

Learning the Key Principles and the Functioning of the Human Rights Protection System¹



Zagreb, 19 October 2012

NATIONAL ROUNDTABLE “Learning about the European Court of Human Rights’ Practice in the Secondary Schools”

**21 September 2012
Ivo Pilar Institute of Social Sciences, Zagreb, CROATIA**

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¹ Project title for public use: “Explore and Act for Human Rights - A Project for European Students”.

Summary of the National Round-Table “Learning about the European Court of Human Rights’ Practice in the Secondary Schools”

The National Round-Table “Learning about the European Court of Human Rights’ Practice in the Secondary Schools” was held in Zagreb, Croatia, on 21 September 2012. It was organised by the Ivo Pilar Institute of Social Sciences and the Faculty of Humanities and Social Sciences of the University of Zagreb, and held under the auspices of the Ministry of Science, Education and Sports. The Round-table was financially supported by the Council of Europe, as a part of its new project “Learning the Key Principles and the Functioning of the Human Rights Protection System”, which aims to encourage an effective implementation and respect of human rights in the Member States education sector through a better understanding of the principles of the European Human Rights system and the functioning of its mechanisms².

The goal of the National Round-Table was to bring together the secondary school teachers, educators, policy and decision makers, educational and human rights scholars as well as the members of the Croatian project team so as to engage them in the debate on a new perspective in learning about human rights in secondary schools through the analysis of the European Court of Human Rights’ (the Court) practice. In particular, the Round-table aimed at presenting the learning units and materials related to the selected case-law of the Court, developed by the Croatian team, and discussing how they could be integrated into the new National Citizenship Education Curriculum, based on the results of the pilot implementation of the selected learning units in the selected schools. The discussions were not only to contribute to the introduction of learning about the European Human Rights system in the Croatian educational system: the lessons learned and the experience acquired in the Croatian context were to be useful for the Council of Europe as a whole and thus contribute to the pan-European process of fostering the legal dimension of human rights education.

This report presents in brief the content of the sessions held during the Round-Table, as well as the main conclusions and recommendations provided by the participants.

² The project was launched by the Directorate of Democratic Citizenship and Participation in 2010. More information on the project, project partners and activities as well as on how to become part of the project is available on the project’s website <http://explorehumanrights.coe.int/>.

Opening Addresses (plenary session) **(9.30 – 09.45)**

Participants of the National Round-table were welcomed by **Ms Ankica Nježić, Assistant Minister in the Ministry of Science, Education and Sports of the Republic of Croatia**, who affirmed Croatia's dedication to the advancement of education for human rights and democratic citizenship and expressed how highly it valued Council of Europe's efforts to bring the European Convention for the Protection of Human Rights and Fundamental Freedoms (the Convention), as well as the practice of the Court, closer to students. Ms Nježić gave a brief overview of the efforts Croatia invested in the field over the past 20 years, through the process of creating the National Citizenship Education Curriculum (the Curriculum). As the Curriculum is to be pilot-implemented in this school year in Croatian elementary and secondary schools, Ms Nježić stressed out the good timing of the Round-Table. Ms Nježić emphasised that the Croatian government sees human rights and citizenship education as essential in encouraging better understanding of the role citizens play in the democratic development not only of Croatia, but of Europe and the world as well. Through it, students gain competences that are crucial for respecting human dignity, justice, fairness and democracy and become better able to respond to the challenge of achieving a real and stable democratic environment.

Mr Damir Boras, Dean of the Faculty of Humanities and Social Sciences of the University of Zagreb, greeted the participants on behalf of one of the organisers of the Round-Table by stressing out how education focused on the practice of Court and on human rights in general enables future generations to understand what their rights are, how they can protect them and how they can contribute to democratic development. He affirmed the pioneer role of the Faculty of Humanities and Social Sciences in advancing education in this field.

