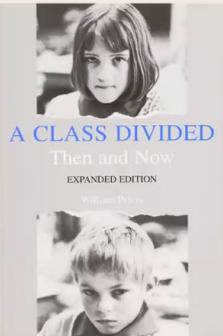
Adis Keserovic

Nejra Kulovac

Emina Mumin...

Ilma Islam







Doc.dr. Emina...

Larisa Kasumagic

Marija Kovacevic

Nejra Kulovac

Marija Calic

Amina Bazarar

GROUP 1

1.1. Focus on the body language, words and behavior of the children when they are encouraged to discriminate.

1.2. Why did Mrs. Elliot claim she learned more from the “superior” children?

1.3. Do children instinctively hate people different from themselves? Can society be taught to hate? Can you think of some examples of this in history? In our society today?



GROUP 2

2.1. Focus on the body language, words and behavior of the children when they are discriminated against.

2.2. What are the implications of being under emotional stress while trying to learn to work?

2.3. What is the responsibility of schools and corporations in this regard? Of the family?



GROUP 3

3.1. Focus on the role of the teacher during the exercise.

3.2. Do you agree with Mrs. Elliott's claim that... “Children have to find out... They have to be involved... They have to know how it feels to be stepped on.” If so, why?

3.3. What are the elements of the hidden curriculum that this teacher clearly dealt with?



CLOSE 3 comments

Marija Kovacevic 2m

Children who were encouraged to discriminate acted as the superior ones and showed their position in the classroom. They said that they were better than the others.

Marija Kovacevic 1m

Mrs. Elliot learned more from the superior children because they have shown more emotions.

Marija Kovacevic 1m

Children do not hate people different from themselves, yes, a society can be taught to hate.

Add comment

EXAMPLES FROM VIRTUAL CLASSROOMS

Microsoft PowerPoint - [Kontroverzne teme u nastavi]

ŠKOLA NA IVICI ŠUME

- Šta se desilo sa školom?
- Ko je odgovoran?
- Koji su motivi?
- Da li bi nastavnik trebao ponovo izgraditi

Click to add notes

A black and white line drawing of a wooden cart filled with tires. Two people are shown pulling the cart from opposite sides. The cart is tilted slightly forward.

Dashboard | Dječija prava u obrazovanju | Democratic culture and peace pe... | +

padlet.com/melisaforic/k03br6jf9uc52qg5

Dječija prava u obrazovanju

Made with swagger

1. Cilj obrazovanja je promocija poštivanja ljudskih prava i temeljnih sloboda, i priprema svake osobe za život u društvu koje poštuju načela demokratije i vladavine zakona;
2. Cilj obrazovanja je razvijanje svijesti o pripadnosti državi Bosni i Hercegovini, vlastitoj kulturnosamosvijesti, jeziku i naslijeđu, na način u skladu s civilizacijskim tekovinama, upoznavajući i uvažavajući druge i drugačije, poštujući različitosti i njejujućimeđusobno
3. Cilj obrazovanja je osiguranje jednakih obrazovanja i mogućnost izbora na svim razinama obrazovanja, bez obzira na spol, rasu, nacionalnu pripadnost, socijalno i kulturno podrijetlo i status, vjeroispovijed, du.evnotjelesne i
4. Svako dijete ima jednako pravo pristupa i jednake mogućnosti sudjelovanja u odgovarajućem obrazovanju, bez diskriminacije na bilo kojoj osnovi. Jednak pristup i jednake mogućnosti podrazumijevaju osiguranje jednakih uvjeta i prilika za sve, za početak i nastavak daljnjeg obrazovanja.
5. Odgovarajuće obrazovanje podrazumijeva obrazovanje koje, sukladno utvrđenim standardima, osigurava djetetu da na najbolji način razvije svoje urođene i potencijalne umne, tjelesne, imoralne sposobnosti, na svim razinama obrazovanja.

