DARE

in ACTION

Vision and practice for democracy and human rights education in Europe

Education and Culture

Socrates
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DARE network

Democracy and Human Rights Education in Europe

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Editors: Margot Brown, Anne-Marie Eekhout, and Yoanna Baleva

Graphic design: Stefan Enev

Language editor: Gillian Symons

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Correspondence address:
Dr. Hannelore Chiout
Arbeitskreis deutscher Bildungsstgtten
Mühlendamm 3
10178 Berlin
Germany
Phone: (+49) 30 400 401 17
Fax: (+49) 30 400 401 22
chiout@adbildungsstaetten.de
www.adbildungsstaetten.de

Please note change in AdB contact details:

chiout@adb.de
www.adb.de

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INTRODUCTION

This is the second publication of the DARE network. In the first, Why DARE? (2004), we introduced the network, its members and its mission - in the Antwerp Declaration.
DARE was founded in 2003 as a Europe-wide network of NGOs and other organisations devoted to promoting deeper understanding and commitment to democracy and human rights through education.
DARE seeks to:

- raise the profile of education for democratic citizenship (EDC) and human rights education (HRE);
- enhance the quality of teaching and learning within these fields;
- promote transnational cooperation amongst member organisations;
- achieve recognition for EDC and HRE in formal and non-formal education systems throughout Europe.

Currently (June 2006) 36 member-organisations in 25 European countries are cooperating in working groups and training sessions, and contributing to European conferences and publications. The network is a community of mutual guidance, mentoring and tutoring. It brings together "old" and "new" democracies, formal and non-formal education, action and research, and practitioners and policy makers of EDC and HRE. All members raise the profile of the network and of EDC and HRE by their expertise in practice and methodology.

This new book introduces some of the current practice of the members prefaced by theoretical reflections from a range of members and non-members. In addition, we have included guidance on how to develop teaching materials.

Human rights and democracy are key concepts for just and active citizenship. Every society interprets and implements these concepts in their own cultural context, bearing in mind social background, economic status, political history and geographical location. This publication will offer you a flavour of this diversity.

Part One begins with an article by **Georg Lohmann** about the mutual dependence of a democratic state system and human rights. He argues that democracy is dependent on human rights as a defence system against state tyranny, but underlines that human rights are also dependent on the state system. He looks at this mutual relationship from liberal and republican perspectives.

Claudia Lohrenscheid considers how experts, scholars and practitioners are engaged in a debate about human rights education (HRE) and education for democratic citizenship (EDC). In her article, the author argues that it is not the difference that counts but the common goals of individual and collective actors who are engaged in promoting education in order to realise human rights and to make the world a better place. The author discusses core values of human rights in general and the human right to education in particular.

Felisa Tibbitts explores the links between education for human rights and education for democratic citizenship. She stresses the importance of human rights as a framework in post-colonial and developing democracies and focuses on the primacy of the human individual and the inalienable human rights which go with that. She recognizes the problematic between citizens and governments, and acknowl-

edges that human rights violations and the focus on empowerment make human rights education well suited for national environments where large-scale violations have taken place. She argues that it is the responsibility of governments to provide for education in human rights as a necessity for a well-functioning democracy.

Corina Leca gives an insight into practitioners' experiences in the town of Tirgoviste, Romania, in using the Council of Europe document about quality assurance in human rights education and education for democratic citizenship. She explores what makes an effective lesson or activity, the interest of students in these two fields, and teachers' definitions of what makes a good professional in EDC and HRE. She addresses the question of democratic conduct in schools and classrooms. She concludes by reminding us that in Romania, as in all countries, quality education in EDC and HRE needs to be implemented in the educational system and not left as fine words in official papers and reports.

The final article of part one considers the nature of an appropriate citizenship for the 21st century. **Margot Brown** argues the need to recognize individuals' membership of communities ranging from the local to the global. Rights and responsibilities in relation to these intersecting and interdependent communities form a bridge between HRE and EDC. She identifies aspects of global inequalities which are the legitimate concern of EDC and HRE practitioners. She advocates the inclusion of global citizenship in education and the need for young people in the education systems to learn about and take action on global as well as on local issues.

Linking part one and part two is a graphic representation of the DARE network.

Part two offers a range of current projects and activities undertaken by members of DARE across Europe. This collection contains innovative and creative examples of HRE and EDC in very different and sometimes challenging cultural settings. They are included to celebrate the commitment and energy of activist and educators in these two fields.

* **DARE - Democracy and Human Rights Education in Adult Learning** is a Grundtvig 4-project in line with European education and training policies, in particular the European Concept of Democratic Citizenship in Life Long Learning. http://www.dare-network.org.

HOW TO USE THIS BOOK

If you want to read about the theory go to the articles in part one.

If you want examples of practice go to part two where you will find each example has been give a number based on when it was received by the editing group. Page 45 shows you the general themes under which the examples have been clustered. These themes are:

- Active citizenship
- Children s rights
- Conflict resolution
- Empowerment
- Identity/Diversity

If you are particularly interested in the methods go to the grid (on page 46) and on page 47 you will find the examples identified by the country of the organisation.
Each example gives you information about the organisation, the method, the objectives, the target groups, a short description of the scenario and contact details for further information.

Following these examples of practice you will find a short description of how to develop HRE lessons connecting with local needs and concerns.

We hope this book will inspire you and your colleagues!!!

Margot Brown and Anne-Marie Eekhout


DARE IN ACTION
PART ONE

Liberal and republican understanding of the relationship between democracy and human rights

Georg Lohmann

Democracy and human rights are reciprocal political concepts. Historically, in America and France, human rights were declared simultaneously with the acts of founding these modern democracies. The revolutionary foundations of modern democracies are regarded as an implementation, a realisation of the human rights due to every individual. The new state form of democracy is supposed to protect and secure human rights. But at the same time, and this is an indication of the fundamental tension between democracy and human rights, human rights are also subjective rights of the individual against the new democracy. They are, in particular the individual freedoms, defensive rights of the individual citizen against arbitrary state power. But human rights also regulate the democratic processes of opinion and will formation by giving the individual citizen the legally guaranteed possibility of shaping and determining the democratic process. The sovereignty of the democratic legislature, however, also appears to imply, or at least not exclude, the possibility of restricting human rights, or of only realising them partially and unequally. This could give rise to a contradiction between democratic sovereignty and the universal and egalitarian content of human rights.

So how can we reconcile the precarious, tense and possibly contradictory relationship between democracy and human rights? Does democracy have priority over human rights or the other way round? *Liberal* attitudes, which represent the moral, pre-state priority of human rights, battle with *republican* positions, which emphasise the priority of national sovereignty. The discussion can be boiled down to the fundamental differences between Locke and Rousseau and continues today, for example, between J. Rawls (1998) on the one hand and J. Habermas (1992) on the other. I would like to enter the dispute between a liberal and a republican view in favour of the liberal position with a concretisation of the concept of a self-commitment of democracy to human rights.

The liberal position assumes that human rights are pre-state, morally substantiated rights which protect the freedoms and rights of political co-determination of the individual as an essential requirement of democratic legitimacy. Whatever form the democracy takes (direct democracy, representative system, majority voting rights, party system, welfare state), its principles may not contradict the liberal position regarding freedom and human rights. To this extent, human rights have a constraining, normative effect on the scope for shaping a democracy. Human rights can redeem their extra-democratic validity claim by different moral substantiations, traditionally by evoking laws of nature or ratio and, more recently, within the framework of post-Kantian concepts such as that proposed by Ernst Tugendhat (1993). As human rights with priority over the state, they can assert their critical reservations with regard to democracy in various ways. Certain possibilities for action are, in a sense, withdrawn in advance from the political agenda because, for example, they are not reconcilable with the fundamental protection of human dignity. Discrimination and inequality must not lead to infringements of equality as a basic principle of human rights. And, in particular, they are against majority decisions which can lead to completely arbitrary restrictions on minority rights (Kaufmann 2001:88-105). Evoking human rights represents an important opportunity to criticise such faulty decisions which are formally possible in any democracy. In addition to this, a comprehensive moral substantiation of human rights also demands a reasonable consideration of social human rights. This demands that democracy works to

promote social justice and minimum provision on the global level (Kersting 2000:351-371), as well as the creation of world-citizen circumstances for all.

In *Between Facts and Norms* (1992) J. Habermas represented a republican view in which human rights do not have priority over democracy, but the two are rather "co-original". Habermas (similar to Kant) proceeds from the assumption that law and morality have different forms. Positive law decouples itself from morality and functionally complements autonomous morality (it compensates organisational, cognitive and motivational weaknesses of morality). The morally right however, if it has been achieved with the instruments of formal law, is subject to the formal and abstract legal requirements. In later essays (Habermas 1994:91; 2001:133-151) Habermas defines more precisely the residual bond between law and morality: the law remains *internally* bound to morality to the extent that morality is a necessary condition in a legitimate legislative process and in a legitimate legislation.

Habermas' thesis is that national sovereignty and human rights have an "internal relation" with each other. "The requirement of the legal institutionalisation of a civic practice of the public use of communicative freedoms (is) fulfilled by human rights themselves" (Habermas 1994:89). From this he concludes, and this is the difference to a liberal point of view, that: "Human rights which enable the exercising of national sovereignty cannot be imposed from outside as a constraint on this practice" (ibid.). The difference thus consists in the fact that the liberal position understands human rights as a necessary precondition of legitimate democracy, i.e. as a *constraint*, while Habermas refers to *enabling* conditions.[1] Habermas only refers this thesis to the political participatory rights which secure political autonomy while, in his opinion, the liberal defensive rights (and the social participatory rights) are secondary rights insofar as they are dependent on political legislation.[2]

The democratic concept of self-legislation *must* use the medium of law, while the rule of law demands the private autonomy of legal persons. This is why "without basic laws which secure the private autonomy of the citizens, there would not be any medium for the legal institutionalisation of those conditions under which the citizens in their role as citizens of the state can make use of their public autonomy. This is why private and public autonomy are mutually dependent without human rights being able to claim primacy over national sovereignty or vice versa." (Habermas 1994:91). But this means that the original thesis of a "co-originality" does not apply[3]: A is "co-original" with B means: A is not before B and B is not before A. **Rather than having democracy and human rights substantiate each other mutually, this leaves open the possibility of regarding both as substantiated in a third principle. This substantiating third principle appears to me to be the morality of universal and equal respect for all.**

In factual terms Habermas has come very close to this position, but his purely judicial understanding of the legal nature of human *rights* closes this solution to him.[4]

Habermas understands the idea of a right in the concept of human rights mainly as a judicial right. The result of this is that Habermas has to determine human rights as an internal necessity of the democratic state. This, however, has problematic consequences as it does not readily explain how human rights can have a universal and categorical claim. Rights within democratic societies only apply for the respective legal subjects and can be altered by legitimate resolutions of the members. Habermas now attempts to emphasise the special internal legal character of human rights (and thus to counter these objections) by referring to the fact that basic rights a) have a constitutional character, b) are addressed to all humans and not just to all citizens and 3) "can be substantiated exclusively from a moral point of view " (Habermas 1995:311). Habermas' thesis is that this purely moral-

istic substantiation is sufficient for the basic rights but that it does not alter their judicial character and thus does not make them pre-state, moral rights.

For the validity claim of human rights this means that they must be regarded as rights granted by the state. Habermas correctly refers to an important consequence of this for our understanding of human rights. He speaks - in my opinion rightly - against a moralisation of global politics on the basis of human rights. If infringements of human rights on a global scale or in other parts of the world are to be prosecuted, then due process must be possible, i.e. a global court of human rights must be created. The International Criminal Court in the Hague represents at least an initial step in this direction. This is the only way to prevent a moralising "human rights fundamentalism" which can only "be avoided by the world-society transformation of the natural status between the states to a legal status" (Habermas 1994:56), as Kant once envisaged in "Eternal Peace".

But, in contradiction of Habermas' view, this correct interpretation of a moralising human rights policy based on the performance of law does not in any way imply that human rights do not have a morally substantiated priority over democracy. Although human rights, and here particularly the political participatory rights, enable the democratic process of will formation, they also constrain it at the same time. Enabling and constraining are not, as the contradiction between the liberal and the republican points of view cited at the opening might suggest, opposites but are rather connected to each other. This connection becomes clearer if we understand it as a self-commitment of democracy to the observation of human rights. I would now like to illustrate this concept of self-commitment on the basis of a proposal by Robert Alexy.

Robert Alexy represents a differentiated thesis on the relation between democracy and human rights (Alexy 1998). For Alexy human rights are universal, moral, fundamental, primary and abstract rights which should be institutionalised internationally and nationally. To this extent Alexy represents a liberal position according to which the morally framed human rights have a constraining function on democracy. On the other hand human rights must be transformed to positive laws as this is the only way to assure a) their assertion, b) clear decisions in cases of dispute (epistemology argument) and c) their fulfilment in the case of positive obligations, i.e. by the creation of the necessary community organisation (organisation argument).

Thus, on the one hand, the guarantee of human rights requires a state legal system, while on the other hand, they are defensive rights against state tyranny and claim to have a normative effect on the democratic process. Alexy attempts to fit this tension between dependency and critical distance into the structure of democratic order by describing this as a differentiated self-commitment. What kind of state system do human rights require? Alexy lists a number of conceptional proposals:

a) A *formal constitutional state (Rechtsstaat)*, defined by a legal system and division of power is only a necessary but not a sufficient condition to assure human rights.

b) In a *democratic constitutional state (Rechtsstaat)*, human rights are included in the constitution and thus transformed to basic rights. Observance of the basic rights is determined by the democratic process, i.e. usually the parliament which, due to majority rule and as a sovereign entity, is only bound to observe human rights through self-commitment.

c) Thus, in a *democratic constitutional state (Verfassungsstaat)* the conflicts between basic rights and democracy which can arise in any real democracy are governed by a concretisation of this self-commitment: a constitutional court controls and arbitrates such conflicts. "When a … reflection process between the public, the legislator and the constitutional court is stabilised on a long term basis, then we can speak of a successful institutionalisation of human rights in the democratic *Verfassungsstaat* " (Alexy 1998:20).

Alexy thus believes that there is a close relationship between human rights and democracy but does not assume co-originality. He rather attributes to human rights a normative priority which can be understood as a self-commitment on the basis of a constitutional court jurisdiction. Thus, from the point of view of the moral content of human rights, a democratic *Verfassungsstaat* is the best, and represents the required institutionalisation of the positive legal transformation of human rights.[5]

NOTES

[1] For a criticism of the idea of "enabling conditions" which are not simultaneously "constraining" conditions, see St. Gosepath (1998), Das Verhältnis von Demokratie und Menschenrecht' in: H. Brunkhorst (Ed.), *Demokratischer Experimentalismus*, Frankfurt: M. Suhrkamp 1998, p. 215 ff.

[2] Habermas obviously comes very close to the liberal position when he attributes "an intrinsic value to all rights of freedom which guarantee an autonomous lifestyle and the pursuit of one's own well being" because they are not manifested in their political function, see Habermas 2001, p.139.

[3] The term itself also appears in Heidegger in *Being and Time* .

[4] For this criticism of Habermas and a proposal as to how exactly the "third principle" must be framed to substantiate human rights and democracy, see St. Gosepath 1998, p. 218 ff.

[5] In Habermas 2001, Habermas continues this thought but interprets the idea of a democracy protected by a constitutional court in a deliberative and proceduralistic manner, op. cit., p. 140 ff.

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Prof. Dr. G. Lohmann
Otto von Guericke University Magdeburg
Institute for Philosophy, PO box 4120, D 39016 Magdeburg.
Tel. +49 391 67-16698 Fax Nr.: +49 391 67-16557
E-mail: Georg.Lohmann@gse-w.uni-magdeburg.de

A Human Rights Based Approach to Education[1]

Claudia Lohrenscheit

Summary

Currently, many experts, scholars and practitioners are engaged in a debate about Human Rights Education (HRE) and Education for Democratic Citizenship (EDC). Shortly before the end of 2005, for example, the Human Rights Education Associates launched a global online discussion forum on the aims and goals, the justification and basis, as well as the content and methods of HRE. The DARE network asked the author to reflect on: What is specific about Human Rights Education? What are the links and differences to other educational approaches and concepts, like EDC, intercultural learning, peace education or anti-bias education and training? In the following article, the author argues that it is not the difference that counts but the common goals of individual and collective actors who are engaged in promoting education as a 'tool' for change in order to realise human rights and to make the world a better place. In this struggle, the human rights movements and the international protection systems have a lot to offer. The author discusses core values of human rights in general and the human right to education in particular. The right to education is recognized in Article 13 of the International Covenant on Economic, Social and Cultural Rights of the United Nations, which has been accepted by nearly all member states.[2] It forms the universal basis for education - every education - and it defines standards for quantitative as well as qualitative aspects of education systems.

1. Learning takes place in a specific time, context and history

Education is a global issue. Education systems, especially school systems, worldwide follow similar patterns, e.g. in teacher training, in the choice of core school subjects or in the forms/styles of teaching and learning. At the same time, of course, every education system has its own historical, social and cultural context with specific problems and obstacles that must be taken into account. Therefore, to realise the right to education, the challenges for every country and region will vary widely. Some countries, for example, struggle with poverty of large population groups, where children need guaranteed school nutrition instead of school uniforms which parents can't afford. Other countries need to assure that girls' education takes place because education is as much a right for girls as it is for boys. Germany, for example, is currently faced with massive failures in education. According to the results of the PISA Studies 2001 and 2003, young children with migration backgrounds are not getting equal opportunities in education. Often their families are also poor. And these children will include boys as well as girls.

Besides current challenges, education is understood and defined differently according to the respective backgrounds. So **education can never be free of values or ideology. In itself education can never be 'good' or 'bad'**. It is always bound to the context and to the defined norms of education. The fact, for example, that in German history, education was used to promote racism and anti-semitism, is an important aspect in the development of the education system up to today. Also in view of the developments amongst right wing youth movements in the past fifteen years, especially in the East of Germany, it is evident that the German education sector seeks to promote education as a tool for democratic citizenship. What I would like to express with these examples is: Wherever human rights education, EDC or peace education is taught, the people who are engaged in it will have their own understanding of what they are doing and why it is needed. They will also be bound to the context and to defined educational norms with which they may agree or not.

Nevertheless, and in spite of all specificities and differences

worldwide, there are also common goals of education, shared by growing numbers of experts as well as activists. They are expressed in the documents and declarations of world conferences such as the two World Education Forums in Jomtien (1990) and in Dakar (2000), and the 'decades' of the United Nations, e.g. the decade for human rights education from 1995-2004 and the decade of education for sustainable development from 2005-2014. These common goals develop in the struggle for freedom and equality in education and for a world where human beings share a life in peace and in justice. They can be expressed in the words of Article 26 in the Universal Declaration of Human Rights (UDHR) on the human right to education:

> *(1) "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
> *(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*
> *(3) Parents have a prior right to choose the kind of education that shall be given to their children".*[3]

The human right to education defines core elements for education and learning processes. To be able to fully understand and implement the right to education, it must be embedded in the context of the human rights system, which guarantees rights and freedoms universally and interdependently.

2. All human beings are born free and equal in dignity and rights (Article 1, UDHR)

The Universal Declaration of Human Rights is a comprehensive text. In the following, it is argued that already the first part of Article 1 entails concepts and foundations which are important for education as well as educators: freedom, equality, dignity and rights. In doing so, an important aspect of HRE is taken into account: to work with human rights texts and documents in order for people to understand them and to adapt and apply them in their respective contexts. In this framework it is crucial to also understand the historical background of the time when the United Nations were founded in 1945 and declared the UDHR in 1948. In was in the spirit of "Never again" that the community of states decided for a human rights project. Never again should the world experience massive violations of human dignity as during the time of the Nazi regime in Germany and in the Second World War. And, in the following years, "to the astonishment of many, human rights would become a political factor that not even the most hard-shelled realist could ignore. The UDHR would become an instrument, as well as the most prominent symbol, of changes that would amplify the voices of the weak in the corridors of power." [4]

Freedom

The preamble of the UDHR of 1948 spells out four "core freedoms", as they were also expressed by Franklin D. Roosevelt, former president of the USA who, with his wife Eleonore Roosevelt, was instrumental in the development of the text of the UDHR.[5]

> *"Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people" (Preamble, UDHR[6]).*

Notably, the preamble describes freedom as both a political right (of speech and belief) and a social right (from fear and want). Metaphorically, freedom of speech can be understood as a "prototype" for civil and political rights declared in the UDHR e.g. Article 19 (freedom of opinion, expression and information) or Article 20 (freedom of assembly). Freedom of belief stands for intellectual and spiritual rights in general, not just for religious

concerns. Everybody has opinions and beliefs. Human beings are individuals who think and feel and try to make sense out of life. They are entitled to do so freely and free from discrimination as long as they respect the same freedom for everyone else. Freedom from fear encompasses many dimensions. All human beings shall be protected, for example, from arbitrary assaults through the state. The state also has the duty to protect us from violence (e.g. Article 2, 4, 5, UDHR) and to grant fair and just legal procedures (Article 10, UDHR). At the same time freedom of fear also means that human beings should feel safe in terms of fundamental human needs for shelter, food, health etc. Freedom from want encompasses economic, social and cultural rights. As human beings we are entitled to fully develop our personality which is best done in a safe context and free of fear. All human rights are freedoms at the same time.

Equality

The promotion of equality and the prohibition of and protection against all forms of discrimination are structural elements of all human rights. Each right, e.g. the right to education, shall be granted to everyone - without discrimination. The United Nations as well as regional intergovernmental bodies, e.g. the Council of Europe, have developed a human rights protection system against discrimination. Article 2 of the UDHR says:

> *"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race[7], colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty."[8]*

Article 2 and Article 26 of the International Covenant on Civil and Political Rights are the legal basis for the promotion of equality and protection against discrimination. Additionally, many UN member states have also ratified ICERD - the International Covenant of the Elimination of all Forms of Racial Discrimination (1965) and CEDAW - the Covenant on the Elimantion of all forms of Discrimination Against Women (1979).

Equality and discrimination are also crucial issues for education. As human beings, we are all equal and all different at the same time. Everyone is unique. If education does not want to promote stereotypes and prejudices, it must actively promote difference in equality. This means that all participants in every learning group, with their diverse backgrounds, must be visible and welcome. At a very early age, children begin to recognise differences in people. They realise, for example, that people of different colour are treated differently: and they learn. **Educators need to be aware of the fact that education free of discrimination is not a privilige but a right that every child is entitled to.**

Dignity

All human beings are born with dignity. The dignity of a person is inalienable, which means that nobody can take their dignity away - although there are many ways of hurting or violating a persons' dignity. Respect for the dignity of every human being - no matter how different we are - is the core and reason of all human rights. Without respect for freedom and dignity, human rights don't make much sense.

What does dignity mean? Sometimes this question is easier to answer for people who have a religious belief. For example in Judaism, Catholicism or Protestantism, the dignity of a person is rooted in the sense that man (a person) is created in the image of God. But in education a religious perspective is not sufficient. The dignity of a person is bound to their individuality. Everyone is unique as we are all born in a specific place, time and context (or conditions) and with specific talents, gifts and challenges. Bound to the decision to repect one's own dignity is the decision to respect the dignity of the 'other' - every other. Both the dignity of

the teacher and the dignity of the learner must be visible in the learning process. Therefore, educators need to make sure that learning groups develop a sound understanding of how to treat one another respectfully. Every culture and region of the world has traditions and norms for respectful communication and interaction and every culture and religion inherits an understanding of dignity. In South Africa, for example, I have learned an isiXhosa word to explain the meaning of dignity. It is 'ubuntu' and means that a person is bound to their community[9]. People need to work together because they are connected with each other. The 'I' can only exist in connection with the 'you' (which is similar to the dialogical approach of Martin Buber). This example illustrates that **if experts and academics in Europe or elsewhere believe that the idea of human dignity and human rights was a specific European invention - they are wrong**. It is of the utmost priority to make sure that in learning about human rights the diverse perspectives and contradictions in the development as well as the current understanding of human rights are highlighted. Human rights are always bound to the context and the struggle of individuals, groups and social movements all around the globe for the respect of their dignity and fundamental rights.

Rights

Freedom, equality and dignity are of course not only rights but also values in education. They are enshrined as rights with the aim to develop international standards and an effective human rights protection system. Whereas values often stay unclear, or 'hide in the shade' and differ from group to group on the micro, meso and macro level, rights are more clearly defined. Human rights are the contrary of priviliges. They must be guaranteed just because every human being has the right to have these human rights. Nevertheless, everybody knows that this has not yet been realised. To guarantee human rights, states must incorporate them into national legislation. But sometimes governments hesitate to fully implement human rights treaties, or claim reservations. Germany, for example, does not fully guarantee the rights protected in the UN Convention on the Rights of the Child (CRC, 1989). The government fails to fully recognize educational rights of refugee children who are treated according to national legislation instead of the CRC norms. In many parts of the world and in many respects human rights are unfullfilled promises. Although international and regional protection systems have been developed and social movements all over the world are engaged in the struggle for freedom and equity, it may seem as if this engagement will never be enough. The development and implementation of human rights can therefore never be finished. **Besides international norms and standards, human rights are also a 'realistic utopia', a vision for a better life.** A lot of people are involved in making this vision become real. They bring their own perspective on human rights as lawyers, educators, politicans, lobbyists etc., and they also have their specific backgrounds concerning aspects like gender or class. The more people understand human rights and express their needs, the more real becomes a realistic utopia of human rights as a 'living instrument' which is inclusive and takes difference into account on the basis of Article 1, UDHR (as cited above).

3. The right to human rights education

The right to education is an empowerment right. It is a right on its own but also a tool for claiming one's own rights as well as - in solidarity - the rights of others. It is protected in the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966) as well as in the Covenant on the Rights of the Child (1989). CEDAW, the Womens's Rights Convention (1979) and ICERD, the Anti-Racism Convention (1965) also include important aspects, especially with regard to discrimination in education. To make clear how to interpret the right to education and how to fully implement it, the treaty body of the ICESCR published a *General Comment* in 1999, in which guidelines and core elements of the right to education are defined.[10] Katarina Tomasevski, the former Special Rapporteur on the Right to

Education, who also participated in the drafting committee for the *Genereal Comment* explains the core elements of the right to education on the basis of the '4-A-scheme' (accessibility, availability, adaptability and acceptability).[11] This scheme is also used to explain other human rights, for example health rights or nutrition rights. The bases for all rights are the core obligations of the state, meaning that they *respect, protect* and *fulfil* human rights[12]. Concerning the right to education, this means that education shall be open and available for anybody (free of fees in terms of basic education) and, that education is adaptapted to needs as well as acceptable in its form and content.

