

COMMON GOALS - VARIETIES OF APPROACHES:
PROMOTION OF PEACE, HUMAN RIGHTS AND DEMOCRATIC
CITIZENSHIP THROUGH EDUCATION

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<p>The opinions expressed in the participants' papers are those of the authors and need not necessarily reflect the opinion of the members of Peace and Human Rights Education for Croatian Primary Schools Project.</p>
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WELCOME ADDRESS

We find ourselves in the middle of the Decade for Human Rights Education proclaimed by the United Nations in 1995 in order to steer our attention towards the necessity to start implementing human rights at the school and even pre-school level, in the classroom, among teachers and students but also at home and in the community. In this respect, UNESCO is one of the leading agencies in the implementation of the Decade and the Croatian Commission for UNESCO is especially proud to be able to join the efforts of the international community in developing teaching and learning approaches in human rights education (HRE).

This conference has been conceived so as to bring together selected participants, all experts in human rights education, as well as representatives of major UN Agencies present in Croatia, the Council of Europe and international NGO's, in order to discuss and exchange their experience in this field. It is also meant to be an introduction into the work carried out by a team of Croatian experts who worked on a model for the HRE in Croatian primary schools (grade 1-4) for the last two years under the leadership of Ms. Vedrana Spajić-Vrkaš. Methods and the philosophy of approach developed since the project started in 1997 show how important it is to view this issue within a broader context and to consider particular conditions affecting the implementation of the human rights principles in particular countries or regions when discussing global imperatives such as peace and tolerance, individual freedoms and responsibilities. This is the case of Croatia and in particular those parts of the country which have suffered in the war raging between 1991 and 1995. With the peaceful integration of Eastern Slavonia since 1998, Croatia has finally come out of a turbulent period which has shaken this part of Europe and is now bracing for post-war reconstruction and economic recovery.

The issue of human rights underlies these efforts. Thanks to UNESCO (and I would here in particular like to stress the role of Mr. Alexander Sannikov from the Education Division and his major contribution to the implementation of the project), it has been possible to bring together a group of experts and provide them with sufficient support. This enabled them not only to come up with a model of HRE for primary schools in Croatia, but with principles and guidelines which can easily be implemented in other countries and communities as well. Indeed, we should like to see the results of the project tested and compared to the experience of others. Thus, the aim of this conference is to share the relevant experience of Israel, Ireland, Great Britain, Poland, Russia, Estonia, Denmark, Italy or the United States in order to learn about new possibilities of international co-operation in this field. On the national level, materials elaborated by the project team have recently been included in the programme for HRE in Croatia, co-ordinated by the National Committee for HRE and this should serve as a guarantee that it will be implemented in schools as well.

On behalf of the Croatian Commission for UNESCO I bid you all welcome in our World Heritage City of Dubrovnik, whose ancient anthem and flag were devoted to Liberty as the supreme good of every citizen. Today, we should add to this treasured word the words Tolerance and Peace.

INTERGOVERNMENTAL ORGANISATIONS

UNESCO CULTURE OF PEACE PROGRAMME¹

In 1993 UNESCO established an interdisciplinary project entitled “Towards a Culture of Peace” with the aim to strengthen the message of solidarity, understanding, human rights, democracy, equality and other foundations that contribute to creating a culture of peace all over the globe. The project activities are focused on three fields: education and training, research and information, capacity-building and support. The present paper, being part of a longer report on the project prepared for the UNESCO Executive Board, outlines suggestions for the project activities received from the UNESCO and its Member States, Council of Europe, World Health Organisation, Commonwealth, Organisation of American States, UNHCHR and other UN agencies, etc. These suggestions form the basis of the programme of action drafted at the request of the UN General Assembly.

The transition from the culture of war to a culture of peace was taken up as a priority by the General Conference of UNESCO at its 28th session in 1995. Having considered the initial experiences of the Culture of Peace Programme which it had established in 1993, the General Conference declared that this transition was the greatest challenge facing the world at the end of the twentieth century and dedicated UNESCO's Medium-Term Strategy for 1996-2001 to its promotion². This was seen as the contemporary expression of the Constitutional mandate of UNESCO which declares that peace requires more than political and economic arrangements of governments; peace must be founded upon the intellectual and moral solidarity of humankind³.

In December 1995, the United Nations General Assembly placed a culture of peace on its agenda for the first time by adopting resolution 50/173, welcoming with appreciation the resolution concerning a culture of peace recently adopted by the UNESCO General Conference. It requested the Secretary-General, in consultation with the Director-General of UNESCO, to report to its fifty-first session regarding progress of educational activities in the framework of the interdisciplinary project entitled “Towards a culture of peace”. Further, having received and welcomed the said report, the fifty-first session of the General Assembly in resolution 51/101 requested the Secretary-General, in co-ordination with the Director-General of UNESCO, to report to its fifty-second session on the progress of educational activities within the framework of the transdisciplinary project entitled “Towards a culture of peace”, including the preparation of elements for a draft provisional declaration and programme of action on a culture of peace.

The UNESCO transdisciplinary project “Towards a culture of peace” was revised and strengthened by the General Conference at its 29th session in October 1997. The framework of this project has three main lines of activity: (1) education and training for peace, human

1 This is a part of the consolidated report on a Culture of Peace prepared for the 155th session of the Executive Board of UNESCO held in Paris 11 August 1998 (155 EX/49). The numbers of the paragraphs of the original text have been omitted. The main aspects of the UNESCO Culture of Peace Programme were presented at the Symposium by Mr. Alexander Sannikov, Head of the UNESCO Europe Desk.

2 *Records of the 28th session of the General Conference of the United Nations Educational, Scientific and Cultural Organisation* (1995), Vol. 1, resolution 0.12, Medium-Term Strategy for 1996-2001.

3 Preamble of the Constitution of the United Nations Educational, Scientific and Cultural Organisation.

rights, democracy, tolerance and international understanding, including elaboration and dissemination of teaching materials and pedagogical aids in different languages; (2) policy-oriented research, advocacy action, and exchange and dissemination of information; and (3) capacity-building and technical support for national, subregional, regional and international projects.

Having received the elements for a draft provisional declaration and programme of action on a culture of peace (A52/292), the fifty-second session of the United Nations General Assembly, in November 1997, requested the Secretary-General, in co-ordination with the Director-General of UNESCO, to submit a consolidated report containing a draft declaration and programme of action on a culture of peace to the General Assembly at its fifty-third session, which is the origin of the present document.

The present report, as requested by General Assembly resolution 52/13, describes only those actions taken under the UNESCO transdisciplinary project “Towards a culture of peace”. However, numerous other activities and projects of the United Nations system and other organisations are contributing to the promotion of a culture of peace without having been designed or designated as such. By identifying and implementing them as contributing to a culture of peace, their impact and synergy may be strengthened. It is in this light that the concluding section of this report includes the proposals for the programme of action received from the United Nations system and other international organisations.

The development of the concept of the culture of peace, therefore, has both theoretical and practical value. It provides a conceptual framework that emphasises the importance of addressing the deep cultural roots of war and violence, and it constitutes the basis for a coherent strategy for a transformation to a culture of peace and non-violence. In this respect, the present report, including a draft declaration and programme of action on a culture of peace, may represent a significant step in the building of a global United Nations strategy of articulated, mutually reinforcing actions for the building of a culture of peace and for the prevention of violent conflict.

Towards the future: Proposals for a programme of action from the United Nations and other international organisations

Because the draft programme of action requested by the United Nations General Assembly in resolution 52/13 is intended as an integral approach to promoting a culture of peace, including the prevention of violent conflict for the entire United Nations system and its Member States, the Director-General of UNESCO invited the Secretary-General of the United Nations and the heads of the other international agencies, including the United Nations Specialized Agencies, to contribute to its preparation. In response, many suggestions were received from them, as well as those coming from UNESCO, its Executive Board and directly from the Member States. These suggestions, which are reflected in the following section, form the basis of the programme of action presented at the beginning of this report.

The outline of proposals follows the basic principles of a culture of peace described in resolution 52/13: “respect for human rights, democracy and tolerance, the promotion of development, education for peace, the free flow of information and the wider participation of women”. In addition, bearing in mind that the actions to promote international peace and security which are conceived in the Charter and developed in the practice of the United

Nations are complementary to actions for a culture of peace, their co-ordination is considered in a separate section. Finally, consideration is given to proposals for the International Year for the Culture of Peace, 2000, during which time the programme of action may be launched.

(i) **Actions to promote respect for human rights** (*Inputs to this section were provided by the Office of the United Nations High Commissioner for Human Rights, the United Nations Conference on Trade and Development, the Council of Europe and UNESCO*).

The elaboration and international acceptance of universal human rights, especially the Universal Declaration of Human Rights, has been one of the most important steps towards the transition from a culture of war and violence to a culture of peace and non-violence. It calls for *a transformation of values, attitudes and behaviours* from those which would benefit exclusively the clan, the tribe or the nation towards those which benefit the entire human family. Hence, the promotion of human rights at both individual and collective levels is at the heart of proposals for a programme of action.

Human rights education, not only as abstract knowledge, but through participator practice, deserves high priority so that the basic principles of human rights, as expressed in the Universal Declaration of Human Rights, the Convention on the Rights of the Child and other normative instruments adopted by the United Nations, become part of the consciousness of every person. Renewed effort is needed for implementation of the actions recommended by the World Conference on Human Rights (Vienna, 1993) and the International Congress on Education for Human Rights and Democracy (Montreal, 1993) in the framework of the United Nations Decade for Human Rights Education (1995-2004). Priority should be given to the mid-term global evaluation of the United Nations Decade for Human Rights Education in the Year 2000, identifying remaining shortcomings and needs and recommending additional actions with a wide range of partnerships.

In particular, *national plans of action* for human rights education should be developed along the guidelines developed by the Decade for Human Rights Education, as well as regional and local programmes. These should, *inter alia*, incorporate international human rights standards into national laws and policies and build or strengthen national institutions and organisations capable of protecting and promoting human rights and democracy under the rule of law. Training materials need to be developed and used among specific target groups including prison officials, primary and secondary school teachers, judges and lawyers, national and local NGOs, journalists, human rights monitors, parliamentarians, agents of law enforcement and those in the military. The publication and dissemination of human rights information materials in the framework of the World Public Information Campaign for Human Rights should be expanded and reinforced. The goal of global dissemination of the Universal Declaration of Human Rights in the maximum number of possible languages and forms appropriate for various levels of literacy and for the disabled should be achieved. This may include publication and dissemination of popular and pedagogical versions of the Universal Declaration, and dissemination of its message via the mass media, including in forms such as games and short messages by well known sports or art personalities, that are relevant for children and youth.

The *right to development* and its realization deserves special emphasis among the areas contemplated for further promotion of human rights in the context of actions for a culture of peace. The right to development should be considered as an integral part of fundamental human rights to be promoted and protected. In order that all may benefit,

economic growth needs to be broad-based, people-centred and sustainable, founded upon democracy and transparent and accountable governance and administration in all sectors of society.

Further reflection should be undertaken on the *human right to peace* which was examined by the International Consultation of Government Experts on the Human Right to Peace at UNESCO in March 1998 and which will be considered by the UNESCO General Conference at its 30th session in 1999.

Support should be given to the *institution and networking of ombudsmen and commissioners for human rights and a culture of peace*. Experience of the Ibero-American network of ombudsmen has shown that they can play an important role in the protection, education, training and promotion of human rights, the strengthening of social justice and the development of a culture of peace. A similar role may be played by the Office of Commissioner for Human Rights recently proposed by the Council of Europe for the promotion of respect for human rights in the Member States.

(ii) Actions to develop education, training and research for peace and non-violence
(Inputs to this section were provided by the United Nations Department of Economic and Social Affairs, the United Nations University, the World Health Organisation, the United Nations Population Fund, the International Commission on Education for the Twenty-first Century (UNESCO, 1996), the Second International Forum on the Culture of Peace (Manila, 1995) and UNESCO.)

Education is the principal means of promoting a culture of peace. This includes not only formal education in schools, but also informal and non-formal education in the full range of social institutions, including the family and the media. The very concept of power needs to be transformed - from the logic of force and fear to the force of reason and love. Education should be expanded so that basic literacy⁴ is joined by the “second literacy” of “learning to live together”⁵. A global effort of education and training, supported by the United Nations, should empower people at all levels with the peacemaking skills of dialogue, mediation, conflict transformation, consensus-building, co-operation and non-violent social change. This campaign should be based upon universal principles of human rights, democratic principles and social justice, and at the same time, build upon the unique peacemaking traditions and experiences of each society. It should be linked with other campaigns already launched at regional and national levels, such as the initiative for education for democratic citizenship of the Council of Europe.

Educational curricula need to be revised according to the recommendations of the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, adopted by the International Conference on Education and the General Conference of UNESCO. Education for peace, human rights and democracy ought to be transmitted through the entire process of education, including through the democratic and participatory atmosphere and practices of educational institutions. It is important that textbooks be revised to eliminate negative stereotypes, and that the teaching of history be reformed to give as much emphasis to non-violent social change as to its military aspects,

4 The World Declaration on Education for All (Jomtien, 1990), UNESCO, 1990.

5 *Learning: The Treasure Within*, report submitted to UNESCO by the World Commission on Education for the Twenty-first Century (UNESCO, 1996).

with special attention given to the contribution of women. The training of educators, including preservice, in-service and retraining, should emphasize peace, human rights and democracy in terms of both content and educational practice. Solidarity, creativity, civic responsibility, gender sensitivity, the ability to resolve conflicts by non-violent means and critical skills should be learned through practice which involves the educational community in activities promoting a culture of peace.

Of special importance is the *equal access of women and girls* to quality education in an environment in which they are treated equally with men and boys and in which they are encouraged to achieve their full potential. This contributes to a culture of peace in many ways, including through the attainment of reproductive health and reproductive rights which contributes to population stabilisation and the advancement of the social justice agenda.

Educational institutions located in areas of significant inter-group conflicts such as those in multicultural inner-city communities or war-torn societies deserve special support. Reinforcing existing educational initiatives, this can make available quality education while contributing to a culture of peace in the surrounding community through a participatory process of training in mediation and conflict resolution involving students, teachers, representatives of the educational institutions and communities involved. Participatory research and evaluation and the establishment of a network of such educational institutions are needed in order to produce a global impact.

Educational leadership needs to be provided by *institutions of higher education*, including but not limited to those which train teachers and other educators. The culture of peace needs to be reflected in curricula, scholarship programmes, university libraries and professional development. By linking to culture of peace activities at grass-roots level, on the one hand, and to other educational institutions throughout the world, universities can support the development of a global movement. UNESCO's Culture of Peace Chairs and UNITWIN university networks are already engaged in this process which is expected to be supported and expanded at the World Conference on Higher Education in 1998. The Chairs could be brought together at the United Nations University for a symposium on a culture of peace in 2000. The development of a new paradigm of teaching and research in the light of the culture of peace may also play a role in the renewal of the University of Peace (Costa Rica).

Training in the skills for resolving disputes through negotiation, mediation, arbitration, judicial process, peer mediation, tolerance-building, conflict resolution and other alternative dispute resolution technologies, including the full use of traditional methods and processes is a key to the development of a culture of peace and is therefore considered in some detail in the following sections of this Programme of Action.

Local and regional training centres for conflict transformation may be established within the framework of existing offices of the United Nations system throughout the world. They would provide training in conflict transformation and consensus-building which can enable local and national governments, non-governmental organisations and other organisations to lead their communities in peace-building. These centres would be able to make available trained mediators on request of those locked into intra-group, trans-border and inter-ethnic disputes, misunderstandings and perceptions of injustice. They would be linked to and reinforce related intergovernmental, governmental and non-governmental programmes for conflict transformation which exist already, such as the network of Human Rights Ombudsmen in Latin America, the Mechanism for Conflict Resolution established by the

Organisation of African Unity, and United Nations Volunteers who serve as peace promoters in development programmes. In this regard, the United Nations University and its International Leadership Academy could play a leading role in training people for establishing and/or maintaining peace research centres in regions of conflict.

Objective research and evaluation of the practices and policies undertaken to prevent violence and promote a culture of peace are needed in order to develop and contribute to a growing body of knowledge on the conditions needed for their success. Research collaboration to this end is envisaged between the United Nations University and UNESCO, which may also involve the International Peace Research Association at its convention in the year 2000, engaging younger scholars from around the world. The Plan of Action of the World Health Organisation (WHO) for progress towards a science-based public health approach to violence is expected to make major research contributions and lead to far-reaching policy recommendations. For example, in Algeria, WHO jointly with UNESCO is contributing to the establishment of an international centre which will study contemporary forms of violence in that country and which will develop strategies to assist violence victims, as well as contributing to peace-building in the context of the culture of peace. Other WHO research programmes are being established with collaborating centres in Colombia, South Africa, Canada, United States, the Netherlands and Sweden, and systematic surveys of injury surveillance with a focus on intentional violence have been established in Africa and in the Eastern Mediterranean region.

(iii) Actions to implement sustainable human development for all (*This section is based on the Programme of Action of the World Summit for Social Development (Copenhagen, 1995) and the ACC Statement of Commitment for Action to Eradicate Poverty, and enriched by inputs from the United Nations Development Programme, the United Nations Department of Economic and Social Affairs, the United Nations Department of Political Affairs, the Organisation for Economic Co-operation and Development, the Organisation of American States, the United Nations Food and Agriculture Organisation, the United Nations Industrial Development Organisation, the International Maritime Organisation, the World Bank and UNESCO.*)

It is increasingly recognized that in the long term, everyone gains from the implementation of *sustainable human development for all*. The poverty and exclusion of some increase the vulnerability of all. This represents a major change in the concept of economic growth which, in the past, was considered as benefiting from military supremacy and structural violence and achieved at the expense of the vanquished and the weak. As declared by the World Summit for Social Development (Copenhagen, 1995), social development, social justice and the eradication of poverty are indispensable for the achievement and maintenance of peace and security within and among our nations. In turn, these cannot be attained in the absence of peace and security or in the absence of respect for all human rights and fundamental freedoms⁶. As stated in the proposals of the United Nations Development Programme (UNDP), people-centred development is both a precondition for peace and the consequence of peace.

As the conditions of poverty often provide the breeding ground for conflict, the *eradication of poverty* is a key to the prevention of violent conflict. Action is needed at the

6 The Copenhagen Declaration, World Summit for Social Development, Article 5.

international level to ensure that policies and programmes will advance the attainment of agreed development goals that are sustainable and aimed at meeting basic needs and eradicating absolute poverty. As indicated by UNDP, these actions include: creating an enabling environment for people-centred development through anti-poverty strategies and action plans; empowering people for self reliance; enhancing household food security; improving access to basic infrastructure and social services; promoting job creation and sustainable livelihoods through sustainable livelihood strategies and capacity-development for micro-entrepreneurship; ensuring equitable access to credit and productive assets; expanding social protection for vulnerable people and developing capacity to address the socio-economic impacts of HIV/AIDS.

Special consideration should be given to the *reduction of sharp economic inequalities* among nations and peoples so as to avoid potential sources of violent conflict. This requires, *inter alia*, the promotion of broad-based and equitable growth, strengthening the capacities of least developed countries to participate in the globalized economy, and improving urban management to make cities and towns engines of economic and social growth.

As stated in the Programme of Action of the Copenhagen Summit, *development aid should involve the full participation of all affected social groups* in the design, implementation and evaluation of each project⁷. To accomplish this, development project must involve not only government agencies, but also civil society in an extensive participator process. In considering how development can contribute to conflict prevention and peace building, OECD has noted that “the absence of an effective dialogue process between state and sub-state actors is a difficult issue for states and donor agencies to address, yet it is perhaps the central issue for effective preventive engagement. Regional and local nongovernmental and community-based organisations, including women's peace groups, can offer promising opportunities in this regard”.

In situations of post-conflict peace-building, development efforts should be carried out under a political mandate specifically to prevent the eruption or resumption of violent conflict. This may be accomplished by involving those who have been in conflict in the collective planning, implementation and evaluation of the development process. Experience with this approach of “cross-conflict participation” in UNESCO's national culture of peace programme and other participatory development processes of the United Nations system, such as those of UNFPA, WHO and UNDP, has been positive. The decentralization of programmes offer local and marginalized groups a “voice” in resolving grievances at an early stage before they can grow into major conflicts. It has been shown that while it may take longer to implement development projects when conflicting parties are involved, the resulting commitment of all parties to the development process produces an “ownership” which increases the sustainability of the results achieved. To facilitate this process, it is useful to train staff in development projects as peace promoters who arbitrate, mediate and facilitate the full participation of those in conflict and those who have previously been excluded.

In general, it is necessary to integrate a *sensitivity to conflict into the vision of development*. This may be accomplished by (a) placing greater emphasis on the sources of conflict and tension through social assessments; (b) incorporating an approach to development, through engagement with civil society, that emphasises participatory approaches to social capital and that achieves a more stable social environment; (c) increasing

7 The Copenhagen Programme of Action, World Summit for Social Development, paragraph 82

the focus on governance and provisions of accountability and transparency and providing the predominant legal framework for dispute resolution; and (d) expanding the bonds of trust and confidence among potential warring factions through a frank exploration of the costs of violence and how it undermines the routine functions of socio-economic activity.

In particular, the development paradigm should encompass *a conflict management dimension*, in the same way that it has come to encompass human development, gender concerns, poverty alleviation and ecological issues, thus integrating a sensitivity to conflict into the vision of development. This requires (a) analysing national development strategies to evaluate their implications on potential conflict; (b) performing risk analyses on all project formulation and monitoring concerning their effects on conflict potential; (c) including in all development projects specific dispute resolution elements which provide both individual and community capacity-building; (d) developing institutional capacities for dispute resolution in the development process; and (e) training United Nations and other staff who are engaged in the development process to develop their conflict awareness/management skills.

Special efforts are necessary to *ensure that no one is excluded* from the development process. Poverty cannot be eradicated without transparent and accountable government at all levels which empowers the poor and involves them actively in poverty reduction strategies. At the same time, the poor must have access to well-functioning institutions, such as those in the political and judicial systems which safeguard their rights and meet their basic needs. For example, in the development strategy of the Organisation of American States, measures are taken to record titles of rural and urban property, grant easy access to credit and technical support for micro-enterprises, protect the basic rights of workers, and ensure the elimination of all forms of discrimination against women, indigenous communities, ethnic and racial minorities and other vulnerable groups. While actions such as these are most often considered in their technical aspects, they may also have a cumulative effect on attitudes which in the past have tolerated or accepted poverty as “inevitable”.

The eradication of poverty requires actions promoting *gender equality and the empowerment of women*. Among the poor, women and children contribute significantly to food production and household income, yet are often the main victims of poverty. In order to succeed, poverty eradication strategies must address gender issues by examining the differential impact of policies and programmes on men and women as well as on adults and children. They must empower women and ensure their access to income earning opportunities, including in rural areas and the informal sector, as well as ensure universal access to basic social services.

Environmental sustainability as well as social sustainability of development is essential for prevention of violent conflict. Action must be taken to preserve and regenerate the natural resource base. As pointed out by the United Nations Food and Agriculture Organisation, a lack of food security associated with unfavourable climatic conditions or agricultural production crises can be a major cause of armed conflicts. Similarly, conflicts may be caused by lack of secure access to water. Therefore, support should be given to national capacity building programmes for sustainable water-sector development, national forestry and biodiversity programmes, national energy strategies and atmospheric protection and the management of drylands. Attention must be paid to other aspects of sustainability in development as well, for example, the sustainability of industrial development, which, as pointed out by the United Nations Industrial Organisation, is a key component of economic

development, and the maintenance of safer shipping and cleaner oceans, which is the priority of the International Maritime Organisation.

There is a two-way *interaction between food security and peace*. Not only is food security necessary for peace, but at the same time, as stated by the World Food Summit (1998), the establishment of a peaceful enabling environment is a key for the achievement of food security. The Plan of Action of the World Food Summit therefore promotes the full range of actions needed to promote a culture of peace, including:

- development of conflict prevention mechanisms, settling disputes by peaceful means, as well as by promoting tolerance, non-violence and respect for diversity;
- development of policy-making, legislative and implementation processes that are democratic, transparent, participatory, empowering, responsive to changing circumstances and most conducive to achieving sustainable food security for all;
- promotion and strengthening of well-functioning legal and judicial systems to protect the rights of all;
- recognition and support of indigenous people and their communities in their pursuit of economic and social development, with full respect for their identity, traditional forms of social organisation and cultural values;
- support for gender equality and empowerment of women, including implementation of the commitments made at the Fourth World Conference on Women, Beijing 1995.

*(iv) **Actions to foster democratic participation** (Inputs to this section were provided by the United Nations Department of Economic and Social Affairs, the United Nations Department of Political Affairs, the United Nations Development Programme, the Council of Europe, the Commonwealth, the Organisation for European Co-operation and Development, the Organisation of American States and UNESCO.)*

The fostering of *democratic participation and governance* is essential for the development of a culture of peace and non-violence. This is the only way to replace the authoritarian structures of power which were created by and which have, in the past, sustained the culture of war and violence. As emphasized by the United Nations Department of Political Affairs, promoting a democratic culture strengthens a culture of peace, because they are intimately related - in fact the different sides of the same coin. And, as stated by the Copenhagen Declaration on Social Development, "... democracy and transparent, accountable governance and administration in all sectors of society are indispensable foundations for the realization of social and people-centred sustainable development [which, with social justice] are indispensable for the achievement and maintenance of peace and security within and among our nations"⁸.

Actions to promote *a culture of democracy* should be reinforced, including such core activities as mobilizing civil society and assisting the free formation of political parties providing electoral assistance; promoting free and independent media; building a peace political culture through human rights observance and monitoring; improving accountability, transparency and quality of public sector management and democratic structure of government; as well as enhancing the rule of law. In addition to strengthening the governing institutions of the parliament, the judiciary and electoral bodies, support must be given to decentralization and strengthening of local governance and enhancing the participation of civil society organisations.

⁸ The Copenhagen Declaration, op. cit., Articles 4 and 5

Education for democratic citizenship should be a major component of curricula at all levels of education systems as well as in the family, the media, and all others engaged in informal and non-formal education. In the Action Plan adopted by the Heads of States and Governments of the Council of Europe (October, 1997), a priority is given to education for democratic citizenship which promotes citizens' awareness of their rights and responsibilities in a democratic society. Actions under this Plan are due to begin in the year 2000 and will be linked to the International Year for the Culture of Peace.

Development assistance should give priority to the *establishment and strengthening institutions and processes which stimulate and sustain the democratic process* within the state and civil society, including representative, responsive and fair political institutions. This must include attention to transparency, accountability and accessibility of institutions to members of society, including minorities, the marginalized and the vulnerable. Support shall be given to ensure vigorous community consultation and participation in the formulation, implementation and evaluation of public policy, and the provision of affordable, effective and accessible services to all affected communities on an equal basis.

As the capacity for dispute resolution is a key factor in democratic governance over the long term, *training and capacity-building in dispute resolution for public officials* should be an important component of development assistance. The focus should be on strengthening local capacities and supporting indigenous mechanisms of dispute resolution which contribute to democratic participation. Development interventions in support of dialogue and negotiation must avoid seeking to impose externally generated solutions, but rather they should provide the space within which parties to a conflict may themselves explore solutions and work together to build peace and democratic, efficient governance.

Electoral assistance, going beyond technical assistance provided to states for preparation and observation of elections, should be oriented to the development of endogenous capacity for the entire democratic process. Electoral participation is important, but even more important is the everyday participation of all citizens in political decisionmaking. Thus, for example, the programmes of the Commonwealth not only enhance the credibility of electoral processes through election observation missions, but they also provide technical assistance in institution-building in critical areas of good governance. It is always essential to take into account traditional institutions and the dynamics of participation of societies in the process of democratization as it has been shown that attempts to impose foreign models of democracy have not been successful.

Democracy is vulnerable to many forms of corruption. Therefore, it is important, as pointed out by the OAS, that actions by the international community to foster democratic participation should include vigorous *defence against corruption, terrorism and the traffic in illicit drugs*. This may include the exchange of experience contributing to standards that regulate and ensure transparency in the monetary contributions to political campaigns to prevent contributions from organised crime and illicit drug trafficking.

While there is no universal model of democracy, there are principles of democracy and governance which should be fully respected. The United Nations system should strive to promote governance by democratic principles and non-authoritarian structure and decision-making. The major objectives of reform should include a "culture of management" in which dialogue, participation and consensus-building take precedence over hierarchical authority;

conflict transformation and co-operation over institutionalized competition; power-sharing by women and men over male domination; and sharing of information over secrecy. By emphasizing the lifelong learning of skills in cross-cultural communication, negotiation, organisational learning and transformational leadership, new educational initiatives such as the United Nations Staff College can infuse the values, attitudes and behaviours of a culture of peace into management practice at every level of the system.

A systematic programme of research needs to be undertaken on the experiences of *national truth and reconciliation commissions* which have been established following armed conflicts, often in the context of national peace accords. Drawing lessons from these and other institutional initiatives which treat social justice as a means to reconciliation, new initiatives and institutions may be developed.

(v) Actions to ensure equality between women and men (*This section is based on the Platform for Action of the Fourth World Conference on Women and enriched by inputs from the United Nations Development Fund for Women (UNIFEM), the United Nations Population Fund, the United Nations Development Programme, the Commonwealth and UNESCO.*)

As recognized by the Fourth World Conference on Women (Beijing, 1995), there is an inextricable linkage of peace with *equality between women and men*⁹. Only this linkage of equality, development and peace can replace the historical inequality between men and women that has always characterized the culture of war and violence. As pointed out at the Conference, it is necessary to promote women's political and economic empowerment and equal representation at every level of decision-making so that women's experience, talents, visions and potential can make their full contribution to a culture of peace. This analysis is becoming generally accepted in the world today; for example, the Commonwealth states in its proposals for this programme of action that, historically, women themselves have always been anti-war and against violence in view of their roles as mothers and wives, and in times of conflict, women and children have always been the victims. To lay down the foundations for an enduring and sustainable culture of peace, the Commonwealth promotes the full integration of women at all levels of the decision-making processes including the political arena, peacebuilding and resolution and prevention of conflicts.

The implementation of the *Platform for Action of the Fourth World Conference on Women* should receive adequate resources and political will. Of particular importance for a culture of peace are the proposed actions concerning: equal access to education; research on causes, consequences and prevention of violence against women; reduction of military expenditures and armaments; promotion of non-violent conflict resolution; participation in power structures and decision-making; mainstreaming of a gender perspective in all policy and planning activities; protection of human rights and elimination of discrimination; and participation and access of women to expression and decision-making in and through the media. Of key importance is the elaboration and implementation of *national action plans* based on the Beijing Platform for Action as well as the Convention on the Elimination of All Forms of Discrimination Against Women.

⁹ Report of the Fourth World Conference on Women (Beijing, 4-15 September 1995), Annex II, Platform for Action, paragraph 131.

As stated in the Beijing Platform for Action, the “*full participation of women* in decision-making, conflict prevention and resolution and other peace initiatives is necessary for the realization of lasting peace”¹⁰. This requires support to women's initiatives for peace; training for women as peace promoters; increased participation of women in preventive diplomacy, peacekeeping and peace-building; and specific programmes to meet the needs of women affected by armed conflict. Further, concrete measures need to be taken to promote parity between women and men in economic and political decision-making and to support women already in strategic positions, with a view to building a critical mass of women leaders, executives and managers in decision-making. This is essential to help overcome the present under-utilization of women's experience, competence and visions.

A global campaign is needed to raise awareness and educate communities on the need to *end violence against women*, both in the domestic context and during armed conflicts. Additional action is needed both for the support of victims, and for the prevention of violence through the transformation of values, attitudes and behaviours of men. Support should be given to indigenous trauma counselling activities, initiatives by women to promote community-level reconciliation, organised support networks and hotlines and concomitant reforms in the justice system.

It is important that actions in the framework of this programme be supported by *research and training* to address gender-related factors that obstruct or support the development of a culture of peace. Research should identify mechanisms for developing the strategies and techniques for conflict resolution employed by women within the family and home-setting, to higher levels of political decision-making fora. Emphasis needs to be placed on the socialization of boys and men in order to avoid their use of dominance, force, aggressiveness and violence and enhance their emotional, caring and communicative capacity. Progress towards the elimination of rigid and stereotyped gender roles will make possible parity and partnership that unlock the full potential of women and men to deal creatively and constructively with conflicts and the sharing of power.

In order to ensure *a balanced and non-stereotyped portrayal of women*, the relevant actions proposed by the Beijing Plan of Action need to be implemented, including women's full and equal participation in management, programming, education, training and research in the media. Substantial support ought to be given to the establishment and maintenance of women's media networks. Also, curricula, teaching materials and textbooks need to be developed and adopted which improve the self image, lives and work opportunities of girls.

(vi) Actions to support participatory communication and the free flow and sharing of information and knowledge (*This section was drawn from the reports of the World Commission on Culture and Development (UNESCO, 1995) and the United Nations Conference on Environment and Development (1992), as well as inputs from the Universal Postal Union, the Organisation of American States and UNESCO.*)

Freedom of opinion, expression and information, recognized as an integral aspect of human rights and fundamental freedoms¹¹, is a vital factor in the strengthening of peace and international understanding. It is needed to replace the secrecy and manipulation of

10 Report of the Fourth World Conference on Women, op.cit. (para. 134).

11 Universal Declaration of Human Rights, Article 19.

information which characterize the culture of war. In this regard, the media can be a powerful partner for the construction of a culture of peace. Its technological advances and pervasive growth have made it possible for every person to take part in the making of history, enabling for the first time a truly global movement for a culture of peace. At the same time, however, the media are sometimes misused to create and disseminate enemy images, violence and even genocide against other ethnic and national groups, and to portray and glorify violence in many forms. Also secrecy is on the increase, justified in terms of “national security” and “economic competitiveness”, whereas in fact more transparency is needed in governance and economic decision-making. Therefore, actions are proposed in support of this aim which realize the positive potential of the media to provide essential information and to promote, via participatory communication, the values, attitudes and behaviours of a culture of peace.

The new communications strategy of the United Nations, as well as such regional and national efforts as the Communication for Peace-Building Programme of the Special Initiative for Africa, should be at the heart of a strategy of *education for a culture of peace and non-violence*. This should provide a forum for the exchange of ideas, emphasizing two-way communication and participation. People everywhere should be able to learn about what is being done to promote a culture of peace, both locally and globally. Films, video games and radio and television programmes which illustrate and promote the basic values, attitudes and behaviours of a culture of peace should be recognized and encouraged.

Recent world conferences of the United Nations have emphasized the *potential contribution of mass communications to development, democracy, human rights, the role of youth and the advancement of women*. A systematic process of research, consultation and decision-making is needed to determine how the United Nations, Member States and other institutions can take advantage of the rapid technological advances and proliferation of communication systems in order to realize this potential through the active participation of people, both in terms of access to information and access to the means of expression. More open, two-way mass communication systems are required to enable communities to express their needs and participate in decisions that concern the development process, thus strengthening the democratic process. The agenda could consider the international communications space (airwaves, satellites, etc.) as a global commons to be regulated and used in the public interest, including the potential for international public media.

Support to *independent media* can ensure that people everywhere have access to free, pluralistic and independent sources of information. This is especially important in situations of violent conflict where independent media can counteract xenophobic propaganda and enemy images, as in the former Yugoslavia where precedent was set in 1994 when the United Nations Inter-Agency Appeal for the first time included “assistance to independent media”. In the context of the UNESCO SOS MEDIA programme assisting independent media in conflict areas since 1993, along with organisations of media professionals and the International Programme for the Development of Communication, the professionalism and pluralism of independent media need to be strengthened with further technical assistance and training.

Freedom of the press needs to be vigorously defended against all threats, including but not limited to government restrictions and censorship. The freedom and physical safety of journalists and other media workers requires special recognition and defence as it often involves challenging the secrecy which hides corruption, violence and illegality. It is necessary to go beyond documentation of these attacks (more than 1,000 attacks against journalists and press organisations registered in 1996 by the International Freedom of

Expression and Exchange Network) and ensure the development of an environment in which press freedom can be exercised without fear. This can be facilitated by vigorous implementation of the decision of the General Conference of UNESCO at its 29th session to combat the impunity of crimes against journalists and the media, and other initiatives such as the recently created Special Rapporteur for Freedom of Expression of the Organisation of American States.