The last address was given by **Mr Vlado Šakić, Director of the Ivo Pilar Institute of Social Sciences**, who talked about the dedication of the Ivo Pilar Institute to following and affirming the European practices through its scientific activities, especially when an innovative topic such as this one was at hand. He pointed out the especially important aspect of organising such an event through common efforts of the academic community and the Council of Europe. The Ivo Pilar Institute gave a contribution to the development of various instruments intended for the advancement of education, including the development of the Croatian National Educational Standard and organisation of various conferences on the topic of education and Human Rights. Mr. Šakić expressed his hope that the project will bear long-term results.

The Role of the Council of Europe in Promoting Human Rights and Democratic Citizenship through Education (morning plenary session - part I) **(09:45 – 11.00)**

This session of the National Round-Table focused on the framework that the Council of Europe provides for learning about human rights and democratic citizenship, introducing the project and the work of the Croatian team.

Mr Qiriazhi, Head of Division for Citizenship, Human Rights and Diversity Education, thanked the organisers for making this event possible and giving the opportunity to the Council of Europe to address the practitioners in this field. He thanked the Croatian authorities for the permanent support to the Council of Europe, as well as to the organisers of the Round-table and to the National Coordinator for Education on Democratic citizenship – Human Rights Education (EDC-HRE). Mr Qiriazhi talked about the growing commitment to, and the understanding of the EDC-HRE process all over Europe, which has been affirmed through the Charter of the Democratic Citizenship and Human Rights and by the United Nations as well. He pointed out that the new Croatian Citizenship Education Curriculum for primary and secondary schools could be a great contribution to the European practices, which he hopes will be shared. He, then, briefly introduced the project „Explore and Act for Human Rights“ and its innovative approach to Human Rights Education through learning about the practice of the Court and nourishing the culture of human rights and of democracy. One of the aims of the project is to achieve better implementation of the Court’s standards at the national level, which is expected to reduce the influx of cases to the Court. As a part of the reform of the Court the Member States have obliged themselves to invest efforts in education of students and law enforcement professionals, as well as political and other stakeholders, in order to achieve this aim. Mr Qiriazhi explained that through this project the Council of Europe was providing assistance in this respect. He concluded his speech by sharing his excitement about hearing for the first time how the learning units that had been developed by the project team had been received in practice – by students and by teachers. The Croatian Round-table was the fourth organized by the Council of Europe this year in the scope of this project but the first Round-table through which the results of the project will be presented.

Mr Qiriazhi was followed by Mr **Mitja Sardoč of the Educational Research Institute and the Slovenian Institute of Migration**, who extended the introduction to the project „Explore and Act for Human Rights“ by presenting the dual goal of citizenship education – learning about diversity on one hand and equality on the other, and by indicating at how the balance should be achieved. He mentioned an interesting trend which can be observed in respect to human rights education. On the one hand, there is an agreement on the importance of human rights in public education, the clear example of which is the work of the Council of Europe in this field over a couple of decades. On the other hand, there are many disagreements, problems and challenges at the empirical level. A number of changes have influenced this process. The collapse of undemocratic governments has had a great influence on the spread of human rights education over the last 20 years. But there has also been quite a reversed trend – the rise of religious fundamentalism and nationalism leading to xenophobia. Moreover, Europe is faced with political passivity and increasing democratic deficit for which some scholars blame the citizens themselves. In reference to this, he singled out three important questions to be addressed:

1. what are the basic aims of law-related education and, especially, human rights education,
2. how these aims are translated into education,
3. how should students be educated in these fields

He concluded by stating that the Explore and Act for Human Rights Project directly addressed the three main aims of the Council of Europe – democracy, rule of law and Human Rights.

