DIGIVERSITY

Developing competences for democratic culture through online non-formal learning

HANDBOOK FOR EDUCATORS

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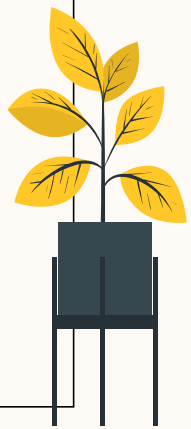

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A world in which every person is respected and valued, regardless of gender, ethnic origin, abilities, religion, sexual orientation or social status! In order to reach this vision, educational activities play a decisive role. Today, learning and awareness-raising for diversity and inclusion take place in different types of formats – in person, virtually, or in a hybrid format.

This handbook has been developed in the framework of the project "DIGIVERSITY – Exploring best non-formal learning practices in digital settings in the field of education for democratic culture and intercultural dialogue" by two partner organisations with long-standing experience.

Since 1987, IZ – Association for the Promotion of Diversity, Dialogue and Education has been implementing a wide range of projects which aim to contribute to a society based on solidarity. As part of the IZ Academy, we offer a wide range of training courses on the topics of diversity, intercultural skills and unconscious bias-education. People – in all their diversity – get together in our seminars, courses and projects.

The Intercultural Institute of Timisoara initiated its work in the 1990s and has also been implementing various local, national or European projects on these topics. From the start of its activities until today, the Intercultural Institute has been cooperating with the Council of Europe and has promoted in Romania the values and the work of this organisation, including, in recent years, the Reference Framework of Competences for Democratic Culture.

The coronavirus pandemic had a major impact on our educational activities. Training courses which were previously offered as Face to Face events suddenly shifted to the digital space and new methods and training approaches had to be developed quickly to cope with that new reality. This was especially challenging for us educators working in a field where personal interaction, engagement and connection within a group are key elements of learning. Due to busy schedules there was hardly any time and resources left for sharing and exchanging experiences with other educators on this new reality. This gave rise to the idea of launching an international project – the idea for Digiversity was born!

Today we can look back on an exciting project period. Together with a group of very experienced and dedicated educators from across Europe, we could give space to a profound and critical exchange of experiences and allow a joint formulation of pedagogical principles that we stand for as well as the development of methods which were tested for their practical suitability and summarised in this handbook. We are now delighted to share this treasure trove with our readers.

With this in mind, we wish you an exciting read, lots of inspiration for your own training work and food for thought for further educational work!

Alice Scridon and Stefan Weghuber
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ACKNOWLEDGEMENT

First and foremost, we would like to thank Alice Scridon and Stefan Weghuber from IZ, who provided the project outline and laid the foundations for the Digiversity project. We also want to express our gratitude to the Oana Bajka and Oana Nestian-Sandu from the Intercultural Institute of Timisoara, for guiding the team through each phase of the project. Their contributions have been decisive in the process that led to the development of this handbook.

We extend our appreciation to the members of the Expert Group of educators and learning specialists – Behrooz Afshari, Ditta Dolejsiova, Elisabeth Einwanger, Celina Del Felice, Nikolaus Fennes, Yaroslav Minkin, Georg Pirker, Yuliya Stankevich and Jackie van der Kroft – for their continuous support and dedication to producing a comprehensive and practice-oriented resource for educators working in the digital space.

Furthermore, we want to thank all the additional participants of the Methodology Lab that was held in Vienna in April 2023: Laura Berindei, Yuliya Byelikova, Cesar Jerónimo Esquinca Enríquez de la Fuente, Simone Evangelisti, Anastasia Fusco, Oliver Gruber, Boris Grinner, Milena Ivanova, Yuliya Lyubych, Paolina Malandrone, Dmytro Mamaiv, Daniela Mussnig, Viktoria Spashenko, Yuliya Stankevich, Margret Steixner, Stefan Weghuber and Solomiya Zinets-Matsyshyn. The strong engagement and diverse perspectives of the participants shared in the Lab, not only were incredibly enriching but also created a strong basis for the development of our handbook.

We also want to thank the Arbeiterkammer Wien / Chamber of Labour Vienna for providing us with beautiful, inspiring learning spaces and Verena Leikam, Theresa Neuschmid, Patricia Haibt and Gertraud Illmeier for taking minutes and accurately capturing lively discussions throughout the project events. Finally, we want to thank our editor Michi Münster as well as our graphic designer Ulla Schneeweis, whose expertise and guidance was invaluable in shaping this handbook into its final form.

Petra Haderer and Calin Rus
Editors

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Background and aims of the handbook

In April 2018, the Council of Europe published the Reference Framework of Competences for Democratic Culture (RFCDC) built around a model of competences that are needed for citizens in a democratic and culturally diverse society. The RFCDC argues that these competences can and should be acquired in formal, non-formal and informal education and provides some guidelines and tools for forming effective learning activities aimed to develop these competences.

Since then, the RFCDC has been confirmed as an important reference for Human Rights Education, Education for Democratic Citizenship and Intercultural Education through policies and practices across Europe and beyond.

The Covid 19 pandemic accelerated the use of digital tools in training and required many previously Face to Face training to be quickly transferred to online formats. Especially in topics like intercultural competence, anti-discrimination, human rights education or democracy education, new questions and challenges have arisen for educators:

- How can topics whose didactic principles are based on direct contact between people be addressed in effective learning activities in the digital space?
- How can competences for democratic culture be developed with online tools and formats, in a way that is suitable for specific target groups?

> ***"For designing and facilitating an online training it is not sufficient to take an in-person course and move it online, but it is another way of learning, with its own strengths and weaknesses. As a person with medium competences and experiences in the online training world, it was quite hard for me to learn about the specificities and uniqueness of this space and at the same time feeling the pressure of delivering scheduled courses."***
> *» Quote of a respondent of the Digiversity Survey*

This handbook offers reflections on the opportunities and challenges of facilitating activities using digital tools. It aims at guiding and inspiring educators, now after the pandemic, when making choices about the optimal formats and methods to best address the educational needs and objectives of their activities.

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Who is the handbook for?

This handbook is intended for educators working in the field of education for democratic culture and intercultural dialogue who are interested in developing their capacity to design and facilitate educational activities using digital spaces and tools.

It is for educators who work especially in non-formal educational settings, but also for those who want to apply non-formal education principles in their work in formal education. Educators with different levels of experience can benefit from using the handbook, assuming a basic understanding of the key concepts, educational principles and methodologies related to democratic culture and intercultural dialogue, as well as having basic digital competences.

This handbook's section on additional resources includes references to freely available publications for users who want to learn more on any of these topics.

What does the handbook include and how can it be used?

The first part of the handbook includes clarifications of the key concepts used in the following sections. This was considered important not just for the users of the handbook who may be less familiar with certain concepts, but also taking into account the fact that some of these concepts may be differently defined in other contexts.

The second part presents an analysis of the advantages and disadvantages of different digital learning formats, based on which, in the third part, guidelines are provided for designing effective learning activities for each digital learning format.

The final main part offers examples of methods and learning activities illustrating ways in which competences for democratic culture can be developed by using various digital tools and learning formats. Although all the methods presented have been tested by contributors to this handbook and can be used as they are described, with the appropriate adaptations, they should be seen mainly as examples and as inspiration for the design of a training process that corresponds best to the intended outcomes, the needs of the learners, the context and the practical aspects of each educational intervention.

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The handbook also includes a section with additional resources recommended for users who need further clarifications or want to learn more about specific aspects covered in the previous parts.

The handbook takes a practice-oriented perspective, focusing on supporting educators in making the necessary choices, designing, implementing, and evaluating learning activities aimed at developing competences for democratic culture by using digital tools and learning formats.

It can be used in multiple ways, in a flexible manner, depending on the preferences and needs of its users. It is not necessary to read it from the beginning to the end. Some users may choose to start with the analysis of the various digital learning formats because they need to decide which format to choose, others may directly read a specific part of the guidelines for designing online learning activities. There may also be users eager to look at the examples of learning activities straight away and get inspiration for their own work. In any case, wherever people start, users will be guided through sections, for example to clarify the meaning of certain concepts and to further build a complete and effective learning cycle, responding to the needs of their participants and considering the specific context of their work.

We hope that this handbook will be useful for practitioners working on these topics, especially considering the European Year of Digital Citizenship Education – 2025.

We believe in the crucial role of education for democratic culture and intercultural dialogue in these troubled times, characterised by social polarisation, the spreading of negative stereotypes and hatred towards certain groups, using, and taking, a dynamic of its own in the digital space. Creating safe learning spaces is crucial, and educators need to be equipped with facilitation competences appropriate for Face to Face and digital setting.

This is challenging but strongly needed, as controversial and sensitive topics require an approach in which every learner feels respected and valued, regardless of gender, ethnic origin, abilities, religion, sexual orientation, or social status. This handbook is envisioned as a practical tool, providing conceptual and methodological insights, guidance for educators, and specific methods and tips to enable meaningful and effective learning experiences.

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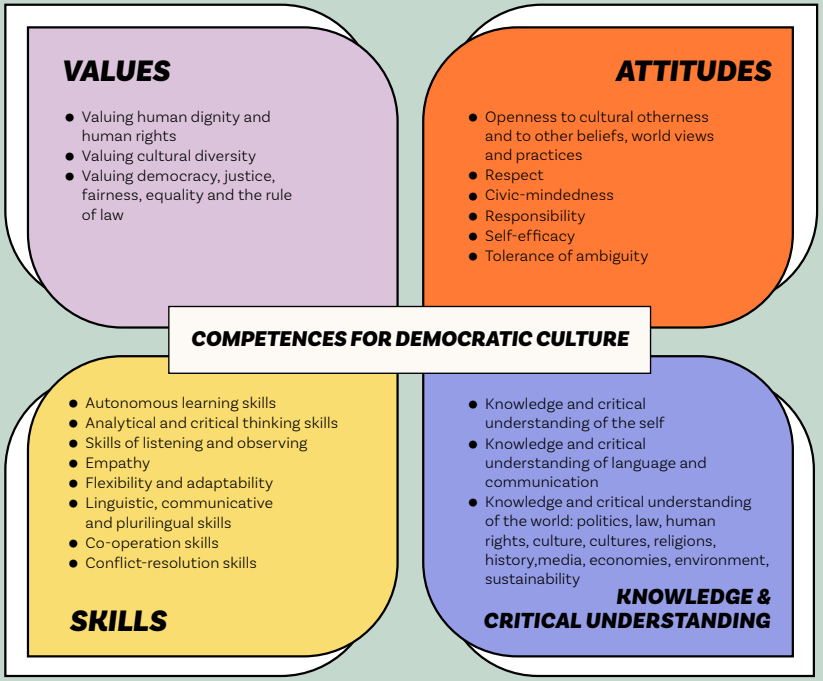
Competences for Democratic Culture

Through the use of online tools and learning settings, this handbook focuses on the development of the competences for democratic culture, as defined by the Council of Europe in the **Reference Framework of Competences for Democratic Culture (RFCDC)** (https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture).

The model of competences for democratic culture, which is the core of the RFCDC, includes the values, attitudes, skills, **knowledge and critical understanding** listed in the diagram.



Several key aspects that are relevant for the content of this handbook are worth mentioning here in relation to this model of competences:

- Some of the components of the model refer explicitly to cultural diversity, some to aspects of democracy and human rights, while others are important for both democratic and cultural diversity aspects, including intercultural dialogue;
- To live as active citizens in a democratic and culturally diverse society, citizens need specific combinations of these competences in various situations;
- Therefore, learning activities should define their learning outcomes in connection to a specific combination of competences according to the needs of the learners and the intentions of educators;
- To support educators in identifying specific learning outcomes, the RFCDC also includes a set of competence descriptors (https://trt.intercultural.ro/descriptors).

The Council of Europe also published an abridged version of the RFCDC (https://rm.coe.int/prems-004721-the-reference-framework-of-competences-for-democratic-cul/1680a27f24) which covers the key ideas in less than 20 pages. The document includes the definition of each of the 20 competences of the model.

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Non-formal Education, Formal Education & Informal Education

Non-formal Education

Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences outside the formal educational curriculum. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should ideally be:

- voluntary,
- accessible to everyone,
- an organised process with educational objectives
- participatory,
- learner-centred,
- about learning life skills and preparing for active citizenship,
- based on involving both individual and group learning with a collective approach,
- holistic and process-oriented,
- based on experience and action,
- organized on the basis of the needs of the participants. *

Formal Education

Formal education refers to the structured education system that runs from primary school to university, and includes specialised programmes for vocational, technical and professional training. Formal education usually leads to recognition and certification. *

Informal Education

Informal education refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. People learn from family and neighbours, in the marketplace, at the library, at art exhibitions, at work and through playing, reading and sports activities. Learning in this way is often unplanned and unstructured. *

* www.coe.int/en/web/european-youth-foundation/definition, Compass: Manual for Human Rights Education with Young People, p.31

This handbook proposes guidelines and examples of methods that aim at developing competences for democratic culture by using online tools and in a non-formal education setting. However, some of the principles of non-formal learning listed above can and should be applied also by educators in formal education and by informal learners.

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Digital Competences

Digital competences is the general term used to describe or explain the ability to use Information Technology in a specific context. In non-formal education the term refers to the development of digital skills, knowledge, and attitudes outside of traditional formal educational settings. https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en

Digital Learning Formats

In general, digital instruments are increasingly included in all sectors and forms of education. Digital transformation has an impact on learning for all ages and situations and is influencing the education and training sector, including Education for Democratic Citizenship, Human Rights Education and Intercultural Education. Therefore, as argued in one of the publications of DARE network, it is necessary to thoroughly reflect what characterises digital didactics and digital learning, especially in relation and complementary to “analogue” learning spaces (Kolarova, Martinez and Pirker, 2020, Reader on Education & Learning in Digital Transformation. https://dttools.eu/pdf/digit-al-io1-education.pdf

Digitalisation can have multiple effects on learning. A digital learning process that has positive effects on learning as such depends on a wide range of variables, for example availability and access to relevant tools, digital infrastructure, open source software, etc. Learners should be able to equally participate and, if possible, co-govern the learning processes. With that in mind, the choice of tools and online learning formats, as well as the design of learning activities should be taken into account.

