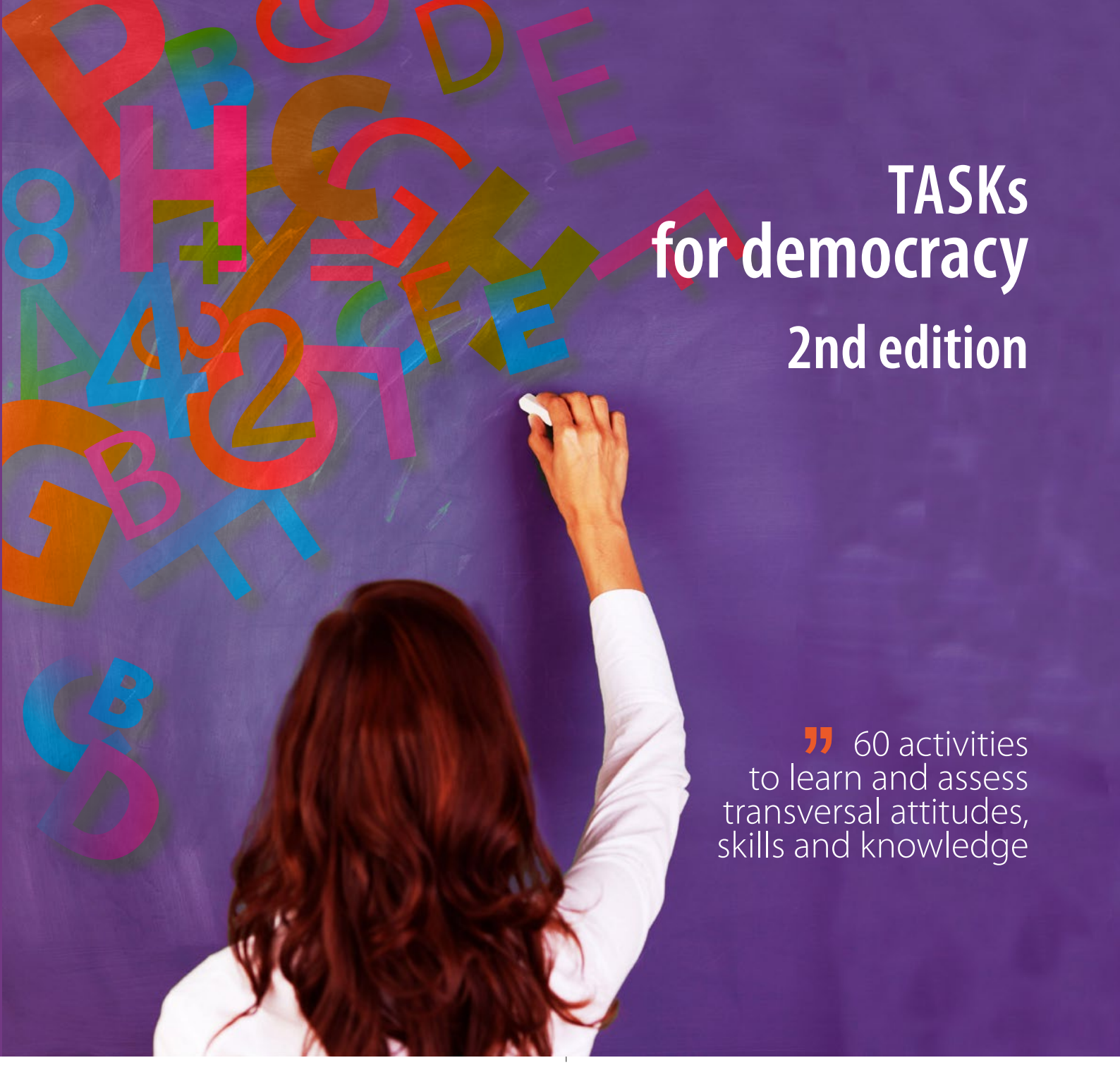

TASKs for democracy

2nd edition

60 activities to learn and assess transversal attitudes, skills and knowledge

Pestalozzi Series No. 4

2nd edition

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

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2nd edition

Series editor Josef Huber

Edited by
Pascale Mompoint-Gaillard and Ildikó Lázár

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for education professionals
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Many people have contributed with their motivation, their time and creativity to make this publication possible. This book is the culmination of a co-operative effort going back to 2009.

At first a group of members of the Community of Practice of the Pestalozzi Programme analysed available competence descriptions in a large array of Council of Europe documents focusing on education to come up with a first structured compilation of core attitudes, skills and knowledge components. This first compilation was used in several training activities of the Pestalozzi Programme to test the components and to develop training activities for them before it underwent a further process of reformulation and structuring.

The proposed attitudes, skills and knowledge components as well as the activities to develop them were finally discussed and further edited by the authors of this book.

All in all, several hundred education professionals from across Europe were involved in this work. We would like to thank them all personally and by name because without them this work would not have been possible.

Unfortunately it is impossible to include all the names. We can only cite the names of those who have participated in the central activities which have led to this book:

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Thank you.

Preface

Welcome to the second edition of *TASKs for democracy*, published by the Council of Europe in its Pestalozzi Series. This edition remains true to the original's objective – a practical guide to support teachers. Essential parts of the first edition therefore remain. However, since the first edition was published in September 2015, important events and contextual changes have made it necessary to review and revise the publication.

In 2013, as an initiative of Andorra's Chairmanship of the Committee of Ministers (November 2012-May 2013), the Council of Europe launched an ambitious new project which aimed to provide a common framework of reference for competences for democratic culture applicable in all education systems throughout the Council of Europe's member States.

That this task should be undertaken by the Council of Europe was particularly appropriate, as it is the international organisation which has most consistently underlined that education has four equally important purposes:

- preparation for sustainable employment;
- preparation for life as active citizens in democratic societies;
- personal development;
- the development and maintenance, through teaching, learning and research, of a broad, advance knowledge base.[1]

To make preparation for democracy a real priority of our education systems, schools and universities, we need to be able to specify more than what students need to know, understand, and be able to do at the end of their schooling or studies. As many readers are aware, the classic definition of learning outcomes is "what you know, what you understand and what you are able to do". This, however, omits an important element: attitudes. Learning outcomes are not only about what we are able to do, but also what we are willing to do – or refrain from doing. In some situations, it is ethically questionable to do something even if we are able to do it. And when we speak of attitudes, we also often speak of values. This was one important starting point for the Competences for Democratic Culture (hereafter referred to as CDC) project.

Another point is the concept of democratic culture. For many people references to democracy bring forth images of institutions (such as parliaments or city councils), laws (constitutions but also due process in courts) and procedures (elections for example). All of these are essential elements of democracy. However, parliaments, laws and elections do not in themselves make societies democratic: they only work when rooted in what we call "democratic culture" or "a culture of democracy". This term was first used in the action plan adopted by the Heads of State and Government of the Council of Europe at their Summit in Warsaw in 2005[2] at the initiative of the Organisation's education sector.

