

HUMAN RIGHTS AND DEMOCRACY IN ACTION

PILOT PROJECTS SCHEME



This publication aims to show how citizenship and human rights education helps to address current challenges to democratic stability in different countries and to initiate the development of a data base of good practices and tools to be put at the disposal of various stakeholders in the field of EDC/HRE

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HUMAN RIGHTS AND DEMOCRACY IN ACTION

EU/CoE Pilot Projects Scheme
2013-2014

Council of Europe

THE CONCEPT AND THE CONTEXT OF THE “HUMAN RIGHTS AND DEMOCRACY IN ACTION”

KEY RECOMMENDATIONS FROM THE CHARTER EXPLORED AND DEVELOPED IN THE PILOT PROJECTS

COMPLEMENTARITY OF THE OUTCOMES OF THE PILOT PROJECTS

OUTCOMES OF THE PILOT PROJECTS

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ACKNOWLEDGEMENT

The “Human Rights and Democracy in Action” Pilot Projects Scheme was jointly launched by the European Union and the Council of Europe in May 2013 to support the implementation of the objectives and principles set out in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education and in the EU Strategic framework for European cooperation in education and training (ET2020).

This publication aims to present in a coherent way the contribution of the Pilot Projects Scheme to the implementation of the Charter. It brings together the results of the cooperation of the eighteen countries over two years.

It is important to acknowledge the commitment and support offered to this scheme by the Council of Europe Coordinators on education for citizenship and human rights education.

INTRODUCTION

Aims

This is a summary of the activities and achievements of the five projects initiated under this scheme during the period 2013-15. As further projects are implemented and the current ones progress, this will be updated.

It has been designed to be easily accessible and interactive and to allow you to explore any specific project as far as you would like, to find the information of interest to you.

Why an e-publication?

We have chosen this format because it not only means that information can be constantly updated as the projects evolve, but also so that it is universally available via the internet. This e-publication can be downloaded and printed as a pdf and the e-format will enable you to extract from the publication specific parts that you may be more interested in.

Who is this publication for?

This summary is designed for anyone with an interest in promoting Human Rights and Democratic Citizenship in any form of educational environment – primary / secondary / tertiary / senior levels.

This could be teachers and educators, (including those in training); research students; government education departments; non-governmental organisations and educational charities.

What's in the publication?

It presents, in an interactive form, the results of the five existing pilot projects supported by the Council of Europe and the European Commission – note that three of the projects were completed in 2013 and two in 2014. It will be updated as these projects are developed and new ones launched.

It brings together conclusions/recommendations and best practices in the area of citizenship and human rights education resulting from the cooperation between the various countries. As they result from pilot studies, they are concrete, representative, and should be considered as a source of inspiration for further exploration.

How to use it

It is not intended that this publication should be read from beginning to end, but rather it is available for you to dip into and follow links which are of interest.

THE CONCEPT AND THE CONTEXT OF THE “HUMAN RIGHTS AND DEMOCRACY IN ACTION” EU/COE PILOT PROJECTS SCHEME

Origins

While human rights and democracy have always been at the heart of Europe’s political life, major developments have taken place in recent years, which have drawn everybody’s attention to the importance of human rights and democracy in the sound political operation of the European states and in their growth and prosperity. Furthermore, citizenship and governance are rising concerns in this respect and these have a direct bearing on the operation of education and training systems, both as a transversal feature and as a component of their curricula. The Pilot Projects Scheme “Human Rights and Democracy in Action” sets up a unique innovative cooperation platform for those countries which are interested in peer-to-peer learning as an implementing tool through education for the European Convention on Human Rights, for the Charter of Fundamental Rights and for the Charter on Education for Democratic Citizenship and Human Rights Education.

Following the conference “Human Rights and Democracy in Action: The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education” (EDC/HRE Conference, November 2012), the European Commission and the Council of Europe agreed to establish the “Human Rights and Democracy in Action” Pilot Projects Scheme.

Launched in May 2013, following a competitive call for project proposals restricted to the Council of Europe network of coordinators¹ for education for democratic citizenship and human rights, the scheme set up a cooperation platform open to the 50 States party to the European Cultural Convention for developing cooperation pilot projects in the field of education for democratic citizenship and human rights education. Proposals were invited that proposed innovative projects involving several member states with the aim of advancing the objectives of the Charter. Five such collaborative projects were selected and completed in the first two years.

1. The coordinators for Education for democratic citizenship and human rights (EDC/HRE coordinators) are the officially nominated representatives of the States party to the European Cultural Convention for the liaison with the Council of Europe in the field of citizenship and human rights education.

The Pilot Projects as a response to the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

The Pilot Projects Scheme is based on the implementation of the provisions set out in the Council of Europe [Charter for Education on Democratic Citizenship and Human Rights Education](#) (EDC/HRE) and the EU's [Strategic framework for European cooperation in education and training \(ET2020\)](#), notably its third Strategic Objective, “Equity, Social Inclusion and Citizenship”.