Moreover, the choice of digital tools and learning formats needs to take into account the specific aspects of related to the development of the competences for democratic culture, using methods and approaches provided by Intercultural Education, Education for Democratic Citizenship and Human Rights Education. For example, in many cases learning activities need to include some kind of interaction and/or need to refer to specific societal issues. Therefore, depending on the competences envisaged, the digital learning format should respond to these needs. More details on the relation of digitalisation and learning can be found here: https://competendo.net/en/Digital@Learning.

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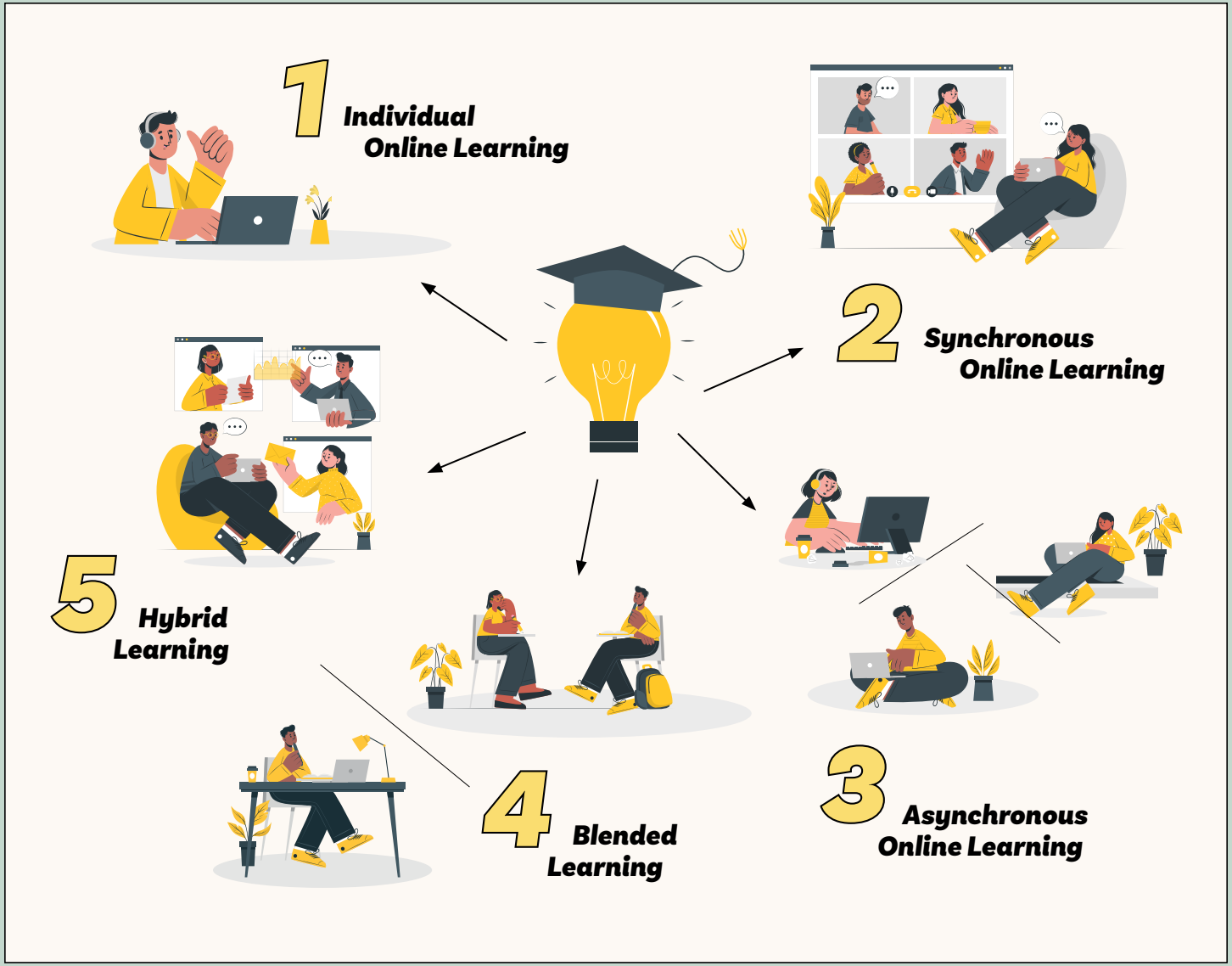
Types of Online Learning



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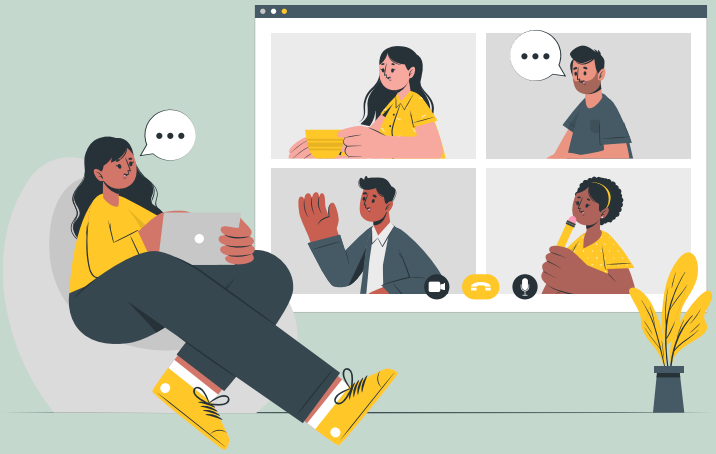
1 Individual Online Learning

Students study the learning material independently and achieve their goals on their own – *Source: Efgeniy Altynpara, 2023.*



2 Synchronous Online Learning

Groups of students can simultaneously participate in activities in real-time anywhere they are in the world. This real-time interaction is facilitated by online chat and videoconferencing, which allows students and instructors to interact with each other without delays – *Source: Hrastinksi, 2008.*

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3 Asynchronous Online Learning

Students study independently at different times and locations, without real-time communication. Technologies for this self-paced learning approach include online course platforms, email, blogs, ebooks, discussion forums, etc. – *Source: Hrastinksi, 2008.*

5 Hybrid Learning

" ... an educational model where some students attend class in-person, while others join virtually from home." – *Source: https://resources.owllabs.com/blog/hybrid-learning#What-Is-Hybrid-Learning*

4 Blended Learning

"... a combination of traditional Face to Face learning and online learning using synchronous and asynchronous online learning formats." – *Source: Lanham, Augar, and Zhou, 2005*

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ADVANTAGES & DISADVANTAGES

of different digital learning formats

The table below present advantages, disadvantages and points to consider for each of the digital learning formats. Some of the advantages and disadvantages are general, but they have been included because they are directly relevant for orienting the choice of educators aiming at using non-formal education to develop competences for democratic culture.

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Individual Online Learning

ADVANTAGES

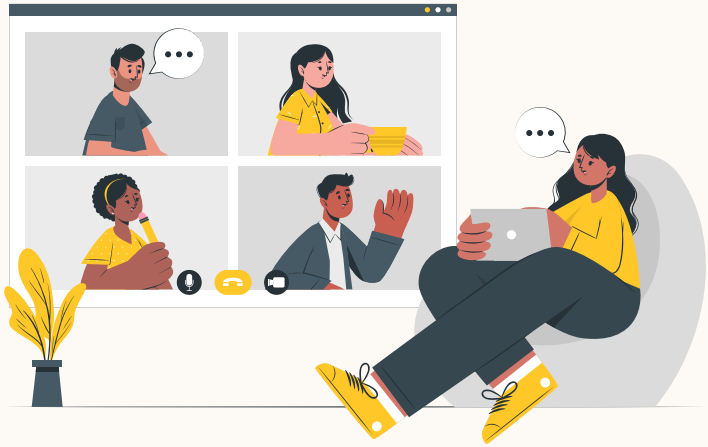
- Many people can be reached at once.
- Participants manage their time as they want.
- Especially suitable for acquiring knowledge.
- Various learning styles can be addressed.

DISADVANTAGES

- A certain level of autonomous learning of participants is a prerequisite.
- Success depends a lot on personal motivation.

POINTS TO CONSIDER

- Self-Paced Learning: The design of the training programme should allow participants to move through the content at their own speed.
- Monitoring & progress follow up: Progress indicators and defined milestones are helpful in showing how participants advance and in keeping them motivated.
- Platform: Using a centralised platform which allows participants to access all learning-material easily.



Synchronous Online Learning

ADVANTAGES

- Allows engagement with a very diverse audience (e.g. people with kids, people with disabilities, people with visarestrictions, etc.).
- The format can save costs.
- The format is environmentally friendly.
- Small group work/breakout rooms can be designed easily.
- Offers the possibility for participants to engage during breaks.
- Simultaneous access to the internet can enable further learning for participants.
- The learning process can be embedded in the context of participants.
- Training sessions can be recorded.
- Chat functions can encourage participants to express themselves (e.g. shy people).
- Fun and humour can be included.

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DISADVANTAGES

- Not everyone has access to a continuous stable internet connection and the necessary equipment.
- Different time zones can be a challenge.
- Participants may lack access to private space to concentrate on the training.
- Higher possibility of distractions with training in private space.
- Higher risk of losing attention of people with disabilities.
- Non-verbal communication is difficult to recognize.
- Simultaneous audio can be problematic.
- Risk of losing focus on the content because of too much focus on the technical tools.
- Higher risk of participants withdrawing.

POINTS TO CONSIDER

- A technical assistant throughout the training is very useful.
- This format works well for short term training.
- A script with instructions, links, bilingual presentations etc. is useful.
- Engagement with and within participants is possible (if the group is not too big).
- A good planning of breaks is required for more frequent screen-breaks and the possibility to separate training engagement and private life.
- Educators should plan an interaction every 10 minutes and find ways to get continuous feedback.
- Clear instructions/recommendations from the educator are needed in order to facilitate participation (access from phone/computer, chat function, cameras on/off)
- If participants have access from their phones, it allows them to walk.
- Educators can encourage interaction by including the physical environment of participants.

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Asynchronous Online Learning

as a group

ADVANTAGES

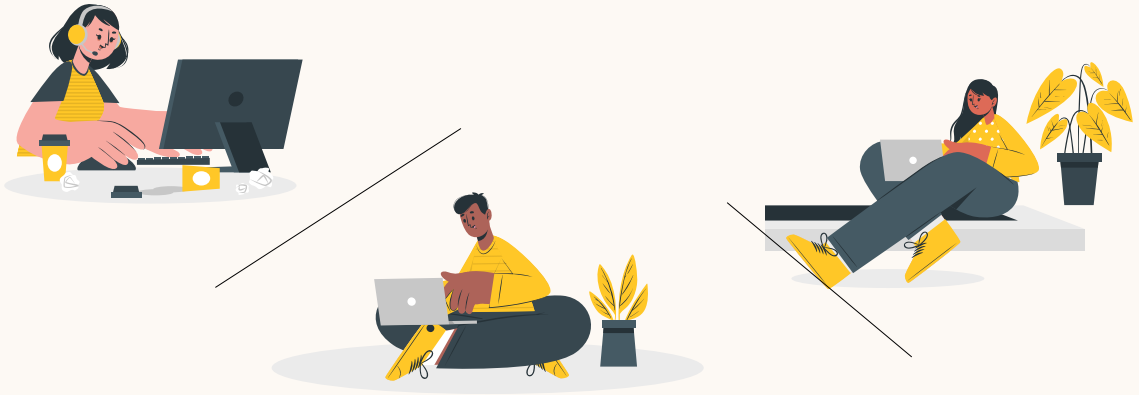
- Allows flexibility in time, place and pace.
- Format still works despite possibly limited access to continuous stable internet connection and necessary equipment.
- Format works for large and small groups.
- Different time zones are not necessarily an obstacle.
- Format allows reflective and in-depth internal learning processes and interactions with others.
- Format offers space for peer learning.
- There is little social pressure which is often a benefit for shy people.
- Participants can come back to the platform anytime for resources or asynchronous interactions.
- Training course can be reused (after a labor-intensive creation of the pilot).
- Possibility for the educator to check on how much time each participant was spending on the training and on which modules.
- Format offers space for creative activities while working on difficult issues, including simulations and role plays (preparation beforehand as well as trust building within the group).

DISADVANTAGES

- Level of interaction between participants and educators is very low.
- Structure of the format is not very flexible.
- Spontaneous dialogues/interactions in the group, which can often be integrated and used for learning (e.g racist comments) are missing.
- Time-consuming for the educator in regard to reading and responding to students.
- Costly for educators if they have to use their own platform.
- Hard to manage for one educator alone.
- Takes a lot of preparation for the educator.

POINTS TO CONSIDER

- Format works well for longer-term trainings.
- Clear information on timeline and detailed explanation of the training is important for participants.
- Creating a “Zero Week”: It is helpful to provide support with access to the platform before the start of the training.
- It is vital to allocate enough time and resources to make sure people are able to participate.
- Different tools might be needed to keep up the motivation of participants.
- Reflection groups work well for this format (as for any long-term trainings).



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Mixed Online Learning

Synchronous + Asynchronous

ADVANTAGES

- Format allows a learner-centred approach (also related to learning styles).
- The structure adds flexibility.
- Spontaneous dialogue/interaction is possible.
- Format offers constant access to learning materials.
- Format mixes social interaction and access to deeper learning.
- Format is cost-effective.
- Format works well for non-formal learning methods and tools such as games.