Ms Ivana Radačić of the Ivo Pilar Institute of Social Sciences presented the project – its goals, target groups and activities undertaken so far, introduced the Croatian team and its work, and explained the criteria for the selection of the judgments. She then gave a presentation on the work of the Court, giving statistics on the judgments and pending cases, and describing the wide range of areas in respect of which the Court has set standards. Ms Radačić also explained the main interpretative principles that the Court uses, in particular its dynamic approach and the conceptualisation of the Convention as ‘a living instrument.’ She then introduced the process of implementation of the judgments and the effects the judgments have on national legal and political systems, giving examples of concrete changes that were results of the Court’s judgments. Ms Radačić finally discussed the relevance of the Court’s practice for education and the role of education in promoting human rights standards set up by the Court, emphasising the project’s usefulness for furthering the human rights standards in Europe.

The session was concluded by **Mr Bernard Dumont, a Senior Consultant on ICT for Education**, who gave a presentation on the use of technology in disseminating the project’s results and other resources for teaching and learning. He presented the first version of the project website which will be developed according to the input provided by project partners. He elaborated on the guiding idea behind the design of the portal – working from the position of the teacher who wants to bring the issue of human rights closer to students and who, thus, searches for available resources. Account was, as well, taken of who the students are, whether the group is homogenous or diverse, and what its cultural background is. He presented the logic and matrix behind the portal and explained how the teacher or any other user looking to find certain materials will be able to use it. The portal provides an outstanding mechanism which will enable the users to tap into the digital repository of Human Rights Education and Education for Democratic Citizenship resources, not only into those produced by the Council of Europe but into all materials provided by the users themselves. The portal therefore gives a free and multilingual access to multimedia resources (video, animation) available for teachers, teacher trainers, students, pupils and researchers with specific focus on the case law of the Court, law related education for secondary schools and related issues (e.g. Roma). The portal is to become fully operational in a few months’ time.

Presentation of the Results of the Croatian Team (morning plenary session - part II) (11.30 – 12.40)

This session was dedicated to the presentation of the learning units and materials developed by the Croatian team and tested in secondary schools by four teachers.

The session was opened by **Ms Vedrana Spajić Vrkaš of the Faculty of Humanities and Social Sciences** who explained the methodology the Croatian team applied while developing the learning units – linking the legal and pedagogical dimensions. Ms Spajić Vrkaš first presented the Council of Europe’s template that had initially been

designed for developing teaching units. The template was modified in accordance with the Croatian team's intentions. For example, the Croatian team standardised the organisation of the content of the learning units and had key words explained in small boxes for each case. Each learning unit has the *executive summary* at the beginning of the unit, as well as at the beginning of the pedagogical section as a tool for obtaining a brief insight to the user about the case and its pedagogical interpretation. Finally, students' self-evaluation questionnaire was also developed to serve as feedback to teachers after the activity is implemented in practice. Ms Spajić Vrkaš led the participants through all the sections of the template, explaining the structure and the purpose of each of them. She then talked about the importance of the project's outcome for the first Croatian Citizenship Education Curriculum which is structured around six dimensions, including legal, and which is in the process of pilot-implementation, monitoring and evaluation in 12 schools. She said that the curriculum marks the Copernican turn in approaching education in Croatia as it defines the goals of teaching in terms of students' outcomes, which is still not the case with most of the school subjects.

Her introductory speech was followed by the presentation of the learning units by two student team members. **Ms. Sunčica Brnardić, a student of the Faculty of Law of the University of Zagreb**, presented the pedagogical interpretation of the case of *Leyla Sahin v. Turkey*, which dealt with the issue of prohibition of wearing 'Islamic headscarf' at the university. The aim of the learning unit was to present how the Court defines and interprets freedom of religion guaranteed by Article 9 of the Convention. Educational activities were envisaged so as to motivate the students debate the meaning of this right by analysing the case. Group work, debate, analysis of graphic materials, charts, and other educational methods were suggested so as to clarify not only the notion of freedom of religion but some basic doctrines of the Court, such as the margin of appreciation, as well as the absolute, qualified and expressly limited rights. Understanding the case additionally led to nurturing non-violent conflict resolution, dialogue between the conflicting sides, developing empathy among students, as well as enhancing their understanding of what justice is, especially in the culturally complex societies.

