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TEACHER TRAINER MANUAL

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INTRODUCTION

- Teacher Trainer Manuel in a nutshell..... 16
- Summary of the project TASC 18
- Relevance: WHY 19
 - 1. Background and general objectives 19
 - 2. Needs analysis and specific objectives 23
 - 3. European added value 38
- Quality assurance 42
 - 1. Project design and implementation 42
 - 2. Partnership and capacity building 47
- Curricular specification 49
 - 1. Constructs 50
 - 2. Selection of the Competences FCDC and DigComp Framework 51
 - 3. Modules, grades and learning paths 56
 - 4. Learning objectives and Learning Outcomes 60
 - 5. Three grades, three EU micro-credentials 61
 - 6. Assessment and certification 63
 - 7. Timeline of piloting and impact research 63
- Didactic guidelines 65
 - 1. Safe learning environment 65
 - 2. Teaching methods 65
 - 4. IT tools 67
- Teacher Toolkit for Personal and Professional Growth 67
 - 1. What, why and how? 67
 - 2. Overview of the 45 tested tools per grade 69
- MOODLE as E-LEARNING environment 72
 - 1. Introduction 72



- 2. Structure and sections of the Moodle Platform..... 72
- 3. Activity types and completion rules..... 74
- 4. Structure of a grade..... 75
- 5. Moodle for trainers 75
- 6. Moodle for trainees..... 76
- 7. Language support and translation 76

GRADE A sustainable communication - initial training

MODULE 1A: Universal Human Rights and Values

- Introduction..... 79
- Objectives (O) and expected learning outcomes (LO) 79
- Key Concepts 80
 - 1. Universal and Key Values..... 80
 - 2. Advocacy And Implementation of Human Rights..... 83
 - 3. Human Rights in the Digital Era..... 84
- References (related to the 3 key concepts) 87

MODULE 2A: EU Values and Identity

- Introduction..... 88
- Objectives (O) and expected learning outcomes (LO) 88
- Key Concepts 89
 - 1. Identity 89
 - 2. EU values 91
 - 3. European Teacher Identity and Values..... 94
- References (related to the 3 key concepts) 97

MODULE 3A: Non-discrimination and Equity

- Introduction..... 99
- Objectives (O) and expected learning outcomes (LO) 101
- Key Concepts 102



- 1. The respect of diversity..... 102
- 2. The non-discrimination path..... 104
- 3. Achieving consensus in a diverse group 106
- References (related to the 3 key concepts) 109

MODULE 4 A: Understanding ourselves and others

- Introduction..... 112
- Objectives (O) and expected learning outcomes (LO) 113
- Key Concepts 113
 - 1. Understanding oneself 113
 - 2. Understanding others 117
 - 3. Understanding connecting with others..... 120
- References (related to the 3 key concepts) 122

MODULE 5A: Dialogue

- Introduction..... 125
- Objectives (O) and expected learning outcomes (LO) 126
- Key Concepts 127
 - 1. Empathic dialogue skills 127
 - 2. Problem solving and conflict resolution skills 130
 - 3. Cooperation skills 133
- References (related to the 3 key concepts) 136

OVERVIEW of the ACTIVITIES by learning paths

- Pre-task 142
 - Module 1: Universal human rights and values 142
 - Module 2: EU values and identity 142
 - Module 3: Non-discrimination and equity 142
 - Module 4: Understanding ourselves and others..... 142
 - Module 5: Dialogue 143



| | |
|--|-----|
| Face to face Learning Path A | 144 |
| Module 1A: Universal human rights and values..... | 144 |
| Module 2A: EU values and identity..... | 145 |
| Module 3A: Non-discrimination and equity | 146 |
| Module 4A: Understanding ourselves and others..... | 147 |
| Module 5A: Dialogue | 148 |
| Blended Learning Path A | 149 |
| National FTF meeting..... | 149 |
| Module 1A: Universal human rights and values..... | 149 |
| Module 2A: EU values and identity..... | 149 |
| Module 3A: Non-discrimination and equity | 150 |
| Module 4A: Understanding ourselves and others..... | 150 |
| Module 5A: Dialogue | 150 |
| EU synchronous..... | 151 |
| Module 1A: Universal human rights and values..... | 151 |
| Module 2A: EU values and identity..... | 151 |
| Module 3A: Non-discrimination and equity | 152 |
| Module 4A: Understanding ourselves and others..... | 152 |
| Module 5A: Dialogue | 152 |
| Personal asynchronous..... | 153 |
| Module 1A: Universal human rights and values..... | 153 |
| Module 2A: EU values and identity..... | 154 |
| Module 3A: Non-discrimination and equity | 154 |
| Module 4A: Understanding ourselves and others..... | 155 |
| Module 5A: Dialogue | 156 |
| Virtual Learning Path A | 157 |
| EU synchronous..... | 157 |



| | |
|--|-----|
| Module 1A: Universal human rights and values..... | 157 |
| Module 2A: EU values and identity..... | 157 |
| Module 3A: Non-discrimination and equity | 157 |
| Module 4A: Understanding ourselves and others..... | 158 |
| Module 5A: Dialogue | 158 |
| Personal asynchronous..... | 159 |
| Module 1A: Universal human rights and values..... | 159 |
| Module 2A: EU values and identity..... | 160 |
| Module 3A: Non-discrimination and equity | 161 |
| Module 4A: Understanding ourselves and others..... | 162 |
| Module 5A: Dialogue | 163 |

ASSESSMENT of the LEARNING OUTCOMES A

| | |
|-----------------------------------|-----|
| Assessment for Module 1 & 2 | 164 |
| Assessment for Module 3..... | 166 |
| Assessment for Module 4 & 5 | 167 |

GRADE B sustainable communication - continuous training

MODULE 1B: Universal Human Rights and Values

| | |
|--|-----|
| Objectives (O) and expected learning outcomes (LO) | 168 |
| Key Concepts | 168 |
| 1. Universal and Key Values | 169 |
| 2. Advocacy And Implementation of Human Rights..... | 173 |
| 3. Human Rights in the Digital Era..... | 176 |
| References (related to the 3 key concepts) | 179 |

MODULE 2B: EU Values and Identity

| | |
|--|-----|
| Objectives (O) and expected learning outcomes (LO) | 181 |
| Key Concepts | 181 |
| 1. Identity – Ethnic, National and European..... | 181 |



2. EU Values – Inclusive Education..... 184

3. European Teacher Identity and Values – Democratic Education..... 186

References (related to the 3 key concepts) 188

MODULE 3B: Non-discrimination and Equity

Objectives (O) and expected learning outcomes (LO) 191

Key Concepts 191

1. The respect of diversity..... 191

2. The non-discrimination path..... 193

3. The importance of reaching consensus in diverse groups 195

References (related to the 3 key concepts) 197

MODULE 4B: Understanding ourselves and others

Objectives (O) and expected learning outcomes (LO) 200

Key Concepts 200

1. Understanding oneself..... 201

2. Understanding others 205

3. Understanding connecting with others..... 208

References (related to the 3 key concepts) 209

MODULE 5B: Dialogue

Objectives (O) and expected learning outcomes (LO) 212

Key Concepts 212

1. Empathic dialogue skills 212

2. Problem solving and conflict resolution skills 215

3. Cooperation skills 220

References (related to the 3 key concepts) 223

OVERVIEW of the ACTIVITIES by learning paths

Virtual Learning Path B 227

EU synchronous 227

Module 1B: Universal human rights and values..... 227

Module 2B: EU values and identity..... 227

Module 3B: Non-discrimination and equity 228

Module 4B: Understanding ourselves and others 228

Module 5B: Dialogue..... 228

Personal asynchronous..... 229

Module 1B: Universal human rights and values..... 229

Module 2B: EU values and identity 230

Module 3B: Non-discrimination and equity 231

Module 4B: Understanding ourselves and others 232

Module 5B: Dialogue..... 233

Blended Learning Path B 236

National FTF meeting 236

Module 1B: Universal human rights and values..... 236

Module 2B: EU values and identity..... 236

Module 3B: Non-discrimination and equity 236

Module 4B: Understanding ourselves and others 237

Module 5B: Dialogue..... 237

Eu asynchronous 237

Module 1B: Universal human rights and values..... 237

Module 2B: EU values and identity 238

Module 3B: Non-discrimination and equity 238

Module 4B: Understanding ourselves and others 238

Module 5B: Dialogue..... 239

Personal asynchronous..... 239

Module 1B: Universal human rights and values..... 239

Module 2B: EU values and identity 240



| | |
|--|-----|
| Module 3B: Non-discrimination and equity | 240 |
| Module 4B: Understanding ourselves and others | 241 |
| Module 5B: Dialogue..... | 242 |
| Face to face Learning Path B | 243 |
| Module 1B: Universal human rights and values..... | 243 |
| Module 2B: EU values and identity | 244 |
| Module 3B: Non-discrimination and equity | 246 |
| Module 5B: Dialogue..... | 248 |
| ASSESSMENT of the LEARNING OUTCOMES B | |
| Assessment for Module 1 & 2 | 250 |
| Assessment for Module 3..... | 250 |
| Assessment for Module 4 & 5 | 253 |
| GRADE C sustainable communication - professional training | |
| MODULE 1C: Universal Human Rights and Values | |
| Objectives (O) and expected learning outcomes (LO) | 256 |
| Key Concepts | 257 |
| 1. Human rights and Universal values in the global context | 257 |
| 2. Advocacy and implementation of human rights | 260 |
| 3. Human rights in the digital era..... | 263 |
| References (related to the 3 key concepts) | 266 |
| MODULE 2C: EU Values and Identity | |
| Objectives (O) and expected learning outcomes (LO) | 268 |
| Key Concepts | 268 |
| 1. Identity: Ethnic, National and European..... | 268 |
| 2. EU Values – Inclusive Education..... | 271 |
| 3. European Teacher Identity and Values: Democratic Education..... | 274 |
| References (related to the 3 key concepts) | 277 |

**MODULE 3C: Non-discrimination and Equity**

| | |
|---|-----|
| Objectives (O) and expected learning outcomes (LO) | 280 |
| Key Concepts | 280 |
| 1. The respect of diversity..... | 280 |
| 2. The non-discrimination path | 283 |
| 3. The importance of reaching consensus in diverse groups | 286 |
| References (related to the 3 key concepts) | 288 |

MODULE 4C: Understanding ourselves and others

| | |
|--|-----|
| Objectives (O) and expected learning outcomes (LO) | 292 |
| Key Concepts | 292 |
| 1. Understanding oneself | 293 |
| 2. Understanding others | 296 |
| 3. Understanding connecting with others..... | 298 |
| References (related to the 3 key concepts) | 301 |

MODULE 5C: Dialogue

| | |
|--|-----|
| Objectives (O) and expected learning outcomes (LO) | 304 |
| Key Concepts | 304 |
| 1. Empathic dialogue skills | 304 |
| 2. Problem solving and conflict resolution skills | 306 |
| 3. Cooperation skills | 308 |
| References (related to the 3 key concepts) | 310 |

OVERVIEW of the ACTIVITIES by learning paths

| | |
|---|-----|
| Virtual Learning Path C | 313 |
| EU synchronous | 313 |
| Module 1C: Universal human rights and values..... | 313 |
| Module 2C: EU values and identity..... | 313 |
| Module 3C: Non-discrimination and equity | 314 |



| | |
|---|------------|
| Module 4C: Understanding ourselves and others | 314 |
| Module 5C: Dialogue..... | 314 |
| Personal asynchronous..... | 315 |
| Module 1C: Universal human rights and values..... | 315 |
| Module 2C: EU values and identity..... | 316 |
| Module 3C: Non-discrimination and equity | 316 |
| Module 4C: Understanding ourselves and others | 317 |
| Module 5C: Dialogue..... | 321 |
| Blended Learning Path C | 326 |
| National FTF meeting..... | 326 |
| Module 1C: Universal human rights and values..... | 326 |
| Module 2C: EU values and identity..... | 326 |
| Module 3C: Non-discrimination and equity | 327 |
| Module 4C: Understanding ourselves and others | 327 |
| Module 5C: Dialogue..... | 327 |
| EU synchronous..... | 328 |
| Module 1C: Universal human rights and values..... | 328 |
| Module 2C: EU values and identity..... | 328 |
| Module 3C: Non-discrimination and equity | 329 |
| Module 4C: Understanding ourselves and others | 329 |
| Module 5C: Dialogue..... | 329 |
| Personal asynchronous..... | 330 |
| Module 1C: Universal human rights and values..... | 330 |
| Module 2C: EU values and identity..... | 331 |
| Module 3C: Non-discrimination and equity | 332 |
| Module 4C: Understanding ourselves and others | 332 |
| Module 5C: Dialogue..... | 334 |



| | |
|---|-----|
| Face to face Learning Path C..... | 335 |
| Module 1C: Universal human rights and values..... | 335 |
| Module 2C: EU values and identity..... | 336 |
| Module 3C: Non-discrimination and equity | 337 |
| Module 4C: Understanding ourselves and others | 337 |
| Module 5C: Dialogue..... | 339 |

ASSESSMENT of the LEARNING OUTCOMES C

| | |
|---|-----|
| Integrated assessment of all the modules..... | 340 |
| Assessment for Module 1 & 2 | 340 |
| Assessment for Module 3..... | 341 |
| Assessment for Module 4 & 5 | 344 |

Annexes

| | |
|--|-----|
| Annex 1: Glossary..... | 346 |
| Annex 2: Learning Objectives by Module..... | 357 |
| Annex 3: Learning outcomes per grade | 358 |
| Annex 4: Overall Integrated Digital Competences..... | 359 |



FOREWORD

We, the EU consortium of TASC, a teacher academy focused on sustainable communication, are proud to present a big part of our Teacher Trainer Manuel (TTM) for the EU joint training programme of 20 ECTS we are developing.

The TTM is designed for teacher trainers who train teachers teaching at pre-primary, primary and secondary education (age 5 to 15 years olds).

The TTM is a result of one year of cooperation between the different partners of the TASC project. In 2023, the TASC project was approved by the European Commission, allowing us to realise our dream.

The overall objective of Teacher's Training Manual is to train teacher trainers to enable them to train teachers of initial and continuous teacher training in competences of sustainable communication and digital competences (DC).

This booklet presents an introduction, TTM grade A on initial sustainable communication, grade B on continuous sustainable communication, and grade C on professional sustainable communication.

We express our sincere gratitude to all the partners for their involvement, commitment, and contribution. Developing an EU joint training programme is a significant challenge.

As teachers are the cornerstones of society, we aim to equip them with skills in 'sustainable communication' in a transversal way. We are convinced that this EU joint training programme will be a catalyst in this 21st century, full of challenges.

Sustainable communication is a vital transversal competence for teachers, impacting their work, life, and future of the planet. It is a future key competence in the European Education Area, promoting inclusion, diversity, accountability, and cooperation.

TASC equips current and future teachers with the necessary skills to become reflective and agile teachers capable of preventing, reducing or eliminating violence, discrimination, polarisation, exclusion and bullying in schools and society and fostering social change.



Teachers develop a deeper sense of the EU identity and values through skill training in nonviolent, intercultural and restorative communication and action, thus contributing to lifelong learning cooperation.

Sustainable communication in education promotes an ethical, inclusive, and open society that encourages dialogue, participation and actions towards a fairer and more sustainable future.

We believe in social change through teachers; let's contribute with 'sustainable communication'.

With gratitude

Sincerely

TASC Consortium

30th of June 2025



INTRODUCTION

Teacher Trainer Manuel in a nutshell

The Teacher Training Manual is designed to help teacher trainers to equip future and current teachers with sustainable communication and digital competencies (DC) by providing a comprehensive resource for implementing the 20 ECTS sustainable communication training programme.

The Teacher Training Manual consists of a general introduction and teaching / learning materials designed to develop sustainable communication skills of trainees at levels A, B, and C.

In the ‘Introduction’, readers will find a summary of the TASC project, the description of its relevance, including needs analysis and general as well as specific objectives.

In ‘Curricula Specification’ section the structure of the training is explained. It begins with a description of five concepts (international communication, nonviolent communication, restorative communication, and reflection) that are considered prerequisites for sustainable communication in the TASC project. Five concepts are combined with 11 competences selected from the Framework of Competences for Democratic Culture, developed by the Council of Europe. These competences encompass a combination of values, attitudes, skills, knowledge, and critical understanding. Digital competences connected to sustainable communication were selected from the European Framework of Digital Skills (DigComp Framework). The development of all selected competencies is consolidated into five modules of the TASC joint training programme. The modules are: Human Rights and Values, EU Values and Identity, Non-discrimination and Equity, Understanding Ourselves and Others, and Dialogue.

The TASC joint training programme is structured into three parts: initial grade (grade A), continuous grade (grade B) and professional grade (grade C). Each grade offers a physical (face-to-face), blended, and virtual learning path. A short explanation of the structure and the timeline of the TASC training programme can be found in the section ‘Curriculum Specification’. It also introduces readers to the assessment and certification procedures. The section ‘Didactic Guidelines’ provides an overview of suggested teaching methods.



The next section presents another intellectual output of the TASC project - the Teacher Toolkit for Personal and Professional Growth of the Teachers. The Teacher Toolkit (TTK) is a collection of instruments for teachers, representing a supportive set of tools, resources, and activities for learning, practicing, and applying relevant competences for sustainable communication in their professional practices. It complements and ‘mirrors’ the Teacher Trainer Manual in terms of the modules’ key concepts and learning objectives and outcomes.

The main e-learning environment for the TASC project is Moodle, which provides all the extended learning activities, supplements, and supporting resources. The section ‘Moodle as an E-Learning Environment’ presents the structure and sections of the Moodle platform.

In the further sections a reader will find the description of the key concepts and short summaries of learning activities of the Grade A, B and C. Each module starts with the list of objectives and expected learning outcomes, three key concepts, and a list of references. The Grade A also includes an introduction to each module. The description of key concepts provides a theoretical basis for activities designed to develop sustainable communication skills. Each key concept is substantiated and supported by a list of references that can be used for further reading.

After the key concepts of all five modules, a summary of all learning activities is presented in the form of a learning path. Each grade offers a physical (face-to-face), blended, and virtual learning paths. At the end of the description of each grade, the description of assessments of the learning outcomes are presented. There are three assessments in total for completion of the three grades: one overall assessment for modules 1 and 2, one overall assessment for modules 4 and 5, and one separate assessment for module 3.

The Teacher Training Manual finishes with the annexes where readers can find a glossary of the main terms used in the modules, the tables summarising learning objectives by Module, learning outcomes per Module and grade, and the list of overall integrated digital competences.



Summary of the project TASC

Currently, EU societies are facing many challenges: global warming, the COVID-19 pandemic, challenges connected to socio-cultural integration of migrants and refugees, increasing insecurity due to the war in the EU's neighbourhood, etc. This causes growing social and political polarisation in and among societies. As stated in the Horizon 2020 BRAVE project: “building resilience to vulnerabilities that result from polarisation will likely require greater educational resources that address what it means to belong in the 21st century, beyond nativism and nationalist exclusivism.”

There is a need for new means to train and support competent, motivated and highly qualified teachers, trainers, educators and school leaders.

This teacher academy, TASC, provides future and current teachers with the necessary skills to become reflective and agile European teachers capable of preventing, or eliminating violence, discrimination, polarisation, exclusion and bullying. We summarise these skills as sustainable communication skills. Bringing sustainable communication into schools can be the start of the social change we want.

The TASC first aims to develop competences of teachers in sustainable communication by enrolling them in a joint training programme of 20 ECTS on sustainable communication. TASC wants to enable and fully integrate mobility models in initial teacher education and continuing professional development education in a green and inclusive way. The TASC aims to develop a European sustained and structured partnership between the providers of initial teacher education and continuous professional development. Finally, the TASC wants to formulate guidelines for policymakers to implement sustainable communication as a crucial cross-cutting competence for teachers and teacher trainers.

The consortium established for the TASC involves 12 partners where 11 from providers of initial teacher training and/or continuous professional development of 7 countries and 1 school who is involved in teacher training.

www.eutasc.eu



Relevance: WHY

1. Background and general objectives

Background

Currently, EU societies are facing many challenges that causes growing social and political polarisation in and among European societies, the rise of violence and radicalization. The stability of our EU nation, country, city, organisation or companies, neighbourhood or school can be, and is increasingly, endangered by polarisation and extremism.¹

In many respects, there is a parallel between politics and pedagogics. What is causing trouble on the great international scene is also the concern on the everyday level of teaching. The school is a small society and as the society has a lot of challenges, you see the same challenges in school. Polarisation, stereotyping, binary thinking leads to violence in different ways and conflicts for teachers, as well as students in Europe. E.g. polarisation of social and educational differences in Germany leads to experiences of violence for teachers and students: 59% of all teachers surveyed in 2016 in Germany reported that violence in schools had risen in the last five years.² One further problem in this context is school absenteeism and it is known that school phobia and performance anxiety are among the reasons.³

The large-scale survey⁴ conducted in Flanders (Belgium) shows that about one in ten Flemish young people (10-17-year-olds) have recently been victims or perpetrators of online bullying. From the same study, it also appears that teachers are asking for further training in this area.

The report issued by UNESCO⁵ warns about the fact that school bullying is still a worldwide-spread problem. More specifically, cyber-bullying is a rising issue. Across the world, one out of three students (32%) have been bullied at least once in the last month. Regarding Spain, the percentage of students bullied was 15.4% on average. Furthermore, the UNESCO Global Education

¹ Brandsma B. (2017). *Polarisation. Understanding the dynamics us versus them*. BB Media, Rotterdam

² Forsa. (2016). *Gewalt gegen Lehrkräfte. Ergebnisse einer repräsentativen Lehrerbefragung*. Berlin: Eigenverlag forsa Politik- und Sozialforschung GmbH, p. 2.

³ Rotthaus, W. (2019). *Schulprobleme und Schulabsentismus*. Heidelberg: Carl-Auer Verlag, p. 123ff.

⁴ Pabian, S. & Vandebosch H. (2015). *An Investigation of Short-Term Longitudinal Associations Between Social Anxiety and Victimisation and Perpetration of Traditional Bullying and Cyberbullying*, *Journal of Youth and Adolescence*, vol. 15, 328-339.

⁵ UNESCO (2019). *Detrás de los números: Poner fin a la violencia y el acoso escolar*. Francia: Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.



Monitoring Report 2020⁶ shows that Spain still has work to do in the field of gender equality and inclusion: only 10% of characters in primary textbooks are women and 0.6% of the primary school physical education textbooks published between 2006 and 2013 involved people with disabilities.

Social polarisation in society, the indication of which is the Gini index, has an impact on the education system as well. Education, seen by many as a means of promoting equality, functions too often as a source of inequality. E.g. the Roma ethnic group in Lithuania is one of the most marginalised groups. At the same time, the educational indicators of Roma children in Lithuania are the lowest in comparison with other ethnic or social groups⁷. The largest part of country residents without basic education is within the Roma ethnic group (52%). In comparison, the national average is 16 per cent.⁸

Schools and teachers may even be catalysts for racism, us-them thinking. A recent American study finds that teachers are just as likely to have racial biases as non-teachers and find that both teachers and nonteachers hold pro-White explicit and implicit racial biases.⁹ Ethnic and racial disparities in educational outcomes, such as test scores, have been a core issue of educational research. European research also shows that in most Western societies, the academic performance of majority and ethnic minority students varies¹⁰ and that discrimination in teachers' assessment practices is a fact.¹¹ Such achievement gaps among young schoolchildren give rise to further inequalities during the later stages of their educational careers, ultimately leading to disadvantageous life chances for members of ethnic and racial minorities.¹²

The role of teachers in Europe is under pressure. There are still 50% of the teachers who feel they cannot respond to the challenge of diversity. For schools to effectively promote equity, teachers should be provided with training to either shift or mitigate the effects of their

⁶ UNESCO (2020).- *United Nations Educational, Scientific and Cultural Organisation. Global Education Monitoring Report 2020. Inclusion and education: all means all.*

⁷ Kontvainė, V. (2020). *The Roma Nationality persons situation in 2020. Diversity Development Group, Vilnius.* Available at: http://www.romuplatforma.lt/wp-content/uploads/2020/10/Rom%C5%B3-pad%C4%97tis-2020_TYRIMO-ATASKAITA_patikslinta-10-21.pdf

⁸ Švietimo, mokslo ir sporto ministerija (2019). *Švietimo būklės apžvalga. Vilnius: Švietimo aprūpinimo centras.* Available at: <http://www.nmva.smm.lt/wp-content/uploads/2019/10/Svietimo-bukles-apzvalga-2019-web.pdf>

⁹ Starck JG et al. (2020). *Teachers are people too: examining the racial bias of teachers compared to other American adults, Educational Researcher, vol. 49 (4), 273-284.*

¹⁰ OECD. (2016). *PISA 2015 results (volume I): Excellence and equity in education. Paris: OECD (Organisation for Economic Co-operation and Development).*

¹¹ Meissel, K et al. (2017). *Subjectivity of teacher judgments: Exploring student characteristics that influence teacher judgments of student ability. Teaching and Teacher Education, 65, 48–60.*

¹² Heath, A. F. et al. (2008). *The second generation in Western Europe: Education, unemployment, and occupational attainment. Annual Review of Sociology, 34(1), 211–235.*



own biases in order to combat stereotypes and discrimination. Teachers feel only poorly trained to engage in dialogue on topics where different points of view are openly opposed and may lead to arguments. They feel inadequate to deal with sensitive topics and show reluctance to intervene.¹³ Engaging in open intercultural dialogues may contribute to an inclusive class/school atmosphere which can increase students' sense of belonging. In turn, an increased sense of belonging positively correlates with tolerance and democratic skills.¹⁴

As a school is a place where children get an education as well as develop their personality holistically (attitudes, values, critical thinking, etc.), teachers – as important social actors – ask themselves: how do we raise children with skills of empathy and understanding, rather than those that lead to polarisation? And how can we live these values and skills in our day-to-day dealings with the students through the education, we provide?

The European Union promotes peace, the well-being of its citizens, freedom, security and justice without internal borders. It also combats social exclusion and discrimination and enhances social cohesion and solidarity among EU countries. It respects its rich cultural and linguistic diversity. The EU values¹⁵ are common to the EU countries in a society in which inclusion, tolerance, justice, solidarity and non-discrimination prevail. These values are an integral part of our European way of life: human dignity, freedom, democracy and equality

The most important question for the future is: What culture does education convey? How can European education promote a life-enriching culture that focuses on peaceful partnerships with caring, empathy and nonviolence? There is a serious need to understand each other. What is causing trouble on the great international scene is also the concern on the everyday level of teaching, namely, how do we understand each other. How do we, as teachers, truly embody and practice the skills of inclusion, empathy and understanding through teaching and in making school together with students, parents, colleagues and other stakeholders? How can we accelerate a transformation to a Europe where people respect and trust each other? How can people grow as human, peaceful and non-violent people? How can schools, teachers and educators make a difference?

¹³ Göregen, M. S. & Cornelissen, E. (2020). "Dealing with controversial topics and peacebuilding in the classroom: the case of democratic dialogue examined by the principles of conflict resolution programs in education", *Proceedings of the conference on education and new learning technologies, vol. 12 (1), 8283-8292.*

¹⁴ Mazzoni D. et al. (2020) *Civic participation and other interventions that promote children's tolerance of migrants. In: Balvin N., Christie D. (eds) Children and Peace. Peace Psychology Book Series. Springer, Cham.*
Celeste L. et al. (2019). *Can school diversity policies reduce belonging and achievement gaps between minority and majority youth? Multiculturalism, colour blindness, and assimilationism assessed. Personality and Social Psychology Bulletin 45 (11).*

¹⁵ <https://ec.europa.eu/component-library/eu/about/eu-values/>



The European Union Commission wants to build on competent and motivated European teachers who benefit from a seamless continuum of high-quality initial education, and effective professional development throughout their careers, including participation in the professional networks and communities and benefiting from learning mobility abroad.¹⁶

The 2019 European Education Summit also stressed the crucial importance of teachers. As teachers are the cornerstones of the European education space, this teacher academy aims to support their expansion of competence and well-being in all phases of their careers by developing new means to train and support competent, motivated and highly qualified teachers, trainers, educators and school leaders, and promote their continuous professional development and high-quality, research-based teacher education. This was the invitation of the 2019 Council Resolution for the further development of the European Education Area.

High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and trainees of all ages with the qualifications and skills needed for their meaningful participation in a democratic society, intercultural understanding and successful transition in the labour market. In this way, this teacher academy will contribute to the education of European citizens who will be better equipped with key competences (skills based on knowledge and attitudes) needed in a dynamically changing society that is increasingly mobile, multicultural and digital.

Supporting and facilitating the transnational and international cooperation between organisations in the fields of education is essential to empowering people with more key competences, reducing early school leaving and recognising competences acquired through formal, informal and non-formal learning. It facilitates the circulation of ideas and the transmission of best practices and expertise and the development of digital capabilities thus contributing to high-quality education while strengthening social cohesion.

General objectives of the teacher academy sustainable communication

The overall objectives of TASC can be summarised as follows: To provide future and current teachers with the necessary skills to become reflective and agile European teachers capable of preventing, reducing or eliminating violence, discrimination, polarisation, exclusion and bullying. Teachers grow in EU identity and EU values through skill training in

¹⁶ https://eu.eventscloud.com/file_uploads/529067ba2ba463bb2cd0a067cd130360_D2-2-SAAVALATapio-TeachersintheEuropeanAreaPPT4Dec2020TS.pdf

non-violent, intercultural and restorative communication and action, thus contributing to lifelong learning cooperation. We summarise these as sustainable communication skills.

In summary, we want teachers to become skilled in 'sustainable communication'.

With TASC we define sustainable communication as a new innovative construct for schools and society (see above), not to be confused or misconstrued with other definitions of sustainable communication.¹⁷

The word sustainable within TASC Teacher Academy Sustainable Communication, refers to the Sustainable Development Goals¹⁸ of the VN where in TASC the focus is on 4 p's. First the focus is on people with SDG3 (focus on well-being), SDG4 (quality education with focus on inclusion and lifelong learning, SDG5 (gender equality), secondly on prosperity with SDG 10 (focus on non-discrimination) thirdly on peace (SDG 16) and finally on partnership for this goal (SDG17).

2. Needs analysis and specific objectives

Needs analysis

The response of the education system to the challenge of social polarisation and diversity can be manifold – the school may try to overlook and ignore this challenge, thus transforming the problems caused by social inequities into inequities at school, limiting the opportunity of students to attain their educational potential, depending on their own personal, social or economic circumstances, like low socio-economic background, gender, ethnic origin, impairments, etc. Another response could be an honest awareness of the social conditions in which the education system operates, taking responsibility for the school's role in reproducing or eliminating social inequalities.

On the other hand, embracing the fundamental diversity of people, celebrating cultural diversity at school and preventing it from becoming a source of social inequality, can enrich both the school curriculum and school life itself.

Recognising that tackling the consequences of social inequities at school involves a multifaceted reform of curricula, assessment systems, etc., our project focuses on one aspect of an inclusive school – the everyday life of the school, embracing the interaction and

¹⁷ <https://www.akademische-gesellschaft.com/en/research/topics/communications-trend-radar/sustainable-communications/>

¹⁸ <https://sdgs.un.org/goals>



communication between students and teachers, teachers and parents, and the whole school community itself.

Communication is at the heart of the educational process, and all the challenges a teacher faces in a polarising society are reflected in the way they communicate. Based on our analysis of research and literature (listed below), we have identified seven struggles that teachers and schools face as a consequence of a polarising society:

How to respond to the challenge of diversity; to tackle us-them thinking, stereotyping, prejudices; how to tackle (identity) conflicts, politically or socially sensitive issues?

The conception of culture which emerged in the 1970s and 1980s and is prevailing now, treated culture as a kind of mental phenomenon that manifests itself in individuals' interpretation of reality. It was recognized that cultural reality is constructed, and culture is a field of shared meanings.

Culture is no longer identified with its content, but is seen as a dynamic process, directly related to the fluid identities of the culture's representatives. Thus, culture is a mechanism for the creation, reproduction and attribution of meanings to various phenomena, i.e. culture "is interpretive in nature."¹⁹ According to one of the most prominent representatives of the symbolic-interpretive paradigm, Clifford. Geertz, culture is a system of socially embedded "structures of meaning or constructing signs, i.e. symbols, and at the same time it is a text and a context in which these symbols can be understood and described".²⁰ Meanings are adequately recognised and communicated only between members of a given culture. In this way, the boundaries of a culture coincide with the boundaries of the meanings that are communicated, in other words, with the community in which those cultural meanings are communicated. This "semiotic" conception of culture and community states that any society is not seen as culturally homogeneous, but rather as heterogeneous and multicultural, since a society is made up of a number of communities sharing with other communities the same cultural elements and meanings, but at the same time producing specific cultural meanings that are unique to that community. Jonathan Friedman expresses it aptly: this notion of identifying a community with its defining culture is particularly instrumental, as it is the most appropriate for identifying otherness.²¹

¹⁹ Hall, S. (ed.) (2002) *Representation: Cultural Representations and Signifying Practices*. Sage Publications, p.24.

²⁰ Čiubrinskas, V. (2007) *Socialinės ir kultūrinės antropologijos teorijos*. Kaunas: Vytauto Didžiojo universitetas, p.147.

²¹ Friedman, J. (1995) *Cultural Identity & Global Process*. London: Sage Publications, p.72.

Culture is transmitted through the formation of identities, and changes in culture are not possible without changes in identities. The Other is the category of identity, which allows us to define "our own group" and "the alien group", "strangers", whatever this notion is based on – gender, race, social class, ethnicity, etc. Othering is "the process that we undertake in ascribing identity to the 'self' through the often-negative attribution of characteristics to the 'Other'".²² Understanding and awareness of these roots of the intercultural hostilities that may arise is very important for the implementation of sustainable communication and non-violent culture at school.

Communication is generally defined as the exchange of meaning.²³ Thus, a successful intercultural communication requires certain abilities: understanding of the role of culture in children's identity creation; knowing the factors of socio-cultural differentiation, such as race²⁴, ethnicity²⁵, age, (dis)ability, religious affiliation, language, and nationality, i.e. belonging or not belonging to a particular country (as in the case of refugees). Gender and sexual orientation are very important factors of socio-cultural differentiation. It is particularly important to underline that cultural differences are also generated by socio-economic background and class affiliation²⁶; being aware of implication of cultural categorizations for intercultural communication and for social justice²⁷; cultural multiperspectivity; awareness of the role education and a school play in the process of social stratification, and responsibility of a teacher to reduce the consequences of social inequality at school²⁸; self-reflection on one's cultural bias; self-examination of difference between beliefs and actions – if one's values and beliefs about equality lines up with actual behaviours; cultural resilience; intercultural conflict management.

Although already in Delors Report (UNESCO) of 1996, the formal education was criticised for emphasising certain types of knowledge to the detriment of others that are

²² Holliday, A., Hyde, M., Kullman, J. (2010). *Intercultural Communication: An Advanced Resource Book for Students*. London and New York: Routledge, p. 244.

²³ Nunez, C., Nunez, R., Popma, L. (2014) *Intercultural Sensitivity: From denial to intercultural competence*, Koninklijke Van Gorcum.

²⁴ Welburn, J. S. *Racial boundaries and persistent inequality: the case of African Americans* (2015). Vertovec, S. (ed.) *Routledge International Handbook of Diversity Studies*. London and New York: Routledge, p. 188-190.

²⁵ Wimmer, A. (2013). *Ethnic Boundary Making: Institutions, Power, Networks*. Oxford, UK: Oxford University Press.

²⁶ Vertovec, S. (ed.) *Routledge International Handbook of Diversity Studies*. London and New York: Routledge.

²⁷ Holliday, A., Hyde, M., Kullman, J. (2010). *Intercultural Communication: An Advanced Resource Book for Students*. London and New York: Routledge, p.141.

²⁸ Croizet, J.-C., Autin, F., Goudeau, S., Marot, M. & Millet, M. (2019) *Education and Social Class: Highlighting How the Educational System Perpetuates Social Inequality*. Jetten, J., Peters, K. (eds.) *The Social Psychology of Inequality*. Springer Cham, p139-152.



essential to sustaining human development, like learning to live together²⁹, numerous studies showed that a significant number of teachers still express the need to develop their competences for teaching in multicultural classrooms³⁰.

How to engage in dialogue with children, colleagues, parents and stakeholders and external partners

Family engagement is critical to student achievement, often resulting in better attendance, improved behaviour at home and school, and increased academic performance.³¹ Yet, teachers report high levels of anxiety in their encounters with families as they negotiate complex and emotionally laden relationships.³² In particular, family engagement is a significant challenge for new teachers who receive limited preparation on the topic during their pre-service education.³³

Research has suggested that when family engagement is addressed in the teacher preparation curricula, it often focuses on the more technical aspects of the topic. Courses tend to emphasise communication skills, parent–teacher conferences, organising volunteers, issues in early childhood and special education, and theories of partnership.³⁴ In fact, the broad range of activities and contexts described suggests that a new emphasis on relationship building is slowly starting to replace more technical approaches.³⁵ The large-scale European Union-funded research INCLUD-ED, Strategies for Inclusion and Social Cohesion in Europe from Education (European Commission, FP6, 2006–2011) has identified intercultural and nonviolent communication to be the most important in creating a dialogue between children, colleagues, parents, and stakeholders.

To establish intercultural and nonviolent communication particular skills are needed. For instance, empathy is defined as the ability to understand another person's feelings and

²⁹ Delors, J. et al. (1996) *Learning: The treasure within*. Paris, UNESCO. In *The United Nations Educational, Scientific and Cultural Organisation. Rethinking Education: Towards a global common good?* (2015) UNESCO Publishing, p. 39.

³⁰ See e.g. Centeno, C. (ed.) (2021) *Addressing Educational Needs of Teachers in the EU for Inclusive Education in a Context of Diversity. Vol. 3: Assessment guidelines for teacher education and training practices on intercultural and democratic competence development*. Luxembourg, Publications Office of the European Union.

³¹ Weiss, H. B., Lopez, M. E., & Rosenberg, H. (2010). *Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform*. National Policy Forum for Family, School, & Community Engagement. Harvard Family Research Project, as cited in, Evans, M. P. (2013).

³² Lawrence-Lightfoot, S. (2003). *The essential conversation*. New York, NY: Random House, as cited in, Evans, M. P. (2013).

³³ Markow, D., & Martin, S. (2005). *The MetLife survey of the American teacher, 2004–2005: Transitions and the role of supportive relationships*. New York, NY: MetLife, as cited in, Evans, M. P. (2013).

³⁴ Flanigan, C. B. (2007). *Preparing preservice teachers to partner with parents and communities: An analysis of college of education faculty focus groups*. *The School Community Journal*, 17, 89–110, as cited in, Evans, M. P. (2013).

³⁵ Evans, M. P. (2013). *Educating preservice teachers for family, school, and community engagement*. *Teaching Education*, 24(2), 123–133. Henderson & Mapp, 2002; Weiss, Lopez, & Rosenberg, 2010.

situation from their perspective. The research shows that empathy motivates altruism and is positively related to prosocial behaviours and negatively to aggression.³⁶

Knowledge and critical understanding of oneself is crucial to intercultural and nonviolent communication. Self-awareness is the ability to recognise one's emotions, bodily sensations and thoughts, and the ways in which they influence how we react. This includes having an accepting/recognising way of looking at oneself, and the will and ongoing desire to work on establishing all of it. Self-awareness was defined with the help of the concept of self-esteem. The development of self-esteem is connected to the basic human existential need of feeling valuable when in contact with other people.³⁷

In order to adapt intercultural and nonviolent communication in communities, it is important that specific values are fostered and developed. Openness to cultural otherness and other beliefs, world views and practices may be the key aspects. One central point in the development of intercultural competence is that better understanding of other people enhances understanding of one's own culture and identity. Put differently, critical intercultural understanding involves an on-going process of self-reflection in which the perception of oneself (one's identity) is constantly being (re)defined in relationships with 'others'.³⁸

To sum up, teachers who receive limited preparation on family engagement during their pre-service education have significant challenges. A broad range of activities must be included to build dialogue with children, colleagues, parents, and external partners. Intercultural and nonviolent communication is crucial for this dialogue. Furthermore, it is essential to teach students as well as teachers such skills as empathy, understanding of oneself, and openness to cultural otherness and others' beliefs.

How to contribute and install a safe life and learning environment in the classroom and at school

According to the American psychologist Abraham Maslow, the need to feel safe is one of the basic needs of human beings and it must be met before any productive social or cognitive activity can take place. Feeling of safety at school is correlated to the level of academic achievement.³⁹ So in order for the teacher to convey his teaching content

³⁶ Eisenberg, N., Fabes, R. A., & Spinrad, T. L. (2006). *Prosocial behaviour*. In N. Eisenberg (Ed.) and W. Damon & R. M. Lerner (Series Eds.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development*, 6th ed (pp. 646–718) New York: Wiley.

³⁷ Sommer, D. (1996). *Barndomspsykologi. Udvikling i en forandret verden*. Copenhagen: Hans Reitzels forlag.

³⁸ Gundara, J. S. (2000). *Interculturalism, education and inclusion*. Sage.

³⁹ Gronna, Sarah S.; Chin-Chance, Selvin A. (1999) *Effects of School Safety and School Characteristics on Grade 8 Achievement: A Multilevel Analysis*. Paper presented at the Annual Meeting of the American Educational Research



effectively, the teacher must be capable of reflecting upon and to use tools to create an environment of safety for every individual student. Safe learning space not only lets students feel less vulnerable but also motivates them more to engage in the activities and develop the skills and competencies necessary for the citizen in the 21st century.

In order to prepare a student for the challenges of his adult life, the adults who educate them must understand the competencies needed for the dynamic world of the 21st century. The World Health Organisation defines life skills which are relevant across cultures and contribute to the well-being of an adult: decision-making and problem-solving, creative thinking and critical thinking, communication and interpersonal skills, self-awareness and empathy, coping with emotions and coping with stress.⁴⁰ These skills are especially necessary for teachers because they prepare students for adult life not only by giving direct education, but also and perhaps especially by living these skills and thus leading by example.

These skills largely overlap with the skills of the job market required for a potential employee to successfully adapt and thrive in a job market: active learning and learning strategies, complex problem solving, creativity, originality and initiative, leadership and social influence, resilience, stress tolerance and flexibility.⁴¹ To summarise, it is obvious that the successful citizen of the 21st century must be emotionally literate, self-reflective and ready to adapt to diverse situations in life. In order to fulfil this society's expectations, not only the students must be given the opportunity to develop such skills, but the student must be put in an educational environment friendly to developing those sensitive, i.e., the educational setting must be emotionally and physically safe. This way emotional and social "soft" skills will be promoted through safe and respectful interactions and cooperation in the classroom.

Teachers, in order to develop their emotional literacy, which is necessary if a teacher want to respond effectively to challenges of the classroom, should pay attention to fostering self-awareness, especially in recognizing such stigmatised and unpleasant feelings as anger, hostility, etc. In this way a teacher becomes not only more aware of themselves, but also better equipped to control actions and reactions. Having a good understanding and reflection

Association (Montreal, Quebec, Canada, April 19-23, 1999).

⁴⁰ World Health Organization (2020). *Life skills education school handbook: prevention of noncommunicable diseases - Approaches for schools*. Geneva. Licence: CC BY-NC-SA 3.0 IGO.

⁴¹ Whiting K. (2020) *These are the top 10 job skills of tomorrow - and how long it takes to learn them*. Retrieved from: <https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/>

of a personal emotional state can have a huge impact on students' learning, emotional climate of the school and overall, on the quality of education.⁴²

The emotional literacy of the teacher is strongly connected to their priorities in the educational setting. The teacher who understands the importance of emotional literacy and emotional well-being of the subjects of the educational process, will be more likely to create emotionally friendly educational settings, which includes orientation towards students' cooperation skills (instead of competition), strengthening self-esteem of the students, giving personalised feedback.⁴³

In addition to the fact that a supportive environment for emotional learning can help students to mobilise their cognitive abilities, the development of socio-emotional competences such as tolerance, empathy, cooperation and emotional control can also be an effective way to reduce cyberbullying.⁴⁴

Overall, contemporary challenges of globalisation and openness to different cultures, requires educators, especially those who work at school and have the responsibility of shaping the competences of future generations, to be capable of self-reflection skills and together with that – of fostering respect and respectful attitudes towards diversity in their classrooms.

All in all, research data shows that the feeling of safety in the learning environment is crucially important not only to reach educational goals, but also to form social skills of the student and to shape trustworthy attitudes which can be transferred to everyday life. The role of the teacher creating a safe environment starts with the teacher's ability to reflect his own personal biases, especially those which can become a barrier for the respectful relationships and attitude of cooperation which, in turn, makes children more involved in the teaching activities.

How to cope with poor socio-emotional competencies in the classroom and at school

School setting is very much oriented towards the goals of reaching high academic standards. In recent years it has become clearer that academic achievements are not the only

⁴² Schutz, A.P. ir Zembylas, M. (2009). *Advances in Teacher Emotion Research. The Impact on Teachers' Lives*. NY: Springer

⁴³ Ganai, Y. M., Mudasar, H. (2018). *Personality Characteristics, Attitude and Emotional Intelligence Among Secondary Level Teachers*. Hamburg: Anchor Academic Publishing, p.28.

⁴⁴ Burns T., Gottschalk F. (2019). *Educating 21st Century Children. Emotional Well-Being in the Digital Age*. OECD.



results schools have to reach in order to help students to become mature and successful individuals. More and more educational systems are trying to include socio-emotional development as one of the key factors of students' progress.

It is important to emphasise that teachers' emotions, and their ability to recognize and manage them, can both help and hinder the education process. Teachers' emotions can be seen as an educational tool that a teacher of high intelligence can use to ensure the success of the educational process, while teachers of lower emotional intelligence (or lower emotional awareness) can use emotions to hinder the achievement of educational goals. Through high emotional competencies teachers can create empathetic and culturally sensitive relations with their students, which, in turn, may catalyse the process of student development.

It is much easier for a teacher with high emotional intelligence to create a positive, nurturing relationship with a pupil, to better understand what is happening to the pupil's psyche at a given moment. High intelligence also encourages the teacher to constantly reflect on his or her own emotional experience in order to feel that the lessons are enriched with contemporary and life-changing experiences.⁴⁵ A teacher with high emotional intelligence is more sensitive to what is going on in the environment and can successfully use environmental information to improve the educational process.

As already mentioned, looking at the latest labour market forecasts, it is clear that emotional skills are of particular importance for the workers of the future (today's students). They will not only need to be able to work in teams and cooperate, but also to have psychological resilience skills, i.e. to know how to deal with crisis situations that arise every day. The teacher needs to have acquired these resilience skills themselves in order to be able to impart them to the pupil, either by example or by imparting knowledge. The teacher's ability to guide and mentor students to lead their personal growth is essential to develop these emotional competence skills.⁴⁶

In summary, developing socio-emotional competencies in students is firstly the responsibility of the teacher. Research data shows that emotionally literate teachers are more inclined to integrate the development of socio-emotional skills of their students in their curriculum. The development of socio-emotional skills begins with the reflection of the teacher of his own relations with the emotional aspects of his life and greater self-awareness

⁴⁵ Allen, V. (2014). *Understanding and Supporting Behavior Through Emotional Intelligence. A Critical Guide for Secondary Teachers*. Northwich: Critical Publishing.

⁴⁶ Allen, V. (2014). *Understanding and Supporting Behavior Through Emotional Intelligence. A Critical Guide for Secondary Teachers*. Northwich: Critical



of how to include those aspects to the educational process in order for the students to benefit from it in the ways of encouraging students to self-reflect themselves, to be more conscious about themselves and to transfer the knowledge to their relations through respectful and cooperative communication.

■ How to grow in development of social skills

Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place.⁴⁷ Communication skills are considered vital in order to work as a professional teacher. In addition, teacher communication skills are important for the delivery of education to students. Also, research indicates for teaching children social and emotional skills school staff needs to be trained in social and emotional skills as well. Teacher education and mentoring not only help to ensure commitment and quality implementation but also contribute to teachers' own social and emotional competence, facilitating a classroom culture that promotes the learning and practice of social and emotional skills as a daily classroom process. Research indicates that students of pedagogy studies have a lack of communications skills even in the last year of studies.⁴⁸

Skills of nonviolent, empathetic, supportive communication are developed alongside with competences of critical thinking, active listening, and conflict resolution. Critical thinking is the capacity to formulate questions, to analyse perspectives and practices using explicit criteria. It is an ability that helps people distinguish opinions from facts. Critical thinking implies recognising our own preconceptions and being aware of how our cultural background affects our perception and understanding. While active listening is defined as the ability to concentrate fully not only on what is being said but also on non-verbal aspects such as body language, tone, facial expressions, etc. It involves being fully present, not interrupting, not assuming to already know what is being said, asking careful questions and identifying inconsistencies between verbal and non-verbal messages. Active listening is an important way of learning about various cultural beliefs and behaviours, ways of communication and subtleties of meaning. In addition, dealing constructively with conflicts is the ability to map conflicts in order to identify the real needs that lie behind what is being said

⁴⁷ Agliatti A. et al. (2020). *Toolkit for Assessing Social and Emotional Skills at School*. Co-funded by the Erasmus+ Programme of the European Union, project "Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Education Systems", Retrieved from https://www.researchgate.net/publication/343290344_Toolkit_for_Assessing_Social_and_Emotional_Skills_at_School

⁴⁸ Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). *Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success*. *Journal of Education and Practice*, 8(1), 18-21.



and to find a common solution that satisfies the needs of all parties involved. It implies the willingness to see others as equals and to find solutions that benefit everyone – to be proactive, rather than reactive. In an intercultural perspective, this means taking a conscious step away from the “us versus them” dichotomy. It requires knowledge about cultural specificities, behaviours and communication styles and an understanding that individual citizens are not to blame for the actions of their government. But most of all it requires openness towards intercultural dialogue. Conflicts can lead to social transformation if they are seen in a positive framework, with the potential to produce change and growth. Conflict transformation does not mean finding quick solutions but investing the energy in relationships and social structures to generate long-term commitment to change, equality and social justice.⁴⁹

■ How to improve development of digital skills

The role of digital skills in the development of contemporary societies on the geopolitical level and of citizens on a personal level has never been more important than it is now. The more processes get digitised, the more people need to improve their digital competencies in order to adapt. In Europe, more than 90% of professional roles require a basic level of digital knowledge, just as they require basic literacy and numeracy skills. The use of digital is spreading across all sectors from business to transport and even to farming. Yet around 42% of Europeans lack basic digital skills, including 37% of those in the workforce.⁵⁰ In the digitalized age having digital skills is not an option but the requirement for a citizen who is willing to actively participate in the labour market and exercise fully their personal rights.

And not only that. Much of our communication takes place via digital technologies. Digital communication not only shapes our understanding of everyday life, but also influences our attitudes, impacts our identification with like-minded groups of people and impacts our behavioural choices in real life. That is why although communication has become more convenient it brings the challenges of being affected by disinformation when the digital literacy (especially media literacy) is low.

Also, the need of the labour market for digitally literate employees is growing exponentially. Many public services are becoming digitalized. The role of schools in

⁴⁹ Nestian Sandu, O., Lyamouri-Bajja, N. (2018). *T-Kit 4 Intercultural learning*. Council of Europe and European Commission. Retrieved from [37396481-d543-88c6-dccc-d81719537b32 \(coe.int\)](https://doi.org/10.1787/1d0bc92a-en)

⁵⁰ Digital Skills (2022) *Shaping Europe*. Retrieved from <https://digital-strategy.ec.europa.eu/en/policies/digital-skills>

preparing students for successful adaptation in the digitalized society becomes fundamental. This is one of the reasons why The Digital Education Action Plan (2021-2027), a renewed European Union (EU) policy initiative, is aimed at fostering the development of a high-performing digital education ecosystem and enhancing digital skills and competencies for the digital transformation. The challenges of Covid-19 pandemic only strengthened the understanding of the need to improve the digital skills for engaging in educational activities more effectively.⁵¹ A 2018 Organisation for Economic Co-operation and Development (OECD) study found that on average less than 40% of educators across the EU felt ready to use digital technologies in teaching.⁵² This could mean that European teachers lack the competence and/or confidence to use digital technologies effectively while educating children.

Developing and/or improving digital literacy in an educational setting is a challenging task because digital competence is a wide concept which covers vast specific knowledge, skills and attitudes. The European Commission recommends The European Digital Competence (DigComp) Framework for better understanding the structure and content of the digital competence. According to it, there are five areas of competences to be developed: information and data literacy, communication and collaboration, digital content creation, digital safety and problem solving.⁵³

And although digital literacy is a wide spectrum of competences to cover, it is important to focus on some digital challenges which not only harm personal communication, but also have influence on political crises, which, in turn, may become threats to democratic setup of societies. As the crisis of Covid-19 pandemic and war in Ukraine showed, Western societies have huge problems with low media literacy, i.e., with the capability of information users to select truthful information and to use it wisely. According to Eurostat only approximately 23 percent of people living in the EU verify information found on online news sites or social media.⁵⁴ This is a matter for concern because the information we use influences our attitudes which in turn can have great impact on the way we see other people and the way we evaluate the events.

⁵¹ Digital Education Action Plan (2021-2027). Retrieved from: <https://education.ec.europa.eu/focus-topics/digital/education-action-plan>

⁵² OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/1d0bc92a-en>. Retrieved from: https://www.oecd-ilibrary.org/education/talis-2018-results-volume-i_1d0bc92a-en

⁵³ DigComEDu Framework. Retrieved from: https://joint-research-centre.ec.europa.eu/digcompedu_en

⁵⁴ Eurostat. (2021) *How many people verified information in 2021*. Retrieved from: <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20211216-3>



One of the goals of The European Digital Education Action plan more specifically one of the goals is improving digital literacy including tackling disinformation. That is the important direction to divert efforts to. Digital skills, especially digital and informational literacy are extremely important in the informational age, especially for teachers who not only share their professional knowledge with students but also shape their attitudes and values. The better the ability of the teacher to use proper media channels and data, the more the chances that students will not only get proper educational content but will learn to filter digital content online using the skills they get in schools. At the same time good media literacy skills serve as a preventive measure to tackle hate speech, dehumanising narratives, threats to democratic values and processes.

The aforementioned DigComp framework offers a version of DigiCompEdu which is specifically aimed at helping teachers systematically recognize and develop their digital competencies in the educational process. There are 6 areas, and 22 fundamental digital competencies defined. Two of the areas (Professional Engagement and Empowering Learners) are strongly related to teachers' abilities to create an adequate learning atmosphere and contact. Such skills as professional collaboration, reflective practices, inclusion, differentiation, and actively engaging learners are stressed.

The DigCompEdu has a self-reflection tool called SelfieForTeachers which is based on DigCompEdu framework and allows teachers to better understand what digital competencies and on what level they already have, and which one need to be improved.⁵⁵ It is an online tool to help primary and secondary teachers reflect on how they are using digital technologies in their professional practice.

Development of digital skills is a resource intensive process. But digital skills can be a tool which is helpful for a person to optimise his everyday challenges, not the aim itself. Good digital skills can help a person in navigating informational jungles and to successfully filter facts from fiction. Disinformation and fake news are used to create and sustain tensions on a societal and on interpersonal levels that is why it is very important for every citizen to be digitally literate. Schools are the place to focus on developing those skills of digital literacy. But it is important that teachers are the ones who understand the challenges of digital worlds and properly convey them to their students. It helps not only to prevent tensions, hate speech, intolerance, but also strengthen the understanding of threats to democratic values. The digitally literate teachers start from self-reflecting their digital skills and their habits of using

⁵⁵ SELFIE for Teachers. Retrieved from: <https://educators-go-digital.jrc.ec.europa.eu/>

digital content. The respectful, inclusive communication in the classroom is based. on the ability of the teacher to effectively use digital tools.

■ How to optimise sustainable cooperation in the European education area

In order to optimise sustainable cooperation in the European Education Area, all participating countries need to have the same core values. We believe that these values should be in line with the most important treaties ratified in the European Union.

For instance, the European Convention on Human Rights reaffirms belief in those fundamental freedoms which are the foundation of justice and peace in the world and are best maintained on the one hand by an effective political democracy and on the other by a common understanding and observance of the Human Rights upon which they depend. We consider that rights which are secured by convention such as life, liberty, fair trial, education, participate in free elections, marrying and starting a family, respect for family and private life, the protection of property, abolition of the death penalty, and freedom from torture and slavery, thought, conscience and religion, expression oppression.⁵⁶

Moreover, European education partners must agree on ensuring the rights and security of the most vulnerable groups in society. For instance, to acknowledge The Violence Against Women Act. The act recognizes that women and girls are exposed to a higher risk of gender-based violence and aspiring to create a Europe free from violence against women and domestic violence.⁵⁷

More important is to justify education in Europe in the Convention on the Rights of the Child. The Convention states that children are not just objects who belong to their parents and for whom decisions are made, or adults in training. Rather, they are human beings and individuals with their own rights. The Convention says childhood is separate from adulthood and lasts until 18; it is a special, protected time, in which children must be allowed to grow, learn, play, develop and flourish with dignity.⁵⁸

Michael Schratz in his article "What is a "European Teacher"?" looks closer at what constitutes the 'Europeanness' in the teaching profession⁵⁹. He argues that an EU teacher has a

⁵⁶ Council of Europe, *European Convention for the Protection of Human Rights and Fundamental Freedoms, as amended by Protocols Nos. 11 and 14, 4 November 1950, ETS 5*. Retrieved from: [European Convention on Human Rights \(coe.int\)](https://www.coe.int/en/web/european-convention-on-human-rights)

⁵⁷ Council of Europe (2011). *Council of Europe Convention on Preventing and Combatting Violence Against Women and Domestic Violence: Istanbul, 11. V. 2011*. Retrieved from: [CETS 210 - Council of Europe Convention on preventing and combating violence against women and domestic violence \(coe.int\)](https://www.coe.int/en/web/conventions/full-list/-/conventions/treaties/117)

⁵⁸ Assembly, U. G. (1989). *Convention on the Rights of the Child. United Nations, Treaty Series, 1577(3), 1-23*. Retrieved from: [Jungtinių Tautų konvencija dėl visų formų diskriminacijos panaikinimo moterims \(e-tar.lt\)](https://www.unhcr.org/refugees/jungtiniu-tauty-konvencija-del-visu-formu-diskriminacijos-panaikinimo-moterims-e-tar.lt)

⁵⁹ Schratz, M. (2009) *What is a "European Teacher"?* Gassner, O.et al.(eds.) *The First Ten Years After Bologna*.



double function: not only educate future citizens of their particular member country, but also “support them in becoming future generations of European citizens”⁶⁰. A European Teacher, according to Schratz, has “certain values which show that he or she is not just a national teacher but one who teaches “beyond” the national curriculum. He/she would see himself / herself as someone with roots in one particular country, but at the same time belonging to a greater European whole. This co-existence of national identity and transnational awareness provides a valuable perspective on questions of heterogeneity. Diversity within unity is therefore a key aspect of a developed European identity with an open mind toward the world at large.”⁶¹ More importantly, Schratz sees a European Teacher as the one who engages with the multicultural nature of European society, has a positive relationship with his/her own culture and is open towards other cultures. “He/she knows how to behave in other cultures in a confident and non-dominant way. He/she works with heterogeneous groups, sees heterogeneity as valuable and respects any differences. He/she copes with the challenges of the multicultural aspects of the knowledge society and works to promote equal opportunities.”⁶² A European teacher should act as a “European citizen”. He/she should show solidarity with citizens in other European countries and shares values such as respect for human rights, democracy and freedom”.⁶³

The ETSIZE Comenius project explored European teachers’ identity and the shared values that unite EU teachers. Primary and secondary school teachers who worked on the ETSIZE project answered the question whether they already felt like a European Teacher as follows: “There is still much more to be learnt about being a European Teacher, but I feel that I’m now on the right track”.⁶⁴

It is not easy to achieve a balance between national and European teacher identities, especially in today's turbulent times, when there is a war in Europe and various challenges threaten to further polarise European societies. On the other hand, this task has never been more crucial than now.

TASC aims to find solutions to the seven struggles that teachers and schools are facing due to a polarising society

European Network on Teacher Education Policies.

⁶⁰ *Ibid.*, p. 99.

⁶¹ *Ibid.*, p. 100.

⁶² *Ibid.*

⁶³ *Ibid.*

⁶⁴ *European Identity: Cultural Awareness, Cultural Heritage Ebook*, p.7. Available at: http://www.european-teachers.eu/images/ebooks/etsize_1_european_identity.pdf

To meet this aim, five specific objectives have been identified, which we believe, if implemented within the framework of the Teachers' Academy programme, would help to address the seven struggles of European teachers discussed above. The TASC aims to find the solutions by bringing together the academic research, the expertise of teacher trainers and practitioners, the insights of student teachers and teachers, and in ways that challenge taken-for-granted assumptions, not least in respect to vulnerable groups of learners.

Specific objectives

The specific objectives are based on the needs analysis. They are listed below.

1. To develop competences of teacher educators, pre-service and in-service teachers in sustainable communication.

To design, develop and enrol the TASC joint training programme (with a teacher trainer manual for teacher trainers and teacher toolkit for students of initial teacher training and in-service teachers) on sustainable communication. The TASC joint training programme has 20 ECTS with microcredentials, accredited by the partners of TASC. Awareness, skills and attitudes are the heart of the joint training programme. Appropriate indicators for measuring achievements are based upon The Reference Framework of Competences for Democratic Culture (<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>).

2. To enable teachers to grow in digital skills and the use of digital tools in sustainable communication

To include microcredentials of blended learning in the TASC joint training programme of cooperation through digital tools.

3. To develop, test and put obstacles away, to enable and fully integrate mobility models in initial teacher education and continuing professional development education in a green and inclusive way especially through communities of practice and EU-programmes.

To test and integrate a virtual, blended and physical way of mobility models in order to stimulate exchange in the lifelong learning of teachers. The focus is on training the awareness, skills and attitudes of sustainable communication.



To achieve 42 mobilities for teachers' trainers within the partner organisations during the second year of the project TASC (in order to test the Teacher Training Manual and the 5 modules of the joint training programme of sustainable communication developed).

To achieve 126 mobilities for teachers' trainers and teachers within the partner organisations during the third year of the TASC in order of piloting the TASC joint training programme of 20 ECTS.

4. To develop a European sustained and structured partnership between the providers of initial teacher education and continuous professional development to approve the quality of the teacher training on European and national levels.

To implement the TASC joint training programme with 20 ECTS micro-credentials in the different countries of the partners.

5. To formulate guidelines and recommendations for policymakers to implement sustainable communication as a crucial cross-cutting competence for teachers and teacher trainers to respect diversity and promote responsibility and collaboration in the European education area.

To issue a recommendation report about the benefits of sustainable communication to respect diversity and promote responsibility and cooperation in the European education area.

3. European added value

Sustainable communication is an important and crucial transversal competence for teachers and their work life. Also, we believe, it is essential for the future of our planet. It is an important competence in the European Education Area to respect inclusion and diversity and to promote accountability and cooperation. In line with the outcomes of the previous EU projects (INCLUDE-ED, HAND in HAND, SAFER, BREAK!, Learning to Be, EMPAQT, ETSIZE), TASC contributes to the realisation of high quality, inclusive and sustainable education and training.

In the Erasmus+ project GO PRINCE (from 2014 till 2017) ETHOS was mentioned as an important key to inclusion. Therefore, TASC focuses on sustainable communication as a facet of the teacher ethos that focuses on teachers' commitment to foster appreciative relationships and on teachers' competence to nurture appreciative relationships in school.



Teachers all over Europe are trained in competences, skills based on knowledge and attitudes. Next to these competences, in TASC the general objective is for teachers to grow in the common EU identity and values through skills training in nonviolent, intercultural and restorative communication and action, thus contributing to cooperation in lifelong learning.

The innovation of TASC is that it focuses on equipping European teacher with the skills that are the foundation for sustainable education and a sustainable society. This teacher academy focuses on skills that are relevant in any educational setting, regardless of the field of study, the level of education, the country or culture. The implementation of the developed and tested joint training programme on sustainable communication with 20 ECTS microcredentials in the different countries of the TASC partners, ensures a broad transnational dimension of this project and a Europe-wide applicability of this teacher academy. TASC contributes to what unites us as teachers, which is to provide a good education for all, despite the increasing polarisation of our societies.

To argue the relevance of this project and to gain a real insight into the needs of pre-service and in-service teachers related to sustainable communication, we conducted a survey with data processing in the participating countries of TASC. The aim of this study was to explore the sustainable communication of the pre-service and of the in-service teachers from Belgium, Germany, Lithuania, Portugal, Romania, Spain, and Turkey and to identify possible manifestation patterns of it. Four investigation's research questions were formulated:

1. What is the importance of sustainable communication development for the professional training of in-service and pre-service training?
2. Is intercultural communication, non-violent communication, cooperation, problem solving and reflection statistically related as constructs of sustainable communication of teachers?
3. Which are the main predictors for sustainable communication development of the pre-service and of in-service teachers?
4. What do we have to do for an effective development of sustainable communication of the pre-service and of the in-service teachers?

The exploratory study we conducted revealed important information about the sustainable communication constructs and about some solutions for an effective development of sustainable communication of pre-service and in-service teachers:



1. Intercultural communication, non-violent communication, cooperation, problem-solving and reflection are very strong and significant predictors of sustainable communication, and they are its main constructs.

2. The higher the cooperation skills, the higher the intercultural and non-violent communication and the problem-solving skills. Therefore, we can say that collaborative activities (CoPs, virtual, blended and physical mobility, partnership) can make an important contribution to dealing more effectively and professionally with all the challenges of schools and thereby improving teaching and learning processes.

3. Age and teaching experience are not strong predictors for the development of sustainable communication. So, the impact of TASC will be the same on all trainees, regardless of age or teaching experience.