Availability

For education to be equally available for everybody, functioning structures and institutions must be in place. Format and shape of these institutions are of course bound to the context but some basic requirements have to be met e.g. buildings where education can take place, with sanitary facilities and hygenic drinking water. Also teachers should be able to receive high quality training before they start teaching in schools or other learning institutions. The teaching profession should be valued and wages should be granted accordingly.

Access

Is education available for everybody? Can I enter the building with a wheelchair? Do I have to walk for miles before I can go to school? Is education equally there for boys and girls? Access to education includes many different aspects. First of all, access to education must be guaranteed free from discrimination. Here, the right to education pays attention especially to disadvantaged groups of learners who often need the opportunity to compensate for what they might not get from their families or communities, for example, in preparation for school education. Other children might need special attention because they have learning difficulties which must be taken into account. They too have the right to be treated equally and not in special institutions. Access must also be guaranteed on the basis of economic requirements. At least the basic education (meaning the first 4-6 years of education) where learners acquire fundamental skills in reading, writing and arithmetic should be free of fees. Everybody should at least learn how to read and write in order to be able to participate. Ironically, today many of the 'poorer countries' often make parents pay school fees and uniforms, whereas richer countries often guarantee free basic education. Nevertheless, even in richer countries hidden costs exist in education (e.g. for schoolbooks, extracurricular activities or class trips) which many parents cannot pay.

Adaptability

Education must be adapted to the needs of the learners. Therefore, education must be flexible and adaptable because challenges and needs of societies are constantly changing. Every education system, programme and campaign must take the diversity of learners and their needs into account. This may also include, for example, different cultural or religious backgrounds or the home languages of the learners as well as the dominant language or lingua franca of a respective country.

Acceptability

Is education acceptable in terms of its form and content? The acceptability of education includes important norms concerning the quality of education, which must be relevant, suitable and of a high quality. Defined norms, aims and goals of education must be in line with the foundations of the right to education, as cited above: "Education shall be directed to the full development of the human personality and the promotion of respect for human rights and freedoms towards the aims and goals of the United Nations for understanding, friendship and tolerance between all nations." (Article 26, UDHR) It is because of this general notion of education as a potential 'instrument' for the development of friendship and peace, that human rights education is understood as a right.

To conclude, one could ask the question, should all education be human rights education or should all education inherently encompass a human rights based approach? The answer is yes.

There is a fundamental link between human rights and education. The right to education encompasses not only general guidelines on what has to be learned but also how to do it: with respect and in dignity. These guidelines offer criteria for evaluating educational programmes. They provide questions like: Is education in general and are our educational programmes open to everybody? Is the diversity of learners taken into account sufficiently? What about children from poorer backgrounds or children with migration backgrounds, do they participate equally? How are educational materials designed? Do they contain prejudice, or racist or sexist stereotypes? Do they cover issues which are relevant to all children and not only to a majority or minority? In practical terms, these questions will always be answered differently and in relation to the respective context. Nevertheless, they provide core elements, relevant for all learning processes and, they could inspire collective efforts for education as a tool for liberation (Paulo Freire).[13]

NOTES

[1] The basis for this short essay are contributions of the author on two occasions; one at the annual conference of the "Arbeitskreis deutscher Bildungsstätten e.V.: „Politische Bildung für Menschenrechte" (29/30.11.2005); and one at the Conference "Networking European Citizenship Education: National Experiences - European Challenges" (2-4.12. 2005).

[2] Except for seven countries who have not yet ratified the ICESCR (up to December 2005): Belize, Kazakhstan, Lao People's Democratic Republic, Pakistan, Sao Tome and Principe, South Africa, United States of America.

[3] See: www.udhr.org/UDHR/default.htm

[4] Glendon, Mary Ann (2001) *A World made new. Eleonore Roosevelt and the Universal Declaration of Human Rights*. New York (Random House) xvi, preface

[5] To give one example: It was Eleonore Roosevelt who was the chairperson to draft the first international bill of rights (see: Glendon 2001). She was also actively engaged in the woman's movement and actively lobbied for declaring HUMAN rights and not MAN'S rights - as was common language during that time - in the text of the UDHR.

[6] See: www.udhr.org/UDHR/default.htm

[7] The text of the UDHR as well as other human rights documents use the word „race" which needs to be explained by the historical background. It would be better to talk of "racist discrimination" instead, to highlight the ideology that feeds racism. There is only one human race. "different races" do not exist, either on a biological or a cultural basis.

[8] ibid.

[9] "Ubuntu is the fundamental philosophy of African thought and it embodies an insight that is universal. It incorporates the concept that the human race is a family, that we have been created for interdependence (…) There is room for everyone, for every culture, race, language, point of view. It embraces hospitality, respect, generosity, compassion, gentleness, magnanimity, forgiveness and reconciliation" (www.livingvalues.net/southafrica/index.html; downloaded 3.1.2006)

[10] These General Comments are guidelines for the member states on how to understand and implement a specific right. The treaty body of the ICESCR is the organ to monitor the implementation of economic, social and cultural rights (esc-rights) in the respective member states. It evaluates the state reports to the ICESCR of the governments as well as the so called shadow-reports of NGOs; it gives Concluding Observations, in which governments receive recommendations concerning the full implementation of esc-rights and, it publishes Gereneral Comments. The treaty bodies exist for all seven UN treaties. The German Institute for Human Rights has published a German translation of all Gereneral Comments in 2005.

[11] See: Katarina Tomasevski (2004) *Education Denied. Costs and Remedies*. London (Zed Books); also www.right-to-education.org

[12] In Deutsches Institut für Menschenrechte (Hrsg.): Die „Gerneral Comments" zu den VN-Menschenrechtsverträgen. Baden-Baden (NOMOS Verlagsgesellschaft) 2005; p 263ff, the 4-A-scheme is looked at in more detail.

[13] Paulo Freire, a Brazilian philosopher and educator, who strongly influenced educational thinking in the 1970s and 1980s. He developed a revolutionary approach to education, making it a tool for liberation. Freire, and later his students, worked with illiterate communities, aiming at learning reading and writing as tools for empowerment. See: Freire, Paulo: *Education for Liberation*. Continuum Publishing Company 1970; Freire Paulo: *Pädagogik der Unterdrückten. Bildung als Praxis der Freiheit*, Stuttgart (Kreuz Verlag) 1971

Human Rights Education, Schools and Democratic Development [1]

Felisa Tibbitts
Human Rights Education Associates (HREA)

According to UNESCO, during the 1990s the number of formal democracies in the world increased from 76 (46.1%) to 117 (61.3%) (UNESCO 2005). UNESCO has presented this as the 'third wave of democracy' related to significant world events such as the ending of apartheid in South Africa, the fall of the Berlin Wall, the democratization of the former communist states in Eastern Europe and the disintegration of the Soviet Union. The organization has drawn a direct connection between these political developments and the expansion of human rights education, and is here quoted at length:

> *Civic education programmes have become an increasingly important means for countries to educate citizens about their rights and responsibilities. Increasing pluralism within states has encouraged the development of civic education programmes that go beyond simple 'patriotic' models of citizenship requiring uncritical loyalty to the nation state. By defining 'citizenship' in terms of human rights and civic responsibilities, civic education programmes attempt to avoid concepts of 'citizenship' that define nationality in terms of ethnic, religious or cultural identity. The aspiration is that concepts of citizenship based on human rights and responsibilities may make it more difficult to mobilize political conflict around identity issues. It has therefore become the norm for modern civic education programmes to have a strong human rights values base, to make specific reference to children's rights and address issues related to diversity and the rights of minorities within society (UNESCO 2005).*

Inter-governmental, regional and national agencies whose mandate is to promote human rights standards promote the idea that human rights are integral to the democratic discourse and to citizenship education. Theorists interested to promote democracy have also seen this link. Democracy is seen as a way to "protect individuals from the attempts of others to control their lives, and indeed the only way to protect democratic society itself" (Kelly 1995). A.V. Kelly, an educational theorist on education for democracy, has identified four major principles that related to the protection and promotion of individual freedom: (1) the equality of all citizens, (2) the protection of human rights, (3) individual freedom within a social context and (4) the maintenance of popular sovereignty (ibid.).

Comparing Kelly's definition with earlier ones on human rights education, it is evident that aspects of HRE overlap with an enlightened form of education for democracy that promotes respect for rights as well as social responsibility. However, **unlike the premise of citizenship education, which is based on „the citizen", human rights education takes as its sole premise the individual as a member of the human race** (Ramirez et al, 1995; Brochmann et al, 1997; Amnesty International-UK, 2002). Human rights education has as its moral authority not the legitimacy of any particular state, but "the inherent dignity and potential of each person as a physical, emotional, thoughtful and spiritual human being" (Tibbitts 1994). From this beginning, more practical aspects of citizenship education can be enfolded.

In practice, there is some evidence that human rights education (HRE) is increasingly recognized by educational authorities as a special feature of - or inclusive approach to - citizenship education. Citizenship aims to develop a universal model which, in many ways, presumes that the learner is situated in a country that allows for democratic participation as well as political activism on the part of learners. Human rights education has a much more complicated relationship to democratic development. Although universality is a core underlying assumption of the human rights discourse, the strategies for introducing HRE will be quite variable,

depending upon the learner group and the human rights challenges found in the social and political environment.

An illustration of this can be seen in the human rights education efforts that have been undertaken in country contexts other than those of developed democracies. In Latin America, South Africa and Central and Eastern Europe, educational practitioners and researchers perceive human rights education as a way to help emerging democracies try to outgrow their authoritarian past (Suarez 2005; IIDH 2002; Magendzo 1997; Kati & Gjedia 2003; Education Development Center 2003; Brochmann et al 1997; Matus 1996). Curricular examples from these regions link human rights education with democratic ways of working in several dimensions: content, pedagogy and in the learner populations targeted. That is, in addition to the treatment of human rights-related themes, HRE programming promoted participation through pedagogical techniques that were empowering (Magendzo 2005) and through the targeting of specific, marginalized populations.

> *Human rights education is important because it can penetrate and affect three sensitive levels of society. On a values level, human rights orient the axiological conscience of a people. On the political level, human rights defend the interests of the disadvantaged within society. Finally, human rights become an ideological-cultural spark that empowers people (Magendzo 1997).*

Human rights educators working in post-totalitarian societies shared their points of view. **Practitioners working in Central and Eastern Europe in the 1990s, as well as other post-totalitarian countries, observed that new human rights education courses brought in interactive pedagogies and a democratic classroom climate, which was seen as an antidote to the previous governmental system** (Tibbitts 1994; Neacsu-Hendry et al 1997; Brochmann et al 1997; Kati & Gjedia 2003).

In Nigeria and other post-colonial countries, human rights education is seen as a way to bring in transformative pedagogy that "takes up concerns of freedom, democracy, social justice and social empowerment" (Uwakweh, 2000) and try to "overcome the legacy of authoritarianism and selective knowledge production in the schools" (Claude, 2000).

In keeping with its context-specific use, human rights education has been viewed optimistically by its promoters as a conflict-prevention or peace-building mechanism in conflict or post-conflict societies. The Universal Declaration of Rights recognizes that human rights principles incorporated into many international treaties were designed "to prevent resort to violence" and it is assumed by those promoting the human rights framework that the more human rights are observed, the more just and peaceful the society (Bernath et al, 1999; Education Development Center, 2003).

Because of the recognized problematic between citizens and governments, the acknowledgement of human rights violations and a focus on empowerment, human rights education is considered to be well suited for national environments where large-scale violations have taken place. Not surprisingly, then, HRE is promoted in conjunction with efforts to overcome colonialism, the after effects of authoritarian governments, structural problems related to poverty, gender inequality, discrimination and inter-ethnic conflict.

> *Specifically, HRE should: address violence, the immediate context of fear and personal danger, and sense of personal powerlessness; deal with social trauma, personal and group animosities, as well as patterns of discrimination and marginalization, through, for example, teaching how to respect other people's rights; be incorporated into other programs of conflict resolution, social rehabilitation, democracy building, rule of law, etc.; and be a conscious choice among varied possible*

desired outcomes (i.e., is education to be oriented towards legal or social advocacy, or to democracy building, or to conflict-resolution, or to community building, or to empowerment, etc.) rather than being vague or all inclusive (Bernath et al 1999).

Thus the human rights education approach has been promoted at the policy level for addressing 'problems of democracy' in a range of national and political contexts. There is additional data to illustrate the rapid expansion of HRE in certain regions although programme and impact evaluations are not yet available. The UNESCO study referenced earlier showed relatively higher implementation levels of HRE in the regions of Africa, Central and Eastern Europe and Latin America. Analyses of the number of human rights education organizations regionally and their expansion during the 1990s also provide additional evidence that the human rights approach is perceived to be especially applicable in certain political environments (Elbers 2000) although these data cannot be entirely separated from the expansion of civil society in general in post-conflict and post-totalitarian societies.

Although developed democracies cannot be characterized as post-totalitarian or post-conflict, challenging political problems appear to have engendered HRE efforts. In Germany and Switzerland, HRE has been linked with local and national efforts to fight racism, xenophobia, anti-Semitism and the extreme right. HRE efforts in Germany have also been linked with newly established institutions such as the German Institute for Human Rights, Nuremberg-Human Rights City, and UNESCO Human Rights Education Chair (HREA 2002).

Human rights agencies, grassroots organizations and academics continue to promote human rights education as a way to promote democracy and solve social problems. Maitland Stobard, during his tenure as Deputy Director of Education, Culture and Sport at the Council of Europe, expressed his belief that there are "clear dangers in not preparing the next generation to be full and active citizens in a democratic society". He saw that attention to human rights would help young people to address in a normative way societal problems such as intolerance, a view elaborated on by European academics concentrating on citizenship education.

The concept of citizenship is founded on the notion of individual as actor in a democratic polity and this requires an understanding of and acceptance of human rights. Human rights provide the framework for political and social interaction in democracies…The fact that institutional racism persists, in liberal societies including Britain even today, means that the whole basis of democracy and citizenship is constantly undermined (Macpherson 1999). It is for this reason that we consider it essential to situate Citizenship and democracy in schools within a context of cultural diversity and therefore on the basis of human rights (Osler and Starkey 2000).

In the relatively short history of human rights education thus far, individual teachers but also educational systems throughout the world have begun to integrate the language of human rights. Questions naturally arise about the conception and implementation of such programming. This is the question remaining for all of us.

NOTE

1 Portions of this introduction have been published in F. Tibbitts (2006), *Overview of the Emerging Field of Human Rights Education in Schools*, Working Paper 2. Cambridge, MA: HREA

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Romanian practitioners about quality assurance in EDC

Corina Leca

What we have to say from the very beginning is that the current article is based on the discussion of a group of teachers who have been involved in EDC and HRE for many years. They teach various subjects and have management responsibilities, too. They have attended courses on critical thinking, interactive (student-centred) methods, group management, etc. as well as specific civic and human rights sessions. They have also run a wide range of projects (from ICT in elementary school to environmental education, from art and environment for European high school students to values education and from public policy projects for middle school students to simple school competitions concerning human rights). The core of the group comprises a civic education teacher, a high school principal and a school inspector in charge of innovative methods.

The main topic of discussion was the scope of quality in EDC and HRE. What does an efficient lesson/activity mean? What are the first interests of students in these two fields? How do teachers define a good professional in EDC or HRE? How can a teacher improve his/her democratic conduct? How does he/she know whether his/her students fulfill the curricular objectives? What does a democratic school/class mean? And so on and so forth. The answers mentioned below do not cover the whole document developed by the Council of Europe[1], *Tool for quality assurance of education for democratic citizenship in schools,* which is the foundation of this paper. They rather link the rules and practices existing in Romanian schools with the main components of the QA tool kit.

To word this attempt more evocatively, we shall look at the culture of quality existing in Romanian schools through the eyes (meaning *experiences*) of some practitioners in Tirgoviste. We shall hopefully understand the role of *quality* in the *daily work* of a civic education teacher. In a country where "never mind" or "that's the way it is" depicts common attitudes it is crucial to mobilize as much energy as possible to align (civic) education with European standards. Moreover the contribution of ordinary people (teachers) is at the core of sustainable change.

Although this text is not generated by a formal, comprehensive analysis, we can firmly state that some concepts, approaches and roles described by the Council of Europe's document are not familiar to ordinary teachers and principals. Moreover, neither the national nor the local educational authorities are developing a coherent policy to implement it. Thanks to a two-year pilot project concerning assessment of the civic competencies of students that we ran in Tirgoviste, we have had an opportunity to make broader observations of teachers' view of their professional performance and development, the formal relationships between class teachers, principals, and school inspectors as well as official responsibilities and personal efforts concerning the compulsory civics curricula.

The document developed by the Council of Europe comprises the following main units:

- the scope and the structure of EDC in school,
- the characteristics and processes of quality assurance,
- school development planning and its core component (evaluation),
- quality indicators for EDC,
- school development planning of EDC,
- quality assurance system of EDC.

In the next pages I shall describe the situation of these aspects in Romania.

EDC at school level (chapter 2 of the tool)

The tool commences by presenting the overall picture of EDC: principles (basic values it embeds; major aims it pursues etc.), components (teaching and learning; formal, non-formal and informal education etc.) and actors (students, teachers, parents, NGO activists etc.) visible at school level.

The general picture of EDC in Romania consists of some compulsory subjects (one lesson per week) taught to primary and middle school students (third, fourth, seventh, and eighth graders) and a large variety of optional subjects for middle and secondary school students (e.g. human rights, children's rights, tolerance and human rights, mass media, public policy-community projects, etc.). The latter are taught according to existing manuals or curricula developed by class teachers, one lesson per week in general. Civic education and civic culture, the compulsory subjects taught in Romania, encompass units about the individual and his/her relationships (from friends, to fellow citizens), local communities, Constitution, state bodies, mass media and civil society, freedom and responsibility, justice, property, patriotism (including the new global dimension of identity – world citizenship). Beyond the foreseeable contemporary themes, the main challenge of these subjects was the new structure of teaching based on objectives. According to the current curricula, the importance of skills, values and attitudes in the profile of the **good citizen** as the **final outcome** of these lessons and activities prevails. **Most of the teachers admit that it is much more important to instill specific values and shape democratic behaviour than to explain complex social or cultural notions and political theories.**

According to the QA tool, the first EDC analysis has to be conducted at school level where teaching and learning take place. A small scale survey we carried out in several schools from Tirgoviste in 2004 revealed some genuine aspects related to the following:

- topics like human rights, children's rights, individual and family, mass media, and property are taught without difficulties;
- themes connected with Constitution, state bodies, role of society, international community and EU enlargement are quite challenging to both teachers and students;
- teachers would need richer bibliography for specific topics within the textbooks (such as judicial power and law-related education);
- many students enjoy the materials developed by their teachers rather than the manuals. At the same time the teachers say that some alternative manuals are more attractive than the compulsory ones (the teacher can choose one out of three or four manuals available per grade). The newly proposed Project Citizen (inspired by a similar American project) which tries to train students in developing public policies and running community projects in order to solve real problems in their environment (school, town etc.) is an offer made by the Intercultural Institute of Timisoara to seventh graders[2].
- all teachers agreed that there is insufficient time allotted to civic education (one lesson per week) if it is to cover the existing manuals. They state that it is not even possible to transfer the encompassed information, not to mention educating attitudes and developing skills. The too-specific notions make understanding and sustainable learning even more difficult.
- the majority of teaching materials do not pay enough attention to students' world (perceptions, genuine interests, priorities). Teachers' perception is that students' life is under-represented in the textbooks.
- generally speaking, there are no teacher's guides supporting the existing manuals and reflection is not one of the main teaching approaches.
- although assessment is not the strongest point of the educational endeavour undertaken in our schools, the interviewed teachers identified success indicators in civics[3] such as: students are more friendly to each other; they are more tolerant; they can express their thoughts clearly; they have certain knowledge of human rights; they become more and more curious, open-minded, optimistic, able to work in groups, and willing to help each other fulfill the tasks; they are likelier to make connections.

According to the same survey teachers perceive the following aspects to be strong points of their performance:

- feeling comfortable using interactive methods,
- being able to plan lessons and link them with real life situations,
- being able to explain specific notions as well as question various things in order to develop critical thinking skills of students,
- summing up from time to time (taking into consideration the

complexity of the studied themes),
- intercultural approach,
- cross-curricular approach,
- being flexible and communicating efficiently,
- field testing some new materials (some of them are authored by themselves),
- equal opportunities for all students,
- being open-minded.

They are also aware of the less successful points in their teaching:
- time management (they meet less outcomes than they plan),
- assessment of competencies (they are more familiar with final evaluation than with monitoring attitude change or evaluation of skills),
- lack of pre-service training in terms of civics, interactive methods and authentic assessment,
- poor ability in coordinating group work,
- insufficient knowledge about some issues (law, political theories etc.),
- not enough tasks aiming to educate behaviour (knowledge tasks prevail) or, in other words, a too modest practical dimension of the teaching-learning process.

More and more teachers involved in various EDC or HRE programmes or training activities (including those interviewed) believe that sharing good practice is the most effective way to improve their performance. They want to analyse collections of good practice, watch lessons run by their peers, visit schools with specific experience in civics. They would also like to concretely benefit from various projects run in Romania and participate in seminars run by journalists, psychologists, and NGO members - the main themes they want to be trained in being: authentic assessment[4], interactive methods (mainly complex ones such as portfolios, projects, simulations – mock trials etc.), and challenging warm-up activities. Beyond this unofficial survey many teachers value the structure of a complex training process more highly than certain thematic workshops. The general rule is to attend a thematic workshop, either short or long, to go back to your school and use what you have learnt. The exception is to combine the workshop and *follow-up activities* and analyse the practical experience of the learners and the way the workshop helped them in concrete work and life situations. This is how teachers can become more aware of their progress, more deeply motivated to go further, and more responsible for their subsequent development.

The existence of various opportunities for civic education in Romanian schools does not guarantee a school-centred, holistic approach. Unfortunately only a small number of schools take into consideration all the actors in education and all aspects and stages of this process when they plan their activities. They generally comply with the national obligatory curricula and allow teachers to generate elective subjects related to EDC or HRE, but schools rarely conceive their own EDC plan and even more seldom do they monitor or evaluate its outcomes. A secondary school teacher participating in our discussion emphasized that a quality EDC school policy has to take into consideration the resources of the school, including the general performances of the students and the (lack of) support received from their families. A concrete example refers to the students' council that is perceived in too many schools as a mechanism to organise students' spare time rather than to deal with democracy issues at school level. This is how a substantive democratic opportunity becomes a mere empty shape. The same teacher also believes that sometimes the lack of an EDC policy at school level is the result of the attitudes of principals who still prefer to get guidelines from inspectors or the Ministry of Education and Research, rather than to make efforts to develop their own documents. Although most teachers do value using HRE and EDC topics and methods in all subjects, they emphasize the importance of having a separate human rights or civic-related subject. They believe that this guarantees a higher status for this teaching-learning in the context of Romanian schools.

Quality assurance elements (chapter 3 of the tool)

This chapter deals with the main components of the new concept of quality assurance and shows how it differs from the better known and more broadly used one (including in Romania) of quality control (goal-oriented, fostering responsibility and self-evaluation, encouraging team work etc.).

Quality assurance may be considered as the most challenging dimension of the Council of Europe's document in terms of both concepts and concrete tools. The first coherent statements on this theme were made during minister Andrei Marga's office (1997 – 2000). He defined the scope of quality assurance and underlined the importance of accountability to students, parents and other beneficiaries at all levels of the system. In 2003 representatives of the National Commission of Evaluation and Accreditation developed a manual on school self-evaluation. It has more quantitative components, but refers to quality of teaching to a lesser extent. In October 2005 the Ministry of Education and Research set up two agencies in charge of quality assurance. One is to evaluate and authorize universities and higher education programmes. The other will carry out external evaluation studies concerning primary, middle and secondary schools and various in-service training programmes targeting adults. Although educationists (as well as other professionals) regard quality as a matter of inspection, external checking, and subsequent to action rather than as a process planned and carried out by that person or group before the commencement of a certain activity, they are more and more aware of the professional and social power stemming from a well-done activity. **The *self-evaluation* character of the quality assurance process is the key factor because it gives the doers (all people working in school and supporting it from the community) the real power to make a difference.** Owning something (decision and analysis power in this situation) is the most effective way to raise the quality of that process or product. When people become aware of their property (they can organize their activity based on their concerns and ideas) they will perform much more responsibly and the results are better.

The school inspector in charge of a certain subject has to check how schools assure the quality of their daily activity. More concretely, he/she can identify the training needs of teachers, offer them the necessary information, advise them on professional development, evaluate the professional performance of the school staff, and issue suggestions aiming to improve the activity of teachers and various professional bodies within that school. Inspections made in order to certificate the professional progress of teachers also check important aspects of quality (ways to get students involved and how their expectations are met by the tasks, complexity of assessment exercises and methods, etc.). The academic thesis/paper submitted in order to get the highest professional credential is scored depending on solutions to practical problems, as well as other aspects.

The prevailing importance of quality is illustrated by the developing of compulsory standards and scoring criteria in civics for eighth graders. They were developed by scholars and field tested in some counties. 2004-2005 was the first school year when they were used at national level. No study is available yet. A formal analysis is to be made in two years time. Nevertheless the suggested tasks comprise case studies, problem solving, finding arguments, and other reflective exercises. Unfortunately the group work and practical aspects are not represented very well. Although the goals and evaluation criteria cover these aspects, the genuine opportunities offered to students through daily practice are not very rich. This means that teachers have to be more creative than the experts who developed the standards package (including the test). They have to create not only life-related analytical tasks, but also very realistic practical exercises. Otherwise the new tools will be one more theoretical burden given to practitioners. Primary school teachers are more familiar with performance indicators because these were produced several years ago. There are three performance levels (comparing to the 6 pass marks for middle school) and they are described in much more general terms. According to the majority of primary school teachers this makes their job easier because they do not have to be very precise.

Quality indicators (chapter 5 of the tool)

Beyond the complex specific concepts, the Council of Europe's tool

encompasses indicators meant to be used by practitioners who want *to concretely evaluate the quality of the EDC* in their school. All aspects of the EDC picture are put in a coherent framework that mirrors the whole school environment. Tailoring indicators as questions is a very inspired way to challenge school stakeholders to closely and deeply analyse their work.

