



# Pestalozzi

## Training Resources

Education for Democratic Citizenship (EDC)  
What are pupils' rights and duties, at school and  
in the wider community?

by

Author: Benedetto Maffezzini - Italy

Editor: Pascale Mompoin-Gaillard



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# Education for Democratic Citizenship (EDC)

## What are pupils' rights and duties, at school and in the wider community?

by

**Author:** Benedetto Maffezzini - Italy

**Editor:** Pascale Mompoin-Gaillard

Last edition: **April 2012**

*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

---

---

**Theme: Democratic citizenship – Rights and duties****Expected outcome**

- To increase knowledge in the field of EDC, HR, COE Programmes and Projects
- To improve teaching methods in EDC

**Target group**

Type of training	School level	Subject area
Initial and in-service training	Lower secondary school	Civic education

**Brief description of the unit**

The unit refers to HR and EDC principles, and their application in everyday life, at home, in school, and in local community. It focuses on knowledge building (conventions, national and international documents) and on competences and skills acquisition. EDC depends largely on teachers' ability to introduce and explain new concepts and values to learners, facilitate the development of new skills and competences, and create the conditions which allow them to apply these skills and competences in their everyday lives, at school, at home and in local community. The practice in simulated settings supports the active practice of rights and duties and structured feedback from colleagues during the session helps the application of principles as well as the transfer of skills and strategies.

**Methods/techniques used**

Group research, dialogical approach

**Time** 90 minutes

Pre reading (appendix 1)	▶ prior to session
Introduction	▶ 5 minutes
Activity 1: Human Rights activity and group research	▶ 30 minutes
Activity 2: Rights and duties	▶ 25 minutes
Debriefing session	▶ 10 minutes
Application activity in the work place	▶ 20 minutes

### Tips for trainers:

- Trainers should share the information above with the trainees at the start of the training session.
- Have trainees read the preparatory reading prior to the session.

### Resources

Pre-reading	Appendix 1
Universal declaration for HR and CoE Rec(2002)12	Appendix 2
Form for activity 1	Appendix 3
Internet access (optional)	
Form for activity 2	Appendix 4
Materials: flip charts or big sheets of paper, markers	

**Introduction:** The trainer introduces the topic using the brief description on page 2 of this document.

### Activity 1 Human Rights, group research and discussion



30 minutes

	Notes
<p>▶ <b>General aim</b></p> <ul style="list-style-type: none"> <li>➢ To raise awareness about HR.</li> <li>➢ To help learners understand they have rights and that rights come with duties.</li> <li>➢ To think for oneself, share opinions and respect other's opinions.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group research, dialogical approach.</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ Appendix 2: “Universal Declaration of HR” (1948) and Recommendation Committee of Ministers to Member States on Education for Democratic Citizenship Rec(2002)12, Council of Europe”, Strasbourg.</li> <li>➢ Appendix 3: form for activity 1, one per trainee.</li> <li>➢ Access to computers and internet.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Ask trainees to reflect on the “Universal Declaration of Human Rights” in pairs. (5 minutes)</li> <li>➢ Have each trainee answer questions provided in the form in appendix 3. (5 minutes)</li> <li>➢ Plenary session: have trainees tell the group what rights they chose and what duties they listed. Make a chart with rights and duties that come with these. (5 minutes)</li> <li>➢ Moderate a discussion on the choices. If needed, encourage trainees to develop a clear argumentation.(10 minutes)</li> </ul>	

<ul style="list-style-type: none"> <li>➤ After discussion, collectively select 3 to 5 ideas or rights that seem important to the group. Model how you obtain consensus around this task.(5 minutes)</li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Tips to trainers/anticipated difficulties</b> <ul style="list-style-type: none"> <li>➤ The ideal group size is 10 to 12 teachers. You may have to divide the group if you have a higher number of trainees for the session.</li> <li>➤ In order to prevent a lengthy ‘tour de table” here are a few suggestions:</li> <li>➤ Ask participants to be concise in their argumentation.           <ul style="list-style-type: none"> <li>- Participants divide in pairs or trios and present their results as a group</li> <li>- You can avoid the plenary session altogether, by using cooperative learning techniques: e.g. make trios, in each trio hand out letters to participants A/B/C. Have groups make posters with their responses. Recompose groups (using the letters) for the feed back.</li> </ul> </li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Follow up</b> <ul style="list-style-type: none"> <li>➤ Ask trainees to start an internet research: find the “Universal Declaration of Human Rights” and the translation of the rights they have chosen in more than one language.</li> </ul> </li> </ul>	

