

# DARE

Democracy and Human Rights Education in Europe



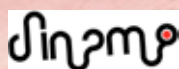
## Qualifying and Mainstreaming

## Education for Democratic Citizenship

## in Europe

A European transfer of innovation project  
in non-formal EDC

Project-Partner:



DARE BLUE LINE EDITION

# Democracy and Human Rights need Education

Education for Democratic Citizenship and Human Rights are powerful tools to support democratic, pluralist societies. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights was adopted by the Council of Europe member states in 2010. The Charter is a joint framework for action and an essential instrument for the promotion of citizenship and human rights education (EDC/HRE). All over Europe educational NGO’s form and implement the Charter on the local, national, European level by conducting trainings, cooperating, networking with the aim to enable people to have their say in democratic, respectful decision making.

**The Project “EDC for All” showcases a multi-level cooperation of different educational providers with the aims:**

- ➔ to give evidence from the field of EDC/HRE conducted in non-formal educational work
- ➔ to encourage exchange and cooperation among the participating and other European countries
- ➔ to assist and support reform and innovation processes regarding citizenship education in Europe
- ➔ to implement concrete actions which highlight civic competences and illustrate the principles of the Charter on Education for Democratic Citizenship and Human Rights and give evidence from the field of non-formal educational work
- ➔ to contribute to the transfer of innovation and development of common tools supporting citizenship and human rights education in the areas of youth work, non- formal citizenship education and vocational education and training
- ➔ to involve a variety of different educational providers thus creating conditions for mutual learning and spill-over effects
- ➔ to contribute with recommendations for sound implementation of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (March 2015)

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# The Project in brief: EDC for All

## - Qualifying and mainstreaming Education for Democratic Citizenship within Europe



## Foreword

Education for Democratic Citizenship and Human Rights are core of and crucial for any democratic society. Often Education in the EDC policy implementation context is reduced to the educational policy fields targeting at their implementation in formal educational settings or specific trainings. This following an output oriented logic of policy implementation and assessment. It is often forgotten that in any democratic societies people themselves are not only objects of educational policies but also actively contribute and form society, thus creating a bottom up perspective on democratic involvement and participation which critically focuses on power relations in society. Here are the strenghts of non-formal education providing youth (and adults) self-determined learning spaces where they can experience self-efficacy and train respect and democratic peaceful interaction. Talking about Youth work and non-formal educational work it becomes evident that they are a public good in a democracy which need to be supported with adequate means and infrastructure by the state, which is unfortunately often not the case in Europe.

Regards the EDC field NGOs still are systematically underrepresented in accessing policy work, as they are not perceived as educational providers the same as traditional education institutions. However: they are independent, offer new spaces and approaches, create innovation and develop tools for pedagogical use with the intention to have a lasting impact far beyond the classroom and the next test. The literally tons of teaching and learning kits targeting at democratic skills and competences developed in cooperation of NGO's and formal education providers, but also the legions of successful cooperation between schools and non-formal educational providers in the EDC/HRE field, give evidence of significant capacity and expertise NGOs have when it comes to learning and teaching democracy and human rights with any young people in Europe.

Non- formal EDC work with young people is probably the perfect training field for democracy: close to society developments, close to young peoples' everyday life experience, promoting learning on eye-level, backed with pedagogues who are capable to make the difference. These are no empty phrases. Non- formal education has the specific strenght to quickly react on challenges and threats to democracy as it is close to societal developments. it is able to identify issues at their grassroots stage and develop educational concepts, long before the debate has made it to the political and subsequent curricular level. However, it is still perceived as a soft policy field unluckily heavy affected by challenges such as the still ongoing financial crisis and resulting from it shortcuts in budgets. Vice versa the field is often forced to generate innovation as often questioned and asked for its concrete outputs. Its often forgotten that youth work and non-formal educational work in Europe is a large working field with a few million employees and is a valuable field of vocational education and training itself.

This project “EDC for All” is a good example for European cooperation and can be a good resource for innovation transfer and cooperation of educational providers from different levels, youth work and youth educational work in Europe. The aim of this brochure is to raise awareness especially among political decision making bodies for the work conducted by NGO's active as providers of Democracy and Human Rights Education and to

give an example of a functioning cooperation from the level of non-formal educational youth work and beyond.

We hope to provide a clearer view on the work of non-formal educational providers in the circle of EDC/HRE policy making, so their needs and activities can be better understood and the potential that is in youth work backed up by a sound infrastructure becomes obvious and more transparent to decision making bodies.

**The activities among the partnership within “EDC for All” happen at a time where Europe is facing turning points in many regards:**

- „EDC for All” marks the cooperation of NGOs in a country which is severely hit by the austerity measures arising from the financial crisis that affect all European societies and of a country that is financially and economically benefiting from the situation more than others.

- „EDC for All” in 2013 started in a phase where mayor European policies and programs regards to citizenship education, participation, civic and social competences/ skills faced a political decision to be put in the second row behind a mainstreaming of employability and labour marked related policies. Only two and a half years later we face Europe in a societal situation where terrorism, war, flight have brought the debate on diversity, democracy, non-discrimination and educational work with young people back to the European agenda with an unexpected dynamic. Again education and youth work seem to become more important when democracy in European societies is at risk.

- The rise of right-wing populist and authoritative governments in parts of Europe more and more bring the European story at the boundaries of break. Competing ideologies and views on society result in a general questioning of European integration and solidarity. Again its youth work and education as set out in the frame of the European Charter for Education for Democratic Citizenship and Human Rights, who are asked to stand politically for Human Rights, pluralism and diversity in democratic societies more than before.