The quality indicators developed by the Council of Europe specialists cover the three dimensions of education (curriculum, teaching and learning; school climate and ethos; and management and development) and are built on questions posed to the main actors (teachers and students). Actually this is the main difficulty encountered by our teachers. They are not sure what are the most relevant aspects (in terms of evaluation) of the very complex and complicated sphere which is EDC or HRE and they do not have the technique to identify the evidence that backs-up their opinions regarding the changes or progress made here. In spite of the numerous workshops and discussions on interactive methods many of them have attended, they cannot logically link goals, objectives, indicators and standards. It seems to be very difficult to identify evidence that X met a specific curricular objective by looking at his/her daily behaviour. It is a real challenge to link class exercises with the ordinary conduct of a student in the street, for instance. **The majority of teachers can plan a lesson correctly, but only a few can really use the information that comes out of students' work to improve their teaching.** Few teachers see the whole process (teaching – learning - assessment) as a continuum and are capable of combining the various tools and methods to preserve its natural unity. For example, some teachers forget to watch the behaviour of their students during a group work session while paying attention to the poster or the final product. Or they check the complex portfolios done by students, skipping what the authors felt when they did specific things (e.g. how they communicated with each other or with the people they interviewed, if that topic is of any concern to him/her or not, etc.). Because we do not have a democratic culture yet and we do not trust our democratic "gestures" it is not surprising that a teacher fears to firmly state his/her conclusions concerning a student's performance or *conduct*. He/she either strictly applies the standards and cannot explain that student's personal approach or avoids a general/final statement by explaining all versions/opinions/alternatives he/she can imagine. Since you cannot be *absolutely objective* (because only a community consensus can give you the right to define and label things related to public values as good or wrong), you should assume the risk to be *subjective* based on as rich arguments as possible. Thus a teacher may say that something is good or wrong because he/she read this or studied that or talked to that person, etc. It is his/her opinion (coexisting with students' opinions) and it is a good lesson for students to see how thoughts are constructed and defended democratically and in human respect (with all due respect for human dignity).

School development planning (chapters 4 and 6 of the tool)

According to the Council of Europe, this *process* is the core component of quality assurance in education and it comprises concrete steps, methods, tools, and examples (coming from various countries) of developing and implementing an algorithm of monitoring EDC school life. It is rooted in school-based evaluation.

School development planning is not completely new to teachers and principals. Its new dimensions are the self-evaluation and the process-oriented approach (dynamic character). First of all the Council of Europe experts recommend school staff establish an **evaluation culture**. The evaluation skills are necessary for personal and school development, to be able to monitor the progress and identify the problems. Then an **evaluation team** has to be set up by team building sessions and instilling a sense of ownership. We need people (not only teachers) with various competencies (analytical skills, legal/psychological/etc. knowledge, facilitation skills etc.).

The major difference in this respect in our schools is the lack of a team. Basically, the principal writes down plans and analysis. The rest of the staff do not feel responsible for these kind of analyzing and reporting activities. The next stage is the cornerstone of the whole process – learning how **to ask the right questions** (what information do we need and where do we have to look for it?). Deciding on evaluation methods (a large range is necessary in order to collect various information even from students) precedes the practical stage: collecting and analyzing data. The authors suggest a four-point scale and identification of weak and strong aspects as well as explaining causes of the existing trends. The high school principal participating in our discussion insists that self-evaluation should be undertaken by each personnel member. She believes that when this practice becomes a common habit, the data collected at school level will be much more reliable and the analysis might bring the expected changes. Reflection (mainly upon the critical factors/features/etc. that need improvement) is the main process of the next phase: drawing conclusions. After the evaluation report is put together and disseminated within the school, the evaluation team has to prepare the development strategy. This final step means making decisions on what is to change, and how, in order to increase EDC efficiency in that school. To sum up, school development planning is a cyclic process comprising preparation, reflection (upon the necessary changes), preparation of the plan, and implementation. Everyone of the teachers, students, counsellors, and administrative staff has specific roles and has to share responsibility and ownership of both process and outcomes. A high school principal I have talked to emphasizes the importance of creating a climate that encourages communication and analysis. She also underlines the necessity of opening all opportunities for professional and personal development, and offering specific training on giving constructive feedback. At the same time she regards the lack of parents' democratic competencies as an important challenge faced by her school. She is also very critical of how teachers cannot act as members of the same (learning) community and lack a holistic view concerning school democratization. According to this very committed teacher the technical key to this situation would be training sessions on evaluation, self-evaluation, and monitoring concerning various actors and activities run in school. This would secure the sustainability of development.

Quality assurance system (chapter 7 of the tool)

This is the integrating component of the Council of Europe's enterprise. After the school team analyses all elements and actors involved in EDC at school level and becomes aware of how that school can host, develop, and generate various projects and activities, it should understand how *the team can permanently secure* the best possible quality and the most efficient programmes consistent with its EDC objectives. This is the general approach of the Council of Europe's tool.

The last component of the Council of Europe's document, quality assurance in EDC has two crucial factors if it were to be put in the Romanian context: *accountability* and combination between various *sources of data*. *Accountability* refers to the relationships between all actors – learners, teachers, parents, administrators, decision makers in their various roles. A class teacher is accountable to his/her students and their parents for his/her teaching and personal conduct. A principal is accountable to his/her colleagues, the board, and parents for the school policy and learning performances. Students' council members are undoubtedly accountable to their peers and, depending on the problem, to their teachers. **The core idea of EDC-based accountability is to empower the less powerful actors by getting them involved in the decision making process.** Providing them with information and offering them opportunities to act means making the educational process more transparent and subsequently more democratic. A school structured in this manner is more likely to educate citizens who will act responsible in their daily life. A "more" democratic teacher is hopefully a better citizen (more active, reflective, and efficient). A "more" democratic principal is supposed to be a more open and responsible individual. A "more" democratic student will be a "more" democratic adult. The self-

developed analysis and image of a school does not entitle it to ignore external data from national tests or international studies in the field. Civic education is not a subject of the middle school leaving certificate (like geography and history), but there are annual national competitions related to this domain. Children who score well cannot come from schools without a coherent EDC or HRE practice. A good trainer in civics or human rights cannot be entirely the result of his/her own diligence and conviction. He/She has to have many opportunities to apply and test the activities run in the workshops in his/her own school with his/her peers and students. The IEA study[2], for instance, shows that Romanian students have poor civic knowledge and can hardly distinguish between facts and opinions. This cannot be skipped, at least by the schools participating in this study when they draft their EDC programmes. The fact that Romanian teachers use project methods less than any other teachers should be taken into consideration when a school thinks of methods to collect data for its development planning, for instance. A school principal or an inspector has to be aware that Romanian teachers have one of the highest scores in autonomy as a training need.

Why should we go further?

Romanians say about themselves that they do not have a culture of doing things well. There are not habits in this regard, there are rather opportunities. Consequently, it is worthy to invest in educating people to do various things according to broadly acknowledged quality standards.

An instrument that promotes a common practice at school level is very helpful in a system which does not have a holistic concept of quality in EDC, even less a holistic practical approach to EDC and HRE and a coherent strategy of in-service training of teachers (correlated to pre-service training). At the same time, I, in all honesty, have to admit that European requirements have been the main change agents in Romania in the last decades. Therefore even if the complexity of the Council of Europe's tool makes it very difficult for our practitioners, the mere fact of its existence is a step forward and should be utilized by the whole system of education to reform itself. However, according to all the teachers I have discussed this with, the key success factor is complex training of school staff in order to be able to evaluate the current situation, plan, and run the changes. According to their suggestions the major themes should be change management, values education, capacity building, and authentic assessment of civic competencies. **If this training process is not commenced as soon as possible the danger of promoting double standards once again is real: quality EDC in official papers and political reports and modest amateur performance in reality.**

NOTES

[1] *Tool for quality assurance of education for democratic citizenship in schools* included by the Council of Europe within 2005-the European Year of Education through Citizenship package can be downloaded at http://www.coe.int/T/e/Cultural_Co-operation/Education/E.D.C/Documents_and_publications/By_Type/Education_materials/QA_EDC.pdf

[2] According to the pilot teachers who are to disseminate it at national level this year, the students drafted realistic projects on important themes related to their daily life (violence, bullying, environment, public transportation, etc.).

[3] I do not know to what extent these proofs are collected from the conduct of their students outside the classroom.

[4] See the two Romanian good practice examples concerning this issue.

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Education for democratic citizenship in a rapidly globalising world: what are the issues?

Margot Brown

We have now entered the sixth year of the new millennium. Already the public discussion of visions of the future, which the Millennium generated, has begun to die away and other pressing issues have taken centre stage. For those involved in education, however, there is always the need to think of the future and to consider how we can best prepare young people for our rapidly changing world.

The increasing impact of globalisation has made it essential that young people have a much clearer understanding of the world and how it is changing. It is more important than ever to see ourselves as agents of change within that world, working as active citizens for global social justice. In short, education has a key role to play in preparing learners to be global citizens with rights and responsibilities to the multiplicity of communities to which they belong. In particular, citizenship education needs to be re-considered if it is to meet the needs of 21st century students

In the world of Non Governmental Organisations (NGOs) there is considerable expertise which can support teachers and other adults in tackling complex and often controversial issues which are part of today's world scene and therefore also the local scene. Philip Said, Education Officer, Malta reminds us of

T.H. Marshall's essay on Citizenship and Social Class (1950) and his separation of civil, political and social citizenship which he associates with different stages of history. 'Civil citizenship', primarily an 18th century construction, was associated with the rights necessary for individual freedom: the right to personal liberty and the right to justice. The 19th century ushered in 'political citizenship' which secured the right to participate in the exercise of political power. The 20th century constructed the third stage, 'social citizenship' which, in Marshall's view, encompassed the right to participate fully in the social heritage and to live as a civilised being according to the standard prevailing in society". (Said 2002:14).

I would advocate that we now need to embrace 'global citizenship' as the educational focus for the 21st century. At the Centre for Global Education, York (CGE) we work with the guiding principle of "*education for a just future*". Together with an understanding of the concept of global interdependence, work based on this principle helps to prepare learners for those challenges they will meet and those decisions they will make in their daily lives which may have global impact. Global Education, in the model we use, includes the fields of:

- human rights education
- citizenship education
- peace and conflict resolution
- futures education
- education for sustainable development
- anti-discrimination education (ethnicity; gender; disability; religion; language; sexual orientation.)

Research by James Carnie in the 1970s identified the ages 8 to 13 as generally the most receptive to learning about the wider world and where the building blocks of future world awareness can most effectively be laid. Pupils of this age were motivated to learn more, were more open to difference and more excited by what they learned. This initial enthusiasm appears to diminish as they reach their teens though it often returns later. For example, the growth of the 'gap year' - the non-structured time between

school and university - has encouraged many young people to travel widely. However, it is not necessarily true that "travel broadens the mind" since not all travellers set out with an open mind and some return with their stereotypes confirmed rather than challenged. Recent work done by Tourism Concern, an NGO concerned with ethical international tourism, reminds us that through the way the Gap Year has developed into a major business, the impact on the 'receiving countries has been immense'. At a recent conference in London representatives from Maasai (Kenya) and Thai community tourist organisations expressed the belief that volunteer tourism markets itself to young people using negative stereotypes of the developing world which perpetuate colonialism. Nevertheless, it is true that an increasing number of young people enter university with travel to very different parts of the world such as sub-Saharan Africa or South America, as part of their experience. This is also true of young people preparing to become teachers and educators. Education systems in Europe therefore begin the 21st century with a reservoir of 'world experience' which they can draw on to further develop global learning as a prerequisite for global citizenship. If the gap year is grounded in global perspectives derived from earlier exposure to global education, then it is more likely to be a positive experience for both visiting and visited.

This learning for global citizenship includes the skills of analysis, participation, informed choice and appropriate action. All learning can offer the opportunity to explore and develop these skills, whatever discipline is being studied and whatever the context, but education for democratic citizenship is a particularly relevant vehicle to explore the links between local and global communities. The needs of the rapidly changing world demand active citizenship, but the concept of citizenship is too often still restricted to that of the nation-state.

"As François Audigier (2000) rightly pointed out the term *'citizen' has undergone a transmutation. It has changed from describing the relation of the individual to political authority; to that of 'living in society with other people, in a multiplicity of situations and circumstances', 'having rights and duties in a democratic society'* "(quoted in DeGiovanni 2002:vi). This changing concept of citizenship requires us to consider the wider interpretation of community and to prepare learners for the rights and responsibilities of a global community, using the universality of a human rights framework.

Wringe (1999) reminds us that there is a view

> *"that the term global citizenship is a purely metaphorical one: that there can be no such thing as global citizenship because there is no global polity in which all have a common interest, or whose collective interests can in any way be enforced ….. . Many replies can be made to this claim. Of these, the most telling is that citizenship concerns not charitable activity but the establishment of acceptable collective arrangements that, if not properly attended to, may ultimately result in a worse life for everyone. One element in responsible citizenship at a global level is ensuring that the collective arrangements to which we give our assent, not to mention our positive support, do not (like unfair trading regimes) secure the better life of some at the expense of much worse life for others. Unlike the duties of charities, those of* ***justice*** *(present author's emphasis) are duties not of imperfect but of perfect obligation that must be met if we are not, as citizens, to be at fault."*

Global citizenship requires us to think seriously about the interdependence of humanity. What we do in our own local community links us with members of communities far beyond our national or European boundaries, just as we are affected by events taking place equally far away. Whether it is a question of climate or trade or technology or investment/subsidies/aid or of culture, the links are there and frequently not of equal value to both sides of the link.

At the time of the G8 Summit in July 2005, the front page of one of the UK national newspapers had the picture of a T-shirt on its front page. On the T-shirt was printed the following information:

This T-shirt costs £1.99 in Britain.
It is made with cotton grown in the US. This sells for 48¢ per pound - 30¢ less than it costs to produce, thanks to subsidies worth $3.9bn a year. This is more than three times the level of US aid to Africa. The biggest subsidies go to farmers in Texas – home of state of George Bush - where one farmer receives $17m a year.

The cotton is turned into T-shirts in China by workers paid less than $1 a day.
In Benin (West Africa), which relies on cotton for 60% of its exports, farmers are going out of business. There were 80,000 five years ago; today, there are 26,000. As a result, the world's 16th poorest nation is losing 1.4% of its GDP a year. No wonder 33% of the population live in poverty and life expectancy is 48 years.
In Britain, the price of clothing has fallen 14.7% over the past five years.
Source: The Independent: 4 June 05

Of course, it is always good to pay less for what we need but, for a genuinely democratic global citizen, if this can only be done at the expense of those who are poorer and more vulnerable, there is a question of justice which is not being addressed.

Interdependence through unequal and unjust trade practices is not the sole component in global citizenship. A sense of belonging to, and having responsibility for, fellow members of humanity is also important. If the figures of child death through AIDS were as high in Europe as they are in sub-Saharan Africa, for instance, there would be an outcry. However, a child dies from AIDS every minute, despite there being drugs which might alleviate the suffering. The World Heath Organisation (WHO) recommends anti-retroviral treatment for pregnant women. The drugs work by slowing down the production of HIV in the body, which stops the virus spreading. These drugs are not equally accessible at the point of need, as the table below shows.

Country	Cost of drugs per person per year	National Income per person
UK	Free	£ 17,117
Kyrgyzstan	£ 5,469	£ 183
Cambodia	£ 115	£ 153
Egypt	£ 1,387	£ 2,250

Sources: UNICEF, WHO

Governments of wealthier countries have been known to use the fact that they give aid to influence the way in which poorer countries deal with such problems. In December 2005, in a statement released for World Aids Day, the EU tacitly urged African governments not to heed the abstinence-focused agenda of the Bush administration. The statement reiterated the importance of condoms, sex education and access to reproductive health services. Governments are influenced by their voters and by those who lobby. **If we genuinely believe in equality for all, then as global citizens we have a responsibility to advocate for the rights of others to be met, wherever they live. This takes skill and knowledge**. Education for democratic citizenship has a key role to play in providing the appropriate knowledge and the supporting the development of relevant skills.

A grassroots movement, supported by schools and communities alike, is that related to Fair Trade. This is a movement that aims to pay a fair and regular price to workers for their goods (www.fairtrade.org.uk). Trade injustice has been identified as a main barrier to development in the poorer countries of the world, leaving many in poverty and unable to access their basic rights. However, if an understanding of the concept of interdependence underpins global citizenship and leads to action for a more just future, one thing that can be done is to support the Fair Trade movement. We are all consumers and the choice of what

we choose to consume makes a difference to both people and environment. There are now Fair Trade schools in York, where CGE is based, and York is itself a Fair Trade city. One such school is All Saints School which has a People and Planet group who work to promote an understanding of Fair Trade within the school, the local community and the school governors through special events and campaigns. These are organised and run by the students themselves but the senior management team of the school believe it contributes to the kind of school ethos they wish to promote, and support the students in their endeavours. Recently the students wrote a short article for the CGE Newsletter. This is what they said:

No Valentine's Day at All Saints RC School; in its place was 'Love Day', a day dedicated to the awareness of trade justice and chocolate! Fair Trade Divine bars, ('the heavenly chocolate with a heart') were sent and received by teachers and students alike in order to raise awareness and show support for a worthwhile cause.

All you had to do was write a message for the boy, girl or teacher of your choice, hand in your money and wait for the fairly traded chocolate bars to be hand delivered by a team of winged 'Love Day Angels'.

This is the second year that our school has hijacked 'Valentine's Day' but we decided not to rest on our laurels. Thanks to Tesco we were able offer fairly traded roses and if that wasn't enough, students had the pleasure of seeing their gifts delivered by teachers dressed as 'Love Day Angels'.

With the profits made from delivering these Fair Trade items we bought CAFOD (Catholic Fund for Overseas Development) 'World Gifts'. These gifts range from school kits and chickens to clean water and latrines and can change people's lives. Consequently the more chocolate bars and flowers we delivered the more gifts we could buy. Last year we delivered in excess of 250 chocolate bars and left no classroom unvisited. Everybody in school got involved, be it by sending, receiving or delivering a Fair Trade chocolate bar. It was satisfying to see more people than usual enjoying fairly traded products and we believe, as a result, there has been an increase in the number of people buying their chocolate from the Fair Trade stall at school break times. For every pound that you normally spend on your Valentine's Day chocolate only 3p goes to a cocoa farmer and 43p goes to the chocolate company; to stop this injustice, buy Fair Trade.
Source: All Saints RC School, People and Planet Group, Eye on the World, (termly newsletter, The Centre for Global Education, York.)

It is often thought that education should be 'neutral', that somehow the choice of knowledge or the focus of information or the skills focussed on should not stray from the status quo. But of course the status quo is not neutral.

Paulo Freire (1972) put it thus:

> *"There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of younger generations into the logic of the present system, and bring about conformity to it, or it becomes 'the practice of freedom' - the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."*

Education for democratic citizenship must therefore take this recognition of the political nature of all education to heart and be clear about its purpose.

The focus on active citizenship within the English National Curriculum has had its main thrust through community involvement. This was identified in the report to government chaired by

Professor Sir Bernard Crick, which formed the basis of the curriculum requirements. Community involvement, one of three key strands was defined as "pupils learning about and becoming helpfully involved in the life and concerns of their communities", including "learning through community involvement and service to the community". (DfEE/QCA 1998: 40.) The purpose of community involvement was to take the classroom learning beyond the school; to make a clear link between behaviour within the formal setting and behaviour outside.

There has always been some community involvement within education but less frequently related to what might be identified as democratic citizenship. More frequently it was charitable. Wringe explains it as follows:

> *"All too frequently active citizenship at a local level simply designates voluntary or charitable work, caring for the casualties of the market economy or clearing up environmental messes. There is more than a hint of this in the Crick Report's emphasis on volunteering, sometimes referred to as "service learning" or "service to the community". [Schools] normally expect [students] to do such things as helping old people paint their houses rather than organising demonstrations to bring pressure on landlords or councils to provide better maintenance. Palliation of the status quo is, however, precisely, what citizenship and therefore citizenship education should not be about"* (1999:5).

Schools were indeed thrown into confusion when many pupils walked out of school to take part in the anti-war demonstration before the invasion of Iraq. They were faced with the question, 'Is this an example of active citizenship or mere opportunism?'

However, the different meanings of the word 'community' have been less frequently addressed. Britain's multicultural and diverse society emphasises the sense of belonging to a range of communities. For example, many British African Caribbeans, or British Asians with roots in the Indian subcontinent, still have strong family ties there. Thus a definable segment of British society already has strong links with the wider world. This is also true with other European countries, even more so now with the freeing of labour markets through the EU. Nevertheless, cultural, faith, linguistic communities are frequently identified as 'minority' and given less status than others.

For women too, as an identifiable gender community, the struggle to access all their rights in equal measure with men is ongoing. A recent report from the Equal Opportunities Commission in the UK noted that 30 years after the Equal Opportunities Act was passed by government, women's average wage was still 75% of men's and that the boards and Chief Executive Officers of major corporations were still disproportionately male, though interestingly enough, in the NGO field, some of the most recognised names in the field of humanitarian aid, working for such organisations as OXFAM, Save the Children, and Amnesty International UK are women.

Education still has much work to do to ensure that citizenship is genuinely inclusive. The Crick Report has been criticised for its outdated response to diversity while the views expressed in the Parekh Report "The Future of Multi-ethnic Britain" challenge Crick's narrow view of citizenship in a diverse society. Parekh lays considerable emphasis on "belonging" and the concept of "a community of communities". The broader, more inclusive definition expressed by Parekh is much closer to global citizenship.

"Although equal citizenship is essential in developing a common sense of belonging, it is not enough. Citizenship is about status and rights, but belonging is about full acceptance. An individual might enjoy all the rights of citizenship and be formally equal….and yet feel that they are not fully accepted….full acceptance is a deeper notion than inclusion. For a long time there was no legal concept of a British citizen….even now, citizenship is seen in dry, legal, terms, and there is little moral or emotional significance in the status of citizen."
Parekh 2000

The real challenge for education is not to find ways of including the concept of global citizenship within the existing curricula -

guidelines for that already exist in the UK. (DFID and DfES 2005). Rather, it is the challenge of education seeing itself not only as a transmitter of knowledge but also as an agent of change. As Indian writer and activist Arundhati Roy has said:

> *"The trouble is that once I see it I can't unsee it. And once I've seen it, keeping quiet, saying nothing, becomes as political an act as speaking out. There is no innocence. Either way I am accountable."*

Knowledge or awareness-raising for social justice which does not lead to action for change is not fulfilling its potential for good. However, the action has to be planned for and relevant. **This move to 'change agent' from 'instiller of knowledge' is neither easy nor comfortable. It brings with it challenges of teaching style**. There is an inherent contradiction in always teaching in the traditional didactic style if the end product is to be democratic active citizenship. In addition to responding to preferred learning styles, educators also need to encourage active and participative ways of working. This has implications for room layout too. Learning environments set in rigid rows, where learners see only the backs of the heads of those in front, is not conducive to developing skills of negotiation, cooperation and discussion. The teaching strategies need to match the intended outcome - method and message have to be in harmony.

All this may be challenging for educators who are more comfortable and familiar with a didactic approach, but for education for the future the Hebrew proverb is a timely reminder,

> *"Do not confine your children to your own learning,*
> *for they were born in another time."*

Global citizenship requires a world view, stepping outside the familiar, and engaging with difference with an open mind. It also requires skills of critical thinking, analysis and review. Most of all it requires skills of participation and action in the multiplicity of communities of which we are part. The words of one 12-year-old, writing for the Kick Racism Out of Football campaign, reminds us that there are global citizens already in our communities, the challenge for us is to ensure that education helps them to take action for democratic change and a just future.

What Am I?
What Am I?
Dutch, because my Dad's from Holland?
What Am I?
English, because my Mum's from England?
What am I?
Scottish, because I was born here?

I like Italian food. I like French cheese...
Jewish names, Swiss chocolate, Indian dancing,
Australian tennis, German cars, Egyptian history,
Spanish festivals, Islamic mosaics,
African drumming, Mexican hats.
So what am I supposed to be?
I'm all of these things
I'm me

Jakob Van Den Berg (Aged 12 Years)
Queensferry High School, South Queensferry
Edinburgh, Scotland

Margot Brown, January 2006

NOTES

[1] Portions of this introduction have been published in F. Tibbitts (2006), Overview of the Emerging Field of Human Rights Education in Schools, Working Paper 2. Cambridge, MA: HREA

[2] See http://www2.hu-berlin.de/empir_bf/iea_e.html for *Citizenship and Education in 28 Countries. Civic Knowledge and Engagement at Age Fourteen* coordinated by J. Torney-Purta and published in 2001.