EXAMPLES FROM VIRTUAL CLASSROOMS

The screenshot shows a Padlet board with several sticky notes. The notes contain text in Bosnian, discussing topics like human rights, education, and cultural identity. Comments are visible on several notes, indicating an interactive session.

Sticky Note 9: Jezik i kultura svake značajnije manjine koja živi u Bosni i Hercegovini po.tivat će se i izučavati uškoli u najvećoj mjeri u kojoj je to izvodivo, sukladno Okvirnoj konvenciji o zaštiti prava nacionalnihmanjina.

Sticky Note 10: Škola će unapređivati i štitiiti vjerske slobode, toleranciju i kulturu dijaloga.

Sticky Note 11: U nastavnim i drugim aktivnostima u školi ne mogu se upotrebljavati ili izlagati didaktički idrugim materijali, niti davati izjave od strane nastavnika i drugog školskog osoblja, koji bi se opravdanomogli smatrati uvredljivim za jezik, kulturu i religiju

Sticky Note 12: Jezici konstitutivnih naroda Bosne i Hercegovine upotrebljavat će se u svim školama,sukladno Ustavu Bosne i Hercegovine. Svi će učenci u školama izučavati pisma koja su u službenoj uporabi u Bosni i Hercegovini.

Sticky Note 13: nad svim drugim pravima.

Sticky Note 14: odgovornost da, u vlastitoj i u sredini u kojoj djeluje, doprinese stvaranju takvekulture koja po.tuje ljudska prava i temeljne slobode svih građana, kako je to utemeljeno Ustavom iostalim međunarodnim dokumentima iz oblasti ljudskih prava, koje je potpisala Bosna i Hercegovina.

Sticky Note 15: U procesu uspostave i ustrojstva obveznog obrazovnog sustava, proces u Bosni

The screenshot shows a Zoom meeting with three participants. Melisa Forić Plasto is in the top left, Emina Dedić Bukvić is in the top right, and Larisa Kasumagić is in the bottom center. They appear to be engaged in a discussion.

The screenshot shows a PowerPoint presentation titled "Identitet" (Identity). The slide content includes:

- Identitet**
Ljudsko biće, žena, sestra, kćerka, djevojka, pedagogica
- Education for democracy and human rights
- Stjecanje i razvijanje
- Preporuke
- Više praktičnih časova za realizirati

Additional text on the slide: "Najzanimljivija i najdraža tema s obzirom na to da me uvijek dosta intrigirala" and "Naučila sam mnogovrh informacija, najviše iz razgovora sa nastavnicima, docentima i samim jednim mnogobrojnim profesorima."

The video feed shows Amina Musakadić, who is presenting the slide.

EXAMPLES FROM VIRTUAL CLASSROOMS

DEMOCRATIC CULTURE AND PEACE PEDAGOGY IN TEACHER EDUCATION

IDENTITET	NAZIV TEME	OSVRT
Ljudsko biće, mlakavac, mlad Sve što sam ja Pedagog, stvaratelj, promotivni djelatnik Eurojavnin, život, borba	Identitet i simbol Stereotipi i predrasude	Adekvatan i koristan pregled sadržaja Zanimljivo mi je odmah pronaći simbolima i povezanimi slog i namjere i simbolima-uvjerenostima. Zanimljivo pristup problemu. Sadržaj mi se konkretno otvara i otvara u nastavi. Vjerujem da se sažim pristup može koristiti i za druge teme.
REALIZIRANA PRAKSA Zanimljivo pitanje "u odobreni bih bio ratovarenost i tradicijom, Odras prema jeziku, naučivost, ali i prava i drugim aspektima i stvarnosti društva. Otvorena komunikacija i izražavanje osjećaja kao dobra karakteristična razredni dinamika.	Kulturna radionica i kulturno-umjetnička Profesionalne kontraverzije i teme Prava djeteta	Meni najzanimljivija tema i problem je taj na koji osvrta, mislim da je posebno govornici više u širem pojmu INTERKULTURALIZAM. Jako korisna i bitna radionica. Odlučni izbor materijala. Otvorena je bila tema. Otvoriti vjerujem u pregled prava djeteta. Uvijek pripreme i pristupim im kao studijama slučajeva.