The Council of Europe *Charter on Education for Democratic Citizenship and Human Rights Education* was adopted in 2010 by the Organisation's 47 member states in the framework of [Recommendation CM/Rec\(2010\)7](#). One aim of the Pilot Projects is to respond to Article 5j of the Charter which states:

Given the international nature of human rights values and obligations and the common principles underpinning democracy and the rule of law, it is important for member states to pursue and encourage international and regional cooperation in the activities covered by the present Charter and the identification and exchange of good practice.

Education for Democratic Citizenship and Human Rights Education (EDC/HRE) is defined in Article 2 of the Charter as follows.

- a. “Education for democratic citizenship” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to *exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.*
- b. “Human rights education” means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to *contribute to the building and defence of a universal culture of human rights in*

society, with a view to the promotion and protection of human rights and fundamental freedoms.

A distinction is thus made between ‘democracy and the rule of law’ and ‘human rights and fundamental freedoms’. Democracy and the rule of law are both principles and embedded institutionally in Europe. The relationship between democracy and human rights is explored in Article 3 of the Charter. Whilst strongly protected by law in Europe, human rights are based on the universal principles developed by the United Nations. Individuals and groups may use the principles of human rights to challenge the ways in which democracy and the rule of law operate.

The Pilot Projects Scheme was therefore shaped to bring together EU and non-EU countries to exchange information and practices with respect to citizenship and human rights education through small-scale cooperation projects focussing on themes of common interest. It aims to explore and highlight existing policies and practices, to facilitate peer-to-peer learning and to identify orientations for future work in this area.

There were three pilot projects in the first phase, starting in 2013 as follows:

1. The “[Travel pass to democracy](#)” pilot project saw extensive co-operation between the organisers in **Croatia, Hungary, Montenegro and Romania**. They explored how EDC/HRE is reflected in pre- and in-service teacher training programmes and developed and offered in each country a common teacher education module on the respect of human dignity which is published as a significant outcome of the pilot. Each country then used this experience to develop a second country-specific module, which is also published.
2. The “Three country audit” pilot project involved representatives of **Finland, France and Ireland** developing a common audit resulting from a self-evaluation that aimed to enable education authorities and schools to analyse the lower secondary citizenship and human rights education curriculum in the light of 8 articles of the Charter. The appropriateness of this framework is demonstrated by the very detailed responses that each country representative was able to make. A joint [report](#) of the findings is published.
3. The “Diversity of Approaches” pilot, which brought together **Belarus, Georgia, Lithuania, and the**

Russian Federation, also jointly developed a [questionnaire](#) with respect to competences for promoting social cohesion, valuing diversity and handling differences and conflict targeting education officials and for students. A joint [report](#) of the findings is also published.

From 16 May 2013 to 30 April 2014 eleven countries from Western, Northern, Eastern and South-Eastern Europe were involved in the implementation of these three pilot projects jointly funded and managed by the European Commission and the Council of Europe.

In the second phase in 2014, the following two pilot projects were also implemented adding an extra seven countries to the programme as follows:

4. "Teaching Controversial Issues – Developing Effective Training for Teachers and School Leaders" involving **Cyprus, Ireland, Montenegro, Spain and the United Kingdom** with the support of **Albania, Austria, France and Sweden**. The partners developed and piloted a comprehensive [package](#) of training and professional development material to help teachers recognise the value of engaging young people in controversial issues and develop the confidence and competences to make it a part of their everyday practice. This project was notable for the large number of teachers involved in the development and refinement of the training materials. The pilot trainings took place in 6 partner countries: the full partner countries of Cyprus, Ireland, Spain, Montenegro and the UK (England) and the associate partner country of Albania. In total, over 350 education professionals, including teachers, teacher trainers, student teachers, assistant teachers, officials and NGO representatives were involved in the trainings within and across countries.
5. "Teacher training in EDC/HRE – how to develop the ability of students to assess information from media and social networks?" with the participation of **Belarus, Georgia, Lithuania and the Russian Federation** assessed in a comparative [report](#) how analytical and critical competences for handling digital information are addressed in the participating countries.

These projects provide blueprints which can simply and efficiently be adapted and adopted in a wide range of other countries.

KEY RECOMMENDATIONS FROM THE CHARTER EXPLORED AND DEVELOPED IN THE PILOT PROJECTS

The first wave of projects aimed specifically at implementing recommendations from the Charter. A more thematic approach was taken for the second round of projects. The extent to which the projects responded to the Charter is explored below.

The objectives and principles of EDC/HRE (Article 5)

These include

- e. *Teaching and learning practices* and activities should follow and *promote democratic and human rights values* and principles;
- g. Empowering [learners] with the readiness to *take action in society* in the defence and promotion of human rights, democracy and the rule of law.

The “Diversity of Approaches” project concluded that children “must participate in the life of the school, exercising the right to self-governance and demonstrating continual, active mutual assistance. In their preparation to become a citizen they must learn to feel like citizens of their own schools at an earlier stage”.