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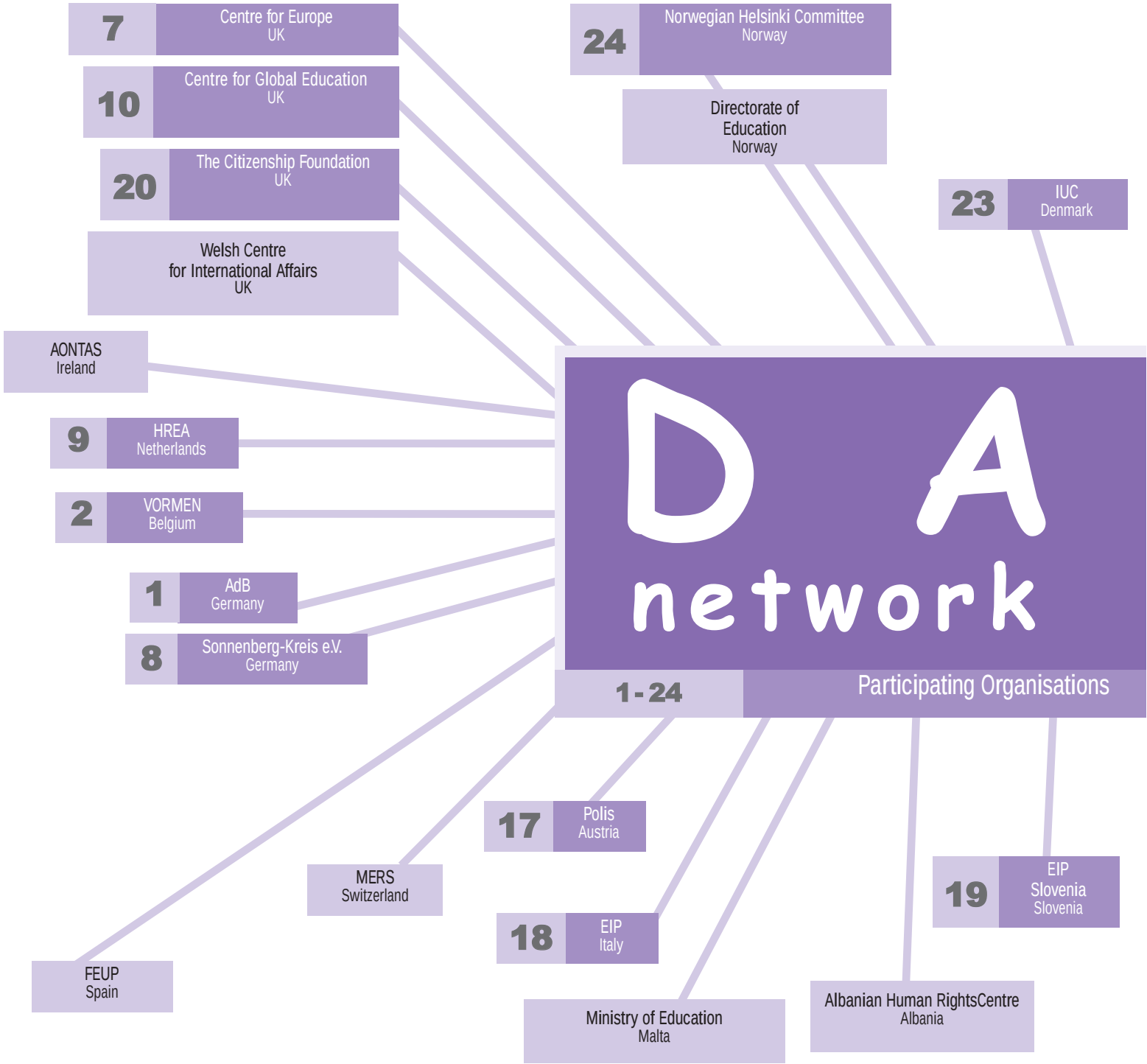
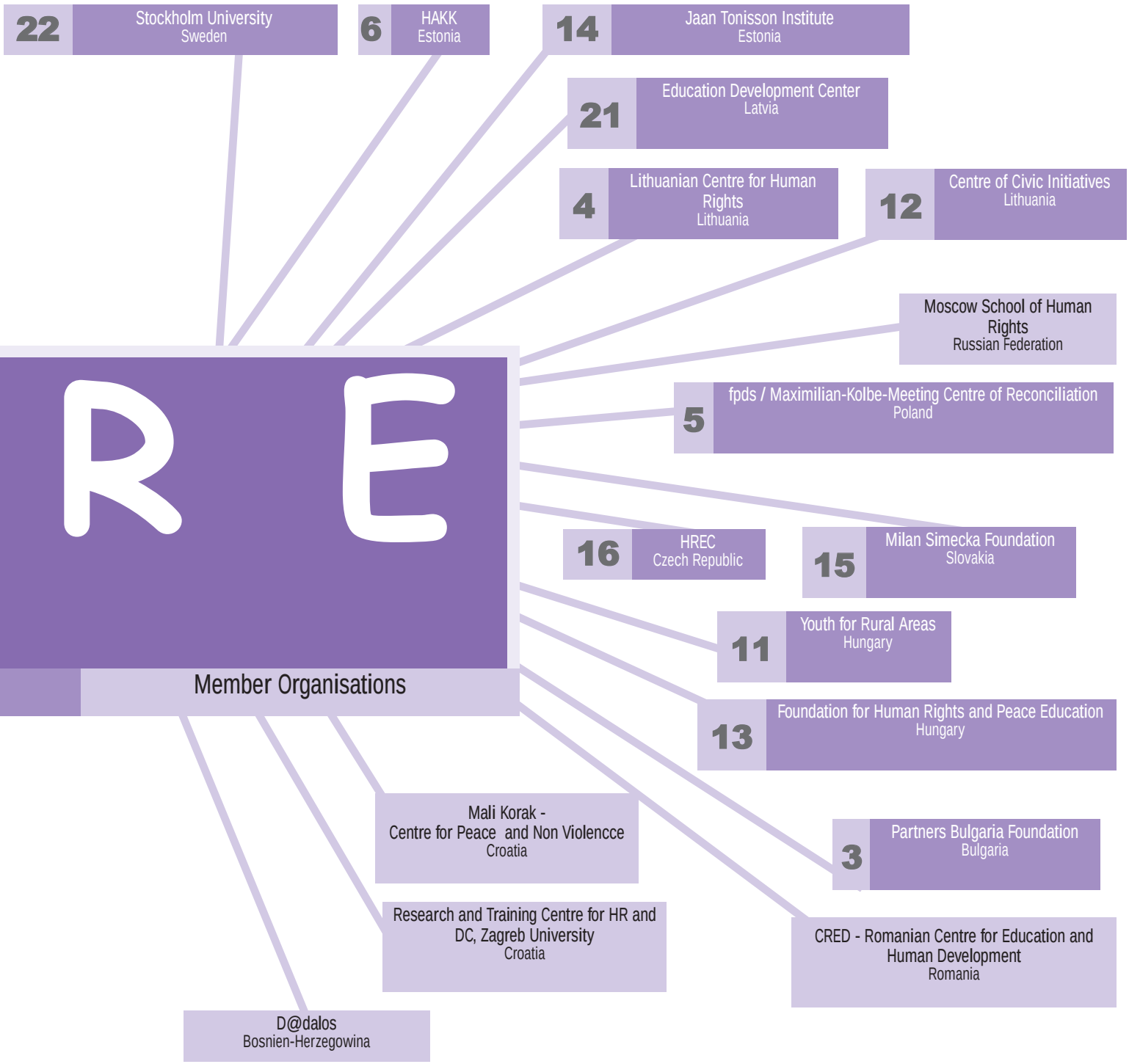
DARE board members 2006:
Hannelore Chiout, AdB, Germany; Maja Uzelac, Mali Korak, Croatia; Margot Brown, CfGE, UK; Frank Elbers, HREA, Netherlands; Richard Wassel, CfE, UK

Meeting of working group one and two in Bucharest, Romania June 2006 together with members of the Romanian host organisation CRED, hosting organisation of this seminar

Discussion about the influence of gender aspects in our daily life DARE seminar „FROM EQUAL RIGHTS TO EQUAL OPPORTUNITIES" April 2006 in Vilnius, Lithuania – hosting organisation: Lithuanian Centre for Human Rights
Katarina Soltesova, Slovakia; Yoanna Baleva, Bulgaria; Graham Morris, UK; Frank Elbers, Netherlands; Ifor Molenhuis, Denmark; Urmas Uska, Estonia; Hildegard Schymroch, Germany

DARE seminar "EDC/HRE AND DIVERSITY: WORKING FOR AND WITH ETHNIC MINORITIES" June 2005 in Sofia, Bulgaria - hosting organization Partners Bulgaria Foundation (PBF). Presentation of PBF Director Dr Daniela Kolarova.


7 Centre for Europe UK
10 Centre for Global Education UK
20 The Citizenship Foundation UK
Welsh Centre for International Affairs UK
AONTAS Ireland
9 HREA Netherlands
2 VORMEN Belgium
1 AdB Germany
8 Sonnenberg-Kreis e.V. Germany
FEUP Spain
MERS Switzerland
17 Polis Austria
18 EIP Italy
Ministry of Education Malta
Albanian Human RightsCentre Albania
19 EIP Slovenia Slovenia
24 Norwegian Helsinki Committee Norway
Directorate of Education Norway
23 IUC Denmark
D A network
1-24 Participating Organisations


22 Stockholm University Sweden
6 HAKK Estonia
14 Jaan Tonisson Institute Estonia
21 Education Development Center Latvia
4 Lithuanian Centre for Human Rights Lithuania
12 Centre of Civic Initiatives Lithuania
Moscow School of Human Rights Russian Federation
5 fpds / Maximilian-Kolbe-Meeting Centre of Reconciliation Poland
16 HREC Czech Republic
15 Milan Simecka Foundation Slovakia
11 Youth for Rural Areas Hungary
13 Foundation for Human Rights and Peace Education Hungary
3 Partners Bulgaria Foundation Bulgaria
CRED - Romanian Centre for Education and Human Development Romania
Mali Korak - Centre for Peace and Non Violencce Croatia
Research and Training Centre for HR and DC, Zagreb University Croatia
D@dalos Bosnien-Herzegowina
R E
Member Organisations

Role play at the DARE seminar „FROM EQUAL RIGHTS TO EQUAL OPPORTUNITIES" April 2006 in Vilnius, Lithuania – hosting organisation: Lithuanian Centre for Human Rights
Andrea Stork, Germany; Urmas Uska, Estonia, Tanja Berger Germany; Wim Taelman, Belgium; Corina Leca, Romania; Suzanna Kosir, Slovenia; Katarina Soltesova, Slovakia; Hildegard Schymroch, Germany

DARE conference in Soesterberg, The Netherlands, December 2004
HUMAN RIGHTS EDUCATION IN EUROPE: TAKING STOCK AND PLANNING FOR THE FUTURE hosting organisation: Human Rights Education Associates

DARE STRATEGY PLANNING meeting August 2005 – in Tallinn, Estonia
Urmas Uska, member of the hosting organisation HAKK, introduced Andrus Ristkok from Pirgu Center. He reported about their studies in developments of democracy in the Estonian society.

Working group meeting in Berlin, March 2004, hosting organisation AdB
In the evening, after the working sessions….
Wim Taelman, Frank Elbers, Andrea Stork, Maja Uzelac


DARE IN ACTION
PART TWO

THEME	EXAMPLE NR
ACTIVE CITIZENSHIP	2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, 23
CHILDREN'S RIGHTS	10, 18
CONFLICT RESOLUTION	10, 15, 17, 22
EMPOWERMENT	1, 2, 4, 5, 10, 20, 21, 23
IDENTITY/DIVERSITY	5, 9, 11, 12, 14, 15, 16, 19, 20, 22

EXAMPLES CLUSTERED BY METHOD

Method	Content	Example Nr
Awareness raising campaign	Active citizenship, Empowerment of victims (domestic violence)	10
Awareness raising campaign	Against violence/racism, Refugee, Global issues	11
Awareness raising campaign, EDC action days	All kinds of contents, Democratic citizenship	8
Case study	Professional development of teachers	1
Process Guidance	Implementing HR Culture, Active Participation, Democratic Citizenship	7
Seminar / Workshop	Human Rights	17
Seminar / Workshop	Active citizenship	23
Teacher training	Children's rights + responsibilities, Global education	18
Teacher training	Intercultural learning/education, Diversity/Identity/Stereotypes	19
Teacher training	Critical thinking, Assessment of students	21
Teachers / Trainers Training	Identity / Dignity, Conflict resolution/transformation/management	22
Training / Campaign	Active citizenship	13
Training course	HRE, Against Racism, Against Violence (school sector)	9
Training programme	Women's Rights, Participation & active Citizenship, Professional of politicians, Networking	3
Training the trainers	Active citizenship, Human Rights, Intercultural Education	14
Training / Workshop, Exercise	Human Rights, Antidiscrimination, Antiracism	16
Training programme	Empowerment of minority groups, Networking	5
Workshop	Empowerment, Participation, Active Citizenship	2
Workshop	Empowerment, Active Citizenship	4
Workshop	Social responsibility, Active Citizenship, Developing social skills	6
Workshop	Active citizenship, Antiracism, HRE	12
Workshop	Human Rights, Intercultural (Multi-) Education, Conflict resolution	15
Workshop	Identity/Diversity/education, Empowerment	20

EXAMPLES CLUSTERED BY COUNTRY

Country	Method	Content	Example Nr
Austria	Awareness raising campaign, EDC action days	All kinds of contents, Democratic citizenship	8
Belgium	Process Guidance	Implementing HR Culture, Active Participation, Democratic Citizenship	7
Bulgaria	Training programme	Empowerment of minority groups, Networking	5
Croatia	Workshop	Social responsibility, Active Citizenship, Developing social skills	6
Croatia	Teachers / Trainers Training	Identity / Dignity, Conflict resolution/transformation/management	22
Czech	Republic Training the trainers	Active citizenship, Human Rights, Intercultural Education	14
Denmark	Seminar / Workshop	Active citizenship	23
Germany	Workshop	Empowerment, Participation, Active Citizenship	2
Germany	Training programme	Women's Rights, Participation & active Citizenship, Professional of politicians, Networking	3
Germany	Awareness raising campaign	Active citizenship, Empowerment of victims (domestic violence)	10
Germany	Workshop	Active citizenship, Antiracism, HRE	12
Germany	Seminar / Workshop	Human Rights	17
Italy	Training course	HRE, Against Racism, Against Violence (school sector)	9
Norway	Workshop	Human Rights, Intercultural (Multi-) Education, Conflict resolution	15
Romania	Case study	Professional development of teachers	1
Romania	Workshop	Empowerment, Active Citizenship	4
Romania	Teachers training	Critical thinking, Assessment of students	21
Slovakia	Training / Workshop, Exercise	Human Rights, Antidiscrimination, Antiracism	16
UK	Awareness raising campaign	Against violence/racism, Refugee, Global issues	11
UK	Teacher training	Children's rights + responsibilities, Global education	18
UK	Teachers training	Intercultural learning/education, Diversity/Identity/Stereotypes	19
UK	Workshop	Identity/Diversity/education,Empowerment	20
UK	Training / Campaign	Active citizenship	13

1 Improving teachers' skills to authentically assess civic competencies of their students

CRED, the Romanian Centre for Education and Human Development

Theme or issue:
Coaching teachers to authentically assess the civic competencies of their students

Target group:
Teachers participating in a pilot project, their colleagues and students (from primary to high school)

Category:
Professional development project

Objectives:
- to develop ways to authentically assess civic knowledge, competencies and conduct of primary and secondary school students;
- to improve teaching and assessment competencies of the participating teachers;
- to enhance civic learning results of their students;
- to improve teachers' skills and motivation concerning their role as assessment resources (irrespective of the subject they teach);
- to motivate the participants to have a more active political role in their communities;
- to offer a living experience of how professional (teaching) skills can be converted into civic and social performance for the benefit of both individuals and communities

Number of participants:
13 teachers (the pilot group)

Scenario:
1. The co-ordinator presented various successful experiences of US teachers in terms of teaching and assessment in civics as well as professional development. We used Diana Hess's technique (Wisconsin University) of using students' work to improve teaching and assessment. We also used the educational tools and the professional development approach depicted in *Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-related Education* (B. Miller and L. Singleton eds, 1997) (see Theoretical background).
2. We had three interactive sessions (meaning three monthly meetings) based on some specific methods of analysing the real needs and classroom experiences of the participants. We emphasised the sense of ownership and responsibility as core components of professional development. We started to fill in the diary (a mirror of each meeting in terms of how that person prepared for it and what s/he learned from it).
3. Within the next four months four teachers presented specific classroom experiences in terms of assessing civic outcomes. The group analysed the whole learning-teaching context as well as the specific assessment tools (essays, questionnaires, discussions, and posters) and how the assessment was integrated into the respective lesson. There was not a trainer: each teacher "played" the role of coach at a certain moment.
4. After this warm-up period the group decided its learning priorities (concepts and practices) and clear individual responsibilities. The majority of the participants formed pairs to work together in the next school year and share responsibility for running at least one monthly meeting.
5. At the beginning of the second year of the project we organised a complex 5-day course within the framework of the In-Service Training Programme supported by the Council of Europe. We shared experiences with both foreign teachers and Romanian colleagues who had not participated in the pilot project.
6. The main concepts and tools of the pilot project were used not

only in a classroom context, but also in various academic or practical projects run by the 13 teachers. Therefore, they coached each other and spread the project philosophy beyond the group at the same time.

7. The group developed a collection of good practice based on classroom activities run by the participating teachers. The general tone of the resulting booklet is personal reflection upon facts and ideas generated around the main concepts of the project. The approach encouraged self-evaluation and in-depth analysis.

Critical success factors:

■ Developing a *sense of ownership* of one's professional development through significant group work, which is continuously analysed by the whole group.

■ Creating deep mutual trust and collaboration within the *learning community* we set up.

■ Using real classroom experiences.

■ Assigning very clear and relevant tasks for each meeting (and between meetings).

Strengths of the practice:

■ The very interesting tools given to the teachers during meetings demanded immediate use in class and generated interesting results which motivated them to present their good practice to other teachers (in the pilot group and in other professional contexts).

■ The constant emphasis on the individual work of each teacher and its relevance to other professionals (this was at the core of building the sense of ownership).

■ The respect for the individual proved by the wide diversity of methods, activities and practices used during the project (from ordinary civics, languages or history classes to innovative ICT programmes, from individual writing to complex group practical activities, etc.).

Weaknesses of the practice:

■ Meetings not happening very often (one per month).

■ Quite complex challenge (both authentic assessment and the case study approach to professional development are very new and sometimes too difficult).

■ Some teachers were absent too many times, so they cannot be regarded as real beneficiaries of the group experience.

■ Too little writing during a very complex project (Romanian teachers seem to be quite reluctant to undertake written analysis).

■ Not enough individual study of the very rich materials distributed throughout the project.

Theoretical background / Source:

See *Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-related Education* (Eds. B. Miller and L. Singleton), Social Science Education Consortium, Boulder-Colorado. 1997 as well as C. Gipps - *Beyond Testing: Towards a Theory of Educational Assessment,* The Falmer Press, London, 1994.

Some of the teachers authored content standards for students that are used at state level. All of them constantly used the results, depicted by portfolios, essays, mock trials, Socratic seminars, triads, political cartoons and other evaluation means and methods, in re-planning their teaching in order to substantively improve students' performance and outcomes. Their status of exceptional "ordinary teachers" inspired us (Romanian teachers) in building normality in our classrooms.

Diana Hess's technique consists of asking her students (who are prospective teachers) to closely *analyse and compare* the lesson plan they design and the way the class was run in reality (in terms of complexity of goals, readiness of students to meet the goals, links between consecutive classes and between lesson content and real life situations, etc.). They have to deeply understand why some of their students have performed less successfully in those concrete circumstances and devise alternative ways to improve their results. The core idea is to become able to understand the efficiency and appropriateness of the teacher's specific methods

to the students' learning styles and needs, based on the concrete work produced by students (in tests, participation in group discussion or projects, posters etc.).

Any other important information:
This project was run for a local group of dedicated teachers from January 2003 to October 2004, but the results anticipated the newly promoted quality assurance policy of the Council of Europe.
Therefore, we regard it as a genuine example of a bottom-up approach to a really difficult educational issue.

Our project very much resembles the experience depicted in the first publication under theoretical background. An American NGO based in Colorado ran a project on authentic assessment of competencies developed through law-related and civic education. Over 21 teachers of History, Geography, Civics, Government, American problems and other specific subjects working in gymnasiums and high schools from small towns met regularly and presented concrete situations from their daily work. They advised each other, analysed their students' work and changed specific things in the long run. Step by step they started to involve their students in planning and running lessons that largely followed the interests of students one the one hand and the general goals of the civics curricula on the other. The teachers changed activities based on the feedback received from the students and the perceptions of their colleagues. They developed evaluation rubrics (some of them were built on indicators taken from students' work) and gave the evaluation criteria to their students in advance.

E-mail contact address for more information:
corinaleca222@hotmail.com

Why do you think this example is a useful contribution for the DARE network?
Professional development is a top priority with all European efforts in education. The assessment aspect is a part of quality assurance policy, which becomes a continental priority.

The diversity of means and activities (in terms of learning priorities and preferences) mirrors the multicultural approach employed in transnational endeavours.

2 Game of Power

OWEN e.V., member organisation of the AdB

Theme or issue:
Exercise on power, responsibility and participation

Target group:
Young people over 16, trainers, multipliers, leaders and members of NGOs

Category:
Awareness raising exercise, workshop

Objectives:
- to understand and experience structures of power;
- to recognize one's own role in this structure;
- to find opportunities for change and participation;
- to increase awareness and cooperation in a group/class/organisation;
- to learn about active participation, civil courage and forms of active resistance.

Number of participants:
From 7 to 25

Scenario:
2 – 2 ½ hours
Warming up (a game with chairs and movement, brainstorming with word power) - *15 min.*
Exercise: 7 chairs – regardless of the number of participants, at least it must be an odd number - are put in the middle of an empty room. The participants are asked to use these chairs to build a sculpture expressing "absolute power". The participants take turns to build individual sculptures. - *20 min.*
Then the participants join in building one sculpture on which they all can agree. - *10 min.*

Next every participant can select one of the chairs, take a seat and speak in the name of this special chair explaining what it stands for. The sculpture is beginning to speak and to live. For example there is one chair for the "absolute" leader, one for the hidden leader (often this chair is the first choice of the participants), some for fellow travellers or fanatical members or critics of the System... The participants express what their chair symbolically stands for. - *15-20 min.*
The participants are asked to explain who holds the responsibility in this system of "absolute power". - *10 min.*

After this discussion the participants are asked to rebuild the sculpture, this time to bring into balance power and responsibility. Again, they can choose a chair and explain what this chair is telling them. During all of this exercise the participants may change the chairs and their positions. – *20 min.*
Reflection (possible questions):
- What is your experience with a system of "absolute power"?
- What is your definition of "power"?
- How do you see the relationship between power and responsibility now?
- What could be your own role? What would you like to change? (in society, at school, in your organisation)
- What sometimes keeps you from taking responsibility?
- What would help/support you to be able to take responsibility?
- *30 min.*

Critical success factors:
Warming up with exercises and brainstorming about power (associations).
The trainer should notice very carefully the process and should give feedback about dynamics and relations inside the group. Work on power is often mirrored by the power structure of the

learning group. The participants should feel secure, that there is no "false" answer or contribution. We are not able to take responsibility in every situation.

Strengths of the practice:
The participants learn a great deal about themselves, the group and structures in society in an active way and in a short time. The participants experience power in taking responsibility for the process of this practice. The exercise is empowering, which means the participants feel their own strength and become aware of what they need to be able to take on an active role.

Weaknesses of the practice:
It needs to be supplemented by information about democracy, citizenship….

Theoretical background / Source:
These kinds of exercises are developed in a civil movement of grass roots women in the US, called "Global games".

Any other important information:
The representation of the chairs is very impressive. You don't need many words – you can use this exercise very successfully in intercultural groups.
It is training for change.

E-mail contact address for more information:
katinka@gmx.de

Why do you think this example is a useful contribution for the DARE network?
1. With this exercise you are working with experience of power – you can use it to analyse the "old" democracies as well as the transformation countries and find out the structural differences and commonalities.
2. The issue of the links between power and responsibility is a key question for EDC.
3. Political participation – in spite of all possible doubts and reasons for resignation – is a value and action all of us in DARE-network are interested in supporting.

3 From equal rights to equal opportunities

Arbeitskreis deutscher Bildungsstgtten (AdB)

Theme or issue:
Empowerment, especially for women's rights and human rights, but in a broader sense also for democracy.

Target group:
Political leaders of "WMR", Women's Movement in Russia, with a focus on their elected regional representatives. WMR is active in almost all Russian regions.

Category:
Training of political decision makers

Objectives:
Qualifying regional political leaders of Russian Women's Movement by:

1. Information on laws and structures which identify women's rights as human rights (first phase in Germany, second on the European level)
2. Comparison of women's rights, checking theory and practice
3. Checking what is useful to transfer, where support is needed, where fields of common action are – among Russians and with women in Europe - thus
4. Fostering networking among the regional representatives of Russian Women's Movement and with women activists in Germany and of European women's networks
5. Providing support for the development and implementation of equal rights and opportunities at regional and local levels in Russia, but also vice versa by the exchange of practice, knowledge, and common visions
6. Raising awareness in Russian regions of the legitimacy of women's rights and the necessity of creating adequate conditions
7. Developing strategies to improve the legal situation, status and general framework for women in Russia
8. Contributing to democratic transformation at local and regional levels in Russia.

Number of participants:
15 per year

Scenario:
Cooperation started in 1997. Women in Russia have been inspired by the politics of "perestroika" and "glasnost" and became an important part of the transition process. They expected a new democratic society and wanted to build it. To describe a very complex development in brief: There was a tradition of equal rights for women from pre-Soviet times. The first all-Russian conference on women's rights took place in 1907 – our partner refers to this tradition explicitly. On a formal and legal level women had equal rights in the Soviet Union, but in reality no equal opportunities. They were aware of this discrepancy, but also took pride in managing both a professional life and traditional tasks in family and private life. Post-Soviet times began for them with a lot of hope for gender justice – the title of our project "From equal rights to equal opportunities" reflects this hope. The first years in the 1990s were promising. A Women's party was founded and succeeded in winning third place in the elections. At the same time, women became aware that they were the first to become unemployed and to loose security. 54% of Russian women had an academic education, which didn't help to guarantee equal opportunities in the eroding labour market. Violence against women increased rapidly. In this dramatic, radical change in society, women have lost on the one hand, but have taken the most initiative for democratic change on the other. If there is still something like social cohesion in Russia, it has to do with the commitment and feeling of responsibility of women.

WMR, the Movement of Women of Russia, founded in 1997, took up both challenges: the organisation is striving for gender justice in

the new Russian society and is strongly committed to social issues. Exchanges with "western" perspectives support their struggle. They have identified their special needs and are looking for allies and partners who stand for similar global aims and objectives, without neglecting the specific Russian situation. These seminars and trainings with AdB, e.g. gave them a lot of arguments for a new Russian law on equal opportunities, which they are trying to influence. They have influenced local and regional policies for women. In these seminars, ideas for a lot of new projects at local and regional levels have been born and later implemented. Last but not least, interregional cooperation and networking of these decision-makers has started. For the German partner, who was asked by WMR in 1997 to conduct these seminars and trainings for their regional chairwomen, the cooperation has stimulated an extremely supportive process of taking up neglected problems of gender justice in internal activities and policies, to include the perspective of European gender policies and to become more "political" in gender issues.

Target group: The target group has been defined by our partner, the Women's Movement of Russia who wanted to have systematic and regular information on German and European frameworks for Women's rights, opportunities, politics, in order to improve the situation in Russia and to find support from allies abroad.

