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**AD HOC COMMITTEE OF EXPERTS  
FOR THE EUROPEAN YEAR OF CITIZENSHIP  
THROUGH EDUCATION (CAHCIT)**

**Evaluation of good practice in the field of Education for  
Democratic Citizenship in 31 of 48 Member States of the Cultural  
Convention of the Council of Europe**



## Evaluation Questionnaire on EYCE 2005

21. Please name at least two of the most innovative and inspiring examples of good EDC practice in your country. Provide details of each and explain why you think they should be considered as examples of good practice.

### 1) Andorra

#### Exemple 1. Devenir Conseillers du Conseil Municipal de Canillo

Description de l'activité/événement : Des élèves de 9 et 10 ans des écoles élémentaires andorrane et française ont participé au Premier Conseil Municipal des enfants à la Mairie de Canillo. Cette activité a suivi les phases suivantes : présentation des listes, campagne électorale, votations des conseillers, commissions de travail d'élaboration des propositions, formulations des propositions, simulation d'une séance du Conseil et finalement, la célébration du conseil Municipal des enfants. Les propositions qui ont fait l'objet de débat à la séance sont les suivantes : la création d'une piste de skate-board, l'ampliation de l'offre cinématographique, la construction d'une piscine à l'extérieur du centre sportif et la construction d'un parc animalier. Le maire s'engage à introduire dans le prochain budget quelques unes de ces propositions.

Partenaires impliqués : la Mairie de Canillo, l'école élémentaire andorrane et l'école élémentaire française de Canillo

Portée : locale

Groupes cibles : Les responsables politiques – le personnel éducatif – autres : les élèves de 9 et 10 ans des écoles élémentaires andorrane et française.

Raisons pour lesquelles cette activité peut être considérée comme un exemple de bonne pratique : Cette expérience a donné lieu au premier Conseil municipal des enfants organisé en Andorre. Cette activité a donné de très bons résultats car elle a atteint ses objectifs et promu la célébration d'autres conseils municipaux dans d'autres communes. Un élément innovateur du Conseil a été que les décisions prises au sein du Conseil Municipal des enfants seront mises en œuvre lors de l'exercice budgétaire suivant, à la différence du Conseil Général des Jeunes qui est un organe consultatif.

#### Exemple 2. Atelier « Terrorisme vs. Démocratie »

Description de l'activité/événement : l'atelier s'est divisé en deux parties. La première partie a consisté en la visualisation du documentaire « Le voyage de Mazin », réalisé par le journaliste espagnol, Felix Merino, et animé par Mazin Hermes, iraquien qui réside à Barcelone et qui voyageait en Irak après dix ans d'exil. Le documentaire montre, dans un premier moment, les effets visibles de la guerre comme destruction de sites culturels et, dans un second moment, les difficultés de cohabitation sociale à partir du point de vue d'une famille chrétienne dans une société à majorité arabe (sunnite et chiite) et kurde. Dans la deuxième partie de l'atelier, les élèves ont entamé un débat avec l'animateur et le réalisateur du documentaire.

Partenaires impliqués : Service d'activités éducatives et scolaires du Ministère de l'Education et Formation Professionnelle, école andorrane, collège français et école espagnole confessionnelle.

Portée : nationale

Groupes cibles : Autres → Elèves de la dernière année du secondaire obligatoire des écoles andorrane et espagnole confessionnelle, élèves de 3<sup>e</sup> du collège français et élèves du secondaire supérieur de l'école andorrane.

Raisons pour lesquelles cette activité peut être considérée comme un exemple de bonne pratique : L'élément qui a fait que cette expérience soit unique a été l'opportunité de débattre avec les deux protagonistes du documentaire, lesquels ont pu répondre aux doutes des élèves et discuter avec eux

du rôle des médias (construction d'une nouvelle et création d'une opinion). Ils ont également analysé les formes du terrorisme et les différentes voies pour atteindre une démocratie.

## 2) Armenia

### Example 1.

Activity/event description: The protection of national minorities is defined as part of the protection of international human rights in the Framework Convention for the Protection of National Minorities: "The protection of national minorities and of the rights and freedoms of persons belonging to those minorities forms an integral part of the international protection of human rights, and as such falls within the scope of international cooperation." The signatory parties are obliged to protect the religion, language, traditions and cultural heritage of their national minorities as an essential part of their identity: "...to promote the conditions necessary for persons belonging to national minorities to maintain and develop their culture, and to preserve the essential elements of their identity, namely their religion, language, traditions and cultural heritage."

The right to one's own language and learning one's mother tongue is stated in the Convention as follows: "...every person belonging to a national minority has the right to use freely and without interference his or her minority language, in private and in public, orally and in writing...-...parties recognize that every person belonging to a national minority has the right to learn his or her minority language."

The most important measure promoting education in regional or minority languages according to the European Charter for Regional or Minority Languages is making available (or making available a substantial part of) preschool / primary education / secondary education / technical or vocational and university and other higher education in the relevant regional or minority languages. The charter further mentions the provision of adult and continuing education courses which are taught mainly or wholly in the regional or minority languages.

Armenia is committed to both the Framework Convention and the Charter, but much is to be done before all minority rights have been implemented as foreseen in the Convention. The development of a curriculum on Yezidi Language and Literature in 2005 and the publication of a textbook constituted important steps forward.

Partners involved: Ministry of Education, National Institute of Education and 'Ezidies compatriot' Union

Scope: national, regional and local

Target groups: General public – researchers – NGOs - policy makers – educational staff - EDC practitioners.

Reasons for considering the activity an example of good practice: An improved policy on national minorities is a governmental priority as it is important for building a democratic state and achieving social cohesion.

### Example 2.

Activity/event description: Organisation of a workshop on "Inclusive Education" by the Ministry of Education with the following aims:

To make inclusive education a genuine topic of concern and to underline the value of diversity in society; to change discriminatory attitudes towards inclusion of all children; to formulate ideas for a just and non-discriminatory society, which encourages people to live and learn together.

Further, the National Institute of Education has started to facilitate national talks concerning inclusive education by inviting different concerned organisations, responsible agencies and other actors in the field to start extensive discussions on future activities and methods.

Activities:

- Accumulation of necessary data, identification of key sources of information on inclusive education strategies, good practice and mechanisms and the right to education for persons with disabilities;
- Development and printing of training materials on inclusive education strategies and practices and the right to education for persons with disabilities;
- Organisation of training workshop.

Partners involved: Ministry of Education, National Institute of Education, UNESCO

Scope: national, regional and local

Target groups: General public – researchers – NGOs – policy makers – educational staff – parents – EDC practitioners – young people

Reasons for considering the activity an example of good practice: Reconciliation of society is considered as the principle wealth of society.

### 3) Austria

#### **Example 1.**

Activity/event description: EDC Action Days - Information | Networking | Raising awareness

The Action Days were a vital part of the European Year of Citizenship through Education in Austria. They took place around 5 May – the day the Council of Europe was officially founded – between April 27 and May 15, 2005 to be precise.

Within the three weeks of this campaign, the variety of activities highlighted the broad range of topics within education for democratic citizenship and the different forms of sharing and implementing these ideas.

EDC was put into practice at schools and other educational institutions in order to promote broad participation. Hard copies of the Action Days programme including more than 100 events in all of Austria were available at any Austrian school and at partner organisations. This booklet, which also contains valuable information beyond the Action Days, was distributed freely, as were all other materials (postcards, posters, folders etc.) in order to eliminate barriers to access of information as much as possible.

The website > [www.aktionstage.politische-bildung.at](http://www.aktionstage.politische-bildung.at) provides an online calendar of events which was updated on a daily basis, as well as the possibility to download all important information, materials and print editions.

Partners involved: Schools, NGOs, adult education, cultural organisations, etc.

Scope: national

Target groups: General public – researchers – NGOs – policy makers – educational staff – parents – EDC practitioners – young people

Reasons for considering the activity an example of good practice: Variety of offers, range of target groups, public awareness, introduction of EDC Action Days in Germany for the first time in 2005 following the Austrian example

#### **Example 2.**

Activity/event description: E-DEMOCRATIC CLASSES-TWINNING

During the school year 2005/2006 and in the framework of the European Year of Citizenship Education, the Swiss education authorities organised the “E-Democratic Classes Twinning” project aimed at twinning four Swiss schools with counterparts in France, Austria, Italy and Germany. The schools all focused on a variety of aspects of citizenship education from September 2005 to June 2006. They were supported and assisted throughout the school year. The pupils involved were 16-18

years old. Every teacher and two representatives of each class took part in a two-day workshop in Bern on December 10-11, 2005.

Concept and aim of the project

Europe is a stable, integrated and multicultural area. The basic values of its democratic cultures are human rights, fundamental freedom, constitutional legality and equality in diversity. The project aimed at supporting the pupils in taking part actively, creatively and self dependently in decision-making processes and helping them acquire and communicate information, values and skills.

Partners involved: Schools in the 5 countries (see above).

Scope: international, regional

Target groups: Educational staff – EDC practitioners – young people

Reasons for considering the activity an example of good practice: Multilateral, combined EDC with ICT, exchanges between young people.

#### 4) Azerbaijan

##### Example 1.

Activity/event description: Information and materials from EDC/HRE conferences/seminars in Azerbaijan, and from Council of Europe publications and documents were very important for the development of a new curriculum for the secondary school subject “Man and Society” (Civic Education).

Partners involved: not mentioned

Scope: national

Target groups: Educational staff – young people

Reasons for considering the activity an example of good practice: New themes, which had not been represented in previous curricula (e.g. tolerance, democratic school participation, democratic citizenship, etc.), have been included into the new curriculum.

#### 5) Belgium – Walloon

##### Exemple 1.

Description de l'activité/événement : **Penser *par* et *pour* soi-même pour mieux comprendre le monde : pratiquer la philosophie avec les enfants** - ASBL Philomène

L'objectif était de mettre en œuvre des discussions philosophiques avec les enfants. Il consistait à proposer à 4 groupes d'enfants une animation régulière (bimensuelle ou mensuelle selon les moyens) autour du thème de la citoyenneté. Ces animations avaient non seulement pour but d'interroger avec eux le contenu de ce mot mais également ses applications pratiques. Elles visaient également à élaborer dans un résultat concret la réflexion menée dans les discussions. En stimulant et en favorisant le questionnement, la prise de recul, l'esprit critique et les respect solidaire dans le dialogue, la finalité était d'amener les enfants à penser *par* et *pour* eux-mêmes. L'éveil démocratique passait donc à travers ces discussions par un éveil critique.

Partenaires impliqués : La bibliothèque de la Province de Namur et leurs animateurs - les enseignants et les écoles dont sont issues les classes participantes - l'ASBL Philomène

Portée : locale

Groupes cibles : Le public cible est celui des enfants de l'enseignement primaire. Les 4 groupes étaient répartis sur la base de critères d'âge, d'écoles (urbaine ou rurale) et de difficulté (DP, enfants précarisés)

Raisons pour lesquelles cette activité peut être considérée comme un exemple de bonne pratique :

Cette activité a permis de susciter le questionnement des enfants autour de l'idée de citoyenneté (en interrogeant les représentations et les préjugés associés à ce concept). De même, elle a su éveiller les enfants à l'esprit critique, à savoir leur capacité à évaluer la légitimité des normes, des règles et des propos qui les entourent et qu'ils véhiculent parfois sans s'en rendre compte. Enfin, c'était un moyen d'appréhender le caractère simple, concret et quotidien de l'idée de citoyenneté en évitant les grandes abstractions pour se concentrer sur les réalités qu'ils comprennent.

Le projet a présenté deux aspects originaux. Le premier a eu trait à la spécificité de la discussion philosophique. Celle-ci ne vient en effet avec aucun contenu ou prétention dogmatique. Elle vise précisément à partir du questionnement des enfants pour les amener à nuancer, à définir ou à reformuler leurs représentations afin de voir sur quoi elles sont construites et comment ils sont capables de leur donner du sens. Penser par et pour soi-même ne signifie pas *répéter* les messages entendus (aussi valables et importants soient-ils) mais bien *digérer* ceux-ci en leur donnant du sens. Le second aspect original est lié aux fondements de la discussion philosophique. Celle-ci repose en effet sur l'idée que l'impact de l'activité ne vient pas de la « valeur » des idées (bonne ou mauvaise) de l'animateur ou de son esprit critique mais de sa capacité à stimuler les enfants à exercer une pensée critique et à justifier les raisons sur lesquelles reposent leurs représentations.

**Exemple 2.**

Description de l'activité/événement : **En quoi notre manière de vivre est-elle concernée par la manière dont les autres vivent ailleurs ? Un échange interactif entre jeunes belges et sénégalais** - La Tête Ailleurs ASBL

Le projet initial était un échange entre jeunes belges et sénégalais pour un apprentissage réciproque. Une série de rencontres et de réflexions ont mené à développer ce projet en le cadrant dans un cours scolaire aussi bien en Belgique qu'au Sénégal, afin de lui donner plus de contenu, d'impact et principalement pour permettre aux jeunes de s'approprier et de porter le projet et de les préparer à un échange au Sénégal. La partie pratique pour ce premier projet d'échange et de partenariat se déroulera en effet au Sénégal. L'idée est de renouveler l'expérience l'année suivante avec une partie pratique se déroulant en Belgique, impliquant les mêmes partenaires, ceci sera décidé et développé après l'évaluation du projet présent.

- Le projet tourne autour de la question : « En quoi notre manière de vivre est-elle concernée par la manière dont les autres vivent ailleurs ? ». Les réflexions sur cette question sont abordées dans un contexte Nord-Sud.
- Le projet cible un public jeune et a été intégré dans un cours scolaire en Belgique et au Sénégal afin de donner aux jeunes un support et soutien au niveau du contenu du projet, à la préparation à la partie pratique du projet au Sénégal pendant les congés de Pâques 2006 et au suivi à la fin de ce stage.
- Le projet est structuré en cinq modules ayant des contenus thématiques (relatifs à des questions de développement) identiques pour les jeunes belges et les jeunes sénégalais. Le contenu obtenu autour de ces thématiques par les jeunes est échangé entre eux à la fin de chaque module et mis en avant sur un site Web du projet. Les modules ont les contenus suivants :

➤ Module 1 : septembre – octobre 2005

Quelles sont les représentations du monde actuelles et au début du projet des élèves ? Présentation du projet. Incorporer les avis et idées des jeunes dans le projet. Présentation par des locuteurs extérieurs. Elaboration du site Web.