## Activity 2 Rights and duties at home, in school, and in the local community



25 minutes

	Notes
<ul style="list-style-type: none"> <li>▶ <b>General aim:</b> <ul style="list-style-type: none"> <li>➤ To use human rights as a basis for classroom and school rules through a “learning by doing” methodology.</li> <li>➤ To help learners understand that they have rights, duties and responsibilities and that respecting rules helps to live together,</li> <li>➤ To reflect on how rules can also change/evolve.</li> </ul> </li> </ul>	

<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Dialogical approach</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 4: form on rights and duties, one per group</li> <li>➤ Classroom and/or school rules</li> </ul>	
<p>▶ <b>Practical arrangements:</b> Arrange the classroom for group work (3 to 5 groups).</p>	
<p>▶ <b>Instructions/procedure</b></p> <ul style="list-style-type: none"> <li>➤ Have trainees split into groups. Distribute the forms and the classroom/school rules. Each group chooses a <i>rapporteur</i>.</li> <li>➤ Using <b>classroom and/or school rules</b> and the form in appendix 4, ask each group to select 3 rules that are ‘easy’ and 3 that are ‘difficult’ to follow, explaining why. The group will also point out the need for a new rule, and the reason for this.(5 minutes)</li> <li>➤ Go in groups and ask the question: <i>“If a rule is broken, what happens? What about the enforcement of rules?”</i> (5 minutes)</li> <li>➤ Then ask: <i>“How do HR and duties translate in everyday life for individuals at school,, at home and in the local community?”</i> (5 minutes)</li> <li>➤ Plenary session: feed back and discussion about the choice made by groups, about reinforcement of rules, changes to rules and extrapolation to out-of-school context. (10 minutes)</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties</b></p> <p>This activity gives the opportunity to work in a group, to discuss, to share and to accept different opinions, to propose something new, and chiefly to <b>obtain consensus</b>. This consensus building has been modeled in the previous activity. Trainees now apply in practice what you as a trainer have showed them in activity 1.</p>	

<p>▶ <b>Debriefing/reflecting</b></p> <ul style="list-style-type: none"><li>➤ What have you learned during this session?</li><li>➤ How can you use this in the school you work in?</li><li>➤ How will you involve students in the process?</li></ul>	
<p>▶ <b>Teaching activity</b></p> <p><b>Title:</b> Design you own two-fold activity for your class</p> <p><b>Purpose:</b> To increase confidence in applying the methods modeled in the present unit to the classroom.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"><li>➤ Ask the groups to design their own activity, (e.g. “Are our school rules adapted to our needs” or “How does our school apply the Convention on Children’s rights?”)</li><li>➤ Ask them to be explicit about the connection between their activity and the notions of democracy citizenship and the balance between rights and duties.</li><li>➤ Encourage them to use of modeling activities in their design.</li><li>➤ Prompt them to write an action plan and schedule the activity for their classrooms</li><li>➤ Ask them to think about particular issues when they are planning, piloting and evaluating the activity. E.G. “Does this kind of activity promote democratic citizenship education?”</li><li>➤ Help them plan on the evaluation by students and feedback by colleagues.</li></ul>	



---

## References

List of useful websites

- [www.un.org](http://www.un.org)
- [www.coe.int](http://www.coe.int)
- [www.portal.unesco.org](http://www.portal.unesco.org)
- [www.eurydice.org](http://www.eurydice.org)
- [www.europoliteia.org](http://www.europoliteia.org)

---

## Appendix 1:

### Preparatory reading

The knowledge of Human Rights, of Rights and Duties - the theme of the Unit - it is not something new in schools (in Italian schools the theme was included, as a separate subject called 'civic education', in history curriculum of upper secondary; since 2004 it is included in 'education for civil cohabitation', a cross-curricular theme in primary and lower secondary and since 2007 "Citizenship competences" are expected at the end of compulsory education, for pupils age 16).

Teachers have access to the international and national texts related to the theme. It is useful to read and discuss them with pupils in the classroom and to put principles into practice in everyday school life.

Teachers surely know many projects and activities, already developed in Italy and in Europe, related to the themes of HR, Rights and duties, EDC, European Citizenship: in this unit you will need to access web sites where you can get information, ideas, and suggestions.

The contribution of the Council of Europe to the theme is very significant and it stresses the role of teachers in learning and living democracy: the CoE draws attention to how crucial education (both formal and non formal, in a lifelong perspective) is to the development of active citizenship, the quality of participation in a democratic society and in fostering democratic culture.