Freedom of communication must be defended in all of its aspects. The example set by the Universal Postal Union, which continues to uphold the principle of freedom of transit and inviolability of correspondence throughout the world, including regions torn by violence and armed conflict, should be emulated by those responsible for every system of communication.

It is vital to promote *transparency* in governance and economic decision-making and to look into the proliferation of secrecy justified in terms of “national security”, “financial security”, and “economic competitiveness”. The question is to what extent this secrecy is compatible with the access to information necessary for democratic practice and social justice and whether, in some cases, instead of contributing to long-term security, it may conceal information about processes (ecological, financial, military, etc.) which are a potential threat to everyone and which need therefore to be addressed collectively.

The pervasive *portrayal of violence* in the media is one of the factors producing a feeling of pessimism and an attitude among many young people that violence is more effective than active non-violence. Further study is needed of this problem, as well as exchange and dissemination of research results, including information and evaluation of existing self regulation by the media. Support ought to be given to media space for young people to express themselves and establish useful dialogue with others in their society, as well as to the development, exchange and commercial distribution of alternative, positive media productions.

As recognized by Agenda 21 from the 1992 United Nations Conference on Environment and Development, the *sharing of scientific and technical information* is crucial for global progress towards sustainable development, upon which a culture of peace must be based if it is to be secure¹². On the basis of the recommendations of Agenda 21 and its follow-up, a major new effort needs to be launched, using the most recent advances in communication technology, to make available the channels of information exchange used by scientists and technical professionals to their colleagues in all regions of the world, including provision and maintenance of necessary technical equipment and training.

(vii) Actions to advance understanding, tolerance and solidarity among all peoples and cultures (*This section was drawn from the report of the World Commission on Culture and Development (UNESCO, 1995) and the Declaration and Follow-up Plan of Action of the International Year for Tolerance (1995), as well as inputs from the United Nations High Commissioner for Refugees, the United Nations University, the United Nations Volunteers, the International Organisation for Migration, the Organisation of American States and UNESCO.*)

¹² Report of the United Nations Conference on Environment and Development (Rio de Janeiro, 3-14 June 1992), Annex II, Agenda 21, paragraphs 35.20 - 35.25.

There has never been a war without an “enemy”, and to abolish war, we must transcend and supersede enemy images with *understanding, tolerance and solidarity* among all peoples and cultures. Only by celebrating the tapestry of our diversity, the common threads of human aspiration and social solidarity that bind us together, and by ensuring justice and security for everyone who makes up the warp and woof of the cloth, can we truly affirm that we are weaving a culture of peace. Therefore, a renewed commitment is needed to the actions proposed by the Declaration of Principles on Tolerance (Paris, 1995) and other actions which promote “intellectual and moral solidarity” which, as declared by the UNESCO Constitution, is the only secure basis for peace.

Implementation of the *follow-up Plan of Action for the United Nations Year for Tolerance* (1995) deserves a high priority, including actions by the agencies of the United Nations system and the further development of inter-agency co-operation for their implementation. Special events, publications and broadcasts are to be encouraged for the mobilization of public opinion in favour of tolerance, including a special effort each year on 16 November, the International Day for Tolerance.

Traditional practices which contribute to peace should be studied, supported and included as an essential component of all peace-building and development activities at the grass-roots level to ensure that these are thoroughly integrated within the cultural context.

Those working in *culture and the arts* can be among the most effective peace promoters. Since creativity is the source and the motor of development and the guarantor of cultural diversity, it is important to encourage and support artists and craftspeople to contribute fully to the development of a culture of peace. In the implementation of the World Heritage Convention, each cultural heritage site should be preserved and presented in a way that celebrates the diversity of the world heritage based on the variety of cultures it brings together. In this regard, the World Commission on Culture and Development (UNESCO, 1995) has recommended that support be given to the training and deployment of cultural heritage volunteers. These volunteers, including United Nations Volunteers, may serve as peace promoters by reinforcing intercultural understanding and co-operation in the process of preserving threatened cultural forms such as monuments, documents, languages and artist expression. The establishment, documentation and dissemination of this experience could be joint contribution by UNESCO and United Nations Volunteers to a culture of peace.

Upon reviewing the experience of the first half of the *International Decade for Indigenous Peoples*, new targets may be set for the final years of the Decade. These targets may include practical projects and activities to promote greater information exchange among the indigenous peoples enabling them to participate more actively in the fora of the international community. For example, indigenous peoples should have access in their own languages to the texts of peace accords and legal instruments concerning their human rights. Consideration may be given to the possible adoption of a Declaration on the Rights of Indigenous Peoples. It is important, as indicated by the Organisation of American States, to promote greater participation by indigenous communities through better access to educational health services and occupational training.

Of special importance is the fostering of *tolerance and solidarity with refugees and displaced persons*. As pointed out by the International Organisation for Migration (IOM) there is often a direct link between migratory movements and conflicts. On the one hand migration flows can provoke hostility, restlessness and violence in the receiving countries. On

the other hand, migration is often the consequence of violent conflicts that result in large numbers of refugees and displaced persons. Actions directed by IOM and the United Nations High Commissioner for Refugees, among others, are exemplary, as refugees and other war affected populations, including demobilized soldiers, are supported and assisted wherever possible to return home in safety and dignity, to rebuild their lives and to contribute to the consolidation of peace, through a process which promotes dialogue and reconciliation and encourages freedom of movement and the strengthening of civil society.

Global understanding and solidarity may be expanded through the *dedicated use of new technologies*. For example, the project pursued by the Institute of Advanced Studies of the United Nations University foresees universal network language (an electronic language that enables communication between different native languages) and the creation of “virtual universities” in the twenty-first century. It is important that such technological opportunities be fully utilized to promote increased understanding and co-operation among all peoples.

(viii) Co-ordination with actions for international peace and security (*Inputs to this section were provided by the United Nations Department of Political Affairs, the United Nations Department for Disarmament Affairs, the United Nations Department of Economic and Social Affairs, the United Nations Institute for Disarmament Research, the United Nations High Commissioner for Refugees, the United Nations Development Fund for Women (UNIFEM) and UNESCO.*)

Actions to promote international peace and security as conceived in the Charter and developed in the practice of the United Nations are synergistic and mutually reinforcing to actions for a culture of peace. International peace, in the sense of the absence of war and the presence of security between nations, is a necessary condition for the establishment of a culture of peace. At the same time, however, only the establishment of a culture of peace can provide an effective basis for the prevention of war and violence and the ensuring of long-term security. Therefore, proposals for the programme of action also consider how the actions to promote international peace and security, such as peace diplomacy, peacekeeping, disarmament and military conversion, can be co-ordinated with actions for a culture of peace.

Timely application of *preventive diplomacy* has been recognized by the General Assembly as the most desirable and efficient means for easing tensions before they result in violent conflict. At the level of the United Nations, this includes fact-finding missions, visits by special envoys to sensitive regions, the exercise of the Secretary-General's good offices and the establishment of “Groups of Friends of the Secretary-General” in different regions composed of a few closely interested Member States. Along with early warning measures, these should be integrated into a preventive peace-building strategy with a clear political mandate that is linked to all actions for a culture of peace.

A culture of peace is intimately linked with *disarmament*. Reducing levels of armaments and eliminating the most destructive and destabilizing weaponry is a crucial contribution to alleviating mistrust and tensions, to encouraging the emergence of effective collective security, and therefore, to fostering a culture of peace. The efforts towards disarmament carried out by the United Nations system, its Member States, intergovernmental organisations and regional organisations are contributions to the creation of a culture of peace because they reject violence, endeavour to prevent conflicts, foster dialogue and negotiation and assist in creating an ambience of security in which social and economic development can flourish.

Although weapons themselves do not cause violence, their uncontrolled availability can worsen the severity and duration of violent conflict. It is *small arms and light weapons* (those that can be carried by just one or two people) which kill the largest number of people in the world. The successful campaign against anti-personnel land-mines, which culminated in the 1997 Ottawa Convention has been an expression of these concerns. Therefore, in addition to the nuclear, biological, chemical and conventional dimension of disarmament, actions should be strengthened to control the huge flows of legal and illegal light weapons and ammunition. In this regard, the elaboration and universal adoption of a code of conduct on the exportation of small arms and light weapons should be a high priority.

By helping to convert military facilities into civilian production and reallocate military budgets to civilian purposes, the activities for *military conversion*, such as those of the Department of Economic and Social Affairs and other United Nations and intergovernmental entities, represent concrete and significant steps towards promoting peace and transforming the culture of war and violence into a culture of peace and non-violence.

Participation in the processes of disarmament and military conversion by civil society, particularly in non-governmental organisations and research sectors, should be encouraged in order to ensure transparency, democratization and participation in decision-making and policy formulation. Disarmament information programmes such as those of the Department of Disarmament Affairs foster a culture of peace by educating and encouraging the participation of all segments of societies in the development of national security policies based on the values enshrined in the United Nations Charter.

Training for a culture of peace should be integrated with all actions for international peace and security. Of special priority is the systematic provision of training in the understanding, preventing and resolving techniques of dealing with conflict situations to the staff of the United Nations, regional organisations and Member States, including those in key positions of responsibility for peacemaking and preventive diplomacy. Programmes of this type, such as that of the United Nations Institute for Training and Research, need to be expanded and made available on a wide basis.

Negotiated peace settlements should include agreed measures to establish more participatory political, economic and social systems in which all sectors of the population have a voice. In particular, future peace accords may be integrated with the development of a culture of peace by including national culture of peace programmes in which the conflicting parties agree to work together in the design, implementation and evaluation of development projects.

Advocacy measures aimed at increasing the numbers of *women* engaged in peace building activities and fact-finding missions for preventive diplomacy are a vital aspect of the activities for peace supported by the United Nations. A database of women political activity skilled in negotiation, mediation and conflict resolution practices, should be established and widely disseminated so that their expertise can be fully utilized in international mediation efforts.

(ix) The International Year for the Culture of Peace (*This section is based on ECOSOC document E/1998/52 submitted by UNESCO. Input has also been provided by United Nations Volunteers.*)

The International Year for the Culture of Peace, 2000, proclaimed by General Assembly resolution 52/15, can serve as the launching period for the programme of action proposed in the present document. The main *objectives* of the International Year, as indicated by ECOSOC resolution 1997/47, are consistent with those of the present programme of action: to strengthen respect for cultural diversity and to promote tolerance, solidarity, co-operation, dialogue and reconciliation, based on activities at the national and international levels.

At the local and national level, the International Year may serve to stimulate and launch *national action plans* and develop the various *partnerships* needed for the activities of the International Year. In this regard, it is anticipated that in addition to national committees for the Year, as foreseen for all International Years by ECOSOC resolution 1980/67, there may be established an extensive network of committees and commissions in all regions and at all levels, including by parliaments, local communities and non-governmental organisations. This process of the “institutionalization” of a culture of peace can serve to engage those who wish to volunteer their energy and enthusiasm to help build a culture of peace in the new millennium.

The International Year affords the opportunity to make national and regional action broad-based, providing a special opportunity to promote *reconciliation and national unity* and to prevent violent conflicts. UNESCO is in the process of consulting its Member States, since their support and collaboration in planning and in executing activities will be highly valuable.

At the regional and international level, the Year will underline the priorities of peace development and democracy and the *central role of the United Nations system* in promoting a culture of peace. Given the high importance UNESCO attaches to these major objectives, the Organisation is planning a number of activities with a millennium vision. The Millennium Assembly and associated Millennium Forum of Non-Governmental Organisations planned by the United Nations for the fifty-fifth session of the General Assembly in the Year 2000 could be associated closely with the programme of activities for the International Year.

The celebration of *cultural diversity* will be a major focus of activities to be undertaken in the framework of the International Year. In this regard, the Director-General of UNESCO and the Secretary-General of the United Nations, in consultation with Member States, may designate a number of sites in different regions as symbolic and intercultural sites to serve as venues for major events that diffuse the message of the culture of peace. A “cultural diversity week” may be designated during which time special events are organised to engage people and develop their consciousness of cultural diversity as richness rather than a liability. Further, UNESCO will undertake to study the theme of “recognition of all humanity as one in spirit” as a contribution to the International Year.

Mobilizing public opinion to promote a culture of peace is an essential activity of the International Year. A summary in everyday words of this declaration and programme of action should be disseminated widely, especially to youth, in national languages and in various formats, through both print and electronic media, along with suggestions on how they can volunteer to join with the United Nations system, Member States and non-governmental organisations in realizing its objectives.

A *global system of communication and information exchange* may be established linking all of the partners and their work and emphasizing the involvement of young people. To be effective, this system should be a permanent, decentralized network in many languages,

taking full advantage of up-to-date interactive communication technology, including the Internet. In addition to providing an exchange of information about activities undertaken to promote a culture of peace, it can serve as a source of information about organisations and institutions where one can volunteer to undertake such activities, and about media productions which reflect and promote the values of a culture of peace.

The International Year for the Culture of Peace, 2000, precedes the *International Year of Volunteers, 2001*, and in this regard, given the importance of volunteer work for a culture of peace, UNESCO and the United Nations Volunteers may explore practical ways to ensure full synergy between the celebration and activities undertaken during the two years.

The Year 2000 has a landmark significance, coming at the end of one millennium and heralding the beginning of a new one. It may be seen by people as a historic moment around which they can mobilise for fundamental change. This is a unique opportunity to engage people in a common endeavour to effect the transition from the values, attitudes and behaviours of the past, which often led to war, violence and social injustice, to those values, attitudes and behaviours which can make possible a future characterised by a culture of peace. As stated by ECOSOC in proposing the proclamation of the Year 2000 as the International Year for the Culture of Peace, this provides “the opportunity to boost the efforts of the international community towards establishing and promoting an everlasting culture of peace”.

Human Rights Education and Training: Towards the Development of a Universal Culture of Human Rights¹

The High Commissioner for Human Rights is the principal UN official in the field of human rights with special set of responsibilities. This paper provides an overview of its mandate and activities, especially in the field of human rights education. It also focuses on past, present and future activities of the Office of the UN High Commissioner for Human Rights in the Republic of Croatia, particularly in the framework of a technical cooperation project to be carried out in cooperation with Croatian Government.

Introduction

This brief report is intended to provide an overview of the overall mandate of the UN High Commissioner for Human Rights and its main activities, specifically in the area of human rights education. This includes first and foremost action in the framework of the UN Decade on Human Rights Education, its long-established Technical Cooperation and Advisory Services Programme as well as the World Public Information Campaign for Human Rights. Subsequently, past, present and future activities of the Office of the UN High Commissioner for Human Rights in the Republic of Croatia will be explored, focusing on activities in the framework of a technical cooperation project to be implemented in cooperation with the Government of Croatia.

The UN High Commissioner for Human Rights

The post of High Commissioner for Human Rights was created by General Assembly Resolution 48/141, following the World Conference on Human Rights, held in Vienna in June 1993. It establishes the High Commissioner as the principal UN official in the field of human rights and lists the High Commissioner's specific responsibilities, including:

- To promote and protect the effective enjoyment by all of all civil, cultural, economic, political and social rights as well as the realization of the right to development;
- To provide advisory services, technical and financial assistance in the field of human rights at the request of the State concerned, and, where appropriate, the regional human rights organisations, with a view to supporting actions and programmes in the field of human rights;
- To coordinate relevant United Nations education and public information programmes in the field of human rights;
- To play an active role in removing the current obstacles and in meeting the challenges to the full realization of all human rights and in preventing the continuation of human rights violations throughout the world, as reflected in the Vienna Declaration and Programme of Action;

¹ The paper was presented by Mr. Baysa Wak-Woya, Head of the Office of the UN High Commissioner for Human Rights in the Republic of Croatia. It has been prepared in co-operation with Karin Lucke.

- To engage in a dialogue with all Governments in the implementation of his/her mandate with a view to securing respect for human rights;
- To enhance international cooperation for the promotion and protection of all human rights.

With regard to human rights education on the international level, the High Commissioner has been called upon to coordinate the International Plan of Action for the UN Decade on Human Rights Education (1995-2004). In proclaiming the Decade, the General Assembly defined human rights education as “a life-long process by which people at all levels of development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.”² All actors, both international and national, including governments, international organisations, national institutions, international and national NGOs, professional associations, all other sectors of civil society and individuals are called upon to build partnerships in order to focus on one common goal, the promotion of a universal culture of human rights. The strategy to be used ranges from human rights education and training to public information. One of the most important aims of the Decade is to stimulate and support national and local initiatives. To that end, the International Plan of Action for the Decade sets out detailed objectives for the international community.

An important element of the overall strategy for human rights education is the programme of technical assistance and advisory services, which includes human rights training of various professional groups, support to journalists’ associations, advice in the area of human rights education in schools, or assistance to NGOs. Another initiative is the World Public Information Campaign for Human Rights, which includes the publication and dissemination of human rights information and reference material, the organisation of a fellowship and internship programme, as well as commemorative events and external relations activities.

In addition, the OHCHR started implementing a specific programme in the context of the 50th Anniversary of the Universal Declaration of Human Rights, including (a) a human rights education and public information campaign, (b) support to grass roots initiatives (ACT project) and commemorative events.

An initiative launched by the High Commissioner for Human Rights following the World Conference of Human Rights in Vienna is the furthering of different approaches to human rights implementation in the field, not only to address situations of a vast and sudden outbreak of massive violations of human rights, but also to prevent violations of human rights from becoming serious and widespread. Past experience has shown that human rights play a vital role in all stages of conflict, often being a root cause of conflict and always being an indispensable factor in achieving peace and reconciliation. They are thus a crucial element of preventive diplomacy, peacemaking, peace-keeping and post-conflict peace building.

Particularly in societies which have experienced violent conflicts, the protection and promotion of human rights are critical elements in national reconciliation. A climate of confidence and long-lasting peace can only be built upon the foundations of full respect for human rights and the rule of law. In this context, the issues of justice, peace and institution-building have to be addressed in a comprehensive manner in order to make reconstruction

² General Assembly Resolution 49/184, 23 December 1994.

sustainable. An independent judiciary, the creation of national institutions capable of defending human rights, a broad-based programme of human rights education as well as the strengthening of local non-governmental organisations are requirements central to addressing the effects of past conflicts, creating the confidence necessary to encourage the return of refugees and displaced persons and, in the long-run, enable sustainable reconstruction and peace. The challenge in post-conflict societies is to deal in a comprehensive manner with the issues of reconciliation, including security, war crimes, human rights and the rule of law, in order to create the necessary environment for sustainable peace and economic growth.

The office of the High Commissioner for Human Rights in the Republic of Croatia

In light of the importance of monitoring and technical and advisory services on the ground, a number of field offices have been established. An office of the High Commissioner/Center for Human Rights was first established in Zagreb in March 1993 with the primary aim to assist the Special Rapporteur of the Commission on Human Rights on the situation of human rights in Bosnia and Herzegovina, the Republic of Croatia and the Federal Republic of Yugoslavia, who is mandated to monitor and report on the situation of human rights in the whole of the former Yugoslavia. At that time the Special Rapporteur made a recommendation to go beyond monitoring human rights and assist the Government in fulfilling its task of protecting the human rights of its citizens. Consequently, UN HCHR, in consultation with the Government formulated a technical assistance project. In 1999, after signing the TCP agreement with the Government of Croatia, it embarked on a programme of technical cooperation activities with the Government, including through projects such as:

- Dissemination of Documentation and Training on Human Rights Standards to Military, Police and Prison Officials;
- Training and Advice for Government Officials in Reporting Obligations;
- Training and Advice for Non-Governmental Organisations;
- Advice on Developing and Implementing Curricula for Human Rights Education as needed;
- Advice and Assistance to the Ombudsman's Office;
- Establishment of a Human Rights Documentation Center.

The rationale behind the project lies in the fact that Croatia is currently confronted with the challenges that typically arise during a transition from an authoritarian system of government to democracy, a transition from the previous legal and economic order, as well as a transition from war to peace. At the same time, the human and economic cost of conflict has severely impacted the social and economic fabric of society.

The aim of human rights education and specialized training of important sectors of society in the area of human rights is to build and support national institutions in order to provide a holistic and sustainable approach to human rights protection and promotion. Thus, the long term objective of the project is to contribute to greater dissemination of human rights awareness and understanding throughout key sectors of Croatian society, including the Government, non-governmental actors and the public as a whole, thereby contributing to reconciliation as well as respect of the rule of law and the full range of human rights in Croatia.

Conclusion

Clearly, much remains to be done, particularly in the implementation of universal standards of human rights. Although Croatia ratified many international human rights conventions, the real challenge lies in their implementation, that is, in translating these standards into action and behaviour by authorities and the judiciary, as well as day-to-day relations between individuals. This presupposes, first of all, general human rights awareness based on knowledge of the rights protected by the Bill of Human Rights. Human rights education, civil society and local social activism are essential to sincere incorporation of human rights into society and development of a culture of peace. The technical assistance activities of the UNHCHR have been conceptualized and developed accordingly.

In-Service Teacher Training in Human Rights Education and Education for Democratic Citizenship in Bosnia and Herzegovina¹

Rationale for Proposed Project Developments in 1999

Since 1996 the Council of Europe has been developing programmes intended to help in introducing human rights and citizenship education into the educational system of Bosnia and Herzegovina. This paper gives a survey of the tasks accomplished till 1998, points out some major problems in the implementation of projects and finally presents possibilities for further development in 1999.

Part I

Rationale for proposed project developments in 1999

Introduction

This short report is intended to give an overview of the work already accomplished under the auspices of the Council of Europe in the field of education for citizenship and human rights in Bosnia and Herzegovina, and of the need for a continuing process of implementing democratic reform in the national school system. The report attempts to explain the progress made particularly during the last year, and the possibilities for further development in 1999. As the accession of Bosnia and Herzegovina to the Council of Europe is of topical importance, the role to be played through developing an education system where human rights are understood, respected and integrated throughout the whole curriculum should not be underestimated. Working in the field of human rights and citizenship education is not a “soft” post-conflict project: on the contrary, it is a field of activity which could make a decisive impact on the future unity and stability of the nation.

Philosophy of the programme and developments in 1998

The programme of introducing human rights and citizenship education into the Bosnian education system has been developed with the assistance of the Council of Europe since 1996. The main activities of the programme have been in the field of teacher training, where over 1000 teachers have attended intensive seminars since the end of the war. Initially these training courses were delivered by Council of Europe teacher trainers recruited through contacts from the Education Committee. As the programme has developed, however, the role of Bosnian teacher trainers has become increasingly significant. At the seminars for teachers undertaken throughout the country in October 1998, teams of Council of Europe and Bosnian teacher trainers delivered the courses jointly. In the future, it is envisaged that Council of

¹ Presented by David Crosier, Council of Europe, Directorate of Education, Strasbourg.

Europe trainers will play a mentoring role, directly supporting and advising Bosnian teacher trainers in the process of reform and development.

The human rights education programme focuses upon participation, mutual respect, professional interaction, personal growth, experiential learning and the coherence of content with both personal and organisational objectives. It is thus a programme which, if fully implemented in Bosnia, would have a major impact in permanent educational innovation and reform, and would contribute considerably to the process of ensuring democratic stability in the country.

Part of the participatory philosophy of the programme is that Bosnian and Herzegovinian stakeholders in the education system first have to decide whether they are willing to work within the framework offered by the programme, and secondly to decide how to implement such a programme. The participants' decision means that they carry the main responsibility for the outcomes. *The role of the Council of Europe is therefore to ensure adequate support, but the final responsibility is with Bosnians active throughout the education system.*

A core aspect of the programme is the concentration on the pupil rather than upon educational, psychological or political theories. This does not mean that other agents of socialisation are neglected: indeed the role of teachers, families and the wider community is paramount. However, the primary focus of the programme is Bosnian children in the diversity of contexts throughout the country.

From a methodological point of view the programme emphasises that human rights education requires a connection of knowledge, skills and attitudes. This methodological commitment is illustrated in the materials which have been developed in the course of the programme. These are presented in the form of a folder for teachers, *Teaching Human Rights*, which is divided into four linked sections: the first section provides a methodological overview to the concepts later developed; the second section presents a range of activities and practical examples which have been used successfully with and by Bosnian teachers during training courses; the third section provides background information on the legislative framework for human rights in Bosnia and Herzegovina and in Europe, and the fourth section outlines functions of peer support groups, and how they can be created and sustained.

These materials have been greatly appreciated by Bosnian teachers, but it is very important that they are not now simply re-produced and disseminated without appropriate support. Teachers who are familiar with different methodological approaches would find the folders difficult to use unless introduced within a supportive educational framework. Bosnian programmes of initial and in-service teacher training will therefore need to be designed which take account of the innovatory approaches outlined. Without such accompanying developments, the folders can serve no purpose.

The problem of citizenship

At a planning seminar held in December 1998 to examine the process of development of initial teacher training, one of the Bosnian colleagues observed that there *are no Bosnian citizens but only nationalities*. For human rights education to be possible, the development of civil society is an essential condition. Yet if there are no citizens no civil society can develop.

A major challenge in the coming years is therefore to work towards a concept of citizenship which is appropriate for the people in the country, and to examine how such a concept is related to notions of nationality and cultural heritage. Can the modern concepts of inter-cultural, multi-faceted identities help to cope with this problem of non-citizens?

A conference which addresses these issues should be envisaged in 1999 within the context of the country's accession procedure to the Council of Europe and within the framework of the project Education for Democratic Citizenship. The potential role of citizenship education in ensuring democratic stability would provide the main focus, and practitioners of human rights education within Bosnia and Herzegovina (local coordinators and teacher trainers) should be given an opportunity to explain their work in the ongoing process of introducing human rights and citizenship education. Those in positions of political responsibility for education matters (including cantonal and federation education ministers) should also be given the opportunity to endorse or contest this process.

The problem of the post war society

Bosnia and Herzegovina is suffering wide-ranging and damaging effects of a devastating war. Although some Bosnian colleagues consider that notions such as trauma should not be addressed explicitly in an education programme on human rights (preferring to identify Bosnians as *normal* people), the very particular educational environment has to be taken into consideration.

Many people in the country are traumatised. While some feel able to ignore the effects of trauma, others cannot. The consequences of this for human rights education are wide-ranging. For example, it is a central aspect of human rights education to identify with the perspectives of others on both a rational and emotional level. Yet how is it possible to examine the perspective of another person, trying to respect his or her position, if the national group of this person is deemed responsible for your trauma (e.g. a Serb would have a hard time taking the perspective of a Croat, and vice versa). While there are no simple solutions to this question, the current structures in the country tend to reinforce the position that this cannot be done. Hence, the whole society is split by ethnicity: regions are divided by national group and the process of refugee return is rendered even more complex by fears of moving back with the "enemies or aggressors" (many refugees refuse to return to their original home primarily because of fears of their children receiving "ethnically inappropriate" education); schools are often entirely split by ethnicity (Croat, Bosniac and Serb schools) or divide pupils internally by their ethnic group and teach them different "ethnic curricula". Such structures do not just make human rights education difficult: they make human rights education impossible.

Implementation strategies

Governments come and go, but if knowledge, skills and attitudes of teachers do not change, then teaching and learning in schools will not change. The overall implementation strategy therefore aims at influencing hearts and minds of teachers through on-going training programmes. Teacher training institutions have been incorporated as the major local actors, thus ensuring that human rights education is institutionalised. Teacher trainers together with students and teachers have been encouraged to develop *satellite projects* for different regions or cantons in order to promote human rights education. The localised approach is necessary

due to the differences in the many cantons and regions and due to the heterogeneity of the different bureaucracies which are only loosely linked to each other.

Two further stages of implementation are foreseen:

1. The regional coordinators who have been trained in the first stage of the project should be given additional responsibility. It should be left to them to organise teacher-training seminars and to seek and request support. The role of European experts should be limited to one of mentors/consultants. However, a number of train-the-trainer - seminars will be required in order to enable coordinators to grow into their role, and support from experienced European teacher trainers will be essential.
2. It should be an overall strategy to incorporate elements of human rights education throughout the school curriculum and in all subjects. It is limited and, in the opinion of experienced European teacher trainers, mistaken to include human rights education as a separate, discreet subject (as has happened in some parts of the country) or only in the humanities.

Bosnian attitudes to the introduction of citizenship and human rights education

It would be misleading to suggest that the introduction of human rights education is supported throughout the education system in Bosnia and Herzegovina. Attitude types tend to divide into three categories:

Some people are aware of the necessity for change and have a clear vision of how to move forward. Others feel that they “should” be in favour of change but in reality pay only lip service to new ideas, continuing to act and behave as they always did. Either they feel they lack training or they think that the new methods and approaches will not become a permanent feature of the education system. A third category feels threatened by the innovation, because they perceive a danger of losing status and power.

This is a *normal* dynamics during an innovative process but it has to be addressed. Each of the three groups needs to become reconciled to, and supportive of, the process and not feel threatened that they will lose status. Reform and tradition therefore need to be very closely linked, and thus an approach where innovation is driven from within the system is likely to be more successful than one which is introduced from outside.

Part II

Specific activities in 1999

A number of activities will depend upon pro-active initiatives made by Bosnian initial and in-service teacher training institutions. However, as these activities should be seen as part of the regular work programme of Bosnian education institutions, much of the support that will be required is likely to be advisory and political, and will have few financial implications.

Financial support will, however, be needed to enable Council of Europe experts/trainers to attend and give advice during teacher training courses in different parts of the country, and also to pay for travel and accommodation expenses for Bosnian teachers to attend jointly-organised training courses in other cantons and entities. Such activities may involve initial, in-service and school-based teacher training. Over the course of the year it can be estimated that, on average, a pool of 18 European teacher-trainer mentors will each make two visits to Bosnia (estimated cost of 10,000 FF per mission). (Voluntary contributions will be requested to support this activity.)

Meeting of cantonal ministers, heads of pedagogical institutions and project coordinators

A 2-day meeting involving cantonal ministers, and local Bosnian project coordinators is planned to take place in March 1999. The purpose of the meeting is to assess the political support and obstacles which local coordinators, teacher trainers can expect, to place planned activities within the context of current educational and political developments in the country, and to re-emphasise the nature of support which will be provided by the Council of Europe and other partners.

The meeting will take place in Sarajevo and costs will include interpreting, meeting room facilities, Secretariat and expert travel and subsistence. (Voluntary contributions will cover costs for this activity.)

Mid-year Evaluation meeting, July 1999

This meeting, gathering both Bosnian project leaders, and Council of Europe mentors, will assess developments in the first half of the year, and plan activities for the second half. Exchange of experience around the country should assist in the development of clear communication and cooperation strategies. The meeting could be held in Budapest, or a similar, easily accessible but neutral environment. Costs will include travel and subsistence for four/five days for 40 participants. (Voluntary contributions will be requested for this activity.)

Conference on the concept of Bosnian citizenship, Sarajevo, October 1999

As explained in Part I of this report, the notion of citizenship in a war-torn country constituted of people who identify themselves solely in terms of nationality requires serious attention. This conference, which would focus upon the role of education in the development of democratic citizenship, would draw clear links between the development of a democratic national education system and the accession procedure of Bosnia and Herzegovina to the Council of Europe. A platform would also be provided for the work of other international organisations in this process (OHR, OSCE, UNESCO etc.)

The potential impact of citizenship education in ensuring democratic stability would provide the main focus of the conference, and practitioners of human rights education within

Bosnia and Herzegovina (local coordinators and teacher trainers) would be given the opportunity to explain their role in the ongoing process of introducing human rights and citizenship education. Those in positions of political responsibility for education matters (including cantonal and federation education ministers) should also be given the opportunity to endorse and support this process. (Voluntary contributions from member states and financial participation from other partners will be sought to cover the costs of this activity.)

Project report

In a complex and innovatory educational process, evaluation plays a critical role. Financial resources are therefore required for analysing teaching materials, report writing, translations, printing and dissemination costs. (Voluntary contributions will be sought for this activity.)

Other expenses (to be covered by existing budgets)

- (i) two to three Missions of the Secretariat to Bosnia and Herzegovina for consultations with local partners and implementation of activities,
- (ii) consultancy fees for pedagogical expertise, if required (further development of teaching materials),
- (iii) organisational costs of the Project (e.g. expenses for obtaining visas for Bosnian experts travelling to other CDCC member States, rent of vehicles, if necessary, telecommunications, etc.).

Programmes and Activities of the Directorate of Human Rights in the Field of Human Rights Awareness and Education¹

The paper focuses on programmes and activities of the Directorate of Human Rights of the Council of Europe in the field of human rights awareness and education. The emphasis is chiefly put on the activities of the Human Rights Awareness Unit, while significant elements of other programmes are also mentioned.

The Human Rights Directorate pursues a range of activities designed to promote awareness about human rights in all parts of Europe, among the general public, as well as in relation to more specialised audiences. Among the primary targets, as well as partners of the Human Rights Awareness Unit are professional groups, such as the legal profession and law enforcement personnel, and especially vulnerable groups, such as refugees, Roma. It tries to look at subjects hitherto paid insufficient attention, such as economic and social rights, and to reach those geographical areas which such information does not generally reach. Other sections within the Directorate to a greater or lesser extent carry out related activities in their particular spheres of competence - those working with the media, on equality between women and men, on the protection of the rights of national minorities and combating racism and intolerance and, not least, on programmes of co-operation, in particular with the countries of Central and Eastern Europe. The current paper focuses chiefly on the work of the Human Rights Awareness Unit, while mentioning also significant elements of other programmes.

Activities include the production of documentation and information, including visual materials and accompanying pedagogical materials, the organisation of consultations, workshops and training sessions, the exchange of expertise, the promotion of campaigns and other initiatives aimed at highlighting certain aspects of human rights. An essential element is that these activities are developed and carried out in co-operation and/or in partnership with key non-governmental organisations and professional groups in order to ensure that they both respond to real demand and that they achieve maximum effectiveness. The Information and Documentation Centres on the Council of Europe also play a key role in this respect.

The interest in activities promoting human rights awareness among the public at large has been stressed by the Council of Europe's Steering Committee for Human Rights (CDDH), with an emphasis on the need to prepare educational materials. The Committee has also underlined the importance of promoting public awareness through the media, while respecting their freedom of expression.

Promoting awareness among the general public, including young people

A variety of materials has been produced and disseminated widely, through NGOs and others, to promote basic awareness of human rights among the general public. Over recent

¹ This paper was kindly forwarded to the Symposium by Maggie Nicholson from the Directorate of Human Rights of the Council of Europe, Strasbourg.

years, this has included posters, T-shirts, postcards, an annual human rights calendar and a basic human rights information pack, all aimed at attracting attention to the issue of human rights. At the same time, dissemination efforts have been stepped up, building the best channels for transmission of these messages.

In 1995 a video film, *Stand Up NOW for Human Rights!*, was produced for the age group 13-18 years. By taking examples of young people working in groups/NGOs on different human rights projects in various parts of Europe, the video aims to present a positive approach to the promotion of human rights. A "support pack" was produced to accompany the video, giving ideas to teachers and youth group leaders of how to use it to best advantage. As of November 1998, the video has been produced in Bosnian, English, French, German, Greek, Hungarian, Italian, Latvian, Macedonian, Romanian, Slovak and Spanish, and the interest among NGOs, teachers and human rights centres continues to grow. The Open Society Institute in "the former Yugoslav Republic of Macedonia" purchased some 300 copies for distribution in that country. In co-operation with the *Scuola Strumento di Pace*, copies were distributed throughout schools in Italy. In August 1997 the video was used as part of the human rights documentation distributed to 500 Bosnian teachers who attended the CIVITAS summer training courses in the Federation of Bosnia and Herzegovina and Republika Srpska.

Target groups

Special attention is given by the Council of Europe to human rights training programmes for professional and other target groups. These have included not only those centrally involved in law enforcement, and thus on the front line of human rights protection, including police and prison administrators, but also others, such as doctors and social workers, who also have a special responsibility in this area. The first target group has, however, always been members of the legal profession.

- *Lawyers*

The majority of information meetings, seminars and so on organised by the Council of Europe, both within the different member States as well as in Strasbourg, continues to be for practising lawyers, judges and law students. On an annual basis, the Human Rights Directorate organises between 10 and 12 "information meetings" across Europe for practising lawyers, chiefly on use of the European Convention on Human Rights. In 1998, such meetings have taken place in Andorra, Barcelona and Cordoba (Spain), Belfast (Northern Ireland), Berne (Switzerland), Dublin (Ireland), Limassol (Cyprus), Ljubljana (Slovenia) and Prague (Czech Republic).