This small cooperation „EDC for All” shows how the non-formal educational field can utilize the European resources of policy instruments and educational materials, by mutually cooperating and collaborating in an atmosphere of trust and joy, by analyzing creating and testing commonly new educational approaches to learn about and promote inclusive and diversity embracing participatory democracy in societies, that are rooted in active, emancipated and self-confident people, by visiting and learning from each other and studying the background of EDC work with young people in both countries. An atmosphere of commitment and shared responsibilities, full of energy and optimism, aiming to make Europe become a better place by utilizing the power of non-formal Education for Democratic Citizenship with young people.

“EDC for All” is in small a sign for the positive effect European cooperation has in our work, nothing more but nothing less!

# About the project

## “EDC for All”

The project „EDC for All!“ (Education for Democratic Citizenship for All) was developed by five different organizations from four European countries. The project aims to improve the quality and attractiveness of Education for Democratic Citizenship (EDC) in the fields of education, training and youth work. The partners have investigated success conditions, developed, transferred and spread practices and innovative tools in the field of EDC.

### Context

This project results from a cooperation between the Portuguese youth association Dínamo and the Council of Europe Youth Department in the frame of socio-educational youth work. A fact finding study of the Portuguese context and a needs assessment among youth from the municipality of Sintra, held in 2012-2013 within the project ‚Local Needs Assessment for meaningful Youth Participation‘, was conducted by Dínamo in the frame of the Youth in Action program of the European Commission. An emerging result of the assessment was to identify the need for young people and civil society to raise the debate on the state of democracy on the local and regional level and to create the necessary conditions for it to become sustainable.

In Portugal exists a gap within the framework of cooperation between organizations active in EDC and offering learning opportunities, tools, best practices and management models suitable to the Portuguese context, aimed at young people and youth workers. Thus sharing and learning from other contexts in Europe and cooperating with European partners could improve the situation.

The project is based politically on the Charter of the Council of Europe on Education for Democratic Citizenship and Education for Human Rights adopted in the framework of Recommendation CM / Rec (2010) 7 of the Committee of Ministers of the Council of Europe. As EDC/HRE affect all aspects of life we realized that by conducting „EDC for All“ we also worked on a multiversity of European policies and contributed to the enactment of a broad scope of political agreements and instruments (see chapter 2).

### Goal & Objectives

The project aims to enhance the quality and attractiveness of Education for Democratic Citizenship [EDC], to moving in a sustainable manner [in Portugal and Germany] good practices and to create and test innovative educational tools at European level. The project and the organizations involved have committed themselves to achieve the following objectives, in the Portuguese, German and European context:

- to create the official Portuguese and German version of the book „Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life“ (Council of Europe)
- to create the official Portuguese and German version of the manuals „Charter for All! Start with us!“ and „Charter for All! Guidelines for Educators“ (both Council of Europe)
- to create, test, produce and disseminate commonly easy accessible educational games in EDC for the group of young people not actively participating in society

- to learn about quality in EDC at European level by commonly debating and working on key policy resources and texts from the European level and by in-deep analyzing the situation of Education for Democratic Citizenship with young people in the partner countries. Interviews and peer-study visits helped to getting closer to the creation of basics for EDC quality standards, such as infrastructure, pedagogy, conceptual and policy approaches et.al.
- to implement training courses in Youth Participation and Education for Democratic Citizenship in Portugal, Germany and on the European level
- to valorize, disseminate and ensure the sustainability of tools developed within the project
- to develop an implementation strategy of a Training Centre on Education for Democratic Citizenship and Education for Human Rights in Portugal

### Activities and dimensions

Among the Partnership the project creates the conditions to implement activities in 3 dimensions which aim to mutually enforce EDC in Europe from a holistic, multidimensional perspective:



#### Dimension 1: “Translation of manuals” – Transfer of EDC policies and concepts from the European level to the national and local contexts

- transfer and application of the manual of „Have Your Say!“ on the Revised European Charter on the Participation of Young People in Local and Regional Life to the Portuguese and German context
- Application of „Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life“, on the model of the six dimensions of youth participation developed within the youth network “Juvenile Sintra”
- Translation, adaption and review of the Council of Europe textbooks „Charter for All ! Start with us!“ and „Charter for All! Guidelines for Educators“ to the Portuguese and German context of formal and non-formal youth educational work
- Launch of Portuguese and German version of the book ‘Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life ,Council of Europe [print and pdf]
- Launch of the German and Portuguese version of the manuals ‘Charter for All! Start with us!’ and ‚Charter for All! Guidelines for Educators
- conduct national trainings on Youth Participation to make educational experts from formal and non-formal education familiar with the manual ‚Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life’
- conduct national trainings in Education for Democratic Citizenship to make German and Portuguese educational experts familiar with the manuals „Charter for All! Start with us!“ and „Charter for All! Guidelines for Educators“



#### Dimension 2: „Creating new games“- targeting at the educational practice by developing innovative educational tools

- Conduct a European needs assessment and state of the art analysis on easy accessible games on Education for Democratic Citizenship with youth with difficult access to participation in society
- conduct an international seminar on the design and creation of two educational games aiming at the issues of justice, participation and inclusion
- development of several beta versions of tests sets and beta versions of games and final review and production
- produce, spread and disseminate/conduct trainings on game „S\*Intro“ and „ja!do“