The **conception** has been developed together by both partners. During a meeting we shared basic information on gender policies, information on and practical experience with women's projects, training methods, capacity building. Most important has been the comparison with the situation back home and the daily check on what could be useful and carried out there.

Two seminars take place over a period of two years, each of them 7 days. Both seminars are attended by the same group of 15 elected regional political leaders of WMR. They are women with different professional backgrounds – members of regional parliaments, university teachers, physicians, heads of social departments of cities and regions, journalists, entrepreneurs.
During the first meeting the participants learn, with a focus on women's rights and equal opportunities, about history and presence, legal frameworks and recent politics, women's initiatives, networks, organisations, projects and last but not least gender education in Germany. The European programme a year later is based on this first experience, informs on European gender policies and opens opportunities to get in touch with European institutions.
Analysis of and comparison with German and European structures and programmes are starting points for an analysis of difficulties and obstacles on the way to gender justice. Getting to know women's projects supports the practice of girls' and women's projects at home. Training in methodology enriches educational practice. Each step encourages analysis of Russian reality, to find ways to make an impact at the local level, the regional level and – if possible – the national level. Equal opportunities for girls and women are reflected under aspects of the general conditions in the Russian federation, but also under aspects of specific conditions of the regions.

During these two years, the links between the participants, their identity as a group, and networking are strengthened. After each seminar, the women start in their regions to initiate seminars, campaigns, new activities. Information is published in 80 000 copies of the Russian wide periodical of the Women's Movement. Each second seminar therefore starts with a stocktaking of gender developments and activities in the regions, which the participants represent. This exchange fosters cooperation in gender politics between the regions.

Last but not least the seminars are an important source of knowledge for the German partners on developments in Russian regions from Caucasus to the Ice Sea, from Tartastan to Siberia. Russian women are "natural" allies to build up a civil, democratic society in Russia. Their fight for equal rights and equal opportunities is an important contribution to the establishment of democracy and human rights in the "European House".

Critical success factors:
Several "keys" have to be mentioned:
- the continuity of partnership;
- the project's approach deriving from identified needs of the partner and therefore also clearly identified expectations;
- the homogeneous target group (elected chairwomen) and at the same time the diversity of professional and regional backgrounds of the participants;
- the capacity of the partner organisation as a collective and the par-

ticipants as individuals to disseminate outcomes and to implement useful proposals and ideas;
■ the opportunity to observe the growth of new initiatives and changes, which are outcomes of the learning and communication process;
■ to reflect on progress and obstacles, successes and failures together;
■ the growing of intense cooperation within the Russian Women's Movement referring to interests and regions and
■ an opportunity to link a Russian wide women's organisation with the European women's movement and gender politics.

Strengths of the practice:
■ The project is sustainable and based on long term developments.
■ The project takes up the needs and interests of the participants.
The project opens space to discover new "realities" and opens new perceptions.
■ The project combines theory and practice, enlarges knowledge in the specific field of gender issues and opens opportunities to get to know examples of German/European women's projects.
■ The project compares practice and achievements back home with perspectives in Germany and Europe wide, which stimulates new approaches and methods, encourages reflection on this practice and develops processes of engagement in order to foster women's rights.
■ The project improves instruments of public awareness-raising on gender issues in Russia and strengthens the gender perspective in traditionally patriarchal environments.
■ The project gives women from Russian regions a voice at national and - even more important –at European levels.

Weaknesses of the practice:
Time: Seven days are not enough to deal in depth with each aspect (theory/ information, practice, training methods, transfer of experiences) – we have to confine ourselves to the essentials of each aspect.
Communication: Communication between the two phases of one programme could be better organised.
Implementation: Activities in Russia/ Russian regions are not provided by the German partner, but it would be supportive if these activities could be funded by other programmes.

Perception: The German/ European dimension tends to become too dominant although there is an exchange of ideas and practice and an enormous respect for the achievements of Russian women who work under worse conditions.

Any other important information:
There have been 4 phases/ 8 seminars in which more than 20 Russian regions have been included.
Two examples of the involvement of Russian Women's Movement: WMR has been an important voice and contributed a lot to the introduction of a Russian law on equal rights, which was ratified in 2003.
After a meeting with the European commissioner for equal rights it was recommended to involve the expertise of WMR concerning gender issues and equal rights for women in all negotiations on projects of the EU with Russian authorities

Website with more information: www.adb.de
http://www.owl.ru/win/women/wmr/indexd.htm

E-mail contact address for more information:
oopdgr@moscow.portal.ru

Why do you think this example is a useful contribution for the DARE network?
1. This project is an example of education for democracy in a transformation society
2. It shows the importance of long term commitment and the impact of communication for the process of networking
3. It is an example of mutual stimulation and of learning from each other across the borders
4. Democracy has to be experienced – issues and ways to learn are interconnected
5. The project combined a top down strategy (the participants) with bottom up-activities (dissemination of outcomes and activities in the regions and at local level)
6. Credibility and reliability are essential elements of the concept
7. Women's rights are Human Rights – this cannot be taken for granted. Often Women's rights are marginalized

4 The profile of an efficient school

CRED, the Romanian Centre for Education and Human Development

Theme or issue:
Empowerment of students through democratic governance

Target group:
High school students

Category:
Extra-curricular activity

Objectives:
■ to make students perceive school as a dynamic entity with three major roles (general learning, vocational training, and social experience);
■ to help students with the identification of people, interest groups, and organisations that have to get involved in school development as well as the relationships among the above-mentioned components;
■ to make them aware of the necessity of getting involved in school life very actively by practising specific rights and duties.

Number of participants:
16 18 year-olds with various academic and social backgrounds

Scenario:
1. Ice-breaker (setting up pairs by matching individually chosen symbols). 7 minutes
2. Each pair draws the ideal school without talking. 10 minutes
3. Posting the drawings and presenting them. 20 minutes
4. Four pairs join together to analyse their real high school (positive and negative aspects). The other four pairs form another group that has to conceive the ideal school according to their own desires and needs. The first group (8 pupils) deals with curriculum, extra-curricular activity, human and material resources, and school -community relationship for about one hour. They produce posters that will be presented to the big group at the end.

The task of the second group (60-70 minutes) has the following steps:
■ brainstorming and clustering on the notion "efficient school",
■ brainstorming on who decides what "efficient school" means or what are the people and interest groups who should be involved in school development,
■ subgroups (4 people) discussion on the main goals of an efficient school,
■ one student of each subgroup goes to the other subgroup to exchange experiences and comes back to his/her initial team to reconsider the cluster (components and influencing factors).
■ presenting the final vision to the full group in charge of this task (8 people).

5. Reporting back (the groups dealing with the two different tasks share their results with each other). 10 minutes
6. Evaluation (what is to be modified in the first picture of ideal school?), 10-15 minutes
7. Individual reflection followed by a group discussion: Should the change (turning school into an effective entity) take place bottom-up or top-down? Find arguments (advantages and disadvantages) for both approaches. The students will also discuss the level of democracy in their school, (about 15 minutes at the end of the activity or it can be organised as a follow-up activity).

Critical success factors:
Students have to really feel that they are free to express their thoughts regarding things that belong to their daily lives. A friendly atmosphere, open-mindedness of the facilitators and a

continuous reflexive attitude lead to the internalisation of both the process and final results. The facilitator has to emphasize the rights and responsibilities of all actors (mainly those of the students) involved in the process.

Strengths of the practice:
It requires various competencies (identifying problems, negotiating, being creative, defending their rights, etc.) and everybody is stimulated to contribute something to the group effort. The students do *experience responsibility of analysis and decision making* and can become partners with their teachers in the educational enterprise by *practising democratic discussion and decision making*. By dealing with concrete problems of daily school life, the activity is the first step to practice. The participants feel encouraged to do other things together (with students and teachers) in the future. By developing a *joint-idea,* the participants develop their *sense of ownership* and this spurs them to go further in democratic enterprises.

Weaknesses of the practice (e.g. limitations):
Time management (students might tend to discuss too much and not to draw a definite conclusion). In order to really empower students through such an exercise of democracy, we have to run consistent follow-up activities. The objectives of the activity and some of the agenda topics should be given in advance for the sake of efficiency. If the discussion and analysis is not followed by concrete actions (according to the decisions made in the small groups and pairs), the whole lesson of democracy and effectiveness is useless.

Theoretical background / Source:
The course "School-based evaluation of quality as an opportunity for school development", edited by the Quality in Education Centre - University of Strathclyde. Scotland for a Socrates course run in Austria by the Public Pedagogical Institute (see www.sequals.org). The course "Reading and Writing for Critical Thinking Skills" developed by local trainers based on a similar USA project run by the Soros Foundations in transitional countries.

Any other important information:
The activity was run by a participant in a Socrates Comenius 2.2 course, Teodora Popa who is a deputy principal of a high school in Tirgoviste.

E-mail contact address for more information:
t_popal8@yahoo.com

Why do you think this example is a useful contribution for the DARE network?
The activity depicts how some school teachers had understood and applied the quality assurance even before this became the Council of Europe's policy. It illustrates the combination of bottom-up and top-down approaches in the EDC field. Therefore it can inspire other practitioners to embrace complex theoretical issues in order to improve their lives. At the same time, this activity is a genuine example of democratic governance, which is another important concern of the European Year of Citizenship through Education.

5 Minority Leadership Institute and Embracing Diversity Program

Partners Bulgaria Foundation

Theme or issue: Empowerment of disadvantaged groups (ethnic minorities)

Target group:
Formal and non-formal ethnic and/or religious minority leaders; key stakeholders from the wider multicultural community

Category
Adult training, training of trainer

Objectives:
- to introduce much needed basic skills and knowledge and to develop the capacity of minority leaders;
- to motivate them to be active citizens and serve as a positive role model for the community;
- to raise the capacity of key players and groups in multicultural communities;
- to enhance mutual tolerance, trust and respect between different ethnic and/or religious groups in the community.

Number of participants:
Between 2000 and 2006, about 150 people have successfully completed the Leadership Institute program, and more than 700 community representatives have taken part in the Embracing Diversity training program.

Scenario:
2-stage scenario (2 years)
Stage 1: (Minority) Leadership Institute Program (The word 'Minority' was dropped from the title during the last replica of the project because of negative connotations reported**)** During a general needs assessment before launching of the larger project (see additional information) canvassing for potential participants is made. Groups of 15 to 25 participants are formed. A local minority representative serving as a Community liaison coordinator for the larger project is responsible for keeping trainees 'warm' between training sessions (particularly relevant with the Roma). In the course of one year, 10 intensive 3-day trainings are held on the following topics.
- Communication skills and negotiation
- Models for effective leadership
- Team building and development
- Basic skills for mediation in conflict resolution
- Problem-solving through civil dialogue
- Project design
- Management of a non-governmental organization
- Development of intra-sectoral and cross-sectoral relations
- Public relations, work with the media and lobbying
- Training of trainers

At the end of the first 10 training sessions, the participants sit an exam for trainers. Those who pass this exam are given a certificate and become involved as co-trainers in the next stage of the Leadership Institute initiative, called the Embracing Diversity Program.

Stage 2: Embracing Diversity Program
The Embracing Diversity Program is the second stage of training, which comprises 20 modules. At this stage, it is the whole community that is targeted, and not the minority group exclusively; participants may be NGO representatives, schoolteachers, social workers, municipal officers, informal youth groups.
It is a tailor-made training program, in which participants choose from a wide range of topics such as organizational development and sustainability, introduction to human rights and work in a

multi-ethnic environment, methods for lobbying and cooperation in solving common problems, but also family planning, working with children with special needs, interactive teaching methods, etc.

In both stages the design of the training modules relies on adequate theoretical input on each of the topics, intensively supported by interactive methodology, including exercises for asserting trainee self-confidence and mutual trust between the group and the trainer.

Critical success factors:
■ Training needs assessment should be done with a great care; Participant identification and recruitment might require special skills and approaches on the part of the project team; a team member who is 'insider' to the community is very useful;
■ Trainers must have very good skills for working in a multicultural environment.
■ Building trust between the trainers and the group is more demanding with minorities, because of their 'disadvantaged' and 'victimised' patterns of behaviour;
■ Roma have certain specific problems and need extra effort to keep motivation long-term.
■ Trainees have a low educational entrance level: using interactive methodology and simple language is essential for good results.

Strengths of the practice:
■ Providing training to natural minority leaders in key practically oriented topics opens new opportunities for them to be active citizens, thus addressing one of the inherent causes of minority group isolation and capsulation – inadequate resources in terms of capacity and lack of initiative.
■ The second phase – Embracing Diversity – includes Leadership Institute alumni as co-trainers in sessions for the wider community – this further strengthens their self-confidence, as well as mutual trust and respect between different ethnic or religious groups directly involved.
■ Leadership Institute graduates develop skills and obtain knowledge that make them good examples for other minority youth to follow.
■ Generally, it is a good stand-alone or supportive program for capacity-building in minority groups to take them out of social isolation and marginalisation.

Weaknesses of the practice:
■ The scenario is rather resource- and time-consuming;
■ Demanding in terms of institutional capacity: Trainers must have special qualification for working with a multicultural group;
■ Training for 'difficult' groups requires longer and more intensive preparation.
■ The certified co-trainers that take part in Embracing Diversity need coaching throughout the program.

Other important information:
The Leadership Institute and the Embracing Diversity Programs are part of a larger USAID-supported community development project, Interethnic Interaction, targeting multiethnic communities that face serious social and economic challenges. The project facilitates community dialogue for solving local problems and supports genuine local civil initiatives through small grants. Developing the capacity of the minority leaders is perceived as a crucial success factor for the long-term impact of the project. The project was launched in 2000, and in 2006 is currently running in 13 regions in Bulgaria: Lom, Vidin, Kyustendil, Asenovgrad, Dupnitsa, Samokov, Targovishte, Kardjali, Momchilgrad, Devin, Aytos, Isperih, and Razgrad.
After completion of the training program, participants from the Leadership Institute programs in the different regions decided to stay in contact and actively work together for improvement of the situation of their communities. Some of these groups were officially registered as non-for-profit associations, others remained informal. Common national meetings were organized and held for Leadership Institute groups, establishing a people network of young leaders across the country.
Leadership Institute alumni have been particularly successful in

various programs for further development, like NDI's Young Roma Political Skills Program. We have Leadership Institute alumni successfully enter decision-making and executive power: many are sitting on municipal councils, and some have become experts in different governmental agencies.

Website with more information: http://www.partnersbg.org

E-mail contact address for more information:
partners@partnersbg.org

Why do you think, this example in a useful contribution for the DARE network?
This is a project that provides basic knowledge and develops active citizenship attitudes in leaders of minority groups, and at the second level, promotes the values of tolerance, diversity and participation. We believe this is very relevant to a Europe that is ever growing more multi-cultural and diverse, facing the challenges of successfully integrating different minorities that would otherwise be vulnerable to exclusion and marginalisation.

6 From individual/personal interests and needs to common interests and needs

Mali korak - Centre for Culture of Peace and Non-violence, Croatia

Theme or issue:
Active Citizenship

Target group:
- students (17 and above) and teachers in formal education
- youth and adults in non-formal education

Category
Workshop design/educational method for developing social responsibility and sense of community

Objectives:
- raising awareness about social responsibility and active citizenship;
- developing social learning skills;
- turning students (and other participants) into citizens.

Number of participants:
12-18 in non-formal educational settings (NGOs, workplaces, political education of party members); whole classes in formal education

Scenario:
1. After introductory icebreaker, explain that the workshop consists of two main (reflective and interactive) activities on rights, responsibilities and citizenship.
2. First activity starts with a brainstorm in 2 groups to find out what is your participants' perception/ prejudice about "refugees" and "Balkans" (2 flipcharts, one for each word). Each group writes down ideas linked with one of these words. Each group presents its results to the whole group.
3. Short comments (from 3-4 participants) on how they see/read the results of specific brainstorming
4. Express your opinion about the problem of refugees in your community/town/country by standing along a line on the floor: this continuum has on one side the value of BIG PROBLEM and on the other NO PROBLEM.
   Then express your general feeling/impression about the word "Balkans" – the continuum has on one side POSITIVE or PLEASANT FEELINGS and at the other end of continuum NEGATIVE/ UNPLEASANT FEELINGS.
5. The discussion and reflection about this activity in the whole group starts with the question:
   Do you have any personal, particular needs/interests regarding refugees or Balkans? What are the common needs/interests you see in your community/town/country regarding refugees and Balkans? /If there is a different context in your country/community – you put another 2 delicate words/problems on the board/.

   (Short break after 45 min.)
6. The second activity starts with individuals writing on a piece of paper (left side) the answer to the question *"Where do you want to be in 2 or 3 years?"* (The facilitator will choose the time-period according to the age of her/his participants). The answer has to be written in the form of three needs (I- statements) expressing participants' PERSONAL, PARTICULAR NEEDS/ INTERESTS.
   Here is an example: *I would like to get my MA in sociology at Zagreb University. I hope I will not go into the army. I would like to have a driving licence.*
7. After completing individual needs, each participant writes on the right side of the paper the answer to the question "Where do you want your community/town/country be in 2 or 3 years?" The answer is again in the form of at least 3 I- statements, this time regarding common needs/interests but connected with previous individual needs/interests. (10 min). For example!

INDIVIDUAL NEEDS/INTERESTS
COMMON NEEDS/INTERESTS
1. I would like to get my MA in sociology at...

1. I would like my county to give scholarships to students of social studies and young people to be given more opportunities for higher education.
8. Students/participants get into pairs and discuss their answers, so that they agree at the end about one issue that is important for both. They choose one or two needs (common needs) important for the school context (if they are in school) and try to develop these NEEDS INTO DEMANDS. Try to stimulate the participants to formulate the demand in an appealing form to gain the consent of others in their classroom or school.
9. Get into groups of four and come to a consensus about ONE common need/demand. Tell students that making collective decisions is a lengthy and delicate process. But they are only four now. Each group of four puts the chosen sentence (demand) on the wall so that everybody can see the list of demands that students would like to put on the Classroom Agenda for the school authorities. /Next time, when they will learn more about action planning, they will take some of the demands from the list and plan the strategies for successfully putting their demands into action.
10. Debriefing and evaluation (if this is a 2-hour workshop): Start with a brief review of how the second activity went. Ask the students to reflect upon the process: how they felt writing down their personal and social future scenarios. Did the activity imply feelings and making decisions? What do they see as most important in visioning their desired futures?

Critical success factors:
The key for the success of the activity is: a) to distinguish between needs and wants, between needs and interests and between interests and demands – but in our everyday specific examples; b) the educational approach has to be connected with individual needs: these are instruments that have to serve the individual citizen. He/she has to know the skills that allow her/him to defend their interests, how to claim their rights and respect the rights of the others; c) most important is to be **specific**, keep to the point – have a clear vision about what has to be done regarding our specific needs and our common interests, **not to be theoretical or moralising** (or speak in terms of political debate and criticize the general socio-political situation). Demands take into consideration many specific ways to reach the goal.

Strengths of the practice:
The most common standard for taking something as an example of "good practise" is that you can use it efficiently (with regard, of course, to your specific context) for your purposes on a micro-level.
I take this example as good social learning practise because it opens the process of articulating our needs and giving them a voice. It also opens the process of internalizing the values of democracy: it raises awareness about responsibility for the community, and encourages participation and an active approach to problems (action planning).

Weaknesses of the practice (limitations):
Complexity of the tasks (which include multi-level reflection, even meta-reflection); the workshop requires previous experience of learning social skills, education of values, fostering capacity of reflection etc. The success of the workshop depends also on the self-image and self-respect of the students and their willingness to participate in not an easy learning process.

Theoretical background
Chesney, James D; Feinstein, Otto (1997): *Building Civic Literacy and Citizen Power*, Prentice Hall, New Jersey
Dürr, Karlheinz, Ferreira Martins, Isabel, Spajic-Vrkas, Vedrana (2000): *Strategies for Learning Democratic Citizenship,* Council of Europe, Strasbourg

Website with more information: www.malikorak.hr, www.urbanagenda.wayne.edu

E-mail contact address for more information:
muzelac@zamir.net

Why do you think, this example is a useful contribution for the DARE network?
The skills required to be active citizens and active agents for change and development are equally needed on local and on European levels.

7 Process guidance to secondary schools

VORMEN (Flemish Organisation for Human Rights Education)

Theme or issue:
Human rights and democratic citizenship

Target group:
Teachers and school principal (staff of one school)

Category:
QA (quality assurance) policy project. This example mirrors the Quality Assurance tool developed by the Council of Europe and included in the EYCE pack.

Objectives:
To integrate human rights education and democratic citizenship education in school policies and practices

Number of participants: minimum 5, maximum 15

Scenario:
This is a longer-term project in which a substantial proportion of the teachers of one school is involved.
The scenario has to be adapted to the concrete situation of the school.
Apart from the preparation phase and the final evaluation, it could consist of the following stages, each involving a minimum of 3 meetings:
■ Formulating a common vision re human rights education (HRE) and democratic citizenship education (EDC) in the school: what it means, by whom and how it must be implemented.
■ Checking if school policies comply with HRE and EDC principles, and indicating where school policies have to be adapted or (where not yet existing) developed. Complementary to this: developing elements for a code of conduct for all school staff.
■ Developing an overall plan: which content issues, attitudes, skills work will be undertaken in which subjects, and in which other school activities (extra mural activities, extra-curricular activities, projects,…) for all student groups or classes.
■ Developing a plan for project activities: objectives, concept, scenario, …
■ Training teachers in facilitating participative workshops for HRE or EDC in their own school. If there is a need, holding seminars for improving the teachers' background knowledge for HRE and EDC.
For each of these stages a participatory methodology has been worked out, making use of checklists, provocative statements, templates to fill in, …
Where possible pupils' input is integrated in the decision making process.
The outcome of each of the stages has to be proposed to a broader audience within the school for feedback; the decision-making has to be completed by the relevant body in the school.

Critical success factors:
■ Involvement and engagement of the school principal;
■ Making substantial improvements in HRE/EDC must be seen by the school community as a priority;
■ Engagement and availability of teachers participating in the meetings.

Strengths of the practice:
■ It is a whole school approach, covering a range of aspects, with the potential of leading to a consistent approach across the school.
■ It is a systematic approach.

Weaknesses of the practice:
- Even if efficiently organized it is time-consuming.
- The more 'policy-level' stages are not attractive for many teachers: they prefer to do 'concrete things'.
- The demands of such a guidance process can be greater than the school community can bear, in view of the high burden that teachers and schools experience.

Theoretical background
Research about transfer of democratic values in schools shows that a democratic culture in the school is of higher importance than lessons devoted to issues of democracy.

Any other important information:
In the Flemish community of Belgium a couple of years ago an obligatory core curriculum on HRE/EDC in secondary schools was introduced. This provides an opportunity for such a guidance process.

Website with more information:
http://www.vormen.org/educatie/Proces.html (in Dutch!)

Why do you think, this example in a useful contribution for the DARE network?
The approach can easily be transferred to other European countries.
Such an approach is useful in new democracies. Democratic culture can be built in this holistic approach at the level of an educational institution. It adds to the sustainability and it empowers the doers-beneficiaries, etc.

8 EDC Action Days

Austrian Federal Ministry for Education, Science and Culture; Forum for Civic Education;
Service Centre for Civic Education (since February 2006: polis – Centre for Citizenship Education)

Theme or issue:
Various issues: EDC, political systems, participation, Europe, remembrance, holocaust education, historical and chronicle events, global education, world of employment, etc.

Target group:
Pupils, students, youth in non-formal education sectors, teachers, educational multipliers, people from the NGO community;
Actors involved: school classes, school libraries, museums, adult learning centres and other educational institutions.

Category:
Awareness raising campaigns, for example lectures, scientific conferences, special web features, exhibitions, contests, commemorations, quiz events (in different parts of Austria).

Objectives:
- to visualise the varied provision of civic education or Education for Democratic Citizenship respectively through projects, continuing education events, workshops, exhibitions, information on the World Wide Web etc.;
- to take stock of the status quo of EDC, to reflect the plurality of this educational area and to give it new impetus;
- Austrian contribution to the Council-of-Europe project "Education for Democratic Citizenship";
- to combine the resources of relevant organisations in order to raise the status of Education for Democratic Citizenship in Austria and other parts of Europe;

Number of participants: no exact number available, probably more than 5.000 (in 2005, 13 out of 63 n) participating organisations gave the feedback that they had 1.620 participants in total); more than 60 participating organisations annually

Scenario:
Starting from the year 2003, EDC Action Days are organised annually covering a period between two historic dates in the second half of April and the first half of May.

On behalf of the Austrian Federal Ministry for Education, Science and Culture, the Austrian Centre for Citizenship Education in Schools (Zentrum polis – Politik Lernen in der Schule) annually invites all Austrian schools as well as several hundred relevant organisations and institutions to participate in the EDC Action Days, which in 2007 will take place between 23 April and 9 May. This successful initiative will take place for the fifth time in 2007 and meanwhile the idea has also been taken up by Germany and Belgium. In 2007 gender justice will be the main focus in this period starting on the World Book and Copyright Day (23 April) and ending on Europe Day (9 May).

The main goal of the EDC Action Days is to carry out existing or planned projects, initiatives and ideas about education for democratic citizenship within this particular time period and to initiate other activities putting a focus on the main topic (in 2007 gender and gender equality). Within these three weeks a broad range of events including workshops, expositions, films, continued education events for civic educators, activities on commemoration days, school projects, radio broadcasts, theatre plays, publications, web presence and many more will illustrate the many ways to deal with the various aspects of citizenship education showing the variety of different approaches.

"Learning and living democracy", the motto of the Council of Europe's programme on Education for Democratic Citizenship (EDC), is also the guiding idea of the EDC Action Days and forms the basis for a wide range of topics for citizenship and human rights education, intercultural learning, global learning and peace education.

By producing a programme brochure including all the events, the topic of citizenship and human rights education is highlighted in public. February is the deadline for activities to be nominated for

the programme brochure. There is also an online calendar for the EDC Action Days, which is constantly updated and offers the possibility to nominate events even after February. The programme brochure is published in March, with a circulation of approximately 15.000.
What makes the EDC Action Days so valuable as an initiative is the mixture of awareness raising, sensitisation and networking. It is also a helpful support for smaller NGOs, because they can profit from the centralized public relations. It makes sense to concentrate on these three weeks because the result is a powerful public presence for a topic, which usually is not very present.