Ms. Nina Sertić, a student of the Faculty of Humanities and Social Sciences of the University of Zagreb, presented the teaching unit based on the case of *Opuz v. Turkey*, which dealt with the right to life, prohibition of torture and freedom from discrimination in the context of domestic violence. The learning methods included a short animation, moot court, as well as the board game originally developed by her with a view to make it easier for students to understand the procedure a person must go through before submitting an application to the Court. The approach is meant to incite the debate among students and enable them to learn about one of the Convention right in an innovative and fun way.

Implementation of the Learning Units Developed by the Croatian Team (morning plenary session - part III) (12.40 – 13.10)

The session continued after the break, with the presentations of the secondary schools teachers who had pilot-implemented the learning units in their classrooms.

Mr. Krešimir Gracin, a philosophy teacher at the Ivan Supek X. Gymnasium, Zagreb, presented the results of the implementation of the case of *Opuz v. Turkey* in the second and third grades of his school, through four school classes. His estimation was that the subject at hand was a bit too complex for the second graders and that more than four school classes were needed to cover the topic entirely. He expressed great satisfaction with the learning approach and provided fruitful critical commentary as well (on the film which might deepen the stereotypes regarding the Turks, on the complexity of the notions which must be covered, replacing the notion of "gender stereotypes" with the "gender role", adding more facts on the Turkish legislation as well as clarifying the facts of the case and giving clear and precise guidelines for conducting the moot court). He stressed out the importance of the role teacher plays in facilitating the debate of students, choosing the right students for the right roles and providing additional explanations where needed.

Ms. Ksenija Matuš, a philosophy teacher at the Bjelovar Gymnasium, presented the results of the implementation of the case of *Vogt v. Germany*. She first stressed out the difference between the students of different grades in the same type of the school, and between gymnasiums and the vocational schools students. She extended compliments to the project team members who prepared the case. She advised increasing the amount of time predicted for most parts of the template. She stressed that some of the methods, such as role playing, implied extensive preparation by the teacher who should possess specific skills in order to obtain the planned outcome. She suggested some further methods in implementation cases, such as having lawyers as guest lecturers, as she has done when implementing the template of the *Vogt* case. Ms. Matuš will continue working on staging a protest in the Gymnasium Bjelovar, on the topic of the students' choice, which will increase their competence for publicly advocating their belief.

Ms. Davorka Šorak, a school counselling expert at the School of Economics and Tourism and Sanja Bušić, a teacher at the Technical School, both from Daruvar, presented their shared work on the *Vogt* case. They have followed all the suggested activities and methods. They did not have enough time to draft the mental map proposed but they gave the students a task to find out to whom the Croatian citizens may apply if their own rights would be breached. By the use of Internet students were able to cover almost all of the institutions and civil society organisations available at this moment in Croatia. The conclusion was that the mechanisms of protection are recognised by the students but that teachers should work more on their ability to detect and recognise violations in their own society. Students manifested the problem in understanding that the rights they have come with certain responsibilities and that their rights are limited by the rights of other people. Students evaluated their learning outcomes and were encouraged to give their own recommendations for the improvement. They expressed the desire to learn more and more frequently about these topics and were very satisfied with participation in the pilot-implementation of this learning unit.

Ms. Monika Perčić, a Croatian language teacher at the School of Economics, Čakovec, worked on *Šečić v. Croatia* case which was especially interesting as it deals with an issue that happened in that region. She pilot-implemented the template in the second grade, and she found out that students had little knowledge on the Council of Europe,

for which reason they were given the task to conduct their own search through internet to find more information about the Council. The analysis and discussion about the case disclosed prejudices about the Roma people that some students had. Students expressed their satisfaction with the way they learned about the case and were motivated to take part in the process of learning. She stated that the analysis of the responses of her students' on the self-evaluation questionnaire had shown that the most challenging part of the template was the understanding of the process before the Court, which was also confirmed by other teachers who piloted the learning units

