

DARE

Democracy and Human Rights Education in Europe

DARE BLUE LINE EDITION

ENGAGE

learning democracy

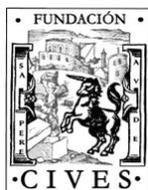
with children aged 8-12

Vol. II

Handbook for Educators



Project-Partner:



Erasmus+

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The Project “ENGAGE”: about its Activities and about this Handbook

by Ramy Cham (CIDEM)

The „ENGAGE Project - Building together European learning material on Education for Citizenship” - aimed to create European, interactive, innovative, pedagogical modules on education for citizenship for children aged 8-12 and their teachers. Our partnership brought together eight organisations in seven Member States.

This project was consistent with the objectives laid down in the “Education and Training” field in the new Erasmus+ Programme, and, more precisely with Key Action 2 projects, “Cooperation for innovation and the exchange of good practices”.

The eight organizations involved in this project were:

- **Belgium: DARE Network**
- **Austria: Zentrum Polis**
- **Germany: AdB**
- **France: CIDEM**
- **France: Union Régionale de la Ligue de l’Enseignement de Bourgogne**
- **Poland: Center for Citizenship Education**
- **Spain: Fundación CIVES**
- **United Kingdom: Volunteering matters**

All of our partners were selected because of their direct expertise in the issue of education of citizenship and youth work, as well as their experience in European cooperation.

Our project took place both at the EU and at national levels. In each participating country, the partner association oversaw setting up a national consortium, or a „working group”, with a cross-sectoral composition, which brought together several representatives of the education sector: primary and/ lower secondary schools; one or several teachers representing the formal education sector; one academic research expert on the issue of education for citizenship; one representative of a state or public-body in charge of education policies. The main task of these working groups was to conduct a national needs analysis in the beginning of the project in order to assess the national needs and expectations regarding education for citizenship curricula, both in terms of content and methodological approaches.

This led to the creation of a draft theoretical study and empirical report for each country involved. The results of the analysis were shared between all partners, which helped us identify the common needs of the participating countries and define the content of the learning materials provided in this handbook. This helped us to produce content useful for all the partners, which was at the same time adjustable according to specific national needs.

Further the key findings of the national analysis resulted in comparative findings and led to a set of policy recommendations. The studies, the key findings and the policy recommendations are published in an additional book (ENGAGE Vol 1.) and on the website www.engage-edc.eu

Two main themes the proposed learning modules deal with are: democratic citizenship and living together in a peaceful and respectful manner, on the one hand, and general interest and democratic participation on the other hand. The intellectual deliverables composing the modules are accessible in the five languages of the partners.

We aimed to design European learning materials on education for citizenship in cooperation with organisations from six European Member States (Austria, Germany, France, Poland, Spain, and the

UK). This project concretely delivered on the recommendations set out by the Council of Europe in its 2010 „Charter on Education for democratic citizenship and human rights”, and, in particular, on the call for greater international cooperation to “foster the exchange of good practices and enhance the quality of education”. The rationale of the project was that the issue of education for citizenship is dealt with in distinct ways within the EU, notably because of cultural and historical specificities of each Member State. However, this diverse approach does not necessarily prevent organising a common reflection.

Everywhere in the EU, education for citizenship, understood in both aspects of democratic citizenship and living together in a peaceful and respectful manner and democratic participation, has been undergoing similar evolutions. On the one hand, it is often said that there is a decline of interest among young people in national and European politics – an assumption shared in many countries, often illustrated by significant higher abstention rates for voters aged 18-25. On the other hand, education for citizenship must be adjusted everywhere, in line with several factors such as European integration, migratory flows or even ageing population. When considering education for citizenship specifically as education for living together in a peaceful and respectful manner, we must underline that it is not an issue shared by Member States only: it is intrinsic to the European project itself. The political and human horizon of the EU is to have 28 distinct groups of peoples living together in harmony and to nurture the feeling of belonging to the same common destiny. In the context of rising extremism, intolerance, racism, xenophobia at all scales, working together on setting up a European and cross-sectoral platform for cooperation and the exchange of good practices is a highly relevant means to face these common challenges. The resulting learning material is enriched by a variety of European perspectives.

In a nutshell, this project aimed to give educational staff (from formal and non-formal providers) a useful and appropriate tool to tackle the issue of a European education for citizenship with children. Thanks to relevant learning supports, the created modules aim to make a contribution in the spirit of citizenship at the local, regional, national and European levels.

The developed modules were tested by 10 to 15 teachers and educators in several schools and educational institutions in each partner country. Based on their feedbacks, we mutualised the information, adapted and modified the modules accordingly with the results collected on a European level. Not all of them will fit adequate to the needs in in each country. It needs to be seen that a similar method hits on fully different educational systems, teacher trainings, systems of initial preparations etc.

The 11 modules were each developed in a common standardised format, divided in three clusters/spheres that may allow start exploring the issues of citizenship and democracy from a perspective of the individual aiming to widen the horizon towards their universal applications, as shown in the following cluster:

ME AND THE OTHERS:

- Exploring Emotions and Identities
- Relationship and Conflict Resolution
- Children's Rights

SOCIETY AND THE WORLD:

- History and Remembrance
- Media Literacy and Media Education
- Diversity and Discrimination
- Sustainable Development
- Solidarity

PARTICIPATION IN DEMOCRATIC SOCIETY:

- Human Rights
- Democracy
- Participation

Teaching Methodologies for Education for Democratic Citizenship and Human Rights

Citizenship education is a theme of vital importance in today's ever changing society. Citizenship education fosters active citizenship, empathy and critical thinking about power relations as important objectives for the promotion of sustainable societies. Its aim is to empower people to acknowledge that citizenship is associated with human rights and defends the values of mutual respect for all individuals, equal as human beings. Furthermore, it engages an individual to be a responsible citizen. It also implies the responsibility of the education sector to facilitate the teaching and learning of the meaning of citizenship, and to demonstrate, with its instructional approaches, the morals and ethics which are at the heart of it.

It is widely agreed that citizenship education has to be initiated with children's learning. At a younger age, it is easier to instill important values that can then be demonstrated through practices, both inside the classroom and outside. According to the United Nations Education, Scientific, and Cultural Organization (UNESCO), the continued improvement of citizenship education is of crucial importance and it is critical to strengthen and expand citizenship at an international level. UNESCO recognises that children do not concur with the perception of how citizenship education is taught: *"children and adolescents lose interest in citizenship and see only the mismatch between what adults say and what they do, between knowledge and action, a mismatch which they usually call 'hypocrisy.'"*¹

Education for Democratic Citizenship should be considered as an essential aspect of school life, as it is linked to the very purpose of education. UNESCO notes that: *"It is desirable to imbue the whole of school life with a culture of democracy."*² Therefore, it cannot be limited to a subject, nor to be taught in the traditional way: the objectives should be oriented towards the acquisition of competences for active and responsible citizenship. Knowledge is not enough. Knowledge, values, and competencies are acquired explicitly and systematically at each educational level, but they need to be trained systematically. The management of the classroom and the educational centre should be a demonstration and an example of democratic values and practices. It is necessary to include diverse dynamics designed for the acquisition of competences. This implies developing e.g. a more participatory school culture and a true connection with the community as well as applies to peer-methods and learner centred approaches as it is the case in non-formal education.

The classroom needs to incorporate new methodologies and follow a new way of teaching citizenship education, using modes and methods that better exemplify the ideals of democracy. Methodologies are the sets of principles and methods used in an area of study or analysis, and methods are the procedures used to carry out the methodologies. The methodologies and approaches to citizenship education are those offering the students involvement and participation from the scratch - be it in debates among students, and among students and teachers, including promoting freedom of expression and opinion in children.

The recommended modes and methods to fulfil the above objectives with children include: oral exchanges, songs, poems, drawings, collages and reflections on citizenship, democracy, justice, freedom and peace. Therefore, these methods should be supported by initiating conversations with children, guiding and facilitating debates and positive reflections on common problems. Activities such as debates, group discussions, small group work as well as collaborative art or media projects, are useful ways that

enhance children's learning, including how to work in groups and gain valuable insight from each other. The teacher should be in favour of open and inclusive conversations and debates, which will enable children to reach agreements through a joint construction of the reality, encouraged to reach solutions to social problems and to lay on strategies for improvement. Other methods exist, such as introducing students to real situations of action, including raising cases of real political scenarios, reaching out to institutions, writing letters to elected representatives and so forth.

The learning process for acquiring competencies must include practices involving a multitude of activities, such as simulations, conflict resolution, decision making and many other actions that involve applying knowledge, values and skills acquired. The motivation of children is essential, taking pleasure and having fun in different activities; otherwise it can become very quickly an uninteresting subject.

The models of COMPASS and COMPASITO programs, created by the COUNCIL OF EUROPE, offer educational initiatives on human rights designed for children and young people. Their methodologies focus on creating a space where learning about human rights is not only included in formal education, but is an integral part of the learning environment, be it in school, be it in a youth place. be it in any other educational institution and environment.

According to these programs, education for human rights should be based on active participation of and led by children. This means that children are the ones selecting their activities, when, how, and what topics they choose to work on, while the teacher acts as a facilitator, mentor, and provides guidance - being aware of the hierarchic structure of school as a system. In this sense, children are not passive spectators, but they actively get themselves involved in the process of their education. This should motivate teachers to create an environment of respect and support in the classroom, encourage children to share their own views, opinions, and personal experiences, all of which should empower children to be actively engaged in their learning and with the learning material. Simulations and dramatisations are particularly effective, as such activities encourage active participation and learning, and facilitate the acquisition of important concepts in a more realistic and tangible way that children can connect to. Such activities help children to build their confidence, to achieve meaningful social democratic participation within their school, society, and the world around them, as active members.

Cooperative learning is another essential tenant of EDC/HRE, since it helps create cohesion within the group and develops children's critical thinking and problem-solving skills. Collaboration in groups improves children's communication skills and helps them through practice to reach a collective agreement. Learning to respect others, regardless of differences, is a key aspect of EDC/HRE. Given the fact that in most European countries a system and structure of children and youth led spaces and non-formal educational youth work still lacks, the classroom possibly provides the best opportunity for children to put it into practice.

The two models COMPASS and COMPASITO also emphasise the importance of an intercultural focus. In a world of increased globalisation, and where societies are becoming increasingly diverse and multicultural, it is necessary to create an educational environment where ethnic and religious minorities, immigrants, women, LGBT community, and others, are recognised and respected. Inclusive education is an important part of human rights education,

and educators should include inclusive concepts and values in the activities and curriculum they are developing. This is also a solid way for children to share their own experiences, their cultural differences and prejudices, thus, enabling the development of social relationships and interactions, when children learn together and from each other on a personal level, while having the opportunity to acknowledge and identify their own values and beliefs.

Children should have the opportunity to participate in the management of their centre and participate in activities to be extended to the family and the community. One of the ways to practice is "learning by doing" and collaborating in "peer tutoring", "peer consulting" or participating in community services. It is about putting into practice the already acquired competences in direct real situations. Suggested methods for this methodology include opportunities to participate and volunteer in places that build citizenship learning and cultivate interaction.

Sources:

"Compassito: Manual for Human Rights Education with Children."

European Council.

"COMPASS: Manual for Human Rights Education with Young People."

European Council.

"Action Plan For 2005-2009 In Brief."

World Programme for Human Rights Education.

United Nations.

UNESCO,

"Citizenship Education for the 21st Century".

¹ Citizenship Education for the 21st Century -http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm

² Ibid

Links to National Curricula on Citizenship Education

Across Europe Citizenship Education is tackled by national governments in a wide variety of ways. In some countries the subject is considered a uniquely formal education subject, whilst others take a broader perspective, recognising the contribution of a wide variety of actors who support children in exploring the concepts of democracy and human rights.

Within the formal education systems the approaches between the different national curricula differ in the timeslots allocated and the age groups that receive citizenship education. Citizenship education can be allocated its own separate timeslot or can be implemented across the curriculum.

In some countries some pupils already receive their induction in the subject during primary school whilst others only start doing so during secondary school. Consequently, curricula form a diverse field, often being different in different types of school or regional systems. Approaches considered innovative in one country are considered outdated by educators in another country; issues under debate in one national context have not stirred the waters in another. A surprising amount of qualitative methods, concepts, resources material and support structures are in place to support teachers in delivering the subject following the latest standards. It is clear for the publishers that citizenship education transcends the formal education context and that providers of and educators in the non-formal and informal sector play a crucial role in fostering the values of citizenship, democracy and tolerance in children.

France

After the Paris Charlie Hebdo attacks, of January 2015, and in order to enhance the values of the Republic, the Minister of Education, Higher Education, and Research, Najaf Vallaud-Belkacem, presented on Thursday 22 January 2015 eleven measures stemming from the great mobilization of the school at all levels (including agricultural education and private education under contract). At the heart of the republican values, the measures include: Transmission of republican values, secularism, citizenship and the culture of engagement, the fight against inequalities and social mix, the mobilization of higher education and research.

The program is national and mandatory for all the schools, teachers and students. The courses are designed by cycle, for a three-year program:

– **Cycle 2 or Basic Learning Cycle, consists of: the Preparatory Course (CP) which includes the First Year Basic Course (C1) and the Secondary Elementary Course (C2).**

– **Cycle 3 or consolidation cycle, consists of: the first year average course (CM1) and the second year middle course (CM2). This cycle 3/consolidation cycle continues in the college, in grade six.**

These new programs were introduced in France at the beginning of the year 2016 in elementary school. Nonetheless, since the 1990s, Citizenship Education in France consists of three pillars with modulations:

- **Identified specific civics classes (cycles 2 and 3)**
- **At the secondary school level, students participate in the governance of the school which creates student commitment to the public affairs of the school (e.g. as class delegates, re-**

presentatives to the Board of directors, or council of high school student life, etc.)

- **The education project aims to empower young people to take citizenship actions inside and outside the school.**

The methodology of the education system differs from the primary and secondary school. In primary school, children are taught a range of subjects by one teacher. In secondary school, teachers will teach lessons on a particular subject that is on the national curriculum.

For the primary school, the election of class delegates and specific activities such as the creation of junior associations or citizenship councils provides a pretext to improve the French vision of citizenship. This action is set out as an experiment while the concept is positively structured at the college.

At the secondary level (college and high school), each class has its class delegates. They are the direct link between students and teachers and other educational members in the school (e.g. Parent Teacher Association). At the high school level, a board of high school members makes proposals on the daily life of the school with transversal and interdisciplinary approaches. Since 2015, these complementary activities are no longer provided by the National Education, but held in the afternoon, by communities and organizations of animation and popular education.

The interdisciplinary approach (EPI) has become an important and challenging technique in the modern curriculum. The interdisciplinary approach synthesizes more than one discipline and creates a team of teachers and students that enrich the overall educational experience. Therefore, civic topics are now proposed for PPE (practical interdisciplinary teaching).

A review of the citizenship curriculum by the CNESCO in 2015 reveals that gaps exist between the pedagogical theory and the practices of Citizenship Education in France. It shows that in theory the French model has the approach of a solid educational model that has a good balance between the dissemination of skills and knowledge and the support to the mobilization of students so they can acquire citizenship skills by undertaking concrete actions. In addition, the 2011 general inspection reports from the National Education ministry as well as the 2013 report of “the Mission on the teaching of laicity principles», both highlights a wide range of shortcomings. Below are the recommendations made based on these reviews.

Citizenship Education as a discipline has different definitions depending on the education level. In secondary school, the focus is on the use and integration of methods and analytical frameworks from more than one academic discipline. However, the hours of the history and geography classes, that are supposed to include citizenship topics do not cover consistently these notions but instead are the instruction of disciplines entailed in the curricula.

Beyond the classroom, the involvement of children within the governance bodies of their school is greatly solicited, even though some exceptional schools have deployed great effort to mobilize students over citizenship education.

As a result of this review an analysis on the difficulties faced by citizenship education at all level is carried out.

Parallel to this review, and in accordance with the law of July 8th, 2013 on the guidance and programming for the school reform of the Republic, a national consultation on the draft programs of “moral and civic education” was completed in 2014-2015.

As a result of these two reviews, new teaching methods for all level of education are implemented in 2015. The principal objective is teaching and transmitting the base of the common values. This includes: dignity, freedom, equality, solidarity, secularism, and the spirit of justice, the respect of the person, gender equality, tolerance and the absence of any form of discrimination. The aim is to support children to develop their moral compass and critical thinking. In addition, children should learn how to behave and act thoughtfully. Finally, it should prepare children to act as citizenship and increase their awareness as responsible individuals.

In particular, the following elements of the reform are highlighted:

- **The educational community stresses that teaching Citizenship Education (which reaffirms the Republican and democratic values) should strengthen the main mission of the school system.**
- **Citizenship Education should promote the adherence of all members of the education communities such as parents, institutions and associations.**
- **The pedagogical approaches to Citizenship Education seem to provide coherence and benefit from a continuous cross-sectoral learning process throughout the entire schooling period.**
- **Special attention is drawn to the gap between the prospect of the program and the actual achievements of the program regarding the students' learning acquisitions.**

In order to address the gap existing between the elementary school and lower secondary school at the operational level, new studies are considered with a focus on the readjustment of the education cycles. In particular, the elaboration of a link within the cycle 3 which should evolve into an "inter-degree" cycle (this concerns grades 4, 5, and 6). This new revised cycle should promote a greater involvement between primary and secondary education institutions, and should encourage work collaboration. Project-based education and the involvement of students should play an effective role in enabling citizenship education at this cycle.

Legally the following legislative texts have their impact on the teaching of Citizenship Education in France:

Legislation concerning the creation of compulsory education for all. The first school laws were essential in the implementation of the French school system with the following notable laws:

- **Act of 16 June 1881 establishing primary education for free in all public schools**
- **Act of 28 March 1882 on compulsory primary education**
- **Decree of August 2, 1881 on nursery schools**
- **Law of 30 October 1886 on the Organization of primary education**
- **The separation of Church and State and the creation of the secular school system, in addition to the above mentioned school laws, have influenced the content of Citizenship Education.**
- **The contract of association Act of 1 July 1901.**
- **Act of July 3, 1905, the law of separation of Church and State is passed. The first sections of this Act include:**
 - **Article 1: The Republic ensures freedom of conscience.**
It guarantees the free exercise of religion under the only restrictions laid down below in the interest of public order.
 - **Article 3: The Republic does not recognize, finance or subsidize any religion.** As a result, from January 1 following the enactment of this law will be removed from the budgets of the State, departments and municipalities, all expenditures relative to religions.

- **May however be included in above mentioned budgets expenditures for Chaplaincy services and intended to ensure the free exercise of religion in public institutions such as schools, colleges, schools, hospices, asylums and prisons.**

Germany

A core element of the German education system is the role the federal Länder play in shaping formal education. Therefore, each federal state in Germany can place its own focal points in educational policies. Sixteen different education system exist, each having a diverse internal structure. Despite these differences it is possible to make some general remarks about Citizenship Education (CE) in Germany. In most of Länder, primary level of education takes place between the classes 1 to 4 or 1 to 6. Generally, the tendency is to harmonize the system into a one-pillar primary system and a two-pillar secondary school system. Pupils of the age group from 8 to 12 can be found in primary school and in the lower secondary level. In primary school most subjects are being delivered by one teacher, whilst secondary school has a subject based school staff. Like the wider education system, curricula on citizenship education differ in the different parts of Germany. A huge difference exists on the basis of primary schools following a curriculum which is designed for 1-6 or a 1-4 and 5-6 approach, in which case two different curricula apply.

Coordination and cooperation on Citizenship Education curricula exists between the Länder via the standing conference of Education Ministries. Consequently the following legislative texts have an impact on Citizenship education across Germany:

- **Beschluss der Kultusministerkonferenz vom 04.12.1980:**
Empfehlung zur Förderung der Menschenrechtserziehung in der Schule.
- **Beschluss der Jugendministerkonferenz vom 25. / 26.06.1989:**
Umsetzung der UN-Kinderrechtskonvention.
- **Erklärung der Kultusministerkonferenz vom 03.03.2006:**
Zur Umsetzung des Übereinkommens der Vereinten Nationen über die Rechte des Kindes.
- **Beschluss der Kultusministerkonferenz vom 06.03.2009:**
Stärkung der Demokratieverziehung.
- **Europarats-Charta 2010.**
Education for Democratic Citizenship and Human Rights
- **Charter on Fundamental Rights in Europe**
- **Sozialgesetzbuch Social insurance code VIII, here §11**

In the federal states the educational ministries are responsible, whilst on a federal level the Youth, Seniors, Family and Women Ministry, the Ministry of Interior, The Ministry of Development and the Defence Ministry have Citizenship Education in their portfolio. These actors have enacted the establishment of a Citizenship Education based on the gaining of competences on knowledge, skills, values and attitudes. It is seen as a learning field that needs to create steady involvement and a hands on training approach, rather than just gaining theoretical knowledge on the functioning of the political system. Recently, this led to a debate on how the participation of pupils in the governance of educational institutions can be enhanced. Currently, three main definitions exist in how democracy learning is best put into practice: CE learning as social learning, CE as political learning and the merger of CE as social and political learning. To overcome the debate between advocates of different pedagogical theories the German association for democracy pedagogy DeGeDe has published a concept which works on the 3 dimensions:

- democracy as a form of living
- democracy as a form of society
- democracy as a political system

Citizenship Education is integral part of the primary and secondary school curricula in a wide variety of concepts. Whilst the curricula differ between the federal states, they share in common their life based approach centring the learning outcomes on real life experiences of the pupils. Since 2002 learning in primary schools has undergone some serious changes. Group work and practical work in projects in and out of the classroom became the standard. Consequently, Citizenship Education has moved away from a static concept and turned into learning democracy by practicing democracy in the classroom. On primary level, it is, ideally, a cross cutting issue which adheres democracy as a form of living and considers children capable of making judgements on political issues. It focuses on broad aspects of political issues affecting children's lives and the perception of the child as a citizen. However, these changes did not occur yet in most secondary school systems, jeopardising the skills learned in primary school.

In regards with children's participation the legal participation in the decision making process within their educational institutions the situation varies between the different German federal states.

Several free school programs such as the buddy program in Lower Saxony, Berlin, Hessen, Thüringen, North-Rhine Westphalia, the Children's Rights Schools in Hessen, or the Hands for Kids in Berlin and Brandenburg enable schools to develop a more democratic structure, make use of instruments such as the students or class councils and support teachers and school councils with material, counselling and training, nevertheless they remain pilots and are not working with large scale effects. Education on democracy as a type of governance is largely limited to secondary school levels, whilst the broader level of living in a democratic society emerges already in primary schools.

The German term "Politische Bildung" includes not only specific educational concepts but also a wide range of out-of-school, i.e. non-formal educational activities and establishments (youth work). Various non-governmental organizations and institutions offer opportunities for learning for democratic citizenship. The missions of these institutions differ from each other: the whole field is diverse, pluralistic and based on different ethical values or ideological positions.

As providers of non-formal education there is no fixed curricula one can follow, as the themes of the CE are oriented on the learners decisions and usually are called out as specific seminar or workshop themes dealing with any topics in CE. However in terms of quality and thematic orientation the work needs to be in line with the respective federal states children and youth work acts. Further the providers follow their own thematic focus and orient their work often towards specific fields of expertise.

Outside of the school grounds different degrees of legislation in the federal states ensure the participation of children to the political process. The well-known and established concept of Politische Bildung serves as the basis for Citizenship Education in non-formal education. It deals with different topics related to politics: civil society and politics, anti-discrimination, anti-racism, Human Rights, Children Rights, gender, co-determination and participation, economy and social development, migration and integration, communication and the media, European development processes, globalization and sustainability, religion and intercultural dialogue, and to name it as a broad theme: inclusion and living in a diverse and inclusive society. Regrettably, there is little interaction between the different actors active on citizenship education.

Austria

Since the 1960's the concept of Citizenship education in Austria is being reformed. Important landmarks in these reforms include:

- The implementation of the school subject "History and Social Studies – Geography and Economics" for Academic Secondary school, which should contribute to a "contemporary education of citizens" and to the development of "critical judgment" as well as "rationally guided decisions" about political, social and historical issues in 1970.
- The implementation of the subject "Citizenship Education" for Part-time vocational school/apprenticeship (Berufsschulen), replacing the former subject "State and Society Education" in 1976.
- The integration of citizenship education into several University Colleges of Teacher Education, starting with 1970.
- The establishment of a department for citizenship education within the Federal Ministry of Education in 1973.

Citizenship education is implemented since 1978 as a cross-curricular educational principle for all types of schools and every level. The General Ordinance on the Cross-curricular Educational Principle of Citizenship Education (Grundsatzlerlass Politische Bildung), recently updated in 2015, must be considered at all school types, each level and every subject. Being a crosscutting issue, every teacher is encouraged to teach citizenship education, even at primary level and independently of the subject, he/she teaches. According to the educational principle, major goals of citizenship education in school are that citizenship education:

- Offers an important contribution to the stability and development of democracy and human rights
- Empowers individuals to recognize social structures, power relationships and the potential for further development, and to examine underlying interests and values, as well as to evaluate and to change them if need be in terms of their own opinions
- Demonstrates democratic means of participation on all social and political levels and enables individuals to take an active part as individuals, as members of social groups, or as a part of society
- Promotes an interest in social issues and the readiness to participate in political life in order to advocate one's own interests, the concerns of others, and matters of general welfare
- Addresses fundamental political questions, e.g. the legitimation of political power and its control, a just distribution of resources, a responsible and resource-friendly approach to nature and the environment, the equality of political rights, etc...
- Enables individuals to recognize, understand and evaluate different political concepts and alternatives, and leads to a critical and reflected engagement with one's own values and the political beliefs of others
- Is based on democratic principles and values such as peace, freedom, equality, justice and solidarity; in this context, overcoming prejudice, stereotypes, racism, xenophobia and antisemitism as well as sexism and homophobia is a specific aim
- Highlights the role of Austria in Europe and globally, and communicates an understanding of existential and global relationships and problems of humanity
- Shows that a just order of peace and a fair distribution of resources are necessary for humanity's survival, and that these demand a global, concerted effort, but also need to be understood as a personal obligation.