Critical success factors:
■ It is crucial to give good support to schools throughout the school year, because otherwise teachers won't be motivated to take part. Only if there already exist a certain awareness of the importance of citizenship and human rights education, will schools participate.
■ Networking of organisations involved and establishing or strengthening links between different educational areas and sectors.

Strengths of the practice:
■ Theoretical diversity, multidisciplinary approach, although this diversity of topics and approaches has also been criticised by some participants and observers. Beginning with 2006, EDC action days will focus on one specific issue per year; in 2006 the topic will be "Europe".
■ EDC Action Days are a "good practice" model because the project has already inspired relevant actors in Germany to organise EDC Action Days there. In 2005, the first German EDC Action Days took place and in 2006, all the member states of the Council of Europe will be invited to organise their own EDC Action Days; the dates of the EDC Action Days in the different countries will be dovetailed.
■ General awareness raising for EDC and Civic Education.
■ For teachers who organise school projects, the EDC action days offer a good occasion, motivation and justification.
■ Examples of good practice are developed based on the exchange of ideas between different actors.

Weaknesses of the practice:
■ There is no specific budget available for the EDC Action Days. The programme brochure has to be financed with the income from advertising. All organising and participating actors have to cover the costs for activities during the EDC Action Days by their own means. This makes it hard for schools and smaller NGOs or volunteer-based initiatives to participate and to promote their activities.
■ Until now we have focussed on quantity, the next step will be to focus on quality too – we are now so well known that we do not have to accept all initiatives which want to participate.
■ It not only makes sense to have a main topic (like gender in 2007), we should very clearly communicate that most of the events should correspond with this topic.
■ In the next step there should be more opportunities for the participating organisations to learn from each other. We are thinking about organizing a starting event, where all participating organisations can present themselves and find opportunities for exchange.

Theoretical background / Source: (diverse)

Any other important information:
In autumn 2004 and 2005, a similar initiative with the name "Human Rights Days" was organized covering the period between November 20 (Children's Rights Day) and December 10 (Human Rights Day). The Human Rights Days were a series of approximately 50 events (round tables, workshops, conferences, exhibitions, trainings, cinema shows etc.) in different parts of Austria. The events addressed diverse human rights topics like women's rights, children's rights, participation, the rights of asylum seekers and migrants, conflict prevention, commercial sexual exploitation, remembrance, active citizenship, slavery, accountability of transnational corporations etc. In 2004, 29 organisations and more than 2.500 people (including visitors of exhibitions) participated.

Website with more information:
www.aktionstage.politische-bildung.at **(only in German)**

E-mail contact address for more information:
service@politik-lernen.at

Why do you think this example is a useful contribution for the DARE network?
The DARE Network encourages joint actions like the EDC Action Days, which have also inspired similar initiatives in Belgium and Germany.

9 Training course for young people and teachers in HRE and EDC for preventing and combating violence at school, in formal and non-formal education. EIP Italia Associazione Scuola Strumento di Pace

Theme or issue:
Human Rights Education – HRE - Education for Democratic Citizenship - EDC.
Fight against violence at school – Social cohesion against racism, xenophobia.

Target group:
Teachers as well as students (involving 1063 schools in the EIP network)

Category:
Training courses

Objectives:
- Improving teachers' and students' skills and knowledge in promoting and applying HR and DC;
- Involving them more and more in active social and political performance at national and international level;
- Stimulating critical thought and analysis;
- Exchanging experiences with other participants.

Number of participants:
20 – 30 participants in each group - the whole training course can consist of several groups.

Scenario:
The focus of the training is on the content and methods that provide the schools with resources to fight against youth violence, so the first step is developing competences of educators working with students through interactive methods and methodologies, implementing discussion and non-violent resolution of conflicts.
Description of the 3 training programmes:
1st life skills development; 2nd theoretical background acquisition; 3rd training in active programmes.
Focus on:
Problem solving: to face and solve everyday problems in a non-violent way.
Critical and creative thinking: to evaluate situations in an analytical way, experimenting with different choices/alternatives, finding original solutions.
Effective Communication and *conflict management/administration.*
Empathy: to identify, feel and share emotions with others.
Controlling and managing emotions and stress: to understand and manage good feelings as well as anxiety.
Personal involvement: self-confidence in order to face new challenges through concrete actions.
Group involvement: common moral values and behaviours shared by the whole group, based on their own aims, to actively participate in democratic life in different contexts (family-home, work, school…)
In two different training sessions, in which the students are involved in practical activities such as role plays, as well as theoretical activities including analysing lectures and experts' contributions, the aims are the development of HRE and EDC competences through workshops.

Critical success factors:
Peer education represents the success of the activity.
Peer education is a key method recommended by the Council of Europe to fight violence at school and to build up a culture of dialogue. It is based on the participation of all the students in the training and educational process in order to achieve school renewal run by the students (who are now the real protagonists). At the same time, it requires the ability of the students to take responsibility. In

the peer group, some students play a peer educator role with the function of carrying out a project that aims at increasing dialogue and participation under the supervision of a tutor. The best areas to focus on, adapting the whole activity, have to be identified by the students during seminars and meetings and particularly at school, in order to work from the starting point of the classroom dimension up to the national framework.

Strengths of the practice:
In the peer education method young people/students, as the target group, are learning themselves and teaching others at the same time. As protagonists of the whole activity/process, they help teachers/tutors to realise an interactive approach in didactic and educational practices: this technique implies very strong personal motivation in taking part in the activity. Each student develops active engagement that enhances his/her own learning process, allowing him/her to cooperate with others (sharing experiences) and improving personal performance in everyday life. The result of the project is very satisfying, but it's crucial to identify specific objectives, areas and target groups as well as peer educators.

Weaknesses of the practice:
Teachers and peer educators in charge of managing the project need a very strong knowledge of the youth dimension/condition to work in peer education. In this framework, the school is lived as a laboratory in which the relationships (students vs students; students vs teachers; teachers vs teachers; peer educators vs teachers vs students) are analysed as a source of new reflections among young people. Peer educators as well as teachers should manage the new points of view achieved, through a strong systemic approach without influencing the young people's activity outcomes through personal ideas or values. In fact, the most important quality (conceived as personal characteristic) should be the open-minded attitude of project managers. The use of comments and suggestions is allowed to inspire and stimulate young people's thoughts and analyses, without any pressure and manipulation based on personal beliefs that sometimes is hard to stop while running this kind of activity.

Theoretical background
The peer education-life skills project began in 1998 school year in accordance with the decisions of the Ministry of Education, which participated in the Europeer Malmö meeting. The programme has been monitored by La Sapienza University in Rome. The programme focused on peer education as a methodological strategy for placing students at the centre of the education process. This methodological strategy focuses on the themes of 'accepting diversity', health education, drug use, HIV/AIDS prevention, dealing with stress, creating healthy atmospheres in schools and the classroom, and many more depending on needs and issues. Peer education involves young people leading workshops for their peers with a focus on skills building through interactive and experiential activities. These topical themes are tackled in a three-pronged approach: school autonomy; student-centred peer education; and application of the new national Charter of Student Rights. The programme works in close collaboration with the community, various agencies, local government and the private sector. It has served as the model for the Italian national peer education/life skills programme at the Ministry of Public Instruction. In its several training activities, EIP promoted this methodology focusing also on the themes of the Italian Youth Convention and Youth Manifesto for the 21st century.

Other important information:
In order to improve "life skills" and, in a 2nd training programme, HRE and EDC competences, the project needs to be run after profiling a very concrete plan concerning the activities, instruments, methods and methodologies as well as an evaluation process. The sensitiveness/sensibility of the teachers, in the start-up phase of the project when students define their own interests, is very important as it models communication among the subjects involved.
Other themes approached in the training course:
■ *Youth Manifesto for the 21st Century* issued by the first "World Youth Parliament" (Paris 1999, UNESCO and Assemblūe Gūnūrale Franɔaise), i.e. Peace and non-violence, education, environment, economic development – human development, solidarity, culture-communication- intercultural dialogue.
■ *Italian Youth Convention*

Website with more information:
http://web.quipo.it/scuolastrumentodipace; http://www.eipitalia.tk/

E-mail contact address for more information:
sirena_eip@fastwebnet.it; valentinacinti@jumpy.it

Why do you think, this example in a useful contribution for DARE network? (European dimension)
The peer education method, recommended by the Council of Europe as a key method in the educational process, brought great results and expected outcomes in our projects.
Students and teachers perceive and observe many improvements in the classroom atmosphere, in the students' motivation and in the learning process as well. This programme reduces the risk of young people leaving school and promotes positive behavioural choices. By creating positive peer relationships, peer education reduces high-risk behaviours, as teens find peer educators more credible than adult educators. The project is a wise economic investment, and peer educators also benefit from such programs. EIP utilised the method at a national level to spread in Italy the pilot project of the Council of Europe - UE - UNESCO - OSCE on EDC and social cohesion, but it can be adapted to different contexts, countries and in several fields, above all in the European dimension (i.e. training courses run in the European Youth Centre Budapest / Strasbourg) thanks to a very experienced team of trainers. The project is useful for DARE network because it can be easily adapted to specific context and different needs as well as particular traits.

10 Domestic violence – victims and perpetrators – the role of police, justice and social work

Informations - und Bildungszentrum Schloß Gimborn, Germany/ AdB

Theme or issue:
Active citizenship, empowerment of the victim, getting to know the work of social organisations.

Target group:
Professionals in the field of police, justice and social work

Category:
Awareness rising campaign

Objectives:
Rising awareness of domestic violence. Mutual exchange of experience and knowledge

Number of participants:
44 participants from 8 different European countries

Scenario:
The seminar started with working parties to collect the participants' own experience and personal opinion on domestic violence (DV) as far as the role of police, justice and social work is concerned. Over the week the EU project on child abuse - strategies of communication, coordination and cooperation in child protection was highlighted. DV in Great Britain was discussed, the evaluation of police training on DV was presented and discussed as well as the phenomenon of stalking. On Thursday afternoon the participants split up into little international groups and thought about further steps in the field of DV. On Friday morning, they presented their results.

Critical success factors:
Participants from 8 different nations took part. The exchange of experiences, the lectures, discussions and working parties on the topic of the week were very enriching.

Strengths of the practice:
International professionals came together and took advantage of the opportunity to exchange experiences and knowledge.

Weaknesses of the practice:
The group was fairly big, so that really profound discussions were only possible when the seminar split up into small groups.

Theoretical background / Source:
The EU AGIS project on child abuse, new laws in North-Rhine Westphalia as far as domestic violence is concerned, study of the International Police Association on Domestic Violence.

Website with more information:
www.ibz-gimborn.de

E-mail contact address for more information:
laudin@ibz-gimborn.de

Why do you think this example is a useful contribution for DARE network?
Domestic violence is a phenomenon throughout Europe (and the world). People should be aware of it and victims themselves (and relatives, friends, neighbours, colleagues) as well as professionals should know how to get out of it. Therefore, it supports active citizenship and human rights education.

11 'Widening the Circle' Global Film Project

Centre for Global Education, York St John College, York, UK

Theme or issue:
Each month a different theme and film is chosen, in collaboration with NGO and York Arts Cinema. Themes have included Fair Trade, peace, UNICEF and 'Stop Violence Against Women' the Amnesty International campaign. Some themes are repeated annually, such as Refugee Week, and Black History Month.

Target group:
- students and teachers (school and university);
- general public interested in world cinema;
- activists and people interested in the issues of campaigning NGOs;
- Black History Month events in October are specifically aimed at raising awareness of contribution of Black culture in UK;.
- specific groups, e.g. Palestinian Solidarity Campaign .

Category:
Awareness-raising film project

Objectives:
The film project is aimed at the general public, and our key objectives are:
- to raise awareness of global issues;
- to raise the profile and impact of regional and national campaigning NGOs [Non-Governmental Organisations.];

We do this by using films and documentaries with a global dimension;
- Film introduction by key speakers who then lead a discussion with the audience and the local NGO group. Each month we focus on a different global issue and campaigning group.

Number of participants:
Typically 60 -120 attend film screenings. The discussion and NGO section held immediately after the film usually has half the numbers that attend the film.

Scenario:
Project started in April 2004 and will end in March 2006.
Films are advertised in Art House cinema brochure, posters and via NGO mailings. Widening the Circle [WtC] is also building up a database which is used monthly to inform them of current and future themes and films.
Each month a different NGO/campaigning group is 'showcased' with an appropriate film screened. Speakers, relevant short documentaries, and displays and contributions from local NGO groups combine to encourage involvement in the local group and raise awareness of their campaigns.
The project is funded for one and a half days per week.
Possible local and national campaigning groups are selected, or approach the Centre. Discussions are held with group and cinema to agree appropriate films and obtain relevant short films and displays. Liaison with the Cinema, booking rooms, speakers and promoting the event via cinema, groups Newsletter and WtC twice monthly E-Newsletter.
Events happen on a Tuesday night from 1830 to 2130, with informal discussions, networking, petition-signing etc. taking place afterwards.
Sometimes additional events are put on, or run in conjunction with other related events, such as Black History Month, One World Week, or World Aids Day, as appropriate.
Audiences are encouraged to go onto the WtC Mailing List, with fortnightly WtC E-Newsletter telling them of future films and related events.

Critical success factors:
Choosing a relevant film that is available for screening, and being able to promote it in good time seems to be key to a successful event.
As an example, the film *"Amandla! – A Revolution in Four Part Harmony*" is a recent documentary from South Africa that highlights the role of popular song and musicians in the ending of apartheid. By tapping into local networks of world music choirs, activists involved in the Anti-Apartheid Movement and people sympathetic to human rights we achieved a near 130 full–house. A South African speaker active in the ANC put the film into context and was able to answer questions raised in the discussion immediately after the film. It also helps when the film is of a very high standard, such as "Amandla!", that can inspire people, and where word-of-mouth publicity adds to the promotion done by posters, colour brochure and mailings. "*Amandla!*" finished with a spontaneous round of applause from the audience which, for a film on a Tuesday night, which very few of the audience had heard of before, is a testimony to the power of film to move people.

Strengths of the practice:
'*Widening the Circle*' as a title for the Film Project was specifically chosen, as we wanted to take global issues to a wider audience, who may not necessarily identify themselves as 'activists' but who are interested in social justice, environmental and human rights issues. We did not want to 'preach to the converted' but reach out to an often untapped audience – the general public.
We receive funding from the UK Department for International Development [DFID] partly because it was an innovative project, outside the formal education sector that had not, to the best of our knowledge, been attempted in this way in the UK before.
Another aim was to 'join up the dots' between different NGOs and campaigning groups, so more activists could have exposure to other campaigns – often in different locations or fields – which nevertheless shared similar goals and values. The NGO groups are invariably run by volunteers who are well stretched to promote their own group and campaigns, though they are invariably sympathetic to other issues, often knowing the other activist groups personally.
Widening the Circle acts as a mediator and agent for each NGO group, who normally would not have the expertise, time or relationship with City Screen, to set up an event on their own.
City Screen – the York art house cinema – is a very useful focus to highlight their work, as it already has a good reputation as a good, central venue.

Weaknesses of the practice:
Due to technical difficulties of film licensing and availability - which often need four or more months planning to secure a film and advertise it properly - problems have occurred with getting film clearance (i.e. licences, availability) which has meant some films could not be screened, though alternatives have usually been found. The first year of the two year project has been a 'learning curve' in finding effective ways of presenting quality global films that help raise the profile of issues and local groups.

Theoretical background / Source:
The principle of reaching a core group of the public who are not yet active is based more on experience, as this model has not been used in this format, to the best of our knowledge. The theory was: 20% are not interested, 20% are already active in some way, which leaves 60% who can be persuaded to get more active if they are engaged in a meaningful way. (These percentages are only a rough estimate, and not based on empirical research.) Films touch the audience personally. TV, news and newspapers often only engages their mind, while a powerful film can touch their heart.

Any other important information:
"Widening the Circle" also means giving the opportunity for activists in different areas to get a wider perspective on global issues, and network with other groups and issues that are in sympathy with their own methods and goals.
The "ONE WORLD" Human Rights Film Festival in Prague, which takes place each year in Spring, is helping to nurture a European

movement that is developing to reach people by the power of film. My intention is to spend the coming year in completing a self-created "apprenticeship" in how to run a One World Film Festival, working with NGOs, activists, directors and documentary film producers and festivals.
If you are involved in this field, or want to develop a similar film project, we would be very keen to hear from you.

Website with more information:
www.centreforglobaleducation.org

E-mail contact address for more information:
r.thurley@yorksj.ac.uk

Why do you think this example is a useful contribution for the DARE network?
Since "Widening the Circle" is outside the formal education sector, it offers an opportunity for the general public to experience global issues and become more empowered in getting active and making a personal difference.

12 "All equal – all different?" Human and civil rights in Europe

Sonnenberg-Kreis e.V.

Theme or issue:
- Empowerment
- Human Rights Education
- Active citizenship
- Intercultural education and education for tolerance
- Anti-racism

Target group:
Young people from Europe (16 – 30 years)

Category:
Seminar / workshop design

Objectives:
Young people live in societies of competition and are confronted with ideologies like "survival of the fittest". The basis of human rights - "all humans are equal" - is under fire. Racism and extremism are a danger for democracies and also for the E.U. The objectives of this seminar are:
- Learn about their own needs (of safety) and the needs of others.
- Learn about the human, fundamental and civil rights in the respective constitutions – to strengthen democracy as basis of the E.U.
- Knowledge about the charter of the E.U. (pro/contra), the instruments and procedures.
- Knowledge about anti-discrimination-strategies in the E.U. e.g. projects in Germany.
- Knowledge about refugee politics and the protection of human rights in the E.U.
- Strengthen the intercultural and democratic competences of the participants.

Number of participants:
30-50 participants

Scenario:
Day 1: (evening) Opening – exchange of first ideas about the issue / "icebreakers"
Day 2:
(morning) 1st step: " What can we expect from our family, our friends, our society, our nation?"
2nd step: "Are we able to transform some of our expectations into rights?" / Formulation of "our" constitution (working in international groups);
3rd step: " Which human, fundamental and civil rights are in our respective constitutions?" (working in national groups)
(evening) "The story of Abigale" – an exercise for intercultural perception.
Day 3:
(morning) "The charter of the E.U." Introduction by a guest speaker and discussion in plenary;
(evening) "Human dignity is inviolable?" Right-wing flows across Europe (working groups).
Day 4:
(morning) "All equal – all different" – What do they do to fight for human dignity?" Anti-discrimination strategies and policy of the EU (input and international working groups): Efficient or did they miss the target?
(evening) Preparations for the field trip: guide questionnaire for the interviews in town (working groups).
Day 5:
(morning) Field trip to Göttingen: Interviews with experts of organizations (Peace-Center, Amnesty International, Center for Asylum Seekers, International Garden) and interviews in the centre of town;

(evening) Preparation in groups / Presentation of the information gained / Plenary discussion: Discrimination in our daily life – Europe wide? How much influence have non-governmental-organizations / citizens-movements? What can/will we do?
Day 6:
(morning) " Possibilities and limits in Europe – a simulation game about refugee politics in the extended E.U." – introduction and phase 1;
(evening) Phase 2 and evaluation of the game; Evaluation of the seminar.
Day 7: Breakfast and departure of the participants.

Critical success factors:

1st key: Language is a problem - members of different nations have to communicate – for plenary discussions simultaneous translation is helpful.

2nd key: Find and discuss situations in which human rights have a real, relevant role for the participants.

Strengths of the practice:

■ In the seminar, participants become acquainted with the abstract idea of human and civil rights on a personal level: they can discover them in situations from their own environment (familiar, national) and discover the value of rights for their lives.
■ In small group evaluations participants emphasized that, on one side, the transfer of basic knowledge about human and civil rights and the E.U. and, on the other side, the transfer of intercultural and democratic competences was important for them.
■ The seminar provokes situations that are prepared to strengthen the ability of the participants to deal with problems of human rights in today's politics, eg. in the simulation game.

Weaknesses of the practice:
The charter of the E.U. is complex material and is difficult to understand for a participant who does not know much about it. The introduction has to be done in a clear and simple way.

Theoretical background / Source:
http://www.coe.int/T/e/human_rights/ecri/3-Educational_resources (all equal)
www.betzavta.de (formulate rights / day 2, morning)

Any other important information:
The Sonnenberg-Kreis e.V. is in process of creation of a program about Europe-competence as key-competence.

Website with more information:
http://www.sonnenberg-international.de
E-mail contact address for more information:
audacia@nexgo.de

Why do you think this example is a useful contribution for the DARE network?
This seminar is planned for young people from different countries. Most elements are feasible in all European countries – just the interview and field trip should be adapted to the country. The European constitution, as well, is working in our daily lives. The need to communicate/discuss about how we want to live and which values are important to us is part of a living democracy and in this seminar people have space to practise it.

13 Youth Act ™

(is a US Program of Street Law Inc.)
The Citizenship Foundation, London, UK

Theme or issue:
Active citizenship

Target group:
Young people (aged 11 – 18) from schools, youth and community groups working with adult supporters (teachers, youth workers, parents, police, Learning Mentors etc). Youth Act is currently running in London and Stoke-on-Trent in England.

Category
Political education

Objectives:
- To increase participants' political literacy and their ability to influence decision makers;
- To enable participants to run a campaign;
- To increase participants' confidence and sense of self as active citizens (whatever the outcome of their campaign);
- To enable young people and adults to work in partnership;
- To increase young people's ability to bring about social and political change in their community.

Number of participants:
40 in each round of training (2 x 20)

Scenario:
1. Taster sessions for the education, youth and community sectors to gain an insight into the Youth Act programme;
2. Orientation and training session for supportive adults;
3. A six-week training programme delivered to groups of young people and their supportive adults. Each session lasts approximately two hours, totalling 12 hours of training input. The training covers a wide range of skills including advocacy, negotiation, influencing decision-makers, teamwork and resolving conflict. It also introduces the young people to other youth activists and to local councillors who could have influence over the outcomes of their campaigns;
4. A residential training event for all supportive adults and young people;
5. On-going informal support and guidance from Youth Act after the training has been completed, including providing networking opportunities and supporting award applications;
6. Opportunities for Youth Act groups to reconvene at events and gatherings, including opportunities to make presentations and network; Groups of young people choose the issues they want to campaign on e.g. gun crime, mobile phone theft, bullying, improving facilities for the community.
7. Provision of resources and materials for supportive adults and young people.

Critical success factors:
The groups each organise an event (campaign groups) which attracts attention and support and at least begins to raise awareness and effect change in policy or practice. Four of our campaign groups have received national press attention and are winners of prestigious awards for young people who are making a difference and speaking out. The strong aspect I have mentioned several times (I mean genuine feedback).

If the campaign does not happen but the individuals (young people and adults) feel more confident and see themselves as more active and 'can do' as a result of the training, we consider that a success as well.

Strengths of the practice:
The Citizenship curriculum, now compulsory for 11-16 year olds, is an added impetus to the initiative. Aiming to equip young people to take part in public life, the curriculum has three broad strands: social and moral responsibility, political literacy and community involvement. *Youth Act!* meets requirements across all these areas, but particularly the community and active citizenship element, which many teachers are concerned about fulfilling. Citizenship is also an explicit element of the Youth Work curriculum.
The following remarks were stated in the press:
"Such work is needed now more than ever and the fact that the Youth Act! pilot has succeeded in enabling young people to engage in political action in their communities demonstrates that this is a scheme that warrants attention and resources. The statistical and qualitative data arising from this evaluation proves that the programme does have a marked effect on young people's confidence and motivation to participate. The programme has the potential to be adapted to the needs of local situations and has great transferability."

"The intergenerational partnership between young people and adults is a 'unique selling point' and distinguishes Youth Act from other programmes." Independent evaluation.

Weaknesses of the practice:
The project depends on the commitment and availability of motivated adults and many are already overstretched. Young people have attended the training without a supportive adult and they love it but their campaigns are less likely to take off.

Theoretical background
Street Law Project started in the USA via Street Law Inc.

Other important information:
The project responds to growing concern about disaffection from the political process, heightened by a record low turnout in the 2001 UK General Election with only 39% of 18-24 year olds voting, and the perception of an increasingly violent, divided and uncaring society. Whereas young people are often seen as part of the problem, our research into youth social action highlighted how many had ideas and a sense of responsibility about changing the world around them.
We are eager to roll out Youth Act nationally and internationally.

Website with more information:
www.citizenshipfoundation.org.uk/youthact

E-mail contact address for more information:
carrie.supple@citizenshipfoundation.org.uk

Why do you think, this example in a useful contribution for the DARE network?
Youth Act is a most flexible programme. It has been running for years in the USA via Street Law Inc. and staff from there have taken Youth Act to the Ukraine and Moldova. The principles are very simple and transferable to a huge range of settings.

14 Education for tolerance in a multicultural society

Human Rights Education Centre of Charles University in Prague

Theme or issue:
Main focus on active citizenship. Some sub-units: tolerance, human rights and democracy, different religions - Christianity, Islam and other world religions, ethic of mass media, holocaust and anti-Semitism.

Target group:
Faculty students (prospective teachers)
or teachers (in-service teacher training).

Category:
Pre-service training of teachers

Objectives:
The current objectives are:
- to increase quality of teachers' studies;
- to increase civil - legal consciousness of students;
- to promote tolerant cohabitation of different cultures;
- to develop participants' interest in active citizenship;
- to enable participants to run HRE, EDC or similar activities on their own in various learning situations.

Number of participants:
Up to the end of the year 2005, there were about 400 students who had participated in and completed this course. In the academic year 2005/2006 there are 120 participants, students of the Pedagogic faculties of three Czech Universities (Charles University in Prague, South Bohemian University in Ceske Budejovice and Ostrava University in Ostrava).

Scenario:
The course was introduced as an elective subject within pedagogical faculties (64 lessons during two semesters). Its content (human rights, humanitarian legislation, multicultural societies, principles of tolerance, rule of law, sub-national communities, crisis intervention, refugees, asylum seekers, migrants, creation of equal opportunities on the labour market, world religions and human rights, intercultural dialogue, the role of mass media, cultural anthropology, safety and solidarity) covers issues which are not currently taught to future teachers.
Beyond the complex theoretical input, the participating students were exposed to many interactive strategies meant to enable them to apply the new content to concrete learning conditions within their future schools. After some lectures, they were given practical tasks to be performed in specific schools. They were assisted by promoters of this course and the respective schools' teachers in designing and carrying out HRE or EDC lessons or activities. Coming back to faculty sessions, they were sharing and analysing the experience gained in schools. They were also encouraged to work in pairs or teams in order to offer their school pupils more efficient HRE/EDC activities.