#### Dimension 3: “implementation of a local training centre in EDCHR” – targeting at an educational infrastructure

- needs assessment regards to education for democratic citizenship in the municipality of Sintra
- Study visits to the European Youth Centre of the Council of Europe in Strasbourg [France], the Anne-Frank-Zentrum, the Kurt-Löwenstein- Educational Centre and the Alte Feuerwache e.V. /Jugendbildungsstätte Kaubstraße in Berlin and Brandenburg [all in Germany]. Peer review on capacity, staff, policies, pedagogical work, financial conditions and impact assessment
- Development of an implementation strategy for a training centre on Education for Democratic Citizenship and Education for Human Rights in Sintra
- shaping the pedagogical and conceptual profile of Dinamo’s trainers and gathering of a new pool of trainers
- Development and implementation of an Educational Program in the Training Center for Local Education for Democratic Citizenship and Education for Human Rights in the municipality of Sintra

# Act global – Think local?

## The project and its relation to European EDC policies

### Act global - Think local? The project and its relation Eurooean to European policies

Supported by the EU Leonardo Program the character of „EDC for All“ is the transfer of innovation in citizenship educational youth work as a field of vocational education and training. The project aims to contribute to the sectoral innovation of the youth work sector in Portugal and other countries by generating synergies, sharing approaches and tools, and developing innovative models of European policy oriented youth work, thus looking at youth work itself as field of VET.

Developed as an innovation transfer project the process and results of „EDC for All“ in fact serve the fulfillment of a multiversity of European political targets that affect EDC work on all levels, such as:

- ➔
1. Council of Europe Strategy for the Rights of the Child 2012- 2015:  
contribution to the fulfillment of

[...]

- Strategic objective 1: promoting child friendly services and systems through education. Promote citizenship and human rights education, including the development of training programmes for education professionals, with particular focus on children's rights, democratic culture, equality, new media environment, intercultural dialogue and a child- and learner-centred pedagogy, with a view to ensuring a non violent environment.
  - Strategic objective 4: promoting child participation; right to be heard seriously, active participation in society and develop acc. edu cational means. [...]

- ⬇
2. COE European Charter on Education for Democratic Citizenship and Human Rights Education Charter  
recommendations CM/Rec (2010)7:  
contribution to the fulfillment of

Sec II 5. Objectives and Principles:

[...]

d) non-governmental organisations and youth organisations have a valuable contribution to make to education for democratic citizen ship and human rights education, particularly through non-formal and informal education, and accordingly need opportunities and support in order to make this contribution – cooperation itself (partnership)

e) governance of educational institutions. [...]

h) ongoing trainings are a vital part of the delivery and sustainability of effective education in this area and should accordingly be adequately planned and resources. [...]

- Sec III Policies:

8. Democratic governance

Member states should promote democratic governance in all educational institutions both as a desirable and beneficial method of governance in its own right and as a practical means of learning and experiencing democracy and respect for human rights. They should encourage and facilitate, by appropriate means, the active participation of learners, educational staff and stakeholders, inclu ding parents, in the governance of educational institutions.

9. Training

Member states should provide teachers, other educational staff, youth leaders and trainers with the necessary initial and ongoing training and development in education for democratic citizenship and human rights education. This should ensure that they have a thorough knowledge and understanding of the discipline's objectives and principles and of appropriate teaching and learning methods, as well as other key skills appropriate to their area of education.

10. Role of non-governmental organisations, youth organisations and other stakeholders

Member states should foster the role of non-governmental organisations and youth organisations in education for democratic citizen ship and human rights education, especially in non-formal education. They should recognise these organisations and their activities as a valued part of the educational system, provide them where possible with the support they need and make full use of the expertise they can contribute to all forms of education. Member states should also promote and publicise education for democratic citizenship and human rights education to other stakeholders, notably the media and general public, in order to maximise the contribution that they can make to this area. [...]

- ➔
3. European Youth Strategy 2010 – 2018:  
contribution to the fulfillment of

to provide more and equal opportunities for young people in education and the job market

[...]

to encourage young people to actively participate in society:

- Education and training: developing youth work and other non-formal learning opportunities
  - providing links between formal education and non-formal learning
  - participation: developing mechanisms for engaging in dialogue with young people and facilitating their participation in the shaping of national policies;
  - supporting youth organisations, including local and national youth councils;
  - promoting participation by under-represented groups of young people in politics, youth organisations, and other civil society organisations;
  - supporting ways of ‚learning to participate‘ from an early age.

to social inclusion:

- Realise the full potential of youth work and youth centres as a means of inclusion;
  - Encourage a cross-sector approach to address exclusion in areas such as education, employment and social inclusion;
  - Support the development of intercultural awareness and combat prejudice;
  - Support information and education for young people about their rights; [...]

- ⬇
4. Contribution to the fulfillment of the Paris declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through Education, Declaration of the European Council, 17. March 2015:

The primary purpose of education is not only to develop knowledge, skills, competences and attitudes and to embed fundamental values, but also to help young people - in close cooperation with parents and families - to become active, responsible, open-minded members of society. Children and young people represent our future and must have the opportunity to shape that future. We must combine our efforts to prevent and tackle marginalisation, intolerance, racism and radicalisation and to preserve a framework of equal opportunities for all. We must build on children's and young people's sense of initiative and the positive contribution they can make through participation, while reaffirming the common fundamental values on which our democracies are based.