DISADVANTAGES

- Trainers need competences and knowledge for synchronous and asynchronous teaching.
- It can happen that participants drop out during asynchronous parts
  -> Consider selecting more participants.
  -> Link asynchronous tasks to synchronous meetings.
- It is difficult to facilitate this format as a sole trainer.

POINTS TO CONSIDER

- Format works for longer learning trajectories.
- Expectations need to be clearly clarified with participants.
- Asynchronous part – if investing in a platform – requires initial financial investment (and can then be used repeatedly).
- As an alternative to investing in developing a tailor-made platform, there are free online resources which participants can access asynchronously (e.g. Moodle).

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Hybrid Learning

Synchronous with some participants online and some face to face

ADVANTAGES

- Format is suitable for large audiences as well as for small groups.
- Easy access and possible inclusion for and of participants across borders, continents and contexts.
- Reduced visa and travel costs and related environmental costs.
- Opportunity of having a live group experience.
- Small group work is possible.
- Enables great diversity of experiences and use of languages (Simultaneous translation and working in small groups simultaneously in the respective languages is possible)
- Enables easy harnessing of outcomes.
- Multiple solutions for the interaction among participants are possible – different devices can be used.
- The process itself has the potential to develop some of the CDC – e.g developing an understanding of and empathy for other people who experience the event differently.

DISADVANTAGES

- High technological requirements for equipment with daily high cost – often affordable only for short activities
- Format needs a service provider.
- Not less expensive than an in-person meeting.
- Strong internet connection is necessary.
- If the internet connection is not stable for some, it can be difficult to use a diversity of tools and materials online.
- Possible difficulties in accessing certain platforms in some countries with poorer internet access.
- Requires highly skilled educational expertise/staff.
- Requires more than one skilled person/educator/facilitator.
- Great teamwork and collaboration is necessary.
- Requires planning and testing, especially when translation is involved.
- If the group is large, it may be challenging to address all the learning needs.
- Possible discouragement for the on-site participants if the majority of high level speakers is online only and no real interaction is possible.

POINTS TO CONSIDER

- Data protection
- Accessibility
- Affordability
- Creating a common group feel requires an in-person setting that includes the screen with online participants as a part of the group (U shape or semi circles with the screen), so the feeling is of a whole hybrid group and good facilitation of the online screen tagging.
- Data protection issues,
- On-site participants interact differently than the online participants and experience the meeting differently.
- People need to overcome their habits of either working only Face to Face or online only.

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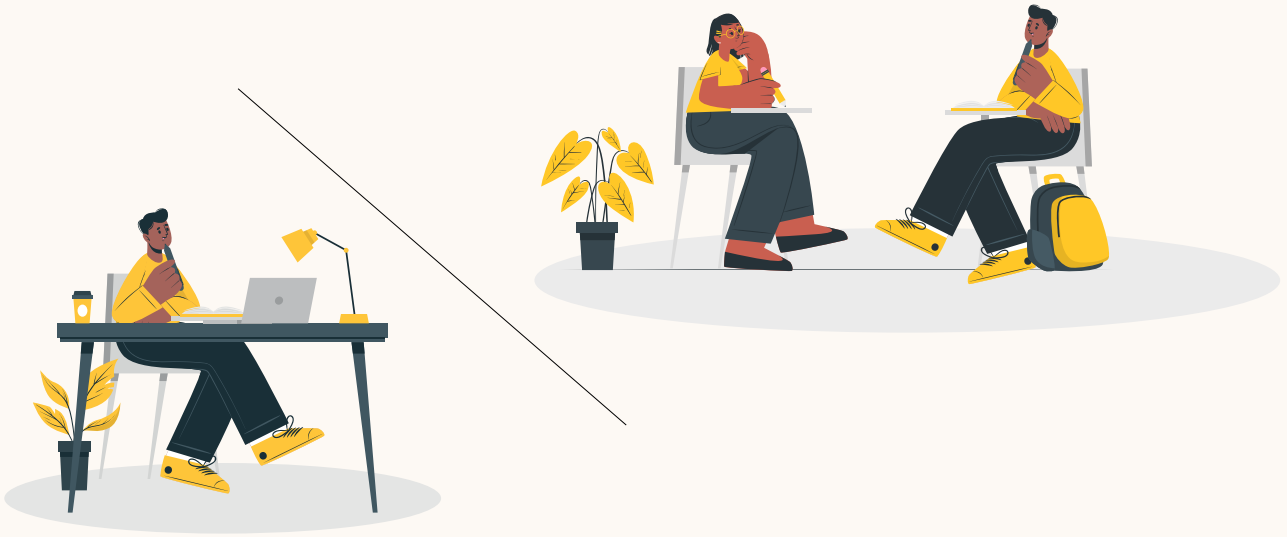

Blended Learning

Some activities Online and some Face to Face, either Synchronous and/or Asynchronous

ADVANTAGES

- Format is flexible and adaptable in addressing different learning needs.
- Possibility to use diverse methods.
- Allows personal connection and strong community building; supports group dynamic on the long term.
- Gives the possibility to come back to addressed participants' needs.
- Cost-efficient
- The online part can prepare participants for the Face to Face sessions and allow participants to dive into the content deeper right away.

DISADVANTAGES

- Format needs more time-resources than online only format.
- A lot of preparation needed.
- Limited group size.
- Strong commitment and motivation from participants required.

POINTS TO CONSIDER

- Getting to know each other should be done online and followed up by a Face to Face session. This usually allows a joyful recognition effect.
- Any Face to Face training course should possibly include an online component.

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Face to Face Learning with Digital Tools

ADVANTAGES

- Using digital tools in Face to Face courses enhances the range of tools available.
- Easy for recording, for visualising content and for updates.
- Allows use of AI.
- Enable quick feedback.
- Allows access to information.
- Enables safe, anonymous expression of ideas
- Participants are eager to share more honest opinions and contribute on controversial issues.
- Allows input from external experts.
- Educators can provide support and companionship on digital challenges to participants.
- Easy for educators and and/or participants with advanced digital competences.
- Convenient for getting evaluations and feedbacks.

DISADVANTAGES

- Technical requirements are high.
- Participants usually have very different levels of know-ledge and digital skills.
- Trainers need to be confident in the u.se of digital tools

POINTS TO CONSIDER

- Educators can bring aspects of society into training by
  —> getting out into the world for some activities
  —> participants generating products -> Project Based Learning, www.pblworks.org/what-is-pbl
- Asking for and getting support from colleague.

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GUIDELINES

for designing online learning activities

DIGIVERSITY

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General considerations

Designing a training programme and specific learning activities aimed at developing the competences for democratic culture by using online formats and digital tools is similar to doing it for face to face settings, but needs to take into account the challenges and opportunities related to the online environment. Special attention needs to be given to adapting the principles of non-formal learning in the digital space.

A survey done as part of the DIGIVERSITY project involving more than 60 trainers and education experts, as well as reviews of recent research (e.g. Shadiev & Sintawati, 2020) confirm that it is possible to develop competences for democratic culture, including intercultural competence, through online learning activities. However, there are still major challenges, especially for designing learning activities that focus on values and attitudes. It should be also taken into account that, in many cases, digital learning formats and tools are not only chosen because of some impediment to employing a classical face to face format, but because they actually generate better outcomes and contribute in more effective and more efficient ways to developing the whole range of values, attitudes, skills and knowledge and critical understanding comprised in the model of competences for democratic culture.

In some cases, developing competences for democratic culture is more effective if participants get to know the model of competences. In many cases, however, it is not necessary or appropriate to insist on knowing about concepts like democratic culture, intercultural dialogue or about specific competences. It is sufficient that trainers have this background and design the trainings accordingly.

As in the case of any learning design process, designing learning activities that use online formats and tools and apply the principles of non-formal education to develop competences for democratic culture will need to take into account several general aspects:

1. TRAINING NEEDS ANALYSIS

Understand the characteristics of your participants, such as their prior knowledge, experience, and learning preferences, as well as their experience with online learning and with the use of digital tools. The specific profile and context of participants might influence their ability to take part in some types of online learning and might require certain choices of format, structure and methods.

It is also important to check if there are participants with special needs and to adapt the online learning activities in order to allow them to participate and develop their competences.

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2. SELECTION OF COMPETENCES FOR DEMOCRATIC CULTURE THAT SHOULD BE DEVELOPED

Which competences for democratic culture do you want participants to develop through the training? The response to this question should take into account both the learning needs of the participants and the aims of the training programme. A short training activity may focus on a limited number of competences, while a longer one can address, through various learning activities, all 20 competences for democratic culture.

3. LEARNING TOPICS

On which topic(s) will the training focus? Ensure that the content of the training is relevant, up-to-date, and directly applicable to the participants' roles or responsibilities. Topics like Unconscious Bias, Racism, Fake News, etc., offer rich opportunities to develop all competences for democratic culture, especially awareness of values and critical understanding.

4. DIGITAL LEARNING FORMAT

The choice of the most appropriate digital learning format can be determined by various factors. Sometimes, the format is given, for example, if it is decided by the organisation in charge of the training. In other cases, it may be up to the training team to make this decision. The choice can be influenced by practical aspects. (For example, if it is difficult for participants to find a common time on a regular basis, an asynchronous or mixed format will be used.) Often, a blended learning format offers very good possibilities to develop competences for democratic culture, using the advantages of both face to face and online formats. However, this is usually the most expensive option and costs may be an important factor. Consider the costs associated with the training programme and explore cost-effective solutions without compromising quality. For example, if the aim is to reach a large number of people, an individual online learning format may be a logical choice, but the nature of the content and the needs of the learners should also be taken into account.

5. TIMING AND DURATION

Consider the appropriate timing and duration for the training to maintain participants' attention and facilitate effective learning.

6. MULTIPLE COMPETENCES OF THE TEAM OF FACILITATORS

Make sure that the team is well prepared and has the necessary online facilitation and communication skills, as well as the technical and digital competences to facilitate the process. Avoid using a method or a platform that the team has no experience with, or does not feel fully comfortable with. Make sure there is a clear division of roles, for example, some taking care of educational aspects, others of technical ones.

Moreover, apart from the pedagogical and technical competences, members of the team also need to have a good level of competences for democratic culture and be aware of them. As the RFCDC indicates, educators have an important role in developing competences for democratic culture, and especially values, through modelling, through their attitudes and behaviours in the interactions with learners, and this remains valid when using digital learning formats.

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7. METHODOLOGY

Consider that, as the aim is to develop values, attitudes, skills and critical understanding, not just the acquisition of knowledge, it is essential to include interactive elements such as discussions, case studies, role-playing, and simulations to engage participants actively. The following chapter presents examples of methods that can be used with different digital learning formats and focus on various topics. Take also into account that participants have different preferred learning styles (visual, auditory, kinaesthetic) and include a variety of instructional methods to support effective learning.

8. REFLECTION AND FEEDBACK

Incorporate reflection in all activities. Depending also on the digital learning format, reflection can be individual, in pairs or small groups, or in larger groups. Online tools can be very useful in this process. A good example is Council of Europe's RFCDC Teacher Reflection Tool (developed for teachers but relevant for anyone willing to reflect on their competences for democratic culture).

Design and use feedback mechanisms and feedback loops to assess participants' understanding and response to various tasks and activities, and make the necessary adjustments to the training content or process.

9. ASSESSMENT AND EVALUATION

Develop and use assessment processes and instruments that are compatible with the principles of assessment formulated in the RFCDC. The RFCDC states that assessment should focus not only on validity, reliability, and practicality, but also on equity, transparency, and respectfulness.

Besides helping to measure the achievement of the learning outcomes, assessment, together with the feedback and the observations of the trainers, provide important information to evaluate the effectiveness and appropriateness of the training programmes.

10. LEGAL AND ETHICAL CONSIDERATIONS

Ensure that all aspects of the training comply with the legal and ethical standards. Take into account data protection laws, safety considerations and the "Do no harm" principle, especially in contexts in which certain rights are not respected.

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Digital Learning Formats

1. Individual Online Learning

PREPARATION AND START

- Set ground rules and give an introduction to the course in clear and simple words, stating its expected learning outcomes and describing its content.
- Provide clear instructions on navigating the course and utilising available resources. There should be a clear overview of the course flow, so that participants know at all times where they are in the process, how much they have completed and how much is still ahead of them.
- Set clear expectations regarding timelines and self-discipline required for successful completion. For example, a commitment statement or an integrity agreement can be proposed: participants acknowledge that they commit to go through the sections of the course and provide their own responses to the tasks and that they are aware of their responsibility for achieving a successful learning process.
- Invite participants to make their own plan for taking the training. Some may prefer to take 1-2 hours per week, while others may choose an intensive investment of time to complete the whole course or parts of it.
- Some courses may have specific requirements for completion (e.g. answering 80% of the questions on quizzes correctly, going through at least 70% of the course materials (texts, audio, video, online tools, etc.) or passing a final evaluation test). Explain these requirements clearly at the start of the course.
- The starting phase may also include a preliminary task or a pre-course survey related to the competences for democratic culture. This could be used for the final reflection and for the (self-)assessment.

CORE PART OF THE TRAINING

- Offer video lectures or podcasts from experts discussing aspects of democratic culture and intercultural dialogue, associated with tasks that allow participants to process the content provided and connect it with their own opinions, experience and context. Keep the input limited and combine speaking with visual support, diagrams, visuals and transcripts.
- Include regular checkpoints or mini-assessments to ensure comprehension and engagement, including in-video quizzes.
- Integrate case studies and scenarios that require learners to apply competences in context. This is also one of the ways to support the development of the values, attitudes and skills included in the CDC model.
- Use interactive elements like drag-and-drop activities or matching exercises to reinforce concepts and support critical understanding.