Education for Human Rights and Democratic Citizenship in Croatia (14.30 – 15:15)

The afternoon session was opened by **Ms Nevenka Lončarić Jelačić, of the Education and Teacher Training Agency**, who presented the first National Citizenship Education Curriculum. She gave a brief overview of the curriculum and explained that it would be pilot-implemented in 12 elementary and secondary schools during 2012/13 in cooperation with public and civil society organisations. Teacher training was provided during which teachers were introduced to the aims, content and approaches of the curriculum. The pilot-implementation is being monitored and evaluated with a view to provide empirical data on the relevance and effectiveness of the curriculum. Ms Lončarić-Jelačić stressed the importance of the legal regulation of citizenship education, without which the results achieved might not be long-lasting. The functional and structural dimensions of the curriculum follow the recommendation of the Charter of the Council of Europe. One of the major challenges in the process of implementation of the curriculum is how to prepare teachers for such an approach. Plans exist to set up additional educational facilities and modules for the professional development of teachers. Another important issue concerns the assessment or evaluation of students. This issue is expected to be clarified as a part of the pilot-implementation of the curriculum. She concluded by saying that the curriculum aims at providing citizens with concrete skills so they can protect their own rights and actively participate in the development of their democratic communities.

After the presentation of the Curriculum, the **school mistress of the 'Đuro Ester' school**, one of those included in the experimental implementation of the curriculum, shared the experiences gathered in the first few weeks of its implementation.

Working Groups (15.20 – 16.00)

There were three working groups. The purpose of the first two was to discuss in detail and in small groups the possibilities and the challenges for the incorporation of the learning units in the curricula as well as possible improvements of the methodology and materials used. The third group had a workshop on internet resources developed as a part of the project.

Group I: Inclusion of the Project Results in the Curriculum for Civic Upbringing and Education for Secondary Schools

(Group moderator: Anja Zadravec, Faculty of Humanities and Social Sciences of the University of Zagreb; rapporteur: Slavica Mihalić, Faculty of Humanities and Social Sciences of the University of Zagreb)

The group consisted of the elementary and secondary school teachers, university professors and student project members. Having conducted the testing of the materials, all educators agreed that they correspond to the needs of the teachers preparing for the class – they are easily understood and provide clear instructions on how to design a class. With such materials, teaching about the Court's practice becomes easily manageable. The participants of the workshop agreed that making such content obligatory would ensure the accessibility of knowledge to all the students, but that the preparation of teaching staff for such an approach is of pivotal importance for the success of the process. One of the main advantages of the methodology recognised by the practitioners was that it incites cooperation with the local institutions and enables the inclusion of professional guest lecturers in the class, from lawyers to social workers and journalists. The need for clarifying some basic terms used in the materials was diagnosed and the need to design methods for evaluating knowledge gained by the students while upholding their intrinsic motivation for learning.

Group II: Inclusion of the Project Results in the Curriculum for Civic Upbringing and Education for Secondary Schools

(Group moderator: Ms Svijetlana Škrobo, Faculty of Humanities and Social Sciences of the University of Zagreb; rapporteur: Ms Andrea Šimunović, Faculty of Humanities and Social Sciences of the University of Zagreb)

Having exchanged the opinions and experiences of the pilot-implementation of the learning units, the group focused on who the personnel to teach the curriculum should be and what sort of training they should be given before. It was heavily stressed that the proper education must be provided to the teaching staff. As regards the benefits of this way of teaching, they were recognised by all the teachers who greatly complimented the materials which they had received.