At national, regional and local level

We agree to strengthen our actions in the field of education with a view to:

1. Strengthening the key contribution which education makes to personal development, social inclusion and participation, by imparting the fundamental values and principles which constitute the foundation of our societies;

2. Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while re specting the rule of law, diversity and gender equality;

3. Strengthening children's and young people's ability to think critically and exercise judgement so that, particularly in the context of the Internet and social media, they are able to grasp realities, to distinguish fact from opinion, to recognise propaganda and to resist all forms of indoctrination and hate speech;

4. Combating geographical, social and educational inequalities, as well as other factors which can lead to despair and create a fertile ground for extremism, by providing all children and young people with the necessary knowledge, skills and competences to build their own professional futures and pathways to success in society, and by encouraging measures to reduce early school leaving and to improve the social and professional integration of all young people;

5. Encouraging dialogue and cooperation among all the education stakeholders, in particular parents, families and associative struc tures, and building on children's and young people's sense of initiative and engagement in order to strengthen social ties as well as generate a sense of belonging;

6. Empowering teachers so that they are able to take an active stand against all forms of discrimination and racism, to educate children and young people in media literacy, to meet the needs of pupils from diverse backgrounds, to impart common fundamental values and to prevent and combat racism and intolerance.
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- 9



## At European Level

[...]

EU-level cooperation in this field will be instrumental in addressing the common challenges Europe is facing. There is an urgent need to cooperate and coordinate, to exchange experiences, and to ensure that the best ideas and practices can be shared throughout the European Union, with a view to:

1. Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship ;
2. Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination;
3. Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;
4. Promote intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders. [...]

## 5. CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION (2000/C 364/01) contribution to the fulfillment of:

### Article 21 Non Discrimination:

1. 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.
2. Within the scope of application of the Treaty establishing the European Community and of the Treaty on European Union, and without prejudice to the special provisions of those Treaties, any discrimination on grounds of nationality shall be prohibited.

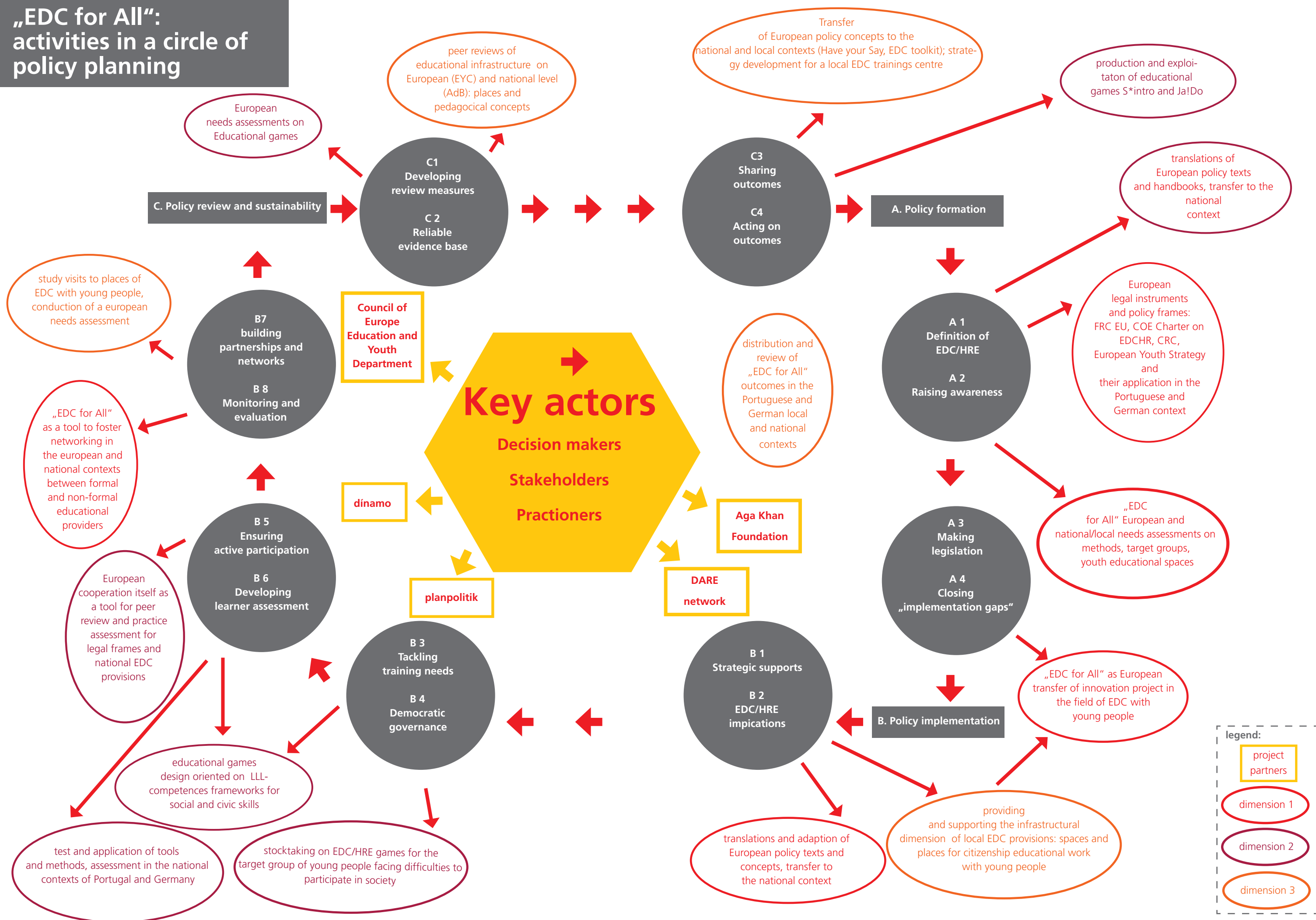
### Article 24 The rights of the child

1. Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity.
2. In all actions relating to children, whether taken by public authorities or private institutions, the child's best interests must be a primary consideration.