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REFLECTION AND EVALUATION

- Encourage the use of digital portfolios where learners can compile and reflect on their work.
- Implement a capstone project that synthesises all competences in a real-world challenge.
- Use automated feedback systems for quizzes and assignments to provide instant guidance.
- Give tasks related to real life experiences (e.g. “Do something in real life and write an essay about it afterwards.”)
- Monitor the time that participants spend on a specific page/module/video.
- Include quizzes for each module/unit to assess the understanding of participants and help them self-assess it.
- Provide a final assessment questionnaire at the end, but with not with too many questions.
- Include reflection based on the analysis of specific situations in which participants developed or used a certain competence.
- Use open questions, such as “What did you learn?”, “What was the most significant learning point?”
- Ask or allow participants to share their reflections with other users of the course on an open forum or online whiteboard.
- Schedule optional virtual office hours or Q&A sessions for personalised feedback.
- Ask participants to reflect on their further training needs, which may include selecting items they find interesting in a list of additional resources.
- Send an automatic impact questionnaire 2-6 months after the completion of the course.

TIPS AND TRICKS

- Offer content in different formats (text, image, video, audio).
- Give a clear structure, so participants know where they are in the process.
- Allow participants to go back to previous modules as many times as they need and navigate easily through the modules.
- Provide downloadable resources for offline study.
- Regularly update the content to keep it relevant and engaging and to take into account the feedback received from users.
- Send automatic reminders if participants did not use the platform for a while.
- Give tasks related to personal experiences and include options of tasks from which participants can choose those that they find most relevant.

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- Use materials and resources which contain personal stories, followed by reflection questions.

- Ask participants to write a message to their future selves, that the platform sends automatically to their e-mail address at a certain date in the future.

EXAMPLES OF PROGRAMMES, TOOLS AND LEARNING METHODS

RFCDC Teacher Reflection Tool

Human Rights Education courses of the Council of Europe

The LEMON RFCDC course

Online courses offered by the Council of Europe's North-South Centre

UNESCO courses on Global Citizenship

Open courses on the EDX platform

Open courses on Coursera platform

2. Synchronous Online Courses

PREPARATION AND START

- Prepare a facilitator script with all the necessary links to tools and points to mention.

- Prepare slides to use during the online sessions for visualisation and framing, with not too much text, and be ready to share them after each session.

- Check if participants received the link, know the time of the training, are familiar with the videoconference platform to be used and provide support when needed.

- Host a virtual orientation session to support participants to get to know each other, build group cohesion and explain course logistics.

- Use icebreaker activities that also introduce key democratic competences and generate a group democratic culture.

- Provide an online 'getting started' guide with technical requirements and best practices for online learning.

- Establish (written) guidelines for online interactions to foster a respectful learning environment. Having precise and explicit common ground rules may prevent frustration and misunderstandings (e.g. Keep cameras on, microphones off while not speaking, limit interventions to the time allocated, use "raise hand" or other types of tools available, make sure that you are in a place where you can speak comfortably, be prepared to engage in activities that may require searching the internet, writing and communicating with peers, etc.).

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CORE PART OF THE TRAINING

- Conduct workshops by using processes that model democratic dialogue and allow for debating on current issues.
- Utilise guest speakers via webinars to provide diverse perspectives on democratic culture.
- Facilitate group projects using collaborative online tools to promote teamwork, cooperation and communication skills.
- Incorporate real-time feedback through polls and discussions to adapt the course dynamically.
- Ensure a balance between time in plenary and in breakout rooms.

REFLECTION AND EVALUATION

- Implement structured reflection sessions and post-discussions to consolidate learning.
- Use digital tools for peer and self-assessment to encourage critical evaluation of work.
- For longer courses, conduct a mid-course feedback session to adjust course content and methodology as needed.
- Organise a virtual showcase at the course end for learners to present their projects or reflections.

TIPS AND TRICKS

- Deal carefully with session recording. On the one hand, recorded sessions are useful for those who cannot attend live or wish to review. On the other hand, knowing that a session is recorded might deter some participants from speaking openly and addressing controversial issues.
- Use a mix of visual, auditory and interactive content to cater to different learning styles.
- When appropriate, use the virtual breakout rooms for small group discussions in all phases of the course.
- Be mindful of “Zoom fatigue” and incorporate ample breaks and engaging activities. Sessions should not be longer than 90 minutes. For longer courses, small breaks could be useful every 50 minutes.
- When using video conference tools turn off the self-view option (if possible) and encourage participants to also do so. Looking at yourself all the time is not a natural situation in communicative situations and is both distractive and mentally tiring.
- Especially in longer sessions, encourage the participants to stand up and get away from the screen during brakes and/or include exercises that demand physical activity. This helps to keep up concentration and to increase the learning experience.

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- Use icebreakers at the beginning and after breaks. They can include the physical environment of participants, to allow a level of connection: e.g. “Show a personal object that is connected to the topic.”, “Describe something from the room you are in and which other participants cannot see on the camera.”

- For longer breaks, you can open breakout rooms or invite participants to use alternative communication channels to connect informally during the break, taking a “walk together”, chatting over a cup of tea or coffee, etc.

- Ensure that technical support is available if needed and that there is always a back-up trainer with a different connection.

» *EXAMPLES OF PROGRAMMES, TOOLS AND LEARNING METHODS*

Council of Europe RFCDC Introductory Course

Privilege Walk Online

3. Asynchronous Learning Courses

» *PREPARATION AND START*

- Create a welcome video or written message to introduce the course and its objectives, emphasising the importance of RFCDC competences or of the specific topic addressed.

- Develop a comprehensive guide to online learning tools and platforms used in the course.

- Set up a course forum or closed social media group for introductions and ongoing community building.

- Offer an optional time management module or guidelines to help learners plan their study schedule effectively.

- Make sure the whole course is developed and ready in advance.

- Ensure a team of 2-3 content developers and facilitators and/or learning monitors.

- Designate an administrator with appropriate technical competences.

- It is strongly recommended to run a test/pilot phase with a small group of representatives of the intended audience (5 to 10 persons ideally).

- There should be a clear time frame and estimated learning commitment in i.e. hours per week. It is worth developing such a course for a minimum of 10 days to a maximum of 4-6 weeks to keep up the motivation and engagement. This type of course enables deep dive moments, with a focus on individual and group reflections as well as debriefings. Participants are considered as co-creators of learning and participate actively in the learning experience.

- It is also recommended to have a zero/start week during which participants familiarise themselves with the learning platform, develop their individual profiles and learn the tools. An info pack with the description of the course and an explanation of the educational approach should be sent in advanced.

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CORE PART OF THE TRAINING

- Design discussion prompts that encourage critical thinking and application of democratic competences.
- Offer a range of multimedia content (readings, videos, podcasts) to address different topics within democratic culture.
- Assign collaborative projects using shared documents, wikis, digital whiteboards, or other similar collaborative tools to foster cooperative learning.
- Incorporate scenario-based learning activities where learners must navigate complex societal issues. It requires a high quality and intensive involvement of facilitators, with personalised feedback.
- Interactive moments need to be clearly defined, well-sequenced and communicated. It is recommended to have clear communication channels apart from the automated emails, and support/reflection groups among the participants.
- Each facilitator may be assigned a certain number of participants responsible to check upon/follow/support. It is important to think through the individual/small group/whole group assignments and balance them.
- It is recommended to have a maximum of one group assignment per week, complemented by one easy individual assignment and eventually a reflective assignment. The sequence should go from simpler to more complex. This should be complemented with one or two discussion forum themes per week, ideally, one specifically on the theme of the week and one more general for questions and reflections. Reserve a forum for any additional questions and reflections that participants may have about the topic and that are not directly addressed in the course.

REFLECTION AND EVALUATION

- Facilitate peer feedback sessions through forums or peer review tools to build analytical and critical thinking skills and critical understanding.
- Encourage reflective blogging or vlogging assignments to portray learning journeys.
- Implement a portfolio assessment allowing learners to showcase their work and reflections.
- Use digital badges to recognise the achievement of specific competences or milestones.
- Support peer assessment through specific reflection tasks in pairs or through a buddy system.
- Ask participants to fill in individual final or intermediary assessment questionnaires and compare results with the ones from the preliminary questionnaire, if one was used.
- Facilitators should monitor closely the use of the online learning platform by each user and the outcomes generated in different learning activities.
- Allow for individual (including anonymous) feedback from participants.

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TIPS AND TRICKS

- Provide clear, regular communication and updates to keep learners informed and engaged.
- Offer flexibility in assignments to accommodate diverse learner contexts and schedules.
- Include motivational emails or messages to encourage progression throughout the course.
- Define group tasks in such a way as to be achievable with asynchronous communication and specify when participants must meet (online or offline) with peers to perform a join task.
- Ensure accessibility to all course materials for learners with different needs.

EXAMPLES OF PROGRAMMES, TOOLS AND LEARNING METHODS

Courses on the intercultural dimension and diversity organized by the North-South Centre of the Council of Europe

Example of method: Narrative analysis

4. Mixed Online Learning

Synchronous + Asynchronous

PREPARATION AND START

- Clearly communicate the structure of the course, what is expected in both online and face-to-face components and which digital tools are used for each of them.
- Define well the synchronous and asynchronous moments and the connection between them.
- Set up an online platform (learning management system) where learners can find all course-related information and materials.

CORE PART OF THE TRAINING

- Apply the guidelines above for the synchronous and asynchronous parts, respectively.

TIPS AND TRICKS

- Plan a synchronous session at the beginning of the course during which the participants can get to know each other more closely to promote the emergence of the learners' group identity. This can be useful for later group activities or peer learning.
- Use synchronous sessions only for activities that require interaction between participants and between them and the facilitators.

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EXAMPLES OF PROGRAMMES, TOOLS AND LEARNING METHODS

Dialogue and Training Programme, the Women, Peace and Security Agenda in the Pandemic - Balkans (AP, Italy)

Some of the courses on the APCEIU's Global Citizenship Education Online Campus

5. Hybrid Learning

Synchronous with some participants online and some face to face

PREPARATION AND START

- Design the flow and the specific learning activities in a way that takes into account the two categories of participants – those that are together in the same room, and those that are remote, each on their computer.
- Ensure that communication is possible both ways.

CORE PART OF THE TRAINING

- Design face-to-face activities that are highly interactive to explore democratic competences, but also allow the online participants to engage.
- For work in small groups, consider that it is possible to have the online participants take part in one group each, if a portable device for each of them is available in the "face to face" room.
- If such conditions do not apply, then online participants will have to be grouped together in one or several groups.
- For general discussions, debriefings or reflections make sure that you ask contributions from both groups (online and offline).

TIPS AND TRICKS

- Anticipate and manage technical challenges.
- Be aware that online participants may be in different time zones or may have specific language needs.
- Ensure that the tools/platforms used are accessible to all participants.
- Take into account that the remote participants may need a different pace or more time for assignments.
- Ensure that both face to face and online participants get to work in diverse groups.
- Find innovative strategies for creating connections between people online and face to face (e.g. going for a walk "together" while connected via smartphone).
- As a facilitators team, have a separate communication channel.
- Be aware that people online may not be aware of all movement in the face to face setting (e.g. non-verbal communication), therefore it may be more difficult for them to follow when online.

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- Find ways to maintain informal contact also with online participants during breaks.
- Be aware that online participants may be temporarily distracted (e.g. postman).

EXAMPLES OF PROGRAMMES, TOOLS AND LEARNING METHODS

Some of the methods in the following section can be used also in a hybrid learning format.

6. Blended Learning

Some activities Online, Synchronous and/or Asynchronous and some Face to Face

PREPARATION AND START

- If possible, use an initial face-to-face session to establish a strong group dynamic and, if appropriate, introduce the RFCDC competences.
- Apply the guidelines for synchronous and/or asynchronous learning for the online parts.

CORE PART OF THE TRAINING

- In face-to-face sessions, facilitate interactive workshops or simulations.
- Online, use forums and digital projects for collaborative work and application of competences.
- Use the online component for extended discussions, content review, and reinforcement activities.
- Encourage participants to connect learning with their specific context and build on that context.

REFLECTION AND EVALUATION

- Mix online and offline reflection activities to cater to different learning styles.
- Conduct a comprehensive evaluation that assesses both individual and collaborative work.
- Employ reflection groups who accompany the group.
- Include peer assessment or a buddy system.
- Use a personal pre- and post-assessment questionnaire (maybe midway, if it is a long learning).
- Use monitoring channels that have been agreed upon in the beginning.
- Ask participants to identify situations in which they developed a certain competence.
- Pose open questions: What did you learn?

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- Ask participants about their further training needs (and add a list of resources).
- Send the participants an impact questionnaire (2-6 months later).

TIPS AND TRICKS

- Ensure a logical integration between online and offline components.
- Leverage the strengths of each format to enhance learning outcomes.
- Take into account both the institutional needs and the l earning needs of participants.

EXAMPLES OF PROGRAMMES, TOOLS AND LEARNING METHODS

Council of Europe Human Rights Education Long-Term Training Courses, organised by the Youth Department of the Council of Europe

7. Face-to-Face Learning with Digital Tools

PREPARATION AND START

- Ensure that all learners are familiar with the online tools that will be used throughout the course. Inform the participants upfront that you will be using the tools. If needed, provide information and assistance or assign experienced participants to support those who are new to the tools.
- Consider which online tools can enhance the development of the competences outlined in the RFCDC, in connection with the course objectives and learning needs of participants.
- Select online tools that bring an added value to the learning process.
- Clearly outline how online tools will complement face-to-face interactions.
- Make sure that participants have access to the necessary devices, e.g. laptops, smartphones as well as a stable wifi connection and that all of them are able to login to the digital tool(s) you want to use.
- Use QR or access codes to enable access to the tools.
- Prepare the tools (structure, questions, etc.) and check if everything is working well.