Those findings have led to the conclusion that sustainable communication is a very important skill in schools and in the education field. Our research results are complimentary with many other research results that put communication in the heart of the teaching and learning process. Being able to communicate plays an essential role in being an effective educator.

TASC gratefully used the Reference Framework of Competences for Democratic culture (<https://book.coe.int/en/education-policy/7577-reference-framework-of-competences-for-democratic-culture-3-volumes.html>) as an inspiration for designing a tool for assessing the training programme on sustainable communication. In this framework we find 20 competences related to values, attitudes, skills and knowledge with validated descriptors on basic, intermediate and advanced level. A lot of competences are related to sustainable communication, and these competences with descriptors on different levels are used as qualitative indicators for the impact study during the training courses within this Teacher Academy. Next to values, attitudes, skills and knowledge we added awareness.

To enable teachers to improve their digital skills and use digital tools for sustainable communication, blended learning microcredentials have been included in the overall TASC joint training programme. TASC has benefited from the results of the Digital Tutors (<https://digitaltutor.eu/>) project, which aims to improve the training process for online and blended learning courses and to qualify online teachers and trainers as 'digital teachers'.

The DIVA project (<https://diva-project.de>) is used to promote digital teaching, integrate innovative didactical approaches into the training programme of pre- and in-service teachers and to implement methodologically blended mobility. The ProPIC project (<http://>

propiceuropa.com) also provides inspiration in this respect. It was driven by the interaction between research, international cooperation and the creative use of mobile technologies.

TASC demonstrates the added value for the European Education Area of this teacher academy at:

1. teacher/staff level by skill training
2. institutional level by establishing CoPs and structured European partnerships;
3. systemic levels by implementing the TASC joint training programme and formulating guidelines and recommendations for policymakers.



Quality assurance

1. Project design and implementation

Concept and methodology

The whole project is embedded in the methodology of Educational Design Research (EDR). Design research is often described as research that iterates through a cycle of design, enactment, analysis, and revision.⁶⁵ The design that we needed to develop **covers the fundamentals to build a teacher academy on sustainable development. Each Educational Design Research starts** with an exploration of the problem and a context analysis.

Educational design research is an iterative process. We used the generic model designed by McKenney & Reeves (2012)⁶⁶. This model shows a single, integrated research and development endeavour. It depicts the core elements of a flexible process that features the three main stages (described below), taking place in interaction with practice and yielding the dual outputs of knowledge and intervention. The squares in Figure 3 denote three core phases, and the arrows between them indicate that the process is both iterative and flexible.

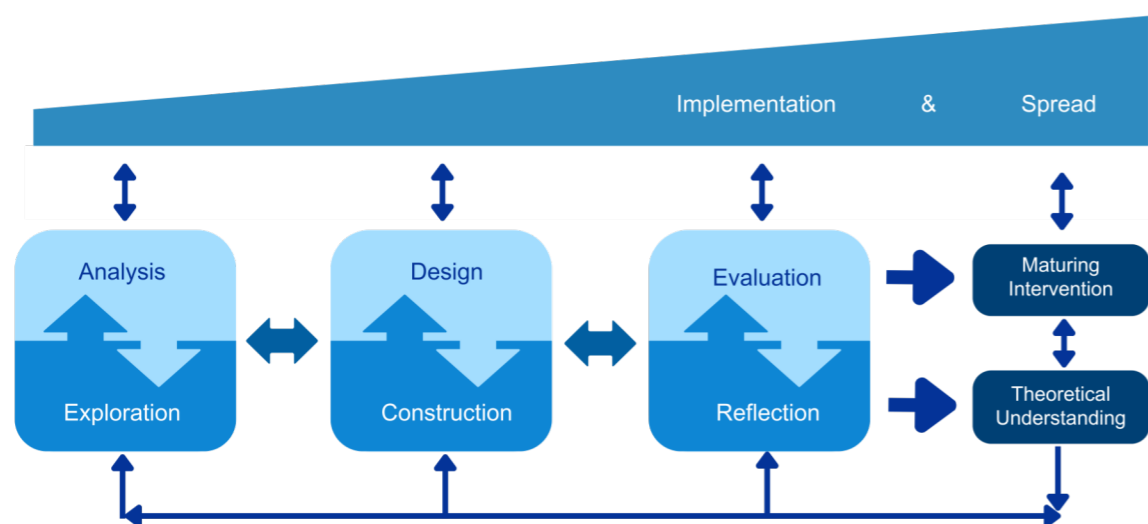


Figure 1. Generic model for educational design research designed by McKenney & Reeves (2012)

⁶⁵ Bielażyc & Collins, 2007; Cobb, Confrey, diSessa, Lehrer, & Schauble, 2003; *Design-Based Research Collective*, 2003.

⁶⁶ McKenney, S., & Reeves, T. C. (2012). *Conducting Educational Design Research*. New York: Routledge.



Design-based research is also characterised by close interaction between researchers and practitioners. Therefore, the community of practice (CoP) and the Teacher Board (TB) methodology were used to foster design-based research. It involves researchers, teachers (practitioners) and teacher educators.

Analysis phase

In the analysis phase, we have developed a clear picture of the challenges facing European societies and schools, such as social polarisation and diversity, which can lead to conflicts. Sustainable communication is a key element in resolving these conflicts. In order to get a clear picture of teachers' needs and perceptions of sustainable communication, a contextual analysis was carried out through a literature study and a pilot survey of teachers in Belgium, Germany, Lithuania, Portugal, Romania, Spain and Turkey. The contextual analysis revealed important information on the constructs of sustainable communication and some solutions for the effective development of it between pre-service and in-service teachers. The results suggest that sustainable communication is based on constructs such as intercultural communication, non-violent communication, collaboration, problem solving and reflection, which are essential skills in schools and in the field of education and therefore became the main focus of a teacher academy.

The important indicators and guided benchmarks for the implementation of the five constructs became the competences derived from The Reference Framework of Competences for Democratic Culture ([RFCDC Volumes - Reference Framework of Competences for Democratic Culture](#)). In addition, the digital competences were selected from the European Framework of Digital Skills “DigComp Framework” (https://joint-research-centre.ec.europa.eu/digcomp_en) to be developed in our joint training programme for teachers, thus, ensuring a holistic approach to teachers’ skill development.

Design phase: teacher trainer manual and teacher toolkit

The next phase in educational design research is the design phase. Crucially, design research sees design as a means of embodying theoretical conjectures about learning in the chosen problem context and how such learning can be supported.

The teacher trainer manual and teacher toolkit were developed with the aim of first creating awareness about the power of sustainable communication and secondly supporting teachers in the implementation of sustainable communication in their practice.



We developed an e-learning platform which we will use in ‘capacity building’ in which we provide joint training for teachers and teacher trainers with the objective of capacity building in the theme of sustainable communication.

In this case the design is influenced by a user-centred design (UCD) tradition, which advocates for centring each phase of the design process on the users (teacher trainers, pre- and in-service teachers) and their needs in the concrete context of the school and classroom environment. This means that the users are involved in the process of each phase to ensure that the services and tools designed are useful and usable for teacher trainers and teachers who are expected to benefit from the design outcomes.

Within this design phase, the consortium aimed to develop the main outputs and activities of the project, focusing on developing **the main content and the training** for teaching the relevant constructs of sustainable communication. Activities were developed in a collaborative approach between the consortium partners, based on their areas of excellence and expertise, Based upon the exploration and analysis phase the learning outcomes and the content of the different modules of a teacher trainer manual were developed. These modules are the backbone of this Teacher Academy. The topics of the modules address the main teachers’ challenges identified through the initial survey on sustainable communication and target the relevant teachers’ competencies that promote sustainable communication (see analysis phase). Modules will be about ‘universal human values and human rights’, ‘EU values and identity’, ‘non-discrimination and equity’, ‘understanding ourselves and others’ and ‘dialogue’.

Evaluation phase: teacher trainer manual and teacher toolkit

We used a Micro iterative EDR cycle on developing and testing the teacher trainer Manual (Training of Trainers).

The Teacher Trainer Manual is implemented and tested through two testing sessions in Valencia and in Vilnius to be refined and improved into the final version.

The pilot testing sessions were delivered physically and with the members of the Teacher Board during a joint meeting. Between the two testing sessions enough time is foreseen for optimisation and adaptation.

Interactions with the target group of teachers were also used to define conditions for the e-learning platform and the concept and form of the curriculum of the certified Course on Sustainable Communication.

We used a Micro iterative EDR cycle on developing and testing the Teacher Toolkit

Besides the teacher trainer manual for teacher trainers, a second deliverable is the Teacher Toolkit.

The Teacher Toolkit is an instrument for teachers, representing a supportive set of tools, resources, and activities for learning and integrating sustainable communication at first on the level of the teachers and can be used in elementary and secondary school settings.

The Community of Practice (25 teachers) of each of the participating countries tested the teacher toolkit in their classroom. The teacher toolkit grade A was tested from September till November 2024. The teacher toolkit grade B was tested from January till March 2025. The teaching activities were supervised and intervised by the trainers and partners of the consortium within a national Community of Practice.

The feedback, observations, and recommendations of the teachers and their students were collected through feedback forms and used in refining the final version of the Teacher Toolkit. Interviews with teachers and observations were playing a key role, as they allowed for better understanding of how teachers and students might see the learning situation. Reflection allowed us to make connections between actions and results.

E-learning platform

The need of the e-learning platform was identified in the process of the project development. The final version of the Teacher Toolkit was uploaded on the project’s e-learning platform, in public open access format, in English, and in the partners’ national languages. The link is also available on the project’s website.

The e-learning platform was designed to create the base for the on-line and blended training actions to be developed. The platform provides training materials, networking and communication spaces for teachers and trainees (pre-service and in-service teacher) to develop sustainable communication skills while supporting mobility (virtual, blended and physical).



The e-learning platform, as a Learning Management System (LMS) includes all the features needed to develop on-line and blended learning, and to support physical activities, when required. This LMS also includes a wide variety of assessment tools and procedures and will mirror the learning path designed. The e-learning platform provides a networking space for teachers to interact and exchange practices through the Communities of Practice.

Capacity building – piloting and evaluating EU joint training programme (20 ECTS)

For capacity building we use a Micro iterative EDR cycle on developing and testing the initial, continuous and professional training program of 20 ECTS

The TASC joint initial, continuous and professional training programme of 20 ECTS was designed, based upon the modules developed. The learning outcomes and the content of the different modules were distributed to the different foreseen mobilities of the training programme, and the teacher training manual and toolkit have been implemented in the training. Finally, this training programme was piloted and evaluated (see evaluation phase).

The learning paths were developed with a collaborative approach, based on the contribution of the Consortium partners' areas of expertise.

6 teachers, pre-service and in-service from each country (trainees of the CoP) piloted the sustainable communication programme.

The training in this training programme was given by teacher trainers trained during the project before the start of the piloting.

To access grade B, the participating teacher must present the micro-credential of grade A, and to access grade C, he must present the micro-credentials of grade A and B.

The impact of the training programme on the growth in sustainable communication skills of pre-service and in-service teachers was assessed through an intra-subjects' experimental design. This permits the assessment of the trainees' competencies, using relevant measures (scales, questionnaires). Qualitative and quantitative assessment instruments we developed to use them for the first time to measure the growth of sustainable communication, while testing the Teacher trainer manual and Teacher toolkit. In this way the tools were optimised so that the final version could be used during the piloting of the TASC joint training programme.

2. Partnership and capacity building

Consortium members

The TASC project is implemented by 12 partners from 7 different European countries: Belgium, Germany, Lithuania, Portugal, Romania, Spain and Turkey. In total, there are 12 partner institutions which provide initial teacher education and/or continuing professional training, and a school linked to a local teacher training programme.

The main institutional coordinator of the project is VIVES University of Applied Sciences. Other partners in TASC Consortium are: Eekhout Academy (BE EA), Belgium; Ludwigsburg University of Education (DE LUE), Germany; Vilniaus kolegija (LT VIKO), Lithuania; Babes-Bolyai University Cluj (RO UBB) Romania; West University of Timisoara (RO WUT), Romania; Școala Gimnazială Nr. 30 in Timisoara (RO SCO30) Romania; Associació Meraki Projectes de València (ES MERAKI), Spain; Técnico del Servicio de Programas Educativos (ES RM), Spain; Agrupamento de Escolas da Caparica (PT ALMA), Portugal; the Association “Another School is Possible” (TK ASIP), Turkey, TK SEMRIN Center, Turkey.

The members of TASC consortium are experienced teacher trainers, teachers and researchers, curriculum managers, experts in educational theories, didactics, pedagogy of communication, intercultural, emotional, and distance learning education. Working closely together, the TASC consortium members have developed and improved the Teacher Trainer Manual, the Teacher Toolkit and the joint Sustainable Communication Training Programme, in compliance with comments from the Community of Practice and the Teacher Board members.

Teacher Board

Each country of the consortium appointed 10 teacher trainers to the Teacher Board. The Teacher Board members were meeting periodically about 3 times a year during project implementation. During these meetings, the TB was informed by a national consortium partner about ongoing activities and asked for feedback. The national consortium beneficiary was undertaking the role as supervisor. The TB is an advisory board.

- At national level the TB-members come together as one group with one national beneficiary of the consortium as supervisor. There were 7 groups of 10 teacher trainers per country.



- At EU level, the teacher boards meet in transnational groups and each group have 2 supervisors from two different countries. There were 5 groups of 14 EU teacher trainers. In each EU TB there were 2 teacher trainers per country.

The supervisors of the Teacher Boards are the beneficiaries BE VIVES, DE LUE, LT VIKO, PT ALMA, ES RM, RO UBB and TK SEMRIN. The supervisor was thus a member of the TASC consortium. We were trying to keep the supervisors from the national and European TB the same.

- Tasks and overview of the meetings in a nutshell:
- In year one a national physical kick-off meeting, one additional national and one EU virtual meeting (ongoing of the activities of the EU TA and advice) was taking place. Aim of the project and connecting with the partners were on the focus.

In year two 2 virtual meetings (one national and one EU) and 2 joint physical meetings to test the teacher trainer manual took place. Connecting with the partners and testing of the TTM (grade A, grade B, grade) were on the focus.

The physical meetings were:

-with EU TB group - 5 days, 3 members from each country, testing of the TTM of grade A.

-with EU TB group - 5 days, 4 members from each country and no member from Germany, testing of the TTM of grade B.

- In year three 2 virtual meetings (1 national and 1 EU – ongoing of the activities of the EU TA) took place. Exchanges on the TTM and how to integrate in the curriculum of the initial and continuous teacher training were in the focus

In year three a physical kick-on meeting with the national TB took place.

The 3 members (teacher trainers) of the national Teacher Board were chosen through a selection procedure as a sustainable commitment was needed. Selection has been done by a written motivation letter and a test to determine the level of English of the trainees.

Community of practice

The Community of Practice (CoP) is a group of teachers from pre-school, primary and secondary school (teaching children from 5 up till 15) who share a common concern or an interest in the topic of sustainable communication.



In every of the 7 participating countries, the partners selected 25 pre-service and in-service teachers who took part in the CoP. All national CoP joined the overall European practice network that is composed of a minimum of $7 \times 25 = 175$ in-service and pre-service teachers from preschool, primary and secondary education.

The CoP relied on face-to-face as well as web-based collaborative environments to communicate, connect and conduct community activities.

At national level, the CoP members come together as one group with 2 national supervisors from the consortium. At the EU level, CoP members used to meet in smaller EU groups with 2 EU supervisors from 2 different consortium countries. The aim of these meetings is to exchange in an informal and formal way feedback on the material produced by the TASC consortium, and to create national and transnational communities of TASC teachers.

The CoP often used to focus on sharing best practices of sustainable communication and creating new knowledge to advance a domain of professional practice related to sustainable communication. Interaction on an ongoing basis was an important part of this.

The CoP took part in the testing of the Teacher Toolkit in 2 periods and was also a part of the piloting of the TASC joint intensive training programme of 20 ECTS from May 25 to April 2026.

They also gave feedback to the joint training programme. The teachers who took part in the TASC joint intensive training programme of 20 ECTS were selected as a sustainable commitment was needed.

Curricular specification

In this section, we will address the specifications of the curriculum, in particular with regard to the constructs, as well as the competences we need to take into account in order to achieve **sustainable quality communication**.

With sustainable communication, we want to promote sustainability. Sustainable communication is connected to several United Nations Sustainable Development Goals (SDGs). It supports the cluster 'people' with SDG3 focusing on well-being, SDG4 emphasizing quality education with focus on inclusion and lifelong learning and SDG5 promoting gender equality. Additionally, it is also connected with the cluster 'prosperity' with



SDG 10, reducing inequalities; SDG 16, fostering peace within the cluster of peace; and SDG 17, building partnerships to achieve these goals within the cluster of partnership.



Figure 2. United Nations Sustainable Development Goals

1. Constructs

Effective communication forms the foundation for fostering relationships and structuring societies. Within any group, distinctive communication patterns and codes emerge, understood by all of its members. Resolving conflicts requires a communicative strategy, as it helps in understanding the essence of the conflict and facilitating fair, innovative, and notably non-violent resolutions. It is imperative for schools to cultivate students' awareness of conflicts and enhance their social and personal skills.

More specifically, constructs such as intercultural communication, nonviolent communication, cooperation and problem solving related to communication (restorative communication), and reflection are linked to sustainable communication and serve as predictors of it.

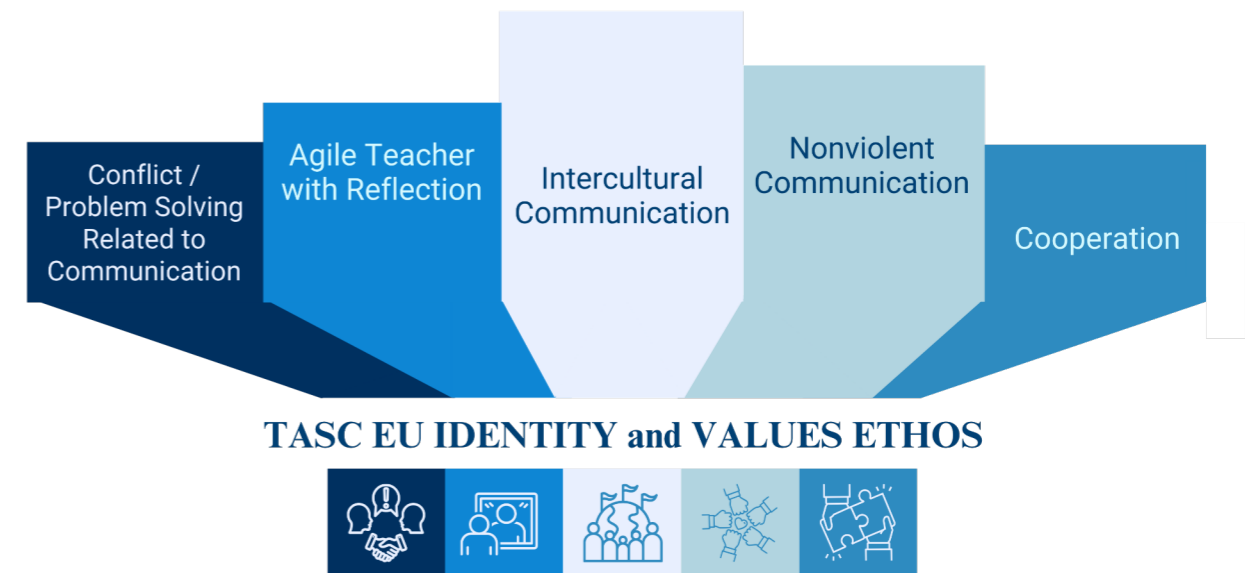


Figure 3. Five constructs of European Joint Programme TASC.

2. Selection of the Competences FCDC and DigComp Framework

To develop sustainable communication within our teacher academy, we utilised a selection of 11 competences from the Framework of Competences for Democratic Culture, developed by the Council of Europe. These competences encompass a blend of values, attitudes, skills, knowledge, and critical understanding. At the core of sustainable communication is skill training that seamlessly integrates these competences.

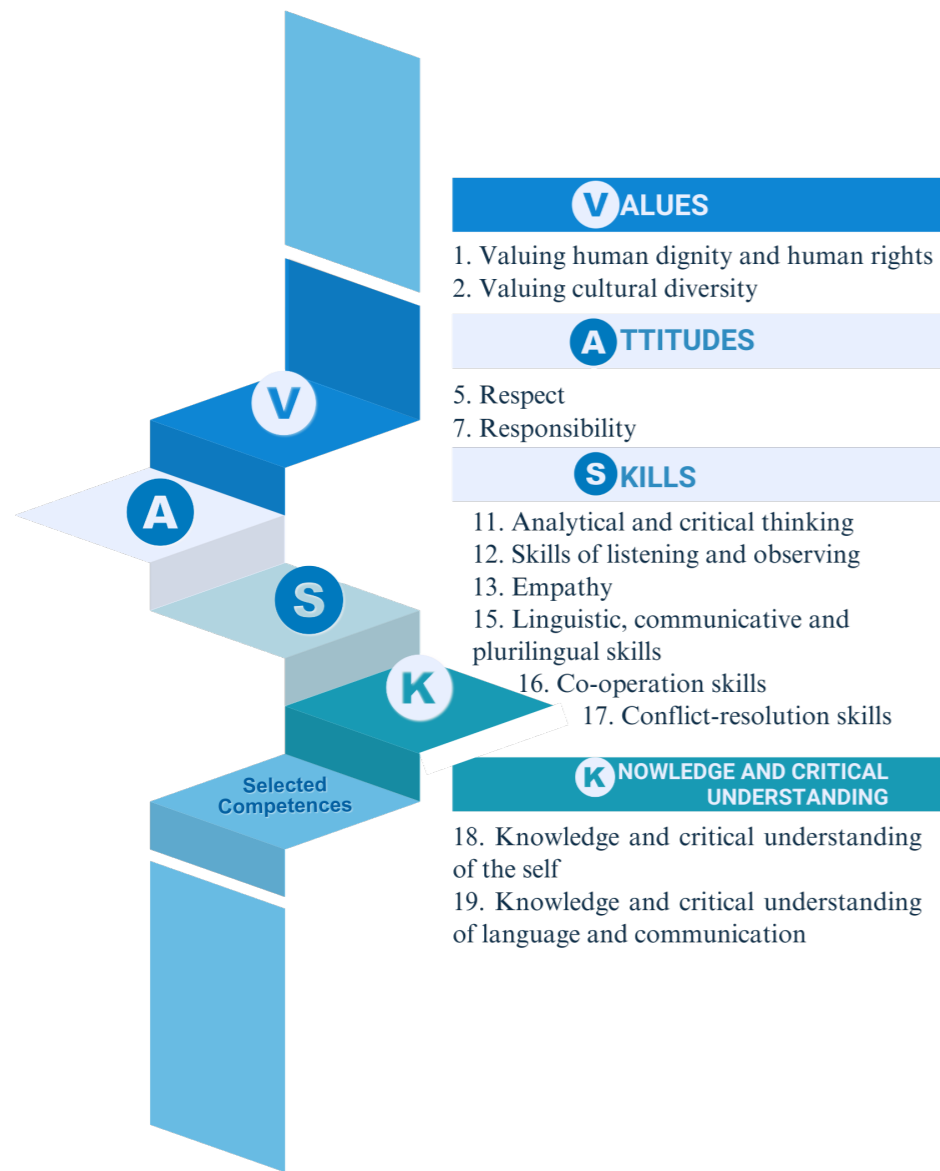


Figure 4. Selected Competences from the Framework of Competences for democratic culture FCDC – TASC

Aligned with the European Framework of Digital Skills (DigComp Framework), our joint training programme for teachers in the Erasmus+, TASC project aims to ensure a holistic approach to skill development. Given the nature of our initiative, the Teacher Academy for Sustainable Communication, the domain of Communication and Collaboration was our primary focus regarding digital competences.

We have selected 10 competencies that are most closely related to sustainable communication.

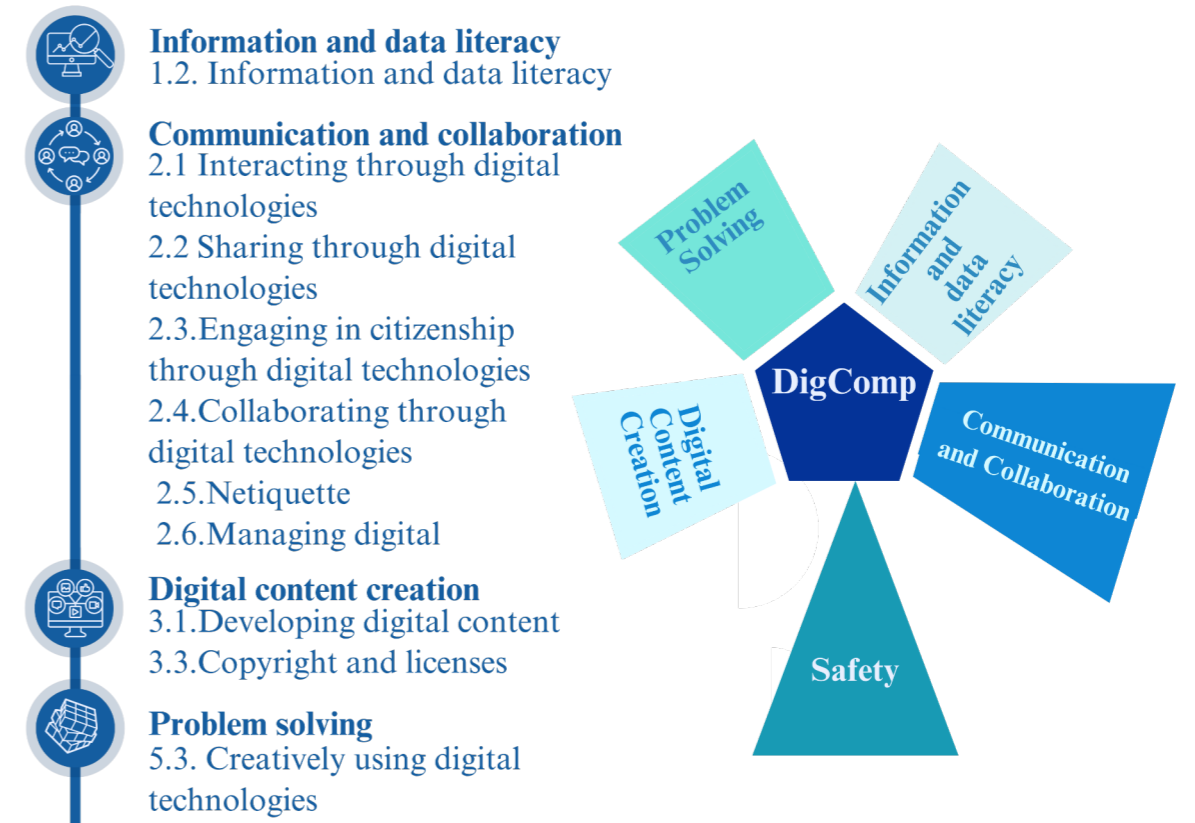


Figure 5. Digital competences connected to Sustainable Communication, selection from [DigComp Framework](#).

As educators embarking on this comprehensive training programme, it is crucial to emphasize the paramount importance of safety in digital environments. As trainees, teachers played a dual role as both learners and educators in this interconnected educational landscape. Beyond mastering the technical elements of digital skills, it was essential to install a sense of responsibility and awareness regarding online safety. Whether engaged in synchronous virtual meetings, or asynchronous online interactions, teachers should be equipped with strategies to safeguard personal information, recognize and mitigate online risks, and foster a culture of respect and inclusivity in the digital environment. By highlighting safety considerations, we



aim to empower teachers to navigate the digital landscape confidently, ensuring a secure and enriching learning experience for both educators and students.

| | | | |
|--------------------------|---|-------------------------------|--|
| 4 Tips On Digital Safety | 1 | Secure Passwords | <ul style="list-style-type: none"> ✔ Never share your password with anyone. ✔ Use strong and unique passwords for different accounts. ✔ Change passwords periodically to enhance security. |
| | 2 | Be Aware of Phishing | <ul style="list-style-type: none"> ✔ Be sceptical of unexpected emails or messages asking for personal information. ✔ Avoid downloading attachments or clicking on links from unknown sources. ✔ Report any suspicious communications |
| | 3 | Protect Personal Information | <ul style="list-style-type: none"> ✔ Avoid publishing sensitive personal details online. Be cautious about the information shared on online platforms ✔ Consider the potential impact of online posts on personal and professional life. ✔ Check privacy settings regularly to control access to personal data. |
| | 4 | Protect Against Cyberbullying | <ul style="list-style-type: none"> ✔ Never engage in or tolerate cyberbullying. ✔ Report any instances of cyberbullying promptly. ✔ Foster a supportive and respectful online community. |

Figure 6. Tips on Digital Safety

| | |
|-------------|--|
| K16 | Aware that online environments contain all types of information and content including misinformation and disinformation, and even if a topic is widely reported it does not necessarily mean it is accurate. |
| S48 | Able to achieve effective communication in asynchronous (non-simultaneous) mode using digital tools (e.g. for reporting and briefing, sharing ideas, giving feedback and advice, scheduling meetings, communicating milestones) |
| A55 | Willing to adapt an appropriate communication strategy depending on the situation and digital tool: verbal strategies (written, oral language), non-verbal strategies (body language, facial expressions, tone of voice), visuals strategies (signs, icons, illustrations) or mixed strategies. |
| S59 | Knows how to share and show information from one's own device (e.g. show graphs from a laptop) to support a message being conveyed during a real time online session (e.g. video conference) |
| S77 | Knows how to engage with others through digital technologies for the sustainable development of society (e.g. create opportunities for joint action across communities, sectors and regions with different interests in sustainability challenges) with an awareness of technology's potential for both inclusion/participation and exclusion. |
| S85 | Knows how to use digital tools to facilitate and improve collaborative processes, for example through shared visual boards and digital canvases (e.g. Moodle, Miro, Google Docs/Slides...). |
| A103 | Open to and respectful of the views of people on the internet with different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances; open to the perspectives of others even if they differ from one's own. |
| S109 | Knows how to adopt information and communication practices in order to build a positive online identity (e.g. by adopting healthy, safe and ethical behaviours, such as avoiding stereotypes and consumerism). |
| S124 | Knows how to create digital content to support one's own ideas and opinions (e.g. online forums, collaborative document editing (Google Docs/Microsoft Office 365), virtual presentations, content creation (Canva) etc.) |
| K138 | Knows that digital content, goods and services might be protected under intellectual property (IP) rights (e.g. copyright, trademarks, designs, patents). |
| K237 | Knows that engaging in solving problems collaboratively, online or off-screen, means that one can take advantage of the variety of knowledge, perspectives and experiences from others which can lead to better outcomes. |

Figure 7. Overall integrated digital competences - Attitudes (A), Skills (S) and Knowledge (K)

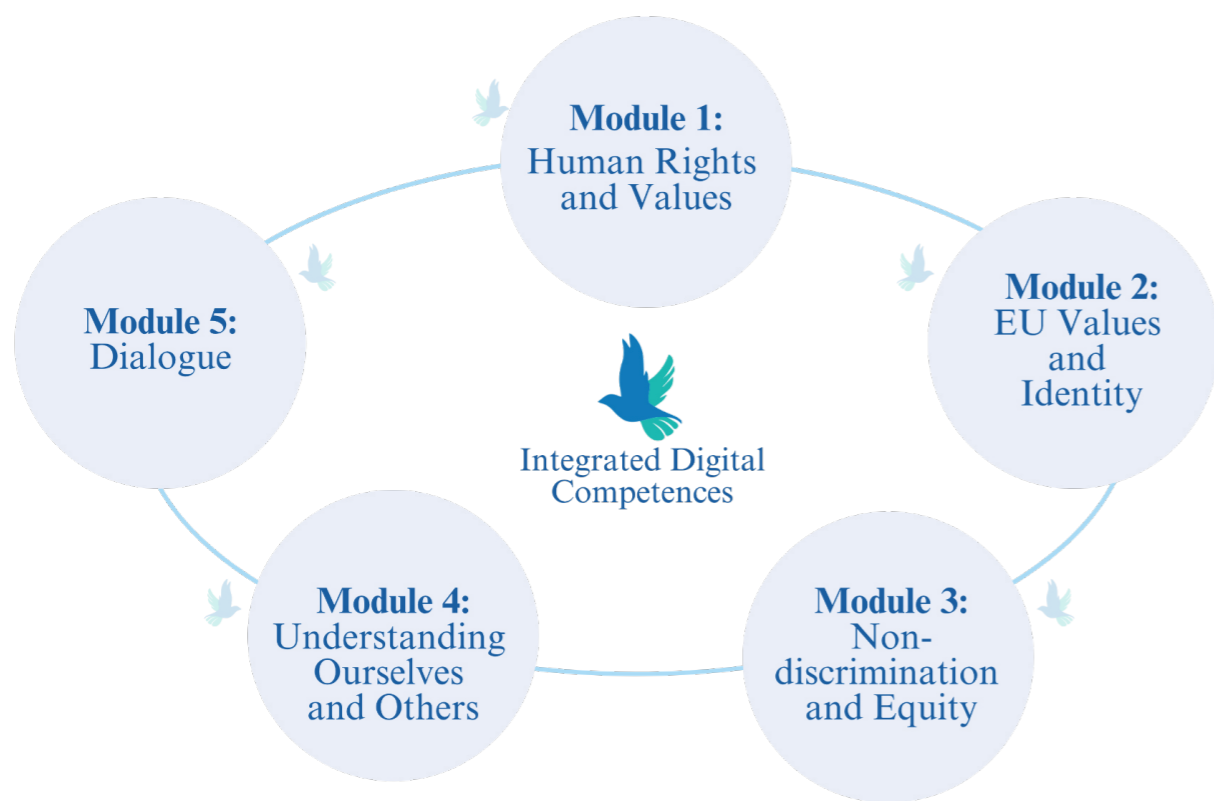


Figure 8. Five Modules - TASC

3. Modules, grades and learning paths

Modules

The EU joint training programme consists of 5 modules that comprehensively integrate the constructs of sustainable communication with 11 selected competences from the Framework of Competences for Democratic Culture and 10 competences from the Framework DigComp. As a result, the programme is accredited with 20 ECTS.

The modules constitute the backbone of our training programme and the accompanying teacher toolkit, which features 45 tools designed for independent use by educators. These tools guide the teacher to grow at their own level in sustainable communication.

The 5 modules are Human rights and values (1), EU values and identity (2), Non-discrimination and equity (3), Understanding ourselves and others (4), and Dialogue (5). Each module contains embedded digital competences.

| | | |
|----------|------------------------------------|--|
| Module 1 | Human Rights and Values | Universal and Key Values Advocacy and Implementation of Human Rights Human Rights in the Digital Era |
| Module 2 | EU Values and Identity | Identity EU Values European Teacher Identity and Values |
| Module 3 | Non-discrimination and Equity | The Respect of Diversity The Non-discrimination Path Achieving Consensus in a Diverse Group |
| Module 4 | Understanding Ourselves and Others | Understanding Oneself Understanding Others Understanding Connecting with Others |
| Module 5 | Dialogue | Empathic Dialogue Skills Problem Solving and Conflict Resolution Skills Cooperation Skills |

Figure 9. Five Modules and Key Concepts

Key Concepts

These modules were designed to provide essential skills and knowledge across various thematic areas, emphasizing sustainable communication practices. We were considering the following Key Concepts (see Figure 9).

Grades and ECTS

The modules were strategically distributed throughout the programme’s various stages to enhance teachers’ professional growth in sustainable communication.

The trainees’ workload of the five modules progressively increases in depth as the programme advances. Each module’s development followed a sequenced approach tailored to the specific needs of sustainable communication.

The EU joint training programme was structured into three parts:

- sustainable communication initial grade (grade A)
- sustainable communication continuous grade (grade B)
- sustainable communication professional grade (grade C).



These 3 parts have in total 20 ECTS credits:

- grade A accounting for 6 ECTS
- grade B for 6 ECTS
- grade C for 8 ECTS.

One ECTS stands for 20-25 hours of workload

Learning paths

Each grade offers a physical (face-to-face), blended, and virtual learning path. The physical meetings are conducted at three of our TASC partner institutions.

We defined our learning paths as follows.

■ **Face to face physical learning path.**

All activities are given by an EU teacher trainer in a physical face to face environment

■ **Blended learning path.**

This is a mix of virtual activities and face-to-face physical activities.

A national FTF activity is given by a national teacher trainer.

An EU synchronous activity (in EU groups online) is given by an EU teacher trainer

An asynchronous activity (individual online) is an activity for the trainee and can train this or do a try-out in own school environment.

■ **Virtual learning path.**

An EU synchronous activity (in a group of 2 or 3 online) is organized online by the trainee himself. This activity is written for the trainee

An asynchronous activity (individual online) is an activity for the trainee and can train this or do a try-out in own school environment.



Figure 10. Overview Grades, ECTS and Learning Paths – TASC

Each of the three grades incorporates components from the five modules: Human Rights and Values (1), EU Values and Identity (2), Non-Discrimination and Equity (3), Understanding Ourselves and Others (4), and Dialogue (5). Each module is designed to integrate digital competences tailored to the requirements of the physical, blended, or virtual learning path.

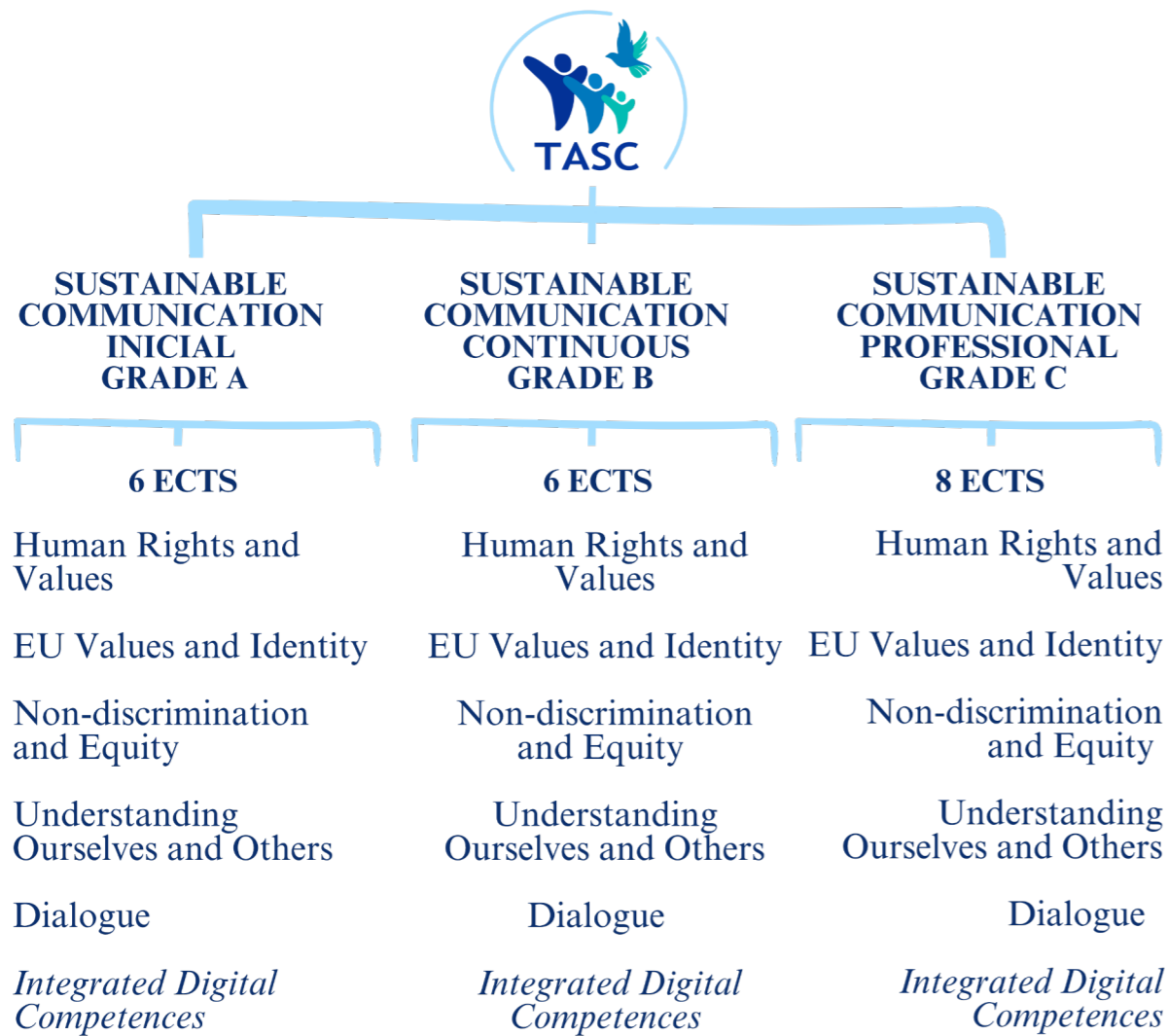


Figure 11. Visual Diagram – TASC

4. Learning objectives and Learning Outcomes

In this section, we will explore the organizational structure of TASC in terms of its modules and levels.

For each module selected across our transnational scope, we have carefully identified three learning objectives. These objectives integrate Bloom’s taxonomy, progressing from knowledge and comprehension to application, analysis, synthesis, and evaluation. (Annex 1)

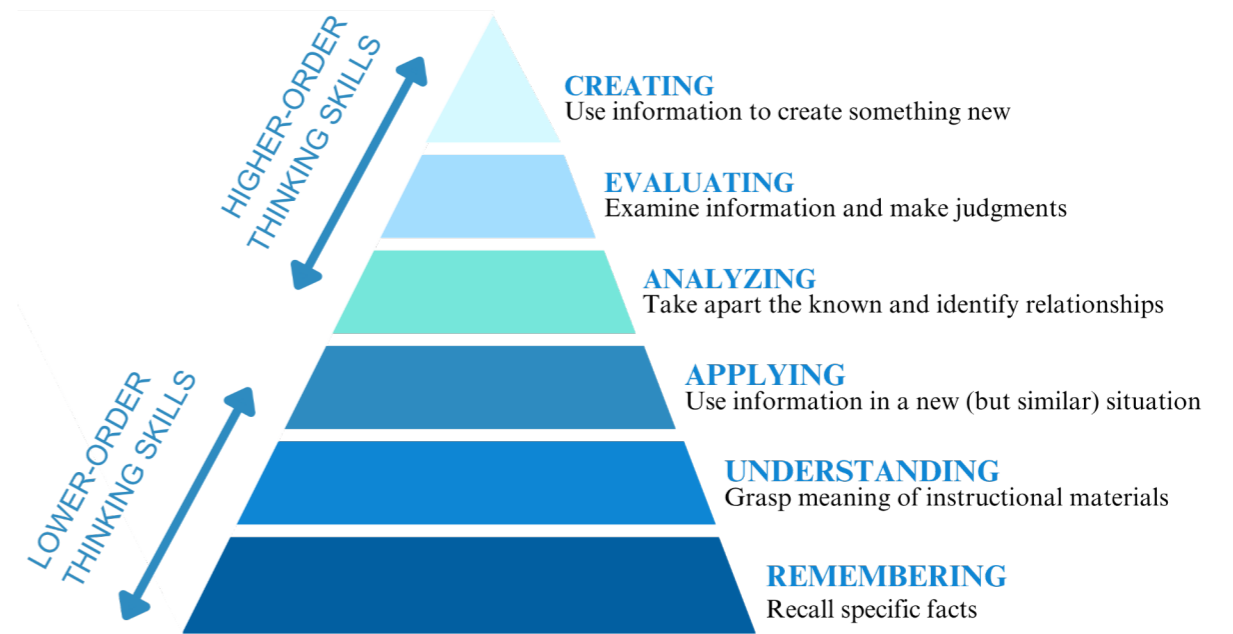


Figure 12. Bloom’s taxonomy – Cognitive Domain - TASC

Learning outcomes, related to sustainable communication, encompass a range of knowledge, skills, and attitudes. Each learning outcome was meticulously crafted to equip educators with the necessary knowledge and abilities to navigate and contribute meaningfully to sustainable communication initiatives. (Annexes 2 and 3)

5. Three grades, three EU micro-credentials

Micro-credentials are an innovative educational approach gaining momentum within the European Union. They certify specific skills and competences through short, focused courses, providing a flexible alternative to traditional degree programmes. The EU standard elements are included. For more information see: [A European approach to micro-credentials brochure](#)

By bridging the gap between formal education and market needs, EU micro-credentials are crucial in creating a dynamic and responsive educational ecosystem, ensuring individuals can meet the evolving demands of the labor market.

The training was organized in three grades (three micro-credentials)



1. At the end of **sustainable communication initial grade (Grade A)**, the teacher obtained an **EU micro-credential**, which certifies a partial certificate of competences of 6 ECTS.
2. After obtaining the first certificate, **the teacher could move on to sustainable communication continuous grade (Grade B)**, certifying that he/she had obtained an **EU micro-credential** (6 ECTS).
3. And, finally, for those teachers who dedicated themselves to complete the training, they accessed **sustainable communication professional grade (Grade C)**, where they were be certified with 8 ECTS and **could obtain a professional certificate with an EU micro-credential**.

| Sustainable Communication | | GRADE (A) | GRADE (B) | GRADE (C) |
|---------------------------|--|---|---|---|
| 1 | Identification of the Learner | Teacher preservice and teacher in service (age of students: between 5 and 15 years old) | | |
| 2 | Level | Initial | Continuous | Professional |
| 3 | Language | English | | |
| 4 | Number of Places | 42 (6 people from each country) | | |
| 5 | Duration | Each 3 weeks in the period of 3 months | Each 3 weeks in the period of 3 months | Each 4 weeks in the period of 3 months |
| 6 | Start Date | 20/05/2025 | 01/10/2025 | 05/01/2026 |
| | End Date | 30/09/2025 | 06/12/2025 | 13/03/2026 |
| 7 | Requirements | Level of English: B2 / Motivation letter / Sustainable involvement and commitment | | |
| 8 | Learning Path | 2 ECTS Physical 2 ECTS Blended 2 ECTS Virtual | 2 ECTS Virtual 2 ECTS Blended 2 ECTS Physical | 2 ECTS Virtual 4 ECTS Blended 2 ECTS Physical |
| 9 | Country(ies)/Region(s) of the Issuer | Consortium countries and beneficiaries | | |
| 10 | Awarding Body(ies) | EU Teacher Academy TASC | | |
| 11 | Workload Needed to Achieve the Learning Outcomes | 150 hours 6 ECTS | 150 hours 6 ECTS | 200 hours 8 ECTS |

Figure 13. Overview European Joint Training Programme TASC

6. Assessment and certification

In this section, we describe how the evaluation and certification process worked in TASC. Learning outcomes for micro-credentials were assessed against transparent standards. There were three integrated final assessments for every grade. These assignments were related to the modules.

| EU Joint Training Programme | Grade A (6 ECTS) | Grade B (6 ECTS) | Grade C (8 ECTS) |
|--------------------------------------|------------------|------------------|------------------|
| Amount of Assessments | 3 | 3 | 4 |
| Performance Criteria (Grading Scale) | A to F | A to F | A to F |
| Amount of assessed assignments | 3 | 3 | 4 |
| Deadline for Assignments | 25 / 10 / 2025 | 06 / 12 / 2025 | 13 / 03 / 2026 |

Figure 14. Assignments TASC related to the Grades

To ensure objectivity, reliability, and validity in the evaluation process, the methods and assessments tools for the training modules were tailored to the nature of the various types of learning outcomes to be verified.

The teaching staff of the different partners of the consortium documented the results achieved by trainees in the various assessments instruments applied.

7. Timeline of piloting and impact research of the EU Joint Training programme

The timeline for piloting and impact research of the EU Joint Training programme TASC was organized as follows (see Figure 15).



| TIME | Learning Path Grade / Credits | PLACE |
|---|--|---|
| 1week 20-24/05/2025 Travel days 19/05 & 25/05 | Physical Kick-off Grade A / 2 ECTS | Murcia (Spain) |
| 28/05/2025 02-03-04/06/2025 | Blended week (BIP) Grade A / 2 ECTS | At home and your school In an institute at your home country 28 May NAT physical meet day 4 June EU virtual meeting day |
| 1 month time September 2025 | Virtual period Grade A / 2 ECTS | At home and your school |
| 1 month time October 2025 | Virtual period Grade B / 2 ECTS | At home and your school |
| 12-13-14/11/2025 17-18/11/2025 | Blended week (BIP) Grade B / 2 ECTS | At home and your school In an institute at your home country 12 Nov. EU virtual meeting day 18 Nov. NAT physical meet day (for PT ALMA – other day) |
| 1 week 2-6/12/2025 Travel days 1/12/25 & 7/12/25 | Physical Grade B / 2 ECTS | Lisbon (Portugal) |
| 1,5 month time January till 13th of February 2026 | Virtual period Grade C / 4 ECTS | At home and your school |
| 23-27/02/2026 | Blended week (BIP) Grade C / 2 ECTS | At home and your school In an institute at your country 23 February NAT physical day 27 February EU virtual meeting |
| 1 week 9-13/03/2026 Travel days 08/03/26 & 14/03/26 | Physical Grade C / 2 ECTS | Izmir (Turkey) |

Figure 15. Timeline for piloting and impact research of the EU Joint Training Programme – TASC

Didactic guidelines

In addition to the theoretical and training material on sustainable communication, we wanted to focus on a safe learning environment, teaching methods, trainees' grouping, self-study, and IT tools.

1. Safe learning environment

It is essential that the activities take place in an emotionally safe environment, as discussions about different skills may touch sensitive experiences or, if the direction of the discussion is challenging, may encourage defensiveness. A collaborative environment creates a classroom atmosphere that encourages open dialogue, mutual respect, and empathy.

We therefore recommend agreeing to common rules for the group's work before starting your activities. These agreements have not only created a safer environment for constructive work but have also allowed us to be present in the "here and now" and to work in practice with values such as respect for opinions, acceptance of diversity, democratic decision-making, tolerance, respect for consensus.

Cultural sensitivity promotes respect for different cultures and perspectives, highlighting how universal values transcend cultural differences.

2. Teaching methods

- **Meaningful Learning** - the process of acquiring knowledge and understanding in a way that connects new information with existing knowledge and experiences, thereby creating a deeper and more enduring understanding.

- **Continuous reflection:** to reflect on their learning and its application to their lives, reinforcing the relevance and importance of skills related to modules. A focus on critical thinking encourages the trainees to critically analyse issues on personal, interpersonal and environmental level.

- **Socratic Method** - Named after the philosopher Socrates, this method involves asking probing questions to stimulate critical thinking and encourage trainees to explore ideas independently. (<https://www.youtube.com/watch?v=USo7V6kwfEk>)

- **Collaborative Learning** - Trainees work together in groups to solve problems, complete projects, or discuss concepts. This method promotes teamwork, communication skills, and peer learning.



- **Interactive learning:** engaging in activities such as role-playing, debates, and group discussions to help internalize human rights principles and apply them in various scenarios.

- **Real-world examples:** incorporate current events and historical cases to illustrate the importance of human rights and the consequences of their violation.

- **Experiential exercises** - the trainer shares and invites trainees to start from their own (personal and professional) experiences related to their classroom as well as collaboration with parents, colleagues, care or support takers, and other stakeholders

- **Problem-Based Learning (PBL)** - Trainees learn by solving real-world problems or case studies. They research the issue, analyse data, and develop solutions, which fosters critical thinking and problem-solving skills.

- **Modelling** - The trainer models the skills the module is aiming for. By modeling these skills during the training, the trainer provides a live example for trainees to follow. Sharing real-time awareness and insights with trainees enhances connection and demonstrates humanity, creating a powerful learning environment. This approach not only fosters a deeper sense of connection but also promotes profound and deep learning and internalization of the skills being taught.

- **Focusing** - In different modules, the trainer fully engages with the trainees, connecting from the heart with undivided attention, fresh curiosity, and active listening. Bodily-related exercises are integrated to enhance self-awareness, emphasizing being present in the moment, focusing on breathing and posture. These practices help trainees deepen their understanding of their own feelings and experiences, promoting personal insight and self-connection.

▶▷ Flipped Classroom - Trainees learn new material through self-paced online lectures or readings at home, while class time is used for discussion, activities, and application of knowledge. (<https://www.youtube.com/watch?v=qaLeIQM1Hz0&t=64s>)

▶▷ To deepen self-understanding, trainees could engage in activities individually or in small groups of 2 to 5 members, whether in a classroom or meeting setting. Virtual exercises were designed to focus on '1 page' tasks that could be completed in one's own school environment and reflected upon. These exercises used various media, including videos from the school environment, personal body awareness activities, extracts from films, cartoons, images, quotes, and various art forms such as music, drama, chair dance, and visual

art. Each activity was intended to enhance self-reflection and personal insight, fostering a deeper understanding of one's feelings and experience

▶▷ Reflection is a key part of the training, complemented by (online) small group practice. This learning process has been supported by a journal or portfolio focusing on these areas:

- Reflective dialogues on skills.
- Reflective exercises and role-playing based on daily life and teaching experiences, encouraging trial, error, and retrying to deepen self-understanding.
- Self-assessment and awareness activities aimed at fostering personal and professional growth.
- Awareness training involving reflection and meta-reflection, both guided and self-directed.
- Independent work on content, with provided readers and pamphlets to support homework and asynchronous learning.

4. IT tools

IT tools, such as webinars and video conferencing platforms, can be used as opportunities for synchronous and asynchronous learning experiences. It was essential to enable teachers to participate in collaborative discussions with colleagues and experts from diverse backgrounds and a variety of EU countries. Also, visual digital material (presentations, infographics, videos) was an important addition to teaching materials, especially trainees inclined to learn more effectively from visual information.

A lot of tools were used such as Moodle, Padlet, ChatGPT/Gemini, Gamma/Canva/PowerPoint/Prezi, etc.

Teacher Toolkit for Personal and Professional Growth of the Teachers

1. What, why and how?

In addition to the Teacher Training Manual, which helps teacher trainers to train teachers in the field of sustainable communication, the Consortium has developed the Teacher Toolkit for teachers' personal and professional development in sustainable communication. Here is a summary of the Teacher Toolkit.



The Teacher Toolkit is a set of exercises, techniques, strategies and processes designed to strengthen a teacher's ability to respond effectively to different challenges. They focus on personal growth, professional development and the promotion of constructive communication. By practising and mastering these tools, educators can develop adaptive skills and behaviours that not only enhance their teaching, but also align with their unique goals and values, validating their individuality and respect for their profession.

The Teacher Toolkit (TTK) is a **collection of instruments for teachers**, representing a supportive set of tools, resources, and activities for learning, practicing, and applying relevant competences for sustainable communication in their professional practices.

The TTK's tools complement and "mirror" the Teacher Trainer Manual (in terms of the modules' key concepts and learning objectives and outcomes). The tools promote and support the practice and improvement of the competences relevant for sustainable communication, through self-reflection, introspection, and systematic practice.

Grounded in the principles of sustainable communication developed within the TASC project, it aims to:

- Provide concrete tools and strategies for fostering non-violent, intercultural, and restorative dialogue in educational settings.
- Support teachers in developing their own sustainable communication skills.
- Offer practical guidance for promoting inclusion, managing conflict constructively, and nurturing democratic values within the classroom and the wider school community.
- Facilitate reflexive and experiential learning processes for continuous professional growth.

The Teacher Toolkit draws upon key theoretical frameworks in communication, education, and social change, including sustainable communication, non-violent communication, intercultural communication, restorative practices, social constructivism, and transformative learning.

The tools further support and improve teachers' competencies to act efficiently in specific situations (e.g., daily classroom organization, interactions with colleagues, students, or parents, conflictual situations, discrimination actions, communication problems, etc.).

These tools assist teachers in improving their reactions to the most frequent dysfunctional or conflictual situations that manifest in school, addressing and solving disruptive behaviours, defiant and oppositional behaviours, and aggressive interactions, improving empathy, reducing non-discriminatory and prejudicial thinking, and improving communication abilities, or effectively approaching manifestations generated by stress and burnout.

These tools do not apply to problems with high severity levels, cases in which professional support and measures, such as peer mentoring, group support, counselling, and psychotherapy, are recommended and must accompany these tools.

The **core components of the Teacher Toolkit consist in:**

Self-Applied Techniques (Methods to enhance self-awareness, regulate emotions, and develop a growth mindset);

Self-Directed Strategies (Step-by-step frameworks for achieving personal and professional objectives);

Step-by-Step Processes (clear, actionable guidelines for addressing specific challenges).

2. Overview of the 45 tested tools per grade

Figures 16, 17 and 18 provide a list of tools currently being tested by the Community of Practice. More information of the quality assurance you read in the item of 'quality assurance'.



| | | | |
|--|--|---|---|
| Module 1 Universal human values and human rights | Tool 1 "Awareness raising" | Tool 2 "Digital harassment & cyber bullying" | Tool 3 "Collaborative problem-solving" |
| Module 2 EU values and identity | Tool 4 "What do I know about European values and identity?" | Tool 5 "(In)Equality in schools" | Tool 6 "Factors of cultural diversity" |
| Module 3 Non-discrimination and equity | Tool 7 "Mechanisms and sources of discrimination, prejudice and stigma" | Tool 8 "The non-discrimination path and social biases" | Tool 9 "Consensus ~ Let's find the best solution!" |
| Module 4 Understanding ourselves and others | Tool 10 "Emotions mapping and self-portrait" | Tool 11 "Empathy lens" | Tool 12 "Choose the clearer one!" |
| Module 5 Dialogue | Tool 13 "How do I listen?" | Tool 14 "Me and my boxfish" | Tool 15 "My proactive circle: step by step" |

Figure 16. Teacher Toolkit – grade A –overview of tools 1-15

| | | | |
|--|--|--|--|
| Module 1 Universal human values and human rights | Tool 31 "The RESET Protocol" | Tool 32 "The five lenses of inclusion" | Tool 33 "Digital dialogue map" |
| Module 2 EU values and identity | Tool 34 "Identity conflicts in the classroom" | Tool 35 "Ensuring inclusive teaching using Brookfield's four lenses" | Tool 36 "Inclusivity checklist" |
| Module 3 Non-discrimination and equity | Tool 37 "Differences between equality and equity in educational contexts" | Tool 38 "Steps of critical thinking and criteria of reliable sources" | Tool 39 "Nominal group technique" |
| Module 4 Understanding ourselves and others | Tool 40 "What if I change my mind?" | Tool 41 "Relate & Reflect: How do I show up in my relationships?" | Tool 42 "Relational posture map" |
| Module 5 Dialogue | Tool 43 "Cooperation compass" | Tool 44 "The art of questioning" | Tool 45 "A 3-step approach for offering feedback" |

Figure 18. Teacher Toolkit – grade C –overview of tools 31-45

| | | | |
|--|---|---|---|
| Module 1 Universal human values and human rights | Tool 16 "Wish tree of motivation" | Tool 17 "Empathy Mapping" | Tool 18 "The Walt Disney method" |
| Module 2 EU values and identity | Tool 19 "Democratic teacher in a class" | Tool 20 "Inclusivity challenges and opportunities" | Tool 21 "Universal design in learning (UDL) or traditional education?" |
| Module 3 Non-discrimination and equity | Tool 22 "The impact of discrimination, prejudice, and stigma on educational processes or contexts" | Tool 23 "Reflection on and support for gender diversity" | Tool 24 "Consensus ~ Let's listen!" |
| Module 4 Understanding ourselves and others | Tool 25 "Reframing perspectives through empathy" | Tool 26 "Exploring cultural mindsets" | Tool 27 "Grounded empathy mapping" |
| Module 5 Dialogue | Tool 28 "Keep a dialogue going on" | Tool 29 "The six thinking hats for setting boundaries" | Tool 30 "Consent-based decision making model (CDMM)" |

Figure 17. Teacher Toolkit – grade B –overview of tools 16-30



MOODLE as E-LEARNING environment

1. Introduction

Within the TASC project, Moodle functions as the main e-learning environment where all extended learning activities, attachments, and supporting resources are made available. It serves as both a digital working tool for trainers and a structured learning space for trainees. Moodle provides access to detailed content, including practical exercises, background reading, and multimedia materials, enabling users to engage more deeply with each topic. Designed to support step-by-step progression across different grades, Moodle guides trainees through the learning process in a coherent and accessible way.

This Teacher Trainer Manual, on the other hand, offers a summarised overview of the activities that correspond to each specific learning outcome. It is not intended to replace Moodle or be used as a standalone guide for delivery. Instead, this TTM presents a high-level reference — a ‘nutshell’ summary — designed to help you, the trainers, quickly understand the structure and purpose of each module and each activity. It is particularly useful for orientation and planning purposes, signposting you, as trainers, towards the relevant in-depth materials, and extended content hosted on Moodle.

Together, the TTM and Moodle provide a complementary approach: the TTM offers clarity, structure, and an at-a-glance understanding of the intended outcomes, while Moodle delivers the full depth of resources needed to implement the activities effectively and support meaningful trainee engagement.

Link Moodle Platform: <https://merakiprojectes.com/moodle/login/index.php?lang=en>

2. Structure and sections of the Moodle Platform

Structure of the Moodle Platform

To support ease of use and clarity, Moodle is divided into structured sections according to learning path and activity type. Below is a comprehensive guide to help you, as trainers, navigate and use Moodle effectively.

Moodle Sections

1. Introduction

- Welcome to the overall TASC training programme

2. GRADE A

- Forum for Announcements and General Course questions
- Meeting links for synchronous meetings
- Introduction to Grade A
- Community builder briefing
- Pre-tasks (document with 1 activity per module and a response template for trainees to complete) Trainees can directly upload their responses in this space.

3. Learning Paths

Each learning path contains clearly organised modules and activities:

Face-to-Face Learning Path

- PDFs of activities for trainers (lesson plans for each activity)
- Attachments used in the activities (for both trainers and trainees)
- Presentations used during face-to-face sessions (for both trainers and trainees)

Blended Learning Path

- Face-to-Face Activities: Activities and attachments for trainers and trainees
- EU Synchronous Activities: Activities requiring real-time coordination (e.g. online meetings)
- Asynchronous Activities: Each module has a dedicated classroom with a series of sequenced activities

Virtual Learning Path

- Accessible once the Blended Learning Path is completed
- Each module includes:
 - Synchronous activities: Group work requiring coordination between trainees
 - Asynchronous activities: Individual tasks completed independently

4. Attachments



- A central library where all activity attachments are compiled by learning path and module
- All files are also directly embedded in their corresponding activity

5. Teacher Toolkit

- Includes the first 15 tools used during Grade A

6. Request for Feedback (in Grade A)

- After completing the 3 learning paths trainees can request feedback on one assignment per module before the final assessment. As, in Grade B and Grade C, there will be less assignments, there won't be a need for request for feedback as feedback will be provided directly on the assignment.

7. Assessment

- Three formal assessments:
 - One for Modules 1 and 2
 - One for Module 3
 - One for Modules 4 and 5

3. Activity types and completion rules

There are three main types of activities used across the modules:

1. Personal Growth Activities that do not require any uploading or sharing on Moodle.
2. Interaction (Forum) Activities requiring discussion, sharing, and peer feedback via forum posts.
3. Progress Assignment Activities requiring submission of assignments through Moodle.

At the top of each activity there is a label indicating which activity type it is to facilitate clarity for the trainees. Assignments and forum links are embedded within the relevant activities. In the trainer's view, these are also visible in the main content menu. Trainees access them only through their corresponding activities to maintain focus and clarity.

Completion Rules

- All five modules are accessible at the same time.
- Within each module, trainees must complete activities in sequence.
- Example: In Module 1, Activity 3 cannot be accessed until Activities 1 and 2 are completed.
- A module is considered complete only when all its activities are done, including assignments and forum participation.

4. Structure of a grade

Grade A

- Order of learning paths: Face-to-Face Physical → Blended → Virtual → Assessment

- Multiple assignments
- Feedback request to trainer (one per module)

Grade B

- Order: Virtual → Blended → Face-to-Face → Assessment
- One assignment per module during the course with feedback given by the trainers.

Grade C

- Order: Virtual → Blended → Face-to-Face → Assessment
- One assignment per module with feedback given by the trainers for M1, M2, and M3.
- Two assignments per module with feedback given by the trainers for M4 and for M5 (due to higher ECTS and content volume)

5. Moodle for trainers

When you, as a trainer, are added to Moodle, you will receive an email with your username, a temporary password, and the Moodle access link. Upon logging in for the first time, you will be prompted to change your password for security reasons. We recommend uploading a profile photo to personalise your account.

Within Moodle, there is a dedicated section containing video tutorials for trainers, which demonstrate:



- How to upload content
- How to change your profile photo
- How to view trainees' accounts and monitor their progress
- How to view and grade assignments
- We highly recommend watching these short videos to familiarise yourself with the platform and its key functions.

6. Moodle for trainees

Trainees will receive login credentials and instructions for accessing Moodle prior to the start of the programme. They will also be asked to change their password and update their profile.

Each trainee will follow a structured path based on their assigned Grade (A, B, or C). The learning paths are clearly defined with guidance provided through:

- Explanatory videos
- Activity instructions embedded in each classroom module
- Links to downloadable attachments and resources directly within the activity

descriptions

- Trainees are expected to:
- Complete activities in the required sequence within each module
- Participate actively in forums and group work (where applicable)
- Submit assignments through Moodle as instructed
- Progress is monitored, and trainees will receive guidance and support through synchronous sessions and feedback opportunities.

7. Language support and translation

If you encounter difficulties understanding the activities due to the necessary English skills, we invite you to use supporting websites with fitting translation options such as:

- [Google Translate](#)
- [Google Lens](#) (available on phones and tablets, through the Google search bar)
- DeepL translate
- Any AI-translator such as ChatGPT or Co-pilot (keep in mind that this option increases your ecological footprint)



All learning material will be translated into the languages of the consortium members: Dutch, German, Lithuanian, Portuguese, Rumanian, Spanish, Turkish.