Several publications have been issued over the past years for this sector, most notably the textbook *The Law and Practice of the European Convention on Human Rights and of the European Social Charter*, as well as several "human rights files", focusing in detail on the different provisions of the European Convention on Human Rights, and several monographs serving a similar function in respect of the European Social Charter. The *Short Guide to the European Convention on Human Rights*, by Donna Gomien, was updated and reissued in November 1998. A volume containing *Key extracts from a selection of judgments of the European Court of Human Rights and decisions and reports of the European Commission of Human Rights* was produced also in 1998, giving an article-by-article guide to the jurisprudence of the European Convention and its protocols.

- *Vulnerable groups*

Attention has recently been turned to those working in the field of human rights and refugee protection. In co-operation with the UNHCR, support was given in 1997 to the organisation of two colloquies on "The European Convention of Human Rights and its role in the protection of refugees and asylum seekers", in Athens and in Komotini (Greece), for lawyers working with refugees. The colloquies were attended by a number of legal practitioners specialising in refugee law, representatives of the Greek Government and NGOs working with refugees and asylum seekers. Three similar seminars were organised during 1998 – in Ljubljana (Slovenia), Berne (Switzerland) and Dublin (Ireland). In addition, a chapter was contributed to a UNHCR Manual for NGOs working in the Commonwealth of Independent States on human rights and refugee protection; this will be used in a series of training workshops organised in the region.

Special attention has also been given to the Roma/Gypsy community. In 1997, two training sessions were organised in Strasbourg, with co-operation from the European Roma Rights Centre, aimed at giving very practical guidance on how the European Convention on Human Rights and other human rights standards and mechanisms of the Council of Europe can be used to protect the rights of the Roma community. Participants came from organisations in, inter alia, Bulgaria, Czech Republic, Hungary, Romania, Slovakia and Ukraine. The intention was that those trained in these sessions would be able to pass on their knowledge to co-workers in different parts of Europe. In 1998, further workshops were organised in Plovdiv (Bulgaria) and in Prague (Czech Republic).

- *Political leaders*

While it is often assumed that politicians, parliamentarians, government officials, leading members of the media and others in positions of influence over public opinion are well aware of human rights standards and mechanisms, this is often - understandably - not the case. For this reason a special booklet was commissioned in 1996 to provide decision-makers and opinion formers in different spheres of activity with a broad view of the Council of Europe's structures and activities to protect and promote human rights and how these affect in practice the daily lives of the people of Europe. *Human rights every day*, which has also been given wide circulation in other international organisations, is now available in Czech, English, French, Hungarian, Italian, Latvian, Lithuanian, Polish, Romanian, Russian, Slovak, Turkish and Ukrainian, while still further language versions are foreseen. The booklet provides a simple means by which the reader can acquaint him/herself with basic knowledge about how human rights can be protected in Europe.

- *Police*

Another key target group for the Council of Europe has always been law enforcement personnel. Following a seminar convened in December 1995, which focused on programmes and materials for police training in human rights, a major, new, comprehensive programme *Police and Human Rights 1997-2000* was developed and put into operation. Officially launched at a working conference convened in Strasbourg in December 1997, *Policing and Human Rights – A Matter of Good Practice*, the programme provides a framework within

which not only multilateral, but also bilateral and national projects can be conducted in a co-ordinated manner.

On the multilateral level, a workshop, hosted by the Association of Chief Police Officers of England and Wales, was convened in London in June 1998, as the first in a series aimed at drafting a set of professional standards in policing. The organisation ELEC began work on a Europe-wide survey of existing materials and programmes in the field of policing and human rights. On the national level, the Programme Manager has since the launch of the programme visited a large number of member States to discuss with different police authorities how their participation in the programme can affect the human rights awareness of police officers.

As another outcome of the December 1995 seminar on *Human Rights and the Police*, human rights *posters for the police* have been produced, in co-operation with national police services, in several languages, including Basque, Bosniac, English, French, German and Turkish. These posters present the police officer's central role as protector of human rights. A series of publications for the police focusing on different aspects of policing and human rights will follow.

So far as possible, the Council of Europe works in co-operation with other organisations active in this field in Europe. For example, staff regularly contribute sessions on human rights to training courses for police officers from Central and Eastern Europe at the International Law Enforcement Academy in Budapest. The programme was also introduced in a training course on human rights and law enforcement organised by the United Nations Office of the High Commissioner for Human Rights in Geneva in November 1997.

Following consultations with the International Police Task Force (UNIPTF), other international organisations and representatives of the Government of Bosnia and Herzegovina, a joint drafting committee, composed of Council of Europe experts, IPTF and local police academy staff, elaborated a two-part workbook for practice-oriented teaching at the police academy in Sarajevo. An essential feature of these materials is that they focus on concrete examples of typical situations faced by police officers in their daily work where instances of human rights violations may occur. The materials were tested as teaching resources at two training seminars organised in the first part of 1998 for the police in Sarajevo and in Lukavica, where further relevant practical case studies were contributed by participants. The intention was that these materials could go on to be adapted for use in other police training situations. In the second half of 1998, the materials were translated for a seminar in Skopje, following which they were specially adapted to be of particular relevance to police officers in the former Yugoslav Republic of Macedonia.

Special focus issues

- *Combating racism*

Since the first Summit of Heads of State and Government of the member States of the Council of Europe (Vienna, 1993), the human rights education and information programmes of the Council of Europe have concentrated to an even greater degree than in the past on combatting racism and intolerance. During the year-long European Youth Campaign which followed, many activities were undertaken and a range of materials developed: on one level,

documents including *A Manual to use peer group education as a means to fight racism, xenophobia, anti-Semitism and intolerance*, on another, posters, T-shirts, videos and other materials aimed at raising awareness among young people. A book of comic strips was also produced and a brochure subsequently developed giving teachers and those working with youth groups ideas for how to use the comic strips in programmes and activities to combat intolerance.

One of the recommendations coming out of the evaluation of the Youth Campaign was the need for the Council of Europe to establish a database for information on combating racism and intolerance. In October 1997, the European Commission against Racism and Intolerance (ECRI) officially launched its web site on combating racism and intolerance, so that its materials can be accessed by a wider public. Such outreach is clearly an essential objective in effectively combating these phenomena. It is hoped that the range of information available - including international legal texts, summaries of relevant national legislation and "good practices" in policy measures in member States, guidance on conducting a campaign, initiatives in education and the media, as well as a listing of the principal agencies active in the fight against racism - will interest a wide variety of people with different professional backgrounds. The attractive use of graphics and video clips is aimed at further stimulating the interest of a younger audience. The address of the web site is: <http://www.ecri.coe.fr>.

- *Social rights*

Another area to which special attention has been given is that of economic and social rights, about which there is little awareness across Europe, and yet a great desire to know. Working together with a range of non-governmental organisations - from the International Commission of Jurists and Oxfam to the Siberian NGO Support Centre - materials and a plan of action have been developed for promoting knowledge about the rights guaranteed under the European Social Charter and the use of the Charter to secure social rights across Europe. The booklet *Securing Social Rights across Europe*, drafted by Oxfam UK/I, is proving particularly useful in this connection and is now available in Dutch, English, French, Greek, Turkish and, shortly, German. A series of documents drafted with the NGOs will be issued in early 1999 as an "NGO Action Pack" on the European Social Charter.

Several NGO representatives have now developed such understanding of the Charter that they can participate in workshops across Europe explaining the importance and impact of this instrument. In Kyiv (Ukraine), a regional seminar on the rights guaranteed by the European Social Charter and the Revised Charter, was organised in August 1998 jointly with the International Commission of Jurists, for the intention of NGOs, government representatives and local lawyers.

Geographical targets

While particular attention continues to be given to the special needs of the newer member States in the Programme of Activities for the development and consolidation of democratic stability, it has to be said that people in many other parts of Europe still have very little, if any, knowledge about what their human rights really are. An important aspect, therefore, of the programmes of the Awareness Unit is that they are Europe-wide. In the older member States, special efforts are made to reach areas outside the major cities, those areas

surrounding the Mediterranean and other areas far removed from Strasbourg, where there seems the greatest need and the least resources.

- *Activities for the development and consolidation of democratic stability (ADACS)*

It is difficult in a short paper to reflect fully the breadth of activities undertaken to promote awareness of human rights in this context; thus only a recent selection can be mentioned here. The role played by the Information and Documentation Centres on the Council of Europe in these activities is of primary importance. And, again, the Council of Europe relies heavily on co-operation with the non-governmental sector, encouraging and supporting as far as it can their efforts in a range of education, training and awareness activities, as well as in the convening of meetings, issuing of publications, facilitating of translations, supply of documents, and so on. Foremost among these have been the different national sections of Amnesty International (including sections in Ukraine and Slovenia), as well as its International Secretariat, and international organisations such as the School as an Instrument of Peace, as well as national, such as the Milan Simecka Foundation (Slovakia).

The following examples represent only a few of the many activities conducted during 1998:

- contribution towards and participation in a human rights training seminar for health care professionals, organised jointly with the Ministry of Justice (Tallinn, October 1998);
- contribution towards and participation in a workshop on the law on the institution of regional parliamentary ombudsman in the North Caucasus, organised jointly with the Strategy Centre and Civilisation Institute, Vladikavkaz (Vladikavkaz, September 1998);
- contribution towards and participation in a workshop on refugees, asylum seekers and displaced persons, and their rights under the European Convention on Human Rights, organised jointly with the UNHCR Croatia Mission (Zagreb, July 1998);
- contribution towards a Summer School for migration lawyers and NGOs working in the field of human rights and forced migration, organised jointly with the Interregional Association of Women Lawyers (Saratov, July-August 1998);
- contribution towards 15 one-day seminars for teachers, journalists, lawyers and others on abolitionist and retentionist policies in Lithuania, organised by the Lithuanian Centre for Human Rights (Lithuania, March-June 1998);
- contribution towards and participation in a conference on "The contribution of local NGOs in Croatia in the Promotion and Implementation of European Human Rights Standards", organised in conjunction with the Centre for the Direct Protection of Human Rights (Zagreb, May 1998);
- contribution towards and provision of an expert for a seminar "Does Hungary need an anti-discrimination law?", organised by the Netherlands Helsinki Committee in conjunction with the Hungarian Human Rights Documentation Centre (Budapest, March 1998);

- contribution towards and participation in a workshop for journalists, practising lawyers and judges on "The right to freedom of expression and privacy under the ECHR", organised in conjunction with the Estonian Information and Documentation Centre on the Council of Europe (Tallinn, March 1998);
- contribution towards one-day human rights forum for NGOs, organised in conjunction with the Albanian Human Rights Centre (Tirana, February 1998);
- participation in and financial support for a workshop for Bosnian lawyers on selected aspects of the ECHR, organised in conjunction with the UNHCR (Sarajevo, February 1998).

A major multilateral meeting on "How to organise training workshops for lawyers on the European Convention on Human Rights" took place in June 1997. This meeting, attended by governmental and non-governmental representatives from all participating countries, took stock of activities being undertaken in training the legal profession. It provided an opportunity to pool information on "good practices", examining how case-study sessions can be organised and how to train lawyers on lodging applications under the Convention.

Activities here extend also to "human rights education" in the more classical sense, including, for example:

- contribution towards and participation in four „Schools of Young Philosophers“, organised jointly with the Information and Documentation Centre on the Council of Europe, Vilnius (Lithuania, June 1998);
- contribution towards and participation in a regional seminar (Lithuania, Estonia and Latvia) on "Developing understanding of human rights in primary school", organised in conjunction with the Latvian National Human Rights Office (Riga, December 1997);
- contribution towards and participation in a teacher training seminar (Tallinn, October 1997);
- contribution towards and participation in a seminar on civic education in Lithuania, organised in conjunction with the Information and Documentation Centre on the Council of Europe (Vilnius, October 1997).

The Directorate of Human Rights also contributes financially and in other more substantive ways to human rights training programmes run by, *inter alia*, the International Institute for Human Rights (Strasbourg), the Polish Helsinki Foundation for Human Rights (Warsaw), the Citizenship Foundation (UK), the Netherlands Helsinki Committee and the Institute for Human Rights of Abö Akademi University, in particular giving financial support to participants from Central and Eastern Europe in their courses. Every two years a directory is produced of all short human rights courses, to serve as a guide for those seeking such training.

On the OSCE Mission to the Republic of Croatia¹

In April 1996, the OSCE Permanent Council decided to accept an invitation from the Croatian Government to establish a Mission to the Republic of Croatia. Although since then the mandate of the Mission has been changed and broadened many times, its essence remained basically the same - it supports the consolidation of internal peace, assists political stabilisation and promotes democracy, human rights and the rule of law. The author of the paper, himself head of one of the OSCE Mission Coordination Centres, briefly describes the the background, mandate and structure of the Mission.

Background

The newly independent and internationally recognised Republic of Croatia was admitted to membership of the OSCE in March 1992. In October 1995, following Croatia's military operations to regain control over formerly Serb-controlled territory in the centre and south of the country, the OSCE Permanent Council sent a fact-finding mission to Croatia. In February 1996, the OSCE Chairman-in-Office sent his Personal Representative to Croatia. Two months later, in April 1996, the OSCE Permanent Council decided to accept an invitation from the Government of Croatia to establish a Mission to the Republic of Croatia, with a strength of 14 international members.

On 26 June 1997, the Permanent Council decided to authorise a significant increase in the Mission's strength, up to 250 international members. The build-up of the enhanced Mission began in September 1997.

In January 1998, upon the expiry of the mandate of the United Nations Transitional Administration for Eastern Slavonia, Baranja and Western Sirmium (UNTAES), the OSCE Mission became the main international organisation in the country.

On 16 September 1997, Ambassador Tim Guldemann of Switzerland took over as the Head of Mission.

Mandate

On the basis of its mandate, and in view of the Croatian Government's strategic objective of further integration into European and transatlantic structures, the Mission supports the consolidation of internal peace, assists political normalisation and promotes democratisation, human rights and the rule of law.

The first mandate (given on 18 April 1996 by Permanent Council Decision 112) authorised the Mission to "provide assistance and expertise to the Croatian authorities at all levels, as well as to interested individuals, groups and organisations, in the field of the protection of human rights and of the rights of the persons belonging to national minorities. In

¹ Presented by Michael Verling, Head of the Coordination Centre Knin, OSCE Mission to Croatia.

this context and in order to promote reconciliation, the rule of law and conformity with the highest internationally recognised standards, the Mission will also assist and advise on the full implementation of legislation and monitor the proper functioning and development of democratic institutions, processes and mechanisms.” On 29 August 1996, this decision was supported by a Memorandum of Understanding concluded between the Government of Croatia and the OSCE which lays out the rights of the Mission and its members.

On 26 June 1997, the Permanent Council (Decision 176) broadened this mandate by authorising the Mission “to assist with and to monitor implementation of Croatian legislation and international agreements and commitments entered into by the Croatian Government on the two-way return of all refugees and displaced persons and on protection of their rights”. The Mission was further authorised to make specific recommendations to the Croatian authorities and refer urgent issues to the Permanent Council.

On 25 June 1998, the Permanent Council adopted Decision 239, which expresses “the readiness of the OSCE to deploy civilian police monitors to assume the responsibilities of the United Nations Police Support Group (UNPSG) personnel deployed in the Croatian Danube Region”. Deployment of OSCE police monitors - who should not exceed 120 in number - would be arranged to ensure “a proper transition... in anticipation of the end of the UNPSG mandate on 15 October 1998.”

On 19 November 1998, the Permanent Council extended the Mission’s mandate until 31 December 1999 (Decision 271).

Structure

The Mission is currently staffed with 262 international mission members and 357 national mission members. The Mission’s headquarters are located in the Croatian capital, Zagreb. There are three Co-ordination Centres, in Vukovar, Sisak and Knin, which are responsible for running 16 field offices and 5 sub-offices. This deployment is concentrated in those areas of Croatia which were most directly affected by the war and are now the main areas of return for refugees and displaced persons.

The Headquarters is responsible for co-ordinating the field operations of the Mission, for undertaking liaison and political action with the Croatian authorities, for ensuring close co-operation between the Mission and other international organisations and representatives, and for reporting to and liaising with the OSCE Secretariat in Vienna. The field operations mainly focus on monitoring and assisting the return of refugees and displaced persons and addressing related issues such as human and minority rights, the repossession of property and the work of local administration.

Education For Democratic Citizenship Project of the Council of Europe: *Progress Report 1999*¹

Education for Democratic Citizenship was established in 1997 as a major Council of Europe project aiming at empowering youth and adults to actively participate in democratic life by accepting and exercising their rights and responsibilities in society. The activities are developed as part of formal education as well as in various out-of-school contexts such as the family, workplace, professional, political and non-governmental organisations, local communities, media etc. The project approach to democratic citizenship is multifaceted, encompassing political, legal, cultural and social aspects and thus the project has developed a multidimensional network of partners and activities. The Progress Report 1999 brings the overview of the project through the following sections: Project Achievements, Political and Budgetary Contexts, Current State of the Project, Prospects, and Activities Carried Out in 1999.

Introduction

This report presents the activities of the Education for Democratic Citizenship project for 1999, together with political and budgetary aspects and partnership details.

The 1999 programme builds on those of the previous two years (see 1997 and 1998 progress reports)² and keeps the same activities structure and working methods.

Project achievements

The following points will be recalled.

As part of implementing the Action Plan adopted at the Second Summit of Heads of State and Government (Strasbourg, October 1997)³, the project pursues the objectives agreed by the Education Committee, which are organised around three main questions:

1. What values and skills will people need to be fully-fledged citizens in Europe in the 21st century?
2. How can these values and skills be developed?
3. How do we convey them to others, whether children, young persons or adults?

The project is both **exploratory and practical** and is based on the principle of life-long learning. It has a multidisciplinary approach, both as regards its concepts (the political, legal, social and cultural dimensions of democratic citizenship) and target groups (young people, adults, multipliers and decision-makers).

1 The text is part of a Progress Report 1999 on the Council of Europe's project 'Education for Democratic Citizenship' (DECS/EDU/CIT (99) 54 rev). The appendices may be found at the Council of Europe web-site http://www.coe.int/T/e/Cultural_Co-operation/Education/E.D.C. At the Symposium the project was presented by Monika Goodenough-Hofmann, representative of the Austrian Ministry of Education and Cultural Affairs in the project.

2 Documents DECS/CIT (97) 17 and DECS/CIT (98) 38 rev.

3 The heads of state decided to launch education for democratic citizenship action to heighten citizens' awareness of their rights and responsibilities in a democratic society.

The project activities are articulated at different levels:

- conceptual analysis; support for grass-root activities (citizenship sites and training);
- research concerning site processes and training approaches;
- communication and dissemination: a compendium of good practices, an inventory of Council of Europe activities, an Internet site and the production of teaching material.

One underlying feature of the project as a whole is the networking of a large number of partners - member states, including contact persons, site participants, opinion shapers, NGOs, the European Union, UNESCO, the Nordic Council of Ministers, the private sector, other Council of Europe sectors, etc.

The project is being implemented on a decentralised basis and developed with contributions from member states. It serves as a forum for discussion and contact between experts, practitioners and decision-makers. The involvement of civil society, particularly in the citizenship sites, makes the idea of citizenship a living reality.

The project is designed to have an impact:

- at policy level (the Declaration of the Second Council of Europe Summit (Strasbourg, October 1997), the declaration and programme on education for democratic citizenship based on the rights and responsibilities of citizens, recommendations of the Conference of Ministers of Education (Krakow, October 2000); national educational policies and legislation);
- at the practical level (citizenship sites, training, networks).

CONTEXTS

I. Political context

I.1. Declaration and programme on education for democratic citizenship based on the rights and responsibilities of citizens

The Committee of Ministers adopted this declaration in Budapest on 7 May 1999 on the occasion of the Council of Europe's 50th anniversary. It lays down the political framework and programme of current and future Council of Europe work on education for democratic citizenship, thereby giving fresh political impetus to the Education Committee's project.

In this context Parliamentary Assembly Recommendation 1401 (1999) on education in the responsibilities of the individual should also be noted.

I.2. Conference of Education Ministers

At its meeting in October 1999, the Education Committee agreed on the title of the next ministerial conference (to be held from 16 to 18 October 2000): "Education Policies for Democratic Citizenship and Social Cohesion: Challenges and Strategies for the Europe of Tomorrow". A preparatory group is drawing up initial discussion papers.

The conference should not only endorse the results of the Education for Democratic Citizenship project, but also adopt a set of follow-up recommendations and proposals prepared by the project group. The latter has also agreed to treat the theme "Education for democratic citizenship and social

cohesion" as a priority and help prepare for the conference by producing a study on the subject (see below, activities relating to concepts).

I.3. South-east Europe

1) The activities of the Education for Democratic Citizenship project

As a result of the war in Kosovo, south-eastern Europe has become a geopolitical priority for the Council of Europe. As part of an effort to redirect the Cultural Fund's activities, a number of the Education for Democratic Citizenship project's activities in south-eastern Europe - its citizenship sites and its training for opinion shapers (in Croatia and Romania) - have taken on increased importance. A meeting to be held on a specific south-eastern Europe strategy (Strasbourg, 30 September and 1 October 1999) has given site development further impetus.

2) The "Graz process"

The Education Department, and the EDC secretariat in particular, were involved in the preparations for and programme of the conference on educational co-operation for peace, democracy and tolerance in south-eastern Europe which the Austrian presidency of the European Union held in Graz in November 1998 and which was attended by several members of the EDC project group and EDC experts (see documents DECS/CIT (98) 50 and 50 Addendum). The Graz Conference has given rise to collaboration between the participating institutions⁴ and is being followed up by a task force. The main objective was to agree the precise role of education in democratic development of the region, based on co-operation between institutional groups and the active participation of local forces.

In the framework of the Stability Pact for South-East Europe and following the first meeting of Working Table 1 on "Democratisation and Human rights" (Geneva, 18-19 October 1999), the Graz process has been invited to co-ordinate the activities of the Pact in the field of education. A Plan of Action and guidelines have been adopted during the second conference held in Sofia from 11-14 November 1999. The latter has been prepared through preparatory workshops, including workshops on education for democratic citizenship and vocational training and on diversity management⁵ to which members of the project group and the secretariat have contributed. Then, the Task force has asked the Council of Europe to co-ordinate the theme of education for democratic citizenship/diversity management⁶. The first meeting of the working group will take place in Bucharest, 28-29 January 2000. More information is available on the website of the Graz process (<http://www.see-educoop.net>).

3) Informal Conference of Ministers from Southeast Europe

On 2-3 December 1999, the Council of Europe organised an informal conference of Ministers from Southeast Europe. The Ministers exchanged information on the current situation and priorities of education policies in their countries, also including Education for Democratic Citizenship. They

4 Council of Europe; European Union (Commission – DG "Education, culture" and DG "External relations"; outgoing, current and future presidencies); UNESCO; World Bank; OSCE; UNICEF; the Royaumont process; the European Training Foundation; Soros Foundation; KulturKontakt Austria and the Austrian Ministries of Education and Higher Education (co-ordinators).

5 "Education for democratic citizenship and occupational training", organised by the European Training Foundation, Mavrovo, "the Former Yugoslav Republic of Macedonia", 9-12 September 1999 and "diversity management", organised by the University of Klagenfurt, Austria, 16-19 September 1999.

6 The Council of Europe also assures the co-ordination of the themes "history" and "youth".

expressed their expectations vis-à-vis the Council of Europe and endorsed the results of the Graz Process Sofia Conference. The Ministers Conference resulted in the adoption of a Final Declaration.

4) The Royaumont process⁷

The Secretariat has also been asked to make a proposal for a Council of Europe-Royaumont process co-operation project on education for peace and democracy in a multicultural context.

The project for the Vukovar peace institute, established at the instigation of the Study Centre for Peace and Conflict Resolution (Stadtschlaining, Austria) has thus obtained financial support from Royaumont.

I.4 The Education Committee

1) At its meeting on 30 March and 1 April, the Education Committee considered the progress made in the EDC project. It:

- took note of the information supplied by the Secretariat;
- held an exchange of views on the project;
- supported the project's general approach;
- expressed the hope that implementation strategies would be geared to the complexity and scope of the activities;
- agreed to setting up a pilot group within the project group in charge of project finalisation and follow-up;
- asked the members to submit written comments on:
 - * the results expected from the project and follow-up action;
 - * the feasibility of an awareness-raising campaign starting in 2001;
- instructed the Secretariat to prepare two documents, on the results of the project and follow-up action, for the next meeting.

2) At its meeting on 11-12 October, the Education Committee considered the progress made in the EDC project. It:

- thanked the Secretariat for the documents prepared for this meeting, which clearly show the development of the project;
- took note of the positive interventions by members of the Committee which:
- highlighted the impact of the project in their countries,
- proposed that close co-operation be established with the newly appointed Human Rights Commissioner;
- insisted on the need to improve further the visibility of the project;
- reiterated the interest for an evaluation of the project;
- thanked the project's steering group on the finalisation process for its initial proposals concerning the final report and the final conference;

⁷ The European Union Royaumont process was launched in December 1995 as an offshoot of the Paris conference on peace in Bosnia and Herzegovina. Its aim is to work towards large-scale, joint, continuous activities - involving all governmental and non-governmental forces and various groups in civil society - to promote dialogue and co-operation in south-eastern Europe.

- asked the steering group and the project group to prepare precise proposals on the results and the follow-up of the project in time to be thoroughly discussed by the Committee at its next meeting, and to this end;
- to collect information on results in and expectations of member countries;
- to base the proposals on the Budapest Declaration, including the organisation of an awareness-raising campaign.

The president of the Committee, Ms Jurga Strumskiene, has also decided to proceed to a consultation on the evolution of the project and the perspectives of its follow-up at national levels as well as at the level of the Council of Europe.

II. Budgetary context

Activities on education for democratic citizenship will receive the following resources in 1999: 1,570,000 FF (Cultural Fund); 200,000 FF (supplementary resources for the summit Action Plan) earmarked for CC-HER activities on universities as citizenship sites; 320,000 FF (1998 balance from the Cultural Fund).

The project has benefited from the following supplementary financial support: voluntary contribution of 50.000 FF from Austria in order to strengthen the visibility of the project; financial support by the United Kingdom for the reproduction of the leaflet.

DG "Education and culture" committed 20,000 Euro (120,000 FF) and UNESCO 60,000 FF for the joint conference on "Education for Democratic Citizenship: Methods, Practices and Strategies" organised in Warsaw, 4-8 December 1999.

1,278,000 FF were included in the ADACS budget and have been granted for the follow-up to activities that have been carried out, so far, in Bosnia and Herzegovina, Russia and other CIS countries and as part of the EDES programme.

CURRENT STATE OF THE PROJECT

I. Introduction

At the meeting from 17 to 19 February, the project group reviewed project results and prospects⁸. While pursuing the objectives set by the Education Committee, it was able to incorporate the fresh political impetus from the Second Summit, including extending of the project with the help of its cross-sectorial dimension and its partnerships, the need for greater visibility and drawing up the declaration and programme on education for democratic citizenship based on the rights and responsibilities of citizens. The project group noted that a number of challenges and tensions had arisen: links between activities on the ground and political expectations; difficulties in meeting these expectations with available resources.

The project, which was begun in February 1997, can be seen to have had the following stages: work prior to the summit; implementation of the summit's results; preparation of project follow-up.

II. Project identity

At the same meeting, the project group stressed EDC project identity, and in particular its added value, themes and distinctiveness:

⁸ See the list of the meeting's decisions, document DECS/EDU/CIT (99) 18.

- it is a dynamic process, a building site ("work in progress") which includes a campaign type elements;
- it is exploratory, in keeping with one of the Council of Europe's basic purposes;
- its complexity, which makes for its fruitfulness, results from its internal growth (the cross-sectorial dimension) and external expansion (co-operation with the EU, UNESCO, NGOs etc); the project also mirrors social developments and social change;
- it interconnects policy development, theory and practice; it is process-oriented;
- it is based on a multifaceted concept of citizenship, and as such on plural citizenship;
- it focuses on values: participation (different forms; responsibility; self-confidence etc); formal and informal education in a life-long learning perspective;
- it develops and supports partnerships with NGOs, the EU, international organisations and the private sector.

At the behest of the Education Committee, the project group has also given attention to project coherence. To ensure continuity, it opted to maintain the present structure with the three sub-groups, strengthening linkage between them, notably by means of cross-sectional activities. Emphasis was also placed on the need for consistency and collaboration between Strasbourg and the national level; the three sub-groups; the main organisations (Council of Europe, EU and UNESCO); and theory, practice and policy preparation.

III. National activities

Many national initiatives of the education ministries have made significant contributions to the EDC project. In addition, the Secretariat is regularly approached by NGO projects. These initiatives and approaches already reflect a "campaign dimension" to the project. The project group stressed the importance of supporting such initiatives and approaches, subject to available resources, as a strategy of enhancing education for democratic citizenship in Europe.

The project group suggested responding to them by rank-ordering them in concentric circles: (1) EDC project activities (seminars, sites, examples of good practice, teacher training courses); (2) activities associated with the project in the member states (advice and support in preparing activities, participation of the project group or the Secretariat); (3) activities placed under project auspices (moral support, sponsorship, making the logo available).

IV. Project management

As pointed out by the Education Committee and the project group, the Education for Democratic Citizenship project is characterised by the complexity and breadth of the subject and activities.

The project group examined this complexity in a brainstorming session⁹ held prior to the February meeting. Complexity is managed by maintaining continuity of activity structure (the three sub-groups) and by cross-representation between the sub-groups; by activities involving all three sub-groups; and by setting up a pilot group on finalisation (see below). In other words, the point is to establish as many avenues as possible for the different parts of the project to interact and exchange and pool ideas.

Project management has not been made easier by the many staff changes in the Secretariat during the whole year 1999. The EDC team has benefited from an in-house training in complexity management.

⁹ The project group held an open, informal brainstorming session on project results. It is in favour of holding a similar session at its next meeting in February 2000.

PROSPECTS

With the consent of the Education Committee, the Project Group set up a Steering Group for the project finalisation phase. The new group met twice, in June and in December 1999 (see lists of decisions, document DECS/EDU/CIT (99) 47 and DECS/EDU/CIT (99) 71 (prov.)) and agreed that the “finalisation process should be conceived as consisting of four main strands or tasks:

- a. content and form of the final report(s), including political recommendations, based on initial objectives and the evolution of the project;
- b. content and form of the final conference, taking account of intervening policy changes;
- c. preparation of a global concept for follow-up, based on the Budapest Declaration;
- d. monitoring of ongoing activities from the point of view of their embedding in *a*, *b* and *c*.

I. Finalisation

According to the Steering Group, in 2000 the end of the EDC project should represent the finalisation of the first stage of a medium- or long-term process, whereby the next stage should focus on the dissemination, communication, and visibility of the project results and messages.

The finalisation process will consist in:

- drawing up a multi-faceted final report reflecting the different aspects of the project. The summary report will include a comprehensive presentation of the results of the project for the general public and a policy document drawn up by César Birzéa. It will be completed by the three studies produced during the work on concepts, citizenship sites and training;
- organising a final conference to take place from 14-16 September 2000 before the conference of Ministers of Education (Krakow, October 2000). The Steering Group has already drawn up a draft programme for the event (see Appendix V attached to the meeting report in document DECS/EDC/CIT (99) 47);
- using the policy report as a basis for developing policy recommendations for submission, first, to the Ministers of Education (Krakow, October 2000) and then to the Committee of Ministers, in accordance with the Budapest Declaration.

II. Follow-up

The Steering Group proposes that follow-up could consist in:

- maintaining, developing, networking and monitoring the sites of citizenship and possibly creating a “site of citizenship” label, to include definition of the criteria and practical conditions for the award of such a label;
- placing emphasis on communication and dissemination, notably through the organisation of national seminars, a practitioners’ forum, and seminars on EDC in national education policies and EDC legislation, as well as through publications;
- organising an awareness-raising campaign;
- developing a strategy for implementing the programme included in the Budapest Declaration.

These preliminary proposals will be developed by the Project group at its meeting in February 2000 and by the Education Committee.

ACTIVITIES CARRIED OUT IN 1999

I. Project activities

I.1 Transversal activities

The purpose of the transversal activities listed below is to consolidate the overall project and link its different facets together (concepts, grass-root practices and training):

- Democratic citizenship and social cohesion: a study is currently being carried out by Jean-Marie Heydt (“EDC and social cohesion” DECS/EDU/CIT (99) 60); co-operation with the Directorate of Social and Economic Affairs; “EDC and vocational training” workshop (9 to 11 September 1999, Mavrovo, “the former Yugoslav Republic of Macedonia”); brainstorming on “Education for democratic citizenship and social cohesion”, 15-16 November 1999;
- Conference on “EDC: Methods, Practices and Strategies (4 to 8 December, Warsaw, Poland), in co-operation with the European Union (DG “Education and Culture”) and UNESCO.

I.2 Concepts

François Audigier updated his initial summary document on basic concepts and key competencies in light of the events that took place in 1998 and early 1999 (see documents DECS/CIT (98) 35 and DECS/EDU/CIT (99) 53).

As follow-up to the seminars held in 1997 (Basic Concepts and Key Competencies) and 1998 (Remembrance and Citizenship: From Places to Projects; Participation; Youth Cultures, Lifestyles and Citizenship), the Project Group and Sub-Group A have agreed to study the following two key questions:

- democratic citizenship and social cohesion: see transversal activities above;
- responsibility: concepts and practices (theme of the Delphi Conference, 14 to 18 October 1999).

The NGOs have conducted a survey on citizenship concepts and practices (see survey report drawn up by Jean-Marie Heydt, document DECS/EDU/CIT (99) 52)).

I.3 Citizenship sites

In 1999, the work on citizenship sites developed along the following lines:

- Creation of new citizenship sites:
 - in Italy, Spain, Bulgaria, Croatia, Moldova, Albania and Romania;
 - in connection with higher education (universities as citizenship sites) (see document CC-HER (99) 19);

- Strengthening the network of existing sites, through:
 - site experts missions;
 - a conference organised by Spain (3 to 5 June 1999), which involved all the existing sites and provided an opportunity for discussing examples of good practice and analysing the sites in greater depth;
 - a meeting devoted to the strategy for developing sites in south-east Europe (30 September and 1 October 1999, Strasbourg);
 - a training seminar on partnerships, organised by France (28 to 30 October, Sèvres);
- Continuation of site reporting, notably by existing sites (Strasbourg, Belgium, Ireland, Portugal, Quebec) and analysis of all the sites by the Reflective Group.

I.4 Training and support systems

There are two main areas of activity in this field:

- Organisation of training courses

- training seminars on “Education for democracy and European studies” in Croatia, Ukraine, Romania and Slovakia;
- specific courses under the teacher training programme, including courses on the media and civic education (Hungary, 1997; Poland, 1998; Hungary, 1999), democracy in, for and through Maltese schools, as well as under the programme to promote school links and exchanges (school network in south-east Europe), etc;
- establishment of links with human rights and citizenship education training activities in Bosnia-Herzegovina and Russia: participation by experts from these activities in Sub-Group C and in training seminars;

- Discussions on research and general policies relating to EDC training strategies

- study of the different approaches to EDC training, conducted by Karlheinz Dürr (Sub-Group C on training), Vedrana Spajić-Vrkaš (Sub-Group A on concepts), and Isabel Martins (Sub-Group B on citizenship sites);
- organisation of the Warsaw conference on EDC training policies and strategies (4 to 8 December 1999): see transversal activities above.

I.5. Communication and dissemination

The following communication and dissemination activities were continued in 1999:

- publication of information documents: leaflet and a brochure presenting the Budapest Declaration
- development of website;
- publication of teaching material (ongoing project);
- compilation of inventory of the Council of Europe’s EDC activities: first version (document DECS/EDU/CIT (99) 15); 1999 update; preparation of databank version for dissemination via the Internet;
- collection of examples of good practices relating to EDC.