The importance of competences with regard to citizenship education; expert knowledge, methodological competence, competence in judgement and agency are also being stressed. Competency-

based teaching and learning should promote an interest in political events and the willingness to actively participate in politics through concrete experiences. Citizenship education enables students to critically evaluate the opinions of others and the media presentation of content. Special attention is being spent on the content of new types of media.

School democracy and democratic school governance are considered essential parts of Citizenship Education. This allows children and young people to experience at an early age that they not only have a right to participate, but also that each and every individual can bring about change through active commitment.

The Austrian school system offers a variety of school types with different focuses, resulting in a wide variety of curricula. Besides part-time vocational school/apprenticeship no other type of school offers citizenship education as an exclusive compulsory subject. In primary school the subject "General and Social Studies" (Sachunterricht) most notably offers multiple possibilities to integrate citizenship education. In lower secondary level, citizenship education is implemented as the subject "History, Social Studies and Citizenship Education."

All curricula of citizenship education cover topics like democracy, human rights, equity and justice, cultural diversity, tolerance and anti-discrimination, the political system, the functioning of international institutions and confederations, the role of the European Union, the process of the European integration, European citizenship and European economy. In addition, topics such as the Austrian economy, Austrian social politics as well as information about the process of globalization are tackled throughout various curricula.

In addition, topics such as the Austrian economy, Austrian social politics as well as information about the process of globalization are tackled throughout various curricula. Teachers are relatively free to choose their teaching approaches and methods themselves. The Ministry of Education released a general ordinance on project-centred forms of teaching (Grundsatzlerlass zum Projektunterricht), which applies to all levels of education. It contains many objectives in line with citizenship education, e.g. independent learning, cultivating open-mindedness, developing communicative and cooperative competencies and conflict-cultures.

In 2008 the "Competency Model for citizenship education" was introduced, aiming at enabling young people's integration into political life. Its objective is to impart the following competencies: expert knowledge, methodological competence, competence in judgement and agency. The primal objective is not the acquisition of the broadest possible range of knowledge, but the development of competencies. Students are encouraged to develop abilities and the willingness to find solutions to problems independently. The learning activities should therefore be closely linked to the lives and experiences of the students themselves.

Recently a series of reforms has been carried out to further enhance Citizenship Education in Austria. As part of the 2007 election reform the voting age was lowered to the age of 16. Therefore, the Democracy Initiative was launched to better support first time voters. A project fund supported innovative school projects fostering "learning and living democracy" (e.g. the setting up of a student's parliament; meetings with politicians, holocaust survivors, asylum seekers or representatives of various religions; projects focusing on intercultural dialog or equal opportunities). From grade 8 onwards the subject History, Social Studies and Citizenship Education was implemented integrating the subject of citizenship in a wider context.

In the 2015 a new curriculum on this subject for grades 6 to 8 was introduced and piloted in 2016. The new curriculum is based on nine "modules" for each grade that are dedicated to "historical education", "historical-political education" and "citizenship edu-

cation". Two of the modules for each school year focus specifically on citizenship education with the aim to foster a reflective and (self)-reflexive awareness of history and politics. It puts an emphasis on competencies as well as on „basic terms and concepts in citizenship education, such as power, norms, diversity, perspective, and distribution, scope of action or communication. In contrast to the previous curriculum the chronology based approach is abandoned in favour and emphasis is placed on longitudinal as well as on a cross-sectional analysis on history, politics and citizenship. Relevant spheres of politics covered by the new curriculum are the constitution and political institutions goals and functions of politics as well as competing interests' and ideologies and the process of the implementation of political ideas as well as political conflict resolution and consensus building. The modules for citizenship education focus on the following core areas: possibilities for political action; laws, rules and values; identities elections and voting; political participation; media and political communication.

Poland

The concepts of active formation and development of social and civic competencies amongst pupils, and the campaigns for promotion of education for democratic citizenship in Poland, are reflected in the official government strategy papers. The „Long-term National Development Strategy – a document establishing the main trends, challenges and framework of socio-economic development of the country by 2030, the development of social capital has been described as one of the strategic objectives, and the actions aimed at fostering education for democratic citizenship have been characterised as one of the areas of intervention towards achieving the objectives in the sector concerned. The aims of the Strategy are:

- Preparation and implementation of the education for democratic citizenship programme at all levels of education as a lifelong learning process.
- Creation and execution of education and professional development programme for teachers, to ensure proper level of readiness to educate on civic education.

In another government document adopted in 2013, "Social Capital Development Strategy for Poland 2020", one of the objectives is "to shape attitudes and beliefs that will foster cooperation, creativity and communication", and one of the priorities – "to support formal education through teaching and learning methods, which are conducive to collaboration, creativity and communication as well as the development of democratic school culture."

In 2009, the core curriculum of the general education has been revised at all the levels. From that moment on, greater emphasis has been placed on learning outcomes that a student should achieve upon completion of a given level of education. Learning outcomes are described in language competence, which consist of knowledge, abilities and social competences. This approach provides teachers with greater flexibility of choosing working methods with students, and allows adapting lessons' organisational structure to better meet students' needs. . The core curriculum stresses the importance of fostering the development of social and civic competences. There are official means for students' democratic involvement in the processes of the school life.

From 2013, a new model of pedagogical supervision has been implemented. It is based on the notion that school can alter the society, and proper state's actions can motivate and encourage schools (and other educational institutions) to engage in worthwhile educational initiatives. The state, through a system of pedagogical supervision, imposes on schools and other educational

institutions requirements, which define the main goals and tasks of the education system. Those requirements do not cover all aspects of schools' responsibilities towards students and parents. They do however indicate strategic and priority fields of actions, which entail the challenges facing modern societies. The requirement analysis, provided us with the image of school, where student's comprehensive development with regard to his/hers circumstances and individual predispositions is encouraged; school, where social standards are respected and teachers cooperate in planning and implementing teaching and learning processes; lastly- school, where parents are treated as partners and the very institution is a part of the local community where everyone is working towards mutual progress.

It is recommended to incorporate the wider context of education for citizenship into the school curriculum than only teaching it as a part of history or social studies. Learning content should be formulated in such a manner, as to direct attention to the development of social and civic competences.

It is concluded, that the key role of school is to develop certain attitudes among students that will be reflected in specific behaviours:

- 1) involvement in civic activities – student engages in social activities
- 2) social sensitivity – student identifies and addresses violations of rights;
- 3) responsibility – student behaves responsibly in the community, acts constructively in a conflict situation;
- 4) feeling of kindship – student feels part of the local, national, European and global community;
- 5) tolerance – student respects others' right to disagree, different customs and beliefs as long as they do not endanger safety of others; stands up against discrimination.

Schools are encouraged to organise their communities in a democratic manner, noting that they should ensure that students are guaranteed the following:

- 1) access to different sources of information and different opinions;
- 2) participation in forum discussions;
- 3) impact on certain aspects of school life, for example as part of student councils;
- 4) building their self-esteem in social life and confidence in others.

Spain

"Education for citizenship and human rights"(EFC) were being introduced within the Spanish curriculum with the adaption of the adaption of The Statutory Law of Education (LOE) in 2006. Citizenship education is part of different subject and is being delivered to pupils with varying content, depending on their age, starting from Primary School until the Baccalaureate.

As a consequence of the Spanish state structure several actors impact the content of the curricula in Spanish schools. Together with the Ministry of Education, the Autonomous Communities, to competencies and capacity to determine the curriculum and they have the possibility to complement the minimum requirements established by the state. As a consequence differences exist between the Spanish regions in the implementation of the 2006 law. Upon its adoption this law provided for the following standards:

1. In Primary Education (educational stage that includes the period from 6 to 12 years of age), in one of the two courses of the third cycle of the stage (at 11 or 12 years of age), with

the name of Education for Citizenship and Human Rights, for one and a half hours per week.

2. In Obligatory Secondary Education (OSE) (12 to 16 years of age), on two occasions:

- a. In one of the three first courses of the stage (at 13, 14 or 15 years of age), all the students would have to take the subject of Education for Citizenship and Human Rights, for one hour per week, and
- b. In the fourth course of OSE (at 16 years of age) with the name of Ethical-Civic Education, also for one hour per week.

3. Finally, it was also to be taught in the 1st year of the Baccalaureate (educational stage attended between 16 and 18 years of age) with the name of Philosophy and Citizenship. Its purpose consisted of offering all the students a space for reflection, analysis and study about:

- a. the fundamental characteristics and operation of a democratic regime,
- b. the principles and rights established in the Spanish Constitution and universal treaties and declarations on Human Rights,
- c. the common values that constitute the basis of democratic citizenship in a global context.

The law also envisaged a transversal approach whereby all school activities are in line with democratic practices and whereby citizenship is reflected in the school values.

After the 2011 elections some adjustments were made to the law. Questions considered too controversial by the incoming government were taken out of the curriculum. Additionally, two Royal Decrees eliminated more content from the curriculum in 2012. The changes in 2011 and 2012 included:

- the terms girls and boys were suppressed, using only the masculine plural as a generic term
- only the recommendations of the Council of Europe were indicated as causes for the study
- the only reference to homosexuality was eliminated, it being one of the most conflictive points for the opponents of the subject and the bishops. It referred to the rejection of homophobia
- questions were erased that alluded to social conflicts or tensions, such as the "social activities that contribute to enable a just and supportive society"
- other concepts were included, such as exclusive nationalism, terrorism, the role of the private economic initiative "in the generation of wealth" or the respect for intellectual property.

Following these changes a new law, "Statutory Law of Improvement of Educational Quality (LOMCE)" set the new standards of Civic and Constitutional Education. Consequently the following subjects lost their place in the curriculum:

- Education for Citizenship and Human Rights from Primary Education
- Education for Citizenship and Human Rights from OSE
- Ethics and Citizenship from the 4th year of OSE
- The concept of Citizenship from the subject of Philosophy and Citizenship from the 1st year of the Baccalaureate

In order to replace these subjects LOMCE introduced the subject of Social and Civic Values for Primary Schools and the subject of Ethical Values or Religion for Obligatory Secondary Education. LOMCE also established the following of course in religion as an alternative to following course in Social and Civic Values and Ethical Values, forcing children or their parents/guardians to choose between courses in citizenship education or religion.

The law foresees a continuing of the transversal approach in such a way that the acquisition of social and civic competencies is included in the daily dynamic of the educational institutions.

The new Royal Decree on basic Primary Education teaching of the LOMCE (2014) gives reasons for including the subject of Social and Civic Values:

- to guarantee the universal right of boys and girls to receive an education that allows them to develop to the maximum of their possibilities, to educate them in respect of human rights and fundamental liberties and to prepare themselves to assume a responsible life in a society free and tolerant of difficulties.
- to reinforce the preparation of the people to act as participant and involved citizens in the improvement of cohesion, defence and the development of democratic society.
- the concern to improve the quality of the education of all the pupils, promoting the development of educational processes that strengthen individual participation to achieve collective aims.

Although the autonomous communities can extend the content of the subject, the Decree establishes three thematic blocks.

1. Identity and dignity of the person, destined to deal with subjects such as the dignity of the person, the value of team work, self-esteem, understanding and decision making.
2. Empathy and respect in interpersonal relations, where themes are approached such as social and interpersonal skills, especially the skills for dialogue.
3. Social coexistence and values, which deal with values such as team work, solidarity, respect for rules, social justice, moral judgements, the rights of the child, equality between men and women, the responsible use of energy sources and road security.

The Royal Decree also established that the subject of Ethical Values should have the objective to equip the students with the necessary instruments of rationality and objectivity so that their value judgements have the rigour, coherency and rational basis that they require, in order that their choices are worthy of guiding their conduct, their personal life and their social relationships. To achieve this, the curriculum is structured around three axes:

1. To fulfil the constitutional mandate, which determines the objective of education as the full development of the human personality, regarding the democratic principles of coexistence and the fundamental rights and liberties which must be interpreted, according to that established in the Universal Declaration of Human Rights and in the international agreements ratified by Spain, with the aim of promoting its diffusion and development, guaranteeing its fulfilment by all humanity.
2. To contribute to strengthen the autonomy of young people and to prepare them to become the main agents of their own development, learning to construct, by means of free choice and a rationality based on ethical values and the investment of their own effort, their own thought and their own life plan, assuming in a conscious, critical and reflective manner the exercise of freedom and control over their own existence.
3. To favour the construction of a free, egalitarian, prosperous and just society, by means of the active participation of aware citizens and respectful of the ethical values on which coexistence and democratic participation must be based, recognising human rights as a universal reference to overcome conflicts, and defend equality, political pluralism and social justice.

In order to meet the goals outlined above the courses are being delivered in five thematic areas:

1. The dignity of the person
2. Understanding, respect and equality in interpersonal relationships
3. Ethical reflection

4. Justice and politics

5. Ethical values, the Law, the Universal Declaration of Human Rights and other international treaties on Human Rights.

6. Ethical values and their relationship with science and technology

Both the introduction of the EfC and LOMCE was criticised by some of the Autonomous Communities, largely depending on their political leanings. In some regions the regulations outlined in the EfC were never abandoned and in others the changes made within LOMCE were greeted. Following the 2015 elections, the reintroduction of the EfC was considered in several regions.

Despite these debates, very little is known about how the processes of education and learning in the classrooms take place, or about the results obtained.

United Kingdom

The Department of Education stipulates that citizenship is non-statutory and schools are not required to teach or follow the suggested programme at Key Stage 2. At Key stage 3, when pupils are between 11 and 14 years old Citizenship Education becomes a compulsory part of the curriculum. European Citizenship is only briefly touched upon during Key Stage 4, when it becomes available in either a short or full course. Assessment is based on the results of the active citizen project the pupils were active in. Despite its optional nature Ofsted concluded in its 2012 Citizenship consolidated? Report that: "In most of the primary schools visited, citizenship was a strong feature of the curriculum. Primary head teachers frequently viewed the subject as key to promoting their school's shared values and a sense of community within the school. They identified citizenship as an important vehicle for successfully promoting pupils' moral, social and cultural development." One of the key reasons for this may be that all primary school teachers are trained to teach the subject and therefore recognise its importance. This is in contrast to secondary school where it is seen as a specialist subject and therefore not core to all secondary school teachers training.

In Key Stage 3 citizenship education addresses the following subjects:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk.

The following subjects are being addressed in Key Stage 4:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- the different electoral systems used in and beyond the United

Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.

- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
- human rights and international law.
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Education, youth and children's policy is devolved in the UK. In Scotland there is the Learning and Justice Directorates, In Northern Ireland there is the Department of Education and in Wales there is the Department for Education and Skills. Citizenship is non-statutory throughout the Scottish Curriculum, nor is it viewed as its own subject but seen as cross-curriculum. It is also expected that citizenship education is reflected and encouraged in the practices of school life, for example involving students in decision making at school. As citizenship education is not viewed as its own subject it is not an assessed qualification within schools.

Specific, key learning experiences that contribute to education for citizenship are:

- exploration of social and moral issues and dilemmas through discussions and case studies that require use of evidence and the construction of defensible arguments.
- engagement with a variety of social, political, economic and environmental problems and issues in order to develop enterprising and feasible solutions or effective responses.
- negotiating, helping to organise and taking part in activities such as projects to improve the school environment, consultation exercises and the development of effective pupil councils.
- negotiating, helping to organise and taking part in community-based activities, including voluntary work in the local community
- participation meaningfully in decision making about rules, rewards and sanctions.
- contributing actively to the development and operation of policies regarding issues such as bullying or racism.
- reflecting and being consulted with real purpose on their experience of formal education and of participation in the school, or early education, community.
- using ICT to question and consult with other people and groups, locally, nationally and internationally, about contemporary issues and seek different kinds of evidence to inform their views about these issues.

The Department for Education and Skills in Wales defines citizenship education as part of the framework for Personal and Social Education (PSE) and is non-statutory. However at the same time PSE is seen as statutory but embedded within a wider curriculum. Each of the subjects identified by the Welsh curriculum highlights, where PSE can be included. Therefore, although citizenship education itself isn't statutory elements that are taught through the PSE framework within other subjects become statutory. The Per-

sonal Social Education (PSE) framework includes the components of Active Citizenship and Education for Sustainable Development & Global Citizenship (ESDGC). This includes 'political literacy' with the concept of interdependence between 'Wales, Europe and the World' being key. This is however introduced in secondary school, well out of the age range of this study.

Northern Ireland's Department of Education again takes a different approach. During key stage 2 there is an area called 'Personal Development and Mutual Understanding' (PD&MU). This area covers certain areas of early citizenship education. This encourages each child to lead independent, safe and healthy lives. It also encourages children to be 'personally, emotionally and socially effective'. At key stage 3 there is also an area called 'Learning for Life and Work (LLW) this includes local and global citizenship and is statutory. This part of the curriculum helps prepare young people with the skills, knowledge and qualities required for life and work. Whilst differences exist between the different parts of the United Kingdom on how citizenship education should be provided to the pupils, similarities do exist. Several key concepts for pupils to gain understanding on were identified which were regarded as crucial parts of the curriculum. These are democracy, justice, rights and responsibilities, identities and diversity. Moreover, pupils would need to develop skills on the following processes and skills: critical thinking and enquiry, advocacy and representation, taking informed and responsible action. The curriculum sets out a wide variety of areas of contents that needs to be addressed while providing citizenship education. These include politics, parliament and government, the operation of the legal system, how the economy functions, the role of the media, human rights, Europe and international relations.

By using topical and political issues teachers bring make the values learned less abstract for the pupils and it helps them to develop their skills in research, discussion and debate and presenting a viewpoint. Additionally, critical thinking and evaluation and reflection are skills pupils are supposed to gain. This enables the pupils to act as a member of the wider community and society as critical, informed and responsible citizens, respectful of other people's opinions. Another main outcome of the subject is to teach pupils to work together effectively and make them able to understand how they can contribute for a better society. Therefore, pupils are encouraged setting up their own projects e.g. in combating racism in their schools or local communities, recycling projects or the promotion of lowering the voting age to 16.

Conclusions

Based on the overview above we can conclude that the way Citizenship Education is provided to pupils can vastly differ between the member states of the European Union. Moreover, in half of the countries in this overview notable regional differences exist in content, desired outcomes method and age groups. Yet, we can also identify several similarities. Citizenship Education aims to foster empathy for other members within the community and aims to facilitate the building of relationships and foster cooperating within groups. Moreover schools actively promote participation in democratic society. This is done by making the pupils aware of the function of democratic institutions on local, national and European level, but also by letting them participating in the decision making process in their education institutions. Moreover, pupils are encouraged to be critical thinkers and raising questions on content in the media, around identity and shared history and to defend human rights.

The Dimensions of Citizenship Education within the ENGAGE Learning Modules

Introduction

Broadly speaking, the educational field tends to perceive citizenship education as a very broad concept in terms of its fields, role and teaching, and learning strategies. The objective of citizenship education includes:

- understanding the relevance of our own identity and that of others; the relationship between the individual and the community (family, peer group, friends, wider community);
- managing normality in a multicultural environment;
- understanding the role of democratic rights and responsibilities, and active participation, in relation to civic, political, social, economic, legal and cultural spheres of society.

Competencies and skills, needed to achieve the above goals, are developed within the context of citizenship education. They mainly refer to: coexistence in a community, interaction with other people; and building of structures that allow us to deal with emerging problems and obstacles. Competencies and skills are closely linked to the ability to exercise one's civil rights and interact with relevant public institutions when required. These skills cannot be acquired by learning the theory only. They need to be taught through a range of activities and initiatives, which are undertaken not only within a classroom, but also within the whole structure of educating institutions (formal, non-formal, others), which should be perceived as a model of a community, guided by the principles of a society functioning on the fundamentals of the constitutional democracy.

For many years, citizenship learning has been using different educational methods, many with good gain, mainly project-based learning, field-trips, products development oriented and any methods utilizing peer learning for citizenship education. The concerted approach to any emerging problems has shown its capacity to support children's growth better than the use of theoretical approaches, which do not engage thoughtful perspectives. There are also many opportunities in and out of a daily school life that can be used to improve and act on social and civic competences.

Therefore, in order to develop a coherent system of citizenship education that establishes effective strategies, through the project ENGAGE, we have developed, collected, tested and revised, in six countries (Austria, France, Germany, Spain, Poland, United Kingdom), the following various materials of active citizenship education.

These materials have been organised in three sizable clusters:

(i) Me and Others, (ii) Society and the World, (iii) Participation in Democratic Society. Each cluster includes topics associated with civic education, and provides samples related to the activities that can be exercised with children age 8-12. The clusters also include a short presentation of the topic (definition, historical background, European context, general methodology to tackle the theme, detailed activities to be used in the learning space, including objectives of the lesson (if applied in school), supplies needed, duration, and a list of web links with brief description for each of interesting and relevant practices in different countries in Europe.

Dimension I – ME AND THE OTHERS

With regard to citizenship education for children aged 8-12, children should start by understanding the relevance of their own identity and their feelings towards others. They will then learn about the relationship between the individual and the community (family, peer group, friends and wider community).

Therefore, any topic of citizenship education should start with an identity-based learning concept which integrates the biography and personal experience of the child. By starting with questions such as *"Who am I? What is important to me? What is fair? What is just/unjust? How do I want to be treated?"* children may explore who they are and how they feel about themselves by understanding and defining their emotions, and, therefore, come to conclusions about their own identity. Thus, it is evident that defining one's identity and identifying one's emotions are both important with regards to education for democratic citizenship, as these factors affect children in their interaction with their surroundings.

Exploring Emotions and Identities

Children who understand their own emotions and recognise their identity can develop capacities to interacting with others as a member of a group or as an individual. Self-confidence is a basis for respectful social commitment.

With regards to the topic Exploring Emotions and Identities, the focus is on the importance of provide children means to be aware of their emotions and those of the others; to develop the skills for dealing with uncomfortable feelings or negative emotions (i.e. frustration, anger) and the ability to resist the temptation for an immediate reward, which relates to other similar skills such as patience, impulse control, self-control and willpower, all of which are involved in self-regulation; to develop coping skills in situations of risk; to create positive socio-emotional awareness (such as listening, empathy).

Relationship and Conflict Resolution

The ability to reflect and acknowledge different attitudes and perceptions, opinions and interests of people in society forms the basis of democratic decision-making in pluralistic societies. The concept of conflict resolution should be built on raising awareness appropriately, from interpersonal relations to group interactions.

The topic Conflict Resolution provides training on resolving conflict, which arises from an individual emotional level towards a communicative/collaborative process between two or more people. These exchanges involve an understanding of the other person's point of view, learning more about this person's or group's perspective, as well as motivations and finding peaceful solutions for all implicated parties.

Children's Rights

Every decision that has influence on children should consider the interest and well-being of children, which includes: (i) protection (all children and youth have the same rights; the child's best interests must be the main consideration), (ii) participation (children and youth have the right to be involved in an appropriate way in all matters that directly concern them and should therefore express their views and beliefs), and (iii) provision (the right of children to life and survival, livelihood security and development opportunities).

Dimension II – SOCIETY AND THE WORLD

The social and cultural environment in Europe (and everywhere in the world) is changing quickly and becoming increasingly diversified. It is an essential condition of human society, brought about by cross-border migration, the claim of national and other minorities to a distinct cultural identity, the cultural effects of globalisation, the impact of the growing interdependence between countries, and the advances of information and media communication technologies. An individual's background, historical context, and access to different types of information sources, affect the way one thinks, feels, behaves and acts.

To create an effective civic education learning, programmes should include topics and tools that support positive attitudes of tolerance and mutual understanding, and help to live in an appropriate way in this new order of multicultural societies.

History and Remembrance

History and remembrance education is an essential part of civic education: conducted in an appropriate approach, it can build an historical awareness, help resist political and xenophobic pressures, develop critical thinking and help shape tolerance in citizens (for example, by learning about minorities' rights from the past and present).

With regard to working with children it is advisable to approach the programme with the history of local environments at first, to foster awareness about the multiple layers and conflicts upon which current democratic societies are built.

With regards to the topic History and Remembrance, it provides educators with a solid tool which explores an individual's history, as well as their local and regional history, helping children to develop a perspective on history through their own activity.

Diversity and Discrimination

In a general sense, the objectives of civic education, which builds a sense of community and belonging to the community, are to learn to live together peacefully and to provide a constructive dialogue in a multicultural world. There are at least six crucial conditions to be fulfilled in order to achieve this, which are: equal dignity of all participants; voluntary engagement in dialogue; a mindset (on both sides) characterised by openness, curiosity, commitment and desire of a successful multicultural dialogue, with the absence of a desire to win the dialogue; a readiness to look at both cultural similarities and differences; a minimum of knowledge of one's own culture and others' culture; a common language found for understanding and respecting cultural differences.