This project also advised that when “children know what rights they have, they will check that these are respected. Legal knowledge is organised within the system of ethical guidance, which is a prerequisite for the legal safety of children and childhood”.

The “Three Country Audit” project showed that each of the countries has put in place clear statements about the values underpinning the curriculum. The report provides the following three examples.

- ▶ The underlying values of **Finnish** basic education are human rights, equality, democracy, the preservation of biodiversity, the viability of the environment, and the endorsement of multiculturalism. Basic education fosters a sense of community, responsibility and respect for the rights and freedoms of individuals.
- ▶ In **France**, Civic Education is marked by a gradual progression from basic notions of sense of responsibility at nursery education to full citizenship at the end of the secondary education. Multidisciplinary approaches integrate citizenship education with other disciplines such as history. Civic Education focuses on the ideas of a “universal citizen” and individual responsibility. Practical learning through case studies engages students. Major texts like the Universal Declaration of Human Rights provide the basis of the Civic learning.

- ▶ In **Ireland**, Civic, Social and Political Education or CSPE is a course in Citizenship Education based on Human Rights and Social Responsibilities. It aims to develop students' full potential for active participatory citizenship at a personal, local, national and international level. CSPE is based on the notion that students will only choose to become active participants in their communities if they feel a sense of attachment to them. CSPE at the junior cycle focuses on seven key concepts: Rights and Responsibilities, Human Dignity, Law, Development, Stewardship and Democracy.

The "Travel pass to democracy" pilot project provides detailed accounts of the constitutional and legal support for the promotion of human rights values and active citizenship as the following extracts demonstrate.

- ▶ The **Croatian** Constitution...states, *inter alia*, that freedom, equality, social justice, respect for human rights and the rule of law are the highest values of the Croatian constitutional order. [Consequently] the 2008 Law on Upbringing and Education in Elementary and Secondary School stipulates that schools should educate students in line with human rights and the rights of the child and that they should prepare them for a multicultural world, as well as for active and responsible participation.
- ▶ In **Hungary**, the National Core Curriculum (NCC) is the most important document regulating the content of the public education system. Social and civic competence is "based on knowledge of the concepts of democracy and citizenship and of the rights of citizens as well as on full respect for human rights".

Pursuant to the new NCC in force since 1 September 2013, "the educational and teaching process and education must at all times be in accordance with [...] the order of the constitutional state, the principle of respect for life and human dignity, the related freedom of conscience and religion, and international conventions designed to protect the Earth, human beings, nature and culture." Furthermore, the NCC emphasises that "the basis for the operation of the democratic constitutional state and public life founded on the rule of law is the *participation of citizens*,... This active behaviour of citizens is characterised by respect for the law, observance of

the rules of co-existence, respect for human dignity and human rights, non-violence and fairness".

- ▶ The Constitution of **Montenegro** (2007) guarantees basic human rights and freedoms for all citizens as determined by international agreements and declarations, as well as protection against all forms of discrimination and preservation of human dignity.

...Education has...been given the task of preparing young people for active and responsible behaviour and life in a democratic society. ...Montenegro has recognised education for democratic citizenship and human rights as a lever for educational change which develops democratic attitudes and fosters dialogue, tolerance, co-operation, understanding and respect for cultural and other differences, and peaceful resolution of conflicts. ...This is why our educational system stipulates that ...*values associated with democratic citizenship and human rights* are ...to be adopted as a teaching principle.

According to Article 20.1 of the **Romanian** Constitution, the constitutional provisions refer to citizens' rights and freedoms interpreted and applied in accordance with the Universal Declaration of Human Rights and the fundamental instruments for the protection of human rights to which Romania has acceded. Furthermore, Article 20.2 stipulates that, in the event of any inconsistency between domestic legislation and the international instruments for the protection of human rights to which Romania is party, international regulations will prevail.

Law 1/2011 on national education lays down the right to education for all citizens and *the aim of providing an education that respects human dignity, human rights and fundamental freedoms*. Moral and civic values and respect for the natural, social and cultural environment are mentioned as pillars of the national education system.

The "Teaching Controversial Issues – Developing Effective Training for Teachers and School Leaders" project emphasises approaches to learning and teaching based on real-life, everyday experience and active involvement. Engaging with controversial issues requires skills that are essential to a democracy and the training materials were successful at giving teachers and leaders confidence in techniques to promote democratic dialogue based on human rights principles.

The inclusion of EDC/HRE in the curricula

Member states should include education for democratic citizenship and human rights education in the curricula for formal education at pre-primary, primary and secondary school level as well as in general and vocational education and training. (Article 6)

Given their focus on formal education in schools, both primary and secondary, the findings of the pilot projects have a great potential for being reflected in the curriculum. Even the training modules and programmes, because they are central to effective EDC/HRE wherever it is taught and learnt, have the potential to be adapted and promoted through other phases and stages of education.