II. Co-operation activities

II.1. Cross-sectoral activities

Links have been established with the following sectors:

language policies for a multilingual and multicultural Europe, in connection with the organisation of the conference on “linguistic diversity for democratic citizenship” (10 to 12 May 1999, Innsbruck) and follow-up to the conference;

democratic security, social cohesion and educational policies: symposium on “Strategies for reforming education systems” (4 to 6 November 1999);

teacher training programme and the *school exchange network*: project entitled “Everyone can make a difference – participation in and through schools”;

learning and teaching 20th century history: symposium on the theme of “Living together in the same space” (1 to 4 September 1999), and “Use and abuse of history – schools’ responsibility for the learning and teaching of history”, (28 June to 1 July 1999);

higher education and research: finalisation of studies on EDC concepts (documents DECS/EDU/HE), launch of new project (“the role of universities as citizenship sites”);

Directorate of Social and Economic Affairs: in relation to the priority issue “citizenship and social cohesion”;

Youth Directorate, which intends to conduct further research into the question of youth cultures, lifestyles and citizenship, following the Budapest seminar held in December 1998;

Youth Directorate, Directorate of Political Affairs (North-South Centre), Congress of Local and Regional Authorities of Europe: participation in the Warsaw conference;

Parliamentary Assembly: adoption of the Recommendation 1401 (1999) on education in the responsibilities of the individual;

The Congress of Local and Regional Authorities of Europe: participation of representatives of the Strasbourg site of citizenship in the conference “Which participation of foreign residents in local public life?”, Strasbourg, 5-6 November 1999; adoption of the Recommendation (59) 1999 on “Europe 2000 – Youth participation: the role of young people as citizens”; the reply of the Deputy ministers adopted in their 690th meeting explicitly refers to the Education for democratic citizenship project, including its inter-sectorial dimension.

These links allow for a richer study of EDC concepts and practices that takes account of the opinions, studies and networks of the different sectors. The links themselves have been established either through participation in EDC activities by representatives from other sectors, or, vice versa, through EDC project group members’ participation in other sectors’ activities and their subsequent reporting. The contributions resulting from such participation will be incorporated in the project summary report.

It is also to be noted that in the course of his work on compiling an inventory of the Council of Europe's EDC activities, and using Council documents, Etienne Grosjean has carried out an initial transversal analysis of the following themes: reference concepts; intolerance, xenophobia and racism; identity, minorities and cultural diversity; participation and citizenship on a daily basis; equal citizenship of women and men; child citizens; citizenship, heritage and expression; examples of good practices; educational documents (document DECS/EDU/CIT (99) 15).

II.2. National activities

The national activities organised in 1999 are set out below. They are a vital link with the multilateral project, enabling any results achieved thus far to be disseminated and discussed straightaway.

Conference on education for democratic citizenship in schools (Lisbon, 18 and 19 May 1999), in conjunction with the Council of Europe, UNESCO, the European Union and the Organisation of Latin-American States;

Seminar on "civil society", which took place from 29 to 31 March 1999 in Bad Urach (Germany) and was organised by the Centre for Political Education (Landeszentrale für politische Bildung) together with the EPI Centre/Academy of Civil Society in Moscow;

Survey conducted on education for democracy by the Austrian Ministry of Education (18 and 19 October 1999);

National conference on "Global citizenship" organised by the Central Bureau of Visits and Exchanges and the British education ministry (London, 4 November 1999);

Conference on Education for Democratic Citizenship held from 18 to 20 November 1999 in Slovenia;

Swiss youth participation project;

International congress on intercultural education, held from 16 to 18 September 1999 at the University of Jyväskylä, Finland.

II.3 Partnerships

- Co-operation between the Council of Europe and other institutions was stepped up in 1999, particularly in the case of:

- the European Union: joint conference on training held in Warsaw; DG 22 Conference on Adult Education (3 June 1999); co-operation within the framework of the Graz process;
- UNESCO: joint conference on training held in Warsaw; co-operation within the framework of the Graz process;
- the Nordic Council of Ministers: conference on adult education (23 and 24 August 1999); participation in the Warsaw conference on training;
- the European Training Foundation in Turin: co-operation within the framework of the Graz process;

- the Royaumont Process: direct co-operation between the Council of Europe and Royaumont and within the framework of the Graz process.
- Co-operation with NGOs continued
 - within the framework of the “Group of 13 NGOs” set up under the Education and Culture Group of the Liaison Committee of NGOs with Council of Europe consultative status: concepts survey, participation in the Project Group and Sub-Groups and their activities; motion in favour of education for democratic citizenship;
 - with Civitas: observer status in the Project Group, member of Sub-Group C, EDES training programme.
- Co-operation has been developed with the “European Schoolnet” regarding its creation of an EDC website.
- Co-operation with the private sector continued:
 - Bertelsmann Foundation: Council of Europe participation in the international network promoting “Education for democracy, human rights and tolerance”;
 - Pôles des Fondations de l’économie sociale” (network of social economy foundations): participation in the “citizenship and social cohesion” study conducted as part of the EDC project; exchanges between the EDC project and the Pôles’ project on “Young people, employment and the social economy”.

NATIONAL EXPERIENCES

The Challenge of Civic Education

This paper, based on the author's rich and long experience in running the Center for Civic Education, points out some fundamental aspects of civic education. The relationship between civic education, democracy and prosperity, the content of a civic education programme, the role of teachers and of a whole school community in shaping the perspectives and behaviours of democratic citizens - these are some of the issues discussed in the paragraphs that follow.

1. Why is civic education important to democracy? What relationship, if any, is there between civic education, democracy, and prosperity?

I would like to begin by saying something about how people use the term "democracy" to label various forms of government, some of which do not seem very democratic at all according to my standards. For example, some people say that if a nation has free and fair elections, that is sufficient for it to be called a democracy regardless of the results of those elections. And, there are other kinds or types of democracies. When I think of a democracy, I think of a liberal constitutional democracy. That is a democracy

- that places a high value on individual liberty
- that maintains a constitutional order which establishes the purposes of government as promoting and protecting individual rights and the common good and places effective limits on the powers of government
- where the ultimate power resides in the people and they are governed with their consent which may be removed in the event of the abuse or misuse of power by people in government.

Such a government, more than any other form of government, requires enlightened people since ultimately their government is in their hands. If they are enlightened, wise, and responsible, they can create and maintain a society in which, within the constraints of their resources, they can prosper and enjoy both liberty and justice. They can create, in Lincoln's words, a government that is "of the people, by the people, for the people."

However, a modern liberal constitutional democracy is not a simple form of government. It is complex both in its processes and in the political philosophy that underlies them. Clearly, one is not born with an understanding of the values, principles, institutions, organizational arrangements, and procedures of such a democracy. Education, particularly civic education, is required to give citizens the necessary knowledge and skills required for them to participate competently and responsibly in their own governance. People lacking an adequate civic education are relatively powerless. If widespread ignorance of politics and government exists

in a democracy, it may be dominated by the few who are privileged with the knowledge, resources, and power to use the government to serve their ends. A democracy can then degenerate into a government of the few, by the few, and for the few. For example, if citizens are unaware of the essential attributes of democracy, they might be persuaded to agree with a national referendum that effectively destroys the constitutional basis of democratic government.

Because of the need for an enlightened citizenship to realize the promise of liberal constitutional democracy, civic education goes hand-in-hand with its existence and the well-being of its people. However, we cannot say that there is a direct, causal connection between civic education, democracy, and prosperity. Such a "causal" connection suggests a sort of determinism which ill-fits both what we know about social life, the necessity for a strong sense of personal responsibility among citizens, and the democratic process itself. We can, however, point to a strong correlation between democracy and prosperity - in the longer term.

If we take the case of Russia, we see a society that is not by any means fully democratic; but it is certainly more democratic than it was under the Soviet Union. Yet at the moment it is far from prosperous. It could never have achieved prosperity under the command economy system of yesterday; and it is also true that "democracy" did not "cause" its present economic plight. It is nearer the mark to say that the USSR caused it by creating an irresponsible, dishonest, rapacious class who were at the right place at the right time to become beneficiaries of the largest give-away of property ever recorded. This sorry spectacle, which is now history, cannot be placed at the door of "democracy."

It is well known that those who have been ruled by an iron fist often abuse their liberty if they are suddenly freed. They have not yet learned that liberty is not license - it does not mean one can do just as one pleases, like the holder of the "Ring of Gyges" in Plato's *Republic*. Such societies have not learned either how to use newly acquired liberty or how to control the potential criminals who may emerge in the wake of the overnight collapse of the previous regime. That is to say, it has not completed its civic education. In the case of Russia, it is just beginning this education, both formally in the schools and informally in the great classroom of social life.

The short term in any society may hold little relation to what the longer term may hold. Social scientists such as S.M. Lipset do not think it accidental that nearly all of the most prosperous, developed countries in the world are democracies. Nor is it accidental that nearly all of the poorest countries are dictatorships. The principal exception to the first statement is Singapore, a tiny island nation which can be expected to continue its political development once Senior Minister Lee passes from the scene; and in any case, Singapore is a "soft authoritarian" situation, not the classic autocratic system with which the world is only too familiar.

It is true that there is something of a chicken and egg problem here, since democracy appears to foster prosperity, but prosperity also appears to foster democracy. Still, we can see that the two seem to go hand in hand. In the case of China, the extent that nation has been prospering is just the extent that economic liberty has been increased. Moreover, the lack of democracy in China of which we are all too aware masks the enormous extent to which intellectuals throughout that populous country openly discuss democracy and democratization. And there is little doubt the economic forces that have been unleashed will also unleash demands for participation in the decisions that affect them by the growing Chinese middle class. Clearly,

China's growing prosperity, itself the result of economic liberalization, is responsible for letting the democratic genie out of the bottle.

Thus, although it is naive to expect that democracy will automatically translate into prosperity, especially in the short run, as many Eastern European countries believed, it is nevertheless true that, where it is feasible, democracy appears to social scientists who have studied the question to provide conditions under which prosperity grows. Especially in the era of high-technology, the controls on communication and association that characterize authoritarian regimes are incompatible with successful economic development, once economic take-off has been achieved.

Finally, there can be no democracy without democrats; and democrats must be MADE, since they are not born. One of the problems that the unhappy situation in Russia presents is that from the beginning, critics such as David Remnick, author of *Lenin's Tomb* (1993) and *Resurrection: The Struggle for the New Russia* (1997), observed that no one knew what democracy is. In the event, the Russian constitution reflected the bias of Orthodox societies for a "strong man" at the top, unaware of the extent to which such an institution may undermine achievement of a democratic political process. In any case, an awareness of what democracy is and is not and a sense of obligation to participate positively in the democratic process must reach a critical mass in society if democracy is to succeed. The development of just such a consciousness is vital if democracy is to succeed. Even if one generation achieves such a level of civic mindedness, democracy must always reproduce itself in succeeding generations if it is to survive. And this process of reproduction is precisely civic education.

2. What democratic values should be taught to develop competent and responsible participation?

There are certain fundamental values and principles that should shape the perspectives and behaviors of democratic citizens and those who serve in public office on their behalf. These values and principles help to set guidelines for the interaction of citizens and their relationship with those serving in government and governmental institutions. I think the following are some of the most important in a liberal constitutional democracy:

Individual rights:

All people are entitled to certain fundamental political, economic, social, and personal rights. Although there must be reasonable and fair limitations on such rights, no individual may be deprived of his or her rights upon the basis of such irrelevant criteria as gender, race, religion, ethnicity, nationality, sexual orientation, or their personal beliefs.

Such limitations must be established by laws applied generally and equally to every member of society, including public officials, and must be administered only by due process of law. These stipulations seek to eliminate arbitrary and capricious behavior on the part of public officials, such as police, judges, and members of the civil service.

In addition, the political rights of all citizens must be equal, there must be no second class citizens.

One of the most difficult lessons to learn in a democracy is the need to protect not only one's own rights and those of people who one may agree with or respect, but the need to

protect the rights of people with who one disagrees or even finds distasteful or despicable. The free flow of ideas is essential to the health of democracy, and people must be able to express themselves freely, to exchange ideas, argue, debate, have access to information and ideas through the spoken word and the press and other media. Suppression of information and ideas, however intolerable, is detrimental to democracy. Of course such fundamental rights as freedom of speech and the press are not absolute. There must be reasonable and fair limitations on them in light of other important rights, values, and interests. However, liberal constitutional democracy provides a wide latitude for the exercise of these rights and errs on the side of their protection rather than their suppression.

Common good or general welfare:

Private individuals and those serving in government should be concerned with the common good or general welfare and be willing, when appropriate, to moderate their own interests to serve the common good.

Managing the tension between individual rights and the common good:

Private citizens and those in government must be able to make wise decisions regarding conflicts between the rights of individuals and the common good. This should include avoiding the problems that arise from an overemphasis on individual rights or the common good. The former can lead, among other things, to excessive individualism and the inequitable distribution of wealth and power in a society. The latter can lead to the suppression of individual rights and authoritarianism or totalitarianism. As I have said before, I think it is safer for democracy to lean towards the protection of individual rights with fair and reasonable limitations placed upon them.

Popular sovereignty:

The people themselves should be seen as the ultimate source of the authority in a democratic society. They delegate that authority to their government which can then exercise it with their consent. This places the citizenry as a whole in the highest office in the land and members of government in the role of "public servants," with emphasis on the word "*servant*." Members of government must be seen as servants of the people, NOT their masters. They serve at the pleasure of the people and may be removed from office as the people see fit.

Purposes of government:

The primary purposes of government must be to protect and promote individual rights and the common good. And, as noted above, the government must wisely manage the inevitable tensions between these sometimes competing values. In doing so, it must avoid the common tendency to unfairly and unreasonably suppress individual rights in the name of the common good. Government and individual citizens alike must also be able to deal reasonably and fairly with the inevitable conflicts between and among other important democratic values such as liberty and equality.

I have only touched upon a few fundamental ideas regarding values of democratic citizenship. There is much more regarding democratic values and principles that should be learned by citizens. These include the principles of constitutionalism or limited government, the idea that majority rule must be tempered by a respect for the rights of the minority, and that there must be procedural and institutional arrangements that deter the misuse and abuse of power by those in government and provide a means of holding them accountable.

3. What is the school's role in realization of civic education in the United States?

As stated in detail in *The Civic Mission of the Schools* by our colleague Professor R. Freeman Butts, preparation for democratic citizenship has always been recognized as one of the primary purposes of public education in the United States. Unfortunately, today good programs are the exception rather than the rule. We estimate that only about fifteen percent of US students receive effective civic education. I don't have time to go into the reasons for this situation; but I can say that this shortcoming in our public education has been drawing increasing attention and that many of us are working to improve the situation.

4. What is the government's role in carrying out civic education in the United States?

The government supports public education and thus is responsible for supporting civic education. As noted above, the record is mixed and in far too many situations the government is not adequately fulfilling this responsibility. Educational decision-making and policy has always been highly decentralized in the United States and is becoming more so. The Center and our allies have recently initiated a nationwide campaign to persuade state and local governments to provide increased support for the implementation of civic education programs in our schools.

5. Is there a danger that civic education can be used for political ends?

Always. If the political ends for which civic education is being used are the enlightenment and empowerment of citizens in a free society, that is as it should be. But if the ends of civic education are to control the minds and actions of the people, to propagandize them with some partisan program, that is unacceptable in a democracy. Civic education must focus upon enlightenment NOT indoctrination, not even "indoctrination" in the principles and values of democracy. A commitment to such principles by citizens in a democracy must be the result of conscious, reasoned choice, with a full knowledge of alternatives.

6. The central role of teachers in education for democracy?

All teachers should be aware of the importance of their role in preparing their students to become competent and responsible participants in a democratic political system and the impact their work can have on the future of democracy in their country, on the development of a political system where there is liberty and justice for all. It has been said that the political philosophy of today's classroom is the political philosophy of tomorrow's government. There is no more important person than the teacher to the future of democracy in the United States or any other country aspiring to become a democracy or to improve its democracy.

In this regard, the knowledge and skills of teachers and their own commitment to democratic values and principles is of the highest importance. Civic education must begin with the education of teachers and with providing them the support they need to conduct effective programs in their classrooms.

Human Rights Education in Transitional Democracies

This paper is divided in three sections. In the first one the author presents Human Rights Education Associates, the organisation she belongs to, and its main areas of activities in the field of human rights education. The second section brings a typology of framing approaches to human rights education based on the author's observations of work in the field over the last eight years. Finally, the last section deals with some research results from a classroom-based study that the author was involved in from 1994 to 1996 in Romania. This study reveals the impact of using an innovative, alternative civics text on students in experimental classrooms.

Introduction

It is a personal privilege to be invited to present at this conference. I am honored to be present among some of the most experienced human rights educators in the region, as well as Croatia in particular. I would like to thank the organizers of this conference, the "Peace and Human Rights Education for Croatian Primary Schools Project". I have especially warm feelings for Vedrana Spajic-Vrkas, the director, whom I admire personally. I hope to be able to work closely with her in the future, in order to support her continued work with Croatian primary schools.

It is a considerable challenge to develop a presentation for such an experienced group of educators. In order to help ensure that there is "something for everyone" in my speech, I decided to include three different areas. Hopefully, one of these will be of special interest for you.

In the first section, I will present my organization, Human Rights Education Associates, and our work in the human rights education (HRE) field.

In the second section, I will present some typologies, or framing approaches, to HRE. These are based on my observations of work in the field over the last eight years or so.

In the final section, I would like to present some research results from a classroom-based study that I was involved with in Romania from 1994-6. This study looked at the impact of using an innovative, alternative civics text on students in experimental classrooms.

Altogether, these three sections roughly cover "operations," "theory" and some "practical results".

I. Human Rights Education Associates (HREA)

HREA was initiated in 1996 in Amsterdam, as a continuation of the programming that had been taking place within the Dutch Helsinki Committee. HREA is a small but dedicated organization, which also operates out of Boston in the USA, where I am located.

HREA has four areas of general programming.

1. Educational programs done in cooperation with local agencies.

One such program is under development with the Croatian National Committee for Human Rights Education, which incorporates the work of the Project Peace and Human Rights Education for Croatian Primary Schools.

Earlier programs have included national programs with Albania, Romania, Estonia, Ukraine and Armenia. Typically, these projects result in the development of original text by local teams, field testing, and a series of local trainings. The focus is on long-term and local capacity building, with a systemic approach. Partners include local human rights and civics education NGOs, as well as government agencies.

2. Dissemination of human rights education program development materials.

HREA sees itself as a service agency. One way to promote development within the HRE field is to share exemplary samples of work from within the region, as well as methodological guides. In order to facilitate this sharing of information, HREA has developed an Electronic Resource Center. This center can be found in two ways: <http://erc.hrea.org> or <http://www.hrea.org> (then look for "resource center" on menu).

The Electronic Resource Center (ERC) currently includes sample lessons, texts and guides from a variety of Central and East European countries and international agencies such as Amnesty International, the Council of Europe, the United Nations, Civitas - many of those represented at this conference. I invite those of you from Croatian NGOs who have developed materials that work well in the field to contact me about making these resources available on the Web.

3. Research and evaluation in the human rights education field.

Because of my personal training as an educational researcher, HRE is actively working in research and evaluation in the HRE field. We are currently involved as the independent evaluator in a Ford Foundation-funded project on HRE in the United States (yes, there are efforts going on there, as well) and for a study on citizenship education in Latin America for the Inter-American Development Bank.

4. Consultations and trainings.

HREA works closely with funders and foundations to assist them in developing strategies for forwarding HRE at the national level. Organizations with which HREA has consulted include the Soros Foundation Network, the United Nations Centre for Human Rights, and the Council of Europe.

I think that's enough on the activities of HREA. I would now like to turn to some emerging typologies for work in the field.

II. Framing approaches to human rights education

Over the last eight years, I have observed HRE develop with distinctly different approaches in the post-communist context. I would not say that these approaches are mutually exclusive. However, most programs fall predominantly within one camp or another.

All the approaches share several premises. First, they are all taking place in the context of massive human rights violations. In this way, they are all preventative devices for dealing with a concrete need in the political, social, psychological and spiritual environments.

Secondly, all approaches seek to be relevant to daily life and to use methodologies that engage participants in skill, attitudinal, as well as knowledge development. These techniques are intended to better prepare learners to promote and protect human rights.

1. HRE as a value system.

One typology within the HRE field emphasizes the acquisition of HR values or consciousness through a primarily philosophical-historical approach. This type of HRE is common in schools, where the emphasis is at least in part on socialization. HRE in this typology can be incorporated into other subjects, such as civics, and in some ways is related to global or international education. The goal is to pave the way for a world that respects human rights through an awareness of the normative goals laid out in the Universal Declaration and other human rights documents.

Examples of this type of approach are the HRE materials commonly developed by the UNICEF and UNESCO.

I am taking my concrete example from a lesson developed from an alternative civics text developed in Romania in the mid-1990s. In the 7th and 8th Form course of study, the study of human rights was integrated into a larger treatment of democracy. The four objectives of the curriculum included:

1. fundamental democratic values and practices, human rights and the rights of the child;
2. a person's values and norms, and relations to social structures;
3. political structures of society;
4. relations of the person with economic and political structures within society, including civic rights and responsibilities.

Another way of understanding this approach is through a "positive" or prescriptive approach to human rights problems.

2. HRE as a mechanism of protection.

Another typology of HRE, perhaps most popular with human rights groups and work with adults, focuses on the problematic relationship between the individual and authorities, including the State. In this legalistic, political approach, the emphasis is on assisting the individual in demanding from the State accountability to human rights norms. This typology also includes the incorporation of human rights norms within professional standards.

This legalistic approach is commonly found in the training of professional groups, including lawyers, judges, and so forth. In some cases, this typology is also present in school environments, although the emphasis in this instance would be on monitoring skills and mechanisms of protection. This approach tends to emphasize a content-based approach, along with necessary skills for diagnosing and monitoring violations-situations.

This assumes a more „negative“ approach to human rights.

The Netherlands and Polish Helsinki Committees do extensive training of judges, prosecutors and advocates. These trainings typically include information about various international mechanisms of protection and the implementation of these mechanisms at the domestic level. Supervisory mechanisms and the use of case law, OSCE provisions, and customary law can also be covered.

In this approach, the negative aspects of human rights are used to promote problem-solving and solution-finding in the legal and political domains.

3. HRE as a vehicle for personal transformation.

In some situations, human rights educators operate with a special sensitivity to the social-psychological needs of individuals. This is common, for example, in post-conflict situations, where massive personal and societal trauma has taken place. Human rights education in this context works towards personal healing and the interpersonal management of conflict in order to empower individuals to work towards societal transformation. This typology works strongly in the affective and skill domains, and employs a sophisticated theory that embraces theories of healing, self-realization, and individual empowerment for the service of others.

A Croatian group represented at this International Symposium, Center for the Culture of Peace and Non-Violence, has already developed an excellent resource using this approach. I have seen this material for the first time this morning, but I can see that the emphasis is on the children's self-knowledge, coming to terms with their feelings, and living with others.

A human rights education project in the United States, Human Rights USA, is working in schools and communities. In one site, adult women who have been on welfare are given human rights education training combined with opportunities for economic self-help. The idea is that the HRE training will help them to realize the conditions that have contributed to their impoverishment, but also a sense of personal dignity and empowerment to make changes in their lives.

Rather than calling this either a negative or positive approach to human rights, we might call these „transformational“ human rights.

Why are these various typologies important? These typologies are important because they carry with them distinct approaches to mechanisms for guaranteeing the realization of human rights. Within the human rights education community it is essential that we recognize the power of each of these approaches, and their relevance for particular audiences.

We human rights educators are also called to understand fully the strengths of each of these approaches, so that we can better select the approaches that we use. I believe that this would be an advancement for the field, since most of us are attached to a particular model, and may not fully recognize the appropriateness of all three. I include myself among this group.

III. Some practical results: the Romanian case

The development of alternative civics texts with an emphasis on human rights principles is, as I mentioned earlier, one example of an approach that emphasizes a normative, philosophical approach within the HRE field. Dakmara Georgescu of the Institute of Educational Sciences in Bucharest, Romania, developed the experimental civic culture texts for the 7th and 8th Forms. The books were developed within a Netherlands Helsinki Committee-organized program, with support from the Dutch Foreign Ministry.

The texts were unique for Romania at the time they were introduced, because they used participatory methodologies and stressed the development of children's critical thinking, pro-democratic behaviors, communication and relational skills, and decisionmaking. The cooperating teachers in the experimental classrooms participated in three, two-and-a-half-day trainings focusing on interactive methodologies in the teaching of civics and human rights education.

Extensive field testing and research were conducted in order to better understand what supports teachers needed in order to implement these innovative materials. As part of this research, a two-page questionnaire was administered to a cohort of Romanian students over a two-year period, beginning in Fall 1994 and their 7th year of school. The questionnaire was administered to 113 treatment (or experimental) students and 110 comparison students in the same schools in December 1994, May 1995, October 1995 and May 1996.

The questionnaire contained two open-ended questions about what the students considered to be the characteristics of a good citizen, and whether or not (and why) they considered themselves to be good citizens.

Closed-ended questions asked students to rate the importance of a series of proposed characteristics of a good citizen, as well as the importance of a list of various human rights.

For the treatment class, students demonstrated a statistically significant gain in their rating of the importance of the following citizenship characteristics, following two years in the program. Each of these had a p value of equal or less than .005. I am presenting them in rank order, from highest "t" value to lowest:

- trying to influence government decisions and policies
- voting in most elections

- volunteering for service in the local community
- trying to keep informed about public affairs.

There were no statistically significant gains in these categories for students in the comparison groups, even in cases where the same educator was teaching the students, but using the Ministry of Education textbook (with traditional instructional techniques).

Students in both the treatment and comparison classrooms consistently rated very high the following:

- obeying the law
- honoring one's country
- not bringing dishonor to the country.

Several initial conclusions can be drawn from this research. First, classroom-level innovation is possible when sustained technical support is provided and teachers are open to change.

Second, even under such ideal circumstances, changes in student attitudes do not happen so quickly; statistically significant increases in students' valuing of more participatory forms of citizenship did not emerge until two years into the program.

Third, students' increased valuing of these participatory dimensions of citizenship did not eliminate or reduce their loyalty and sense of affiliation with the State. This last result should be reassuring for those who believe that the introduction of more student-centered approaches to instruction, and human rights themes, will automatically lead to anti-authority impulses or disaffection among students.

I have presented quite a lot in this speech. I thank you for your attention and patience, and welcome your reaction.

1 90% or more of the students rated these citizen characteristics as "important" or "very important".

Exploring Civic Education - Some Danish Views and Experiences¹

The paper is based on the workshop on civic education organised by the Danish National Commission for UNESCO for participants from the countries of Central and Eastern Europe. The purpose of the workshop was to further explore the ideas of civic education in societies in transition. On the basis of workshop inputs, participants' experiences, group work and evaluations, a number of conclusions and insights have been drawn. These are presented in the following paragraphs together with the description of the purpose and scope of the workshop.

1. Scope and purpose of the workshop

1.1. Background

As a follow-up to the resolution 1.15 concerning Reform and Renewal of Education in Central and Eastern Europe by the 28th session of the General Conference of UNESCO and in continuation of the European Conference *Curriculum Development: Civic Education in Central and Eastern Europe* held in Vienna in October 1995, UNESCO and the Danish National Commission for UNESCO agreed to let Denmark arrange a workshop to further explore the ideas of civic education in societies in transition i.e. for countries in Central and Eastern Europe.

The idea was positively accepted in Denmark, not only by the networks on human rights and civic education but also more broadly as a possibility to focus on the ways in which becoming a democratic citizen was learned and taught throughout the Danish educational system. *Democracy in the educational system* was in 1997 chosen to be the main focal point of the annual meeting of the Minister of Education and his advisers.

In the workshop planning process the modalities of the concept were analysed and it was realised that civic education was a contextual phenomenon. Its form and content had to be seen relative to time and place.

Two participants from each of the 15 Central and Eastern European countries were selected with the aid of the UNESCO National Commissions, preferably one from each sex. The majority of the participants had an academic background and worked at the university, while most of the others were teachers. All of them were experienced in the field either as

1 Based on the Workshop and Teacher Training for Central and Eastern Europe, 27 Sept. - 4 Oct. 1997 in Copenhagen, Denmark and following workshops and conferences in Lithuania (March 1998), Australia (April 1998), France (Sept. 1998), Belarus (Nov. 1998), Croatia (Nov. 1998), Estonia (May 1999), organised by Danish National Commission for UNESCO, Blaagaard State College of Education, Danish Centre for Human Rights, The Danish Democratic Fund and UNESCO.

teachers, teacher trainers or researchers. The actual state of civic education differed from country to country, not only with regard to the concept of civic education but also to the modes of implementation.

At the time when the participants were being selected, the Danish Minister of Education, Mr. Ole Vig Jensen, launched the idea of establishing an International Academy for Education and Democracy in Denmark in cooperation with UNESCO. The idea was presented at CONFINTEA V, the World Conference on Adult Education and Learning, held in Hamburg in July 1997.

The idea was very well received and at the 29th session of the General Conference of UNESCO in October 1997 it received further momentum, as Member States decided to ask the Director-General to initiate a feasibility study and allocated 50.000 USD for that purpose. Director-General Federico Mayor invited Torben Krogh, from Denmark, who was the President of the 28th session of the General Conference to conduct the feasibility study for UNESCO.

All these activities provided the fertile background and climate for the workshop.

The preparatory work in Denmark revealed that civic education to a large extent was woven into the fabric of the educational institutions. One of the features of the democratic set-up in each primary/lower secondary school was for example the annual election of two representatives from each class for the Student Council. Another one was the “hour of the class”, a weekly lesson devoted to discussing and solving internal problems.

It was in fact quite difficult to point out specific activities in the curriculum and label them “civic education”. It was also clear that many of the civic “behaviors” are learned in other contexts than that of the school, and furthermore that learning the content of civic education could not be restricted to the school context.

These observations and analyses gave rise to the structuring of the programme as in principle learner-centered and involving the participants in a range of actual and diverse experiences with civic education activities in Denmark through which personal knowledge, attitudes and skills were being developed. The bulk of background data given beforehand by the participants were used in the formation of working groups during the workshop.

1.2. Purpose and programme

The main idea was consequently to actively involve the participants in the workshop by using their knowledge and experiences in the working sessions. The aim was to support the participants in creating local strategies to develop teacher training and educational materials connected to civic education.

The workshop presented methods to facilitate a locally based international and professional dialogue on educational development. Civic education was seen as a subject as well as an approach to learning. The use of open teaching styles to link theoretical knowledge with personal understanding facilitating development of democratic skills was observed and discussed. Discussions and exchanges of experiences were given priority in all formal and

non-formal settings, in order to inspire the participants to continue their experiments with development of civic education in their own countries.

Each day of the workshop focused on a key issue connected to civic education and the role of the educational sector in social transitions. The working titles were:

- the social roles of pupils and teachers,
- values, ethnic groups and conflict resolution in educational institutions,
- school and society, co-operation and partnership,
- development of educational material and methods,
- local and international strategies.

Every day the participants experienced:

- short, theoretical inputs,
- structured observations of the function of educational institutions,
- workshops on these observations, analyses and evaluation of education,
- input on development of communicative skills and minor exercises on team building.

In connection with the workshop, relevant educational materials and reports were demonstrated and exhibited. The relations and interfaces between civic education and information technology were discussed.

In the evenings and during the week-ends the participants were introduced to Danish society and culture. Their observations and experiences regarding these events were discussed informally.

The participants were asked to make their own portfolio or diary, to describe, for their own benefit, their experience and their personal as well as professional outcomes.

At the end of the workshop each participant filled out a questionnaire evaluating each part of the programme. The following conclusions are based on the data from these questionnaires.

2. Conclusions and Recommendations

2.1. Participants' observations

As described above the structure of the workshop was built on the underlying model of:

1. Theoretical input(s) giving tools for later observation and followed by discussion with a lecturer;
2. Observation of real life situations in diverse educational institutions supplemented by dialogue and questioning;

3. Reflections individually and in groups on what was observed and which implications it could have with regard to civic education and teacher-training;

4. Plenary follow-up.

This investigative model turned out to be more difficult to handle than expected by the preparatory group. The observations made and reported upon were more closely related to the participants' previous assumptions than to the actual theoretical input.

From the evaluations of the participants in the workshop we know that they

- acknowledged the contextuality of civic education,
- experienced and realised the inter-relationship between content and form,
- found the atmosphere in the schools relaxed yet effective,
- noted with interest and satisfaction the predominant horizontal social relations between teachers and pupils/students,
- expressed the opinion that the handling of multicultural classes was remarkable and positive,
- recognized that the use of the experimental approach to gain new knowledge and insight was a predominant feature.

2.2. Pointers

On the basis of the workshop inputs, the participants' experiences and the groupwork, we, in the Danish group, have summarised the insights below.

Each conclusion states a tentative relationship between civic education or aspects thereof and other social factors. And each of the statements has implications for the teaching of civic education or teacher-training or retraining in the field.

Although there is no common unified concept of civic education in Central and Eastern Europe, there are common concepts like human rights, liberty, tolerance, democracy, participation, rule of law, international interdependence and global responsibility.

- 1) The full contextuality of civic education needs to be spelled out.
- 2) Any form of civic education must be seen in relation to time, space and distance from center to periphery.
- 3) Civic education is a specific subject not a general one (it is not like mathematics).
- 4) There is no simple answer as to whether civic education as a topic should be integrated in other subjects of the curriculum or be treated as a single subject.
- 5) The rights of minorities and the problems and possibilities of multiculturalism are particularly relevant for civic education.

- 6) Open teaching styles are vital to democratic civic education thus requiring a significant effort in training and re-training of teachers hitherto trained in a more autocratic style.
- 7) Civic education is but one of the ways of “making citizens”. Social learning goes on everywhere in society.
- 8) Civic education and human rights education differ only in the point of departure.
- 9) In civic education form and content cannot be separated. Form is the content and vice versa.
- 10) In civic education the processes (teaching and learning) cannot be separated from product or outcome for the involved teachers and learners.
- 11) Civic education is influencing and is being influenced by the degree of openness and transparency in community and society.
- 12) Civic education can be an efficient tool in fighting corruption and bribery.
- 13) Democracy has two sides, a structural one dealing with distribution of power and access to decision-making, and a processual one dealing with communication in the power structure. Democracy is a dynamic concept.
- 14) Democratic pluralism denotes the coexistence of several power centres.
- 15) There are many definitions of democracy, one of them being an agreement on how to handle conflicts.
- 16) Democratic skills enabling participation are from the outset acquired in the family and the microsocial system around it.
- 17) The educational institutions and the media largely contribute to the development of democratic skills. They are, however, not the sole providers.
- 18) The macrosocial system may further strengthen participation in formal democratic settings.
- 19) Education and teaching do not always result in learning.
- 20) Learning of democratic skills is more likely to take place where the contents of the educational system correspond to that of the family and other microsocial systems.
- 21) Civic education also takes place in non-formal, non-institutionalised and informal settings.
- 22) The implementation of civic education must take the time-lag between center and periphery into consideration. Even in heterogeneous societies the time-lag varies up to two generations.

23) The learning of civics takes place in the family, in the school and in the local community. The interfaces between the three subsystems are particularly relevant in promoting the ideas of civic education.

24) Civic education must encompass the spheres of the market (the consumer), the politics (the voter) and the bureaucracy/the administration (the citizen).

Learning by Doing: Some Examples of Practices in Political Education in the Netherlands

The mission of the Institute for Public and Politics is to promote the involvement of citizens, especially young people, in politics. Besides summarizing the main activities of the Institute, the paper brings a survey of didactic principles on which the Institute's work with children and young people is based as well as an overview of some major projects that were implemented in the spirit of the 'learning by doing' concept.

This presentation is composed of three parts. First of all, I will give a short introduction in the Institute for Public and Politics (IPP). In the second part, I will present some fundamental notions and working principles on which we base our activities for young people. Finally, some examples of our projects with young people and children will be mentioned.

I. The IPP

Our Institute is a politically non-partisan national organisation that aims to promote and enhance involvement of citizens in politics and political participation.

I should say beforehand that in the Netherlands, political involvement and political interest is seen as good per se, regardless of political convictions and aims (of course, with exceptions such as racism and sexism). In a stable, long ago established democracy, political participation is seen as a necessary condition for democracy. Citizenship education is almost synonymous with political education. Education in human rights is not a big topic in Dutch education; it has at best a modest part within the social and political education curriculum.

I think this is so because in a stable and old democracy human rights are taken for granted and as a result of a democratic political system and a relatively democratic and tolerant society.