With regards to the topic Diversity and Discrimination, the material provides educators with tools that assist mainly to: develop abilities to understand and learn from people and groups with plural, varied and dynamic cultural identities, as well as a willingness to live together, and to recognise the value of diverse cultural heritages.

Media Literacy and Media Education

Media literacy is defined as a broad knowledge and abilities such as: accessing media; understanding media; having a critical approach towards media content; creating communication in a variety of contexts. From the perspective of citizenship education - through developing media literacy - people are empowered to become not only critical thinkers, but also creative producers of an increasingly wide range of interconnected communications usage. With regards to the topic Media Literacy and Media Education, the material provides a tool which: develops awareness of the roles of

media in daily life; supports children in building a coherent vision of the relation between media and real life; educates children about their active involvement and taking responsibility in the public life, as well as developing a sense of active media use; and, last but not least, develops critical thinking skills and learning abilities in analysing and using information provided by media.

Sustainable development

Sustainable development is defined as *"development, which meets the needs of the present without compromising the ability of future generations to meet their own needs."*¹ Education for sustainable development – as a part of civic education - aims at fostering respect for: others and for future generations, for other cultures and for differences and diversity, as well as for our planet's nature; fostering an understanding, a sense of justice, a sense of responsibility, a readiness to engage in dialogue, with a spirit of continuous research and social responsibility.

The learning processes of children should therefore shape their values, attitudes and behaviours lastingly – for example, when children learn about the importance of resource-saving and/or recycling in early years, and/or dealing with the distribution of wealth, and the dimensions of inequalities, they should consequently adopt and adapt these habits and behaviours.

With regards to the topic Sustainable Development, children are faced with the concept of decision-making leading to a series of consequences of wider and future impacts. Therefore, they are encouraged to think about the impact of a decision made at the present affecting the future. Children will, thus, begin to understand the long-term impact of people's actions on the environment by learning first about their immediate surroundings and then by extending their knowledge to the global context.

Solidarity

Solidarity means union/unity or agreement of feeling or action, amongst individuals with a common interest, arising from common responsibilities, and showing mutual support. Every person needs other people throughout their lives. This relationship of mutual aid and collaboration between human beings involves the recognition of every individual as important and equal in dignity and rights, and this includes acting towards one another in a spirit of collective group in difficult times. In that sense, solidarity is about knowing and sharing the needs of other people with the intention of seeking solutions for common goals. Individuals tend to show solidarity with their family, friends, colleagues and others. Equally, they can show solidarity with strangers, as done when offering a seat on a bus to an older, helping a blind person cross the street, supporting someone who needs help with reading, helping someone in a wheelchair or on crutches to avoid a physical obstacle, and adopting a responsible attitude towards racism or sexism. In the context of civic education, solidarity is a right, but it is also a duty, a shared responsibility that one feels to fight for, for a better and fairer world.

With regards to the topic Solidarity, the material provides educators with tools that help them raise children's self-awareness about the role they should play as members of a society. It includes increasing their civic responsibility in terms of their behaviour and their social participation.

¹ UN Documents - Gathering a body of global agreements;
<http://www.un-documents.net/ocf-02.htm>

Dimension III – PARTICIPATION IN DEMOCRATIC SOCIETY

In modern societies, democracy is as a system of governance in which citizens exercise their influential role and address their rights either directly, or by electing representatives from civil societies or politics, to form a governing body, such as a parliament. A parliament consists of four key elements: a political system responsible for choosing and replacing another government through free and fair elections; an active participation of people, as citizens, in politics and civic life; protection of human rights for all citizens, and an establishment of the rule of law, in which laws and procedures apply equally to all citizens. Accordingly democracy ends not with a system of governance but applies to a society itself.

Consequently, education for democratic citizenship should focus primarily on democratic rights and responsibilities, and active participation of citizens in terms of civic, political, social, economic, legal and cultural spheres of society, while human rights education should focus on the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.

Human Rights

The underlying principle of human rights is to *“secure dignity for every human being everywhere in the world – regardless of a person's origin, religion, gender, culture etc.”* Learning about human rights not only provides knowledge about human rights and fundamental freedoms, but also fosters skills and shapes personal attitudes towards putting human rights into practice, such as acquiring conflict resolution skills, critical abilities, and cooperation skills.

Human rights education in schools is aimed at empowering children and youth to acquire knowledge, become responsible, and be committed to defending their own rights and those of others. Depending on the children's age, they will learn to develop an understanding of the possibilities and ways to actively participate and contribute in promoting and fostering human rights. One important objective of human rights education is also to develop a culture of human rights based on their accountability. An important factor is that school itself – principals, teachers, parents and others – take the responsibility to respect and protect children's rights, and provide a learning environment which is in line with human rights principles.

With regards to the topic Human Rights, the material provides methods which illustrate that human rights are part of everyday life and daily routines, and help children recognise when human rights are violated or defended.

Democracy

Democracy is defined in the Cambridge Dictionary as *“the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.”* Democracy is defined on Wikipedia as *“the notion that ‘the people’ should have control of the government ruling over them.”*

Education for democratic citizenship means equipping citizens with knowledge, skills and understanding, in order for them to apply and defend their democratic rights, to define their responsibilities in society, to value diversity and to play an active part in democratic life. Providing a civic education to children is not only a mean of acquiring theoretical knowledge, but also a way to actively master citizenship skills by having the opportunity to actively participate in the democratic decision-making process (for example, by participating in school governance, electing class represen-

tatives and forming school councils; using a forum for discussion and being allowed to voice opinions on matters which affect one).

With regards to the topic Democracy, it is best to recall the popular exercise of *“Compass”*, which helps children to understand the relationship between rights and responsibilities, and to identify them in their daily life. In addition, it encourages children to participate in the promotion and protection of their rights, and agree to the rules and responsibilities within a social group. Thus, it provides children with opportunities to participate in learning about democracy and citizenship via discussions, building consensus and strengthening and setting up rules for the group to pursue.

Participation

Participation means creating spaces for social group meetings and discussions to strengthen ideas and joint decision-making. It is acknowledged that participation makes people active agents and critical thinkers, engaged on the local and global level. Participation also enhances people to contribute towards a more just world. Ways of participation in a society are varied, but not limited to: exercising the right to vote in elections, attending a demonstration, being part of an assembly, using public spaces, participating in a debate in school.

To exercise participation in school and in the classroom, it is recommended to use methods that strengthen participation at all levels. This means generating and enabling real spaces of participation where children learn about participation using both practical and theoretical methods. In this logic, it is beneficial to develop participative mechanisms in school as well as in the classroom, where children are able to be effective active agents of the institution.

Activities presented in the Participation topic are good examples of, for example: how to change a traditional organisation of a classroom into *“an agora for the construction of knowledge”*, which favours contributions from everybody (and those we invite to it), and where everybody feels free to express their opinions equally. In addition, it helps provide children with a variety of participation strategies, such as developing empathy for collective needs, strengthening the sense of community, promoting social involvement with an analysis of facts, and facilitating awareness and civic responsibility.

Dimension I - ME AND THE OTHERS

Exploring Emotions and Identities

Overall context

Exploring emotions and identities provides children with the tools to learn about their identity by recognising one's emotions and those of others to develop emotional awareness. It also teaches the importance of managing frustration, anger, the ability to delay gratification, coping skills in situations of risk, and development of socio-emotional skills such as listening and empathy. As such, learning about emotions contributes to exploring identity, which builds on the assumption that confidence about one's own identity is the basis for social engagement. "Identity," in terms of developmental psychology, relates to the creation of a self-image, of self-esteem and individuality, which happens around the age 7-12.

For citizenship education with children aged 8-12, they need to begin by understanding the relevance of their own identity, and then learning about the relationship between the individual and the community (family, peer group, friends, wider community). Therefore, any topics of citizenship education need to start on an identity based learning concept which builds on biographical and personal experiences of children. By starting from questions such as "Who am I? What is important to me? What is fair? What is just/unjust? How do I want to be treated?" children can explore who they are and how they feel comfortable on an emotional level and come to conclusions about their own identity. Thus, it is evident that identity and recognition of emotions are both important when we focus on education for democratic citizenship, as this affects how children interact with their surroundings. Children who understand their own emotions and identity are more successful at interacting with others in groups or individually.

If you want to discover more on emotions and identity based learning concepts we recommend consulting the handbook "Growing up in a Democracy – Lesson plans for primary level on citizenship and human rights" (Council of Europe Publishing, EDC/GHRE Volume II. 2010, ed. by Rolf Gollob, Peter Krapf, Wiltrud Weidinger).

However, one should be aware that the fairly easy entry to the level of emotional education has certain inherent risks. Starting from the easy sounding questions of fairness, emotions etc. one can directly enter the abyss of horror if children in a group are confronted with negative experiences in the private context such as violence, harassment etc.

Context of the European policies

In the context of European policies, there are several points directly relating to identity-based learning concepts.

As the Fundamental Rights Charter of the European Union emphasises in its Article 1, "Human dignity is inviolable. It must be respected and protected." According to Article 21 on Non-discrimination, "Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited."

The Council of Europe Strategy for the Rights of the Child emphasises "promoting child participation" in one of its four strategic objectives, and cites the responsibility of the member states to

implement democratic citizenship and human rights education, as well as education specifically on children's rights.

Activity: "The Emotional Radar"

Duration: 2 to 3 sessions (45 min each)

Objectives:

- Understand the relevance of emotions in daily life.
- Acquire a better knowledge of oneself and others.
- Identify qualities and emotions in oneself and others.
- Develop ability to regulate the emotions in oneself and prevent the injurious effects of negative emotions.
- Develop the ability to generate positive emotions.
- Adopt positive attitudes towards others
- Develop the ability to be self-motivated

Age:

Can be adapted to different age groups

Methodology:

It is important to create a climate of trust where children feel free to express their feelings and emotions. We must try to facilitate participation and dialogue so that everyone can get to know themselves and the rest of the group. We will work in a free, open and cooperative manner to foster a better group dynamic.

To assess the activity, the teacher will evaluate:

- The capacity of pupils to identify different emotions, recognising their importance in their relations with others.
- The capacity of pupils to identify different emotional aspects of their companions.
- Whether this unit has been useful in helping to improve children's understanding of themselves through the identification and exploration of their personal qualities
- The quantity and quality of responses of the children in the statements about their emotions or personal qualities.

Material:

A roll of paper to create the Emotional Radar.

Instruction:

First session

The teacher presents to the group the objectives of the unit, explaining that the activity will help children to understand themselves better and know their personal qualities and characteristics, their interests, their values etc.

1. A list of qualities will be provided to the children. It is possible that they have never thought and reflect upon these particular ones before. Depending on the age and context of the class, the teacher will select the qualities that he/she thinks are more appropriate. Here are some examples of concepts that can be used:

kindness, integrity, solidarity, humility, joy, honesty, generosity, sincerity, loyalty, amiability, will, emotion, intellect, self-control, calmness, justice, strength, prudence, reason, prudence, self-knowledge, tolerance, compassion, punctuality, responsibility, constructive criticism, be helpful, friendly, re-

spectful, gratitude, empathetic, understanding, overcoming, entrepreneur, perseverant, positive attitude, admit errors, affection, fidelity, self-confidence, companionship, tolerance, beauty, affectivity, sensitivity, well-being, patience, authenticity, happiness, objectivity, sociability, optimism, sobriety, obedience, self-esteem, commitment, courage, flexibility, serenity, ecology, imprudence, wickedness, egoism, presumption, envy, deceit, liar, non-conformist, narcissistic, opportunistic, immaturity, lack of understanding, racist, xenophobe, distrusted, frivolity, pride, intolerance, violent, pride, prejudice etc.

2. A triangle, divided into five parts, is presented to the children.

a) In the base they will put those important emotional qualities that DEFINE EACH OF US as people: optimists, supportive, happy, creative, etc.

b) In the second part they will put qualities which WE DEMAND IN OTHERS: affection, fidelity, companionship, sincerity, etc. As we are preparing an Emotional Radar of our class, they should think in the classmates.

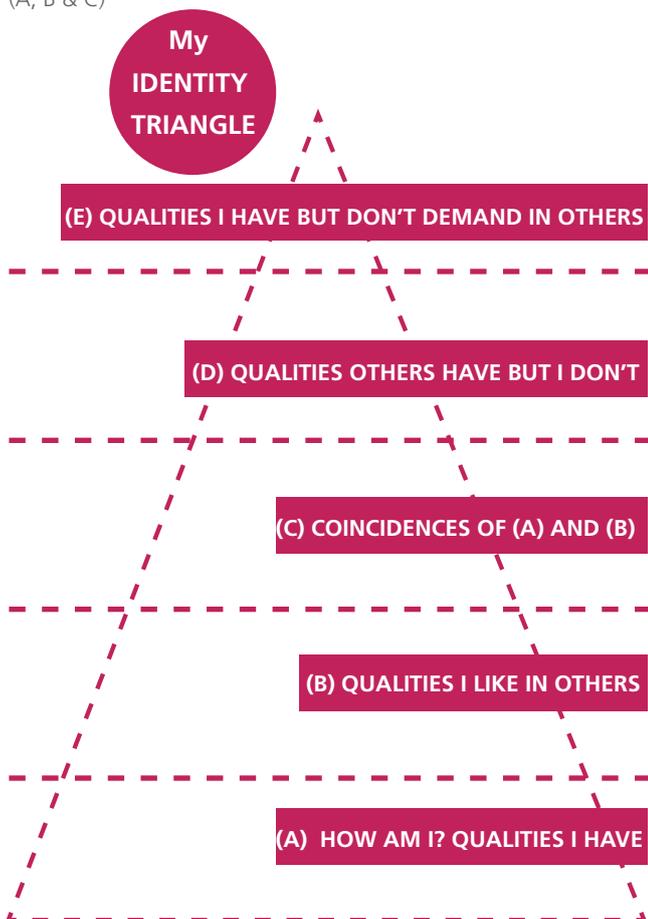
c) In the third part they will put THOSE THAT COINCIDE with those qualities we have and the ones we like in others.

d) In the fourth part they will put those that others have, but WE DON'T RECOGNISE IN OUR SELVES.

e) In the last part they will put those that we have, but WHICH WE DON'T DEMAND IN OTHERS.

ADAPTATION:

For younger children, the triangle can be structured in only 3 parts (A, B & C)



Second session:

Once the triangles are completed, children will be requested to describe at least:

– One experience in which the base qualities (A), the ones of the first part, have contributed to making others feel better (e.g., in the case of sincerity, on what occasion have you made somebody feel better by being sincere).

– Next they will describe the quality they like others to have (B): Has the second part of the triangle contributed to making them feel better?

Following the first triangle which every child drew in the first session, children will draw a new triangle, exactly as the first one (but without being divided into different parts) and they will place **those qualities that they have and which they would like others to have**.

Example: Annex I (p.17)

This triangle will be the Emotional Radar upon which we will engage a discussion lasting approximately 15 minutes.

As they are qualities that one has and which one demands in others, a large Radar of the class will be made to verify that most of us manage our emotional life with very similar qualities. We will hang our final class emotional radar on our classroom.

Interesting and Relevant Resources and Practices

COE

Compasito – Manual on Human Rights Education for Children. This Collection of selected and well-tested exercises on human rights education for young children also contains many activities that enable kids to learn something about their identity.

www.eycb.coe.int/compasito/

DE

More concepts that help children exploring their identity in a peaceful, embracing diversity oriented way build on concepts such as anti-bias, or on the situation-specific approach. A variety of trainings, and resources are offered on

<http://www.situationsansatz.de/fachstelle-kinderwelten.html>

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics and school levels. In addition, a keyword search feature is also available that covers topics associated with "Identity", such as Diversity and Language, European Identity, Cultural Identity etc. <http://praxisboerse.politik-lernen.at>

ESP

List of ideas and activities to work and know our emotions

http://www.csi-csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_33/MARIEM_DRIS_2.pdf

ESP

20 short films to reflect on emotional education

<http://ineverycrea.net/comunidad/ineverycrea/recurso/10-cortometrajes-para-trabajar-la-educacion-emocio/0f46341c-920e-48da-8147-0656407da4f1>

PL

From this website we can learn about the personal identity and the social identity as well. Besides, by using 'search' we may find various articles on the subject.

<http://rownosc.info/>

UK

Facing History and Ourselves. An organisation that has a range of materials on identity and history of self as well as publications and ongoing projects on citizenry and human rights.

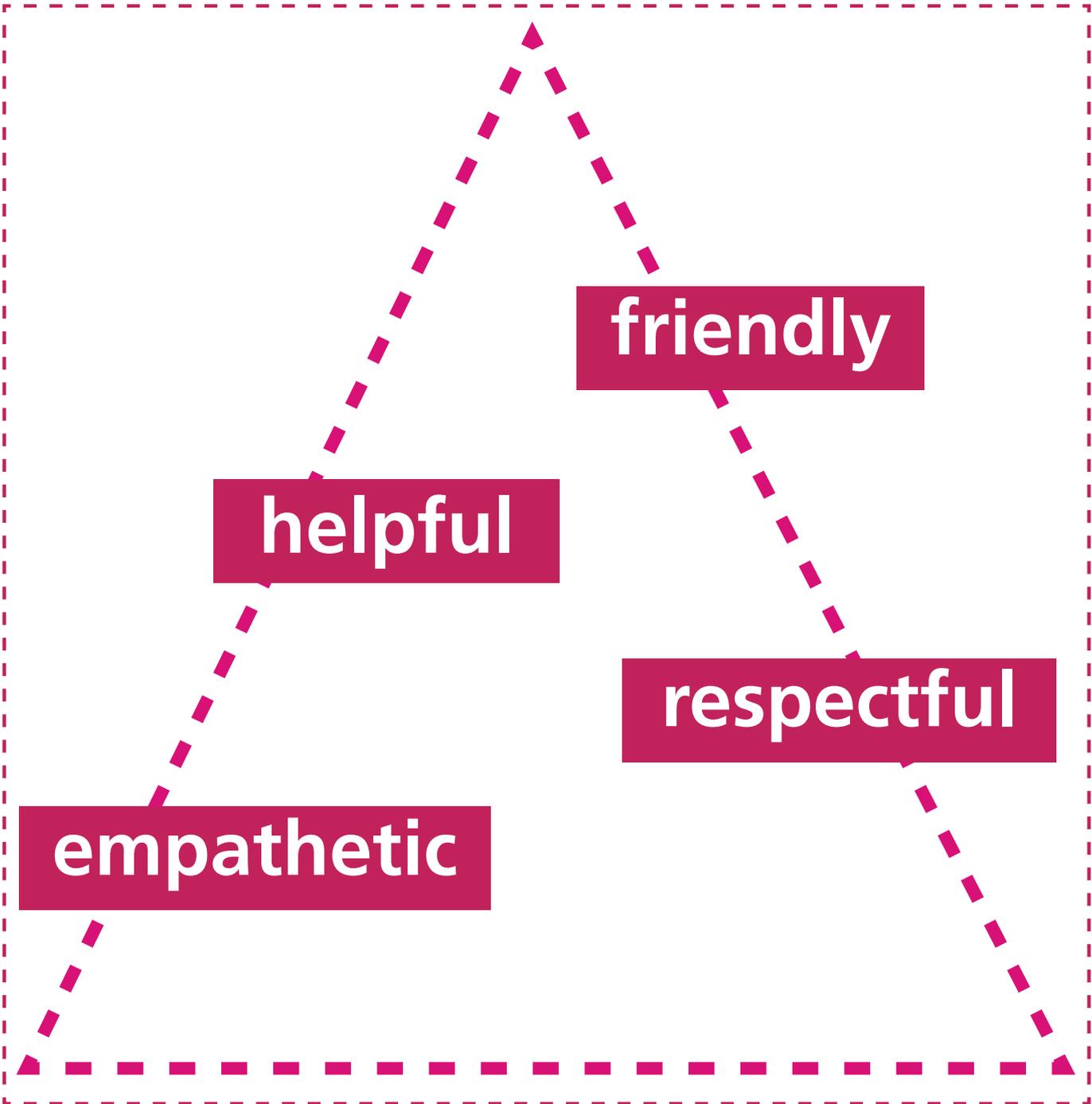
<https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/identity-charts>

UK

BBC. A range of online resources including a section on personal identity and relationships.

http://www.bbc.co.uk/schools/pshe_and_citizenship/personal_wellbeing/

Annex I



Dimension I - ME AND THE OTHERS

Relationship and Conflict Resolution

Overall Context

The ability to reflect and acknowledge different perceptions, opinions and interests of people in society is a basic of democratic decision making in any pluralist societies. The Universal Declaration of Human Rights states in its first article "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." Conflicts can thus be perceived as a necessary good in a democracy, as they result from different views and experiences and need to be handled in a respective and democratic manner.

Context of the European policies

The Council of Europe Learning toolbox on "Growing up in a Democracy – Lesson plans for primary level" (EDC/HRE Volume IV, ed. Gollob, Krapf, Weidinger) emphasises a key concept of conflict situations, reflecting on daily experiences of children at school. Depending on the age of children, different, "natural" resolution strategies appear, of whom the verbalisation is and de-escalation seem to be at the end of the scale while for older kids rather go for solving a conflict. The resolution can be of different nature such as physical resolution, one-sided resolution, and cooperative resolution.

Education on conflict resolution

Any pedagogy and educational strategy is based on acknowledging the other involved parties cards and interests in the situation in order to come to a peaceful cooperative solution. A concept on conflict resolution needs to build on raising awareness for different levels ranging from interpersonal to systemic (intergroup) interacting. All can result in possible conflicts of interests as they might interfere with the level of other persons/human beings/structures. Working on conflicts with children deducts from the emotional individual level into a communicative and possibly cooperative process between two or more people, which does not leave the opinion and position of the involved others unhandled nor tends to one sided solutions.

Activity: "Everything's okay! Really? – This is how we do it!" ¹

Duration:

60 minutes (for bigger groups more time could be foreseen)

Objectives:

- Children develop an understanding of public goods and private goods by identifying and distinguishing the problems they perceive in their class.
- Children reflect upon their mechanisms of conflict resolution and develop an understanding of different viewpoints and different personalities and behaviour.

Age:

Primary level - school children aged 8+, the teacher should be ready to use oral methods or sociometrics (10 – 20 children)

Material:

Small pieces of paper, pencils, information about classification of two categories (individual - group) of problems, flipchart.

Instruction:

1. The teacher writes the lesson "Everything's okay! Really?" on the blackboard. The children are asked to think about all the things that they think are not okay in their classroom. When giving the task to the children, the teacher should point out the different areas in which problems or conflict can arise. For example: working together with other classmates, between girls and boys, when sharing things such as the same table or the same room. Depending on the age, children might also go beyond the class and think about their involvement in school issues.

2. The children write down all the problems or conflicts that they can think of on small slips of paper and go individually to the blackboard and pin them on (for younger aged children alternatively the teacher writes them down and collects them writing it on a flipchart paper). After that the children sit in a circle in front of it.

3. Next, the teacher introduces that there can be two different kinds of problems – individual ones and common problems. He or she gives examples of each type: for example, a lot of noise in the classroom would be a common problem, but not having enough space on a table would be an individual one.

4. The teacher tries to get the children to sort the different problems into the correct category. For this, the teacher has prepared two sheets with a short explanation of 'common problems and conflicts' and 'individual problems and conflicts' - for younger kids these papers should be pinned on the table and introduced by the teacher. Once the children have finished sorting out the problems and conflicts, the teacher starts a discussion about which of them can be easily solved. You might skip this discussion for the following task. Alternatively for a group discussion a sociometric approach could be used: here the two categories "individual" - "common" will be placed on two opposite walls of the classroom. Each problem will be introduced by the teacher and the children have to consider the problems and place themselves physically on the side of the room where they think the problem is better located.

5. The children sit in groups of four. They choose two problems / conflicts from the list to work on in their group. Children will discuss their different ideas to solve the conflicts / problems so that the solutions only affect the intended group or person (depending on whether the problem falls into the category of a "common" or "individual" problem).

6. The children write down their ideas and illustrate a poster with the two problems or conflicts and the possible ways to resolve them. They underline the solutions they prefer as a group. Alternatively, instead of writing and illustrating the ideas in a poster the kids also can develop a short role play in small groups and introduce it to the plenary.

7. You might discuss with the children that there are different approaches to solve a problem / conflict. You might discuss ideas on how to decide which solution is the best for the specific situation.

Interesting and Relevant Resources and Practices

COE

Compasito, the European Children's Rights education manual offers valuable methodical approaches that can be used to educationally work on conflict resolution. As an example we recommend the method on bullying scenes

(http://www.eycb.coe.int/compasito/chapter_4/4_8.asp).

COE

Another useful European resource developed in the context of the Council of Europe Work is the handbook and educators guidelines on "Education for democratic Citizenship starts with us - Charter for all" <http://www.coe.int/en/web/edc/charter-for-all> offering a easy entry method conflicts on page 19. Both resources are available in multiple language versions on the web as well as in print.

DE

Practices to be found in the German context are for example trainings for school kids to become a conflict pilot or a peer mediator in their class. These trainings are provided almost all over German schools contexts and start in primary school. as one example see the curriculum on democracy pedagogy and democratic values development for classes 1-6 which is provided by Hands for Kids

<http://www.handsgermany.org/>

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – e.g. "conflict resolution and mediation" – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

AT

White feather – together for fairness and against violence: This program, operated by the Austrian Federal Ministry of Education, offers information and material on the different forms of violence (in school), on prevention programs and peer-education-projects.