The Pilot project “Charter on Education for Democratic Citizenship and Human Rights Education: Diversity of Approaches” which brought together **Belarus, Georgia, Lithuania, and the Russian Federation** asked the question: “How are educational programmes aimed at developing democratic citizenship and human rights implemented in your country?”

The response was that these questions are included in the basic school syllabus for humanities subjects such as law, social sciences, economics and history. In addition, education in democratic citizenship skills was implemented within the framework of extracurricular classes with a social education bias (optional courses, circles, extra classes).

The “Travel pass to democracy” pilot project found that in **Croatia**, the Citizenship Education Curriculum (CEC) requires all schools to provide cross-curricular and extracurricular opportunities as well as research projects linking school and the local community. The CEC is also an optional school subject in the 3rd cycle (grades 7-8 of elementary school) and is compulsory in the 4th cycle (grades 1-2 of secondary school). A number of thematic modules, such as *The Foundations of Democracy, Gender Equality, Identity Development, Mediation and International Humanitarian Law* have been developed.

In **Hungary**, the subject area *Man and Society* includes: history, morals and ethics, civic education, society and the economy, knowledge of the homeland, the nation and national culture.

Montenegro has introduced EDC/HRE in upper primary schools at grades 6 and 7. Topics include: *family, school, the local community, the nation and the state* at grade 6 and *the authorities and role models, peaceful co-existence, human/children’s rights, freedoms, responsibility, democracy, civil society, the citizen, interdependence and the society of the future* at grade 7. A curriculum of civic education has been developed for secondary schools.

Romania has compulsory civic education from grades 3 – 8. At grade 3 topics include *The Group; Rules: rights and responsibilities within the group*. Grade 4 includes *The Rights of the Child*. At secondary level topics include *Citizens’ rights and responsibilities, Human rights (7th grade)* and *Freedom and Responsibility, Justice and Equality (8th grade)*.

This project also developed a [tool](#) designed to evaluate the level to which democratic values and human rights are embedded in the curriculum.

The “Three Country Audit” project found that **Finland** approaches EDC/HRE through cross-curricular themes in the national curriculum, particularly *Participatory citizenship and entrepreneurship; Cultural identity and internationalism; Growth as a person; Media skills and communication*.

In **France** civic education is a well-established and compulsory subject. Students learn to become i) self-reliant citizens who understand and respect the law and behave in a responsible way towards themselves, others, and the environment; ii) citizens who are able to form opinions about and debate current issues; iii) citizens who are able to engage and show initiative; iv) citizens who are aware of national and European issues related to defence and peace and education; and v) citizens who are aware of belonging to a nation.

Ireland has curriculum areas where EDC/HRE is developed. At the primary level the Social, Personal and Health Education (SPHE) curriculum area includes a citizenship strand (myself, myself and others and myself and the wider world strands). Students learn about their own culture and heritage and to respect those in their community and society who may have a different culture and heritage. At the junior cycle the Civic, Social and Political Education programme is underpinned by the concepts of Human Rights and Social Responsibilities, Human Dignity, Democracy, Law, Interdependence, Stewardship. This course aims to develop active citizens who have: a sense of belonging to the local, national, European and global community; a capacity to gain access to information and structures; and an ability and the confidence to fully participate in democratic society.

The promotion of democratic governance in schools

The governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents. (Article 8)

This issue was addressed directly in three of the responses of the “Three Country Audit” project. In **Finland** student councils became compulsory in primary and lower secondary schools by law from 1st January 2014, and every municipality is required to create local and regional participation structures. School councils have been compulsory in upper secondary schools since 1999.

In **France** students at upper secondary level have structures for participation in school governance. In the lower secondary schools elected pupils represent their peers in class councils and in various consultative bodies such as committees for health and citizenship education (CESC). The committees set up focus groups that contribute to initiatives that form part of the school action plan.

Ireland has a legislative framework in place to encourage participation. The National Children’s Strategy and the 1998 Education Act established that schools have the right to establish Student Councils and school boards of management should provide all reasonable assistance to students in this matter.

The 3 country audit strongly recommends that this is an issue that should be addressed and promoted since the practice on the ground is very patchy.

The “Travel pass to democracy” pilot project found that in **Croatia, Hungary, Montenegro and Romania**, a focus on training school leaders and teachers is intended to positively influence the culture of schools. In turn, this can develop the confidence and ability of children and young people to believe that they have an authentic voice on key issues and problems around them in their lives and the ability to use that voice now and in the future.

The inclusion of EDC/HRE in teacher training

Ongoing training and development for education professionals and youth leaders, as well as for trainers themselves, in the principles and practices of education for democratic citizenship and human rights education (Article 9)

Almost all the pilot projects included a training component. Training is crucial for those who teach EDC/HRE curricula and topics in schools. It has the potential to impact on all teachers in the system given the different ways that countries include EDC/HRE in schools through discrete, combined subjects and cross-curricular approaches.

EDC/HRE is rarely a feature of initial teacher education programmes. There are many opportunities provided for teachers in continuing professional development (CPD) courses offered by universities, ministries and education authorities and by NGOs. The reports of the pilot projects include many examples of NGO working with ministries to deliver CPD programmes.