CORE PART OF THE TRAINING

- Use online polls, quizzes, collaborative digital whiteboards and other tools during face-to-face sessions to facilitate collaboration, instant feedback and engagement.

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- Incorporate online case studies or simulations that allow participants to apply RFCDC competences in virtual scenarios, followed by in-person discussions.
- Assign group projects that require online collaboration tools for planning and execution, promoting teamwork and the application of democratic competences.
- Take advantage of the possibility offered by online video-conferencing platforms to bring in guest speakers that can provide diverse perspectives and stimulate discussion on democratic culture.
- Share the PPT slide with the QR code/link, etc.

REFLECTION AND EVALUATION

- Encourage the use of online blogs or journals where participants can reflect on their learning journey and the development of their competences.
- Utilise online tools for participants or groups to share their work and receive constructive feedback from peers, fostering a collaborative learning environment.
- Use online tools to track and share participants‘ progress with them, providing regular feedback on their development of democratic competences.
- Conduct a comprehensive online assessment that allows participants to demonstrate their democratic and intercultural competences.
- Use a digital tool to evaluate your workshop and share results with participants.

TIPS AND TRICKS

- Provide resources and support to enhance participants‘ digital literacy, ensuring they can effectively use online tools.
- Manage the use of online tools to avoid screen fatigue, ensuring that digital activities are balanced with interactive, face-to-face engagement.
- Use online platforms to build a community among participants, encouraging them to support each other‘s learning both online and offline.
- This approach is nice to use in bigger groups to create connection, getting to know each other, promote interaction, get their knowledge on a certain topic.
- Use the tools also to ask questions in order to get to know your audience, the participants to get to know each other better and to assess the participants’ knowledge on the specific topic you would like to address.

EXAMPLES OF PROGRAMMES, TOOLS AND LEARNING METHODS

A lot of digital tools are described at:
https://competendo.net/en/Digitalisation

Padlet

Kahoot!

Mentimeter

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DIGIVERSITY

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This chapter provides examples of practical educational activities and methods, which cover various competences for democratic culture and can be used in a diverse array of digital formats. The table below presents an overview of the methods and each of them is described further, some including also practical advice based on their testing.

	Method	Aim(s)/Focus	Competences	Learning format	Group size	Duration	Phase of training
1	**ON AND OFF**	Connecting with the others Gaining insights	Valuing cultural diversity Knowledge and critical understanding of the self Tolerance of ambiguity	Synchronous Online Learning Blended Learning Face to Face	As many as fit on one screen	5-10 minutes	START
2	**BINGO**	Creating trust by getting to know each other Improving listening skills Energiser to get to know each other (even) better	Listening and observation skills Respect and empathy	Synchronous Online Learning Hybrid Learning Blended Learning Face to Face	Max. 12 participants	20 minutes	START
3	**DIAMONDS OF IDENTITY**	Delving into and reflecting on one's multifaceted identities Promoting respect for diverse perspectives Exploring the concept of diversity Showcasing the value and significance of each individual's unique identities	Respect Responsibility Openness to cultural otherness and to other beliefs, world views and practices Cultural diversity Conflict resolution Empathy Listening and observation skills Knowledge and critical understanding of the self	Online Synchronous Learning Blended Learning Face to Face	Around 10 people, diverse groups	30-40 minutes	START / MAIN
4	**MY FIRST TIME**	Relating to a topic personally Sharing different perspectives on a topic (e.g. politics, discrimination, participation) to get a better understanding Getting to know each other	Openness to cultural otherness and to other beliefs, world views and practices Respect Analytical and critical thinking skills Listening and observation skills, Empathy Knowledge and critical understanding of the self Knowledge and critical understanding of the world	Synchronous Online Learning Asynchronous Online Learning Blended learning Hybrid learning Face to Face (Synchronous formats are recommended)	No more than 20-30	45-60 minutes (depending on group size)	START / MAIN

5	***WORLD MAP***	Team building Creating trust Connecting Training one's perception	Cooperation skills Valuing cultural diversity Listening and observation skills	Synchronous Online Learning Hybrid Learning Blended Learning Face to Face	No limitations – preferably international group	10-15 minutes	START / MAIN
6	***CLOSE UP***	Expanding cultural knowledge Defining culture Reflecting on perception pattern	Skills of listening and observing Analytical and critical thinking skills Knowledge and critical understanding of language and communication Empathy	Synchronous Online Learning Asynchronous Online Learning Blended Learning Hybrid Learning Face to Face	10-20 or groups of up to 20	10-25 minutes	MAIN
7	***FAKE NEWS GAME***	Developing a critical understanding of how fake news work and why we are attracted by the Developing a critical understanding of social media dynamic	Responsibility Analytical and critical thinking skills Listening and observation skills Linguistic, communicative and plurilingual skills Knowledge and critical understanding of the self Knowledge and critical understanding of language and communication Knowledge and critical understanding of the world, esp. media	Synchronous Online Learning Face to Face	Up to 20-30	30 minutes	MAIN
8	***PRIVILEGE WALK***	Teaching methods of Democratic Citizenship Education Getting across the specific effects of these methods by experiential learning Increasing sensitivity to patterns of discrimination	Valuing human dignity and human rights Valuing cultural diversity Valuing democracy, justice, fairness, equality and the rule of law Openness to cultural otherness and to other beliefs, world views and practices Analytical and critical thinking skills Empathy Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability Knowledge and critical understanding of the self	Online Synchronous Face to Face	Up to 20	45 minutes	MAIN

9	***REFUGEE CHAIR***	Global Learning: Comparing one's perception of distribution of wealth, migration, etc. with data and statistics Understanding discrepancies between medial representation, one's own perspective and the reality of different regions of the world	Autonomous learning skills Analytical and critical thinking skills Listening and observation skills Self-efficacy Tolerance of ambiguity Knowledge and critical understanding of language and communication Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability	Synchronous Online Face to Face	min. 3 (Online), min. 10 (Face to Face)	45-60 minutes	MAIN
10	***NARRATIVE ANALYSIS***	Building critical thinking skills and empathy towards those with different views by using a simple tool to analyse narratives and the way they contribute to building perceptions and stereotypes.	Valuing human dignity and human rights Valuing cultural diversity Openness to cultural otherness and to other beliefs, world views and practices Respect Civic mindedness Tolerance of ambiguity Analytical and critical thinking skills Listening and observe Empathy Knowledge and critical understanding of language and communication Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability	Synchronous Online Learning Asynchronous Online Learning Mixed Online Learning Blended Learning Hybrid Learning Face to Face	Up to 20	Ideally, there should be more than one session on this topic, so an individual reflection exercise or more time for group work can be added	MAIN part: assuming partici-pants already know each other
11	***WOMEN´S PARTICI-PATION IN PEACE-BUILDING***	Building empathy and multiperspectivity on the issue of gender equality and women's democratic participation in peace and security	Valuing human dignity and human rights Valuing democracy, justice, fairness, equality and the rule of law Tolerance of ambiguity Analytical and critical thinking skills Skills of listening and observing Empathy Co-operation skills Conflict-resolution skills Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability	Synchronous Online Learning Face to Face Hybrid Learning	Up to 40	60-90 minutes, but ideally there shall be more prepa-ratory sessions on the topic	MAIN part

12	***DOORS***	Reflecting on the learnings and benefits of an intercultural training in a creative way	Knowledge and critical understanding of the self Self-efficacy Skills of listening Analytical and critical thinking skills Autonomous learning skills	Synchronous Online Learning Face to Face, Blended Learning Hybrid Learning	Up to 20	5-15 minutes	END (reflecting)
13	***SHARING TOPIC-RELATED PHOTOS***	Sharing and discussing different aspects of a topic Exploring dimensions of a notion/word, e.g. tolerance	Autonomous learning skills Analytical and critical thinking skills Listening and observation skills Self-efficacy Tolerance of ambiguity Knowledge and critical understanding of language and communication Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability	All formats An asynchronous part is needed as well as a shared online board to post the photos. The discussion and debriefing can be done either in a synchronous or asynchronous way.	Up to 20	Depending on group size 20-45 minutes including debriefing	All phases (also repeatedly)

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1. ON AND OFF

Aim of the method / activity	● Getting to know the other group members ● Gathering first information about the participants' background
Competences for democratic culture addressed	● Valuing cultural diversity ● Knowledge and critical understanding of the self ● Tolerance of ambiguity
Possible learning Formats	Synchronous Online Learning Blended Learning Face to Face
Group size	Adults, students
Duration	5-10 minutes
Phase of a training in which this method can be used[1]	START: introduction, getting to know each other, icebreaker

1 We refer to the main phases of a training: START (getting to know each other, ...), MAIN PART (developing competences) and END (reflecting, debriefing, evaluation, ...)

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Description of the activity	Participants are asked to use the gallery view of their video conferencing tool. The trainer then presents different statements one after the other. The participants who agree to the respective statement leave their camera on. The others, to whom the statement does not apply, briefly turn their camera off and on again. Example statements: ***1.*** I was born in Germany/ in another country. ***2.*** I have siblings/ I am an only child. ***3.*** I went to university/ I did job training. ***4.*** I prefer a sweet breakfast option. I rather eat a savory breakfast. The list can be extended by further training-specific topics. More precise questions can also be covered regarding previous experience such as: "I have already taken part in an intercultural training course". As a follow-up question, those with the activated camera can be asked about the type of training and the context. Likewise, in a small group, the sentence: "I have already lived abroad for more than three months" can be used instead of going through the continents as presented above. Technical note: The more participants are present, the more difficult it can be to see all the windows, depending on the video conferencing tool and the size of the screens. ***Variation:*** “Traffic lights” As an energising element, the participants are asked to find a red and a green object within their reach in less than 2 minutes. Instead of raising their hand, they now show their objects in response to the statements, meaning the green one if they approve of the statement and the red one if they deny it.
Preparations, material needed etc.	Prepared statement sentences

Experiences with this method	A fun and energising way of getting to know each other and sharing similarities and commonalities à positive emotions within the group, offers good dynamics from the start.
Dos and Don'ts for this method	● The presented statements shouldn't accidentally indicate implicit stereotypes. ● The statements should cover diverse areas of life and their meaning should be commonly known and comprehensible. ● It is important to consider the given time frame (not too many statements, otherwise the energy flattens fast)
Other points to consider / Comments	The exercise is even more engaging when movement is involved (e.g., hand gestures, standing up and sitting down, etc.)

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2. BINGO

Aim of the method / activity	● Creating trust by getting to know each other ● Improving listening skills ● Energiser to get to know each other (even) better
Competences for democratic culture addressed	● Listening and observation skills ● Respect and empathy
Possible learning Formats	Synchronous Online Learning Hybrid Learning Blended Learning Face to Face
Group size	Any group with max. 12 participants
Duration	20 minutes: 3 min explanation, 10 min quiz, 5-7 min counting: Who had the most correct answers?
Phase of a training in which this method can be used	START: A good way to introduce each other. Also well suited as an energiser before starting with a new topic.

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Description of the activity	The participants get statements via an online tool (or via PPT when face to face). They have to guess to whom of the group this statement applies (e.g. the statement: “The person is called …. and lives in Austria.”, “The person speaks more than two languages.”, etc.) Participants get one minute to type the names of the participants. Afterwards, the results are shown and the participants can count how many points they have.
Preparations, material needed etc.	As facilitator you collect information on the participants before the training (or during the first session). Examples: country they live in, job, free time activities, what they like to get out of the training, etc. Use this information to write down one statement per participant. Then enter these statements in Mentimeter or a similar online tool. Alternatively, you can create a PPT.
Experiences with this method	It is easy and fun and a good conversation-starter.
Dos and Don’ts for this method	● Use safe statements so as not to expose anyone in the beginning. ● Make sure you have a statement about each person in the group so nobody feels left out.
Other points to consider / Comments	It is possible to adapt statements to the context of the training.

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3. DIAMONDS OF IDENTITY

Aim of the method / activity	● Helping individuals to explore, reflect and understand their multiple identities ● Recognising the complexity of human identity and acknowledging the importance of respect towards others ● Introducing the topic of diversity and creating a better understanding of how many different identities each of us has and why some of them are more important than others
Competences for democratic culture addressed	● Respect ● Responsibility ● Openness to cultural otherness and to other beliefs, world views and practices ● Cultural diversity ● Conflict resolution ● Empathy ● Listening and observation skills ● Knowledge and critical understanding of the self
Possible learning Formats	Online Synchronous Learning Blended Learning Face to Face
Group size	Around 10 people, diverse groups, cultural managers
Duration	30-40 minutes

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Phase of a training in which this method can be used	START / MAIN part: Ice breaker to get to know each other better Can be a good introduction to the Diversity topic
Description of the activity	● Think of 9 nouns which represent your identities. ● Try to prioritise them with the help of stickers (higher position – higher value -> meaning that these identities are more important for you right now).
Preparations, material needed etc.	Digital tool: Miro Board, Jam Board
Experiences with this method	The method works well for self-reflection and understanding the complexity of an individual's identity. According to the participants, the method works well for becoming aware of who they are, something they normally wouldn't analyse. It also helps to understand the concept of diversity, making it clearer, more concrete and less abstract.
Dos and Don'ts for this method	● The method is suitable for the introduction, discussion or for team building. ● It is not suitable for the end part.
Other points to consider / Comments	Mention that it's a safe space for participants and nobody is going to judge/rate them. (Refer to set ground rules, agreed upon at the beginning of the training.) There is the possibility that some identities are contradictory to others, especially religious and political ones.