GRADES OF THE EU JOINT TRAINING PROGRAMME

GRADE A sustainable communication - initial training

Grade A is the EU joint initial training programme of sustainable communication accounting for 6 ECTS. It consists of physical (face-to-face), blended and virtual learning paths. It focuses on developing basic knowledge and skills in sustainable communication in line with Bloom's taxonomy. The backbone of the training programme are 5 modules which provides theoretical background of the programme. The description of the Grade A begins with a discussion of the key concepts of the five modules – in each module, the learner will find a list of objectives and expected learning outcomes, three key concepts, and a list of references. After the key concepts of all five modules, a summary of all learning activities is presented in the form of a learning path.



MODULE 1A: Universal Human Rights and Values

Introduction

The "Teacher Academy for Sustainable Communication" project empowers educators to promote respectful, inclusive dialogue, fostering universal human rights and key values, the fundamental principles that protect everyone's dignity and freedom, universally applied without discrimination. Promoting these rights and values requires effort from governments, organizations, civil society, and individuals. Module 1 explores this topic serving as a foundation for fostering a culture of respect. Education and public awareness are essential for upholding these values, contributing to a fairer, more peaceful, and inclusive world. Also, transparent, fair communication that upholds dignity and equality is the key to sustainable advocacy for human rights.

Objectives (O) and expected learning outcomes (LO)

O1.1. To analyse and assess the impact of human rights principles on peoples' lives, particularly focusing on their educational opportunities and prospects.

LO1.1A. To interpret the relationship between human rights advocacy and educational development and articulating informed analyses regarding the evolution of access, equity, and quality in education within the context of the human rights movement.

O1.2. To develop communication strategies that emphasize understanding and cooperation to articulate human rights issues, fostering open and respectful dialogue.

LO1.2A. To analyse the contemporary human rights issues in the digital age, considering the cultural, legal, and technological dimensions.

O1.3. To promote/develop cooperative, human rights sensible problem-solving strategies among (different) educational agents (staff, pupils, parents, stakeholders).

LO1.3A. To understand and explain the collaborative problem-solving approach in addressing human rights issues in educational contexts.



Key Concepts

1. Universal and Key Values

Universal and key values are fundamental principles that transcend cultural, national, and individual differences, serving as a common foundation for ethical behaviour and societal norms. Everyone has its own particularities and specifically adapted for a field. From educational point of view, we consider key values:

Integrity, emphasizing honesty and consistency in our actions, essential for building mutual trust in schools. **Respect**, encouraging recognizing the dignity and worth of each student/teacher, treating everyone with consideration, and valuing the diversity of opinions and cultures. **Responsibility**, reminding us that we each have a duty to accept the consequences of our actions and contribute positively to society well educated. **Compassion**, driving us to be empathetic and respond to others' suffering with kindness, motivating us to alleviate hardships. **Fairness and justice** require treating all individuals equally and impartially, promoting equity in education and in all aspects of social life. **Equality**, ensuring that everyone has access to the same educational opportunities and is treated without discrimination. **Tolerance**, encouraging acceptance and respect for differences, whether related to opinions, religious beliefs, or personal traits, promoting peaceful coexistence in schools and beyond. **Courage**, inspiring us to face fears and act firmly in the face of adversity, upholding our values even when difficult. **Gratitude**, opening our hearts to appreciating the goodness and people who enrich our lives, cultivating a sense of contentment and happiness. **Love**, in all its forms, deeply connects us with others and being the source of compassion, sacrifice, and unconditional care. **Justice**, focusing on the fair application of the law, ensuring everyone is treated fairly, while **non-discrimination** is preventing and combating prejudice and educational exclusion based on arbitrary factors such as race, gender, or age. Embracing these universal values in education but also in daily life can transform society, encouraging harmony, cooperation, and a deeper understanding.

RESPECT as a fundamental element in promoting diversity, inclusion, and harmonious coexistence

Respect is the foundation for accepting and appreciating individual differences, recognizing everyone's inherent value and dignity regardless of race, culture, religion, sexual orientation, political beliefs, or abilities, thereby overcoming barriers and prejudices,



fostering open dialogue, empathy, and understanding, and creating collaborative, supportive environments in professional, educational, and public spaces where diversity thrives, innovative ideas emerge, and individuals feel safe, valued, and actively engaged, ultimately enhancing individual quality of life and strengthening the social fabric through peace and mutual understanding.

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights, adopted by the United Nations General Assembly on December 10, 1948, outlines the fundamental rights that all humans are inherently entitled to, irrespective of nationality, race, gender, religion, language, or any other status. <https://www.un.org/en/about-us/universal-declaration-of-human-rights> Its aim is to establish universal human rights standards, ensuring global protection beyond the discretion of individual states.

Key rights include:

- 1. Equality:** ensuring non-discrimination and equal access to resources, services, and legal treatment.
- 2. Life, liberty, and security:** protecting individuals from arbitrary deprivation of life and guaranteeing freedom and security.
- 3. Freedom from slavery:** prohibiting all forms of slavery and forced labour.
- 4. Freedom from torture:** protecting against torture and inhuman treatment.
- 5. Legal recognition:** ensuring everyone is recognized by the law with rights and obligations.
- 6. Privacy:** protecting against arbitrary intrusions and unlawful attacks on honour and reputation.
- 7. Thought, conscience, and religion:** allowing individuals to freely choose, express, and practice their beliefs.
- 8. Expression:** supporting free expression of opinions and ideas without fear.
- 9. Work and education:** providing opportunities for employment and ensuring access to education.
- 10. Participation in government:** enabling citizens to engage in political life and access public services.

These rights are interdependent and indivisible, forming the foundation of a free and fair way of living.



Inequalities, whether economic, social, gender-based, or racial, undermine justice and equality, creating barriers and limiting access to resources for vulnerable groups.

Implementing policies that tackle the root causes of inequality in education, health, housing, and employment, and ensuring access to basic services is a must. Public awareness and education are also key to changing attitudes and reducing stereotypes, fostering mutual understanding and respect.

Freedom is a fundamental value and an inalienable right that serves as the cornerstone for individual development and societal progress, allowing everyone to freely express their thoughts, opinions, and beliefs without fear of repression or censorship. On a societal level, freedom stimulates innovation, creativity, and a diversity of ideas, enabling the exploration and experimentation of new possibilities, thereby advancing science, technology, and art more rapidly. On a personal level, freedom is closely linked to the pursuit of happiness, often associated with the ability to live according to one's own choices and values.

The Human rights are inherently interconnected with Sustainable Development Goals (SDGs) both promoting the idea of a world where all individuals can live with dignity, equality, and justice. The SDGs provide a global framework for addressing pressing issues such as poverty, health, education, gender equality, inequality, peace, while human rights principles underline these goals.

Linking SDGs with human rights ensures that progress is not only measured by economic and social development but also by the realization of fundamental rights for all people. In this situation, sustainable communication is significantly present, by fostering transparent, inclusive, and continuous dialogue between governments, civil society, the private sector, and marginalized communities—ensuring that development efforts are aligned with human rights, empowering individuals and promoting accountability. The main connections made for SDG-Human rights are:

SDG 3 - Good health and wellbeing, ensures the right to health by promoting universal access to healthcare, safeguarding individuals' physical and mental wellbeing.

SDG 4 - Quality education upholds the right to education, focusing on inclusive, lifelong learning opportunities for all, as a pathway to empowerment and equality.

SDG 5 - Gender equality promotes the right to equality by eliminating gender discrimination, ensuring equal rights and opportunities for women and men.

SDG 10 - Reducing inequalities addresses the right to equality and non-discrimination, aiming to reduce income, social, and opportunity disparities among individuals and groups.

SDG 16 - Peace, justice and strong institutions support the right to peace, justice, and strong institutions, fostering inclusive societies where human rights are protected by transparent, accountable governance.

SDG 17 - Partnerships for the goals emphasizes the collective responsibility for human rights, promoting global cooperation to achieve these goals and ensure that development benefits all, without discrimination.

This relation can provide a comprehensive framework for achieving inclusive, equitable, and sustainable development all the way

Democracy in Schools

A school environment that promotes democracy enables students to freely express themselves and participate in decision-making, providing practical experiences in participatory governance. This includes involvement in student councils, debates, and community projects, supported by civic education that underscores the importance of democracy and civic participation. Practical experiences and modern technology enhance understanding and engagement with democratic processes, showing how individual actions contribute on building democracy.

2. Advocacy And Implementation of Human Rights

In the current global context, advocacy is essential for promoting justice and equality. In the field of human rights for education advocacy represents an effort to promote and protect equal access to quality education for all individuals, raising awareness among the public and decision-makers about the importance and quality of the right to education. Through advocacy campaigns, policies and legislation can be influenced to ensure that education is accessible, inclusive, and of high quality for everyone, without discrimination. Also, advocacy defends the rights of students and teachers, including protection against abuse and discrimination, involving local communities in supporting the right to education, mobilizing resources and support for educational initiatives and infrastructure.



Ethics and Human Rights: A Symbiotic Relationship

In the context of human rights, ethics serves as the moral foundation for legislation and policies. Ethical practices in human rights advocacy validate that all actions and campaigns are conducted with integrity, respecting the dignity and rights of all persons involved. This ethical approach is vital for gaining public trust and promoting sustainable support for human rights.

Children's Rights: From Advocacy to Implementation

Children's rights require special attention as minors are often the most vulnerable to abuse and neglect. Effective advocacy for children's rights involves awareness campaigns, collaboration with educational and governmental institutions to ensure legislation effectively protects children's interests. Implementing these rights requires continuous monitoring and adapting policies to reflect children's changing needs.

The Role of Technical Support in Advocacy

In modern human rights advocacy technology (through digital tools) can help monitor human rights violations, disseminate information rapidly, and mobilize international support. Technology also facilitates data collection and analysis, which can be used to improve advocacy strategies and pressure governments to uphold their human rights commitments, being considered among the most powerful tools we have for building a fairer world. They require a comprehensive approach that includes solid ethics, adequate technical support, and unwavering dedication to protecting the most vulnerable members of our society.

3. Human Rights in the Digital Era

Balancing security and privacy: navigating the digital era

In the digital era, maintaining a balance between security and privacy has become increasingly necessary as technology advances and the ability to collect, store, and analyse personal data grows exponentially. Therefore, serious questions arise about how much privacy should be sacrificed for the sake of security. Technology companies and governments must collaborate to develop standards and regulations that protect users' personal information without compromising national security. GDPR (General Data Protection Regulation) is a set of European Union rules that protect the personal data of citizens, requiring companies and organizations to manage this data in a transparent, secure, and responsible manner. It grants



individuals extensive rights over their personal data, including the right to access, rectify, delete, and transfer their data, and imposes severe penalties for violating these regulations.

Intellectual property (IP) refers to the legal rights that protect creations of the mind, and it can include inventions, literary and artistic works, designs, symbols, names, and images used in commerce. These rights enable creators and owners to control the use of their intellectual property and to benefit financially from their work. IP is important in education because it encourages creativity and innovation, ensures respect for copyright, provides access to quality resources, develops essential skills, and supports a knowledge-based economy and it must be a topic that support a consistent environment.

Freedom of expression online: challenges and opportunities

The internet has opened new horizons for freedom of expression, providing platforms where almost anyone can share ideas and information freely. However, this digital landscape also brings challenges, the most sensitive being the spread of misinformation and hate speech. Online freedom of expression must be protected but also regulated to ensure it is not used to promote violence or chaos. A delicate balance is necessary to avoid suppressing truthful voices under the pretext of control.

Cyberbullying and digital harassment: a human rights perspective

Cyberbullying and digital harassment represent significant threats in today's digital age, infringing on the fundamental human rights of individuals. These malicious activities can occur through various online platforms, including social media, messaging apps, and websites, causing severe emotional, psychological, and sometimes even physical harm to victims.

From a human rights perspective, cyberbullying and digital harassment violate several key principles outlined in international human rights instruments. The right to privacy, found in Article 12 of the Universal Declaration of Human Rights, is frequently breached as perpetrators spread false information, share private photos without consent, or continuously stalk their victims online. Additionally, the right to freedom of expression is compromised when individuals are intimidated into silence or forced to withdraw from online spaces due to relentless harassment.

Moreover, these forms of digital abuse often lead to discrimination and inequality, disproportionately affecting vulnerable groups such as women, LGBTQ+ individuals, and



minorities. This discrimination not only amplifies existing social disparities but also hinders the victims' ability to participate fully in society, impacting their right to work, education, and social inclusion. Efforts to combat cyberbullying and digital harassment must be multifaceted, involving legal frameworks, educational initiatives, and technological interventions, enforcing policies that protect users from online abuse. Educational programs are essential to raise awareness about the impact of cyberbullying and to promote digital literacy and empathy among internet users.

Integrating Critical Thinking Skills

Critical thinking attitudes are mental dispositions and approaches that favour the objective and rational analysis of information and situations. These include curiosity to explore and understand new things, scepticism (questioning and verifying information before accepting it), and open-mindedness (considering different viewpoints and changing opinions in the face of convincing evidence). Reflection on one's own thoughts and reasoning, logical analysis of problems and arguments through a structured and coherent reasoning process, and pragmatism in evaluating ideas and solutions based on their efficiency and applicability in practical situations are also essential components. These attitudes contribute to the development of an open-minded, analytical, and well-balanced mind, capable of evaluating information and making informed and accurate decisions.

Critical thinking encourages individuals to question the validity and intent behind online content, reducing the likelihood of spreading or believing in harmful information. For instance, by teaching students to critically assess the sources and motives of online posts, they become less susceptible to misinformation and more capable of recognizing malicious behaviour. This skill is particularly valuable in identifying subtle forms of cyberbullying, such as indirect insults or manipulative comments, which might otherwise go unnoticed.

Incorporating critical thinking into the curriculum also empowers students to develop effective strategies for responding to cyberbullying. They learn to evaluate different courses of action, considering both immediate and long-term outcomes, which enhances their problem-solving abilities. For example, instead of retaliating or ignoring cyberbullying, critically thinking students might choose to report the behaviour, support the victim, or engage in constructive dialogue to resolve conflicts.

Finally, critical thinking skills help students build resilience against cyberbullying. By developing a balanced and reflective mindset, individuals are better equipped to manage their

emotional responses to online harassment. They can discern between constructive criticism and harmful behaviour, allowing them to maintain their self-esteem and well-being in the face of adversity.

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MODULE 2A: EU Values and Identity

Introduction

Are we born or are we made into who we are? It is generally assumed that our identities, especially national, ethnic, gender and/or religious affiliations, are inborn and fixed. They are stable in time and passed on through generations by our community members. But what if our identities are not fixed but continuously crafted through the interplay of culture, societal norms, and personal experiences? This module invites you to explore the essence of social identities — those complex amalgamations of cultural, social, and individual elements that form the basis of our self-perception and how we relate to others. It can serve as a guide, offering a comprehensible overview of the mechanisms behind the construction of social identities. By understanding the dynamic nature of this process, you will be equipped to navigate the diversity of students in the classroom, to foster multicultural environments, and to manage the complexities with a particular lens on cultivating a sense of European identity and promoting European values within educational settings while recognizing and acknowledging local attachments and cultural peculiarities.

Objectives (O) and expected learning outcomes (LO)

O2.1. To value, promote, and apply strategies that respect human dignity, human rights, and cultural diversity in professional life.

LO2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimation by explaining its impact on the educational system.

O.2.2. To communicate and cooperate respectfully with people having different cultural and social background

LO2.2A. To understand and explain the impact of one's own cultural conditioning on interaction with people.

O2.3. To actively promote and encourage cultural diversity, variety, and inclusive education in educational contexts and practices.

LO2.3A. To explain cultural diversity and its components/determinants (e.g., social background, gender, ethnicity, religion, etc.)



Key Concepts

1. Identity

Among many, our ethnic (national or race, depending on the context) identities are one of the most complicated and disputable group markers in nowadays societies. The language we speak, the symbols we respect, the historical characters we pay tribute to, the customs we follow are very often taken for granted without any deeper reflection on it. However, if we apply the lens of social constructivism, we can acknowledge that the ethnic identity is an ongoing process, changed in time. One of the revolutionary thinkers and theorists that contributed to our understanding of ethnicity as a social concept was Norwegian anthropologist Fredrik Barth who outlined an approach to the study of ethnicity which focuses on the on-going negotiations of boundaries between groups of people. Barth's view is that such groups are not discontinuous cultural isolates, or logical a priori to which people naturally belong. He nurtured the idea to discard scientific notions of cultures as bounded entities, and ethnicity as inborn bonds, replacing it with a focus on the interface between groups. Following Barth's thought, ethnic identity becomes and is maintained through relational processes of inclusion and exclusion or sharing the notion of US and THEM.

Just as a sense of community and belonging can be created and maintained over time, the differences and othering is a social project too that we rarely think of. The Other can be seen as different or like us depending on which personal and group markers we tend to focus. From historical events and current socio-political perspective, we know that ethnicity, even though being a construct and is dynamic, changing in time, can be mobilized for political goals and domination. The most ingrained worldview in our society based on the US and THEM dichotomy is a concept of race and all the implications it entails. Race concept has become one of the strongest tools to create hierarchies that privilege some and disadvantage others. Throughout history, the concept of race has been tragically intertwined with discrimination, oppression, and the unjust acquisition of power. From the transatlantic slave trade to colonial conquests, individuals and societies have perpetuated the harmful belief in the superiority of one race over another. These discriminatory ideologies, rooted in unfounded notions of racial hierarchy, have led to horrible atrocities where people were subjugated, exploited, and stripped of their basic human rights based solely on their perceived racial background.



Another important and most of the time taken for granted identity is our gender. It should be noted that sex is biological, gender is not. Most of the time we are thought that male-female division is a normal binary world order, something what is biological (read: what is natural) and unchangeable. We invite you to leave some space for challenging this idea and reflect on gender as a social construct, the same way we did with ethnic/racial identities. One of the most famous and groundbreaking thinkers in gender theory is American philosopher Judith Butler. In her works Butler argues that one's gender is not a natural given, but it is a process of becoming into one through a series of acts, which are renewed, revised, and consolidated through time. Gender is always 'doing'. Ideal gender norms can be violent to us in physical and symbolic ways, it can limit our self-identity and freedom of expression. It is important to find ways how to be nonconforming in our gender presentations. We should be especially sensitive to gender diversity in our educational environment and support students in their ways of gender performativity. We should not forget that gender is a constant process of incorporating both – acting in accordance with pre-existing social norms of gendered order but also negotiating and re-interpretating this order according to personal will.

Nowadays, identities based on sexual orientation are still a concerning topic in social debates. If we think about the educational environment, various identities of LGBT+ students, but also teachers, are sometimes rejected, scorn, not accepted and simply not understood. Within the LGBT+ spectrum, individuals may identify as transgender, non-binary, or with a range of other gender identities beyond the traditional binary of male and female. These identities reflect the complexity and fluidity of gender expression and experience. Discrimination, bullying, and lack of inclusive education systems can create hostile environments for LGBT+ students, leading to increased rates of mental health issues, academic underachievement, and even dropout rates. We should not also leave behind experiences of LGBT+ teachers and lecturers who can also feel excluded and contempt by their colleagues. Addressing these challenges should be one of the daily practices of us as teachers, developing inclusive curricula, creating safe spaces, and raising awareness among students and broader educational community.

Another category that forms an important part of social identity is socioeconomic status or social class. Social class, like other characteristics of identity, can be treated both as an objective indicator of the economic position in society (position in the market, employment, etc.) and as an act of social construction related to culture, lifestyle and consumerism. Although the strictly defined boundaries of social classes are disappearing in

the global world, social stratification and social inequality not only remain, but also become an increasingly important aspect in many areas, including in the sphere of education. If the social environment is 'closed', social identity becomes inflexible and certain characteristics are assigned to a certain class from the outside. This becomes especially problematic when it comes to social groups that face the problem of poverty. The relationship between crime and social exclusion often creates a vicious cycle where prejudice separates and isolates certain groups from society. The discourse of 'dangerous classes' identifies the poor as 'lazy' and 'criminals'. In this case, it is extremely important that the education system does not reproduce social exclusion, by a priori assigning certain social behaviour to the relevant groups and thus forming a closed socioeconomic identity, which becomes less possible to change later.

In conclusion, recognizing and understanding the ambiguous nature of self-identification is crucial. Identity in contemporary society is constructed as a continuous process of reflexive self-creation, bringing together differences between Self and Other. In this sense, self-creation is a relational phenomenon that is both collective and individual. As each society constructs and deconstructs its own strangers, it is very important that the creation of difference would take positive approach, recognizing the Other as such, but not as a threatening stranger. The dichotomy between Self and Other is natural and inevitable in the construction of self-identity, but this construction becomes much more sustainable when the difference is acknowledged not as a problem, but as an opportunity.

2. EU values

What are EU values, and how are they related to education?

The European Union (EU) is founded on six core values: 1) respect for human dignity, 2) freedom, 3) democracy, 4) equality, 5) the rule of law, and 6) respect for human rights. The European Union's six core values form the foundation of the EU's principles and objectives. These values are enshrined in the Treaties and guide the EU's actions in promoting peace, stability, and prosperity among its member states. They underline the commitment to upholding fundamental rights and individual liberties, ensuring that all citizens are treated with fairness, dignity, and respect, regardless of their background or beliefs. These core values are crucial in fostering a united and inclusive European Union that strives for cooperation, solidarity, and progress. Due to the emphasis on values in its policy and actions, the EU is often called the "Union of Values".



One of the prominent examples of how these core values reflect in an educational context is the EU's commitment to developing inclusive education. Inclusive education is usually defined as a process aimed at ensuring quality education for all members of society, recognizing and respecting diversity, taking into account each person's individual abilities and needs, and avoiding discrimination of any kind. The goal of inclusive education in the EU is established in the European Pillar of Social Rights, which underlines that "everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market". Member states are obliged to develop inclusive education systems with help and support from the EU.

How can we teach EU values?

Teachers can help students learn European values by incorporating them into their lessons and discussions, showcasing examples of these values in action, promoting critical thinking and open dialogue, organizing multicultural events, and encouraging empathy and understanding towards different perspectives. By creating a supportive and inclusive learning environment, teachers can effectively impart European values to their students. At the same time, teachers should consider that students come from various backgrounds. For some, these values can correspond to those they learn in the family, while for others, they are less common sense.

- One effective way to teach understanding about respect for human dignity is through open dialogue and discussions that promote empathy and compassion. Encouraging students to consider diverse perspectives, practice active listening, and reflect on their own values and beliefs can help cultivate a deeper understanding and appreciation for the intrinsic worth and rights of all individuals. Additionally, incorporating real-life examples, stories, and case studies that demonstrate the consequences of disrespecting human dignity can further reinforce the importance of treating others with respect and dignity.
- Teaching understanding about freedom involves exploring the concept in a diverse and holistic manner, including historical, social, and philosophical perspectives. Encouraging critical thinking, empathy, and discussion is essential to help individuals comprehend the complexities of freedom and its implications on society. Utilizing real-world examples, role-playing scenarios, and encouraging students to form their own opinions can deepen their understanding and appreciation for the value of freedom.

Ultimately, fostering a sense of responsibility and respect for the freedoms of others is vital in education about freedom.

- Teaching understanding about democracy involves exposing students to the principles and values of democracy, historical examples of democratic movements and systems, and encouraging critical thinking and dialogue about the importance of democracy in society. It is essential to emphasize the concepts of equality, freedom, rule of law, and citizen participation, and engage students in activities that promote active citizenship and civic engagement. Moreover, it is crucial to teach through example and to establish democratic practices in the classroom and school community.
- To teach understanding about equality, it is important to engage in open and honest conversations about the importance of treating all individuals with equal respect and dignity regardless of their race, gender, sexuality, or any other characteristic. Sharing personal experiences, discussing historical and current examples of inequality, and encouraging empathy and compassion towards others are effective ways to teach the concept of equality. It is also essential to lead by example and demonstrate inclusive behaviour in all aspects of life.
- Teaching understanding about the rule of law can be done through various methods, such as incorporating real-life examples, engaging in discussions about historical and current events related to the rule of law, and encouraging critical thinking about the principles and implications of laws in society. Utilizing interactive activities, case studies, and simulations can also help students grasp the importance of the rule of law and its role in maintaining a just and orderly society.
- Teaching understanding about respect for human rights can be done through a combination of education, discussion, and modelling respectful behaviour. Emphasizing empathy, diversity, and critical thinking skills can help learners recognize the importance of respecting the rights and dignity of all individuals. To teach understanding about respect for minorities, it is important to educate individuals on the history, experiences, and contributions of different minority groups. This can be done through diverse representation in curricula, promoting empathy and open-mindedness, encouraging dialogue and discussion, and fostering a culture of inclusivity and acceptance.

Sustainable communication is a key aspect of promoting and upholding European values within educational contexts. As teachers, it is crucial to understand the importance of fostering open dialogue, respect for diverse perspectives, and collaboration in order to



address pressing environmental and societal challenges. By incorporating principles of transparency, inclusivity, and accountability into our communication strategies, we can empower students to become active trainees in creating a sustainable future. Through cultivating a culture of ethical responsibility, empathy, and critical thinking, we can instil in our students a deep appreciation for the interconnectedness of environmental, social, and economic systems, ultimately equipping them with the tools to contribute positively to our shared European values.

3. European Teacher Identity and Values

For future generations to be oriented towards democratic values, it is essential that schools transmit these values through the educational process. Teachers are the people who, by their example and their expertise, can transmit ideas of equality, democracy, inclusion and sustainable communication to students. For this to happen, teachers themselves must embody European values.

What does it mean to be a teacher today?

Identity is a complex and challenging concept. The process of identity formation is dynamic and changing. Being a teacher is not only a process of acquiring the competences and formal education that are important for a teacher, but at the same time it is a process of a particular person's willingness and commitment to be a teacher.

The teaching profession requires flexibility and adaptability to constantly changing external circumstances and challenges: political, professional, social. Teachers must be able to reconcile their values and attitudes with the expectations of the environment for the profession. The ability to actively reflect, adapt and transmit cultural norms to pupils, making sure that unconscious personal beliefs do not have a damaging, limiting effect on the next generation, is essential for professional success.

Inevitably, therefore, the identity of the teacher is and must be linked to the balance between the self and society and is formed through interaction with the environment and reflection on those interactions. Since self-reflection and interaction is an ongoing process, teachers need to continuously review the frames and boundaries of their identity as a professional. This is not a finite process. The process of reflection can inevitably be frightening, as it encourages the recognition and acknowledgement of problems and the

change of existing harmful practices. It is therefore essential that the process of reflection is normalised and recognised as a natural part of professional growth.

Not surprisingly, teaching is not a universal profession: a teacher is a teacher in a specific cultural context, which has a fundamental impact on the professional identity of a particular culture and a particular teacher. Becoming a teacher and one's identity as a teacher is influenced by various cultural myths and norms, which in turn influence the personal expectations of the teacher and the societal expectations of a particular culture.

What is the role of the contemporary teacher?

Teacher is the wiring of democratic values in schools. It is very important that the teacher conveys democratic principles not by declarations but by his or her attitudes and behaviour. This is not least because teacher education should be guided by a process that is as democratic as possible and that incorporates the experience and knowledge of different interest groups: practitioners, academics and the community.

What constitutes a "European teacher" and what are its values?

The European dimension of teacher identity is an integral aspect of being a teacher working in Europe. A good "European teacher" is first and foremost someone who knows the subject well and is able to communicate it well to his/her students - just like any other teacher.

The modern teacher, in order to achieve the full development and improvement of his/her students, should himself/herself possess the following competences that are important for effective education: organising student learning opportunities; managing student learning progression; dealing with student heterogeneity; developing student commitment to working and learning; working in teams; using new technologies in their daily practice; tackling professional duties and ethical dilemmas; managing their own professional development, etc.

The teacher's main task in the classroom is to create a safe, trusting atmosphere that enables the students in the classroom not only to participate in the educational process but also to achieve the maximum results according to their personal abilities and needs.

The European identity of a teacher covers a broader range of competences, taking into account the context in which European teachers work. European teachers need to have a broader and deeper understanding of the socio-cultural attitudes of the region and to apply them in their work, conveying the notion of 'European citizen' to their pupils.



The European identity of a European teacher is based on European values, such as respect for human rights, diversity, the rule of law, openness and cooperation. These are the basis for the European teacher not only to develop his/her professional competences, but also to shape the content in the classroom.

What are the characteristics of a European teacher? Some important aspects:

- European identity. A European teacher does not only convey national content but also sees himself and his pupils as belonging to the European region. The teacher is able to balance two identities: national and European;

- Knowledge of the European region. The teacher not only has geopolitical and historical knowledge of the European region, but is also interested in the educational systems of other European countries, and is able to identify similarities and differences, and to assess strengths and weaknesses;

- Understanding of multiculturalism. The European teacher is aware of working in a multicultural environment, of interacting with a diversity of people, of accepting and respecting the differences of heterogeneous groups;

- Use of European languages. A European teacher speaks more than one European language and is able to use it to communicate with colleagues in different European countries;

- European professionalism. A European teacher has high expectations for the quality of his/her work, is able to combine good practices from different countries' education systems, and is able to integrate the European context effectively into his/her subject content;

- European citizenship. A European teacher sees himself as a "European citizen", i.e. aware of the challenges faced by European neighbourhoods, showing solidarity in situations of tension, and guided by the values fundamental to European unity: human rights, democracy, freedom.

In summary, a European teacher is not only a teacher who sets high quality standards for his/her work, but also one who feels part of the global world and recognises in himself/herself the European dimension of professional identity.

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MODULE 3A: Non-discrimination and Equity

Introduction

Module 3 focuses on fostering respect for diversity, combating discrimination, and promoting inclusivity in educational and community contexts to create equitable environments and reach group consensus. It aims to build understanding of discrimination's dynamics, advance critical, non-prejudiced thinking, and enhance collaboration in diverse settings. The module is designed around three primary objectives: (1) recognizing the effects of discrimination on individual attitudes and opportunities, (2) cultivating non-discriminatory attitudes through critical thinking, and (3) fostering collaborative problem-solving in diverse groups to achieve mutual goals.

Understanding Discrimination and Its Impacts

Discrimination, often based on socially constructed categories like race, gender, and socioeconomic status, affects people's mental health, opportunities, and sense of belonging. Discriminatory assumptions, frequently rooted in cognitive biases, stereotypes, and societal conditioning, can undermine individuals' academic performance and self-worth, leading to inequities. Scholars such as Jonathan Kozol and James Banks emphasize that inclusive curricula reflecting diverse histories and experiences help educators identify and address systemic inequities, ultimately supporting student well-being.

Promoting Non-Discriminatory and Equitable Environments

To create equitable spaces, the module recommends a three-part strategy: education on diversity and discrimination, recognition of discriminatory behaviours, and proactive efforts to reduce inequality. In education, critical thinking strategies are essential for countering stereotypes and implicit biases. Engaging students and educators in interactions with individuals from different backgrounds fosters empathy and reduces biases. Teachers are encouraged to apply equity-based approaches, ensuring students from marginalized backgrounds receive tailored support that addresses specific needs, especially in cases of gender and socioeconomic disparities.

Cultivating Effective Collaboration and Consensus in Diverse Groups

Consensus-building in diverse groups enhances inclusion and cohesion. In educational contexts, consensus processes provide all trainees with a sense of ownership, reducing



conflict and fostering shared understanding. Consensus-based decision-making values diverse perspectives, empowering marginalized voices and promoting equitable power distribution. This inclusive approach leads to innovative solutions, strengthens group cohesion, and provides social benefits to marginalized members. Failing to achieve consensus, however, risks division, polarization, and social conflict, often rooted in an inherent fear of diversity.

Cultural Frameworks for Reducing Bias

To address cultural misunderstandings, the module introduces frameworks like Edward Hall's Iceberg Model of Culture and Pinto's Structure Theory. The Iceberg Model underscores that cultural traits are often hidden beneath surface-level behaviours, urging deeper understanding of individuals' core values. Pinto's Structure Theory helps educators anticipate cultural differences by categorizing societies as fine-grid (individualistic) or coarse-grid (collectivist). These frameworks help educators navigate cross-cultural interactions more respectfully, reducing biases and fostering inclusivity.

Promoting Equity Across Socioeconomic and Gender Contexts

The module emphasizes the importance of addressing socioeconomic and gender disparities in education. Equity-centred practices include questioning stereotyped portrayals in media, incorporating anti-discriminatory policies, and integrating inclusive curricula that challenge harmful gender norms. For economically disadvantaged students, supportive interventions such as scholarships, mentorship, and tailored resources can counterbalance disparities and create equitable opportunities. By fostering non-stereotypical and equitable thinking, educators can create a more inclusive and supportive environment.

Encouraging Respect for Diversity in Educational Settings

Educators play a crucial role in promoting respect for diversity by recognizing the impact of discrimination on students' mental health and academic performance. Creating inclusive curricula that celebrate diverse cultures and experiences, as advocated by scholars, helps students feel seen and valued. This approach also aids educators in recognizing inequities and addressing biases. Policies and resources that support diversity, such as mentorship programs for marginalized students, are essential for fostering equity and belonging in schools.

Consensus as a Tool for Inclusion and Equity

Achieving consensus in diverse groups is a process that promotes effective collaboration, inclusion, and equity, ultimately counteracting social bias and discrimination. By involving all group members in decision-making, consensus builds a sense of ownership and reduces potential conflicts. It also ensures that marginalized voices are heard, leading to a more balanced distribution of power. Beyond the individual level, consensus strengthens group cohesion, boosts productivity, and enhances social reputation. In contrast, a lack of consensus can lead to polarized groups, reduced cooperation, and entrenched discrimination, which often stem from unaddressed fears and biases.

Conclusion: Building Inclusive Educational Environments

In sum, Module 3 emphasizes the importance of respecting diversity, understanding discrimination, and promoting non-prejudiced, equitable mindsets in educational contexts. These practices help educators and community leaders create spaces where diverse experiences are valued and individuals feel empowered to participate fully. By cultivating respect for diversity, addressing biases, and fostering positive intergroup interactions, educational environments can become more inclusive and equitable. This approach not only prepares students to navigate a diverse society but also builds stronger, more resilient communities that honour varied perspectives and identities.

Through these practices, schools can actively reduce discrimination, support marginalized groups, and promote a culture that celebrates diversity. Implementing the principles outlined in Module 3—critical thinking, consensus-building, and equitable resource allocation—helps cultivate a generation of learners equipped to embrace diversity, engage in thoughtful decision-making, and build inclusive communities.

Objectives (O) and expected learning outcomes (LO)

O3.1. Understand the dynamics of discrimination and its impacts on people's lives (attitudes, behaviours, chances) and interactions (equality, equity, fairness)

LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma on educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational context.

O3.2. To promote non-discrimination in educational contexts, using critical and non-stereotypical thinking strategies.



LO3.2A. To describe the impact of interactions with people from different backgrounds on one's beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings.

O3.3. To enhance effective collaboration in diverse educational contexts, regardless of differences, aiming to reach consensus and shared/valued group objectives.

LO2.3A. To examine and explain the differences in points of view, emotions, and attitudes within a diverse group to describe the methods for achieving consensus.

Key Concepts

1. The respect of diversity

Respect for diversity is deeply intertwined with understanding the mechanisms and sources of prejudgment thinking and discrimination. For instance, cognitive biases such as stereotypes lead to automatic prejudgment and prejudiced attitudes often stem from societal norms, family influence, and media portrayals. Allport's work (1954) is foundational in exploring the psychological roots of prejudice. He argues that understanding the mechanisms of prejudgment, such as cognitive biases and social influences, is crucial for developing respect for diversity and reducing discriminatory attitudes. Later, Devine's research (1989) distinguished between automatic and controlled components of prejudice, highlighting the importance of awareness and deliberate action in overcoming implicit biases. More recently, Steele's research (2010) on stereotype threat shows how understanding the impact of stereotypes on behaviour and performance can help create more inclusive environments that respect diversity. That anticipating Tatum's work (2017) focused on the development of racial identity. Historical injustices like slavery and segregation have long-lasting impacts on present attitudes highlighted by Banaji and Greenwald (2016) that explore implicit biases and their pervasive effects on behaviour. On the other hand, Dovidio et al (2022) research on aversive racism underscores the subtle, often unconscious nature of modern prejudice, which can impact individuals' performance and well-being as Aronson et al (2013) highlight. Sometimes, subtle forms of discrimination that marginalized groups face daily take the form of microaggressions as Sue's research unveils (2010). All those authors agree that by understanding these mechanisms and sources of prejudgment thinking and discrimination, individuals can recognize and acknowledge their own biases and those prevalent in society.

Therefore, educating people about these biases and their origins fosters a deeper respect for the diverse experiences and backgrounds of others.

People naturally favour their in-groups, leading to exclusion of out-groups and prejudiced individuals often project insecurities onto others and scapegoat certain groups. So, understanding these psychological processes fosters empathy by highlighting that prejudiced attitudes are often a result of underlying psychological mechanisms rather than personal animosity. On the other hand, recognizing the impact of social and economic backgrounds on prejudiced thinking helps in understanding the diversity of experiences and perspectives. People tend to seek information that confirms their existing beliefs, reinforcing prejudices. Thereby, discriminatory practices within institutions perpetuate inequality. Interventions are, then, needed as diversity training, inclusive policies, and anti-discrimination practices. Awareness of institutional discrimination prompts changes that promote equity and respect for diverse groups. In educational contexts, encouraging critical thinking to analyse implicit bias because subconscious prejudices influence behaviours and attitudes is of a paramount importance. People often attribute others' behaviours to their character rather than situational factors. So, critical evaluation by recognizing and understanding implicit biases and attribution errors, individuals can critically evaluate their own prejudices and work towards reducing them. This promotes a more nuanced and respectful approach to diversity, where people are seen as individuals rather than stereotypes.

On the other hand, positive interactions between groups reduce prejudice according to Crisp and Abrams (2008). Viewing certain groups as less human leads to justification of discrimination. Understanding that intergroup contact can reduce prejudice emphasizes the importance of creating opportunities for such interactions. In fact, recognizing and countering dehumanization fosters a more inclusive and respectful society.

In sum, describing the mechanisms and sources of prejudgment thinking and discrimination helps by "raising awareness" people become more aware of their own biases and the societal factors that contribute to them; by "building empathy" people understand the roots of prejudice fosters empathy towards those who experience discrimination; by "developing interventions" people have insights into these mechanisms leading to more effective strategies to combat discrimination; by "encouraging critical thinking", people promote a more thoughtful and critical approach to diversity and inclusivity; by "enhancing social cohesion, people foster a more inclusive and cohesive society by reducing prejudices through understanding and positive interactions.



In essence, respect for diversity is closely related to understanding prejudice and discrimination, which is crucial for creating environments where diversity is valued and respected, leading to more equitable and inclusive communities.

2. The non-discrimination path

Reducing biases and stereotypes leading to less discrimination using the Iceberg Model of Culture

The Iceberg Model of Culture, introduced by anthropologist Edward T. Hall, offers a powerful framework for addressing cultural differences in education (Bennett, 2018). The model compares culture to an iceberg, with the visible portion representing observable elements—such as language and customs—while the larger, hidden portion represents deeper aspects like values and beliefs (Spencer-Oatey & Franklin, 2019). Understanding these deeper elements is crucial for reducing biases and stereotypes that lead to discrimination (Gay, 2020).

Cultural differences often lead to discrimination when only the visible aspects of culture are acknowledged (Banks, 2019). For instance, a student's behaviour may be misunderstood if educators are unaware of the cultural values that inform it (Helms, 2020). The Iceberg Model encourages educators to look beyond the surface to understand the deeper cultural factors that influence behaviour, helping to prevent the misinterpretations that can result in discrimination (Sue & Sue, 2016).

Achieving non-discrimination in education requires a deeper understanding of culture, as highlighted by the Iceberg Model (Hofstede, 2021). Educators can use this model to create a more inclusive environment by acknowledging the full spectrum of cultural diversity (Bennett, 2018). This approach promotes respect for the hidden cultural elements that shape student behaviour, thereby fostering a classroom environment where all students feel valued (Nieto, 2018). By integrating these principles into teaching practices, educators can reduce the potential for discriminatory behaviour (Freire, 2020).

Social biases in education often arise from a limited understanding of culture (Gay, 2020). When educators focus only on the visible aspects of culture, they may unknowingly perpetuate biases that lead to unequal treatment (Sue & Sue, 2016). The Iceberg Model provides a framework for educators to reflect on their assumptions and recognize how these

biases can affect their interactions with students (Helms, 2020). This self-awareness is essential for identifying and addressing social biases in educational contexts (Banks, 2019).

Avoiding social biases requires educators to engage with the full cultural iceberg (Spencer-Oatey & Franklin, 2019). By understanding the deeper cultural elements that influence student behaviour, educators can avoid making assumptions based on visible traits alone (Johnson, 2019). This can be supported through professional development in cultural competence and by diversifying teaching materials to reflect multiple cultural perspectives (Gay, 2020). Embracing the depth of cultural diversity helps create a more equitable learning environment, minimizing biases and supporting the success of all students (Bennett, 2018).

In summary, the Iceberg Model of Culture is a valuable tool for reducing biases and stereotypes in education (Hofstede, 2021). By promoting a deeper understanding of cultural differences, this model helps create a more inclusive and equitable educational environment (Nieto, 2018).

Overcoming social biases and enhancing non-discrimination in education by understanding cultural value differences through David Pinto's Structure Theory.

David Pinto's Structure Theory, often summarised as the "coarse grid" and "fine grid" theory, offers a valuable framework for understanding how different cultures prioritize universal values. According to Pinto, cultures can be classified based on the degree of detail, or "grid," with which they interpret social norms and values (Pinto, 2016). In a "fine grid" culture, social rules are specific, and expectations are clear, leading to more structured behaviours. Conversely, in a "coarse grid" culture, social norms are more flexible and open to interpretation, allowing for a broader range of acceptable behaviours (Pinto, 2018). This distinction is crucial in educational contexts where cross-cultural interactions are frequent.

Pinto's theory helps explain why misunderstandings can arise in cross-cultural interactions, especially in schools. For example, students from fine-grid cultures may expect detailed instructions and clear expectations from their teachers, while students from coarse-grid cultures may be more comfortable with ambiguity and open-ended tasks (Hofstede, 2021). This difference can lead to frustration or confusion if not properly managed. Teachers can use Pinto's framework to anticipate these differences and adjust their communication styles, accordingly, thereby reducing the likelihood of misunderstandings (Pinto, 2016).

Using Pinto's theory, educators can overcome social biases by recognizing that cultural differences in value systems are not inherently better or worse, just different (Sue &



Sue, 2016). For instance, a teacher who understands that a student's reluctance to speak out in class may stem from a fine-grid cultural background, where respect for authority and social hierarchy is emphasized, can avoid labelling the student as shy or disengaged (Bennett, 2018). Instead, the teacher might create a classroom environment that values multiple forms of participation, thus promoting non-discrimination and inclusivity (Banks, 2019).

Pinto's framework is also useful in preventing and resolving conflicts that arise from cultural biases in schools. For example, conflicts may occur when students from different cultural backgrounds work together on group projects. A student from a coarse-grid culture might prioritize creativity and flexibility, while a student from a fine-grid culture may focus on structure and adherence to rules (Pinto, 2018).

Understanding these differences allows educators to mediate effectively, ensuring that each student's cultural orientation is respected and that conflicts are resolved in a way that acknowledges and values diverse perspectives (Gay, 2020). By applying Pinto's theory, teachers can create a classroom environment where cultural differences are understood and valued, leading to more harmonious and productive interactions (Nieto, 2018).

David Pinto's Structure Theory provides a powerful tool for understanding the importance of cultural values in education. By recognizing the differences between fine-grid and coarse-grid cultures, educators can better manage cross-cultural interactions, overcome social biases, and resolve conflicts. This approach not only promotes non-discrimination but also fosters a more inclusive and understanding school environment.

3. Achieving consensus in a diverse group

Every person is unique and irreplaceable. Diversity is the natural state of the society, so we could say that every society is as diverse as those who are part of it. To cope with such diversity, every society develops social constructs that are grouping people according to objective and subjective criteria such as physical appearance, cultural criteria like language, or social standards. The limits of the socially constructed categories are blurry and overlapping but they provide us a tool of making social assumptions and to assign social roles and expectations (Eysenck & Keane, 2003).

The second ingredient is collaboration. To achieve any goal beyond the limits or possibilities of an individual we must cooperate in larger groups. The cooperation skills are crucial for social success.

The educational environment is one of the more diverse social contexts and that allows us to use it for educating consensus in diverse groups, a skill that is necessary in any successful activity (Jarvis, 2006).

Because every category such as race, abilities, gender, social status, language, is socially constructed and used for quick assumptions, they are sometimes detrimental for some categories of people. For example, those that are labelled as disabled due to a disability are also sometimes treated as having no abilities (Dunn, 2015). The bias of judging a person base of a single and often negative trait has undesired consequences.

Any social construct that groups people according to their attributes can become discrimination. Such common constructs are race, gender, age, religion, the level of ability, ethnic background, educational abilities (Feltham et al., 2017). Of course, there are more such constructs in real life.

According to Wood (2020), there are three main ways to handle discrimination:

1. Educate about diversity and how discrimination work.
2. Identify discrimination situation and being assertive about it.
3. Be proactive in eliminate discrimination and its undesired effects.

By reaching a consensus we understand a decision-making process of a diverse group that considers different perspectives, backgrounds and experiences. The decision doesn't need to be unanimous, but must be designed to be equitable, inclusive and assertive.

Reaching consensus in a diverse group is a process as well as a result that enhances the social cooperation and functioning. In this perspective reaching a consensus is fundamentally based on sustainable communication and the understanding of the used language. This understanding has to be seen on at least two levels; the mastery of the communication language, which is a challenge for non-native speakers and the understanding of the used concepts, which is a challenge for less educated people.

Reaching consensus in a diverse group have some advantages:

1. Consensus is achieved if everybody, regardless their unique traits, participates in the decision-making progress so the result is based on a joint understanding of the problem.
2. Participation in decision has two main effects. One is the sense of ownership or even empowerment for everybody. The second is the reduction of potential conflicts based on diverging ideas about the solutions.



3. Consensus could be a tool for developing more creative and innovative solutions.

4. Most of the people that are victims of discrimination based on their traits are also in a social disadvantageous position in term of decision making and power. Achieving success could be a step in a more equitable distribution of power and participation.

Creating and equitable and non-discriminatory environment is not detrimental to the group (Ghodsee, 2023). On the contrary, such an approach would have an impact at both individual and group level. At individual level, the main benefits are the safeguarding of the person from negative effects of discrimination and/or inequity, increased well-being, empowerment, and increased social participation and opportunities. At group level, a part of better decision-making process, the group will increase its cohesion and collaboration, it will have a better legitimacy and reputation and will be more productive.

We can conclude that achieving consensus in a diverse group is a process that enhances every member of the group and strengthening the group at the same time. It is a powerful tool for solving common problems of the group. Failing to achieve consensus is leading to discrimination which has negative effect on both the person and the group.

The groups that fail to achieve consensus are usually polarised in term of decision-making power and, consequently, less cohesive, and self-regulated (Hodges, 2016). A society that allows systematic discrimination is more divided and polarised and fosters more conflicts. The costs for discriminating are larger and more detrimental than the cost of reaching a shared understanding of diversity.

Discrimination is a part of a cycle of oppression that has its starting point the fear of diversity. A simplified model looks like this:

The fear of diversity enhances a group identity for the majority. It is also helping to define ourselves as having positive traits and the others having negative traits (stereotyping groups). Once the stereotypes are internalised, we develop prejudicial attitudes toward diverse people. If we are also in position of power and decision, we would use it to discriminate the diverse people. Finally, the effect of discrimination is different from each side. Systematic discrimination often leads to self-hating for those who experience it and to a

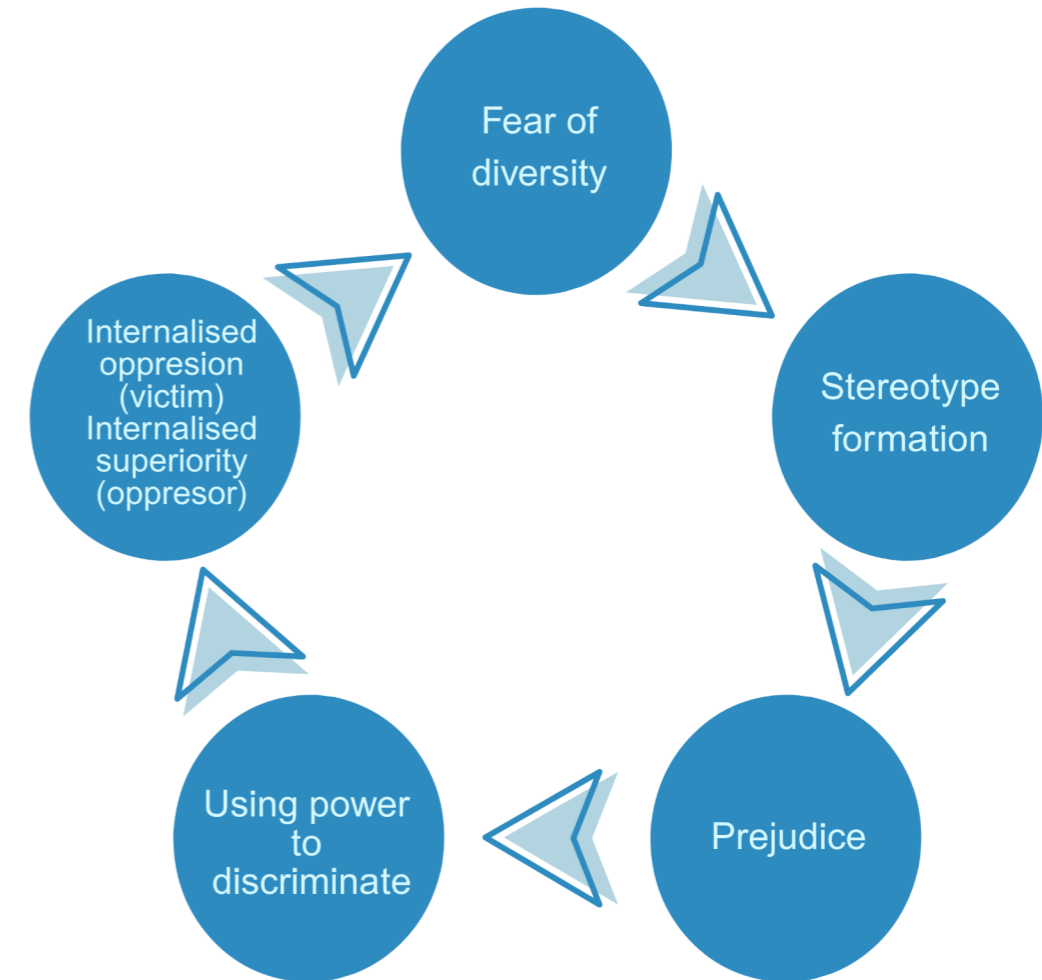


Figure 19. The cycle of oppression (adapted)

In conclusion, achieving consensus in a diverse group is an important goal for educators because has multiple benefits for the development of children (Darjan & Predescu, 2024). We are educating them about diversity, and we are empowering them to use tools for managing diversity in a diverse society.

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MODULE 4 A: Understanding ourselves and others

Introduction

Welcome to the Understanding Ourselves and Others module, a key component of Grade A within the Teacher Training Manual (TTM), designed to advance the principles of sustainable communication.

This module provides a structured exploration of three essential concepts: understanding oneself, understanding others, and connecting with others. These concepts form the foundation for sustainable communication, fostering personal growth, emotional resilience, and adaptive social behaviours.

Aligned with Learning Outcome 4.1A, understanding oneself focuses on the genesis and structure of self-concept. Trainees will examine self-awareness, self-esteem, and the interplay between the inner and outer self to enhance emotional regulation and decision-making. By deepening their understanding of personal emotions and behaviours, educators can cultivate authenticity and empathy, essential traits for nurturing meaningful relationships and promoting sustainability in communication.

Guided by Learning Outcome 4.2A, understanding others emphasizes emotional intelligence and the ability to identify emotional states and intentions. Trainees will integrate skills from Nonviolent Communication (NVC) to develop empathy and cultural sensitivity, in order to be able to navigate diverse social settings with respect and adaptability. This understanding lays the groundwork for reducing prejudgments and fostering inclusive, harmonious interactions.

Reflecting Learning Outcome 4.3A, understanding connection with others highlights the critical distinction between observations and evaluations. Through interactive exercises, trainees will practice expressing clear, actionable requests, ensuring their communication aligns with principles of transparency and mutual respect. These skills empower trainers to build trust and collaboration, reinforcing the importance of sustainable relationships in educational and community contexts.

This module integrates theoretical insights with practical applications and is consistent with social cognitive paradigm, emphasizing the dynamic interplay between social interaction, cognitive processes and environmental factors in shaping behaviour. By fostering awareness, empathy and adaptability, this training supports transformative personal and



professional growth, empowering trainees to lead with clarity and compassion in classrooms and beyond.

Objectives (O) and expected learning outcomes (LO)

O4.1. To understand the connections between one's beliefs, attitudes, and behaviours.

O4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours. (K108, K110)

O4.2. To improve communication and interactions with others through a deepened understanding of their emotions and needs.

O4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid pre-judgements and to adapt to different social situations. (S64, S71)

O4.3. To improve communication and interconnections using efficient interpersonal communication skills.

4.3.A. To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others (A43)

Key Concepts

1. Understanding oneself

Understanding oneself is introduced as the foundational concept in Module 4, aligning with Learning Outcome 4.1A: "To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions and behaviours." This concept is explored through the lens of humanistic psychology, emphasizing its relevance to personal growth, emotional regulation, and behavioural outcomes. Within the framework of the TASC project, understanding oneself is positioned as a dynamic interplay between self-awareness, self-knowledge, self-esteem, and the inner and outer selves, all of which contribute to a holistic view of self-concept. The project synthesizes established psychological theories with Nonviolent Communication (NVC) to illuminate the profound connections between self-understanding and effective interpersonal engagement.



The Genesis and Structure of Self-Concept

Self-concept, a cornerstone of humanistic psychology, refers to the “organized, consistent set of perceptions and beliefs about oneself” (Rogers, 1961). It develops through a complex interaction of various factors, including early life experiences, social and cultural influences, and interpersonal relationships. These elements collectively shape an individual’s beliefs about their abilities, values, and worth, influencing how they perceive themselves, others, and the world (Beck, 2011). For instance, child’s self-assessment, childhood experiences, parental feedback, and peer interactions contribute significantly to self-concept development, impacting an individual’s ability to regulate emotions and navigate social behaviours effectively (Liu, 2021).

Self-concept encompasses dimensions such as self-worth, which reflects one’s inherent value; ideal self, which represents aspirations and goals; and self-esteem, the subjective evaluation of oneself (Rogers, 1961). These dimensions are interrelated and play a critical role in influencing personal feelings and behaviours. Research indicates that a positive self-concept is associated with resilience, emotional stability, and constructive social interactions, enabling individuals to navigate challenges more effectively (Woike and Baumgardner, 1993; Beck, 2011). Conversely, a negative self-concept has been linked to self-doubt, insecurity, and maladaptive behaviours, which may impair emotional well-being and social functioning (Liu, 2021). These findings highlight the importance of nurturing a healthy self-concept as a foundation for personal development and adaptive behaviours.

Self-Awareness and Self-Knowledge

Self-awareness, the conscious recognition of one’s traits, feelings, and behaviours, is the first step towards self-understanding. It develops early, typically around 18 months, and allows individuals to acknowledge how their life experiences and internal processes shape their identity (Crisp and Turner, 2014). This awareness serves as a foundation for informed decision-making and effective emotional regulation, enabling individuals to adopt life-enriching strategies (Rogers, 1980).

Self-knowledge complements self-awareness by providing deeper insight into one’s existence and identity. It involves both conscious self-reflection and the unconscious processes that shape values, thoughts, feelings, and motivations (Crisp & Turner, 2014). Central to self-knowledge is the distinction between the inner self and the outer self. The inner self comprises one’s thoughts, feelings, and personality, relying on self-reflection to

guide personal growth and decision-making (Rogers, 1980). In contrast, the outer self represents the visible aspects of one’s being – social expressions, behaviours, and interactions – forming the basis for how others perceive and judge us (Mehrabian, 1971). The interplay between these two aspects is crucial for understanding personal emotions and behaviours, as theories of self-concept suggest that internal perceptions often shape external actions and social relationships (Baumeister & Bushman, 2017).

Self-Esteem and Its Role in Self-Concept

Self-esteem, a subjective evaluation of one’s worth, is shaped largely by perceptions of how others view us rather than by objective measures of achievement (Leary and Jongman-Sereno, 2014). It plays a pivotal role in shaping personal emotions, influencing how individuals react to challenges, engage in relationships, and pursue goals. Research shows that high self-esteem fosters confidence, emotional resilience, and proactive behaviours (Baumeister et al., 2003). Conversely, low self-esteem has been associated with feelings of inadequacy, withdrawal, and difficulties in social interactions (Orth & Robins, 2013).

Understanding Oneself as a Continuous Process

Humanistic psychology emphasizes that understanding oneself is not a fixed state but an ongoing process of introspection and growth (Rogers, 1961). This journey involves aligning one’s self-image with their true self, fostering authenticity and self-acceptance (Rogers, 1980). By recognizing and addressing discrepancies between these aspects, individuals can develop healthier emotional patterns and more adaptive behaviours (Baumgardner, 1990). Furthermore, the emphasis on personal growth and continuous learning highlights the role of self-concept in building empathy, compassion, and meaningful connections with others (Deci & Ryan, 2000).

Understanding oneself is further enriched by the principles of the social cognitive paradigm, which emphasizes the dynamic interplay between personal cognition, environmental contexts, and social interactions in shaping behaviour and self-concept (Zimmerman, 2000; Bandura, 1986). This paradigm, rooted in Bandura’s theory of reciprocal determinism, asserts that individuals actively influence and are influenced by their environment, creating a continuous feedback loop between thought, behaviour, and social context. For instance, self-reflective thought enables individuals to evaluate their experiences and behaviours, shaping their self-concept over time (Zimmerman & Schunk, 2011).



The paradigm also highlights the importance of observational learning, where individuals internalize behaviours, attitudes, and beliefs by observing others in their environment (Bandura, 1997). This process, combined with social reinforcement and feedback, shapes self-efficacy and personal identity. Early life experiences, such as family dynamics and cultural norms, serve as key environmental factors that contribute to the development of self-concept (Zimmerman, 2002). Furthermore, interpersonal relationships and social interactions provide the context for refining one's understanding of their role and identity within a broader community (Bandura, 1999).

Incorporating the social cognitive paradigm into the understanding of oneself emphasizes that self-concept is not a static entity but a fluid construct, continuously shaped by external influences and internal reflections. This perspective enhances the holistic understanding of personal development, reinforcing the interconnected nature of cognition, emotion, and behaviour in fostering adaptive growth and resilience (Zimmerman & Schunk, 2011; Bandura, 2001).

In the context of the TASC project, the process of understanding oneself is closely tied to the principles of Nonviolent Communication (NVC), as self-awareness and self-knowledge are considered essential prerequisites for effectively identifying and expressing one's emotions and needs in a constructive and empathetic manner. NVC highlights that self-awareness and self-knowledge are prerequisites for effective communication, enabling individuals to express their needs and emotions constructively (Rosenberg, 1999). The NVC approach argues that by fostering an understanding of one's own emotions and behaviours, individuals can communicate with greater empathy and clarity, nurturing stronger interpersonal bonds and contributing to a more compassionate social environment (Rosenberg, 1999).

This exploration of self-concept and its relationship with feelings and behaviours provides a comprehensive framework for personal development. By integrating these insights into practical applications, the TASC project aims to empower individuals to navigate their inner and outer worlds with awareness, empathy, and a commitment to lifelong growth. Understanding oneself can be described as the process of gaining clarity about who one is and what traits define them. This clarity not only fosters confidence but also equips individuals to make decisions that align with their self-perception. Ultimately, it supports higher self-esteem and emotional resilience (Baumgardner, 1990).

2. Understanding others

Understanding others is introduced as the second key concept in Module 4, aligning with Learning Outcome 4.2A: "To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgments and adapt to different social situations." This concept is explored through the lens of emotional intelligence, emphasizing the ability to recognize and manage emotions in oneself and others (Goleman, 1995). It also integrates the theory of mind, which involves understanding that others hold thoughts, beliefs, and intentions that differ from one's own (Happé, 2003). Additionally, the TASC project incorporates a variety of approaches, including elements of Nonviolent Communication (NVC), to support empathetic listening, understanding needs, and fostering communication skills (Rosenberg, 1999), alongside broader strategies for enhancing emotional intelligence and social adaptability. Together, these approaches highlight the importance of accurate observation, empathy, and adaptability in building meaningful relationships and navigating diverse social situations. Understanding others is not only about identifying their emotional states but also about adjusting one's approach to align with social dynamics. This requires flexibility, cultural sensitivity, and the ability to shift perspectives. For instance, in a collaborative setting, acknowledging and validating differing opinions creates an inclusive environment where all voices are respected. Similarly, in emotionally charged situations, empathetic listening and measured responses can de-escalate tensions and foster constructive outcomes.

Emotional intelligence (EI) underpins the ability to understand others, which is both a social necessity and a personal growth opportunity that can significantly enhance the quality of interactions and relationships. EI involves recognizing and managing emotions in oneself and others, shaping interpersonal dynamics through self-concepts, beliefs about others, and perceptions of life and the world (Goleman, 1995). A core skill in human cognition, closely tied to EI, is the ability to use personal experiences to understand those of others, recognizing the complex relationship between self and other (Catmur et al., 2016). This skill is particularly crucial in collaborative problem-solving, where multiple perspectives must be considered, including one's own and those of others (Hartwell & Köymen, 2024).

The theory of mind, central to understanding others, refers to the ability to recognize that oneself and others hold different thoughts, beliefs, intentions, and feelings. This cognitive skill allows individuals to comprehend, interpret, and predict the mental states of others, forming the basis of effective social interactions (Happé, 2003). For instance,



accurately discerning another person's emotions or intentions during a conversation requires decoding verbal messages, interpreting nonverbal cues, and inferring their underlying mental states. Such skills foster empathy, deepen connections, and enhance social adaptability by minimizing misunderstandings and prejudgments.

Nonviolent Communication (NVC), developed by Marshall Rosenberg, provides a structured framework for understanding and connecting with others by focusing on their underlying needs and emotions (Rosenberg, 1999). NVC consists of four key components: observation, feelings, needs, and requests. The first step, observation, emphasizes perceiving others' actions and expressions without subjective interpretation or judgment. For example, stating, "You seem quiet today; is there something on your mind?" reflects a neutral and empathetic observation that invites dialogue, avoiding defensiveness.

The second component, identifying feelings, involves recognizing and naming emotions in oneself and others, which fosters emotional clarity. By distinguishing feelings from thoughts, individuals can communicate more effectively. The third component, identifying needs, focuses on uncovering the universal human needs driving emotions. NVC emphasizes that all behaviours are attempts to meet needs, and understanding these needs can help individuals connect more deeply with others. Finally, the fourth component, making requests, ensures that communication is specific, actionable, and respectful, avoiding demands that may create resistance.

By fostering empathy and mutual respect, NVC transforms potential conflicts into opportunities for understanding. Observing others attentively, decoding their emotional expressions, and engaging in genuine communication allows individuals to build trust, reduce tension, and respond to diverse social situations effectively. NVC has been widely applied in conflict resolution, education, and personal relationships, demonstrating its versatility in promoting meaningful connections and reducing misunderstandings (Rosenberg, 1999; Sofer, 2018).

According to NVC; to understand others effectively and avoid prejudgments, it is essential to utilize various sources of information. These include:

Active Observation and Attentive Listening:

Observation in NVC encourages perceiving situations objectively, free from judgments or biases, by focusing on observable facts. For instance, rather than assuming

someone is angry because they are silent, noticing specific behaviours (e.g., avoiding eye contact) can provide clarity.

Being Aware of Feelings:

All feelings give us clues about what people need. When needs are met, joy, satisfaction, peace or excitement can be felt. When they are not met, we feel sadness, fear or anxiety. If we relate what we feel to what we need (instead of linking it to what we think others have done wrong) we are no longer going to blame others. Instead of using our energy in trying to get others to change, we use it to try to meet our needs. Distinguishing between what we think about a situation from what we feel, makes it easier for others to understand what we need and to have compassion for others and ourselves (Rosenberg, 1999).

Being Aware of Needs:

Needs are considered universal, fundamental, and shared by all human beings. They are the driving force behind our feelings and actions. NVC emphasizes that all human behaviour is an attempt to meet one or more of these needs. Needs are common to all humans, regardless of culture, age, or background. Needs are not tied to specific strategies or solutions. For example, "connection" is a need, but "spending time with a friend" is a strategy to meet that need. Needs reflect what is essential for human thriving, not what is rooted in power, control, or punishment (Rosenberg, 1999).

Empathy and Emotional Resonance:

Tuning into one's own emotions while interacting with others serves as a mirror to understand shared feelings or underlying tensions. This approach supports deeper emotional atonement (Rosenberg, 1999; Sofer, 2018).

By relying on these diverse sources of information, individuals can navigate complex social interactions with greater sensitivity and adaptability, ensuring their responses are both empathetic and contextually appropriate.

By integrating emotional intelligence, theory of mind, and NVC principles, the TASC project underscores the importance of understanding others as a pathway to meaningful and adaptive interactions. This approach enhances one's ability to avoid prejudgments, navigate complex social scenarios, and build resilient interpersonal relationships based on empathy, trust, and respect.