➤ Module 2 : Novembre 2005 et janvier 2006

Les Objectifs du Millénaire pour le Développement (sujet clé cette année et les années à venir, impliquant le Nord et le Sud et demandant une grande partie de sensibilisation et d'éducation au développement, d'une part pour la prise de conscience et d'autre part pour une pression citoyenne sur les gouvernements). Elaboration en profondeur de l'Objectif 1 : la lutte contre la pauvreté.

➤ Module 3 : février et mars 2006

Objectif du Millénaire 2 = « Assurer l'éducation primaire pour tous »

Objectif du Millénaire 3 = « Promouvoir l'égalité entre les sexes et l'autonomisation des femmes » - Exposition de dessins sur cette thématique.

Ces deux objectifs permettent d'aborder des réalités sociales, culturelles et économiques clés, de les situer dans le contexte d'un monde plus large et de voir l'apport et les besoins des jeunes et des femmes dans nos sociétés, dans l'idée d'un développement durable au Nord comme au Sud.

➤ Module 4 : avril (voyage au Sénégal)

Rassemblement de tous les élèves, travail commun sur un projet de commerce équitable.  
Visites et participation aux activités de l'AIDD, rencontre d'un mouvement social sénégalais.

➤ Module 5 : mai et juin 2006

Evaluation, finalisation du site Web, conférence débat, clôture du projet.

Le site Web du projet est en cours d'élaboration. Il se trouve sous le lien :

<http://scomsenegal.phpnet.org/>

Une présentation a été faite aux élèves belges sur le développement et les OMD, avec une partie exercices. Cette présentation peut être consultée sur :

[http://www.euforic.org/detail\\_page.phtml?page=presentations](http://www.euforic.org/detail_page.phtml?page=presentations)

Partenaires impliqués :

L'AIDD (Action internationale pour le développement durable- <http://aidd-action.site.voila.fr/>) – Dakar – Sénégal

Le Collège « Groupe Scolaire Les Pédagogues » - Dakar – Sénégal

L'Institut Saint-Roch de Theux – Belgique (professeure en charge du projet : Mlle Catherine Lomré)

Portée transnationale (internationale)

Groupes cibles : Les jeunes belges et sénégalais. Le public jeune est un public cible pour les activités d'éducation au développement. Parallèlement le projet a été développé en partenariat avec une association sénégalaise dont les activités se focalisent principalement autour du public jeune.

Raisons pour lesquelles cette activité peut être considérée comme un exemple de bonne pratique :

- L'apprentissage des jeunes à une citoyenneté active et responsable
- Participation à un projet de terrain au Sénégal avec les jeunes sénégalais
- Sensibilisation aux problématiques de développement Nord/Sud
- L'intégration du projet d'échange dans un cours scolaire se déroulant sur une année scolaire (Cours de Société et Communication en Belgique au sein de l'Institut Saint-Roch de Theux / Cours de français au sein du Collège « Groupe Scolaire Les Pédagogues » à Dakar au Sénégal)
- Une réflexion du groupe sur les thématiques par le biais de :
  - o La mise en situation par rapport aux thématiques
  - o L'utilisation d'outils pédagogiques développés par des organisations actives dans la coopération au développement
  - o Echanges divers et variés entre les jeunes belges et sénégalais
  - o Rencontre avec des acteurs de la coopération au développement ou spécialisés dans les thématiques du projet
  - o Un travail de contenu et un travail ludique sur les thématiques
  - o La participation à des conférences, colloques ou rencontres
- Le groupe traduit sa réflexion par le biais des formes d'expression suivantes :
  - o Un site Internet / Blog
  - o Des outils d'expressions ludiques (exposition de dessins, peintures, etc.)
  - o Des outils de communication vers le monde extérieur (communiqué de presse, articles, etc.)
  - o La présence au Sénégal et la rencontre entre les jeunes
  - o La rencontre et la découverte par tous les jeunes des associations partenaires, des mouvements sociaux et des groupements de producteurs sénégalais

## 6) Bulgaria

### Example 1.

Activity/event description: Creation of a network of regional coordinators from the Regional Inspectorates of Education to the Ministry of Education and Science (MES). In December 2004, right after the launching conference of the EYCE, the MES, together with the national EDC coordinator, organized a training for 28 representatives from the 28 Regional Inspectorates of Education to the MES. They were trained on how to elaborate regional programmes for activities during the Year, how to implement it at regional and local level, and how to find additional resources.

Partners involved: MES, Regional Inspectorates to the MES, Sofia University

Scope: national, regional and local

Target groups: Educational staff – EDC practitioners – Others → Inspectors from the Regional Inspectorates of Education to the MES responsible for EDC and HRE

Reasons for considering the activity an example of good practice: The creation of a regional network of coordinators was essential for the promotion of the Year throughout the country and the mobilisation of human and financial resources at different levels for a greater impact of the Year. As a result, 10 regional conferences were organized and many activities were carried out at school, local and regional level.

### Example 2.

Activity/event description: Model School Conference, 3-5 June 2005, Rousse. Representatives from 21 pilot secondary schools from 8 regions in Bulgaria gathered in Rousse to present their reports on curricular and extra-curricular activities in their schools. The wide range of activities that were described included EDC approaches integrated in the curriculum of various subjects, publicity campaigns, studies of the school environment's capacity for student participation and democratic governance, the elaboration of a school charter for non-violence, partnership models of collaboration with the larger community, actions for parent involvement, conferences and seminars, club sessions and discussions, field studies of institutional and non-governmental structures. Their reports have been collected in a Model school conference book.

Partners involved: Ministry of Education and Science, NGOs, municipality, UNESCO associated schools

Scope: regional and local

Target groups: NGOs – educational staff - EDC practitioners – young people

Reasons for considering the activity an example of good practice:  
The Model School Conference allowed schools to present and share their own experiences and views of the school as a model of democracy. Thus a new network was created that will continue promoting the ideas of citizenship at school level.

## 7) Croatia

### Example 1.

Activity/event description: EDC Project in Croatian Schools

Title of the project: "I vote for the first time" ("Prvi put biram" – the Croatian language uses the same expression for two concepts - I vote and I choose, which are equally used in everyday language.)

Theme of the project: Educational workshops for high school seniors, first-time voters, on the right to vote and their rights and duties as active and responsible citizens in their communities.

Organisation: GONG (non-governmental organisation)

Address: Trg bana Jelacica 15/IV, 10000 Zagreb, Croatia

Telephone: +385 1 4825 444

Fax: +385 1 4825 445

Email: gong@gong.hr

Web: www.gong.hr

Dates of beginning and end of the project:

Since early 2001, the project has been implemented during 6 seasons in relation to the school year and curriculum (it was implemented within the first semester of the school year in "Politics and Economy" classes):

1. April 2001- May 2001 - Pilot season of the project
2. September 2001-February 2002, 1<sup>st</sup> Nation wide season of the project
3. September 2002- February 2003, 2<sup>nd</sup> Nation wide season of the project
4. September 2003-December 2003, 3<sup>rd</sup> Nation wide season of the project
5. September 2004-February 2005, 4<sup>th</sup> Nation wide season of the project
6. September 2005-February 2006, 5<sup>th</sup> Nation wide season of the project

Aims and objectives:

The project "I vote for the first time" contributed to formal education on democracy for young people. It also encouraged them to take a more active part in and a positive attitude towards socio-political processes, civil society and the organisations of a society that strives for true democracy and protection of civic rights.

The main goal of the project was to educate and empower young Croatian citizens, who are 17-18 years old, high school students and soon-to-be first-time voters, from all Croatian regions.

GONG aimed to achieve the following specific objectives:

1. To organize and hold up to 800 workshops in high schools classes during the autumn semester of each school year.
2. To educate up to 22,000 high school students at the age of 17 and 18 about their right to vote, the electoral system, the political party system, election law and procedure and monitoring in all Croatian counties.
3. To actively encourage young Croatian citizens to take a participative role in the development of their communities and in social and political life.
4. To educate up to 40 trainers, mostly senior students of social studies and humanities who will perform educational workshops.
5. To maintain and further develop the partnership with high schools all over Croatia and with the Croatian Ministry of Science, Education and Sports so as to achieve long-term cooperation and the improvement of school education in the values of democracy and political processes.
6. To encourage participation of students in other projects run by GONG, such as the "Open Parliament" and "Citizens' Hours" (visiting parliament and meeting their elected representatives from national and local levels).
7. To contribute to the development of civil society in the regions where there is a lack of NGOs.

Target groups in numbers:

During the five years of project implementation all over Croatia, 100,000 high school seniors took part in 2,704 interactive workshops. Out of the 365 high schools in Croatia, this makes for 80% of students in each final high school year who participated in the project.

Evaluation of the project and the co-operation in particular:

1. Trainers' evaluation: the project coordinator visited the workshops conducted by each trainers' team in order to evaluate their performance. After the visits, each team received written feedback and, if necessary, suggestions on how to improve the workshop.

2. Workshop evaluation: at the end of the workshop all students evaluate it in writing. If their teacher attended as well, s/he also writes an evaluation.

3. Process evaluation: daily up-dating by the project coordinator and regional office coordinators of a database of all schools that are interested in having workshops, a list of all trainers, and information on scheduled workshops. The database supports everyone's work, especially regarding transparency of project finances.

4. Project evaluation: after the implementation of the project, all trainers and coordinators gather during an evaluation weekend to openly discuss project organisation, communication and coordination.

A description of activities, the feedback from the students, teachers and the media, together with the Project Evaluation Results are published in the Project Report.

Partners involved: High school teachers, students, local and regional authorities, the Croatian Ministry of Science, Education and Sports, the Ministry of Family Affairs, War Veterans and Intergeneration Solidarity, Olof Palme International Centre and the Dutch Embassy in Croatia.

Scope: national, regional and local

Target groups: General public – researchers – NGOs – policy makers – educational staff – EDC practitioners – young people

Reasons for considering the activity an example of good practice:

The "I vote for the first time" workshops supplement the official educational system in Croatian high schools. They represent a sustainable partnership between formal and non-formal education in EDC. The values of the project, the methods used in the implementation process, as well as the serious approach and responsibility expressed by GONG, have been recognised by the Croatian Ministry of Science, Education and Sports and financially supported. The transparency in the implementation and evaluation of the project makes it a highly valuable experience in Croatian school practice.

The interactive, inclusive methods which guarantee active learning and participation, and the fact that the workshops trainers are university students, who are closer in age to high-school students than teachers, brought something new in learning and living democracy to Croatian schools.

The Council of Europe recognised the above described project and GONG was given the "Young Active Citizens Award" in 2005.

## **Example 2.**

Activity/event description: EDC Project in Vocational Education and Training School for Forestry and Woodworking, Karlovac, Croatia

Title of the project: Human Trafficking - Modern-Age Slavery

Project Coordination: School for Forestry and Woodworking (VET School)

Address: Vatrogasna cesta 5, 47000 Karlovac, Croatia

Tel: +385 47 609 591; +385 47 609 599

Fax: +385 47 611 175

Contact: +385 98 633 733 - Mirna Korkut

Email: sum.skola-klc@ka.htnet.hr

Project goal:

- To educate young people to recognize the problem, its causes and consequences;
- To recognize potentially dangerous situations;
- To develop skills for avoiding such situations;

- To raise awareness about the problem.

**Project description:**

The different types of human trafficking were defined and statistical data collected that point to the depth of the problem. The students conducted a poll among the citizens and the results were presented to the public. The poll showed a high level of awareness among the citizens of the existence of the problem, not only globally but in this part of the world, and pointed to the importance of education in the prevention of human trafficking. On the other hand, the citizens failed to recognize the problem in their own community.

Existing policies relating to the prevention of human trafficking in society were examined. An overview was prepared of the actions undertaken by the responsible Ministries and the Government of Croatia, and of NGO activities at national and international levels.

The project policy was to educate all age groups (from pre-school, elementary to high-school, and adults), especially young people who are the most vulnerable and at risk.

The project employed participative methods of learning and teaching for active and responsible citizenship (discussions, talks, confrontation, parliamentary discussions, brainstorming, role-play, work in small groups, making posters, leaflets, journals, the use of films, photographs, Internet). An action plan was developed, which highlighted learning life skills that are the basic precondition for a successful handling of new situations and decision-making.

Policy and methods were in accordance with basic human rights and citizens' rights as defined in the Constitution of the Republic of Croatia.

**Target groups:**

- primarily young population who is the most vulnerable and at risk
- all age groups.

Partners involved: high-school teachers, students, young people in general, the Mayor and the Town Council of Karlovac, the County Mayor of the County of Karlovac. The project was supported by the two mayors on local and regional levels, and it was presented to the town councillors, the county assembly, in elementary and secondary schools, and to university students. It was further supported by NGOs, local police and the media (local newspapers and radio).

On the National Fair of EDC/HRE projects in Croatian schools, within the Action plan for the European Year of Citizenship through Education 2005, the school/project was awarded and recognised as an example of good practice.

Scope: regional and local

Target groups: General public – NGOs – policy makers – educational staff – parents - EDC practitioners – young people – others → local police

Reasons for considering the activity an example of good practice:

The project on human trafficking which was run by the VET School in the City of Karlovac and the region of Karlovac raised awareness of the problem in particular in that local community. The project was ambitious enough to have impact not only on the school community, but also on the wider population of the City and the region. Thanks to the efforts of the organisers, it was possible to get policy makers and media involved.

**Example 3.**

Activity/event description: Elaboration and experimental implementation of the University Curriculum for Human Rights and Democratic Citizenship, Research and Training Centre for Human Rights and Democratic Citizenship, Faculty of Philosophy University of Zagreb, Croatia

Title of the project: University Curriculum for Human Rights and Democratic Citizenship

Institution: Research and Training Centre for Human Rights and Democratic Citizenship, Faculty of Philosophy University of Zagreb

Address: Ivana Lucica 3, 10000 Zagreb, Croatia

Tel/Fax: +385 1 600 2437

email: hre-edc@ffzg.hr

www.ffzg.hr/hre-edc

Project Coordinator: Prof. Vedrana Spajic-Vrkas, Ph.D.

Project team: 15 university professors and researchers from 8 faculties of the University of Zagreb and University of Rijeka, 3 research institutes, and several representatives of the civil sector.

Project description: The Research and Training Centre for HR & DC has produced an interdisciplinary university curriculum in the field of human rights and democratic citizenship, within the project titled as above. The programme is designed for students of teaching streams at different teacher-training faculties in Croatia, and it is being implemented as part of the Croatian National Programme of Human Rights Education.

The programme also contributes to the realisation of the objectives of the World Program of Human Rights Education (2005-2007), the Council of Europe's European Year of Citizenship through Education (2005), the initiative of reform of educational systems in SEE, as well as of the EU objectives in education, as defined in the Lisbon and Bologna processes.