Two of the pilot projects, “Travel Pass to Democracy” and the 2014 project “Teaching controversial issues – developing effective training for teachers and school leaders” developed original continuing professional development (CPD) programmes as one of the major objectives of the project.

The role of NGOs, youth organisations and other stakeholders in EDC/HRE

Non-governmental organisations and youth organisations have a valuable contribution to make to education for democratic citizenship and human rights education (Article 10)

The country partners bring a range of perspectives and experience to the project representing national ministries, support agencies, NGOs, researchers and youth trainers among others. This helps to create shared dialogue between these different partners at country, regional and European level. It underlines the strength of the partnerships that can be created by involving a range of stakeholders in EDC/HRE training and activities.

The reports provide strong evidence that many NGOs and youth organisations have been important supporters and contributors to developing EDC/HRE, particularly as co-organisers of teacher education days and in the production of materials for use in classrooms.

The “Three Country Audit” report strongly recommends the development of service learning as a means to provide opportunities for active citizenship.

The evaluation of the effectiveness of EDC/HRE

Member states should develop criteria for the evaluation of the effectiveness of programmes on education for democratic citizenship and human rights education. Feedback from learners should form an integral part of all such evaluations. (Article 11)

The project reports provide little evidence of good practice in evaluation of EDC/HRE activity and this is clearly an agenda that needs further attention.

The development of research on EDC/HRE-related issues

Member states should initiate and promote research on education for democratic citizenship and human rights education to take stock of the current situation in the area and to provide stakeholders including policy makers, educational institutions, school leaders, teachers, learners, non-governmental organisations and youth organisations with comparative information to help them measure and increase their effectiveness and efficiency and improve their practices. (Article 12)

Based on the exchange of information and practice and peer-to-peer learning, the projects strengthen the value of having a strong research base for EDC/HRE to underpin and support best practice in and beyond schools.

The reports provide many examples of research undertaken by ministries, universities, NGOs and international consortia such as the International Civic and Citizenship Education Study (ICCS).

The development of skills for promoting social cohesion, valuing diversity and handling differences and conflict

In all areas of education, member states should promote educational approaches and teaching methods which aim at learning to live together in a democratic and multi-cultural society and at enabling learners to acquire the knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences – particularly between different faith and ethnic groups – and settle disagreements and conflicts in a non-violent manner with respect for each other’s rights, as well as to combat all forms of discrimination and violence, especially bullying and harassment. (Article 13)

This article of the Charter stresses the importance of the promotion of social cohesion and intercultural dialogue and the valuing of diversity and equality, including gender equality. EDC/HRE should develop knowledge, personal and social skills and understanding that reduce conflict, increase appreciation and understanding of the differences between faith and ethnic groups, build mutual respect for human dignity and shared values, encourage dialogue and promote non-violence in the resolution of problems and disputes.

This was the focus of the “Diversity of Approaches” project and particularly the [documentary video](#) produced for the project.

The pilot project “Teaching Controversial Issues – Developing Effective Training for Teachers and School Leaders” took this article as its main focus.

The evaluation and review of the national strategies and policies with respect to the Charter (Article 14); Cooperation in follow-up activities (Article 15) and International and European cooperation (Article 16)

By their nature, the projects were international in focus and promoted the sharing of experience and good practice. Involvement in the projects provided

a unique opportunity to take stock and review the national strategies for EDC/HRE. All the reports reflect this national as well as international dimension.

Eighteen countries from Western, Northern, Eastern and South-Eastern Europe have been directly involved in the implementation of five pilot projects. Countries as diverse as France and Romania, Finland and Hungary, the Russian Federation and Georgia, Montenegro and Spain have worked together to exchange knowledge, facts and ideas and to produce measurable results, all of which can easily be fed back into their education policies and practices, in accordance with their own needs and priorities.

These projects provide blueprints which can simply and efficiently be adapted and adopted in a wide range of other countries. For example, the “Three Country Audit” project developed a [tool](#) to audit the lower secondary curriculum for EDC/HRE content.

The Pilot Projects Scheme is an excellent example of the power and potential of European cooperation between Council of Europe member states, as well as with other European partners such as the European Commission, Pestalozzi programme and European Wergeland Centre. The results, lessons and outcomes of the pilot projects have considerable value and appeal beyond Europe to countries and partners in other regions of the world as well as internationally.

COMPLEMENTARITY OF THE OUTCOMES OF THE PILOT PROJECTS

The survey of the project on “Diversity of Approaches” identified the following conditions for best implementing EDC/HRE. These recommendations closely follow implications contained in the other reports.