3. Understanding connecting with others

Understanding connecting with others is introduced as the third key concept in Module 4, aligning with Learning Outcome 4.3A: “To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others.” According to the constructs of the TASC project, this concept is explored through the integration of emotional intelligence, which emphasizes empathy and social awareness as key components for effective interpersonal engagement (Goleman, 1995), and Nonviolent Communication (NVC), which provides a structured framework for distinguishing between objective observations and subjective evaluations (Rosenberg, 1999). By fostering clarity in communication, NVC highlights the role of clear requests in reducing misunderstandings and promoting collaborative interactions. This concept underscores the importance of empathetic communication, precision in expressing needs, and the ability to navigate social complexities with respect and mutual understanding. Connecting with others goes beyond simply understanding their thoughts and feelings—it involves creating meaningful relationships that foster mutual respect, collaboration, and shared understanding. Our ability to connect with others is shaped by self-awareness, our beliefs about relationships, and the cultural and social contexts we inhabit. A fundamental human capacity is the skill to bridge differences, align perspectives, and build relationships based on empathy and trust (Goleman, 1995). This skill is particularly important in fostering inclusive and harmonious environments, where individuals feel valued and understood, promoting a sense of belonging and collective purpose (Rogers, 1980).

Understanding connecting with others goes beyond understanding their emotions and thoughts; it involves the creation of meaningful relationships that are rooted in empathy, trust, and mutual respect. Drawing from Carl Rogers’ principles of humanistic psychology, connecting with others requires the ability to genuinely perceive another person’s experience without imposing judgments or assumptions. Rogers (1980) emphasized that true connection arises when individuals engage in authentic and empathetic communication, fostering a sense of safety and acceptance that allows deeper interpersonal bonds to form.

Connecting with others also entails bridging differences and aligning perspectives through active listening and shared understanding. It is not simply about acknowledging the other person’s thoughts and feelings but about creating an emotional resonance that supports collaboration and harmony. This alignment creates environments where individuals feel valued and understood, promoting a sense of belonging and collective purpose. As Rogers



articulated, the ability to connect authentically with others lies at the heart of personal and social growth, paving the way for relationships that are not only functional but deeply enriching and meaningful.

The Role of Observations and Evaluations in Communication

Effective communication, particularly in collaborative and social contexts, depends significantly on distinguishing between objective observations and subjective evaluations. Emotional intelligence frameworks emphasize the importance of observing behaviours, actions, and expressions without bias or judgment, allowing for more accurate understanding and empathetic responses. According to Boyatzis, Goleman, and Rhee (1999), emotional intelligence involves key competencies like empathy and social awareness, which are crucial for interpreting others’ behaviours and intentions accurately. Misinterpreting behaviours due to evaluative biases can lead to defensive reactions and conflict, while observation-based communication fosters trust, adaptability, and cooperation. This aligns with the idea that clear and specific communication rooted in objective observations supports effective problem-solving and interpersonal connections, creating environments of mutual respect and shared understanding.

Distinction Between Observation and Evaluation

Nonviolent Communication (NVC) emphasizes the critical distinction between observation and evaluation as foundational for fostering effective, empathetic, and conflict-free communication. Observation refers to describing events or behaviours objectively, without attaching judgments, interpretations, or assumptions. In contrast, evaluation involves personal judgments or interpretations that can trigger defensiveness and hinder mutual understanding. As Rosenberg (1999) notes, “When we combine observation with evaluation, others are apt to hear criticism, and this decreases the likelihood that they will respond compassionately.” For instance, instead of saying, “You are uninterested in this meeting” (an evaluation), NVC encourages saying, “During the meeting, I noticed you used your phone twice” (an observation).

Clear Requests: A Core Component of Communication

Clear requests are a vital component of effective communication, as they ensure that individuals can express their needs and intentions in a way that fosters understanding and cooperation. Unlike vague or ambiguous statements, clear requests provide specific,



actionable information, reducing the risk of misinterpretation and conflict. By distinguishing between observations and evaluations, clear requests focus on objective realities rather than subjective judgments, creating a foundation for trust and empathy. This approach not only facilitates collaboration but also enables individuals to navigate complex social interactions with clarity and purpose, ensuring that their words align with their needs and values.

The Importance of Clear Requests in Emotional Agility

In her book *Emotional Agility* (2016), Susan David underscores the importance of clear and actionable requests as a cornerstone of effective communication. She argues that when individuals express their needs with clarity and purpose, they reduce misunderstandings and foster cooperation. Ambiguous or vague requests, on the other hand, often lead to frustration and conflict. David explains, “Clarity in communication is not just about what you say, but also about ensuring that your words align with your intentions and values” (David, 2016, p. 142). By integrating emotional awareness with clear requests, individuals can create interactions that are both empathetic and productive, paving the way for stronger connections and mutual understanding.

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MODULE 5A: Dialogue

Introduction

For our TASC project, comprehending and delineating constructs are crucial for advancing theoretical frameworks, empirical investigations, and practical applications. This short introduction to Module 5 (Dialogue) refers to the project's framework, those constructs of Intercultural Communication, Nonviolent Communication, Cooperation, Conflict/Problem Solving related to communication, and Reflection, embedding our approach to dialogue into ongoing debates within the field of Sustainable Communication. An initial overview is provided on the constructs to facilitate a better understanding of the broad category of dialogue in educational theory.

Intercultural Communication

Intercultural Communication, as explicated by Mason et al. (2023) and Berti (2020), underscores the intricate nature of culture as a social construct. While cautioning against essentialist categorizations (that may even perpetuate racism), a deconstructive approach emphasizes the significance of acknowledging different “cultural” constructs in both everyday life and educational settings. Böhmer (2016) advocates for this deconstructive approach to foster inclusivity without reducing individuals to categorical labels.

Nonviolent Communication

Nonviolent Communication, rooted in Rosenberg's (2015) principles, stands as a nuanced and ethically grounded concept, as noted by Stănescu et al. (2022). Lauricella (2019) emphasizes its potential to engender student engagement and ownership within classroom dynamics.

Cooperation

Cooperation, delineated by Gokalp et al. (2021), emerges as a vital component for sustainable communication, yet its implementation faces hurdles, particularly in teacher collaboration (Do & Hascher, 2023). Kim & Hanneman (2023) underscore the challenges posed by fostering communication among educators, suggesting a need for nuanced strategies to facilitate cooperation effectively.



Conflict/Problem solving related to communication

The construct of Conflict/Problem Solving related to communication highlights deficiencies in students' problem-solving skills (Ahdhianto et al., 2020). Junsay (2016) advocates for reflective learning environments as catalysts for enhancing critical thinking and communication skills, and improving classroom management competency (Kavrayıcı, 2020).

Reflection

Reflection emerges as a cornerstone competency for professional development, aiding in the refinement of pedagogical practices (Aparicio-Landa et al., 2023). In more detail, the depth of reflection is a crucial facet of professional development, as highlighted by Cojorn & Sonsupap (2022). However, it is imperative to note that educators require guidance to enter a relevant zone that stimulates reflection initially, as emphasized by Duchi et al. (2023).

In conclusion, these constructs form a dialogical complex within our concept of Sustainable Communication and the dialogical part inside, interrelated by a reflexive and deconstructive approach to the pedagogical profession. By embracing inclusivity, decent communication, collaboration, problem-solving, and reflection, educators can navigate the multifaceted landscape of schooling, fostering environments conducive to student development, collaboration with colleagues, parents and other stakeholders and societal progress.

Objectives (O) and expected learning outcomes (LO)

O5.1. To improve the empathic dialogue skills.

LO5.1A. To perform empathy and active listening skills to improve the mutual understanding. (S70, S73, S78, S90)

O5.2. To improve problem-solving and conflict-resolution skills.

LO5.2A. To respond to difficult messages/contents without (self)blame or (self)criticism to maintain connection/communication. (V3, V8, A39)

O5.3. To improve cooperation skills.

LO5.3A. To perform empathic listening and honest speaking skills to improve understanding of different opinions. (S70, S73, S74, S88, S89).



Key Concepts

1. Empathic dialogue skills

In grade A the focus is on engaging in dialogue in a way that supports connection. A stronger connection stands for communication in depth, really getting in touch with what's important for those included in the dialogue. Empathic listening is a key skill contributing to understanding and connection. Therefore, enhancing listening to what other people mean behind the words used, is the core of this grade related to empathic dialogue skills. Active and empathic listening is a core skill for the teacher of the future.

Learning: an interpersonal and communicative process

Knowledge acquisition and enhancement represent merely one aspect of the learning process. Furthermore, it is a social process encompassing interpersonal and communicative elements (Sun et al., 2023) and is situated within organizational, political, and socio-spatial contexts (Medina et al., 2023; Böhmer, 2024, p. 89). It is, therefore, imperative to gain a deeper understanding of the role of communication in the learning process, including the various elements that contribute to effective teaching and the professionalization of (pre-service) teachers. This is more important as former research “highlights the importance of teachers' social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher-student relationships, effective classroom management, and successful social and emotional learning program implementation” (Jennings & Greenberg, 2009). Given these preliminary insights into empathic dialogue skills, this Teacher Training Manual conceptualizes sustainable communication as a multifaceted construct encompassing cognitive, affective, and social elements with consideration of socio-spatial aspects.

On Empathy

Empathy can be defined as the capacity to comprehend and resonate with another individual's emotional states and perspectives (Sun et al., 2023). The cognitive neural processes associated with teacher empathy are particularly significant (ibid.). Historically, research has referred to empathy in terms of its emotional and cognitive components (Aldrup et al., 2022, pp. 1179f.).



Consequently, empathy is a highly pertinent skill in the classroom, facilitating learning as an interpersonal and communicative process. Teachers need to comprehend their students' perspectives and needs, and it is similarly crucial for students to gain a deeper understanding of each other, the subject matter, and the collaborative learning process.

Empathy is also “one central component of teachers' social-emotional competence” (Aldrup et al., 2022, p. 1177). It enables teachers to not only teach the subject matter but also to establish professional relationships with learners, thereby facilitating their critical thinking and academic discourse on the subject. Consequently, empathy is a crucial skill for a dialogical classroom that fosters sustainable communication.

Empathy in the dialogic school and classroom

It can be argued that empathy in the dialogic classroom is a highly relevant concept. The majority of knowledge regarding this topic is derived from the teacher's perspective, while the role of students' empathy remains underexplored. As dialogic teaching is not aligned with “the traditional teacher-student question and answer pattern” (García-Carrión et al., 2020, p. 3), it aims to facilitate students' learning and comprehension. Teacher empathy can be defined as the capacity of an educator to comprehend and resonate with the emotional states and worldviews of their students: “Teachers who exhibit empathy are better equipped to discern a student's negative emotions, such as sadness over a poor grade or boredom with a particular learning task, from their facial expressions” (Sun et al., 2023, p. 1). Emphasizing that empathy is a complex psychological process that includes cognitive, emotional, and behavioural factors (ibid., p. 3), the cited authors argue for a model of “three interrelated components, namely affective contagion, cognitive evaluation, and behaviour prediction (empathetic behaviour).” (Ibid., p. 6)

Empathy in the dialogic classroom represents a multifaceted challenge requiring comprehensive training for prospective educators to facilitate their affective, cognitive, and behavioural growth. Conversely, the integration of empathy and dialogue in the classroom can facilitate the development of critical thinking skills and instil values of respect and solidarity. In greater detail, this approach “encourages students to think and question ideas, to explore new points of view, and to construct knowledge in dialogue with their peers and with teachers” (García-Carrión et al., 2020, p. 3). As mentioned earlier, this respect for the individual and their situational standpoint of knowledge and understanding (Haraway, 1988; Harding, 1993) leads to more emancipated and educated thinking and behaviour – in teachers

as well as in students. It is suggested that this overcoming of traditional power positions and relations is helpful for the learners as individuals and supports classroom relationships (García-Carrión et al., 2020).

Nevertheless, further research calls into question these theoretical expectations. Aldrup et al. (2022) examine the relationship between teacher empathy, teacher-student interaction regarding emotional support, classroom management and instructional support, as well as student outcomes in cognitive and psychosocial terms. Furthermore, these researchers highlight that their findings do not corroborate the theoretical assumption of a correlation between teacher empathy and the quality of teacher-student interactions, nor do they support the notion that teacher empathy is associated with student outcomes (ibid., p. 1203). Consequently, they posit that teacher empathy exerts its effects “in combination with knowledge and skills about effective behaviour in social situations.” (Ibid., p. 1206) This underscores the vital importance of developing the capacity to communicate and act sustainably in the face of challenging classroom situations.

Empathic dialogue skills in the intercultural classroom and school environment

Empathy is a crucial element not only within the context of the classroom in general but also within the school and the broader field of intercultural dialogue (Lähdesmäki & Koistinen, 2021, p. 49). In order to reduce power differences and thereby facilitate learning pathways, it is essential to create “safe spaces” that allow for the encounter of diverse biographies, socializations, and cultural habits (ibid., p. 48). This form of intercultural dialogue is aligned with the conceptual frameworks established by the United Nations and the European Union since the 1990s (ibid., p. 46). “The core idea of safe space is not only to delimit a place where violations are not accepted but to foster social relations between people in a place to make them feel that they can speak freely as all kinds of perspectives and positions are welcomed in the delimited place, whether physical or virtual.” (Ibid., p. 51) This is what is meant here by sustainable communication and behaviours.

Limitations of empathic dialogue skills in the classroom and school environment

Aldrup et al. (2022) identify several potential constraints on the use of empathy in educational settings:

1. In order to be empathetic, teachers need to possess a certain degree of knowledge about empathy.



2. Teachers might show more empathetic behaviour in classes they like.
3. It is important to note that empathy is not always beneficial in all situations.

Teachers have to consider the specific circumstances and act accordingly.

4. Teachers' empathy might be of interest for different groups to varying degrees; "teacher empathy might be particularly relevant for students with a low socioeconomic status or with cognitive or social-emotional difficulties" (ibid., p. 1207).

In sum, empathic dialogue skills are pivotal in teacher education. They facilitate the growth of students and teachers in a multitude of areas, including affective, social, and behavioural competencies embedded in organizational, political, and socio-spatial contexts. These skills facilitate the establishment of a sustainable and inclusive classroom environment, particularly in a diverse and complex world.

2. Problem solving and conflict resolution skills

In grade A the focus is the importance of self-connection when hearing a difficult message or content. Listening with an open mind, without (self)blame or (self)criticism, reduces the chances of conflicts escalating and increases the chances of people understanding each other or/and coming to a solution together.

Growing awareness of how we can influence ourselves by empathic listening to ourselves is a key skill contributing to problem solving and conflict resolution. Therefore, enhancing your ability to stay emotionally present to yourself (self in presence) so that you can enter a dialogue with a new curiosity, is the core of this grade related to problem solving and conflict resolution.

It is frequently assumed that problems and conflicts are the primary causes of significant concerns about educational practices at the school level. This is particularly pertinent to the domain of classroom management (Hakvoort et al., 2019). Adoption of this perspective would suggest that conflicts impede the establishment of sustainable communication. Furthermore, the acquisition of additional conflict resolution skills is essential for the prevention of future conflicts and the disruption of the teaching flow. Additionally, the elements of conflict situated within organizational, political, and socio-spatial contexts (Medina et al., 2023; Böhmer, 2024, p. 89) necessitate further examination for conflict prevention and resolution.

Nevertheless, recent research indicates that a considerable number of students are capable of constructive conflict resolution (Ceballos-Vacas & Rodríguez-Ruiz, 2023). It is, therefore, imperative that problems and conflicts in the classroom are given more significant consideration and that differentiated responses are provided to foster tolerance, respect, and democratic processes within the classroom.

The terms and some of their connections

In addressing issues within the classroom setting, it is essential to differentiate between problem-solving processes as a means of working on a specific task (i.e., the subject to be learned) and the social challenge of conflicts. In the literature, both terms are employed (and some also discuss these approaches, e.g., Smith & Mancy, 2018). In this context, both meanings are used to highlight the interconnection between classroom settings (in addition to other factors, such as the assignment of tasks) and the social dynamics of conflicts that may be rooted in the affective, social, and academic challenges of the school environment (Ceballos-Vacas & Rodríguez-Ruiz, 2023).

Regrettably, the present context does not allow for a detailed analysis of the relevance of the first (content) for the second (social). Nevertheless, it seems reasonable to suggest a reciprocity between the two (Smith & Mancy, 2018, pp. 27f.), whereby the first intensifies the second, while the second affects the first.

Problem-Solving

A substantial amount of work is conducted in the classroom on specific tasks. In many instances, the quality of teaching is evaluated based on criteria related to classroom management, such as efficacy or students' discipline (Hakvoort et al., 2019). Nevertheless, research indicates that off-task activities can enhance collaboration, facilitate emotional regulation, and facilitate the negotiation of social status within a group (Langer-Osuna et al., 2020).

From the perspective of the students, these off-task activities are employed for a variety of purposes, including (a) filling time, (b) preparing for collaboration, (c) gaining the attention of others, (d) avoiding work, (e) recruiting others into participation, (f) gaining access to collaboration for oneself, (g) destabilizing collaboration, (h) extending the task, and (i) resisting concentrated authority (Langer-Osuna et al., 2020, p. 518). This illustrates that the issue of off-task activities is not always addressed constructively. Some forms of former



“off-task problems” may also be crucial for the quality of teaching. It can be postulated that this complex equilibrium can be extrapolated to other issues in the classroom.

In accordance with Langer-Osuna et al.’s (2020) findings, it can be assumed that some of the issues encountered in the classroom setting may be interpreted as discursive resources that facilitate a shift in dynamics, thereby enhancing collaboration and participation (ibid., p. 528). Consequently, such behaviour should not be regarded as inherently problematic or wrong. Instead, in many instances, it can be utilized as a means of fostering collaboration, social cohesion, and a democratic approach to identifying issues within the school and classroom environments.

In order to effectively address issues that arise in the classroom, the authors recommend that teachers be mindful of when such issues occur and strive to diagnose the situation accurately (Langer-Osuna et al., 2020, p. 530). Additionally, they suggest that teachers endeavour to comprehend the students’ needs and intentions. An answer to problems can be defined as meta-cognitive talk about how and why someone understands and finds their responses. Research has demonstrated that this form of classroom talk fosters intense collaboration in learning processes (Smith & Mancy, 2018, p. 28).

If successful, collaborative problem-solving has been demonstrated to significantly affect students’ capacities for critical thinking (Xu et al., 2023). Therefore, “teachers should be more trained in critical thinking, particularly preservice teachers, and they also should be conscious of the ways in which teachers’ support for learning scaffolds can promote critical thinking. The learning scaffold supported by teachers had the greatest impact on learners’ critical thinking, in addition to being more directive, targeted, and timely” (ibid., p. 9). Hence, it can be reasonably assumed that if pre-service teachers are educated in critical thinking and problem-solving, their future students can also expect to be supported in critical thinking to solve problems they encounter during class.

Conflict-Solutions

As previously stated, conflicts in the classroom are frequently regarded as a significant issue. They can have a detrimental impact on social cohesion, challenge the authority of the teacher, and impede the learning process. A literature review reveals that threats directed at teachers are less prevalent than those directed at fellow students (Maeng et al., 2020). However, a constructive perspective on conflicts has the potential to challenge the one-sided view of adults in the classroom while simultaneously concealing the creative

opportunities and emancipatory potentials of conflicts (Ceballos-Vacas & Rodríguez-Ruiz, 2023). It is essential to address conflicts constructively. This entails: “1. Understanding conflicts as an inherent, and not always negative, part of life; 2. Being able to differentiate concepts such as conflict, aggressiveness, and violence; 3. Knowing a wide repertoire of strategies to cope with conflict; and 4. Learning skills to encourage empathy and self-control in stressful situations” (ibid., p. 553). From this vantage point, conflicts can be regarded not merely as impediments to sustainable communication in the classroom but also as opportunities and potential for fostering sustainable communication.

A review of the literature on conflict resolution strategies employed by teachers reveals that “[...] the most frequent styles were Dominator and Discomfort avoider, which casts serious doubts on the suitability of the teacher as a constructive model” (Ceballos-Vacas & Rodríguez-Ruiz, 2023, p. 565; for a general overview of the research, see Hakvoort et al., 2019). Therefore, more training, particularly regarding the affective skills of the teachers (Valente & Lourenço, 2020), seems to be relevant for inclusive and compromising classroom conflict management strategies.

Another finding is worthy of note. Empathy training for teachers may enhance their abilities to mitigate intergroup conflicts (Klimecki, 2019), address bullying, and cultivate a positive school climate (Murphy et al., 2018). The focus can be on so-called in-group emotions, i.e., “on behalf of a salient group with which they identify.” (Klimecki, 2019, p. 313) This represents the point at which the various forms of dialogue in the classroom converge. It is a space in which empathy and calmness are combined with a simultaneous commitment to thorough and objective analysis of the situation in the classroom.

In conclusion, fostering sustainable communication within the classroom and beyond requires developing differentiated and democratic problem-solving and conflict resolution skills.

3. Cooperation skills

In grade A the focus is establishing a respectful and mutual dialogue by shifting from one person to another. Listening empathic to myself & others and expressing ourselves honestly contribute to understanding each other (despite different opinions), which increases the likelihood of cooperation. Enhancing your ability to express what you desire in ways that are more likely to be heard and inviting the other(s) to share their desires too, increases the



possibility that desires will be met during collaboration. Therefore, this is the core of this grade related to cooperation.

The Teacher Academy Sustainable Communication aims to address persistent societal challenges. Consequently, the project emphasizes the development of cooperation skills, given that such abilities represent a crucial response on the part of educators to the challenges posed by social change (Larraz et al., 2017). Nevertheless, this approach does not fully encompass the multifaceted nature of the phenomenon under study. To gain a more comprehensive understanding, it is essential to consider the role of social, political, and socio-spatial factors in shaping the possibilities and forms of cooperation (Medina et al., 2023; Böhmer, 2024, p. 89).

The term cooperation

The term “cooperation” is typically defined as the act of working together to achieve shared objectives (Johnson & Johnson, 2019, p. 62). The TASC project aims to cultivate social skills in general, fostering sustainable communication. “Social skills are behaviours through which we express ideas, feelings, opinions, affection, maintain or improve our relationship with others, and solve and strengthen a social situation” (Mendo-Lázaro et al., 2018, p. 2; Wattanawongwan et al., 2021).

Johnson and Johnson (2019, pp. 63ff.) delineate four categories of cooperative learning: formal cooperative learning, informal cooperative learning, cooperative base groups, and constructive controversy. Furthermore, the authors delineate five fundamental elements that must be integrated into the situation: positive interdependence, individual accountability, promotive interaction, social skills, and group processing (ibid., pp. 66f.). This approach facilitates students’ engagement at both the cognitive and affective levels in the learning activities (ibid., p. 60).

Cooperative practices and outcomes

Promoting student teamwork, improving performance, and developing interpersonal competencies are the primary objectives of cooperation in the classroom, particularly at the university level (León-del-Barco et al., 2018). The extant literature indicates that cooperative learning is associated with elevated levels of achievement and productivity relative to competitive or individualistic contexts (Johnson & Johnson, 2019). Further investigation reveals that cooperative learning in the classroom fosters enhanced outcomes in developing

teamwork skills, including modeling, behavioural trials, feedback, and the generalization of learned social skills (Mendo-Lázaro et al., 2018). This is particularly true for students with high academic performance levels (Mendo-Lázaro et al., 2018, pp. 3 and 9). Additionally, extroversion and social orientation are significant factors (León-del-Barco et al., 2018, p. 2).

Nevertheless, a variety of factors contribute to the observed outcomes. These factors include the type of learning, the type of group, the fundamental social skills required for teamwork, and the student's academic level, which is of particular relevance (León-del-Barco et al., 2018).

A crucial aspect of classroom collaboration is the manner in which students are organized for collaborative tasks. Mendo-Lázaro et al. (2018) identify three distinct categories of teacher grouping practices: “formal groups (which may last from a single class to various weeks), informal groups (for a particular activity), and base groups (for a semester or academic year).” (Ibid., p. 3) The authors assert that these forms are distinct in terms of implementation, outcomes (concerning academic and social effects), and composition, including the number of members, age and experience, as well as the objectives of their tasks.

As the literature indicates, it is essential to maintain a certain degree of control over team members’ participation to prevent the domination of some and the non-performance of others (Mendo-Lázaro et al., 2018, p. 9). This also encompasses clear expectations and explicit instructions (Wattanawongwan et al., 2021). Conversely, the accountability of group members is a significant determinant of attaining group objectives (León-del-Barco et al., 2018). Moreover, the duration of time is a crucial factor in achieving superior outcomes. But: “As for receiving information (actively listening, empathizing, summarizing, asking for help or asking questions), the effect of temporal continuity is almost non-existent.” (Mendo-Lázaro et al., 2018, p. 8)

Ghufron & Ermawati (2018) illustrate that the advantages of cooperative learning include amplified student self-confidence and motivation, diminished nervousness, augmented responsibility in learning, and more efficacious learning. Conversely, the limitations of cooperative learning include the necessity for a more extended implementation period, active involvement from both teachers and students, the potential for complexity in management, and the requirement for additional preparation. Additionally, peer-mediated activities, including peer tutoring, cooperative learning, and cross-age tutoring, have demonstrated moderate efficacy in promoting academic gains among students with emotional and behavioural disorders (Dunn et al., 2017).



The teacher's role shifts from a mere information presenter to a process designer, environment provider, and experience catalyst, engaging learners and broadening their horizons (Johnson & Johnson, 2019). In this manner, students are able to optimize their own learning outcomes, as well as those of their group members (Johnson & Johnson, 2019, p. 62).

Practical Results of Cooperation in the Classroom

In a study conducted by Larraz et al. (2017), improvements were observed in various aspects of teaching and learning processes. These included grouping students, presenting information to other students, and assessing students, encompassing continuous and formative assessment, peer assessment, and other forms of assessment.

The enhanced learning processes included the development of social skills (such as dialogue, listening, participating, assertiveness, negotiation, and leadership) and a greater sense of autonomy. Additionally, self-regulation, commitment and responsibility, negotiations, personal skills (such as relations to teamwork, interpersonal relationships, and ethical commitment), instrumental skills (such as verbal and written communication, problem-solving and decision-making, and the ability to analyze and synthesize), and systematic skills (such as independent learning and motivation for quality) were all improved.

In conclusion, it can be stated: "Cooperative work is one of the most valid ways to respect individual differences present in the classroom, and to make all students achieve the learning goals considering the individual work as part of a whole, in which everyone is essential, where all of them progress according to their needs and where they all receive the support needed to successfully complete the requested tasks" (Larraz et al., 2017, p. 86). Given the embedded nature of these skills and teaching tasks within the societal, political, and socio-spatial framework, examining cooperation's potential avenues and constraints, particularly in light of these conditions, is imperative.

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¹ “We defined off-task participation as any interaction, verbal or nonverbal, where there was evidence of off-task talk or actions between two or more students. This included off-task activity that coexisted at times with on-task activity.” (Langer-Osuna et al., 2020, p. 516)



OVERVIEW of the ACTIVITIES by learning paths

Pre-task

Module 1: Universal human rights and values

Each trainee will create a personal value map that outlines their personal core beliefs and values. This reflective exercise helps in identifying how personal values align or conflict with universal values.

Module 2: EU values and identity

The trainees are invited to reflect their knowledge on the topics of Module 2 and to self-evaluate their competencies in the Likert scale from „Strongly agree“ to „Strongly disagree“.

Module 3: Non-discrimination and equity

The trainees make a description of the diversity of the learners at their school, training centre, training institution, etc. At least 5 criteria from the following list are taken into account:

Cultural and ethnic background; Socioeconomic status; Gender identity and expression; Language proficiency; Learning styles; Disability and Special Educational Needs (SEN); Religious and spiritual beliefs; Family structure and background; Prior educational experiences; Emotional and behavioural differences; Physical appearance and abilities; and Interests and talents.

This description will be the basis for the 2 face-to-face learning activities that will aim to achieve the learning outcomes.

Module 4: Understanding ourselves and others

All the trainees are invited to reflect on recent personal experiences to deepen their awareness of emotions and the needs behind them. Through structured journaling and guided self-reflection, this pre-task lays the foundation for understanding how beliefs, emotions and



needs influence understanding of self and others. It encourages trainees to foster self-awareness, a key skill for empathy and communication in educational settings.

Module 5: Dialogue

All the trainees are invited to reflect on their own active and empathic listening skills, how they deal with hearing difficult messages/contents and how they listen to different opinions. This is a warming up focusing on the base of a dialogue. Self-awareness is the start to approve the dialogue between people at school, a base for a safe environment to live and learn.

*Face to face Learning Path A***Module 1A: Universal human rights and values**

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|--|
| Journaling for justice: reflecting on human rights violations (1,5 hour) | The facilitator asks the trainees to read 8 facts (already prepared) about Human rights violation situation and to spend few minutes gathering their thoughts, and after, to start a journal containing their thoughts, conducted by prepared questions. Final step, discussion about the written thoughts. | LO1.2A. To analyse the contemporary human rights issues in the digital age, considering the cultural, legal, and technological dimensions. |
| Do we still have universal values? (1 hour) | After reading the text, if necessary, taking time to analyse it in depth, the discussion will be structured on upholding universal values amidst the challenges of globalization. | LO1.3A. To understand and explain the collaborative problem-solving approach in addressing human rights issues in educational contexts. |
| Values vs. Rights. Navigating personal beliefs and universal principles (1 hour) | The aim of the exercise is to develop empathy and improve dialogue by exploring how cultural and personal values shape communication styles. Trainees practice active listening and responding with sensitivity to differing perspectives, avoiding assumptions. This activity enhances understanding and openness, fostering genuine and inclusive interactions. | LO1.2A. To analyse the contemporary human rights issues in the digital age, considering the cultural, legal, and technological dimensions. |
| Promoting universal human values. Strategies for action (1 hour) | Individually, think about at least 5 different methods, techniques, and/or strategies that can be used to promote universal values such as respect, equality, justice, and compassion. Share your lists with a chosen partner, agree on the top three most effective ones and present your ideas to the larger group. Use real-life examples or case studies to illustrate your points. | LO1.3A. To understand and explain the collaborative problem-solving approach in addressing human rights issues in educational contexts. |
| Global voices, local impact: adapting human rights education(1,5 hours) | After watching the documentary (partially), reflect on the specific human rights challenges in trainee's own community or region. Consider how the methods and strategies applied by these educators could be used to address these challenges. | LO1.2A. To analyse the contemporary human rights issues in the digital age, considering the cultural, legal, and technological dimensions. |

Module 2A: EU values and identity

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|---|
| Identity List (80 min) DC 20 min | Trainer asks trainees to write down on Padlet five key identifiers for themselves that they share with others and to cross one after another until only one key identity is left on the list. | LO2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimization by explaining its impact on the educational system. |
| Social Identity Wheel (1,5 hour) DC 30 min | The task is to draw social identity pie, using different social categories. Facilitators ask questions related to targeted and advantaged group's identity. | LO2.3A. To explain cultural diversity and its components/ determinants (e.g., social background, gender, ethnicity, religion, etc.). |
| Democratic Teacher (1 hour) | Working in groups and discussing the concept of democracy, democratic teaching and necessary conditions. | LO2.2A. To understand and accept other people as equal human beings. |
| Constructing the Other (85 min) DC 10 min | Discussing the concept of othering and the examples of construction of Other in different societies. | LO2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimization by explaining its impact on the educational system. |
| Me as a European Teacher (45 min) | The trainees choose the cards that best reflects their identity as a European teacher. | LO2.3A. To explain cultural diversity and its components/ determinants (e.g., social background, gender, ethnicity, religion, etc.). |



Module 3A: Non-discrimination and equity

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|--|
| Analysis of the presence of prejudice at school (1,5 hour) DC 25 min | The description made in the homework is used to analyse possible prejudice that are present at school. | LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma on educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational context. DC 1.2 Evaluating, data, information, and digital content (K16) DC 2.2 Sharing through digital technologies (S59) DC 3.1 Developing digital content (S124) |
| Identify mechanisms that lead to discrimination (1,5 hour) DC 30 min | The analysis of the previous learning activity is used to identify mechanics that lead to discrimination and inappropriate reactions. | LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma on educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational context. DC 2.1 Interacting through digital technologies (S48, A55) DC 2.2 Sharing through digital technologies (S59) DC 3.1 Developing digital content (S124) |
| Impact of interaction with diverse people (1,5 hour) DC 15 min | Beliefs, attitudes, emotional and behavioural reactions towards people with different backgrounds | LO3.2A. To describe the impact of interactions with people from different backgrounds on one's beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings DC 2.2 Sharing through digital technologies (S59) DC 3.1 Developing digital content (S124) |
| Distribution game (1,5 hour) DC 5 min | The trainees play a game in which they have to find consensus on the division of resources in order to improve the level of professionalism at school. The aim of the game is to discover how a consensus can be reached. | LO3.3A. To examine and explain the differences in points of view, emotions, and attitudes within a diverse group to describe the methods for achieving consensus DC 2.2 Sharing through digital technologies (S59) |



Module 4A: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|--|
| Connecting through values (1 hour) | This activity helps trainees explore how their values shape their self-concept and emotional bonds. Through individual reflection, paired discussion, and a circle-sharing session, they identify core values and explore shared group themes. The process deepens identity awareness and strengthens connections. | LO4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours. |
| Exploring communication blocks (1,5 hour) DC 30 min | Trainees engage in an interactive exercise to identify communication blocks that hinder connection. They role-play unhelpful responses and contribute examples to a digital board, reflecting on how styles affect connection. The activity highlights mindful listening and empathy in daily exchanges. | LO4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours. DC 2.4 Collaborating through digital technologies |
| Detective pairs (1 hour) | This activity helps trainees distinguish between observations and evaluations, a key NVC skill. In pairs, one trainee describes a scenario while the other identifies statements as observations or evaluations. Reflection and discussion show how clear observations improve understanding and reduce conflict. | LO 4.3A: To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others |
| Identifying Feelings (1 hour) | Trainees grow their emotional vocabulary by listing commonly used feelings and comparing with an expanded list. Analysing the effect of limited language, they reflect on how accurately naming feelings supports empathy and flexible communication. | LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations |
| What's driving you? (1,5 hour) DC 30 min | This activity explores how emotions relate to needs. Using real-life scenarios, trainees identify unmet needs behind reactions. Working individually and in groups, they examine varied responses to similar situations, showing how needs influence behaviour. | LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations |
| Compassionate ears (1 hour) | Trainees practice deep empathic listening by fully attending to another's experience without judging. In pairs, they share a personal story while the partner listens and reflects feelings and needs. This enhances active listening and deepens connection. | LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations |

**Module 5A: Dialogue**

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|--|
| Proactive circles: a first taste (0,5 hour) | The training starts with a proactive circle through connecting with the trainee him/herself in the group and coming home in the group by listening to each other in 'self-presence'. The trainer and trainees share from their heart a small recent experience. Connection from the heart is a base for sustainable communication and contributes to a deeper connection with each other. This means that the trainer is also open to sharing as this might contribute to connection, equality and inclusion. | LO5.3A. To perform empathic listening and honest speaking skills to improve understanding of different opinions. |
| Being listened to (1,5 hours) | 20 shades of active and empathic listening are shared. By listening to someone and being observed you can analyse the qualities of different ways of listening. What do you already do and where do you want to grow by exercising every day again and again. The shades of active and empathetic listening are not just a list to be checked but are primarily intended to support you in becoming more skilled in active and empathetic listening by really mastering the qualities that contribute to growing in this skill. | LO5.1A. To perform empathy and active listening skills to improve the mutual understanding. |
| A boxfish, the importance of self-connection (1,5 hours) | In listening it can be difficult to keep our mouth closed because as teachers we are so used to talk, to explain, to advice, to help, to be more experienced, to take care. The image of the "boxfish" can support us to understand why it is so important to really listen to the other while being self-connected, the base for an open dialogue. | LO5.2A. To respond to difficult messages/contents without (self)blame or (self)criticism to Maintain connection/communication. |
| Requesting what I need (1,5 hours) | In cooperation, it is very important to clearly indicate and ask what I need. Gaining insight into what I need (which needs are unfulfilled) and from there formulating in what way another can contribute to their fulfilment, is sustainable way of communication that invites cooperation. | LO5.3A. To perform empathic listening and honest speaking skills to improve understanding of different opinions. |
| Cooperation is a challenge (1 hour) | A scenario on cooperation that can improve is played. The trainee learns to integrate empathiclistening and honest speaking to understand the different opinions of each other in a deeper way. | LO5.3A. To perform empathic listening and honest speaking skills to improve understanding of different opinions. |

Blended Learning Path A**National FTF meeting****Module 1A: Universal human rights and values**

| Title of the activity | Short description | Learning Outcome (LO) |
|--|---|---|
| Building bridges: Values that strengthen human connections (1 hour) | In a large group, explore and list key values that are important for positive human interactions. Share examples of situations where these values have helped in building or improving relationships. | LO1.1A. To interpret the relationship between human rights advocacy and educational development and articulating informed analyses regarding the evolution of access, equity, and quality in education within the context of the human rights movement. |

Module 2A: EU values and identity

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|---|
| EU values in education system (1 hour) | The trainees are divided into small groups, each group to choose a specific EU value and analyse how this value is incorporated within the national educational system. | O2.3. to actively promote and encourage cultural diversity, variety, and inclusive education in educational contexts and practices. |

**Module 3A: Non-discrimination and equity**

| Title of the activity | Short description | Learning Outcome (LO) |
|--|---|---|
| Bias in Curriculum Review (1 hour) DC 25 min | Introduction by discussing in plenary how biases and stereotypes can be embedded in educational materials and the importance of critically reviewing these materials. The trainees are divided into groups of 4-6 and provide with samples of educational materials. They will review these materials, looking for examples of biases and stereotypes. | O3.2. To promote non-discrimination in educational contexts, using critical and non-stereotypical thinking strategies. DC 1.2 Evaluating, data, information, and digital content (K16) DC 2.1 Interacting through digital technologies (S48, A55) DC 3.1 Developing digital content (S124) |

Module 4A: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|--|
| Making requests that enrich life(1 hour) | Trainees learn to differentiate between requests and demands, a fundamental concept in Nonviolent Communication. Through group discussions and practical exercises, they craft clear, actionable requests that respect both their own needs and those of others. The activity highlights how requests, when made effectively, contribute to positive communication and cooperation. | LO 4.3A: To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others. |

Module 5A: Dialogue

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|---|
| Proactive circles: a second taste (0,5 hour) Being listened to: reflection task (0,5 hour) (Total: 70 min) DC 10 min | There will be another pro-active circle where we focus on checking in from the busy home or workplace to coming together for an online reflection hour. The trainees share their reflection on 'being listened to'. | LO5.1A. To perform empathy and active listening skills to improve the mutual understanding. (S70, S73, S78, S90) DC 2.1. To interact through digital technologies (S48), 3.1 To develop digital content (S124) |

*EU synchronous***Module 1A: Universal human rights and values**

| Title of the activity | Short description | Learning Outcome (LO) |
|---|--|--|
| Cyberbullying and digital harassment (1 hour) DC 45 min | Group case study based on the next questions: What are the legal and ethical responsibilities of the school, parents, and peers in addressing this situation? Are there existing laws or policies that can protect individuals from cyberbullying and digital harassment? If so, how effective are they? What steps can be taken in your school to prevent cyberbullying and digital harassment? What immediate actions should be taken in your institution to support the victim and address the perpetrators? | LO1.2A. To analyse the contemporary human rights issues in the digital age, considering the cultural, legal, and technological dimensions. |

Module 2A: EU values and identity

| Title of the activity | Short Description | Learning Outcome (LO) |
|--------------------------------------|--|---|
| Respect of EU values (1 hour) | A workshop dedicated to understanding EU values and analysing problematic cases. | LO2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimization by explaining its impact on the educational system. |

**Module 3A: Non-discrimination and equity**

| Title of the activity | Short description | Learning Outcome (LO) |
|---|--|---|
| Mapping stereotypes (1 hour) DC 40 min | Mapping stereotyping Explain what stereotypes are and how they can perpetuate discrimination in educational settings Highlight how stereotypes intersect and influence different aspects of education. | LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma on educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational context. DC 2.1 Interacting through digital technologies (S48, A55) DC 2.2 Sharing through digital technologies (S59) DC 3.1 Developing digital content (S124) |

Module 4A: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|---|
| Mutual needs navigation (1 hour) | Through structured conversations, trainees explore and share their core needs with a partner, deepening mutual understanding. Using reflective prompts and a collaborative process, they co-create agreements that support their communication and cooperation. The exercise enhances interpersonal skills and emphasizes the value of shared understanding in relationships. | LO 4.3A: To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others |

Module 5A: Dialogue

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|---|
| Four options hearing a difficult message (1 hour) DC 30 min | When hearing a difficult message you can listen by 4 options. The awareness to realise these four options are the aim of this activity you do in a mental way. | LO5.2A. To respond to difficult messages/contents without (self)blame or (self)criticism to maintain connection/communication DC: 2.1. Interacting through digital technologies (A55), 2.5 Netiquette (A103) |

*Personal asynchronous***Module 1A: Universal human rights and values**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|---|
| Spotlight on Human Rights: A School-Centred Approach (1 hour) DC 35 min | In this activity, trainees will select a human rights issue that is relevant to their school community. They will begin by setting clear objectives and identifying two key messages they wish to communicate. Based on these, they will design a cohesive and well-organized action plan that includes two activities or events targeted at trainees and teachers, one activity for parents, and one for the wider community. The goal is to raise awareness, foster dialogue, and encourage engagement with the chosen issue across all stakeholder groups. | LO1.1A. To interpret the relationship between human rights advocacy and educational development and articulating informed analyses regarding the evolution of access, equity, and quality in education within the context of the human rights movement. |
| Designing with Purpose: Integrating Values into Curriculum Planning (1 hour 40 min) | In this activity, trainees will work in small groups to share practical examples of how universal and key values can be integrated into the curriculum across various subjects. Through collaborative discussion and exchange of ideas, teachers will each develop one lesson plan—or, alternatively, a unit plan—that explicitly incorporates and teaches these values. The aim is to promote value-based education in a concrete, subject-relevant way. | LO1.3A. To understand and explain the collaborative problem-solving approach in addressing human rights issues in educational contexts. |
| My personal understanding, and implementation of universal values. Reflection and journaling (1 hour 20 min) | In this reflective activity, trainees will return to the journal they began during the pre-task phase to explore how their personal understanding and implementation of universal values have developed over time. Teachers will reflect on their learning journey, guided by prompts such as: What were my thoughts about this topic at the beginning of the course? and Did anything change after participating in the activities? This journaling exercise encourages deep personal insight and supports professional growth in values-based teaching. | LO1.1A. To interpret the relationship between human rights advocacy and educational development and articulating informed analyses regarding the evolution of access, equity, and quality in education within the context of the human rights movement. |
| Values in Focus: Universal Human Rights and Values (1 hour) DC 30 min | This exercise invites trainees to explore human rights within the context of today's digital landscape. Through guided discussion and tasks, they will examine current challenges and opportunities related to digital communication. Trainees will also practice communication strategies that promote respectful, inclusive, and constructive dialogue—skills that are essential for navigating online spaces responsibly and ethically. | LO1.2A. To describe the impact of cultural, legal, and technological dimensions on human rights in the digital age by analysing their relationships with contemporary issues. |

**Module 2A: EU values and identity**

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|---|
| Relationships of EU values (1 hour) | Reflection on EU values. Familiarization with the topics of migration, democracy, and identity. | LO2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimation by explaining its impact on the educational system. |
| Cultural identity (1 hour) | Reflection of your own cultural biases and beliefs. | LO2.2A. To understand and accept other people as equal human beings. |
| Breaking of EU values (3 hours) DC 60 min | Work in groups to research the case studies that highlight different scenarios involving the breaking of EU values in educational contexts. | LO2.3A. To explain cultural diversity and its components/determinants (e.g., social background, gender, ethnicity, religion, etc.). |

Module 3A: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|--|
| Personal Bias Test and impact as educator (2 hours) DC 50 min | The trainees take an individual test to identify their (implicit) biases and the impact this can have on educational processes. | LO3.1A. To describe the mechanism and sources of discrimination, prejudice, and stigma on educational processes/in educational contexts to explain the inappropriate reactions and attitudes in educational context. DC 1.2 Evaluating, data, information, and digital content (K16) DC 2.1 Interacting through digital technologies (S48, A55) DC 2.2 Sharing through digital technologies (S59) DC 3.1 Developing digital content (S124) |
| Research, reflection and report (3 hours) DC 110 min | Reflect on how discrimination and inappropriate reactions can be avoided in personal educational contexts, with a focus on self-directed research, reflection, and digital creation. The trainee makes a personal reflection on how mechanics that lead to discrimination and inappropriate reactions can be avoided in educational contexts. | LO3.2A. To describe the impact of interactions with people from different backgrounds on one's beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings DC 1.2 Evaluating, data, information, and digital content (K16) DC 3.1 Developing digital content (S124) DC 2.1 Interacting through digital technologies (S48, A55) DC 2.2 Sharing through digital technologies (S59) DC 5.3 Creatively using digital technologies (K237) |

**Module 4A: Understanding ourselves and others**

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|--|---|
| Feelings versus non-feelings (2 hours) DC 30 min | Trainees analyse the distinction between true emotions and interpretations of others' actions (non-feelings). By rephrasing common expressions into genuine feelings and identifying the underlying unmet needs, they develop clearer self-expression. A digital poster creation task reinforces the learning, helping them apply this awareness in real-life communication. | LO4.1A - To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions and behaviours DC 1.2 Evaluating data, information and digital content |
| Journaling for self-awareness (1 hour) | Through guided journaling, trainees reflect on a recent emotional experience to uncover how beliefs, emotions, and needs interact. Using structured prompts, they analyse their reactions and explore alternative responses. This activity cultivates self-awareness and fosters a deeper understanding of the factors influencing personal behaviour. | LO4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours. |
| Distinction between observations & evolutions (1,5 hour)DC 30 min | Trainees watch an educational video to understand the difference between observations and evaluations. They then practice rewriting evaluative statements into objective observations. The activity culminates in creating a digital poster summarizing key distinctions, reinforcing the importance of factual, nonjudgmental communication. | LO4.1A - To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions and behaviours DC 5.3 Creatively using digital technologies |
| Observing in the school day (1,5 hour) | This reflective exercise takes place over an entire school day, where trainees observe real-life interactions and hypothesize emotions and needs behind people's behaviours. They document patterns and analyse their assumptions, ultimately enhancing their ability to interpret emotions without judgment. | LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations |

**Module 5A: Dialogue**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|---|
| Different ways of listening (1,5 hours) DC 10 min | Autonomously training of empathic listening is in the centre. Different ways of listening are considered. The core of empathic listening is explained to grow awareness of what empathic listening really is. | LO5.1A. To perform empathy and active listening skills to improve mutual understanding. DC: 2.2 sharing through digital technologies (S59), 3.1. Developing digital content (S124) |
| Being listened to – practicing (1,5 hours) DC 30 min | The 20 shades of listening are autonomously trained. | LO5.1A. To perform empathy and active listening skills to improve the mutual understanding. DC: 1.2. To evaluate data, information and digital content (K16), 2.2. Sharing through digital technologies (S59), 2.6. Managing digital identity (S109), 3.1. Developing digital content (S124) |
| Requesting what I need: practicing (1 hour) DC 5 min | Trainees learn to ask for what they need instead of keeping themselves in the background, pleasing others or unconsciously following and ignoring what is important to them. | LO5.3A. To perform empathic listening and honest speaking skills to improve understanding of different opinions. (S70, S73, S74, S88, S89). DC: 3.1. Developing digital content (S124) |
| Four options hearing a difficult message: awareness exercises (1 hour) DC 30 min | The four options of hearing a difficult message are presented via exercises to grow in awareness. | LO5.2A. To respond to difficult messages/contents without (self)blame or (self)criticism to maintain connection/communication. (V3, V8, A39) DC: 3.1. Developing digital content (S124) |

Virtual Learning Path A**EU synchronous****Module 1A: Universal human rights and values**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|---|
| Collaborative Planning for Values-Driven Learning: Engaging Trainees with Human Rights in the Digital Age (1 hour) DC 20 min | The trainees create practical classroom activities that bring values-based education to life, helping trainees understand and engage with contemporary human rights issues in a thoughtful, empathetic way. | LO1.2A: To describe the impact of cultural, legal, and technological dimensions on human rights in the digital age by analysing their relationships with contemporary issues. |

Module 2A: EU values and identity

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|--|--|
| Conflicts of different EU values (1 hour) | Creative digital presentations of different scenarios involving conflicts of different EU values in educational contexts and possible solutions. | O2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimation by explaining its impact on the educational system. |

Module 3A: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|---|
| Value Cards (1 hour) DC 40 min | The trainees are becoming aware of the order of importance they are giving to a set of universal values. | LO3.2A. To describe the impact of interactions with people from different backgrounds on one's beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings DC 2.1 Interacting through digital technologies (S48, A55) DC 2.2 Sharing through digital technologies (S59) DC 2.6 Managing digital identity (S109) DC 5.3 Creatively using digital technologies (K237) |

**Module 4A: Understanding ourselves and others**

| Title of the activity | Short Description | Learning Outcome (LO) |
|----------------------------------|---|---|
| Active listening (1 Hour) | In a virtual setting, trainees practice deep listening skills by attentively engaging with a partner's story. By paraphrasing and identifying underlying emotions and needs, they develop empathy and active listening techniques. The session concludes with reflections on how deep listening enhances relationships. | LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations |

Module 5A: Dialogue

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|--|---|
| Connecting requests DC (10 minutes) | Here a small group (2/3 persons from EU) are exercising the connecting requests. | LO5.3A. To apply empathic listening and honest speaking skills to improve the understanding of different opinions. DC: 2.1. Interacting through digital technologies (S48, A55), 2.5. Netiquette (A103), 2.6. Managing digital identity (S109) |

*Personal asynchronous***Module 1A: Universal human rights and values**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|---|
| Root causes, current interventions, and potential educational responses Collaborative research projects (2,5 hours) DC –50 min | In this activity, trainees will work in small groups to conduct research projects on local or global human rights issues. Each project will focus on identifying the root causes of the issue, examining current interventions, and proposing potential educational responses. The goal is to deepen understanding of complex human rights challenges while fostering critical thinking, collaboration, and solution-oriented approaches within an educational context. | LO1.1A. To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement. |
| I tell you a story Digital storytelling projects in group (2,5 hours) DC – 2 hours | In this creative activity, teachers will develop short digital stories—using video or audio formats—that center on a specific universal value. Each story should incorporate personal anecdotes, historical figures, or fictional characters that embody the chosen value. By blending storytelling with digital tools, trainees will reflect on the value's significance and communicate it in a relatable, engaging way. The completed stories will be shared with the group to inspire dialogue and connection. | LO1.3A. To describe the collaborative problem-solving approach in solving human rights issues in educational contexts. |
| Fostering Digital Empathy: Addressing Cyberbullying Through a Human Rights Lens (1 hour 40 min) | This exercise explores the human rights implications of cyberbullying and digital harassment, emphasizing their impact on privacy, freedom of expression, and equality. Trainees analyse real-world scenarios to identify violations and propose actionable strategies to address these issues using a human rights framework. The activity fosters critical thinking, digital empathy, and practical skills for promoting sustainable and respectful communication in online environments. | LO1.2A: To describe the impact of cultural, legal, and technological dimensions on human rights in the digital age by analysing their relationships with contemporary issues. |

**Module 2A: EU values and identity**

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|---|
| The Teacher in Europe Bingo (4 hours) DC 90 min | Trainees write a reflection on what they have learned about EU values and how it can inform their teaching practice. Also, what are the ways to promote these values in their schools and communities. Trainees use the tool “Atlas of European Values” to explore and deepen their understanding on EU values and their impact on education. | LO2.1A: To describe the relationships between culture, identity, and power structures in the context of human rights legitimation by explaining its impact on the educational system. |
| Deep Dive to EU values (4 hours) DC 90 min | Research exploring a specific case study related to EU values and identity in the educational system. Trainees analyse how different factors interact and impact the realization of EU values. | LO2.3A. To explain cultural diversity and its components determinants (e.g., social background, gender, ethnicity, religion, etc.). |

Module 3A: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|--|
| Case study (5 hours) DC 70 min | Personal research on a case study on how to reach consensus in a group. Trainee selects out of a list of cases that are provided by the trainer. | LO3.3A. To examine and explain the differences in points of view, emotions, and attitudes within a diverse group to describe the methods for achieving consensus. DC 1.2 Evaluating, data, information, and digital content (K16) DC 3.1 Developing digital content (S124) DC 2.1 Interacting through digital technologies (S48, A55) DC 2.2 Sharing through digital technologies (S59) |
| Reflection Activity: Understanding and Embracing Cultural Diversity (5 hours) DC 70 min | This reflection activity promotes individual thinking and supporting a deeper understanding and practical application of cultural diversity principles within an asynchronous online setting. The learning activity also include the editing of a digital representation of the reflection process and some guiding questions on the editing process. | LO3.2A. To describe the impact of interactions with people from different backgrounds on one’s beliefs, attitudes, and emotional and behavioural reactions to improve the acceptance of cultural diversity and respect for other people as equal human beings. DC 2.2 Sharing through digital technologies (S59) DC 5.3 Creatively using digital technologies (K237) DC 2.1 Interacting through digital technologies (S48, A55) DC 3.1 Developing digital content (S124) |



Module 4A: Understanding ourselves and others

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|--|--|
| Distinction between feelings & thoughts (1,5 hours) DC 30 min | Trainees explore how thoughts are often mistaken for feelings, leading to miscommunication. By reviewing personal experiences and rephrasing statements, they clarify emotional expression. The session concludes with a digital poster summarizing key distinctions, supporting clearer and more authentic self-expression. | LO4.1A - To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions and behaviours DC 1.2 - Evaluating data, information, and digital content. |
| Distinction between needs & strategies (1,5 hours) DC 30 min | Trainees examine the difference between needs (core human motivators) and strategies (specific actions to meet needs). Through reflection and practical exercises, they learn how focusing on needs rather than rigid strategies fosters flexibility in resolving conflicts and addressing personal challenges. | LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations DC 1.2 - Evaluating data, information, and digital content. |
| Distinction between request & demand (1,5 hours) DC 30 min | This activity helps trainees recognize how the way they phrase their requests influences responses. By revising past demands into clear, respectful requests, they practice using Nonviolent Communication principles. A digital poster reinforces their learning by summarizing the differences between requests and demands. | LO 4.3A: To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others DC 1.2 - Evaluating data, information, and digital content. |
| Listening like Momo (1 hour) | Inspired by Michael Ende's Momo, trainees explore the power of deep listening. After reading an excerpt from the book, they reflect on how genuine attention transforms communication. A practical listening exercise allows them to apply Momo's approach and reflect on its impact. | LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations |

Module 5A: Dialogue

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|--|
| Proactive circles: third taste (1 hour) DC (10 minutes) | Trainee takes control of his own learning by consciously creating moments within his work context where and when he leads proactive circles. | LO5.3A. To perform empathic listening and honest speaking skills to improve understanding of different opinions. DC: 3.1. Developing digital content (S124) |
| Different ways of listening: reflection task (1 hour) DC (25 minutes) | Trainee takes control of his own learning by consciously creating moments within his work context where and when he listens. | LO5.1A. To perform empathy and active listening skills to improve the mutual understanding. (S70, S73, S78, S90), DC: 2.2. Sharing through digital technologies (S59), 2.6. Managing digital identity (S109), 3.1. Developing digital content (S124) |
| How our thoughts affect us (2 hours) DC (40 minutes) | Trainee takes control of his own learning by consciously creating moments within his work context where and when he is aware of his own thoughts. | LO5.2A. To respond to difficult messages/contents without (self)blame or (self)criticism to maintain connection/communication. (V3, V8, A39) DC: 2.1. Interacting through digital technologies (S48, A55), 2.2. Sharing through digital technologies (S59), 2.5. Netiquette (A103), 2.6. Managing digital identity (S109), 3.1. Developing digital content (S124), 5.3. Creatively using digital technologies (K237) |
| Four options hearing a difficult message: practicing (3 hours) DC (10 minutes) | Trainee takes control of his own learning by consciously creating moments within his work context where he hears a difficult message and keeps quiet to grow in awareness of 4 options of reactions. The trainee chooses afterwards for an option to communicate in a connecting way. | LO5.2A. To respond to difficult messages/contents without (self)blame or (self)criticism to maintain connection/communication. (V3, V8, A39) DC: 2.1. Interacting through digital technologies (S48, A55), 2.2. Sharing through digital technologies (S59), 2.5. Netiquette (A103), 2.6. Managing digital identity (S109), 3.1. Developing digital content (S124), 5.3. Creatively using digital technologies (K237) |
| Quiz/Summary: grade A on dialogue (2 hours) DC (20') | At the end of grade A, the trainees are in the possibility to make an online summary quiz on the basic skills of grade A where all learning outcomes based on frameworks are integrated. | All LO DC: taking an online test (10') + video explanation (10') |



ASSESSMENT of the LEARNING OUTCOMES A

Assessment for Universal human rights and values and EU values and identity

The purpose of this assessment is to invite students to analyse the biases and stereotypes that might lead to conflict situations and possible human rights violations in the classroom. Trainees are encouraged to think about constructive and ethical ways of dealing with such situations.

A case study for assessment.

1. Review the four case studies provided.

Select one that resonates with you or presents a challenge you find meaningful to analyse.

- Analyse the chosen case by addressing the following aspects:

A. Identify the conflictual situation:

Describe the nature of the conflict.

Identify the key individuals involved (e.g., student, teacher, peers).

Highlight the immediate and long-term consequences of the situation.

B. Analyse the situation based on:

Universal and European values.

Examine how the case reflects or violates fundamental values such as dignity, equality, inclusion, and respect.

Consider the European values of democracy, human rights, and cultural diversity.

Discuss the role of institutional responsibility in preventing such conflicts.

C. Identities involved in the conflict:

Identify the perspectives of all individuals affected.

Consider the personal, cultural, and societal identities that influence the situation.

Analyse any implicit biases or stereotypes that may have contributed to the conflict.

- Propose a relevant solution:

Suggest a constructive and ethical resolution to the issue.

Consider both short-term interventions and long-term strategies.

Address how educational institutions, teachers, and peers can promote inclusion, respect, and equity.

Provide at least two actionable recommendations to prevent similar conflicts in the future.

● Submission of the assessment:

Each trainee will submit a structured case study analysis covering conflict identification, values assessment, identity considerations, and proposed solutions.

Cases:

1. Meet Amina, a Syrian refugee child. Amina sits quietly at her desk. Today is an important day; the class is being introduced to a new project that involves some hands-on activities and group collaboration. Amina, who has always loved participating in such projects, feels a flicker of excitement. The teacher stands at the front of the room, explaining the project. She then turns to Amina and says: "Now Amina, I know in your society, girls are not allowed to do this kind of thing, but here in our school, your classmates will help you." Amina feels the weight of every eye in the room turn toward her. Her cheeks flush with embarrassment and anger. She wants to disappear into her chair. The class falls into an awkward silence. Some of the trainees look at Amina with curiosity, others with pity.

2. Meet Mary, a child from a low-income family. She is enrolled in a public school where there's a subsidized lunch program for trainees from low-income households. Despite being eligible for the program, Mary is singled out and stigmatized by classmates and sometimes even teachers because they receive free or reduced-price meals. During lunchtime, trainees who are part of the subsidized program might be given different coloured meal tickets or must stand in a separate line, making it obvious to everyone that they are receiving assistance. Some classmates may tease or bully the child for being "poor" or "needy," further exacerbating their feelings of shame and inferiority.

3. Meet Alex, a child from a low-income family, who is enrolled in a public school. His class is assigned a project that requires specific technology. Alex realizes that he cannot afford these materials. Despite this, he is determined to participate and asks the teacher for assistance. However, instead of receiving support, Alex faces discrimination from both the teacher and some of his classmates. The teacher might make insensitive remarks about Alex's economic status, implying that he should have been better prepared or that his family should provide for his needs. Meanwhile, some classmates might tease Alex for not being able to afford the materials, further isolating him socially.

4. Meet James, a teenage boy who enjoys expressing himself through fashion that doesn't adhere to traditional gender norms. James feels comfortable wearing a variety of styles, including clothing typically associated with girls, such as skirts and colourful accessories. One day, James decides to share a photo of himself on social media, showcasing



his latest outfit—a skirt paired with a vibrant blouse and accessories. While James expects some positive feedback from friends who appreciate his unique sense of style, he is unprepared for the onslaught of hateful comments and messages that flood his notifications. Some of James's classmates and acquaintances mock his clothing choices, calling him derogatory names and questioning his masculinity. They accuse him of being "weird" or "unnatural" for wearing clothes typically associated with girls. Others go as far as creating memes or sharing edited images of James with mocking captions, spreading the ridicule to a wider audience.

Assessment for Non-discrimination and equity

The purpose of this evaluation is to reflect on your learning experience, assess the knowledge and competences acquired, and consider how you will apply them in your professional context. Your evaluation should be concise, up to three pages in length, and follow the structure outlined below.

Structure for reflective evaluation:

My starting position

a. Reflect on your prior knowledge or experience related to the content of the module.

Guiding Questions:

- b. What was your initial understanding of the topic before the training?
- c. Did you have any specific expectations or goals for this training?

What did I learn (insights and competences)

- Discuss the new insights and skills you acquired throughout the module.

Guiding Questions:

- What key concepts or ideas did you take away from the training?
- How did your skills and competencies develop as a result of the programme?
- Which learning activities or resources contributed most to your progress?

Describe One Example You Will Apply in Your Educational Context

- Provide a specific example of how you will implement what you learned in your professional or educational practice.

Guiding Questions:

- What practical strategies or methods will you use?
- How do you think this application will impact your work or learning environment?
- Are there any challenges you anticipate while applying this in your context?

Where Do I Need More Information or Additional Sources?

- Identify any areas where you feel further knowledge or resources are needed to enhance your understanding or competence.

Guiding Questions:

- Which topics or skills require more clarity or depth?
- Are there specific challenges you encountered during the training that you still need to address?

Who Can Help Me Find This Additional Information and/or Sources?

- Consider the people or resources that can support you in obtaining the additional information or skills you need.

Guiding Questions:

- Who within your professional network or institution can assist you?
- What external resources, such as literature, online courses, or experts, could provide useful information?

Assessment for Understanding ourselves and others and Dialogue

The trainee receives a sample of slots to choose to do an assessment. The trainee gets a video with 6 stops where she/he has to reflect on the following aims: to describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours, to describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations, to describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others, to perform empathy and active listening skills to improve the mutual understanding, to respond to difficult messages/contents without (self)blame or (self)criticism to maintain connection/communication, to perform empathic listening and honest speaking skills to improve understanding of different opinions.



GRADE B sustainable communication - continuous training

Grade B covers the continuous training on sustainable communication. The description of the Grade B training programme follows the same structure as in Grade A. The main structural component consists of five modules covering the entire learning content. First, the key concepts of the five modules are described (although more elaborated than in Grade A), followed by a summary of all learning activities carried out in physical (face-to-face), blended, and virtual learning formats. Upon successful completion of the continuous grade on sustainable communication, trainees obtain an EU micro-credentials of 6 ECTS.

MODULE 1B: Universal Human Rights and Values

Objectives (O) and expected learning outcomes (LO)

O1.1. To analyse and assess the impact of human rights principles on peoples' lives, particularly focusing on their educational opportunities and prospect.

LO 1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.

O1.2. To develop communication strategies that emphasize understanding and cooperation to articulate human rights issues, fostering open and respectful dialogue.

LO 1.2B To employ non-violent communication methods effectively in digital media platforms in creating advocacy actions for human rights within educational settings.

O1.3. To promote/develop cooperative, human rights sensible problem-solving strategies among (different) educational agents (staff, pupils, parents, stakeholders).

LO1.3B. To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts.

Key Concepts

Grade B of this module explores the following topics:

- The origin and evolution of universal human rights: the history of universal rights, their chronological evolution, and the reasons they became a norm in modern international treaties. The impact on contemporary society.

- Universal human rights and cultural challenges: the discrepancies that may arise between the application of universal rights and cultural differences in various regions of the world, considering how local traditions or religions can conflict with international norms. Ways to apply and adapt these rights to local specifics.
- The impact of universal human rights on national policies: starting from how these rights influence the legislation and policies of UN member states and how they are integrated into the legal frameworks of various countries.
- The role of education in promoting universal rights: analysing how education can play an important role in raising awareness and implementing universal human rights.

1. Universal and Key Values

■ The framework

The role of universal and key values is fundamental for the development of a society based on mutual respect, cohesion, and intercultural understanding. Emerging from the need to create a common framework that promotes human dignity and fundamental rights, responding to the challenges and conflicts of the past and present, the existence of these values is justified by their contribution to building healthy social relationships and avoiding discrimination and intolerance (Parek, 2008). They not only provide a moral guide for individuals and communities but also serve as a reference point for institutions and organizations in promoting an inclusive and equitable environment. Over time, these values have gained an international dimension, becoming integrated into the legislation and policies of many states and forming a foundation for global collaboration.

The fundamental values or key values are established at a national level but within a broader context. The absence of a predefined set of values for all communities grants them unique intrinsic worth, serving as the foundation of the Universal Declaration of Human Rights, thus allowing these values to be regarded as universal. Adapting them in line with our current times helps to avoid confusion between stereotypes and values education, making it possible to address this matter inclusively.

Educational strategies are designed to help schools implement these principles coherently. While promoting values is not tied to a specific nation, it offers young people the opportunity to explore and understand their own identity and that of others. Discussions on this topic can start by recognizing that our identity is multi-layered, and identifying with



these layers can support the expression of individual uniqueness, thereby fostering mutual respect and tolerance for diverse beliefs and values (Donnelly, 2013).

Schools need to create safe environments where students can address complex issues of citizenship, equality, and belonging, and express differing ideas as they seek their place in the world. They can stimulate the development of critical thinking, the understanding of propaganda and persuasive techniques, and support the formation of the knowledge and skills necessary to combat stereotypes, prejudice, and hatred.