"Democratic culture" designates the set of attitudes and behaviours required to make democratic institutions and democratic laws function in practice. Examples of such attitudes and behaviours are solving conflicts through peaceful means; participating respectfully in debate, which involves both listening to others with an open mind and forwarding one's own arguments respectfully; and gathering information from a variety of sources with a critical mind. It does not mean accepting all views and arguments as equally valid. Some values are absolute, and many of these are found in the European Convention on Human Rights.

Competences for democratic culture are therefore essential for building the kind of society in which we would like to live, and in which we would like our children and grandchildren to live.

1 Recommendation CM/Rec(2007)6 of the Committee of Ministers to member States on the public responsibility for higher education and research.

2 http://www.coe.int/t/dcr/summit/20050517_plan_action_en.asp, see III.3 and III.3.3.

That point was brought home forcefully by terrorist attacks in Paris and Istanbul in January 2015 and Copenhagen in February 2015. The CDC project quickly became part of the Council of Europe's response to these attacks, through the Action Plan on the Fight against Violent Extremism and Radicalisation Leading to Terrorism adopted by the Committee of Ministers in May 2015 (and the later Action Plan on Building Inclusive Societies). The relevance of the CDC project has been further underlined by subsequent terrorist attacks in Europe as well as by developments such as the continuing attraction of populism to many voters and disaffection with traditional party politics; the sharp disagreement in many countries on the place of religion in the public sphere; attitudes to migrants and refugees; ethical issues in different fields including politics, business and sports; and the failed coup attempt in Turkey in July 2016.

The higher political priority given to education in general and the CDC project in particular created a new urgency. The first part of the project was accelerated and the basic CDC model endorsed by the Council of Europe Standing Conference of Ministers of Education in April 2016. With this endorsement the Reference Framework of Competences for Democratic Culture became the sole focus of the Council of Europe's work in this field.

As described elsewhere in this revised *TASKs* publication, the competence model consists of 20 competences (see diagram on page 36).

As the "core components" presented in *TASKs for democracy* had been superseded by this new model, the first edition was withdrawn in March 2016. This revised edition reflects the CDC Framework – the most significant change is the replacement of the section on "core competences" by a description of the CDC model – so that *TASKs for democracy* can support the Framework.

I am pleased that the Council of Europe is now able to present this revised edition. It preserves the strengths of the original and ensures that *TASKs for democracy* is now aligned with the Council of Europe's flagship model of Competences for Democratic Culture.

I hope you will find *TASKs for democracy* useful in your work as teachers and trainers and that it will meet its main goal: helping build European societies characterised by a culture of democracy and human rights. This is a formidable task and it can only be achieved if European teachers and trainers rise to it with competence and enthusiasm.

Strasbourg, January 2017

Matthew Johnson
Director of Democratic Citizenship and Participation

Foreword

Josef Huber, series editor

Looking at the world around us, on a global scale, the necessity to revive democracy is becoming clearly visible. We come to understand that the maintenance of democratic societies and their further development is moving to centre stage more than at any moment over the past 50 years. And this is especially true in the light of the very recent tragic events where journalists of a satirical magazine were assassinated for doing their job: being critical, being satirical, and making use of their right to freedom of expression.

THE CHALLENGE OF LIVING IN A GLOBAL WORLD

Becoming aware of the global nature of our lives brings the finite nature of our planet and the diverse nature of humanity to our consciousness: Finite resources, finite environment and finite economic production. Back in 1972 the Club of Rome first raised the issue of the limits of growth and sparked off environmental consciousness. Forty years on, we must realise that amongst the options outlined by the Club of Rome we have chosen, by default as it were, the least promising. The question whether we can continue in the same direction – and on the basis of continuing economic growth – or whether we need to reorient our mode of reproduction has become even more urgent to answer. Can we continue to measure progress in terms of gross domestic product, invented in the 1930s, and of continuous economic growth when the limits of this model become threateningly clear as we move into the 21st century?

Such questioning cannot remain solely in the domain of economics. It has to go beyond material and technical issues because it perpetuates an unjust distribution of living conditions and thus also has implications on the way people live together.

The increased interconnectedness and mobility – be it for work, pleasure or for economic and political reasons – also bring ever more people in closer physical and virtual contact with the *Other* and has an impact on the way we see ourselves and the way we perceive the others.

An open debate on values, their transmission and maintenance, and their (re)definition is as imperative as it is inescapable. It needs to arrive at a clear view of the necessary values, attitudes, skills and knowledge, which allow an intercultural and democratic reorientation of our behaviour made up of solidarity and understanding, mutual respect and trust in order to arrive at a strong social cohesion. The challenge here is at least two-fold:

- As individuals we need to be able to make sense and manage the implications of our multidimensional identity, of our feelings of belonging and our multiple loyalties, of me and the other, of our relations and relationships, of our place in this diverse world.
- As a society we need to review and redefine the common denominator for living together, to identify and describe a basis to which all can subscribe whatever their particularities including a redefinition of what is private and what is public.

A crucial precondition for this to happen is the realisation and acceptance of the fact that change in itself, on an individual as well as on a societal level, is inescapable. The same way as we *cannot not communicate* (the fact of refusing communication carries and expresses a message) we *cannot not change* when we meet others. What we can do, however, is to act on the direction in which the changes lead us.

EDUCATION

The expansion of the digital space not only facilitates the global economy and exchanges, it also allows for an unprecedented interconnectedness of people and furthermore contains the potential – and already plays it out – of changing our ways of doing, of thinking, of relating to each other, of relating to information, knowledge and learning. These new media constitute a quantum leap from our traditional books, libraries, and learning environments and institutions (universities, schools, out-of-school activities).

There is widespread consensus that sustainable societal change needs appropriate educational action and an education of quality. What we consider as appropriate and as quality depends largely on the underlying vision and the purpose for which education is provided. The fundamental principles of the Council of Europe – democracy, human rights and the rule of law – can provide the basis for a new guiding vision: education for sustainable democratic societies.

Education fulfils – or ought to fulfil – a range of purposes. When we look at today's public discourse on education we see that education for the preparation for the labour market and education for the maintenance of a broad knowledge base occupy centre stage together with concerns for efficiency and money saving.

There is a need for more systematic education for democracy, i.e. education as preparation for life in sustainable democratic societies where human rights provide the value basis, democracy and co-operation are the keywords describing the way we live together and organise our living together and the Rule of Law representing the safeguarding structure.

And there is a need for yet another purpose of education to move (again) to the centre of our educational provisions: *education for personal development*. We hear a lot about the necessity to develop respect for diversity, to prevent bullying and other forms of violence, to prevent discrimination and to promote gender equality, peaceful coexistence, responsible behaviour, independent and critical thinking, value education, etc. We know that school as a major place of personal development and socialisation has an important part to play in this.

Subject-specific competences are at the core of schooling in today's societies. Education is organised along the principles and lines of academic disciplines despite the call for more interdisciplinary work. If the purpose of education is to prepare for a life in sustainable democratic societies and to further develop these societies, we need to pay more attention to transversal competences, and complement subject-specific competences with transversal attitudes and dispositions, skills and interconnected knowledge.