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4. MY FIRST TIME

Aim of the method / activity	● Relating to a topic personally ● Sharing different perspectives on a topic (e.g. politics, discrimination, participation) to get a better understanding ● Getting to know each other
Competences for democratic culture addressed	● Openness to cultural otherness and to other beliefs, world views and practices ● Respect ● Analytical and critical thinking skills ● Listening and observation skills, ● Empathy ● Knowledge and critical understanding of the self ● Knowledge and critical understanding of the world
Possible learning Formats	Synchronous Online Learning Asynchronous Online Learning Blended learning Hybrid learning Face to Face (Synchronous formats are recommended)
Group size	No more than 20-30
Duration	Depending on group size 45-60 minutes including debriefing

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Phase of a training in which this method can be used	START: getting in touch with the topic, getting to know each other MAIN part: expanding understanding of the topic, gaining different perspectives
Description of the activity	Pose a question, e.g. “When was the first time you noticed politics had an impact on your personal life?” The participants write down the event and the year in which it happened in a text document/on a card.” When all participants are finished writing, they are asked to place their events on the timeline (either on a shared whiteboard on the floor or in the middle of the group) in a chronological order. Each event is presented shortly by the person who wrote it starting from the earliest. After all presentations, the participants are asked to look at the timeline keeping in mind the following questions: ● What do you notice? ● What are the similarities/differences between the events? ● How are the events connected? ● Which events can you also relate to? Which ones can’t you relate to? ● What is missing? ● What does the timeline tell you about the topic? ● What does it tell you about the group of participants?
Preparations, material needed etc.	Online: virtual timeline – e.g. Padlet provides a board design with a timeline Face to Face: timeline on the floor, paper cards, pencils

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Experiences with this method	This method is useful to visualise and develop a personal connection to a topic by showing its relevance in one's own biography. It also makes clear the composition of the group of participants by highlighting differences in age, origin and culture. As an example, in culturally heterogenous groups it is very fruitful to get to know events you've never heard of. In a group of people of different ages, you can get new perspectives on historical events. By inviting everybody to relate personally to the topic, the group identity is also strengthened, as it is shown that there is something everybody shares. In this way, the participants can also connect to and empathise with other experiences and develop a deeper understanding of the topic more easily.
Dos and Don'ts for this method	● Chose a topic everybody can relate to and find an easy and clear task description. A little difference in the wording can make a great difference in the results! ● Sensitive topics (e.g. discrimination) should be approached cautiously and be avoided if you're unsure about the result. Still, sensitive wording (e.g. "When did you first notice that somebody else was discriminated?") can help to deal with these issues. ● This method is not suited for large groups (more than 16 people) as it needs a lot of time and also a certain degree of intimacy. Children and youngsters might get bored by having to listen to a lot of personal stories.
Other points to consider / Comments	This method works well online but probably best in a face to face format as the primary interaction relates to one's own experience. Online it can be an advantage if the participants know each other already.

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5. WORLD MAP

Aim of the method / activity	● Team building ● Creating trust ● Connecting ● Training one's perception
Competences for democratic culture addressed	● Cooperation skills ● Valuing cultural diversity ● Listening and observation skills
Possible learning Formats	Synchronous Online Learning Hybrid Learning Blended Learning Face to Face
Group size	No limitations – preferably international group
Duration	10-15 minutes: 3 min explanation, 5 min to work on the assignment, 2-5 min reflection
Phase of a training in which this method can be used	START & MAIN part: Energiser to be used in between more theoretical sessions

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Description of the activity	The participants must draw a world map together on an online board (or on a flip chart when face to face). In bigger groups, you can do breakout-rooms with groups of five on an online board. The participants can introduce themselves by using the map – showing where they were born, where they have lived, where they are based now, etc. It can also be used to challenge the participants by asking: "Where is the centre?" Depending on where people come from, they might see the world differently.
Preparations, material needed etc.	Online board (flipcharts for Face to Face)
Experiences with this method	This method can be used as a reflection exercise on team collaboration: ● How did the group draw the world map? ● Was someone in the lead? ● What was your own contribution? ● Are you satisfied with how the group worked together on this assignment? ● What went well? ● What would you personally do differently next time? etc.
Dos and Don'ts for this method	● Make sure participants know how to use the online board well. ● Tell them not to check the internet and search for a world map!
Other points to consider / Comments	Facilitators can also make a competition out of it: Groups of five work in different break-out rooms on an online board (or on various flip charts when face to face). Who has the best 'look-a-like' wins!

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6. CLOSE UP

Aim of the method / activity	● Expanding cultural knowledge ● Defining culture ● Reflecting on perception patterns
Competences for democratic culture addressed	● Skills of listening and observing ● Analytical and critical thinking skills ● Knowledge and critical understanding of language and communication ● Empathy
Possible learning Formats	Synchronous Online Learning Asynchronous Online Learning Blended Learning Hybrid Learning Face to Face
Group size	10-20 or groups of up to 20
Duration	10-25 minutes
Phase of a training in which this method can be used	MAIN part

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Description of the activity	The participants are asked to engage in an observation task in the public space. For example, they should observe a street corner carefully over a longer and defined period of time and pay attention to **cultural features**. Guiding questions could be: ● Which patterns show themselves repeatedly? ● Which details are remarkable? ● Which details do I recognise in particular? ● Are there certain characteristics or behaviours that could be culturally influenced? The method can be carried out flexibly in different public places, such as a café, workplace or train station. The locations can either be specifically distributed among the participants or provided for individual selection. On a digital whiteboard, the participants should write down the following aspects: **1.** What kind of scenery was observed? **2.** Which aspect is worth mentioning in particular? **3.** In which way did cultural aspects become noticeable in the given situation? This step can be carried out both synchronously, in the context of a short time-out, or asynchronously. In a collective synchronous unit, the observations and descriptions can be used as a basis for discussion and exchange. Corresponding questions can look like the following: ● What does culture include? ● What are possible definitions of culture? ● What are visible characteristics of culture? Alternatively, this step can also be covered asynchronously in the form of group meetings.

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Preparations, material needed etc.	● A digital whiteboard should be created beforehand (including a link for the participants). ● Breakout-sessions or small groups should be defined, if needed.
Experiences with this method	The activity usually works well and is perceived very positively by participants. It is a good way to include the people's environment.
Dos and Don'ts for this method	● It is important to highlight different perspectives on certain observed behaviours and communication styles. (Are they a matter of personal preferences, cultural influences or maybe something else?) ● The complexity of communication situations and the (in)visibility of cultural aspects should be mentioned. ● The different horizons of expectations as well as surprising aspects recognised by the participants should be reflected in order to illustrate perception patterns we all apply.
Other points to consider / Comments	The method is particularly suitable for groups whose members are in different locations, e.g. during a stay abroad or in a global team. A specific scene (e.g. a visit to a restaurant) can be assigned to several people and then similarities and differences can be discussed. Photo or video material can also be used in this method. For example, a video clip can be shown and analysed together. Participants can also be asked to take photos of a particular scene beforehand and upload them later. (Privacy rights need to be respected!) General statements and conclusions about cultural standards should be avoided. Instead, one can express assumptions such as: "The heartwarming greetings of two Turkish friends at the café could point to..." The comparison of participants' own experiences regarding the covered locations should be promoted (talking about the familiar and the unfamiliar).

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7. FAKE NEWS GAME

Aim of the method / activity	● Developing a critical understanding of how fake news work and why we are attracted by them ● Developing a critical understanding of social media dynamic
Competences for democratic culture addressed	● Responsibility ● Analytical and critical thinking skills ● Listening and observation skills ● Linguistic, communicative and plurilingual skills ● Knowledge and critical understanding of the self ● Knowledge and critical understanding of language and communication ● Knowledge and critical understanding of the world, esp. media
Possible learning Formats	Synchronous Online Learning Face to Face
Group size	Up to 20-30
Duration	30 minutes
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Description of the activity	As a short introduction, the participants are asked if they know what Fake News are and if they have ever come across any examples. In the following task, the participants work alone or in pairs (depending on the group size). The task is: “Invent a Fake News item that … is not true, does not hurt or insult anybody within the group/within the school (important rule for groups with younger participants!), most people in the group will like!” The Fake News items are written in a text document (or on a piece of paper in a Face to Face-format). When everybody has finished writing, the news items are posted on a shared whiteboard online (or collected in Face to Face) and read out by the trainer(s). In the second round, the participants (alone or in pairs) are asked to choose the news item they like best and do a repost by copying the message (same procedure as in the f irst round – variation: they can add a comment to the original post). The results are then discussed in the plenary with the following guiding questions: ● Why did you choose to repost this news item? Why did you like it better than others? ● What was it like to write a Fake News item? What did you think/feel? Did you enjoy it? ● What similarities/differences do you see between the different Fake News? ● Why were some items more popular than others? ● What do you normally do when you read news on the internet that you like? What do you do with those items you don’t like? ● How can your interaction with messages/news influence the content on the internet? ● What happens when news items like these are distributed on the internet and “go viral”?
Preparations, material needed etc.	Whiteboard on which messages can be posted by all participants (Face to Face: pieces of paper/moderation cards, markers)

Experiences with this method	This method is very popular with youngsters and in schools. They invent funny news and it is a playful way to give their opinion. It usually works very well!
Dos and Don'ts for this method	● Especially in schools, rule 2 ("... which does not hurt or insult anybody within this group/ within the school") should be paid special attention to. ● With young people in particular, messages should be read before they are posted and may be feedbacked and changed, if they do not conform to the rules. This evaluation can also be done when discussing the results.
Other points to consider / Comments	–

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8. PRIVILEGE WALK ONLINE

Aim of the method / activity	● Teaching methods of Democratic Citizenship Education ● Getting across the specific effects of these methods by experiential learning ● Increasing sensitivity to patterns of discrimination
Competences for democratic culture addressed	● Valuing human dignity and human rights ● Valuing cultural diversity ● Valuing democracy, justice, fairness, equality and the rule of law ● Openness to cultural otherness and to other beliefs, world views and practices ● Analytical and critical thinking skills ● Empathy ● Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability ● Knowledge and critical understanding of the self
Possible learning Formats	Online Synchronous Face to Face
Group size	Up to 20-30
Duration	45 minutes
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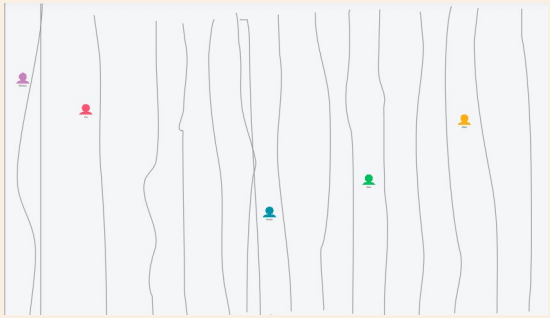
Description of the activity	Two versions were tested online: https://flinga.fi https://miro.com **(A)** On a Miro board using a game board designed as a treasure island with pirates as meeple.  **(B)** On Flinga by drawing vertical lines for the steps with a person-icon for each participant.  Each participant picks a meeple (A) and puts it on the starting field or creates an avatar with his or her name (B). Role descriptions are sent to the participants via email or personal chat. A short introduction is given to help them to identify with the role (“Imagine what a typical day looks like for this person. Where do you live? When do you get up? What do you do after getting up? What do you do in your free time? …”). Remark: This activity can also be done without role play. In online settings this is recommended, though, as participants are left alone at home with their emotional experience. This can be very intense and should therefore take place within a supporting environment which cannot be guaranteed online. Then questions addressing different situations of everyday life are read out (e.g. “Can you practice your religion in public?”). Each time the participants are able to answer the questions with “yes” according to their role, they are asked to take one step forward. Otherwise, they stay in their current position.

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	As more privileged roles advance during the activity, the less privileged stay behind and are forced to watch the others move forward. After several rounds (10-20) the activity is stopped, and the participants are asked to reveal their identities. In the debriefing, the participants are invited to share their experiences (thoughts, emotions), reflect the activity and its relation to their everyday experience. As the physical experience has an important part in this exercise, participants are asked to watch a video after the activity (only in (B)).
Preparations, material needed etc.	Descriptions of roles and situations (e.g. www.bgdl.eu/onewebmedia/BIG%20DEAL%20Privilege%20walk.pdf)
Experiences with this method	This method was used both in online and face to face settings but the experiences mentioned here only refer to the online settings, in particular to the differences between (A) and (B). In (A), the eight participants had difficulties in accessing the board as a registration was necessary in order to use the platform. Also, the handling of the meeple posed some difficulties. One participant didn't manage to access the board at all. As she was too shy to mention this, she had to watch all the others move along while she couldn't even take part in the game. In the debriefing, she described her experience. This brought in the interesting dimension of how individuals are excluded in the digital world through lack of IT-skills or a weak internet connection – an aspect which was unique in the case of the online format. Another participant who knew the activity from face to face settings was startled by my provoking use of a game board designed as a treasure island for this serious topic. In the debriefing, this gamification element added the aspect of competition in our society, in which not everybody has the same possibilities. The same participant also mentioned the loss of intensity of this method in the online setting where privilege and discrimination are not experienced in the same way as in face to face formats.

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	After this first trial version, (B) was done with a different (smaller) group (four persons). The Flinga version was much easier to handle as everybody created their own avatar. The minimalistic and abstract layout also seemed less disturbing while nevertheless the same effect was achieved. With the video, the physical aspect of discrimination could be conveyed at least a bit. In this sense, it seems more successful and applicable, although the learning effects introduced by the difficulties in (A) were missing – which can be very enriching if introduced intentionally.
Dos and Don'ts for this method	● Don't start a session with this exercise! Make sure to create a safe space for the participants by working on group dynamics and trust. They should get to know each other a little before this activity ● Be aware that this method can evoke unpleasant experiences especially for traumatised individuals. ● Make sure to have enough time for the debriefing and an open space to share ● Use easily accessible platforms and send links to participants in advance to check if they can enter. ● Prepare emails with role descriptions before starting the activity.
Other points to consider / Comments	This method should not be used in isolation. Pre- and succeeding activities should be planned to prepare participants and to transform possible unpleasant experiences into constructive learnings.