PREPORUKE I SUGESTIJE

- Više aktualizirati teme.
- Uvesti teme o kulturi i komunikaciji (razumjevanje pojnova debate i refleksije).
- Prezentacije spojiti u jednu / po modulu.

Antonio Topalović
FFUNSA, Odsjek za pedagogiju
Sarajevo

Azra Hodžić
Student sam II ciklusa Odsjeka za pedagogiju
Imam 22 godine

Kroz ovaj projekat sam "porasla"
Upoznala sam drage ljude i
iskoristila prijateljstva.
Stekla sam nove vještine
Naizmjerno sam zahvalna.

VRIJEDNOSTI

- VREDNOSTI
- KULTURNU RAZNOBLIKOST
- DEMOKRATIJA
- PRAVDA I POSTIJE NE NA PRVOM Mjestu
- POSTIVANJE DRUGIČIJE MISHENJA

VJEŠTINE

- ANALITICKO I KRITIČKO MIŠLJENJE
- EMPATIČNA SAM
- VJEŠTINE SARADIVANJA I REŠIVANJA KONFLIKATA

STAVOVI

- OTVORENA SAM PREMA DRUGIM KULTURAMA
- PRIHVATAM ODGOVORNOST
- SAMOEFIKASNA SAM

RAZUMIJEVANJE JEZIKA

- POZNAVANJE SEBE
- POZNAVANJE SVIJETA + ZNANJE I KRITIČKO RAZUMIJEVANJE

Želim dalje istraživati o ovim temama
Želim da steknem još više vještina i znanja
Želim konstantno raditi na sebi i podizati svijest o obradenim temama.

JA SAM ADIS KESEROVIĆ.
ROĐEN SAM 15 DECEMBRA 1998. GODINE U SARAJEVU GDJE I DANAS ŽIVIM.
STUDENT SAM DRUGOG CIKUSA STUDIJA ODSJEKA ZA PEDAGOGIJU NA FFUNSA.

REFLEKSIJA NA MODUL
MODUL JE BIO JAKO ZANIMLJIV, KORISAN I INTERESANTAN.
SADRŽAJ DOSTA POZNAT, ALI BEZ OBZIRA NA TO DOSTA NOVIM INFORMACIJAMA I AKTIVNOSTI.
UPOZNAVANJE SA DUVIM NOVIM LJUDIMA SA KOJIMA IMAM ZAJEDNIČKI CILJ.

REFLEKSIJA NA REALIZIRANU PRAKSA
ŽAL ŠTO JE PRAKSA BILA ONLINE.
PRIJATELJSKI ODNOS NASTAVNIKA SA UČENICIMA.
UKLJUČENOST UČENIKA U RADIONICI.
PONOS I ZADOVOLJSTVO.

MOJI LIČNI PODACI

REFLEKSIJA NA CIJELU UČENIČKU GRUPU

Just Keep Going

OPUŠTENA ATMOSFERA

PRIJATELJSKI ODNOS

POVRATNE INFORMACIJE

KREATIVAN NAČIN RADA

PREPORUKA: RAD NA SEBI

Preparing future teachers in the Western Balkans
Centar za mirovno obrazovanje

DEMOCRATIC CULTURE AND PEACE PEDAGOGY IN TEACHER EDUCATION

Marija Čalić Vitez
FFUNSA, Odsjek za pedagogiju
II CIKLUS STUDIJA, II GODINA

IDENTITETI:

- kćerka
- sestra
- unuka
- prijateljica

- 24 godine
- Hrvatice
- katolkinja
- državljanica Bosne i Hercegovine

- studentica pedagogije
- edukatorica na projektu Interaktivnih radionica
- članica HUM SB