Every citizen will need to develop a high level of subject-specific competences over time and continue doing so. However, they will also need to develop throughout their lives a set of basic "transversal attitudes, skills and knowledge of a democratic citizen" and this through formal, non-formal and informal education. These transversal competences may well be developed around the following examples:

- Critical observation from different perspectives
- Actions based on respect for human rights and dignity
- Ability to act democratically and to co-operate
- Understanding of diversity and the ability to live in diversity
- Understanding of the past and the present and the ability to project into the future
- Ability to communicate across all kinds and types of borders
- Critical, responsible and beneficial/profitable use of the media environment
- Ability and readiness to continue learning throughout one's life

We will need to reassess the allocation of curriculum time to the different purposes of education.

TEACHERS

It is widely acknowledged that teachers and education professionals in general play a central role in promoting the emergence and maintenance of a democratic culture. Schools need to focus more on personal development and on preparation for life in a democratic society and use pedagogy and methodology which favours effective learning, putting the learners at the centre of activities, individualising learning for the needs of each student, through participative methods, experiential learning and learning by doing.

The choice of pedagogy and learning environment is part of the ethos and the message. Pedagogy and methodology are not neutral; they always reflect the values, ethics/ethos and principles, and the orientations of what

we seek to develop in the learners. A school or college that is governed to its roots by democratic principles, including in its teaching and learning, will effectively support learning for democratic and just societies.

Teachers may choose to switch from non-participative methods and pedagogy to a child-centred pedagogy focused on the acquisition of specific transversal competences: experimentation, systemic thinking and collective knowledge building, problem-solving, critical thinking, capacity to face new developments quickly, co-operative spirit and skills, navigating in knowledge networks...

In the choice of methods there is an opportunity to find the "common ground" and strategies for the development of core competences for democracy within the curricular scheme. Co-operative learning methods and giving learners a say in decision making will not only help learners take responsibility for their learning and increase chances of equal access to learning, but will also reduce violence, teach conflict management and address the prevention of discriminations.

Ideally we need a move from "school curricula" to broader and more humanistic "education curricula". Shared responsibility for education and deciding what is important for children to learn will be made possible, with diverse stakeholders co-operating towards common goals: parents, educational institutions, civil society and young people themselves, deciding what knowledge, values, skills and understandings are relevant and important to pass on to the children and young people in a given society and at a particular point in time.

A BOOK TO SUPPORT TEACHERS

Faced with the wish and the demands to promote – in their day-to-day work – competences related to democratic citizenship, human rights, socio-cultural diversity, social media, communication, history, peace education and environmental education to name just a few, teachers feel and express the need for more practical support.

This book, *TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge*, developed within the Pestalozzi Programme Community of Practice is meant as a handbook for practitioners in formal and non-formal educational settings.

It contains a rationale for the necessity to focus on competences for democracy in all areas of education (vertical – from the cradle to the grave/lifelong learning; and horizontal – in formal, non-formal and informal educational spaces), a description of what transversal attitudes, skills and knowledge mean and why they are important to be taken on board by all education professionals as well as an introduction to co-operative learning structures.

At the heart of the publication there is the list of components describing the core attitudes, skills and knowledge which need to be developed by every individual in order to be able to live in and to contribute to the development and maintenance of democratic societies in their full diversity. The components are again expressed and further detailed in I-statements of observable behaviour. A collection of over 50 learning and training activities which help develop the various components as well as a number of "re-learning" activities will help the practitioners to promote the development of these components in their day-to-day educational practice.

This book is not meant as the final answer to life, the universe and everything; it is, much as the process that led to its publication, work in progress. We hope that you will find it inspiring and useful and that you can use some or most activities in your day-to-day practice. We also hope that you join this work in progress and that you will share your experiences with the activities contained in the book, including your adaptations, with us (www.coe.int/pestalozzi; @pestalozziprog).

February 2015

Introduction

Ildikó Lázár and Pascale Mompoint-Gaillard

HOW WE GOT HERE

The present collection of teacher training activities is a selection of some of the most powerful activities from the training materials written by participants in the first eight series of European Modules of Trainer Training of the Pestalozzi Programme between 2006 and 2010. Since the very first module started in 2006, up to 2014, over 650 teacher educators from all over Europe have participated in these trainer-training activities. Each of the module series consists of five phases that altogether last between 12 and 18 months. This fairly long period of engagement includes two face-to-face meetings (module A and module B) and online collaboration before, between and after the meetings, making this a blended learning approach. Module A is a four-day intensive training workshop designed to assess participants' needs, lay the foundations of the given theme and prepare participants for follow-up collaborative work. The aim of the follow-up phase is for each participant to develop a training session on the theme of the European modules s/he takes part in. First drafts are commented on and evaluated by fellow participants on the online platform. Authors also receive feedback from the team of facilitators before they pilot their training sessions in their own contexts. Finally, module B gives participants a chance to reflect on their learning experience and improve their training materials before these are edited and then published on the Pestalozzi Programme website. As a follow-up, alumni are invited to engage in the online Pestalozzi Community of Practice as a long-term commitment to their professional development.

Themes covered by the European module series between 2006 and 2014 include:

- education for democratic citizenship and human rights;
- intercultural education;
- education for linguistic and cultural diversity;
- history teaching with a focus on multi-perspectivity;
- media literacy based on human rights;
- education for the prevention of crimes against humanity;
- development of core competences for education for democratic citizenship;
- prevention of crimes against humanity;
- world views in education;
- core transversal attitudes, skills and knowledge;
- education for the prevention of discrimination;
- education for the prevention of violence in schools;
- social media for democratic participation;
- sex/sexuality education and personal development;
- respect in virtual social space.

Most of the training materials written by the participants were developed for a context of pre-service or in-service teacher training but the majority can also be easily adapted for use in primary or secondary school classrooms. The resources are available to the public on the Pestalozzi Programme website[3] and users are invited to pass them on to other interested education professionals, and to adapt and/or translate them for use in their own professional contexts.

3. www.coe.int/en/web/pestalozzi, accessed 17 October 2017.

The activities described in this book are classified according to what developmental aims they pursue and what methods or techniques they use. The aims or expected learning outcomes of each activity cover some of the transversal attitudes, skills and knowledge (TASKs) that have been found to be essential for developing competences for democracy. These core attitudes, skills and knowledge can be subdivided into components that need to be developed by every individual in order to be able to live in and contribute to the development and maintenance of democratic societies and to fully benefit from diversity (see "What are TASKs and why are they important?"). As a result, all teachers, regardless of the subjects they teach, are expected to facilitate the development of these TASK components in their learners.

In selecting activities for publication, care has been taken to ensure that a variety of methods, techniques and work forms are represented. You will find many activities that build on experiential learning, discovery techniques, a creative expression of ideas, analysis and reflection, collaborative knowledge construction, emotional involvement, co-operative pair or group work, and mingling, walking and other movement. The reason for this is that in order to see real change in educators' practice in the classroom, the teaching philosophy of the Pestalozzi Programme emphasises activating "the head, the heart and the hands" through learning by doing, while catering for all sensory channels and learning styles, and continuously reflecting on needs, aims and changes in thinking throughout the process. The activities in this collection also reflect the belief that teaching and training are more effective if they lead to long-term engagement and if they cover the development of sensitivity and awareness, knowledge and understanding at the level of individual and societal practice.