Our main activities are:

- providing information on the Dutch political system and political issues for a broad public as well as for specific target groups; esp. informing citizens in preparation for elections (comparisons of party election programmes; information on electoral procedures);
- organisation of debates, conferences etc. to stimulate formation of opinion (i.e. on the EU, the introduction of referendum, new forms of political participation, the decline of political parties as mass organisations, etc.);
- organisation of citizens participation projects in municipalities (often ordered by the municipal administration): so-called 'interactive decision-making'. Citizens are being involved from the earliest possible stage of a specific decision-making process in municipal policymaking;
- developing and trying out new methods in political education esp. outside schools;

- projects aiming to get young people acquainted with democratic decision-making (more of this later);
- projects aiming to promote European Citizenship: Politeia Citizenship network; information and debate through internet-websites; conferences for professionals in European political education and information.

Our basic assumptions:

- even in a stable and relatively quiet democracy as the one in the Netherlands the democratic political systems need care. Dutch citizens must know that democracy is not to be taken for granted; a minimum level of political knowledge and involvement, and a certain level of active citizenship are preconditions for any democratic political system;
- on the other hand, a democracy is by definition not a totalitarian system: individual citizens have a right to political disinterest, without losing their citizen rights;
- citizens have a right to political information and training in skills, necessary for political participation on their own level (mind you: this is our assumption, not a positive right in Dutch law);
- our assumption is that certain groups of the population, such as immigrants, women, less educated people, young people etc., are structurally underrepresented in political positions (for different reasons and in different ways). So political participation of these groups needs special attention.

II. IPP - Didactic principles in political education of children

Issues rather than procedures, laws and abstract rights

Young people and children are interested in politics. They are not interested in political institutions and formal procedures, or in abstract rights and formal law, but in certain issues, esp. morally loaded issues. Research results from a Dutch study published last year showed interest and opinions among children in the primary schools on issues as:

- *discrimination (racism)*: hostility against immigrants, bullying of foreigners esp. black people;
- *war and violence* (former Yugoslavia, Africa, Irak);
- *poverty* (unfairness of inequality);
- *crime and physical security* (fear from being beaten up , youth gangs)
- *environment* (pollution, wildlife, dirty streets).

In political education for children the notion 'politics' needs not even be mentioned.

Cognition on issues and experience in democratic decisionmaking are bases for political involvement

1. A positive attitude towards political democracy starts with cognition, with transmission of knowledge (objects you don't know about cannot generate attitudes at all.). Discussions in the classroom on political issues such as democratic political notions, concepts, relationships between phenomena, are very important in the formation of political involvement. At the same time children are willing and able to learn the difficulties and mechanisms of democratic decisionmaking and the tools to cope with it. This can be done in the classroom, in clubs and in political simulations.

Teacher enthusiasm; participatory decisionmaking in school and clubs

2. The democratic-political interest and enthusiasm of the teacher is an important factor. The atmosphere in the classroom should be open, friendly, participatory. Children can get used to techniques of democratic decisionmaking in the class at school. We try to create such an atmosphere in our projects.

Bring children to politics and society: use buildings of power

3. A combination of transmitting knowledge about political democracy and political issues and inducing experiences in which this knowledge becomes visible and practical, is a fruitful educational strategy. As our Institute is not a formal educational institution our contribution is to provide the learning by doing experience. The places to be with children teaching them about democratic politics and political issues and problems are the Townhall, Houses of Parliament, a ministry, a police-station, a prison, etc. Bring the pupils into real political and social life.

Tools, mechanisms of democratic decisionmaking, defending our own proposals, making allies, lobbying, making deals, necessity of compromise, voting procedures

4. Learning by doing for children in democratic political education is above all learning the mechanisms of democratic political decisionmaking: the fact that most of the time different people want different things; the fact that your group has great and legitimate wants and plans but very limited means so you have to choose; goals and wants are one thing but you have to make practical policies and plans with a budget, etc. So by playing out these processes children and youngsters learn to use tools to cope with democratic decisionmaking.

Simulation with competition, inquiry, shadow-elections, excursions, interactive exhibition, instructed use of internet

5. Strategies of learning by doing in our projects include:
 - simulation with elements of competition
 - simple inquiry done by youngsters of older children
 - participating in shadow-elections
 - excursions with incl. questioning politicians
 - interactive exhibitions
 - instructed use of internet

III. Learning by doing: some examples of projects

1. Find your way in the Townhall

Simulation-project (ca. 40 times a year for youngsters in secondary education (12-18 years) and in an adapted form for children in highest forms of primary education (ca. 11-12 years), done through cooperation with a municipality and one or two schools, with the aim to promote learning about political mechanisms and local politics.

The idea is that the municipality makes available an amount of money (mostly 2500 guilder (ca \$ 1400) for the implementation of a project proposal that has been elected as the winning proposal out of several project-proposals made by the participants. Sometimes a theme within reach of municipal policy-making is chosen: security and safety, participation of youth, environment, discrimination.

This formula is composed of several elements: the competition of four or five proposals; the winning proposal will be realised by municipality; learning experience consists of making a plan incl. budget within limits of the amount available; democratic decisionmaking consists of presenting a plan, discussing on plans of other groups, voting and making deals. Working together as a group is an important part of the process.

Procedure:

By way of preparation two or three classes children (or youngsters) have a few lessons by their teacher on municipalities. They are given basic information on tasks, finances, the way the mayor, aldermen and council work together, council elections, parties, fractions, local civil service, etc.

Day of action in the townhall:

Participants (groups of ca. 60) are divided in five or six groups: four or five project groups and a press group. At the end of the day, the latter produces a newsletter with interviews, reports, drawings, pictures, etc. of the day (they can use the equipment such as computer, scanner, printer, copier etc. from the townhall).

Groupwork: The groups work apart: ice-breaking games, brainstorming on the theme

Plenary meeting with members of local authority: participants ask questions

Groupwork: making a project description and a budget

Plenary meeting with civil servants and representatives of some local interest groups

Groupwork: finalization of project plan and preparation of presentation in the evening meeting

Dinner

Plenary meeting of the Youth Council in the *Council Hall*

The Mayor (official Mayor chain around his/her neck) is chairman. Presentation of all project proposals, discussion and election of the winning proposal (voting rounds, suspension of the meeting, lobbying between the groups), presentation of the newspaper by the press group.

The groups are coached by older youngsters (often students) politically interested and often active in youth organisations. They are trained and supervised by the staff of the Institute.

For children the shorter formula is adapted: a short meeting after dinner and one plenary meeting in the afternoon.

This evening meeting is open to the public. The gallery is filled with representatives of local press (sometimes local radio and TV, as well as parents, friends and schoolmates of the participants. So a side effect of this formula is that lots of people visit the Council Hall for the first time; it lowers the threshold to the Town Hall.

The formula has been used on national level as well: meeting in the monumental hall of the Senate. The topics chosen for the occasion relate to international aid projects or national youth policy.

2. Neighbourhood inquiry by youngster: All votes count

Idea of this project is that a relatively small group of youngsters (15-20), recruited from youth clubs in neighbourhood centres, investigates a certain problem they are confronted with in a neighbourhood by interviewing all kinds of people living in this neighbourhood or dealing with this problem in this particular neighbourhood (police, social (youth) workers,

schoolteachers, shopkeepers, municipal civil servants). Interviews are done in small groups (three or four youngsters at most) using cassette recorders. Sometimes we make combinations with camrecorders and let the participants make video recordings of places and situations that illustrate the problem.

Problem can be e.g. on the one hand behaviour of groups of youth causing nuisance in the neighbourhood and on the other hand the lack of places to go to in this neighbourhood for young people with lots of energy and little money (sportfacilities, meeting points, playhalls, etc.).

The results of the interviews are brought together: conclusions are drawn with the group and translated into policy-proposals for the municipal authorities or other organisations or institutions such as the police and, sometimes, into points of action they can do themselves.

These are presented to the Mayor at a meeting in the townhall. The Mayor promises (and our Institute takes care) to let the group know what will happen with their proposals to improve the situation or to solve the problem and the group promises to take action themselves to help to solve the problem.

Of course the young participants receive an interview training and during the day they are coached and guided by the staff of the Institute and experienced young volunteers who were trained by the Institute.

We have done this project with older children as well (of course, they need more training and coaching) and this works very well.

Results of this project-formula is that young people get acquainted with problems and people in their neighbourhood: they learn to interview, to think about clever questions, to see problems from different perspectives, to think not only in terms of problems but of practical solutions and what they can do themselves.

3. Through youth culture to social and political education

The idea is to work with a group of youngsters belonging to socially 'difficult' groups of young people, outside school, starting with a topic in the center of their attention (music is a good example). From there on we built a programme of interviews, visits, excursions, etc. with the group in which these social and political (in a broad sense) aspects of these topics are explored.

Presently, we are working with a group of young (13-16) girls from Moroccan families. They had met before we started, in a small center for Moroccan girls in Amsterdam, in which they were very involved in fashion and making clothes. So we designed and organised a programme with them in which they met a female member of the municipal council of Moroccan descent, visited a model agency, a workshop, a trade union and a fashion show and looked behind the screen of the fashion world. Through talking with models, they started learning what the organisation of a show implies. The programme will be concluded by the organisation of a show organised by the group of fashion made by these girls.

This programme is educational in a political way as well, since the girls learn about working conditions, organisation of labour in fashion branch and of workers interests.

4. Shadow elections in schools for secondary education

This spring we organised for the second time shadow elections in secondary schools. More than 130.000 students took part. On this day most secondary schools installed a polling station in the gym or the big hall. Campaign posters were put everywhere (we sent teachers a packet with a teachers' manual, information for the pupils and a set of political party posters).

The idea is that by giving young people (before they have a right to vote) a chance for electoral participation, they have to think about whether or not to vote and for which party; they talk about it in their peer group; the teacher pays attention to the elections in lessons; the youngsters talk about it at home with their parents. There is a lot of media attention given to the results through national radio and television, as well as national newspapers.

5. Travelling exhibition

We have an exhibition for children in the high grades of primary and low grades of secondary education on prejudices, discrimination and the scapegoat mechanism. Two by two children travel through a set up of movable panels (mostly in the gym or hall of a school or townhall) with all kinds of instructions, questions, cartoons, texts etc. The aim is to show them the deceitfulness of first impressions: reality is not always what it seems. The lesson is: "don't judge too quickly". Usually the following topics are illustrated: the prejudices they have (black people like dancing and are good at it; Americans are rich; women can't drive cars well, etc.); the difference between fact and opinion (what is true and what is false); questions with obvious answers that are not obvious at all; exceptions to rules; truth is relative (what is true to one persons is not always for some one else); scapegoat: the mechanisms of bullying (e.g. through children's poems on being bullied and being a bully).

So, there are several ways of stimulating young citizens and children by a national Institute. Of course school and municipalities can do a lot to make participation in decisionmaking on matters that are relevant to a population of young people a normal state of affairs. School parliaments, youth councils, youth panels, youth committees in neighbourhoods etc. are ways to get youngsters used to the fact that their opinion matters.

International Organisation for the Development of Freedom of Education¹

This paper is a brief description of the origins, work and structure of the Organisation for the Development of Freedom of Education (OIDEI). Freedom of education is still threatened in many countries. It is therefore essential to unite efforts on an institutional basis to defend and promote educational freedom of the highest level both nationally and internationally. OIDEI has taken on this role. Its members, from fifty-one countries in all five continents, share in this ideal.

The Organisation

OIDEI, the International Organisation for the Development of Freedom of Education, is an international non-governmental organisation which has the specific mission to defend and develop freedom in education in all its forms in every country of the world in conformity with the principles of the Charter on Human Rights.

Freedom in education is a liberty which implies freedom of opinion (the right to teach), equality (the right to learn) and freedom of thought (the right to choose who one wishes to be taught by). More than ten international bodies declare these liberties, including

- The Universal Declaration of Human Rights (article 26): *Parents have the right to choose what type of education their children receive.*
- The International Treaty on Economic, Social and Cultural Rights (article 13): *States must respect the freedom of parents to choose educational establishments other than those provided by the State in order to ensure that the religious and moral education offered conforms to their own personal beliefs.*
- Resolution of the European Parliament on the freedom of education (14,3. 1984, par. 9). The right to education and freedom of education necessarily imply that the putting into practice of this right (including at a financial level) is made possible and that the public funds necessary for private initiatives to carry out their mission on an equal footing with public institutions are made available.

OIDEI was born out of a movement led by parents of schoolchildren, teachers and politicians anxious to give all schoolchildren the chance to enjoy free, non-discriminatory quality education, in which the State, the final guarantor of equality to citizens, would give parents and guardians a genuine right to choose.

Freedom of education is still threatened in many countries. Therefore it is important to unite one's efforts round an institution to defend and promote educational freedom at the

¹ This paper was kindly forwarded to the Symposium by Mr. Niels Bohr, OIDEI, Geneva, Switzerland.

highest level both nationally and internationally. OIDEL has taken on this role. Its members, from fifty one countries in all five continents, share in this ideal.

Origins

OIDEL was founded in 1985 by forty political figures who were also experts in education and parents of students. A little time later, OIDEL was given a consultative role on the Economic and Social Council (UN), for UNESCO and for the Council of Europe. It also works with the European Commission and with numerous international non-governmental organisations. The Canton of Geneva, where the headquarters of OIDEL are situated, has acknowledged the public service that the organisation renders.

Aims and objectives

OIDEL has the task of defending and developing freedom of education in every country of the world along the guidelines given to it by the Executive Committee, a body elected by the General Assembly. The main guidelines are as follows.

- To co-operate with international organisations and international human rights groups to promote safeguards for individual liberties;
- To make governments to extend or defend freedom of education and to help them to choose educational policy so that it accords with the principles of educational freedom laid down in the international declarations, which they have ratified, notably the Charter on Human Rights;
- To inform the public on the state of educational freedom in the world and violations of it with a view to create a movement favourable for its defence and development;
- To promote and co-ordinate research and study on freedom of education and its condition in different countries in order to develop useful means of promoting this freedom;
- To advise people and/or institutions interested in the creation, management and financing of educational establishments.

Specific activities

1. Collaboration with international organisations and international bodies for the protection of human rights to promote and safeguard freedom of education. Our action takes the following forms: speaking and writing publicly on issues, co-operating with experts and lobbying the following organisations and institutions:

- Commission on Human Rights (UN)
- Sub-Commission on the fight against discrimination and the protection of minorities (UN)
- Committee on Economic, Social and Cultural rights (UN)
- Parliamentary Assembly (Council of Europe)
- Council of Ministers (Council of Europe)
- European Commission (European Union)
- International Conference on Education (UNESCO)
- General Council of UNESCO
- World Conference on Human Rights (Vienna 1993)

- Security Council on Co-operation in Europe

2. Organisation of symposia, seminars, international conferences on subjects relating to freedom of education:

- I International Symposium *Freedom Leads to Quality*, 1989. About 100 personalities in the political, educational and academic spheres took part in the 1st Symposium which took place in the European Parliament (Brussels) with the support of the Commission of the European Community.
- II International Symposium *What Changes for Quality Education*, 1990. One hundred journalists and personalities from 12 countries participated in the 2nd International Symposium, aided by the Government of the Geneva Canton.
- III International Symposium *Educational Democracy and Freedom in Eastern and Central Europe*, 1991. Experts and Decision Makers from Eastern and Central Europe took part in the 3rd International Symposium which was held in Geneva and brought together figures from Poland, Czechoslovakia, the German Democratic Republic, Hungary, Romania, and Austria. The symposium was funded by the Council of Europe.
- IV International Symposium *A United and Plural Europe: The Role of Public Authorities in Education*. Certain groups of people were brought together for the fourth symposium of OIDEL, notably the Ministers of Education for Great Britain and Sweden, former European education ministers, experts and other personalities in the world of education and journalists from seven European countries.

Organisation of the congresses:

- *Scholastic Achievement* (Santiago de Compostela, Spain, 13-14 September 1991).
- *What kind of Democracy for Developing Countries* (Geneva, Switzerland, 5 December 1992).
- *School: A Question of Choice* (Bari, Italy, 4-5 November 1994).

Organisation of seminars:

- *Free Speech and Freedom in Education* (1992) with professionals in the media.
- *Tolerance, Conviction and Comprehension* (1995) with the help of the Council of Europe within the framework of the European Youth Campaign against racism, xenophobia, anti-Semitism and intolerance.
- A meeting of experts on "the concept of freedom of education and the European Convention on Human Rights".
- A meeting of experts to develop a project for the renewal of education in Europe, 1993.

3. Organisation of a *University Summer School on Human Rights and the Right to Education*. The University course aims to give training on human rights and the right to education to post-graduates, human rights activists, civil servants and indigenous peoples. 48 participants from 26 countries were selected from more than 200 applicants for the third course of the university held in Geneva in August 1997.

4. OIDEL maintains a network of experts from different countries, such as lawyers, economists, university professors and those who come together to study to debate and give guidance on the activities conducted by the organisation.

5. At a national level, dealing with governments, parliamentarians and other elected representatives.

6. Research and study on how freedom of education can be realised, enhanced and developed. To this effect, the organisation keeps an archive of documents on questions of this freedom.

7. Publication of newsletters, books, collections of articles, studies, etc. (cf. list of publications). Amongst the works edited by OIDEL, two titles merit particular attention. *The Report on Freedom of Education in the World* (this report was the result of research in 60 countries, prepared over two years by an interdisciplinary group of researchers) and the *Declarations and International Conventions on the Right of Education and Liberty in Education* (this work, published in four languages - English, French, German and Spanish - is a collection of texts by principal international organisations dealing with the rights of education and freedom in Education).

Structure

OIDEL is a non profit making charity which conforms to article 60 of the Swiss Civil Code. The principal decision making bodies are:

- The General Assembly, supreme body of the Association, which meets not less than once per year.
- The Executive Committee, composed of 14 members elected by the General Assembly; it defines the direction of the organisation.
- The Director General, elected by the Executive Committee, is charged with putting into effect the directions given by the Executive Committee.

President: M. Antoine Humblet (Belgium) former Minister of Education
Vice-presidents: Mme Marie-Laure Beck (Switzerland) former President of the Geneva

Parliament

M. Ramon Durany (Spain) Promoter of Educational Centres

M. Guy Guermeur (France) former Deputy of the European Parliament

General Director: M. Alfred Fernandez (Spain) former civil servant at the International

Labour Office (ILO), expert in human rights.

Finance

Running costs and most of the activities are financed by the subscriptions of its members. The annual subscription is 200 Swiss francs for individuals and 750 Swiss francs for institutional membership. Subsidised rates are available for those from poorer countries. OIDEL also receives grants for specific activities such as seminars, publications, summer university, etc.

Members

OIDEL has individual and collective members in the following 51 countries:

Africa:

Angola, Cameroon, Ghana, Ivory Coast, Kenya, Nigeria, Sierra Leone, Zaire

America

Argentina, Bolivia, Brazil, Canada, Chile, Columbia, Equador, El Salvador, Guatemala, Mexico, Peru, United States, Uruguay, Venezuela

Asia

Brunei, India, Japan, Pakistan, Philippines, Turkey

Europe

Austria, Belgium, Bulgaria, Czech Republic, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Netherlands, Poland, Portugal, Russian Federation, Slovakia, Spain, Sweden, Switzerland, United Kingdom

Oceania

Australia, New Zealand.

APPENDIX

Summer University on Human Rights and the Right to Education in Geneva Third session, Extract of the Final Report '97

Introduction

The third session of the Summer University on Human Rights and the Right to Education - a joint project of two NGOs in consultative status with the United Nations Economic and Social Council (ECOSOC) and UNESCO - the World University Service (WUS) and the International Organisation for the Development of Freedom of Education (OIDEL) - took place in Geneva from 2 August to 15 August 1997. Financed by Swiss Federal authorities, the Ford Foundation and UNESCO, the project was launched within the framework of the United Nations Decade for Human Rights Education (1995-2004) and benefits from the support of the High Commissioner for Human Rights and of the United Nations Centre for Human Rights.

General objectives

The Summer University's primary objective is to fill an existing gap by providing a unique training environment, in close contact with the practice of international negotiations. In so doing, the University complies with the general lines of action defined at the Global Conference on Human Rights, held in Vienna in 1993, and the directives of the 44th International Conference on Education, organised by UNESCO in Geneva in October 1994: *support education as a necessary vehicle to defend and promote human rights and as a means of development, aimed at fostering the advent of a genuine and universally shared human rights culture.* Hosting a number of UN agencies alongside numerous non-governmental organisations, Geneva is a privileged centre of communication and a meeting place for human rights activists and diplomats, international civil servants and academics. The aim of the organisers is to help ensure that Geneva, which has rightfully been designated 'world capital of human rights' will continue to deserve this designation by providing resources and expertise for a worldwide network of former trainees dedicated to the promotion of human

rights at all levels of education and association, particularly in universities and academic circles, and at multilateral and governmental level as well.

Selection of candidates

The Summer University not only aims at post-graduate students who have completed initial human rights training, but is intended for candidates who have acquired some experience in the field as well. This year, 48 students, originating from 26 different countries were carefully selected from approximately 200 candidates. Due to the quality of applications, the Selection Committee chose to retain some 20 candidates for 1998. For obvious reasons, it gave preference to candidates from countries where human rights violations are flagrant as well as to candidates from high risk areas while taking into account a balance between regions and languages. This year fifteen participants from the United Nations Working Group on Indigenous Peoples prolonged their stay in Geneva to attend the Summer University. Geneva based candidates who had not been selected were given the opportunity to attend some of the lectures as non-registered students. Some ten candidates attended these public conferences which were held at the University of Geneva.

The Summer University delegated part of the selection process to organisations and universities with whom it intends to co-operate on a regular basis. In addition to the fact that this procedure provides for the long term and gives extra guarantees regarding the quality of candidates (as of now selection for 1998 is complete), it also reduces costs as registration, travel and living expenses are taken in charge by the co-operating institution. The Summer University wishes to extend inter-institutional co-operation and develop existing partnerships.

Due to this year's limited budget, 19 students benefited from grants which covered living expenses only.

Programme and methodology

1. A training environment with a unique aspect

To meet the needs of the international community, the Summer University has consistently collaborated with fellow-institutions in the carrying out of its pedagogical project. This year, 28 organisations, governmental and non-governmental, including organisations from the private sector participated in the organisation of the session.

In addition to high level interdisciplinary training they received from academics of world wide reputation, international civil servants and NGO representatives - 50 lecturers specialising in a variety of interconnected fields - participants attended the annual meeting of the Sub-Commission on the Prevention of Discrimination and the Protection of Minorities. The purpose was to place the student in a real life situation, similar to that of a delegate so that he/she could become familiar with the intricacies of the system, while still benefiting from the guidance offered by professors and university staff. This unique procedure not only enabled participants to get acquainted with the practice of international negotiations, but to take full measure of the UN protection and prevention mechanisms.

The students enjoyed extensive freedom of movement within the United Nations premises: access to the library and centres of documentation, immediate availability of communiqués, interviews with experts, members of delegations and NGO representatives, notably during daily briefings and information sessions specifically designed for this purpose. The facility to access information, the possibility to attend the actual proceedings and participate in informal exchanges which take place alongside official negotiations all give the training programme its unique, practical and down to the matter character. This year students did not limit themselves to be passive observers as indigenous participants took the floor before the Sub-Commission when the indigenous issue was on the agenda.

The evaluation of participants included a written examination and the presentation within three months from the end of the course of a 20 page report on one of the topics selected by the university. While the written examination is rewarded with a certificate, the University diploma is granted upon completion of the report.

2. A privileged place for research and debate

While practical training remains a priority, the Summer University also aspires to be a forum where the contradictions and limitations of the human rights protection and prevention mechanisms are discussed and where the complex relations existing between the evolution of rights and the development of society are addressed. While international mechanisms were studied from a historic, legal, political, functional and critical angle, the necessity to promote economic, social and cultural rights along with civil and political rights was equally stressed. The programme gave special attention to the right to development which is to be taken in its broad sense including social development, sustainable development and holistic development of the human being. The programme also included an introductory course in international humanitarian law. The course which included a comparative presentation of the respective fields of international humanitarian law and human rights was given by the training unit of the International Committee of the Red Cross and by a representative of the UNHCR. As per previous sessions, the programme also provided for a specialisation in the right to education and in educational management. This year the programme comprised a fifth unit entitled "Priorities in the Protection of Human Rights". This unit dealt with minority rights issues and the rights of indigenous peoples.

Specific seminars and workshops were organised in co-ordination with the International Labour Organisation (ILO), the Interdisciplinary Institute of Ethics & Human Rights of the University of Fribourg (Switzerland), Grupo Praxis, the Youth Resource Centre on Human Rights (CODAP), Minority Rights Group (MRG), the Ecuadorian Foundation of International and Strategic Relations (FERIS), the European Association for Education Law and Policy, the Financial Monitoring Centre and the International Bureau of Education (IBE), a Geneva based UNESCO body which has offered logistic support and expertise to the Summer University ever since its creation in 1995.

Co-ordinated by a group of experts, the purpose of these workshops was to provide participants with a flexible environment, open to informal exchange. The workshop on human rights, cultures and religions proved very enriching with regard to exchanges amongst students of different origins and with regard to the convergence of cultures around the fundamental values of the Universal Declaration. The workshops on education for citizenship and human rights education allowed to better define the purpose and responsibilities of the

State and of the different actors of civil society in the implementation of human rights within democracy.

Along the same line of thought, a public symposium was held during the opening ceremony on the topic "The Universal Declaration, a world ethics?" Professor Patrice Meyer-Bisch from the Interdisciplinary Institute of Ethics & Human Rights of the University of Fribourg, Professor Mustafa Mehedi who holds the UNESCO chair of human rights at the University of Oran (Algeria) and is Member of the Sub-Commission on human rights, Professor David Weissbrodt from the University of Minnesota and visiting professor at the Geneva Institute of International Studies, also Member of the Sub-Commission, and Mr. N.K. Pandita, emeritus professor at the Centre for Central Asian studies of the University of Cashmere all stressed the existing gap between human rights ethics as proclaimed in the Universal Declaration and the effective implementation of these rights.

Special mention should finally be made of the video-conference organised in collaboration with Grupo Praxis and the Tribune de Genève and sponsored by Sony. This media event took place prior to the closing ceremony. Participants exchanged views with Nobel Prize for Peace (1996) Ramos-Horta, live from Sydney, and General Paco Moncayo, Commander in Chief of the Ecuadorian Armed Forces who had travelled to Geneva for the occasion. The evening was a great success with the public of the City of Geneva who had been invited to attend.

3. A multiplying effect based on solidarity and assistance to student projects

On returning to their countries, participants, whether NGO activists, civil servants or academics, determine to dedicate themselves to the promotion and defence of human rights in their respective fields. Aware of the necessity to reform the system and mental attitudes from within, many of them wish to contribute to the development of specific educational structures and programmes. In order to favour the multiplication of such initiatives, the Summer University has created a world wide network for the promotion and defence of human rights intended to provide resources and expertise to its members in the carrying out of their projects. Within this network OIDEI and WUS will not only operate as a relay for the transmission and dispatching of information but, given their vast experience, as an advisory body for both the implementation of projects and their international financing.

It should be pointed out that the training provided by the University has already given rise to operations in the field. Actions aiming at defending indigenous rights following the recent events in Mexico and Ecuador have been carried out by participants of the 1997 session. This example testifies that people who are actively involved on the front are in urgent need of training programmes specially designed to meet specific needs.

Future prospects

I. Primarily the two NGOs who initiated the First University on Human Rights and the Right to Education intend to continue promoting economic, social and cultural rights both within and without the multilateral system of the United Nations. Current activities are aimed at:

- *The creation of an open forum for discussion on economic, social and cultural rights, their place within the United Nations system and their relation with other rights;*

- *Special attention paid to the follow-up of important international meetings whose conclusions and plans of action aim at the promotion and protection of economic, social and cultural rights. In 1997, follow-up activities have been concentrated on the drafting of the Optional Protocol to the Covenant on Economic, Social and Cultural Rights prepared by the Committee on economic, social and cultural rights and submitted to the Commission on Human Rights. The University and participating NGOs have been very active in informing members of the Committee and the Commission of the importance of the optional protocol for the implementation of economic, social and cultural rights;*
- *With the same objective in mind, the University, jointly with OIDEL and WUS, has worked in close co-operation with the Sub-Commission on Human Rights to promote the right to education. As a direct consequence, the Sub-Commission has adopted a resolution on the right to education and human rights education which provides for an extensive study of this right. It is the first time in the history of the United Nations that a human rights body outside UNESCO officially recognised education as a priority;*
- *Promote an exchange of experience and know-how between "development NGOs" and "human rights NGOs" and, when possible, carry out concerted action. In march of 1997 the University organised a round-table conference at the UN on priorities in the field of economic, social and cultural rights. A number of personalities attended including Mr. Ruben Ricupero, Secretary General of UNCTAD.*

II. The Summer University fits into this general frame of action. Its overall objective is to offer advanced courses in a number of interconnected fields:

- an in-depth course on the international and regional human rights protection mechanisms which are studied from a philosophical, legal and political angle;
- a specialisation in economic, social and cultural rights, the right to development and their relations with contingent rights;
- a specialisation in the right to education, viewed as a fundamental right with consequential effects on the enjoyment of all other rights;
- a detailed presentation of the rights of indigenous peoples and minority rights with particular focus on educational and cultural aspects;
- finally, in collaboration with the ICRC, a comparative study of human rights and international humanitarian law.

III. Currently, the University's priorities are the following:

1. To organise a post-graduate training session in Geneva, every year, during the annual meeting of the Sub-Commission on Human Rights. The overall value of this programme lies in:

- the possibility of providing complete theoretical and practical training in the field of human rights;
- the possibility of meeting and exchanging with government delegates, UN experts, NGO representatives, the press, etc. in Geneva during the most important international human rights negotiations;
- the possibility to meet and exchange with government delegates, UN experts, NGO representatives who come to Geneva to attend international conferences.

2. To promote and support regional training courses and courses aimed at a specific public:

- an introductory course on human rights was organised (in co-operation with PICSA) for the Spanish speaking representatives of the Working group on Indigenous People

of the Sub-Commission (July 1997);

- a workshop on "Gender and Education" was organised in Santiago by WUS Latin America in March of 1997;
- as a continuation of the workshop held by WUS in Santiago in 1997, organisation of a regional course on human rights in collaboration with WUS Latin America;
- training courses on human rights to be organised in Barcelona.

3. Organise seminars/meetings in Geneva on related topics, i.e. economic, social and cultural rights, the right to development and the right to education. In addition to the continuation of the training seminars mentioned in the 1996 report, it should be noted that another seminar on universality was held in May-June of 1997.

4. To consolidate the network of former participants with the following goals:

- measure the multiplying effect of the training programme and draw constructive conclusions for sessions to come;
- support and advise participants in the elaboration and carrying out of their projects, favouring concerted action on a regional level;
- promote respect for human rights in general, and for economic, social and cultural rights in particular, through continued exchange of information and experience between participants;
- finally, develop exchange of information on the University Internet site, collect recent information provided by members, present research projects and field operations under way, and make all information which is useful to network members readily available.

5. Contact administrations, associative and academic circles as well as individuals who are active in the field of human rights education to give rise to a dynamic co-ordination of efforts and promote concerted action between institutions which offer similar or complementary training programmes in Geneva and elsewhere. New contacts have been made in 1997 and co-operation with academic partners has resulted in a multiplication of agreements between institutions.

6. Lay a solid base of partners and sponsors who will be called upon on a regular basis to support the University's activities: training programmes, management and administration, the network of former trainees.

On the Experiences of an NGO Working in the Field of Human Rights in Estonia

At the time of great changes in Estonian society that occurred after the dissolution of the Soviet Union, the establishing of Jaan Tõnisson Institute proved to be a great contribution to the promotion of understanding and respect for human rights and democracy in Estonia. Without the work undertaken by the Institute, the introduction of civics and human rights subjects in schools in the country could be hardly imaginable. This paper presents some practical experiences of the Jaan Tõnisson Institute and its structural subdivision, the Civic Education Centre, in the field of human rights and civic education in Estonia.

The Jaan Tõnisson Institute was founded in 1992. Its activities in the field of civic education started in 1993. It was a complicated time of changing of values and orientations in the society. At the starting point the civics programme was seen as a set of in-service training seminars for civics teachers from the Estonian and Russian speaking schools. These seminars were supposed to help them in implementing and strengthening a new type of democratic civic education school subject in Estonia. The Institute also supported the reconstruction of the civics subject content.

During the following years the specific role of the Institute in Estonian education has strongly increased. This was due to the development of the awareness of the people regarding the concept of the democratic society. It meant first of all that Estonian people started, like never before, to notice important elements of democracy. Apart from the civic education, the issues of multiculturalism, human rights, citizenship and integration of the society have become more actual in the country in general as well as in our work. In 1996 even a special Civic Education Centre was created as a structural subdivision of the Jaan Tõnisson Institute.

The aim of the Civic Education Centre is to develop the understanding of democracy in the society and to promote the implementation of the democratic way of living in Estonia.

The target groups for the activities of the Centre are still mostly teachers of civics and history, but also school headmasters, representatives of various national minority groups, state employees and local government servants. From year to year different publications on the topics listed above have become an important outcome and result of the activities of the Centre. All our doings - seminars and publications are addressed both to Estonian and Russian speaking audience.

During the years we have co-operated with different foreign partners from the United States and Europe. There are also several partners supporting our activities in Estonia including the Ministry of Education and the Embassies of foreign countries. From June 1993 until December 1998 we have arranged 91 seminars, conferences, workshops and in-service training courses on 177 schooling days altogether. The total number of participants on these

events has been more than 2700. The projects have enabled us to publish 23 brochures on civic education, citizenship, human rights and multiculturalism issues and to produce two videos for compulsory schools. Additionally we have supported other organisations to publish two educational materials. These data describe the “physical capacity” of the Civic Education Centre today.

More important is the influence that our work may have on the different spheres of life in the society, mostly on education. We consider the most important and influential to be the two-year project (1995-1997) done in co-operation with the Dutch Helsinki Committee. During that time a small team of Estonian teachers and university professors developed an original human rights education curriculum, compiled students’ textbooks for the 6th and 8th grades and teachers’ manual, provided a series of special in-service training seminars covering the whole country and distributed a set of these materials (29000 copies altogether) to all the schools in Estonia free of charge.

Human rights and Estonia - this combination is definitely different from the meaning of human rights for Croatia, India, United States etc. We are coming from the Soviet past, which was the time when state authorities severely criticized Western countries because of the violations of human rights abroad trying to show that everything was OK with human rights at home. So our people grew up thinking that human rights are something more essential to Africa and Asia and not so much to the Soviet Union. At the same time the criticism towards the human rights violations in the USSR existed also in the country itself, but it was only during the great changes in the eighties that people started to speak about them more and more.

As a matter of fact, when in 1997 the Estonian schoolchildren were offered a special optional school subject about human rights, Estonian students were given for the first time a possibility to handle in a qualified way this very important circle of questions at special lessons. We are aware that the human rights subject is warmly welcomed both in Estonian and Russian operating schools. The interest of the students towards the topic was discovered by the fifteen teachers, who fieldtested the human rights textbook manuscript before printing the students’ books. No special lessons are devoted to this subject in the schedule, but teachers have the opportunity to teach human rights as the optional subject or during the class teachers lessons.

Evaluation lists collected from the students who have attended the human rights course confirm their positive approach towards the subject, which is based on the active teaching methods and on the fact that they are given opportunity to speak freely even about their feelings. On the other side, teachers have expressed their positive surprise regarding those students who are usually frightened and passive during the lessons of “ordinary” subjects, but are completely changed while speaking about the topics meaningful to them, such as tolerance, empathy, respect and freedom. The only difficulty, a very serious one, is that, according to students, not every teacher can teach the subject of human rights. There are certain requirements for the person acceptable to teach this subject. First of all, this teacher must be tolerant, openminded and flexible. Unfortunately not every teacher meets these qualifications today.

By offering human rights as optional subject to the Estonian compulsory school the first step is made by an NGO to introduce common values to the youth of our country. At

present time we are seeking a possibility to start developing a special human rights programme for upper secondary school level.

Active Participation in Citizenship Education: Civic, Social and Political Education in the Republic of Ireland

The recent reforms in the Irish education system introduced a new Junior Certificate course in Civic, Social and Political Education (CSPE). It is a course in democratic citizenship based on human rights and social responsibilities whose primary aim is to prepare students for active participatory citizenship. This aim is realised through a comprehensive exploration of civic, social and political dimensions of students' lives at a crucial time of their development into independent young adults. The current paper is an overview of all relevant aspects of the course, with a special emphasis on its objectives, structure, support resource materials, learning methodologies, action projects and finally the evaluation.