Existing practices in schools that promote the spiritual, moral, social, and cultural development of students – including activities on citizenship and community cohesion, anti-bullying efforts, and initiatives to promote equal opportunities – can support schools in meeting these requirements. Education in the spirit of fundamental values is not only a preventive measure but an essential component of preparing young people for life (Anand & Sen, 1996), forming active citizens who respect others and challenge prejudice and discrimination. Schools can reinforce and expand on these practices to implement core values, thereby fostering cohesion, understanding, and a sense of belonging.

Universal values in society. The role in guiding individual behaviour and decision-making process.

Values establish a foundation for shaping our attitudes, opinions, and actions. Effective schools define their core values clearly and emphasize them strongly in setting expectations for staff, students, parents, and visitors. Research has shown that schools with a well-defined, inclusive set of values consistently reflected in their policies and practices – and understood by both staff and students – experience better behaviour, enhanced safety, and a decrease in unacceptable behaviours like violence and bullying (Ofsted, 2012). An essential aspect of universal values is their ability to create a common framework for individual behaviour, regardless of cultural or social background. In a world characterized by diversity and interdependence, universal values provide a shared reference point for individuals, helping them to make decisions aligned with the common good. By adopting and applying these values, individuals develop a set of moral benchmarks that shape their thinking, priorities, and actions, facilitating harmonious interactions and preventing conflicts rooted in cultural or social differences.

In the decision-making process, universal values play a specific role in evaluating options and potential consequences. Decisions based on respect for others' dignity and rights

contribute to an environment of trust and cooperation, where individuals consider not only personal advantages but also the impact on others. For example, in situations involving ethical dilemmas, individuals who adhere to values like fairness and compassion will seek solutions that not only respect the fundamental rights of all involved but also promote balance and justice. Thus, universal values provide an ethical framework that can guide decisions in a fair and moral way, preventing behaviours that might harm others (Arat & Zehra, 2006).

Universal values and specific cultural values

The dichotomy between universal values and specific cultural values is essential for understanding the diversity and complexity of the communities we are part of. While universal values are principles that transcend cultural and religious differences, being considered applicable to all people, specific cultural values reflect the traditions, beliefs, and customs of a particular society or community. This distinction is important for understanding how global perspectives and specific cultural needs can be harmonized, respecting both diversity and the unity of humanity.

Universal values are fundamental principles that most cultures and societies consider essential for human well-being and progress. Examples of such values include respect for human dignity, equality, justice, and freedom. These values are recognized in international treaties, such as the Universal Declaration of Human Rights, which establishes fundamental rights for all people, regardless of cultural or ethnic background. Universal values were formulated as an attempt to create a common ethical framework to prevent conflict and discrimination on a global scale. Therefore, they are designed as benchmarks that can be applied across all cultures and societies, regardless of their specific characteristics.

In contrast, specific cultural values are principles and norms that develop within a society based on its history, religion, customs, and way of life. These values are profoundly influenced by geographic and historical context and can vary significantly from one culture to another. For example, in some cultures, the extended family and intergenerational solidarity are fundamental values, while in others, greater emphasis is placed on individualism and personal autonomy. Specific cultural values may also include norms related to respect for authority, the practice of religion, holiday traditions, and life ceremonies (such as marriage or funerals). These values contribute to a community's cultural identity and are often passed down from generation to generation, playing an essential role in maintaining social cohesion.



Differences between universal values and specific cultural values can generate tensions, especially when cultural norms conflict with universal principles of justice and equality. For instance, in some cultures, there are norms that promote traditional gender roles, which may contradict universal values of equality and equal rights for men and women. In such cases, complex questions arise about how to respect both local culture and fundamental human rights principles. Some experts argue that universal values should be applied in all cultures without exception to protect human dignity and prevent abuses. Others, however, suggest that cultural specificities should be respected and integrated into the application of universal values to avoid imposing external norms that may be perceived as inauthentic or invasive.

Nevertheless, universal and specific cultural values are not always in conflict; often, they can coexist and complement each other. For example, the concept of respect for others, present as both a universal value and a cultural value in many societies, may vary in form but remains essential in human relationships. Respect for elders, a value specific to many cultures, can be considered a particular expression of respect for human dignity, a universal value.

Moreover, cultural values can evolve and adapt to the contemporary context, where global interactions are more frequent. The process of globalization has contributed to an exchange of ideas among cultures, and universal values have gradually started to integrate into various societies, influencing traditional cultural norms. Thus, a convergence can be observed between universal values and specific cultural values, allowing the maintenance of a distinct cultural identity within an interconnected global society.

In this way, the differences between universal and specific cultural values reflect human diversity and the complexity of how individual and collective identities are built. Universal values provide a common framework of fundamental principles, while cultural values add specificity and depth to the human experience. In an interdependent world, recognizing and respecting both universal and specific cultural values are essential for building a balanced and harmonious society.

2. Advocacy And Implementation of Human Rights

The specific evolution of access, equity and quality in education

The role of international organizations and NGOs

The promotion and protection of human rights at the global level is a complex and multidimensional effort carried out by international organizations, such as the United Nations (UN) <https://www.un.org/en/>, and non-governmental organizations (NGOs). Their activities include monitoring human rights violations, pressuring governments to comply with international standards, providing direct support to victims, and conducting awareness-raising campaigns to generate systemic change.

A consistent role of international organizations and NGOs is to collect, analyse and disseminate data to document abuses and identify patterns of systemic rights violations. For example, the Office of the United Nations High Commissioner for Human Rights (OHCHR), UN Human Rights Office, publishes reports based on information collected on the ground, providing insight into human rights conditions in specific countries or regions. NGOs such as Amnesty International (<https://www.amnesty.org/en/>) and Human Rights Watch, (<https://www.hrw.org/>) complement these efforts by conducting independent investigations, based on methods that include field visits, interviews with victims and witnesses or analysis of secondary sources (government documents and media reports). The results of the monitoring process serve multiple purposes: they provide evidence for advocacy campaigns, inform international diplomatic institutions and support legal proceedings against perpetrators of human rights abuses, aiming to hold perpetrators accountable and deter future acts of human rights abuse.

The term "advocacy" comes from the Latin word *advocare*, which means adding a voice. Advocacy can be considered any action that pleads for a cause, recommends or defends an action, or supports others or even us. Effective advocacy is not merely an act of expressing support; it must be followed by clear and intentional actions to gain support and create a context for positive change (Sharma, 1996).

Challenges in implementing Human Rights and the importance of education in promoting them

The implementation of human rights worldwide faces significant obstacles, often rooted in systemic problems, that undermine the effectiveness of human rights frameworks,



delay justice for victims and perpetuate cycles of abuse. Addressing these barriers requires not only institutional mechanisms, but also the transformative power of education, which can raise awareness among all stakeholders. (Pulman, Sloan & Fenge, 2024).

In an educational context it can foster awareness and empower marginalized communities to know and claim their rights. The successful implementation of human rights requires a stable and cooperative political environment, adherence to the rule of law, and sufficient resources. However, these preconditions are often absent in regions affected by systemic governance issues and conflict (Devlin-Foltz et al., 2012).

Possible challenges:

Political instability disrupts the institutional capacity to implement human rights, particularly in fragile states undergoing regime change, revolution or social unrest. In such contexts, weak governance structures are often unable to uphold the rule of law, leading to unchecked violations of rights.

Corruption erodes public trust in institutions, diverts resources away from public welfare and undermines justice systems, constituting a significant obstacle to the implementation of human rights.

Armed conflict creates environments in which human rights violations, including war crimes and crimes against humanity, occur with impunity. In such contexts, the protection of civilians often takes second place to military and strategic objectives. Despite international legal frameworks designed to mitigate such abuses, continued violence and geopolitical tensions have made responsibility difficult to track down.

The **lack of political will** to prioritize human rights is a constant challenge, particularly in authoritarian regimes or states with competing political agendas. Leaders in such contexts may resist reform, suppress dissent or manipulate legal systems to stay in power. The lack of political will to recognize and address these violations, combined with international inaction, can perpetuate a cycle of abuses and persecutions (Jackson, 2014).

Education enables individuals to understand their rights and recognize violations, empowering us by equipping them with the knowledge and skills needed to advocate for human rights and participate in decision-making processes. Also, education strengthens the capacity of civil society actors, including activists, lawyers, and community leaders, to engage in effective human rights advocacy. Training programs, projects, workshops provide

these stakeholders with the tools to document violations, navigate legal systems, and mobilize communities.

■ **Advocacy campaigns and their impact: strategies and stages**

Advocacy campaigns play a transformative role in advancing human rights globally, by raising awareness, pressuring decision-makers, and fostering societal engagement. These initiatives have contributed to landmark legislative reforms and cultural shifts, representing the cornerstone of efforts in promoting and protecting human rights as a mean of influencing policy, changing public attitudes or bringing about legislative and social change. Successful campaigns often combine strategic planning, effective messaging and collaboration between different stakeholders to address specific human rights issues. The impact of successful advocacy campaigns depends on the theme of the campaign and the realization of the steps involved in designing and executing an effective campaign.

Adaptability, meanwhile, requires responding to unforeseen developments, such as political shifts, public sentiment changes, or logistical challenges. A structured approach equips campaign organizers with the flexibility to pivot strategies while maintaining alignment with overarching goals.

The success of an advocacy campaign is deeply rooted in its foundation, which requires careful planning and disciplined execution. Planning provides the framework to identify the issue at hand, understand its nuances, and determine achievable goals. Without this foundational work, campaigns risk being fragmented or misaligned with the target audience or key decision-makers, diminishing their potential for impact.

■ **Key stages of an advocacy campaign**

Identifying the problem

The first step is to define the problem to be addressed. This involves understanding the nature, scale, and root causes of the issue through research and data analysis. Clearly articulating the problem helps establish the campaign's focus and urgency.

Setting objectives and goals

Objectives should be SMART (specific, measurable, achievable, relevant, and time-bound). Goals may include legislative reform, raise public awareness, or increasing funding for specific programs.

Identifying the audience



A successful campaign targets multiple audiences, including policymakers, community leaders, and the public. Understanding the needs and perspectives of these groups helps tailor messages that resonate and drive action.

Creating the message

The campaign message should be concise, emotionally compelling, and aligned with the audience's values. It often includes slogans, visuals, and stories to personalize the issue and build empathy.

Developing an action plan

The action plan outlines the steps necessary to achieve the objectives, including timelines, roles, and activities. It ensures coordination and efficient resource allocation

Mobilizing resources and partnerships

Securing financial, human, and technical resources is fundamental to the campaign's success. Collaborations with other organizations, influencers, and local communities enhance the mean and impact.

Implementing the campaign

Implementation involves executing planned activities, such as organizing events, distributing materials, engaging with the media, and influencing decision-makers. Flexibility is a key to adapting to unforeseen challenges.

Evaluating the impact

This stage assesses the extent to which objectives have been met and identifies areas for improvement. Methods include surveys, media analysis, and stakeholder feedback.

Ensuring sustainability and progress monitoring

Long-term impact requires sustained advocacy and monitoring progress to prevent backsliding. Institutionalizing changes through policies or education can ensure durability (Buckley, 2009).

3. Human Rights in the Digital Era

In an increasingly digitalized world, technology significantly influences universal rights such as privacy, freedom of expression, and access to information. Social media platforms and artificial intelligence have transformed the way people interact and share

information, but it also raises concerns about online monitoring, digital surveillance, and the unauthorized use of personal data. Measures such as the General Data Protection Regulation (GDPR) aim to safeguard privacy rights, yet there is a pressing need for stronger regulations to address the challenges posed by evolving technologies.

■ **Freedom of expression online**

It requires a delicate balance between protecting speech and managing issues like hate speech, disinformation or harmful content. While the internet offers unprecedented opportunities for individuals to voice their opinions and engage in public discourse, it also amplifies harmful rhetoric that can incite violence, spread falsehoods, and target vulnerable groups. Addressing these challenges without infringing on the right to free expression is a complex task requiring nuanced approaches (Joyce, 2015).

Certain governments impose digital censorship under the explanation of maintaining public order or combating harmful content, but such measures often extend to keeping silent or limiting access to diverse viewpoints. This not only suppresses legal political expression but also diminished democratic values, citizens being deprived of the opportunity to get in contact or present varied perspectives. Similarly, digital platforms, tasked with moderating vast amounts of content, sometimes overstep by removing lawful and meaningful speech, raising concerns about their accountability and adherence to free speech principles.

Transparency in how platforms manage content is required to ensure fairness and build public trust. Transparent policies and consistent mechanisms for appeal can help prevent abuses and establish guidelines that balance free expression with the need to address hate speech and disinformation. Striking this balance ensures that the internet remains a space for consistent dialogue while keeping individuals and communities away from harmful context.

■ **Access to the internet as a fundamental right**

Access to the internet enables the exercise of essential rights such as education, work, freedom of information or participation in civic life. The internet has become a vital tool for learning, economic opportunities, communication, and democratic engagement at the same time (Coccoli, 2017).

The recognition of internet access as a fundamental human right reflects its transformative role in advancing equality and inclusion, being also essential for achieving global equality and empowering marginalized groups. Recognizing its importance in



empowering individuals with opportunities to learn, work, and participate in democratic processes, regardless of their geographic or socioeconomic background it is aimed in order to ensure that the benefits of the digital age are shared by all (Song & Ma, 2022).

■ Digital harm: hate speech, cyberbullying, and online violence

Hate speech undermines the dignity and humanity of individuals by targeting them based on their race, religion, gender, sexual orientation, or other aspects of their identity. It spreads intolerance and discrimination, creating hostile digital environments that marginalize vulnerable groups. By amplifying prejudices, hate speech weakens social cohesion and often deters meaningful participation in public discourse, silencing the voices of those most affected.

Cyberbullying is a form of repeated digital harassment or abuse that can range from personal attacks to public humiliation. It inflicts deep emotional and psychological harm, often leading to anxiety, depression, and even self-harm in severe cases. Its victims are frequently young people, but anyone can be targeted, particularly those in vulnerable positions. The anonymity of online platforms exacerbates the problem, allowing perpetrators to act without fear of immediate accountability (Cohen-Almagor, 2022).

Online violence encompasses a broad spectrum of harmful behaviours, including threats, doxing, non-consensual sharing of images, and exploitation. It disproportionately impacts women, minorities, and other marginalized groups, fostering fear and insecurity in digital spaces. These acts often have far-reaching effects, spilling over into offline realities by compromising personal safety, limiting freedom of expression, and excluding victims from the social and economic opportunities the internet offers.

These actions perpetuate systemic inequalities and discourage meaningful participation in online spaces. Effective strategies that integrate policy enforcement, education, and user empowerment are essential for tackling these challenges while upholding the core values of freedom of expression.

■ Manipulation and disinformation in the digital environment

Manipulation and disinformation in the digital environment pose significant threats to democratic processes and the integrity of public discourse. Digital platforms offer wide access to information, but it is also a place for spreading false and manipulative content (Doskich, 2022).

The phenomenon of fake news undermines the very foundation of informed decision-making, eroding public trust in institutions, media or expertise. Peoples exposed to disinformation may become unengaged, misled, weak in their ability to make informed choices, threatened by manipulation or anti-democratic actions. The impact is recognized in influencing public opinion on critical issues or creating doubt about scientific consensus.

Efforts to combat disinformation require a multiple approach. Digital literacy programs can contribute equip citizens with the skills to critically evaluate information and recognize manipulative content. Transparent algorithms and accountability from tech companies are also crucial, as platforms must take responsibility for the content they amplify. International cooperation can help regulate cross-border disinformation campaigns, while fact-checking initiatives and independent media play a vital role in countering false narratives (Marwick & Lewis, 2017). Safeguarding democratic processes in the digital age demands a collective effort to uphold citizens right to accurate and trustful information. Protecting democracy in the digital era means creating an informed public capable of critically engaging with the vast array of information they encounter.

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MODULE 2B: EU Values and Identity

Objectives (O) and expected learning outcomes (LO)

O2.1. To value, promote, and apply strategies that respect human dignity, human rights, and cultural diversity in professional life.

LO2.1B. To perform human rights-sensitive strategies in solving specific situations in culturally diverse classrooms.

O2.2. To communicate and cooperate respectfully with people having different cultural and social background

LO2.2B. To treat everybody as equally valuable in professional communication and relationships.

O2.3. To actively promote and encourage cultural diversity, variety, and inclusive education in educational contexts and practices.

LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations.

Key Concepts

1. Identity – Ethnic, National and European

The discourse of identity includes two conflicting points of view: on the one hand, identity defined as stable, clearly perceived, internalized in one's culture, on the other hand, identity consisting of multiple subjectivities acquired and constructed by a person. Postmodernism, poststructuralism, symbolic interactionism, and many other contemporary sociological theories emphasize the latter concept of identity, highlighting the relative and ever-changing nature of identity. In this case, identity becomes a matter of multiple options between Self, Other and social environment.

The distinction between ascription and achievement is very apt in the context of identity. **Ascribed identities** are mostly determined, such as race, ethnicity and sex. **Achieved identities**, on the contrary, are about individual choices, such as gender, occupation, values, professional mobility, power, class, status and education (Zajda, 2022). The concept of multiple identities reflects on this duality, acknowledging that our identities



includes both traditional solid, fixed categories and constructed elements through social relations with other individuals, groups and cultures. So, we can distinguish two sides of the concept of identity: *objective* and *subjective*. On the one hand, identity is characterized by the specific aspects of social reality, which are regarded as objective. On the other hand, identity is a construction, i.e. the subjective creation of identity in the individual level of *self-reflection* and collective level of *body politics*.

In contemporary world, as Z. Bauman rightly observes “the scope for belonging to communities that you choose, rather than communities that choose you, has been broadened by consumerism, increasing levels of education, personal mobility and greater visibility for minority groups” (Bauman, 2010). Many contemporary theorists emphasize that unlike the old-style identity of prescriptive nature, the reflexive self-identity is much more disposable and changeable. Still, we should admit that even in our contemporary societies people often ascribe an identity to someone else based on stereotypes. Thus, the recognition of the problem of the relationship between the individual and the society is the starting point of the more inclusive identity politics.

The modern concept of multiple identities, understood as multiple subjectivities, means that identities are very complex and diverse. It is important to note that it would be a mistake to underestimate the importance of both historical and cultural roots, and to overestimate the modern opportunities to individually change and construct one's identity. 2020 Eurobarometer survey results indicate that the most important identities of EU citizens are their family (81%) and national identity (73%). According to this survey, 61% of respondents identified themselves with ethnic or racial background, while being European only 56%.

The relationship between ethnic, national and European identities is very important, especially considering human rights sensitive strategies in solving specific situations in culturally diverse classrooms. Inclusive educational settings should incorporate both **global** and **local** perspectives of identity. A global perspective indicates universal humanistic discourse in a sense of famous saying of Comenius: ‘we are all equally human’. On the other hand, local identities are defined by a particularistic discourse indicating specific culture, language, religion, values, and place. The ambiguous relation between global and local identities can generate not only many conflicts, but also opportunities for future of community cohesion.

One of the most important elements of local cultural identity is **language**. The problem is that very often language indicates not only the identity created by the person himself, but also the perception of social environment. Other people often see the language as a sign that imposes a fixed identity: you are what language you speak. Although there is very strong connection between language and belonging to ethnic or national group, identity is much more fluid concept, as already mentioned. Prescription of language to fixed identity is the case of reification, when society attributes concrete form to an abstract concept.

The European Education Area initiative stresses the importance of multilingualism as the instrument of more inclusive education and training systems in member states. The European Commission emphasizes that “languages define personal identities, but they are also part of a shared inheritance. They can serve as a bridge to other peoples and cultures by promoting mutual understanding and a shared sense of European identity” (Communication from The Commission to The European Parliament, The Council, The European Economic and Social Committee and The Committee of The Regions, 2008). It is important to note that not only foreign language skills by itself contribute to intercultural and social cohesion, but also how teachers integrate different languages in educational practises.

One of the tools that promote not the conflicts but the cohesion between different social identities, and of multiple identities is the so-called **translanguaging** or bilingual practices in the classrooms. But it should also be noted that translanguaging can be used in both ways: as liberating practice providing different communities with socially just education, but also as minoritisation of language communities and stereotyping bilingual students as having “no language at all” (Garcia, 2020). The reflective understanding that translanguaging can simultaneously oppress and minoritize bilingual communities is the only way to use this practice as liberating and not stigmatizing.

In conclusion, the recognition of multiple social identities is central to the implementation of EU values in the context of education. Potential conflicts of different identities are a risk factor with potentially dangerous consequences both, at the individual and social level. The understanding and acceptance of different perspectives, different cultural backgrounds, different languages and focus on similarities rather than differences is one of the practical guiding principles to break free from stereotypes, biases and discrimination.



2. EU Values – Inclusive Education

To promote inclusion in schools, teachers must embrace diversity as a strength, recognize and value the diverse backgrounds, languages, and cultures students bring to the classroom and foster an inclusive classroom environment where all students feel respected and valued (European Commission, 2018). For that, they must adhere to high ethical standards, ensuring fairness and equity in all interactions and treat all students with respect and avoid any form of favouritism or bias. But, for being able of doing so, they must continuously reflect on personal attitudes and practices regarding diversity and inclusion as well as engaging in self-assessment and seek feedback to improve equitable practices based on knowledge and understanding.

First, by developing a deep understanding of the social, cultural, and linguistic diversity of the student population as well as staying informed about the challenges faced by different student groups and adapting teaching practices accordingly as Banks (1993), Darling-Hammond (1997, 2005) and Ladson-Billings (2001), among other authors, have been stressing.

Second, implementing inclusive teaching strategies that accommodate the varied learning needs of students, using teaching materials and resources that reflect the diversity of the student body, as Sahlberg (2011, 2014) illustrates in the Finnish case.

To accomplish that, they need to develop professional skills such as effective communication, i.e., to communicate effectively and respectfully with all students, ensuring clarity and understanding using inclusive language and avoiding any discriminatory or biased remarks, which TASC project foresees to contribute to.

Classroom management skills in creating a classroom environment where all students feel safe and valued as well as establishing and enforcing fair and consistent rules and expectations are also needed (Darling-Hammond, 2005).

However, as “one swallow does not make a Spring”, a single teacher won’t be able to succeed to implement inclusive education alone, therefore collaboration and teamwork will be also necessary. To work collaboratively with colleagues, parents, and the community to support the diverse needs of students and share best practices and resources on inclusive teaching within the professional community impose (Fullan, 2020).



On the other hand, specific strategies for equitable treatment, like differentiated instruction, including tailored instruction to meet the diverse learning needs and styles of all students as well as providing additional support and resources to also benefit students who may need them are also needed. On the top of that, equitable assessment by using a variety of assessment methods to give all students the opportunity to demonstrate their learning will ensure that assessments are fair and unbiased (OECD, 2012).

In fact, for teachers acting in that way, i.e., performing a culturally responsive teaching demands them to incorporate students’ cultural references in all aspects of learning and to design lessons that are relevant to and respectful of students’ cultural backgrounds. Which means that bias training and awareness is necessary. They must, therefore, to participate in professional development programs focused on recognizing and addressing unconscious biases and apply strategies learned to minimize biases in teaching practices and interactions with students (European Commission, 2012, 2018).

Moreover, they must be prepared to advocate for and adhere to school and district policies that promote equity and inclusion as well as to ensure these policies are communicated clearly to all staff, students, and parents (Fullan, 2014). Which could be achieved by activities, events, and programs that celebrate diversity as well as encouraging student participation in creating an inclusive school environment.

So, professional development and continuous learning impose to be focused on diversity, equity, and inclusion for staying updated with current research and best practices in inclusive education (Council of the European Union, 2020).

For improvement, it will be useful to conduct regular self-assessments assessing personal progress in treating all students equally using tools and frameworks provided by the EU. Teachers’ inclusive practices could also benefit from establishing channels for students and parents to provide feedback on teaching practices and classroom environment, to make necessary adjustments and improvements. Collecting and analysing data on student performance and engagement allow to identify and address any disparities, refining teaching practices to ensure they are equitable (OECD, 2019).

By aligning with the European Union teacher profile and implementing these strategies, teachers can ensure that they treat all students as equally valuable, fostering an inclusive and supportive learning environment.



3. European Teacher Identity and Values – Democratic Education

One of the main European Union values which should be strongly advocated and implemented in teaching environment is democracy. The concept of democratic education is not new. Already at the start of 20th Century, John Dewey, philosopher of democratic education, noted that democracy is mainly not about political institutions, but about people commonality, interactions, honouring of differences, learning from listening, and finding agreement.

Democratic education, in a strict sense, means learning based on personal decision-making: the student chooses what, how much, when and with whom to learn. But it should be noted that democratic education is a much wider concept, encompassing the theories of **social democracy** and deliberative democracy. The principle of social democracy, in this case, encourages the build of a community based on the ideas of democracy and equality: respectful and equal relationship between student and teacher, agreements and rules relevant to the community are jointly created, problems are solved together.

In the model of **deliberative democracy**, deliberative process itself is considered the essence of democracy, not voting, constitutional rights or even self-government. Deliberation is a much more widely applicable procedure than the conventional attributes of electoral democracy. In other words, deliberation allows to expand the space of democracy. For example, a school or a university also becomes a communicative public space subject to deliberative procedures.

Framework for democratic learning environments, as explicated by Nathan et al. (2024), define four pillars:

- Democratic education emphasizes the open flow of ideas and choices, regardless of their popularity.
- Democratic education is a high-quality equitable education and is accessible to and inclusive of all people.
- Democratic education contributes to the common ‘good’ through active engagement, consensus, and compromise.
- Democratic schools organize students, parents, social institutions, and the larger community collaboratively to achieve their goals and to solve their and society’s most urgent challenges.

First principle of open flow of ideas and choices is strongly connected with the idea of **freedom of speech**. From the dialogue circles and self-governing spaces for students to the realization of different communities that they are affected by systemic oppressions – all these are human rights sensitive strategies to implement democratic communication. Socio-emotional learning and the role of empathy, mindfulness of cultural or religious differences create opportunities to explore unsolved tensions and conflicts.

Similar concept of **deliberative communication**, delineated by Englund (2016), implies communication in which:

- Different views are confronted and arguments for these different views are given time and space to be articulated and presented,
- There is tolerance and respect for the other and trainees learn to listen to the other person’s arguments.
- Elements of collective will formation are present, i.e. an endeavour to reach consensus or at least temporary agreements or to draw attention to differences.
- Authorities or traditional views (represented, for example, by teacher, parents and tradition) can be questioned, and there are opportunities to challenge one’s own tradition.
- There is scope for students to communicate and deliberate without teacher control, i.e. for argumentative discussions between students with the aim of solving problems or shedding light on them from different points of view.

The concept of ‘**common good**’ is crucial in any democratic theory. However, it should be noted that collective will, in this case, is formed through consensus or temporary agreement, but not by imposing authoritarian will by teacher or other authority. The purpose of deliberation in public space or classroom, in this case, is to try to agree on justice and the common good. Of course, a final universal solution is impossible - the content of consideration always remains open. Only rules and procedures can be universal. Although any notion of the common good is always open to question, this does not mean that the effort to reach agreement itself is futile. What is important is the attempt, the consideration, the communication, not even the result itself.

Of course, the deliberative model, like all democratic education, also has practical difficulties. There is a risk that deliberation will privilege dominant groups and thereby marginalize other groups. The second danger is what is referred to in psychology as the



mechanisms of groupthink. To avoid these shortcomings Graff (2022) suggests that any practical format of deliberation should meet three criteria: a) diversity, b) reason giving and c) effectiveness.

In summary, democracy carries the promise of equality, therefore democratic education should not forget that not only consensus is important, but even more important are the ideas of inclusion, respect, equality, and impartiality. A European teacher implementing the value of democracy should adapt and apply appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations.

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MODULE 3B: Non-discrimination and Equity

Objectives (O) and expected learning outcomes (LO)

O3.1. To understand the dynamics of discrimination and its impacts on people's lives (attitudes, behaviours, chances) and interactions (equality, equity, fairness)

LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings.

O3.2. To promote non-discrimination in educational contexts, using critical and non-stereotypical thinking strategies.

LO3.2B. To persuade for equity and non-discrimination in education and the community, especially for people with challenging socioeconomic backgrounds or who are exposed to gender discrimination to avoid mistreatment.

O3.3. To enhance effective collaboration in diverse educational contexts, regardless of differences, aiming to reach consensus and shared/valued group objectives.

LO2.3B. To implement self-reflecting and negotiating techniques for building consensus in educational context.

Key Concepts

1. The respect of diversity

Discrimination, prejudice, and stigma significantly affect educational processes and contexts, leading to inequities and exclusion. By analysing their impacts, educators can uncover systemic barriers, recognize patterns of inequity, and develop interventions to create inclusive environments that respect and value diversity. This analysis highlights the ways in which biases shape educational experiences and demonstrates the necessity of addressing them to promote equity and inclusivity.

Impact of Discrimination, Prejudice, and Stigma

Discrimination in education often stems from systemic inequities, historical injustices, and institutional practices that marginalize certain groups. Gillborn (2008) emphasizes that race inequality in education is not incidental but deeply entrenched, creating barriers for



marginalized students. Discriminatory practices manifest in resource allocation, access to advanced courses, and disciplinary actions, disproportionately impacting students from racial and ethnic minorities.

Stigma, as illustrated by Kozol (1992, 2005), exacerbates disparities in educational environments, particularly in underfunded schools. Stigmatized students often face lower expectations from educators, negatively affecting their academic performance and self-esteem. Prejudice, including unconscious biases, influences teacher-student interactions, curriculum choices, and assessment practices, perpetuating inequities. Ladson-Billings (2022) underscores the importance of culturally responsive teaching to counteract these biases and affirm diverse identities.

Examples of Situations

- **Classroom Dynamics:** Implicit biases may lead teachers to call on certain students more frequently, undermining the participation and confidence of others. For instance, Banaji and Greenwald (2016) show how implicit biases subtly shape educator behaviour, often disadvantaging students from marginalized backgrounds.
- **Disciplinary Practices:** Studies such as those by Rollock et al. (2015) reveal how Black and low-income students are disproportionately disciplined compared to their peers, highlighting systemic bias in educational policies.
- **Curricular Representation:** As Banks (2016) points out, the absence of diverse perspectives in curricula marginalizes students from underrepresented groups, limiting their engagement and sense of belonging. Curricula that integrate diverse histories and contributions foster inclusivity and respect for diversity.
- **Intersectional Challenges:** The intersection of race and class creates compounded barriers. For example, students from low-income, minority backgrounds may face challenges related to both, socioeconomic status and racial discrimination, as demonstrated by Archer (2003) and Mendick et al. (2010).

Recommendations for Addressing Discrimination

- **Professional Development:** Training educators to recognize and address their own biases is crucial. McIntosh (1989) advocates for reflective practices that help educators understand privilege and systemic inequities.

- **Inclusive Policies:** Developing anti-discrimination policies, informed by student voices, ensures that schools actively work to counteract biases and promote equity.
- **Culturally Responsive Teaching:** Incorporating students' cultural backgrounds into teaching practices, as emphasized by Nieto and Bode (2013), fosters respect and inclusivity.
- **Mental Health Support:** Recognizing the psychological impacts of stigma, schools should provide resources to support the mental health and self-esteem of marginalized students.

Conclusion

Analysing the impact of discrimination, prejudice, and stigma on educational processes reveals the systemic and interpersonal barriers that hinder equity and inclusivity. This analysis provides valuable insights into creating environments that respect and value diversity. By addressing these issues through targeted interventions, inclusive policies, and culturally responsive teaching, educators can ensure that all students have the opportunity to thrive. This commitment to equity not only enhances educational outcomes but also fosters a more inclusive and respectful society.

2. *The non-discrimination path*

Socio-economic and gender equity and non-discrimination in education and the community

Equity and non-discrimination are essential to creating inclusive environments in education and communities. To ensure equal opportunities for all, it is necessary to dismantle barriers stemming from socioeconomic disparities and gender discrimination. Achieving this requires not only equitable policies but also critical thinking about information sources. Validating these sources is crucial since misinformation can perpetuate stereotypes and systemic inequalities.

When teachers hold high expectations for their students' competencies, it fosters a positive educational relationship that can significantly enhance students' academic performance. (Hollenstein et al., 2019; Muntoni et al., 2020). By believing in their students'



abilities and creating an atmosphere of equity and non-discrimination, teachers can motivate and inspire them to reach their full potential.

Validity of information sources

Evaluating the credibility of information in educational settings is vital to promoting equity. Biased instructional materials may reinforce harmful stereotypes or hierarchies. Koster and Litoseeliti (2021) stress the influence of gender biases in educational content, emphasizing the need for critical analysis. Similarly, educators and community leaders play a pivotal role in addressing such biases. Accordingly, to the European Commission, they must challenge discriminatory narratives and foster critical examination of information to empower individuals and support non-discriminatory practices (European Commission, 2019).

Focusing on people with challenging socioeconomic backgrounds

Individuals from low-income backgrounds face significant barriers that hinder access to quality education. Poverty exacerbates educational disparities, which can further marginalize these groups. Emphasizing the societal benefits of educational equity is crucial, as research shows that it enhances social mobility and reduces poverty (Ball, 2021).

Programs addressing the needs of disadvantaged students, such as scholarships, free meals, and mentorships, help mitigate the impact of poverty on educational outcomes. Additionally, reducing stigma around poverty is essential for creating an inclusive environment where all students feel valued. This can be achieved through inclusive curricula that reflect diverse socioeconomic experiences (Akpuokwe, Kuteesa, & Udeh, 2024; Ball, 2021).

Addressing gender discrimination

Despite progress in policy and awareness, gender discrimination in education and communities remains a critical issue. Gender inequities limit opportunities for women, girls, non-binary, and transgender individuals, perpetuating cycles of inequality (UNESCO, 2023; ILGA World, 2024). To address this, it is vital to underscore the economic and social benefits of gender equity. Countries with greater gender equality experience higher economic growth and social cohesion (World Bank, 2024).

Dismantling barriers to gender equity includes tackling stereotypes in subject choices and career paths (Akpuokwe, Kuteesa, & Udeh, 2024). Addressing these issues in educational materials is equally important. Koster and Litoseeliti (2021) advocate for encouraging critical

thinking about gendered messages in textbooks and media. Educators and community leaders must receive training to counteract gender biases in their own behaviour and practices (European Commission, 2019).

Preventing mistreatment due to socioeconomic background and gender discrimination

An integrated approach is needed to address both socioeconomic and gender inequities, combining education, policy reform, and community engagement. Prioritizing equity reduces the likelihood of mistreatment based on these factors. Promoting critical thinking enables individuals to recognize biases and structural inequalities that perpetuate discrimination (ILGA Portugal, 2023).

Programs that provide equitable access to education for low-income individuals can help reduce marginalization. Raising awareness of the impact of poverty on education also fosters empathy and understanding within the community (Ball, 2021).

Gender discrimination can be countered through gender-sensitive education that challenges harmful stereotypes and promotes diverse gender representation in various fields. Prioritizing gender equity in education and the community reduces the risk of discrimination based on gender identity (UNESCO, 2023; ILGA World, 2024).

Ultimately, fostering critical thinking, creating targeted programs for disadvantaged groups, and promoting gender equity contribute to a more inclusive society. This approach minimizes mistreatment based on socioeconomic background or gender, enabling all individuals to thrive and contribute to their communities.

3. The importance of reaching consensus in diverse groups

Understanding consensus in diverse groups

Consensus in a diverse group is the agreement about a decision or idea that emerges from debate and negotiation between the group members. In a diverse group, the most usual type of consensus is the organic consensus, based on functional interdependencies between members rather than common values and norms (Feng, Jing, Chao, Herrera-Viedma, 2024). This type of consensus is an objective in diverse groups such as work teams, communities, or organizations. The aim of achieving consensus is based on the idea that a shared solution has



more advantages than a top-down decision, and this is the motive why most diverse groups are engaging in the time-consuming process of consensual decision-making.

Negotiating a solution has both short-term and medium-term effects. In the short term, the quality of the decision is better because of analysing the problem and the solution from different perspectives. Although a complete analysis of a problem is rarely possible due to bounded rationality (Simon, 2000), the negotiation process could bolster a more satisfactory solution. The prior expertise of members of the group in employing different heuristic strategies is crucial in reaching a satisfactory solution in a fuzzy context (Cabreizo, Chiclana, Al-Hamouz, Morfeq, Balamash, Herrera-Viedma, 2015).

Another short-term benefit is the engagement of members of the group in implementing the agreed solution. Also, there are fewer sources of conflict in the group. In the midterm, reaching a consensus contributes to strengthening the group and social bonds between members. The shared vision and common understanding are important ingredients in group cohesion.

Key elements of reaching consensus

Reaching consensus in diverse groups requires a structured approach guided by several key elements:

- Establishing a clear objective for the group. Consensus must be focused on a specific objective. Without this clarity, discussions can become unproductive. As most problems are ill-defined and lack clear solutions, it is essential to strive for a positive, though not necessarily optimal, outcome. Bounded rationality and wicked problem theory (Kleczek, Hajdas, & Wrona, 2020) suggest that solutions often emerge from navigating uncertainty rather than learning through trial and error.
- Creating a safe space and a brave space. Diversity means group members bring varied backgrounds and perspectives. It is important to foster a safe space—free from discrimination and open to self-expression—and a brave space, where controversial issues can be addressed constructively (Dare, Seiver, Andrew, Coall, Kaerthugesu, Sim, Boxall, 2021).
- Active listening validates and affirms the perspectives shared, enhancing understanding among members.

- Looking for common ground. Rather than emphasizing differences, group members should adopt a positive approach, building on shared understandings to foster agreement.
- Flexibility involves openness to alternative approaches and a willingness to adapt one's position to align with the emerging consensus.
- Decision making. Decision-making can involve voting or consensus-based approaches. While voting works in democratic contexts with incompatible alternative solutions, consensus-based methods are ideal for fostering compromise and building unanimity.

The value and challenges of group consensus

Consensus-building is a valuable process that brings significant benefits to individuals and groups alike. A well-executed consensus fosters collaboration, strengthens social bonds, and ensures higher-quality solutions. Moreover, group members are more likely to engage in implementing decisions, reducing conflicts, and fostering long-term cohesion.

However, reaching a consensus requires effort, open communication, and a collaborative mindset. By overcoming obstacles and applying the right strategies—such as establishing clear objectives, creating inclusive spaces, and practicing active listening—groups can leverage consensus as a powerful tool for effective problem-solving and decision-making.

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MODULE 4B: Understanding ourselves and others

Objectives (O) and expected learning outcomes (LO)

O4.1. To understand the connections between one's beliefs, attitudes, and behaviours.

LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes.

O4.2. To improve communication and interactions with others through a deepened understanding of their mindsets, emotions and needs.

LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.

O4.3. To improve communication and interconnections using efficient interpersonal communication skills.

LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation.

Key Concepts

Welcome to the Understanding Ourselves and Others module, a core component of Grade B within the Teacher Training Manual (TTM), designed to deepen trainees' ability to analyse human differences, cultural influences, and communication strategies for sustainable relationships.

This module provides a structured exploration of three essential concepts: understanding oneself, understanding others, and connecting with others. These elements serve as the foundation for emotional intelligence, cross-cultural competence, and effective communication, enabling educators to navigate diverse interactions with authenticity and respect.

Aligned with Learning Outcome 4.1B, understanding oneself involves a critical examination of the interconnections between beliefs, needs, emotions, and behaviours. Trainees will analyse how cognitive processes, social identity, and cultural conditioning shape individual differences in attitudes and reactions. By integrating insights from Cognitive

Theory (Beck, 1996), Self-Determination Theory (Deci & Ryan, 2000), and Social Identity Theory (Tajfel & Turner, 1979), educators will gain a deeper understanding of how self-perception and emotional regulation influence their interactions with others.

Guided by Learning Outcome 4.2B, understanding others emphasizes how social and cultural backgrounds shape different mindsets and values. Trainees will explore the role of cultural dimensions (Hofstede, 1980, 2011), ecological systems (Bronfenbrenner, 1979), and attachment patterns (Bowlby, 1969) in shaping interpersonal relationships and communication styles. This knowledge will equip educators with the cultural competence necessary to foster inclusive, adaptive, and respectful interactions in diverse social and educational settings.

Reflecting Learning Outcome 4.3B, connecting with others highlights the importance of effective communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy. Through interactive exercises and case studies, trainees will develop skills in nonviolent communication, emotional validation, and trust-building. These techniques empower educators to create strong, supportive, and sustainable relationships within their professional and personal lives.

This module provides a comprehensive and applied approach to self-awareness, cultural understanding, and interpersonal connection, ensuring that educators can develop reflective teaching practices, strengthen their relational skills, and foster compassionate, inclusive educational spaces. Through interactive discussions, case studies, and self-reflection activities, trainees will gain practical strategies to enhance their personal growth, professional resilience, and ability to build strong, meaningful connections in diverse social contexts.

1. Understanding oneself

Understanding oneself is introduced as the foundational concept in Module 4, aligning with Learning Outcome 4.1B: "To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining human differences in reactions and attitudes." This concept is explored through an integrative approach, combining cognitive, emotional, motivational, and social perspectives to explain why individuals perceive and respond to situations differently.

Understanding oneself and human behaviour require an integrated approach that examines the interconnections between beliefs, needs, emotions, and behaviours. Individuals differ in their attitudes and reactions due to a combination of cognitive, emotional,



motivational, and social influences. Psychological theories provide distinct explanations for these differences, each contributing a unique perspective on how people perceive themselves, regulate emotions, and interact with others.

Cognitive Theory (Beck, 1996) suggests that core, intermediate, and automatic beliefs shape perceptions, emotional responses, and behaviours, explaining individual differences in reactions to similar situations. However, human behaviour is also influenced by a social identity, unconscious processes, and cultural factors.

Social Identity Theory (Tajfel & Turner, 1979) emphasizes the role of group memberships in shaping beliefs and behaviours, while Humanistic and Psychodynamic approaches argue that unconscious drives and intrinsic needs, particularly those related to personal growth, self-actualization, and emotional security, influence how individuals interpret experiences and respond to challenges (Deci & Ryan, 2000; Freud, 1915).

Cultural Dimensions Theory (Hofstede, 1980) further expands this perspective by explaining how societal structures shape emotional expression, belief systems, and behavioural expectations.

By integrating these multiple perspectives, we gain a holistic understanding of how internal cognition, emotional regulation, social interactions, and cultural conditioning collectively shape self-perception and behaviour.

Cognitive Theory, particularly Beck's Cognitive Model, provides a structured framework for understanding individual differences in emotions, behaviours, and attitudes by analysing how core, intermediate, and automatic beliefs shape human reactions (Beck, 1996; Beck & Haigh, 2014). This perspective emphasizes that cognitive distortions and schemas play a fundamental role in emotional experiences and behavioural responses.

One of the strengths of Cognitive Theory is its ability to explain why individuals interpret identical experiences differently. For instance, a person with a negative core belief about self-worth may view failure as confirmation of personal inadequacy, while another with a growth-oriented belief system may interpret the same event as a learning opportunity. This highlights how automatic cognitive processes shape self-perception and influence emotional regulation strategies.

However, while Cognitive Theory has been widely supported for its empirical basis in modifying dysfunctional beliefs (Knapp, Kieling, & Beck, 2015), it has been critiqued for oversimplifying the complexities of human emotion and unconscious processes

(Romanowska & Dobroczynski, 2021). Scholars argue that Cognitive Theory underestimates the role of implicit emotional drives and motivational conflicts, which are central to psychoanalytic and humanistic perspectives on personality development (Beck & Clark, 1997). Furthermore, the continuum hypothesis in cognitive therapy, which suggests that individuals can become aware of their unconscious schemas through structured interventions, remains debated, as research in implicit cognition indicates that some automatic processes remain inaccessible to direct introspection (Loftus & Klinger, 1992).

Despite these critiques, cognitive therapy remains dominant in psychological interventions, particularly due to its structured methodology for modifying maladaptive thought patterns (Beck, 1996; Pilgrim, 2011).

While Cognitive Theory focuses on individual cognition, Social Identity Theory explains how group dynamics and external influences shape self-perception and interpersonal interactions. According to Tajfel and Turner's Integrative Theory of Intergroup Conflict, people derive a significant part of their self-concept from group memberships such as cultural background, nationality, or professional affiliations. These group identities shape emotional experiences, decision-making processes, and behavioural tendencies.

A key aspect of Social Identity Theory is its explanation of in-group favouritism and out-group bias, which arise from the human tendency to categorize people. Such categorizations influence attitudes and behaviours, leading to social comparison processes that affect self-esteem, emotional resilience, and personal confidence. For example, a person who strongly identifies with a political ideology may perceive information selectively, interpreting the same event differently from someone outside their social group. This highlights how belief systems are shaped by external social structures just as much as by individual cognition.

Moreover, Hofstede's (1980) Cultural Dimensions Theory extends this understanding by demonstrating that self-perception and emotional regulation are conditioned by cultural norms. In individualistic societies, self-identity is often rooted in personal beliefs, autonomy, and self-expression, whereas in collectivist cultures, identity is more strongly influenced by social harmony, interdependence, and communal values. This means that the way individuals interpret experiences and regulate emotions is not solely a cognitive or biological process but is also deeply shaped by cultural upbringing and societal expectations.



Understanding oneself requires an exploration of how psychological needs, beliefs, emotions, and behaviours interact to shape individual differences in reactions and attitudes.

Self-Determination Theory (SDT) (Deci & Ryan, 2000) offers a motivational perspective on self-understanding by emphasizing the three core psychological needs—competence, autonomy, and relatedness. When these needs are satisfied, individuals experience greater intrinsic motivation, emotional well-being, and adaptive behaviours. Conversely, when these needs are thwarted, individuals may develop low self-esteem, emotional dysregulation, and maladaptive behaviours.

A key contribution of Self-Determination Theory is its explanation of why individuals react differently to the same external circumstances. Differences in need satisfaction, self-regulation, and external social environments influence belief formation, emotional processing, and behaviour selection. Importantly, SDT argues that autonomy-supportive environments encourage personal growth, while controlling environments create dependence on external validation, leading to self-doubt and stress.

A comprehensive understanding of oneself requires integrating cognitive, emotional, social, and cultural dimensions, as human differences in reactions and attitudes are shaped by interactions between beliefs, needs, emotions, and behaviours.

Cognitive-Affective Processing Systems (Mischel & Shoda, 1995) explain how stable patterns of thoughts, needs, and emotional triggers produce context-specific behaviours, highlighting situational variability in self-perception.

Attachment Theory (Bowlby, 1969) emphasizes how early attachment experiences shape emotional regulation and interpersonal dynamics.

Cultural influences also play a critical role, as Hofstede's (1980) Cultural Dimensions Theory demonstrates how social norms shape individual belief systems, emotional expressions, and behavioural expectations.

These theories, alongside Cognitive Theory (Beck, 1996), Social Identity Theory (Tajfel & Turner, 1979), and Self-Determination Theory (Deci & Ryan, 2000), collectively illustrate that self-understanding is not solely an individual cognitive process but a dynamic interplay of internal schemas, emotional regulation, social interactions, and cultural influences. By analysing these interconnected factors, individuals can develop greater self-awareness, emotional intelligence, and adaptive behaviours.

Understanding oneself effectively, therefore, requires a holistic approach that considers both internal psychological mechanisms and external environmental influences, allowing for personal growth and improved emotional resilience in diverse contexts.

2. Understanding others

Understanding others is introduced as a core concept in Module 4. This concept is examined through theoretical and applied perspectives, highlighting the role of cultural conditioning, group identity, and social norms in shaping interpersonal relationships.

Understanding others is a complex process influenced by psychological, social, and cultural factors that shape human behaviour, identity, and interactions. People do not exist in isolation; rather, they are embedded within social structures, cultural norms, and interpersonal relationships, all of which contribute to their worldviews, values, and emotional responses. The ability to understand others requires an awareness of how social identity, group dynamics, and environmental influences shape perceptions and behaviours.

Psychological theories such as Hofstede's Cultural Dimensions Theory (1980, 2011) explain how cultural values influence interpersonal relationships. Similarly, Bronfenbrenner's Ecological Systems Theory (1979) highlights the role of family, education, culture, and societal structures in shaping how individuals relate to others. These theoretical perspectives demonstrate that understanding others is not merely about recognizing personal differences but also about appreciating broader socio-cultural and psychological contexts.

In an increasingly globalized world, where cross-cultural encounters and diverse social identities are more prominent than ever, fostering empathy, adaptability, and cultural competence is essential for meaningful and effective communication. Recognizing these influences allows individuals to navigate social interactions more effectively, reduce misunderstandings, and build inclusive, cooperative relationships in both personal and professional settings.

Geert Hofstede's (1980, 2011) research on cultural dimensions provides a foundational framework for understanding how cultural backgrounds influence human behaviour, mindsets, and interactions. His model, which identifies six key dimensions of cultural variability, explains how societies differ in terms of power structures, risk tolerance, individualism vs. collectivism, gender roles, time orientation, and indulgence vs. restraint. By applying this model, we can better understand how individuals from different cultural



backgrounds develop distinct values, communication styles, and expectations in social interactions.

One of the most critical insights from Hofstede's work is the role of individualism vs. collectivism in shaping social relationships and interpersonal understanding. In individualistic cultures (e.g., the U.S., Canada, and Western Europe), people prioritize personal autonomy, self-expression, and independent decision-making. In contrast, collectivist cultures (e.g., China, Japan, and Latin America) emphasize group harmony, loyalty, and shared responsibility, meaning individuals define their identities through their familial, community, or national affiliations. These cultural distinctions significantly impact how people perceive others, resolve conflicts, and build relationships. For instance, an individual from a collectivist society may avoid direct confrontation to maintain social harmony, whereas someone from an individualistic culture may see an open debate as a sign of honesty and strength.

Another dimension, power distance, highlights cultural differences in hierarchical relationships and authority acceptance. In high power distance cultures (e.g., Russia, Mexico, India), individuals accept clear social hierarchies, and respect for authority is deeply ingrained. In contrast, low power distance cultures (e.g., Sweden, Denmark, the Netherlands) emphasize egalitarianism, open dialogue, and decentralized decision-making. This impacts how individuals communicate across different cultural contexts, particularly in education, workplace interactions, and family dynamics.

Uncertainty avoidance also plays a significant role in shaping how people interact and understand others. In high uncertainty avoidance cultures (e.g., Greece, Portugal, Japan), individuals prefer structured environments, strict rules, and predictability, while in low uncertainty avoidance cultures (e.g., the U.K., Singapore, the U.S.), people are more comfortable with ambiguity, flexible rules, and innovation. These tendencies influence how people interpret new ideas, accept different viewpoints, and respond to change, which is essential in cross-cultural interactions.

Additionally, Hofstede's masculinity vs. femininity dimension reveals differences in social values related to competition, emotional expression, and relationships. In masculine cultures (e.g., Japan, the U.S.), societal values emphasize achievement, ambition, and assertiveness, whereas in feminine cultures (e.g., Sweden, Norway), empathy, quality of life, and cooperation are more important. These values influence how individuals engage in relationships, prioritize work-life balance, and perceive gender roles in society.

Hofstede's model demonstrates that understanding others requires acknowledging and respecting cultural differences, rather than assuming that one's own perspective is universal. By recognizing how cultural backgrounds shape beliefs, values, and communication styles, individuals can navigate cross-cultural interactions more effectively, foster mutual understanding, and reduce misunderstandings in diverse environments. Thus, applying Hofstede's insights enhances interpersonal competence, global awareness, and empathy in an increasingly interconnected world. Understanding others requires recognizing the intricate ways in which individuals are shaped by their social, cultural, and environmental contexts.

Bronfenbrenner's Ecological Systems Theory provides a comprehensive framework for examining these influences, demonstrating how people's attitudes, behaviours, and interactions are conditioned by multiple interconnected systems. The microsystem, which includes direct relationships such as family, peers, and educators, plays a critical role in shaping a person's worldview and interpersonal skills. A child raised in a nurturing and communicative family environment is more likely to develop secure attachment patterns and empathetic social behaviours, whereas one raised in a conflict-ridden household may struggle with trust and emotional regulation (Berk, 2020).

Beyond these direct interactions, the ecosystem influences human behaviour through indirect social structures, such as parental work environments, local policies, and media representations. The macrosystem encompasses larger cultural values and societal ideologies that shape human attitudes, including beliefs about individualism versus collectivism, gender norms, and social mobility. The chronosystem introduces the element of time, demonstrating how life transitions and historical events influence social perceptions and interpersonal relationships.

By applying Bronfenbrenner's ecological model to understanding others, it becomes clear that human behaviour is not solely a product of personal choice or innate traits but is deeply embedded in social and environmental structures. Recognizing these multiple layers of influence fosters greater empathy, allowing for more meaningful interpersonal connections and cross-cultural understanding. Whether in education, workplace interactions, or global communication, acknowledging the role of social systems in shaping people's worldviews enhances social cohesion and adaptive communication skills. This perspective underscores the importance of creating inclusive, supportive environments that account for the diverse backgrounds and experiences that inform human attitudes and interactions.



3. *Understanding connecting with others*

Healthy, trusting, and strong social relationships build on effective communication, characterized by mutual respect, genuineness, unconditional acceptance, active listening, and empathy.

Bonds between people are strengthened when individuals feel valued, understood, accepted, and included.

Mutual respect consists of acknowledging and respecting others' thoughts, opinions, and attitudes, even if they differ from one's own. It creates space for free expression and constructive dialogue without confrontation, demeaning or dismissing attitudes, language, or moral judgment. Especially in multicultural contexts, respectful communication permits a person's autonomy and fair contribution to the conversation, encourages cooperation, reduces conflicts, and enhances satisfaction.

Genuineness refers to authenticity, honesty, openness, and sincerity in communication without pretences or hidden agendas, fostering trustful and deeper connections between people (Rogers, 1957).

Unconditional acceptance, a concept closely related to unconditional positive regard, implies accepting others as they are without rejecting, trying to change, or judging them, regardless of their flaws or behaviours (Rogers, 1957). People feel free to express their thoughts, emotions, and experiences without fear of judgment or criticism, which deepens the emotional connection (Cupach, & Canary, 1997).

Active listening, a crucial component of effective communication, involves full concentration, deep decoding of both verbal and nonverbal messages, systematic reviewing through paraphrasing, summarizing, and clarifying questions, and precise recording and remembering of what the other person says. This skill equips individuals to formulate informed, meaningful, and relevant responses, thereby enhancing the quality of their interactions (Bodie et al., 2015).

Active listening might reduce misunderstandings, prevent or solve conflict, and thus build stronger interpersonal relationships (Flynn, Collins, & Zlatev, 2023; Bodie et al., 2012).

Active listening also implies reflecting on what was said, withholding judgment, being impulsive, and not having enough thought-through reactions.



Finally, empathy, the ability to perceive and understand situations from the other's perspective, truly trying to experience his particular interpretation, attitudes, emotions, and reactions, is essential for effective communication.

Empathy might enhance emotional intelligence and promote mutual understanding and emotional intimacy.

A complete empathic cycle involves acknowledging and validating another person's perspectives, feelings, and experiences in a given situation, and providing emotional support.

In conclusion, effective communication strategies build healthier, stronger, and more trusting relationships because they use the humanistic frame of connection (respect, genuineness, unconditional acceptance, active listening, and empathy). Consistent use of effective communication strategies develops sustainable, long-lasting, meaningful relationships.

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MODULE 5B: Dialogue

Objectives (O) and expected learning outcomes (LO)

O5.1. To improve the empathic dialogue skills.

LO5.1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue.

O5.2. To improve problem-solving and conflict-resolution skills.

LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions.

O5.3. To improve cooperation skills.

LO5.3B. To persuade valuing and considering everybody's needs in decision-making to preserve cooperation and the living/working together desiderate.

Key Concepts

1. Empathic dialogue skills

Grade B builds on the skills of active and empathic listening (LO5.1A) and expressing oneself honestly (LO5.1C). The focus of grade B is on using paraphrasing and balancing the time of speaking and listening among the different partners to contribute to a connecting dialogue.

Learning by using paraphrasing and balancing the time of speaking and listening

The role of interpersonal and communicative processes in learning is increasingly recognized as essential, particularly in the training and development of pre-service teachers. Research highlights the importance of teachers' social and emotional competence (SEC) in establishing supportive teacher-student relationships and effective classroom management (Jennings & Greenberg, 2009; Sun et al., 2023). Sun et al. (2023) note that learning is an inherently social activity intertwined with interpersonal exchanges that shape understanding. SEC is not only about managing student behaviour but also about cultivating an environment where both teacher and student engage in productive emotional and cognitive exchanges that enhance learning (Jennings & Greenberg, 2009). This underscores the need for teachers to



develop specific dialogue skills, such as paraphrasing and balancing speaking and listening time, to foster empathic and supportive classroom dynamics.

Dialogic teaching provides a pedagogical framework that promotes more collaborative and dialogic interactions in the classroom (García-Carrión et al., 2020). It moves beyond traditional teacher-led question-and-answer formats, favouring dialogue that encourages critical thinking and mutual understanding (ibid.). Such dialogue requires teachers to use paraphrasing to acknowledge and build upon students' contributions, creating a classroom environment that nurtures active participation. García-Carrión et al. (2020) emphasize that dialogic teaching not only encourages students to question and explore ideas but also changes the power dynamics of the classroom, fostering relationships that respect student learning sovereignty. This shift requires educators to distribute speaking and listening time equitably, allowing students to articulate their ideas fully and, in turn, to see themselves as valued contributors in the learning process.

Empathetic Teaching

Empathy serves as a fundamental component of effective dialogue, especially in intercultural contexts where diverse backgrounds and social hierarchies influence communication (Lähdesmäki & Koistinen, 2021). In these dialogues, balancing speaking and listening is essential to give all trainees an equal opportunity to express themselves. Lähdesmäki and Koistinen (2021) highlight the importance of creating a 'safe space' for empathic encounters among individuals from various backgrounds, a practice endorsed by UNESCO and the EU since the 1990s. These spaces depend on trainees' ability to engage in respectful dialogues that recognize differences, making paraphrasing a vital tool for addressing power imbalances (Lähdesmäki & Koistinen, 2021). This aligns with the broader concept of intercultural dialogue, which fosters empathy and understanding in multicultural educational settings.

Empathy in teaching is not just an abstract concept but a skill that can greatly influence classroom dynamics and student outcomes (Aldrup et al., 2022). The authors argue that empathetic teachers encourage supportive interactions and strengthen the teacher-student relationship. However, empathy's effectiveness in teaching relies on teachers' knowledge of how to demonstrate empathic behaviour appropriately in diverse classroom situations. The study suggests that empathy's impact may vary due to factors like teacher attitudes toward specific classes or individual students and may be especially beneficial for students from disadvantaged backgrounds (Aldrup et al., 2022). Therefore, empathy in teaching requires not



only understanding students' feelings and perspectives but also skills that enable teachers to respond in ways that improve classroom interactions, such as paraphrasing and balancing speaking and listening time among different trainees to foster meaningful dialogue.

Practices: Paraphrasing and Balancing Time

Paraphrasing plays a crucial role in operationalizing empathy within the classroom by demonstrating attentiveness to students' perspectives. Sun et al. (2023) describe teacher empathy as the ability to understand and resonate with students' feelings, a process that paraphrasing makes visible. Through paraphrasing, teachers can communicate to students that their thoughts are valued and understood, helping to build a supportive and inclusive classroom environment. Moreover, balanced communication, where speaking and listening are equitably distributed, further reinforces this empathic engagement, ensuring that dialogue remains a shared process rather than a one-sided interaction (García-Carrión et al., 2020; Lähdesmäki & Koistinen, 2021). Thus, by fostering empathic classroom dialogue, teachers strengthen student engagement and model respectful, open communication.

Despite the importance of empathy in teaching, its benefits are not unconditional. Aldrup et al. (2022) note several limitations to empathy's role in education, suggesting that it must be applied judiciously and with context-specific sensitivity. For example, teachers may be more empathetic in classes they favour, which could unintentionally introduce bias into their teaching practices. Empathy may not always be beneficial if not paired with appropriate behavioural responses tailored to the specific classroom context (Aldrup et al., 2022). Therefore, empathy should be regarded as a skill that can be refined and applied selectively rather than an unvarying ideal. Recognizing these nuances is crucial in teacher training, as it enables future educators to navigate the complexities of classroom empathy effectively, equipping them with skills for balanced and compassionate dialogue.

Creating a 'safe space' for dialogue is critical to fostering empathy in diverse educational environments (Lähdesmäki & Koistinen, 2021). Safe spaces allow trainees to express themselves openly without fear of judgment, fostering inclusive and non-hierarchical dialogue (ibid.). In such spaces, the use of paraphrasing by teachers can help students feel that their perspectives are being heard and respected, promoting an environment conducive to mutual understanding. The concept of a safe space aligns with feminist theories that advocate for inclusive dialogues, where individuals from various backgrounds can engage in equal and empathic exchanges (ibid.). Teachers can build an inclusive classroom culture that values each participant's voice by facilitating open dialogue.

Perspectives of Empathic Dialogue Skills

In the context of sustainable education, communication skills, particularly empathic dialogue, are recognized as essential competencies. Voci and Karmasin (2021) argue that sustainability sciences require effective communication to engage and inform audiences, thus driving sustainable development initiatives. Similarly, Esteve-Faubel et al. (2020) point out that future teachers need to develop audiovisual communication skills aligned with the Sustainable Development Goals to promote students' well-being and competencies. These studies emphasize the connection between communication and educational sustainability, suggesting that integrating empathic dialogue skills into teacher training curricula could advance broader educational and societal objectives.

Pedagogical strategies like design thinking further enhance educators' development of empathic skills. Díaz-Pareja et al. (2021) report that active and participatory methodologies, such as Design Thinking, boost students' creativity, motivation, and communication skills, which are vital for future educators. This methodological approach nurtures teachers who are not only effective communicators but also empathetic practitioners capable of engaging students from diverse backgrounds. By merging empathic dialogue skills, mainly paraphrasing and balancing the speaking and listening time, with active learning methods, teacher training programs can better prepare educators to cultivate inclusive and communicative classrooms that meet contemporary educational and social objectives.

2. Problem solving and conflict resolution skills

In grade B, we further get skilled in remaining in self-connection, even when tension or potential conflict is around the corner. The skill of listening empathetically to myself (self-empathy) and thus paying attention to what a difficult feeling is telling me about what (which need) is important to me at that moment, provides clarity and allows me to indicate this (if I want to). Self-connection, in turn, makes me more willing to listen to and hear what is important to the other person.

We practise indicating our boundaries while respecting (those of) others. In particular, we reflect on the use of our voice and how it may or may not contribute to generating connection and/or clarity. We also explore our role as teachers, looking at how we can both be role models and authorities, and be part of a class group and team in which we feel at home and comfortable.



The focus in this class is on contributing to connection and clarity in social interactions by performing self-connection, listening and speaking skills.

While empathy is often defined as the ability to understand the feelings of others (e.g., Barkham, 1988), TASC introduced the term ‘self-empathy,’ which originates from practitioner discourse. This concept can be useful as it articulates the relational aspects of empathy from various perspectives. Therefore, the scientific definition of empathy aligns to some extent with the idea in TASC, as the understanding of empathy in social practice is informed by scientific research. Additionally, TASC’s methodological approach is framed within this context.

What can Self-Empathy be?

As a foundational element of emotional intelligence, self-empathy plays a crucial role in promoting effective communication and fostering prosocial behaviours. Defined as the capacity to relate empathetically to one’s own experiences, self-empathy involves recognizing and accepting one’s thoughts, emotions, and actions without judgment, thus facilitating a deeper understanding of oneself. Turan et al. (2022) highlight the strong association between self-empathy and constructs such as empathy, conscience, self-control, kindness, and self-efficacy, which contribute significantly to behaviours like sportsmanship. This intrinsic empathy helps individuals maintain emotional stability, supporting their capacity to engage with others in a considerate and kind manner.

In educational contexts, self-empathy has particular relevance for teachers, who can model this form of self-awareness for students. As Bolat (2023) notes, when teachers engage in self-affirmation exercises that affirm values of empathy, justice, and honesty, they enhance their ability to connect with others in supportive and compassionate ways, which is essential to effective classroom leadership. Furthermore, Özdemir and Babadoğan (2023) emphasize self-awareness as a core social-emotional competency, critical for teacher candidates aiming to improve classroom interactions and communication. Thus, self-empathy serves as an essential precursor to teachers’ ability to demonstrate empathy toward students, establish mutual trust, and create an emotionally supportive environment conducive to learning and development.

In addition, self-empathy fosters moral intelligence, which aids in making ethical decisions that prioritize others’ needs while balancing one’s emotional well-being. This form of empathy is integral to sustaining positive relationships, as it allows individuals to approach

challenging interactions without reactive emotions. According to Köroğlu et al. (2023), levels of self-confidence and empathy may fluctuate based on variables such as gender, social context, and academic background, indicating that self-empathy also requires adaptability to context-specific dynamics. By recognizing and validating their own experiences, teachers cultivate resilience and openness, essential for effective classroom management and interaction with diverse student populations. Moreover, self-empathy allows teachers to confront their own limitations or biases, leading to more equitable treatment of students and an inclusive atmosphere. This self-reflective practice not only enhances educators’ emotional self-regulation but also contributes to a supportive learning environment, where students feel seen, understood, and respected.

Conflict Resolution Skills: Dialogical Self-Empathy

Dialogical self-empathy is a dynamic approach to understanding oneself, which supports effective conflict resolution skills by promoting clarity, perspective-taking, and emotional regulation. Ceballos-Vacas and Rodríguez-Ruiz (2023) suggest that conflicts are inevitable and can be constructive in social interactions, providing opportunities for growth, empathy, and perspective-taking. However, to navigate these situations effectively, individuals need to engage in self-reflection, acknowledging their emotions and responses during conflicts. This viewpoint is crucial in educational environments, where conflicts may disrupt classroom coherence but also present chances for fostering stronger relationships through mutual understanding. According to Hakvoort et al. (2019), classroom conflicts often raise concerns about authority and order, prompting teachers to use reactive strategies that could hinder constructive dialogue. Conversely, an empathetic, dialogical approach to conflict resolution enables teachers to tackle conflicts with an open and reflective attitude, reframing conflict as a chance for connection and learning.