## The 3 dimensions of the project „EDC for All“ in relation to European EDC- and Fundamental Rights policy fields



# „EDC for All“: activities in a circle of policy planning



# The partnership

The partnership itself comprised a variety of educational organisations that have capacities and expertise on multiple levels: Youth NGO’s, educational NGO’s, educational enterprises, foundations, European educational NGO’s, intergovernmental organisations.

All of them contribute to policy making, advocacy, programming or implementing on their respective levels and bring in valuable expertise, skills and knowledge to foster and advance the process of the project firstly. In a second dimension the activities of these organisations have an impact on the application of EDC policies in Europe on all levels of work. Further the pluralistic set-up of the partner consortium allows for mutual learning and cascading effects among the organisations involved.



<b>Dinamo</b>
<b>Youth Organisation</b>
<b>Non-Formal-Educational Provider</b>
<b>Local / national / European level</b>

Dinamo is a youth association in Sintra County (PT) working at local, national and international levels to promote and enhance youth participation in society.

In 2011, Dinamo began the implementation of its strategy for youth participation called „Sintra is also YOURS!“ This project was financed 2011-2013 by the Calouste Gulbenkian Foundation and officially recommended by the Council of Europe.

In 2012, Dinamo has been recognized as good practice in the report „Working with young people: the value of youth work in the European Union“ published in February 2014 by the European Commission.

After becoming a reference organization in Portugal to issues of Youth Participation at local level, Dinamo explored the links between Youth Participation and the principles of Democratic Citizenship and Human Rights and came to the conclusion that the promotion of structured youth participation and the creation of coherent policies for subsidiaries and youth are indispensable conditions for a democratic society and a culture of human rights, based on recognizing the important contribution that youth organizations can make in this process. Thus continuing his work in the Youth Participation, Dinamo started in 2014 to soundly explore and apply Education for Democratic Citizenship and Education for Human Rights.

Currently Dinamo develops its work locally, nationally and internationally in different areas:

- Creating spaces for youth initiatives promoted by young people for other young people and other
- Promoting learning and mobility opportunities for young people
- Supporting, since 2011, the implementation of the Network of Youth Participation Sintra

- Promoting training and seminars for youth association leaders, youth workers and other youth service professionals
- Introducing in Portugal educational tools
- Creating and strengthening partnerships with other organizations active in these areas
- Contributing to the recognition processes of Non-formal education and youth work in Portugal

Dinamo is an organization accredited to the National Register of Associations of Youth (RNAJ), is member of the international network of the Anna Lindh Foundation network and the European DARE Network - Democracy and Human Rights Education in Europe.

For more information [www.dinamo.pt](http://www.dinamo.pt)

- In “EDC for All” Dinamo took the following responsibilities:
- Project coordination and partnership
  - Coordinating the Portuguese publication of the manuals „Charter for All“, „Charter for All! training pack“ and „Have Your Say! Handbook on the European Charter on the Participation of Young People in Local and Regional Life“
  - Coordination of the implementation process of the Training Center for Local Education for Democratic Citizenship
  - Educational contributions to the creation of two educational games „S\*intro“ and „Ja!Do“
  - External communication and dissemination of project results



<b>planpolitik</b>
<b>Educational company</b>
<b>Expert organization on game based EDC approaches</b>
<b>Local, National and international level</b>

Since its founding in 2005, the team of planpolitik has been specializing in the design and realization of interactive events on political, economic and social issues. In this context planpolitik uses dynamic and creative methods such as simulation games, ideas laboratories and creative workshops, also developing scenarios or campaigns. Furthermore, planpolitik implements formations that enable people to continue using these methods.

Since 2005, planpolitik held more than 1,000 events on various topics, with over 30,000 participants from around the world. The list of partners includes government agencies such as the German Foreign Ministry, universities from all over Europe, foundations, NGOs, and businesses. In addition, in 2013 planpolitik began developing a platform for online simulation games.

More information: [www.planpolitik.de](http://www.planpolitik.de)

- In „EDC for All“ planpolitik had the following responsibilities:
- \* Project coordination in the German context
  - \* Coordinating the creation of two educational games
  - \* coordination of publication of manuals in Germany



<b>DARE</b>
<b>European NGO</b>
<b>Association of providers of non-formal Education for Democratic Citizenship and Human Rights</b>
<b>European level policy work on EDC /HRE policies</b>

The Democracy and Human Rights Education in Europe (DARE) Network was officially launched on 28 June 2003 in Antwerp. DARE is registered under Belgian NPO law as a non-profit organization and has its legal seat in Belgium. DARE is a Europe-wide network of NGOs and other educational providers devoted to raise the profile of Education for Democratic Citizenship (EDC) and Human Rights Education (HRE), promote transcultural and transnational cooperation, and enhance the quality of education within these fields.

