

EDC/HRE in Six Eastern Partnership Countries

Country Mapping Reports

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**Where
Are We?**

Policy statements

- *“... the objective of the education system is to develop an active citizen”*
- *“... respect for human rights and fundamental freedoms”*
- *“...preparation of people for the life in the conditions of democracy”*
- *“...civic awareness based on liberal-democratic values”*
- *“... preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples”*

Legislation

- *“... civic education was introduced into the National Curriculum”*
- *“... teacher's professional standards ... for civic education teachers”*
- *“... nine key competences, one of which is “social and civic competence”*
- *“... new requirements for democratic rule of the schools”*
- *“... regulations for pupils' councils at school, district and national level”*
- *“... quality standards from the perspective of child friendly school”*

Capacity-building programmes

- *“...more than 150 teachers, pedagogical universities’ lecturers and specialists in methods participated in civic education seminars”*
- *“... introduction of a module ...on Human Rights in the in-service training of civic education teachers”*
- *“... Council of Europe manuals ...translated ... copies distributed to all schools”*
- *“...student self-government bodies have been set up in secondary schools”*
- *“... a network of debate clubs”*

Evidence of results

- *“... children mention that in ... schools that started to implement child rights education activities, pupils are more aware of their rights and do pay more respect to each other”*
- *“... classes on HR are very effective and interesting for children; they become more sociable, self-confident, and attentive towards each other. The parents also notice these changes”*
- *“... many teachers in schools are eager to develop their own teaching techniques/skills and learn more about new methodologies”*

A pool of good practitioners

- *“... a pool of educational professionals with knowledge and experience of EDC/HRE ideals and practices”/ examples of good practice and a basis for further work on integrating EDC/HRE”*
- *“... there has been created a pool of significant number of education professionals, teachers and youth workers who are able to transfer knowledge on main principles and mechanisms of education for democracy and human rights education”*



**REALITY
CHECK
AHEAD**

A gap between rhetoric and reality?

“... there is a considerable gap between the goals/ objectives ...and the teachers’ capacity to deliver them accordingly.”

Capacity-building - fragmentary and uncoordinated?

- *“... programmes were implemented in isolation from each other, not enabling participants to learn or build on each other’s experience”*
- *“...efforts could have been made to better coordinate the activities of different stakeholders, for example the Ministry of Education, international institutions, and local NGOs, to promote systematic reforms”*
- *“...different NGOs have different approaches to, for example, children’s participation”*
- *“...short-term approaches that lack follow-up can be counterproductive”*

The 'big idea' – not everyone gets it?

- *“...the wrong understanding that active and participatory citizenship can be taught only through ‘Civic Education’ subject”*
- *“...the absence of a concrete definition ...led to many ambiguities”*
- *“... lack of a common understanding at policy level”*
- *“ ...number of teachers received their university education in social sciences still in the Soviet period ...those ...afterwards ...were mainly taught by professors already teaching in the Soviet period”*

Curriculum - limited?

- *“... part of the optional component of the curriculum “*
- *“... content is overlapping ... no consecutiveness and the extension of the existing knowledge does not take place”*
- *“... most of the courses of the 'social studies are ...oriented at factual knowledge and not on forming certain competences”*
- *“... children’s rights education is, usually, reduced to one lesson per school year”*

Teachers – unsure and lack skills?

- *“... many teachers prefer classic lecturing staying in the front of the class”*
- *“... often dominate discussion and do not tolerate different opinions”*
- *“... fear to lose control over the class”*
- *“... conducted in a formal or superficial way, not connected (and thus irrelevant) to children's everyday lives”*
- *“... only an insignificant number of civic education teachers has managed to pass the certification process ...explained by the fact that the subject is not popular”*

School life – few opportunities for participation?

- *“... children's participation is usually understood as taking part in theatre or music shows – as entertaining – rarely, if ever, as taking part in decision-making processes”*
- *“... civic and military-patriotic character...commemoration of some historic event and anniversaries”*
- *“... capacities of school staff to involve parents/ caregivers and community members are limited ...lack of meaningful, effective and inclusive mechanisms for their participation in the school processes”*

School leaders – don't see why or how?