Workshop on the Use of On-Line Resources, delivered by Mr Bernard Dumont, Consultant in Training Engineering, e-learning and Quality in Education

(Rapporteur; Ms Ivana Kordić, Faculty of Law of the University of Zagreb)

Mr Bernard Dumont presented the new portal of the Council of Europe containing the repository of documents related to the education on human rights and democratic citizenship. The workshop covered the technical background of the portal as well as the guidelines for its effective use. It was made clear that to ensure its proper use more than one workshop was needed, and the recommendation was made that each Member State should ensure that one or two people, who would be trained, would be responsible for uploading the materials produced. This is essentially the core condition for the effective working of the new portal – that each of the Member States recognises its value and allocates a small team of experts which will ensure that its potentials are fully used.

Plenary Discussion and Conclusions (17.00 – 18.00)

The closing session was dedicated to summing up and articulating the conclusions and recommendations of the work done through the National Round-table. They were delivered by Ms Ivana Radačić and Ms Vedrana Spajić Vrkaš.

Ms Ivana Radačić articulated the following recommendations to be drawn from the Round-table:

- further cooperation should be established among all the people included in the project so far in disseminating the results of the project by using the teachers, project leaders and students as trainers/presenters,
- the learning units and materials should be included in the Croatian Citizenship Education Curriculum,
- the schools that have tested the materials should be included in future activities of the project at the European level, such as school competitions
- the importance and effectiveness of the additional method which stemmed out from the implementation so far – inviting legal practitioners to schools as part of Education for Democratic Citizenship and Human Rights Education, should be recognised.

Ms Vedrana Spajić Vrkaš expressed her view that the Round-table succeeded in attaining its goals and pleaded for further support from the Council of Europe in pilot-implementing of the remaining templates and publishing them in the form of teachers' manual. In addition, she stressed that further cooperation of the project team with the practicing teachers was of utmost importance for maintaining the quality of the outcomes. She also emphasised that the recommendations should be addressed to all main educational stakeholders at all levels of education. What is needed is not only political will but also a high quality support for teachers. Finally, by referring to the Croatian Citizenship Education Curriculum she explained how the introduction of the legal dimension to citizenship education could challenge the basic idea of the role of education. The Croatian curriculum is based on the concept of the *student seen as the citizen* – the one who enjoys the legal rights and has responsibilities in the context of four communities he or she belongs to. Thus, the Curriculum introduces the student as the citizen of the classroom, school and the local community; citizen of the national community, citizen of Europe and the global citizen. She saw raising awareness of the public, both professional and wider, of the need to include legal education into the classic education as an essential part of the quality implementation of the Curriculum. She also emphasised the importance of the new portal of the Council of Europe which will provide basic educational resources for every interested party. **Ms Spajić Vrkaš** concluded by thanking and congratulating all the students who took part in the project, to all teachers who implemented the materials and to the Council of Europe for providing support to Croatia in this process.

Ms Ivana Radačić thanked the students who participated in the project and assisted in the organisation of the Round-Table, the staff from the Ivo Pilar Institute who helped with the organisation, all the participants of the Round-table, the interpreters, and the Council of Europe for providing the needed financial support.

Mr Villano closed the National Round-Table by expressing his satisfaction with the results of the Croatian team, especially the pilot-implementation of the templates by the secondary school teachers. He stated that his Department had a pioneering role in linking legal education with education for democratic citizenship, which in itself had had many challenges when such idea had been initiated. It brought about the new approaches to teaching as well as to understanding of the students' civic competence. The results of the Croatian team proved that the idea was valuable, as well as challenging, especially for teachers. On behalf of the Council of Europe he congratulated the Croatian team for its achievements.