Critical success factors:
- Theoretical sessions and practical workshops have to be closely intertwined. The presence of some course promoters who have substantive practical experience adds value to the course.
- Topics have to be very clearly framed and, as much as possible, connected to contemporary and public issues.
- Cultural issues are or might be very sensitive. Therefore, the prospective teachers have to be aware that sometimes they will have to cope with difficult or problematic situations in their classes.
- Students' performance has to be attentively monitored and evaluated. The more responsible they feel while developing and

running lessons during the course, the better prepared they will be to carry out genuine HRE/EDC activities on their own.

Strengths of the practice:
The course helps to educate people to mutual tolerance and co-operation, to democratic behaviour, to critical thinking, to interest in common issues and active citizenship. Such a course can be introduced in any country or environment (university, school, non-formal or formal education) where educators are involved in HRE or EDC. In general, educators are enthusiastic when they are trained in (new) interactive methods as well as multiculturalism issues because their pupils always challenge them in these respects (by asking questions and behaving freely).

Weaknesses of the practice:
It is very difficult to find well-prepared promoters for such a complex course. The topics cover a quite broad range and the practical background of the teachers involved in the lessons is very important.

Theoretical background / Source:
Tomlinson, S: *Multicultural Education in White Schools*, B T Batsford Ltd. London 1990.
Vogt, W P: *Tolerance and Education, Learning to Live With Diversity and Diference*. Sage Publications. 1997

Recommended bibliography for the faculty students:
Fetzer, J S: *Public Attitudes towards Immigration in the United States, France, and Germany*. Cambridge University Press, Cambridge 2000.
Fulcher, J, Scott, J: *Sociology*. Oxford University Press, Oxford 2003.
Gibney, M J, (ed.): *Globalizing Rights*. Oxford University Press. Oxford 2003.
Svazek 5: HREC, UNESCO: *Education for Human Rights and Citizenship in Central and Eastern Europe, EIS,* Praha 1995,
Symonides, J: *Human Rights – New Dimension and Challenges,* UNESCO Publishing, Paris 1998.

Any other important information:
This project introduces the first systematic approach to tolerance, human rights and diversity in a multicultural society in the pre-service training of Czech teachers. It is envisaged that in the near future its outcomes and experiences will be implemented into the regular school curriculum.

E-mail contact address for more information:
alena.kroupova@eis.cuni.cz

Why do you think this example is a useful contribution for the DARE network?
Prospective teachers are one of the most important human resources of the DARE Network as they are both young citizens able to change their societies and good professionals able to influence the status of democracy in their schools.

15 Human Rights Schools for young people

The Norwegian Helsinki Committee

Theme or issue:
Human rights, multicultural understanding and peaceful conflict resolution

Target group:
Young people between 16 and 20, often with different ethnic, cultural and religious backgrounds

Category:
Course design / educational methods

Objectives:
■ To give knowledge about human rights, multicultural understanding and peaceful conflict resolution;
■ To establish meeting places and improve the understanding between young people with different ethnic, cultural and religious backgrounds;
■ To reduce stereotypes and prejudices;
■ To raise awareness and create positive attitudes and action competence with a basis in human rights values.

Number of participants: About 20

Scenario:
The human rights school is arranged at a resort (often in the countryside or outside the city), where the participants both live and learn together. In addition to the lectures, participation methods such as discussion, group work, different exercises and "theatre in education" are being used. The course design can differ a little depending on the circumstances (whether the school is being held in a post-conflict area (such as the Balkan countries) or not, whether the participants are war victims, refugees or not etc. Usually the courses are build upon these elements:
■ The first evening: getting to know each other, school rules, information about the content of the course and some practical information about the place, time schedule etc.
■ Three days (usually the first days) focus on human rights:
the concept of human rights, human dignity and the principle of non-discrimination, the history of human rights, different types of human rights, democracy, human rights for vulnerable groups such as children, women, refugees and others, how human rights are being protected at national, regional and international levels, human rights and religion, human rights in daily life, "why human rights are important to me" and "what we can all do to protect human rights".
■ One excursion day.
■ Two days focus on multicultural understanding:
what is culture?, how are our identities formed?, how stereotypes and prejudices develop and function, "us" and "them", discrimination and racism, group pressure, concepts like nationalism, respect and tolerance etc. and why multicultural understanding is important for increasing respect for human rights.
■ Two days on peaceful conflict resolution:
what is a conflict?, different types of conflicts, how do conflicts develop (the conflict spiral) positive and negative implications of conflicts, how to handle a conflict (I have a choice)
■ On each education day (usually in the afternoon or evening), the participants have one and a half hours of "theatre in education". In these classes, they work with a drama pedagogue, and do improvisations and short exercises in which their creativity is being used in many ways. The themes can be human rights challenges, discrimination, stereotypes, conflicts, or other issues that have been focused on during the course. The participants find "theatre in education" both challenging and a lot of fun and they get to know each other very well during these classes.

Critical success factors:
1) That young people with different ethnic, cultural and religious backgrounds come together and get to know each other, in a positive atmosphere based on respect, tolerance and human rights values

2) The participating methods in which the young people through their own involvement, understand that human rights, multicultural understanding and conflict resolution are relevant to, and an important part of, their own daily lives.

Strengths of the practice:
The human rights school is good practise first and foremost because it functions. Different evaluations show that the participants get knowledge and understanding of the course values and that they find this very important. The evaluations also show that the participants become aware of their prejudices and develop a more open and respectful attitude towards other people.

The human rights school is also good practice because it fills a "hole" in the ordinary school system. Especially in countries which have been turned by wars and conflicts (such as the Balkan countries), there is an important need for young people to get empowered and to learn about positive and democratic ways to change societies for the better. In some of these countries, rather than underlining the above-mentioned values, the educational system increases prejudices and nationalism. Also in peaceful and developed societies (such as modern Western countries), young people need to be empowered and to become aware of human rights and peaceful ways to develop good societies. They also have a need to learn how to handle their societies' increasing multicultural challenges and to become aware of discrimination and human rights abuses both in their own countries and abroad.

The human rights school is good practice because it creates involvement and human rights activists. In the Balkan countries where the Norwegian Helsinki Committee organizes the schools together with the national sister committees, there are established "young peoples groups" for the human rights schools' participants, under the roof of the national committees. In these countries, the participants now have the opportunity to follow up their engagement in human rights work.

The human rights school is good practice because it functions in many different circumstances and with different target groups. So far, we have organised schools in Norway, Russia and the Balkans. Target groups have been "ordinary" youth and refugee youth in Norway, young people who have experienced war, conflict, nationalism and discrimination in the Balkans, and Russian youth together with Norwegian youth in Russia and Norway. The Norwegian Helsinki Committee are in the process of establishing human rights schools in Belarus and Ukraine and maybe also in China/ Tibet.

Weaknesses of the practice:
The course lasts for nine days and, up to now, the Norwegian Helsinki Committee have not been able to establish permanent routines for following-up all the participants in all the countries where we organize schools. Here the human rights school concept has potential for further development.

Theoretical background / Source:
The human right school concept uses a variety of methods and exercises during the nine days of the course. Many of the exercises we have developed ourselves, and some of them we have learned or "picked up" from seminars, books etc.

Any other important information:
The Norwegian Helsinki Committee has produced a documentary about young people attending a human rights school in Serbia: *"Must we inherit the hatred?"* (English and Norwegian language) The film is available on video and DVD: contact the secretariat in the Norwegian Helsinki Committee.
Nordahl@nhc.no, hjorth@nhc.no

Website with more information: www.nhc.no
E-mail contact address for more information:
djuliman@nhc.no, hjorth@nhc.no

Why do you think this example is a useful contribution for the DARE network?
The Norwegian Helsinki Committee wants to share our experiences with other organisations and actors who do similar education work. We hope that somebody might learn something and/or get inspired, just as we learn and get inspired by others' work. If anybody wants more information or to get in touch, we would appreciate it very much.

16 Anne Frank – history for today

Milan Simecka Foundation (Bratislava) in cooperation with Anne Frank House (Amsterdam)

Theme or issue:
To fight against discrimination, racism, xenophobia; to develop critical thinking.

Target group:
Students (15 – 18 years old)

Category:
Training of student guides of a travelling exhibition

Objectives:
Training students how to be good exhibition guides and to learn about the Holocaust through an exhibition dedicated to the story of Anne Frank, and about various forms of discrimination in past and in present times.

Number of participants:
16 – 20 students /1 workshop
(max. 160 students from 8 schools / 1 year)

Scenario:
Program of Seminar for Exhibition Guides:

1st day: 8.00 – 16.00

Guide Training Seminar: 1st part Getting known to each other
Introduction; Watching and discussing a documentary "The short life of Anne Frank"; A short tour of the exhibition; Discussing aims of the exhibition; A group tour through the exhibition; Lunch Break

Guide Training Seminar: 2nd part First steps
1st exercise - preparation; 1st exercise - presentations;
Round table 1: Feedback

2nd day: 8.00 – 16.00

Guide Training Seminar: 3rd part Deepening
Program on Holocaust in Slovakia 1; Program on Holocaust in Slovakia 2; Roundtable 2;
2nd exercise; Lunch Break

Guide Training Seminar: 4th part Who am I? – What do I want?
Roundtable 3; 3rd exercise, 4th exercise; Round table 4: Questions, Evaluation, Tips, Feedback

Explanation of exercises:

1st exercise: Best educational photo
Divide pupils into groups of 3 or 4
Spread around photos taken from exhibition (about 10)
1. everyone looks through the photos;
2. group decision: choosing the best picture;
3. make a poster / discussing the topic of a poster presentations.
Explaining why trainers have chosen particular photographs.
Why did we make this pre-selection?
Teaching student guides how to involve a group in a discussion: e.g. through a use of open questions!

2nd exercise: awakening photo to life / explaining panels
Divide pupils into groups/panels of 3 or 4
1. every person chooses 3 photos in the exhibition (10 min.);
2. each participant explains the whole panel – if possible also the panels around, starting at his / her photo (preparation: 15 min. – execution: 20 min.);
3. trainers walk around, listen, give tips.

Explaining purpose of exercise: pupils won't have enough time to say everything they want to say about the few photos => they get self-confidence to handle the exhibition. If 20 min. is not enough to explain a few pictures, then it's absolutely no problem to make an exhibition tour of 45-50 min.

3rd exercise: relation to present-day topics
discussion [trainer has to prepare open questions]
BEFORE: trainer chooses up to 10 photos that relate to present-day topics. Trainer prepares two or three sets of cards that contain the panel number / number of each of these photos.
EXERCISE: 2 or 3 big groups; each group gets one set of photo numbers. All groups work parallel to each other at the exhibition. In a short preparation time, in each group every pupil prepares a presentation about one of these 10 photos. In this presentation, he / she should involve the group into a discussion about present-day topics.
Hence, each group hears/ discusses 10 topics. In case we have 2 groups only, 5 pupils from each group do not have their own presentation (which is no problem at all).

4th exercise: make your own first guided tour
Divide participants into groups of about 10, groups work parallel to each other in the exhibition
Every participant explains about 3 panels to the whole group in a simulation of a future guided tour, i.e. preparing open questions, preparing ideas how to involve a group in discussion etc.
Trainers walk around, give tips…

Round table 1: Writing questions on index cards:
Every participant writes 3 questions on several index cards (1 card = 1 question!). Those questions should be answered during the seminar.

Round table 2 (flip chart): How to guide through an exhibition?
Round table 3:
What kind of supporting program can we do?
Give some tips;
Talk about earlier successful supporting programs.
Round table 4
Answer the last unanswered questions (index cards)
Last tips: introduce yourself

Program on Holocaust in Slovakia 1:
Discussions, Q&A on the topic. Two Slovak panels created by the Milan Simecka Foundation are also part of the exhibition. They contain 31 photos and copies of contemporary texts all of which is related to the Holocaust in Slovakia picturing the Slovak state (1939-1945) and its anti-Semitic policy.

Program on Holocaust in Slovakia 2:
Screening of video-testimonies of a number of people who survived the Holocaust and a follow-up discussion.
In the 1990s the foundation collected 150 Jewish and Roma testimonies from which it created a unique video-archive used for holocaust education for youth and adults in Slovakia. (projects in cooperation with University of Yale, USA, and the Holocaust Memorial Museum. Washington)

Critical success factors:
- Peer to peer education;
- Learning about "Big history" through the personal story of Anne Frank.

Strengths of the practice:
- Pedagogical method of "Peer to peer education", which is entirely new in Slovakia. Students are "teachers" of other students who are more open to information and this way of learning.
- Identification and finding connections between forms of discrimination in the past and the present.
- Students are excited to be guides. At the end of program their communication skills, level of knowledge and critical opinion are improved. This was evident already at the opening celebration of the exhibition (after the end of the workshop) and during the individual guided tours for their classmates.
- Talking about sensitive topics – the Holocaust in Slovakia, which

is not a common topic of public discussion in Slovakia.
■ Information which they receive on the Holocaust in Slovakia represents a complex picture of the past, based on present academic studies both Slovak and European, reflecting multiple perspectives valid for the study and teaching of this issue.

Weaknesses of the practice:
Time limitation is the most important weakness of the project: Workshop takes 8 hours a day and its program is quite long and demanding.
One guided tour usually takes 45 minutes, which is difficult for the time organisation of students. On the other side, this "problem" contributes to the development of other skills of exhibition guides.

Website with more information:
www.nadaciamilanasimecku.sk, www.annefrank.nl
E-mail contact address for more information:
nms@nadaciams.sk

Why do you think this example is a useful contribution for the DARE network?
By utilising photos (which are a cross-language form of communication), people get a more sensitive awareness of the big challenges of their history. At the same time, this example illustrates how a learning-by-doing approach empowers young people and makes them more responsible learners and citizens.

17 Human rights education with the police

German Institute for Human Rights (Berlin) Claudia Lohrenscheit in cooperation with Landespolizeischule Berlin & Mobiles Beratungsteam gegen Rechts "Ostkreuz" (Carl Chung)

Theme or issue:
Is your police service a human rights service!?

Target group:
Police officers of diverse backgrounds and units

Category:
Seminar

Objectives:
Police Officers should understand the relevance of Human Rights for their work.

Number of participants: 25

Scenario:
1. Step: Getting to know each other and the institutions involved
2. Step: Introduction into relevant human rights treaties and mechanisms for the police forces (e.g. the European Committee for the prevention of racism and intolerance (ECRI); the European Commission on the Prevention of Torture (CPT); the United Nations Convention against Torture (CAT); etc.) – including the latest State Reports of the German Government to these treaties and the Concluding Observations (CO) of the respective treaty body committees
3. Group Work: "What are my own experiences with human rights? Have I experienced good-practice or bad-practice examples in my work experience as a police officer to date?" People share their experiences and analyse them within a given framework (e.g. actors: who was involved; actions: who acted, in which way; what was my position; alternatives: what could have been done to de-escalate a conflict situation? etc.)

Critical success factors:
1. Build up a situation of trust.
2. Starting point should always be "my human rights" – in this case the human rights of the police officers; using this as a starting point makes it much easier to also talk about the human rights of possible "clients" of the police.
3. Co-operate with the police as it is much easier to be integrated into the existing educational system than to come as an external expert.
4. Co-operate with civil society and NGOs because the police forces – at least in Germany - have opened up a lot for cooperative models of learning and sharing experiences; it prevents stereotyping on both sides and helps to reduce stereotypical models of thinking and approaching each other.
5. Opt for an approach of experience oriented teaching and learning to make sure that learning outcomes will be relevant for the everyday practice of police work.
6. Make sure you create space for free expression and communication!
7. Opt for an attitude which shows that you understand both problems of police officers and problems of their "clients".

Strengths of the practice:
- see above -

Weaknesses of the practice:
- time is limited to one day seminars;
- police officers need the approval of their chiefs to participate in the seminars, which is sometimes not given;
- political education is not valued enough in the police forces
- lack of resources (the course was free of charge but this is not a model for the future);

■ lack of sustainability and evaluation: one day seminars as single actions in the police forces can't change the police culture. But this is exactly what would be needed.

Theoretical background / Source:
Handbooks and Training Manuals of the Council of Europe, the United Nations and Amnesty International as background information for the development of the concept of the seminars,
E.g. Ralph Crawshaw.

Any other important information:
The project was a pilot.
The follow up will be done through a study with the aim of developing guidelines to integrate human rights education into police training and further education in a systemic way.

E-mail contact address for more information:
info@institut-fuer-menschenrechte.de

18 Children's rights and responsibilities within the school and global context

Centre for Global Education, York, England

Theme or issue:
Children's rights and participation

Target group:
Teachers
Category:
Training of teachers

Objectives:
■ To develop an understanding of the UN Convention on the Rights of the Child.
■ To use activities to link rights to responsibilities.
■ To explore strategies for developing participation rights as part of a whole school ethos.
■ To consider how Rights activities can contribute to developing positive attitudes, knowledge and skills in children.

Number of participants: 12

Scenario:
Primary School INSET programme outline
One and a half hours

■ Introductions;
■ Globingo: trade and interdependence;
■ UNICEF and the global context it works in;
■ Convention on the Rights of the Child;
■ Activities for children's rights:
Wants and Needs Card game (8-14 years old) identifying universal basic needs
Feely bag objects (4-8 years old) representing rights through objects
Using UNICEF wall posters (5-14 years old) showing rights granted and denied in different settings and countries
■ Across the curriculum
Photo activity: Lives of 6 Indian children - contrasts lifestyles and introduces child labour
■ Whole school ethos
Activity: 'My School Today' explores level of pupil satisfaction at school
■ Global Citizen
Activity: Diamond ranking exercise 'What is a Global Citizen?' Looking at pupil perceptions
■ Political literacy into KS3, becoming an active citizen
■ Evaluation

Critical success factors:
■ Teacher recognises the importance of the UN Convention on the Rights of the Child;
■ Teacher engages with the activities covered in the session;
■ Teacher shows commitment to use and embed activities and UNICEF resources into school curriculum;
■ School recognises value of developing child participation across the whole school.

Strengths of the practice:
■ UNICEF activities used have been tried and tested successfully in schools and engage children and staff;
■ Links rights to responsibilities which teachers see as an important linkage;
■ Can help to develop positive attitudes, knowledge and skills in children.

Weaknesses of the practice:
■ One session of 1 1/2 hours does not allow sufficient time for in-depth work;

■ School may "lose" good practice if it is not embedded in the curriculum and school practice quickly, so it is necessary to follow up the session wherever possible.

Theoretical background / Source:
"First steps to Rights", "Time for Rights", "Talking rights, taking responsibilities" "India Children's Needs, Children's Rights" all UNICEF publications.

Any other important information:
UNICEF recently launched a new initiative in the UK called "Rights Respecting Schools". This can allow schools seeking the award to build on good practice examples from the training session. See www.unicef.org.uk/tz

Website with more information:
www.centreforglobaleducation.org

E-mail contact address for more information:
Mick Bradley m.bradley@yorksj.ac.uk

Why do you think this example is a useful contribution for the DARE network?
The project is very useful in the context of children's rights and human rights in schools in the UK and could be applied in other European countries given the universality of the UN Convention on the Rights of the Child.

19 Intercultural Learning Workshop

Centre for Global Education, York UK

Theme or issue:
Understanding of cultural diversity

Target group:
Teachers and trainers

Category:
Training of trainers

Objectives:
To develop participants' understanding of intercultural learning through participatory activities

Number of participants:
15 - 20

Scenario:
Workshop programme 3 hours
- Welcome
- Name activity: *non verbal communication/personal identity*
- What is your culture?: *think about who you are what is/are your identity/ies share with neighbour*
- Culture opposites: *standing along a line think about the different cultures and where you fit into these*
- Culture Iceberg: *being aware of what is not visible*
- Culture diamond ranking activity: *to widen discussion*
- Case studies: *working in unfamiliar situations - what would your advice be for the situation*
- Perceptions of Britain: *how do others see you and how do we see ourselves*
- Little Red Big Grey: *looking at other view points using mediation*
- Question round a picture/Picture jigsaw: *practical activities to use*
- Using artefacts: *challenging stereotypes*
- Closure: *Each dwelling has its own shrine*

Critical success factors:
How well participants engage in the activities

Strengths of the practice:
- Active and participatory;
- Provides opportunity for discussion;
- Challenges and changes perceptions;

Weaknesses of the practice:
Time limitations.

Theoretical background / Source:
Edgar Schein's model of Cultural Iceberg
Leimdorfer, Tom, 1992/5, *Once upon a conflict*, Quaker Peace & Service
Global School Partnerships www.britishcouncil.org/globalschools
Driel van, Barry, 1998, *Intercultural Education*, Chris Rose, British Council, Italy *Intercultural learning* 1 and 2
Intercultural Project University of Lancaster

Website with more information:
www.centreforglobaleducation.org
E-mail contact address for more information:
c.dell@yorksj.ac.uk

Why do you think this example is a useful contribution for the DARE network?
The workshop is very useful in the context of intercultural education.

20 Journeys: personal and global to lifting barriers - an experimental and experiential workshop

Centre for Global Education York UK

Theme or issue:
Empowerment

Target group:
Students between 18 and 30

Category:
Workshop design

Objectives:
- To challenge the perceptions of barriers;
- To engage in discussions on how the democratic process enables the lifting of barriers;
- To engage in active participation.

Number of participants:
20

Scenario:
Journeys: personal and global to lifting barriers - an experimental and experiential workshop:
Introductions: name & where from
Setting ground rules
Nameshare:
What we would like to be called
Why you were given that name
Who gave you your name
Whether you like your name
Anything you know about your name – its origins, language
World links:
different perspectives of the world – using different maps including Peters and Mercator
Mapping our World: an innovative approach to mapwork for ages 9-13 publisher: OXFAM 2000 ISBN1 870727 71 1
Using a large map ask participants to mark where they come from and then to mark places where they have connections – places visited; family; clothes; food (categories will depend upon the group)
1 person chooses a marked place they would like to know something about and the person who has marked the place tells the 'story' then chooses the next place. If the same person is chosen several times try finding another way of choosing who will tell the 'story ' so everyone has a turn.
Barriers?: Using a whiteboard/flipchart collect words that describe barriers
Can these barriers be positives? – encourage group to look at the flip side of the word. What is a barrier in some cases in another context can be the means of lifting barriers.
Personal/Local/global journeys
- **Personal:** think of an instance where there has been a barrier and what it was that helped to remove the barrier.
  Suggestions: *work individually*
  represent in different ways – written, pictorially, verbally
  share with another person and/or with the group
- **Local:** think of an issue that has arisen within your locality (this could be town, county, country). What has been the issue and how was it solved
  Suggestions: *work individually or with someone from same area/country*
  work in small groups
  share with whole group
- **Global:** discuss an issue that has global implications
  Suggestions: *small groups interested in the same issue (participants may want to choose issues that came up on the brain-*

storm) provide information from a variety of sources (see resources list)

Input to the group: poetry - this could be interspersed through the sessions

How can we share these issues and experiences with others?

■ Through creative activities: poetry, writing, artwork, drama

Provide: stimuli - poetry books; pictures, starter phrases, (headlines from newspapers)

materials – paper, glue, string, felt pens, scissors

Example:

1. Collage made up of: pictures and extracts from magazines/newspapers;

pictures and writings by participants;

small collected objects.

2. Drama:

Moving through Barriers – stimulus: *If the world were a village of 100 people*

The drama was set up by the workshop participants to allow other delegates the experience of being challenged by physical barriers while being bombarded with other experiential barriers

Room was set up as a 'maze' using tables and chairs that allowed people to follow only one route through the room. The path was also blocked by string barriers with words attached representing different barriers people/groups can face. The route led to the stage which represented a bridge to the rest of the room which was free of barriers and contained an exhibition of the work carried out during the workshop sessions

The group had decided to use the text from *If the world were a village of 100 people*. Each member of the group chose one secti- which they translated into their mother tongue (English, Polish, Norwegian, Dutch, Danish, Spanish). Members of the group were spaced out along the route of the 'maze' and one person was playing the piano on the stage. Delegates were invited to participate in the experience by entering the room through the door which was a multi-layered barrier in itself. As the delegates reached the first workshop participant they began repeating their part of the text (English) and as the delegates progressed along the route the other workshop participants joined in with their part of the text. This continued until everyone had passed by and were in the exhibition area. The workshop participants then followed on and took up places at the side of the stage. Each person then read their passage again in their mother tongue so that it would be heard clearly in context with one another. The group then read it one more time in English as this was the most common language with in the

symposium. Finally the group mingled with all the delegates to enable people to ask questions about the workshop.

Critical success factors:
- Student engagement
- Feedback from observers

Strengths of the practice:
Appropriate stimuli that engaged the students and empowered them to take ownership of the workshop and deliver exciting and positive outcomes.

Theoretical background / Source:
Resources held at the Centre for Global Education, York

Website with more information:
www.centreforglobaleducation.org
E-mail contact address for more information: Chrissie Dell
c.dell@yorksj.ac.uk

Why do you think this example is a useful contribution for the DARE network?
The workshop is very useful in the context of education for democracy and human rights – young people taking responsibilities for the outcomes.

21 Individual reflection in a small learning community

CRED, the Romanian Centre for Education and Human Development

Theme or issue:
Professional development based on a specific reflection algorithm

Target group:
Teachers participating in a pilot project and their students (from primary to high school)

Category:
Professional development (teacher training)

Objectives:
- to develop critical thinking and writing skills of the participating teachers;
- to improve teaching and assessment competencies of the participating teachers;
- to improve students' learning results in civics;
- to enhance the self-trust and self-esteem of the participating teachers by practising the so called *metacognition* systematically.