Dialogical self-empathy requires teachers to balance their emotional responses with an understanding of students’ perspectives, fostering a respectful and inclusive classroom environment. A study by Xu et al. (2023) found that collaborative problem-solving and critical thinking training for teachers enhances their ability to engage constructively with students. This finding highlights the importance of empathy-based strategies for navigating conflicts, as teachers who practice self-empathy can be seen as more equipped to adopt balanced, collaborative approaches to classroom challenges. Köroğlu et al. (2023) support this view, showing that empathy levels vary based on social and situational factors. This can lead to the suggestion that teachers must adapt their empathy practices. Through dialogical



self-empathy, teachers can approach conflicts not as threats but as complex situations that require compassion, flexibility, and effective communication skills. By acknowledging their emotions and responses in these situations, educators can model conflict resolution skills, demonstrating to students how to manage conflicts with empathy and self-awareness while also reflecting on the students' individual learning circumstances.

A constructive approach to conflict resolution views conflicts as a normal part of social life that can strengthen relationships and mutual respect when handled with empathy. Ceballos-Vacas and Rodríguez-Ruiz (2023) identify key skills for effective conflict management, such as distinguishing between conflict and aggression, understanding the emotional dynamics of conflict, and using strategies to reduce tension and promote empathy. These skills align with a dialogical approach to self-empathy, where teachers engage in self-reflection and empathetic communication to de-escalate tensions. Instead of enforcing authority or control, teachers can create a dialogical space where students feel listened to and respected, encouraging positive social and emotional growth in the classroom. This perspective not only allows teachers and students to resolve conflicts together effectively, but also to build a classroom culture based on respect, understanding, and shared ownership and, in this, shared responsibility.

Teachers' Sustainable Communication: Self-Empathy and Conflict Resolution Skills in the Classroom

Sustainable communication in educational settings depends on teachers' ability to incorporate self-empathy and conflict-resolution skills into their daily interactions. This integration promotes an inclusive and supportive classroom environment. Langer-Osuna et al. (2020) argue that off-task behaviours, usually seen as distractions, can provide valuable opportunities for collaboration and social bonding. By practicing self-empathy, teachers can recognize these behaviours as expressions of students' social and emotional needs instead of mere disruptions. This creates a more supportive and understanding response to students' varied engagement styles. This approach aligns with Bolat's (2023) findings, which indicate that affirming self-transcendent values – such as empathy, justice, and honesty – can foster teachers' leadership beliefs and, thus, support their commitment to sustainable, empathetic communication. When teachers respond to students' off-task behaviours with empathy and patience, they foster a classroom culture that prioritizes understanding and connection over rigidity discipline.

Sustainable communication relies on teachers' ability to regulate their emotions, which is improved through self-empathy. According to Özdemir and Babadoğan (2023), communication, empathy, self-awareness, and problem-solving are essential social-emotional competencies for fostering positive teacher-student relationships. This finding emphasizes the importance of self-empathy in maintaining constructive and supportive classroom interactions, where teachers can effectively manage their emotional responses to challenging behaviours. Teachers who practice self-empathy seem then to be better equipped to handle conflicts calmly and respectfully, reducing the likelihood of escalation and creating a safe space for students to express themselves openly. This environment fosters mutual trust and respect, enabling effective collaboration between teachers and students on academic and social matters tasks.

Teachers' commitment to sustainable communication involves adopting flexible and empathetic strategies for managing conflicts and maintaining classroom coherence. Valente and Lourenço (2020) state that empathy training can enhance teachers' affective skills, enabling them to sustainably address and manage conflicts. By viewing conflicts as opportunities for learning and connection, teachers model constructive conflict resolution for students, demonstrating that empathy and self-reflection are essential for sustainable communication. Xu et al. (2023) underscore the importance of teacher training in critical thinking and fostering collaborative problem-solving. As shown above, these skills are crucial for creating supportive learning environments. By integrating these competencies, teachers can cultivate a classroom atmosphere where students feel encouraged to engage in positive social interactions.

Finally, sustainable communication practices create a positive school climate because teachers who practice self-empathy are more likely to build collaborative and respectful relationships with their students. Klimecki (2019) emphasizes empathy's role in reducing intergroup conflicts, suggesting that teachers who empathize with students from diverse backgrounds can better understand their unique perspectives and experiences. This understanding helps teachers address potential sources of conflict, fostering an inclusive environment where all students feel welcome. By practicing self-empathy and empathy-based conflict resolution, teachers exemplify the values of tolerance and inclusivity, nurturing a school culture that promotes positive interpersonal relationships and social cohesion. Through sustainable communication, educators enhance classroom dynamics and contribute



to a broader educational culture that prioritizes empathy, connection, and mutual understanding.

3. Cooperation skills

In grade B, growing in using “needs language” are in the focus. An in-depth skill training in hearing the needs behind proposals made by others, as well as indicating which needs we are trying to realize with proposals we make, is conducted. In this way, we give recognition to what is important to each of us and from here we look for an approach that can work for each of us, laying the foundation for a constructive collaboration.

This grade refers to TASC’s approach to Sustainable Communication, highlighting a style that values language reflecting the needs of both students and educators. An exhaustive search of available platforms yielded no research on this topic. Therefore, this section utilizes findings from various scientific studies related to the here discussed concept of “needs language” as perceived by practitioners and aims to contextualize this cooperation skill within the broader research landscape.

A language sensible for the students’ needs

In educational environments, cooperation skills are crucial for fostering effective and supportive relationships among teachers, students, and school leaders. A key aspect of these skills is using language appropriate for students’ needs, meaning the ability to understand and communicate the needs behind one’s and others’ proposals. “Needs language” enhances mutual understanding and respect, essential for achieving collective efficacy and addressing diverse student needs. According to Geesa et al. (2024), collective efficacy is defined as a group’s shared belief in its ability to achieve a common goal. This belief is foundational in educational settings, where school counsellors, principals, and teachers must work together to support the varied needs of students. The authors argue that training in identifying and articulating needs should be integrated into professional development programs to enhance inter-professional support and improve the quality of student outcomes.

Identifying and expressing needs is vital in differentiated learning environments, where teachers have to address individual student needs. Fajariyah et al. (2023) emphasize that differentiated classrooms are essential for accommodating students’ varied learning requirements, particularly in settings with diverse linguistic backgrounds. Their study in EFL classrooms highlights that individual student preferences – from assessment types to task

settings – require teachers to interpret and respond to specific needs. These findings stress the necessity for teachers to use “needs language” to tailor learning experiences, ultimately enhancing students’ engagement and performance in language learning. Furthermore, Sun et al. (2024) reveal that during the abrupt transition to remote learning caused by COVID-19, there was a decline in student motivation and social connections, especially among minoritised students. Institutional leaders and educators recognized that addressing psychological and academic needs was crucial to mitigate these effects, highlighting the importance of fostering belonging, coping, resilience, and well-being in the learning environment.

Social and emotional aspects of inclusive classroom

A thorough understanding of student needs goes beyond academic settings, encompassing social and emotional aspects that are crucial for fostering inclusive and supportive classrooms. Hinchcliff and Newberry (2021) found that teachers often interpret student needs through an emotional lens, using emotional awareness to build connections with students. This perspective enables teachers to create safe spaces, which are essential for students’ social and emotional development. The authors advocate for teacher preparation programs emphasizing social-emotional skill training, which can consequently include the ability to clearly and empathically articulate needs. Merlin (2021) supports this view, noting that preservice training increasingly prepares teachers to meet diverse student needs, including linguistic, economic, and special needs challenges. Training that includes “needs language” allows teachers to respond flexibly and sensitively, which is particularly advantageous in classrooms with students from diverse backgrounds.

Cooperative learning is another area where “needs language” is vital. Larraz et al. (2017) describe cooperation as essential for addressing contemporary social changes, as it equips students with the teamwork skills required in modern educational and professional environments. Cooperation involves specific strategies, including modelling, feedback, and the generalization of social skills (Mendo-Lázaro et al., 2018). The application of “needs language” in cooperative learning helps clarify and communicate the objectives and expectations of group work, thus preventing issues like uneven participation or dominance by certain members. Mendo-Lázaro et al. (2018) emphasize that with explicit communication support, the advantages of cooperative activities can be enhanced. Clear communication about individual and collective needs promotes positive interdependence and ensures that all



members contribute meaningfully to shared tasks, which is crucial for realizing the educational benefits of cooperative learning.

Sustainable Communication: Fostering cooperative learning

The structuring of cooperative learning experiences requires intentional design and clear guidance from educators. Johnson and Johnson (2019) emphasize that cooperative learning is most effective when teachers serve as designers of collaborative processes, creating environments that engage students intellectually and emotionally. In consequence, by using “needs language,” teachers can clarify the purpose behind activities and align group goals with individual student needs to promote active engagement. Johnson and Johnson (2019) also outline five essential elements of cooperative learning: positive interdependence, individual accountability, promotive interaction, social skills, and group processing. Each of these elements relies on trainees’ ability to communicate their needs effectively. For example, promoting individual accountability requires students to understand their roles and responsibilities, which is better articulated when needs and expectations are communicated clearly (ibid). This clarity allows students to connect personal motivations with group objectives, fostering a more cohesive and purpose-driven learning environment.

Peer-mediated approaches, like peer tutoring or cross-age tutoring, enhance cooperative learning, enabling students to work together for better academic outcomes. Dunn et al. (2017) point out that these activities provide moderate academic benefits for students with emotional and behavioural challenges. The effectiveness of these methods relies on trainees’ ability to express their needs and understand those of their peers. This is particularly important when students of different abilities or ages collaborate, as their diverse needs and perspectives require flexible communication skills. By incorporating “needs language,” peer tutoring becomes more flexible, allowing trainees to share their learning goals and challenges, which fosters a supportive and inclusive environment for both tutors and tutees.

In summary, using “needs language” in education is essential for improving cooperation skills and addressing various student needs. By fostering collective efficacy among teachers and school leaders, and enhancing differentiated and cooperative learning environments, the ability to recognize and express needs encourages inclusivity, equality in learning, motivation, and effective collaboration.

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OVERVIEW of the ACTIVITIES by learning paths

Virtual Learning Path B

EU synchronous

Module 1B: Universal human rights and values

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|--|--|
| Developing community solutions (1 hour) | In this exercise, trainees compare two countries—one with a strong tradition of human rights advocacy in education and one without. They analyse differences in educational access, equity, and quality, examining the influence of human rights movements and the factors shaping outcomes. This activity fosters a global understanding of education through the lens of human rights. | LO1.3B. To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts. |

Module 2B: EU values and identity

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|---|
| Recipe for an inclusive school (1 hour) | Trainees create their own "Recipe for an inclusive school," listing the key "ingredients" and "instructions" for fostering inclusivity. | LO2.2B. To treat everybody as equally valuable in professional communication and relationships. |

**Module 3B: Non-discrimination and equity**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|---|
| Virtual discussion and conclusions of activity 'source research on validity and reliability to avoid biases (1 hour) DC 40 min | A collaborative and reflective discussion among trainees on the concepts of validity, reliability, biases, and worldview perceptions through the lens of source reliability and personal beliefs. This debate aims to encourage critical thinking, open-mindedness, and understanding of diverse perspectives, ending with a collective synthesis of insights. | LO3.2B. To persuade for equity and non-discrimination in education and the community, especially for people with challenging socioeconomic backgrounds or who are exposed to gender discrimination to avoid mistreatment. DC 2.1 Interacting through digital technologies (S48, A55) DC 2.2 Sharing through digital technologies (S59) DC 3.1 Developing digital content (S124) |

Module 4B: Understanding ourselves and others

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|--|--|
| Empathic Listening: Exploring Feelings and Needs (1 hour) | Trainees explore how active listening can help them identify feelings and underlying needs in conversations. Through practical exercises, they enhance their ability to listen with empathy. | LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes. |

Module 5B: Dialogue

| Title of the activity | Short description | Learning Outcome (LO) |
|--|---|--|
| Navigating Cultural Communication Styles (1 hour) | The aim of the exercise is to develop empathy and improve dialogue by exploring how cultural and personal values shape communication styles. Trainees practice active listening and responding with sensitivity to differing perspectives, avoiding assumptions. This activity enhances understanding and openness, fostering genuine and inclusive interactions. | LO5.1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. |

*Personal asynchronous***Module 1B: Universal human rights and values**

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|--|---|
| Policy brief writing: advocating for educational equity (1 hour) | In this exercise, trainees work in teams to address a fictional scenario, such as improving resources in a rural community. Teams brainstorm solutions, create detailed action plans, and present their strategies. A group discussion follows, comparing approaches and fostering insights into collaborative problem-solving dynamics. | LO1.3B. To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts. |
| The Evolution of Educational Equity Through a Human Rights Lens – Critical Reading & Infographic Creation (1,5 hours) DC 30 min | In this asynchronous activity, trainees will read Chapter 1 (pp. 7–26) of the UNESCO publication A Human Rights-Based Approach to Education for All. After reading, they will respond to a set of analytical questions designed to deepen their understanding of how human rights principles shape educational policy and practice. The activity encourages critical thinking about access, equity, and quality in education, while linking theory to real-world applications. It also helps trainees develop skills in reading comprehension and rights-based analysis. | LO 1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement. |
| Historical case study: education and human rights advocacy (2 hours) DC 10 min | This exercise involves analysing a historical event to explore the impact of human rights advocacy on education. Trainees research how activists drove reforms, the challenges faced, and the legacy on current policies. The exercise deepens understanding of the historical foundations of educational equity. | LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement. |



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| <p>Debating global education rights: a policy exploration (1 hour)</p> | <p>In this exercise, trainees examine three human rights policy topics, such as free education, refugee inclusion, and gender equality in education. They research and analyse both pro and con arguments for each topic. This activity fosters critical thinking and broadens understanding of global education challenges and debates.</p> | <p>LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> |
| <p>Reflections on human rights advocacy in education (1 hour) DC 20 min</p> | <p>In this exercise, trainees write a reflective essay exploring the impact of human rights advocacy on global education policies. Guided by questions about key milestones, current challenges, and ongoing gaps, they analyse progress and envision future solutions. This activity encourages deep personal engagement with the evolution of educational equity.</p> | <p>LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> |
| <p>Crafting your human rights commitment: a personal teaching pledge (1 hour) DC 30 min</p> | <p>In this exercise, trainees design a personal pledge to promote and protect human rights in their teaching practice. They select a specific value, outline actionable steps, reflect on challenges, and envision the impact of their efforts on their educational community. This activity inspires educators to actively integrate human rights principles into their daily work.</p> | <p>LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> |

Module 2B: EU values and identity

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|--|
| <p>Universal Design in Learning (UDL) for Inclusive Education (6 hours) DC 180 min</p> | <p>Trainees are invited to explore the concept of Universal Design in Learning (UDL) for inclusive education. After studying the documents, trainees are asked to answer questions about UDL.</p> | <p>LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations.</p> |

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| <p>"My Personal Journey Towards Inclusive Education" (4 hours) DC 60 min</p> | <p>Trainees are invited to reflect and write about their own journey towards inclusive education, to assess their current skills, attitudes and challenges, and to imagine their future path in inclusive education using prompts provided.</p> | <p>LO2.1B. To implement human rights-sensitive strategies in culturally diverse classrooms.</p> |
|---|---|---|

Module 3B: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|---|
| <p>Case Study (5 hours) DC 55 min</p> | <p>Personal research on a case study on how to perform self-reflecting and negotiating techniques for building consensus in educational context. The trainee selects out of a list of cases that are provided by the trainer.</p> | <p>LO3.3B. To perform self-reflecting and negotiating techniques for building consensus in educational context. DC 1.2 Evaluating, data, information, and digital content (K16) DC 3.1 Developing digital content (S124) DC 2.2 Sharing through digital technologies (S59) DC 2.1 Interacting through digital technologies (S48, A55)</p> |
| <p>Reflection activity (5 hours) DC 85 min</p> | <p>This activity is designed to encourage the trainees to reflect on the positive and negative effects of social and cultural diversity in educational contexts and promoting the acceptance of cultural diversity and respect for other people as equal human beings. The learning activity integrates moments of personal reflection, co-creation, and digital group discussion ending up with the production of a podcast. The podcast will be a lasting resource for trainees, showcasing the diversity of perspectives and offering practical strategies for fostering inclusivity and respect across different educational settings.</p> | <p>LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings.</p> |



Module 4B: Understanding ourselves and others

| Title of the activity | Short Description | Learning Outcome (LO) |
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| Critical Reflection on Emotions, Beliefs, and Behaviours (1 hour) | Trainees analyse how their emotions, beliefs, and behaviours interact and reflect on their impact on communication and relationships. | LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes. |
| Self-Assessment on Personal Biases (1,5 hour) DC 30 min | Trainees complete a self-assessment on unconscious biases and reflect on how these biases shape interactions with others. | LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes. |
| Observing Without Judging (1 hour) | Trainees practice distinguishing observations from evaluations to improve clarity and avoid miscommunication in interactions. | LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions. |
| Digital Empathy Building (1,5 hour) DC 30 min | Trainees will complete a self-assessment to explore any biases they may have and reflect on how these biases may affect their interpersonal relationships. | LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.DC 1.2 - Evaluating data, information, and digital content. |
| Cultural Preservation (2 hours) DC 60 min | Trainees explore cultural identity and heritage, reflecting on how cultural values shape communication and relationships. | LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.DC 2.2 Sharing through Digital Technologies |
| W/out Mother Tongue (1 hour) | Trainees analyse challenges and opportunities in intercultural communication when expressing themselves in a non-native language. | LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions. |

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| Request for Flow (1 hour) | Trainees learn to make clear and actionable requests that encourage cooperation and mutual understanding. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation. |
| Connection Request & Action Request (1,5 hour) DC 30 min | Through case studies, trainees distinguish between connection-based requests and action-based requests. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation.DC 2.5 Netiquette |
| Feeling Mapping Through Colours (1 hour) DC 30 min | Trainees visually map their feelings and connect them to underlying needs, enhancing emotional awareness. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation.DC 5.3 Creatively Using Digital Technologies |
| Same Situations, Different Emotions(1,5 hour) DC 30 min | Trainees explore how different perspectives lead to varied emotional responses to the same situation. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation.DC 5.3 Creatively Using Digital Technologies |

Module 5B: Dialogue

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|--|
| Cohesion instead of friction (1 hour) DC Digital dialogues - recognising, reflecting on and constructively resolving conflicts DC 60 min | This activity applies dialogue skills that deal with challenges of friction or conflict. Therefore, the trainee can first reflect on their experiences of such friction and conflict issues. In terms of deconstruction, this means analysing their part of the dialogue as well as the other's and the regarding frame. Activity in context of digital competences: This activity combines digital competences with communication and conflict resolution skills. As trainee, you will learn to use digital tools to conduct dialogues in conflict charged situations and to reflect on and improve your own communication strategies. You should develop an awareness of conflict situation and at the same time learn how to use digital tools to analyse and resolve conflicts. | LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions. DC: 2.1. Interacting through digital technologies (S48, A55)2.2 Sharing through digital technologies (S59) |



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| <p>To invite the other to speak honestly after a self-check (1 hour)</p> | <p>The aim of this activity is to keep a dialogue going, even in situations where there is friction or conflict. It stimulates how to empathize with our own feelings and needs and those of others, and how to invite the other to speak honestly by applying the skill of paraphrasing. In this activity, trainees start with consciously checking in with themselves, to get insight in how a message affects us, allowing us to stay connected to ourselves and – later – inviting others to speak honestly, from their feelings and needs.</p> | <p>LO5.1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue.</p> |
| <p>Let's tell a story (1 hour)</p> | <p>In this activity, you create a short story using a set of emojis, ensuring each emoji plays a key role in the plot. You send this to different colleagues. After sharing, you reflect with your colleagues on potential stereotypes or assumptions in their narratives, particularly around character roles or settings. In a second round, you revise your story to challenge or reverse any stereotypes, promoting inclusive storytelling.</p> | <p>LO5.1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue.</p> |
| <p>Ethical dilemmas of technology (1 hour) DC 60 min</p> | <p>This activity explores empathy's role in addressing ethical issues in technology, such as privacy automation, and data use. A trainee invites a colleague (or a group of 2, 3 colleagues) to role-play as stakeholders to discuss these dilemmas, focusing on understanding each other's concerns rather than seeking immediate solutions. The activity in the school community concludes with a debrief to reflect on the experience and insights gained.</p> | <p>LO5.1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. DC: 2.5 Netiquette 2.6 Managing digital identity (A103 and S109)</p> |
| <p>The downfalls of Autocratic decision making (1 hour)</p> | <p>This activity aims to help the trainee to understand the negative impacts of autocratic decision-making on cooperation, creativity, and team dynamics. Through reflection on their own experiences, the trainee explores how disregarding others' needs can lead to resistance and dissatisfaction. This process encourages a shift towards a decision-making culture that values everyone's needs, thus fostering collaboration and supporting the aspiration to live and work together harmoniously.</p> | <p>LO5.3B. To persuade valuing and considering everybody's needs in decision-making to preserve cooperation and the living/working together desiderate.</p> |

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| <p>Argument dart (1 hour)</p> | <p>This activity encourages the trainee to step into multiple perspectives on polarising topics, helping them appreciate the diverse needs that inform decision-making. By engaging in structured argumentation without defence, trainees gain insight into how embracing varied viewpoints can lead to more balanced and cooperative outcomes. This approach directly supports the learning outcome by fostering empathy, inclusivity, and flexibility in group interactions and decision-making processes.</p> | <p>LO5.3B. To persuade valuing and considering everybody's needs in decision-making to preserve cooperation and the living/working together desiderate.</p> |
| <p>Stay true, stay connected (2 hours) DC 60 min</p> | <p>The activity encourages trainee to be authentic in their professional roles. Exploring ways to stay true to themselves while collaborating with others. The goal is to improve conflict resolution and problem-solving skills, fostering a more inclusive and connected work environment.</p> | <p>LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions. (V3, V8, A39) DC 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies (S48, A55, S59)</p> |
| <p>Voice as tool for interaction (DC 1 hour)</p> | <p>This activity encourages the trainee to use the voice as a central tool in interaction. The activity guides trainees to understand that the voice is a crucial tool in shaping the learning environment, motivating students, and encouraging communication. The trainee learns to use their voice to encourage interaction and engagement in their online lessons. The trainee will explore digital tools that facilitate effective online interactions, such as breakout rooms and shared documents, allowing him to stay connected and engaged even in virtual spaces.</p> | <p>LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions DC: 2.1 Interacting through digital technologies. 2.2 Sharing through digital technologies Digital LOs: (A55. S59)</p> |
| <p>Speak up, stay connected (1 hour) DC 60 min</p> | <p>The activity guides the trainee to set and communicate boundaries effectively in their professional and personal lives by developing skills for conflict resolution, clear communication, and managing stress. They also learn specific strategies to maintain positive relationships while respecting personal limits. The trainee will explore how to set boundaries with respect and manage their digital identity through proper netiquette and mindful communication.</p> | <p>LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions. DC: 2.5 Netiquette 2.6 Managing digital identity (A103. S109)</p> |



Blended Learning Path B

National FTF meeting

Module 1B: Universal human rights and values

| Title of the activity | Short description | Learning Outcome (LO) |
|---|--|--|
| Global perspectives on education: a comparative human rights analysis (1 hour) | In this exercise, trainees compare two countries—one with a strong tradition of human rights advocacy in education and one without. They analyse differences in educational access, equity, and quality, examining the influence of human rights movements and the factors shaping outcomes. This activity fosters a global understanding of education through the lens of human rights. | LO1.3B. To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts. |

Module 2B: EU values and identity

| Title of the activity | Short description | Learning Outcome (LO) |
|---------------------------------------|---|---|
| Teacher Bias in Class (1 hour) | Trainees are divided into groups and are invited to discuss randomly given 2 scenarios of teacher biases in classes. Groups are asked to reflect on the scenarios, discuss them, and answer the provided questions. | LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations. |

Module 3B: Non-discrimination and equity

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|---|
| Analysing Systemic Bias in Education (1 hour) DC 30 min | Introduction of systemic bias in education focusing on gender, race and socioeconomic status. The trainees will work in groups to analyse provided scenarios of systemic bias within educational settings and propose institutional reforms. Afterwards, findings will be presented followed by a class discussion on the implications of systemic bias. | O3.2. To promote non-discrimination in educational contexts, using critical and non-stereotypical thinking strategies. DC 2.1 Interacting through digital technologies (S48, A55) DC 2.2 Sharing through digital technologies (S59) DC 3.1 Developing digital content (S124) |

Module 4B: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|--|
| Cultural Perspectives through Art (1 hour) | Trainees create art inspired by cultural symbols to represent values and perspectives from diverse backgrounds. This exercise fosters appreciation for cultural diversity and dialogue. | LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions. |

Module 5B: Dialogue

| Title of the activity | Short Description | Learning Outcome (LO) |
|-------------------------------------|---|---|
| Mapping authenticity (1hour) | This activity helps the trainees to explore and practice authenticity in professional settings, balancing self-expression with team harmony. Developing skills in honest communication, building trust, and handling common workplace challenges. Trainees identify personal strategies to stay authentic while respecting group dynamics, promoting a more open and supportive team environment. | LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions. |

Eu asynchronous

Module 1B: Universal human rights and values

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|--|
| Bridging universal rights and local traditions in education (1 hour) | In this exercise, trainees engage in cooperative problem-solving to address challenges at the intersection of universal human rights and local traditions in education. They work collaboratively to develop strategies that respect cultural contexts while upholding human rights principles. This activity enhances critical thinking and fosters culturally responsive solutions. | LO1.3B. To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts. |

**Module 2B: EU values and identity**

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|--|
| Escaping the groupthink in the classroom (1 hour) | Based on a given story, trainees are invited to discuss in groups what groupthink looks like in schools and classrooms, and brainstorm ways to break free from groupthink. | LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations |

Module 3B: Non-discrimination and equity

| Title of the activity | Short description | Learning Outcome (LO) |
|---|--|--|
| Good Practice Sharing (1 hour) DC 50 min | For a 1-hour synchronous session the trainer will use a combination of interactive, reflective, and collaborative activities. These activities should promote the acceptance of cultural diversity and respect for others as equals, while engaging trainees both online and face-to-face. The synchronous 1-hour online session will be supported by pre-session activities and post-session follow-up. | LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings. |

Module 4B: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|--|---|--|
| Navigating Empathy: A Journey into Emotional Awareness (1 Hour) | Trainees engage in exercises that deepen their understanding of feelings and how they shape interactions. | LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions. |

**Module 5B: Dialogue**

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|---|
| On the history and future on your problem-solving skills (1 hour) | In this activity, the trainees will learn more about their manner of contributing to connection and clarity in dialogue. With a learning and reflection partner, previous experiences are translated into future competence gains in a further learning step. This requires the connection and constructive handling of experiences, as well as previous communicative crises. Building on biographical experiences, the previously acquired skills are introduced, jointly assessed, evaluated, and reflected upon as part of this task and sustainably linked to new contexts. | LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. |

*Personal asynchronous***Module 1B: Universal human rights and values**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|--|
| Media and advocacy: exploring educational rights campaigns (1 hour) DC 1 hour 30 min | Trainees review documentaries, articles, or social media campaigns focused on educational rights and assess their impact. They analyse the effectiveness of these mediums in raising awareness and driving advocacy for change. This activity encourages critical evaluation of media as a tool for promoting educational equity and rights. | LO1.2B To employ non-violent communication methods effectively in digital media platforms in creating advocacy actions for human rights within educational settings. |
| Creating inclusive digital lesson plans (2 hours) DC 1 hour | Trainees will design a short digital lesson plan on a human rights topic that fosters inclusion and accessibility using online tools. | O1.2B To develop communication strategies that emphasize understanding and cooperation to articulate human rights issues, fostering open and respectful dialogue. |
| Gamifying human rights education (2 hours) DC 1 hour | Trainees design an interactive, gamified activity or quiz to engage students in learning about human rights in education. | LO1.2B To employ non-violent communication methods effectively in digital media platforms in creating advocacy actions for human rights within educational settings. |



Module 2B: EU values and identity

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|--|
| Ethics in Pedagogy: Exploring and Reflecting on Codes of Conduct (3 hours) DC 30 min | Trainees are invited to search for their country's Pedagogy Ethics Code or equivalent, reflect on them using given questions. After the research, trainees are encouraged to share their reflections in an online group, using an online collaboration tool like Padlet, Jam board or Google Docs where trainees can post their findings and reflections. | LO2.1B. To perform human rights-sensitive strategies in solving specific situations in culturally diverse classrooms. LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations. |
| Teaching styles Questionnaire (2 hour) DC 30 min | Trainees are invited to find online and fill in any freely available Teachers Style Questionnaire (or similar questionnaire, measuring characteristics relevant to teachers work). For the self-reflection session trainees are invited to answer given questions. By answering these questions, teachers can reflect on their results in depth, connect their practices to broader values, and plan meaningful improvements for their professional growth. | LO2.2B. To treat everybody as equally valuable in professional communication and relationships. |

Module 3B: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|---|
| Source research on validity and reliability to avoid biases (2 hours) DC 50 min | The trainees will critically evaluate the validity and reliability of different information sources, especially related to different cases for socio-economic and diverse gender situations in education, by conducting personal research. The trainees will explore in what ways their beliefs were shaped by their information sources and worldview. | LO3.2B. To persuade for equity and non-discrimination in education and the community, especially for people with challenging socioeconomic backgrounds or who are exposed to gender discrimination to avoid mistreatment. |



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| Research, reflection and report (3 hours) DC 50 min | Reflect, research and report on how effective collaboration in diverse educational contexts can be enhanced. The reflection also includes a comparative analysis of the effects of social and cultural diversity, with focus on socioeconomic differences and gender. The aim is to reach consensus and shared/valued group objectives to persuade equity and non-discrimination. | O3.3. To enhance effective collaboration in diverse educational contexts, regardless of differences, aiming to reach consensus and shared/valued group objectives. |
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Module 4B: Understanding ourselves and others

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|--|
| Analysing Emotional Reactions in Teaching Scenarios (1 hour) | Trainees examine real-life teaching situations and discuss emotional responses, beliefs, and behaviours. | LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes. |
| Creating a Shared Reality (1 hour) | Trainees explore how different perspectives influence communication and how to align perspectives for mutual understanding. | LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions. |
| Clear Requests in the Group (2 hours) DC 60 min | Trainees practice articulating clear and actionable requests within group settings. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation. DC 2.1 Interacting through digital technologies |
| Converting Enemy Images (2 hours) | Trainees reflect on stereotypes and practice shifting perspectives to build understanding and connection. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation. |

**Module 5B: Dialogue**

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|--|
| To invite the other to speak honestly after a self-check: exercises (2 hours) | The aim of this activity is to keep a dialogue going, even in situations where there is friction or conflict. It stimulates to, after a self-check, invite the other to speak honestly by applying the skill of paraphrasing. From a self-check, we continue listening actively and empathetically. This allows us to understand the other person's feelings and needs. We invite them to continue speaking honestly by paraphrasing. In this activity, we learn the skill of paraphrasing. | LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. |
| Inclusionary decision making (2 hours) | This activity guides the trainee in practicing inclusive decision-making, focusing on understanding and integrating diverse perspectives to enhance cooperation. By exploring personal and group decisions, trainees learn to empathise with those affected, recognising and addressing unmet needs. This approach directly supports the learning outcome by fostering a mindset that values collective needs, aiming to build a more collaborative and harmonious environment. | LO5.3B. To persuade valuing and considering everybody's needs in decision-making to preserve cooperation and the living/working together desiderate. |
| Consent based decision making (2 hours) | This activity introduces the trainee to consent-based decision-making, focusing on the principles of inclusion and balanced problem-solving. By practicing these steps, the trainee learns to value every individual's input and work towards decisions that consider diverse perspectives. This approach aligns with the learning outcome by fostering a cooperative decision-making culture that respects collective and individual needs, enhancing collaboration and shared commitment. | LO5.3B. To persuade valuing and considering everybody's needs in decision-making to preserve cooperation and the living/working together desiderate. |

**Face to face Learning Path B****Module 1B: Universal human rights and values**

| Title of the activity | Short description | Learning Outcome (LO) |
|--|---|---|
| Integrating human rights into teaching (3 hours) | In this exercise trainees explore ways to incorporate universal human rights and values into teaching practices. They discuss creating inclusive classroom environments, addressing potential challenges, and tailoring human rights education for different age groups. This activity promotes practical strategies for fostering equitable and values-driven education. | LO1.3B. To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts. |
| Debate: "Education as a human right" (1,5 hour) | In this debate, trainees argue the statement, "Education is a fundamental human right, and governments must ensure equitable access for all." Groups prepare by researching human rights frameworks and considering implementation challenges. The debate explores the benefits and limitations of framing education as a human right, focusing on quality and equity issues. | LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement. |
| Advocating human rights in education (1,5 hour) | In this exercise, trainees take on roles such as government officials, NGO advocates, educators, or marginalized students in a simulated policy meeting. Each trainee advocates for their position on improving access to education, using human rights arguments. The activity highlights diverse perspectives, barriers, and the power of stakeholder collaboration in achieving equitable education. | LO1.1B. To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement. |
| Defining core values: a path to thoughtful decision-making (1,5 hour) | In this activity, trainees identify their top five universal values, such as honesty or compassion, and explain their significance. A group discussion follows, exploring how these values shape personal and professional decisions. This exercise fosters self-awareness and highlights the role of values in guiding behaviour. | LO1.3B. To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts. |



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| <p>Creating change: designing educational rights awareness campaigns (3 hours 15 minutes)</p> | <p>In this activity, trainees work in groups to design awareness campaigns on educational human rights issues, such as discrimination or mental health support. They create materials like posters or social media posts and present their campaigns, highlighting their problem-solving and teamwork strategies. The exercise emphasizes creativity and advocacy for educational equity.</p> | <p>LO1.3B. To perform cooperation and problem-solving strategies to solve efficiently contemporary human rights issues in educational contexts.</p> |
| <p>"Would you rather...?" exploring values through choices (1,5 hour)</p> | <p>In this exercise, trainees engage with "Would You Rather" scenarios that juxtapose universal and cultural values. Divided into small groups, they discuss their choices and reasoning, fostering dialogue about how values influence decision-making. This activity encourages reflection and appreciation of diverse perspectives.</p> | <p>LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> |
| <p>Exposing misinformation: identifying fake news and its impact on human rights (2 hours 45 min)</p> | <p>In this exercise, trainees explore the concept of fake news and its impact on human rights, such as misinformation about marginalized groups or social justice. In small groups, they analyse a mix of fake and reliable news articles, identifying inaccuracies and discussing their rationale. The activity builds critical media literacy and highlights the importance of reliable information in upholding human rights.</p> | <p>LO1.1B To describe the relationship between human rights advocacy and educational development through articulate informed analyses of the evolution of access, equity, and quality in education within the context of the human rights movement.</p> |

Module 2B: EU values and identity

| <p>Title of the activity</p> | <p>Short description</p> | <p>Learning Outcome (LO)</p> |
|--|---|---|
| <p>Global or Local Identity? (1 hour)</p> | <p>Trainees are invited to divide into small groups of 3-5 people. The task of the trainees in groups is to compare concepts of global and local identities. After group activity, trainees are asked to spend 10 minutes reflecting on their personal experiences on the topic and to share their insights. This exercise highlights the dynamic interplay between global and local identities and invites trainees as educators to discuss how to foster an appreciation for local culture while encouraging global responsibility equipping students at school to better navigate an interconnected world.</p> | <p>LO2.1B. To implement human rights-sensitive strategies in culturally diverse classrooms.</p> |

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| <p>European Teacher in Action (1 hour)</p> | <p>Trainees are invited to analyse given situations which encourage them to reflect on the topic of a European identity and what does it mean to be a European teacher in an educational setting. After individual reflection, trainees are divided into the groups of 3-5 people to discuss the 2 chosen scenarios, prioritizing solutions for the situations given.</p> | <p>LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations.</p> |
| <p>Democratic Classroom (1 hour)</p> | <p>A trainer provides a brief introduction to the concept of democratic classroom and ask trainees to brainstorm the criteria of democratic classroom. After the brainstorm session, trainees reflect individually. The task of the individual reflection includes selecting one criterion from the brainstormed list, inviting trainees to think of two ways (two examples) of how democratic classroom is or could be implemented in their teaching setting and asking to write these reflections on a sheet of paper.</p> | <p>LO2.1B. To implement human rights-sensitive strategies in culturally diverse classrooms. LO2.3B. To adapt and implement appropriate teaching and communication styles for different students according to their potentialities, needs, and expectations.</p> |
| <p>Building the Tallest Paper Tower: Lessons for Collaborative Teaching (1 hour)</p> | <p>This activity is designed to foster teamwork, creativity, and problem-solving, reflecting skills essential in collaborative teaching. After explanation trainees are divided into small teams (3–5 people per team). Each team has to build must build the tallest free-standing paper tower within the given time. The post-activity discussion is focused on how lessons from the exercise apply to classroom dynamics and teacher collaboration.</p> | <p>LO2.2B. To treat everybody as equally valuable in professional communication and relationships.</p> |
| <p>Teamwork in school (1 hour)</p> | <p>This activity highlights the role of teamwork in creating a supportive school environment where diverse perspectives are valued. Trainer divides trainees into small groups (3-4 trainees) and assign one situation to each group. Situations illustrate fragmentation of the school community. The task is to discuss the assigned situation using questions given by the trainer and find the solutions.</p> | <p>LO2.1B. To implement human rights-sensitive strategies in culturally diverse classrooms. LO2.2B. To treat everybody as equally valuable in professional communication and relationships.</p> |



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| <p>(Anti)Discrimination in my Classroom (1 hour)</p> | <p>Trainees are asked to look through Eurobarometer data on discrimination in European Union. After that, trainees are asked to reflect on situation of different groups in their schools or classrooms targeted to discrimination and how to defend non-discriminatory behaviours and policies at school.</p> | <p>LO2.2B. To treat everybody as equally valuable in professional communication and relationships.</p> |
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Module 3B: Non-discrimination and equity

| Title of the activity | Short description | Learning Outcome (LO) |
|---|--|---|
| <p>Comparative analysis (1,5 hour) DC 15 min</p> | <p>During a 1 hour and 30 minutes, trainees conduct a comparative analysis of the positive and negative effects of social and cultural diversity combining brief presentations, small group discussions, and a plenary session. This approach ensures a structured flow of activities that encourages participation and critical analysis in a limited timeframe.</p> | <p>LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings.</p> |
| <p>Promote acceptance (1,5 hour) DC 10 min</p> | <p>For 1 hour and 30 minutes, trainees will be involved in a highly interactive, experiential approach that combines personal reflection, group collaboration, and practical application. The goal is to engage teachers on both a cognitive and emotional level to foster empathy, awareness, and actionable steps they can take in their classrooms, i.e., “to promote the acceptance of cultural diversity and respect for other people as equal human beings.”</p> | <p>LO3.1B. To analyse comparatively the positive and negative effects of social and cultural diversity, with focus on children in educational contexts, to promote the acceptance of cultural diversity and respect for other people as equal human beings</p> |

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| <p>Persuade equity + non-discrimination (1,5hour) DC 40 min</p> | <p>This learning activity combines interactive, collaborative learning activities to explore equity and non-discrimination in challenging socio-economic and gender-diverse educational settings. Trainees will engage in discussions, reflection exercises, and collaborative analysis of perspectives to understand biases and learn strategies for fostering equity. By the end, trainees will have collaboratively developed insights into applying these concepts in real educational scenarios.</p> | <p>LO3.2B. To persuade for equity and non-discrimination in education and the community, especially for people with challenging socioeconomic backgrounds or who are exposed to gender discrimination to avoid mistreatment.</p> |
| <p>Perform self-reflecting and negotiating techniques (1,5 hours) DC 0 min</p> | <p>The trainees perform self-reflecting and negotiating techniques in order to learn how to build consensus in educational context</p> | <p>LO3.3B. To perform self-reflecting and negotiating techniques for building consensus in educational context.</p> |

Module 4B: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
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| <p>Deepening Understanding of Beliefs, Needs, and Behaviours (1 hour)</p> | <p>Trainees analyse personal and cultural belief systems and their impact on communication. They engage in small group discussions and case studies to identify how beliefs shape emotions and behaviours in interactions.</p> | <p>LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes.</p> |
| <p>Understanding Cultural Lenses (1 hour)</p> | <p>Trainees explore real-life scenarios to understand how cultural backgrounds influence perspectives and communication styles. Interactive exercise helps them recognize the impact of cultural biases and assumptions.</p> | <p>LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.</p> |
| <p>Cultural Sensitivity in Communication (1,5 hour) DC 30 min</p> | <p>Trainees research and present case studies on overcoming cultural barriers in communication. They work in teams to develop best practices for fostering inclusive and respectful conversations in diverse environments.</p> | <p>LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.</p> |



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| Listening for Cooperation (1,5 hour) DC 30 min | Trainees engage in role-play activities to develop active listening skills that foster cooperation. Exercises include reflective listening, paraphrasing, and empathy-based responses to strengthen trust and collaboration. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation. |
| Role-Playing Difficult Conversations (1 hour) | Trainees practice navigating challenging conversations using NVC principles. They work in pairs or small groups to simulate real-life conflicts and apply Nonviolent Communication techniques to achieve constructive resolutions. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation. |
| Appreciation and Gratitude (1 hour) | Trainees explore how expressing gratitude enhances communication and relationships. Activities include writing appreciation letters, sharing reflections, and practicing verbal expressions of gratitude in group discussions. | LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relation. |

Module 5B: Dialogue

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|---|
| Expressing oneself honestly: Socratic dialogue (1 hour) | In this exercise, small groups explore the meaning of honest expression through guided, Socratic questioning led by a rotating facilitator. Trainees examine honesty from various angles, including intentions, consequences, and conflicting values, while reflecting on personal experiences. The exercise concludes with a group discussion, encouraging insights on how to apply honest expression thoughtfully in daily interactions. | LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. |
| The multifaceted voice (1 hour) | The voice of a teacher or educator plays a central role that goes far beyond simply conveying information. How educators use their voice can significantly influence how well students understand, remain engaged, and feel comfortable, making it essential for sustainable communication. Trainees will learn to use their voice effectively to support different teaching situations and capture students' attention. | LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions. |

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| To invite the other to speak honestly after a self-check: exercises (1 hour) | The aim of this activity is to keep a dialogue going, even in situations where there is friction or conflict. It stimulates to, after a self-check, invite the other to speak honestly by applying the skill of paraphrasing. From a self-check, we continue listening actively and empathetically. This allows us to understand the other person's feelings and needs. We invite them to continue speaking honestly by paraphrasing. In this activity, we continue practicing the skill of paraphrasing. | LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. |
| Voice for situations (1 hour) | Trainees learn to adapt their voice to different situations (e.g., in class) to improve the learning atmosphere and reach students more effectively. They learn to use their voice in a targeted way, depending on the situation in class. Thus, it is crucial to adjust the tone of voice, volume and tempo to achieve different goals, such as attracting attention, increasing motivation or ensuring understanding. | LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. |
| Viewpoint shuffle (1 hour) | This activity immerses trainees in the practice of perspective-taking, helping them experience and appreciate diverse viewpoints on a chosen topic. By physically moving to represent changing views, trainees develop empathy, adaptability, and openness in decision-making. This directly supports the learning outcome by encouraging trainees to value everyone's needs and perspectives, strengthening cooperation and promoting inclusive, flexible thinking. | LO5.3B. To persuade valuing and considering everybody's needs in decision-making to preserve cooperation and the living/working together desiderate. |
| Set Your Boundaries: A Six Hats Challenge (1 hour) | This activity teaches trainees to set personal boundaries using Edward de Bono's Six Thinking Hats technique, helping them examine boundary-setting situations from various perspectives. Exploring facts, emotions, risks, benefits, creativity, and reflection to approach common workplace boundary challenges thoughtfully and constructively. | LO5. 1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. |



ASSESSMENT of the LEARNING OUTCOMES B

Assessment for Universal human rights and values and EU values and identity

The purpose of this evaluation is to encourage reflection on European values, human rights and identity from your own personal perspective and/or teaching practice.

Please elaborate your reflections based on the following questions below. We expect the text with your reflections to be minimum 1,5 page long. While answering the question, please make your own research in literature, educational policy documents, and support your arguments by the data from it.

Questions for your reflection:

Please identify who is represented as the Other in the public narratives of your country? Are human rights fully respected for this minority? If not, which ones are neglected? Are equal educational opportunities provided for this minority in education system of your country? Present your arguments.

Assessment for Non-discrimination and equity

The purpose of this evaluation is to reflect on your learning experience, assess the knowledge and competences acquired, and consider how you will apply them in your professional context.

Your evaluation should be concise, up to four pages in length, and follow the structure outlined below.

This evaluation will clarify not only the knowledge and competencies you've gained but also the areas where you can continue to grow to foster an inclusive, equitable learning environment for all students.

Structure for reflective evaluation:

- My starting position

Reflecting on my prior knowledge before the training, I had a general awareness of diversity, equity, and the challenges they pose in educational settings. However, my understanding was more theoretical than practical, as I hadn't fully explored the nuanced



impact of social and cultural diversity on children. I expected this training to deepen my understanding of how to implement inclusive practices and address equity issues, especially in diverse and economically challenged classrooms.

Some possible guiding questions:

1. How did I initially perceive the concept of diversity in education?
2. How did my previous experiences with diversity shape my initial views on inclusivity in education?
3. Was my focus more on broad inclusion rather than specific issues like gender discrimination or socioeconomic challenges?
4. What personal biases or assumptions did I recognize in myself before the training?
5. Did I feel prepared to engage critically with biased information or materials?

- What did I learn (insights and competences)

Throughout this module, I gained a more profound awareness of how social and cultural diversity affects children's experiences in education. I learned that diversity, while positive in promoting empathy and global awareness, can also lead to misunderstandings, biases, and even exclusion if not handled thoughtfully. I developed skills in evaluating the credibility of information sources, which is essential in avoiding biased content that could reinforce stereotypes. Additionally, the module equipped me with self-reflection and negotiation techniques crucial for consensus-building in diverse groups, ensuring that all voices are valued and heard.

Some possible guiding questions:

1. What specific strategies did I learn to address cultural biases in educational resources?
2. In what ways did the training challenge my previous understanding of equity and discrimination?
3. How has my ability to critically assess the validity of information evolved?
4. How has my perspective on my role as an educator in promoting equity evolved?
5. Which exercises helped me most in developing these competencies?



- Describe One Example I Will Apply in my Educational Context

1. Provide a specific example of how I will implement what I learned in my professional or educational practice.

2. Or develop how implementing consensus-building techniques in my classroom will foster a respectful, inclusive environment. For example, during group projects, I plan to introduce structured negotiation and reflection sessions where each student can voice their perspective. By emphasizing equity and mutual respect, I aim to reduce potential biases that students might bring into discussions, especially around topics related to culture and social background. This approach will help to promote acceptance of diverse viewpoints and cultivate a sense of belonging among all students.

Some possible guiding questions:

1. What challenges do I anticipate when introducing these reflective sessions?
2. How will I ensure that each student feels safe and valued when expressing diverse perspectives?
3. How will I measure the success of these sessions in promoting a positive and respectful group dynamic?
4. Could this approach impact the students' perspectives on diversity in broader contexts?
5. What steps will I take if students or colleagues show resistance to inclusive practices?

- Where Do I Need More Information or Additional Sources?

Although the module provided a robust foundation, I feel that I need more in-depth knowledge on assessing the reliability of educational materials. Particularly, I want to better understand how to identify and counteract subtle biases in curriculum content that may not be immediately obvious. I also wish to deepen my understanding of negotiation techniques for resolving conflicts that may arise in diverse settings.

Some possible guiding questions:

1. How can I gain practical insights into identifying bias in educational resources?
2. Are there additional tools or frameworks that can enhance my negotiation skills in educational contexts?
3. What specific aspects of cultural diversity do I need to explore further?



4. Are there specific case studies or examples of successful diversity practices that I should review?

5. What additional skills could help me better advocate for equity in my educational setting?

- Who Can Help Me Find This Additional Information and/or Sources?

To address these areas, I can consult with colleagues who have experience working in diverse and inclusive educational settings. Additionally, I plan to reach out to diversity and equity specialists within my institution for guidance. External resources such as online courses on critical pedagogy and publications by scholars in the fields of cultural diversity and educational equity will also be valuable. Engaging with these resources will allow me to strengthen my skills and gain the necessary insights to apply what I have learned effectively.

Some possible guiding questions:

1. Which colleagues or mentors have specific expertise in handling bias and diversity in education?
2. Are there online platforms, such as webinars or forums, where I can discuss these issues with experts?
3. Are there community organizations or NGOs focused on education equity that I could collaborate with?
4. What reputable publications or authors should I explore to deepen my understanding of these topics?
5. What training sessions, conferences, or workshops could provide further insight into these topics?

Assessment for Understanding ourselves and others and Dialogue

Ask the trainees to schedule a slot on the assessment days. Open each assessment session by explaining the assessment process on every slot.

For each slot use a different scenario (there are 3 to 6 different scenarios). The trainees are given a scenario in a certain context: the classroom, the teachers room, teachers meeting, a meeting with parents, a team meeting or a conflict-situation in the classroom.



Each scenario contains several questions for the assessment which is related to the learning outcomes of Grade B, Modules 4 and 5.

O4.1. To understand the connections between one's beliefs, attitudes, and behaviours.

LO4.1B. To analyse the relationships between beliefs, needs, emotions, and behaviours for explaining the human differences in reactions and attitudes.

O4.2. To improve communication and interactions with others through a deepened understanding of their emotions and needs.

LO4.2B: To explain how different social and cultural backgrounds create different mindsets and values for explaining the human differences in attitudes and reactions.

O4.3. To improve communication and interconnections using efficient interpersonal communication skills.

LO4.3B. To perform communication strategies based on mutual respect, genuineness, unconditional acceptance, active listening, and empathy to build healthy, trusting and strong relations.

O5.1. To improve the empathic dialogue skills.

LO5.1B To articulate openness (connectedness) and honest interactions to promote genuine dialogue. (S88, S89)

O5.2. To improve problem-solving and conflict-resolution skills.

LO5.2B. To perform dialogue skills despite friction or conflict to contribute to connection and clarity in social interactions. (V3, V8, A39)

O5.3. To improve cooperation skills.

LO5.3B. To persuade valuing and considering everybody's needs in decision-making to preserve cooperation and the living/working together desiderate. (S79, A28, S69, V11).

When the questions are completed, thank the trainees and close the assessment session.

Evaluate the answers based on the B level learning outcomes of Module 4 and 5.

Identify the trainees who will move to level C and enter their names into the Moodle system.

The answers they give in line with the learning outcomes will enable them to move to the next level C. A minimum of a C is requested to go to the next assessment of grade C.



GRADE C sustainable communication - professional training

Level C of the EU joint training programme focuses on development of professional, i.e. most advanced level of knowledge and skills of sustainable communication. As in the descriptions of levels A and B, the main structural component of level C also consists of five modules covering the entire learning content. In each module, trainees will find a list of objectives and expected learning outcomes, which are more complex than those at Grades A and B and correspond to the highest level of cognitive abilities in Bloom's taxonomy. Each module provides a description of three key concepts and a list of references. The key concepts are followed by a summary of all learning activities in the form of a learning path, including virtual, blended, and physical (face-to-face) learning formats. The description of Grade C (as in other Grades) concludes with assessment tasks. Upon successful completion of the training on sustainable communication, trainees receive the EU micro-credentials worth 8 ECTS credits.

MODULE 1C: Universal Human Rights and Values

Objectives (O) and expected learning outcomes (LO)

O1.1. To analyse and assess the impact of human rights principles on peoples' lives, particularly focusing on their educational opportunities and prospect.

LO1.1C To investigate opportunities for incorporating human rights into educational contexts by proposing and advocating for inclusive policies and practices and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces.

O1.2. To develop communication strategies that emphasize understanding and cooperation to articulate human rights issues, fostering open and respectful dialogue.

LO1.2C To investigate the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and design strategies to address them effectively, contributing to the advancement of ethical and rights-respecting

O1.3. To promote/develop cooperative, human rights sensible problem-solving strategies among (different) educational agents (staff, pupils, parents, stakeholders).



LO1.3C. To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate universal human values.

Key Concepts

1. Universal and key values: Human rights and Universal values in the global context

■ **The impact of globalization on Universal values**

Globalization, as a multifaceted phenomenon characterized by the rapid exchange of information, goods, services, and cultural practices across national boundaries, has profoundly influenced the dissemination and acceptance of universal values such as human dignity, equality, freedom, and justice. On one hand, globalization has facilitated the spread of democratic ideals and human rights principles through international frameworks like the Universal Declaration of Human Rights (UDHR), which has become a global reference point for justice and equality. (Whalley, 2008, Abramson&Ingelhart, 2009) The widespread use of digital communication platforms has allowed marginalized voices to be heard and human rights activists to mobilize support on an international scale. This global interconnectedness has fostered the creation of transnational alliances and networks that advocate for the protection of fundamental rights, gender equality, and the abolition of discriminatory practices (Seita, 1997). However, globalization has also given rise to tensions between different value systems, often leading to cultural clashes and resistance from communities that perceive these global norms as a threat to their traditional beliefs and practices. For instance, some societies view the promotion of LGBTQ+ rights or gender equality as an imposition of Western cultural values, thereby challenging the universality of these rights. Furthermore, the dominance of Western media and institutions in shaping human rights discourse has been criticized as a form of cultural imperialism, which neglects indigenous knowledge systems and alternative conceptions of justice. Therefore, while globalization has undeniably contributed to the promotion of universal values, it has simultaneously revealed the complexity of negotiating between global standards and local traditions, highlighting the need for a more inclusive and culturally sensitive approach to human rights advocacy.

■ **Universal values in the context of global challenges**



In an increasingly interconnected world facing unprecedented global challenges, the role of universal values becomes critical in shaping collective solutions and mobilizing international communities for joint action. Climate change, economic inequalities, and widespread human rights violations are global crises that transcend national borders and require a unified ethical framework grounded in principles of justice, equity, and solidarity. For example, the principle of climate justice emphasizes the responsibility of industrialized nations to reduce greenhouse gas emissions and support vulnerable communities disproportionately affected by environmental degradation. This principle is rooted in the universal value of intergenerational equity, which calls for the protection of the rights of future generations to live in a sustainable environment (Pouliot&Thérien, 2018). Similarly, the fight against economic inequalities demands adherence to the values of fairness and social justice, which are enshrined in international human rights instruments such as the International Covenant on Economic, Social and Cultural Rights (ICESCR). By ensuring access to education, healthcare, and decent working conditions, states can address the structural causes of poverty and promote social inclusion. Moreover, the protection of human rights in the context of armed conflicts and humanitarian crises is guided by international legal frameworks such as the Geneva Conventions, which establish the obligation to protect civilian populations and prevent war crimes. In this context, universal values not only provide moral guidance but also serve as a basis for international cooperation and solidarity in addressing the root causes of global injustice.

■ The connection between Universal values and Sustainable development

The concept of sustainable development, as articulated in the United Nations' Sustainable Development Goals (SDGs), is deeply rooted in core human rights principles such as equality, justice, and respect for the environment. These universal values serve as the foundation for achieving a more equitable and sustainable world by addressing the social, economic, and environmental dimensions of development. For instance, the principle of equity underpins the goal of reducing inequalities within and between countries (SDG 10), which aims to eliminate discriminatory laws and practices that marginalize vulnerable groups, including women, indigenous peoples, and refugees. The value of justice is central to promoting access to quality education (SDG 4) and healthcare (SDG 3), ensuring that all individuals have the opportunity to lead healthy and fulfilling lives. Additionally, respect for the environment is essential for achieving sustainable consumption and production patterns (SDG 12) and protecting biodiversity (SDG 15). These goals reflect the ethical obligation to

preserve natural resources for future generations and to mitigate the adverse impacts of climate change on the most vulnerable populations. Furthermore, the implementation of these goals requires international cooperation and partnerships (SDG 17), which are based on the principles of solidarity and shared responsibility. By integrating universal values into sustainable development policies and practices, the global community can address the structural causes of poverty, inequality, and environmental degradation while promoting social cohesion and human well-being.

■ Universal rights and Global issues

The protection of universal human rights is particularly relevant in the context of contemporary global challenges such as forced migration, climate-induced displacement, extreme poverty, and armed conflicts. These challenges not only threaten the well-being and dignity of millions of people but also expose the limitations of existing legal and political frameworks in safeguarding fundamental rights. For example, the right to seek asylum, as recognized in the 1951 Refugee Convention, is a critical mechanism for protecting individuals fleeing persecution and violence. However, restrictive immigration policies and the criminalization of migrants in many countries have undermined this right, leading to human rights abuses and humanitarian crises at international borders. Similarly, the right to food, water, and shelter is increasingly jeopardized by climate change, which has exacerbated droughts, floods, and other environmental disasters, particularly in developing countries. In response to these challenges, international organizations and civil society actors have called for stronger global cooperation and the adoption of human rights-based approaches to address the root causes of forced displacement and environmental degradation. Moreover, the protection of civilian populations in armed conflicts, as mandated by international humanitarian law, remains a pressing concern in regions affected by ongoing violence and political instability. The failure of international actors to prevent war crimes and human rights violations in conflicts such as those in Syria, Yemen, or Ukraine highlights the urgent need for more effective mechanisms for accountability and justice.

■ Protection of Universal rights in crisis situations

In times of crisis, whether caused by wars, pandemics, or natural disasters, the protection of universal human rights becomes particularly challenging due to the suspension of civil liberties, the militarization of societies, and the breakdown of public services. For instance, the COVID-19 pandemic exposed significant inequalities in access to healthcare and social protection, disproportionately affecting marginalized communities and vulnerable



populations. The right to health, as recognized in the ICESCR, was often compromised due to inadequate healthcare infrastructure and unequal vaccine distribution. Additionally, the imposition of emergency measures, such as lockdowns and surveillance technologies, raised concerns about violations of privacy and freedom of movement. Similarly, in armed conflicts, the targeting of civilian infrastructure and the use of sexual violence as a weapon of war constitute grave violations of international humanitarian law. Despite these challenges, humanitarian organizations and international institutions play a critical role in providing assistance, monitoring human rights violations, and advocating for accountability. However, the lack of political will and the fragmentation of global governance mechanisms often hinder effective responses to crises and exacerbate human suffering.

■ Criticism and limitations of Universal rights

While the concept of universal human rights is widely endorsed at the international level, it has faced significant criticism from cultural relativists, political theorists, and postcolonial scholars. One of the main critiques is that the notion of universal rights reflects a Western-centric worldview that disregards the cultural and historical experiences of non-Western societies. For example, the emphasis on individual autonomy and freedom of expression may conflict with collective traditions and religious norms in certain communities. (Mutua, 2002) Moreover, the selective enforcement of human rights standards by powerful states, often for geopolitical purposes, has undermined the legitimacy of international human rights institutions. The U.S. intervention in Iraq under the pretext of promoting democracy and human rights is a case in point, where human rights rhetoric was used to justify military aggression and regime change. Furthermore, the lack of enforcement mechanisms and accountability for human rights violations committed by powerful states and multinational corporations reveals the structural limitations of the current international human rights system.

2. Advocacy and implementation of human rights

The advocacy and implementation of human rights in the 21st century are deeply influenced by the rapid development of digital technologies, the interaction between civil society and national legislation, and the emergence of new strategies to address global challenges. (Nelson & Dorsey, 2008) While digital platforms have revolutionized the way activists mobilize support and hold violators accountable, the effectiveness of advocacy efforts ultimately depends on building coalitions, engaging local communities, and pushing

for legislative reforms. As the future of human rights advocacy continues to evolve, a balanced approach that combines technological innovation, legal action, and grassroots mobilization will be essential for advancing justice, equality, and human dignity on a global scale. (Rall, Satterthwaite et al., 2016)

■ Advocacy in the context of new technologies and social media

In the digital age, human rights advocacy has undergone a profound transformation due to the emergence of new technologies and the widespread use of social media platforms (Lebert, 2018). These technological advancements have significantly expanded the reach and impact of advocacy campaigns, enabling human rights organizations and activists to mobilize global support, raise awareness, and exert pressure on governments and corporations that violate human rights. Social media platforms such as Twitter, Facebook, and Instagram serve as powerful tools for disseminating information rapidly and engaging diverse audiences. For instance, the #MeToo movement, which emerged on social media, became a global phenomenon that shed light on gender-based violence and sexual harassment, compelling policymakers and institutions to take action. Similarly, the Black Lives Matter movement leveraged digital platforms to highlight systemic racism and police brutality, influencing public discourse and leading to policy reforms in various countries.

Moreover, digital technologies enable activists to document human rights violations in real-time, providing visual evidence that can be shared instantly with international audiences. The use of live streaming, geolocation tools, and encrypted communication platforms has empowered human rights defenders operating in repressive environments to bypass state-controlled media and reach global supporters directly. However, while digital advocacy has amplified voices that were previously marginalized, it also presents significant challenges, such as the spread of misinformation, the surveillance of activists by authoritarian regimes, and the risk of online harassment (Ashifa, 2021). Therefore, effective human rights advocacy in the digital era requires not only technological innovation but also strategies for ensuring digital security, protecting privacy, and verifying information to maintain credibility and trust.

■ The interaction between advocacy and national legislation

Human rights advocacy plays a crucial role in influencing national legislation and shaping legal frameworks that protect the rights of marginalized and vulnerable groups. By raising public awareness, mobilizing civil society, and engaging policymakers, advocacy campaigns can drive legislative reforms that align with international human rights standards.



One notable example is the global campaign against child labor, which led to the adoption of stricter labor laws and the ratification of international conventions, such as the International Labour Organization's Convention No. 182 on the Worst Forms of Child Labour. Similarly, advocacy efforts by LGBTQ+ organizations have contributed to the decriminalization of homosexuality and the legalization of same-sex marriage in several countries.

In many cases, advocacy campaigns utilize strategic litigation to challenge discriminatory laws and policies in domestic courts (Park, Murdie&Davis, 2019). For instance, human rights organizations have successfully used legal action to demand the abolition of the death penalty, protect indigenous land rights, and secure access to healthcare for marginalized communities. Moreover, human rights advocacy often involves coalition-building and partnerships with policymakers, legal experts, and civil society actors to draft and propose new legislation. The introduction of anti-discrimination laws, gender equality policies, and protections for refugees and asylum seekers is often the result of sustained pressure from human rights advocates and activists. However, the effectiveness of advocacy in influencing national legislation depends on the political context, the strength of civil society, and the willingness of governments to comply with international human rights obligations. In authoritarian regimes or politically unstable environments, advocacy efforts may face severe repression, censorship, and criminalization, highlighting the need for international support and protection for human rights defenders.

■ The future of Human rights Advocacy

The future of human rights advocacy is shaped by emerging global trends, technological advancements, and the evolving nature of social movements. One of the key developments in this field is the increasing role of youth activists and grassroots movements in driving social change. Young leaders, such as Greta Thunberg in the climate justice movement and Malala Yousafzai in the fight for girls' education, have demonstrated the power of youth engagement in advocating for human rights and holding governments accountable. Youth-led digital campaigns are not only raising awareness about critical issues, such as racial justice, gender equality, and environmental sustainability, but also inspiring collective action and policy change on a global scale.

Another significant trend is the growing use of artificial intelligence (AI), big data analytics, and blockchain technology in human rights advocacy. AI-powered tools can analyze vast amounts of data to detect patterns of human rights abuses, while blockchain technology can enhance transparency and accountability in supply chains, preventing labor

exploitation and environmental violations. Furthermore, virtual reality (VR) and immersive storytelling are being increasingly used to create empathy and awareness by allowing audiences to experience the realities faced by refugees, victims of war, or indigenous communities. However, the integration of new technologies in advocacy efforts also raises ethical and privacy concerns, particularly regarding data security and the potential misuse of digital tools for surveillance and censorship.

In addition to technological innovations, future human rights advocacy will require more inclusive and intersectional strategies that address structural inequalities and power imbalances. Building alliances across social movements, engaging marginalized communities, and amplifying the voices of indigenous peoples, women, and LGBTQ+ individuals will be essential for promoting social justice and protecting human dignity. Furthermore, global advocacy networks will need to adapt to geopolitical shifts and respond to emerging challenges, such as the rise of authoritarian populism, the erosion of democratic institutions, and the increasing criminalization of dissent. By combining digital tools, legal strategies, and community-based activism, human rights advocates can overcome global barriers and advance the protection and implementation of fundamental rights in diverse contexts (Pijoh, 2023).

3. *Human rights in the digital era*

The protection and promotion of human rights in the digital era require a comprehensive and multi-dimensional approach that addresses the ethical, legal, and social implications of technological advancements. From the regulation of AI systems to the protection of children's rights online and the strengthening of cybersecurity measures, governments, technology companies, and civil society actors must work collaboratively to ensure that digital technologies are developed and used in ways that uphold fundamental human rights. (Coccoli, 2018) As the digital landscape continues to evolve, human rights frameworks must also adapt to new challenges and opportunities, prioritizing equity, transparency, and the protection of vulnerable communities in the global digital space.