The program relies on lifelong, active and critical learning for empowerment, participation and responsibility of citizens with the use of multidimensional perspectives, and different learning, teaching and training resources, including those of the civil society and new information and communication technologies.

Beyond the programme, the project is designing guidelines for introducing HR into curriculum of teacher-training faculties, and developing teaching materials for university students and teachers. Experimental implementation of the programme started at Faculty of Philosophy in Zagreb in November 2005.

The long-term objective of the project is to initiate an international, interdisciplinary post-graduate studies course of HR and democracy. The basis for the curriculum development are the results of research on students' knowledge and attitudes in this field, that the Centre implements in the research project 'Learning for HR' at the University, with the support of the Ministry of Science, Education and Sports of Croatia.

Objectives:

- to develop a pre-graduate interdisciplinary curriculum for HR and democratic citizenship for teacher training faculties based on lifelong, e-learning and partnership approach, as part of the National HRE Program
- to implement the curriculum as a pilot course at the Faculty of Philosophy, University of Zagreb

Target groups: university students (primary target group), secondary school teachers, policy makers, other professionals in the field of education.

Content of curriculum:

16 modules containing conceptual issues, analysis, guidelines and practice of HR monitoring, research, advocacy. The modules are:

1. An Introduction to Human Rights
2. Human Rights System
3. Human Rights in Croatia
4. Civil and Political Rights
5. Economic and Social Rights
6. Cultural Differences and Collective Rights
7. Women, Sex/Gender and Human Rights
8. The Rights of Children and Youth
9. Peoples of the Third and Fourth World and Human Rights
10. Human Rights and Medicine

11. Freedom of Expression and Media in Human Rights Protection
12. Scientific and Tehnological Challenges to Human Rights
13. Right to Education and in Education
14. Learning for Human Rights and Democratic Citizenship
15. Conflict Management and Intercultural Competence
16. Human Rights Monitoring, Research and Advocacy

The experimental implementation started at the Faculty of Philosophy in November 2005. During this process the internal evaluation is being performed. Its results will be used for modification of the programme, which will be addressed to the Ministry of Science, Education and Sports for the purpose of obtaining permission for its implementation in the academic year 2006/07 in the form of a one-year post-graduate specialist M.A. course.

Sponsorship and partners involved:

Ministry of Foreign Affairs of Austria; European Training and Research Centre for HR and Democracy, Graz; World University Service - Austria; Ministry of Science, Education and Sports of Croatia

Scope: National

Target groups: University students (primary target group), policy makers, secondary school teachers and other professionals in the field of education (educational staff).

Reasons for considering activity/project as an example of good practice:

This project /activity contributes to the sustainability of HR & DC in Croatia, and it is the higher education component of the National Human Rights Education Program.

Further, the unique interdisciplinary quality of the curriculum and its potential to grow into a regional course of studies in this field make it exceptional.

It is based on the overall knowledge and experience of Croatian educators and researches who have been involved in numerous projects since the early 1990s.

**Example 4.**

Activity/event description: "POLICE AS PARTNERS OF CITIZENS"

EDC Project on establishing partnership between local communities, secondary schools and police;  
Project Coordination: NGO "Small Step" – Center for the culture of peace and nonviolence (Mali korak –Centar za kulturu mira i nenasilja)

Address: Kraljevac 77a, 10000 Zagreb, Croatia

Tel/fax: +385 1 4578 341

Contact: Maja Uzelac - e-mail: [muzelac@zamir.net](mailto:muzelac@zamir.net)

Partners involved: high school teachers, students, police and local communities, OSCE – Field Office Zadar, City of Zadar and County authorities and representatives, Croatian Ministry of Science, Education and Sports

Target groups: Young people between 14 and 17 years of age from selected secondary schools, teachers, contact officers, local communities in Zadar County

Target area: Zadar County (8 schools): Zadar (4 schools), Benkovac, Biograd, Obrovac, Gračac

Implementation period: 20 June – 31 December 2005

Project Objective: Change the perception of police as a repressive force to that of a community based service, acting on behalf of the community. Police must be perceived as an institution which is part of

civil society and is creating a safer environment, where democratic values and citizen's rights are respected.

Project goals: Establishing partnership activities between local communities and the Police through secondary schools, fostering tolerance and reconciliation between groups of different ethnic backgrounds, raising awareness of mutual obligations and responsibilities of both police and local communities will:

- ⇒ Introduce youth in secondary schools to the idea and the work of community police and their role as 'problem solvers' in communities;
- Raise awareness of the benefit of collaboration between the civil sector and local institutions;
- Strengthen public confidence in the civic role that police play in creating a safe environment.

Reasons for considering the activity/project an example of good practice:

This project contributed to awareness-raising of the importance of partnership in local community fostering, and of learning how to live together among citizens with different ethnic backgrounds in a post-war area. It was a pilot project, the first of its kind in Croatia. It stressed the importance of co-operation between students (schools) and police in the development of an improved quality of life and a secure environment in one's own local community.

## **8) Cyprus:**

Activity/event description: Extensive revision and upgrading of secondary level Civics text books in the areas of HRE/EDC

Partners involved: Ministry of Education, legal experts, Law Commissioner of Cyprus.

Scope: national

Target groups: General public – researchers – NGOs – policy makers – educational staff – parents - EDC practitioners – young people

Reasons for considering the activity an example of good practice:

Provision of a very good and useful tool for use in every instance for the above mentioned groups.

## **9) Czech Republic**

### **Example 1.**

Activity/event description: The Vietnamese Day

A multicultural event designed for pupils, their parents, the local community, the Vietnamese minority living in the district of Prague 4, Vietnamese NGO's, etc. One of the most important goals was to offer pupils the opportunity to get acquainted with or get to know better the Vietnamese culture through their own experience. Vietnamese NGO's had prepared various cultural events, such as a typical "Lion Dance", Vietnamese country dances, a martial arts performance, pantomimic drama, traditional Vietnamese dishes, an exhibition of Vietnamese paintings, another of photographs, etc.

Before the Vietnamese Day itself the school pupils prepared a number of handmade posters about Vietnam, interactive worksheets for their classmates and small gifts for the Vietnamese guests. The teacher in charge of the Day drew up an evaluation form for pupils with various tasks and questions about Vietnam. The Vietnamese Day was a real success.

Partners involved: Primary school of Táborská, Prague; local authorities from Prague 4 - Nusle; Official representatives of the Vietnamese community in the Czech Republic; national EDC/HRE Co-ordinator (in the role of an observer as a National Expert in the field of EDC/HRE)

Scope: local

Target groups: General public – NGOs – educational staff – parents – young people – others: pupils from the involved school; Vietnamese community; Vietnamese NGO's

Reasons for considering the activity an example of good practice:  
Intercultural scope of the activity and very lively "EDC-like" impact on children, local authority representatives, parents and all other bodies involved.

## **10) Estonia**

### **Example 1.**

Activity/event description: Several competitions for kindergartens, schools and teachers on the creation of educational and methodological materials for teaching democratic citizenship, resulted in practical outcomes.

Partners involved: Baltic-American Partnership Program, State Centre for Examination and Qualification, Council of Europe, Ministry of Education and Research, Ministry of the Interior, schools, NGOs, teachers.

Scope: national, regional and local

Target groups: General public – NGOs – educational staff – EDC/HRE practitioners – young people

Reasons for considering the activity an example of good practice:  
Active participation of several organisations and many people; practical outcomes and sustainable results.

### **Example 2.**

Activity/event description: International three-day seminar for civic educators from Estonia and other European countries like Italy, Malta, Croatia, and Russia.

Partners involved: Council of Europe, Ministry of Education and Research, Estonian Association of Civics Teachers, Jaan Tõnisson Institute.

Scope: national

Target groups: Educational staff – EDC practitioners – others: Estonian teachers, international education specialists/teachers.

Reasons for considering the activity an example of good practice: The seminar brought together people from different European countries and offered them the opportunity to improve their level of information regarding the different European achievements in teaching Democratic Citizenship. The seminar contents were useful, practical and applicable. Estonian participants were able to establish valuable contacts with colleagues from the other countries.

## **11) Georgia**

### **Example 1.**

Activity/event description: Adult learners' week with 3 topics: 1) Adult education and active citizenship; 2) Development Programmes and adult education; 3) Adult education, national educational and employment policies.

Partners involved: Over 30 governmental, non-governmental and international organisations, educational institutions

Scope: national

Target groups: General public – NGOs – policy makers - educational staff – parents - EDC practitioners – young people

Reasons for considering the activity an example of good practice: Promotion of lifelong learning opportunities for adults, raising general public awareness, development of new skills necessary for the contemporary society.

### **Example 2.**

Activity/event description: Five summer camps for young people of the age 15-18 called "Patrioti" were set up under the patronage of the President of Georgia and organized by the State Department of Youth Affairs. Around 15,000 young people from Georgia, Azerbaijan, Russia, Turkey, Ukraine spent at least ten days at the camps in various resort places of Georgia. Numerous sport competitions, concerts, performances, courses in civil defense etc. had been organized within the camps. Starting from this Year the camps will be hosting more and more young people from different parts of the world every year.

Partners involved: NGOs, International Organisations, Governments.

Scope: national, international

Target groups: NGOs – policy makers - educational staff – parents – young people

Reasons for considering the activity an example of good practice: Promoting intercultural understanding, multiculturalism, tolerance and social cohesion.

## **12) Germany**

### **Example 1.**

Activity/event description: "Schule als Staat" ("School as a State")

"Schule als Staat" is an interdisciplinary educational project in Baden-Württemberg based on the realisation that Teaching and Learning Democracy cannot be confined to traditional ways of teaching and learning in the classroom. To make known, mediate and internalise democratic values, attitudes and processes on new ways of learning through action are required.

In the project "Schule als Staat" pupils and teachers simulate for a few days a democratic state with all its institutions, democratic procedures etc. They are the citizens, the school is the "national territory", and a constitution is written and voted on by the citizens. Pupils have to organise political parties, election campaigns and parliamentary elections, which gives them the opportunity to learn in action how democracy works. Companies are founded and everybody has to apply for a job. All this happens of course during the months of preparation before the actual project. During the (four) days of the project the pupils' parliament and government rule the school state and everybody works in his or her job.

A state of course also needs a name, a currency and a flag. They can be chosen in a direct democratic process after a creative competition.

In general, pupils learn to organise their little community on their own. They recognise the necessity but also the problems of democratic procedures and see the importance of common agreements and rules everybody can rely on and the need to find ways of controlling those who are in office. Pupils are responsible for the state's financial situation and many of them for the success of their company. So even economic and social contents can be taught playfully.

Partners involved: Parents, diverse partners in the (local) environment.

Scope: regional and local

Target groups: General public – NGOs – educational staff – parents – young people.

Precisions: the general public is usually informed by local/regional media

Reasons for considering the activity an example of good practice: In this project, all actors get involved, and all participants simulate the functioning of a polity/community. It serves as a living example of 'learning and living democracy'.

### **Example 2.**

Activity/event description: "Junior Voting" ("Juniorwahlen")

Junior Voting aims at experiencing and practising democracy. During classroom teaching, elections are prepared and simulated, and for one month pupils of the seventh grade and higher are involved in the project. Junior Voting primarily focuses on political education. To achieve the best results, teachers have access to a variety of teaching/study materials dealing with the topics of election and democracy. The highlight of the project is a simulated election carried out nation wide and involving schools from all over the country. The Junior election takes place a week before the respective Sunday on which elections take place and is completed online. In schools, the project is based on two main pillars: the teaching and the real election.

The project started with the elections in Berlin and Baden-Württemberg 2001 and first took place all over Germany in 2002 for the 'Bundestagswahl' (German Parliament). In line with the European election in 2004, Junior Voting took also place in Poland and Austria.

Partners involved: Bundeszentrale für politische Bildung (Federal Agency for Civic Education), Kumulus Foundation (Berlin) and other foundations

Scope: national, regional and local

Target groups: General public – parents – young people.

Reasons for considering the activity an example of good practice: Analyses revealed that the readiness of participation/voting increased significantly, in particular in families having already taken distance from any kind of political involvement

## **13) Greece**

### **Example 1.**

Activity/event description: At the Closing event of the EYCE in December 2005, thirteen schools that participated in the EDC project presented their work to a wide audience. One of these presentations was an excellent film produced by the Technical and Vocational Unit of Kavala with the participation of students. The film dealt with the importance of social solidarity and ways of combatting racism and discrimination. The students had the opportunity to present their work, to reflect on the usefulness of the exercise and to raise issues of public concern regarding the question of reinventing a sense of solidarity among people living together in the same community, irrespective of their cultural backgrounds and ethnic origins.

Partners involved: The Technical and Vocational Unit of Kavala. The discussion held in November 2005 in Kavala at the first presentation of the film involved participants from the Hellenic Ministry of National Education and Religious Affairs, a representative from the General Hospital of Kavala who raised issues of social awareness, a representative from the Greek Council for Refugees in Trace, students and teachers from other schools of the region and young people and parents from the local community.

Scope: national and regional

Target groups: General public – NGOs – policy makers – educational staff – parents – EDC practitioners – young people.

Reasons for considering the activity an example of good practice: The activity offered the opportunity to communicate important issues of social cohesion and solidarity through creative means such as the production of a short film with the participation of students and teachers. Both the quality of the film and the discussion that followed contributed to a better understanding of the importance of social solidarity and the need for a comprehensive approach to tackling social issues like racism and discrimination.

### **Example 2.**

Activity/event description: Discussion on the content and functioning of student communities within secondary education, a task which was presented by the Comprehensive Lyceum of Rethymno, Crete. This is important as it stresses the democratic character of student involvement in the decision-making process of school life. This institution offers the opportunity to students to be actively engaged in the democratic running of school business, providing a platform from which student participation becomes an effective tool for bringing about democratic and participative governance in school structures.

Partners involved: the Comprehensive Lyceum of Rethymno – policy makers – educational staff – young people.

Scope: national, regional and local

Target groups: General public – policy makers – educational staff – parents – EDC practitioners – young people

Reasons for considering the activity an example of good practice: The question of democratic governance at school level is of great importance to the establishment of an open, transparent and discursive and mutually beneficial school environment. In Greece, over the last decades, a framework of student participation in school life has developed, which offers students the opportunity to be actively and creatively involved in a number of areas related to the development of an effective and inclusive decision-making structure at school level in the context of secondary education. In that context, the discussion held at the Comprehensive Lyceum of Rethymno in Crete was particularly fruitful and gave the opportunity to students to reflect on the way in which this particular institution of democratic decision-making currently works and on possible improvements with the view to strengthening the role of students.