As it is said in a booklet published by the Council of Europe in 2005 (*Tool on teacher training...*), the challenges of our world (ethnic conflicts and nationalism, global threats and insecurity, development of new information and ICT, environment problems, population movements, demand for increasing personal autonomy and new form of equality, weakening of social cohesion and solidarity among people, mistrust of traditional political institutions, forms of governance and political leaders, etc) require new citizens, not only informed, but also active, able to contribute to the life of their community, their country and the wider world. In response to the need to strengthen and advance democracy through education, the Council of Europe and the European Union have sought to develop new forms of EDC that have Europe-wide applications.

Teachers should get acquainted with projects and programmes, recommendations and activities related to EDC, together with national/local laws and regulations. The success of EDC depends upon teachers: they introduce and explain new concepts and values to learners and are instrumental in making EDC a whole-school process; they facilitate the development of new skills and competences, and create the conditions which allow students to apply these skills and competences in their everyday lives at home, in school and in local community.

---

The active practice of rights and duties at school and in everyday life – within the challenges of contemporary society – can fit very well to these aims.

---

## Appendix 2:

### Activity 1

- Universal Declaration of Human Rights <http://www.un.org/Overview/rights.html>
- Coe Recommendation (2002)12 of the Committee of ministers on EDC, Strasbourg  
<https://wcd.coe.int/ViewDoc.jsp?id=313139&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75>



## Universal Declaration of Human Rights

*On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."*

### **PREAMBLE**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

---

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,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

**Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

#### **Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, 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.

**Article 3.**

Everyone has the right to life, liberty and security of person.

**Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5.**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10.**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11.**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13.**

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14.**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

---

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15.**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.**

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17.**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

**Article 18.**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.**

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

**Article 21.**

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.**

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.



- 
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
  - (4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26.**

- (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.

**Article 27.**

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28.**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29.**

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30.**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

## COUNCIL OF EUROPE COMMITTEE OF MINISTERS

### Recommendation Rec (2002)12 of the Committee of Ministers to member states on education for democratic citizenship

*(Adopted by the Committee of Ministers on 16 October 2002 at the 812th meeting of the Ministers' Deputies)*

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,  
Considering that the aim of the Council of Europe is to achieve greater unity between its members and that this aim may be pursued, in particular, through common action in the cultural field;

Bearing in mind the European Cultural Convention signed in Paris on 19 December 1954;

Recalling the primacy of the Convention for the Protection of Human Rights and Fundamental Freedoms and the other Council of Europe and United Nations instruments in guaranteeing to individuals the capacity to exercise their inalienable rights in a democratic society;

Recalling the Second Summit of Heads of State and Government of the Council of Europe (Strasbourg, 10 and 11 October 1997), which expressed the “desire to develop education for democratic citizenship based on the rights and responsibilities of citizens, and the participation of young people in civil society” and decided to launch an action plan for education for democratic citizenship;

Recalling the adoption by the Committee of Ministers, during the official celebration of the Council of Europe's 50th anniversary in Budapest (1999) of the Declaration and programme on education for democratic citizenship, based on the rights and responsibilities of citizens on the occasion of the 50th anniversary of the Council of Europe;

Concerned by the growing levels of political and civic apathy and lack of confidence in democratic institutions, and by the increased cases of corruption, racism, xenophobia, aggressive nationalism, intolerance of minorities, discrimination and social exclusion, all of which are major threats to the security, stability and growth of democratic societies;

---

Concerned to protect the rights of citizens, to make them aware of their responsibilities and strengthen democratic society;

Conscious of the responsibilities of present and future generations to maintain and safeguard democratic societies, and of the role of education in promoting the active participation of all individuals in political, civic, social and cultural life;

Having noted the conclusions of the 20th Session of the Standing Conference of European Ministers of Education (Cracow, 2000), at which the ministers endorsed the results and conclusions of the Education for Democratic Citizenship Project launched at their 19th Session (Kristiansand, 1997);

Noting that at this 20th Session the Ministers expressed the wish for a Committee of Ministers' recommendation based on the conclusions of this project;

Taking account of the project's results and conclusions, the report of the final conference held in Strasbourg in September 2000, and the draft guidelines on education for democratic citizenship based thereupon;

Noting the central role already accorded to education for democratic citizenship in the educational reforms under way in many member states, and its key position in international co-operation for peace and stability in several European countries or regions,

1. Affirms:

- that education for democratic citizenship is fundamental to the Council of Europe's primary task of promoting a free, tolerant and just society,
- and that it contributes, alongside the Organisation's other activities, to defending the values and principles of freedom, pluralism, human rights and the rule of law, which are the foundations of democracy;