■ The impact of artificial intelligence on Human rights

The rapid development and widespread use of artificial intelligence (AI) have raised profound ethical and legal questions regarding the protection of human rights in the digital era. While AI technologies have the potential to enhance human well-being and improve



access to essential services, they also pose significant risks of discrimination, inequality, and privacy violations. One of the primary concerns is the potential for AI algorithms to perpetuate and even amplify racial, gender, and social biases if they are not designed and implemented responsibly. For instance, predictive policing algorithms, facial recognition systems, and automated hiring tools have been shown to disproportionately target marginalized communities, reinforcing existing patterns of inequality and exclusion. (Risse, 2019) This bias often stems from the data used to train AI models, which may reflect historical injustices or cultural prejudices, leading to unfair outcomes in areas such as criminal justice, employment, and healthcare.

Furthermore, the lack of transparency and accountability in AI decision-making processes raises concerns about due process and the right to a fair trial. Individuals affected by algorithmic decisions often have limited access to information on how these decisions are made or the ability to challenge them. (Martsenko, 2022) This lack of oversight not only violates the right to non-discrimination but also undermines the principle of human dignity and autonomy. In response to these challenges, international human rights frameworks, such as the United Nations Guiding Principles on Business and Human Rights, emphasize the need for regulatory frameworks that ensure AI technologies are developed and used in accordance with fundamental rights and ethical standards. Such regulations should include mechanisms for auditing AI systems, establishing accountability for biased outcomes, and protecting individuals' data privacy. Additionally, promoting diversity and inclusivity in the development of AI technologies is essential to prevent discriminatory practices and foster more equitable digital environments.

■ Digital rights of children as a vulnerable group in the online environment

In the digital era, children represent one of the most vulnerable groups due to their limited capacity to understand and navigate the complexities of the online environment. The rapid expansion of digital platforms, social media, and online entertainment services has created both opportunities and risks for children's rights, including their right to privacy, protection from exploitation, and access to information. One of the most pressing concerns is the exposure of children to inappropriate content, cyberbullying, and online exploitation. The proliferation of child sexual abuse material, the manipulation of young users through targeted advertising, and the collection of personal data without consent pose significant threats to children's physical and psychological well-being.

In response to these challenges, international legal frameworks such as the United Nations Convention on the Rights of the Child (UNCRC) recognize the need to protect children's rights in the digital environment. Governments, technology companies, and civil society organizations must collaborate to establish age-appropriate content moderation policies, strengthen cybersecurity measures, and implement educational programs that promote digital literacy among children and their guardians. Additionally, the right to privacy and data protection must be ensured by restricting the collection and use of children's personal information and enforcing strict regulations on data-sharing practices by social media platforms and online gaming companies. At the same time, efforts to protect children in the digital space should not undermine their right to access information, freedom of expression, and participation in online communities. Therefore, a balanced approach that prioritizes both protection and empowerment is essential for promoting children's healthy development in the digital era.

■ Cybersecurity and Human rights

The increasing frequency and sophistication of cyberattacks have significant implications for the protection of fundamental human rights in the digital age. Cyberattacks targeting critical infrastructure, financial institutions, and communication networks not only disrupt essential services but also threaten the right to privacy, freedom of expression, and access to information. For example, large-scale data breaches that expose personal information can lead to identity theft, discrimination, and harassment, while state-sponsored cyber-espionage can undermine political dissent and suppress freedom of speech. Additionally, the growing use of surveillance technologies and digital monitoring tools by authoritarian regimes raises serious concerns about violation of privacy rights and suppression of civil liberties. (Pavlova, 2020).

In this context, the protection of cybersecurity is not merely a technical issue, but a fundamental human rights concern that requires international cooperation and legal regulation. Governments and private sector actors must work together to strengthen cybersecurity infrastructure, protect critical information systems, and ensure that digital technologies are not used to violate human rights. Moreover, international human rights standards, such as the International Covenant on Civil and Political Rights (ICCPR), (ohchr.org) should guide the development of cybersecurity policies to prevent the misuse of surveillance technologies and protect individuals' digital privacy. At the same time, civil society organizations and human rights defenders play a crucial role in monitoring and



reporting human rights violations in the digital sphere, advocating for transparency and accountability in government surveillance practices.

■ The future of Human rights in the digital era

As technology continues to advance at an unprecedented pace, the future of human rights in the digital era will be shaped by both new challenges and opportunities. Emerging technologies such as blockchain, quantum computing, and the Internet of Things (IoT) have the potential to improve access to justice, enhance transparency, and protect digital privacy. For instance, blockchain technology can be used to securely store evidence of human rights violations or create transparent systems for distributing humanitarian aid. (Czurik, 2022) However, these technologies also introduce new risks related to digital surveillance, algorithmic discrimination, and the erosion of personal autonomy.

One of the key challenges in the coming decades will be balancing technological innovation with the protection of fundamental rights. This will require the development of international legal frameworks that establish clear guidelines for the ethical use of emerging technologies while holding both state and non-state actors accountable for human rights violations in the digital space. Additionally, promoting digital literacy and empowering marginalized communities to access and use technology will be essential for reducing the digital divide and preventing further social and economic inequalities. The role of youth activists, and human rights defenders will also be critical in advocating for transparency, accountability, and inclusive digital policies that respect human dignity and diversity.

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MODULE 2C: EU Values and Identity

Objectives (O) and expected learning outcomes (LO)

O2.1. To value, promote, and apply strategies that respect human dignity, human rights, and cultural diversity in professional life.

LO2.1C To investigate the effect of implementation of human rights in educational processes by comparing different situations.

O.2.2. To communicate and cooperate respectfully with people having different cultural and social background

LO2.2C To explain and assess professional practices and communication in the light of equality and human rights.

O2.3. To actively promote and encourage cultural diversity, variety, and inclusive education in educational contexts and practices.

LO2.3C To reflect upon and investigate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process.

Key Concepts

1. Identity: Ethnic, National and European

As was already mentioned in grade B, the concept of identity encompasses two different sides: on the one hand, identity conceived as stable, determined and internalized in one's culture, on the other hand, identity as a construct of multiple subjectivities influenced by personal experience and social environment. What is even more important is that multiple subjectivities can be conflictual with one another not only on a personal level but also communicating with others. That's why it is especially important for teacher to reflect on identity issues understanding the influence of personal cultural (religious, national, ethnic etc.) identity in dealing with different and even conflictual clashes of identities in class environment.

The self-reflection of your own identity is essential for the implementation of human rights in educational processes. Article 19 of Universal Declaration of Human Rights which states that 'everyone has the right to freedom of opinion and expression' and article 26 stating



that 'everyone has the right to education' are two human rights which every teacher should have in mind trying to solve identity related conflicts.

If we would look at many contemporary sociological theories of identity, there are many discussions and disagreements about the nature of identity, its importance in globalized world etc., but one thing is common for all these theories: identity is understood as continuous and problematic cultural process (Bauman, 2004; Castells, 2010; Hall, 2003; Zajda, 2022). It is crucial to understand this aspect of problematic side of identity to foster inclusive social environment. The main question is how to deal with different identities in educational context? It should be stressed that the statement that identity is problematic does not mean that identity is becoming less important. Quite contrary, we should be aware of the importance of identity in many conflictual situations.

To deal with identity conflicts, it is important to acknowledge the discursive construction of identity. This approach is based on Foucault's discourse analysis. The famous quote of Michel Foucault that 'there is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time power relations' (Foucault, 1995, 27) is very relevant considering the complexity of identity. Social and institutional practices producing the supposed neutrality of knowledge and still often occurring hierarchical model of educational environments shows how important is to try to avoid power relationships in dealing with the conflicts of different identities.

The complexity of multiple identities is strongly evident when values between groups of majority and minority collide. The power relationships between different social and cultural identity groups usually gives the majority group more power and opportunities than disadvantaged groups. In this context the distinction between belonging and otherness is very relevant. Although the concept of otherness is inevitable for the process of our self-understanding, at the same time it is much more dividing and as such quite risky in creating conflictual situations. That's why the concept of belonging (f. e. to the school, university or any other community) can be more neutral and moderating solution to achieve more inclusive identity. One of the self-reflection tools that can mitigate potential identity conflicts is emphasizing professional identity, which 'gives minorities an anchor, and can serve as an important source of symbolic capital for minority teachers' (Gindi & Ron, 2023). In this way achieved identity plays much more important role than ascribed identity and helps to soften



potential disbalance of power relations not only between teachers and students, but also between students and even teachers themselves.

Another important distinction to keep in mind is between individual and group identity. One of the better-known definitions of identity groups was proposed by Amy Gutmann. She defines identity groups as ‘politically significant associations of people who are identified by or identify with one or more social markers. Gender, race, class, ethnicity, nationality, religion, disability, and sexual orientation are among the most obvious examples of shared social markers, around which informal and formal identity groups form’ (Gutmann, 2003, 9). The essential aspect is that group identity usually does not encompass individual identity in its entirety. Personal identity is constructed by multiple subjectivities which means that different individuals can develop quite unique sets of values, and not all beliefs will be the same between all members of the group. Still, ‘a joint commitment to group identity is one of the social/psychological factors which acts as a constraint on the group member to fully believe the group’s beliefs’ (Fraser-Burges, 2012, 497). This aspect that in-group beliefs are more intractable than non-group beliefs create problem of avoiding the hegemony of dominant group.

Since we inevitably encounter multiple identities in a global society and individuals even at the personal level usually has to choose between different identities, this basically can be done in three ways: ‘Reconciliation, where individuals try to balance their multiple identities by integrating aspects of both identities, Realignment, where individuals choose one identity over another identity by selecting one identity to enact, or by focusing on one identity more than the other, and Retreat, where individuals avoid both of their conflicting identities, effectively compartmentalizing them’ (Jones & Hynie, 2017, 3). Because the strategy of retreat basically corresponds to marginalization and separation and realignment means assimilation, this leaves only reconciliation as a tool to manage conflicting multiple identities and achieve inclusive and not dividing environment.

Respecting human rights and cultural diversity of different identities at the same time can be quite challenging. This means that practical educational environments cannot be the same and should acknowledge practical differences in the implementation of human rights in various settings. This is even more relevant considering contemporary technological developments which in one way creates more opportunities for minorities, but on the other hand can also be quite disruptive. For example, the different cases of human rights in the digital era, which are discussed in more detail in Module 1 (such as freedom of expression

online, digital harm, manipulation and disinformation etc.), show that in expressing your opinion, communicating with others or even just giving information the teachers should keep in mind potential identity conflicts.

One of the main ways to avoid power relations arising from different identities is the creation of democratic learning environment. It should be noted that democracy in this case means not only recognizing the identity of each of us and respecting the relevant values, but at the same time understanding that in identity conflicts it is important to find a common ground in the discussion. The main democratic guideline when dealing with potential identity conflicts is that every person has the right to develop their own identity, which should not be imposed from the outside. Although we all have different social markers, this should not affect the relationship with one another at least in educational settings. In this way implementing human rights policies (such as inclusive education laws, anti-discrimination measures, or freedom of belief in schools) positively influences educational processes and creates democratic environment that respect and value diversity of identities. Even more, the main influence of inclusivity is a creation of space that emphasizes not divisive social differences, but principles such as social justice, critical awareness and independence and because of that all students have more opportunities in such educational environment.

2. EU Values – Inclusive Education

Inclusive education has become a cornerstone of global and European public education policies, emphasizing inclusion as an emerging human right (Rodrigues, 2014). Education serves as a powerful platform for promoting inclusion and addressing inequality within society. This paper examines professional practices and communication strategies that align with the principles of equality and human rights. Specifically, it explores sustainable communication, intercultural competence, reflective practices, and differentiated pedagogy as tools for fostering inclusive learning environments.

■ The TASC Project and Sustainable Communication

The TASC Project is grounded in the concept of sustainable communication as a tool for fostering inclusion in education. This approach incorporates strategies centred on cooperation, nonviolent communication, intercultural competence, reflective thinking, and problem-solving to enrich educational scenarios and pedagogical practices.



In today's increasingly diverse educational environments, sustainable communication and collaboration across cultural and social backgrounds are essential for fostering inclusive, respectful, and effective learning experiences. Within both formal and informal settings, families, students, teachers, and educational staff bring diverse perspectives shaped by their unique cultural and social contexts, including behavioural patterns, status and gender norms, and communication styles. Addressing this diversity requires strategies to prevent and eliminate communication barriers, ensuring that every participant's dignity is respected.

■ Assessment of Professional Practices

Professional practices in education must align with principles of equality and human rights to create inclusive environments that respect diversity. Evaluating these practices involves:

- **Inclusivity:** Teachers and trainers must ensure their teaching methods and curriculum are accessible and beneficial to all students, regardless of background. This includes designing lessons that address a variety of learning styles and cultural experiences (Tomlinson, 2014). Inclusive practices ensure equitable opportunities for success.

- **Reflective Practices:** Educators should continuously reflect on their teaching and communication methods, identifying and addressing unconscious biases or stereotypes that may arise in their interactions with students (Brookfield, 2017). Regular self-assessment enables educators to evaluate how effectively they support diverse learners and uphold the principles of equality and human rights.

- **Ongoing Professional Development:** To foster a more inclusive environment, educators must engage in professional development focused on intercultural competence and communication. These efforts enable educators to understand the diverse needs of their students and refine their practices accordingly (Gay, 2018). Such professional growth aligns with the human rights principle of equal access to quality education.

■ Intercultural Competence and Communication

Intercultural competence, defined as the ability to understand, collaborate, and interact with individuals from cultures or belief systems different from one's own, is a cornerstone of respectful and sustainable communication. Educators and trainers must cultivate awareness of cultural differences, recognizing that cultural backgrounds shape communication styles, behaviours, and expectations (Gay, 2018).

While cultural diversity in the classroom presents challenges, it also provides opportunities to develop cultural awareness and dismantle stereotypes. By employing cooperative strategies, active listening, empathy, and flexibility, educators can more effectively manage intercultural interactions, engage students from diverse backgrounds, and create positive, inclusive learning environments.

■ Intercultural Dialogue for Conflict Resolution

Intercultural dialogue, where individuals from diverse backgrounds engage in meaningful discussions, is a vital strategy for resolving conflicts and promoting understanding. Such dialogue enables trainers and trainees to explore cultural differences constructively, fostering a deeper understanding of others' experiences and worldviews (Maalouf, 2017).

When conflicts arise from cultural misunderstandings, trainers must be equipped to transform these conflicts into learning opportunities. Effective conflict resolution involves understanding all parties' perspectives, acknowledging the validity of differing cultural norms, and working toward mutually beneficial solutions (Ting-Toomey, 2012). This approach not only resolves conflicts but also reinforces human rights principles by respecting the dignity of all involved.

■ Active Listening and Empathy

Effective communication in multicultural classrooms goes beyond linguistic skills, requiring active listening and emotional intelligence. Active listening ensures that all voices are heard and respected, minimizing misunderstandings stemming from cultural differences (Brownell, 2013). It involves fully concentrating, understanding, responding, and remembering what is communicated. Trainers must instil this practice in trainees to ensure that no voice is unheard, devalued, or disrespected.

Empathy, the ability to understand and share others' feelings, is another critical component of cross-cultural communication. Research by Zhu (2020) shows that culturally empathetic individuals are more likely to exhibit respect and open-mindedness in interactions with others from diverse backgrounds. Developing empathy enables trainers and trainees to build relationships based on mutual understanding and respect, which is fundamental for cooperative learning. Both active listening and empathy directly support the principles of equality by valuing diverse perspectives.



■ Differentiated Pedagogy and Collaborative Learning

Inclusive teaching practices should incorporate differentiated pedagogy (Perrenoud, 1999), where trainers adjust content, activities, and assessments to accommodate diverse learning styles and cultural backgrounds (Tomlinson, 2014). This approach integrates students' cultural knowledge into the curriculum, creating learning environments that reflect and respond to trainees' cultural experiences. These adjustments promote equity in the classroom, ensuring that all trainees have an equal opportunity to succeed.

Research indicates that cooperative learning enhances academic achievement and fosters social cohesion among students from diverse backgrounds (Johnson & Johnson, 2009). Collaborative learning pedagogies encourage trainees to work together to solve problems, share knowledge, and achieve common goals while valuing contributions regardless of cultural or social background. Trainers should also employ diverse teaching methods, materials, and resources, such as multimedia, storytelling, problem-solving activities, and group projects, to engage trainees from various cultural contexts (Gay, 2018).

■ Conclusion

Effective communication and collaboration with individuals from diverse cultural and social backgrounds are essential skills for trainers and trainees in contemporary educational settings. By fostering intercultural competence, encouraging dialogue for conflict resolution, practicing active listening, and demonstrating empathy, trainers can create classroom environments that respect and value diversity. Additionally, using differentiated pedagogies and collaborative learning approaches ensures that all students can succeed and contribute to the learning community.

As societies grow increasingly multicultural, these skills will play a pivotal role in shaping equitable, respectful, and globally aware educational experiences. Future efforts should focus on integrating these practices into teacher training programs and developing metrics to evaluate their effectiveness in advancing equality and human rights.

3. European Teacher Identity and Values: Democratic Education

The concept of European teacher identity encompasses two aspects: identity and values. Although a teacher, like any individual, has his or her own personal identity, this should not have a significant impact on communication in a multicultural environment. The key point is that while all individuals inevitably bring their own unique cultural and social



context, these different contexts should be perceived by the European teacher not as problems but as opportunities. In other words, to avoid division and conflict, European teacher identity should be based not on specific cultural identities, but on common European values.

Although all the values on which the European Union is based and which are enshrined in Article 2 of the Treaty of European Union are very important in the education system, the value of democracy should be singled out. It should be emphasized that democracy as a value in this case means not only and not so much a form of political governance, but rather certain values that should be based on any environment to be called democratic. Therefore, we could essentially describe the identity of a European teacher as the identity of a democratic teacher.

Especially the model of deliberative democracy, which is heavily based on the theory of communicative action by Jürgen Habermas, is very suitable for describing the identity of European teacher. The ideas of neutrality, rational deliberation, and cognitive consensus are the main guidelines that guide Habermas's model of deliberative democracy. 'Cognitive consensus' is an ideal that real-world practice, including the education system, should be oriented towards. According to Habermas, 'in this community, the only available mechanism of self-organization is the instrument of discursive opinion and will-formation, and by using such means the community is supposed to be able to settle all conflicts without violence' (Habermas, 1998, 323). Although the ideal communication situation is a thought experiment, consensus in his theory remains a regulatory idea that is quite suitable for modern pluralistic societies.

Of course, cognitive consensus is not the only possible way to resolve potential conflicts of values. Rational discourse can privilege dominant groups, while less privileged groups may not necessarily have sufficient opportunities to articulate their positions. For example, the barriers to achieve equal treatment in education (especially low-income socioeconomic background and gender discrimination), which are discussed in more detail in Module 3, show that democratic teacher should recognize the plurality of perspectives, discourses, and styles of speech. In this case, differences become not sources of conflict, but resources for potentially better communication, because only with different perspectives is the issue under consideration better understood.

The concept of cognitive consensus is closely related to the practice of intercultural dialogue, in which the most important points are meaningful discussions (Maalouf, 2017), understanding different perspectives, acknowledging various cultural norms, and trying to



achieve mutually beneficial solutions (Ting-Toomey, 2012). Since deliberative democracy requires citizens with well-established deliberative attitudes and a society that would support the idea of deliberative democracy as a long-term project, it is precisely in the educational space that such democratic culture should be created, articulated and strengthened. The educational system, in this way, becomes an essential element in creating deliberative and inclusive society.

Similar idea of deliberative communication emphasizes the need ‘to develop the capacity of every individual for intelligent deliberation through mutual communication ... [and] to create preconditions for students to engage in moral deliberation and to adopt positions in relation to the world, society, and each other’ (Englund, 2006, 508). Deliberative communication is a communication when although different opinions and values collide, nevertheless teachers and students are trying to ensure that everyone could listen, consider, seek arguments, and evaluate; at the same time, there is a collective effort to find values and norms that everyone can agree on (Englund, 2010, 24). A possible way to strengthen deliberative democracy would be to use the educational system to develop civic literacy, which would enable trainees in the public space to search for consensus.

In this way, deliberative communication becomes important not only to reach mutual solutions, but also as an essential skill that both teachers and students should develop. Constantly reflectively observing one’s own internal attitudes and trying to understand the other in any discussion helps to at least partially avoid cultural biases and stereotypes. That’s corresponds to reflective practices continuously reflect on your own teaching and communication methods (Brookfield, 2017). It should be noted that reflective openness to diverse cultural and social experiences is one of the most important aspects to avoid the dominance of one group or the marginalization of others.

There are many practical examples around the world that demonstrate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process: state-funded community schools in California seeking high quality equitable education (Cohen, 2024), program with aim to develop leadership skills in rural and marginalized communities in Peru (Cobián, 2024), girls school in India which addresses the issues of social discrimination in their community (Sahni, 2024), equitable access to information literacy in schools (Froggatt, 2024) etc. All of this shows that with democratic education, power and control are distributed more evenly in the educational environment.

One of the main methods in democratic education is debate. In fact, it is more than just communication. Discussion usually responds to the requirements of active questioning and empathy in its essence. However, for debates to be fully inclusive, it is important to distinguish the necessary conditions. As J. Graff notes, the most important aspects are reciprocity and openness to self-transformation:

- The trainees must be informed from the start that consensus is the main goal of the debate.
- The trainees must be instructed to come up with reason-based arguments that potentially appeal to individuals who do not already share their position.
- The trainees must be encouraged to withdraw some of their arguments when, but only when, compelling critique has been issued against them. (Graff, 2022, 624-625)

These important conditions for debating format in education basically correspond to what is considered the main values of democratic teacher. First, European teacher should strive to create a safe and inclusive space where all voices are heard and respected. Second, the teacher's own professional identity should be based on a respectful relationship with different social and cultural identities, recognizing diverse cultural values and beliefs. Third, European teacher should resolve identity conflicts through active engagement, consensus and compromise. Fourth, very important value is collective decision-making, where the needs of the community are listened to, different opinions are accepted, and various educational practices are adjusted accordingly, considering different identity contexts (Nathan et al., 2024, 8).

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MODULE 3C: Non-discrimination and Equity

Objectives (O) and expected learning outcomes (LO)

O3.1. Understand the dynamics of discrimination and its impacts on people's lives (attitudes, behaviours, chances) and interactions (equality, equity, fairness)

LO3.1C. To investigate the differences between equality and equity in educational contexts (affirmative actions) to explain their different aims and consequences.

O3.2. To promote non-discrimination in educational contexts, using critical and non-stereotypical thinking strategies.

LO3.2C. To design and implement an action plan based on critical thinking and reliable sources of information for promoting equity and non-discrimination in educational settings.

O3.3. To enhance effective collaboration in diverse educational contexts, regardless of differences, aiming to reach consensus and shared/valued group objectives.

LO3.3C. To design a collaboration plan for creating a diverse educational context.

Key Concepts

1. The respect of diversity

Educational contexts are rich with diversity, encompassing students from various cultural backgrounds, abilities, genders, and socioeconomic statuses. Understanding and addressing discrimination within these settings is essential to fostering inclusive and equitable environments. This text examines the concepts of equality and equity, highlighting their implications for education and emphasizing the importance of respecting diversity. By drawing on relevant literature and practical examples, the discussion aims to meet the following learning outcome: "To investigate the differences between equality and equity in educational contexts (affirmative actions) and to explain their distinct aims and consequences."

■ **Understanding Equality and Equity**

Equality and equity are frequently misunderstood as interchangeable concepts; however, they represent distinct approaches to fairness. Equality involves providing the same



resources or opportunities to all individuals, assuming that everyone starts on an equal footing. This perspective often overlooks systemic and contextual disparities. In contrast, equity recognizes and addresses these disparities, allocating resources and opportunities based on individual needs to achieve comparable outcomes (Rawls, 1971; European Commission, 2020a).

For instance, providing all students with the same textbook (equality) ignores the needs of students who require large-print versions due to visual impairments or additional materials for language support. Equity ensures these unique needs are met, enabling every student to access educational content effectively. This understanding echoes the importance of inclusive teaching practices (Gay, 2010), which seek to bridge disparities through differentiated and adaptive strategies.

■ **Affirmative Actions: A Pathway to Equity**

Affirmative actions are intentional measures aimed at countering historical and systemic disadvantages faced by marginalized groups (Banks, 2007). In education, these measures include:

- Targeted scholarships for underrepresented groups, such as students from low-income families or minority ethnic backgrounds.
- Inclusive teaching practices, such as differentiated instruction to accommodate varied learning needs.
- Quota systems in higher education to ensure representation of disadvantaged groups.
- These actions aim to level the playing field by dismantling barriers to access and participation while fostering respect for diversity through inclusive practices (European Commission, 2020b).
- Respecting Diversity: Addressing Discrimination

Respect for diversity requires addressing the dynamics of discrimination and its far-reaching impacts on individuals and communities. In educational settings, discrimination can manifest in various forms:

- Implicit bias: unconscious expectations from teachers that influence their interactions, such as assuming lower academic potential for students from marginalized backgrounds (Banaji & Greenwald, 2016).



- Curriculum exclusion: the absence of diverse voices and perspectives in learning materials, which can alienate students (Banks, 2016).
- Structural barriers: policies or practices that inadvertently disadvantage certain groups, such as dress codes that fail to accommodate religious attire.

A study by Gillborn (2008) highlights how systemic racism disproportionately affects Black students in the UK, creating barriers that persist across educational levels. Similarly, Prior et al. (2022) found significant sociodemographic disparities in London, driven by intersectional factors such as race and socioeconomic status. Addressing these issues requires targeted interventions, as noted earlier in discussions on systemic inequities.

■ Practical Implications for Equity and Respecting Diversity

Inclusive curriculum design: an inclusive curriculum reflects the diversity of the student population, validating their experiences and fostering a sense of belonging. For example, incorporating literature from authors of varied cultural backgrounds promotes cross-cultural understanding and inclusion (Banks, 2007; Nieto, 2010).

Culturally responsive teaching: educators can adopt culturally responsive teaching strategies to bridge gaps between students' home cultures and school environments. Gay (2010) emphasizes the importance of affirming students' identities to enhance academic success, aligning with broader frameworks of inclusion and equity.

Professional development: ongoing training in recognizing and addressing implicit biases equips educators to support diverse learners effectively. Reflective practices such as those suggested by McIntosh (1989) help educators understand their own positionality and privilege in addressing inequities.

Policies promoting equity: schools should implement equity-oriented policies, such as:

- Providing language support programs for students who speak English as an additional language.
- Ensuring physical accessibility for students with disabilities.
- Developing anti-discrimination policies to protect students from harassment and exclusion.



■ The Impact of Equity on Educational Outcomes

Equity-focused approaches deliver significant benefits for individuals and communities. Students who feel respected and included are more likely to engage academically and socially. Moreover, diverse and inclusive classrooms prepare students to thrive in multicultural societies.

Nieto (2010) found that schools embracing diversity report higher levels of student satisfaction and achievement. Additionally, European research by Terschuur (2022) demonstrates that addressing systemic inequities significantly reduces educational disparities across countries, paving the way for more equitable outcomes.

■ Conclusion

Respecting diversity is foundational to achieving equity in education. While equality provides uniform opportunities, equity acknowledges individual needs and seeks to dismantle systemic barriers. By implementing affirmative actions and fostering inclusive practices, educators and policymakers can create environments where all students have the opportunity to succeed.

Achieving equity requires sustained commitment, reflection, and action, as emphasized by Nieto (2010) and Ladson-Billings (2022). These efforts contribute not only to fairer educational systems but also to a more inclusive and respectful society, underlining the critical role of education in promoting social justice and equity.

2. *The non-discrimination path*

■ The role of education when building a just society

The concern with building a more just and equitable society has permeated our history and has generated several reflections on what a fair and just society is (Chandler, 2023). According to John Rawls, one of the most relevant philosophers for this discussion, a just society is a society of free and rational people who, even in the face of a difficult scenario, are assured of the best possible situation. In this sense, the role of leaders and governments is to 'maximize the minimum', that is, to provide those who have the least with the best situation (Rawls, 2021).

In this context, all forms of discrimination express injustice and inequality. In the pursuit of a fair and just society, not only as a moral imperative but also as a strategic



necessity, we must embrace diversity and foster an environment of non-discrimination and equity. Every individual deserves to be treated with dignity, respect, and fairness (UDHR, 1948).

Unfortunately, discrimination remains a pervasive issue in societies across the globe, often manifesting within educational environments (Schaffer, 2021; The Annie E. Casey Foundation, 2024). Moreover, the advent of artificial intelligence and data-driven technologies in education introduces a new dimension of discrimination. Algorithmic bias has been shown to reinforce stereotypes and exacerbate inequities, underscoring the urgent need for critical digital literacy among educators (Baker & Hawn, 2021).

In educational settings, promoting equity and non-discrimination requires a deliberate, evidence-based approach. This key concept outlines the theoretical underpinnings necessary to enable educators to design and implement effective action plans that address systemic inequities. Grounded in principles of critical thinking and informed by reliable sources, such action plans foster inclusive environments where diversity is respected, and every individual has equal opportunities to succeed. (European Commission, 2017; Leicht, Heiss, & Byun, 2018; OECD, 2018). In short, education will form citizens who value diversity and who will contribute to a more equitable and inclusive world.

Creating a truly inclusive educational environment requires a cultural shift. Schools must move beyond tokenistic gestures and embed inclusivity into their ethos. This involves celebrating cultural diversity through events, fostering respectful dialogue, and ensuring that marginalised voices are represented in decision-making processes (Spencer-Oatey & Franklin, 2019).

■ Critical thinking as a foundation for equity

Critical thinking is a vital skill for educators striving to identify and address biases within educational systems, disrupt stereotypes, and cultivate empathy. It involves systematically questioning assumptions, evaluating evidence, considering multiple perspectives before forming conclusions and making informed decisions to promote equity. According to Pappámikail & Beirante (2022), critical thinking is indispensable for recognising and challenging discriminatory practices embedded in institutional policies and classroom dynamics.

Freire (2020) emphasises the transformative power of critical thinking in education, arguing that it enables educators to uncover oppressive practices and challenge systemic

inequities. This aligns with the European emphasis on equity as a guiding principle in inclusive education frameworks.

By adopting a reflective approach, educators can identify gaps in inclusivity and question existing practices that perpetuate discrimination

Designing action plans for equity and non-discrimination

Developing an effective action plan may involve several key stages:

- **Assessing the current educational environment:** The first step is to conduct a comprehensive analysis of the school environment, identifying barriers to equity. Tools such as surveys, focus groups, and data analysis can uncover disparities in student access to resources, participation, and outcomes (Pappámikail, Beirante, & Cardoso, 2022).
- **Defining clear and measurable objectives:** Goals should be specific, achievable, and aligned with broader policies promoting equity. (Banks, 2019).
- **Engaging Stakeholders:**
- **Input from teachers, students, parents, and community members is essential to ensure diverse perspectives are considered. This participatory approach aligns with the principles of inclusive education. (Pappámikail & Beirante, 2022).**
- **Implementing evidence-informed strategies and using reliable information:** Strategies should be informed by reliable research and best practices. (Pappámikail, Beirante, & Cardoso, 2022). The use of credible sources of information is essential for addressing misinformation and stereotypes that perpetuate discrimination.
- **Professional development for educators:** Training programmes on equity, inclusion, and cultural competence equip educators with the skills necessary to identify and address biases. As highlighted in *Gestão da Educação Inclusiva* (Pappámikail, L., & Beirante, D., 2022). such initiatives are critical for fostering environments that celebrate diversity (Banks, 2019).
- **Monitoring and evaluating progress:** Continuous evaluation is critical to ensure the effectiveness of an action plan. Regular feedback from stakeholders also ensures that the plan remains responsive to emerging needs (Spencer-Oatey & Franklin, 2019). The evaluation and feedback is used to adjust and improve the original action plan.



■ Conclusion

The ability to design and implement action plans grounded in critical thinking and reliable information is fundamental to promoting equity and non-discrimination in educational settings. By leveraging the principles outlined in inclusive education frameworks, educators can create transformative environments where every student is valued and supported.

3. The importance of reaching consensus in diverse groups

There are many sources of diversity in group processes. A diverse group will have competing views, values, strategies, needs, and objectives. Reaching consensus is not always easy, but it is important to achieve a common goal, and consensus is the best alternative.

One preconception is that reaching a consensus means making a unanimous decision, but there are several key differences between consensus and unanimity.

■ Why the distinction between unanimity and consensus is important

The distinction between unanimity and consensus is crucial in shaping the outcomes of group discussions, negotiations, and governance. While both approaches aim to achieve agreement, they operate under different principles and have distinct practical implications. Understanding these differences is essential for organizations, and teams that rely on collective decision-making.

Unanimity requires the complete agreement of all individuals involved. This means that every single person must support the decision without any dissent. In contrast, consensus allows for general agreement even if some individuals have reservations, as long as they do not actively oppose the decision. Recognizing this distinction is important because choosing between these two approaches impacts the efficiency, inclusivity, and effectiveness of decision-making processes (Hart, VanEpps & Schweitzer, 2021).

Organizations and institutions that rely on unanimity may experience delays or deadlocks due to a single dissenting voice, whereas those that employ consensus can move forward with decisions that accommodate diverse perspectives. This distinction is particularly relevant in democratic systems, corporate decision-making, and international negotiations, where flexibility and collaboration are essential (European Parliament, 2021).

■ Key aspects and comparison:

| Feature | Consensus | Unanimity |
|-----------------------|--|---|
| Definition | General agreement, even if some have reservations | Complete agreement by all members |
| Requirement | No one strongly opposes, but not everyone must fully agree | Every single person must fully support the decision |
| Flexibility | Allows compromise and modification | Requires full alignment with no dissent |
| Decision Speed | Typically, faster than unanimity | Can be slow or impossible if there's one holdout |
| Examples | Business meetings, political negotiations, team projects | Jury verdicts, constitutional amendments, board resolutions |

In practice, many decision-making bodies opt for consensus rather than unanimity because it enables progress while still respecting diverse viewpoints. However, it is also important to ensure that consensus does not suppress dissenting opinions, as this could lead to groupthink.

■ The implication of adopting consensus in a diverse group

In diverse groups, consensus-based decision-making has significant implications. It provides a framework for inclusivity, allowing members with different backgrounds, experiences, and perspectives to contribute to the decision-making process. This inclusivity fosters collaboration and ensures that multiple viewpoints are considered before concluding.

One major advantage of consensus in diverse groups is that it encourages constructive dialogue. Since consensus does not require absolute agreement, individuals feel more comfortable expressing their concerns and offering alternative solutions. This leads to more well-rounded and informed decisions.

However, achieving consensus in a diverse group also comes with challenges. The process can take longer because it requires discussion, negotiation, and compromise. Additionally, there is a risk that dominant voices may influence the outcome disproportionately, making it important to have facilitation strategies in place to ensure fair participation. To avoid this there are multiple strategies employed like Delphi approach (Senerth et al, 2025) or nominal group technique (Smith, Cartwright, Dyson & Aitken, 2024).



Ultimately, adopting consensus in a diverse group enhances decision-making by balancing efficiency with inclusivity. While unanimity can be ideal in certain scenarios, consensus provides a more practical and adaptable approach for groups with varied perspectives, allowing for progress while still respecting differences.

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MODULE 4C: Understanding ourselves and others

Objectives (O) and expected learning outcomes (LO)

O4.1. To understand the connections between one's beliefs, attitudes, and behaviours.

LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. (S69, S79)

O4.2. To improve communication and interactions with others through a deepened understanding of their emotions and needs.

LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. (A27, S90)

O4.3. To improve communication and interconnections using efficient interpersonal communication skills.

LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. (A29, S101)

Key Concepts

Welcome to the Understanding Oneself and Others module, a core component of Grade C within the Teacher Training Manual (TTM), designed to deepen trainees' ability to analyze how mindset shifts, social interactions, and communication strategies influence personal and professional relationships in diverse settings. This module provides a comprehensive exploration of three interrelated concepts: understanding oneself, understanding others, and connecting with others, each serving as a critical foundation for emotional intelligence, relational adaptability, and ethical engagement in social and educational contexts.

Aligned with Learning Outcome 4.1C, the understanding oneself component examines how perspective changes influence emotions, behaviours, and attitudes, shaping alternative responses to situations. This section explores the interplay between cognitive adaptability, emotional regulation, psychological flexibility, and collective efficacy, providing insights into how individuals develop resilience, self-awareness, and intentional decision-



making. By integrating transformative learning theory (Mezirow, 1991), emotion regulation research (Gross, 2002), and cognitive flexibility models (Kashdan & Rottenberg, 2010), trainees will critically assess how self-perception impacts well-being, social engagement, and personal growth.

Guided by Learning Outcome 4.2C, the understanding others section focuses on developing relational awareness, cultural sensitivity, and empathic communication. Trainees will explore humanistic education principles (Aloni, 2011), ethics of care (Noddings, 1984), and culturally responsive teaching (Gay, 2018) to articulate humanistic and empathic methods in social interactions. This section also examines the role of authenticity and empathy in social engagement (Bialystok & Kukar, 2017), social-emotional learning (Jagers, Rivas-Drake, & Borowski, 2018), and social justice commitments in fostering inclusive, equitable relationships across diverse educational and professional settings.

Reflecting Learning Outcome 4.3C, the connecting with others section highlights the significance of connection-building approaches tailored to different personalities, cultural contexts, and interpersonal dynamics. Drawing from Social Identity Theory (Tajfel & Turner, 1979), Nonviolent Communication (Rosenberg, 1999), emotional intelligence research (Goleman, 1995), and collective efficacy theory (Bandura, 1997), this section examines how individuals cultivate trust, sustain meaningful relationships, and engage in adaptive social interactions. By fostering inclusive communication, relational trust, and emotional resilience, trainees will develop the skills necessary to build and maintain strong, collaborative connections in personal, professional, and educational environments.

This module provides a structured and interdisciplinary approach to self-awareness, social adaptability, and interpersonal connection, ensuring that trainees develop the cognitive, emotional, and ethical competencies needed to navigate complex social landscapes with intentionality and sensitivity. Through an integration of theoretical insights, applied research, and reflective engagement, trainees will cultivate a deeper understanding of the interconnected nature of beliefs, emotions, and behaviors, strengthening their ability to foster inclusive, trust-based relationships in diverse professional and personal settings.

1. Understanding oneself

Aligned with Learning Outcome 4.1C, the focus of understanding oneself involves a critical exploration of how changes in perspectives and mindset influence emotions,



behaviours, and attitudes, shaping alternative responses to various situations. This concept examines the interplay between emotional regulation, psychological flexibility, collective efficacy, and critical reflection, emphasizing their role in self-awareness, cognitive adaptability, and resilience. Trainees will analyse how shifts in self-perception impact decision-making, emotional well-being, and interpersonal relationships, integrating insights from transformative learning theory (Mezirow, 1991), emotion regulation research (Gross, 2002), and cognitive adaptability models (Kashdan & Rottenberg, 2010). Through this exploration, individuals gain a deeper understanding of how to consciously regulate emotions, adapt to changing contexts, and develop strategies for navigating personal and social challenges with greater intentionality and flexibility.

Understanding oneself is an evolving process shaped by emotion regulation and cognitive reappraisal, both of which influence how individuals interpret experiences and modify behavioural responses. Research suggests that the ability to reframe a situation from an alternative perspective enhances emotional resilience and decision-making flexibility (Gross, 2002). Individuals who engage in adaptive mindset shifts through cognitive reappraisal demonstrate greater emotional stability, reduced stress, and improved social interactions (Gross & John, 2003). In contrast, habitual emotional suppression, which involves inhibiting emotional expression without reappraisal, has been linked to higher psychological distress and diminished interpersonal connections (Richards & Gross, 2000). This highlights the importance of conscious emotional adaptation, allowing individuals to reassess their reactions and align their behaviours with intentional, constructive choices.

Closely tied to emotion regulation is psychological flexibility, which refers to an individual's capacity to adjust cognitive and emotional responses in dynamic personal and social contexts (Kashdan & Rottenberg, 2010). Psychological flexibility is characterized by awareness, openness, and adaptability, which enable individuals to navigate uncertainty and shifting circumstances without rigid cognitive patterns (Hayes, Strosahl, & Wilson, 2006). Research indicates that higher psychological flexibility is associated with greater emotional resilience, problem-solving capacity, and mental well-being (Bonanno & Burton, 2013). It involves the ability to accept internal experiences, shift perspectives when necessary, and align actions with personal values (Kashdan, Barrios, Forsyth, & Steger, 2006). In contrast, psychological inflexibility, which is marked by rigid cognition and experiential avoidance, has been linked to higher stress, impaired decision-making, and reduced adaptability (Bond et al., 2011). Understanding oneself, therefore, requires developing psychological flexibility as a

means of fostering cognitive resilience, emotional agility, and long-term behavioural adaptability.

Self-perception and behaviour are not solely individual constructs but are also shaped by collective efficacy, a concept that refers to a shared belief in a group's ability to achieve common goals (Bandura, 1997). Research indicates that individuals who perceive themselves as part of an efficacious social group are more likely to develop adaptive mindsets, resilient attitudes, and goal-directed behaviours (Hattie, 2016). The belief that one's efforts contribute to a larger collective reinforces motivation, emotional regulation, and persistence (Goddard, Hoy, & Woolfolk Hoy, 2004). When people share a sense of collective agency, they become more engaged in self-improvement, flexible in problem-solving, and proactive in overcoming challenges (Eells, 2011). Conversely, low collective efficacy can result in disengagement, a fixed mindset, and diminished personal agency, reinforcing beliefs that external factors dictate personal outcomes (Tschannen-Moran & Barr, 2004). Understanding oneself, therefore, requires recognizing how individual attitudes and behaviours are influenced by social and professional networks, as well as actively engaging in environments that foster shared purpose, mutual support, and high expectations (Donohoo, Hattie, & Eells, 2018).

Beyond cognitive and social influences, critical reflection serves as a key mechanism for transformative self-understanding, allowing individuals to reassess their assumptions, values, and behaviors (Mezirow, 1991). Transformative learning theory suggests that self-awareness is developed through a process of meaning reconstruction, in which individuals critically evaluate how their experiences, beliefs, and cultural conditioning shape their perceptions (Mezirow, 1997). Engaging in reflective self-examination enables individuals to challenge ingrained cognitive patterns and become more open to alternative perspectives and adaptive thinking. Research suggests that those who regularly engage in critical self-reflection demonstrate greater self-efficacy, problem-solving resilience, and a heightened capacity for self-directed learning (Taylor, 2008). This process is essential for fostering mindset shifts, as it allows individuals to identify limitations in their thinking and reframe their perspectives toward more flexible, growth-oriented approaches.

In summary, understanding oneself is a continuous and dynamic process, influenced by emotion regulation, psychological flexibility, collective efficacy, and critical reflection. These mechanisms collectively shape self-awareness, resilience, and cognitive adaptability, reinforcing the ability to navigate challenges, regulate emotions, and sustain proactive behaviors. By integrating insights from emotional intelligence, social cognition, and



transformative learning theory, individuals develop a deeper, more intentional awareness of how their beliefs, emotions, and behaviors influence their experiences. This heightened self-awareness enhances personal agency, decision-making, and relational skills, ensuring that individuals actively engage in shaping their growth trajectories rather than passively reacting to their circumstances.

2. Understanding others

Understanding others is introduced as a foundational concept in Module 4, aligning with Learning Outcome 4.2C, which emphasizes the articulation of humanistic and empathic principles in understanding others to deepen relational awareness, social adaptability, and inclusive mindsets. This concept explores the ways individuals develop ethical awareness, intercultural sensitivity, and relational competence, ensuring that interpersonal interactions are guided by mutual respect, emotional intelligence, and social responsibility. Just as understanding oneself involves self-awareness, cognitive flexibility, and emotional regulation, understanding others requires the ability to recognize and interpret emotions, perspectives, and lived experiences, fostering meaningful engagement in diverse educational and professional settings.

A key dimension of understanding others is human thriving, which is inherently relational and context-dependent. Brown et al. (2017) highlight that thriving occurs when individuals experience psychological resilience, intrinsic motivation, and strong social connections. This aligns with Self-Determination Theory (Ryan & Deci, 2002), which emphasizes that autonomy, competence, and relatedness are fundamental to both individual well-being and social cohesion. In educational and professional contexts, fostering emotional security and shared purpose enhances one's capacity to understand and connect with others, reinforcing the idea that thriving is not an isolated state but a socially embedded process. This perspective suggests that meaningful human interactions depend on the ability to foster interpersonal trust, validate different perspectives, and navigate diverse social landscapes with empathy and adaptability.

Building upon this, the humanistic education framework (Aloni, 2011) reinforces that understanding others requires a shift from outcome-driven interactions to a more holistic, person-centred approach, where individuals are valued for their lived experiences, cultural backgrounds, and emotional realities. However, Bialystok and Kukar (2017) highlight a fundamental challenge in this process: the tension between authenticity and empathy. While

authenticity encourages self-expression, empathy necessitates transcending personal experiences to engage with alternative worldviews. This challenge is particularly evident in social justice education, where deeply held beliefs can either foster inclusive engagement or create barriers to understanding. The ability to navigate this complexity requires cognitive flexibility, critical reflection, and an awareness of how personal identity and social structures influence interpersonal interactions. By developing these competencies, individuals enhance their ability to engage meaningfully across diverse communities, fostering ethical and constructive dialogue.

Another essential element of understanding others is the ethics of care, which underscores the necessity of emotional attainment, trust, and moral responsibility in human relationships. Nel Noddings' (1984) theory of Caring Education, examined by Zhang and Zheng (2021), argues that care is not simply an emotional state but an active process of recognizing and responding to others' needs. This principle aligns with the broader discussion on social-emotional learning (SEL), where long-term, trust-based relationships facilitate deeper self-reflection, social adaptability, and collective well-being. Within educational and professional settings, care-based engagement fosters mutual respect, ethical responsibility, and inclusive decision-making, ensuring that individuals are not only understood but also valued. Just as self-awareness enables individuals to regulate emotions and engage in prosocial behaviours, relational awareness fosters stronger interpersonal bonds, cooperative problem-solving, and a culture of belonging.

The integration of Social and Emotional Learning (SEL) principles further enhances this relational awareness by emphasizing social adaptability, emotional intelligence, and ethical engagement. Jagers, Rivas-Drake, and Borowski (2018) highlight that social awareness and relationship skills are essential for fostering inclusive and equitable interactions. SEL frameworks stress that understanding others involves more than recognizing emotions—it requires the ability to navigate diverse perspectives, resolve conflicts constructively, and engage in collaborative decision-making. This aligns with culturally responsive teaching (Gay, 2018), which ensures that individuals recognize, validate, and integrate diverse perspectives into their personal and professional engagements. The development of emotional intelligence and intercultural competence strengthens social engagement, collaborative learning, and ethical leadership, reinforcing the interconnected nature of relational and cognitive adaptability.



A final dimension of understanding others is culturally responsive engagement, which extends beyond individual emotional intelligence to broader social justice commitments. Geneva Gay's (2018) Culturally Responsive Teaching framework emphasizes that understanding others is not merely about recognizing diversity, but about actively integrating cultural validation and social justice principles into interpersonal and professional interactions. Research suggests that when individuals see their cultural identities affirmed, they experience greater levels of motivation, trust, and relational engagement. This reinforces the idea that understanding others requires intentional efforts to dismantle biases, foster inclusive dialogue, and engage in ethically grounded interactions. Just as self-awareness fosters emotional regulation and resilience, cultural competence strengthens one's ability to build sustainable, equity-driven connections across diverse communities.

A comprehensive understanding of others is a multidimensional, evolving process that requires relational adaptability, ethical engagement, and emotional intelligence. Research on human thriving, the ethics of care, social-emotional learning, and culturally responsive teaching highlights that cognitive flexibility, empathy, and social competence are essential for navigating diverse personal and professional environments. Individuals who integrate perspective-taking, intercultural awareness, and ethical reflection into their social interactions are better equipped to foster meaningful, inclusive relationships that promote collective well-being. By recognizing how emotions, biases, and social structures shape human interactions, individuals enhance their ability to engage in transformative, equity-driven dialogue that prioritizes mutual respect, belonging, and sustainable collaboration. Understanding others, therefore, is not a passive recognition of diversity but an active, ethical commitment to fostering inclusive, just, and socially enriching connections.

3. Understanding connecting with others

Understanding connecting with others is introduced as a key concept in Module 4, aligning with Learning Outcome 4.3C, which emphasizes the articulation of connection-building approaches suitable for different personalities and diverse social and cultural backgrounds, ensuring flexibility and responsiveness to various circumstances and contexts. This concept extends beyond self-awareness (4.1C) and understanding others (4.2C) by focusing on the processes of forming, sustaining, and adapting interpersonal relationships in diverse environments. Effective connection-building involves active communication, emotional intelligence, and an understanding of social and cultural diversity, enabling

individuals to navigate complex social interactions with sensitivity and adaptability. By fostering reciprocity, trust, and collaborative engagement, individuals enhance their ability to create sustainable, meaningful connections in both professional and personal settings.

Social interactions are dynamic, bidirectional processes influenced by personal identity, social affiliation, and environmental context. Social Identity Theory (Tajfel & Turner, 1979) explains how individuals categorize themselves and others based on group memberships, which shape social connections and influence interpersonal interactions. Recognizing these group dynamics is essential in building connections that bridge cultural and ideological divides.

Communication plays a fundamental role in establishing and maintaining interpersonal relationships. Rosenberg's (1999) Nonviolent Communication (NVC) model provides a structured approach to expressing needs, listening actively, and fostering trust in interactions. NVC emphasizes the distinction between observations and evaluations, the identification of emotions and underlying needs, and the articulation of clear, non-coercive requests. This method aligns with interpersonal effectiveness strategies, reinforcing that transparent, respectful, and empathetic communication fosters deeper social connections. Furthermore, research highlights that active listening and adaptive communication styles enhance relationship-building by ensuring that individuals feel understood and valued (Sofer, 2018). In professional and educational settings, these skills contribute to team cohesion, conflict resolution, and collective problem-solving, strengthening trust-based collaboration.

Emotional intelligence plays a crucial role in deepening social connections and fostering relational resilience. Goleman (1995) defines emotional intelligence as the ability to recognize, understand, and manage emotions in oneself and others, which directly influences interpersonal effectiveness. The integration of Social and Emotional Learning (SEL) principles further enhances these competencies by emphasizing social awareness, relationship-building skills, and responsible decision-making (Jagers, Rivas-Drake, & Borowski, 2018). Research shows that individuals who demonstrate high emotional intelligence exhibit greater adaptability, conflict-resolution skills, and collaborative engagement, reinforcing the importance of self-regulation and perspective-taking in social interactions (Zins et al., 2004). By cultivating emotional resilience and empathy, individuals create more inclusive, emotionally supportive networks, facilitating long-term relationship-building.



Intercultural competence is an essential dimension of connection-building in diverse social contexts. Geneva Gay's (2018) Culturally Responsive Teaching framework underscores that effective relationships are built on cultural validation, equity, and mutual respect. This perspective aligns with Transformative Learning Theory (Mezirow, 1991), which suggests that individuals refine their social engagement strategies through critical self-reflection and exposure to diverse worldviews. Intercultural competence involves the ability to adapt communication styles, recognize implicit biases, and navigate social differences with sensitivity and openness (Deardorff, 2006). In multicultural environments, connection-building requires intentional efforts to foster inclusion, recognize systemic inequities, and create spaces for authentic dialogue, reinforcing the broader commitment to equity-driven engagement.

Sustaining meaningful connections also depends on collective efficacy, shared purpose, and collaborative engagement. Bandura's (1997) theory of collective efficacy suggests that individuals who believe in their collective ability to achieve shared goals exhibit higher levels of cooperation, perseverance, and trust. In educational and workplace settings, trust-building, mutual accountability, and aligned goals contribute to resilient social networks (Goddard, Hoy, & Woolfolk Hoy, 2004). Research demonstrates that teams with strong collective efficacy are more effective in conflict resolution, problem-solving, and adaptive decision-making, emphasizing the importance of relational trust in sustaining long-term connections (Hattie, 2016). By reinforcing shared responsibility and reciprocal support, individuals create more engaged, connected, and emotionally supportive communities.

The ability to connect with others is not a static skill but a dynamic, evolving process that requires adaptability, emotional intelligence, and social awareness. Research on social identity, communication, emotional intelligence, intercultural competence, and collective efficacy highlights that meaningful interpersonal relationships depend on active engagement, cognitive flexibility, and ethical responsiveness. Individuals who integrate adaptive communication strategies, emotional attunement, and social awareness into their relationships develop stronger trust-based connections that support mutual growth and well-being. Understanding how diverse personalities, cultural backgrounds, and social structures shape interactions enhances one's ability to engage in transformative, equity-driven relationships. Connecting with others, therefore, is not merely about forming relationships—it is about actively cultivating inclusive, resilient, and socially enriching human interactions.

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MODULE 5C: Dialogue

Objectives (O) and expected learning outcomes (LO)

O5.1. To improve the empathic dialogue skills.

LO5.1C To manage naturally balanced self-connection, self-expression and empathy skills to genuinely connect with others.

O5.2. To improve problem-solving and conflict-resolution skills.

LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution

O5.3. To improve cooperation skills.

LO5.3C. To articulate non-violent and intercultural communication skills to enhance intercultural cooperation

Key Concepts

1. Empathic dialogue skills

We started with the focus on **active and empathic listening** as a key skill contributing to understanding and connection. In this way teachers are engaging in the dialogue with students, parents, colleagues, other stakeholders, ... in a way that supports connection.

In grade B we used **paraphrasing and balancing the time of speaking and listening** among the different partners to contribute to a connecting dialogue.

In grade C experiencing different tools to support our self (such as yoga, meditation, journalling, questioning, reflection, ...) to **deepen our empathic dialogue skills** as teachers.

■ **Socially Constructed “Nature”**

From a social constructivist perspective, human behavior, including dialogue skills and practices, is not an inherent trait but rather a socially constructed phenomenon: These skills are developed through interactions between individuals and their social contexts, ultimately leading to conversational fluency, responsiveness, and interactivity (Bourdieu, 1984). Within this framework, education possesses the capacity to cultivate learning that



establishes “naturally balanced self-connection, self-expression and empathy skills to genuinely connect with others.”

■ **A Self-Concept in Learning and Interaction**

Recent research underscores the significance of self-concept in student learning. Kang (2023) found that students’ self-concepts, particularly regarding science, play a crucial role in how they engage with and process learning outcomes. A robust self-concept facilitates confidence in closing knowledge gaps and acquiring new knowledge. Consequently, self-perceived competence influences behavior, evaluations, and attitudes toward learning and social interactions.

Newell and Antwerpen (2024) emphasize that co-creation in education offers many benefits but also presents challenges. Educators need to acknowledge and address these challenges by engaging with learners’ competencies and concerns simultaneously. This highlights the educator’s role as a supporter, mentor, and facilitator in fostering students’ self-concept and interaction skills. While self-concepts are not always empirically accurate (Mather & Visione, 2024), feedback plays a crucial role in shaping and reinforcing them. Training programs emphasizing active and empathetic listening, supported by peer feedback, enhance educators and learners’ professionalization and interpersonal growth. Educators are a role model, so it starts with training the skills on own level in order to support themselves and the process of the students.

■ **Learning Environments and Cultural Context**

Mather and Visione (2024) further stress the importance of creating a learning environment that embraces vulnerability and fosters a culture of learning from mistakes. This approach shifts the focus from individual performance to collective awareness and continuous improvement. Encouraging a culture that accepts mistakes as part of the learning journey is essential for fostering sustainable dialogue skills.

Herranen and Aksela (2024) found that teachers’ engagement in sustainability education increases with a confident self-concept. However, their study also revealed that teachers’ action-related self-efficacy requires further development. This finding suggests that more significant effort should be directed toward fostering and coaching teachers’ self-concepts, enabling them to convey knowledge, skills and facilitate meaningful dialogues in the classroom effectively.



■ Motivation and Self-Efficacy in Learning Processes

Abdunabi et al. (2024), focusing particularly on programming courses, revealed that learning motivation is the most significant predictor of students' self-efficacy. Motivated students exhibit a better drive to improve their skills, underscoring the importance of integrating motivation-enhancing strategies in educational settings. Educators can create an environment that sustains student motivation and engagement by fostering self-connection, self-expression, and empathy in communication.

In conclusion, self-connection, self-expression, and active, empathetic listening are fundamental components in developing practical dialogue skills. These elements must be considered within the broader cultural and environmental context learners engage in. Future educational initiatives should emphasize integrating these skills into curricula, fostering a sustainable and socially responsive education system. By prioritizing these competencies, educators can contribute to a learning environment that supports personal growth, enhances empathetic dialogue, and prepares students to navigate complex social interactions with confidence and empathy. We need to start with the teachers themselves for realizing this.

2. Problem solving and conflict resolution skills

At the start of this training, the focus was on growing **awareness** of how we can influence ourselves through **self-empathy**. Enhancing the ability to stay emotionally present to oneself (**self-connection, self in presence**) when hearing a difficult message or content, supports oneself to enter a dialogue with a new curiosity and openness and in that way, contributes to problem-solving and conflict-resolution.

In grade B we deepened our skills to contribute to connection and clarity in social interactions with students, parents, colleagues, ... by performing **self-connection, listening and speaking skills**. We reflected on indicating and respecting boundaries, the use of our voice and our role (model) as teachers.

In the third grade related to problem-solving and conflict-resolution skills, we practice in **restorative approaches and conflict resolution strategies** to be used in educational settings with students, colleagues and other stakeholders.

In the current dynamic educational landscape, dialogue skills are essential for establishing social interactions that support problem solving and conflict resolution. Conflicts, as articulated by Ceballos-Vacas and Rodríguez-Ruiz (2023), are not inherently



detrimental; rather, they can serve as opportunities for reflective consideration. However, excessive or misaligned conflicts may overwhelm learners, presenting emotional, social, and academic challenges. Consequently, it is imperative for educators to develop learning environments that promote balanced dialogue, facilitating collective progress toward shared educational objectives while fostering the sustainability of education.

■ Learning Communities

Research shows that social interaction is not just a supplementary component but a crucial foundation of effective learning communities. Bergdahl and Hietajärvi (2022) illustrate that co-creation and shared cognition lie at the core of teachers' interactions, establishing the groundwork for robust peer collaboration and individual engagement. They further assert that engagement and interaction between educators and learners are critical for achieving significant learning outcomes. Consequently, it is evident that technological support plays a role, but social interaction is also fundamental in establishing a foundation for dialogue, problem-solving, and conflict resolution. These dynamics not only promote academic achievement but also foster strong social connections within learning communities, which are essential for long-term educational success in terms of sustainability.

The concept of embodiment in educational contexts is of equal significance. Kahl (2022) emphasizes that both individual and collective embodiment, in conjunction with multidimensional proximity, establish an environment conducive to visible yet vulnerable interactions. These embodied experiences empower learners to "see and be seen," which is an essential element for deepening dialogue and improving conflict resolution. By incorporating these insights, educators can guarantee that vulnerability promotes social interactions, thereby strengthening the physical and emotional presence that enhances learning across various domains (Medina et al., 2023).

■ Professionalization

Moreover, cultivating a professional identity is intricately connected to dialogue and social interaction. Olarte et al. (2022) posit that relationships and their varied configurations profoundly influence the identities of emerging educators. In this context, empathy assumes great importance in fostering a social environment perceived as trustworthy and reliable (Klimecki, 2019). This learning process not only enhances pedagogical practices but also instills a sense of self-reliance and adaptability that is essential for the sustainability of educational practices over time.



The integration of dialogue skills, embodied presence, and professional identity establishes an ecosystem wherein conflicts are managed constructively, and each voice contributes to a shared vision. Research-based knowledge (Hakvoort et al., 2019), as well as self-reliance and an appropriate learning environment (Mather & Visione, 2024), are therefore essential in alleviating the detrimental effects of conflict while promoting reflective and intentional communication. When educators give precedence to these dimensions, they establish a foundation for sustainable learning communities capable of adapting to evolving circumstances and fostering innovation in problem-solving.

In summary, developing dialogue skills goes beyond improving communication; it strategically fosters solidarity and sustainability within educational communities. Through co-creation, embodied interactions, and the evolving professional identity, educators can turn conflict into opportunities for growth and learning. The key challenge is finding the right balance between promoting constructive disagreement and ensuring a supportive environment where all stakeholders feel empowered to engage in the shared quest for knowledge, understanding, and social advancement.

3. Cooperation skills

In grade A, the focus was on establishing respectful and mutual dialogue, using **listening skills** as well as **expressing myself** honestly. Enhancing the **ability to express** what one desires in ways that is more likely to be heard and **inviting others to express** their needs too, contributes to clarity and understanding each other and increases the possibility of smooth cooperation.

In the second grade the get more skilled in using “**needs language**” in listening to messages and sharing proposals, an approach contributing to constructive collaboration.

In grade C, we reflect on the **different roles**, talents and tasks to **cooperate** and ways how to achieve a common goal using collaborative teaching with students or group work in/as a team with colleagues, parents and other stakeholders.

Enhancing intercultural cooperation in an increasingly globalized world requires educators and learners to cultivate skills that transcend traditional communication boundaries. Non-violent and intercultural communication competencies—rooted in dialogical practices—are fundamental in facilitating understanding, resolving conflicts, and nurturing mutual respect among diverse groups. Such capabilities not only enrich interpersonal interactions but

also serve as the foundation for sustainable communication and education, ensuring that collaborative endeavors remain responsive and adaptive over time.

School and learning Environments contributing to problem solving and conflict resolution

Sustainable communication implies an enduring capacity to educate on the social, emotional, and cognitive skills necessary for navigating a multifaceted world. When educational institutions intentionally embed non-violent communication and intercultural dialogue within their curricula, they create learning environments where conflict is addressed constructively, and differences are seen as opportunities for growth. In this context, dialogical skills extend beyond the classroom; they become a means of empowering both pre-service and in-service teachers to model empathetic, inclusive interactions that ripple outward into broader communities.

Recent research highlights the transformative potential of intercultural experiences in achieving these outcomes. Callahan et al. (2021) demonstrated that international telecollaborative programs can effectively equip novice teachers with a global perspective by combining real-time digital exchanges with classroom practices. Their findings suggest that when educators engage with peers from different cultural backgrounds, they not only enhance their own intercultural sensitivity but also acquire practical strategies to foster a collaborative classroom atmosphere. This process, in turn, contributes to the long-term sustainability of educational practices by embedding global citizenship into teacher professional development.

Professionalization by Cross-Cultural Relationships

The work of Lolkus et al. (2022) underscores the value of immersive study-abroad experiences in nurturing cross-cultural relationships. Their research indicates that short-term, faculty-led programs—when designed with intentional community engagement and a focus on intercultural learning—can have lasting impacts on trainees’ ability to relate to diverse communities. These relationships, built on mutual trust and understanding, serve as a foundation for sustainable intercultural cooperation, as they encourage ongoing dialogue and a commitment to empathetic interactions. Such experiences provide educators with a lived understanding of cultural nuances and the importance of empathy in overcoming language and cultural barriers on a global scale.



Complementing these perspectives, Nguyễn and Stoller (2024) offer a comprehensive framework for cross-cultural collaboration in educational settings. They argue that the diverse pathways for collaboration—ranging from face-to-face exchanges and in-person conferences to digital partnerships and formal institutional alliances—are vital for promoting non-violent communication strategies. These varied methods ensure that learning is not confined to one mode or context but is a dynamic, multifaceted process. Integrating these collaborative experiences into teacher education helps establish a sustainable learning cycle, where constructing social interaction builds the capacity for empathy, understanding, and innovation in addressing complex intercultural challenges.

■ Collaborative Conflict Resolution and Problem Solving

Underlying these empirical insights is the recognition that intercultural cooperation is not merely a desirable add-on to traditional pedagogical practices—it is essential for preparing educators to meet the demands of an interconnected world. As highlighted by Johnson and Johnson (2019) and also stated by Larraz et al. (2017), cooperative learning models provide future teachers with hands-on experiences in conflict resolution and collaborative problem-solving. These models emphasize the importance of non-violent approaches, where empathy and mutual effort are central to achieving shared objectives. By engaging in such practices, educators become better prepared to manage diverse classrooms and more adept at instilling these values in their students.

In conclusion, sustainable education hinges on our ability to cultivate non-violent and intercultural communication skills that promote enduring dialogue and cooperation. By integrating digital and face-to-face learning experiences and by drawing on research from Callahan et al. (2021), Lolkus et al. (2022), and Nguyễn and Stoller (2024), educators can create environments where intercultural cooperation thrives. Such educational practices are essential for developing responsive, globally minded citizens equipped to navigate and transform a changing world.