## **14) Hungary**

Activity/event description: Launching conference for the 'Year' in April 2005, including workshops. During the two days, everyone could participate at two different workshops which were all designed and organized in an interactive way.

Partners involved: Ministry of Education, European Youth Centre of Budapest, National Institute of Public Education

Scope: national and regional

Target groups: Researchers – NGOs – policy makers - educational staff – EDC practitioners – young people

Reasons for considering the activity an example of good practice: Many different target groups participated in this event and a very democratic atmosphere developed. During the organisation and preparation phase of the conference, many different colleagues already worked together - from the ministry, the research community and the European Youth Centre. This project-like effort of organising the event helped to achieve mutual understanding and to further develop our own democratic attitude.

## 15) Iceland

### Example 1.

Activity/event description: Young people's seminar on EDC/HRE, on May 30 2005.

#### Goal

The main goal was to create a forum for young people, age appr. 14 – 18 years, where they get together and discuss and understand the meaning of citizenship and democracy from their own perspective and how school can better prepare young people to be active citizens in a democratic society.

#### Target group

About 60 young people from all over the country were invited and about 40 accepted the invitation. Among those were students in lower and upper secondary school, young people who are active in different youth organisations, political parties, the church and other bodies. The meeting took place in an upper Secondary School in Reykjavík, Menntaskólinn við Hamrahlíð.

#### Planning

The overall planning was done in the Ministry of Education by the EDC/HRE coordinator in Iceland and the EDC/HRE National Committee. The chairing of the meeting itself was in the hands of the Consulting Company, ALTA ehf that managed in a professional way to organize an effective forum for easy and enjoyable participation. A professional approach in monitoring the young people ensured a clear focus in the discussion and the conclusion. A report, done by ALTA ehf, with a detailed description of the meeting, discussions as well as the conclusions can be found on the website of the Ministry of Education in Iceland.

<http://bella.mrn.stjr.is/utgafuskra/rit.adp?id=35028&leitarord=Lýðræði%20í%20skólastarfi>.

#### Main conclusions and messages from participants

The young people participated actively in the brainstorming at the beginning of the seminar and the discussion during workshops was open and objective. One of the topics discussed in the workshops was *The perfect Democratic School - what does it look like?* The main conclusion was the importance of education in citizenship; education about democratic rights and duties in society, human rights education and last but not least the strengthening of the individual in life skills and in expressing themselves in a democratic way. At the end of the seminar every participant wrote on a piece of rock the word that reflected the most important thought of the day and placed it in a pile - a cairn - to give in a symbolic way the direction for citizenship in the future. The cairn was given to the host-school to keep. The seminar was successful and interesting and participants expressed their wish to have more opportunities in the future to meet and discuss their own matters.

#### Messages:

- Lack of interest in social matters in general prevents active participation of young people;
- It is important to encourage young people to express themselves and that they are listened to;
- Lack of self-confidence and the feeling that young peoples' views are not taken into consideration prevents them from letting their voice be heard. Tolerance and respect is important in this context;
- An open and democratic school climate and democratic school governance with active participation of young people are important;
- It is important that young people always use their right to vote;
- Citizenship education is important. It can work for a better society and the wellbeing of everyone. It encourages critical thinking and equality.

Partners involved: Students in lower and upper secondary school

Scope: national

Target groups: NGOs - young people

Reasons for considering the activity an example of good practice: The young people had the opportunity to discuss and exchange ideas about democracy and human rights on their own terms

and with their own ideas about "the democratic school". The seminar reflected the voices of young people today.

### **Example 2.**

Activity/event description: Day of Democracy in School - October 12.

The Ministry of Education requested by letter that all preschools, compulsory and upper secondary schools in the country devote some of their work to democracy day, October 12, 2005. Prior to the event key fobs/chains with logos and the slogan of the Year had been sent to schools to be given to all 10<sup>th</sup> graders in the country that day. Schools were requested to make an event out of it.

Is the day going to continue? As for now there are no plans to do so. The day was considered as part of the European Year of Citizenship and presented as such. The Ministry of Education hopes that reaching all schools in the country at the same time with the message of the Year has raised their awareness to some extent. The idea of a special Day of Citizenship in School has nevertheless been mentioned as a way to achieve sustainability in the future.

Partners involved: All preschools, compulsory and upper secondary schools in the country with a special focus on 10<sup>th</sup> graders who received the key chains as a gift and a token of the Year.

Scope: national

Target groups: Policy makers – educational staff – parents - EDC practitioners – young people

Reasons for considering the activity an example of good practice: The event was very effective as it reached all schools in the country at the same time.

## **16) Ireland**

### **Example 1.**

Activity/event description: Young Citizen Award. The President of Ireland, Mary McAleese, was delighted to mark this important Year by endorsing and presenting the Young Citizen Award. Through Citizenship2005.ie the Award was organised in conjunction with key drivers of the 2005 European Year of Citizenship through Education: the Department of Education & Science and Development Cooperation Ireland. The initiative was supported by County and City Development Boards (CDBs) who have overseen the local co-ordination and assessment of applications.

All of the parties involved considered this to be a very important initiative, as through the Young Citizen Award, active citizenship amongst the young people of Ireland was being recognised.

The Award was for young people between the ages of 12 and 25 who were participating in formal (school) or non-formal (youth organisations and clubs) education and who were involved in voluntary (unpaid) active citizenship initiatives. They could nominate themselves or be nominated. Nominations were accepted from/for groups as well as individuals.

Partners involved:

The number and breadth of partners involved in this initiative made this an example of good practice of collaboration and integration of activity across sectors of civic life.

Chairperson

National Association of Principals and Deputy Principals

Association of Community and Comprehensive Schools

Association of Secondary Teachers, Ireland

National Childrens' Office

National Parents' Council Post Primary Ltd

National Youth Federation

Foroige

City of Dublin Youth Services Board

Department of Education and Science

Development Co-operation Ireland

Curriculum Development Unit

Citizenship2005.ie  
 Office of the President  
 Advisor to the President  
 Scouting Ireland  
 Dept of Environment & Local Government  
 Dept of Education (Northern Ireland)  
 Irish Vocational Education Association  
 Irish Schoolheads' Association  
 National Children's Office  
 National Co-ordinator CSPE  
 Joint Managerial Body  
 National Association of Principals and Deputy Principals  
 Teachers' Union of Ireland

Scope: national, regional and local

Target groups: NGOs - policy makers – educational staff – parents - EDC practitioners – young people

Reasons for considering the activity an example of good practice: as stated above. It involved partners at national, regional and local levels focusing on participation of all young people between the ages of 12 and 25 on their citizenship related work specifically within the Year.

#### **Example 2.**

Activity/event description: Disbursement of small grants for Citizenship through Education activities in the areas of research, conferences and seminars and resource development and other miscellaneous activities. The first round of small grants was conducted between April – June 2005. A number of these projects had themes related to development education, local and global citizenship, intercultural education, equality, human rights, sustainable development and interdependence. There were two grant rounds during the Year and 40 grants were awarded in total. See <http://www.citizenship2005.ie/grants.htm> for more detail on these projects.

Partners involved: NGOs, schools, research bodies, teacher education colleges, citizenship education organisations, national organisations, youth organisations and curriculum development projects.

Scope: national, regional and local

Target groups: General public – researchers – NGOs – educational staff - EDC practitioners – young people

Reasons for considering the activity an example of good practice: It allowed for openness in the way funding is used to support the development of citizenship education activities. It further allowed for activities that were not known to become known and good practice to be disseminated as a result. Small grants made it possible for organisations to do work that would otherwise not be possible under larger granting bodies.

## **17) Latvia**

#### **Example 1.**

Activity/event description: During several one-day seminars elementary and high school teachers had an opportunity to discuss Latvia's membership in the European Union (EU), to see a presentation on the Constitution for Europe and to receive information material (text of the Treaty, comments, presentation, booklets). The participants learned about the Council of Europe's "European Year of Citizenship through Education", and about opportunities for students and teachers in the context of the SOCRATES programme and the information network on education in Europe Eurydice.

Partners involved: European Union Information Agency

Scope: national

Target groups: Educational staff – Young people

Reasons for considering the activity an example of good practice: 1. The knowledge of the teachers on EU issues, Latvia's membership and on opportunities offered by EU educational programmes and cooperation with the EUIA were improved. 2. The interest of the teachers regarding EU issues was raised. 3. A fruitful exchange of views among teachers on EU issues took place.

### **Example 2.**

Activity/event description: For the second time a two-day seminar in Incukalns was organized particularly for teachers working with 'European Clubs' in Latvian schools. The content of the programme was supplemented with discussions about "European Year of Citizenship through Education".

Partners involved: European Union Information Agency

Scope: national

Target groups: Educational staff – young people

Reasons for considering the activity an example of good practice: Citizenship questions are relevant in many school subjects. Updated information on EU educational programmes and new teaching methods was received.

## **18) Luxembourg**

### **Exemple 1.**

Description de l'activité/événement : Charte scolaire

Afin de créer un milieu d'apprentissage empreint de respect et de promouvoir la coopération entre les différents partenaires scolaires d'une école, la législation récente prévoit des règles de conduite fondées sur les Droits de l'Homme et une définition des devoirs de ses membres qui sont fixés dans une charte scolaire. La charte scolaire décrit entre autres le profil que la communauté scolaire désire donner à l'établissement, l'organisation interne de ce dernier et ses relations avec le monde socio-économique du pays.

Partenaires impliqués : Direction, enseignants, élèves, parents. C'est dire que la charte scolaire est élaborée *par* l'ensemble des acteurs d'un établissement et a pour objet de définir les règles gouvernant la convivence *de* ces mêmes acteurs et cela tant au niveau organisationnel qu'à celui du projet pédagogique de l'établissement et à celui, enfin, de son insertion dans la réalité socio-économique.

Portée locale

Groupes cibles : Les responsables politiques - le personnel éducatif – les parents – les jeunes

Raisons pour lesquelles cette activité peut être considérée comme un exemple de bonne pratique : Participation active de tous les acteurs scolaires dans l'élaboration du profil de l'établissement

### **Exemple 2.**

Description de l'activité/événement : La conférence nationale des élèves

La législation récente crée une Conférence Nationale des Elèves qui a notamment les attributions suivantes :

- représenter les élèves auprès de Ministère de l'Education Nationale,
- formuler des propositions sur toutes les questions concernant la vie des élèves et leur travail au sein de l'enseignement secondaire,
- formuler des avis sur la nouvelle législation et réglementation scolaires

Partenaires impliqués : Responsables politiques, élèves

Portée nationale : La CNEL garantit aux délégués élus des lycées le droit de rester en contact suivi avec le Ministère de l'Education Nationale, de lui soumettre des propositions au niveau national et d'émettre des avis qui émanent d'une instance élue par les élèves.

Groupes cibles : Les responsables politiques – les jeunes mais aussi, dans certaines limites, la société civile

Raisons pour lesquelles cette activité peut être considérée comme un exemple de bonne pratique : La mise en place de la CNEL constitue un exemple, heureux à notre avis, de l'institutionnalisation de relations régulières, ouvertes et démocratiques entre les représentants élus des élèves et le Ministère de l'Education nationale

## **19) Norway**

### **Example 1.**

Activity/event description: Competition on EDC related issues, more specifically on how to combat terrorism in Europe through intercultural education and the Council of Europe's work in promoting democracy and citizenship

Partners involved: The competition was diffused through a school website and although the competition fell close to the examinations, there were a number of responses. A national expert group was formed to evaluate the answers afterwards, involving some key teachers also in EDC concepts.

Scope: national and local

Target groups: General public – NGOs – policy makers - Educational staff – parents - young people

Reasons for considering the activity an example of good practice: it involved young people and teachers as well as the general public. The last partner is difficult to reach.

### **Example 2.**

Activity/event description:

Development of a national curriculum on democracy and pupil participation, which engaged the users of the curriculum: the pupils' council and the teachers. The broad public took part through a web-based national hearing on the curriculum carried out in September-December 2005. The Ministry was involved as they will finalise the curriculum in May 2006 for implementation in schools in August 2006.

Democracy and citizenship were integrated in a number of curricula, especially: civics, languages, history, religious education.

Partners involved: Teachers, teacher trainers, government officials, NGO's (National Pupils' Council) and the broader public through a web-based national hearing

Scope: national, regional and local

Target groups: General public – researchers – educational staff – parents - young people

Reasons for considering the activity an example of good practice:

An obligatory curriculum for young people stressing their participation in all activities in school ensures sustainability of EDC far beyond the Year 2005.

The curriculum is divided in 3 parts (self-confidence, involvement, cooperation).

It includes for example:

- 1) Student participation in discussing how targets in the curriculum are to be reached... - self-confidence
- 2) Improvement of the school climate, e.g. through working against segregation and bullying... - cooperation, and discussing assessment and learning targets.
- 3) Competence in acting democracy - participation in meetings to discuss issues, taking minutes, reaching consensus, voting, debating... - student involvement

## **20) Poland**

### **Example 1.**

Activity/event description: Regional coordinators' network

A network of 35-40 persons from 16 'voivodships', working in regional teacher training centres.

Task of the network: to disseminate the EYCE information, to initiate new projects, to report regional activities.

Description: The network was created in October 2004. The first meeting/training took place in November 2004. In March, June and December 2005, three meetings/trainings were organised for the group. During these trainings the following topics were treated:

- EDC and HRE in formal and non-formal education;
- How to initiate different projects on the regional and local levels;
- QA in EDC and HRE;
- Democratic governance at school.

In each meeting some sessions were devoted to reporting from different regions and for planning common work in the future.

Throughout the Year 2005, regional coordinators were sending information about regional activities to the EYCE website. In 2006, they are preparing a regional report, which will be incorporated in the national report.

There is an interest to maintain this network in the future. It could be a support group for EDC and HRE.

Partners involved:

Ministry of Education and Science, Center for Citizenship Education

Scope: national

Target groups: NGOs – policy makers – educational staff – EDC practitioners

Reasons for considering the activity an example of good practice: The work of regional coordinators provided a crucial opportunity for establishing the idea of the EYCE in our country. The network is the main source for ensuring also a follow up of the EYCE in Poland..

### **Example 2.**

Activity/event description: Teacher training programme with a focus on anti-discrimination.

The programme's aim is to promote a policy for equal treatment and tolerance regarding differences in race, ethnicity, opinions, age, gender and sexual orientation. It is also expected to implement appropriate instruments for protection against discrimination and for empowerment in the area of equal treatment.

Organisation of trainings:

- Four meetings for four groups were organised;
- Each meeting consisted of 24 hours of workshops and lectures;

- About 80 persons were trained: trainers of HRE, methodological advisers, consultants (in-service teacher training centres);
- A handbook (educational pack) was published.