We hope that a future publication will give us the opportunity to publish a selection of activities written and piloted by participants in the modules from 2011 onwards: world views in education; core transversal attitudes, skills and knowledge; education for the prevention of discrimination; education for the prevention of violence in schools; social media for democratic participation; sex/sexuality education and personal development; respect in virtual social space.

HOW TO USE THE BOOK

As a practitioner, teacher or teacher educator you are confronted with different contexts every day. Learners you have in your charge have diverse needs and you will have to address these needs in diverse ways. This book aims to present learning activities that can be adapted to many situations and contexts. It is designed for all teachers of all subjects, as well as teacher educators and youth workers.

There are two parts in this book.

Part One deals with the principles and approaches of the pedagogical resources of the Pestalozzi Programme.

In "Transversal attitudes, skills and knowledge (TASKs)", we present the developmental approach to competences for democracy. We suggest how educators may support the development of the transversal attitudes (and values), skills (cognitive, procedural and experiential), and knowledge (and understanding) that prompt actions that uphold human rights, respect and tolerance. The activities presented in the handbook all relate to the components of TASKs.

The chapter "How to integrate TASKs in everyday practice", offers suggestions to readers on how these activities can be adapted to different educational contexts: teaching, training, in formal or in non-formal educational settings. The question of how teachers can use these activities in formal education (schools and higher education) systems will be addressed by showing examples and strategies of how to incorporate them even where curricula and timetables are already overloaded. The text will also describe how the methods themselves contribute to constructive classroom management and a safe learning environment.

> **"My school head is not aware of issues of prevention of violence or discrimination. She wants us to focus only on our subjects and nothing else. What can I do?"**

The chapter "How does co-operative learning contribute to the prevention of discrimination and violence in schools?" highlights the powerful contribution of co-operative learning to the prevention of discrimination and violence in education and in society. Whereas this type of prevention is usually considered an extra-curricular task, an after-school programme or an introduction to extra services beyond curricular pedagogical tasks in schools, we propose here that prevention of discrimination and violence be seen not as a thematic issue but a process by which teachers address violent, discriminatory and anti-democratic structures within traditionally structured learning processes and educational systems. The text presents

the co-operative principles and practical guidelines by which teachers can understand the conditional and action-based approach of prevention in educational practice.

Part Two is the actual toolbox. Here the reader will find:

- a description of the reference framework "Competences for a democratic culture";

"How do I know what learning outcomes I can expect from each activity?"

- 54 teaching and training activities that develop competences for democracy. Each activity is presented in the same format. In addition to the description of the procedure of each activity, you will find information about the required time to implement the activity, its type, topic, target group, resources and tips for the trainer;

"If I teach the development of democratic competences I also need to assess them. How can I do that?"

- six activities for the assessment of competences for democracy that focus on helping learners understand "where they are at" in terms of the development of TASKs. These resources offer unique perspectives on personal development and materials to support self and peer assessment to recognise progress in the field of TASKs and understanding of the prompting of actions that uphold human rights, respect and tolerance.

"Students in my classroom are having difficulty tolerating their differences. They display violent behaviour and I witness a lack of respect in the way they communicate. Where can I find an activity that will help me teach more tolerance?"

Interested readers will find other useful materials such as references, further reading, notes about the authors and additional resources linked to the 60 activities at the end of the book.

"Are these competences really needed and is it a teacher's task to develop them?"

"I find the handbook useful but there are many things that can be improved, in my opinion!"

We hope that this book will help educators envisage and design their plans to develop such democratic competences in learners and that it will be put to use in many of the very diverse European educational contexts. Hoping that readers will find the resources inspiring and helpful, we aspire to improving the handbook in the coming years. We therefore invite all readers and users to react to the activities and give us their feedback on the handbook by posting comments on the webpage of the Pestalozzi Programme. Like many of the Pestalozzi resources, this handbook is considered to be a work in progress. Indeed, as the programme continues to offer workshops and training modules each year, additional training units and training activities are designed continuously. This wealth of ever-growing new material will constitute further contributions to this topic and we hope to open an online public database of resources soon.

Part one

Principles and pedagogical approaches

TRANSVERSAL ATTITUDES, SKILLS AND KNOWLEDGE (TASKS) – WHAT ARE THEY AND WHY ARE THEY IMPORTANT?

Ildikó Lázár

This section introduces the Pestalozzi Programme's approach to teaching competences for democracy through learning activities that aim to develop attitudes, skills and knowledge and the actions they may lead to in specific contexts. This list of components describes the core transversal attitudes, skills and knowledge that need to be developed by every individual in order to be able to live in and contribute to sustainable democratic societies.

"Do you feel that you, or the teachers you work with, need tools and techniques to ensure respectful communication and promote the prevention of discrimination and violence at school?"

Many education professionals participating in the Pestalozzi Programme's activities were involved in and showed commitment to developing the list of TASKs we present here. This is the result of a three-year process of collaborative work by practitioners from diverse backgrounds (e.g. teachers, teacher educators, researchers from all over Europe) and a variety of fields of expertise including citizenship, human rights, diversity and intercultural education, media literacy, history, language, psychology, anthropology, sociology, and the philosophy of education.

After a number of module series on topics such as education for democratic citizenship (EDC), intercultural education and history education, and language diversity, it became clear that educators were tackling overlapping elements and aims. This is how the development of TASKs began in 2009 – to answer a perceived need to clearly identify in operational terms the attitudes, skills and knowledge, prompting democratic action, to be developed in and through education in diverse educational settings in order to inform and support the daily work of practitioners. We collected existing descriptions of competences from a variety of Council of Europe projects and publications to identify core components that were then formulated and categorised to make up the TASKs list. They were discussed and tested through a series of Pestalozzi Programme training activities before a final critical revision took place at the end of a process of collaborative project work within the Pestalozzi Community of Practice.

"Do you sometimes feel that the relationships in our increasingly diverse classrooms and institutions should be improved for successful learning to take place?"

The TASK components used in this publication to describe the expected learning outcomes of the activities are transversal in two senses of the word: transversal with regard to different "entry points" such as citizenship education, human rights education, language education and also other school subjects, and transversal because they represent the components all education professionals, whatever subject they might specialise in, need to develop in themselves and contribute to developing in their learners.

The core components or TASKs are illustrated in terms of 'I' statements describing actions for all citizens and specifically for teachers that can be associated with specific aspects of the components in order to support further progress of the individual's learning process. This approach aims not only to gain a very clear and systematic picture of what needs to be developed, but also to address the need for enabling educators to recognise whether learning has taken place and to act to change their practice where needed. The formulation of the core components as observable actions, for all citizens and for teachers in particular, was carried out by a group of seven authors, who each held discussions with three or four members of the Pestalozzi Programme Community of Practice online before finalisation. (The complete list of observable actions associated with the core components of TASKs can be consulted in this book's centrefold poster.)

"Do you sometimes wish your learners (teachers or students) were learning because learning is empowering, uplifting and enjoyable and not because they have to?"

"Do you ever think that there is a harmful tendency in your educational institutions to use autocratic – or undemocratic – approaches to decision making or problem solving?"