DARE aims at achieving recognition, visibility and adequate resources for EDC and HRE as a core obligation for the formal and non-formal education systems throughout Europe. DARE has been established to address three shortcomings in the present arrangements for NGOs in Europe carrying out invaluable work in EDC and HRE. DARE publishes the regular eDARE newsletter, reports and other publications, such as policy statements on European policy developments that affect EDC and HRE. The DARE network promotes different kind of activities:

- exchange of information, contents, methods and staff;
- common programmes for education and qualification of staff;
- public relations and lobbying at European level;
- common educational projects, standards and good practice;

For more information: [www.dare-network.eu](http://www.dare-network.eu)

In „EDC for All“ DARE contributed to disseminate and valorize the cooperation activities at European levels. It provided counseling to the projects dimensions fulfillment from a European Educational perspective thus linking the project to a variety of European policies related to participation, inclusion, anti-discrimination, citizenship education and human rights.



FUNDAÇÃO AGA KHAN  
Portugal

<b>Aga Khan Foundation</b>
<b>Foundation</b>
<b>Social work in areas with scarce resources</b>

The Aga Khan Foundation (Aga Khan Foundation - AKF) seeks sustainable solutions to the problems of prolonged and generational poverty, hunger, illiteracy and disease affecting the world, with special emphasis on the needs of rural communities in mountainous, coastal and other areas with scarce resources. AKF focuses on rural development, health, education and the strengthening of civil society. Among its programs are the Aga

Khan Program for Rural Development and the Programme Development Support Corporation of Mountainous areas.

For more information [www.akdn.org](http://www.akdn.org)

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

<b>Council of Europe Education and Youth Department</b>
<b>Intergovernmental Organisation</b>
<b>Policy resource and training centres on Education for Democratic Citizenship and Human Rights</b>

The Council of Europe represents 47 member states, covering virtually the entire European continent. Its mission is to promote democratic principles and common law, basing their action on the European Convention on Human Rights and other normative reference in the protection of individuals.

The Department of Youth is part of the Directorate for Democratic Citizenship and Participation at the Council of Europe. The Department elaborates guidelines, programs and legal instruments for the development of coherent and effective local, national and European policies for youth. In addition the Department contributes, through funding and educational support for the implementation of international activities with and for young people to promote citizenship, mobility and the values of human rights, democracy and cultural pluralism.

For more information [www.coe.int/t/dg4/youth/](http://www.coe.int/t/dg4/youth/)

In „EDC for All“ the Youth Department of the Council of Europe contributed to the spread internationally the results and provided educational and institutional support to the manuals of the publications in Portugal and Germany.

## Beyond the partnership

Beyond the partnership very early created alliances with organisations outside the consortium at local, national and international .This involvement contributed to reaching the goal and the project objectives. The main organizations and institutions involved were:

- Portuguese Institute of Sport and Youth, IP
- Association of German Educational Organizations (AdB)
- European Intercultural Club, Portugal
- Cooperative ECOS, Portugal



# Products and outcomes

„EDC for All“ logically integrates 1. the adaption and contextualization of European policy documents to the national and local frames and 2. the development of new tools feeding vice versa policy from a level of non-formal educational practice. On a 3. level the project asks for the dimension of conditions for successful implementation of EDC/HRE policies. Thus the creating of adequate learning places and spaces for young people manifest themselves in an adequately supported educational infrastructure, which comprises the dimensions of staff, pedagogy and learning places. This third level is basic for the creation of sustainable EDC learning, however in most of the European countries an understanding of non-formal educational youth work for democracy as an independent but publically supported and asked for good is lacking. Despite the fact the EU youth strategy and the COE charter on EDCHR both ask for adequate recognition of non-formal education as well as for the places where non-formal education has conditions to work, a broad application on the national and local level lacks widely. The „EDC for All“ project as one outstanding result asked for exactly this infrastructural dimension as condition for functioning EDC/HRE.

## Publications

In the frame of the project several publications of the Council of Europe have been translated and adapted to the Portuguese and German language and contexts. Dissemination among and trainings with experts from formal and non-formal education have been conducted on the use of the materials. The materials can be used in different educational settings, e.g. formal education, non-formal education, vocational education and training, youth and adult learning. The availability of the products in three language versions is a huge effort for the implementation of any related EDC/HRE policies from the COE and EU level and helps filling the European partnership on youth with life from the side of NGO work.

**Printed versions of all manuals and publications you can get on [www.edcforall.eu](http://www.edcforall.eu)**

### Charter for ALL

The Charter for ALL is a brochure aimed at young people. It displays the contents of the Council of Europe Charter on Education for Democratic Citizenship and Education for Human Rights. After a contextualization of the Council of Europe and the creation process of the Charter, the 5 key principles are presented and explored [Value diversity - Include everyone - Give equal opportunities for all and all - Respect Human Dignity - To live in peace]. Ways are introduced to implement them in schools and youth work. The brochure can be used by young people autonomously or can be a tool to use in groups inside and outside the classroom.



### Charter for All Training Pack



The brochure for young people is accompanied by a manual for educators to support the implementation of educational projects and refers to other fundamental manuals on Education for Democratic Citizenship and Education for Human Rights. The pack also includes a poster that can be used to explore and (re) affirm the content of the Charter. It supports EDC learning in formal and non-formal educational settings.