Partners involved:

Secretariat of Governmental Plenipotentiary for Equal Gender Status, Ludwik Boltzman Institute of Human Rights – Vienna University

Scope: national

Target groups: NGOs – policy makers – educational staff – EDC practitioners – young people

Reasons for considering the activity an example of good practice:

This is an innovative project in terms of subject, dealing with serious problems in social life, including in school life. This programme was interesting for policy makers and it will possibly be followed by appropriate legislation for antidiscrimination.

**Example 3.**

Activity/event description: “School European Club – facilitator of global education”

Teaching and involving pupils in global education, promoting civic attitudes and actions. Visiting the Office of a Member of Parliament, school parliamentary and presidential elections, meeting with the representatives of local self-government, performance: “human rights and children’s rights”, visiting sites connected with national minorities, exhibitions about national minorities, competition to develop a poster promoting peace, competition to write an essay or a poem on tolerance, developing a school manifesto of tolerance, helping the Gaja Club.

Partners involved: Lower-secondary school “Gimnazjum in Ksawerow” and teachers (Jadwiga Janczyk, Ursula Pudlarz)

Scope: local: the community of Ksawerów and the school community

Target groups: Educational staff - EDC practitioners - young people

Reasons for considering the activity an example of good practice:

To teach and involve pupils in global education, to promote civic attitudes and actions, to develop attitudes of social engagement. To make young people more sensitive to the needs of others. To counteract intolerance and discrimination.

**Example 4.**

Activity/event description: “Active, creative pupil – active, creative citizen”

The project aimed at providing pupils from a lower secondary school with information about the activities of government, state and the European Union institutions through preparation on and participation in parliamentary and presidential elections; observing the work of the members of the European Parliament; the cooperation with self-government through participation in meetings of the Local Authority Council. The project enabled pupils to learn about state institutions and they visited the seat of the Parliament. Follow-up activities in cooperation with Gimnazjum nr 2 in Nowy Sacz are planned.

Partners involved: Lower-secondary school “Gimnazjum im. sw. Jadwigi-Krolowej Polski in Brzezno” and a teacher (Marta Zaweracz)

Scope: This is a long term project and most activities will be repeated every year; form and methods will change, but the aim will stay the same; directly the scope is the school community, indirectly – the local community through the participation of parents and other schools.

Target groups: directly: students aged 13-16 from a lower secondary school in Nowy Sącz (300 persons); indirectly: the local community of Nowy Sącz. In some activities a smaller group of students from the School European Club participated, in some – the big group of all students from the school.

Reasons for considering the activity an example of good practice:

It made students more aware of what social, public life and citizenship mean. The students' activity, responsibility and creativity in undertaking their own actions was worked on.

#### **Example 5.**

Activity/event description: "School activities as examples of citizenship actions"

School plays a very important role in many environments. It integrates local community, promotes culture, is just an important place for each environment. During the implementation of the project we tried to underline the educational continuum of the present Zespół Szkół, in the building of which educational establishments have been functioning since 1879r. The Liceum Ogólnokształcące im. Lotników Polskich is one of them. In order to underline the importance of our patrons, we decided that the presenters of the performance would play a role of pilots. The stage design also illustrated the subject. The following initiatives were implemented within the framework of the project:

- 1) Patriotic initiatives: adoption of the Monument of Polish Pilots (school patrons), celebrating national holidays and the school founder's day;
- 2) Public initiatives: parliamentary and presidential primary election, primary election to the European Parliament. May event for Europe, cooperation with the local self-government, regional authorities and the Court;
- 3) Initiatives in the field of tradition and customs: international cooperation within the framework of Socrates – Comenius and Leonardo da Vinci programmes, partnership with a school from Arnsberg; Christmas Carols evening, Polish Christmas Eve;
- 4) Initiatives connected with the promotion of culture: theatre workshops, poetry competitions, autumn festivals, zakinada – pupils' festivals, carnival dances, studniówka (a formal dance held 100 days before the matriculation exam);
- 5) Activities for the protection of the environment: voluntary work, Clean the World action.

Partners involved: Zespół Szkół in Olesno and teachers (Marek Lesniak, Iwona Zygmunt, Malgorzata Bugaj Kubacka)

Scope: local

Target groups: The school and local community of the city of Olesno

Reasons for considering the activity an example of good practice:

Promotion of citizenship and patriotic attitudes of students, strengthening the regional identity of students and inhabitants of Olesno region.

#### **Example 6.**

Activity/event description: "Young blood saves life"

The school's youth cooperated with the Polish Red Cross in various charity activities, e.g. "World's Day for Combating Hunger" – the young people participated in many collections, helped in packing shopping in supermarkets and collected food.

"Young blood saves life" was a slogan for voluntarily giving blood in our school. The representatives of the Blood Donation Centre came to our school and took blood from those pupils who were willing to give their blood and whose health examinations were positive.

Partners involved: Vocational school "Zespół Szkół Samochodowych in Bydgoszcz" and a teacher (Magdalena Marzec)

Scope: regional

Target groups: The school and the city of Bydgoszcz community

Reasons for considering the activity an example of good practice:

Promoting active citizenship, making young people sensitive to the needs of others.

### **Example 7.**

Activity/event description: “Young Detectives Club”

Young Detectives Club is a German – Polish prevention project for children from Leknica and Bad Muskau. The project is co-ordinated by a primary school from Leknica in cooperation with the German Police from Bad Muskau, Goerlitz and the Polish Police from Leknica, Zary, the Border Guards and the Hort institution from Bad Muskau. The children met 2-3 times a month in workshops. They learned about prevention, and how to behave in dangerous situations. They discussed such issues as aggression, drugs, intolerance towards other cultures and people. Activities in the form of games, trips and workshops made the participants more familiar with each other, helped to overcome language barriers and encouraged them to communicate in Polish and German. Our cooperation started during the Young Detectives Camp in Turmvilla in Bad Muskau. Since that time our pupils visited railways in Connex in Goerlitz and The Fight School of Pelk in Weisswasser. They also participated in a 3 day project on cultural heritage concerning the inclusion of Muzakowski’s Park in the UNESCO world heritage list. The project title was “What unites us?”. They also traveled by the longest and the oldest narrow gauge railway in Germany, and did a treasure hunt in the Park. In December, pupils worked on the case of the “False St. Claus”, sang Christmas carols and learned how to behave towards strangers. We also implemented another project connected with the border guards. The project finished in April 2005.

Partners involved: Primary school “SP. Im. J. Brzechwy in Lekno” and teachers (Agnieszka Rutkowska Pietrzyk, Bozena Szczechowiak)

Scope: international, but regional: schools from Leknica and Grundschule Bad Muskau, and further primary schools from the region

Target groups: students aged 10-12 from Polish primary schools and pupils aged 9-10 from German primary schools, the police and border guards.

Reasons for considering the activity an example of good practice:

Integration of children from Poland and Germany, breaking linguistic barriers, teaching appropriate behaviour in difficult situations of everyday life; prevention of juvenile crime and delinquency. Strengthening the attitudes of tolerance among young people.

### **Example 8.**

Activity/event description: “Learning citizenship through pupils’ self-government”

The activities of the Pupils’ Self – Government in Zespół Szkół Publicznych Nr 1 and Gimnazjum Nr 1 in Skarżysko – Kamienna concerned mainly the school life, but also civic actions concerning local environment. The activities of the school self-government were based on democratic rules, planning and taking initiatives. The project “Learning citizenship through pupils’ self-government” was connected with voluntary actions – helping others, protection of the local environment, school and its neighborhood and the town as well as preparing youth to be citizens of a united Europe. The following activities were undertaken within the project:

- Voluntary activities: provision of aid for the disabled during the Special Olympic Games, collection of food for children in the Educational Centre and for people in need from the town. The young people participated also in an action aimed at collecting toys for children from the Special Education Centre for physically disabled children, collecting money for feeding the pupils and financing their holidays (Action of the Polish Red Cross);
- Environmental protection: identification of illegal dumps, construction of a green field at the school entrance, participation in the action “Clean the World”;
- Within the framework of teaching pupils how to be citizens of a united Europe, pupils participated in an interschool competition on knowledge about the European Union. The project “Dreaming about the unknown” workshops: “Roots of contemporary Europe – cultural heritage”, “European educational programs”, workshops on the role and the importance of the European Constitution, preparatory visit in a German school in Burg.

The activities of the pupils’ self-government gave the pupils satisfaction, taught them civic attitudes and prepared them for adulthood.

Partners involved: Lower-secondary school "Zespół Szkół Publicznych Nr 1 – Gimnazjum Nr 1 in Skarżysko – Kamienna"

Scope regional: The Skarżysko county and community

Target groups: 500 students aged 13-16, inhabitants of the town and county of Skarżysko

Reasons for considering the activity an example of good practice:

It created citizenship attitudes among young people, stimulated their interest in social life, showed them how to take good care of their environment.

### **Example 9.**

Activity/event description: "Tolerance Day – ethnic and national minorities in Poland"

A message of John Paul II started the fourth Tolerance Day in our school. The celebrations, as in previous years, began with the commemoration of Marek Kotanski – a man, who devoted his life to others. Next, in accordance with the slogan: "Tolerance means respect for each form of self-identity", students presented traditions, customs and history of some national and ethnic minorities living in Poland. This event was first of all a lesson of tolerance towards other groups and nations, very often different than ours, but: "Tolerance means valuing the treasures of diversity".

Partners involved: Upper-secondary school "Zespół Szkół Ponadgimnazjalnych Nr 1 im. Bohaterów Westerplatte in Garwolin and a teacher (Anna Maszkiewicz)

Scope: local: the school

Target groups: Students aged 16-19 from the Upper Secondary School Unit no 1 in Garwolin, members of the School European Club (as a project team) and others

Reasons for considering the activity an example of good practice:

It contributed to building an attitude of tolerance towards national minorities.

### **Example 10.**

Activity/event description: "Do you know the draft of the Constitution for Europe?"

The aim of our project, which was a part of a local undertaking, was to prepare the local community for the constitutional referendum. Our activities were initiated during discussions within the framework of civic education lessons on the Constitution of Poland and the draft of the Constitution for Europe. Then we organised for pupils from our local community a series of lessons, conducted by the representatives of the Regional In-Service Teacher Training Center from Poznan under the slogan: "Do we need a Constitution for Europe?" and the workshops "Preamble to the Constitution for Europe", which were run by the trainers from the Campaign for the Constitution for Europe. We also included the Constitution for Europe as a subject in the competition of knowledge about Europe and the European Union. We also spoke about the project during a video conference, with a member of the European Parliament, Ms Grazyna Staniszevska. Our pupils also took part in the Day of Europe – European Debate 2005. During the debate, we discussed the importance of the Constitution for Europe for the young generation with young people from Germany and Sweden. These activities were concluded by a debate and a referendum, during which the majority of pupils voted for the Constitution. Our School European Club received an award and was nominated to represent our local community during the Local Youth Action Festival in Warsaw on 15 May 2005.

Partners involved: Lower-secondary school "Gimnazjum in Keblow" and a teacher (Artur Lozinski)

Scope regional: The district of Wolsztyn and the voivodship Wielkopolskie

Target groups: Students from the county and the community of the city of Wolsztyn

Reasons for considering the activity an example of good practice:

Prepared county society for the European constitutional referendum. Improved the knowledge and skills of students regarding active European citizenship. Strengthened and underlined the need for a European Constitution and possible benefits through its ratification.

### **Example 11.**

Activity/event description: “Adoption of the 19<sup>th</sup> century evangelical cemetery in Bukowiec”  
The activity aimed at involving pupils in their local community life, at teaching them openness towards cultural and religious diversity. They conducted a survey among the inhabitants of Bukowiec on their knowledge about the German population living in this town in the past; restored the cemetery, made photos of rescued gravestones and described them, and finally wrote a petition to the local authorities to stop the destruction of the cemetery and to preserve it instead.

Partners involved: Primary school “Szkola Podstawowa in Bukowiec” and a teacher (Ilona Zawalska – Borowik)

Scope: local: the school of Bukowiec and the local community

Target groups: Students from the historical circle and their parents

Reasons for considering the activity an example of good practice:

It motivated students to actively try to preserve the ancient cemetery, supported the development of an attitude of tolerance towards other religions.

## **21) Portugal**

### **Example 1.**

Activity/event description: (Non Formal Education) **Local Initiative Houses**

Many territories, cities, small towns, and quarters look for more competition, trusting their citizens to promote their own progress. At the moment, there are 13 Initiative Houses acting in the Northern and central areas of Portugal. Everyone is welcome to a Local Initiative House; those who search for a job, look for qualification, professional alternatives, information about professional skills programmes, about projects and business activity. These citizens receive guidance and can increase their competencies and get certifications in different structures and intervention domains such as the ‘Active Life-Long Learning Kiosk’, Project Workshops, and a ‘Bilan de Competences’.

Partners involved: City Councils, Enterprise Associations, Development Associations, Charities (Misericórdias), Universities, Humans Rights NGOs

The common goal: To promote economic, professional and social initiatives in the region and to present new options that stimulate new forms of sustainable development, while favouring environmental protection, encouraging cooperation between schools and training centers and promoting concrete forms of active citizenship and the participation of the population in community life.

Scope: local

Target groups: General public – researchers – NGOs – educational staff – parents – young people

Reasons for considering the activity an example of good practice:

It empowers the citizens in different dimensions and develops competencies of democratic citizenship. It is a life-long learning activity by innovative citizens, supporting social inclusion, local and partnership initiatives and active learning of democratic citizenship

### **Exemple 2**

**ESCOLA SECUNDÁRIA JAIME MONIZ  
Funchal Madeira - Island**

Description de l'activité/événement: **BONNE PRATIQUE DE LA CITOYENNETÉ DANS L'ÉDUCATION**

Le Club Inter du Lycée de Jaime Moniz a proposé aux élèves des activités et un échange linguistique et culturel avec des élèves du lycée français François Magendie, situé à Bordeaux. Il s'agit d'un projet international qui vise l'entraînement des langues étrangères minoritaires (Portugais/Français).

Les activités ont consisté essentiellement à un échange d'emails entre les correspondants. Il s'avère donc intéressant que les lycéens de Madère utilisent la langue française et leurs correspondants français utilisent le portugais.

En 2005, les élèves ont réalisé plusieurs activités notamment la présentation du pays, de la région ainsi que du lycée français. Les correspondants français ont fait également cette activité grâce à l'échange de matériel.