REFLEKSIJA NA REALIZIRANE LEKCIJE

- IDENTITETI I SIMBOLI**
Zanimljiv pristup temi, u sjećanju posebno ostaje video *The bear that wasn't* o važnosti simbola rijetko govorimo a kroz ovu temu smo ih odlično povezali sa identitetima.
- STEREOTIPI I PREDRASUDE**
Osvještenje postojanja stereotipa i predrasuda je prvo korak ka njihovom (djelomičnom) uklanjanju.
- KULTUROLOŠKA RAZLIČITOST I INTERKULTURALNO OBRAZOVANJE**
Smatram da se o ovim temama treba ranije početi govoriti, pod tim mislim implementirati sadržaje ovih tema u nastavne predmete još od ranog uzrasta djece.
- IZUČAVANJE KONTRAVERZNIH TEMA**
Kako poučavati djecu ovim temama posebno je zahtjevno pitanje, sviđao mi se pristup i odabir tema u ovom modulu i mogućnost diskusije.



Peace Education Hub



Certifikat

Završio/la je kolegij

Democratic culture and peace pedagogy in teacher education

koji je pri Centru za mirovno obrazovanje Filozofskog fakulteta u Sarajevu
realiziran u sklopu projekta

***Priprema budućih nastavnika na zapadnom Balkanu:
Obrazovanje za demokratsko građanstvo i ljudska prava.***

Projekat je vođen od strane Evropskog Wergeland centra i 12 univerziteta i partnerskih škola iz Albanije, Bosne i Hercegovine, Kosova, Crne Gore, Sjeverne Makedonije i Srbije.

U okviru kolegija studenti su aktivno učestvovali kroz različite aktivnosti: 21 sat predavanja i radionica, 2 sata praktičnog rada na fakultetu i školi, te 4 sata hospitovanja.

Kolegijem su obuhvaćene teme: Identitet i simboli, Stereotipi i predrasude, Kulturološka različitost i interkulturalno obrazovanje, Izučavanje kontroverznih tema, Prava djeteta i inkluzivni odgoj.

Kolegij je realiziran u ljetnom semestru akademske 2020/2021. godine.

Sarajevo, 6.7.2021.

Prof. dr. Amir Duranović
Prodekan za naučno-istraživački rad,
međunarodnu akademsku saradnju i
izdavaštvo

Predavači na kolegiju *Democratic culture and peace pedagogy in teacher education*:

Prof. dr. Larisa Kasumagić
Kafedžić, Odsjek za anglistiku
Voditeljica Centra za mirovno
obrazovanje

Doc.dr. Emina Dedić Bukvić,
Odsjek za pedagogiju
Članica Koordinacionog tima Centra za
mirovno obrazovanje

Mr.sc. Melisa Forić Plasto,
viša asistentica, Odsjek za historiju
Članica Koordinacionog tima Centra za
mirovno obrazovanje

PROJECT EVALUATION

1. Can you mention some specific ways the project has met the needs of the University of Sarajevo and its teacher education department?

The uniqueness of the project for our Faculty of Philosophy is that for the first time such a project was realized with the participation of students from three departments: Department of English, Department of Pedagogy, and Department of History. Student teachers had the opportunity to share their own experiences of initial education for teachers, but also to get to know the specifics of the approach to certain topics from the aspect of different sciences and their teaching methodologies. The overall methodology which we applied in the development of our modules and pedagogies was rooted in the interactive, participatory and interdisciplinary approaches, as we looked for linkages between our fields of study that could further on be explored and integrated into professional development of teachers.

2. How has applying the triangle approach (the link between teacher students- university lecturer and the mentor) improved the educational outcomes for your students? And how is this approach different from how you have been working in the past?