**a contribution to the implementation of COE Charter on EDCHR, Convention of Childrens Rights, European Union Charter of Fundamental Rights**

### Have Your Say! - Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life

„Have Your say“ is an educational tool resulting from the implementation of the European Charter on the Participation of Youth in Local Life and Regional Authorities, published by the Congress of Local and Regional Authorities of the Council of Europe. The manual is aimed at youth workers, youth leaders, association leaders and other persons connected with the youth sector. In addition to a theoretical contextualization, the policy manual includes step-by-step instructions to explore youth participation at local and regional level and even educational exercises to work with youth groups. The manual is the primary tool for creating and implementing the strategy ‚Sintra also is Yours!‘ [2011-2016] Dinamo currently conducts, co-financed by the Calouste Gulbenkian Foundation and officially recommended by the Council of Europe.



**a contribution to the COE Charter on EDCHR, Convention of Childrens Rights, European Union Charter of Fundamental Rights**

## Educational games

Within „EDC for All“ the partners developed, tested and produced two educational games, that aim to create easy accessible conditions with low-threshold for any EDC/HRE purposes: Often EDC/HRE are overwhelmed by normative educational settings that focus on xyz- development of competences and expel the target group from learning before it has even started. Thus the idea of the games is that any functioning educational approach dealing with democracy and HR should start from the learners biographical experience and their real life. The idea to create a simple game that brings learners into emotional situations where they can logically deduct to core questions of power in society, solidarity, participation, justice, equality and equity, sounded tempting. To work it out it took more efforts than assumed, however, the result is more than convinic nd has been tested in 2015 with hundreds of different learners from all over Eurorpe, so here they are.

### S\*intro –a card game for Youth Participation

S\*intro is almost a traditional card game. S\*intro is also an educational tool that raises issues about the potential and the difficulties of (youth) participation and democratic citizenship in our societies, because everyone learns in different ways, also playing cards!

### ja!do– A Game about Justice

ja!do is a dice game that explores the concept of justice, equity and equality. Even if the result of data is casual, one can always try to make fairer rules. And find out if fair is indeed fair. Testing the game has proven the developers thesis that without designing the learning setting strictly from the competence gaining side the results of the learning process are evidently better.

Both games are designed to be used primarily with young people but work lso with other target groups. They have been extensively tested with people in Portugal, Germany and the wider Europe. Both games contain instructions for planning a debriefing and suggestions for anyone to facilitate the process.

**The box with all games of the materials can be requested from Dinamo through [info@dinamo.pt](mailto:info@dinamo.pt) or is ready for download on [www.edcforall.eu](http://www.edcforall.eu)**





Strategies for the development of an EDC Training Centre in the municipality of Sintra

According to the local needs assessment conducted by Dínamo, a systematic preparation for the establishment of an EDC centre for young people has been paved. Establishing an independent learning Centre for young people is an ambitious but important step to realize a basic condition for the participation of marginalized and young people in society. Throughout the project, with the support of partners and other organizations, Dínamo developed his skills as an organization and achieved the conditions to open its Local Training Centre on Education for Democratic Citizenship and Education for Human Rights. The main achievements of this process were the visits to the European Youth Centre of the Council of Europe in Strasbourg as well as study visits to EDC- youth training centers in Germany, which has probably the most advanced and experienced pedagogical infrastructure of non-formal residential and non- residential learning places in Europe. As such Dínamo explored three EDC centres in the structure of AdB (association of german educational organizations):

- Anne Frank Zentrum in Berlin a non residential learning centre which offers trainings on holocaust education and nowadays discrimination with young people all over germany
- The youth educational centre Kurt Löwenstein in Brandenburg, working primarily with children and young people who do not attend higher education
- The Alte Feuerwache e.V./ youth educational centre Kaubstraße, Berlin, working mainly with children and youth in difficult social conditions

During intense interviews with youth pedagogues the issues of infrastructure, pedagogy, methods, staff (administration – pedagogy), finances, target groups, topics of educational work and approaches, relation and contribution to EDC policies, programs and impact assessment have been systematically explored and reflected. The lessons learned and insights gained helped to design and develop concrete arguments for the debates on the setup of

a local training centre in the municipality of Sintra as well as to develop a profile of specific trainings to be conducted in a local rehearsal.

Training profile of the local Training Centre in EDC/HRE

With the development of concrete training modules on „EDC for All“ (manuals,games) a first step to establish in Dínamo a working field as a training provider to other organizations has been realized. First experiences in designing training programs towards other organizations and trials/tests of other training formats which more accessible to young people have successfully been conducted since the projects start. Dínamo has begun to provide training services to other organizations and increased its training offer in 2015 systematically. Further the participation and efforts of Dínamo in the area of the municipal co-management process Tapada Com.Unidade in Tapada of Merces [Sintra] contributed to the process of restructuring of the local trainers pool and the contributed to the development of Dínamo as training provider.

The Centre’s implementation process mainly addressed logistical issues, also the setup of a physical infrastructure in form of an own training place remains difficult, mostly due to the fact that other actors such as the municipality needs to financially contribute to its realisation, which is outside the scope of the „EDC for All“ project..

Currently Dínamo works out a concrete development schedule and plan of the training center site, in its (geo-)graphic identity. At the end of the project Dínamo launched for the first time, his two training schedules at local level for young people, youth workers and youth leaders. New challenges and new learning are just around the corner, stay tuned ...

A Contribution to COE Charter for EDCHRE and the European Youth Strategy which aim to supporting youth organisations, including local and national youth councils and to realise the full potential of youth work and youth centres as a means of inclusion.