Des conférences ont eu lieu dans les lycées intervenants : « **Être citoyen Européen** », un sujet discuté par Mme Margarida Teles Neto et M. Jorge Carvalho et « **Le projet Erasmus et la déclaration de Bologne** », présenté par M. Carlos Lencastre. Celles-ci ont permis de sensibiliser la communauté scolaire sur les valeurs inhérentes à la citoyenneté et ont fait appel aux jeunes sur leur rôle dans la construction d'une identité européenne.

Une vidéoconférence a eu lieu le 9 juin 2005 dans laquelle les proviseurs des établissements scolaires concernés se sont présentés et ont partagé le désir de continuer cet échange et travailler en partenariat au nom des valeurs de la citoyenneté européenne et de coopération. Nos élèves ont également participé et ont parlé de leur expérience en tant que correspondants et apprentis d'une langue étrangère minoritaire.

Partenaires impliqués: Professeurs et étudiants d'écoles partenaires

Portée nationale, régionale et locale

Groupes cibles: Grand public – parents – jeunes.

Raisons pour lesquelles cette activité peut être considérée comme un exemple de bonne pratique:

Ces activités-ci ont permis de sensibiliser la communauté scolaire sur les valeurs inhérentes à la citoyenneté et ont fait appel aux jeunes sur leur rôle dans la construction d'une identité européenne.

**Exemple 3.**

**FEIRA DA AMIZADE / FRIENDSHIP FAIR  
June 2005  
Funchal Madeira - Island**

Activity/event description: Partnership between the Regional Secretary of Education (Autonomous Region of Madeira) and 27 schools from primary to secondary levels.

It was a regional event which brought together 27 schools from primary to secondary levels on 1-2 June 2005, in Funchal. It consisted of a market place created to sell everything that was "made in" schools.

The Regional Directorate of Education of Madeira chose those dates because they are related to the celebration of Children's Day. The main purpose of this initiative was to allow the community in general to acknowledge and buy the handcrafted articles made by members of the school community.

Partners involved: Different partners contributed to make this event possible, such as:  
The Regional Directorate of Education of Madeira

Scope: regional

Target groups:

27 Schools – from primary to secondary levels;

The Food and Beverage Stand, which represented the Schools' Healthy Buffet Network of Madeira.

The City Hall of Funchal.

Reasons for considering the activity an example of good practice:

We believe that this initiative allowed students, teachers and the overall school community to communicate, interchange and share ideas within the main theme that supported this event: multiculturalism. The original idea came from a primary school that wanted to sell students' handmade products, in order to provide some financial assistance to the UNICEF campaign over the Tsunami victims.

Therefore, this theme was the key element for the decoration of stands and the front stage on which different school music bands and dance groups performed.

The main aim was and will continue being, in future similar events, solidarity and sharing. It was achieved not only with the market place's profits, but also through school partnerships.

**Example 4.**

***Pegadas de Todas as Cores – Footprints of All Colours***  
**Lisbon and Setubal**

Activity/event description:

*Footprints of All Colours* is a project designed by the Jesuit Refugee Service (JRS), an international NGO whose mission is to Accompany, Serve and Advocate for refugees and displaced persons all over the world. In Portugal, JRS provides a number of services for refugees and economic migrants. During the course of their work with migrants, they realised that it would be very fruitful to share their experience(s) with young people in the schools. This is how *Footprints of All Colours* began, with funding from the Portuguese High Commissariat for Immigration and Ethnic Minorities (ACIME). We organise one to one-hour-and-a-half sessions for small groups (30 to 40 pupils, their teachers and other school staff) to discuss the topic 'Migration.' We visited mostly schools for years 5 to 9, but also occasionally secondary schools (years 10-12), in the districts of Lisbon and Setúbal.

Sessions in schools are divided into two parts. During the first part, a person from JRS talks with the pupils about world migration and in particular about the phenomena of Portuguese emigration and immigration into Portugal. All topics are supported by a Power Point presentation and a multimedia show where a young immigrant currently living in Portugal tells the audience the story of his family. In the second part of the session, the pupils are invited to ask any questions they like to an adult immigrant accompanying the project team – questions usually range from issues concerning the person's migration experience to questions about his/ her culture and country of origin.

Partners involved: Jesuit Refugee Service (JRS), Portuguese High Commissariat for Immigration and Ethnic Minorities (ACIME) and schools.

Scope: groups of 30 to 40 pupils, their teachers and other school staff to discuss the topic 'migration' in 1.5-hour-sessions

Target groups: Schools for years 5 to 9, and occasionally secondary schools (years 10-12), in the Districts of Lisbon and Setúbal.

Reasons for considering the activity an example of good practice:

This project addressed the issues of migration, multicultural societies and inclusion, which are all relevant in the field of EDC. It aimed at raising awareness of these issues and to foster attitudes of openness, respect and solidarity towards migrant workers. Issues were dealt with both from a political and a personal perspective – for example, the impact of immigration into Portugal was discussed not only on the level of government policies and macro-social developments, but also on a personal and family level. The option for a methodological approach involving life stories and personal testimonies was key to the motivation of pupils and to drawing them closer to the reality of migration. Pupils were more interested in the content input of the session once they felt they could relate to the actual experience of being a migrant.

**Example 5.**

**“A Feira do Imaginário”- Community directed work, developed through the practice of the arts in the community, 2004 - 2005**

Activity/event description:

The MUS-E project in Évora is part of the international network of MUS-E artists in the school Programme, founded by Maestro Yehudi Menuhin over a decade ago. MUS-E Évora has been focusing its activities on the Cruz da Picada Elementary School, working against social and cultural exclusion and towards the integration of ethnic minorities into society through the practice of the arts at school.

In their methodologies, MUS-E artists use a *training in action* process and work with children and teachers from an interdisciplinary perspective and approach to music, drama, dance and the visual arts.

In the last academic year (2004-2005), that intensive work resulted in a “Feira do Imaginário” (Fair of fantastic imagery), which was assembled in different public spaces throughout the city. This fair of extraordinary *out of this world things* was created and given life by children and artists, with the help of the PIM-Teatro Theatre Group and EPRE (Évora Detention Centre), and also teachers and families. In this peculiar fair one could find just about anything for sale: fears and magical potions; wishes and flying hats; dreamed chairs and talking books. One could encounter musicians, jugglers, acrobats, a setting which was quite familiar to most of these children, many of whom are descendents of gypsies.

The general question from the children about the artistic objects they produced was: Should they follow aesthetical and formal patterns pre-conceived by adults?

Key words: intercultural and interdisciplinary issues; teachers/artists, inclusion; partnerships; community intervention through practice of the arts.

Partners involved: Cruz da Picada Elementary School in Évora, a Theatre Group (PIM-Teatro) and the Évora Detention Centre (EPRE)

Scope: Non formal education activities working towards the integration of ethnical minorities into society through the practice of the arts at school. From an interdisciplinary perspective and approach to music, drama, dance and visual arts.

Target groups:

Cruz da Picada Elementary School

Reasons for considering the activity an example of good practice:

This intervention resulted in the creation of a particular aesthetic and artistic event of interdisciplinary nature and it opened up new boundaries of artistic intervention in the community, mobilizing partnerships with local cultural/social agents and institutions.

**Example 6**

**Book "Citizenship knowledge, concepts and practices of Portuguese youth – an international study (2005)" DGIDC (General Directorate for Innovation and Curricular Development- Ministry of Education)**

Activity/event description:

The aim was to spread a study providing knowledge of the national reality about the performance of 8, 9, 10<sup>th</sup> grade students in comparison with those from other countries.

Key characteristics: contribution to reflection and critical thought; support to research; support to teacher training

Method and process: public launching, articles and communications

Partners involved: Researchers and General Directorate for Innovation and Curricular Development (DGIDC) of the Portuguese Ministry of Education

Scope: Support to research and teacher training; contribution to the development of critical thought and reflexion.

Target groups:

Primary and secondary teachers; university professors, researchers and students

Reasons for considering the activity an example of good practice:

The importance of the scientific results of the study will last, as they had a subsequent impact on practices.

### **Example 7**

#### **Support materials "Good citizenship in the school context"**

Activity/event description:

A book on examples of good practice which resulted from training of teachers actions and a contest; aiming at disseminating studies on citizenship at primary schools (carried out by DGIDC in previous years)

Key characteristics: support to practice: innovative pedagogic approaches

Method and process: analysis, evaluation and careful selection of materials: organisation by citizenship learning environments in the school context

Partners involved: Researchers and General Directorate for Innovation and Curricular Development (DGIDC) of the Portuguese Ministry of Education

Scope:

To disseminate among primary schools works on Education for Democratic Citizenship

Target groups:

Primary school teachers

Reasons for considering the activity an example of good practice:

The book is a support tool to the practices with a short and long term impact

### **Example 8**

#### **4th Forum " Citizenship education in Portuguese secondary na escola secundária portuguesa: o ponto de vista dos docentes"**

Activity/event description:

Debate with teachers and specialists aiming at knowing the reality of the education for democratic citizenship in different contexts to elicit the perception of teachers on the role of the school in this item of political and civic socialisation of youngsters.

Key characteristics: reflexion/critical thought; exchange of experiences; improvement of practices; interchange of teachers

Method and process: two-day fora in each secondary school within the project, round table discussion groups with moderator

Partners involved: Schools and Permanent Observatory of Schools (Observatório Permanente de Escolas, ICS-UL)

Scope: Measure 3 of SIQE (System for Supporting Quality in Schools)

Target groups: Specialists, researchers, teachers of several school levels

Reasons for considering the activity an example of good practice:

The impact on teachers and participant schools allowed for a broadening of project objectives. It is planned to ask pupils for further data.

## 22) Romania

### Example 1.

Activity/event description: National contest on European citizenship

Partners involved: National Broadcast Radio, Ministry of Education and Research, Institute for Education Sciences, Council of Europe Information Office in Bucharest, National Agency for School Camps.

Scope: national

Target group: Young people

Reasons for considering the activity an example of good practice: It was addressed directly to the students in upper secondary schools so as to give them the opportunity to express their ideas, opinions, and concerns about European citizenship. Students all over the country were very interested in this contest and sent their essays to the National Radio Station - Romania Cultural. A commission composed of representatives of all institutions involved in this project evaluated the essays. The best ten were selected and awarded with a trip to a winter school camp and EDC and Council of Europe promotional materials.

### Example 2.

Activity/event description: Project on Students' participation in school life – a form of living democracy November 2005-July 2006

The project “**Students’ participation in school life – a form of living democracy**” aimed at supporting school transformation towards a democratic learning environment, through the development of related skills and attitudes for all education actors. Student participation mechanisms and structures were created in a number of pilot schools so as to offer students real opportunities to exercise democratic participation. The project was prepared in 2005 as a contribution to the European Year of Citizenship through Education launched by the Council of Europe. It was approved for financial support by the Royal Netherlands Embassy in Bucharest.

“**Students’ participation in school life**” created in the pilot schools mechanisms and structures for student participation (SP), including school and out-of-school activities. The project promoted an innovative approach to SP: diverse forms of participation, training and involvement of different stakeholders. SP was understood not only as participation in the students’ councils, parliaments or other structures, but in a broader sense of participation in learning, making options for elective subjects or for curriculum topics, using interactive methods and authentic assessment, developing and implementing projects, organising awareness-raising campaigns, voluntary activities in the community etc.

A local project team was established in each pilot school, gathering also representatives of the local authorities or community members (parents). The starting point revealed that the representatives of the pilot-schools had very few actions in common with other community actors. As a consequence, it was necessary to bring together the school and the community in contexts that involved their representatives in different activities. Getting people to work together for their own benefit was one of the most important achievements.

The teams from each school attended a training seminar in order to get used to a broader meaning of students’ participation and how it can be achieved, to understand and promote the values and principles of democratic citizenship. These events supported the development of new attitudes, knowledge and skills: motivation for change; concern for the school –community link, interest for local common projects; receptiveness, openness towards diversity. The objectives of the local seminars were to

- develop the school capacity to design and implement educational projects aiming to promote pupils participation in school and community life;

- stimulate pupils' and teachers' motivation for active and responsible participation in community life and for building up a democratic school environment;
- develop evaluation skills and reflexive attitudes towards educational practices;
- develop presentation skills of pupils and the capacity to organize information campaigns;
- improve cooperation of pupils and teachers with community members – local authorities, parents, media, NGOs.

Each pilot school prepared two projects promoting SP: one promoting student participation in the school environment, one promoting out-of-school participation of students (community-orientated projects). A description of the projects proposed and implemented by the schools, based on their local needs and interests, is given in the table below.

School	School oriented projects	Community orientated projects
Izvoare	School journal (a 'gazette' of the Students' Council)	<b>Information campaign for health education</b> <ul style="list-style-type: none"> <li>• students' caravan for health education</li> <li>• leaflets, posters displayed in the village etc.</li> </ul>
Galicea Mare	<b>The 'ecological' school</b> Improving the school environment, planting flowers and trees, building benches, arrangements for a "school park"	<b>We are small, but we care</b> A project developing civic and solidarity attitudes of the students through helping disadvantaged children
Calafat	School journal	<b>Community park creation</b> Involvement of the school and the local authorities in order to create a park close to school, planting flowers, trees, cleaning the ground, building benches etc.
Desa	School journal	<b>"A school, a park"</b> Community park creation: involvement of the school and the local authorities in order to create a park near the school, planting flowers, cleaning the ground, building benches etc.

### Student Participation Summer school

The end of the project was marked by a summer school, organized in Sinaia, Romania. Participants from all pilot schools had the opportunity to share experiences, to learn from each other, and most important, to become aware of their possibilities to make a difference in their community life.

Based on the experience of this project, TEHNE- Centre for Innovation and Development in Education in partnership with the Institute for Education Sciences prepared a methodological guide for student participation, containing the basic principles of SP, forms, structures, content, and benefits of SP, as well as case studies collected from the pilot schools (examples of good practice). The SP guide was distributed in schools, school inspectorates, Teacher Training Institutes, NGO etc. Good practices developed within the project were disseminated in other educational communities.

### General conclusions

Teachers, headmasters, students and local authority representatives made great progress at different levels. The capacity building process which had started at the level of pilot schools reached the proposed objectives. The schools were able to design and implement educational projects.

Concerning the attitudes of those involved in the project, a shift was noticed. They have become more receptive and have new perspectives on "participation" and on "democratic school". They are open to new challenges and started to work together with their mates. One of the most significant achievements of the project was the development of motivation mechanisms necessary to start the initiative within the school. The active involvement of the participants and their willingness to learn more about how to improve their work was very important for the general value of the project.

The project refreshed social interactions within the community, as well as the relationships inside the schools, between students and teachers, and among teachers. The positive reception of the project improved the attitudes of the community towards the school.