Number of participants:
13 teachers (the pilot group)

Scenario:
1. The co-ordinator of the pilot project presented two schemes of individual and group reflection used by some US teachers to the pilot group and gave them various materials based on the 4-step algorithm (see point 2). 3 hours
2. The teachers surveyed their professional experience and after one month each member of the pilot group presented her professional reflection according to the following sequence:
   - **factual description** of that event (a mere narration of what happened, no analysis or interpretation);
   - **why** that event took place (the whole context of that event had to be analysed, subsequent questions would come out after you answer the first *Why):*
   - what might it **mean** (you have to look for meanings lying behind each aspect of the event);
   - what is its **relevance for one's future practice** (this is the explicit learning, what that event taught that person, what he/she has to do in the future based on the lesson given by that experience).
3. During the next 4-hour session the group analysed two main aspects: the content of each experience, on the one hand, and the method of reflection on the other hand. The latter raised more questions and generated more interesting comments. It was generally acknowledged that the 4-step reflection process was very helpful for the analysis of a teaching/learning event in the broader context of the professional potential of the narrator and the educational environment that hosted it. It was really difficult to separate *the facts, the causes, the meanings, and the consequences.* Nevertheless, the method not only enriched the analysed practice, but it also drew some benchmarks for other performances.
4. Each member wrote in her diary both the main observations regarding the event as such and the reflection exercise.
5. Many teachers of the pilot group used this reflection method in their subsequent activity with adults (their colleagues or themselves) as well as with their students. A high school principal used it in a very complex project based on the movie "Pay It Forward". A Romanian teacher analysed two of her current activities (language and form classes) according to the 4-step algorithm. The primary school teachers were the most enthusiastic and fast in looking at their classes through the glasses of this new reflection method. They also started to plan the activ-

ity based on the observations made during this exercise.
6. Most members of the pilot group described the impact of this method on their current work in the Good Practice Collection developed in the end of the project.

Critical success factors:
- Keeping the *sequence of questions* and being as *precise as* possible in answering each task.
- Using *concrete* class or other teaching experience.
- Writing the reflections and not only analysing the facts orally.

Strengths of the practice:
The 4-step algorithm puts in order very common thinking practices. The logic of the sequence naturally links the past, the present, and the future and this really motivates the doer to perform it.
The teachers will quickly see the results of using the method systematically. This will increase the sense of ownership of the success, which triggers a new application of the algorithm.
The students will also benefit from this method because the teachers become more self-demanding and fully aware of individual contributions to the lesson success of each actor (students, parents, teachers and others).
The algorithm can be applied to a variety of circumstances (See examples above).

Weaknesses of the practice:
When it is a new exercise, the sequences can be mixed up if there is not a person in charge of keeping everybody on the right track. The teachers can be inclined to jump to steps 3 and 4 (consequences of a specific practice) before exhausting the analysis of the previous steps (the causes).

Theoretical background / Source:
See *Reflection Is at the Heart of Practice* by Simon Hole & Grace Hall McEctee in Educational Leadership, Volume 56 Number 8 May 1999 and *Creating a Knowledge Base for Teaching: A Conversation with James Stigler* by Scott Willis in Educational Leadership Volume 59 Number 6 March 2002
See also *The tuning protocol: A process for reflection* by Alien, D. in Studies on Exhibitions. No. 15, Providence, RI: Coalition of Essential Schools, Brown University, 1995
See *Looking at Student Work.* http://www.lasw.org/protocols.html
See Cushman, K. (Ed.). (1996, November). Looking collaboratively at student work: An essential toolkit. *Horace* 13(2) at www.essentialschools.org/pubs/horace/13/v13n02.html/

Any other important information:
We applied this algorithm in the framework of a pilot project on authentic assessment of civic competencies of students. According to the participants, it was the most spectacular tool. The teachers said that *their students* also performed better thanks to this structured reflection used in specific learning circumstances.

E-mail contact address for more information:
corinaleca222@hotmail.com

Why do you think this example is a useful contribution for the DARE network?
By using an American educational experience, some Romanian teachers did improve their professional skills. This example of cross-border approach can be definitely used by the community of European educators, too.
Actually, the critical thinking aspects and the shared experience are the most important features of this activity that make it relevant within the multicultural European context and the lifelong learning approach.

22 Learning and teaching about conflicts

Mali korak - Centre for Culture of Peace and Non-violence, Croatia

Theme or issue:
Conflict analysis/conflict resolution/conflict transformation in human rights education

Target group:
teachers, educators, peace activists, youth leaders
HRE trainers, HRE & EDC experts from different European and non-European countries

Category:
Training for trainers (at national and international levels)

Objectives:
■ distinguishing between teaching Conflict Resolution (CR), Conflict Transformation (CT), Conflict Management (CM) (for these definitions see the end of the article) and working on real conflicts.
■ sharing experiences of approaches and strategies for teaching Conflict Resolution in formal and non formal education : a) How to teach students (of primary or secondary schools) CR. b) How to teach (about) conflicts to youth or adults in different learning environments.
■ sharing experiences of approaches and strategies for processing/resolving/transforming conflicts:
a) How to manage/deal with real conflicts in school, family or neighbourhood.
b) How to explore race, social, inter-ethnic, inter-religion, gender conflicts? What is conflict transformation in divided communities?
■ awareness of main conflicts or paradigm of conflict in one's own country and globally

Number of participants: 16-24

Scenario:
This training for trainers is an advanced training for those who are familiar with conflict issues and management. The whole process is based on a 4-level approach to learning/teaching about conflicts. Every level consists of 2 sessions.

1. Presenting and discussing 1st level of teaching/learning about conflicts (how to teach students of primary or secondary schools about conflicts) – First step: divide participants into internationally/ regionally mixed groups of 4, giving each subgroup a different issue to discuss, sum up the discussion and briefly inform the whole group about the results.
Issues to be discussed: · ■ What are the main goals/reasons for teaching conflict resolution/ transformation in your school/country/learning environment? ■ What are the main strategies for teaching conflict resolution/transformation in schools? (demonstrate one activity which you like most) ■ What are the main issues and key skills in teaching about conflicts in schools? ■ What are the main challenges of teaching conflict resolution in formal and non-formal education? ■ What is the difference between CR, CM and CT?
Then each group has to decide whether to show an activity, method or key issue from their experience. They will give a presentation (role-play or group-interaction) after which the whole group gives feedback. Focus is on the methodology: interactive, participative and experiential methods of learning.

Here is one *exemplar activity* shown by John Lampen, Ph. D., trainer of NGO "Hope", at T4T in Pula, Croatia, 2005: Ask 4 people to volunteer then ask each to choose a partner. The task is for each person to try to bring his/her partner to her/his side of a line on the floor, which is like a border between them. When the facilitator gives the sign, every pair should start. At the second sign,

they freeze. During the action, they hold hands and do not speak. The observers should pay attention, be very silent, and then report on what they saw happening. After that, the actors will tell of their experience. The questions for the actors are: What was each person thinking? (I must win – so the other should lose?) Show us win-win, compromise and lose-loose solutions. (Some pairs used force and pushed their partners so that we often have the examples of win-loose solutions).
The question for all is *What is needed in order for both sides to win?*

At the end, we raise the question for all participants: which do you prefer in your teaching of CR or CT in the classroom – to use role plays, games, stories, drawings or/and examples from pupils' real life experiences? We ask two volunteers to show us both ways: one game they have used during their training and one scenario given by a pupil. Here is a scenario from a pupil (as an example):
Scenario: The boy comes home and his father asks him what mark he got that day in mathematics. He got excellent, but he becomes angry - yelling at his father, repeating the question, imitating his father. The father wants him to be polite and also gets angry. They shout at each other. What kind of conflict is this? Conflict of relationship? What could be the way out? What could stop such conflict or prevent it?
Prevention: Asking not about the marks but showing interest in any problems or tensions the son has in school and outside school.
Stopping: By paraphrasing, the father can show that he hears the son – his feelings and needs.

2. Presenting and discussing 2nd level of teaching/learning about conflict: How to resolve or manage real conflicts in schools or neighbourhoods. How to manage conflicts between sides which do not have equal power (eg. conflicts between teacher and student). This part also needs 1,5 hours (2 sessions) and here we give just some ideas as examples.
First step is a warm-up activity. Participants stand in two rows, in pairs, face to face – on one side are "students" and on the other "teachers". Participants in the role of teachers are making gestures and faces representing being authoritarian. "Students" can do whatever they want, imitating or turning their back to "teachers" – anything except touching them. Then they switch roles. Reflection after the activity: How did you feel as "teachers"? What did you do as "students"?
Second step is again focused on the role of the teacher. Each participant is given a short questionnaire with 6 questions on a piece of paper: Questions are: 1. Who are you? 2. What do you stand for? 3. What would you require from your students? 4. What you would never require from your students? 5. What would you do for your students? 6. What would you not do for your students?
They exchange their answers in pairs, and the facilitator can choose certain answers (eg. numbers 4 and 6) to be read aloud to the whole group.
Third Step – There is a very real conflict between one teacher and his students in the 8th grade. Nobody wants to sit in the front desks, all the boys want to be in the back rows, but there is not enough space there. The teacher may say: "I leave the decision to you. If I decide, all of you will sit in the front desks, first two rows, but even worse for you - you will never learn how to solve conflicts like this. Let us see - is it possible to have a win-win solution here? What solution could we find? What kind of conflict is this? (conflict of interest). So let us see the options for compromise: What would you ask from those who sit in the back rows? ("They must pay in cigarettes; we must switch places each week; those sitting in the back rows during mathematics should sit on front benches during literature etc…")
Conflict analysis: Who has the power here? (Teacher) So the teacher can make the choice: to use methods of punishment, discipline measures and to decide for himself (or in the name of the school, according to the rules in the school) how to solve this situation, not including the other side (students) in the decision-making process. This would be the usual solution for such conflicts: he will win, the students will lose. If he involves the students in resolving the conflict, both sides could concentrate on the problem and the solution could be compromise or win-win.

The other examples will be given by participants and they will exchange or share their experiences, coming from different learning environments.

3. Presenting and discussing the 3rd level: How to resolve conflicts in divided communities.

If you were an expert invited to work with a multi-ethnic group of people, or people in the post-war areas or in the suburban areas of potential conflict, what is your best experience of how to start the dialogue across "the borders"?

First step is distinguishing those who have and those who do not have experience of working on conflicts in conflict areas or areas of potential conflict. We ask participants to stand along a line between two extreme points: considerable experience in working on conflicts in the community and no experience.

Second step is gathering the participants around different sources of conflict in their community, by putting written labels on the floor, such as: "minority issues", "poverty", "religious intolerance", "ethnic conflict", "hate-incidents" due to race, gender or sex issues, post-war or war situation etc. The groups formed in this way should discuss their experiences together, and present only one example that was most impressive from their group.

Third step is sharing experiences of learning the social skills needed for successfully dealing with conflicts: negotiation skills and mediation skills. Participants are given case studies and situations according to their structure/homeland issues. If they are from South Eastern Europe - the war in Bosnia & Herzegovina, Kosovo and Croatia is more familiar to them. So we took here one case study about the conflict between peace activists in Mostar. After reading a short description of the scenario, it could be the basis for an exercise in mapping conflict and role-playing negotiation and mediation.

Exercise: Read about the conflict which happened in April, 1999 in NGO "Peace-bridge" in Mostar, Bosnia & Herzegovina.

Short description of the conflict: Peace activists from NGO "Peace-bridge" in Mostar heard on the radio-news that early in the morning (on March 24, 1999) USA-NATO bombing of Serbia had begun. Some of them were quite happy with such punishment of Miloševic's regime and suggested going to the bar to celebrate with a drink, the others were shocked and didn't want to go because they said it was aggression and civilians could be killed and they didn't understand their colleagues. They started to argue about whether aggression is sometimes needed and justified (to stop the war) or not – and that was a big conflict in the organisation which they couldn't solve. They couldn't go on with their activities, they didn't speak to each other and the NGO split apart.

Could you map their positions, interests and needs and see what is the problem here and if there were any common needs for which they could find options? Could someone play the role of mediator between the two sides?

4. Presenting and discussing the 4th level = meta level: experts exchanging theoretical approaches (on different concepts and paradigms of conflict in different countries/political systems and social contexts of European union).

First step: comparing concepts of CONFLICT RESOLUTION, CONFLICT MANAGEMENT AND CONFLICT TRANSFORMATION (CR,CM,CT)

CONFLICT RESOLUTION implies that conflict is bad - hence something that should be ended. It also assumes that conflict is a short-term phenomenon that can be "resolved".

CONFLICT MANAGEMENT assumes that conflicts are long-term processes that often cannot be quickly resolved, but the notion of "management" suggests that people can be directed or controlled as though they were physical objects. In addition, the notion of management suggests that the goal is the reduction or control of volatility more than dealing with the real source of the problem.

CONFLICT TRANSFORMATION is different from the other two, because it reflects a better understanding of the nature of conflict itself. Conflict is a structural component of society itself. It means that social conflict is naturally created by humans who are involved in relationships and when it occurs, it changes (i.e., transforms) the events, people, and relationships that created the initial conflict.

Second step: comparing different paradigms of conflict from local to global levels (each participant begins by analysing the paradigm of conflict in his country/region coming finally to the question of the roots of conflict at a global level).

Critical success factors:

- access to professionals in NGO and GO environment to develop quality of education by linking experienced, international trainers in CR/CT - willing to share their knowledge and skills;
- clear vision of conflict as a "natural" part of social change and improvement of social structures (quite opposite to political instrumentalization of conflicts).

Strengths of the practice:

It develops different perspectives on conflict (which is everywhere), combining local and global, experts and activists, educators and human rights activists; it justifies the value of NGO networking.

Weaknesses of the practice:

There are few occasions for using it as practice; it is difficult to gather mission oriented and professionally equipped people from different environments/countries.

Theoretical background / Source:

Galtung, Johan (1978) *Methodologie und Ideologie*; Frankfurt/M. Suhrkamp (1992) *Gewalt im Alltag und in der Weltpolitik*; Arnold Mindell (1995) *Sitting in the Fire*, Portland Oregon; Lederach, Paul (1995), *Conflict Transformation Across Cultures*, Syracuse University Press and Lederach J.P.(1997) *Reconciliation in Divided Societies*, U.S. Institute of Peace

Website with more information:

www.transcend.org www.malikorak.hr
www.conflict-prevention.net

E-mail contact address for more information:

muzelac@zamir.net

Why do you think this example is a useful contribution for the DARE network?

The skills and understanding of conflict is a key issue in human rights education, and here training for trainers at an international level – which DARE network requires - is described.

23 Youth 2005/Citizens Agenda

Nina Norgaard, IUC-Europe in cooperation with the organisation New Europe

Theme or issue:
Active Citizenship based on principles from EDC

Target group:
Young Europeans between 18 and 30 from 20 countries.

Category:
Workshops based on the Model European Parliament approach: Resolutions based on introductory clauses and operative clauses. Resolutions basis for the document Citizens' Agenda

Project on European citizenship for 50 young people from 20 countries

Objectives:
To promote discussion about participatory democracy and establishing a network of democratic infrastructure in Europe, which will be followed up in 2006 and 2007 with the project **Waves of Democracy.**

Number of participants: 50

Scenario:
Political education for young Europeans from 20 countries based on lectures, journalist workshop, student run workshops, and drafting of a joint European Agenda

Youth 2005 at Brandbjerg Højskole
The seminar is linked to the European Year of Citizenship through Education and wishes to draw attention to how crucial political education – formal as well as non-formal, in a lifelong learning perspective, in a global world – is to the development of active citizenship, the quality of participation in a democratic society and in fostering democratic culture. The seminar wishes to address vital issues at a time when knowledge and skills are rapidly becoming obsolete but nevertheless form the basis of our being able to redefine who we are nationally and internationally. The seminar will take its starting-point in academic approaches to these issues and come up with attempts at solutions and conclusions in the form of the document ***Citizens Agenda*** through a variety of lectures, committees, workshops as well as plenary sessions. Also included in the seminar is a full-day excursion and glimpses into European film, music and literature.

Programme:

Monday August 1st
14,15 Introduction to the programme *Ms. Nina Nørgaard (IUC-Europe)*
14,30 Academic inputs/addresses by:
Mr. Kim Jørgensen (Head of European Policy Department, Royal Danish Ministry of Foreign Affairs)
Mr. Olivier Bertrand (Division for Citizenship and Human Rights, Council of Europe)
Ms. Aude Parchas (European Center Robert Schuman)
Mr. Marius Campean (McGill University)
20,00 Theories of citizenship and democracy from a Nordic Perspective
Ms. Marianne Horsdal (University of Southern Denmark)
Workshops and debate

Tuesday August 2nd
09,00 Towards a Post-national Identity. Teambuilding and Workshops:
1. Committee on **Participatory Democracy in Europe**

The question of how to ensure that citizens can engage themselves and other citizens in Europe's democracy

2. Committee on **Neo-nationalism in Europe**

The question of how to address rising nationalism, multiculturalism and the issue of "domestic colonies" in European countries

3. Committee on **the European Enlargement**

The question of how to address the integration of 10 new member states of the EU, as well as that of applicant and neighbouring countries

4. Committee on **Knowledge-based European Economies / Competencies**

The question of how to address the growing demand for lifelong learning, and international, intercultural competencies / skills

14,00 Committee work continues/Drafting of committee resolutions

20,00 European Film Evening/" *It's All About Love*"

Wednesday August 3rd

09,00 Introduction to journalist workshop *Mr. Søren Johansen (New Media Lab)*
How to reach a European public?
Best practices in journalistic approach.

14,00 Draft-writing in sub-groups for the document: Citizens' Agenda
(based on the committee resolutions)

20,00 European Music Evening

Thursday August 4th

09,00 Excursion to the City of Aarhus

10,30 Study visit to Kaospiloterne *Mr. Uffe Elbek (Principal)*
International School of New Business Design and Social Innovation
Mejlgade 35, 8000 Aarhus C.

13,45 Visit to the City Hall *Mr. Nicolai Wammen (Candidate for Mayor)*
Visit to ARoS, Aarhus Museum of Modern Art (www.aros.dk)
Aros Allé 2, 8000 Aarhus C.

20,00 Games/sports

Friday August 5th

09,00 Discussion of the drafts for the Citizens' Agenda
Selection of 4 editors

14,00 Editorial workshop
Discussion of the preamble for the document
Presentation of the final draft for the Citizens' Agenda

20,00 "Challenges in Fiction in the Liquid Modern Era"/*Malonecity 2005*
Mr.Kasper Nørgaard Thomsen (Writers' College)

Saturday August 6th

10,00 Presentation of the document: Citizens' Agenda

14,00 Networking/follow-up projects
Presentation of the Youth 2006-project
Presentation of Europe4You
Evaluation of the seminar

18,30 Farewell dinner and social evening

Organisers:
Nina Nørgaard
Chairman, IUC-Europe

AsbjørnLyby
Principal, Brandbjerg Højs kole

Søren Winther Lundby
Managing director, New Europe

Critical success factors:
The success factors are the combination of:
■ Cooperation between organisations (IUC-Europe, New Europe, Brandbjerg Folk High School);
■ Recruitment of very highly qualified students from our European networks;
■ Academic input at a high level;

■ Student-run workshops
■ Focus on the production of a specific document / The Citizens Agenda.

Strengths of the practice:
Primarily since the seminar is run by students in a framework developed over the last 3-4 years by the organisers and a group of youth ambassadors from the participating countries who act as moderators etc.
The participants had introduced themselves before the seminar by personal essays/storytelling.

Weaknesses of the practice:
One week is not enough/the time factor is crucial
A few of the participants were not prepared for this type of activity.

Theoretical background / Source
Academic studies on Citizenship (primarily Zygmunt Baumann, Anthony Giddens and studies developed at The Danish University of Education edited by Ove Korsgaard (red. Medborgerskab, identitet og demokratisk dannelse 2004).

Website with more information: www.iuc-europe.dk

E-mail contact address for more information:
ninanorgaard@hotmail.com

Why do you think this example is a useful contribution for the DARE network?
European context where 20 nations are represented – this gives an important element of intercultural communication and cooperation
In the context of education for democracy and human rights students had access to the latest research within the field of citizenship. The above-mentioned Ove Korsgaard is a pioneer in this field and part of his book/articles were translated into English and used as background information for the workshops. He deals with the question of whether democratic education is intended to promote a democratic mind or merely to insist on obeying the rules of democracy. The tension of democracy is inherent in the tension between consensus and conflict, agreement and disagreement. Democracy must acknowledge the civilising influence of conflict. The academic research carried out by The Danish University of Education and the practical results in the form of seminars/conferences might be of interest to the DARE network.

Best practice: developing human rights education lessons that connect with local needs and concerns

Submitted by Human Rights Education Associates (HREA)

Introduction

In carrying out its technical assistance role, HREA is regularly asked to work with local partners in developing a human rights education learning tool. In some cases, partners prefer to "start from scratch" in developing a human rights education resource. At other times, partners will want to either adapt or draw from existing materials. The process of learning what resources might be drawn from in developing new materials and making careful use of "good ideas" is a fairly sophisticated one. Regardless of the amount of original writing that textbook authors want to undertake, you will need to have a clear understanding of the conditions that the trainings/learning will be taking place within.

This article highlights a checklist that HREA has developed for adapting materials and an illustrative consultative process that HREA undertook with the Northern Ireland Human Rights Commission in developing the Bill of Rights in Schools teacher manual for Key stages 3 and 4.

Checklist for Adapting Materials

In 1999 HREA developed a checklist to be used in adapting pre-existing materials for school-based learners (Tibbitts and Keen, 1999). This checklist is fairly internalised among those staff working on lesson development, but remains a helpful, formal tool.

READING ABILITY

What are the reading levels of the learners?

- Does language need to be simplified?
- Does the text need to be shorter, or eliminated altogether?
- Would any other educational aids be of assistance, either to clarify points, or to introduce additional information (e.g. drawings, photographs, personal recollections, newspaper cuttings, etc.)?

WRITING ABILITY

What are the writing abilities of the learners?

- Do certain writing exercises need to be simplified, shortened or eliminated?
- Or, conversely, can the writing exercises be extended?
- Will the learners be willing to do a writing exercise in the first place?

BACKGROUND KNOWLEDGE

What background knowledge does the learner bring to the lesson?

- Do basic concepts and definitions need to be introduced or explained?
- Is there a warm-up exercise that you can do in order to find out what the learners already know and think?
- Should a glossary of terms be included in the Annex to the course materials?

BACKGROUND ATTITUDES

What fixed conceptions, attitudes or even prejudices are the learners likely to bring to the topic?

- What misunderstandings are likely to arise, and how can you prevent this?
- Are there issues that need to be handled with care or particular sensitivity, especially for certain members of the group?
- How will highly emotional issues be handled in the learning situation?
- Can the lesson be developed so that various points of view are presented?

MOTIVATING LEARNERS

What are the issues of greatest concern and interest to the learners?

■ Can these be addressed first, and then used to bring in other law- and human rights-related topics?
■ Can you find ways of directly relating the content of the lesson to the learners' own experiences or personal interests?

EDUCATIONAL ENVIRONMENT IN GENERAL
How do the learners feel about being in "an educational setting" in the first place?
■ Are the learners generally motivated, or is it the reverse – does the course setting have negative connotations for the learner?
■ If the latter, can you make the lesson more informal and "less school-like"?

ACTIVE METHODS
Will educators and learners feel comfortable using active methods?
■ Does the rationale for these methods need to be explained openly?
■ Do the lessons contain explicit instructions about how to implement the methodologies (while at the same time leaving some discretion to the educator)?
■ Is it realistic to expect that educators will be willing to share authority in the classroom with learners? Is there trust?

OTHER ISSUES
This is not a question, but a caution. Educators should be prepared to deal with a range of "non-educational" issues that will come up when teaching in non-traditional settings. Learners may speak about personal concerns that fall outside the boundaries of the formal course. You can help educators anticipate ways to address such concerns, through listening, personal action, or referrals.

Northern Ireland example

When HREA began to work with the Northern Ireland Human Rights Commission (NIHRC) in editing and further developing draft lessons that had been developed on the draft Bill of Rights, several issues immediately came up.

The first was that it would not be possible to develop a set of lessons that could work across the age range of 11-18, which was the original intention of the NIHRC. HREA felt that the learning levels of the pupils would be too different and recommended the development of two different sets of lessons. This was readily agreed upon by NIHRC and its associated Steering Group for the project. It also doubled the work for the project, but oftentimes good suggestions will lead to a greater effort!

Once the age range for the different sets of lessons was narrowed, it then became possible to think through the conditions of learning and of the learners. It was clear that the Key Stage 3 lessons (for the younger learners, ages 11-14) would have to use fairly simple language and would be the first formal introduction of human rights terminology and concepts to pupils. Thus, we decided to introduce the Universal Declaration of Human Rights and the Convention on the Rights of the Child. In Key Stage 4, the lessons would get into more legalistic treatment of human rights mechanisms, such as the European Convention on Human Rights and the European Court of Human Rights.

For each set of lessons we wanted to move from more universal or regional treatment of human rights to issues that were particularly relevant for Northern Ireland. Thus, following an introduction to the work of the NIHRC, lessons took up key themes of the Northern Ireland Bill of Rights.

Based on input from local teachers associated with the project, HREA proposed illustrative local topics and worked with draft lessons that had already been developed locally on issues such as the disabled, poverty and ethnic minorities. Over the course of the project, additional input was given by the Editorial Advisory Committee and other stakeholders associated with the project. This iterative and inclusive process resulted in several rounds of revisions and enhanced ownership of the writing by all concerned.

In analysing the learning conditions for students in school with our partners, we understood that reading and writing abilities of stu-

dents would not present a special concern and many teachers were also highly familiar with interactive methods of teaching. What might be an obstacle – for both students and teachers – was an interest in using any so-called "human rights" oriented lessons, since in the past this term had been associated with the rights movement carried out by Catholics. Part of the agenda of the NIHRC through the proposed Bill of Rights was to help all residents to realize that human rights is a concept that applies for all citizens. Therefore, care was taken to identify issues that would be of equal concern to those identifying with each side of the debate - both the British / Protestant community, and the Irish / Catholic community in Northern Ireland. We also ensured – along with the Editorial Advisory Committee – that the manual would be clearly linked with the "Local and Global Citizenship" curricular standards used in the schooling system. The final manual was endorsed by the Department of Education along with all Education and Library Boards in Northern Ireland.

A key challenge for this project was how to deal with the issue of the "two communities" – a concept recognized in the draft Northern Ireland Bill of Rights but a potentially heated topic for classrooms within the primarily segregated schooling system. The NIHRC wanted to facilitate both engaging and constructive discussions among pupils. Thus, lessons on non-discrimination and "just and equal treatment" for the two communities were included in the manual, using highly engaging activities. Through addressing language, flags and public celebrations, the lessons intend to raise critical thinking about the value of group identity and the need to accommodate such identities in a shared public space. Teachers were also given additional instructions in the manual for dealing with controversial issues in the classroom.

The manual "Bill of Rights in Schools: A Resource for Post-Primary Schools" was published in 2004 and is currently in use in Northern Ireland. It is available online at www.nihrc.org.