"...Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace ..."

(Article 26, Universal Declaration of Human Rights, December 1948)

"... the education of the child shall be directed to ... the development of respect for human rights and fundamental freedoms ... the development of respect for ... civilisations different from his or her own ... the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples ... the development of respect for the natural environment. "

(Article 29, The UN Convention on the Rights of the Child, November 1989)

The Irish post-primary education system

There are just over 380,000 students attending a total of 780 publicly aided schools. Second-level education consists of a three-year cycle followed by a two- or three-year senior cycle. The Junior Certificate examination is taken after three years. In senior cycle there is an optional one-year Transition Year Programme followed by a choice of three two-year Leaving Certificate Programmes.

The Junior Certificate Programme was introduced in 1989 to provide a single unified programme for students aged broadly between twelve and fifteen years. This programme seeks to extend and deepen the quality of students' educational experience in terms of knowledge, understanding, skills and competencies and to prepare them for further study at senior cycle. The Junior Certificate programme also contributes to the moral and spiritual

development of students, and encourages them to develop qualities of responsible citizenship in a national, European and global context.

Civic, social and political education

"Citizenship is also about creating what ought to be rather than adapting to what is. The present world with its justice and injustice, its love and its lack of love, its strengths and its weaknesses is what people have made it. The future world is not predetermined. The essential task of citizenship is not to predict the future, it is to create it. "1

These recent reforms in the Irish education system mean that young citizens in our society now have an opportunity to discuss and clarify their opinions about important democratic issues. The new Junior Certificate course in Civic, Social and Political Education (CSPE) is a course in democratic citizenship based on human rights and social responsibilities. Its primary aim is to prepare students for active participatory citizenship. Since September 1997 it has become a mandatory component of the Junior cycle curriculum for all post-primary students. It should be allocated one class period (40 minutes) per week or its equivalent (seventy hours over the three years of the Junior Cycle). It replaces the mandatory course in Civics which was introduced in 1966. The common practice in this course was to teach *about* civic responsibility and citizenship rather than to educate *for* and *through* citizenship².

The civic, social and political education pilot project

A considerable amount of time and resources have been invested in the development of the CSPE course by the Department of Education and Science, the National Council for Curriculum and Assessment (NCCA) and a committed group of teachers and students. In order to address some of the issues and concerns expressed about the former Civics programme (1966 to 1996) and to consult with as wide a group of educational partners as possible, the Department of Education and the NCCA conducted the Junior Certificate Civic, Social and Political Education Pilot Project between 1993 and 1996. One hundred and thirty nine schools accepted the invitation presented to all post-primary schools to become part of this Pilot Project. The main work of the Pilot Project included:

- The development of a course in CSPE appropriate to the needs of students, teachers and schools;
- The testing of modes and techniques of student assessment and certification appropriate to CSPE;
- The testing of models of teacher in-service/in-career development appropriate to CSPE;
- The identification of suitable resource material for CSPE and the production of Exemplar Materials.

1 Foróige, National Youth Development Organisation, *Introduction to the Citizenship Programme*, 1994.

2 NCCA Discussion Paper, *Civic, Social and Political Education at Post-primary Level*, 1993, p.9.

The work undertaken by the management, teachers and students of these schools and the work completed by the NCCA CSPE course committee was invaluable in refining and developing a course more appropriate to the needs of a modern democratic society.

The aims of civic, social and political education

CSPE aims to prepare students for active participatory citizenship. This is achieved through a comprehensive exploration of the civic, social and political dimensions of their lives at a time when students are developing from dependent children into independent young adults. It should produce knowledgeable students who can explore, analyse and evaluate, who are skilled and practised in moral and critical appraisal, and capable of making decisions and judgements through a clarified and reflective citizenship, based on human rights and social responsibilities. Such students should be better prepared for living in a world where traditional structures and values are being challenged, and where students are being confronted with conflicting interests, impermanent structures and constant questioning³. (See Appendix 1 for Aims and Objectives of the CSPE course)

The structure of the CSPE course

Civic, Social and Political Education is constructed around seven core concepts: democracy; rights and responsibilities; human dignity; interdependence; development; law and stewardship. By taking up this course students should come to understand how these concepts serve collectively though not exclusively to inform and clarify the concept of citizenship.

The course outline is presented in the syllabus document⁴ as four units of study:

- Unit 1: The Individual and Citizenship
- Unit 2: The Community
- Unit 3: The State: Ireland
- Unit 4: Ireland and the World

The sequence of the four units of study is developmental, taking the individual students as its starting point and then exploring their citizenship in the contexts of the local communities in which they live, their nation and the wider world. These units are presented in the form of unit descriptions rather than as a specific list of topics to be covered. By doing this the course committee set out clear directions and expectations for exploring the units but left considerable scope for teachers to respond effectively to their students' needs and interests within the communities to which they theoretically belong. (See Appendix 2 for detailed Outline of the CSPE course)

Support materials

³ An Roinn Oideachais: *The Junior Certificate Civic, Social and Political Education Syllabus*, 1996, p. 2.

⁴ Ibid., p. 16-19.

To assist teachers in the delivery of this programme a set of Exemplar resource materials has been produced. These materials were prepared and tested during the Pilot Project phase, 1993 to 1996, in conjunction with the schools involved with the programme. The materials are only exemplar and serve to indicate to teachers the opportunities which the course presents. Teachers and students are encouraged to develop resources and to discuss and explore CSPE topics which may be particularly relevant to their local community and/or to the wider community. Central to the course is an exploration of the rights and responsibilities of the individual within a democratic society. Development of other resources, in co-operation with both governmental and non-governmental organisations is currently underway, e.g. materials on human rights, interdependence, homelessness, animal rights, poverty awareness, etc.

The domains of citizenship

Active participatory citizenship is the central aim of CSPE. Students will only choose to become active participants in their communities if they feel a sense of attachment to them. Social inclusion, cohesion and matters of identity and values are addressed in CSPE to encourage students to explore their connections with these communities. These are the affective dimensions of active citizenship. At the same time, students need a basis of information and knowledge upon which they can consider action, and to do so with some confidence; this is the cognitive dimension of active citizenship. Finally, practising citizenship is about taking action of some kind. Students are encouraged to gain this experience by undertaking at least two action projects over the duration of the course: the pragmatic dimension of active citizenship⁵. On completion of the course students should therefore have begun to develop:

- A sense of belonging to the local, national, European and global community;
- A capacity to gain access to information and structures relating to the society in which they live;
- An ability and confidence to participate in democratic society.

It is important to recognise that the course in CSPE does not, and should not, represent the entire treatment and coverage which the civic, social and political dimensions receive within the Junior Certificate programme. Various subject teachers are already teaching particular aspects of CSPE through their course material. It is also increasingly recognised that the ethos, organisation, extracurricular activities and operational structures of schools have a significant impact on the pupils' understanding of the civic, social and political dimensions of their lives. Through its "hidden curriculum", a school provides aspects of CSPE even where this is not explicit. Taking these factors into account, the main purpose of this Junior Certificate course in CSPE is to provide the student with a concentrated and dedicated focus on all aspects of this area of education, with particular emphasis on the importance of active participatory citizenship to the life of the young person in society⁶.

Learning methodologies

⁵ Learning for Citizenship with a European Dimension, Orientations 2000: *Towards a Europe of Knowledge* Working Paper, DGXII U2/Reflection Group Secretariat, 1997, p. 6.

⁶ An Roinn Oideachais: *The Junior Certificate Civic, Social and Political Education Syllabus*, 1996, p. 3.

*"Teachers manage the curriculum: they plan content, process, and context to maximise learning. Teachers organise their classrooms and manage their time to allow learners to take responsibility for their own learning, and to give themselves quality time to teach."*⁷

Post-primary schools in the Republic of Ireland have traditionally focused on the acquisition of knowledge as the primary function of education (stopping at the end of the first sentence in the quotation). This has resulted from the heavy emphasis on didactic teaching in many schools because of the pressure of the examination system. CSPE, while not denying a place for didactic education, places a greater emphasis on active and co-operatively structured learning situations within the classroom. If students are to become active, participatory citizens then they must be active participants in their own learning. It is crucial that teachers are prepared to facilitate the provision of the real opportunities for involvement and participation. It is also important that teachers recognise that the students learn, represent and use knowledge in distinctive ways.

The theory of Multiple Intelligences⁸ provides a helpful and useful framework for thinking about, examining and extending one's practice in the CSPE classroom. The ways in which learning and teaching take place will influence significantly the skills that are developed, the attitudes and values that are fostered and the understanding that is acquired. A student must be able to do more than "know about" what he or she is studying. Students understand and have a greater chance of remembering things in which they were actively involved. For this to occur, active, group learning situations must take place. CSPE seeks to employ a combination of participatory and experiential learning activities, co-operative learning techniques and cross-curricular/integrated exercises where possible.

Participatory and experiential learning activities include group discussion, debates, role-plays and simulations. These are effective in bringing abstract concepts "alive", and making "far-away" issues seem less remote and more personal. They are also effective in encouraging the sharing of perspectives which is necessary for an understanding of issues, for the development of tolerance and for the appreciation of diversity.

Co-operative learning techniques involve students in working together to achieve a common goal by using the diversity of talents within the group. Co-operatively structured learning helps to make real the concept of interdependence which is central to CSPE. It also allows students to develop a sense of democracy in the class and to develop a wide range of interpersonal skills, including communication, leadership, delegation and time management, skills that are essential for active citizenship.

Cross-curricular learning/integrated exercises are highly effective in helping students grasp concepts and issues which are related to a number of subject areas.

To help develop these activities in the classroom students are encouraged to undertake at least two action projects over the duration of the course⁹. Action projects should be

7 Scottish Consultative Council on the Curriculum: *Teaching for Effective Learning*, 1998.

8 *The Project Zero Classroom: New Approaches to Thinking and Understanding*, edited by Veenema. Hetland and Chalfen, Harvard Graduate School of Education, p. 61.

9 An Roinn Oideachais: *Guidelines for Schools: Civic, Social and Political Education*, 1996.

interesting and rewarding for students and it is only right that they are rewarded for doing them. Action projects and the active learning methodologies used in their implementation are a central part of the assessment procedures which have been put in place for CSPE. To encourage and to reward action, 60% of the final grade received by the student in the Junior Certificate examination in CSPE is allocated to this area.

Action projects

An action project is one where the students are actively involved in developing an issue or topic which has arisen in class beyond the usual limits of textbooks and course materials.

*"Often the school and its local community provide a perfect context for pupils to examine issues and events and to become involved in active, participatory activities and experiences where the emphasis is on learning through action. This can help pupils to make the connection between learning and acting locally to thinking globally."*¹⁰

For example, students might undertake a survey of attitudes amongst students in their class or school to a particular issue which may be important locally or nationally. Or they might research, organise and invite a guest speaker to talk to the class on a particular topic and thereby develop the skills of how to gain access to information and structures. Alternatively they may run a referendum/election at the same time that this is happening nationally thereby developing and practising the skills of participation in the democratic process. Teachers are encouraged to begin exploring action projects with their students in the first year of the course. Action projects can be undertaken at any stage of the CSPE course and at any stage during a unit or module of course-work.

For example, students may be studying a unit of work on rights and responsibilities with a particular focus on the rights of children. At an early stage in this module it may be appropriate to invite a guest speaker from an organisation dealing with children's rights, such as the Irish Society for the Prevention of Cruelty to Children (ISPCC). It is the children who should invite (with the approval of the school management), welcome, interview and evaluate the visitor. This is the action project component of their work. Traditionally the teacher organised and took charge of such a visit and in the process the students missed out on several learning situations which are important for developing active citizens.

At all times action projects should be appropriate to the age and ability of the student and the time allocated to the subject. It should also be an issue/action that is of genuine interest to the students and/or something that takes advantage of topical issues. An action project can be a group action project or an individual action project. In order to foster group interaction and active learning situations, and for practical reasons of time, teachers are encouraged to do group action projects with their students. Group action projects can be divided into a number of specific individual or small group tasks.

¹⁰ Qualifications and Curriculum Authority, Great Britain: *Education for Citizenship and the Teaching of Democracy in Schools: Final Report of the Advisory Group on Citizenship Education*, September 1998.

Assessment and certification

*"Civic, social and political education, above all, seeks to impact upon, and affect, students at all levels of their real interactions with other people and society. The form of assessment/examination and certification which is most fruitful to this goal is one which is primarily focused on the ongoing development of the civic, social and political student."*¹¹

Pupil performance in Civic, Social and Political Education will be assessed and receive certification as part of the Junior Certificate. Assessment will be carried out in two modes: a written terminal examination at the end of the third year of the course and the submission of either a Report on an Action Project or a Course-work Assessment Book. The weighting between the modes of assessment presented will be 40% for the written examination and 60% for either the Report on an Action Project or the Course-work Assessment Book. For the purposes of assessment the Action Project itself is not submitted. Instead each student is asked to submit either a detailed report of the action project by completing what is titled a Report on an Action Project or by submitting a less detailed description of the Action Project in the process of completing a Course-work Assessment Book.¹²

The civic, social and political education support service

A full-time support service consisting of seven seconded teachers (a National Co-ordinator and six Regional Trainers. Each Regional Trainer is responsible for approximately 140 schools) was established in 1996 to support teachers and school management in the planning, implementation and teaching of Civic, Social and Political Education. There are two main types of support on offer: Cluster in-service and School-based in-service. In-service provision includes introducing teachers to: the CSPE course materials; suitable methodologies and approaches to teaching CSPE; teaching CSPE to different ability levels; discussing suitability of Action Projects; advising on resources; reviewing progress made in CSPE and consultations with school management.

Conclusion

*"... citizenship is not simply a matter of knowing about social and political institutions. It is also the willingness and the skill to participate actively and creatively in community affairs. The function of the civics teacher, therefore, is not merely to teach facts but also to foster civics virtue. Virtue implies action: so the teaching method we use must be essentially an active one. We must try to give our pupils, in their final years of compulsory schooling, some direct experience of the principal civic activities that we hope they will engage in during their adult life. We want them to become people who are well informed and who keep themselves so, who are able to think clearly and constructively about social and political matters and who are ready at all times to serve the common good."*¹³

¹¹ NCCA Discussion Paper, *Civic, Social and Political Education at Post-primary Level*, 1993 p. 23.

¹² An Roinn Oideachais agus Eolaíochta and the National Council for Curriculum and Assessment, *Guidelines for Teachers: Taking Action - A Guide to Action Projects and their Assessment*, 1998, p. 39.

¹³ An Roinn Oideachais, *Notes on the Teaching of Civics*, 1966, p. 3.

The primary aim of CSPE is to develop active participatory citizens who are informed and responsible and *"skilled in the arts of deliberation and effective action"*¹⁴. In order to facilitate and promote this development students need to be active in their own learning and communities. Action Projects are an important tool in this learning and their importance is reflected in the percentage of marks (60%) that has been allocated to them for final assessment purposes. At the same time, students need a basis of information and knowledge upon which they can consider action and this is assessed through a terminal examination paper (40%).

To conclude I'd like to quote what a student from Portumna, near Galway in the west of Ireland, thinks of the civic, social and political education course:

*"It teaches young people that their opinion is important, that instead of waiting for others to help, it's a matter of doing it yourself. It teaches us to stand out from the crowd and make a difference."*¹⁵

¹⁴ Center for Civic Education and the Council for the Advancement of Citizenship, USA: *CIVITAS: A Framework for Civic Education*, 1991, p. 3.

¹⁵ Ann-Marie Burke, CSPE student, Portumna, Co. Galway.

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Adam Institute for Democracy and Peace: Educational Aims, Contents and Methods

After a brief historical review of the work of the Adam Institute for Democracy and Peace and a presentation of its major aims and objectives, the author presents the main features of educational methodology used in the implementation of the Institute's programmes in Israel and abroad. This methodology is based on a unique approach elaborated by the Institute through ten years of experience in informal education. The cornerstone of this method is respect for the values and world-views of the participants in all programmes and activities of the Institute.

Brief history of the Adam Institute for Democracy and Peace

The Adam Institute for Democracy and Peace is an independent, nonpartisan, nonprofit organisation which develops and implements participatory educational projects to teach the fundamental principles of democracy and the equal rights of every individual. The Adam Institute was founded in 1986 following the murder of Emil Greenzweig at a demonstration against the war in Lebanon. In an attempt to prevent the recurrence of such events, the founders, educators and public figures from across the Israeli educational and political spectrum, established the Adam Institute, to promote education for democracy and peace.

In Israel and throughout the region, relations between polarised groups are marked by mutual intolerance and prejudice which are due, in part, to the fact that there is often little opportunity for contact between the groups. In some cases, each community has separate schools, separate living areas and often, separate universities. Stereotypes and racist attitudes are sustained through limited social contact and lack of tolerant dialogue.

In response, the Adam Institute teaches the principles of democracy and the equal rights of every individual, focusing on breaking down stereotypes and using non-violent methods of conflict resolution. The Adam Institute develops and implements participatory educational projects, reaching each year over 16,000 Arabs and Jews, Israelis and Palestinians, and international participants, including children and teenagers, immigrants, soldiers and police officers. The Adam Institute trains facilitators from various groups to teach members of their respective communities its innovative curriculum of games and exercises. Programmes range from one-day seminars to three-year projects.

The Adam Institute International Center for Education for Democracy

The Adam Institute's International Center for the Education for Democracy was established in 1993, in co-operation with the Bertelsmann Foundation, with the aim of

promoting contact, discussion, learning and exchange between educators in Israel and other countries.

The Adam Institute's International Center for Education for Democracy adapts its democracy education curriculum to other settings, and creates a context in which communities from all over the world can share information, research and experiences related to education for democracy. To date a broad network of international contacts has been established throughout the world.

The International Center considers the advancement of the Middle East peace process to be of special importance. Our belief in the invaluable contribution of peace to all people in the region leads the Adam Institute to devote special effort to educational programmes in support of the peace process.

The International Center supports:

- Interdisciplinary meetings of policy makers, researchers, and teachers to coordinate efforts and discuss basic problems in education for democracy. In recent years, the Adam Institute has developed working relationships with eight Palestinian partners. Joint projects have been run successfully with several others in the planning stages.
- Exchanges of delegations of people working on education for democracy to present the work they are doing in their countries.
- Ongoing development of theories, techniques and educational materials on education for democracy in a changing world.
- Demonstrations, workshops and training seminars for international delegations to be trained in the Adam Institute's methodology, adapted to their specific contexts. The Adam Institute has hosted several groups of educators from outside Israel to take part in seminars run by the Adam Institute. Trainers have also been sent to countries such as Poland and Germany to run courses.
- The International Center runs conferences on education for democracy in a multicultural society.

The Adam Institute method

Through ten years of experience in informal education, the Adam Institute has developed a unique educational approach. The primary aim of the Adam Institute's democracy education workshops is to bring about recognition of the equal right of every individual to freedom.

The Adam Institute's experiential learning approach avoids the use of frontal teaching methods, with its focus on imparting factual information. Instead, Adam Institute facilitators use games and activities to highlight the competing tendencies within all of us, both for and against democratic principles.

The Adam Institute has developed a unique approach to education for democracy. Our approach is grounded in respect for the values and world-view of the participants in our programmes. This respect forms the cornerstone for the Institute's methodology. Rather than attempt to replace the participant's values with "more democratic" ones, the Institute presents

questions raised by democratic thinking and invites the participant to examine the decision-making process in his or her own terms of reference.

In practice this means that in a single activity participants are presented with an external conflict that they then, through the course of the workshop, convert into an internal dilemma. Thus, what may begin as an external conflict between the right to privacy, on the one hand, and freedom of information, on the other, is internalized such that a given individual, depending on the setting, expresses opinions both for and against each of these rights. This process allows participants to become the opposition to themselves, and in this way to truly appreciate the many rights that may be in conflict in a democracy. By converting a conflict into a dilemma, participants can then use democratic principles to seek solution to these internal dilemmas.

During the series of workshops, participants experience for themselves the need for a social contract, the importance of preserving minority rights, the difficulties that arise when rights come into conflict, the issues involved in deciding who has the right to vote and to be elected, among others. In this way, democracy becomes something more than going to the polling booth and instead becomes an investment, as it reflects the kind of society they would like to create.

Programmes of the Adam Institute

Programmes are run by a professional team of facilitators and lecturers trained at the Adam Institute. Programmes are conducted throughout the country in schools, community centers and organisations, as well as at seminars, conferences, training courses, and as part of institutional programmes. On an international level, delegations are trained in the Adam Institute's methodology either in Israel or in their home country.

Together: Teaching the Principles of Democracy

The aim of this programme is to teach students the meaning of democratic principles and their application in democratic procedures, to elicit positive attitudes towards democratic principles and to defend these principles in times of crises. The topics covered are the equal right to freedom, a fair agreement, rights and obligations, majority-minority relations and so on.

The Building Blocks of Democracy

This programme teaches young children about the basic principles of democracy. Young children, aged 5-8 learn about the equal right to freedom and the right to be different. The programme is adapted to the children's emotional and cognitive development and employs literary texts, images, drama, music and other creative tools.

Judaism and Democracy

This programme addresses the specific issue of democracy education for teachers and students in state schools and state religious high schools. In Israel today, relations between observant and non-observant communities are marked by mutual intolerance and prejudice. In response to the charged public debate that came in the wake of the assassination of Prime

Minister Rabin in 1995, the Adam Institute began work in the field of Judaism and democracy. The goal of this programme is to enhance coexistence through mutual respect and recognition of the right to be different between observant and non-observant communities. The programme offers three options:

- encounters between students in state and state religious schools
- programmes in state-religious schools to examine the relationship between Jewish religious law (halacha) and democracy
- programmes in state schools to examine the relationship between Judaism and democracy.

Islam and Democracy

A programme on Islam and democracy is planned for the near future.

Education for Peace - Methods of Conflict Resolution

Education for Peace teaches participants ways to resolve conflicts based on the recognition of the equal rights of all people. This programme includes the following topics: recognition of the equal rights of all people and all nations and methods of conflict resolution. The methods studied will be practiced in three different conflict situations: a conflict that is relevant to participants in the programme (e.g. in the community, such as men-women or secular-religious); conflicts in the school; and the Jewish-Arab conflict.

Respect for the Law in a Democracy

The aims of the programme are to heighten awareness of the purpose of law in a democracy, to understand the ideal basis of democratic law (freedom and equality), to discuss the obligation to obey the law and the limits of obedience, and to clarify the degree to which a constitution is needed in Israel.

Encounters

The aim of the programme is to bring together students and teachers from different, sometimes polarized groups to learn together that democratic principles and procedures serve as the basis for a just coexistence and a means of conflict resolution. Group members choose together one of the Adam Institute's study programmes which is used in the encounter, e.g. religious and secular, Arabs and Jews, immigrants and native-born. The programme consists of three stages:

- preparation for the encounters by each group separately;
- encounters between the two groups; between encounters, workshops will be held for each group separately in order to sum up and evaluate the progress of the projects;
- summation of the encounters by each group separately (two workshops per group).

Project *Encounters* focuses in particular on cities with contiguous Jewish and Arab neighborhoods.

The Democratization Process in Schools and Organisations

The aims of this programme are to assist and advise schools and organisations interested in adopting a more democratic system. Application of democratic principles can make a substantial contribution to education for democracy and to the development of a climate that encourages learning. However, promotion of democratic processes without appropriate preparation of the population can create resistance to the idea of democracy and rejection of it. The Adam Institute teaches democratic principles in such a way that the school community determines which changes they would like to make in their school or organisation to promote a democratic atmosphere and to take democratic action.

Major Issues that Have Been Relevant to the Democratic Existence of the State of Israel Since Independence - Learning about the Israeli Charter of Independence and its application in a Jewish State after 50 years of independence.

In this programme participants learn about the fundamental principle of the right of every individual to freedom and the meaning of an equitable social contract. In particular, participants learn about the basic principles of democratic life: freedom of expression, freedom of conscience and religion, majority rule and minority rights.

Education for Democracy during the Peace Process

The aim of the programme is to understand democratic principles and through them, to explore the political proposals made by supporters and opponents of the peace process and their democratic validity. The programme will explore how the following topics are reflected in the peace process: majority rule in a democracy, freedom of expression and information, the referendum as a manifestation of democracy, and so on.

Freedom of Expression and Incitement: Language and Politics

The aims of the programme are to promote understanding of the difference between free expression and incitement and of the democratic rules restricting incitement; to teach people to use language politically, consciously and responsibly; and to make them aware of possible uses of language and their contribution to the socio-political situation.

Women in a Democratic Society: the Right to Dignity

The programme focuses on education by and about women. Women, often from polarized groups such as Arabs and Jews, learn together how to resolve conflicts based on the recognition of the equal rights of women in society and in the family. Participants work on exploring issues relevant to women, overcoming the conflicts that arise from stereotyping and learn new skills for solving conflicts.

The Democratic Voter

The aim of the programme is to learn about democratic choices - a process of independent and rational choice between alternatives. The programme examines whether political election campaigns involve a rational process of choice and how the democratic principles of equality and freedom are applied in the political processes in an election campaign.

Social Rights Education

This programme deals with social rights education in relation to political rights. It focuses on democracy as a way of life, not merely as a political system. The informal, workshop-oriented programme makes it appropriate for use both in schools and other settings outside the formal educational system, such as community centers and professional groups.

The Right to Respect and the Difficulty of Respecting Others

This programme aims to discover and overcome the conditions that hinder the realization of the right to respect. In multicultural societies, people often fail to show respect for others not because of maliciousness, but rather because of objective, theoretical and practical difficulties. The programme examines this issue and reaches beyond the educational system to community workers and neighborhood activists.

Peace Education in a Divided Society

The situation in Northern Ireland has been for a very long time and still is a great challenge for peace educators from both sides involved in the conflict. The author of this paper is herself deeply engaged in peacebuilding process through educational activities of the well known organisation Irish Commission for Justice and Peace. In her presentation, she first looks at the roots of the hatred which has dominated Northern Ireland for so long, then describes some of the projects and initiatives being presently undertaken, and finally briefly describes chief points of the new peace accords, popularly known as the Good Friday Agreement of 1998, which affirm peace education as a way forward.

On a Friday night in mid November when Irish television viewers tuned into the most popular programme of the week, they were to see a programme which would mark them for life, for instead of the usual stars of sport and entertainment we met victims of the Omagh bombing. We saw scarred and charred flesh and skin, we saw people with limbs missing, we saw a young girl of 15 who is blind as result of the bomb. The last thing she saw in this world was the face of her friend. We heard the stories of the people caught up in that dreadful tragedy, among them was a man whose wife, daughter, and three grandchildren were killed. He asked that hatred be ended, he said that it is hatred which has brought this suffering and appealed for a new way. This plea is to all people everywhere, and especially to us as peace educators. We are challenged by his words to create a new way, an alternative to war, destruction and violence which are built on hatred.

"We cannot formally teach children who they should be in the future. We can raise questions, we can encourage them to reflect, we can show them that we have values, we can help them to recognise that they are human beings and that they are equal to other human beings." These words spoken in Northern Ireland by a Palestinian educationalist, Khalil Mahshi, now in the Ministry of Education in the Palestinian Authority, set the scene for speaking about some of the educational initiatives that are being undertaken in Northern Ireland to break down the prejudices and violence of the past and to create a peaceful and tolerant future.

I will first look at the causes of the hatred which has bedevilled Northern Ireland for so long. I will then describe some of the initiatives being presently undertaken, then look very briefly at the articles in the new peace accords, known popularly as the Good Friday Agreement of 1998, which affirm peace education as the way forward.

The conflict in Ireland goes back over 800 years. More than 300 years ago a large area in the north of the country was colonised by England with protestant settlers who came mainly from Scotland. The native Irish as they were known were dispossessed of their lands. Conflict and war were the reality in the relationship between the two sides. Political events in England and in mainland Europe influenced the situation in Ireland and bitterness increased between the two sides. This was notably so in the 17th century when the war between the

catholic King James and his protestant rival, William of Orange, was fought out largely in Ireland. Present day divisions were largely drawn then.

In 1920 an independent parliament was established in Northern Ireland. In 1921/22 the remainder of the country became an independent state, separate from Britain. This is now known as the Republic of Ireland. The catholic or nationalist population in the newly formed Northern Ireland were extremely unhappy, and violence broke out on many occasions during the ensuing years. Fierce as this was at times, the violence of the past 30 years has been on a scale unknown in previous decades. This violence perpetrated between two communities, one catholic and the other protestant, composing roughly 40% and 60% respectively in the Province, has often been described as a religious war. This is far from truth. People in Northern Ireland have not been fighting over dogma or religious worship. Church leaders are of one mind as regards the violence: they condemn it and say that it must stop.

On the other hand civil rights were fundamental to the outbreak of troubles in the late 1960's. The minority in Northern Ireland had not enjoyed full citizenship within the state since its foundation. The history of the province and the way the minority was discriminated against meant that each community harboured a deep rooted distrust and hatred of the other. Each learned to be fearful of the other. It is this distrust which we, as peace educators, must endeavour, at this point in our history, to break down. Duncan Morrow of the University of Ulster states that what has made Northern Ireland a scandal to the world community is not the scale of the violence, but rather the capacity for violence and conflict to regenerate itself over years, building on an established pattern of decades and even centuries.

Deep distrust of the other's tradition is endemic in the Irish psyche in the Northern Ireland. The partition of the country artificially created a unionist/protestant majority in Northern Ireland, who were distrustful of their Catholic neighbours. The political system allowed them to hold on to the instruments of power. Even in local government they maintained a majority on councils even though the population breakdown did not reflect this majority. This was known as gerrymandering. Excluded from the instruments of decision making, the nationalist or Catholic minority were discriminated against in education, employment, and housing. Resentment naturally grew among members of this community because of their status as second class citizens.

Culturally, each group developed separately. Catholics and Protestants lived in different areas of the towns. They attended separate schools, separate clubs and dance halls and of course separate churches and chapels. They did not play the same sports and did not participate in each other's festivals and celebrations.

St Patrick's Day, the Irish national holiday, was not officially observed in Northern Ireland, thus denying the nationalist population an opportunity to celebrate its cultural identity. On the other hand the 12th July, the festival of Orangemen, which commemorates the defeat of catholics in 1690 by the forces of the protestant King William of Orange, is a public holiday and is celebrated each year with parades, marching and beating of drums.

The Irish language was not taught in state schools, and it is not used in any official documents or proceedings.

The tricolour, or the nationalist flag, was forbidden, while the Union Jack was flown from all public buildings, and from many private houses and painted on the kerbstones of streets in protestant area.

Fear of the other side was a feature of each side. The majority in Northern Ireland distrusted and despised the emerging state in the south of the island. Trade and commerce between the two parts of the island did not develop even though England or Great Britain was the main trading partner of each. There were no meetings of ministers from the two parts of the island until 1965.

A symbol of the denial of the reality of the Republic of Ireland by its Northern neighbour was the weather forecast on the television. From Northern Ireland it showed the six counties with the rest of the island blanked out. Great Britain was visible on the screen from Belfast but not the totality of the island from which it was broadcasting.

The catholic Church was far from sensitive to the ethos of the protestant community whether in the North or the South. The *Ne Temere*, Vatican document decreed that, in the event of a mixed marriage, the protestant partner must promise to bring up the children in the catholic faith. This was virtually impossible for protestants to accept. Young people from different denominations and culture had therefore to be kept apart lest they fall in love! So, mixed marriages were very rare. Consequently, communities and families from the different traditions did not have an opportunity to socialise and share events such as births, baptisms, weddings and funerals. The chasm of distrust deepened.

Wrong messages were given to children from a very early age and these have been acted out and passed on from generation to generation. The belief among the protestant community was that the nationalists wanted to destroy their culture and impose government from Dublin which would be equivalent to government from Rome or the Vatican.

The nationalists felt alienated within the state which had been artificially established, and which made them into a beleaguered minority. Each side built a barrier against the culture and story of the other.

For us, now, the challenge is to heal the wounds of the past and to bring about change. So providing opportunities for each side to hear the other's story, to listen to the pain of each, to be open and to appreciate the diversity of the other's cultures is what Peace Education and Education for Mutual Understanding is trying to do in schools and in youth clubs in order to promote a society of peace and tolerance.

I will talk first about the Joint Peace Education Programme which was established in 1979 when the Irish Commission for Justice and Peace, (which is a Commission of the Irish Catholic Bishops) and the Irish Council of Churches, (composed of churches from nine different denominations) agreed to co-operate in the area of peace education.

The Peace Education Programme promotes cross-border and cross-community projects, between schools and between young people. The objective is to encourage mutual understanding and dialogue; to help create a society based on peace and justice.

It has an office in Belfast and is funded jointly by the two bodies mentioned. There are two peace education officers in the Belfast office, one from each tradition and together with teachers and participating schools they produce programmes for use in schools in the two communities, and also in schools in the Republic. Peace education and mutual understanding is essential in schools in the Republic for during the years since partition the two parts of the island have grown apart.

Although education materials were produced jointly they were used separately. It has been difficult and even unsafe for schools in a divided community like Northern Ireland to be seen to collaborate.

Nonetheless, the Joint Peace Education Programme has worked steadily, and in 1996, took a bold if small initiative and started a cross-border, cross-community project. This was done with schools in areas where community relations were relatively good. The idea was to select 4 primary schools: two on either side of the border, one Catholic and one Protestant on either side. There was one class of students and one teacher involved, from each school. The 4 schools were small and in rural areas.

There was a total of 96 pupils taking part, 40 boys and 56 girls aged 9 - 12, the breakdown of Protestant and Catholic was 40 - 56.

A great deal of preparation went into setting up the programme and into making it acceptable to the parents and the teachers in the 4 schools. Careful and sensitive planning was essential at every stage, as the balance was so delicate.

Initially the children exchanged photographs and filled in a little questionnaire on areas of mutual interest: their favourite rock group, favourite singer, favourite food and clothes. There were questions on football clubs and footballers. These are good starter questions and totally value free. Each child was assigned a pen-pal from a school belonging to the other tradition. The matching was done on a cross-religious divide, so you can see from the breakdown in the numbers that some children had to have two pen-pals. The programme hinged on getting the children involved in cultural activities, singing, music, dancing and story telling. We employed a dancing teacher who taught the group from the two schools on the Southern side of the border and then on the Northern side separately. They were taught the tin-whistle in the same way. Each child was asked to collect stories from the past and so they went to grand parents and elderly neighbours and collected stories which told of times past and they learned about entertainment before the advent of television. These activities afforded opportunities for both traditions to participate in what was specific to the other and to highlight what was special to their own.

All involved spent a residential week-end together and enjoyed water and contact sports as well as each other's company. Parents were involved also so the benefit of cross-community interaction was maximised.

The children all came together in one venue at the end of the year and put on a concert for parents and friends. This was a unique occasion, there were people from the two communities, and from the two jurisdictions in the one hall, all interested in the one event. This helped to build mutual understanding and friendship. Catholic and Protestant children

danced, sang and made music together. They told stories from their own background and all realised that they are NOT SO DIFFERENT after all. What did this concert achieve? We can only hope that whatever the effect on the parents at least the children who took part know that the other is just like myself and that there is much more to unite than to divide us. We hope that these children will not grow up with the burden of hatred their parents have had to bear.

This programme was continued and expanded in the academic year 1997-98 when a further 12 schools were taken on board.

That year we had a total of 363 pupils,

180 boys and 183 girls:

150 Protestants and 213 Catholics.

The topics covered were

- *Entertainment in the Past*
- *Farming Traditions in the Past*
- *The Stamp of Different Footprints*
- *Emigration.*

In the current year 1998-99 there are three groups of four schools: those who came on board in September 97 are continuing.

We, in the Joint Peace programme, now, hope that the Ministries for Education in Northern Ireland and in the Republic will continue with this model which is successful in helping to break down prejudice and ensure that the cycle of distrust will not be perpetuated when these youngsters reach adulthood, and form new families.

It has been very costly to run and the programmes were funded by the Peace and Reconciliation Fund through Co-Operation Ireland, and the Irish Catholic bishops. I believe it is small but successful. It may look like baby steps on the road to reconciliation. These would seem to be the only kind of steps which are successful.

I have left some literature on this programme available and so you can read more about it or of course ask any questions you wish.