FR

EDUCASOURCES -Digital resources for teachers: Website designs for teachers with reliable tools for teachers and operated by the national resources centre for teachers.

<http://www.educasources.education.fr/selection-detail-152235.html>

ESP

Guide with definitions and activities to work school cohabitation at class http://www.leioa.net/vive_doc/guia_convivencia_cast.pdf

ESP

Very complete guide book with many activities to work on mediation and conflict resolution. There's a teacher's guide and a student book, to prepare the activities:

TEACHER:

<http://www.educacion.navarra.es/documents/27590/548485/Mediaci%C3%B3n+y+resoluci%C3%B3n+de+conflictos.+Actividad+Educativa.+Programa.pdf/8c032b6f-6e8f-4a70-86ba-df8f6977e8bc>

STUDENT:

http://www.educacion.navarra.es/documents/57308/57750/mediacion_conflictos.pdf/21d9837a-2348-4125-9086-1a7492e47303

¹ This exercise is an adaption of "Everything's ok?" suggested in the Council of Europe Learning toolbox "Growing up in a Democracy – Lesson plans for primary level" (EDC/HRE Volume IV, ed. Gollob,Krapf, Weidinger. It is adapted to fit to 1 hour learning settings.

Dimension I - ME AND THE OTHERS

Children's Rights

Overall Context

What are children's rights? Why are there specific human rights for children?

The beginning of the evolution of children's rights (CR) was marked by the insight that children are in particular need of protection and care. More than adults, they suffer from the consequences of poverty, warfare, violence or contamination of the environment they are living in. Therefore, every decision which has influence upon children, should consider the interest and well-being of children.

UN Convention on the Rights of the Child (CRC)

The United Nations decided on 20th of November 1989, that children needed a special convention. The CRC was the first legally binding international instrument on CR signed by all states except South Sudan and the USA (Somalia ratified the CRC in January 2015). It contains 54 articles, which aim to guarantee a worldwide protection of all young people aged 0 to 18. The CRC reflects a new perception of a child and its legal status: a child is an individual who is subject of its own rights, while at the same she/he belongs to a community and family with all rights and responsibilities according to her/his age. The CRC sets out the complete spectrum of human rights for children (political and civil rights, social, economic and cultural rights as well as humanitarian law). While 25 years ago the attitude of "adults granting rights to children" prevailed, the right of children to participate in all decisions which affect them has been given increasing attention during the last decade.

There are 3 optional protocols to the CRC (additional legal instruments, adopted in 2000): Optional Protocol on the Involvement of Children in armed conflicts, Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography and, thirdly, the recognition of the right of an individual petition (2011). Every 5 years, all country signatories to the CRC have to report back to the Committee on the Rights of the Child on the progress made in ensuring the rights of the CRC. Furthermore, NGOs and experts of civil society in CR ("National Coalitions") are encouraged to deliver an unofficial report ("shadow report") parallel to the government report on possible violations which have not been stated in the official report of the government.

Basic principles

There are 54 articles in the CRC which can be summarised under 3 dimensions: participation, protection and provision ("3 Ps"). "Provision" alludes to basic needs like healthcare, education, food and clean water or shelter and "protection" means safeguarding against acts of violence or exploitation (among others). The four guiding principles underlying the CRC are:

- **Best interests of the child:** in all actions relating to children, whether taken by public authorities or private institutions, the child's best interests must be a primary consideration.
- **Participation:** Children and youth have the right to be involved in an appropriate way in all matters which concern them directly and express their views and opinions.
- **Development, life and survival:** This principle encompasses the right of children to life and survival, livelihood security and development opportunities in manifold ways (physically, psychologically, mentally, socially). Governments are supposed to create a suitable

environment which allows the full development of children and youth.

- **Non-discrimination:** All children and youth have the same rights, irrespective of their origin, citizenship, sex, religion, ethnicity, income of parents, skin colour or any other trait.

More information: www.crin.org (The Child Rights Information Network). The International Children's Day is annually on 20th of November (day of adoption of the CRC).

- Luis writes in a school essay: „Usually I go to school without breakfast. In the refrigerator I see only a piece of spoiled cheese besides a bottle of wine. My mother and my father sleep when I leave our flat in the morning.“
- Christina is 14 years old and she works ten hours a day in a Bangladesh textile factory.
- David is new in class, he attends the 6th grade. Over the past months he has become increasingly withdrawn. Other classmates make fun of him and he is being teased several times a week.

Source:

Brinek, Gertude. *Junge Menschen und ihre Rechte*. Wien – Ohlsdorf: Edition Ausblick, 2013.

English version can be ordered via: www.edition-ausblick.at/gallery/gertrude-brinek-junge-menschen-und-ihre-rechte

What do the different cases mentioned above have in common? They violate basic children's rights – through violence, exploitation, neglect, poverty or bullying.

A specific aspect which tackles violation of girl's rights: Recent data illustrate that up to 50% of sexual assaults worldwide are committed against girls under the age of 16 (UNICEF, 2011), with an estimated 1.8 million children subjected to commercial sexual exploitation and child abuse (quote: Childfund Alliance. The costs and economic impact of violence against children, 2014).

Activity: "Different lives, the same world"

Duration:

Two class sessions (50-60 minutes)

Objectives:

In this activity, we aim to sensitise, train and inform children about children's rights. By encouraging active participation amongst children, we can ensure that they understand the differences that come along with being born in different parts of the world, especially in terms of the fulfillment of their rights. They will also learn to value their role in exercising these rights, as we reinforce the idea that minors, too, are full citizens of society.

Age:

7 to 12

Instruction:

- The class will be divided into six teams. Of these six, two teams should work on each of the three scenarios given. Additionally to the scenarios, teachers could provide fotos or pictures to approach the topic in a more creative way.
- The children should imagine the scenarios and consider the con-

sequences suffered by the protagonists. The teams respond to the question: How would each child's situation change if their rights would be fulfilled? By writing or drawing their answers as posters, collages, or essays. The scenarios could also be acted by the children.

- At the end of the exercise, ask children how they arrived to their answers and invite them to share their work with the rest of the class.

- Discussion/Debriefing: Consider enough time (potentially a second lesson) for the reflection on children's own experiences of their rights and in which way they feel they are violated. You can begin the debate with your class by using questions such as:

- What are Children's Rights? Can you name any of them? What does each one mean?

- In which situations in your daily life do you believe that the rights of the children around you -are not being met?

- Questions for children aged 10-12: With some of the experiences that you see in the media where the rights of children are not being met: What do you think you can do to change these situations? Which organisations or collectives would you go to for help?

Extension:

A poster wall for children's rights could be created. It is important to remember that the boys and girls who suffer from the violation of their rights, place a lot of value in what children in other parts of the world take for granted. It would be interesting to discuss with children the importance of having a family and being able to enjoy it, the value of being able to play with and enjoy a toy, even if it is the only one they possess, and the value of having a school close by and the materials necessary to study there.

Scenarios for children aged 7-9

1. Ranjid is an 8-year-old boy who lives in India. He gets up at 7:00 in the morning, because his school is very far away from his house. He can only be there for three hours a day, because he has to go home and help his family. What rights are not being given to Ranjid? Why would it be better for Ranjid if he could stay longer at school? What should the government do to make sure that children of India are given these rights?

2. Senegal is a country in Africa where Enam lives. Unfortunately, it doesn't have many medical resources and Enam is very sick. They don't have the medicine to cure him and he cannot go to another country to get treated. What rights are not being given to Enam? What would happen if this situation happened to children in every country? What should the government do to make sure that the children of Senegal are given these rights?

3. Lili has moved to a new city with her family. The school she goes to now has never had an Asian child before. Lili is put in a lot of strange situations because some children don't want to play with her and others sometimes make fun of her. What rights are not being given to Lili? What do you think Lili should do? Has something like this ever happened to you before?

Scenarios for children aged 10-12

1. Indira lives in Delhi. She is a 12-year-old girl who cannot go to school anymore. She had to drop out to go to work in a factory where she makes clothes for 10 hours a day. What rights are not being given to Indira? What would happen if this situation happened to children in every country? What should the government do to make sure that the children in Delhi are given these rights?

2. In the city of Guinea lives Misha, a girl who has problems with her legs. She would need a wheelchair to be able to move around

on her own. Because her parents can't access the medical services that are so scarce in their country, Misha can almost never leave the house. What rights are not being given to Misha? What would happen if this situation happened to children in every country? What should the government do to make sure that the children of Guinea are given these rights?

3. Oscar is new to his school. He's having problems making friends because when his two dads drop him off or pick him up from school, the other children think it's strange. During break or in class, they ask him why he doesn't have a mom and say it isn't normal that he has two fathers. Some kids make fun of him and don't want to play with him because of this. What rights are not being given to Oscar? What do you think he should do? Has something like this ever happened to you before?

Interesting and Relevant Resources and Practices

COE

Gollob, Rolf/Krapf, Peter: Exploring Children's Rights. Nine short projects for primary level. Volume V of EDC/HRE volumes I-VI, Council of Europe, 2007, www.theewc.org/uploads/content/archive/2008_Exploringchildrenrights_en_1.pdf

COE

Composito – Manual on Human Rights Education for Children. This collection of selected and well-tested exercises on human rights education for young children also contains many activities tackling the topic of children's rights.

www.eycb.coe.int/composito/

UN

UNICEF offers a collection of materials on children's rights, but you must register with UNICEF to access. www.unicef.org.uk/rights-respecting-schools/resources/ideas-from-schools/

UK

Oxfam offers teaching material as well as further information on children's rights for teachers and a guide. www.oxfam.org.uk/education/resources/childrens-rights

DE

www.kinderrechteschulen.de: a resource that provides guidance, counselling, material and support for processes related to embedding children's rights in the school context and developing schools accordingly. The site is provided by the association MAKISTA (Make Children Strong) an initiative aiming at democratic school development focusing on primary level.

AT

National Coalition of Austria (Netzwerk Kinderrechte Österreich) Independent Network of Children's Rights (CR) Organisations and Institutions which are engaged in the implementation of the UN-Convention on the Rights of the Child in Austria. The website does not only provide basic information on CR, but also serves as a platform for current debates on CR.

www.kinderhabenrechte.at

AT

polis aktuell Nr. 11/2014, updated version 2015): Kinderrechte sind Menschenrechte: Children's Rights are Human Rights This issue of the journal for teachers, published by polis –Austrian Centre for Citizenship Education in schools, highlights the UN-Convention on the Rights of the Child, offers didactic examples for classroom and tackles the conflicted areas between rights granted by adults and rights to substantial participation of children.

www.politik-lernen.at/site/gratisshop/shop.item/106326.html

PL

Rzecznik Praw Dziecka is a constitutional authority in Poland whose responsibilities cover children's rights. On the website one can find classroom scenarios for teachers and a huge variety of documents about children and their rights.

<http://brpd.gov.pl/ksiazki-informatory-poradniki>

PL

UNICEF in Poland cooperates also with schools, among many other activities. There is educational material available, prepared with the help of experts.

www.unicef.pl/Wspolpraca-ze-szkolami/Materialy-dydaktyczne

ESP

Spanish League of Education and Popular Culture, website on children's rights with monthly campaigns on different issues to work and reflect on CR.

www.rayuela.org/

ESP

El caso de Lorenzo/The hunt of Lorenzo(author: Isabelle Carrier). Text with simple words as well as tender and funny illustrations. The author recreates the daily life of different children: their difficulties, their qualities, the obstacles they are facing.

www.editorialjuventud.es/3781.html

FR

Educocol, French national portal for educational work on children rights, with links to many informations on national organisations working on this topic.

<http://eduscol.education.fr/cid66251/journee-internationale-des-droits-de-l-enfant.html>

Overall context

Euroclio, the European association for history teachers in the project syllabus on “making history work for tolerance” states the need of support for history teachers to bolster their capacity to resist political and xenophobic pressures as essential, in order to enable them to continue their task of educating critical and tolerant citizens. The powerful tool of biographical approaches to explore the issue of democracy, human rights and children’s rights deriving from the children’s perspective offers various pedagogical entries.

However, it needs highlighting that teachers in all related studies on history teaching have unanimously stated that they feel uncomfortable and improperly equipped and trained in teaching controversial historical issues such as the Holocaust, totalitarianism and human rights violations (see: European Union Agency for Fundamental Rights (FRA) project “Discover the past for the future - A study on the role of historical sites and museums in Holocaust education and human rights education in the EU”). So despite the fact of there being a large number of didactical and support materials there is an evident need for:

- training in history didactics with particular focus on dealing with conflicting historical narratives in the children’s personal and school environment;
- training in history didactics with particular focus on linking history with issues of social memory and analysis of remembrance cultures;
- training in history didactics with particular focus on human rights and democratic citizenship.

It is important for children to understand that history and the view on history is not static. Such involving perspectives of certain social groups such as minorities in history learning, not only at the level of children, but also at the level of teachers and other representatives is of importance. For work with children it is advisable to start with approaches that raise awareness for history in the context of their local environment and community. The aim is to make them aware of the multiple layers and conflicts upon which current democratic societies are built. There needs to be awareness among teaching staff that certain narratives (family and wider environment) and social restraints are always threat to interpretation, and construction.

Context of the European policies

As history teaching and education is part of the national states’ sovereignty, the most important documents on history learning relate to the European Cultural Convention from 1954, which purpose is to develop mutual understanding among the peoples of Europe and reciprocal appreciation of their cultural diversity, to safeguard European culture, to promote national contributions to Europe’s common cultural heritage respecting the same fundamental values and to encourage in particular the study of the languages, history and civilization of the Parties to the Convention.

The Council of Europe Committee of Ministers Recommendation Rec (2001) 15 to member states on history teaching in twenty-first-century Europe (for the full text see <https://wcd.coe.int/ViewDoc.jsp?id=234237>) is the outstanding and most important reference point when it comes to history teaching regards to democracy and pluralism and diverse citizenship education. It

affects all learning environments.

The European Union with its programme Europe for Citizens aims to support specific work on European Remembrance issues, namely to contribute to citizens’ understanding of the EU, its history and diversity and to raise awareness of remembrance, common history and values and the aim of the EU, by outlining the reflection on European cultural diversity and on common values. It aims to support projects reflecting on causes of totalitarian regimes in Europe’s modern history (especially, but not exclusively, Nazism that led to the Holocaust, Fascism, Stalinism and totalitarian communist regimes) and to commemorate the victims of their crimes. But also in a wider sense, stimulate the discourse on other defining moments and reference points in recent European history. Unanimously the EU supports tolerance, mutual understanding, intercultural dialogue and reconciliation with this instrument.

Activity (1): “Six Words Memoirs/Diary”

Duration:

45 minutes (for the 1st version); 45 minutes + extra time for internet exploring (for the 2nd version); 1-2 weeks (for 3rd version/project)

Objectives:

- learning more about certain selected historical persons;
- learning to analyse information, getting aware on the importance of different forms of editing and presentation of facts related to the historical person;
- discussing what makes certain forms more stimulating than others.

Age:

8 onwards. It is recommended to contextualize the historical figures.

Methodology:

individual work, pair work, discussion, work with sources, work with ICT

Material:

- information and material prepared by teachers according to the historical topic/event or person
- access to internet
- markers, papers, glue, colour papers, memory-sticks

Instruction:

This activity is inspired by the concept of the Six Words Memoirs/Diary project. The idea is to share a story - usually a life story - in exactly six words. It requires both brevity and ability to express the crux of the matter in the most intriguing way. The “wording” of the message (as well as the message between the lines - for the brevity requires certain degree of poetics) should go side by side with its well-developed graphic form. The implementation details are described in the scenario below (the project version is especially valuable because it engages many different skills, such as writing skills, information search skills, the use of information technology, peer review or teamwork).

The activity can be carried out in three ways. The basic version requires the use of the information and material attached to the script and should be carried out during one class. The extended version requires access to computers and the Internet – should also take one teaching hour. The version in line with the project allows making the optimal use of the „six words memoirs“ method - the project implementation should not take more than a week.

When explaining the rules of this activity to the children, it should be emphasised that the leading idea of the “six words memoirs” does not lie in selecting the most important sentence or finding the six keywords. Of course it may happen so, however it should not be its fundamental premise. Writing six words memoirs stands for: creating a coherent whole, which in your opinion will express best the heart of a given matter; therefore, aim for a personal, aphoristic if necessary, interpretation of the significant issues. Text messaging in a way prepares us for this difficult task. Mark Twain’s quote provides some interesting food for thought about what is more challenging - brevity or quantity. He once wrote to his friend: I didn’t have time to write a short letter, so I wrote a long one instead.

In the following notation, those elements that have been expanded in comparison to the ones preceding them, are presented in bold.

Six Words Memoirs/Diary - 1st version (45 minutes)

1. the teacher explains the learning objectives, explains the rules and gives instructions to the children. The learning objectives are:

- learning more about the selected historical figure,
- learning to analyse information, getting aware on the importance of different forms of editing and presentation of facts related to the figure,
- discussing what makes certain forms more stimulating than others

2. Each child invents a story using six words on one of the topics on the figure of choice. Children use the choice of materials selected by the teacher. Pupils can also pick the topic by themselves building on their knowledge or the information provided by the teacher (e.g. newspaper clippings). Perform a query on the Internet. The task can be performed in small groups.

Children use dictionaries to look for the synonyms and antonyms. They create different variants of the story based on the synonyms (or antonyms). The more variations, the more experimenting with the words, word order, punctuation. Pupils should keep in mind, that six words memoirs portrays rather than narrates the story, therefore cannot be construed as an excellent summary. This stage can be extended, if task 1 took less time than expect.

3. Children are split into pairs (alternatively, we can group two pairs) in order to exchange information on their reception of different variations of the story. With regard to their friends’ projects, children need to prepare answers to three questions: Which version of the story do you find most straightforward and why? Which version of the story best describes an original concept (the way you understand it) and why? Which version of the story is most emotionally moving and why?

4. A group selects this version of the memoirs, which they consider the best. They put down their choice on the A3 sheet of paper.

5. Teacher writes down on the blackboard or sticks on the wall the topics on which children have been working. A good idea is to place a short introductory note under each topic. Underneath that, the children put the version of the „memoirs“ they have chosen (in accordance to its theme). Now, everyone can read all the memoirs.

6. The teacher provides each child with a set of biographical information and encourages them to read it in context of the memoirs prepared in the class.

Six Words Memoirs/Diary – 2nd version (2x45 minutes)

1. The teacher explains the learning objectives, explains the rules and gives instructions to the children. The learning objectives are:

- learning more about the selected historical figure,
- learning to analyse information, getting aware on the importance of different forms of editing and presentation of facts related to the figure,
- discussing what makes certain forms more stimulating than others

2. Each child invents a story using six words on one of the topics on the figure of choice. Children use the choice of materials selected by the teacher. Pupils can also pick the topic by themselves building on their knowledge or the information provided by the teacher (e.g. newspaper clippings). Perform a query on the Internet. The task can be performed in small groups.

3. Children use both traditional and on-line dictionaries to look for the synonyms and antonyms. They create different variants of the story based on the synonyms (or antonyms). The more variations, the more experimenting with the words, word order, punctuation the better. Pupils should keep in mind, that six words memoirs portray rather than narrate the story, therefore cannot be construed as an excellent summary. This stage can be extended, if task 1 took less time than expect.

4. Children split into pairs (alternatively, we can group two pairs) in order to exchange information on their reception of different variations of the story. With regard to their friends’ projects, children need to prepare answers to three questions: Which version of the story do you find most straightforward and why? Which version of the story best describes an original concept (the way you understand it) and why? Which version of the story is most emotionally moving and why?

5. A group selects the version of the memoirs, which they consider the best. Children get access to the blog where the teacher uploaded beforehand the topics and the introductory notes. Children post the “memoirs” they have chosen (according to the topic) on the blog (website). If pupils selected different subjects than the ones provided, they should create a separate entry with the links to the information they used. Now, everyone can read all the memoirs.

6. Teacher provides each child with a set of biographical information and encourages them to read it in context of the memoirs prepared in the class. Also, informs the children about the facultative homework assignment. Teacher suggests adding some new memoirs to the blog.

Six Words Memoirs/Diary – 3rd version (project)

1. The teacher explains the learning objectives, explains the rules and gives instructions to the children. The learning objectives are:

- learning more about the selected historical figure,
- learning to analyse information, getting aware on the importance of different forms of editing and presentation of facts related to the figure,
- discussing what makes certain forms more stimulating than others

2. Each child invents a story using six words on one of the topics on the figure of choice. Children use the choice of materials selected

by the teacher. Pupils can also pick the topic by themselves building on their knowledge or the information provided by the teacher (e.g. newspaper clippings). They use the information attached to this scenario and perform a query both on the Internet and other sources. Children use both traditional and on-line dictionaries to look for the synonyms and antonyms. They create different variants of the story based on the synonyms (or antonyms). The more variations, the more experimenting with the words, word order, punctuation the better. Pupils should keep in mind, that six words memoirs portray rather than narrate the story, therefore cannot be construed as an excellent summary. This stage can be extended, if the task 1 took less time than expect.

3. Children select the fonts for each of the versions, also using fonts available on such websites as Dafont or czcionki.com. The font should be appropriate for the content of the message.

4. The child posts his/her stories on the Internet so that at least three of their friends can read them. They request feedback containing answers to three question: Which version of the story do you find most straightforward and why? Which version of the story best describes an original concept (the way understand it) and why? Which version of the story is most emotionally moving and why?

5. A group selects this version of the memoirs, which they consider the best.

6. The child combines the story with an image (placed in the background) or puts the story in the picture (e.g. the words can be photographed somewhere). He/she asks their friends for feedback on the background: the font size, spacing, layout, colours, contrast, and relevance of the content. The child makes changes if necessary.

7. The teacher should make certain that when kids choose a photo or an image, they did not infringe anyone's copyright.

8. Depending on the age the children also can publish his/her work on the Internet, for example on a blog set up by the teacher.

Activity (2): "Story Cubes"

Duration:

45 minutes for card preparation, 45 minutes for card playing (it does not include the time for materials preparation – it can be prepared within earlier lessons and collected from lesson to lesson).

Objectives:

- developing the child's creativity;
- motivating children to actively exploring the real and historical world on the local level

Age:

Methodology:

Materials prepared by teachers according to the historical topic/event/period to be used for preparing historical; those materials can be also collected, developed within few previous lessons concerning the interested historical topic (children can explore the information in groups before the lesson).

– individual and group work, research, work with different sources

The area of learning: native/foreign language, civic education, social studies, form periods, cultural knowledge.

Instruction:

The game is based on a popular game called the Story Cubes. Participants' task is to spin a tale. However, the storyline is not that straightforward. It needs to include nine randomly selected images or characters, which are depicted on the nine cubes (a total of 54 elements). Each player rolls the cubes to find out which of the images or icons they will have to use in their story.

The children's task is to prepare the cubes with 54 images and characters associated with the history of the period in history. Afterwards, a tournament of storytelling will take place – children will both listen to and tell more or less fanciful stories based on the chosen history moment, in their local communities or in your families. The author's imagination and attention to historical detail will be subject to evaluation.

1. Working in groups prepare a list of images and characters connected with the history they explore. Each team should look for inspiration in different sources: conducting interviews with eye-witnesses, looking through photos and video footage (including feature films), carrying out „archaeological“ research at home and in school, reading literature, memoirs and historical novels. Compile a list of 54 images and characters. For each item draw up a brief description that contains an image - if possible, its role, and information source.

2. In the next step, devise a clear ideogram for each image and each character, which later will be placed on the cubes. Next, create a 9 cube set (in school a few of such sets can be created). This step can be prepared individually or in groups (after dividing the characters or images). Make sure that the storytellers have access to the brief descriptions of the images. It might be a good idea to organise an exhibition of all the materials gathered during the preparation stage.

3. When the cube sets are prepared you can play in different ways:

Storytelling game for groups

The game is played in teams of six. Players take turns to roll the cubes and invent a story using all nine images/icons. If you have only one set of cubes at your disposal, keep passing it along throughout the game. After listening to six stories, pick the one you liked the most. Each participant can nominate only one tale (never their own) - a general rule is, that when recommending a story, we should only indicate its strong points and merits.

Feedback is the alternative form of assessing the story. Determine the criteria for evaluation, e.g. language, making the most of the selected themes, suspense... For each of the criteria (best if the list is jointly agreed and not too long) the players award the story from 0 to 2 points and briefly justify their decision. The storyteller sums up his/her points.

The duration of the story should not exceed 5 minutes.

Storytelling game in pairs

The game takes place in front of an audience. Couples which entered the tournament, roll the cubes, and after that they get 5 minutes to prepare the story. During that time, the host tells the audience about the items they have selected.

The couple presents their story. It may be in the form of a tale, a dialogue, or a story where one person talks and the other demonstrates the content.

Meeting of the scatterbrains game

The game is played in teams of threes. Two people narrate alternately, while the third person acts as an arbitrator. The first storyteller introduces one of the selected images into the storyline, and near the end of the story the second person says „No, it wasn't like that...“ and suggests an alternative version of the story. The arbitrator picks the winning tale and its author takes up another randomly selected image and continues the storytelling. This way, the players go through all nines images, each time selecting only one of the two proposed stories about one object (character).