2. Declares:

---

- that education for democratic citizenship should be seen as embracing any formal, non-formal or informal educational activity, including that of the family, enabling an individual to act throughout his or her life as an active and responsible citizen respectful of the rights of others;
- that education for democratic citizenship is a factor for social cohesion, mutual understanding, intercultural and inter-religious dialogue, and solidarity, that it contributes to promoting the principle of equality between men and women, and that it encourages the establishment of harmonious and peaceful relations within and among peoples, as well as the defence and development of democratic society and culture;
- that education for democratic citizenship, in its broadest possible sense, should be at the heart of the reform and implementation of educational policies;
- that education for democratic citizenship is a factor for innovation in terms of organising and managing overall education systems, as well as curricula and teaching methods;

3. Recommends that the governments of member states, with respect for their constitutional structures, national or local situations and education systems:

- make education for democratic citizenship a priority objective of educational policy-making and reforms;
- encourage and support initiatives which promote education for democratic citizenship within and among member states;
- be actively involved in the preparation and staging of a European Year of Citizenship through Education, as an important vehicle for developing, preserving and promoting democratic culture on a pan-European scale;
- be guided by the principles set out in the appendix to the present recommendation in their present or future educational reforms;
- bring this recommendation and the reference documents on which it is based to the attention of the relevant public and private bodies in their respective countries through the appropriate national procedures;

4. Asks the Secretary General of the Council of Europe to draw this recommendation to the attention of those states which are parties to the European Cultural Convention but which are not members of the Council of Europe.

#### **Appendix to Recommendation Rec(2002)12**

##### **1. General guidelines for education for democratic citizenship policies and reforms**

The formulation and implementation of policies on education for democratic citizenship should be conceived from the angle of lifelong education, which means taking into account the following:

- all the components and levels of the education system, that is, primary, general and vocational secondary, higher (university and non-university) and adult education;
- all the instruments, institutions and organisations of non-formal education;
- all opportunities for informal contribution to education for democratic citizenship from social institutions, particularly the family, and from organisations, structures and fora of civil society, which may include training and education among their aims (even if this is not their primary objective).

In order to ensure that education for democratic citizenship can help in the reinforcement of social cohesion and the development of a democratic culture, it would be useful:

- to involve all public and private, official and non-governmental, professional and voluntary actors in designing, implementing and monitoring policies on education for democratic citizenship. For example, such a partnership could take the form of an advisory and consultative body assisting the authority responsible for implementing such policies;
- to ensure, as early as the policy-making stage, that research and evaluation facilities are available for assessing the results, successes and difficulties of educational policies;
- to ensure the availability of means of action, tailored to the objectives pursued, through mobilising the appropriate resources, forming synergies and partnerships among the actors involved and by rationalising technical facilities.

---

Under the terms of the present recommendation, education for democratic citizenship is a factor which promotes relations of trust and stability in Europe beyond the boundaries of the member states. The European dimension should consequently be a component as well as a source of inspiration when formulating the corresponding policies.

It is therefore recommended:

- that each state's contribution to the European and international debate on education for democratic citizenship be reinforced by establishing or consolidating European networks of practitioners, researchers, fora for experimenting on and developing education for democratic citizenship ("sites of citizenship"), educational resources and documentation centres and research and assessment institutes;
- that action should be taken in individual states to contribute to the Council of Europe's future work in this field, particularly with a view to implementing European projects or campaigns.

## **2. Educational objectives and contents of education for democratic citizenship**

Education for democratic citizenship as defined in this recommendation covers specific disciplines and varied or cross-curricular fields of learning and institutions in the member states, depending on their traditional approach to this area.

For instance, it might involve civic, political or human rights education, all of which contribute to education for democratic citizenship without covering it completely.

In order to fulfil the general aims of education for democratic citizenship, the following actions are needed:

- encouraging multidisciplinary approaches and actions combining civic and political education with the teaching of history, philosophy, religions, languages, social sciences and all disciplines having a bearing on ethical, political, social, cultural or philosophical aspects, whether in terms of their actual content or the options or consequences involved for a democratic society;
- combining the acquisition of knowledge, attitudes and skills, and giving priority to those which reflect the fundamental values to which the Council of Europe is particularly attached, notably human rights and the rule of law;

- 
- paying particular attention to the acquisition of the attitudes necessary for life in multicultural societies, which respect differences and are concerned with their environment, which is undergoing rapid and often unforeseeable changes.