Education for Mutual Understanding (EMU) and Cultural Heritage have been compulsory components of education in Northern Ireland since August 1992. There is an equivalent in the Republic which my colleague has spoken about. EMU and Cultural Heritage are whole school concerns which have implications for the school ethos, the pastoral care system, the school's discipline policy and relationships within the school and beyond as well as having implications for the programmes of study in different subjects.

One aspect of EMU is Peer Mediation. In Peer Mediation children and young people are taught an alternative way to resolve their disputes and conflicts, they are taught to be able to understand through communication, co-operation and affirmation the differing view points that define human interaction. Children have as natural a need as adults to solve their own problems. Children like adults and nations become dissatisfied with imposed solutions. Learning through the experience of mediation in their young lives they will know that dialogue is the way to conflict resolution in later life and will, we hope, not resort to violence.

The Right to Hope (Ireland) Committee was established in Ireland in 1996. Right to Hope is an international project based in South Africa and which aims to bring together young people from areas of conflict in order to overcome barriers to cross-cultural communication and understanding. Right to Hope (Ireland) organised a gathering for young people called The Making Sense Youth Festival in March of 1998. The objectives of the Festival were:

- to develop cross-community links through cultural experiences
- to expose young people from troubled parts of Ireland to the lives, arts, problems, and hopes of those from other areas of conflict
- to help change the young peoples' understanding of themselves and of one another.

A total of 74 young people, from both North and South of Ireland and from both traditions, participated in the four day event. International and national facilitators conducted powerful workshops through the medium of music, drama, film, creative writing, and environmental art, through such creative mechanisms young people had the opportunity to discuss and explore issues of importance to them while examining the underlying causes of conflict and division. The maximum diversity was aimed at in the various workshops, so that young people who in their ordinary lives would not have the opportunity of working or socialising together were doing just that in the workshops. I was very moved at the final concert when the young people witnessed to the reality that during their time together the question 'Was s/he catholic or protestant', did not arise. It was enough that they were just nice people.

There was a follow-up, in November 1998, over 100 young people attended and their enthusiasm was wonderful and serious work of peace building was undertaken.

The really important thing is that we continue to build on these initiatives and that mixing together becomes part of the reality of the lives of these young people. Parental objection to this kind of socialising in their own communities is a huge problem for the young people who wish to break the mould of the past.

Human rights are basic to the recent conflict. When one group is treated as inferior, the groups cannot integrate. Cultural diversity divides them. The violence and troubles in Northern Ireland have been generated because the two communities did not integrate. They did not have respect for the traditions and culture of the other. A new dawn broke on April 10th 1998 when the participating parties to the Good Friday Agreement stated that they firmly dedicate themselves to the achievement of reconciliation, tolerance, mutual trust, and to the protection and vindication of the human rights of all.

The Agreement:

- vindicates the right to equal opportunity in all social and economic activity, regardless of class, creed, disability, gender or ethnicity.
- recognises the importance of respect, understanding and tolerance in relation to linguistic diversity, including in Northern Ireland, the Irish language and the languages of various ethnic communities.
- the participants recognise and value the work being done by many organisations to develop reconciliation and mutual understanding and respect between and within communities and traditions, in Northern Ireland and between North and South, and they see such work as having a vital role in consolidating peace and political agreement.

- an essential aspect of the reconciliation process is the promotion of a culture of tolerance at every level of society, including initiatives to facilitate and encourage integrated education and mixed housing.

These are the aspirations and promises of the Good Friday Agreement. It is an internationally binding agreement, it has the overwhelming support of people on the whole island of Ireland. It stresses the vital importance of full human rights including social and cultural rights. The Good Friday Agreement endorses initiatives such as I have outlined. It highlights the role of education for mutual understanding, of tolerance, of parity of esteem, of language and symbols. Parity of esteem and mutual understanding are key factors. Peace can only be built on tolerance and not on the vindication of one's own rights to the exclusion of the rights of the other. It is a huge challenge and the road is rocky. As we steer the course in peace education we are going to face many difficulties. Seamus Mallon, Northern Ireland's Deputy First Minister said on the programme referred to in my introduction that "peace is the only goal worth living for". John Hume, peace worker for 30 years, and architect of the Good Friday Agreement said on winning the Nobel Peace Prize that he was grateful to be nominated for the award but that the real Prize is Peace. Let us as peace educators continue to work for that Prize, the Prize of Peace.

The Conceptual Background of the Citizenship Education in Ukraine

The reform of the national educational system is seen in Ukraine as the crucial element of democratisation and the progress of the country and its citizens. One of the main aspects of this reform is the introduction of the new programme of citizenship education. In this paper the author presents the conceptual background as well as some major features of the Ukrainian citizenship education curriculum. In addition to that, some major aspects of the work of the Ukrainian Innovational Center for Humanitarian Education have been outlined.

The conceptual background of the citizenship education in Ukraine was developed in the organic educational documents such as: The State National Programme: Education in the XXI century, The Concept of the National System of Education, The Concept of the General Comprehensive Secondary School of Ukraine.

One of the main strategic tasks of the Ukrainian educational reform is the renewal and organisation of the national system of education as the important institution of formation of the citizens of democratic independent Ukraine as the well educated, creative and highly moral personalities. According to the main educational document "The State National Programme: Education in the XXI century", it is necessary to provide the priority of the development of personality and to transmit the whole complex of social, cultural, spiritual and moral values and knowledge of the national and world heritage.

The school must develop in the personality qualities such as social activity, responsibility, respect for human rights and for other cultures, and prepare young people for the role of citizens of democratic open society that implies the integration of the individual into the political framework and the participation in the institutions of law.

We understand the meaning of citizenship as the emotional, psychological and social complex. From the state's point of view citizenship is defined as loyalty, faithfulness to the nation, national idea, national values and traditions, participation and service for the benefit of society. From the individual point of view citizenship includes moral principles, freedom, independence, political control over the authorities, respect for the rights and cultural identity.

The Ukrainian schools fulfil these tasks through the content of education, that is through the system of knowledge included into the educational courses, programmes, plans, curricula, textbooks, teaching aids etc.

To provide the unity of the aims of the society and the state, two components, the national (basic) and school's (regional or local), are included in the content of compulsory and high secondary education.

With the aim to create the holistic vision of the world the complex of knowledge covers the following areas:

- cultural: knowledge about the world, national and folk culture, mythology, folklore, the history of religion, art, the history of science and technology, the history of philosophy;
- knowledge about ethnographic, ethnological and ecological aspects of life of Ukrainian people;
- economical: the main economical laws and principles of the free market;
- social: the knowledge of the history and the theory of the social development and progress;
- anthropological: the knowledge about the man, his psychology, his nature and development, morality etc.

According to the conceptual background of citizenship education the content of this education includes the following aspects:

- philosophical (the value orientations of the citizens - human values, Ukrainian national values, the values of the Christian religion);
- cultural (the culture as the highest value of the Ukrainian nation, the multicultural context of Ukrainian state, the understanding of intercultural development etc.);
- political (the definition and notion of democracy, the function and the role of politics in the society, the state as political institution, civil society and its institutions, the participation of citizens in political life, the world and the European Union, human rights, the creation of democratic state in Ukraine etc.);
- legal (the knowledge about the law and its role in the society, the constitutional law as the base for the formation of legal culture of the citizen, the citizens and the institutions of administrative power, civil law as the base of social and economical relations, labor law and its meaning for labor relations, criminal responsibility of the citizen, the essentials of the international law etc.);
- economic (the citizen and the economy, the organisation of economic life in the society, the relations in the free market, business and commerce, the financial system of Ukraine, the social and economic aspects of the ecological problem, the progress and the ecological security, etc.).

The content of this knowledge is included in different subjects, disciplines and activities of formal and informal education.

There are no special separate disciplines such as "Social studies", "Civics", "Citizenship education" which have their own identity within the school or higher education curriculum in Ukraine.

In the national curriculum for compulsory education there are subjects such as: for the primary school - "Native land" or "The man and the world" - one hour a week for grades 1-5; for the secondary school - "The man and the society" - one hour a week for 9th grade; Law education - 2 hours a week for 11th grade.

Last year different subjects for extra-curricular activities were developed. Many schools included them as additional disciplines into the school component. They are: "The world and the man" for 8th and 9th grades; "The world of contemporary man" for 9th and

10th grades; "Human rights" for 9th grade; "The background of politology" for high secondary school. The course "The Constitution of Ukraine" has been prepared with modifications for all educational institutions.

Furthermore, we should mention the cross-curriculum teaching because of the contribution of different subjects providing such kind of knowledge. The aspects of social and civic education are included into the "History of Ukraine" and the "World history". Citizenship education in Ukraine is provided not only through the content of different courses and subjects but also through the whole educational complex which includes out-of-school programmes, informal education, community education and mass-media.

The Ukrainian Innovational Center for Humanitarian Education is one of the institutions which is working out the materials and textbooks for civic and citizenship education.

The main tasks of the Center include:

- taking part in working out of national education programme and of the implementation of the programme "Education in Ukraine XXI century" and "Law of education";
- working out and preparation of recommendations and suggestions for improvement of the system and content of humanitarian education based on comparative analysis of world pedagogical experience;
- promotion of the implementation of experimental curriculum, programmes and textbooks;
- scientific, methodological, consultative and informative help to educational institutions (esp. to educational institutions of new type);
- taking part in working out and implementing bilateral and multilateral projects on development of education;
- organisation and conduct of conferences and seminars, competitions and trainings on problems of humanitarian education;
- collection, systematization and reference of pedagogical information from world's pedagogical experience.

Considerable attention is paid by the Center to analysis and working out the problems of reformation of content of citizenship education in the contemporary world theory and practice; to identification of the conceptual backgrounds of citizenship education and the prospects of the development in Ukraine; and to ways of renewal of the content of citizenship education and its place in the curriculum.

Citizenship Education: A Problem-Based Approach

The paper is drawn from practical work which has been carried out in schools in the Rostov region of Russia, under a four-year British Know How Fund partnership between the Citizenship Foundation (London) and the Centre for Civic and Legal Education (Rostov-on-Don). The paper looks at some of the particular difficulties faced by a teacher of civic education in an emerging democracy, many of which arise from conditions which are external to the classroom, but are inherent to societies in transition from an authoritarian system.

Specifically, the paper examines the question of establishing certain amount of trust within a society which does not appear to warrant that trust. The author suggests that such objective difficulties within (emerging) societies should not only be addressed within the classroom in order to assist the development of trust, but also that they can serve a useful educational purpose in terms of the development of certain critical skills and attitudes, and in pointing up the highly complex nature and requirements of a truly democratic society. She looks, in outline, at a methodology which makes use of such problem cases, and which has formed the basis of the work done in the Rostov region under this project.

Personal reflections

Two images from the Russian 1992 elections left a lasting impression. Both seemed at the time to sum up the general sense of confusion and the almost arbitrary nature of the way in which choices appeared to be being made - at least to a fresh young Westerner. The first image came from a documentary film that asked people in the street for which party they intended to vote. It carried an interview with an elderly woman who responded to the interviewer's question with one of her own: 'how on earth are we supposed to know who to vote for?'. Given the stream of party political broadcasts which filled the airwaves every evening, it was easy to sympathise. However the woman was genuinely perplexed, and the implication behind her remark seemed to be not just that the situation was utterly confusing, but that people had not been *told* for which party to vote.

The second image was a photograph in the press after election day, which showed a group of people sitting round a large table at the polling booths, poring over ballot papers, assisting, consulting and advising one another. It left the impression that this group of people, at least, not only did not *require* secrecy, but actually required the overt support of friends and colleagues in the choices they were making.

Both images were very far from my own experience of democracy, and served as a strong reminder of the psychological and behavioural changes which needed to accompany those being implemented at the political and economic levels.

Russian attitudes

The images probably only remained with me because they accorded with pre-conceived stereotypes of the Russian people. Nevertheless, they *did* accord, and there were countless other examples which one could have selected - like the deep cynicism, the mistrust of those in authority and of all official structures, the fatigue, the sense of disillusion, the resignation - and so on. One sees them to this day, with increasing frequency; and one is constantly aware of the threat that they pose to the developing democratic culture in Russia¹.

In our work with schools in Russia, we have worked from the position that these attitudes should be central to the educational debate, and that they need to be identified and traced. There are perfectly compelling objective causes behind the 'stereotypical' behaviour, which cannot necessarily be removed (or at least not immediately) but which will affect the educational model that we choose to adopt. Let us list those that have seemed to us to be most relevant to the educational debate.

- little (or no) genuine respect for the law
- no respect for politicians/those in authority
- no expectations from them
- no sense of being 'represented'
- no sense of politicians being 'accountable'
- no sense of 'power'
- general cynicism
- mistrust of anyone who appears to thrive under the system
- mistrustful of the system as a whole
- disillusion with 'democracy'
- a lack of interest in politics
- antagonism towards those with a different point of view
- uncompromising in their attitudes
- a resigned sense of continued difficulties

The last three points deserve an additional comment, since they point up what seems, at first, to be a slightly contradictory position within people's attitudes. Despite the deep cynicism, the proclaimed mistrust of *all* politicians, and the sense of confusion in many people's minds - quite justifiably - the enmity between those supporting opposing camps during the election campaign was strikingly evident. That suggested a grain of certainty - at least many people seemed to know what was *wrong*. And indeed - those proposing different solutions were not only dismissed as wrong intellectually, they were wrong morally; anyone who was not with us, was against us - almost at a personal level.

I read another sub-text into these attitudes. It seemed that a touch of the Russian idealism had remained within the deep cynicism: yes - they were none of them to be trusted, but at the same time the *platforms* upon which they stood were right, or wrong, with a

¹ In actual fact, these sentiments are not so very alien to the current situation in Western democracies - except perhaps in degree. Indeed - it was the perception of such attitudes among young people in Great Britain which led to the establishment of the Citizenship Foundation, and which has motivated most of the work which we have done in the UK, and which then led on to the sharing of our materials with teachers in countries of the former Soviet blok.

surprising degree of conviction. It was almost as if there was not only one 'right' way of moving the country out of the economic crisis, but also only one way of democratising the country; and if that way was missed, then the uncompromising attitudes towards opposing positions appeared to lead to disillusion and resignation.

It seemed to me that these various elements - the mistrust, cynicism and the belief in a final solution, rather than in the *process* of democracy were perhaps the most formidable obstacles in the creation of a genuine civic culture. The mistrust and cynicism were entirely explicable, and probably to a large extent justified. But they still needed to be addressed. The idealist perception of democracy seemed less secure - although equally embedded in the culture.

The task for schools

By looking at some of the reasons behind these 'undemocratic' attitudes, we can identify three separate tasks that present a particular problem for the teacher of civic education in Russia.

The first problem lies in the historical tradition, and in the difficulty, for example, of establishing trust within a country where people have become accustomed to mistrust. Young people pick up their attitudes to a large extent from parents and teachers; and neither of the latter have had much reason to trust the system under which they have grown up. Such an analysis applies equally to other of the attitudes mentioned above, and also to a number of skills and aptitudes which are essential to an effectively functioning democratic society, and which schools will therefore need to address. For example, there may be a need to look at decision-making skills, or at attitudes towards representation and accountability.

The second problem stems from existing objective causes in society which explain these attitudes more effectively than mere historical tradition does, and which also help to highlight the enormity of the task facing schools. The fact that many found it difficult, for example, to choose between the different candidates was not only a reflection of certain behavioural *habits*, which could perhaps be altered once identified, or once people had acquired the relevant skills; it was in many ways a wholly natural response to the given political situation.

To take an example, there is no doubt that in 1992 (if not today) the situation *was* extremely confusing, even to those accustomed to the process of elections. For me, personally, the mere certainty with which the politicians proclaimed their own solution - each of them quite inconsistent with the others - and at a time when the unpredictability of the political situation seemed to be the only certainty - seemed to be enough for *anyone* to require the support of friends and colleagues in assessing the different choices!

One easily lost one's sense of perspective. The risks appeared so great, and at the same time, there seemed to be little to choose between the individuals in any of the parties. Could it, in any case, be of much consequence, in a country as large as this, for which candidate any *individual* decided to cast his vote? Had *any* of the candidates shown that they deserved the trust of the electorate? If it was hard to know whom - if anyone - to believe, then how *could* one know for whom to vote?

This problem takes us on to the third difficulty for teachers of civic education. We have mentioned that some of the attitudes listed may be a result of habit, and some may be a natural response to the current state of society. However, if we are putting our faith in schools to educate the next generation to be democratically behaving citizens, then we need to realise that it may not be sufficient to educate them simply to respond to current circumstances, since the circumstances may be such that it is extremely difficult to respond to them in an effective and *democratic* way. It may also fall to teachers to enable the next generations to act in order to *alter* current circumstances – for which students will require a vast armoury of skills and attitudes that were not required under the former political regime.

Let us look at some of the ways in which teachers currently deal with these questions, before moving on to a model that we have applied in the Rostov region.

Russian models of civic education

Lessons of civic education, like most lessons in Russian schools, tend to concentrate on structures, and on giving students knowledge about these structures. The task of such lessons is seen as being one of familiarising students with the process of government, the constitution, the laws of the land, the international documents on human rights - and so on.

When it comes to education for human rights, most teachers tend to begin with the international documents on human rights: familiarisation with these documents is seen as an essential *first* step in education for human rights; and for many - if not most - teachers, it is seen as sufficient in itself.

This knowledge-based approach is coupled with legalistic and formal moral exhortations to behave well and according to the law. People *ought* to obey the law; and little attention tends to be given to cases where the law might be seen to be inadequate, or simply to cases where people do not, in actual fact, obey certain laws.

This is of course a generalisation, and is far from true of all schools. Nevertheless, it has seemed to be widespread enough to be taken as an ‘official’ model of civic education.

A further approach, increasingly popular, also deserves mention. Child-centred and interactive methods of teaching are becoming more widespread in Russian schools, and tend to be combined with the approach outlined above. Most commonly, we have observed the use of drama and role-play as a means of introducing a theme, or simply of interesting and diverting students. Coupled with this approach, a strong emphasis is often given to bringing out positive moral qualities in children: for example, by encouraging them to speak about their feelings, to describe those they love or value, or to explain why qualities such as friendship, kindness and charity are important to them.

One more observation is worth making, although it may again be seen as an excessive generalisation. Many of the cases which are either played out dramatically or discussed in class are fictional, and often even science fictional. There seems to be a reluctance to take on issues which are controversial or topical in today’s Russia. Such issues are, as a rule, approached indirectly, through the use of metaphors.

A British model

In our work in the UK, we have developed a problem-based model of civic education, which gives more attention to the development of democratic attitudes and skills than to building a knowledge of democratic structures. The course which we have designed for primary school pupils offers no information at all about the elements of democratic society, but looks instead at a number of *concepts* fundamental to the structure of such a society - for example, at power and authority, at rules and laws, at rights and responsibilities, and at the concepts of fairness and justice. Children are encouraged to discuss, develop and explore these concepts by means of cases close to their own understanding, most of which are presented in the form of short stories, and all of which illustrate everyday moral dilemmas connected to the understanding of these concepts.

The other courses that we have developed, for secondary school pupils, have been law-based in content. They have attempted to explore the role of laws in a democratic society, to explain and illustrate the reasons behind certain specific laws, and to enable young people to assess and evaluate such laws, in a moral sense. By this means, the courses attempt to develop attitudes of respect towards the law, and a deeper understanding of its many different aspects.

Some other points which are fundamental to the approach we have taken are worth drawing out:

1. The use of discussion is of paramount importance. Students are constantly encouraged to talk through issues in small groups, and also as a whole class. By this means, it is hoped that they will not only develop important skills of communication, but also that they will come to see the complexities of most of the issues and concepts which are relevant to the effective working of democratic society. By listening to different opinions, airing their own views and exploring in cooperation with others controversial or problematic cases, students become aware of, and thereby more tolerant towards, different ways of looking at a given issue.
2. The use of moral dilemmas both as an intellectual stimulant and source of interest, and as a means to developing a deeper understanding of complex moral concepts is central.
3. The cases used as a basis of discussion are, as far as possible, real cases – or at least when they are fictional, they describe cases which *could* happen in the real world. We have tried to select cases which are either of direct relevance to students, or where students can immediately see their significance – for example, we might look at cases of young people breaking the law, or at friends breaking a trust, or at the reasons behind school rules.
4. At the level of content, we have tended to concentrate on the *difficulties* involved in certain moral decisions – for example, the difficulty of obeying an unjust law, or the tension between the needs of one's immediate family and those of society. This may appear to some to involve an over-emphasis on negative aspects, and a neglect of the positive. However, we have felt it important to illustrate the positive aspects of different moral qualities less through direct discussion of their virtues, and more through illustration and realisation. For that reason, we have constantly emphasised the need for teachers to create a positive moral atmosphere in the classroom of respect, trust, kindness, fairness, truthfulness, and so on. Children by this means come to value such qualities *in themselves*, rather than because they are being instructed to do so by adults who do not necessarily observe them in practice.

This last point has been something to which we have devoted a great deal of attention in training workshops for teachers – not only with teachers responsible for lessons of civic education, but also, in as far as it has been possible, in work with other teachers and with members of the school administration. It has seemed to us very important for schools to work on establishing a democratic ethos within their school walls – both because of the difficulty of pointing to positive examples outside the school, and also because we have felt the current school culture (in general) to be extremely undemocratic, and a counter-influence on the work that is being done by teachers of civic education. We shall return to the question of school ethos at the end of this paper.

Establishing trust

It has been interesting - although probably not surprising - to see that the general patterns of thought and behaviour, observable at a national level, and outlined at the beginning, have been so easily identifiable at a school level, in the classrooms. One can begin to appreciate and understand both how and why many of these attitudes seem likely to repeat themselves in the future.

For that reason, we have seen the main task for teachers of civic education, as one of slowing or, ideally, putting a stop to this process of regeneration. Students' attitudes towards democracy and the political system are in general no less cynical than those of their educators; and educators need, somehow, to engender more trust in the new system than they themselves possess. Yet the system does not lend them any assistance.

And this, it seems to me, is the dilemma at the heart of the issue, which confronts teachers and educators at every turn. The problem essentially consists in how one can begin to develop the two elements which are arguably most fundamental to democratic society - those of trust and respect; when very little within society appears to deserve either trust or respect.

Let us look at some concrete examples. How, for example, does one begin to cultivate a *legal culture*, where people have faith in the legal system, feel that it is working for the good of society and believe it to be fundamentally *just* - when that legal system has in fact done little to indicate that it is worthy of those sentiments? Or how, again, does one persuade young people that they have obligations to society - when society has apparently done nothing to help them or those that they know? Why should people give their *trust* to their democratically elected representatives - when those representatives appear only to act in their own self-interest? Why, perhaps most importantly of all, should young people be persuaded to follow *moral* principles at all, rather than principles of self-interest, when those that follow the latter are those that appear to thrive under the current system?

These questions are extremely difficult to answer, as teachers themselves well know, and it is tempting to avoid them altogether and to concentrate on less controversial, factual issues. We have taken the view that this constitutes an inadequate approach to the problems existing in Russian society today.

Such a knowledge-based approach tends to be uninteresting for the majority of students - and therefore often counter-productive - and it is also very ineffective in developing the necessary skills and attitudes which, we believe, is where attention needs to be directed.

After all - students may be able to recite all the laws of the land, and all the human rights described in international conventions, but unless we are able to engender some feelings of *respect* towards these laws, then people will continue to disobey them where it is in their own self-interest, and where they feel they are able to get away with it. Such is the case in every country of the world; and is as true of the 'laws' outlined in human rights declarations as it is of laws created by national governments.

Developing a legal culture

The law-based approach which we have used has seemed useful in the UK both because it has avoided the political issues which are frequently difficult to explore in the classroom, but also because it has provided a rich base on which to discuss most of the issues relevant to democratic society. To illustrate this point, let us look at the aims that we have set ourselves in trying to establish a *legal culture* and the multi-directional approach which we have felt these aims demand.

What do we want students to know about the law and the legal process and how do we want them to relate to them?

- The connection between *laws* and *rights* needs to be made explicit.
- People have to recognise that laws *can* serve the individual - and that they are therefore something intrinsically worthy of respect;
- People have to recognise that some laws already do serve the individual - and therefore that they can have some degree of trust in the authorities who made those laws;
- The complicated nature of laws in a society needs to be highlighted: laws have to balance the needs of some members of society against those of others. There will always be a play-off of rights (which should be brought out);
- We need to show the long-term benefits of cultivating a *legal culture* in a country (absence of chaos is one of them);
- We need to show what is required to cultivate such a culture, and what it *entails*. One of the most important components is the absence of *fear*, and the presence of *trust* between members of society;
- Another essential element of a democratic, law-based society is a sense of *ownership* of the law. Individuals need to feel that laws serve their own purposes, as well as those of society as a whole - but they also need to feel that to some extent, they are *responsible* for the quality of the laws in their society;
- Where certain laws do not appear to live up to the standards required, people need to feel that they *can* act to alter this state of affairs, and in certain cases, that they *ought* so to act;

- Individuals need to be able to assess objectively the value of different laws, and to weigh up their usefulness and their intrinsic value;
- For that, they need a sense of how laws are drafted and passed, and at which stages it is possible to have any influence on this process;
- The courts must be felt to be a fair and effective remedy against injustice, and individuals must feel that they are there to be used - as a last resort - by anyone. People need *knowledge* of how the legal process works, and the *ability* to use it for their own benefit;
- Ultimately, there should be some sense of responsibility for the law-makers themselves, who, in the last resort, are accountable to the individuals who make up society. Individuals need to appreciate this - and that means having a clear perception and understanding of democratic structures, the democratic process and a democratic culture.

Applying the model

An exercise which appears in our materials for key Stage 4 pupils, and which we often use in training workshops for teachers, looks at a number of misdemeanours in school life - for example, a child takes paper from the stationary cupboard, another fails to return felt tip pens which had been borrowed, a teacher consistently picks on a pupil, malicious gossip centres around a child etc. Students are asked to consider whether, as an outsider not directly involved in the case, they would take any action for each of the examples, and what the appropriate courses of action might be.

One of the cases provokes particularly interesting discussion in workshops for teachers. It looks at the case of a child who notices a friend cheating in a physics exam. We ask teachers to consider the following questions:

1. Would you do anything about it if you were a) the friend?
b) the teacher?
2. Why, or why not?

Teachers invariably decide that they would do nothing in case a), and almost invariably giggle, and confess that they would mostly do nothing in case b). When asked to give their reasons, the following answers are typical:

- It's not good to tell on a friend
- Someone might do the same to you
- It will be worse for him (the cheater) in the end
- It's none of my business
- Everyone does it
- If someone can cheat successfully, that shows more initiative than simply being able to reproduce text book answers

This case provides an excellent illustration of the three problems that were outlined in Section 2. Firstly, there is indeed a culture of cheating in schools, one which can almost be classed a habit, and another tradition of regarding telling tales as a far worse crime. Secondly, as the Russian teachers themselves showed, there are a number of good reasons why cheating is not regarded as something ‘wrong’ to the extent that it seems to be in Western democracies: for one thing, the system itself is flawed if many of them regard it as showing more intelligence to deceive it than to submit to it. And thirdly, that even if these ‘good’ reasons for allowing cheating exist at the moment, it may be that teachers are faced with the additional task of overriding them for the long term goal of building a society where they do not exist.

Bringing these issues out into the open helps to bring to light the contradictions contained within the attitudes to cheating, and thus helps both teachers and students to find some means of resolving an issue which has so far been kept out of sight.

‘Glasnost’

Many teachers with whom we have worked have said that they are unwilling to raise the question of cheating with their students, or more generally, of whether there might be instances in which breaking the law is the ‘right’ thing to do. They fear that this would undermine the whole system, and students would come to believe that there was no reason to obey any laws. We have felt that it is essential to look at precisely the cases which are problematic, since children will anyway always see inconsistencies within the system or within people’s attitudes, and it can only help to bring these to light and to address them directly.

Indeed, a failure to address such unofficial *norms*, while continuing to preach official ones, is bound to lead to cynicism and a feeling of detachment, and this is counter-productive to the aims of the teacher of civic education. There is, in addition, a strong psychological force at play here: so long as students *feel* that their being made to observe such norms is just another law, imposed from above, and against their immediate interests, they will be likely to want to assert their independence, and to break these norms for the sake of it. This desire will be compounded when, as in this case, young people can see the extent to which the universal law *to obey the law* – is disregarded by most adults.

Nevertheless, there is of course a risk involved in opening up such questions for discussion. Ultimately, one has to be able to *trust* children to recognise and respect the virtues which we, the teachers, are preaching – and that too requires a leap of faith. But it is precisely that leap of faith that provides the basis for an effectively functioning democracy, and without it, the system cannot survive and could not exist.

Concluding remarks

Our main task as teachers of civic education, as we see it, has two main aspects. On the one hand we need to make children aware of the tensions and difficulties which exist within any society, and to give them the skills to resolve these tensions. On the other hand, we need to enable them to *value* the consequences of, or reasons for, behaving well, and by this means to stimulate their interest and desire to work towards a fairer and more just society.

It seems to us clear that for the second of these tasks, it is imperative that we provide students with concrete examples that they themselves are able to perceive, of those moral virtues which we are preaching, and which may otherwise seem to them too distant. And conversely, we need to aim to remove those examples of 'bad' practice where we have the influence to do so, and which would otherwise send a conflicting message to students. If we cannot do this within society, or not at once, then we should aim to do it within school. If teachers do not appear to practise what they preach, their preaching can result in cynicism and rebellion.

Extra-Curricular Activities as an Instrument of Promoting Peace, Tolerance and Human Rights

Since the beginning of the nineties, a number of Russian governmental and non-governmental organisations have shown a great interest in civic education. Although the scope and methods of their work might be different, they all seem to have a common goal – to strengthen the process of democratisation at all levels of Russian society. Since its foundation in 1996, Russian Association for Civic Education focused its main activities on helping the teachers. This paper brings a survey of the Association's work in Russian schools, with a particular emphasis on extracurricular activities as an instrument in promoting basic democratic values.

The decline and fall of the totalitarian regimes in the USSR and in some countries of Eastern Europe profoundly and quickly changed all of the social and political structures of Russia.

The only thing we can do today is to develop a new type of school in an effort to change the mentality of Russians, instead of putting the old mentality and ideological stereotypes into the minds of students. Before Russian education stands an eternal issue, now more serious than it has ever been: to lay within a very short period of time certain philosophical and pedagogical foundations for educating a new individual, a new personality who will be free, responsible and active in building one's own life on the base of absolute values, and capable to link his life to his nation and to the whole world.

It goes without saying that such a person will have to know much not only about himself and the world but will also have to desire and deeply understand the world culture of communication and business activity.

A lot of public and non-governmental organisations have shown interest in civic education and particularly in the issues of human rights. These organisations are mainly concerned with teachers in secondary schools, teachers of institutes and anyone else interested.

It is quite obvious that this is not enough. That is why so long ago teachers interested in civic education in Russia created the Association to promote civic education. The goal of this Association is not only to unite all the interested parties, but also to promote the ideas of civic education at all levels of state power, to create textbooks and curricula, to conduct seminars, to carry out experiments, to involve the mass media and to create the basis for an information service for teachers.

The organisation which I represent, the Russian Association for Civic Education, was founded two years ago. Now it has more than 3,000 members. We have branches in different

parts of Russia: in the centre, in the Volga, Ural and Siberia regions. Our members are teachers, scientists, specialists in pedagogical science, some politicians and journalists.

Of course, the main task of our Association is to help our teachers. We publish a special supplement to the Teacher's newspaper. I want to say that the Teacher's newspaper established our Association and that it is not only a newspaper. This organ has initiated a number of different things for our teachers, for example, a national competition for teacher of the year, which is open now, today. This supplement is published every week. It is a civic supplement. We publish materials from different sources, from textbooks, from politicians and pedagogical teachers, as well as materials and pieces of information from different countries.

Another activity of our Association is organising conferences, training schools and seminars for teachers. I have heard many interesting things at this Conference and I hope that most of you will have the opportunity to write to Russia so that we can exchange our experience on these issues in our newspaper.

The most popular activity of our organisation is Russian Civics Olympics for school students. Every year we announce the competition, which consists of two parts. First is postal. We suggest some questions in human rights, basics of democracy, structures of parliament, government, history of democratic development and so on. Then a special committee selects the best answers in three age groups: 5 in 11-13, 5 in 13-15, 5 in 15-17. Finally we invite our correspondents to participate in oral round of the competition, which we hold in Moscow in the beginning of May. Last year more than 2000 Russian students took part in our Olympics. The second activity of our Association which I want to say a few words about is the competition in writings, essays, pictures, and posters entitled "I have a right". I would like to show you a small edition of the best works of the winners in this year's competition. We suppose that these forms of activities promote student's thinking about their rights and responsibilities in the difficult situation of our country.

Civic education at school - some practical aspects

Since the activity in the field of civic education is just starting a lot of schools are trying to devise their own methods of teaching within the framework of the curriculum and beyond it. It is interesting therefore to look at the experience of Moscow school 199. In 1990 the Moscow secondary school 199 joined the UNESCO Associated Schools Project. This project enables pupils to develop as individuals by participating in the work of various clubs, and by attending scientific institutes, hospitals, child welfare centres, the republican library for children and various sports sections.

It is now recognised all over the world that ecological problems should be solved by united efforts. Senior pupils participate in the Russian-American project "A Person in a Big City" working on the subject "The Garbage Can of My Family". They conduct their creative work independently and maintain contact with US high school students by means of telecommunications. The work on the project was organised in stages.

The first stage included an experiment in the analysis of the content of the waste bin. At all stages of the process the pupils were systematically exchanging information with their American partners using a computer. Moreover, they had several live conferences where they

could hear and see each other on the monitor. Three studies on their findings were published: "The Influence of the Waste on People's Lives", "The Problem of Garbage Utilisation" and "The Landfill Process". In the course of the work the school children contacted the relevant organisations and read a great deal of literature on the subject. While working on the project school children had a chance to try their hand at research, to brush up their English, to learn to operate a computer, etc. The School found several partner countries for the study of culture, national heritage and historical and architectural sights.

Furthermore, different school studios and hobby groups work on interesting new projects. For example, the literature studio took up the theme: "The Influence of Christianity on the Development of the Individual's Spiritual World", the folklore group looks at "General Traditions in the Folk Culture of the Peoples of the Russian North and in the Finnish Culture", the ecology club deals with the subject "The Influence of Industry on Soil, Water, and Air" etc.

Five years ago the school introduced a new subject "The State and Human Rights", which has become very popular. That was the time when there was practically no information about human rights in Russia. Neither students nor their teachers knew anything about the Universal Declaration of Human Rights, or the Convention on the Rights of the Child. Nevertheless, they used the extensive experience of their foreign colleagues. The Humanities Department on Human Rights and International Co-operation of the Ministry of Foreign Affairs of Russia co-ordinated this project. It was upon the recommendation of this department that the participants of the project created "The ABC of Children's Rights", that was published last year. Besides working on publications, they also conduct lessons on subjects related to human rights.

The project has assembled a group of senior secondary school students headed by a young history teacher. Every student investigates a certain aspect of human rights, for instance "A right to education and its implementation in this country", "The rights of disabled children and their protection", "Freedom of expression in the arts", etc. The students of their group correspond with a humanitarian high school in Calmer, Sweden.

Another direction of work are classes for primary school students where senior students act as teachers on the basis of their research results. They have already elaborated six lessons on different subjects based on human rights. The first lesson takes place annually on the 10th of December - International Human Rights Day. The theme of the lesson is "What do I mean in this world?". The aims of the lesson are as follows:

- to explain the basic notions such as human rights, the Universal Declaration of Human Rights, the Convention on the Rights of the Child, The United Nations - a house of friendly neighbours;
- to demonstrate that there are special texts that set forth the standards of human rights and emphasise respect for all human beings;
- to demonstrate what can be done to implement human rights in the class.

The preparatory stage includes the following:

- in the classroom the students get an assignment: "Write a letter to your foreign friend about yourself" and they have to illustrate their ideas by drawing. At the lesson the children draw the pictures of the world that surrounds them: their house, family, pets, nature;
- the school psychologist helps to analyse the pictures, the character and the mood of the author.

The lesson is divided into three parts:

1. What is it to be a human being in this world.
2. The Universal Declaration of Human Rights regulates the relations of people in society, the state and world-wide. Historical background is presented.
3. How can we ensure that human rights are observed at school, in class and at home.