Partners involved: TEHNE - Center for Innovation and Development in Education, Institute for Educational Sciences, The School Inspectorate from Dolj County, the Council of Europe Information Office in Bucharest (with the financial support of the Royal Embassy of Netherland in Bucharest, Programme Matra-KAP)

Scope: local

Target groups: Educational staff – parents - young people

The target group was composed of schools located in rural and small towns, in the Southern part of Dolj county. The rural and small town schools have fewer opportunities to be involved in educational projects and, consequently, have less appropriate skills. Their access to information, partnerships and know-how is usually limited.

Reasons for considering the activity an example of good practice: The project was focused on students in secondary schools located in rural areas. It offered those students and their schools the opportunity to practice democratic participation in school and community life, and to develop their skills and attitudes, to learn from each-other and practice associative skills, and most importantly, to become aware of their possibilities to make a difference in their community life.

## **23) Russian Federation**

### **Example 1.**

Activity/event description: Development of the National Programme on Education for Democratic Citizenship in the Russian Federation. During the preparatory period of 2004–2005 a number of meetings and seminars on developing the draft Programme were carried out involving the expert councils of the State Duma (lower chamber of the federal parliament), the Commissioner on Human Rights in the Russian Federation as well as the Presidential Human Rights Commission of the Russian Federation. In July 2005 the draft programme was presented to President Putin and then sent by him to governmental agencies for final adjusting.

Partners involved: Experts and representatives of the educational, academic and civil communities of Russia in partnership with the Council of Europe.

Scope: national

Target groups: policy makers and educational staff of federal and regional level – EDC practitioners – NGOs– others

Reasons for considering the activity an example of good practice: The development and promotion of the draft Programme attracted the attention of a wide circle of activists and policy makers to core issues of education for democratic citizenship. Cooperation in this field between non-governmental and governmental institutions including the President of Russia was strengthened.

### **Example 2.**

Activity/event description: Joint project of the European Commission and the Council of Europe in the Kaliningrad Region of the Russian Federation dedicated to education for democratic citizenship and human rights. The objective of the project was to strengthen EDC/HRE in schools. To do so, developing a democratic school ethos was selected as a means to reach that objective. Special attention was paid to defining a concept of school governing boards adapted to Russian schools. Participants also became acquainted with active and participatory teaching methods.

From April 2004 to February 2006, 11 seminars for educational management staff, teachers, students and parents were held. 20 schools from 10 regional districts of the Kalinigrad region took part in the

project. About 200 persons participated in the seminars over the two years. Two working groups were set up. Each group counted around 100 participants and took part in 5 seminars (1 awareness raising seminar and 4 training seminars) organised in such a way that the participants were able to progressively acquire new but integrated competences.

Between each seminar, the participating schools were given the task to implement the acquired competencies in their everyday practice, set up new mechanisms of democratic self-governance and amend their statutory base accordingly.

As a result, at the end of the training cycle, the individual participants and the schools as entities acquired new competences, and set up democratic school governing boards with the objective to change the school ethos.

Partners involved: Regional and local educational authorities, school administrations and teachers, students, parents of the Kaliningrad Region, the European Commission and the Council of Europe.

Scope: national, regional

Target groups: Policy makers and educational staff, students, local communities around schools.

Reasons for considering the activity an example of good practice:

The experience of the Kaliningrad project is a good example of how to gather different stakeholders from the society involved in school life, i.e. school professionals, parents, students, local authorities in charge of education, civil society representatives, private companies etc.

It is an example of an integrated step by step approach towards setting a democratic school ethos that could be transferred to other countries and used in a wide range of settings, given that town and rural educational institutions took part in the project and came up with their own experiences and models.

It is an example of a fruitful cooperation and exchange of experience at the European level as several experts from different Council of Europe member states shared their experience with the Russian participants and experts and learned from them in return.

## **24) Serbia**

### **Example 1.**

Activity/event description: Designing of new EDC handbooks for the 4<sup>th</sup> and 5<sup>th</sup> grades of primary schools and the 4<sup>th</sup> grade of secondary schools.

Partners involved: The Ministry of Education and Sports, the Institute for Improvement of Education and NGOs, as well as the most competent school teachers.

Scope: national and regional

Target groups: NGOs – policy makers – educational staff – EDC practitioners – young people – others → teachers who are interested in the implementation of EDC methodology in teaching/learning processes; pupils and students that are interested in peer mediation.

Reasons for considering the activity an example of good practice: The process of designing the Handbooks as well as the very products, the handbooks, serve as a proof for the following idea - if we want to have success in this field, it is necessary to involve all stakeholders.

### **Example 2.**

Activity/event description: EDC teacher trainings were prepared and realised with the aim of strengthening teachers in the field of facilitation skills. Nine hundred teachers were trained on new workshop preparation skills which should enrich teaching/learning practice.

Partners involved: Centre for Interactive Pedagogy - NGO

Scope: national and regional

Target groups: Educational staff – EDC practitioners

Reasons for considering the activity an example of good practice: The effective way of human resource development in the field of EDC

## **25) Slovakia**

### **Example 1.**

Activity/event description: Connection of the Year's ideas to other new or running educational projects - e.g. involving university + NGOs in common activities. We consider it a good practice because we were able to use existent resources (no additional needed) + we were able to motivate a larger group of people (educators + school surrounding communities).

Partners involved: Comenius University in Bratislava, Milan Simecka Foundation in Bratislava

Scope: national

Target groups: General public – NGOs – educational staff – EDC practitioners

Reasons for considering the activity an example of good practice: Successful connection of several activities, no separation of the Year from 'regular' life.

### **Example 2.**

Activity/event description: Introductory conference in December 2004. Meeting of about 80 professional, educators, NGOs, etc. from Slovakia and from abroad under the title "What can Civic Education do today?" for a two-day conference.

Partners involved: Information Centre of the Council of Europe in Bratislava, Comenius University, State Pedagogical Institute, European Clubs, activity Europe at School.

Scope: national

Target groups: General public – researchers – NGOs – policy makers – educational staff – EDC practitioners

Reasons for considering the activity an example of good practice: Successful connection of several parts of society - state, NGOs, teacher training, policy makers.

## **26) Slovenia**

### **Example 1.**

Activity/event description:

#### **A WHOLE-SCHOOL APPROACH TO CITIZENSHIP EDUCATION**

The main aim of the project was to introduce a whole-school approach to citizenship education which would supplement the existing provision of citizenship as a separate element of the school curriculum in elementary education and its traditional link with civic related subjects (history, geography, mother tongue language teaching). The basic aims and objectives of the model were:

- to enhance the process of school improvement;
- to stimulate collaboration within and among schools;
- to increase the school's capacity for change;
- to plan, implement and evaluate change in a specific area.

Moreover, the project's basic aim was also to develop a programme of professional development for teachers and other members of the school community by using the 'network of schools' model for teacher training. The project has been conducted in Slovene elementary schools since 2004.

Title of the project: A whole-school approach to citizenship education

Institution: National School for Leadership in Education, SLOVENIA

Address: Brdo pri Kranju, 4000 Kranj, SLOVENIA

Tel/Fax: ++386 4 236 22 60

email: [info@solazaravnatelje.si](mailto:info@solazaravnatelje.si)

website: [www.solazaravnatelje.si](http://www.solazaravnatelje.si)

Project Coordinator: Dr. Justina ERČULJ & Mr. Mitja SARDOČ (MSc)

Partners/institutions involved:

National School for Leadership in Education, Slovene Ministry of Education and Sports, British Council Slovenia, Educational Research Institute, 13 Slovene elementary schools

Project team: 2 experts on citizenship education, 1 expert on whole-school methodology & teacher training

Scope: national

Target groups: researchers – policy makers – teachers and other educational staff in elementary schools – parents – students

Project description:

The project *A whole-school approach to citizenship education* presented an innovative model of in-service professional development in which the whole school is encouraged to reflect on its current curriculum, and to work together to identify strategies to promote and raise the profile of EDC as part of a whole-school policy. The whole-school approach has been recognised as a powerful way of building commitment to school improvement in various areas (Rogers, 2000). We have been using it to change the existing beliefs and practices that education for democratic citizenship lies in the domain of certain subjects, such as mother tongue language teaching, history and citizenship education as a separate subject. Rogers (ibid.) refers to several advantages of the whole-school approach:

- There is an increase in effective strategies as teachers begin to share good practice;
- Staff begin to act more consistently when the whole-school policy is the outcome of genuine, wider collaboration;
- There is an increase in staff involvement and commitment to policy imperatives;
- A shared knowledge base provides a stronger support for new initiatives (education for democratic citizenship in this case);
- Parents begin to appreciate, and support, the values underpinning the schools' policy – and this is essential in the whole-school approach to democratic citizenship.

A whole-school approach can only be successful if it is based on collaboration among teachers. Collaboration creates interdependence, collective commitment, and shared responsibility (Stoll, Fink and Earl, 2003). Networks of Learning Schools is a model of school development based on the ideas of school improvement through teacher collaboration or whole-school approaches to planning and implementing changes. It can be referred to as a »cascade model« which is supported and facilitated by the so called School Improvement Teams (SIT). Networks of Learning Schools are implemented in two stages that equal two academic years:

In Year 1, SITs are trained in the principles of school improvement, teamwork, planning, and problem solving. Using their knowledge and skills they organise workshops for their staff where teachers define the area of improvement for the current academic year, plan and evaluate changes in the defined area in a collaborative way and implement changes. They thus learn and practice the principles of change management and relate it to school policy.

Year 2 is more focused to the content of change. On the basis of the changes the school defined in Year 1 and following the national priorities, NSLE defines the themes for Networks 2. The whole process follows the model from Year 1 with some significant differences:

- The thematic area is defined in advance by NSLE;
- Teams are trained for this theme (they know the process already);
- Teams transfer specialist knowledge in the selected area.

Like Networks 1, Networks 2 are based on collaboration among teachers which will lead to a whole-school approach to a specific theme.

This contrasts with the model of professional development in which individual teachers are taken out of their schools for seminars that focus on general issues which do not necessarily relate closely to practice within their own schools. Moreover, this project contributes equally to the three priority areas of the 3<sup>rd</sup> phase of the *Council of Europe's* EDC project between 2006-2009, i.e.

- Education policy development and implementation for democratic citizenship and social inclusion;
- New roles and competences of teachers and other educational staff in EDC/HRE;
- Democratic governance of educational institutions.

The long-term objectives of the project *A whole-school approach to citizenship education* are to develop and test a whole-school approach to the professional development of staff delivering EDC in elementary schools – in particular of management teams and subject leaders – with a view to:

- creating a shared understanding of EDC and identifying the basic principles for a sustainable and effective model of teacher training in EDC;
- supporting a school-based approach to EDC in order to supplement existing provisions during the last three years of elementary education and to extend EDC to the first two years of elementary education;
- making head teachers, subject leaders and teachers more aware of opportunities for integrating EDC into all levels of elementary schooling;
- developing a model of combined units for discrete EDC teaching and EDC teaching through other civics-related subjects;
- developing EDC related material within the school supporting system for awareness-raising, promoting the dissemination of teaching material;
- strengthening democratic governance in educational institutions;
- developing integrated teaching materials, e.g., work schemes.

Reasons for considering the activity an example of good practice:

The results of the project show that a whole-school approach contributes significantly to the inclusion of topics related to citizenship education across the curriculum of elementary education as well as to raising the profile of existing citizenship education across the curriculum. Moreover, the project offered elementary school teachers the opportunity to exchange experiences and reflect on existing training practices in the area of EDC.

**Example 2.**

Activity/event description: **LAUNCHING CONFERENCE OF THE EYCE IN SLOVENIA**

The launching of the EYCE in Slovenia was marked by the organisation of a conference that brought together policy makers, EDC practitioners, NGOs, representatives of the main institutions and teachers involved in the teaching of EDC in formal, non-formal and informal educational settings. The contributions made at the conference covered a variety of issues related to EDC, e.g. theoretical reflections on the development of EDC and human rights education; examples of good practice in EDC in elementary and secondary schools; the Civic Education project conducted by the IEA, the Council of Europe's contribution to awareness raising on the importance of EDC in education, etc. The conference also aimed to present the European Commission's Education and Training 2010 programme which also pays particular attention to active citizenship and democratic governance in education.

Partners involved:

Educational Research Institute, Ljubljana (Slovenia), Slovene Ministry of Education and Sports, Slovene Ombudsman, Faculty of Social Sciences (University of Ljubljana), 13 Slovene elementary schools, NGOs, Slovene Information and Documentation Centre of the Council of Europe

Scope: national

Target groups: General public – researchers – NGOs – policy makers – teachers and other educational staff in elementary and secondary schools – EDC practitioners

Reasons for considering the activity an example of good practice:

Presentation of the main aims of the EYCE and dissemination of activities in the area of EDC in Slovenia. The launching conference of the EYCE contributed significantly to the implementation of the main goals of the EYCE in Slovenia and to increasing awareness raising on the importance of EDC in education.

## **27) Spain**

### **Example 1.**

Activity/event description: The members of the Atlantida Project proposed a global treatment of citizenship in which schools, families and municipalities are integrated. The Atlantida project is a group of teachers which began its activities in the Canary Islands; the project's practices have by now spread to many municipalities in only a few years.

Partners involved: Schools, families and municipalities

Scope: national

Target groups: NGOs – policy makers – parents – young people

Reasons for considering the activity an example of good practice: The project has been working on EDC subjects for a long time, integrating schools, families and municipalities and has become involved in the dissemination of the Year with 22 different activities in schools, teacher training centres and universities. In these activities the group's global project of citizenship was presented.

### **Example 2.**

Activity/event description: Students of the final course of upper secondary education in a public school from Cádiz, Andalucía, have made a music video, "Blackboard Mirrors", in memory of Jokin, a bullying victim who committed suicide. The students composed the music themselves. The music is theirs and the words are inspired by the poem "Death Child" by the Spanish poet Luis Cernuda. The song is a poem made in rap because in this way it is easier to pull young peoples' heartstrings. In the authors' words "we have recorded this music video to make young people aware and to prevent such a barbarity from happening again."

Partners involved: Students of the final course of upper secondary education in a public school from Cádiz, Andalucía

Scope: local

Target groups: General public – researchers – NGOs – policy makers – educational staff – parents – EDC practitioners – young people

Reasons for considering the activity an example of good practice: It is a very creative activity in which different fields are involved (music, poetry, citizenship and human rights) made by students and specially targeted at students. Besides, it deals with a very shocking event that happened last year in the north of Spain and which horrified Spanish society.