The cooperation within the triangle was at a high level, which is best shown in the reflections of our students after the observations and practical classes at schools. It was very useful that the mentors attended the lectures and workshops within the module to a significant extent, so that trust was already created within the whole group during the work process from the beginning. This was an opportunity to form a network of experts, who will work closely in the future teaching work. This approach is the extension of our practice teaching modules which we have established within the teacher education programs in different departments, as students are required to complete class observations and class teaching practice in primary and secondary schools, as a part of their teacher training. The fact that practice teaching is always inadequately represented in our curriculum in terms of the allocated hours, any additional opportunity where students can gain some extra possibilities for practice is an added value in their teacher education, and therefore this unique opportunity to get a few extra hours for this practicum was precious in this project.

3. From your perspective as a university professor, what has been the most important result/impact of the project in the region generally, specifically for your university and for you as a professor?

We believe that the possibility for having a transparent and regular communication, a touch of humanity, even in the online conditions and in the midst of the pandemic crisis, to have the exchange of experiences and the possibility to build a network for the future activities, are all some of the most important outcomes of this project. The networking of teachers from the region who participated in the project forms the basis for the realization for the future commonly shared ideas. We believe that this was an opportunity for getting to know each other, have intercultural exchange and participate in constructive dialogues.

4. How has participation in the project affected how you implement EDC/HRE in your teaching?

The implementation of EDC / HRE has become the basis for most of the materials we develop together with our students. For example, within the subjects of Methodology of History Teaching this is quite evident as it gives a useful purpose to what the learning outcomes of history should be and how lessons could be developed towards the goals geared in the direction of the future as its prominent place, which is more reflective of a democratic civil society.

In other fields of study, like Education, or Language and Culture Pedagogy, the use of the model EDC is present in different aspects of planning and teaching, especially within the modules in our curriculum that tackle the issues of intercultural learning, multiculturalism, inclusive education, children's rights, peace education and all other aspects of culture and language education where the principles of

democracy are inseparable from the learning outcomes in languages or general goals in education- to prepare our students to be independent in their thinking, to use critical thinking in reasoning and judgment, to check different sources of information, to become responsible and caring citizens, to name just a few.

5. How does increased practice time for teacher students affect the quality of their education and how does it affect their abilities as future teachers?

Many students stated that the number of teaching practice hours within the study should be much higher, and almost all of them positively commented on the possibility of having the opportunity to attend and hold additional classes within this course. We think that they were quite relieved in terms of these classes because they did not receive grades for their assignments, so their creativity came to full expression, which was reflected in the quality of their approaches and innovation they used in the planning and realization of their lessons.

6. How has the cooperation between professor- student- mentor worked?

The cooperation between mentor and students was very good. The students had the opportunity to introduce the key topics of democratic education to the younger generation of children in the schools. For some mentors it was challenging to identify explicit connection to the principles of democratic education in their subject areas, as those learning goals were not quite obvious or clearly articulated in the curriculum. The fact that university teachers worked closely with school mentors and student teachers is another important element of the quality in this project as it encourages the development of learning communities where different forms of knowledge have been shared and used as the platform for development and growth.

7. How has it been for you as a professor to work with a mentor to improve the educational outcomes of your students?

Cooperation with mentors was great opportunity to meet school teachers, to have them actively involved in some of the modules and sessions, and to have a rich discussion and exchange of experiences.

Larisa Kasumagić- Kafedžić, Associate Professor
Department of English, Teacher Education

Emina Dedić Bukvić, Associate Professor
Department of Pedagogy

Melisa Forić Plasto, Senior Teaching Assistant
Department of History, Teacher Education

SHORT BIOGRAPHIES OF AUTHORS AND LECTURERS



Larisa Kasumagić-Kafedžić has been actively involved in peaceful upbringing, community youth development programs based on psycho-social support for war traumatised children, the philosophy of peace and nonviolence, and intercultural pedagogy for the past 25 years. She holds a master's degree in International Development and Education from Cornell University, USA, where she focused her research on the role of peace education and nonviolence in the post-war healing and recovery through the youth development programs. She earned her Ph.D. in English Language Pedagogy and Intercultural Education from Sarajevo University. She is an Associate Professor at the Department of English of the Faculty of Philosophy in Sarajevo, where she teaches various subjects within the field of teacher education, critical pedagogy, peace and intercultural pedagogies in foreign language and culture didactics.