APPENDIX 1

National Round-table Agenda

Friday, 21 September 2012

Ivo Pilar Institute of Social Sciences, Zagreb, Marulićev trg 19/I

Programme

9.00 – 09.30	Registration of Participants
9.30 – 09.45	Opening Addresses Ankica Nježić, Assistant Minister, Ministry of Science, Education and Sports Damir Boras, Dean, Faculty of Humanities and Liberal Arts of the University of Zagreb Vlado Šakić, Director, Ivo Pilar Institute of Social Sciences, Zagreb
09.45 – 11.00	Role of the Council of Europe in Promoting Human Rights and Democratic Citizenship through Education <i>Policies and Programmes of the Council of Europe in Education for Democratic Citizenship</i> Villano Qiriazzi, Head of Division for Citizenship, Human Rights and Diversity Education, Council of Europe, Strasbourg <i>Role of Learning about the European Court of Human Rights in Education for Diversity and Equality</i> Mitja Sardoč, Educational Research Institute and the Slovenian Institute of Migration, Ljubljana <i>New Project of the Council of Europe „Explore and Act for Human Rights“ – Learning about the European Court of Human Rights practice in secondary schools</i> Ivana Radačić, Ivo Pilar Institute of Social Sciences, Zagreb <i>A Portal for Teachers and Students to access pedagogical resources on Human Rights through Internet</i> Bernard Dumont, Senior Consultant on Information and Communication Technologies for Education, former University Professor in Educational Sciences, Paris
11.00 – 11.30	Break
11.30 – 12.40	Presentation of Croatian Team Results <i>Linking Legal and Pedagogical-Methodical Dimension in Learning about the practice of the European Court of Human Rights</i>

Vedrana Spajić-Vrkaš, Faculty of Humanities and Liberal Arts of the University of Zagreb

Methodical Analyses of Selected Cases of the European Court of Human Rights

Sunčica Brnardić, Faculty of Law of the University of Zagreb

Nina Sertić, Faculty of Humanities and Liberal Arts of the University of Zagreb

Pilot Implementation of the Selected Educational Units in Secondary Schools

Krešimir Gracin, Ivan Supek X. Gymnasium, Zagreb

Monika Perčić, School of Economics, Čakovec

Ksenija Matuš, Gymnasium Bjelovar

Davorka Šorak, School of Economics and Tourism, Daruvar

Sanja Bušić, Technical School, Daruvar

12.40 – 13.10

Education on Human Rights and Democratic Citizenship in Croatia

Development of Education on Human Rights and Democratic Citizenship in Croatia with Special Reference to Secondary Schools

Representative of the Ministry of Science, Education and Sports

The First Curriculum for Civic Upbringing and Education in Croatia: Structure, Experimental Implementation and Monitoring

Nevenka Lončarić-Jelačić, Education and Teacher Training Agency

13.10 – 14.30

Lunch

14.30 – 16.00

Working Groups

Inclusion of the Project Results in the Curriculum for Civic Upbringing and Education for Secondary Schools

Workshop on the Use of On-Line Resources

16.00 – 16:30

Break

16.30 – 17.00

Reports of the Working Groups

17.00 – 18.00

Plenary Discussion and Conclusions

(Inclusion of the project results in secondary schools; teacher preparation; educational resources)

APPENDIX 2

REPORT ON THE EXPERIMENTAL IMPLEMENTATION OF EDUCATIONAL MATERIALS ON THE EUROPEAN COURT OF HUMAN RIGHTS IN SECONDARY SCHOOLS

Developed by Vedrana Spajić-Vrkaš

Project LEARNING ABOUT THE EUROPEAN COURT OF HUMAN RIGHTS PRACTICE IN SECONDARY SCHOOLS

The Council of Europe, the Faculty of Humanities and Social Sciences of the University of Zagreb and Ivo Pilar Institute of Social Sciences

REPORT ON THE EXPERIMENTAL IMPLEMENTATION OF EDUCATIONAL MATERIALS ON THE EUROPEAN COURT OF HUMAN RIGHTS IN A SECONDARY SCHOOL

Case applied:
Teacher:
School:
Target group (class or age of students):
Duration:

GUIDELINES FOR REPORTING

1. Application of the materials

- What parts of the material were covered (goals, content, methods)?
- How were they applied (as part of a specific subject, as an extra-curricular activity etc.)?
- What parts of the material were used and in which way (hand-outs, instructions for teachers etc.)?