Once the round is finished, the scatterbrains swap places, so each of the three players has a chance to act once as an arbitrator and twice as a scatterbrain (we play three rounds).

Interesting and Relevant Resources and Practices

EUroclio

is the network of history teachers with regional branches offers sound teaching support and trainings as well as runs projects related to history education in school.

www.euroclio.eu

COE

The Council of Europe project on history and teaching the past: it has resulted in the above mentioned Council of Europe Committee of Ministers Recommendation Rec(2001)15 of the Committee of Ministers to member states on history teaching in twenty-first-century Europe. The recommendation and the Annex is definitely worth reading as it delivers outstanding views and perspective on the use of history education in European democracies.

<https://wcd.coe.int/ViewDoc.jsp?id=234237>

EU

Human rights education at Holocaust memorial sites across the European Union. An overview of practice: this handbook examines the role of Holocaust memorial sites and museums, drawing on findings from the FRA project “Discover the past for the future - A study on the role of historical sites and museums in Holocaust education and human rights education in the EU”.

In this handbook, the European Union Agency for Fundamental Rights (FRA) provides examples of the various ways in which memorial sites link the history of the Holocaust to human rights, ensuring that the past resonates in the present and its lessons are brought to bear on difficult contemporary issues against its backdrop.

http://fra.europa.eu/sites/default/files/fra_uploads/1790-FRA-2011-Holocaust-education-overview-practices_EN.pdf

EU

Excursion to the past - teaching for the future: handbook for teachers: to mark the 2010 anniversary of „the night of the broken glass“, the European Union Agency for Fundamental Rights (FRA) publishes a handbook for teachers. The handbook emphasises the link between teaching about the Holocaust and other Nazi crimes, and teaching about human rights and democracy.

<http://fra.europa.eu/en/publication/2010/excursion-past-teaching-future-handbook-teachers>

PL

The Institute of National Remembrance: it is a special institution since it has many functions like an archive, an academic institute or an education centre. There are loads of different materials that may be used for history and memory education such as board games and learning materials prepared for both teachers and students. There is even a different page with games on-line, digital library, thematic portals and variety of different sources.

<http://pamiec.pl/>

PL

History Meeting House: it has its own educational program. There are workshops prepared for working with children as well as with adults. You can find here some educational packages too. There are also exhibitions, often outside the building, so that the strollers may have a little history lesson of their own.

<http://dsh.waw.pl/en>

PL

The Oral History Archive: it is a website, where you can find presentations and testimonies about living in twentieth century.

<http://www.audiohistoria.pl/web/index.php?lan=pl>

PL

Polish History Museum: there is a divided section on their website devoted to education. It consists of different units such as: teachers, games or educational materials.

<http://muzhp.pl/pl/p/118/edukacja>

PL

Warsaw Uprising Museum: on the page of this museum there are materials to download about the time of uprising in Warsaw. You can find some audios

http://www.1944.pl/edukacja_i_kultura/materialy_do_pobrania/

or described calendar cards for instance

http://www.1944.pl/historia/kartki_z_kalendarza/

DE

Nicht in die Schultüte gelegt - fates of jewish children in Berlin 1933-1945: this material offers an entry to the theme of national-socialism and aims at school kids aged 10+. It works on the biographical example of 7 school kids and their daily life experiences and pictures who have been prosecuted because being Jewish in Nazi-Germany. It does not put at the Nazi-crimes, but has at its heart the experience of a daily life which has been more and more limited and destroyed. <http://www.annefrank.de/projekte-angebote/paedagogische-materialien/nicht-in-die-schultuete-gelegt>

DE

7x young – your training ground for solidarity and respect: the exhibitional space is a Europe-wide unique educational resource. Autobiographical fragments tell of exclusion, oppression and hate - but also of friendship, resistance and solidarity. The exhibition was designed by Gesicht Zeigen!, a non-profit organization which was founded to encourage people, and especially young people, to become involved in society and to take responsibility for democracy and justice in Germany. It refers to the exhibition's seven rooms of multimedia displays developed especially for young people – but also for adults – to grapple with questions of human rights on both intellectual and emotional levels.

<http://www.7xjung.de/71/>

AT

Erinnern: Main Austrian platform for historical-political learning and remembrance (e.g. intermediation of contemporary witnesses, support of school projects, lots of material).

www.erinnern.at

AT

Documentation Centre of Austrian Resistance (DÖW): Information, lectures, exhibitions and school programs on topics like National Socialism, right-wing extremism, racism, resistance and remembrance.

www.doew.at

FR

Réseau Canopé: national network of documentation and resources for teachers: documentation, resources, exhibitions for schools.

<https://www.reseau-canope.fr/>

FR

France TV: educational website to provide short movies and giving informations on history.

<http://education.francetv.fr/matiere/histoire>

FR

CIDEM: resources centre for pedagogical tools for teaching citizenship education.

<http://itinerairesdecitoyennete.org/>

ESP

Proyecto Clio: creation and selection of teaching materials and a place to share information. You can find here several activities to teach history and memory addressed to different levels.

<http://clio.rediris.es/>

ESP

The Politics of Remembrance: it has been coordinated by the Higher Council of Scientific Research and intends to evaluate the sociological, anthropological, legal, political, and media impact of Spanish Civil War and its legacy. It contains information with pedagogical resources.

<http://www.politicasdelamemoria.org/en-los-medios/materiales/>

UK

Association for Citizenship Teaching: this article focuses upon World War 1 and how to teach the centenary and remembrance.

<http://www.teachingcitizenship.org.uk/issuu/teaching-citizenship-issue-36>

UK

The Red Cross: learning resources available on the Laws of War. Particularly focusing upon First World War volunteers and The Unknown Soldier.

<http://www.redcross.org.uk/Tags/Laws-of-war?cts=teachingresources>

Overall context

Today's information and entertainment technologies communicate to us through a powerful combination of words, images and sounds. As such, we need to develop a wider set of literacy skills helping us to both comprehend the messages we receive and effectively utilise these tools to design and distribute our own messages. Being literate in a media age requires critical thinking skills that empower us as we make decisions, whether in the classroom, the living room, the workplace, the boardroom, or the voting booth.

From a perspective of citizenship education, developing media literacy requires supporting individuals to develop skills, competences and expertise to cope with the increasingly sophisticated information and social media that address us on a multi-sensory level, affecting the way we think, feel, behave and act.

Media literacy is understood as broad knowledge in the daily use of media. More specifically, literacy is the ability to: access the media; understand the media and have a critical approach toward media content; create communication in a variety of contexts.

Source:

http://ec.europa.eu/culture/media/media-literacy/index_en.htm

Through developing media literacy, people are empowered to be both critical thinkers and creative producers of an increasingly wide range of interconnected communication use. It is the skillful application of literacy skills to media and technology messages. Media literacy is the ability to encode and decode the symbols transmitted via media and the ability to synthesise, analyse and produce mediated messages. Media literacy is seen as vital for economic growth and job creation. Digital technologies are often defined as key drivers of competitiveness and innovation in the media, information, and communication technology sectors.

Media education is the study of media, including 'hands on' experiences and media production. Media literacy education is the educational field dedicated to teaching the skills associated with media literacy.

Source:

<http://namle.net/publications/media-literacy-definitions/>
http://ec.europa.eu/culture/policy/audiovisual-policies/literacy_en.htm

Context of European policies

Among the 8 lifelong learning competences, digital competence is a core competence. In a CE context on work with young people this may relate to the development of capabilities to use means of IT and communication. It relates to producing, storing, analysing information. Sharing information via internet and social media and to make use of different media means such as mobile phones, camera devices apps, etc. Especially the ability to develop a perspective on the role of media in society is crucial for Education for Democratic Citizenship.

Activity (1): "My weekly media survey & my media plan"

Duration:

60 minutes (2 x 30 min), there is also the opportunity to embed the method in a longer term activity on media use and to re-run the activity after a certain period.

Objectives:

- Develop children's curiosity and sensitise them on the topic
 - Develop an understanding of "media" and the role(s) of media in our societies
 - Motivate children to actively explore the real world, to learn and communicate, as well as to self-study, acquire and process information on their own;
 - Support children in building a coherent vision of the relation between media and real life;
 - Educate children about active involvement and taking responsibility in the public life
- vDevelop with the children a sense of active media use and help to empower the children to make their choice according to their needs

Age:

It is recommended to adapt the exercise to the needs and capabilities of the children. Especially younger children (8+) may find more motivation to join interactive activities thus need other forms of reporting.

Material:

Annex 1: My weekly media survey
Annex 2: My media plan

Methodology:

Individual work, pair work, discussion

There are several extensions and alternatives suggested. Depending on the time foreseen and capacity of the group these extensions can be integrated or skipped. However they need extra time.

Instruction:

1. The activity encourages children to analyse their use of media, to develop an understanding of media and to develop capacities plan their media use.
2. The activity can be conducted stand in a single lesson but also may be repeated over a longer period in order to come with the kids into a deeper reflection and discussion. Such the exercise can be conducted on regular basis.
3. Children should fill in the reporting table (Annex 1 "my media survey") trying to recall how they used media in the last week. The table can also be done as a homework assignment - children will be keeping track of their choices and conduct observation, after which a forum debate will be held to discuss the results.

My weekly media survey

How do you use various media? Fill in the following table recalling the previous week or – better yet – keep monitoring your decisions and actions in the next few days.

	What do I watch? What do I listen to? What do I read? What do I play?	How many hours a day? How many hours a week?	Why do I choose this particular activity? What do I look for?	Does it meet my expectations?
TV (what programs on which channels?)				
Radio (which broadcasts in which radio stations?) internet radio, spotify ...				
Newspapers and magazines (which articles, columns in which newspapers or magazines?)				
Internet and social media: Facebook, youtube, Whats-App, games, music etc.				

4. Once the children completed the task, discuss with them e.g. the following reflection questions.

- Are you ok with your selection of media activities? What kind of media did your activities include? How are different media represented?
- Which of the activities (programs, broadcasts and topics...) meet your expectations...which of them not quite? What was fun? What did you, like what not?
- Would you like to make any changes in your use of media? What new things could you try? Who can you ask for advice in this regard?

Children share their thoughts and findings. Try to guide the debate, and make sure, that every individual report is treated with respect.

• **Extension 1:** Based on the table provided in ANNEX 1 the reports could be summarised to a group view. Based on the findings, the teacher can develop with the group an understanding of different types of media (print, broadcasts, social media). The whole exercise can also be conducted orally or in sociometrics which can be easier for younger kids.

• **Extension 2:** sociometric exercises can help to get an idea who in the group makes use of what media and what needs and expectations the kids have towards different kinds of media. A good exercise can be to include VOTES on what is popular?

5. Now children can discuss in small groups what expectations they have towards their use of media, what they think is important for their future media use.

The following questions can support the discussions.

- Think what it is that you are looking for most in different media: information, education, entertainment, or something to pass the time? Establish your priorities.
- Which of your interests would you like to develop with the help of the media? Think of your school assignments – maybe the media could be of help when doing your homework?
- Check the TV guide and the radio schedule for the next week. Select that you find the most interesting.
- Think which newspapers and magazines are worth reading in

order to learn something more about the world affairs. What were your previous positive experiences? What new sources could you try?

- Consider what web based media can be regarded as a useful and supportive source. What kind of information will be particularly important to you in the coming week? Where can you find it?
- Consult your friends, parents, teachers and others who you consider an expert in this field. Perhaps, they can recommend some programs, broadcasts, podcasts, newspapers or websites?
- Remember the principles of the „Vade mecum of the young viewer“ - Choose! Check! Think!

• **Extension:** the children can present their group findings to the class

Alternative: if there are certain popular favourites of broadcasts, programs; arrange with the groups detailed analysis of one specific program (what was good, what was not, who does it, who is responsible for it etc.)

6. As next step, children plan their individual „media week“ (Annex 2 my media plan). Encourage your children to make thorough choices amongst their media activities for the coming week and in the future.

7. During the next class, children compare the two tables: has

My media plan

And now, make a plan for the coming week by filling out the table again - the last column should be completed only after you will have watched, listened or read the items you selected. If you would like to plan your „media week“ even more precisely, spread it over different days (just like in the last table).

	What do I watch? What do I listen to? What do I read? What do I play?	How many hours a day? How many hours a week?	Why do I choose this particular activity? What do I look for?	Does it meet my expectations?
TV (what programs on which channels?)				
Radio (which broadcasts in which radio stations?) internet radio, spotify ...				
Newspapers and magazines (which articles, columns in which newspapers or magazines?)				
Internet and social media: Facebook, youtube, Whats-App, games, music etc.				

anything changed in their perception of the media? Have they made any resolutions? Do they want to change something?

the three things the pairs will discuss together how they feel about the way that celebrity has been portrayed.

Alternative Activity (2): “Media representations”

Duration:

45-60 minutes, dependent on class size (plus extension task)

Objectives:

- Sharing the views on how the media shapes perceptions;
- Developing critical view on information that is provided in the media;
- Considering the difference between objective and subjective.

Age:

- It is recommended to adapt the exercise to the needs and capabilities of the children. Especially younger children (8+) may find more motivation to join interactive activities thus need other forms of reporting.

Materials:

Computers, smart phones, pens, paper, projector, scissors, old magazines/newspapers etc

Instructions:

1. Individual work, pair work, discussion Children are put into pairs (groups of three) and asked to identify two celebrities that they know. One of the celebrities should be someone who is portrayed positively and the other should be a celebrity that is portrayed negatively.

2. Each pair will be given a sheet of paper and are asked to write down three things that they have seen in the media about each celebrity. If accessible they can make use of computers, smart phones to find out fact about the celebrity. Once they have written down

Alternative: (Younger) children who face difficulties in writing also can create collages by cutting pictures and snippets from newspapers etc and make a poster to be presented to the group.

3. Once each pair has completed the above the teacher will then collect the names of all the celebrities and will ask the children as a class whether they think this celebrity has a positive or negative image in the media.

4. Pairs of children will then share the three things about the celebrity and ask the group if any of them have changed their minds. The teacher will then lead a discussion on representation in the media and the concept of objective truth. They will also introduce the idea that the media gives us ‘versions of the world’.

5. **Extension:** Ask each pair at home to look into the celebrity that was portrayed negatively in the class and ask them to find at least one thing that is positive about this person. Each pair will then share this information with the group during the next class. Question: Who could have an interest in developing positive or negative stories about people?

Interesting and Relevant Resources and Practices

COE

BOOKMARKS the manual on combating hate Speech through human Rights Education is a useful resource developed by the Council of Europe in the Frame of the No Hate Speech Movement:

<http://nohate.ext.coe.int/Campaign-Tools-and-Materials/Bookmarks>

EU

<http://milpeer.eu/documents/33/> This platform is a tool created to prepare, translate and publish educational resources. Its goal is to increase the number and quality of media literacy projects in Europe. You may find here some good practices to get inspired by.

EU

www.media-and-learning.eu This platform allows finding information in newsletters in the subject of media and learning.

PL

This foundation organizes projects which provide scenarios, exercises and materials about media education. We can also find here some information about history of media.

www.nowoczesnapolska.org.pl

PL

This is a foundation created to teach how crucial it is to be aware and responsible since we all give and receive various news. There are some publications about media education to find here.

www.fundacjanowemedia.org

PL

This is a project of Nowoczesna Polska. It provides detailed lesson scenarios aimed at varied age groups.

www.edukacjamedialna.edu.pl

PL

On this platform we can find a tab Ninatka which takes us to the base of information about digitalization.

www.nina.gov.pl

PL

On this page we find projects about digitization, technology and openness. There is also an online reading room.

www.centrumcyfrowe.pl

PL

This is a tab on platform of Center For Citizenship Education. Among their projects, this one is about media education. Students and teachers may participate in an online course on this subject.

www.ceo.org.pl/media

AT

This platform by the Austrian ministry of education provides teachers with information and advice on current topics with regard to media literacy (film, video, computer, "new media") and introduces projects of best practice.

www.mediamanual.at

AT

Main Austrian platform that supports students, their parents and teachers when dealing with digital media.

www.saferinternet.at

AT

Newspapers in Schools (Zeitung in der Schule): Main Austrian platform on media literacy with regard to newspapers:

www.zis.at

DE

The initiative "Ein Netz für Kids" (a web for kids) is a joint initiative of the German government, private and public organisations that support the idea of a respectful, child-friendly and safe internet as the best tool for kids to develop digital skills and media competences adequately. The initiative comprises funding programs and supports child adequate websites (among them children developed

websites) which are there to help youngsters aged 8-12 to develop digital literacy.

<http://enfk.de>

DE

JUNAIT is a social media simulation for kids aged 8 -12 which offers a safe space to learn with children about social interaction in the web. A must have! More info here

<https://www.junait.de/>

UK

K-12 Digital Citizenship Curriculum provides materials designed to develop student's abilities – such as critical thinking, safe behaviour and responsible participation – in digital world.

<https://www.common sense media.org/educators/curriculum>

UK

Here we can find teaching resources and lesson plans.

<http://mediaeducationlab.com/media-literacy-guide>

UK

Here we find a toolkit - collection of blogs, articles, and videos developed to help educators to start using social-media.

<http://www.edutopia.org/social-media-education-resources>

UK

On this website we can enhance our knowledge on the subject of media education, since it shows us definition and matters that concerns school education.

<http://www.media-animation.be/-About-Media-Education-.html>

UK

This is a paper in PDF which not only gives its readers a background about media education, but also shows work schemes.

<http://www.citized.info/pdf/commarticles/Elaine%20Scarratt.pdf>

UK

This is a resourceful website for working, analysing on images and media lectures

<http://www.decryptimages.net/>

FR

Resources centre from the media's' information and teaching centre <http://www.clemi.org/fr/>

ESP

Canal Comunica is an educational project based on a digital platform that provides schools, families and secondarily, analytical and media content creation and open channels of direct dialogue with professionals in the communication sector.

<http://recursostic.educacion.es/comunicacion/canalcomunica/acercade.php>

ESP

This work stems from the analysis of „Compulsory education faced to audiovisual communication competence in the digital environment“, which involved researchers from seventeen Spanish universities, referred to Early Childhood and Primary Education. The study results show the need for media literacy, which in the case of students and Primary needs to be done in a fun and close to the interests and formats to which they are accustomed.

<http://www.bubuskiski.es/#>

Diversity and Discrimination

Overall context

International context

Diversity and discrimination has been for a long time a quite long issue to define and a really controversially subject for the whole world. For the UNESCO the definition of both topics is related to the cultural background.

One commonly used definition of cultural diversity is: [Culture] is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by [a human] as a member of society.¹

Racial discrimination as defined in international law is any distinction, exclusion, restriction or preference based on race, color, descent or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.²

European context

At European levels the definitions of diversity and discrimination have been more elaborated and are being used on the intercultural educational level mostly.

Diversity is often understood as an intercultural concept and as dialogue.³

Discrimination affects various spheres of interaction between individuals but also of groups of people; being apart from society; no say in political issues, deprived from work, studies etc. Discrimination affects several protected spheres such as sex, sexual orientation, disability, age, race, ethnicity, colour or a membership of a national minority, nationality or national minority, religion or belief, language, social origin, birth or property, political or other opinion, 'others status'.⁴

There are several legal frames such as the EU Charter of Fundamental Rights, the Council of Europe and the European Union Convention of Human Rights, but also several legal instruments (e.g. EU non-discrimination directives) that provide the conceptual and political frames for education in this field.

Context of the European policies

The societal environment in Europe (and all over the world) is changing quickly and becoming more and more diversified. Cultural diversity is an essential condition of human society, brought about by cross-border migration, the claim of national and other minorities to a distinct cultural identity, the cultural effects of globalisation, the growing interdependence between all world regions and the advances of information and communication media. More and more individuals are living in a multicultural normality and have to manage their own multiple cultural affiliations.

Cultural diversity is also an economic, social and political plus, which needs to be developed and adequately managed. On the other hand, increasing cultural diversity brings about new social and political challenges. Cultural diversity often triggers fear and rejection. Stereotyping, racism, xenophobia, intolerance, discrimination and violence can threaten peace and the very essence of local and national communities.

Dialogue the oldest and most fundamental mode of democratic conversation, is an antidote to rejection and violence. Its objective

is to enable us to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging.

In political parlance, the term intercultural dialogue is still only loosely defined.

Objectives:

In a general sense, the objective of intercultural dialogue is to learn to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging. Intercultural dialogue can also be a tool for the prevention and resolution of conflicts by enhancing the respect for human rights, democracy and the rule of law. More specifically, the following goals have been outlined:

- to share visions of the world, to understand and learn from those that do not see the world with the same perspective we do;
- to identify similarities and differences between different cultural traditions and perceptions;
- to achieve a consensus that disputes should not be resolved by violence;
- to help manage cultural diversity in a democratic manner, by making the necessary adjustments to all types of existing social and political arrangements;
- to bridge the divide between those who perceive diversity as a threat and those who view it as an enrichment;
- to share best practices particularly in the areas of intercultural dialogue, the democratic management of social diversity and the promotion of social cohesion;
- to develop jointly new projects.

Easier than a definition is a description of the conditions, the enabling factors that characterise a true, meaningful intercultural dialogue. Based on existing experience, one can propose at least six crucial conditions that must be fulfilled from the very outset, or achieved during the process:

- equal dignity of all participants;
- voluntary engagement in dialogue;
- mindset (on both sides) characterised by openness, curiosity and commitment, and the absence of a desire to success the dialogue;
- readiness to look at both cultural similarities and differences;
- minimum degree of knowledge about the distinguishing features of one's own and the other culture;
- ability to find a common language for understanding and respecting cultural differences.

Important definitions

Stereotyping is a 'fixed idea' that people have about what someone or something is like.

Stereotyping:

- helps us to deal with the constant bombardment of information that we are subjected to daily, by enabling us to use a "short cut" method of dealing with new information
- however, this is often unreliable and inaccurate and can become negative when we make over-simplified or untrue generalisations about particular individuals or groups. This can then become a prejudice.

Prejudice is a preconceived opinion.

- Prejudices are hard to lose. They can inform what we do. When we treat a person or particular group of people differently, espe-

cially in a way worse from how we treat other people, because of their skin color, dress code, sex, etc. – this is discrimination.

Discrimination is prejudice in action.

- Having a prejudice in itself is not necessarily a problem. Where difficulties arise is when we are either not aware of them, or when we are unable to put them aside when they are convincingly challenged.

- We cannot stop our views getting formed in this way – what we can do is to make positive efforts to, question our prejudices, change our views and not act in a discriminatory way.

Inequality is where individuals in society do not have equal social status.

- Areas of potential social inequality include voting rights, freedom of speech and assembly, the extent of property rights and access to education, health care, quality housing and other social goods.

- Volunteering Matters is committed to promoting diversity and ensuring that no service user is disadvantaged by negative attitudes towards their gender, marital and parental status, religious or political beliefs, colour, race, ethnic origin, creed, sexual orientation, age, disability, spent criminal convictions or any other criterion not relevant to the point at issue.

Activity: “You can’t judge a book by its cover”

Duration:

several workshops/lessons (at least 45 minute for each proposed activity)

Objectives:

to reveal various instances of discrimination towards the others;

- to spot the observable characteristics of an individual and determine those to whom we grant most importance;
- to realise a story of a situation;
- to analyse the reasons of a change of opinion about a person.

Age: 8+

Methodology:

- the list of aspects/elements in a person’s appearance or – in another version – sample of portraits in different context to be described by children (for groups/pairs or for individual work) and its real descriptions– activity No 1;
- the sample of the story/role playing or – in another version – the spot/movie/photo that introduces children into the situation – Activity No 2
- the paper with proverbs written down to be handed out among children (pairs)
- observing – describing – interpreting; work in groups/pairs

This proposal can be divided into 3, separately provided, activities.

Activity No 1 (version 1)

1. Ask children: *When you meet for the first time a person, what are the aspects which strike you most about somebody whom you do not know?* They read and complete on the forum the list presented underneath.

- o Clothing
- o Voice
- o Look
- o Laugh

- o Walk
- o Skin colour
- o
- o
- o

2. After the tasks are completed ask them to work individually, in pairs or in a small groups to rank by number which elements are the most important for them. Encourage children, if they work in pairs or in small groups to discuss their point of view and to agree with the numbering.

3. Ask children if the exercise was easy or difficult. What was easy? What was difficult? When they agreed? When they did not disagree? Discuss with them why some elements are much more affecting for us? Ask them if usually appearances characterise the person, and if we can judge him or her by the appearance.

4. Write the proverb “Do not judge a book by its cover” and ask children to explain it after the experiences they had during the exercise.

Activity No 1 (version 2)

1. Ask children to work in pairs – they work together on an activity based on portraits (pairs should be handed out with different portraits, in different contexts). Ask them to describe the persons by their appearance (Who is she/he? What is she/he doing? What is his/her job? How does he/she behave etc.) Then ask them to complete the list of elements they were affected and determined in their descriptions.

- o Clothing
- o Voice
- o Look
- o Laugh
- o Walk
- o Skin colour
- o
- o
- o

2. Next, hand children out with the real description of the presented persons. Give them some time to reflect upon the real descriptions, and after discuss with them the following questions: Did our expectations/observation meet with the description? What did we miss? Why?

Discuss with children: Why are some elements of appearances much more affecting for us than others? Ask them, if we can judge people by their appearance.

3. Write the proverb: DO NOT JUDGE THE BOOK BY ITS COVER and ask children to explain it after the experience they faced during the exercise.