Developing competences for democracy takes time and in a sense it is work that is never completed. There is always more to learn and there is always room for improvement. However, educators can have a lasting influence on their students' motivation to develop in these areas not only by incorporating activities like the ones in this book but also by modelling the right behaviour and organising the learning process in ways that are conducive to the development of democratic and intercultural competences. For example, lecturing about democracy and the importance of intercultural competence will not be credible and is not likely to have an impact if trainers or teachers are not democratic and interculturally competent in their communication and their approach to the teaching and learning process. As many education professionals have confirmed, experiential learning or "learning by doing" involving experience, comparison, analysis, reflection and co-operative action is significantly more effective and not necessarily more difficult to implement especially if these teaching and learning methods are supported by the official national and local curricula as well as policy makers, inspectors and school heads.

"Do you feel that inclusive education, democratic participation and intercultural competence development are present in the policy papers as important concepts but are not realised or fully realised in your educational institutions?"

Competence development has been gaining ground in many educational systems in Europe. With new expected learning outcomes, we have seen the spread of a number of innovative teaching techniques and face-to-face as well as online collaborative work forms. For example, project work carried out in and outside the classroom and online and blended learning within and between schools have become very popular in the teaching of many subjects. When aims, content, learning materials, assessment and programme evaluation are discussed and negotiated by all participants, it is inevitable that teachers' and learners' roles will not remain as they were in traditional and usually authoritarian frontal classrooms. Pedagogical approaches, methods and techniques that encourage learners to become actively involved in experience, discovery, challenge, analysis, comparison, reflection and co-operation are very effective as they engage learners as whole persons and address their intellectual, emotional and physical potential.

Co-operative learning is one such specific approach to learning and teaching that has demonstrated an ability to promote the development of democratic and intercultural competences regardless of the subject matter. Co-operative learning refers to the way the learning process is structured and organised according to specific co-operative principles. Contrary to the common understanding among education professionals, co-operative learning does not simply mean that learners work in pairs or groups in the classroom with little regard to the actual interactions that take place within these groups; it goes beyond this somewhat simplistic view (see next chapter, on co-operative learning).

Based on the above and in the hope of noticing real change in educators' practice in the classroom, the teaching philosophy of the Pestalozzi Programme promotes activating "the head, the heart and the hands" and regularly looking back at the learning process to reflect on and discuss needs, aims, actions and changes in thinking and action. The activities in the present book aim to develop some of the core components of democratic and intercultural competences and are in line with this approach to teaching and learning.

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HOW TO INTEGRATE TASKS IN EVERYDAY PRACTICE

Pascale Mompoint-Gaillard

Schools are under pressure to change to face the challenges of our society. In the workplace we are facing increased demand on employees to be flexible, good at lateral thinking, apt at co-operation in large and diverse human groups, and able to manage and navigate through a wide knowledge base. In the political field we are witnessing the fragility of democracy and participation in democratic processes and institutions in many European countries. Global economic and ecological interconnectedness and interdependence is resulting in an upsurge of social tensions, the rise of extremist political views, and an intensification of actions based on prejudice and stereotyping. Change in education comes sluggishly: the process of curricular development is one that customarily mirrors societal change. We can expect that it will take time for schools to change the content of teaching and the methods employed to teach youngsters, but that should not lead us to think that we cannot act while we anticipate substantial changes in education policy.

Intercultural education, education for democratic citizenship, the teaching of history and multi-perspectivity, tolerance education and respect, learning how to deal with controversial issues, preventing violence and discrimination – there are not enough hours in the day to pursue this holistic vision of education for democratic citizenship, mutual understanding and dialogue. Creativity can be employed in finding how an educator can contribute, in a holistic way, through the content of teaching and through the pedagogical methods employed, to the development of democratic competences.

There are no competences without visible performance (action), and there is no action without competences. Competences can only be assessed as they are enacted, that is what we are able to do in a given context to address a given issue. Together, our affective dimension, our attitudes, dispositions, motivations, procedural and cognitive skills, experiences, knowledge and understandings, implicit and explicit, applied in real-life situations, constitute the contours of competences.

The components of the aforementioned competences, applied in everyday life, can be traced in the following examples:

- challenging attitudes and behaviour (including speech and writing) that are contrary to human rights and taking action to promote and protect the dignity and human rights of people regardless of their social, political, religious or sexual affiliations and lifestyles;
- intervening and expressing opposition when there is an expression of prejudice or discrimination against individuals or groups;
- challenging stereotypes and prejudice;
- encouraging positive attitudes towards contributions to society made by individuals who wish to participate in democratic endeavours;

- mediating in conflict situations.

Whether in formal or informal settings, when planning to help learners develop these competences, there are a number of challenges to consider:

- there is an ongoing debate over strategies for learning, namely as to whether education should be "competence" based or "capacities" based or "subject/discipline" oriented, when in reality, in most situations, they tend to be mixed. The question of assessment in relation to this tension is of utmost importance. In schools, if something is not assessed, it often does not count. We enact competences for democratic participation in all walks of life, daily, in our own idiosyncratic environments, and not only at school or at work. It is possible to learn not to discriminate and be tolerant but the learning taking place and the outcomes are not easy to recognise with the assessment tools that our education systems offer today;
- the competition for inclusion in curricula is intense, and usually the basic skills of language, mathematics and science, in addition to all the other traditional school subjects such as history, geography, physical education and modern languages, are given priority. Where there is parental and institutional pressure to focus only on the subject-specific knowledge described in the curriculum, the importance of learning TASKs for democracy is often seen as secondary;
- there is a perception in the education field that preparedness for the job market demands more knowledge of the subject matter, when in fact employers are increasingly searching for individuals that possess other talents such as the ability to co-operate with others, the motivation to engage in team work, and an aptitude for problem solving, flexibility, multi-perspectivity and critical thinking.

"Our curriculum is already very full; how can we incorporate these themes into what we already do?"

The temptation is then to "sprinkle" here and there a few hours devoted to topics such as intercultural competence or democratic citizenship, but this can have the negative consequence of an inevitable superficiality that both obscures and scatters the fundamentally important messages we wish to convey.

When trying to find "common ground" and strategies for the inclusion of TASKs within a given curriculum, we may start by deconstructing the very notion of school curricula: what knowledge do young people need? Is it a fixed set of subjects and chunks of knowledge and skills that we give to learners who sit and passively digest it all? Where does the responsibility lie for deciding what knowledge, values, skills and understandings are important to pass on to the children and young people of a given society at a particular point in time? Does it lie only in institutions? Or should diverse social actors take part? Probably, parents, teachers, other citizens and young people should all take part.

The following strategies aim to answer the challenges described above.

"Piggy backing" or cross-curricular approaches

"How can I implement the development of TASKs in my context?"

Many educators tend to believe that intercultural education and education for democratic citizenship, human rights education, etc. are best approached within certain subject disciplines such as history, social studies and civics. We argue here that all traditional school and college subjects can incorporate cross-curricular approaches, be it language/literature, mathematics, science, history, geography, art, drama, modern languages, physical education, music, or information and communication technology.

Taught in a conscious and purposeful way, all these subjects can lend themselves well to the inclusion of and enrichment by additional values, attitudes, skills and understanding: the core components of TASKs.