2. Review of the application of materials

- Is this specific case suitable for students?
- Are the goals listed clearly and are they attainable through suggested activities?
- Are all of the terms/expressions in the material sufficiently explained (have you encountered any terms which the students did not comprehend, and which were not explained in the material)?
- Is the suggested methodical approach suitable for students (activities and methods)?
- Is the way of presenting the procedure of the Court comprehensible to the students (did they need any additional explanations)?
- Have the students shown interest during the application of materials?

- What did they like most about the application?
- Has the application of materials incited them to reflect upon their own experiences or comment on similar events in their communities or in Croatia?

3. Suggestions for inclusions of material in education?

4. Suggestions for improvement of material and/or its application in class.

Project
LEARNING ABOUT THE EUROPEAN COURT OF HUMAN RIGHTS PRACTICE IN SECONDARY
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The Council of Europe, the Faculty of Humanities and Social Sciences of the University of
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QUESTIONNAIRE FOR STUDENTS

What and how much did I learn through processing the learning unit
.....?

From 1 to 5 assess how much did the analyses of the case.....helped you to: (Circle one number in each row!):		Not at all	A little	Average	A lot	Very much
1	know that the European Convention for the Protection of Human Rights and Fundamental Freedoms and the European Court of Human Rights are the instruments which the Council of Europe uses to protect the rights of the citizens of its Members States.	1	2	3	4	5
2	understand the role of the European Convention of Human Rights in the protection of rights and freedoms of the citizens of Council of Europe's Members States.	1	2	3	4	5
3	understand the content of individual rights from the Convention which were processed through the case analyses.	1	2	3	4	5
4	understand the importance of protection of the rights analysed for the well-being of citizens in a democratic society.	1	2	3	4	5
5	understand the role of the European Court of Human Rights in the protection of the rights of citizens of the State Parties.	1	2	3	4	5
6	know which conditions the application to the Court has to fulfill in order for the Court to admit and process it.	1	2	3	4	5
7	understand the procedure of the European Court from admitting the application to reaching the judgment.	1	2	3	4	5
8	understand that the European Court, when considering the case lodged, verifies primarily whether the actions of the Member State have been in line with obligations it assumed by signing the European Convention.	1	2	3	4	5
9	know which effects the judgment of the European Court has both to the affected party and the State.	1	2	3	4	5
10	can recognise the breach of rights you learned of in your own environment.	1	2	3	4	5
11	understand the value that learning human rights through the European system of protection brings to your own benefit.	1	2	3	4	5
12	are interested in learning further about the European standards of human rights and their protection through the European Court.	1	2	3	4	5

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QUESTIONNAIRE FOR STUDENTS

What and how much did I learn through the processing of the learning
unit

.....?

From 1 to 5 estimate how much did the analyses of the case.....helped you to:		Total	%
1	You know that the European Convention for the Protection of Human Rights and Fundamental Freedoms and the European Court of Human Rights are the instruments which the Council of Europe uses to protect the rights of its Members States' citizens.		
2	You understand the role of the European Convention of Human Rights in the protection of rights and freedoms of the citizens of Council of Europe's Members States.		
3	You understand the content of individual rights from the Convention which were processed through the case analyses.		
4	You understand the importance of protection of the rights presented for the well-being of citizens in a democratic society.		
5	You understand the role of the European Court of Human Rights in the protection of the rights of citizens of State Parties.		
6	You know which conditions the application to the Court has to fulfill in order for the Court to admit and process it.		
7	You understand the procedure of the European Court from admitting the application to reaching the judgment.		
8	You understand that the European Court, when considering the case lodged, verifies primarily whether the actions of the Member State have been in line with obligations it assumed by signing the European Convention.		
9	You know which effects the judgment of the European Court has both to the affected party and the State.		
10	You can recognise the breach of rights you learned of in your own environment.		
11	You understand the value that learning on human rights through the European system of protection brings to your own benefit.		
12	You are interested in learning further on the European standards of human rights and their protection through the European Court.		