Activity No 2 (version 1)

1. Ask two volunteer-children to work in a pair. They sit front to front in the centre of the classroom. One of them has to act actively, the other one passive. The other children sit themselves in a circle around a chosen pair and have the role of a silent audience.

2. The tasks of the “role playing pair” are:

- observing: the person with the active role focuses on the passive one and tries to get a full impression of her/him;
- describing: the active person reports on her/his impression of the passive person, without adding a rate /assessment;

- interpreting: the active person gives an estimation/rate/weight on what her/his impression is, e.g. old trouser – poor person, jewellery on ears, fingers – rich parents?

3. Afterwards the educator/teacher asks the passive person:

- How do you feel when you hear these statements about you as a person?
- Did you want to react to them or not?

4. Next the teacher asks the audience:

- Would your interpretations be similar?
- What things did you discover?

Depending on the group there can be further questions on reflection asked. Depending on the group it makes sense to place two persons who are capable to act in the passive role into the circle, while it also makes sense to have active role persons who are capable to conduct themselves in a very expressive/exaggerated way.

Activity No 2 (version 2)

1. In this version of the exercise, the focus is on people behaviour. Begin by dividing children into small (2-3 persons) groups.

2. Ask them to make up a history (inspired by a real-life event from their reality) in which they badly judged a person according to their first impression. Children should discuss the situation, context, and the particular moment in which they changed their opinion.

3. Ask 2-3 groups to present their “story” (it can be the role play, oral or writing story); if you decide to present a role play, the other children can observe the situation and answer to questions at the end of presentation:

- How do you form your opinion on the presented person?
- What is your opinion on him/her? Is it still the same or is it changing?
- What changed your opinion? What elements?

Activity No 3

1. Ask children to work in pairs. Hand out to them different proverbs on judgment of people based on appearances/first impression/stereotypes (choose universal international proverbs but also those that are understood in the national context). Each pair discusses one proverb: What does it mean? Do you know any examples of this situation? Do you agree or disagree with that?

2. Present to children different books with different covers (choose those covers that mean nothing or something completely different to the story of the book). Ask the children if they can guess what the book is about by looking at the cover and the title. Discuss the factors that impact upon our formation of opinions about people we meet.

3. Then write on the blackboard or flipchart the title proverb: You can't judge a book by its cover. Ask children:

- What does it mean to them?
- Can they find example from their school life?
- How they feel if they are judged by their appearance?

4. Ask children to draw a picture (in groups) that illustrates this proverb. Prepare the school exhibition.

Interesting and Relevant Resources and Practices

COE

Compassito. Manual on Human Rights Education for Children: The collection of selected and well-tested exercises on human rights education for young children in English, French, Polish and German. www.eycb.coe.int/compassito/ | <http://www.eycb.coe.int/compassito/fr/> | www.compassito-zmrb.ch/

COE

Compass. Manual on Human Rights Education with Young People: This collection of selected and well-tested exercises on human rights education addresses young people and includes material and activities on the topics “diversity and discrimination” in English, French, Polish and German. www.eycb.coe.int/Compass/en/contents.html | www.eycb.coe.int/Compass/fr | www.kompass.humanrights.ch

COE

Council of Europe Website: many information on humans rights and democracy for youth and young people.

https://www.coe.int/t/dg4/youth/coe_youth/adae_campaign_EN.asp

COE

All Equal All different: The Education Pack published by the Council of Europe https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf | http://www.coe.int/t/dghl/monitoring/ecri/archives/educational_resources/education_pack/Kit%20pedagogique.pdf

DE

Vielfalt leben lernen - Diversity Strategien an Grundschulen entwickeln und umsetzen/Learning living diversity - developing and conducting diversity strategies in primary schools: German resource which enables developing diversity strategies by cooperating with a non-formal educational partner. It comprises up to date theory and psychology and suggests concrete educational and tools for diversity development in frame of the primary schools.

http://www2.kurt-loewenstein.de/uploads/vielfalt_leben_lernen_projekt-dokumentation_jbs_kurt_loewenstein.pdf

DE

Methodenhandbuch zum Thema Antiziganismus: a handbook on antigypsyism with developed standards of working on attitudes and stereotypes against the Gypsy community. The concept is based on a project conducted by a non-formal educational provider and the German Roma association. It delivers information and counselling, introduces successful methods and concrete educational activities on tackling anti-gypsyism in the school context and in the work with teachers (and adults). The website offers further resources and contact to educational experts who regularly conduct trainings on the topic.

<http://methodenhandbuch-antiziganismus.de/Start>

DE

Fortbildungsinstitut für die Pädagogische Praxis: a toolbox and method compendium on diversity in primary schools (Learning about the positive impact of diversity: utilizing the anti-bias concepts for primary schools).

www.fippev.de

DE

Inclusion as Human Right is a web based resource which offers a variety of approaches methods and games to explore diversity oriented and inclusive learning concepts. The website also introduces and explains legal instruments and resources, the concept of inclusion refers to.

<http://www.inklusion-als-menschenrecht.de>

DE

Früh aufgestellt - Viele Träume - Gleiche Chancen: a non-formal educational project on right-wing extremism prevention for primary school children. The website introduces 3 educational mo-

dules tailored on the primary level. The concept is based on the developing the dimensions of fairness and empathy.

<http://www.fruehaufgestellt.de/>

AT

Best Practice Archive on Citizenship Education: within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “(Anti-)Discrimination” – and school levels.

<http://praxisboerse.politik-lernen.at>

AT

ZARA – Civil Courage and Anti-Racism Work: initiative that provides counselling, preventive measures and awareness campaigns regarding all forms of racism. www.zara.or.at

AT

Vielfalter: the Initiative supports projects that aim at promoting cultural diversity, multilingualism etc.

www.viel-falter.org

ESP

Campana Stop Racismo: the campaign to fight racism with activities for primary and secondary education.

<http://aulainter-cultural.org/2014/10/27/campana-stop-racismo/>

ESP

Por Cuatro Esquinas: the short film that promotes tolerance and empathy towards others. https://www.youtube.com/embed/DBjka_zQBdQ?wmode=transparent&utm_source=tiching&utm_medium=referral

PL

RÓWNOSCINFO: that portal collects resources on the broader issues of equality and anti-discrimination activities. It includes publications, legal documents, articles, videos, and best practices. The portal includes recent publications as well as those that were published in Poland since the 1980s. Many of them are in electronic format and can be easily downloaded.

<https://rownosc.info/>

PL

Anti-discrimination Education Association: the website of this association is directed to individuals and institutions engaged in formal and non-formal education in on anti-discrimination topic and includes instructions, reports, materials for: teachers, educational institutions; ministries responsible for education and science, education superintendents, teacher training centers, trainers of adults and youth, institutions involved in non-formal education.

www.tea.org.pl

IOM

MAP The Where We're From: interactive application tracks migrants around the world (hosted by [IOM.int](http://www.iom.int)) endlessly fascinating to explore where we're from and see how diversity is everywhere.

<http://www.iom.int/world-migration>

¹ <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/>

² <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/discrimination/>

³ http://www.coe.int/t/dg4/intercultural/concept_EN.asp

⁴ http://fra.europa.eu/sites/default/files/fra_uploads/1510-FRA-CASE-LAW-HANDBOOK_EN.pdf

Sustainable Development

Overall context

International context

In 1987, the World Commission on Environment and Development defined sustainable development as development, which meets the needs of the present without compromising the ability of future generations to meet their own needs.

The concept aims at taking into account three intersecting “pillars” of 1) economic development, 2) social equity / social cohesion and 3) environmental protection. It stresses the fact that all three processes are interrelated, respectively should be integrated, and therefore cannot be addressed separately.



European context

The breadth of the approach and the many dimensions of sustainable development can also be found in the European Union's renewed Sustainable Development Strategy (2006): *Sustainable development (...) aims at the continuous improvement of the quality of life and well-being on Earth for present and future generations. To that end it promotes a dynamic economy with full employment and a high level of education, health protection, social and territorial cohesion and environmental protection in a peaceful and secure world, respecting cultural diversity.*

European policy context

In the Treaty of Amsterdam (1997), sustainable development was stressed to be an “over-arching objective” and “fundamental principle” of the European Union. The Lisbon Strategy (2001) emphasised its importance and in the same year, the first EU Sustainable Development Strategy (EU SDS) was adopted. The strategy sets out seven priorities – 1) Climate change and clean energy, 2) Sustainable transport, 3) Sustainable consumption and production, 4) Conservation and management of natural resources, 5) Public health, 6) Social inclusion, demography and migration and 7) Global poverty and sustainable development challenges – and aims at mainstreaming sustainable development throughout all processes, decisions and actions undertaken by the European Union. The strategy also demands a monitoring report on the progress of the implementation of the EU SDS every two years.

In 2006, the EU SDS was revised and adapted to meet the new challenges the European Union and the world were facing. It puts, among other recommendations, an emphasis on the conjunction of the SDS with national sustainability strategies as well as the strengthening of international cooperation, as most challenges can only be tackled on a global level. The 2009 review of the EU SDS sets out the areas which require special effort, such as clima-

te change, high-energy consumption in transport and the loss of biodiversity and natural resources. The “Europe 2020 Strategy for smart, sustainable and inclusive growth”, adopted in 2010, also prioritises sustainable development, dedicating for example one of its flagship initiatives to a “resource-efficient Europe”: *Resource efficiency means using the Earth's limited resources in a sustainable manner while minimising impacts on the environment. It allows us to create more with less and to deliver greater value with less input.*¹ In its 2013 communication “A decent life for all: Ending poverty and giving the world a sustainable future” the EU commission builds up on the goals and experiences from the United Nations Millennium Goals (MDGs) as well as the Rio+20 United Nations Conference on Sustainable Development. The paper aims at developing an “overarching post-2015 framework”, analysing the previous shortcomings and aiming at tackling poverty and enhancing sustainable development further until 2030.

Education on Sustainable Development

Education for Sustainable Development aims at fostering

- respect for others, for future generations as well as other cultures,
- respect for differences and diversity as well as our planet's nature,
- understanding, sense of justice, sense of responsibility, readiness to engage in dialogue, spirit of research and social responsibility.²

As children will be the ones living with the consequences of today's actions the longest, of course they should participate in decisions which will affect their future. Children's rights guarantee children to be actively involved in decisions that affect their own life, their close community, or society, politics and the world as a whole. Additionally, scientists stress the fact that young children's learning processes will shape their values, attitudes and behaviours lastingly – e.g. if children learn about the importance of resource-saving habits or recycling in early years, or deal with the distribution of wealth or inequalities, they will likely stick to these habits and attitudes. Most educators and practitioners agree that already young children are capable of critical reflection, informed and complex moral decisions as well as taking action. They suggest using children's interest as a starting point and including topics and questions that are close to children's experiences and everyday life. Children can begin to understand the long-term impact of people's actions on the environment by studying their immediate surroundings and then extending what they learn to a global context. If, for example, the city council decides to build a road across a green area in the town, children may lose a place to play and to observe the natural life it contains.³ Topics and questions with regard to sustainable development that are often addressed with younger children are for example:

- How can we reduce and/or make better use of waste (e.g. prevent waste while shopping, repair and re-use products, buy second hand, recycle and compost)?
- What impact does our consumer and buying behaviour have with regard to sustainable development (e.g. buy seasonal and regional, support fair trade)?
- Which modes of transport support sustainable development (e.g. use shared cars and public transport, use flights only when necessary, modes of transport and their impact on our ecological footprint)?
- What importance does access to water have with regard to hu-

man rights and how can we save drinking water (e.g. use dual flush toilets, avoid aggressive cleaning agents, advocate free water supply)?

- What can I contribute to reduce poverty and to close the gap between rich and poor people/countries (e.g. buy fair trade, support people in your community, participate in NGOs and organisations that combat poverty, evaluate and criticise policies by governments)?

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www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf

European Commission – Resource efficiency:

http://ec.europa.eu/environment/resource_efficiency/

European Commission – Sustainable Development:

<http://ec.europa.eu/environment/eussd>

EU communication campaign on climate action, 2014:

http://ec.europa.eu/clima/publications/docs/campaign_desktop.pdf

Briefing Paper: Sustainable Development as a Key Policy Objective of the European Union. ClientEarth, 2011:

www.clientearth.org/reports/procurement-briefing-no-1-sustainable-development-as-an-objective-of-the-EU.pdf

Communication from the Commission to the Council and the European Parliament on the review of the Sustainable Development Strategy, 2005:

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http://ec.europa.eu/europeaid/documents/2013-02-22_communication_a_decent_life_for_all_post_2015_en.pdf,

Lehrpfad für eine nachhaltige Entwicklung. Jugendzentrum Troifach / Universität Graz / RCE Graz Styria, 2008:

<http://regional-centre-of-expertise.uni-graz.at/de/forschen/ressourcen-downloads/lehrpfad-nachhaltige-entwicklung/>

The contribution of early childhood education to a sustainable society. UNESCO, 2008:

<http://unesdoc.unesco.org/images/0015/001593/159355E.pdf>

Activity: “Into the future – and back”

Duration:

One lesson (50-60 minutes)

Objectives:

The method illustrates that one decision can lead to a series of consecutive consequences. It also encourages the children to think about the effects a decision in the present can have in the future. Another angle highlights the differing effects a decision can have for different groups of people. Older children are also encouraged to think about alternative actions they can take, if they do not agree with decisions taken in the present.

Age:

Instruction:

1. Ask your children to form six “researcher teams”. Two teams work on one of the three scenarios (= situations in the future). Explain: *Imagine that you are a member of a researcher team which travels into the future. When you arrive, ten years have passed. You notice that the situation is quite different from the situation you experience nowadays in your town or village. Ten years ago an important decision was taken by the local or state*

government or the European Union. As a researcher team, you now have the task to explore:

What consequences and effects has the decision that was made 10 years ago had on nature and on different groups of people?

2. Each researcher team gets a piece of paper with the description of the situation in the future (see below). The children should write down and/or draw their assumptions and expected consequences on posters. After they have completed their posters, ask them to prepare a presentation for the other groups.

3. Ask the children some questions, such as:

- What are possible advantages and disadvantages of the given situations?
 - Do you think that the situations could affect different groups of people differently?
 - Do you think these situations could happen in real life as well?
- For older children:
- What could you do, if you do not agree with the decisions taken in these situations, as a single person, as a group or with the support of an organisation?

Extension:

The children reflect on the different human rights that are affected, violated, or protected in each of the scenarios (appropriate for older children that have already dealt with the topic of human rights).

References for this section:

Turek, Elisabeth: “Into the future and back”, in: polis aktuell 4/2015: Politische Bildung im neuen Lehrplan Geschichte und Sozialkunde/ Politische Bildung (Citizenship Education in the new curriculum on “History, Social Studies and Citizenship Education. Zentrum polis (ed.), 2015:

www.politik-lernen.at/site/gratisshop/shop.item/106356.html;

Activity “What if...”, In: Compasito – Manual on Human Rights Education for Children. Council of Europe, 2009:

www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf

Scenarios for 8 - 10 year olds:

To minimise pollution it was decided that children are only allowed to walk, cycle or use public transport on their way to school.

Imagine that 10 years have passed:

- What effects, consequences and changes can you observe?
- What advantages and disadvantages may there be?
- Are the effects the same for all people?

The government decided to pay each family a big bonus each year if they cut their household waste in half by recycling (e.g. reduce plastic packaging).

Imagine that 10 years have passed:

- What effects, consequences and changes can you observe in the future?
- What advantages and disadvantages may there be?
- Are the effects the same for all people?

Ten years ago, all parks and green areas in town were transformed into parking lots.

- What effects, consequences and changes can you observe in the future?
- What advantages and disadvantages may there be?
- Are the effects the same for all people?

Scenarios for 11 - 12 year olds:

Due to a financial crisis and a lack of money, ten years ago the European Union decided to sell all existing nature reserves.

- What effects, consequences and changes can you observe in the future?
- What advantages and disadvantages may there be?
- Are the effects the same for all people?

Ten years ago, the government decided to ban the use of cars unless they contain at least four people.

- What effects, consequences and changes can you observe in the future?
- What advantages and disadvantages may there be?
- Are the effects the same for all people?

Ten years ago, the government decided that supermarkets and farmers are not allowed to throw away any food, or else they have to pay high penalties. They have to look for alternative strategies to deal with leftovers and possible excess.

- What effects, consequences and changes can you observe in the future?
- What advantages and disadvantages may there be?
- Are the effects the same for all people?

Interesting and Relevant Resources and Practices

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “education for sustainable development” – and school levels. In addition, a keyword search feature is also available.

<http://praxisboerse.politik-lernen.at>

AT

Environmental education FORUM Austria: The organisation offers educational support for a target group of educators in the formal (school and university) and non-formal (further education, adult education) educational sector in Austria. The section “Online Materials” contains numerous online-tools, videos and exercises for the classroom on the topic of education for sustainable development.

www.umweltbildung.at

PL

Center for Citizenship Education: This website contains handouts for teachers and educators on the topic of sustainable development. <http://globalna.ceo.org.pl>

COE

Compasito – Manual on Human Rights Education for Children: This collection of selected and well-tested exercises on human rights education for young children contains also activities that focus on the topics “human rights and environment” and “education for sustainable development” in English and German.

www.eycb.coe.int/compasito | www.compasito-zmrb.ch

COE

Compass – A Manual on Human Rights Education with Young People: This collection of selected and well-tested exercises on human rights education addresses young people and includes material and activities on the topics “human rights and environment” and “education for sustainable development” in English, French and German. www.eycb.coe.int/Compass/en/contents.html |

www.kompass.humanrights.ch

COE

Council of Europe/North-South Centre: This website provides educational materials about global education.

<http://nscgloaleducation.org/>

PL

Dom Spotka im. Angelusa Silesiusa: Materials and scenarios for classes with preschool children.

www.eduglob.silesius.org.pl

PL

Partners Poland Foundation: On this site, teachers are offered scenarios for lessons about the Millennium Development Goals.

www.makutanojunction.org/pl

PL

Polish Humanitarian Action: The site provides also some educational material on sustainable development.

www.pah.org.pl

PL

Polish Green Network: On this page you can find educational and information materials

<http://globalnepoludnie.pl/Edukacja-globalna>

DE

Education for Sustainable Development: The platform provides background reading as well as teaching and learning material for all school levels.

www.bne-portal.de

DE

Leuchtpol offers various projects and learning materials on climate and sustainable development issues.

www.leuchtpol.de

UNESCO

Education for Sustainable Development – Good Practices in Early Childhood: Collection of programs, projects and experiences from all around the world, edited by the UNESCO.

<http://unesdoc.unesco.org/images/0021/002174/217413e.pdf>

UNESCO

Good Practices in Education for Sustainable Development in Europe and North America: This document, provided by UNESCO, introduces examples of good practice in the field of Education for Sustainable Development in about 40 countries.

<http://unesdoc.unesco.org/images/0015/001533/153319e.pdf>

UNESCO

The contribution of early childhood education to a sustainable society: This hand-book, edited by UNESCO, contains reflections and recommendations from scientists and practitioners regarding the topic.

<http://unesdoc.unesco.org/images/0015/001593/159355E.pdf>

¹ European Commission – Resource efficiency:
http://ec.europa.eu/environment/resource_efficiency/

² Lehrpfad für eine nachhaltige Entwicklung,
Station 7. Bildung für nachhaltige Entwicklung.

³ Compasito – Manual on Human Rights Education for Children, p. 230.

Overall context

All of us human beings are born equal in dignity and rights.

Solidarity means unity or agreement of feeling or action, and showing mutual support.

Every person needs others throughout their lives, not only when they are young or old. We have needs that we would like to solve with the help of others. This relationship of mutual aid and collaboration between human beings involves the recognition of others as important and equal, and keeps them together in difficult times. That desire to help others, that feeling that we have to look out for those who we see are in need, is called solidarity and is one of the most unique and special human values.

Solidarity is a value opposite to selfishness. It is about knowing and sharing the needs of other people with the intention of seeking solutions. We tend to show our solidarity with our family, friends, colleagues and others. But, equally, we can show solidarity with strangers, as we do when we give up a seat on a bus to an older person, help a blind person cross the street, support someone else who needs help in reading, help someone in a wheelchair or on crutches to move around a physical obstacle, or become outraged when we witness racist or sexist attitudes.

In addition to showing a particular and individual solidarity, we can show it collectively through local, national or international institutions involved with individuals or groups who come from disadvantaged economic or social situations: facing poverty, natural disasters and other challenges. When there are humanitarian crises, often the victims' only hope of survival lies in other countries, those with means, who come to their aid. This is called international solidarity.

In any of its forms, solidarity makes us feel better and happier people. In order to be caring people, we have to think about treating others as we would want to be treated ourselves, if we were to be in this difficult situation; and, we must also take care of our own selves to be able to help others.

Solidarity, in addition to being a right, is also a duty, a shared responsibility that we feel for fighting for a better and fairer world. And everyone can, and should, participate in that struggle.

Source:

Cives : Primary and Secondary Citizenship Education Handbooks)

European policy context

The European Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including those of minorities. These values, set out in Article I-2, are common to the Member States. In addition, the societies of the Member States are characterised by pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men. These values play an important role, especially in two specific cases. First, respect for those values is a precondition for accession of a new Member State to the Union, in accordance with the procedure set out in Article I-58. Secondly, the violation of those values may lead to the suspension of certain

rights resulting from membership of a Member State to the Union (Article I-59).

The **solidarity clause** was introduced in Article 222 of the Treaty on the Functioning of the European Union. In 2014, the EU adopted a decision to establish the rules and procedures for the operation of this clause, which ensures that all parties involved work together at national and EU level to respond quickly, effectively and in a consistent manner, in case of terrorist attack or a natural or man-made disaster.

The **European Union Solidarity Fund (EUSF)** was created to intervene in cases of major natural disasters and to provide European solidarity for stricken regions of Europe. It was created in response to the major floods in Central Europe in the summer of 2002. Since then, it has been used in 70 very different types of disasters, such as floods, forest fires, earthquakes, storms and droughts. It has helped 24 European countries with more than 3,700 million Euros.

Activity:

“Understanding each other”¹

Duration

1 hour

Objectives

- To challenge participants' views and opinions on racism, anti-Semitism, xenophobia and intolerance.
- To raise participants' self-awareness of the role they play as members of society.
- To get children to share their thoughts and opinions.
- To draw out and recognise the differences in thinking in the group.
- To break down communication barriers and encourage everyone to express their opinion.
- To make children aware of how quickly we sometimes have to come to a judgment and then how fiercely we tend to defend it and be unable to accept the other's point of view.
- Increase a sense of responsibility of one's actions.

Age

From 10 years old. (10 to 40 children)

Material

- Flip chart and markers or alternatively an overhead projector
- A list of statements

Before starting the activity, write down the statements on a flip chart or an overhead transparency.

Instruction:

Example of promoting solidarity

- Showing how we are in solidarity with our own family and friends, but also with neighbours, through helping, collaborating or sharing.
- Engaging in dialogue with children and telling them what they can do to help, assist or cooperate with others and, in this spirit, fight against negative or selfish actions and attitudes.
- Showing photos, videos or music that reflect the customs, activities, clothes, animals or monuments of other countries, which

will help children learn about what lies beyond the environment in which they live.

- Films that convey values can be a great resource. By watching them, children will not only enjoy themselves, but will also learn values through age appropriate stories.
- Showing children positive examples of people who exhibit solidarity and what they are achieving with their work. One idea is to speak to Goodwill Ambassadors of various NGOs.

1. Tell children that they should imagine that on one side of the room there is a minus (-) sign and that on the opposite there is a plus (+) sign.

2. Explain that you are going to read out statements and then those children who disagree with the statement should move to the side of the room with the minus sign. Those who agree should move to the side with the plus sign. Those who have no opinion or who are undecided should stay in the middle in „the river of doubt“ and may speak once both sides have finished arguing.

3. Read out the first statement.

4. Once everybody is standing in their chosen position ask those by the walls, in turn, to explain to the others why they chose that position. They should try to convince the rest of the group that they are right and therefore, that the others should join them.

5. Allow between 5-8 minutes for this.

6. When everyone has spoken invite anyone who wishes to change their position to do so. Then give the floor to those positioned in „the river of doubt“.

7. Now read a second statement and repeat the process.

8. Once all the statements have been discussed go straight away into the evaluation.

9. Evaluation and debriefing: Start by asking the following questions:

- How did you feel during the exercise?
- Was it difficult to choose? Why?
- What sorts of arguments were used, those based on fact or those which appealed to the emotions?
- Which were more effective?
- Are there any comparisons between what people did and said during this exercise and reality?
- Are the statements valid?
- Was the exercise useful?

Support for the facilitator: In order to facilitate participation you may invite members who are particularly silent to voice their opinion. In the same way ask someone who intervenes too often to wait a bit.

The statements are necessarily controversial. It is important to explain this at the end of the evaluation.

Depending on the group you can develop the discussion on several points:

- Despite their ambiguity, there is also a certain truth in the statements. Explain the fact that in all communication different people understand different things in the same statement. It is also normal that people think differently and differ about what they think.

There is not necessarily a right or wrong attitude or position. What is more important is to know and understand the reasons that motivated the position.

• Try to draw out the links with the reality of everyday life. Often we think only about one side of a problem. It also happens that we are sometimes asked to support an issue but not always given the chance to think deeply about why we should do so.