To begin with, all of the school subjects can make good use of the short ice-breakers, grouping techniques and other team-building and evaluation activities described in this book to ensure that the classroom becomes a supportive community of learners who are increasingly motivated to learn together and contribute, and who trust each other and wish to co-operate.

Here are some specific examples of concrete activities that can be used in a variety of subjects:

- the grouping technique "Mime a tree" (Activity No. 5) can easily be adapted to biology or geography lessons with the grouping based on types of trees, flowers, climates, etc.;
- "A taxi ride" (Activity No. 12) is ideal if you want to practise giving directions in geography, or in native language or foreign language classes;
- "Negotiating the meaning of personal choices" (Activity No. 13) can be adapted to civic education, languages, history or visual arts lessons;
- "Tell me your story", "What are humans' basic needs?" and "Starting a literary blog" are adaptable for literature classes (Activities Nos. 23, 24 and 26);
- "Maps, describing our reality" or "Displacement and digital storytelling" (Activities Nos. 32 and 46) are appropriate for geography or foreign language classes;
- "Students on the Internet" (Activity No. 44) is appropriate for media, information and communication technology, and mathematics teachers;
- "How far can we rely on textbooks?" (Activity No. 42) is useful for teachers of practically any subject;
- "The patchwork of our learning" (Activity No. 54) is appropriate for any teacher who wishes to evaluate the learning process.

Further examples are listed below:

- a language/literature teacher may opt to select texts that deal with societal issues such as discrimination, race, gender, and violence, looking at the ways writers and poets write about social and political issues and thus set in motion social and moral inquiry (one imagines how authors such as Charles Dickens, Ralph Ellison, Primo Levi, Toni Morrison, and many others can attract learners of all ages…). Reading comprehension exercises can be based on texts that support the examination of issues from multiple perspectives. Other texts may help learners gain awareness of psychological phenomena that they may be enacting unknowingly, for example, helping them reflect on their relationship to (and blind observance of?) authority, group or mob behaviour, or peer pressure (here Dostoevsky's work, Wole Soyinka's Death and the king's horseman and Reginald Rose's Twelve angry men come to mind, among others). Written assignments and debates can also focus on social issues;
- mathematics teachers may convey the historical significance of contributions from different civilisations. Or, they may base the practice of mathematical calculations on examples taken from current demographic data. They may want to include exercises where classification serves to raise learners' awareness of cognitive reflexes such as stereotypes, and activities that support learners' understanding that an individual as complex as a human being cannot be reduced to a single dimension such as gender, ethnicity, financial status, sexual orientation, religion or occupation;

> "I gave my students a table where each row had a different function. Each column had a trait by which the function could be classified as having (or not), such as whether the function was even, odd, increasing, decreasing, continuous, 1-to-1, going through the origin, or satisfied f(a+b) = ?f(a)+f(b).
>
> After filling in the table with "yes" or "no", students noted how difficult it is to find a single simple property shared by all, or to find a single row that is uniquely defined by any one of its traits. And yet does not most intolerance stem from assumptions in the form of "all people in Group Y have trait X"?
>
> Math equations add up to help teach tolerance,[2] by Lawrence M. Lesser, University of Texas at El Paso, TX

- a geography teacher may address the topic of tolerance vis-à-vis immigration by innovative methods: for example, taking the journey of a person leaving his country for a better life, students can study his homeland (economy, topography, demographics), trace his voyage, study the maps and topography of countries he travels through, and so on. These activities can encourage learners to appraise how their own country was formed by the struggles of many peoples. Without knowledge of geography, we naturally tend to perceive ourselves as being the centre, thus putting the rest of the world at the

4. This activity can be easily adapted in other maths classes by changing the row and column headings in the table. Students in younger grades can be given a version using simple whole numbers (i.e. 1 to 10) instead of functions. Possible "traits" of numbers include whether a number is even, prime, composite, square, perfect, triangular, Fibonacci or factorial. Adapted from www.tolerance.org/exchange/using-objects-object-objectification, accessed 17 October 2017.

periphery. Looking at old maps in which the mapmakers of the Middle Ages embellished the vast lands unknown to them with what they imagined to be there can raise awareness of issues such as stereotyping and insight on decentring our perspectives. Follow-up activities can suggest that students investigate their towns and neighbourhoods to identify and understand their ethnic and socio-economic divides, invisible borders as well as the history of their making;

- a science teacher may integrate various areas of the curriculum to approach topics and issues relating to discrimination and social justice. Environmental issues tend to lend themselves well to such reflection. For example a teaching unit on air quality might allow learners to compare and analyse differences and inequalities in air pollution-related morbidity and mortality, based on factors such as class and race that determine where we live, work and go to school. Students can study scientific concepts such as the Air Quality Index (AQI), conduct research on the AQI of different cities, relate it to temperature, reflect on whether there is a cause-and-effect relationship or a correlation and so on – all methods of comparison and analysis that learners will be able to transpose to the social issues of justice and equity.

Addressing the hidden curriculum

There is a tendency to fail to recognise the unintentional lessons that are taught in any educational setting. As educators we tend to select educational resources from a restricted body of sources, thus reinforcing social inequalities or cultural domination as well as stereotypes and discrimination. Many mathematics and science teachers, for example, insist that what they teach is free of social connotations. Students are given mathematical "problems" to solve which rarely relate to anything from real life. The result of such hidden or implicit and probably unintentional messages is that a number of students end up thinking that the content is irrelevant to their lives. They may lose interest not only in the work but also in mathematics as a whole as it appears to have no connection to our reality. Many researchers and studies argue that putting maths back into a social context is one way to counter this type of "hidden curriculum".

Another way to control the implicit messages of the hidden curriculum is to pay close attention to what resources and illustrations are used in the materials. For example, if literature classes never include authors from different walks of life and geographical places, or if language coursebooks only contain pictures and stories of white middle-class families visiting tourist sights, then we may consider whether students are being subjected to a hidden curriculum, and if through the power structures of knowledge and culture, teachers are made to continue discriminatory practices.

The medium is the message

"Am I knowledgeable and skilful enough to do this?"

The phrase "the medium is the message" was coined by Marshall McLuhan to signify that the chosen medium influences how the receiver perceives the message. Aside from their content and focus, the methods described in the activities are, in themselves, meant to develop the components of TASKs. More than a simple methodological choice, the methods are meant to teach the values, attitudes and skills of co-operation, inclusion, respect and tolerance: they form a whole and transcend the function of organising the learning sequence.

When a teacher's practice (e.g. decision-making style, communication style and choice of teaching methods) is not democratic, attempts to preach about respect and democracy to students will lack credibility and authority, and can result in superficial learning for democracy, or even worse, be perceived as lip service.

The saying "practise what you preach" applies here. For example, a school or college that is deeply rooted in and governed by democratic principles, including in its teaching and learning processes, will teach and practise the values and TASKs for democracy. The opposite applies to a school that relies on authoritarian principles (e.g. the school head decides for all, teachers decide for students, and there is no student voice), which will only be able to teach about democracy, and maybe even for democracy, but not through democracy. Teaching through democracy requires developing democratic participation in the school community.