### **Example 3.**

Another activity was undertaken by students of the final course of upper secondary education in a public school in Madrid. The students participated in a didactic project which was offered by the British Council and Madrid Autonomous Region with the aim of sensitizing everybody about the role of young people in an intercultural Europe. Themes were the integration of the other, respect for the human rights of others, and mutual cultural knowledge as a basis of richness and a new European identity. The students prepared a Decalogue after a long series of activities. This Decalogue was awarded the first prize of the contest "Experiences in Education for Citizenship". As a part of the prize the students travelled to Brussels and read their Decalogue in the European Parliament.

## **28) Switzerland**

### **Example 1.**

Activity/event description: The networking between pedagogical universities of applied sciences (Pädagogische Hochschulen - Hautes Ecoles Pédagogiques) was one of the informal motors during the Year - it has clearly moved the discussions on EDC further ahead and will be an important factor in the coming years to stimulate the policy making process to implement to some extent EDC in the formal curricula.

Partners involved: Networking of universities of applied sciences; schools on secondary II level in regional dissemination.

Scope: regional

Target groups: policy makers – educational staff – EDC practitioners - researchers – NGOs

Reasons for considering the activity an example of good practice: The combination of researchers and practitioners was useful in the process of developing new EDC materials, such as websites, handbooks, teacher training tools.

### **Example 2.**

Activity/event description: New website for the non-formal sector

Partners involved: Under a mandate from the State Secretariat for Education and Research (SER), the Geneva University (HEI Institut de Hautes Etudes Internationales) made a state-of-the-art inquiry on activities promoted in Switzerland in EDC/HRE. Over 150 organisations participated in this venture and an analytical report was written. This is all accessible on <http://www.internet-citizen.ch>

Scope: national

Target groups: NGOs - researchers – trainers

Reasons for considering the activity an example of good practice: The activity is a good example for raising awareness, for sharing information not previously available, and for promoting sustainable cooperative activities.

## **29) 'The former Yugoslav Republic of Macedonia'**

### **Example 1.**

Activity/event description: "Civic education in schools"; five months during the year 2005.

This on-line project was a part of informal education in schools, led by a representative from an NGO and the EDC/HRE coordinator. It was implemented in five secondary schools from five different cities in the region. Five teacher-mentors (one from each school) and around 100 students (20 students from each school) were involved in the project. The project offered a model of learning through Internet, in which an ethnically mixed network of teachers and students took part. They had

opportunities to exchange ideas, experiences, strategies, activities, but the main issue was for students to learn more about their communities. This was done through using a very active “learning by doing”-strategy. Mentors and students in the project were led by a project team which gave them instructions on what they should do and how to do it.

The project was put into practice with very little money; it involved a great number of participants at the same time; experiences were exchanged; and the project finished within a short period of time. It provided young people with knowledge, attitudes and skills on how to constructively start an interaction with members of other cultures and on how to participate actively in building an intercultural democratic community.

Activities:

- Training of the mentors on the methods used in the project;
- Creating an interactive website;
- Preparing multimedia materials for the needs of the on-line course;
- Activities related to the four parts of the on-line courses;
- Student exchange / learning based on experience;
- Forum discussions;
- Chat sessions;
- Seminar where students presented their projects and received certificates for participation in the project.

Partners involved: NGO -Interactive Network for Education and Resources (IMOR) Skopje, Bureau for development of education, national EDC coordinator, representatives from local communities.

Scope: regional

Target groups: General public – NGOs – educational staff – parents – EDC practitioners – young people

Reasons for considering the activity an example of good practice: The students acquired intercultural competencies and skills with which they can create a climate for cohabitation and mutual trust in their cultural environment. This project is an example of good practice because the students develop skills of active inclusion in the community life and build relations with peers of different ethnic backgrounds. The model for intercultural learning that was applied in this project may be applied in other schools and communities. The interactive website of the on-line project gave participants the opportunity to express their opinions, to develop democratic processes in their local communities through problem solving and to learn how they can participate actively in the decision making process in society. The students developed good communication skills and relationships, using computer technology. We find that an on-line project is a very useful strategy of distance learning. This project could be a model for intercultural learning. It is a good way for developing young peoples’ abilities to manage the process of learning (self-control, self-discipline), necessary for intercultural learning through Internet. The project finished with a seminar organised by the project team where the students presented their projects. Promotional materials (leaflets, posters, CDs) were published too. It may be applied in other schools and communities. Many other schools in FYRoM use on-line EDC/HRE projects thus improving the sustainability of EDC/HRE.

## **Example 2.**

Activity/event description:

In the end of April 2006, the Ministry of Education and Science of Macedonia, the EDC coordinator and the CoE office in Skopje organized an evaluation/closing conference in Skopje.

Partners involved: EDC practitioners, students, school principals, representatives from the Ministry of Education and Science, University representatives, NGOs (40 participants altogether).

Scope: regional

Target groups: EDC practitioners, students, school principals, representatives from the Ministry of Education and Science, University representatives, NGOs.

Reasons for considering the activity an example of good practice:

**Evaluation of the “European Year through Education” in FYRoM:**

The creation of a regional network of coordinators was essential for the promotion of the Year throughout the country and the mobilization of human and financial resources at different levels for a greater impact of the Year. According to this aim, at the beginning of 2005, the EDC national body sent letters to all schools in FYRoM and invited EDC teachers and their students to organize activities related to the “Year”. NGOs and other community partners were invited to promote the “Year”, too. As a result, many regional conferences were organized and many activities were carried out at school, local and regional levels, such as competitions, seminars, round tables, project activities, debate, portfolio presentations.

The National body collected the materials that were produced during the year, analysed them and decided to organise a closing conference to evaluate the impact of the Year. The closing conference was a good way to promote the best EDC practice examples. A group of students from six schools from different cities in Macedonia, their mentors and several NGOs were mentioned for having undertaken the most successful EDC activities. They had the opportunity to present their activities at the conference. Currently, a CD is being prepared with these presentations, to be sent to all schools in FYRoM as an example of good EDC practice.

Awareness-raising:

- Evaluation of the “Year”
- To exchange experiences in EDC activities;
- We find that school and parent councils supported EDC activities.
- Teachers and students were very enthusiastic and active;
- Preparing multimedia material for all educational partners;
- Exchanging experiences as a process of developing new EDC Materials
- Building a stronger EDC network between different institutions and organizations;
- A FYRoM version of “Compass” was promoted at the conference
- Developing a new strategy of teaching and learning EDC and human rights education by using Compass.

### **30) Ukraine**

**Example 1.**

Activity/event description: The forum “The State that hears Children” was a national event for secondary school students (primary target group). Each region of Ukraine was represented by a team of students who communicated among themselves, with policy-makers and officials for three days and discussed important social and political issues, e. g. problems of education, self-government, human rights, etc. As the conclusion of students’ discussions and meetings a paper was prepared describing their views of the problems and their solutions. The paper was sent to the Parliament and the Cabinet of Ministers and was published in the national and regional press. The forum involved more than 200 participants aged 15 - 17.

Partners involved: Ministry of Education and Science of Ukraine, Ministry of Family and Youth, Liceum “Podil” (Kyiv), several NGOs

Scope: national

Target groups: General public – NGOs – educational staff – parents – EDC practitioners – young people – others → media

Reasons for considering the activity an example of good practice: The forum created a unique space for students' communication while considering important socio-political issues, their interaction with representatives of the government, local authorities, media representatives; it promoted students' participation and active citizenship.

### **Example 2.**

Activity/event description: Social action of school youth "Citizen" was a national competition of pupils' projects which has been held every year since 2001. Every year more than 2000 of pupils participate in this competition.

The Action "Citizen" aims to involve young people in social activities. The profits of such activities are obvious:

- Students develop and implement projects focused on social issues on the school/local community level.
- Pupils take up important problems, explore and analyse them, take decisions, and to learn to be competent citizens.
- During the activities young people acquire knowledge and skills necessary for a successful realisation of the projects. They get practical experience of social life and develop citizens' initiatives.
- The teacher-tutors improve their professional level by organising their students for social projects' activities on the basis of school or youth NGOs.

The national final case-show was held in Kiev. The teams that developed and implemented the best projects (usually 50 team-winners from all regions of Ukraine) were invited to meet with deputies of (Parliament), representatives of ministries and other governmental structures, scientists, public, press. Students presented their social projects. Every year the participants of the final case-show visit the Parliament building.

Partners involved: All-Ukrainian Association of Teachers of History and Social Studies "Nova Doba", Ministry of Education and Science of Ukraine, general secondary schools. The activity is held in the framework of the International program CIVITAS Exchange.

Scope: national

Target groups: Young people, EDC practitioners, educational staff, parents, NGO, general public, policy makers.

Reasons for considering the activity an example of good practice: The project is remarkable for its scope – it reaches lots of schools in the regions and encourages both pupils' and teachers' social involvement. It also promotes intersectoral cooperation in EDC.

## **31) United Kingdom**

### **Example 1.**

Activity/event description: UK EDC 2005 Year of Showcase Conference - June 2005 at Cranage Hall near Manchester, England. Seminar planned by all four UK countries, through Education Departments, organised by the British Council and led by David Kerr, UK EDC Co-ordinator. 2 day showcase conference of keynote presentations, active workshops and social events designed to showcase the best of emerging practice within and across the UK. Extremely successful in raising awareness among the European audience that attended as well as increasing understanding of EDC in a wider European context for UK attendees

Partners involved: Strong UK partnerships at Education policy-making level as well as with NGOs, teacher trainers, practitioners and young people across the 5 to 19 age range. Also partnership with

British Council and Council offices in Europe as well as between UK EDC co-ordinator and Council of Europe.

Scope: national and regional

Target groups: NGOs – policy makers – educational staff – EDC practitioners – young people – others → European and cross-national agencies such as CoE and British Council

Reasons for considering the activity an example of good practice: Scale of partnerships. Fact that it was the first time that something on this scale had been planned. Successful evaluations by UK participants and European attendees highlighted its value. It deepened understanding of policy and practice within and across the UK as well as of practice across Europe in this area. Continued partnerships following the event within the UK and between parts of the UK and European countries are a sign of the power of the event. Not just a one-off but a springboard to other things.

### **Example 2.**

Activity/event description: Discussion forum - Creating a Citizenship School. Stormont government buildings Belfast, Northern Ireland. The event included keynote speakers, displays of work/publications etc. and input from young people in pilot schools sharing their experiences of the new Local and Global Citizenship curriculum in Northern Ireland

Partners involved: Practitioners, young people, policy-makers and Citizenship Officers from the five Education and Library Boards in Northern Ireland

Scope: regional

Target groups: Researchers – NGOs – policy makers – educational staff – EDC practitioners – young people

Reasons for considering the activity an example of good practice: Provided a powerful forum to share effective practice with key stakeholders, engage in stimulating discussion and debate and to help inform and shape future practice and its direction.

### **Example 3. Awareness raising for young people and networking**

Activity/event description: **EU-RU? One-day conference**

This was a one-day conference, held in London in March 2005, which aimed at raising awareness about Europe and its political and cultural organisations such as the European Union and Council of Europe and encouraging young people age 16 to 21 to find out more. It attracted over 500 young people from across the UK as well as groups of students from a number of European countries. The conference was organised by a national network of Post-16 Citizenship Development Project students in England for other young people both within the UK and also in a number of European countries. The event comprised a series of active presentations by young people for young people using music, rap, dance and drama to bring the discussion to life. There was also a discussion forum where young people debated issues with leading politicians from across political parties in the UK followed by on-line voting on the issues raised. The young people were also able to voice their opinions through a graffiti wall and to learn more about citizenship projects and programmes organised by young people through an exhibition.

Partners involved: Learning and Skills Development Agency (LSDA), CoE EDC Co-ordinators network for European contacts, network of young people from post-16 citizenship development projects in liaison with counterparts in five European countries and UK EDC national co-ordinator.

Scope: national and regional (ie European)

Target groups: Young people across the UK and in a number of European countries. Politicians and policy-makers in the UK and Europe.

Reasons for considering the activity an example of good practice:

The conference was exciting and dynamic because it was the brainchild of young people and organised how they wished it to raise awareness of issues. They worked hard to attract other young people from across the UK and also from a number of European countries. The conference showed the spirit of true active participation and captured the energy and enthusiasm that young people bring to EDC. It had a very different dynamic from such an event organised by adults. The conference was extremely successful for UK participants as well as those from Europe in raising awareness of the importance of Europe and its institutions in their everyday lives. The video and photographic outcomes capture the energy and vitality of the day. Overall the event provided a great boost for what young people can achieve in EDC/HRE, if they are only given the chance.

#### **Example 4**

##### Activity/event description: **Citizenship in Urban Contexts**

This was a five day seminar hosted and organised by the British Council and directed by John Lloyd, PSHE and Citizenship Advisor at the Department for Education and Skills in London, with contributions from David Kerr, UK EDC Co-ordinator, Jan Newton, lead Advisor for Citizenship at DFES and Mick Waters, Head of Curriculum at QCA in London. The event sought to showcase current citizenship education policy, practice, training and developments in England to a wider audience. The seminar programme was interactive and included keynote presentations on policy and practice at national level as well as in North-West England, visits to local schools and colleges and opportunities for participants to work on mini-projects on aspects of EDC of interest to them. The 40 seminar participants came from around 30 European countries and were chosen for their ability to disseminate the outcomes for the benefit of networks in their own country.

The event was held in Manchester, England in October 2005. It formed part of the UK's contribution to the Council of Europe's In-service teacher training programme which seeks to share advice and expertise within and across member states. The British Council is the UK broker for seeking and organising contributions to the programme. The event built on the success of a similar event held in Birmingham two years previously

Partners involved: British Council, DfES, UK EDC co-ordinator, NGOs, teacher trainers, leaders and practitioners in schools and colleges, young people, and those from European countries

Scope: national, regional and local (ie European)

Target groups: Policy-makers and practitioners from across Europe with an interest in EDC, learning more about it and sharing practices. Policy-makers and practitioners in North-West England and Manchester learning more about the context of EDC development in other European countries.

##### Reasons for considering the activity an example of good practice:

Overwhelmingly positive evaluations of the European participants underline the success of the seminar in meeting its goal of sharing practice and stimulating discussion and reflection. The seminar enabled policy and practice at national level to be explained and explored using the regional context of North-West England and local context of Manchester. In particular, it enabled participants to see how national policy-making is translated into actual practice at regional and local level. Delegates praised the practical focus of the work and the opportunities to receive up to date documents and to discuss issues with practitioners. The seminar enabled them to return to their countries with considerable food for thought in how to progress EDC in their own contexts. The event also highlighted the successful partnership between DfES, British Council and EDC experts at national and local level. It is hoped that this seminar model will be repeated again in the future.