• You could ask the group to consider how this affects democracy.

• How much do we actually listen to other people's arguments? How well do we make our points clear? The vaguer we are the more we nourish ambiguity and risk being misunderstood.

• How consistent are we in our opinions and ideas?

Extension:

It is not always easy to stand up and be counted; sometimes it is dangerous to do so. But you do not have to feel alone, there are others who are working for a better world. There is always something you can do. Brain-storm the things you can do to improve the lives of minorities in your community and to support human rights in your own country and abroad and decide to take some action however small it may seem.

Alternatively you could think a little more about why it is so hard for people to make what they want to say heard. Who has the power and why won't they listen?

SOME EXAMPLES OF STATEMENTS:

IMMIGRANTS TAKE AWAY HOUSES AND JOBS

ONE MUST BE RICH IN ORDER TO GIVE

LOVE CAN SOLVE ANY PROBLEM

FOREIGNERS ARE USEFUL

SHARE EQUABLY

TO GIVE NOTHING IS BETTER THAN TO GIVE ANYTHING

Adaption from the game "Where do you stand?", All Equal, All Different Education Pack – European Youth Centre, 1995, p.178-180. http://www.moec.gov.cy/pagkosmia_ekpaidefsi/docs/All_different_all_equal.pdf

Interesting and Relevant Resources and Practices

COE

All equal, all different: handbook on the COE campaign

www.moec.gov.cy/pagkosmia_ekpaidefsi/docs/All_different_all_equal.pdf

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrumpolis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics and school levels. In addition, a keyword search feature is also available that covers topics associated with "Solidarity", such as Women's Rights, Generational ties, People with Disabilities etc.

<http://praxisboerse.politik-lernen.at>

AT

Encyclopaedia on Politics for Young People: The online encyclopaedia, initiated by the Austrian Federal Ministry of Education, contains more than 600 headword that focus on politics, economics, European and international politics and all topics associated with these areas – among them "solidarity". It uses comprehensible language and addresses young people.

www.politik-lexikon.at

ESP

A file with activities intended to suggest ideas for teachers and educators to work on solidarity through entertaining and participatory proposals. For our target (8-12) group you can find activities on pages 29, 102, 121, 125, 139, 154, 158

<http://www.ub.edu/valors/Estilos%20UB/Articlesdinternet/Ed.%20per%20a%20l%C3%88tica%20i%20la%20Solidaritat/Actividades%20para%20>

educaci%C3%B3n%20de%20la%20solidaridad,%20HEGOA.pdf

ESP

Activities to develop critical thinking and work on solidarity in class.

http://www.ticambia.org/guia-de-recursos/recursos?id_linea=0&id_tipo_recurso=0&id_destinatario=1&limit_start=10

UK

Equality and Human Rights Commission offers a range of lesson plan materials including on human rights.

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-8-what-are-human-rights>

UK

Teaching for Solidarity is a website dedicated to solidarity with lesson materials, case studies and other material available.

<http://teachingforsolidarity.com/projects/vision-and-values/>

Caritas Australia

is a Catholic organisation offering downloadable material on solidarity. <http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/solidarity>

Amnesty International

offers a range of different materials for primary school students and teachers on human rights.

<https://www.amnesty.org.uk/primary-schools-education-resources>

Aces

Academy of Central European Schools: The toolkit (in English) provides methods and exercises on a variety of topics, among them "Solidarity".

www.aces.or.at

¹Adaption from the game "Where do you stand?", All Equal, All Different Education Pack – European Youth Centre, 1995, p.178-180. http://www.moec.gov.cy/pagkosmia_ekpaidefsi/docs/All_different_all_equal.pdf

Human Rights

Overall context

The underlying principle of Human Rights (HR) is to secure dignity for every human being everywhere in the world – regardless of a person’s origin, religion, gender, culture etc. Additionally, Human Rights ensure that a person can under no circumstances lose these rights (“Human Rights are inalienable”) and that all of these rights are regarded as equally important (“Human Rights are indivisible”). Human Rights also relate to each other (“Human Rights are interdependent”), as the provision of some rights might build upon the fulfillment of other rights and vice versa (e.g. the right to participate in political and cultural life might interrelate with the right to education and the right to freedom of expression etc.). Another important aspect of Human Rights is that they not only provide human beings with rights, but they are also an obligation to respect the rights of others and to engage in their protection.¹

International context and documents

The Universal Declaration of Human Rights (UDHR) of 1948, adopted by the newly founded United Nations (UN), was the first document that articulated equal rights for all human beings. It covers civil and political rights (such as the right to life, the right to freedom of thought or the right to vote) as well as economic, social and cultural rights (such as the right to an adequate living standard, including health, housing, food; the right to freely participate in the cultural life of the community etc.). The Declaration also includes the right to Human Rights Education by providing a broad understanding of education: “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.” (Article 26/2).²

The UN Convention on the Rights of the Child (CRC) of 1989 is another important international Human Rights document. It recognises the children’s right to be persons on their own and addresses the need for special protection of all children and young people until the age of eighteen.³

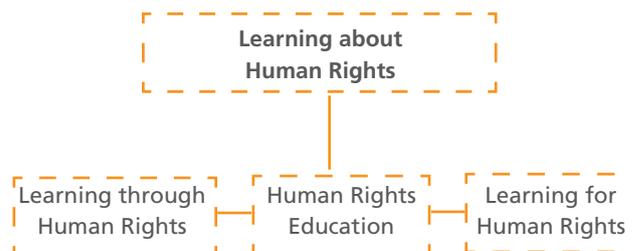
Context of the European policies

Regarding the European perspective, the European Convention on Human Rights, adopted by the Council of Europe in 1950, is the main instrument in securing Human Rights in the (currently) 47 Council of Europe member states. The convention obliges all members to implement these rights through national legislation. People within the member states, who feel that they are denied certain rights that are guaranteed in the convention, can bring their case to the European Court of Justice in Strasbourg.⁴

Taking up the European Convention of Human Rights, the European Union passed the Charter of Fundamental Rights, which came into force in 2009. The European institutions as well as the member states are obliged to recognise these rights – which include personal, civil, political, economic and social rights for European citizens and residents – and put them into practice.⁵

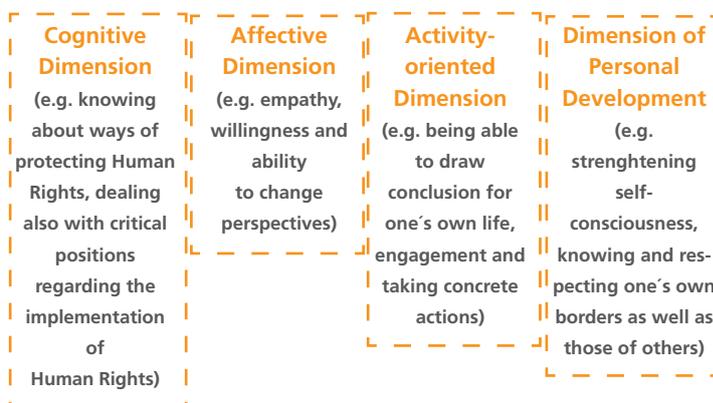
Human Rights Education

Learning about human rights comprises not only knowledge about Human Rights and fundamental freedoms but also attitudes and skills that help putting Human Rights into practice, such as conflict resolution skills, critical abilities or cooperation skills. The engagement for Human Rights and taking concrete action for their comprehensive implementation is another important dimension of Human Rights Education.



Human Rights Education in school aims at empowering children and youth to know about, as well as to engage for their own rights and those of others. Depending on their age, children should develop an understanding for the possibilities and ways how they can actively participate in and contribute to the realisation of Human Rights. Younger children can approach the topic by analysing Human Rights on an individual level (e.g. discussing and solving conflicts within class or within their family) or by taking action in a wider environment, such as the community (e.g. organising an event marking the International Day of Human Rights, realising an art exhibition on the topic of human rights). Learning about Human Rights comprises several dimensions:

Dimensions of Human Rights Education



One major objective of Human Rights Education with children is creating a culture of Human Rights.

“Human rights learning seeks to foster feelings of confidence and social tolerance, the fundamental basis for the whole culture of Human Rights:

- *To value self and others*
- *To recognise and respect Human Rights in everyday life*
- *To understand one’s own basic rights and be able to articulate them*
- *To appreciate and respect differences*
- *To acquire attitudes to address conflicts in nonviolent ways that respect the rights of others*
- *To develop children’s confidence in their ability to take action and their skills to defend and promote Human Rights.”*⁶

It is important that school itself – principals, teachers, parents etc. – respect the children’s rights and provide a learning environment that is in line with Human Rights.⁷ Learning about Children’s Rights (see also module “Children’s Rights” in this handbook) might be a starting point when discussing Human Rights with younger children.

References for this section:

Compasito – Manual on Human Rights Education for Children. Council of Europe (ed.), 2009:

www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf

Section “Human Rights Education” on the website of polis – Austrian Centre for Citizenship Education in Schools:

Basic Principles > Human Rights Education > International framework, important documents, Human Rights Education in School; polis – The Austrian Centre for Citizenship Education in Schools (ed.), 2015:

www.politik-lernen.at/site/basiswissen/menschenrechtsbildung

RaimundPehm: SchulischeMenschenrechtsbildung in Österreich. EineempirischeAnalyse auf der Grundlage von 56 Praxisbeispielen. polis – The Austrian Centre for Citizenship Education in Schools (ed.), 2008:

www.politik-lernen.at/site/basiswissen/menschenrechtsbildung/mrbschule/article/106228.html

Activity: “Human Rights – from morning till night”

Duration:

One lesson (50-60 minutes)

Objectives:

The method illustrates that Human Rights are part of everyday life and daily routines. Children understand how rights and articles of the Universal Declaration of Human Rights (UDHR) can be both violated and defended.

Age:

10 – 12 years

Material:

Annex 1: Copy of “Human Rights – from morning till night

Annex 2: Copy of the Universal Declaration of Human Rights (child-friendly version)

Copy the sheet “Human Rights – from morning till night” and cut out scraps (pairs of children (one scrap for each child.

Instruction:

1. Explain: The activity we will do is about Human Rights. Human Rights are always the same for all human beings everywhere in the world. People have Human Rights because they are human beings, not because of their citizenship of any country and children have human rights as well as adults. Human Rights were first articulated 1948 in the Universal Declaration of Human Rights of the newly established United Nations. The United Nations (UN) is an association of independent countries that have agreed to work together to help people with reducing poverty, preventing or ending war and fighting diseases. In the following activity we will see what quite ordinary activities on a day of a 10-year-old girl named Leila have to do with Human Rights.

For more information see:

www.eycb.coe.int/compasito/chapter_1/1_int.html

2. Once the mime is performed, it offers three proposals for the remaining class members. The best proposal is written in bold. The class will have to choose the right proposal. For that the children should use their body and hands to indicate the correct answer.

3. Once the mime is performed and the right answer is found, be sure to explain any words the children do not understand.

4. Continue the session until all the items in „Human Rights - From morning to night“ have been mimed.

5. Finish the activity by giving examples on the various Human Rights that were not reflected during the activity. Explain that Human Rights are also applicable in the country in which the children live and are also subject to the Constitution.

6. Ask the children some questions, such as: Is it difficult to find the right corresponding mime to communicate a piece of reading? Do you think these situations could happen in your real life as well?

Extension:

a) In working groups, ask the children to reflect upon the daily routines of children living in different situations and regions of the world (distribute pictures/photos of children for each group). Each group chooses one image and tries to figure out what might happen during the day of that child (notes about time of the day, activity, right which might be affected). Which Human Rights are affected, violated, or protected in each of the scenarios?

b) The activity “Sailing to a New Land” (Manual Compasito/Council of Europe), tackles the differences between needs and wishes and connecting human needs and Human Rights could be an appropriate and effective extension of the activity described above. (see www.eycb.coe.int/compasito/chapter_4/4_27.asp)

c) Children reflect their own daily routines and how they could be viewed in the light of Human Rights.

Human Rights – from morning till night	Universal Declaration of Human Rights (simplified articles)
Until 7:00 a.m.: Leila sleeps deeply and soundly.	Freedom from torture and degrading treatment (Art.5) Right to rest and leisure (Art.24) Right to life, liberty and personal security (Art.3)
7:00 a.m.: Rrrrrr ... Leila switches off the alarm clock. She keeps dozing some minutes in her cosy bed. For breakfast, Leila and her brother Paul drink hot chocolate and eat toast with strawberry jam.	Right to adequate living standard for self and family, including food, housing, medical care and social security (Art.25) Right to recognition as a person before the law (Art.6) Right to fair public hearing (Art.10)
7:05 a.m.: Leila listens to the radio news. The radio presenter talks about the war in Syria. Thousands of people are refugees and are fleeing from war.	Right to protection in another country/Right to political asylum (Art. 14) Right to a nationality and the freedom to change it (Art.15) Right to equality before the law (Art.7)
7:45 a.m.: On her way to school Leila passes the public library. Yesterday, Leila has borrowed the novel Harry Potter and the Philosopher's Stone.	Right to remedy by capable judges (Art.8) Right to desirable work and to join trade unions (Art.23) Right to education (Art.26)
8:35 a.m.: Nasrim, a classmate who sits right beside Leila, says that he feels sick. Mr. Abiss, the Maths teacher, asks Leila to accompany him to the school doctor.	Right to free movement (Art.13) Right to adequate living standard for self and family, including food, housing, medical care and social security(Art.25) Freedom from interference in these human rights (Art.30)
10:00 a.m.: Trouble's brewing during break! Brenda has recently been excluded from a WhatsApp-group. It is not the first time she is being discriminated against in class because of her speech defect.	Freedom from discrimination (Art.2) Freedom from slavery (Art.4) Freedom from arbitrary arrest and exile (Art.9)
10:45 a.m.: Leila joins the meeting of class representatives in her school. They discuss their plans for the school parliament next Friday.	Right to free movement (Art.13) Right to peaceful assembly and association (Art.20) Freedom of opinion and information. (Art.19)
12:35 p.m.: In history lesson Leila and her classmates watch a film about slavery in the past centuries. Nowadays slavery still exists and even children are enslaved as domestic servants or child soldiers.	Freedom from discrimination (Art.2) Freedom from slavery (Art.4) Right to marriage and family (Art.16)
4:30 p.m.: "Grrr, where is my passport?" Paul, Leila's older brother, is grunting. Without identification, he will not be accepted to vote next Sunday on the occasion of the European Parliament Elections.	Right to social security (Art. 22) Right to take part in and select government (Art.21) Right to own property (Art.17)
5:45 p.m.: For homework Leila has to write an essay about symbols of different religions like Islam, Christianity, Buddhism, Judaism and Hinduism.	Freedom of thought and conscience and religion. (Article 18) Right to participate in the cultural life of community (Art.27) Responsibilities to the community (Art.29)
8:10 p.m.: Time to read Harry Potter! Leila is curious what will happen next in The Philosopher's Stone. A series of letters addressed to Harry had arrived, but Vernon Dursley destroyed them before Harry could read the letters.	Right to a social order (Art.28) Right to education (Art.26) Right to privacy in home, family and correspondence (Art.12) stroyed them before Harry could read the letters.
10:15 p.m.: Leila falls asleep. She dreams of writing a newspaper article about Human Rights. It starts with "All Human Rights are for all human beings."	Right to life, liberty and personal security (Art.3) All human beings are free and equal in dignity and rights (Art.1) Right to rest and leisure (Art.24)

Universal Declaration of Human Rights (child-friendly version)

Article 1, Right to equality:

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

Article 2, Freedom from discrimination:

You have all these human rights no matter what your race, skin colour, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

Article 3, Right to life, liberty and personal security:

You have the right to live, to be free and to feel safe.

Article 4, Freedom from slavery:

Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 5, Freedom from torture and degrading treatment:

Nobody has the right to torture, harm or humiliate you.

Article 6, Right to recognition as a person before the law:

You have a right to be accepted everywhere as a person according to law.

Article 7, Right to equality before the law:

You have a right to be protected and treated equally by the law without discrimination of any kind.

Article 8, Right to remedy by capable judges:

If your legal rights are violated, you have the right to fair and capable judges to uphold your rights.

Article 9, Freedom from arbitrary arrest and exile:

Nobody has the right to arrest you, put you in prison or to force you out of your country without good reasons.

Article 10, Right to fair public hearing:

If you are accused of a crime, you have the right to a fair and public hearing.

Article 11, Right to be considered innocent until proven guilty:

- 1) You should be considered innocent until it can be proved in a fair trial that you are guilty.
- 2) You cannot be punished for doing something that was not considered a crime at the time you did it.

Article 12, Freedom from interference with privacy, family, home and correspondence:

You have the right to be protected if someone tries to harm your good name or enter your house, open your mail or bother you or your family without good reason.

Article 13, Right to free movement:

- 1) You have the right to come and go as you wish within your country.
- 2) You have the right to leave your country to go to another one, and you should be able to return to your country if you want.

Article 14, Right to protection in another country:

- 1) If someone threatens to hurt you, you have the right to go to another country and ask for protection as a refugee.
- 2) You lose this right if you have committed a serious crime.

Article 15, Right to a nationality and the freedom to change it:

- 1) You have the right to belong to a country and have a nationality.
- 2) No-one can take away your nationality without a good reason. You have a right to change your nationality if you wish.

Article 16, Right to marriage and family:

- 1) When you are legally old enough, you have the right to marry and have a family without any limitations based on your race, country or religion. Both partners have the same rights when they are married and also when they are separated.

- 2) Nobody should force you to marry.

- 3) The family is the basic unit of society, and government should protect it.

Article 17, Right to own property:

- 1) You have the right to own things.
- 2) Nobody has the right to take these things from you without a good reason.

Article 18, Freedom of thought, conscience and religion:

You have the right to your own thoughts and to believe in any religion. You are free to practise your religion or beliefs and also to change them.

Article 19, Freedom of opinion and information:

You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any ways.

Article 20, Right to peaceful assembly and association:

- 1) You have the right to meet peacefully with other people.
- 2) No-one can force you to belong to a group.

Article 21, Right to participate in government and elections:

- 1) You have the right participate in your government, either by holding an office or by electing someone to represent you.
- 2) You and everyone has the right to serve your country.
- 3) Governments should be elected regularly by fair and secret voting.

Article 22, Right to social security:

The society you live in should provide you with social security and the rights necessary for your dignity and development.

Article 23, Right to desirable work and to join trade unions:

- 1) You have the right to work, to choose your work and to work in good conditions.
- 2) People who do the same work should get the same pay.
- 3) You should be able to earn a salary that allows you to live and support your family.
- 4) All people who work have the right to join together in unions to defend their interests.

Article 24, Right to rest and leisure:

You have the right to rest and free time. Your workday should not be too long, and you should be able to take regular paid holidays.

Article 25, Right to adequate living standard:

- 1) You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care and other social services. You have a right to help if you are out of work or unable to work.
- 2) Mothers and children should receive special care and help.

Article 26, Right to education:

- 1) You have the right to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
- 2) At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion or nationality.
- 3) Your parents should have a say in the kind of education you receive.

Article 27, Right to participate in the cultural life of community:

- 1) You have the right to participate in the traditions and learning of your community, to enjoy the arts and to benefit from scientific progress.

- 2) If you are an artist, writer or scientist, your work should be protected and you should be able to benefit from it.

Article 28, Right to a social order:

You have a right to the kind of world where you and all people can enjoy these rights and freedoms.

Article 29, Responsibilities to the community:

- 1) Your personality can only fully develop within your community, and you have responsibilities to that community.

2) The law should guarantee human rights. It should allow everyone to respect others and to be respected.

3) These rights and freedoms should support the purposes and principles of the United Nations.

Article 30, Freedom from interference in these human rights:

No person, group or government anywhere in the world should do anything to destroy these rights.

Source:

[Manual on human rights education for children](#)

Interesting and Relevant Resources and Practices

COE

Compasito – Manual on Human Rights Education for Children: This collection of selected and well-tested exercises on Human Rights Education for young children contains also activities that focus on the topic “Human Rights” in English, French and German.

www.eycb.coe.int/compasito | www.eycb.coe.int/compasito/fr/ | www.compasito-zmrb.ch

COE

Compass – A Manual on Human Rights Education with Young People: This collection of selected and well-tested exercises on Human Rights Education addresses young people and includes material and activities on the topic “Human Rights” in English, French and German. www.eycb.coe.int/compass/ | www.kompass.humanrights.ch

UNRIC

United Nations Regional Information Centre for Western Europe (UNRIC): One-stop shop for Human Rights material for teachers and students from pedagogy to online games. A collection of material in other languages than English (Spanish, French, Chinese, Russian, Arabic) is provided. www.humanrightseducation.info

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrumpolis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “Human Rights (Education)” – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

AT

Dossier „Learning about Human Rights“
The dossier provides recommendations for material, films or workshops, which support teachers and multipliers in addressing the topic within the classroom or in youth work.

www.schule.at/portale/politische-bildung/themen/detail/menschenrechte-lernen.html

FR

EDUCSCOL: French national portal for educational workers.

<http://eduscol.education.fr/cid46682/eduquer-aux-droits-homme.html>

PL

Prawa Czlowieka: Here educators can find loads of information about the subject of human rights. There are documents, conventions, speeches available and even a quiz!

www.unic.un.org/pl/prawa_czlowieka/

PL

Amnesty International Poland: On this page educators are provided information not only about Human Rights themselves, but also about actions associated with them.

<http://amnesty.org.pl/prawa-czlowieka.html>

PL

Helsinki Foundation for Human Rights: Publications and pieces of information about actions such as Watch Docs Movie Festival.

www.hfhr.pl

ESP

RecursosEducativos Derechos Humanos: List of resources and activities classified by educational levels to work on Human Rights, provided by the NGO Movimiento contra la Intolerancia:

www.educatorolancia.com/index.php?option=com_content&view=section&layout=blog&id=38&Itemid=47

ESP

Declaración Universal de los Derechos Humanos: Content on Human Rights, illustrated by different artists.

<http://es.tiching.com/link/16461>

ai

Amnesty International UK: Offers a range of different materials for primary school children and teachers on Human Rights.

www.amnesty.org.uk/primary-schools-education-resources

UK

Equality and Human Rights Commission: Offers a range of lesson plan material including Human Rights.

www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-8-what-are-human-rights

DE

Federal Agency for Civic Education (Bundeszentrale für politische-Bildung/bpb): The website provides a multitude of information as well as material for teaching regarding the topic „Human Rights“.

www.bpb.de/menschenrechte

DE

Human Rights – Materials for Educational Work with Youngsters and Adults provided by the German Institute for Human Rights.

<http://www.institut-fuer-menschenrechte.de/menschenrechtsbildung/bildungsmaterialien/mr-bm/>

¹ For the full text of the declaration see:

www.un.org/en/universal-declaration-human-rights/

² For a child-friendly version of the declaration see:

www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf

³ For more information on the topic of Children's Rights, see the module “Children's Rights” in this handbook.

⁴ For the full text of the European Convention on Human Rights see:

www.echr.coe.int/Documents/Convention_ENG.pdf

⁵ For the full text of the Charta of Fundamental Rights see:

eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3A133501

⁶ Compasito – Manual on Human Rights Education for Children.

Council of Europe, 2009, p. X.

⁷ For more information on a children's-rights-based school see “Kinderrechte und Partizipation – Indikatorenentwicklung im schulischen Kontext“:

www.politik-lernen.at/kinderrechteindex

Democracy

Overall context

In a modern context democracy is seen as a system of governance in which citizens exercise power directly or elect representatives from amongst themselves to form a governing body, such as a parliament. According to political scientist Larry Diamond, democracy consists of four key elements:

1. A political system for choosing and replacing the government through free and fair elections;
2. The active participation of the people, as citizens, in politics and civic life;
3. Protection of human rights for all citizens, and
4. A rule of law, in which the laws and procedures apply equally to all citizens

Democracy contrasts with other forms of government where power is either held by an individual, e.g. an absolute monarchy, or where power is held by a small number of individuals, e.g. an oligarchy.¹

Defining democracy

“Democracy,” is defined in the Cambridge Dictionary as: “The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.”² On Wikipedia the concept is defined as “the notion that ‘the people’ should have control of the government ruling over them. This ideal is pursued by implementing a system of voting such that the majority of people rule, either directly or indirectly through elected representatives. Democracies may be ‘liberal,’ where fundamental rights of individuals in the minority are protected by law, or they may be ‘illiberal’ where they are not. Democracy is often implemented as a form of government in which policy is decided by the preference of the real majority (as opposed to a partial or relative majority of the demos/citizens) in a decision-making process, usually elections or referenda, open to all”.

According to Elgstrom and Hyden, democracy is a system of government with the following attributes:

- (a) There are institutions and procedures through which citizens can express effective preferences about alternative policies at the national level and there are institutionalized constraints on the exercise of power by the executive (competition);
- (b) There exists inclusive suffrage and a right of participation in the selection of national leaders and policies (inclusiveness/participation).