- ▶ interactive teaching and learning methods;
 - ▶ project work (carrying out of social projects, educational research);
 - ▶ development of pupils self-governance within the school;
 - ▶ organisation of educative/social specialisation and pre-specialisation practices;
 - ▶ training courses;
 - ▶ games technology;
 - ▶ critical reasoning techniques.
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OUTCOMES OF THE PILOT PROJECTS

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The projects were piloted by the following countries

Project 1: "Travel pass to democracy" Croatia, Hungary, Montenegro and Romania

Project 2: "Diversity of Approaches" Belarus, Georgia Lithuania, and the Russian Federation

Project 3: "Three country audit" Ireland, Finland and France

Project 4: "Teaching Controversial Issues" Cyprus, Ireland, Montenegro, Spain and the United Kingdom with the support of Albania, Austria, France and Sweden

Project 5: "EDC/HRE and media and social networks" Belarus, Georgia, Lithuania and the Russian Federation

1. Travel pass to democracy: supporting teachers for active citizenship



This project **involving Croatia, Hungary, Montenegro and Romania is both** an assessment of the state of citizenship and human rights education and a specific and concrete focus on developing new teacher training approaches.

The activities of the project focussed on an exchange of information about EDC/HRE in school curricula and

teacher training in the partner countries, and the partners compiled an information booklet on the state of EDC/HRE with a specific focus on teacher training.

A joint half-day training module on respect of human dignity was developed and it was piloted during national training days together with a module on national topical issues with regard to EDC/HRE. A joint seminar was organised to allow partners to compare findings of the national training days. The final training module was presented to teacher educators and civil society organisations.

The booklet entitled *Education for Democratic Citizenship and Human Rights. Insights from Croatia, Hungary, Montenegro and Romania*, presents a snapshot of EDC/HRE in Croatia, Hungary, Montenegro and Romania. It covers: *Policy and Legislative Context, Curriculum, Teacher training, Assessment, The Role of Non-Governmental and Youth Organisations, Research, Examples of relevant practices*. Each of the components is intended to highlight the significant sources and the good practices in each country.

The booklet was translated into [Croatian](#), [Hungarian](#), [Montenegrin](#) and [Romanian](#).

The training days

Each day was organised by a relevant authority and the training was attended in each case by about 30 teachers and also observers from the other projects.

- ▶ The Hungarian training day, was organised at the Municipality of District 18, Budapest,
- ▶ The training in Croatia was organised by the Education and Teacher Training Agency and held at the Ministry of Science, Education and Sports, Zagreb.
- ▶ The training in Montenegro was organised by the UNESCO Chair in education for democratic citizenship and human rights and the Bureau of Education. It took place at the premises of the Bureau of Education in Podgorica.
- ▶ The training in Romania was organised by the Institute for Educational Research, and took place at the Institute's premises in Bucharest.

The training modules

The training was organised in 2 x 90 minutes training modules.

Module 1 was “Respect of Human Dignity” in School. It was developed jointly by all the partner countries and implemented in all the participating countries. The module is also available in Hungarian and Montenegrin.

The objectives of Module 1 were:

- ▶ to raise awareness about serious violations of human dignity in schools;
- ▶ to develop the ability to self-reflect and initiate change;
- ▶ to promote positive attitudes in approaching the issue of respect for human dignity;
- ▶ to develop strategies to involve students,
- ▶ to exchange and disseminate good practices with a view to improving the respect of children’s rights in schools.

Module 2 - National modules

These modules were designed to address current country-specific needs and so they were developed separately. The topics were:

- ▶ Hungary: Community service
- ▶ Croatia: New approach in EDC/HRE teaching and learning: the outcomes based cross-curricular instruction
- ▶ Montenegro: Development of a tolerant personality
- ▶ Romania: The Reflective teacher

Production of a promotional film

The partner countries produced a [promotional documentary](#) as well as a trailer which aims to demonstrate that the development of students’ skills for living together is strongly linked to a democratic school climate where human rights are respected, and that teachers, students and staff need to take an active role in creating such a school climate.

The film and the [trailer](#) were produced in 5 versions: one in each partner’s language and one in English. The national versions of the film and the trailer were uploaded on partners’ websites and 20 copies of each version on DVD were prepared for dissemination purposes.

2. Education for democratic citizenship and human rights: diversity of approaches



The project aimed to:

- ▶ Identify the most effective teaching methods with the focus on skills for promoting social cohesion, valuing diversity and handling differences and conflict in the primary, secondary, vocational and adult educational levels;
- ▶ Raise the awareness of specialists and the general public on best practices.

The partner countries carried out a qualitative interview of experts and students on how citizenship and human rights education is implemented in the participating countries with a particular focus on skills for promoting social cohesion, assessing social diversity, and promoting non-violent methods for solving disagreements and conflicts.

The conclusions of this survey were aggregated in a [report](#) which not only stresses the good practices identified in the partner countries but also assesses the shortcomings and teachers’ needs in order to better equip them with the competences necessary to handle these specific issues.

To raise the awareness of the general public about a variety of innovative practices for promoting social cohesion and diversity at school, the participating countries produced a [promotional film](#).