When teachers enhance their toolbox with methods and principles of co-operative learning, for example, they send a strong message to learners: they say "you are all important", "no one will be left aside", and "we can all learn from each other". On the other hand, if a teacher always stands in front of the classroom delivering monologues and writing on the board while his or her students listen and copy, an equally strong lesson is

being taught: "I have the knowledge", "you can only learn from authoritative people", and "you should follow or you will fail" – a fairly destructive message on the whole, at least in terms of developing democratic attitudes, skills and knowledge.

Many authors have conducted research on the use of co-operative methods and their impact on the reduction of violence and discrimination in classrooms (see next chapter). Aronson[5] argues that a teacher will not get students from diverse backgrounds to get along just by telling them that prejudice and discrimination are bad things. His research demonstrates how developing the "jigsaw classroom" for at least two hours a day at school will decrease tensions and aggression among students and will prevent violence. The jigsaw classroom is a co-operative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes, and it will be described in detail later in this book. Educators adopting this approach claim that it not only helps students to better master the academic content of the class but also attenuates hostile and intolerant attitudes in the classroom. Because each student is dependent on the others to complete an activity, the method encourages a reassessment of classmates, boosting unpopular students' ability to improve their reputation and helping popular students to become more accepting of others.

Whole school approaches

"How can I deal with lack of time and investment on the part of my institution(s)?"

As noted in the previous paragraph, the question of whether or not teachers believe that they should teach values becomes irrelevant if we consider that all teachers transmit values implicitly through the way they act (speak and behave) and communicate. In the same way, a teacher's efforts to develop democratic and intercultural competences in his or her classroom can be undermined by the school community's lack of democratic processes as a whole. Just as students can be given the opportunity to take responsibility for their learning in class, the school can provide opportunities to take responsibility for how things are managed at the community level and thus give students a voice.

It is essential to think on a bigger scale than that of the classroom and to consider that teacher competences are no longer individual and finite. To respond to the challenges of the social, ethical and political dimensions of living together, teachers should look for collective competences. A teacher is no longer considered to be the one to "dispense" knowledge, but should be seen as a "facilitator of learning", in a context where each learner takes responsibility for his/her own progress.

If your school does not have a plan to develop democratic participation, you can still have an impact, but if you have a choice, try to find partners, find colleagues who are interested, try out some team teaching, or offer some school-based training. Through teamwork and co-operation, we can transform a world full of uncertainty and demands into a safer environment where we may skilfully act together.

Evaluation and assessment

"Can we assess soft skills? Can we evaluate attitudes?"

In schools, assessment is a powerful requirement that shapes learners' and educators' actions. If learning is not subjected to testing, then it will not be recognised. In this way, as a tacit principle, what is assessed not only limits the scope of what teachers teach, but also limits how much effort students will put in their learning and work. Psycho-sociological studies show how exterior rewards can hinder intrinsic motivation (Deci, Koestner and Ryan 2001), where intrinsic motivation means motivation to learn.

The assessment of results pertaining to values and attitudes is not a simple endeavour. It poses many ethical and procedural difficulties. But if we wish to give the TASKs for democracy a chance to be included in our teaching, we must reflect on this issue and find possible approaches to the assessment of learners' achievements as well as to programme evaluation. The six activities listed under "Activities for recognising learning with regard to developing democratic competences (Re-Learn)" are meant to help learners take ownership of their own learning and perceive progress as well as areas for further development, and provide teachers/trainers with a tool to identify and understand the progress and the learning outcomes that have been achieved through the activities. The

5. Stanford University psychologist Elliot Aronson.

activities help us to respond to questions such as: were the expected outcomes reached? To what extent were the TASK components developed? Do we have a correct picture of where each student stands? Have individual students in my class developed their awareness of where they are at in relation to the expected outcomes?

Although this approach does not actually offer all the answers to the problem of assessment, we hope that it will provide some guidelines as to how learners and teachers can benefit from the activities. Further experimenting will hopefully lead to better assessment practices and work on how to recognise and value results on the development of TASKs remain to be carried out.

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HOW DOES CO-OPERATIVE LEARNING CONTRIBUTE TO THE PREVENTION OF DISCRIMINATION AND VIOLENCE IN SCHOOLS?

Ferenc Arató

The present chapter aims to explain the powerful contribution of Kagan's concept of co-operative learning (1992) to the prevention of discrimination in education and, in the long run, in society. Co-operative learning is described here to clarify what preventive potential it has in practice. Prevention of discrimination and violence usually comes up as a separate topic for teachers, teacher trainers and other educators, leading to a thematic approach to the problems. The Pestalozzi Programme Community of Practice views the prevention of discrimination and violence not as a thematic issue but as a process, as a series of concrete actions that supports better organisation of teaching and learning, and which helps teachers reflect on and prevent violent, discriminatory and anti-democratic structures.

Structural approach – Post-structural actions

Although research evidence suggests otherwise, the prevention of discrimination and violence is usually understood as an extra-curricular or supplementary task, an after-school programme or as an introduction to extra educational provisions beyond academic tasks in schools. When such approaches are related to the discrimination of learners with different cultural and/or social backgrounds, they are signs of covert racism and an infringement of human rights. The issue of prevention is not a teaching task about prevention: it is more a practical approach in a wider context of teaching and learning where prevention equals a series of actions and a set of conditions for prevention in everyday school life.

The longstanding discourse on co-operative learning is supported by extensive literature showing how co-operative structures of learning:

- reduce academic gaps among learners;
- increase educational equality;
- boost achievement;
- improve mixed-race relations;
- replace racism with understanding and empathy.

Co-operative learning promotes a more constructive management of conflicts than competitive or individualistic efforts. It promotes self-acceptance as a competent person, higher-level reasoning and critical thinking competences, more frequent generation of new ideas, higher student achievement and deeper retention.

This chapter aims to help readers understand the conditional and action-based approach of prevention in educational practices, as well as the underlying theory, behind the specific structures used in many of the training activities presented later in this book.

One of the most important discoveries of the co-operative paradigm of teaching and learning is related to the structures of the learning process. Many research studies have compared indicators relating to the effectiveness, efficiency and equity of learning processes such as individual/frontal, competitive and co-operative learning. These studies focus on different aspects, such as the study of the "goal structure" of learning, that is the importance of mutual goals for learners in relation to individual goals, needs and demands, or the structural condition of learning interactions in classroom practice. The results indicate that teachers who focus on the structures of the learning process are likely to improve effectiveness, efficiency and equity in their everyday teaching and learning practice. According to their findings, in a co-operatively structured learning process there is significantly more chance for every single learner to access common academic knowledge and the benefits of schooling.

In order to clarify how prevention can be incorporated in a way that improves the conditions for learning, this chapter describes some of the main components of co-operative learning through examples taken from practice.

The examples, in the boxes, aim to clarify what it means to conduct a series of actions, to set up conditions and to follow co-operative principles in order to provide more inclusive, effective, efficient and fair conditions for learning together, and to offer a non-discriminatory and therefore preventive approach to teaching and learning in any educational context.

Parallel interaction

"How can teachers provide enough time and space for every single participant of the learning process in classroom situations?"