Emina Dedić Bukvić is an Associate Professor at the Department of Pedagogy of the Faculty of Philosophy at the University of Sarajevo. Her research interests are education of teachers and pedagogues, professional development of teachers and pedagogues, education policy in the region and further abroad, intercultural education. She is focused on pedagogical and didactic training in the study program within the schools of teaching and teacher education. In this area she is particularly interested in teaching intercultural education, peace education and nonviolence in micro pedagogical relations. She believes that by strengthening students' skills for teaching intercultural education we will provide opportunities for citizens of the world, classroom and within the broader community.



Melisa Forić Plasto works as a senior teaching assistant at the History Department at the Faculty of Philosophy, University of Sarajevo. Since 2003 she has been a member of BiH History Teachers' Association *EUROCLIO HIP BIH*, and currently holds the position of the Association's President. She has authored and co-authored several history textbooks for elementary and secondary schools and also co-authored several additional teaching materials. She actively participated in several international projects dedicated to history education, culture of remembrance, and peace education in Bosnia and Herzegovina and the region. Her research interests focus on teaching methods in approaching history teaching and history teacher education, contemporary history of Bosnia and Herzegovina, culture of memory, educational policy, textbooks and peace education.

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Democratic culture and peace pedagogy in teacher education
Larisa Kasumagić- Kafedžić, Emina Dedić Bukvić, Melisa Forić Plasto. PDF.

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The course “Democratic Culture and Peace Pedagogy in Teacher Education” created within the activities of the regional project “Preparing Future Teachers in the Western Balkans: Educating for Democracy and Human Rights 2019-2022” is a teaching model that meets the key demands of education in the 21st century in both content wise and methodology wise. It aims at improving the teaching performance focusing on “practice-oriented teaching promoting citizenship, democracy and human rights” – education highly important for the emerging democracies; to empower the teaching staff to successfully meet the challenges of the new paradigm of literacy and ever evolving needs of students; to support prospective teachers to develop competences critical for fostering democratic culture in the classrooms, in the schools and in the communities.

As the main reference point, the course successfully integrated the Reference Framework of Competencies for Democratic Culture (RFCDC) – a set of competences needed for an active and effective participation in a culture of democracy and promotion of an enlightened and responsible citizenship.

Prof. Dr. Bojka Djukanović

For years, there has been a worldwide discussion on how to bring theory and practice into better balance in teacher education, because one of the most serious deficiencies in teacher training lies in the inadequacy of the theory-practice relationship. If one looks at the current situation of teacher training, the scientification of the course proves to be distant from practice, i.e. training is divided into two phases, the first of which is largely cleansed of educational practice, while the second is equally largely free of educational and social science reflection on the conditions of school teaching.

Many university teachers are not particularly interested in an increased reference to practice, because this forces them to show the way from relatively non-binding theories to their implementation in teaching processes. The authors of this manual have recognised this difficulty and show examples of what an increased practical orientation can look like in concrete terms. They force themselves in their planning to establish practical references and to incorporate practical experiences. They are aware that teachers experience a constant pressure to act, which they are confronted with in the classroom and for which they have often not been prepared. This experience makes all theoretical knowledge acquired at university seem highly superfluous to young teachers.

It is only thanks to good teaching models at universities that future teachers experience what it means to receive a theoretically well-founded but practically relevant education, in which sufficient practical experience is a natural part of training. The colleagues in this manual have understood this and put it into practice.

Prof. Dr. h.c. Rolf Gollob
Zurich University of Teacher Education

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