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OVERVIEW of the ACTIVITIES by learning paths

Virtual Learning Path C

EU synchronous

Module 1C: Universal human rights and values

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|--|
| Breaking the system: universal values and sustainable development (1 hour) | In this high-stakes simulation, trainees step into the roles of key education stakeholders—government officials, school leaders, activists, and NGOs—to navigate real-world power struggles in implementing human rights-based education policies. Through strategic planning, live negotiations, and resistance handling, they must break systemic barriers and advocate for sustainable, value-driven change. This immersive, problem-solving challenge pushes trainees beyond theory, requiring them to apply persuasive communication, adapt under pressure, and outmaneuver opposition to create lasting impact in education. | LO1.1C: To investigate opportunities for incorporating human rights into educational contexts by proposing and advocating for inclusive policies and practices and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces. |

Module 2C: EU values and identity

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|--|
| Discussion: Inclusive Education Self-Assessment (1 hour) | Trainees analyse three short real-life classroom scenarios that illustrate different levels of inclusivity, and defines which scenario represents inclusive, somewhat inclusive, or non-inclusive practice. After analysis of scenarios, trainees run a discussion based on these questions: What makes a classroom inclusive? What common barriers exist in schools? What role do teachers play in breaking down these barriers? | LO2.3C. To reflect upon and investigate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process. |



Module 3C: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|--|
| Structure and content of an action plan (1 hour) DC 50 min | This learning activity serves as preparation for the personal asynchronous online learning activity and must be completed beforehand. The objective of this activity is to develop the ability to edit an action plan and to understand its structure and content. | LO3.2C. To design and implement an action plan based on critical thinking and reliable sources of information for promoting equity and non-discrimination in educational settings. DC 1.2 Evaluating data, information and digital content DC 2.2 Sharing through digital technologies DC 2.4 Collaborating through digital technologies DC 3.1 Developing digital content |

Module 4C: Understanding ourselves and others

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|--|
| Exploring Real-World Dilemmas (1hour) | Small groups (2-3 trainees) will discuss real-world ethical and emotional dilemmas through an interactive online session, analysing dilemmas through ethical reasoning and emotional awareness. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |

Module 5C: Dialogue

| Title of the activity | Short description | Learning Outcome (LO) |
|--------------------------------------|--|---|
| Sharing appreciation (1 hour) | During the synchronous meeting we focus on sharing appreciation in a small group of trainees. The intention is to express what we value and to deepen the connection with the other. | LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. |

Personal asynchronous

Module 1C: Universal human rights and values

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|--|---|
| The AI Dilemma – human rights at risk? (3,5 hours) DC 70 min | Trainees work individually at their own pace to investigate, analyze, and create a digital presentation showcasing the impact of AI on human rights. The task is to simulate a digital courtroom trial or investigative report, where they take a stand on whether AI protects or violates fundamental rights. | LO1.2C To investigate the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and design strategies to address them effectively, contributing to the advancement of ethical and rights-respecting |
| Decode & reframe – a human rights communication hackathon (2,5 hours) DC 60 min | In this activity, trainees will critically analyze real-world examples of public communication (such as school newsletters, public education posts, or social media messages), identify where human rights values are missing or misrepresented, and reframe them into inclusive, cooperative, and rights-aware messages using digital formats. This is not about inventing content from scratch — it's about reading between the lines, applying what they've learned, and showing they can transform communication into something more inclusive and value-driven. | LO1.3C. To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate universal human values. |

**Module 2C: EU values and identity**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|---|
| Explore the Foundations of Inclusive Education (2 Hours) DC 60 min | Trainees are invited to read UNESCO's guidelines on inclusive education (link), Universal Design for Learning (UDL), Guidelines by CAST https://udlguidelines.cast.org/ and to write down personal notes on key insights | LO2.1C. To investigate the effect of the implementation of human rights in educational processes by comparing different situations. |
| Review of a School Policies & Regulations (3 Hours) DC 60 min | Trainees are invited to access and analyse their own or any school's official documents regarding inclusive education and define the level of inclusion by using the Checklist provided. | LO2.1C. To investigate the effect of the implementation of human rights in educational processes by comparing different situations. |
| Creating a Personalized Action Plan (5 Hours) DC 60 min | Trainees are invited to review aspects of inclusive education not implemented yet in their own teaching and school environment and foresee a personal action plan with concrete steps of implementation to address gaps in inclusive education. | LO2.1C. To investigate the effect of the implementation of human rights in educational processes by comparing different situations. |

Module 3C: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|---|
| Design and implement an action plan based on critical thinking and reliable sources of information for promoting equity and non-discrimination in educational settings (10 hours) DC 130 min | The learning activity consists of three distinct phases: a. Phase 1 involves examining the current educational situation and designing an action plan for a specific aspect. b. Phase 2 entails the online/digital implementation of the action plan. c. Phase 3 focuses on evaluating the process of implementing the aspect addressed in the action plan. The objective of this activity is to design and test an action plan based on critical thinking and reliable sources of information to promote equity and non-discrimination in educational settings. This learning activity can only be undertaken after completing the international synchronous online activity that explains the structure and content of an action plan. | LO3.2C. To design and implement an action plan based on critical thinking and reliable sources of information for promoting equity and non-discrimination in educational settings. DC 1.2 Evaluating data, information and digital content DC 2.2 Sharing through digital technologies DC 3.1 Developing digital content DC 5.3 Creatively using digital technologies |

Module 4C: Understanding ourselves and others

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|--|
| Exploring Beliefs and Mindset Shifts (1,5 hour) | Trainees will engage in self-reflection exercises to identify personal biases and explore how mindset shifts influence emotions, behaviours, and choices. They will use journaling techniques and guided self-reflection questions to examine personal beliefs and biases. | LO4.1C. To investigate the impact of changing mindset/ perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |
| Understanding Biases: A Critical Thinking Approach (2 hours) | Using structured decision-making techniques, trainees will critically examine their cognitive biases. They will practice distinguishing facts from opinions and challenge their assumptions through structured reflection. | LO4.1C. To investigate the impact of changing mindset/ perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |
| Deep Listening and Meaningful Questioning (1,5 hour) | Trainees will develop deep listening skills and practice asking open-ended, non-judgmental questions to foster genuine understanding. Trainees will engage in written reflection exercises and analyse different questioning techniques through case examples. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |
| Expressing Oneself with Authenticity and Respect (1,5 hour) | This session focuses on articulating personal needs and perspectives while maintaining mutual respect. Trainees will practice written and verbal self-expression focusing on expressing personal needs and perspectives clearly. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. |
| Conflict Resolution and Emotional Resilience (1,5 hour) | Trainees will explore strategies for managing emotional stress in conflicts using NVC principles. They will analyse past conflicts, reflect on alternative resolutions by analysing past conflicts and documenting possible responses, and develop emotional resilience techniques. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. |



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| The Role of Cultural and Social Backgrounds in Communication (1,5 hour) | Trainees will investigate how diverse cultural backgrounds shape communication and social interactions. Through case studies, they will explore how to adapt communication styles to different contexts. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |
| Digital Communication and Netiquette in Diverse Contexts (2 hours) DC 60 min | This session explores digital communication strategies and netiquette principles, emphasizing respectful and inclusive online interactions. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. DigComp 2.5 Netiquette |
| Self-Empathy and the No Fault Zone (2,5 hours) | Practicing self-regulation and emotional awareness techniques, trainees will practice self-empathy exercises and explore the "No Fault Zone" model to accept themselves without self-judgment. | LO4.1C. To investigate the impact of changing mindset/ perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |
| Designing an Action Plan for Connection-Building (2 hours) | Trainees will create an action plan to apply learning outcomes in real-life situations, integrating empathy, critical thinking, and effective communication strategies. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. |
| Exploring the Impact of Media on Mindset (2 hours) DC 60 min | Trainees will critically evaluate media influence on personal beliefs and social attitudes, applying digital literacy skills. | LO4.1C. To investigate the impact of changing mindset/ perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. DC 1.2 Evaluating data, information and digital content |
| Practicing Difficult Conversations in a Safe Environment (1,5 hour) | This session provides trainees with the opportunity to practice handling challenging conversations practicing constructive dialogue and Nonviolent Communication techniques. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |

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| Digital Collaboration for Social Change (2 hours) DC 60 min | Trainees will individually explore digital collaboration tools and create a proposal for a community-based initiative to foster empathy and inclusion. They will submit their proposals and reflect on how digital collaboration can enhance social change. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. DC 2.4 Collaborating through digital technologies |
| Building and Maintaining Psychological Safety in Groups (1,5 hour) | This session explores the role of psychological safety in group dynamics, helping trainees create trust-based environments in their professional settings. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. |
| Evaluating Personal Growth Through Reflective Journaling (1,5 hour) | Trainees will use guided reflection prompts to assess their growth in empathy, mindset shifts, and communication skills over the course of the program. | LO4.1C. To investigate the impact of changing mindset/ perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |
| Personal Growth Mapping Exercise (1,5 hour) | Trainees will create a visual representation of their personal development journey, reflecting on mindset shifts and communication improvements. | LO4.1C. To investigate the impact of changing mindset/ perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |
| Storytelling for Empathy and Connection (Multimedia Submission) (1,5 hour) | Using personal experiences, trainees will craft short narratives that promote empathy and connection, enhancing their storytelling and self-expression skills. They will have the option to submit their stories in written, audio, or video format for a more engaging experience. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. |
| Practical Strategies for Emotional Regulation (1,5 hour) | This session provides techniques for managing stress and emotions in challenging communication situations, supporting trainees in applying self-regulation methods. | LO4.1C. To investigate the impact of changing mindset/ perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |



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| Bridging Differences: Learning from Diverse Perspectives (1 hour) | Trainees will engage in a structured reflection exercise, analysing how different cultural and social perspectives shape attitudes and interactions. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |
| Digital Reflection: Applying Learning to Real-Life Scenarios (Interactive Forum Activity) (2,5 hour) DC 60 min | Trainees will use digital tools to reflect on key takeaways from the program, share their insights in an online discussion forum, and provide peer feedback to enhance collaborative learning. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. DC 5.3 Creatively using digital technologies |
| Recognizing Implicit Bias in Communication (1,5 hour) | Trainees will explore how implicit biases influence communication and social interactions. They will complete a self-assessment and analyse real-life cases to identify biased language and assumptions. A structured case study will be provided for discussion and reflection. They will complete a self-assessment and analyse real-life cases to identify biased language and assumptions. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |
| Perspective-Taking: Walking in Someone Else's Shoes (1,5 hour) | Through guided storytelling and reflection exercises, trainees will practice adopting different perspectives. They will analyse real-world examples of perspective shifts and discuss how cultural context affects empathy-building., trainees will practice adopting different perspectives to enhance their ability to understand others' emotions, experiences, and cultural backgrounds. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |
| Practicing Constructive Feedback for Effective Communication (1,5 hour) | This session will help trainees develop constructive feedback skills using Nonviolent Communication principles. They will review examples of effective and ineffective feedback and practice reformulating messages with clarity and empathy. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |

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| Exploring Empathic Listening in Digital Communication (1 hour) | Trainees will analyse digital conversations (emails, chats, social media) to identify empathic and non-empathic communication styles. They will then rewrite messages to improve clarity, connection, and inclusivity. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |
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Module 5C: Dialogue

| Title of the activity | Short Description | Learning Outcome (LO) |
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| Offering feedback: why do you want to offer feedback (1 hour) | In this activity trainees become aware of the importance of the question: "why do I want to give feedback"? Being aware and clear about the intention of the feedback contributes to connection with the other. We distinguish offering feedback from honest expression, as these are often confused. | LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. |
| How to offer feedback (1,5 hour) | In this activity trainees learn to apply a 3-step approach of offering feedback, with the intention to connect and contribute to the learning process of the other. Next, they learn how to express themselves honestly and get notion of the concepts of feedback, feed up and feed forward. | LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. |
| Authentic connection (2,5 hours) | This reflective exercise encourages trainees to become more aware of how they communicate and connect with others. Over 5 days they keep a journal, recording: a situation where they clearly expressed their thoughts or emotions. how they maintained a balance between their own needs and empathy for others. reflections on how this expression impacted their relationships. The main purpose is to develop self-reflection and awareness of communication patterns, fostering more authentic and empathetic interactions. | LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. |



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| <p>Empathy in action – real-life case study (3,5 hours)</p> | <p>Trainees will select a current or past situation from their/a classroom where a student is experiencing emotional or social challenges, (withdrawn student, one struggling to fit in, a child facing personal difficulties etc.) They will describe the situation in writing, including the student’s observable behaviour, potential causes of their actions (e.g., family issues, peer dynamics, or academic pressure), and how they (the trainees) have responded so far. Trainees will reflect on the student’s perspective by considering how the student might be feeling, what unmet needs could be influencing their behaviour, and how they would want to be treated in a similar situation and based on it, will create a simple action plan to support the student. Also, they will reflect on how practicing empathy in this case could strengthen their relationship with the student and contribute to a more compassionate classroom atmosphere.</p> | <p>LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others.</p> |
| <p>Breaking biases: building an inclusive classroom (1,5 hours)</p> | <p>It is an exercise designed to help trainees identify and challenge unconscious biases in their teaching practices. Through image analysis, video reflection, a scenario-based quiz, and a strategy challenge, trainees explore real-life examples of bias, reflect on their experiences, and create a personalized checklist of five practical actions to promote inclusivity and equity in the classroom.</p> | <p>LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution</p> |
| <p>The differences between restorative and punitive systems (1 hour)</p> | <p>The differences between restorative and punitive systems: Trainees read two different case studies. With the help of the given questions, they list the differences and at the end they compare their list with the given differences.</p> | <p>LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution</p> |
| <p>Developing Restorative Strategies in School Life (1,5 hours)</p> | <p>Trainees are given 10 different case studies about classroom and school life. Each of them is accompanied by a strategy suggestion from the punitive system and asked to develop a restorative strategy. In case they cannot find a restorative strategy, a ‘solution key’ is available in the exercise.</p> | <p>LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution</p> |

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| <p>Restorative Dialogue Questions (1 hour)</p> | <p>The aim is to practice restorative dialog restorative dialogue questions: What happened? What were you thinking at the time? What have you thought about since? Who has been affected by your behaviour or actions and in what way? What do you think needs to be done to make things as right as possible? Trainees listen to a prepared dialogue with rc questions. They recall a ‘dissatisfied dialogue’ from the last week and reflect on it the potential differences with these questions.</p> | <p>LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution</p> |
| <p>Creating Conflict Resolution Cards (1,5 hours)</p> | <p>In this exercise, trainees prepare cards, such as the example cards, to solve conflict problems in the classroom. By the end of the exercise, the trainees have prepared conflict resolution material to be used in the classroom or in any other part of their lives.</p> | <p>LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution</p> |
| <p>Understanding Protective Power in Conflict Resolution (1 hour)</p> | <p>In this exercise trainees evaluate the difference between restorative and punitive systems in the context of power. Together they see exceptions to the use of power and recognise the concept of protective power. They reflect on situations where they have used protective power.</p> | <p>LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution</p> |
| <p>Transforming classroom dynamics through dialogue (3 hours)</p> | <p>Trainees will select a real classroom issue or conflict (disagreement between students, lack of participation, disruptive behavior, misunderstanding between teachers and parents, etc.). Trainees will "map" out the dialogue between all the parties involved, describing what each party (students, teachers, parents) might say or feel in the situation. After mapping out the dialogues, trainees will analyze where the parties agree and where misunderstandings or conflicts arise. Using dialogue strategies (active listening, clarifying intentions, paraphrasing), trainees will suggest, in writing, possible ways to construct a more open and constructive conversation between the parties involved to resolve the conflict.</p> | <p>LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution</p> |



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| <p>Questioning and Learning Reflection on own experiences (3 hours)</p> | <p>Formulating the right questions is crucial for acquiring new knowledge, skills, and achievements in learning processes. Effective questioning encourages critical thinking, fosters deeper understanding, stimulates curiosity among learners, and gives them back ownership of their learning processes. Ownership of learning can lead to greater motivation and deeper comprehension of the subject matter. Work on experiences with questions and learning in the classroom so far.</p> | <p>LO5.1C: To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others.</p> |
| <p>Information on the approach of QFT (2 hours) DC 60 min</p> | <p>Review the Information Sheet and familiarize yourself with the basic approach outlined by Rothstein and Santana (2011). For your digital competencies: Conduct online research regarding other people’s experiences with QFT—look out for scientific papers and videos with personal suggestions on how to use QFT.</p> | <p>LO5.1C: To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. DC 1.2 Evaluating data, information and digital content (K16)</p> |
| <p>Individual Online Practices on QFT (3 hours)</p> | <p>Working on open and closed questions.</p> | <p>LO5.1C: To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others.</p> |
| <p>Collaboration on QFT (2hours) DC 60 min</p> | <p>Working on questions together and giving feedback to each other.</p> | <p>LO5.1C: To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. DC 2.1 Interacting through digital technologies (S48, A55), 2.4 Collaborating through digital technologies (S85), 2.5 Netiquette (A103), 3.1 Developing digital content (S124)</p> |

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| <p>Building Bridges (3,5 hours) DC 60 min</p> | <p>Research non-violent communication and reflect on how it can help on classroom conflicts. Posting it in a forum and give feedback. In groups, (asynchronously in digital doc) develop a Conflict Resolution Plan for an intercultural classroom integrating non-violent communication strategies for cooperation.</p> | <p>LO5.3C. To articulate non-violent and intercultural communication skills to enhance intercultural cooperation DC 2.1 Interacting through digital technologies (S48, A55), 2.4 Collaborating through digital technologies (S85), 2.5 Netiquette (A103), 3.1 Developing digital content (S124)</p> |
| <p>Designing an Inclusive & Cooperative Plan (5,5 hours) DC 60 min</p> | <p>Design an Inclusive and Cooperative Plan researching collaborative teaching strategies and work in groups. With different roles each trainee will be responsible for a section of the plan, then they will give feedback and submit a final version together in the platform.</p> | <p>LO5.3C. To articulate non-violent and intercultural communication skills to enhance intercultural cooperation DC 2.1 Interacting through digital technologies (S48, A55), 2.4 Collaborating through digital technologies (S85), 2.5 Netiquette (A103), 3.1 Developing digital content (S124)</p> |

**Blended Learning Path C***National FTF meeting***Module 1C: Universal human rights and values**

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|---|
| Globalization and universal values – the dilemma lab (1 hour) | In this high-level problem-solving exercise, trainees will tackle real-world educational dilemmas shaped by globalization. Through collaborative analysis and debate, they will explore the tensions between universal values, diverse perspectives, and human rights-sensitive solutions. By engaging in strategic decision-making and cooperative problem-solving, trainees will refine their ability to navigate complex challenges in education. This activity ensures they apply their knowledge, develop inclusive solutions, and strengthen communication strategies to foster a holistic, value-driven learning environment. | LO1.3 C To promote and create a holistic, inclusive, and sensible human rights educational setting based on communication strategies that integrate human universal values. |

Module 2C: EU values and identity

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|---|
| Democratic Communication as a Bridge for Mutual Respect in Classroom (1 hour) | The trainees are divided into small groups (3-5 people each). Each group receives one real-life classroom scenario that involves a communication challenge related to inclusion, cultural differences, or identity conflicts. The task is to analyse the case and propose a democratic communication strategy to handle the situation effectively. | LO2.2C. To explain and assess professional practices and communication in the light of equality and human rights. |

Module 3C: Non-discrimination and equity

| Title of the activity | Short description | Learning Outcome (LO) |
|--|---|--|
| Bridge the gap (1 hour) DC 15 min | The activity is based on four scenarios, and it is designed to encourage trainees to find and apply strategies for reaching consensus. All scenarios are based on educational settings. | LO3.3C. To design a collaboration plan for creating a diverse educational context. |

Module 4C: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|---|--|--|
| Reviewing and Reflecting on Personal Growth (1 hour) | Trainees will reflect on their learning journey, discussing personal insights and challenges, and review progress on their action plans. | LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |

Module 5C: Dialogue

| Title of the activity | Short description | Learning Outcome (LO) |
|---------------------------------------|---|---|
| Feedback into practice (1hour) | During the FTF meeting we put the skills of feedback into practice. Trainees practice expressing appreciation and gratitude and offering feedback through role play and reflection. | LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. |



EU synchronous

Module 1C: Universal human rights and values

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|--|
| Crisis response lab – human rights under pressure (1 hour) | In this high-stakes simulation, trainees take on the role of decision-makers tasked with allocating limited educational resources during a global crisis. As the scenario unfolds, unexpected challenges—such as political pressure, funding cuts, or legal restrictions—force them to reassess their priorities and defend their decisions under scrutiny. Through rapid problem-solving, stakeholder debates, and ethical dilemmas, trainees will experience the real-world complexity of upholding human rights in education. This activity challenges them to balance values, adapt to crises, and advocate for inclusive policies in a rapidly changing environment. | LO1.3C To promote and create a holistic, inclusive, and human rights sensible educational setting based on communication strategies that integrate universal human values. |

Module 2C: EU values and identity

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|---|
| Intercultural Dialogue in Schools: Awareness & Action (1 hour) | Trainees assess their own schools' readiness for intercultural dialogue, discuss challenges and strengths, find out common barriers for successful intercultural communication across the countries, and develop small but meaningful actions to make communication more inclusive and effective. | LO2.2C. To explain and assess professional practices and communication in the light of equality and human rights. |

Module 3C: Non-discrimination and equity

| Title of the activity | Short description | Learning Outcome (LO) |
|---------------------------|--|--|
| We choose (1 hour) | The activity aims to make selections and reach an agreement in a group. To solve the task, the group must decide and compromise on one solution. | LO3.3C. To design a collaboration plan for creating a diverse educational context. |

Module 4C: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|--|
| Enhancing Emotional Intelligence (1 hour) | This session will focus on understanding and regulating emotions to improve interpersonal communication. Trainees will reflect on past experiences and document how they might approach emotionally charged situations differently to practice responding to emotionally charged situations. to improve interpersonal communication and prevent misunderstandings. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |

Module 5C: Dialogue

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|--|
| Restorative Dialog Practice (1hour) | Trainees work on a current conflict from their own lives with restorative dialog questions and experience restorative conflict resolution through role play. | LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution |



Personal asynchronous

Module 1C: Universal human rights and values

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|--|
| Digital rights & ethical dilemmas in a globalized world (3 hours) DC 30 min | Trainees will work individually through a three-step guided process that involves analysis, reflection, and creative problem-solving. The final output will be a written strategy document or a recorded presentation outlining their approach to digital rights and ethical dilemmas. | LO1.2C To investigate the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and design strategies to address them effectively, contributing to the advancement of ethical and rights-respecting |
| AI & human rights – the ethical ai design challenge (2 hours) DC 60 min | This activity challenges trainees to design an AI-driven solution that respects human rights principles while addressing a global or local challenge. They will work individually to develop a concept for an ethical AI product or policy, culminating in a digital prototype or presentation. | LO1.2C To investigate the impact of digital technologies on key human rights principles, identify potential ethical dilemmas, and design strategies to address them effectively, contributing to the advancement of ethical and rights-respecting. |

Module 2C: EU values and identity

| Title of the activity | Short description | Learning Outcome (LO) |
|---|--|--|
| The Role of Reflective Practices in Avoiding Cultural Bias and Stereotypes (5 hours) DC 60 min | <p>1) Trainees are invited to explore the importance of reflective practices in teaching and their role in reducing cultural bias and stereotypes by answering a series of questions and writing a short personal reflection (150-200 words) on how they perceive their own awareness of cultural bias in their teaching.</p> <p>2) During the next step trainees complete a self-assessment checklist to evaluate their own teaching practices, school culture, and institutional support for inclusivity. After completing the self-assessment, trainees analyse their responses and identify patterns or areas for improvement.</p> <p>3) When the analysis is completed, trainees are provided with real-world case studies that highlight instances of cultural bias in the classroom. They select one case study and respond to a series of guided reflection questions.</p> <p>4) During the next step, trainees explore research and frameworks related to reflective teaching and avoiding bias. They engage with a selection of materials, such as: Brookfield’s Four Lenses Model for Reflective Teaching. Harvard’s Project Implicit research on unconscious bias. Articles on culturally responsive teaching. A video lecture or TED Talk on cultural bias in education.</p> <p>5) After reviewing the materials, trainees answer the reflection questions and summarize their responses in a short-written entry or record a two-minute video response.</p> <p>6) Trainees develop a personal action plan and reflect on their learning journey.</p> | LO2.3C. To reflect upon and investigate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process. |



Module 3C: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
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| Equality vs. Equity in Education: Digital Inquiry & Reflection (3 hours) DC 180 min | This is a self-paced, online interactive activity designed to deepen trainees' understanding of educational equity and affirmative action. Over approximately three hours, individuals engage in digital inquiry, case study analysis, and creative multimedia reflection. Using tools like Wakelet, Genially, and Flipgrid, they research real-world policies, analyse discrimination's impact, and produce digital content to share insights. Through research, discussion, and peer feedback, trainees enhance critical thinking, digital literacy, and collaborative skills while exploring how equity transforms educational opportunities. | LO3.1C To investigate the differences between equality and equity in educational contexts (affirmative actions) to explain their different aims and consequences. DC 1.2 Evaluating data, information and digital content DC 2.2 Sharing through digital technologies DC 2.4 Collaborating through digital technologies DC 3.1 Developing digital content DC 5.3 Creatively using digital technologies |
| Strategies for consensus (2 hours) DC 50 min | This is an individual task that allows the student to reflect and test the acquired skills in reaching a consensus in a diverse group by planning and problem-solving. | LO3.3C. To design a collaboration plan for creating a diverse educational context. DC 1.2 Evaluating data, information and digital content DC 2.2 Sharing through digital technologies |

Module 4C: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|--|--|---|
| Collaborative Problem-Solving through Digital Tools (2 hours) DC 60 min | Trainees will independently explore digital tools and develop solutions to a simulated communication challenge. They will document how each tool supports clarity, participation, and relationship-building. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. DC 2.4 Collaborating through digital technologies |



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| Exploring Ethical Dilemmas in Decision-Making (1 Hour) | Trainees will reflect on ethical dilemmas using structured reflection prompts. They will analyse moral complexity in classroom and school contexts and write personal responses to dilemmas with NVC-based strategies. | LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |
| Creating a Personal Roadmap for Social Connection (1 hour) | Trainees will develop a personalized plan for cultivating social connection in their own context. They will define focus areas, barriers, and first steps using self-assessment and journaling prompts. | LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. |
| Aligning My Vision with Community Needs (1 hour) | Trainees will reflect on their personal values and vision and explore how these align with real needs in their community or educational environment. They will conduct a mini needs analysis by listing challenges they observe around them and mapping how their unique strengths and values can contribute to meaningful change. This activity will help them root their future action plans in authentic connection and relevance. | LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. |
| Bridging Intention and Action (1 hour) | Trainees will define a single, tangible first step that they can realistically take within the next month toward their social change goal. They will reflect on possible risks, internal resistance, and needed support to follow through. The activity includes journaling prompts and a commitment statement to be reviewed during the final face-to-face circle. | LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. |

**Module 5C: Dialogue**

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|---|
| Online Reflection: Essay on QFT (2 hours) | Reflection on experiences and impressions. | LO5.1C: To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. |
| Open minds, open dialogue ES RM (1 hour) | Trainees will analyse a classroom scene from Amal (a movie), where a teacher introduces poetry that provokes cultural and ethical tensions. They will identify communication challenges and design a protocol to promote non-violent intercultural dialogue. | LO5.3C. To articulate non-violent and intercultural communication skills to enhance intercultural cooperation |
| The power of questions: facilitating dialogue RO UBB (1 hour) | Trainees will receive a conflict scenario, and they must create a list of five open-ended questions that could help facilitate dialogue between conflicting parties. They will also describe how each question aims to encourage reflection, understanding, and cooperation. Afterward, they will reflect on how questioning can open productive conversations and resolve misunderstandings. | LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution |
| Breaking biases: building an inclusive classroom: feedback and feed forward (1hour) | In this activity, trainees reflect on the five practical actions to promote inclusivity and equity in the classroom | LO5.1C: To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. |

Face to face Learning Path C**Module 1C: Universal human rights and values**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|---|--|
| Creating change: designing educational rights awareness campaigns (3 hours 15 minutes) | This interactive activity engages trainees in collaborative problem-solving by designing an awareness campaign focused on a human rights issue in education. Through research, creativity, and teamwork, trainees will explore key advocacy strategies and apply them in a hands-on project. By analysing successful campaigns, they will identify effective messaging, audience engagement, and impactful storytelling techniques. The activity encourages critical thinking and strategic communication, empowering trainees to become active advocates for educational rights. | LO1.1C: To investigate opportunities for incorporating human rights into educational contexts by proposing and advocating for inclusive policies and practices and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces. |
| Exposing misinformation: identifying fake news and its impact on human rights (2 hours 45 minutes) | In this 60-minute interactive activity, trainees will explore how fake news spreads, its impact on human rights, and how to critically assess information. Trainees will first discuss the definition and dangers of misinformation, then work in small groups to analyse real and fake news articles, identifying credibility clues. A case study discussion will highlight real-world consequences of fake news, followed by a reflection exercise where trainees recall personal encounters with misinformation. The session concludes with action plan development and presentations, where groups propose media literacy strategies to combat fake news in education and advocacy. | LO1.1C: To investigate opportunities for incorporating human rights into educational contexts by proposing and advocating for inclusive policies and practices and fostering environments that respect and uphold the rights of all individuals, thereby contributing to the creation of inclusive and equitable educational spaces. |

**Module 2C: EU values and identity**

| Title of the activity | Short Description | Learning Outcome (LO) |
|---|--|--|
| Prioritizing Identity in Human Rights (2 hours) | Each trainee individually selects five statements from the Universal Declaration of Human Rights (UDHR) that they believe are the most essential in defining and protecting personal and collective identity. Trainees are asked to rank these five articles in order of personal priority, considering their own background, professional experience, and perspective on education. Each trainee writes their prioritized list on a separate sheet of paper. After trainees are divided into small groups, they negotiate in the group their list of articles and create a single, agreed-upon prioritized list of five articles that they believe best define and protect identity in education and society. | LO2.1C. To investigate the effect of implementation of human rights in educational processes by comparing different situations. |
| Identity conflicts in Classroom (1,5 hour) | This activity focuses on real-life identity-related conflicts in classrooms and helps trainees develop strategies to handle such situations effectively while respecting human rights and diversity. Trainees analyse provided cases using the SWOT framework and present the group reflection. | LO2.2C. To explain and assess professional practices and communication in the light of equality and human rights. |
| Me and the Other (1,5 hour) | This activity consists of two big parts: firstly, personal experience of different aspects of identity; secondly, video "All That We Share" (TV2 Denmark, All That We Share – TV2) review and group discussion. Trainees are invited to reflect upon diversity, identity, shared values, and also on the power of educators to bridge differences and create a more inclusive learning environment. | LO2.3C. To reflect upon and investigate the efficiency of the equal treatment of people with different cultural and social backgrounds in the educational process. |
| Why do we divide? Psychology of Us vs. Them (1 hour) | Trainees are invited to vote on 20 statements related to why people divide into "us" and "them" using Slido or Mentimeter. Trainees can select one of three options: Agree, Partially agree, Disagree. After each statement, reactions are briefly discussed, allowing trainees to reflect on their perspectives. | LO2.1C. To investigate the effect of the implementation of human rights in educational processes by comparing different situations. |

Module 3C: Non-discrimination and equity

| Title of the activity | Short Description | Learning Outcome (LO) |
|--|---|--|
| Bridging the Gap: Equality vs. Equity in Education (4 hours) DC 120 min | This is an interactive, technology-enhanced workshop designed to explore the complexities of educational equity. Over four hours, trainees engage in digital activities, case studies, and debates to analyse the impact of systemic discrimination and affirmative actions. Using collaborative tools, they critically assess real-world policies, develop digital competences, and reflect on how bias shapes educational opportunities. The session fosters critical thinking, ethical reasoning, and global citizenship, equipping trainees with the skills to advocate for more inclusive educational systems. The result is shown using a digital poster. | LO3.1C. To investigate the differences between equality and equity in educational contexts (affirmative actions) to explain their different aims and consequences. DC 1.2 Evaluating data, information and digital content DC 2.1 Interacting through digital technologies DC 2.2 Sharing through digital technologies DC 2.4 Collaborating through digital technologies DC 2.5 Netiquette DC 3.1 Developing digital content DC 5.3 Creatively using digital technologies |
| Planning for consensus building (2 hours) DC 5 min | The task is complex and has two components. One is to put into practice the competences for democratic values by planning an inclusive school. To bring diversity and different opinions, each member of the group receives a stakeholder role that forces him to try to defend a specific interest. A consensus-building process is needed to solve the task. | LO3.3C. To design a collaboration plan for creating a diverse educational context. DC 2.2 Sharing through digital technologies |

Module 4C: Understanding ourselves and others

| Title of the activity | Short description | Learning Outcome (LO) |
|----------------------------------|--|--|
| Before Arriving (1 hours) | Trainees will complete a written reflection exercise before the face-to-face session, in which they identify the most meaningful insights from the training so far. They will also explore how changing their mindset has affected their behaviours and relationships and write down one real-life situation where they applied what they learned. This reflection will prepare them for deeper engagement in the live sessions. | LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution |



| | | |
|--|---|---|
| <p>Opening Circle: Shared Intentions & Connection Building (1 hour)</p> | <p>This session will serve as the opening moment for the group to reconnect, share intentions for the final learning journey, and revisit key themes. It will include embodied presence exercises, guided storytelling on learning shifts, and shared meaning-making to foster emotional safety and group cohesion.</p> | <p>LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others.</p> |
| <p>Personal and Collective Vision for Social Change (1 hour)</p> | <p>Trainees will reflect on the impact of the training, their key insights, and their personal values. They will explore how their personal growth connects to social change by answering reflective questions such as: What transformation have I experienced in this process? What values and visions guide me toward creating change? How do I see my role in a world where social and emotional intelligence shape education and society? The session will include individual journaling, small group sharing, and guided visioning exercises.</p> | <p>LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations.</p> |
| <p>Mapping Internal and External Resources for Change (1 hours)</p> | <p>This session will help trainees identify the internal strengths (resilience, communication skills, leadership abilities) and external resources (community networks, support systems, funding opportunities, mentorship) they need to create sustainable impact. Step 1: Reflection on personal strengths and challenges in driving change Step 2: Identifying supportive networks and allies Step 3: Exploring potential obstacles and ways to navigate them Step 4: Group discussion on how to leverage available resources effectively</p> | <p>LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others.</p> |
| <p>From Vision to Action: Designing a Sustainable Action Plan (1,5 Hours)</p> | <p>In this session, trainees will translate their reflections into concrete action steps. They will design an Action Plan that connects their learning, personal vision, and available resources to a realistic and impactful initiative. Step 1: Crafting a SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal for their initiative Step 2: Breaking down the vision into short-term and long-term objectives Step 3: Establishing a timeline for implementation Step 4: Creating an accountability structure (mentors, peer support, check-ins) Step 5: Sharing initial drafts and receiving peer feedback</p> | <p>LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others.</p> |

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|---|---|---|
| <p>Final Closing Circle: Celebration & Commitment (1,5 hour)</p> | <p>This final session will bring closure to the learning journey. Trainees will: Share their finalized action plans Express commitments to take their first step toward implementation Engage in a "Letters to Future Self" activity, writing a message to themselves to be revisited in six months Celebrate the collective learning and the connections built during the program through a symbolic closing ritual.</p> | <p>LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts.</p> |
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Module 5C: Dialogue

| Title of the activity | Short description | Learning Outcome (LO) |
|---|---|--|
| <p>Exchange on QFT Essays (1 hour)</p> | <p>Exploration of the outcomes of online reflection ESSAY ON QFT in the meeting. Prepared in de Blended week</p> | <p>LO5.1C: To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others</p> |
| <p>Dialogue Bridges (1 hour)</p> | <p>Trainees will reflect individually on past teamwork experiences in diverse settings, identifying challenges and unmet needs. In small groups, they will share their experiences and discuss how Non-Violent Communication, developed by Marshall Rosenberg, could have improved cooperation. Using the four NVC steps the groups will analyse specific situations and develop practical solutions.</p> | <p>LO5.3C. To articulate non-violent and intercultural communication skills to enhance intercultural cooperation</p> |
| <p>The Bias Challenge – Seeing Beyond Assumptions (1 hour)</p> | <p>It is an interactive exercise where trainees work in pairs to observe each other without interpretation, then make assumptions about their partner’s life. Through discussion and group reflection, educators identify how unconscious biases influence their perceptions and explore concrete strategies to reduce assumption-based judgments and promote a more inclusive classroom environment.</p> | <p>LO5.1C: To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others.</p> |



ASSESSMENT of the LEARNING OUTCOMES C

Integrated assessment of all the modules

During the face to face meeting the trainees will each make an individual integrated 'poster' where all the learning outcomes of grade C are integrated.

The 'poster' will be prepared step by step, supported of feedback of the community of trainees and trainers and presented on a market of 'sustainable communication'.

Assessment for Universal human rights and values and EU values and identity

■ National and European dimensions in public and educational discourse

Task description:

Write a comprehensive analytical report (2-3 pages) in response to the following guiding questions:

- Is there a tension or even a conflict between European and national identities and/or between national and ethnic identities in the public discourse in your country, and especially in the education system?
- Have you, in your own teaching practice, been confronted with the incompatibility of these identities?

Structure and guidelines:

- The approach and the structure of your report
- Provide 5 examples of how national, ethnic, and European identities are shaped in the public discourse of your country (interviews, articles, declaration, social media content, etc.).
- Identify tensions or conflicts reflected in curriculum content or textbooks, language of instruction, citizenship education, school habits and choose one for further discussion. Determine whether these examples promote integration, marginalisation or a balance of identities.
- Direct your answers to the second part of the guiding question: "Have you encountered incompatibilities between these identities in your teaching practice?" Provide



supporting arguments and indicate how you have addressed or could address them from a pedagogical and ethical perspective.

- Provide recommendations for teachers related to inclusive pedagogy and democratic school culture.

Assessment for Non-discrimination and equity

1. Short Multiple-Choice Quiz (5-7 minutes)

This section will test the trainee's ability to recall and understand key concepts related to equality, equity, and discrimination in education.

1.1. What is the main difference between equality and equity in education?

- Equality treats all students the same, whereas equity addresses individual needs. **(yes)**
- Equality focuses on helping students with disabilities, whereas equity treats all students the same. **(no)**
- Equity only applies to school funding, while equality is for all students. **(no)**

1.2. Which of the following best describes an affirmative action policy in education?

- Giving all students the same resources and opportunities. **(no)**
- Providing extra resources to underrepresented groups to ensure equal outcomes. **(yes)**
- Giving more resources to students with the best academic records. **(no)**

1.3. Which of these actions is considered an example of equity in education?

- Providing extra tutoring and learning tools to students with disabilities. **(yes)**
- Giving the same test to all students regardless of their backgrounds. **(no)**
- Ensuring all students have access to the same physical space. **(no)**

2. Case Study Analysis (8-10 minutes)

Example Case Study:

"A university implements an affirmative action policy that admits students from minority backgrounds, aiming to address the historical underrepresentation of these groups. The policy has led to an increase in diversity within the student body."

2.1. Does this policy focus on equality or equity? (1-minute/short response)



2.2. How might the policy affect the chances and opportunities of students from different backgrounds? (3-minute/medium response)

3. Digital Reflection Task (5 minutes)

Instructions:

Create a mind map using Canva or Padlet to visually represent the differences between equality and equity in education.

The map should include:

1. A definition of each concept
2. Examples of educational policies related to each concept
3. Impact of these policies on individuals from different backgrounds

4. Peer Feedback (Optional, 2-3 minutes)

If time allows or if trainees are working in a group, a quick peer feedback session can be included to allow them to assess and provide constructive comments on each other's reflections or digital creations. This enhances collaborative learning and encourages critical thinking.

Assessment Criteria:

1. Accuracy of the multiple-choice responses (assess knowledge of the concepts).
2. Clarity and depth of the case study analysis (evaluate understanding of the dynamics of discrimination and equity).
3. Creativity and coherence of the digital reflection (evaluate the ability to synthesize and communicate ideas digitally).

See attached file for the several values of the assesment criteria: „EVA_KC1_C_Value_Assessment_Criteria“

4.2 Self-evaluation of LO3.2C (20 min)

This self-evaluation will ensure that you have fully grasped the key concepts and skills needed for writing and implementing an action plan effectively.

1. Quick Self-Check (5 Minutes)

Answer the following Yes/No questions:

- Did I understand the structure and purpose of an action plan?

- Did I successfully identify weaknesses in the flawed action plan in Exercise 1?
- Did I use the checklist and guidelines effectively to improve the action plan?
- Did I critically evaluate the reliability of sources and apply critical thinking?
- Was I able to create a structured SWOT analysis for a specific educational setting?
 - Did I select a realistic and actionable priority from my SWOT analysis for improvement?
 - Did I develop a clear, evidence-based action plan that could be implemented digitally?
 - Did I complete the digital implementation effectively within the given time?
 - Did I reflect on and evaluate my implementation in a structured way?
 - Do I feel confident that I could apply this process in a real-world educational setting?

Scoring Guide:

8–10 "Yes" responses: You have a strong understanding—well done!

5–7 "Yes" responses: You grasp the key concepts but may need to review certain aspects.

Below 5 "Yes" responses: Consider revisiting the learning materials and seeking clarification.

2. Reflection Questions (10 Minutes)

Write brief responses (3–5 sentences) to the following:

- What are the three most important things you have learned from these exercises?
- Which part of the process was the most challenging for you, and why?
- How would you apply what you've learned to a real educational context?
- If you had more time, what would you change or improve in your action plan?
- Do you still have any doubts or areas where you need more guidance?

3: Final checklist (5 Minutes)

Review this checklist to ensure you have achieved the key objectives:



- I can explain the structure and purpose of an action plan.
- I can critically analyse and improve an action plan using guideline.
- I can conduct a SWOT analysis and select a relevant priority for improvement.
- I can design an actionable, evidence-based intervention.
- I can implement an action plan digitally within a given timeframe.
- I can evaluate and refine my plan based on the results of my implementation.

Next Steps:

- If you checked all boxes, you're ready to move forward!
- If you missed any, revisit the related materials or discuss your questions with your trainer.

4.1 Evaluation of LO3.3C (20 min)

Respond briefly (2-3 sentences) to the following questions:

- Did my understanding of consensus and unanimity change?
- Do you feel confident that you could tackle a situation in a diverse group in an assertive and positive way? Give an example of an action you would use.
- List three strategies that you learned or trained during the activities

Assessment for Understanding ourselves and others and Dialogue

The trainees will be evaluated in skills during a physical meeting. The trainees will experience challenges in the context of the physical meeting.

Each challenge contains several learning outcomes for the assessment which is related to the learning outcomes of Grade C, module 4 and 5

O4.1. To understand the connections between one's beliefs, attitudes, and behaviours.

LO4.1C. To investigate the impact of changing mindset/perspectives on emotions, behaviours, and attitudes and choices for designing alternative reactions to situations. (S69, S79)

O4.2. To improve communication and interactions with others through a deepened understanding of their emotions and needs.



LO4.2C. To articulate humanistic and empathic principles and methods in interacting with others to deepen the understanding of others. (A27, S90)

O4.3. To improve communication and interconnections using efficient interpersonal communication skills.

LO4.3C. To articulate connection-building approaches suitable to different personalities, and diverse social & cultural background to react flexible and sensible to different circumstances and contexts. (A29, S101)

O5.1. To improve the empathic dialogue skills.

LO5.1C. To manage naturally balanced self-connection, self-expression, and empathy skills to genuinely connect with others. (A39, TS70, S73, S78, S88, S89, S90).

O5.2. To improve problem-solving and conflict-resolution skills.

LO5.2C. To construct social interaction using dialogue skills to contribute to problem-solving and conflict resolution. (S73, S100, S103, V8, V11).

O5.3. To improve cooperation skills.

LO5.3C. To articulate non-violent and intercultural communication skills to enhance intercultural cooperation. (S96).

When the trainees are dealing with the challenges, the assessor is observing the trainee to evaluate the trainee, in using an assessment guideline grade C where the integration of grade A and grade B learning outcomes are also foreseen.



Annexes

Annex 1: Glossary

- Active listening:** The skill of entirely focusing on, understanding, and responding to a speaker in a way that shows genuine interest and respect. It implies attentively focusing on what the speaker says, reflecting, and responding empathetically.
- Advocacy:** The act of supporting or arguing for a cause, policy, or group of people who gave the legitimacy to do so, often aimed at promoting social change or protecting rights.
- Affirmative Actions:** Policies and practices designed to increase the representation of marginalised groups in education by addressing past inequities. These measures may include preferential treatment in admissions or scholarships for underrepresented groups.
- Agile:** An iterative and flexible approach to project management and teamwork, emphasising adaptability, continuous improvement, and stakeholder feedback.
- Arbitration:** The conflict resolution technique in which a third party makes a binding decision after hearing both sides.
- Authenticity:** The quality of being genuine, true to oneself, and consistent with one's values, beliefs, and emotions. Authenticity means acting in ways that reflect your real identity, feelings, and principles—without pretending, hiding, or conforming to please others. It involves honesty with yourself and others.
- Awareness:** The ability to perceive, understand, and consciously recognise what is happening within oneself or in the surrounding environment. Awareness refers to a state of conscious knowledge or attention—being mentally present and noticing thoughts, feelings, behaviours, or external events.
- Bias:** A disproportionate inclination or prejudice for or against an idea, individual, or group, often in a manner considered to be unfair. In scientific contexts, bias refers to a systematic deviation from objectivity, resulting in skewed results or conclusions. This can manifest in various forms, such as cognitive biases, which are systematic patterns of deviation from rational judgment, and statistical biases, which are systematic errors introduced into data collection or analysis.
- Burnout:** A state of emotional, physical, and mental exhaustion caused by prolonged stress, particularly in professions like teaching.
- Clear request:** A modality of expressing needs clearly, actionably, and transparently to minimise misunderstandings and foster effective collaboration.



- Cognitive flexibility:** The mental skill to switch between thinking about different concepts or perspectives as situations change.
- Cognitive rigidity:** The mental tendency to think in fixed, inflexible ways, making it difficult to adapt to new situations, perspectives, or information. Cognitive rigidity refers to the difficulty in shifting thought patterns or strategies when faced with change, uncertainty, or problem-solving tasks. It involves resistance to altering beliefs, routines, or ways of thinking, even when they are no longer effective or appropriate.
- Collaboration:** A co-creative process of mutual learning and shared responsibility where all voices are valued, needs are surfaced, and solutions emerge through joint meaning-making rather than negotiation or compromise.
- Collective efficacy:** A shared belief within a group about its ability to achieve goals together.
- Common good:** The benefit or well-being of all members of a community or society. It is the idea that certain goods, conditions, or goals should serve everyone, not just individuals or specific groups. The key aspects of the common good include shared benefits, inclusivity, participation, and responsibility. In a democracy, the concept of the common good implies that citizens should express their impartial judgments of what is in the best interest of every citizen rather than their personal or group-oriented preferences.
- Communication:** The process of exchanging information, ideas, thoughts, or feelings between individuals or groups through verbal, non-verbal, written, or visual means in order to share meaning and understanding.
- Communicative action:** Cooperative action in which participants in a deliberation process rely on the idea of an ideal communication community that transcends the boundaries of social space and historical time. The purpose of communicative action is to achieve consensus and understanding with others.
- Compassion:** The emotional capacity to notice another's suffering and act to alleviate it.
- Competence (FCDC):** The ability to act purposefully and successfully using the knowledge, skills, and attitudes that have been learned.
- Conflict resolution:** The process of addressing and settling disagreements or disputes between individuals, groups, or organisations constructively and peacefully through negotiation, mediation, arbitration, and/or collaboration. Conflict resolution is crucial in personal relationships, workplaces, communities, and international relations to maintain harmony, foster productivity, and promote mutual respect.



- Connection-building:** The intentional cultivation of trust-based relationships through empathic understanding, mutual vulnerability, and shared humanity, prioritising needs-based dialogue before judgments or solutions.
- Consensus:** A decision-making process in which a group works together to reach an agreement that is acceptable to all members. Unlike majority voting, consensus does not rely on a simple majority; instead, it seeks a solution that everyone can support or at least live with. The goal is to find common ground that balances the needs, concerns, and perspectives of all participants. While consensus is the most inclusive decision-making method, it requires unanimous agreement (or the absence of blocks), which can slow decision-making. Consensus is a general agreement among a group of people. It is a judgment or opinion reached by most of those concerned. A decision-making process where general agreement is reached among group members, even if some have reservations, as long as they do not actively oppose the decision.
- Consent:** A decision-making principle that ensures decisions are made collaboratively and inclusively, focusing on the absence of objections rather than unanimous agreement. It operates on the idea that a proposal is accepted when no one has a reasoned and paramount objection that would prevent the group from moving forward. Unlike consensus, which requires complete agreement, consent focuses on addressing objections that might block progress. This allows for more efficient decision-making while still respecting the needs and concerns of all participants.
- Cooperation:** The act of working together to achieve shared objectives.
- Critical and analytical thinking:** A cognitive process involving the analysis, interpretation, evaluation, and judgment of experiences. It is a form of higher order thinking that involves the ability to clarify one's thinking, break down problems or information into its constituent parts, and use that interpretation to make informed decisions or judgments.
- Critical thinking:** The ability to analyse and evaluate biases and assumptions to make reasoned, fair decisions.
- Cultural identity:** A living set of social relations and symbolic heritage historically shared, establishing the commonality of specific values among members of a society.
- Cultural group:** A collection of individuals who tend to exhibit similar ways of thinking, acting, and interacting with each other and their environment.

- Cultural sensitivity:** The open-hearted, curious, and non-judgmental awareness of others' cultural contexts, beliefs and expressions, grounded in empathy, humility, and the willingness to suspend one's own assumptions.
- Cultural value:** The collective shared concept in order to distinguish the members of one group or category of people from another.
- Culturally responsive teaching:** A teaching approach that integrates students' cultural backgrounds into learning, promoting inclusion and respect for diversity.
- Culture:** A set of shared meanings, understandings, and practices that are actively constructed and negotiated through social interaction and communication. It is a concept that encompasses the meanings and practices learned and shared by members of a cultural group.
- Deliberative communication:** A thoughtful and reasoned form of dialogue where participants carefully discuss, weigh different viewpoints, and make decisions based on evidence, logic, and mutual respect. Everyone can listen, consider, seek arguments, and evaluate. At the same time, there is a collective effort to reach a consensus. Deliberative communication involves open, respectful, and reflective conversation aimed at reaching a well-considered conclusion or collective decision, often about important issues affecting a group or community.
- Deliberative democracy:** The model of democracy that emphasises that the essence of democracy is deliberation, which is even more important than voting, interest aggregation, constitutional rights, or self-government. The legitimacy of democracy is based on how much different views and perspectives are deliberated upon by different participants involved.
- Delphi approach:** A structured communication technique used to reach consensus among experts through multiple rounds of questioning and controlled feedback.
- Democracy:** A system of government in which power is vested in the people, who rule either directly or through freely elected representatives, characterised by principles like equality, freedom, and participation.
- Dialogic teaching:** An approach to teaching that emphasises the use of dialogue—meaningful, open-ended talk—between teachers and students to enhance learning, thinking, and understanding. Dialogic teaching is a method in which teachers and students engage in conversations that explore ideas, question assumptions, and build on one another's contributions. It goes beyond simple question-and-answer routines and encourages shared reasoning and collective inquiry.



Dialogue: A conversation or exchange of ideas between two or more people, typically with the aim of understanding, learning, or resolving differences. Dialogue is a structured form of communication between two or more parties. It involves open-ended, respectful, and purposeful exchanges aimed at understanding, problem-solving, or collaboration.

Digital competence: The confident, critical, and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

Digital Era: The current period is characterised by widespread access to digital technologies, such as the Internet and mobile devices, which significantly impact communication, work, and social interactions.

Digital safety: The practice of protecting personal information, devices, and online activities from cyber threats such as hacking, phishing, and data breaches, ensuring privacy and security.

Disciplinary disparity: Unequal application of disciplinary actions, often affecting marginalised groups more severely due to implicit biases or systemic inequities.

Discrimination: Unfair or simply different treatment of individuals or groups based on characteristics such as race, gender, or religion. The process of treating a person or a particular group of people differently, especially in a worse way, from how you treat other people because of their difference(s).

Diversity: The variations among individuals and groups across different categories. Commonly recognised categories include race, class, and gender, as highlighted by the intersectionality approach. However, diversity broadly refers to all social differences and cannot be confined to a specific set of categories. Ultimately, every distinction contributes to the concept of diversity, making inclusion the solution to the broader social differences among individuals and groups.

Educational Equity: Ensuring that all students have access to the resources, support, and opportunities they need to succeed, acknowledging that not all students begin with the same circumstances.

Educational Segregation: The separation of students into different educational settings based on race, class, performance capability, or other factors, leading to unequal access to resources and opportunities.

Emotion regulation: The process of managing and modifying emotional responses and regulate their intensity in diverse situations.

Emotional agility: The ability to navigate emotions flexibly and respond adaptively to challenges.

Emotional intelligence: The ability to perceive, understand, manage, and use emotions effectively in oneself and others.

Emotional resonance: The ability to feel and synchronise emotionally with another person, creating shared affective experiences.

Empathic dialogue skills: The abilities used in conversations to understand, connect with, and respond to others with empathy—meaningfully recognising and valuing their emotions, perspectives, and experiences. Empathic dialogue skills refer to the communication techniques that allow individuals to engage in respectful, compassionate, and emotionally aware conversations. These skills help build trust, resolve conflict, and deepen mutual understanding.

Empathy: The capacity to comprehend and resonate with another individual's emotional states and perspectives.

Equality: An idea whose primary goal is to equalise those conditions of social existence that are considered essential for human well-being. Formal equality asserts that all people are of equal moral values, and this principle is implemented through legal and political equality. Equality of opportunity is concerned with equalising the basics of life so that everyone has the same starting point. Equality of outcomes is focused more on providing equal living conditions.

Equity: The fair and impartial distribution of resources, opportunities, and treatment, considering individual needs and circumstances to achieve equality of outcomes. Equity refers to fairness and justice, recognising that individuals have different needs and circumstances, and allocating resources and opportunities accordingly to achieve equal outcomes.

Ethical behaviour: Acting in ways consistent with societal and professional moral principles, such as honesty, integrity, and fairness, to promote trust and well-being.

Ethics of care: A moral approach focused on trust, emotional attachment, and ethical responsibility in relationships.



EU values: The key values on which the Union is founded (Article 2 of the Treaty of European Union). They are respect for human dignity, freedom, democracy, equality, the rule of law, and respect for human rights, including the rights of persons belonging to minorities. Respecting people's rights is one of the European Union's fundamental obligations. These rights must be respected by the EU when applying policies and programmes, by the EU institutions and by each of the Member States.

Freedom of expression: The right to hold and communicate opinions without interference, including the freedom to seek, receive, and impart information through any media.

Gender: A socially constructed identity, the process of becoming one through a series of social, cultural, and material practices. Gendered practices are something we do rather than have or are. These practices are always open to contestation and the possibility of being expressed and performed in different ways.

Genuineness: The quality of being open, honest, and authentic in relationships, fostering trust and meaningful connections.

Human rights: The fundamental rights and freedoms that belong to every person in the world, from birth until death, regardless of nationality, gender, ethnicity, religion, or any other status. These include civil, political, economic, social, and cultural rights.

Humanistic education: An educational approach emphasising individuality, emotional growth, and ethical sensitivity.

Identity: Identity is a social construct that defines self-relationship and social affiliation. Ascribed identities are mainly innate, such as race, ethnicity, and sex. Achieved identities, on the contrary, are about individual choices, such as gender, occupation, values, professional mobility, power, class, status, and education.

Implicit bias: Unconscious attitudes or stereotypes that influence behaviour and decisions. Unconscious attitudes or stereotypes affect how we perceive and interact with others, often leading to discriminatory actions in educational settings.

Inclusion: The creation of an environment that offers access to people with all different characteristics in a particular social field.

Inclusive Curriculum: A curriculum that considers diverse characteristics, attitudes, perspectives and cultural experiences, promoting equity and a sense of belonging for all students.

Inclusive environment: An inclusive discourse implies that schools do not focus their attention on a defined group of pupils but instead on how educational institutions themselves can meet the needs of all learners ("universal design").

In-group favouritism: A preference for members of one's group, often leading to the exclusion of others. The tendency to favour and positively evaluate members of one's social group.

Intercultural communication: The process of exchanging information, ideas, and meanings between people from different cultural attributions. Intercultural communication claims to understand and navigate cultural differences in values, language, behaviour, and communication styles in order to interact effectively and respectfully.

Intercultural competence: The claim to communicate effectively and appropriately with people from other cultures.

Intersectionality: A framework for understanding how overlapping social identities (such as race, gender, and class) create unique experiences of privilege or discrimination.

Intrinsic motivation: Motivation driven by personal satisfaction or internal rewards rather than external incentives.

Mediation: Involvement of a neutral third party to facilitate a solution.

Microaggressions: Subtle, often unintentional actions or comments that perpetuate stereotypes or cause harm to marginalised groups.

Mindset: A set of beliefs shaping how an individual perceives, interprets, and reacts (emotionally and behaviourally) to reality. The mindset influences the attitudes and approaches to learning, achievement, and change.

Negotiation: Direct discussions to reach a mutual agreement.

Nonviolent Communication (NVC): A communication framework focused on empathy and meeting needs, involving the steps of observation, feeling, need, and request.

Observation: Describing behaviours, situations or events without attaching judgments, assumptions, or interpretations.

Out-group bias: The tendency to view members of outside groups more negatively or stereotypically.

Perspective-taking: The cognitive skill of understanding and considering another's viewpoint.

Prejudgment: Forming opinions about individuals or groups without adequate knowledge, often based on stereotypes or assumptions.

Psychological flexibility: The ability to adjust thoughts and emotions in dynamic contexts, balancing acceptance and action.

Psychological safety: A shared belief within a group that it is safe to express oneself without fear of negative consequences.



Reflective teaching: An educational practice where teachers analyse their methods to improve student learning and engagement.

Relational awareness: The capacity to recognise others' perspectives and respond with sensitivity and adaptability in interactions.

Relational trust: Social bonds built on mutual respect, reliability, and openness in relationships.

Respect for diversity: Recognising, valuing, and appreciating differences among individuals and groups while fostering inclusive and equitable environments.

Respect: A feeling or expression of admiration and consideration for others, recognising their inherent dignity, rights, and differences.

Self-awareness: The ability to consciously recognise and understand your own emotions, thoughts, and behaviours and how they align with your values, beliefs, and goals. It includes an awareness of your strengths, weaknesses, and how your actions affect yourself and others. A psychological state in which the self becomes the focus of attention. The conscious recognition of one's traits, emotions, and behaviours enable informed decision-making and emotional regulation.

Self-concept: The organised, consistent set of perceptions and beliefs about oneself, including self-worth, ideal self, and self-esteem.

Self-empathy: The capacity to be empathetic towards oneself, to resonate with one's own emotional state and perspectives by taking time to identify and acknowledge one's own feelings and underlying needs.

Self-esteem: A subjective evaluation of one's worth, often shaped by how one perceives others' views rather than objective achievements.

Self-knowledge: Insight into one's identity and existence, combining conscious reflection and unconscious processes shaping thoughts and values.

Social bias: The prejudicial or unfair discrimination for or against a person, group, or set of ideas based on social characteristics such as race, gender, age, religion, sexual orientation, or socioeconomic status. These biases can be explicit, involving conscious attitudes and beliefs, or implicit, operating unconsciously and influencing behaviour without conscious awareness. Social biases are at the core of various forms of discrimination, including racism, sexism, ageism, and other prejudices-based behaviours and attitudes.

Social cognitive theory: A framework explaining how individuals learn and develop through the interplay of personal, behavioural, and environmental influences.

Social construct: An idea, concept, or perception that is created and agreed upon by members of a society, rather than something inherently natural or biologically determined. Examples of social constructs include concepts such as race, gender roles, social class, and beauty standards.

Social identity: How individuals define themselves based on group memberships and social categories.

Social justice: The pursuit of fairness in education, focusing on eliminating systemic inequities and empowering marginalised groups.

Social-emotional learning (SEL): A framework for developing self-awareness, social skills, and responsible decision-making to support personal and social growth.

Stereotype threat: Anxiety or stress experienced when individuals feel at risk of confirming negative stereotypes about their group.

Stereotype: Oversimplified and generalised beliefs about a group of people, often leading to prejudice.

Student-centred education: An approach prioritising student needs, interests, and participation over teacher-centred instruction.

Theory of mind (ToM): The ability to understand that other people have thoughts, beliefs, desires, intentions, and emotions that are different from one's own. Theory of Mind is a cognitive skill that allows individuals to recognise and interpret the mental states of others. It enables people to predict or explain others' behaviour based on what they might be thinking or feeling.

Transformative learning: A process where individuals critically assess assumptions, reshaping perspectives and behaviours.

Translanguaging: A strategy that bilinguals use to make meaning, experience, understand, and gain knowledge through the everyday use of several languages.

Unanimity: A decision-making process that requires complete agreement from all members, meaning that every individual must fully support the decision without dissent.

Universal needs: Fundamental human needs shared across cultures, like physiological needs, belonging, connection, autonomy, safety, self-actualisation, and meaning.

Universal values: A view in which different cultures and societies share basic principles or standards, such as justice, equality, freedom and human dignity, which guide ethical behaviour and decision-making.

Value: The importance, worth, or usefulness of something. In a moral, cultural, or personal context, a value is a deeply held belief or principle that guides behaviour, decisions,



and judgments about what is right, good, or meaningful. Value is the primary source of influence on the behaviours shared by members of a specific culture, being expressed through norms and symbols.



Annex 2: Learning Objectives by Module

| | | |
|----------|---|--|
| Module 1 | Human Rights and Values (3 ECTS) | <p>O1.1. To analyse and assess the impact of human rights principles on peoples' lives, particularly focusing on their educational opportunities and prospect.</p> <p>O1.2. To develop communication strategies that emphasize understanding and cooperation to articulate human rights issues, fostering open and respectful dialogue.</p> <p>O1.3. To promote/develop cooperative, human rights sensible problem-solving strategies among (different) educational agents (staff, pupils, parents, stakeholders).</p> |
| Module 2 | EU Values and Identity (3 ECTS) | <p>O2.1. To value, promote, and apply strategies that respect human dignity, human rights, and cultural diversity in professional life.</p> <p>O2.2. To communicate and cooperate respectfully with people having different cultural and social background</p> <p>O2.3. To actively promote and encourage cultural diversity, variety, and inclusive education in educational contexts and practices.</p> |
| Module 3 | Non-discrimination and Equity (3 ECTS) | <p>O3.1. To understand the dynamics of discrimination and its impacts on people's lives (attitudes, behaviours, chances) and interactions (equality, equity, fairness).</p> <p>O3.2. To promote non-discrimination in educational contexts, using critical and non-stereotypical thinking strategies.</p> <p>O3.3. To enhance effective collaboration in diverse educational contexts, regardless of differences, aiming to reach consensus and shared/valued group objectives.</p> |
| Module 4 | Understanding Ourselves and Others (3 ECTS) | <p>O4.1. To understand the connections between one's beliefs, attitudes, and behaviours.</p> <p>O4.2. To improve communication and interactions with others through a deepened understanding of their emotions and needs.</p> <p>O4.3. To improve communication and interconnections using efficient interpersonal communication skills.</p> |
| Module 5 | Dialogue (3 ECTS) | <p>O5.1. To improve the empathic dialogue skills.</p> <p>O5.2. To improve problem-solving and conflict-resolution skills.</p> <p>O5.3. To improve cooperation skills.</p> |
| | INTEGRATED DIGITAL COMPETENCES (3 ECTS) | <p>1. Information and data literacy</p> <p>2. Communication and collaboration</p> <p>3. Digital content creation</p> <p>4. Problem solving</p> |



Annex 3: Learning outcomes per grade

| 5. DIALOGUE | 4. UNDERSTANDING OURSELVES AND OTHERS | 3. NON-DISCRIMINATION AND EQUITY | 2. EU VALUES AND IDENTITY | 1. HUMAN RIGHTS AND VALUES | GRADE A – 6 ECTS | GRADE B – 6 ECTS | GRADE C – 8 ECTS |
|-------------|---------------------------------------|----------------------------------|---------------------------|----------------------------|--|---|--|
| | | | | | <p>LO5.1A. To perform empathy and active listening skills to improve the mutual understanding.</p> <p>LO5.2A. To respond to difficult messages/contents without (self)blame or (self)criticism to maintain connection/communication.</p> <p>LO5.3A. To perform empathic listening and honest speaking skills to improve understanding of different opinions.</p> | <p>LO4.1A. To describe the genesis and structure of self-concept for demonstrating its relations with personal emotions, and behaviours.</p> <p>LO4.2A. To describe the sources of information for identifying others' emotional states and intentions to avoid prejudgements and to adapt to different social situations.</p> <p>LO4.3A. To describe the difference between observations and evaluations for explaining the importance of clear requests in communication with others.</p> | <p>LO3.3A. To examine and explain the differences in points of view, emotions, and attitudes within a diverse group to describe the methods for achieving consensus.</p> |

Annex 4: Overall Integrated Digital Competences – Attitudes (A), Skills (S) and Knowledge (K)

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|-------------|--|
| K16 | Aware that online environments contain all types of information and content including misinformation and disinformation, and even if a topic is widely reported it does not necessarily mean it is accurate. |
| S48 | Able to achieve effective communication in asynchronous (non-simultaneous) mode using digital tools (e.g. for reporting and briefing, sharing ideas, giving feedback and advice, scheduling meetings, communicating milestones) |
| A55 | Willing to adapt an appropriate communication strategy depending on the situation and digital tool: verbal strategies (written, oral language), non-verbal strategies (body language, facial expressions, tone of voice), visuals strategies (signs, icons, illustrations) or mixed strategies. |
| S59 | Knows how to share and show information from one's own device (e.g. show graphs from a laptop) to support a message being conveyed during a real time online session (e.g. video conference) |
| S77 | Knows how to engage with others through digital technologies for the sustainable development of society (e.g. create opportunities for joint action across communities, sectors and regions with different interests in sustainability challenges) with an awareness of technology's potential for both inclusion/participation and exclusion. |
| S85 | Knows how to use digital tools to facilitate and improve collaborative processes, for example through shared visual boards and digital canvases (e.g. Moodle, Miro, Google Docs/Slides...). |
| A103 | Open to and respectful of the views of people on the internet with different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances; open to the perspectives of others even if they differ from one's own. |
| S109 | Knows how to adopt information and communication practices in order to build a positive online identity (e.g. by adopting healthy, safe and ethical behaviours, such as avoiding stereotypes and consumerism). |
| S124 | Knows how to create digital content to support one's own ideas and opinions (e.g. online forums, collaborative document editing (Google Docs/Microsoft Office 365), virtual presentations, content creation (Canva) etc.) |
| K138 | Knows that digital content, goods and services might be protected under intellectual property (IP) rights (e.g. copyright, trademarks, designs, patents). |
| K237 | Knows that engaging in solving problems collaboratively, online or off-screen, means that one can take advantage of the variety of knowledge, perspectives and experiences from others which can lead to better outcomes. |