The survey

The objective of this survey was to collect information on the current situation with the development of skills / competences required for life in a democratic society, in the framework of school education (in respect of 14-15 year old children). This survey was not designed as a comprehensive overview of the situation, but rather as a snapshot of individual perceptions of a panel of key actors in the field of education for democratic citizenship and human rights education in Belarus, Georgia, Lithuania and the Russian Federation at the time of the survey. There were 20 respondents from each partner country, which included representatives of the administration / authorities dealing with education, school directors, teachers and civil society organisations (including parents associations).

The [questionnaire](#) covered issues including: educational approaches and teaching methodologies to promote social cohesion; value diversity and equality, appreciate differences; settle disagreements and conflicts in a non-violent manner; combat all forms of discrimination and violence, especially bullying and harassment.

The feedback from children (14-15 year olds) was collected through the following question:

To what extent do you think school contributes to the development of skills for life in a democratic society (such as skills for promoting social cohesion, valuing diversity and handling differences and conflict)?

The country reports fed into an aggregated [report](#) underlining the commonalities and diversity of opinions between the partner countries and the categories of respondents. The report highlights best practices, and includes conclusions and recommendations.

Respondents highlighted certain shortcomings such as:

- ▶ insufficient involvement of parents in the educational process, as a result *inter alia* of them being busy at work and there being no attractive method for involving them in school life (Belarus, Lithuania and the Russian Federation),
- ▶ teachers' tendency to concentrate on educational activities geared to passing on knowledge, know-how and skills in concrete areas of expertise

(mathematics, languages etc.) and not on creative education,

- ▶ limited or insignificant involvement of pupils in the social life of the town or State,
- ▶ the lack of ability among pupils to critically assess material from social networks and media sources,
- ▶ insufficient involvement of media to draw attention to youth-oriented social projects and the encouragement of young people to join in this activity.

The report includes recommendations to address the above listed shortcomings:

- ▶ promote the involvement of parents in the educational process and school life,
- ▶ provide school teachers with more time for extra-curricular work and the devising and conducting of creative courses, seminars and other activities aimed at promoting democratic citizenship,
- ▶ devise clear criteria for assessing the results of educational work,
- ▶ teach pupils to work with information media and critically assess their content,
- ▶ involve media in the dissemination of information on youth projects and develop "intelligent" media attracting a younger audience,
- ▶ provide targeted material support to schools to help teachers, also back up material and technical resources.

Production of a promotional film

The partner countries developed a [film](#) and a [trailer](#) to promote educational approaches and teaching methods which aim at learning to live together in a democratic and multicultural society.

Challenging topics were addressed in the documentary to show how school can change attitudes towards differences: Belarus focused on the integration of child refugees, Georgia presented innovative ways to overcome language barriers faced by adult migrants, Lithuania showcased their policy regarding the integration of disabled children and the Russian Federation addressed the issue of religious tolerance.

The film was produced in English and translated into [Georgian](#) and [Russian](#).

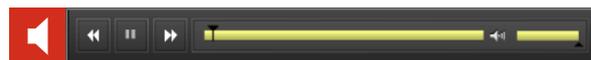
3. Three country audit of the lower secondary citizenship and human rights education curriculum



Finland, France and Ireland developed a report to analyse the extent to which the principles of the Charter on Education for Democratic Citizenship and Human Rights Education are embedded in the lower secondary curricula. This report is also available in [Finnish](#) and [French](#).

The three partners also developed a practical [self-assessment tool](#) for any other countries wishing to initiate an EDC/HRE curriculum assessment or reform. The questionnaire provides a series of questions that can be tailored to address country-specific concerns. Its aim is to inspire other countries and serve as a checklist providing guidance to those who are in early stage of developing EDC/HRE and/or reforming curricula. The questionnaire is composed of open-ended questions addressed to various layers of stakeholders involved in curriculum development. In the second phase, from 2014 two further projects involving 13 member states altogether were selected:

4. Teaching controversial issues – developing effective training for teachers and school leaders



PODCAST DAVID KERR

This involved **Cyprus, Ireland, Montenegro, Spain** and the **United Kingdom** with the support of **Albania, Austria, France** and **Sweden**. The partners developed and piloted a comprehensive [package](#) of training and professional development material to help teachers recognise the value of engaging young people in controversial issues and develop the confidence and competences to make it a part of their everyday practice.

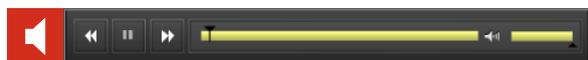
The rationale for the project is that educating young people to be informed, active and responsible citizens in democratic societies now and in the future should include opportunities to learn about controversial issues and be taught how to handle them and work in partnership with others to address and solve them. A priority in implementing this is that teachers and school leaders need to have the confidence to address and teach about controversial issues as part of everyday experiences in classrooms and schools. Such confidence comes from having experienced effective training.

The **overall objective** of this pilot project was to develop effective training on teaching controversial issues and strengthen the capability and confidence of teachers and school leaders in this area in a number of Council of Europe member states and beyond.