To that end, it would be appropriate to implement educational approaches and teaching methods which aim at learning to live together in a democratic society, and at combating aggressive nationalism, racism and intolerance and eliminate violence and extremist thinking and behaviour. The acquisition of the following key competencies would contribute to reaching these aims, namely, the ability to:

- settle conflicts in a non-violent manner;
- argue in defense of one's viewpoint;
- listen to, understand and interpret other people's arguments;
- recognise and accept differences;
- make choices, consider alternatives and subject them to ethical analysis;
- shoulder shared responsibilities;
- establish constructive, non-aggressive relations with others;
- develop a critical approach to information, thought patterns and philosophical, religious, social, political and cultural concepts, at the same time remaining committed to fundamental values and principles of the Council of Europe.

### **3. Methods of education for democratic citizenship**

The knowledge, attitudes, values and key competencies, as described above, cannot be truly and effectively acquired without having recourse to diversified educational methods and approaches in a democratic environment.

Such acquisition should be encouraged:



- through active participation of pupils, students, educational staff and parents in democratic management of the learning place, in particular, the educational institution;
- through the promotion of the democratic ethos in educational methods and relationships formed in a learning context;
- by promoting learner-centred methods, including project pedagogics based on adopting a joint, shared objective and fulfilling it in a collective manner, whether such projects are defined by a class, a school, the local, regional, national, European or international community, or by the various civil society organisations involved in education for democratic citizenship (non-governmental organisations, enterprises, professional organisations);
- by promoting research, personal study and initiative;
- by adopting an educational approach closely combining theory and practice;
- by involving learners in the individual and collective assessment of their training, particularly within the aforementioned project-based methods;
- by encouraging exchanges, meetings and partnerships between pupils, students and teachers from different schools so as to improve mutual understanding between individuals;
- by promoting and strengthening education and awareness-raising approaches and methods throughout society, and particularly among pupils and students, that are conducive to a climate of tolerance, and to the respect of cultural and religious diversity;
- by bringing formal, non-formal and informal education closer together;
- by setting up civic partnerships between the school and the family, the community, the workplace and the media.

#### **4. Initial and further training for teachers and trainers**

Every educational initiative requires the initial and continuing preparation of teachers and trainers. Fulfilling the specific objectives of education for democratic citizenship presupposes the energetic involvement of actors (teachers, trainers, advisers, mediators, etc.)

---

with a necessarily wide variety of roles and functions depending on whether the activities are taking place within the formal or non-formal systems or in an informal framework.

While bearing in mind the specificities of these various roles and functions, we should provide for the resources and methods enabling all the educational actors to acquire:

- an understanding of the political, legal, social and cultural dimensions of citizenship;
- the above-mentioned key competencies;
- the ability to work in an interdisciplinary environment and on educational teams;
- a command of project and intercultural pedagogics and of evaluation methods specifically related to education for democratic citizenship;
- the ability to establish the necessary relations with the educational institute's social environment;
- an awareness of the need for in-service training.

In order to ensure acquisition of these competencies and skills, it would be appropriate:

- to set up specific curricula related to education for democratic citizenship in the framework of the creation or the reform of initial and in-service teacher training systems;
- to incorporate awareness-raising on the principles, objectives and methods of education for democratic citizenship as described in this recommendation into initial and in-service training programmes for teachers of all disciplines and subjects;
- to provide for the requisite teaching back-up materials, particularly in formal teacher training institutions;
- to encourage the development of methodological and educational resource and advice centers open to all actors involved in education for democratic citizenship;

- 
- to provide for the recognition of the role and statute of actors working in non-formal and informal contexts.

### **5. The role of the media and the new information technologies**

The media and the new information technologies are a vital component of contemporary society. They are also powerful educational instruments, whose potential has not yet been fully explored or tapped.

Where education for democratic citizenship is concerned, it would be appropriate to:

- develop media education and education in the new information technologies;
  - be guided by the recommendations contained in the Declaration on a European policy for new information technologies, adopted by the Committee of Ministers at its 104th Session (Budapest, May 1999), particularly with regard to securing access to and a command of these technologies and protecting rights and freedoms;
  - encourage educational experiments and innovations facilitated by the new information technologies, particularly in areas relating to education for democratic citizenship;
  - encourage the mass media to contribute to the promotion of education for democratic citizenship
-

---

**Appendix 3:****Activity 1**UNIVERSAL DECLARATION OF HUMAN RIGHTS

	Notes
➤ Name 5 of these rights:	
➤ Select 3 out of the 5 rights and add the duties connected with these:	

Appendix 4:

Activity 2

CLASSROOM AND/OR SCHOOL RULES

	Notes
➤ 3 “easy” rules and why they are “easy”:	
➤ 3 “difficult” rules and why they are “difficult”:	
➤ It would be necessary to have this new rule. Explain why	