Youth Educational Centre Kaubstraße in Berlin



Youth Educational Centre Kurt Löwenstein, Werftpfuhl (Brandenburg)

Outreach beyond the projects scope

Besides the project activities several external effects beyond the scope of the project . They helped the project to contextualize its work in further dimensions and are proof for the importance the world outside the project gives to the topic. „EDC for All“ has been introduced as a best practice at the 2014 Vienna Conference on Networking European Citizenship Education (NECE). „EDC for All“ has been introduced and discussed with governmental institutions and ministries in Portugal, that are involved in EDC, youth, fundamental rights and social policies programming. In 2015 DARE conference and the Algarve Youth Forum special trainings have been applied in the European context and integrated other important organisations such as the European Wermland Centre and further key stakeholders in european and national EDC work. Such the results of the project could be multiplied already within the lifetime of „EDC for All“ but also helped to make a wider professional audience aware on the topics „EDC for All“ works on. Regular reports in the European newsletter e-DARE further contributed to inform relevant EDC professionals on the developments and projects steps thus embedding the project in a broader landscape of educational and youth policies going on in Europe. This brochure itself is part of the DARE blue lines publication series, as series of publications that aims to inform about European EDC/HRE work from the level of non-formal educational practice and contributes to the professional debate.



Anne Frank Zentrum, Berlin





## Policy recommendations

Resulting from the different dimensions „EDC for All“ worked on, there are some general conclusions for any related levels we want to share:

European Policy planning is an utmost important instrument regards to EDC/HRE work. It offers a frame to relate any educational youth work to and is of huge importance when it comes to conducting educational work on the local level. Inherent of any European policy program the EDC/HRE dimension needs to be acknowledged and promoted. Thus European policy making should aim to empower non-formal work on the ground rather than measuring and controlling its outcomes. A holistic policy reporting from the national levels on occasion of the COE Charter on Education for Democratic Citizenship and Human Rights review process in 2016 could help to foster the debate on the European level.

The local dimension of youth educational work and the capacity of youth work to form cross-sectoral alliances on the ground largely depend on the infrastructural capacity of the NGO's as providers of Education for Democratic Citizenship and Human Rights.

This infrastructural dimension relates to staff, time, capacity and adequate spaces as means to design, conduct and arrange educational processes with young (and adult) people. To provide adequate means for the creation of such an infrastructure remains a core obligation and responsibility to any state levels.

The strength of non-formal education providers is the independent educational approach to societal needs. Youth work can react fast and early on young peoples' issues, as it can develop approaches and methods independently from long term curricula planning processes. Cooperation between non-formal and formal education needs to take into account the strengths of both systems and their inherent logic and capacities, while not subordinating one under the other.

The independency of NGOs related to the content of EDC work is fundamental to the educational process. It needs to be perceived as public good and should adequately be supported by all state levels.

The development of democratic and social competences of young people is at the heart of the European policy agenda. However the way to contribute to the formation of these competences can be arranged in different ways: it is important to understand that competence development does not necessarily need to build on a predefined set of democratic competences which can be taught but also on the settings of education which enable people to show certain competences. Thus educators need to be enabled to better recognise and evaluate competences shown in a certain learning setting, rather than targeting at specific competence development from the input angle.

## The LLP and Erasmus +

„EDC for All“ was supported by the European Programme on Lifelong Learning (LLP). The LLP aimed to contribute to the development of the EU as a knowledge-based society, with sustainable economic growth with more and better jobs and greater social cohesion, working in parallel for proper environment protection, considering future generations.

The program is primarily intended to promote exchanges and cooperation, as well as mobility between education and training systems at European level, for these to become established as a world quality reference.

The Lifelong Learning Programme had the following specific objectives:

- a) contribute to the development of quality lifelong learning and to promote high performance;
- b) support the creation of a European area of learning throughout life;
- c) to help improve the quality of learning opportunities throughout life existing in the Member States;
- d) to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, equality between men and women and personal fulfillment;
- e) to help promote creativity, competitiveness and employability, as well as for the development of entrepreneurial spirit;
- f) to contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups;
- g) to promote language learning and linguistic diversity;
- h) Support the development of content, services, pedagogies and innovative practices based on ICT in learning throughout life;
- i) Strengthen the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights;
- j) to promote cooperation in quality assurance in all sectors of education and training in Europe;
- k) to encourage the best use of results, innovative products and processes and to exchange good practice in the areas covered by the Lifelong Learning Programme, in order to improve the quality in the sectors of education and training.

With a view to achieving the objectives of the Lifelong Learning Programme four sectoral sub-programs have been implemented - Comenius, Erasmus, Leonardo da Vinci and Grundtvig - and a Transversal sub-program.

The Lifelong Learning Programme ended in late 2013.

In 2014 the European Commission launched the new Erasmus+ Program.

Erasmus+ started on 1 January 2014. This program consolidates under a single framework for supporting the areas of education, training, youth and sport and other international programs, including Jean Monnet and Erasmus Mundus.

Erasmus + program is to support education activities, training, youth and sport in all sectors of learning throughout life, including higher education, vocational training, adult education, school education, education and training activities for young people.

More information:

[http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)

More information: [www.proalv.pt](http://www.proalv.pt)



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EACH ONE TEACH ONE!

**Impressum:**

All pictures :Dínamo, planpolitik, AdB



Lifelong  
Learning  
Programme

The project „EDC for All“ has been funded with support from the EU-LLP programme: | TOI – EDC FOR ALL | 2013-1-PT1-LEO05-15769 |. This publication reflects the views of the authors only and the European Commission cannot be held responsible for any use which may be made of the information contained therein.