Partner countries reviewed existing literature and training approaches - to ascertain the key challenges for teachers and school leaders in teaching controversial issues in classrooms and schools. They also produced

a scoping paper - on why teaching controversial issues in EDC/HRE is important and to establish the key principles and processes that underpin effective teaching approaches. They developed and piloted a training programme for teachers and school leaders, based on effective principles and processes, to build capability and confidence in teaching controversial issues.

5. Teacher training in EDC/HRE: how to develop students' ability to assess information from media and social networks?



PODCAST NATIA NATSVLISHVILI

Building on the outcomes of the 2013/14 "Diversity of Approaches" Project, **Belarus, Georgia, Lithuania** and the **Russian Federation** examined how to develop the ability of students to assess information from media and social networks. The previous project had noted that teachers tended to concentrate on education activities geared to passing knowledge rather than on creative education using technology for developing students' ability to independently resolve problems. This tended to prevent students' development of citizenship skills and competences.

This new project aimed to provide teachers with an in-service training programme and didactical tools necessary for creative work, to help students to critically

assess media and social networks information in four thematic areas: inclusive education (**Lithuania**), intercultural education (**Russia**), integration of migrants (**Belarus**) and intercultural communication (**Georgia**).

The partner countries assessed to what extent analytical and critical competences with respect to digital information was referred to in their respective legislations, curricula, teacher training programmes and each partner contributed 3 project-lessons on topical issues.

The project reported that "the educational systems of each of the four countries are based on well-organised, national legislative regulations harmonised with the recommendations issued by international bodies in charge of education. The topics chosen in the framework of the pilot project: education for democratic citizenship, development of the skills required for evaluation of digital information, critical analysis, and the use of ICT, proved to be very high priority for the legislative systems of all four countries".

However, the project found that "despite the clear legislative regulations and intensive professional development programmes, considerable amounts of work still need to be carried out at school to raise students' and teachers' awareness of the issues connected with discrimination and equality and for the development of analytical thinking". In other words, a sound legislative framework is helpful and enabling, but it is not sufficient to ensure that teachers are equipped with the skills, experiences and understanding to ensure that these issues are actually addressed in schools. Hence the focus on teacher training agendas.

The pilot lessons were the basis for teacher development events. However, for example, a project lesson aiming to identify forms of online hate speech and means to prevent discrimination revealed that teachers have a relatively vague understanding of what hate speech is and of its consequences.

That said, teacher evaluations of the project showed clearly that involvement of students in the design, piloting and evaluation of the professional development programmes for teachers was very well perceived and indeed considered to be one of the main strengths of the project.

The lesson plans are included in full in the [report of the pilot project](#).

THE CONCEPT AND THE CONTEXT OF THE “HUMAN RIGHTS AND DEMOCRACY IN ACTION”
KEY RECOMMENDATIONS FROM THE CHARTER EXPLORED AND DEVELOPED IN THE PILOT PROJECTS

COMPLEMENTARITY OF THE OUTCOMES OF THE PILOT PROJECTS

OUTCOMES OF THE PILOT PROJECTS

APPENDICES

APPENDICES

1. PILOT PROJECTS 2013

a. Travel pass to democracy: supporting teachers for active citizenship

- I. BOOKLET [English](#); [Croatian](#); [Hungarian](#); [Montenegrin](#); [Romanian](#)
- II. COMMON TRAINING MODULE 1
 - In Hungary: Respecting human dignity in school. [English](#); [Hungarian](#)
 - In Montenegro: Respect of human dignity in school. [English](#); [Montenegrin](#)
- III. NATIONAL TRAINING MODULE 2
 - New approach in EDCHRE teaching and learning; the outcomes based on cross curricular instruction: [English](#);
 - Community service training in 2 x 90 minutes: - [English](#); [Hungarian](#)
 - Development of a tolerant personality: [English](#); [Montenegrin](#)
 - The reflective teacher:- [English](#); [Romanian](#)
- IV. FILM: HOW CAN SCHOOLS SUPPORT STUDENTS TO BE ACTIVE CITIZENS? [English](#); [Hungarian](#)
- V. TRAILER [English](#); [Hungarian](#)

b. Education for democratic citizenship and human rights: diversity of approaches

- I. BOOKLET [English](#); [Russian](#)
- II. QUESTIONNAIRE: [English](#)
- III. FILM [English](#); [Russian](#); [Georgian](#)
- IV. TRAILER IN [English](#)

c. Three country audit of the lower secondary curriculum

- I. BOOKLET [English](#); [Finnish](#); [French](#)
- II. ASSESSMENT TOOL [English](#); [Finnish](#); [French](#)

2. PILOT PROJECTS 2014

a. Teaching controversial issues – developing effective training for teachers and school leaders

- I. PROFESSIONAL DEVELOPMENT PACK
 - [English](#); [French](#); [German](#); [Greek](#); [Spanish](#); [Montenegrin](#); [Swedish](#)

b. Teacher training in EDC/HRE – how to develop the ability of students to assess information from media and social networks?

- I. BOOKLET [English](#)



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