- *“... school administrators ... do not have the knowledge and skills for ensuring human rights education”*
- *“... authoritarian style of school management”*
- *“... Democratic Governance of Schools was translated ... 5,500 copies were published and disseminated through all 2331 schools ...two out of five interviewed school principals said they could not recollect three principles of EDC which are applied to measure democratic governance of the school”*

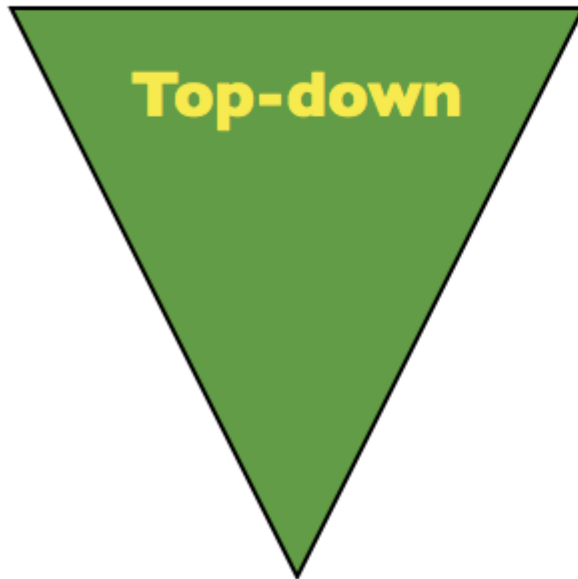
The wider system – lack of support?

- *“...no specific training for Civic Education teachers at the colleges or universities”*
- *“... children’s rights are also rarely part of teachers’ pre-service training”*
- *“... skills of school inspectors are also not developed ... practical and effective monitoring frameworks are missing”*
- *“... absence of a Civic Education Policy vision at the ministerial level”*

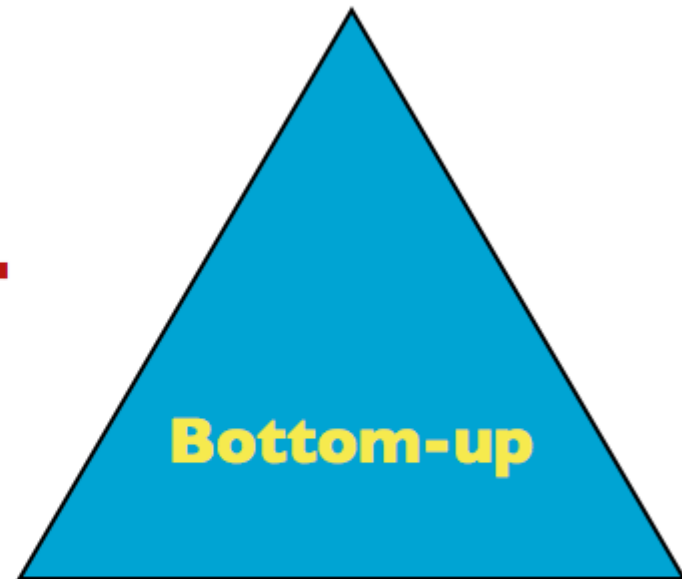


**THE
WAY
FORWARD**

Lobbying government



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Building school practice

Lobbying government?

EDC/HRE a mandatory subject

- as much time as other subjects
- structured around learner competences
- across the age-range
- specialist training – pre/ in-service
- subject-related teacher competences/ standards
- appropriate forms of assessment



Developing school practice

Building on **existing foundations**

- Teachers trained?
- Resources translated?
- School leaders' interest?
- Whole-school activities?
- Training courses: pre-/ in-service?
- Active youth sector?



... by creating opportunities for sharing practice



- in schools
- between schools
- through professional networks
- through training of trainers
- with other countries

Developing school practice

Laying some **new foundations**

- helpful ideas about EDC/HRE
- simple activities for home-room teachers
- simple activities for subject teachers
- simple strategies for all staff
- simple mechanisms for widening participation, e.g., consultation