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9. REFUGEE CHAIR

Aim of the method / activity	● Global Learning: Comparing one's perception of distribution of wealth, migration, etc. with data and statistics ● Understanding discrepancies between medial representation, one's own perspective and the reality of different regions of the world
Competences for democratic culture addressed	● Autonomous learning skills ● Analytical and critical thinking skills ● Listening and observation skills ● Self-efficacy ● Tolerance of ambiguity ● Knowledge and critical understanding of language and communication ● Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability
Possible learning Formats	Synchronous Online Face to Face
Group size	13+ years, group size min. 3 (Online), min. 10 (Face to Face)
Duration	45-60 minutes
Phase of a training in which this method can be used	MAIN part

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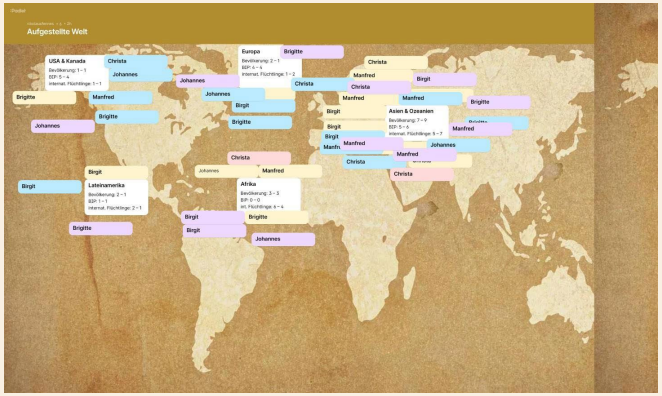
Description of the activity	The method comprises three rounds: ***ROUND 1:*** Participants are told that they represent the population of the world and should spread across five regions (Africa, Asia + Oceania, Europe, North America, South America) i n the way they think the world population is really distributed. ***Face to Face:*** The five regions are marked by five sheets of flip chart paper. The members of the group place themselves next to the regions and are invited to discuss if they agree that their positions relate to the real distribution of the population of the respective region. The trainer keeps asking until all participants agree on their guess as a group. The numbers are then written on the flip chart. After this guess the actual numbers are revealed and written next to the first guesses. The participants are asked to move accor- ding to the correct numbers. A short discussion follows whether the participants are surprised about the results and how they feel in their positions. ***Online:*** The game is played via a conferencing tool and on a shared platform (e.g.: Padlet: There is a wallpaper which depicts a projection of the world in which the regions are represented by separate posts (see picture). The participants position themselves by adding posts with their name (multiple posts if there are less than ten participants). The rest is similar to the face to face version. 

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ROUND 2: Now the participants are asked to estimate the distribution of the world's wealth across the five regions.

Face to Face: Each person takes a chair and places it in one of the regions. Participants are again asked to discuss until they come to an agreement. After the correct numbers are revealed, the chairs are moved to represent them. The participants are then asked to position themselves as in round 1 and to try to sit on the chairs – if there are any. Again, a short discussion follows whether the participants are surprised about the results and how they feel now in their positions.

Online: The wealth is represented by posts with the participants' names (same number as in round 1) in a different colour. The rest is done as in round 1, also including a discussion of what they think of the results.

ROUND 3: In the final round, the task is to guess the distribution of international refugees (Definition: people fleeing from one country to another).: How many refugees arrive/ask f or asylum in each of the five regions? and/or ask for asylum.

Face to Face: Participants represent the total number of international refugees and should position themselves in the five regions according to the estimated distribution. The rest is done as in round 1. The final discussion should be longer. Possible questions:

- How/what do you feel in your position with regard to the other regions?
- What was surprising for you in this exercise?
- How did it change your view of the world?
- What did you learn about your perspective?
- How does this representation of the world differ from what you see in the media?
- Is there a difference and if yes, why? How does noticing a difference make you feel?

Online: The last round is implemented like round 2, again using another colour for the posts. Debriefing as in the face to face version.

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Preparations, material needed etc.	Correct numbers for the respective years and instructions in the respective language ***Face to Face:*** 5 pieces of flipchart with region's names ***Online:*** Shared whiteboard on which all participants can post pictures, conferencing tool Source: https://www.baustein.dgb-bwt.de/C8/RefugeeChair.html
Experiences with this method	The effect in the face to face format is strong as the participants embody the unequal distribution of wealth, crisis and poverty in the world. This can evoke strong emotions. The effect is weaker in online settings, still the visualisation can be very eye-opening and can lead to interesting discussions
Dos and Don'ts for this method	● For larger groups it is recommended to reuse the posts from round 1. ● Online format: Using three different colours of posts might result in a confusing display.
Other points to consider / Comments	There are also numbers for CO2 emission for an alternative round 3 on the topic of climate change.

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10. NARRATIVE ANALYSIS

Aim of the method / activity	Building critical thinking skills and empathy towards those with different views by using a simple tool to analyse narratives and the way they contribute to building perceptions and stereotypes.
Competences for democratic culture addressed	● Valuing human dignity and human rights ● Valuing cultural diversity ● Openness to cultural otherness and to other beliefs, world views and practices ● Respect ● Civic mindedness ● Tolerance of ambiguity ● Analytical and critical thinking skills ● Listening and observe ● Empathy ● Knowledge and critical understanding of language and communication ● Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability
Possible learning Formats	Synchronous Online Learning Asynchronous Online Learning Mixed Online Learning Blended Learning Hybrid Learning Face to Face
Group size	Up to 20

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Duration	Ideally, there should be more than one session on this topic, so an individual reflection exercise or more time for group work can be added.
Phase of a training in which this method can be used	MAIN part: assuming participants already know each other
Description of the activity	The session explores what stories are and why social narratives matter, (for the example of Afghan women – especially in the context of violent conflict). The session proposes a simple tool for narrative analysis so that participants can identify narratives including negative stereotypes and their consequences as well as ways to reshape narratives or build alternative narratives. The session is based on insights and the tool described in the Council of Europe's Handbook "We CAN! Taking action against hate speech through counter and alternative narratives" (https://www.coe.int/en/web/no-hate-campaign/we-can-alternatives). Contents used include, for example, what hate speech messages are and what is underlying them. 

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<table>
<tr><td></td><td>It also includes a basic narrative analysis tool which looks at narrative structure, characters, context, relationships and meaning as in this example of the narrative of illegal immigration.

Example 1
<table><tr><th>Title</th><th>Illegal inmigration</th></tr><tr><td>Structure (beginning, disruptive movement, resolution)</td><td>Our country was prosperous. Migrants invaded us and took our jobs. We must defend our country, foreigners out.</td></tr><tr><td>Characters</td><td>Natives, foreigners perceived through negative stereotypes</td></tr><tr><td>Context</td><td>Globalisation, economic liberalisation, desindustralisation, unemployment</td></tr><tr><td>Relationships</td><td>“we” and “them”</td></tr><tr><td>Meaning</td><td>Distrust, competition, justification of aggression.</td></tr></table></td></tr>
<tr><td>Preparations, material needed etc.</td><td>Participants have to bring a short text, poster or song that tells a story, preferably discussing social issues of their concern.

They can also read about narratives in the handbook mentioned above and in “The Young Peacebuilders Guide To Tackling Harmful Narratives” (https://unoy.org/downloads/the-young-peacebuilders-guide-to-tackling-harmful-narratives)</td></tr>
<tr><td>Experiences with this method</td><td>When used with Afghan women in Afghanistan and in the diaspora, the session worked well and the participants could express themselves in their own language during the group work. Participants tend to be polite and restrain from expressing their views in public or bigger groups, which is why the work in smaller groups was important.

Participants mostly felt free to express themselves, some were more acquainted with social analysis due to their backgrounds, so it might have been too difficult for some and too basic for others, but overall, the relevant examples they brought contributed to address this challenge.</td></tr>
</table>

Dos and Don'ts for this method	This session works well in long-term programmes and when participants already know each other and have built a safe space. They must also feel comfortable using the English language. However, the group work allows participants to work in their own languages. Only use this method online if participants are already open to discussing difficult issues and listening to participants with different opinions. There must be a basic agreement on respect. In this case, the session was part of a longer-term programme for participants from Afghanistan. They were accompanied by Afghan facilitators in all the sessions.
Other points to consider / Comments	This was an activity/session within a longer-term leadership programme organised by "Afghans for Progressive Thinking". Afghans for Progressive Thinking (APT) is a youth-led non-profit organisation in Afghanistan that actively addresses human rights crises, with a specific focus on women's rights, while simultaneously promoting girls' access to education through creative and impactful initiatives. Since its inception in 2010, APT activities have impacted and inspired over 60,000 youths and children to build a vision for a just and inclusive society.

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11. WOMEN´S PARTICIPATION IN PEACEBUILDING

Aim of the method / activity	● Building empathy and multiperspectivity on the issue of gender equality and women's democratic participation in peace and security. It specifically targets the challenge of overcoming the reluctance to discuss these issues as solely “women's issues”. ● This method explores sensitive and controversial topics without putting anyone on the spot, making people feel safe to engage without giving their personal opinion in public.
Competences for democratic culture addressed	● Valuing human dignity and human rights ● Valuing democracy, justice, fairness, equality and the rule of law ● Tolerance of ambiguity ● Analytical and critical thinking skills ● Skills of listening and observing ● Empathy ● Co-operation skills ● Conflict-resolution skills ● Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability
Possible learning Formats	Synchronous Online Learning Face to Face Hybrid Learning
Group size	Up to 40
Duration	60-90 minutes

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Phase of a training in which this method can be used	MAIN / END (participants shall al know each other)
Description of the activity	***Pre-meeting preparation:*** Participants watch videos and review materials to build knowledge on the topic before synchronous sessions. They have to engage in discussions and activities with experts in peacebuilding and gender equality. ***Simulation game:*** Participants simulate a national stakeholder meeting on women's participation in peace-building, representing diverse perspectives and interests. They work towards consensus on key actions for their national action plan. Diverse stakeholder roles with different perspectives and agendas are assigned to each participant (in groups or individually). The goal is to collaboratively agree on key actions for a national action plan on women's participation in peacebuilding.
Preparations, material needed etc.	Participants have to read about their assigned role and prepare the way they will engage at the simulated meeting. Brief descriptions of the roles in a simulated meeting of stake-holders need to be developed. It is a fictional country but roles are based on real positions. Examples of roles: ● ***Government***: Minister for Women's Affairs, Representative from the Ministry of Peacebuilding, Opposition party member ● ***Civil Society***: Leader of a women's peacebuilding organisation, Youth activist promoting gender equality ● ***Private Sector***: CEO of a local business focusing on female empowerment ● Media representative ● ***International Community***: Representative of a UN agency on peace and security, Ambassador from a donor country

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Experiences with this method	Prior to the meeting, there shall be four preparatory sessions on the following topics: ● ***Experience Sharing***: Participants actively share their personal experiences or knowledge regarding women's participation in peacebuilding. ● ***Critical Discussion***: Facilitated discussions focussing on challenges and opportunities presented by the pandemic for women's involvement in peacebuilding efforts. ● ***Expert Interactions***: Experts in the field provide insights and answer questions enriching the discussions. ● ***Group Work***: Collaborative activities on specific themes deepen the understanding and explore solutions.
Dos and Don'ts for this method	● This session works well when participants already know each other and have built a safe space. They must also feel comfortable using the English language and be ready to engage and respect the rules of the exercise. ● The preparation of the role-play must be done carefully, the relevance of the topic and realism of roles descriptions is key. Participants need to get the information in advance so they can prepare and ask questions if needed.
Other comments	● This method was developed by Agency for Peacebuilding, Italy.

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12. DOORS

Aim of the method / activity	Reflecting on the learnings and benefits of an intercultural training in a creative way
Competences for democratic culture addressed	● Knowledge and critical understanding of the self ● Self-efficacy ● Skills of listening ● Analytical and critical thinking skills ● Autonomous learning skills
Possible learning Formats	Synchronous Online Learning Face to Face, Blended Learning Hybrid Learning
Group size	Up to 20
Duration	5-15 minutes
Phase of a training in which this method can be used	END (reflecting)

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Description of the activity	For this activity, a list of terms for doors or a collage with pictures of different types of doors is provided for everyone to look at. This serves as a basis for talking about the participants' experiences regarding the intercultural training, e.g., "Which of these doors represents how you feel after this training?". All participants answer this question one after another and explain their choice. Examples of doors: glass door, steel door, wooden door, secret door, sliding door, saloon door, trap door, automatic door, garden door, entrance door, fire door, portal, peephole door, train door, apartment door, elevator door, etc. Specific aspects of the metaphor can also be addressed, e.g., the door threshold, the door handle/knob, the door lock, the door hinge, the key, etc. Guiding questions can read as follows: ● What represents the key for you that could open the door? ● What got you over the threshold today? ● What will be your spare key in case XY doesn't work? (transfer question) ● What could be a personal doorstop to keep the door open to insights? (transfer question) The method can also be realised with other metaphors, e.g., hats: (top hat, beach hat, turban, baseball cap, straw hat, leather hat, etc.)
Preparations, material needed etc.	Slide with list, collage with various doors

Experiences with this method	This method enhances visual and creative thinking and connects cognitive knowledge enhancement with emotions. It promotes information categorisation and long-term retention in the brain.
Dos and Don'ts for this method	● Participants should be given some time to get familiar with the concept of figurative thinking as for some it might be a little far-fetched at the beginning. ● It is important to clarify that it is necessary to be honest about one's experiences since intercultural trainings involve a lot of self-reflection and, therefore, a wide range of feelings.
Other points to consider / Comments	To enhance digital interaction, participants can choose the next speaker themselves instead of the instructor deciding the sequence.