The question of time and space from the aspect of individual learners is among the most frequently raised concerns. Individualisation is a key issue in inclusive education aiming to reduce the academic achievement gap between learners with advantaged and disadvantaged social backgrounds. How can a teacher provide enough time for everyone in a group of 30 pupils, for example? The traditional structures that teachers inherit in schools allow mainly hierarchical structures for time management in the classroom. Within these structures, interactions are organised around the participation of the teacher: the teacher gives a lecture, asks questions, answers questions, suggests common notes – parallel and spontaneous interactions among learners are not central to the process. One of the basic principles of co-operative structures is "simultaneous interaction", also called "parallel interaction". This principle emphasises the number of interactions within a certain period of learning time: the aim is to actively involve as many learners as possible in the interaction.

> Pair work provides the highest number of interactions. In a 30-minute period, for instance, each member of a pair could have as much as 15 minutes for self-articulation. Compared with the single minute that might be available through a hierarchical structure in a frontal setting (when the teacher calls on each of the 30 participants, one after the other), pair work leads to an enormous increase of time for participation.

Johnson and Johnson (1999) emphasise that these face-to-face interactions should be promotive enough to enhance the spontaneity of participation in the learning process. Spontaneity plays a key role in promoting the inclusive participation of learners. In the closer and more personal context of pairs or groups of four it is much easier to express one's feelings, attitudes, non-understanding and spur-of-the-moment ideas. Spontaneity is structurally promoted through the provision of space, time, resources and mental support from the facilitator in encouraging coherent behaviour. Spontaneous expression of the self can help in exploring the needs, wishes and levels of competence of learners. In a promotive context which allows such spontaneity, learners can more easily attain their propensity for self-actualisation in realising "significant learning" (Rogers 1995). Being able to articulate one's problems allows one to move towards resolving them through a transformative learning process. If each learner is granted enough personal space and time through spontaneous self-expression in frequent interactive learning and assessment activities, then every individual in the teaching-learning process will fully benefit from the diversity of the whole class. It is not only the time frame which is thus restructured, but also the space for learning – this becomes an interpersonal, promotive and individualised space, for example within working pairs, for mutual learning. By restructuring the learning process, the hierarchical frame of everyday classroom practice is weakened.

Encouraging constructive interdependence

"How can teachers be sure that interactions among learners will stay on-task? How can teachers enhance active participation in learning interactions?"

In traditional group work there is usually inequality among group members. Discriminatory social roles inherited from the unequal conditions of society remain and are reinforced in traditional classroom practices such as frontal teaching or unstructured group work. A basic principle of co-operative structures is "mutual" or "positive" interdependence, also known as "encouraging" or "constructive" interdependence, as illustrated in Table 1 below. This focuses on the importance of the interrelation of the learners influenced by the goal structure within classroom situations. The teacher is expected to organise the learning process so that learners cannot accomplish their task and reach their goal without helping one another.

Table 1. Samples of positive interdependence

Goal interdependence	*When learners recognise that they can only achieve their individual goals if all the members of their group also attain their goals.*
Resource interdependence	*When learners are working with different portions of the learning resources, materials or information necessary for the task.*
Role interdependence	*When every learner is assigned to complementary, interconnected, and partner-based roles, needed for the successful working of the group and for the completion of their task.*
Identity interdependence	*When the group of learners establishes a common identity by creating group identity through the articulation of common goals and demands.*
Environment interdependence	*When the members of a group are bonded together by the physical environment (for example by using a common worktable).*
Task interdependence	*When the task of the group members is split so the learning action of one group member has to be completed by another group member's action in the next step.*

Source: Johnson and Johnson 1999

An example of a co-operative learning task is the "jigsaw classroom" described by Aronson (2000). This is a co-operative structure which focuses on constructive and encouraging interdependence based on heterogeneous micro-groups (with regards to social background, gender, status, language, etc.).

> Every micro-group member has a different learning task: a different part of the learning material that s/he is assigned to learn and teach to the others in her/his micro-group. The goal is for every micro-group member to become familiar with the whole of the material – they should put it together like a jigsaw by teaching each other its component parts. In our example, we will imagine a class working on fauna – animals and their characteristics. Each member of a micro-group of four will study and be responsible for a different animal.

The evidence following this pilot in the early 1970s, along with hundreds of research studies over the last four decades, proves that higher academic achievement, a reduced academic gap, elaborated personal and social skills, and improved inter-group relations can be achieved by working on tasks that rely on positive interdependence.

Personal responsibility and individual accountability

"How can teachers facilitate significant learning for every single participant?"

This question leads to another important basic principle of co-operative learning: personal responsibility and individual accountability. The issue of personal involvement has a dimension of responsibility. Can the

provided resources, activities, problems and goals direct the learners' attention to assuming responsibility during the given assignment? Teachers can widen the horizons of learners vis-à-vis the learning process they are engaged in and thus provide opportunities for a higher level of personal involvement. Individualised tasks, personal interests and group roles can enhance learners' personal responsibility towards a learning assignment.

In a jigsaw classroom where every micro-group member has to learn about a different animal, the teacher can increase personal responsibility by allowing the learner to choose an animal individually, based on personal curiosity, the only criteria being that it is a different animal from that chosen by other group members.

Allowing free choice usually enhances personal responsibility, which is an important part of the individualisation of each learner's learning process. When a learning task meets the curiosity, needs and wishes of the learner, responsibility tends to grow.

"How can learners be made accountable for their learning?"

In our example of the jigsaw classroom individual accountability occurs when learners have to teach each other the different parts of the learning material they are assigned. Micro-group members will know exactly which classmate was prepared, to what extent, what kind of understandings and misunderstandings took place during the learning process, what kind of learning behaviour could be more fruitful next time, and so on. Individual accountability in co-operative structures provides a wider repertoire of assessment possibilities for every participant, concurrently and independently of the teacher's participation in the process. These measures provide learners with a context of self and peer reflection that supports not only conscious competence development and assessment but also enhances intra and interpersonal skills.

The teacher can ask learners to run a test on the four animals of their micro-groups. They are asked to analyse which animal was presented least effectively, why this was the case, which animal presentation was easy to learn from, and so on. The teacher monitoring this in-group assessment process can suggest more resources and more in-group co-operative structures or roles specific to the micro-group's needs and demands. When all the micro-group members know everything according to the expected outcomes about the four different animals of their micro-group, the teachers can organise a complex jigsaw on the level of the whole class. This can be followed by a test on 30 different animals, for example. Learners already know what depth of knowledge about an animal is expected, how they might prepare to teach each other, and how they can improve the effectiveness of common learning.

In this context, individual accountability, beyond increasing participants' awareness of their achievements, helps to develop lifelong learning competences and practical strategies (learning to learn). The principles of personal responsibility and individual accountability lead to higher levels of mental balance and self-esteem in the participants regardless of their social background.

"What about motivation? How can teachers promote meaningful participation in the learning process despite low motivation? How can a teacher achieve intrinsic motivation beyond structurally constructed co-operation?"

Lack of motivation, the increasing time taken by off-task activities and conflicts in traditional classroom practice are among the most frequent problems articulated by teachers. Restructuring the process, increasing personal involvement and structuring positively interdependent learning activities will enhance motivation, interactions and active participation. Encouraging and constructive interdependence with personal time and space can boost motivation. When the learning process is based on the learners' needs and on learning goals negotiated and established together, then motivation to stay on-task increases significantly.