Others do not necessarily consider democracy as a form of government but instead as values which can be followed in governance. These values require interaction between the state, civil society and the private sector. The values for this form of governance are based on universally accepted principles of participation, accountability, transparency, rule of law, separation of powers, access, subsidiarity, equality and freedom of the press.³

The educational discourse and practice related to democracy learning refer to and understand democracy in 3 interrelated dimensions:

1. democracy as a form of living
2. democracy as a form of society
3. democracy as a political system

Democracy in the UN and the EU

The United Nations Charter does not include the word democracy but, arguably, it is one of the universal core principles that it operates under. The opening words of their charter “we the people” reflects a way of highlighting the fundamental principle of democracy. The United Nations does not advocate a specific model of government, but promotes democratic governance as a set of values and principles that should be followed for greater participation, equality, security and human development.⁴

The EU does not have a clear definition on democracy and any definition it may want to adopt needs to be approved by its member states. Nevertheless, it continues to commit to the promotion and support of democracy. The EU sees that on the one hand, freedom of expression and association are preconditions for political pluralism and the democratic process, while on the other hand, it sees that democratic control and the separation of power are essential for maintaining an independent judiciary and guaranteeing the rule of law.⁵

Democracy education in Europe

In Europe several NGOs are dedicated to raising the quality of education on democracy and citizenship. Amongst them, DARE plays a leading role in raising the profile of Education for Democratic Citizenship (EDC) and Human Rights Education by promoting trans-cultural and transnational cooperation in order to enhance the quality of education within these fields.⁶

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education states: “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.” Democracy and citizenship education are not limited to lessons on the subject in formal education. Instead, it is to be regarded as a lifelong process involving actors in formal, non-formal and informal education.⁷

The multi-dimensional nature of democracy education is reflected upon in the pedagogical approach to the subject. Pupils do not only need to acquire theoretical knowledge, they also need to actively master citizenship skills and develop attitudes during informal learning. In many school environments, youngsters have the opportunity to actively participate in the democratic decision making process. One way of enabling them doing so is providing them with the opportunity in participating in the school’s governance by electing class representatives and forming school councils.

Finally, there are political structures intended to provide children with

a forum for discussion and to allow them to voice their opinions on matters affecting them. In some countries these matters are strictly related to school life, while in others they may be related to any issue directly concerning children and young people.⁸

Consequently, education on democracy should be seen as closely related and mutually supportive to education on human rights, although differences in the approaches used exists. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.⁹

Activity: A Constitution for Our Group: Who has responsibility for my rights? ¹⁰

Duration:

3 lessons. Phase 1: 90-120 minutes; Phase 2: 45-60 minutes

Objectives:

The method below aims to help the children in understanding the relationship between rights and responsibilities and in identifying them in their daily life. Additionally, it encourages them to participate in the creation and protection of their rights and to create and agree upon a set of rules and responsibilities within a group. This provides the children the opportunity to participate in learning on democracy and citizenship via discussions, consensus building and setting up rules for the group to follow.

Age:

10-13 years

Material:

Ensure that every child has pencil and papers, and have a flipchart, blackboard, whiteboard or other presentation tool prepared. Additionally, you can make use of the simplified International Convention on the Rights of the Child (CRC).¹¹

Instruction:

Phase One

First lesson:

1. Explore children's experience and understanding of rules and responsibilities, starting with some restrictions that they already understand. Ask them to complete sentence such as: "I am not allowed to ___ because ..." (e.g. I am not allowed to hurt people when I am angry because ... / I don't have the right hurt other people.). List these and then ask the children to turn the statements from positive to negative (e.g. I have the right not to be hit / I have the right to be treated fairly.).
2. When children understand the process of creating positive rights statements such as these, divide them into small groups of four or five. Give each group paper and markers. Explain that:
 1. Each small group should make three or four basic rules for the whole group.
 2. They should use the phrase "Everyone should be allowed to..." (e.g. Everyone has the right to participate.).
 3. They can only write this down as a right if everyone in the group agrees.
 4. The goal is not to have many rules but rules that everyone ac-

cepts, move around the groups and help facilitating the discussions where appropriate.

5. Use the world café method to mix the groups up. Participants in new groups bring in suggestions on rules they liked in their original group. Once again additions can only be made if the whole group agrees. End the first lesson here; collect the input from the children for safe keeping.

Second lesson:

1. Let the children sit together again like their second small group. Let each group elect a representative to represent the group.
2. Bring the whole group back together and ask each group representative to present their rules. Record them on a chart such as the one below.
3. First ask the whole class for specific rights that groups have identified. Combine similar rights, asking for group approval by vote of any revised language. List these on the flipchart under the 'Rights' column.
4. After listing a right, ask what specific responsibility every individual has to see that everyone enjoys this right. Write this in the 'Responsibilities' column next to the right, using language such as, "I have the responsibility to..." or "I should..."
5. Then ask what responsibility each right involves. Write this as a statement next to the right statement, using the first person (e.g. I have the responsibility not to exclude someone from participating).

CONSTITUTION RIGHTS	RESPONSIBILITIES
Everyone has the right to be treated fairly.	I have the responsibility to treat everyone fairly.
Everyone has the right to express an opinion.	I should give everyone the right to express an opinion.

6. After including all the rights and responsibilities listed by the small groups, ask the children to review their draft constitution.
7. Point out that it is better to have a few good rules than too many not-so-good rules. Can any of these rights and responsibilities be combined? Can any be eliminated?
8. Are there other rights and responsibilities that need to be added?
9. When the lists of rights and responsibilities are complete, ask the children whether they could use these statements as a kind of 'constitution' for their group.
10. Are they willing to observe these rules that they made themselves?
11. Who is responsible for making sure that everyone follows this 'constitution'?
12. What happens when someone violates one of the rights?
13. Is it necessary to have consequences for not following rules? Why?
14. When you have arrived at a final version of the 'constitution', make a clean copy and hang it in a prominent place. Explain that these will be our rules for working and playing together, for both children and adults.
15. Conclude the discussion by emphasising that rules and responsibilities help us to live together in a way that everyone's rights are respected. Rules protect our rights (e.g. to participate, to have an opinion, to learn, to play, etc.), keep us safe and healthy, and also give us responsibilities to respect the rights of others.

Debriefing and Evaluation

1. Ask the children to discuss their experience of this activity.
 1. Was it easy for your first small group to develop a list of rights? Was it easy to draw up the list of responsibilities?
 2. How was it to having to discuss the earlier agreed upon rules within the second small group?

3. Was it easy to work together in a group? What are some of the advantages and disadvantages of working together in a group?
4. Were some ideas for rights not agreed on by the whole group? Why?
5. How did you feel speaking in the group? What did encourage you or prevent to formulate your opinion?
6. What did you do with the ideas that were not agreed on? Did anybody try to convince the rest of the group in order to get an agreement? Were any ideas reconsidered?
7. What did you learn about yourself in this activity? What did you learn about rules and responsibilities?
8. How do you think this activity relates to democracy?

2. Discuss the purpose of rules and responsibilities by asking questions such as the ones below, and recording their responses.

1. What rules do you have in your life (e.g. at home, at school, in other settings)? Can you decide on these rules?
2. What responsibilities do you have? Who gave you these responsibilities?
3. Do adults have rules and responsibilities too? Where did these come from?
4. Why do we all have rules and responsibilities? Do we need them?
5. What happens when somebody doesn't follow the rules? Is it necessary to have consequences for not following rules? Why?

3. Discuss enforcement of rights and responsibilities, asking questions such as these:

- Now that you have agreed on rights and responsibilities, how will you make sure that everyone observes them?
- Who has the responsibility to see that these rights are respected?
- Should there be some consequence for a person who does not observe the rules? Who should decide on the consequences?

Phase Two

Third lesson:

1. A few days or weeks after making the Constitution, ask the children to reconsider it. Point out that laws often have to be improved, eliminated or added.

- Do they still agree on the rights and responsibilities they developed earlier?
- Are some responsibilities harder to observe than others? Why?
- Does anything in their Constitution need to be changed? Eliminated? Added?

2. Discuss enforcement of rules and responsibilities, asking questions such as these:

- Are some rights violated more often than others? Why?
- Who is taking the responsibility to see that these rights are respected?
- Who decides what happens when someone violates one of the group's rules?
- Does the group need to work together to establish some consequences for breaking the rules?

Debriefing and Evaluation

- Discuss what it means to have rules for the group made by the group itself. Relate this process to the way laws are made in a democracy.
- Does it help to have a Constitution for our group?
- What difference does it make that the group made its own rules?

Suggestions for follow-up

- You may ensure that every child has and keeps a copy of the group's 'constitution.'

- Discuss with the children if they would like to have more involvement in the decision making process within the school and which form this can take. Present the options of class speaker class councils, school councils...
- Invite local municipalities to engage in having the voice of children heard.
- When conflicts or problems arise in the group, try to use the group's constitution to resolve them. Real-life problems often help to bring out needs to revise the 'constitution.'
- You may want to take Phase 2, Step 2 further to enable the children to develop cooperatively some established consequences for breaking the rules.
- Give the children copies of the simplified CRC. Ask them to compare their constitution with this document of rights for all the children of the world. Are there rights and corresponding responsibilities in the CRC that they would want to add to their Constitution?
- With older children, discuss why children need a special convention that defines their rights. Do children have different human rights from those of adults? Different responsibilities? Help the children understand the relationship between responsibilities and the CRC principle of evolving capacities.

Ideas for action

- Ask the children to find out if their school, team, or club has a set of rules or policies and procedures that guard and protect the rights of the children, and if those rules also state their responsibilities. If so, ask them to evaluate these rules:
 - Who made them?
 - Do you agree with these rules?
 - Can they be changed? If so, how?
 - What happens when people don't follow these rules?

Tips for the facilitator

- Some children may not be familiar with the word or concept of 'constitution.' You may decide not to introduce the word (Phase 1, Steps 5 and 6) and simply call the document 'the rules and responsibilities for our group'. On the other hand, you may want to introduce the concept of a constitution prior to this activity, asking children to find out the answers to the following:
 - Does our country have a constitution?
 - What is in our constitution?
 - Who wrote it? When was it written?
 - Who pays attention to whether it is respected or not?
 - What happens when someone does not follow our constitution?
 - Many children have a negative attitude towards rules, seeing them only as restriction on their freedom. You may need to spend some time discussing and giving examples of how we need rules to live together.
 - Young children may need help differentiating between responsibilities in terms of personal obligations towards others (e.g. taking turns, respecting differences, refraining from violence) from limitations or tasks placed on them by adults (e.g. brushing teeth, making the bed, raising hands in school, doing homework).
 - Stress the connection between the rights and roles/responsibilities of every person, both adults and children. Include the responsibility to enforce rules as well as that of respecting them.

Adaptations

- To make this activity less complex for younger children, keep the experience concrete:
 - Keep the discussion focused on rights and responsibilities.
 - Don't go into the complications of rules, enforcement, and responsibility for enforcement.
 - For older children you can go further into the abstract relationship between rights, rules, and responsibilities with debriefing questions

such as these:

- What is the relationship between rights and rules?
- What is the difference between rules and responsibilities?

Interesting and Relevant Resources and Practices

COE

Composito – Manual on Human Rights Education for Children: This collection of selected and well-tested exercises on human rights education for young children in English, French and German.

www.eycb.coe.int/composito/ |

<http://www.eycb.coe.int/composito/fr/> www.composito-zmrb.ch/

COE

Compass – A Manual on Human Rights Education with Young People: This collection of selected and well-tested exercises on human rights education addresses young people and includes material and activities on the topic “democracy” in English, French and German.

www.eycb.coe.int/Compass/en/contents.html |

www.eycb.coe.int/Compass/fr/ | www.kompass.humanrights.ch

COE

Council of Europe - Youth - Young people building Europe: Website of the Council of Europe: many information for Humans Rights and Democracy for youth and young people for building Europe.

https://www.coe.int/t/dg4/youth/coe_youth/adae_campaign_EN.asp

COE

The Education Pack – All Equal All different from the Council of Europe https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf

DE

The “Deutsche Gesellschaft für Demokratiepädagogik” is a think tank of school related actors devoted to democratic school development. Several projects and resources, conferences, trainings and materials support the development of democratic schools.

<http://degede.de/>

DE

The hipharp-pig-land is a web resource from the German federal agency for civic education. The site is devoted to children learning democracy and offers children a playground for experiencing democracy. Further the website provides teachers and people who are involved in raising children counselling, pedagogical support and material. <https://www.hanisauland.de/>

DE

“Früh aufgestellt - Viele Träume - Gleiche Chancen” provides a concept of right wing extremism prevention for primary school children conducted by non-formal education providers. The website reports on the experiences of this unique and successful 3 educational modules- based concept, which targets at the age group of the primary level. Working on the dimensions of fairness and empathy, “Früh aufgestellt” is one of the, unfortunately very rare projects, that work on racism prevention with this age group.

<http://www.fruehaufgestellt.de/>

DE

The toolbox incentives for a democratic community in sec I - “Ideenwerkstatt: Impulse für ein demokratisches Miteinander in der Sekundarstufe I” is a toolbox developed by the regional centre for democratic culture in the German state of Mecklenburg- Vorpommern. The toolbox provides hands on approaches to work in schools on from class 3 on topics related to democracy. The toolbox reflects on the experience of 11 (!) years of trainings and test of methods and tools that enable for democracy learning in the wider frame of all school subjects by:

a) identifying the relevant curricular frames entries and subsequently working out hands-on methodological approaches targeting the

field of learning democracy,

b) identifying out- of- school pedagogical concepts where schools, classes can go for further specific and topical trainings and

c) identifying concrete steps that influence the democratic culture in school and enable for working on democracy in the wider school sense.

<http://www.akademie-nordkirche.de/publikation/publikationseite/24>

AT

The „Democracy Factory”(Demokratiewerkstatt), initiated by the Austrian Parliament, offers democracy in a hands-on way for young kids and youngsters. Children get the possibility to interview members of the parliament, to work on topics such as “democracy”, “the role of media”, “Europe” etc. and to create their own newspaper- and radio reports as well as film cuttings. Additionally, the affiliated website provides a multitude of information on the topic of “Democracy” for younger children. www.demokratiewerkstatt.at

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being “Democracy (learning)” – and school levels. In addition, a keyword search feature is also available. <http://praxisboerse.politik-lernen.at>

ESP

AMEI-WAECE- „¿QUÉ ES LA DEMOCRACIA?” The activity consists of a meeting or assembly in the classroom with children with a view to teach them democracy means <http://waece.org/diasparacelebrar/SEP2012/15%20democracia/15democracia.htm>

¹ Democracy, 2016 (<https://en.wikipedia.org/wiki/Democracy>),

Last accessed on 24/10/2016.

² Meaning of “democracy” in the English Dictionary (<http://dictionary.cambridge.org/dictionary/english/democracy>). Last accessed on 21/10/2016

³ Elgstrom, O. and Goran Hyden, Development and Democracy: What have we Learned and How?, London, Routledge, 2002, 12-19.

⁴ United Nations Economic and Social Council, Definition of basic concepts and terminologies in governance and public administration, New York, 2006 (<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan022332.pdf>), last accessed on 21/10/2016.

⁵ LANDMAN, T. and LARIZZA, M., EU Policy Discourse: Democracy, Governance, and Human Rights , Essex, 2009 (<http://www.oldsite.idea.int/resources/analysis/loader.cfm?csmodule=security/getfile&pageid=38917>). Last accessed on 21/10/2016.

⁶ Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education ([https://wcd.coe.int/ViewDoc.jsp?p=&Ref=CM/Rec\(2010\)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383&direct=true](https://wcd.coe.int/ViewDoc.jsp?p=&Ref=CM/Rec(2010)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383&direct=true)). Last accessed on 20/10/2016.

⁷ Eurydice, Citizenship Education in Europe, 2012 (http://ec.europa.eu/citizenship/pdf/citizenship_education_in_europe_en.pdf). Last accessed on 17/10/2016.

⁸ Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education ([https://wcd.coe.int/ViewDoc.jsp?p=&Ref=CM/Rec\(2010\)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383&direct=true](https://wcd.coe.int/ViewDoc.jsp?p=&Ref=CM/Rec(2010)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383&direct=true)). Last accessed on 20/10/2016.

⁹ A Constitution for Our Group: Who has responsibility for my rights? (http://www.eycb.coe.int/composito/chapter_4/4_2.asp) Last accessed on 17/11/2016.

¹⁰ A simplified version of the United Nations Convention on the Rights of the Child (<https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/child-friendlycr.pdf>). Last accessed on 17/11/2016.

Participation

Overall context

- From the day we are born we are part of society and of different social groups such as family, school, friends, etc. All of these social groups are linked to a social context with its local perspective; however, each of our actions has a global influence.
- Participation means creating spaces for meetings and discussions in order to strengthen ideas and joint decision-making. Participation makes people active and critical, engaged on the global and local level and acting as contributors towards a more just world.
- Participation means fostering collaboration and cooperation between people of cultural diversity and promoting real solidarity.
- The ways of participation within society are varied and including but not limited to exercising the right to vote in elections, attending a demonstration, being part of an assembly, using public spaces, participating in a debate in school, etc.
- Knowing the different forms of participation at the political and social level gives people an actual awareness of the participative processes, and enables people to question and review the participative practices to which each person is subject as a citizen.
- In order to create participative citizenship, it is necessary to generate social structures of participation where citizens consider membership of a political community as a legal right, as well as a political responsibility to be part of the decision-making mechanisms, where all people are equal and each voice has the same value.
- To be an effective participating citizen, people must know and be informed about diverse perspectives, in order to be able to construct reality in the most complete form and to have sufficient tools and resources to be able to generate a discussion about the social situation they wish to have.
- There are different levels of participation: The notion of 'participation' refers to a broad range of levels of intensity – from top-down information of decision-makers to stakeholders to 'real participation' (stakeholders being responsible and accountable for decision-making processes and their results). <http://freechild.org/ladder-of-youth-participation/>

European policy context

On the occasion of the 10th anniversary of its entry into force, the UN Convention on the Rights of the Child (CRC) represents a major step forward in thinking about children and their rights. The Convention encourages an attitude which values the child as a citizen who is entitled to fundamental rights and freedoms and capable of expressing opinions, participating in life and assuming responsibilities in the family and society.

Article 12 of the Convention states:

- Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
- For this purpose, the child shall in particular be provided with the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

The Council of Europe Child Participation Assessment Tool has been developed to provide specific and measurable indicators to measure

progress in implementing the Recommendation on the participation of children and young people under the age of 18. The development and now testing of the Assessment Tool in Estonia, Ireland and Romania (2014-2015) is part of an on-going process to ensure that all children and young people within Council of Europe member states can exercise their right to be heard, to be taken seriously and to participate in decision making in all matters affecting them.

Education on participation

In order to foster participation in non-formal and formal learning settings, in and out of the classroom, it is recommended to use methods that strengthen participation at all levels. This means generating real spaces of participation where pupils learn about participation in a combination of both practical and theoretical methods. For this reason, it is good to generate participative mechanisms in so that children feel they are active agents of the institution.

The learning space must be made dynamic by using the space differently. The activity presented below is a good example for e.g. breaking down the organisation of the „traditional classroom“. To have a classroom where everyone is able to participate it should be necessary to make “an agora for the construction of knowledge” that allows contributions from everybody in the classroom (and those that we can invite into it), where everybody feels free and can express their opinion from an equal position. The participative resources can be used for lessons in debate, the assembly, cooperative groupings, group discussions, debating spaces, etc.

Activity: “Transforming the city from the viewpoint of the smallest”

In this activity, children will make an analysis of the public spaces of the city (neighbourhood, district) in which the participants children live.

Duration:

2 to 3 sessions (45 min each): one to decide and prepare the analysis, the second/third session a week later to discuss and present the results of the observation.

Objectives:

- Foster participation strategies
- Develop empathy for collective needs
- Facilitate awareness and civic responsibility
- Promote social involvement and analysis of reality
- Strengthen the sense of community

Age & context:

This activity must be adapted to the local context and age of the children.

Material:

- Map of the district and/or neighbourhood that is being analysed.
- Roll of paper to create a diagram that should act as the guideline for the task.

Instruction:

Preliminary activity: Create a participative classroom environment for everybody, where participants learn to make decisions together. The first step is to turn the classroom into an open space setting the space into a generator of participation.

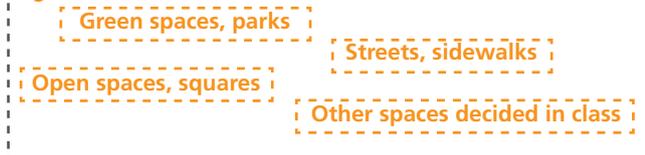
First session:

1. What do we want to analyse? Get the group to make a decision on which aspects of the city they want to analyse.

What public spaces are important in our daily life?

Where do people mostly spend time together?

e.g.:



2. Then divide the class into small groups and assign/choose the subjects agreed on before.

3. Every group should think and discuss about what is important for that specific area (find criteria for their observation). They should consider different target groups, e.g. children, adults, animals etc. What is important for us and for the rest of the population? Some points for different areas might be the same, others will differ.

E.g. cleanliness: is the place observed clean?

Maintenance and care: is it well maintained? Are there broken things, abandoned spaces? Are there dangerous items that could harm somebody?

Covering the different needs of the population: is the space adapted to everyone's needs? Does it have access for wheelchairs, playgrounds, benches, fountains, spaces to read, animals, etc.

4. Once they have decided what they will analyse and how, get them to make a diagram in the form of a large mural, which will be placed in the classroom to serve as a guideline. Each group will write in their notebook a list of questions that they need to answer following the criteria they decided on.

5. Each group has to have a clear idea of what they will have to observe during the following week. Depending on their age, they can do this in their group or with their families. It is important to make a balanced distribution regarding distance and workload. They will probably analyse areas that they know very well, but for the first time, from a different point of view. Is the city adapted to everyone? What could be done to make it a better place?

Second session:

6. Once the children have collected their data, following the diagram (mural) get them to share their analysis. In order to facilitate and developing (or engendering or provokeing) of conclusions, get the children to work collaboratively in small groups and get them to write up while following the initial diagram.

7. With the obtained conclusions, the class will be able to write a letter to the Mayor of the city, presenting the study they have undertaken, their findings and conclusions, and their eventual requests.

You can also invite a local representative of the district to the class in order to share the children's conclusions of the study. This is preferable for younger children who are not able to write a full letter.

Interesting and Relevant Resources and Practices

COE

Have your say! Handbook on the revised European Charter on the Participation of Young people in the Local and Regional Life. The handbook comprises an analysis of policies and soundly introduces the concepts of political participation of young people. It suggests adequate educational approaches which can be made use of in the formal and non-formal educational contexts and beyond.

http://www.coe.int/t/dg4/youth/Coe_youth/Youth_Participation_Charter_en.asp

ESP

The project „city of children“ is about building a different and better city for all, so that children can live an experience as citizens.

<http://www.lacittadeibambini.org/spagnolo/interna.htm>

ESP

Exploring the children's right to participation with games, videos, and different resources through this complete site of the Spanish League of Education.

<http://www.rayuela.org/derechos/participar/sabias-que/>

DE

„Ich mache >Politik“ is an e-based youth participation movement run by the German Youth Council. The aim is to enhance political participation of young people in all areas of life related to them. It also conducts the German EU structured dialogue with the aim of letting young people have their say in European politics.

<http://ichmache-politik.de/demografie/>

DE

The programme „politische Jugendbildung“ conducted by AdB, comprises a cluster of 26 expert organisations of youth EDC work all over Germany with the aim for supporting the political engagement of children and youth in the fields of 1) media literacy in a globalised world, 2) developing democratic participation in and with schools, 3) growing up in a diverse society, 4) the world of work and EDC with youth.

www.adb.de

DE

„Klassenrat“. Class Councils are widely seen as a key for democracy education in the frame of schools and primary schools. All over Germany there are training programmes for primary schools (ranging from a day to 9 weeks) which enable classes to hold their own class council lesson. An example is the initiative in Berlin and Brandenburg „Wir sind Klasse!“ which provides counselling, training and structural development with trainers on the issue of democratic schools on the initiative of DeGeDe. Similar structures also work in other German countries.

www.klassenrat.org

FR

Citoyen de demain: This website is a resource centre for citizenship education with a participation tool for teachers aiming to promote the engagement of schoolchildren. <http://www.citoyendemain.net/pratiques/demarche-dimplication-enfants>

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being „Participation (of children and youth)“ – and school levels. In addition, a keyword search feature is also available.

<http://praxisboerse.politik-lernen.at>

AT

Children's Rights and Participation: A participatory research project on developing a children's rights index regarding the question of which minimum criteria a child-rights-friendly school has to fulfil.

www.politik-lernen.at/kinderrechteindex

PL

Laboratory of Civic Participation <http://partycypacja.org.pl/>

Here you are able to expand your knowledge and find information about events connected with civic participation. The goal is to exchange knowledge and experiences between various circles and to promote the idea and tools of civic participation.

PL

Civis Polonus Foundation <http://www.civispolonus.org.pl/>

This foundation increases awareness and knowledge around civic actions. You can download reports and publications.

PL

Decydujemy razem is a project connected with local governments and includes a platform that contains many publications on civic participation.

http://www.decydujemyrazem.pl/partycypacja/baza_dobrych_praktyk.html

PL

Partycypacja społeczna w praktyce.

This website contains e-publications around the subject of civic participation.

<http://partycypacjaspoleczna.org/on-line-biblioteka/e-publikacje>

UK

Education Scotland has developed material for the Scottish curriculum alongside Save the Children on how young people can participate in their learning and communities.

http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4628335.asp.

UK

ARK A document providing lesson plans on young people's active participation.

<http://www.ark.ac.uk/schools/resources/DemocracyandActiveParticipation.pdf>.

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