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13. SHARING TOPIC-RELATED PHOTOS

Aim of the method / activity	● Sharing and discussing different aspects of a topic ● Exploring dimensions of a notion/word, e.g. tolerance
Competences for democratic culture addressed	● Autonomous learning skills ● Analytical and critical thinking skills ● Listening and observation skills ● Self-efficacy ● Tolerance of ambiguity ● Knowledge and critical understanding of language and communication ● Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability
Possible learning Formats	All formats An asynchronous part is needed as well as a shared online board to post the photos. The discussion and debriefing can be done either in a synchronous or asynchronous way.
Group size	Up to 20
Duration	Depending on group size 20-45 minutes including debriefing
Phase of a training in which this method can be used	All phases, also repeatedly during one session to illustrate the development of the participants' understanding of the topic

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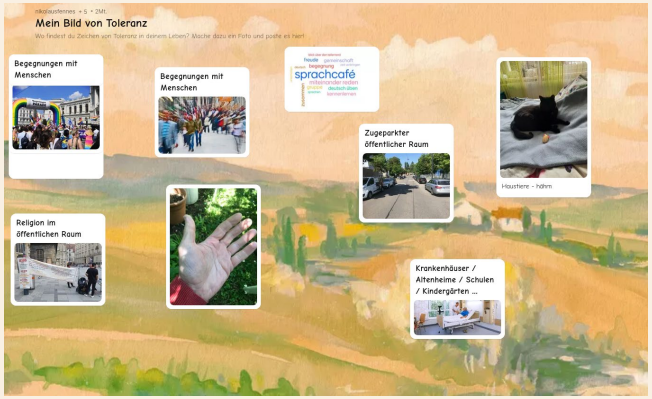
Description of the activity	Participants are asked to take a photo on a given topic and post it on a shared whiteboard. The presentation can be done (A) in a synchronous meeting (online or face to face) or (B) by describing the idea behind the photo and collecting comments of the other participants on the shared board after everybody has posted their pictures. After the presentation and discussion of the photos there is a short reflection on the activity: ● How did you experience the exercise? ● Was the task easy/difficult? Why? ● How has your understanding of the notion/topic changed?
Preparations, material needed etc.	Shared online board for posts and comments
Experiences with this method	This method was used in an online meeting. The participants were asked to take a photo each on the theme of tolerance. The level of engagement in the home exercise varied. Some participants did it in a hurry just before the meeting, but in general it made them engage critically with the concept and the relevance of tolerance in democratic society and also with its controversial meanings. As they had also reflected on the topic before the meeting, it was easy to get into a profound discussion in a short time. It was also easy for everyone to participate in the group process. 

Dos and Don'ts for this method	● Use notions/topics everybody in the group has an understanding of. ● Be sensitive about which topics might cause unease and/or rejection in terms of individual life realities of the participants. ● Make clear that the photos must be shared before the synchronous meeting. ● Maybe put up a deadline some days before the meeting, so everybody can look at the other pictures in advance.
Other points to consider / Comments	This activity can be used to open up a topic by relating to individual perspectives, to explore a topic or to sum up results of a session/workshop/seminar. It can also be used repeatedly to visualise changes in participants' perspectives.

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This chapter proposes a set of freely available resources that can be useful for those who need more details or want to explore both aspects related to the theoretical background and examples that can be relevant for designing, implementing and evaluating educational activities focused on developing competences for democratic culture, using various online learning formats. Some of these resources include examples of online learning activities or guidelines and key aspects to take into account when using digital tools and digital learning formats. Others include background aspects and examples of face to face learning activities on topics relevant for the development of competences for democratic culture, which can be adapted for various online learning formats.

Resources related to Competences for Democratic Culture

The Reference Framework of Competences for Democratic Culture, Council of Europe, 2018.
www.coe.int/rfcdc

The Reference Framework of Competences for Democratic Culture in Brief, Council of Europe, 2020.
https://rm.coe.int/prems-004721-the-reference-framework-of-competences-for-democratic-cul/1680a27f24

The Reference Framework of Competences for Democratic Culture - Teacher reflection tool, Council of Europe, 2021.
https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/-reflection-tool-for-teachers

Descriptors of Competences for Democratic Culture for Younger Learners, Council of Europe, 2021.
https://rm.coe.int/descriptors-of-competences-for-democratic-culture-for-young-learners/1680a526aa

2023 Manual of the Reference Framework of Competences for Democratic Culture Introductory Course, Council of Europe.
https://rm.coe.int/prems-064423-gbr-2508-manual-of-the-rfcdc-introductory-course-a4-web/1680ac160f

Assessing Competences for Democratic Culture. Council of Europe, 2020.
https://rm.coe.int/prems-005521-assessing-competences-for-democratic-culture/1680a3bd41

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Resources reflecting Council of Europe work, relevant for the development of Competences for Democratic Culture and Online Learning

Digital Citizenship Education, Human Rights Education, Education for Democratic Citizenship, Intercultural Education and Global Citizenship Education

Digital Citizenship Education Handbook. Council of Europe, 2022, and other resources, available at https://www.coe.int/en/web/digital-citizenship-education/e-library

COMPASS
Manual for Human Rights Education with Young People:
https://www.coe.int/en/web/compass

A compendium of resources produced by the Council of Europe Education Department:
https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/compendium-of-resources

T-Kit on Intercultural Learning, CoE and EU Youth Partnership:
https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning

Guidelines for intercultural dialogue in non-formal learning/education activities. CoE and EU Youth Partnership:
https://pjp-eu.coe.int/en/web/youth-partnership/icd-guidelines

Courses on the intercultural dimension and diversity organised by the North-South Centre of the Council of Europe:
www.coe.int/en/web/north-south-centre

Online Learning and Artificial Intelligence in Education

LEMON Learning Modules Online
https://www.coe.int/en/web/learning-resources
The platform includes various courses on relevant topics, including courses on the RFCDC, Intercultural Education, Human Rights Education, Media Literacy and Social Media.

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Artificial Intelligence and Education
A critical view through the lens of human rights, democracy and the rule of law:
https://www.coe.int/en/web/education/artificial-intelligence-and-education

Digital Resistance – An empowering handbook for teachers on how to support their students to recognise fake news and false information found in the online environment, Council of Europe, 2020.
https://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/digital-resistance

Other resources and references

Competendo - Digital Toolbox
A free and open toolbox for democracy learning, digitalisation and non-formal education developed by DARE Network, https://competendo.net

In the handbook LEARNING THE DIGITAL (by Oberosler, Rapetti and Zimmermann), DARE Network suggests pathways for learning digitalisation holistically, by embedding key developments of the digital transformation into frameworks relevant for the EDC/HRE fields (RFCDC, CoE Digital Citizenship Education, DigComp Edu and Global Learning):
https://competendo.net/en/images/f/f5/Competendo_learning_the_digital.pdf

DARE Network – Reader on Education & Learning in Digital Transformation (Kolarova, Martinez, Pirker, 2020).
https://dttools.eu/pdf/digit-al-io1-education.pdf
The reader reflects on topics such as:

- Impact of digital transformation on education and training
- Competences for the digital transformation
- (There is) no digital didactics.
- I know how to teach, do I know how to do it digitally?
- Blockchain and micro-credentialing in the digitalisation of education
- Open badges as a tool in non-formal education
- Avenues for self-assessment and structured learning

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SIMA Academy
utilises the storytelling power of global short documentaries to nurture globally competent and socially active learners worldwide:
https://simaacademy.com

Non Formal Learning
European guidelines for validating non-formal and informal learning:
https://www.cedefop.europa.eu/en/publications/3073#

Cities of Learning platform:
https://minsk.cityoflearning.eu

Diversity party at the Academy for Diversity and Innovation:
https://www.diversityinnovation.academy/summer-academy-2020

The Olga Lengyel Institute (TOLI) Seminar on Holocaust and Human Rights Education, 2020 edition organised online, with a duration of three months:
https://www.toli.us/sponsored-programs/international

Together with the Network University, the North South Centre of the Council of Europe developed online courses on global citizenship education, one of which was on intercultural education. In this paper, the experience and its outcomes are described:
https://www.academia.edu/14141257/Global_Education_through_E_learning_Uncovering_Outcomes

Global Case Study Challenge – an international business learning project:
https://www.globalcasestudychallenge.com/blog/online-learning/personal-development-a-threat-for-higher-educational-institutions; Cultural Dimensions and Professional Strategies (news.ontariotechu.ca/archives/2016/04/uoit-faculty-of-education-and-visiting-ukrainian-scholar-piloting-online-learning-project-.php); Cultural Leadership Academy – a professional development programme for cultural managers in rural communities:
https://houseofeurope.org.ua/en/programme/cultural-leadership-academy

Training Module on Inclusive Youth Work in the Eastern Partnership countries:
http://apy.am/news/inclusion-now/?fbclid=IwAR2rnYHUDTj29-gmdqZVGyYB0sekW52sDb5e16zM4unbwdG-kre6l8Db-8n8

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Dialogue and Training Programme – The Women, Peace and Security Agenda in the Pandemic – Balkans (AP, Italy): https://www.peaceagency.org

APCEIU's Global Citizenship Education Online Campus: https://www.gcedonlinecampus.org

Rus, C. (2019) Addressing the challenges of education practice, based on European values, with the Reference Framework of Competences for Democratic Culture. In: La scuola tra saperi e valori etico-sociali. Politiche culturali e pratiche educative. a cura di Giuseppe Elia, Simonetta Polenghi, Valeria Rossini, Pensa Multimedia Editore.

Shadiev, R., & Sintawati, W. (2020). A review of research on intercultural learning supported by technology. Educational Research Review, 31, 100338. doi:10.1016/j.edurev.2020.100338

Nestian Sandu, O. (2022). Learning from the Past, Acting for the Future. An Interdisciplinary Approach to Holocaust, Human Rights and Intercultural Education. TOLI and Timisoara Intercultural Institute. https://www.intercultural.ro/en/handbook-holocaust-hr-intercultural-education

Rus, C. & Nestian Sandu, O. (2023) Challenges and Benefits of Using Online Tools for Developing Competences for Democratic Culture. In A. Onitiu (Ed) Challenges and Benefits of Learning and Teaching in Virtual Classrooms, Presa Universitara Clujeana

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The analysis and the concrete examples presented in the previous sections show that it is possible to adapt learning activities aimed at developing competences for democratic culture to various types of online learning formats.

Thus, even in an online learning setting, it is possible not only to convey knowledge, but also to address sensitive issues and refer to attitudes and values, as illustrated by the quote below, extracted from the DIGIVERSITY survey:

> ***"I witnessed a training course on mental health issues, where participants shared very deeply despite the online setting. It showed me that if the topic is relevant enough and if the provided frame is suitable, then also online learning can have a deeply emotional and connecting benefit."***

Beyond that, online learning can have additional relevance, compared to face to face training, considering the fact that online interactions and online sources of information are nowadays essential for all of us. Another respondent to the DIGIVERSITY survey points out the following:

> ***"Designing and delivering online training is an extremely enriching experience. It allowed me to fully understand that a key mission of today's educators is digital citizenship education. Understanding that we don't live in two different worlds but in in one world with two dimensions, where one is the extension of the other, is not something we can take for granted and it is fundamental in order to deliver democratic, intercultural and inclusive education."***

Moreover, as argued in the various sections of this handbook, the use of online learning formats and of digital tools in non-formal learning activities aimed at developing competences for democratic culture should not be justified only as a second-best option to face-to-face learning or seen as important only due to our online life. It appears that the use of online learning formats and of digital tools can sometimes significantly enhance both the effectiveness and the efficiency of learning activities aimed at developing competences for democratic culture. Online learning formats and digital tools can help educators to reach audiences and learning outcomes that would be difficult to reach only in face to face settings.

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This handbook is, however, not arguing in favour of giving up face-to-face learning opportunities in favour of fully online learning. As described above, face-to-face learning can be enriched by the use of digital tools, most of them available online, and face-to-face can be combined with online learning in hybrid and in blended learning. This handbook therefore encourages educators to reflect on which learning format better suits their needs and can best contribute to the development of the competences for democratic culture of their envisaged learners. If the learning format is already decided, for example, for administrative or practical reasons, the handbook offers suggestions on how to adapt and design learning activities to fit that format and reach the expected learning outcomes.

The handbook does not pretend to cover this vast subject area in its entirety. This is why it also includes a section on further resources. It also does not pretend to offer answers to all the questions that educators may ask themselves when preparing, implementing and evaluating learning activities. Given the fast evolution of technology, some of the aspects related to specific digital tools may soon become obsolete and new tools may appear, with the potential of supporting the development of competences for democratic culture in an even better way. One such type of tools, already available but not directly analysed in the handbook, is represented by Artificial Intelligence systems. They are now becoming widely available and improving in quality and power, and it is likely that they will offer new opportunities in this field in the near future. A second edition of this handbook will need to address this aspect as well.

Finally, the users of the handbook are welcome to make the best use of its content, taking advantage of the Creative Commons licence. On the condition that this publication is properly acknowledged, users are allowed and encouraged to use it as such, but also to adapt and build on its content, provided that any new publication keeps the same open licence. Educators, as well as researchers and academics who are quoting this publication or are developing new materials inspired by it are invited to contact the editing organisations at iit@intercultural.ro, to let us know about their work and hopefully create a professional international community concerned with the use of online learning formats and of digital tools for the development of competences for democratic culture. We anticipate that a higher interest in this topic will be stimulated by the Council of Europe's decision to designate 2025 as the European Year of Digital Citizenship Education.

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