The lesson starts with the demonstration of the drawings that are analysed by the senior students. The main idea here is to stress that all these drawings were made by different people who nevertheless have something in common. Each of them is a unique personality. Each deserves respect, though they express themselves in different ways.

There are billions of people in the world and all of them differ from one another. Yet each of them is unique, a creation of Nature. That is why everyone should be treated with respect. The grown-ups have waged a lot of wars. During the lesson the children are told about the terrible losses and horrors of the World War Two. That is why the United Nations, a house of good neighbours, were created in 1948. Then it is explained what that Organisation is and what it does, which documents it adopted - international laws that set out the rules for the people in the world. Pupils are looking for answers to questions such as: What rights should people enjoy? What do people need for a normal life?

Not only grown-ups have rights. Children have rights too. Their rights are set forth in the document "The Convention on the Rights of the Child". However very few people in the world know about them and very often the rights of children are abused. This is followed by discussion on breaching the rights. The question is asked whether there are any children in the class whose rights were breached. Did they feel upset? Then the children participate in a game "The tree of wishes". On specially prepared sheets of paper that are made in the form of a leaf the children write their wishes; then these are fixed on the tree which was drawn earlier. The wishes should be connected with children's rights. When the wish is fulfilled the child takes the leaf off the tree. The children are asked what they think should be done for their wish to come true. Then they play a game that is called a secret friend. How should we make friends? What if you have a sick or a weak person close to you? At the end they role-play a famous Russian fairy tale - the Magic Flower, in which a girl gives the last petal of the Magic Flower to a sick boy and he is cured. At the end the conclusions are drawn. What have we learned about human rights? Should everybody enjoy himself or herself and what is necessary for that?

Another interesting lesson refers to teachers' respect for other people's opinions. The aims of this lesson are:

1. To define the notion of freedom of expressing oneself and one's opinions

2. To show that there may exist different opinions on same questions
3. To develop a sense of tolerance and respect for other people's opinions.

The structure of the lesson is divided in two parts:

1. A discussion on a certain topic to show that many opinions may exist simultaneously
2. A discussion about how important is to listen to other opinions and to treat them with respect.

For example, the children offered the theory of the creation of the world as a starting point for discussion. They can express points of view of writers, scientists or their own and they can also invent fairy tales and stories.

Thus, they are shown that there are great many points of view on this question. Is it good or bad? What could happen if someone disagrees with another opinion? What is understood under the expression "freedom of expression of thoughts and ideas"? How do we find ways for peaceful discussion of problems? What qualities should people possess to discuss this problem?

At the end of the lesson students discuss why it was necessary to discuss this problem and what new things they have learned about each other during the lesson. Then they draw their conclusions.

Also, we discovered an absolutely ecological clean Island in the Indian Ocean. Of course, this is a utopian project of our students. They suggested that a ruling party on the island might be the party of greens, Greenpeace. But in the discussion students decided that it would be a totalitarian regime. Gradually the ecological research became a political, legal and social project.

Now the most popular project in school is an American-Russian project of comparing Russian and American Constitutions. Our students exchange their pieces of information via e-mail. Two years ago we had a conference with American partners: "What can young people do for Constitutional future of our countries". This year we plan to hold the second conference about issues of citizens in both states.

Civic Education as a Challenge for Democracy: Lithuanian Experience

Due to remainders of totalitarian heritage in the experience of educators, the introduction of civic education in school curricula of postcommunist countries is often followed by a number of problems. The author of this paper argues that a search for the way of transcending these obstacles should be a priority in preparing educational reforms in postcommunist countries. The reflection on parallels between the experience of Western democratic countries having a long tradition of civic education and the Lithuanian experience brings to surface a need to develop an alternative model of civic education that could overcome a fundamental incompatibility which appears while trying to foster both patriotism and democratic values.

The educators of post-communist countries are particularly interested in civic education. They share a common belief that civic education could help to overcome the heritage of the past and to reinforce the formation of democratic society. At least those Lithuanian educators who are framing educational reform in Lithuania are also sharing this creed.

However realization of this belief and implementation of 'democratic oriented' civics into the schools curricula faces not only practical but also theoretical problems.

Criticizing les philosophes of Enlightenment Marx has formulated the question: "Who will educate the educators?" The conviction in the omnipotence of the reason was one of the corner stones of the Enlightenment ideology. Therefore, les philosophes claimed the education of population according to the principles of their concept of reason to be the only way to reform the society and to build the modern state.

The question about the education of the educators could be put to the framers of Lithuanian educational reform (of course, it would be better if Lithuanian educators would ask this question themselves). What is the origin of the principles of educational reform, what are the sources of the ways of its realization? Regardless of their ideological orientations - whether the educators agree with Marx or not - they should discuss these questions, especially since the past at least of some of them is very closely related with totalitarian experience. The ways of transcending the heritage of totalitarian past in the personal experience of educators must be among the main topics discussed concerning the shaping of the educational reform.

The second problem is connected with the experience of Western democratic countries that have a comparatively long tradition of civic education. Despite Western origin of this second problem, it is closely related with the first one.

Twenty years ago the International Association for the Evaluation of Educational Achievement has investigated the situation of the civic education in ten countries: Germany, Italy, Netherlands, Finland, Sweden, USA, Israel and others. The accurate analysis of the civic education curricula of different countries has revealed the common topics which are taught in these countries. They are as follows¹ (4, 41-42):

- **cognitive content:**

1. Constitutional framework.
2. Meaning of concepts related to citizenship, such as patriotism, responsibilities, authority.
3. Historical development of the countries' political structure.
4. Governmental structure, organisation and institutions of different levels.
5. Political processes including elections, political parties and voting.
6. The legislative, executive, and judicial branches at different levels.
7. Foreign affairs and international organisations.
8. Economic issues.
9. Communication and mass media.
10. Social sciences.
11. Social nature of man.

- **affective content (beliefs):**

1. Understanding rights and obligations.
2. Support for the democratic way of life.
3. Appreciation of worlds' interdependence.
4. Respect for government and for national tradition without ethnocentrism.
5. Respect of diversity.

- **behavioral content (skills):**

1. Willingness to obey the law.
2. Participation in group decision-making by joining, leading, and voting in groups.
3. Practicing tolerance and showing respect for others.
4. Demonstrating logical and critical thinking ability in problem solving.

The goals and objectives of the general curriculum for the civic education which was elaborated by the framers of educational reform in Lithuania is very similar to this abstraction from the curricula of different countries that was made by the experts of the International Association for the Evaluation of Educational Achievement. It means that at least in abstract level of the general principles the efforts of Lithuanian educators were quite successful.

As the mentioned investigation of the International Association for the Evaluation of Educational Achievement demonstrates, the main difficulties lie not in the level of general principles, but in the level of their concrete realization.

¹ Torney, Judith V., A. Oppenheim, and R. Farnen, *Civic Education in Ten Countries: An Empirical Study*, New York: John Wiley and Stockholm: Alquist and Wiksell, 1975, p. 41-42.

As it was mentioned the general principles or the common picture of civic education were derived or reconstructed from the concrete curricula of different countries. The analysis of the experience of the concrete countries compels to think that the accomplishment of the reconstructed objectives is not so successful as it seems looking from the outside, i.e. from post-totalitarian viewpoint.

What kind of citizens do these countries bring up? The widely-held objective of producing loyal, informed, critical and actively participating democratic citizens was *not* successfully attained in any of the countries in this study. In some, there was a nationalistic pattern of strong support for the central government but below-average support for democratic values (for example, Israel, the United States); in others, there was strong support for democratic values, but below-average support for the central government (for example, the Federal Republic of Germany, the Netherlands); and there were other combinations of outcomes.²

It seems that the conclusion of the researchers of the International Association for the Evaluation of Educational Achievement is very important:

It may be that there is some inherent incompatibility in trying to foster both patriotism and such democratic values as freedom to criticize the government, equal rights for all citizens, tolerance of diversity, and freedom of mass media.³

The relationship between two educational strategies, one of them being fostering patriotism, and another one being fostering common democratic values, is expressed in Figure 1.

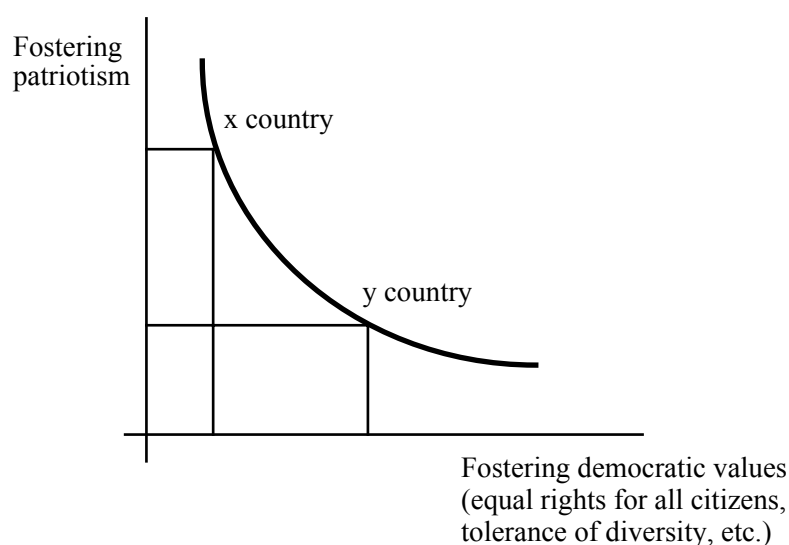


Figure 1. Model of interaction between fostering of democratic values and patriotism

² Torney, Judith V., A. Oppenheim, and R. Farnen, *Civic Education in Ten Countries: An Empirical Study*, New York: John Wiley and Stockholm: Alquist and Wiksell, 1975, p. 18.

³ Ibid.

It could be claimed that every country practicing civic education has its own particular place in the curve (Fig. 1). For example, country x is fostering patriotism at the expense of common democratic values, while country y, on the contrary, is fostering common democratic values at the expense of patriotism. This place in the curve or country's particular profile depends on the various factors, such as country's history, traditions, ideological stereotypes, political situation, historical and political consciousness and so on. The interplay of these factors could be the topic of a separate article.

In our case we are more interested in the critical evaluation of the way how Lithuanian educators are framing the civic education curriculum. It seems that the way of implementation of the civic education course into the secondary schools is particularly significant for the civic education itself.

In "The Principles of the Civic Society" (it is a title of a civic education course in Lithuanian secondary schools) the Lithuanian framers of the educational reform are sharing the common belief that harmonization of the fostering patriotism and common democratic values is possible. In the part "The Purpose of the Subject" they write:

Democracy /.../ is personal responsibility for the present and future of his/her community, nation, and mankind. /.../ Concurrently [the subject "Principles of the Civic Society"] must foster the love for his/her country, responsibility for his/her nation and state, the sense of national self-respect, resolution to work for the good of his/her fatherland.⁴

Of course, concrete interplay between fostering patriotism, from one side, and fostering common democratic values, from the other, or concrete profile (i.e. the place in the curve) of relationship between patriotism and common democratic values could be measured only after the implementation and some time of teaching civic education. However the experience of Western democratic countries in civic education could be a good challenge for the special discussion about the ways of implementation of different educational strategies that aimed to achieve the common goals of civic education.

Such open discussion based upon the principles of polylogue (versus monologue) could be considered as the next stage of the development of educational reform. The target of the first stage of the educational reform, especially in the field of social sciences and humanities, was the content of the subjects, and soon the Soviet textbooks were replaced by the national ones. Hence to a very broad extent we have preserved the natural course of development of our historical consciousness, and perhaps this course of events is quite natural for a post-communist country.

4 "Principles of the Civic Society", *General Curricula for Lithuanian Secondary School*, Vilnius: Publishing Centre of the Department of Education and Science, 1994 (in Lithuanian), p. 273.

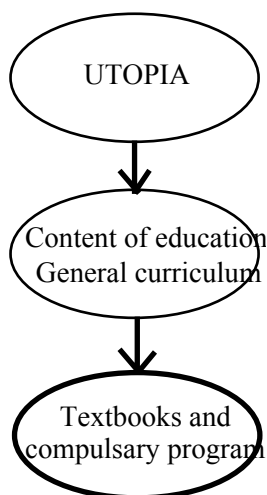


Figure 2. The utopian educational interpretation

But democracy starts with the critical reflection that is able to transform the utopian or modern (elaborated in Modernity) mode of thinking (Fig. 2) into the realistic or pragmatic one. Therefore the target of the next stage of the educational reform could be defined as the creation of educational framework that stimulates the liberation of the educators. In other words the main task is to establish such an educational framework which produces not only new textbooks, but also various individual curricula, alternative educational conceptions, and different approaches.

Such conditions are indispensable for the elaboration of the realistic concepts of civic education. The plurality of democratic, civic society requires a variety of civic education strategies. Moreover, at least two alternative approaches to civic education should be elaborated in the field of educational science. On the other hand, experience of Western democratic countries indicates interlinked but different ways of civic education (civic education as cross-curricula subject, civic education as special subject, and civic education as the democratization of the school organisation with the active participation of the students).

However, civic education could be interpreted in different ways, not only on organisational level. R.F. Farnen describes the civic education approach based upon internal schemata (structures) versus external factors (content and context). This approach deals with the "universals" and cross-cultural patterns of political thinking, not through conceptual or content categories, but rather through examination of cognitive types.⁵ One of the main sources of cognitive-based political science are developmental theories (e.g., those of Jean Piaget and Lawrence Kohlberg). The target of the cognitive approach is the development of the cognitive skills or schemata that articulates the mode of the perception of whole reality in general and political in particular.

⁵ See: Farnen, Russell E., "Cognitive Maps: the Implications of Internal Schemata (structures) Versus External Factors (content and context) for Cross-national Political Research", *State and Citizen: Studies on Political Socialization in Post-Communist Eastern Europe, Hungarian Studies on Political Socialization and Political Education*, Vol. 2., 1993, p. 212.

This model uses a political analysis approach to civic education by describing how teaching/learning environment (textbook, curricula, school organisation, etc.) interacts with the political culture and system in the process of problem solving from the level of self to international objects and relationships. The individual's cognitive processes and operations, moral and developmental stages, and relevant values, knowledge and behaviours also have impact on these decision-making processes.⁶

Cognitive approach criticizes both liberal empirical and sociological or ideological approaches that concentrate on the content of civic education (e.g., CIVITAS) and insists that problem solving, decision making, and active political participation are key elements for citizen roles in a democratic political system.

J. Ruesen also uses Kohlbergian theory to describe the development of historical consciousness (traditional, exemplary, critical, genetical types of historical consciousness).⁷

It seems that introduction of civic education must go hand in hand with the critical evaluation and examination of different approaches. This discourse would help the elaboration of alternative education strategies in the field of civic education and would assist framing the dynamic of the peculiar Lithuanian profile of the solution of a dilemma between fostering patriotism, from one side, and fostering common democratic values, from the other.

⁶ Ibid.

⁷ Ruesen, Joern, "The Development of Narrative Competence in Historical Learning - an Ontogenetical Hypothesis Concerning Moral Consciousness." The Manuscript of the Article.

Human Rights Science for a Democratic Consciousness¹

The paper gives a survey of a scientific approach to human rights developed by Ius Primi Viri and C.E.U. (Center for Human Evolution Studies). This approach is based on the universality of a genetic Self which is a center of all human potentials and which enables all human beings to put into practice basic human values. It is through education that every nation should promote the expression of these potentials from the earliest developmental phase of each individual. No state can expect from its citizens to respect highest democratic principles if it doesn't enable them previously to solve problems linked to the satisfaction of their basic personal and social needs. In dealing with these issues scientific instruments are to be used.

We wish to say first of all that the common goal of the different approaches to human rights education is to enable the human individual to develop a consciousness that takes dignity as the precursor of principles such as freedom, justice and socialisation. To achieve this goal a scientific method is indispensable, which gives dignity the value of unit of measurement of human behaviour at all levels of political and social interaction. In compliance with the above statement no violation is legitimate.

The scientific method we have elaborated is the outcome of a multidisciplinary integrated research programme developed over the last two decades. It is rooted in the universality of the genetic Self which, despite its differentiation, keeps drives that lead the human being towards the search for the affirmation of himself or herself through the empowerment (in his or her conscience) of principles that are linked to dignity, in the first place: liberty, justice, solidarity, co-operation. The deficient development of such values according to principles of universality alters the expression of the genetic Self, and causes conflicts inside the individuals which often degenerate in class, political and economic struggles at both national and international levels.

As a result, setting up appropriate programmes of human rights education is nothing but the beginning of a wider project of a world alphabetisation which does not only make justice to human dignity, but also enables peoples to free themselves from cultural inheritances, superiority/inferiority conditionings and discriminations of different kinds. Then, they will all be able to focus on a sole, great culture which certainly helps the development of human creativity: in its ethnic and cultural variety, it represents the true richness of humankind. This is the prerequisite of raising democratic consciousness and implementation of a worldwide democracy.

The Universal Declaration of Human Rights is the milestone of human political evolution. In fact, humanity, after experiencing various political systems, acknowledges that

¹ The presentation was based on the document prepared by A. Loretto and three other writers, M. Trimarchi (president of C.E.U and I.P.V.), L.L. Papeschi (co-president of I.P.V.) and A. Persegani Trimarchi (Department of Law Sciences and Human Rights, C.E.U.).

democracy is the political instrument by means of which the principles proclaimed in 1948 are to be implemented.

The heterogeneity which is the basis of political, economic and cultural conflicts strongly limits the achievement of such principles, in that each group believes that its own culture, in the broad sense of the term, represents its very identity and therefore it is impossible to change or renounce it. If this were true there would be no universal values and it would be impossible to implement a real cooperation in the respect for human rights between nations and citizens. That is to say there would be no individuals able to respect life in all its forms and to abolish, first of all in themselves, the mechanisms that compel people to discriminate against others and to feel superior. This is the reason why solidarity, cooperation and the evolution of mankind are hampered.

In the past, one thought that it was sufficient to share the concept of tolerance in order to solve conflicts among different races and classes. It is not yet understood that with the declaration of the universality of the human being it is not fair to legitimize those who proudly feel superior and think that they should “tolerate“, rather than “respect“, the others' diversity.

There is still a long way to go before it becomes widely understood that human universality is inherent in the genetic programme, where all person's potentials are held. As a result nations, through education, must promote the expression of these potentials from the earliest developmental phase of each individual, based on those principles which we all - by a natural right - recognize as “just“.

Contrary to the statement in Art. 1 of the Universal Declaration of Human Rights, the individual is not born endowed with reason and conscience, but rather he/she is potentially endowed with reason and conscience. The policies of states must consider this universal, sacred, absolute and inviolable principle. The *raison-d'être* for the existence of state organisations is in this obligation: they have the task to enable people to fully and concretely achieve that wonderful project that each and every human being has inside.

We also believe that nations, basically through education, have the responsibility to promote a culture which, in the respect for human genome, allows one to satisfy those drives, such as justice, respect, freedom and dignity which are common to all mankind. These are the fundamental values to be transmitted through education. As a consequence, we need to apply an educational methodology which is able to foster the discovery and subsequent “internalisation“ of such values, first of all from birth to the age of majority, in that this is the developmental period when human beings attain their capacity to understand.

The quality of the development of each individual's conscience depends on the quality of education. In this context the word “quality” has to be interpreted on the basis of scientific parameters for the definition of a teaching methodology that respects - at any school and university level - the potentials and universality of the genetic ego. Furthermore, such education should aim at developing in each individual the ability of criticism and self-criticism, so that they can decide what to become on the basis of harmonious co-existence.

For this purpose the United Nations have proclaimed the Decade for Human Rights Education (1995-2004). This Decade must absolutely not be the n-th of a series in which, in our opinion, the socio-political and cultural situation (mainly of the highly technological

countries) has been severely compromised. Juvenile delinquency, demotivation, social conflicts, addictions, and so forth, are all elements of a degeneration that can no longer be ignored. On the contrary, we must consider these present times as an emergency, first of all in the case of the young generations. As a consequence, we have to provide them with powerful stimuli, through education, that are able to motivate everyone to learn, to grow, to create and to live, with a gradual recovery of the dynamic equilibrium which is fit for the well-being of all.

If the Universal Declaration of Human Rights is truly universal, we can no longer accept the global existence of political and economic cultures which fundamentally contradict the values inherent in the Declaration. No nation can consider itself truly democratic if its citizens do not share such values.

These conceptual pre-requisites oblige all states to implement projects and concrete actions - as we have affirmed time and time again. Without these initiatives we will allow the negative and degenerative forces to destroy the values whose defense, protection and expression represent the best treatment for the world's evils and, at the same time, the substantial possibility to achieve democracy.

To do so, nations have to organise educational systems which are able to foster the expression of these values. Otherwise, we cannot pretend that citizens respect fundamental rights and freedoms. In fact, before he/she does not respect others, the individual often does not respect himself/herself, thus one of the tasks of the state is to protect citizens against the damage that they can cause to themselves.

Some may say this is utopian, but we are convinced that the evolution of human rights aims to create democratic citizens who are able to manage their lives within a system where each individual can co-operate with others and express his/her own freedom, individuality and creativeness. This is, in our opinion, a true democracy.

To achieve this we can no longer use empirical attempts. Thanks to scientific progress - in the fields of neurophysiology, psychology, anthropology and education - we have at our disposal tools which enable us to know a priori what response will be evoked by a certain item of information, what will be the outcome of a given educational methodology, what are the basic conditions which foster or compromise proper functioning of a nation. One cannot ask citizens to behave in compliance with the highest democratic principles and to express their freedom, dignity and spirituality, if one does not previously enable them to solve their problems linked to the satisfaction of their basic personal and social needs. The state, therefore, must use scientific instruments in order to start solving these issues. In the meantime it must provide an educational system which is able to let people develop, from the very beginning of their lives, the capacity to understand the respect for the values of democracy. This point is of fundamental importance for the goal of preventing deviant behaviours: in fact, knowing how the brain develops a behaviour enables us to verify from the early phases of a child's growth the information it has acquired from its environment. As a result, it is possible to single out and correct distortions that are occurring in its personality.

Therefore, a scientific pedagogy, which is able to respect the values expressed in the Universal Declaration of Human Rights, is needed. Human rights education cannot be a mere transfer of notions, rather it has to be a tool to push the individual towards developing that critical and self-critical skill which enables him/her to discriminate what is right and what is

wrong. When this skill is lacking, one tends to consider all that is pleasant and gratifying, neglecting the fact that what is pleasant is often a conditioning, useless or even dangerous element of one's individual growth. The state has, therefore, the responsibility to enable a person to develop that "reason" and that "consciousness" cited in the Art. 1 of the Universal Declaration of Human Rights.

The individual has to be respected from birth on, thus we have to understand the deepest meaning of dignity, freedom and justice, and we need to train teachers who are able to express, and consequently teach these values. In fact, if our daily life does not show that we have deeply internalised these principles, how can we teach them to others? Mankind's future depends upon education. University courses shall have to provide exams on the in-depth knowledge of human rights and human dignity, and such values must reverberate through the didactic action of all professors. How can one be a "doctor" in a given discipline if one does not love the values of life and freedom that are inherent in human personality? None should obtain a degree without having a profound knowledge of human rights. On this condition, whatever public or private profession one performs in the future it will be certainly positive, insofar as it is in the service and respect of human dignity.

Conflicts are born from ignorance, never are they a result of wisdom: this should push us towards a "culture of wisdom". Our efforts have to follow this direction and economic resources have to be employed for this purpose. We know that economy is not everything, as we can have a partial economic well-being and great social serenity, but we require a state and a society which integrates the objectives, one which does not give privileges to the detriment of others.

What we are stating today is the fruit of twenty years of activity carried out at CEU - Centre for Human Evolution Studies. *Ius Primi Viri* is founded on CEU's research. This scientific activity gives credence to our statements and our "faith" in Man's basic rights, as we have studied and understood the "mysteries" which have so far hampered the implementation of the Universal Declaration of Human Rights. All this makes us optimistic about the future, particularly because we have started to perform as consultants for international organisations and as educators in upgrading courses for teachers of all school levels, as well as for other categories defined by public offices which target the prevention of human rights violations.

KulturKontakt Activities in Educational Cooperation with CEE-Countries

KulturKontakt is the main Austrian institution for the educational cooperation with the countries in transition. With the support of the Federal Chancellery and the Federal Ministry of Education, it initiates and supports cooperative projects in the field of education and culture between Central and Eastern Europe and Austria as well as on the multilateral level. Through its network of educational coordinators in ten Central and Eastern European countries, a large number of educational projects have been developed and carried out so far. This brief report brings, among other things, examples of projects accomplished under the auspices of this organisation in Croatia.

1. KulturKontakt Austria

When the borders to Eastern Europe came down, Austria had to react to the new situation and felt the duty to take up the challenge of creating devices which would contribute to the integration of Europe. Since education and culture are playing a significant role in the further development of Central and Eastern European countries, not only political and trade integration had to be focussed on, but especially these two fields, which are commonly seen as particularly sensitive. Austria's many historical ties with the surrounding countries and its geopolitical position may offer advantages in doing so.

Intensifying the contacts and strengthening the links to the countries in transition should help support the reform process in the countries as well as lead to a better understanding of different cultures in Austria itself, where the knowledge about CEE is unfortunately not very rich. This is of particular importance for the concept of open learning and mutual understanding in Europe and may help us avoid creating new dividing lines.

In 1994 the operational part of the educational cooperation with the countries in transition was moved out of the Ministry of Education and has been under the responsibility of KulturKontakt since then. KulturKontakt works as an association with the support of the Federal Chancellery and the Federal Ministry of Education and Cultural Affairs. Due to its organisational structure it is able to carry out cooperation projects in a less bureaucratic, easier and sometimes more efficient way. Still, we have to face problems of a limited budget.

KulturKontakt initiates and supports cooperative projects in the fields of education and culture between Central and Eastern Europe and Austria as well as on a multilateral level. The activities in culture cover assistance to cultural exchanges as well as direct support to artists in the form of grants or the work on joint-projects.

Referring to the section of education KulturKontakt has built a network of educational coordinators in ten Central and Eastern European countries. There is a coordinating office in

Vienna and we have been able to develop numerous projects in the partner countries. We also undertake advisory activities, provide information and distribute teaching material.

More than 800 educational projects have been developed and carried out by KulturKontakt in the last four years.

A particularly large number of projects with the Czech Republik, Slovakia and Hungary results from the fact that the external posts there have been established relatively early, whereas the educational coordinator in Bosnia and Herzegovina has been working there only since 1997.

In terms of content the span of work ranges from projects on civic education or conflict resolution through vocational training programmes or school management projects to in-service teacher training in the field of German as a foreign language, Austrian cultural studies or using the Internet. This programme is also accompanied by international symposia, exchanges of experts and an array of publications.

The criteria for assessing our work are durability and lasting efficiency as well as having a well defined structure. Further criteria are, how much the projects help towards self-help and how much they contribute to peace, stability and democracy. Reciprocity of exchange and partnership as basic means and a leading idea in terms of an intercultural approach should also be mentioned here.

To reach the criteria mentioned above, we try to develop with our partners long lasting projects, which allow phases of reflection and implementation in the process itself as well as evaluation as an integrative part and re-examination through follow-up projects and activities. All this is very difficult to achieve and it is for us a constant process of learning and developing.

Our main partners in each country are ministries of education, pedagogical institutes or faculties as well as centres for further education. We also work with different other institutions and NGOs in the country and are about to strengthen international cooperation. With Austria's accession to the European Union the circle of available cooperation partners was extended. Joint initiatives with different European countries as well as with international organisations, such as European Training Foundation, OSCE, OECD, Council of Europe, Open Society, etc., follow bilateral activities and make use of synergies.

2. Projects carried out in Croatia

Numerous projects and in-service teacher training have been carried out in the last years in agreement with the Croatian Ministry of Education and Sport, respectively the School Department/*Zavod za unapređenje školstva* on many different subjects and in all parts of Croatia as well as in Austria. Since last year we have been trying to focus on long lasting programmes with greater efficiency, mostly modular seminar cycles for multipliers or train-the-trainers workshops.

This means that a smaller group of participants, mostly key workers, get very intensive training over a considerable period of time, one to two school years. The modulars, as we call them, are seminars of two to four days, taking place every one to two months. They

are conducted by experts from Austria and elsewhere, occasionally in team-work with Croatian experts. The participants don't change the whole period of time and follow mostly process-oriented training. They are expected to share knowledge and skills with their colleagues or, in the ideal case, to work as trainers themselves within the system of further education for teachers. The problem here is often a lack of the system such trainers can work in.

Examples of projects in the school-years 1997/98 and 1998/99:

- Two major vocational education programmes, on Economy and Tourism, both modular seminar cycles for teachers from related schools, consisting of six seminars and study trips to Austria. The latter is due to finish in the year 2000.
The contribution of vocational education and training to the development of civil society and a democratic culture should not be underestimated, especially if it offers the possibility of an open discussion and is based on intercultural learning.
- A programme going on in the near future is on school-management, for principals and school administrators from all over Croatia. It will focus on democracy in school, total quality management and project development.
- A training on psychosocial dimensions of education and social learning for teachers and pedagogues from 13 schools in Croatia, mostly from the war-affected areas, started successfully in December 1998.
- A series of seminars has been organised on German as a foreign language and Austrian cultural studies, e.g. a seminar cycle for mentors.

3. Civic Education, History Education and Conflict Resolution

KulturKontakt developed especially in Bosnia and Herzegovina, Albania and the Russian Federation a series of in-service teacher training in Human Rights Education and Education for Democratic Citizenship. Seminars with a focus on the preparation, publication and use of new history textbooks took place in the Russian Federation.

Similar projects have been going on in Croatia:

Conflict Resolution

20 teachers and school principals from the Eastern Slavonia region took part in an intensive training on conflict resolution which was organised in cooperation with the Croatian School Department and the Austrian Study Center for Peace and Conflict Resolution in Stadtschlaining/Austria. It was conducted by Dr. Dudley Weeks, Director of The Partnership Life Skills Centre in Washington, D.C.

The training consisted basically of two workshops, in which the participants practised specific conflict resolution skills in role-play scenarios very similar to the conflicts in their region after a theoretical input. Additional workshops for the same group were held in Osijek by local graduates of a prior training Dr. Weeks carried out in 1997. The teachers and

principals should now be prepared to conduct workshops themselves and provide basic conflict resolution facilitation.

A similar programme has started with success for teachers and pedagogues from Knin, Zadar, Benkovac and Gracac, which is the first joint-project with the OSCE mission in Croatia. We find this very important as it is the first project of this kind in the area.

History

Already four cross-border history seminars with participants from Croatia and Austria took place in the two countries. The fifth is due in March in Rijeka, where the teachers will work in small groups on the shared history in its variety and contradictions in form of field-research. Teaching methods will also be discussed. These meetings are supposed to strengthen the awareness of the responsibility for contents in history teaching as well as of discussing historical identity.

Project Learning as a Form of School Development

This project covers a cycle of seminars at the four Croatian pilot schools and will deal with the planning and implementation of school- and classroom-based projects, which can be used as an innovative, stimulating, interdisciplinary teaching method. This is based on the idea that the project method is one of the most efficient approaches to democratic teaching and learning in modern school education.

4. Conference: SOE – European education co-operation for peace, stability and democracy

In November 1998 KulturKontakt organised the conference “Southeast Europe - European Education Co-operation for Peace, Stability and Democracy“ under the Austrian Presidency in the European Union. Its basic objective was to examine the role of education in promoting a democratic culture and to develop educational co-operation in and with SOE-Europe with the aim of enhancing mutual understanding and further development of democratic citizenship in Europe. Particular emphasis was given to multilateral educational co-operation with and regional co-operation among the countries in South Eastern Europe.

We believe that our work in education shows possible ways to reach the goals stated in the very title of this conference and we wish to thank for the opportunity to take part in it.

CROATIAN PROGRAMMES AND INITIATIVES

National Programme of Education for Human Rights

Since its foundation by the Croatian Government in 1996, the main task of the National Committee for Human Rights Education has been to set up a National Programme of Human Rights Education. This paper briefly explains the basis on which the National Programme is being prepared and provides an overview of its main features and of activities accomplished in this context so far.

Aware of the extreme importance of education and training in human rights, the Croatian Government appointed the National Committee for Human Rights Education (1996) as the first in a number of bodies, established for the most effective protection and promotion of human rights. The National Committee is composed of members of related ministries and experts in the field of human rights education. Its task is the set up of a National Programme of education and training in human rights, which relies on the most important national and international documents on human rights, among which the provisions of the Constitution of the Republic of Croatia concerning human rights and fundamental freedoms, need to be pointed out, as well as the Constitutional Law on Human Rights and Freedoms and the Rights of Ethnic and National Communities or Minorities, and international instruments: Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights, Convention on the Rights of the Child, Declaration of the Rights of the Child, European Convention for the Protection of Human Rights and Fundamental Freedoms, European Social Charter, Declaration of Rights of Members of National or Ethnic, Religious and Language Communities, Vienna Declaration and action plan adopted at the World Conference on Human Rights, Declaration on Abolition of all Forms of Intolerance and Discrimination Based on Religion and Other Beliefs, Convention on Discrimination in Education, Recommendation on Education and Training in International Understanding, Cooperation and Peace, as well as respect for Human Rights and Fundamental Freedoms, Declaration and Action Framework for Education for Peace, Human Rights and Democracy, and a great many other documents and publications.

The National Committee is taking into account the complex situation of human community today and bears in mind the recommendations underlined in international documents to look at human rights from the broadest perspective in the educational process. The National Programme, thus, contains, in addition to the details of education and training in human rights, all necessary elements to introduce pupils to the process of democratisation of society and civic education and training. The National Committee cooperates in this regard with the United Nations (especially the Office of the High Commissioner of the UN for Human Rights, UNESCO and UNICEF), the Council of Europe and other international organisations (especially the international Center for Civic Education and the Human Rights Education Associates, both from the USA). The National Committee has offered to cooperate with non-governmental associations whose scope of activities includes human rights education, and it will consider their remarks on the National Programme. The Programme will also be forwarded to the Council of Europe for opinions.

A group of researchers from the Department of Education of the Faculty of Philosophy in Zagreb examined, within the framework of the UNESCO project Education for Peace and Human Rights in Croatian Primary Schools, which is integrated in the National Programme, twenty different models applied in the world in education and training in human rights, in order to be able to define as well as possible the very specific needs of the Republic of Croatia. This analysis served the National Committee as a foundation for the definition of its strategy (it took countries two to four years to devise the mentioned national programmes; the USA worked on their programme for as many as fifteen years).

The National Programme embraces all age groups in education: preschool, lower primary school grades or class teaching, higher primary school grades or subject teaching, secondary schools, higher educational institutions and adult education. At the current state of drafting of the Programme, due to the specific features of the particular age groups, the National Committee opted for devising the first part of the Programme, encompassing education for preschool children, lower and higher grades of primary school, as well as secondary school with training of teachers. Among the members of the National Committee, four coordinators were nominated for these four segments of education and they are responsible for drafting their respective parts of the Programme in cooperation with other experts and teachers. The second part of the Programme will focus on education at tertiary level and on adult education. After completion of the National Programme, the drafting of manuals for teachers and textbooks and other teaching and learning materials are envisaged.

The National Programme contains in its introduction to human rights a concise history of development of human rights around the world and in Croatia. Furthermore, the importance of education and training for human rights and democracy is explained.

The part of the Programme dealing with preschool education discusses the psychological and pedagogical foundations of human rights education at this age, explains goals and tasks, defines the curriculum for this age group, contents and topics, and determines a working strategy. The role of the educator is specifically explained. Methods of evaluation of performance, education of workers in the preschool education system, as well as education of parents of preschool children are presented. A manual for educators and promotional and other educational didactic material is planned.

The other segments are similarly structured, whereby the contents grow naturally more complex for older age groups and are supplemented by extracurricular activities. As far as subject teaching (higher grades primary school) and part of secondary school are concerned, the Programme indicates the content of every subject individually, whereas manuals and textbooks will be prepared for elective classes on human rights.

Although issues of democracy and civic education are present in all elements of the National Programme, a special segment of the Programme specifically deals with these issues. This segment is already being implemented as a pilot project of the Ministry of Education and Sport in higher grades of primary and lower grades of secondary schools, in cooperation with the international Center for Civic Education from USA. Within the scope of this part of the programme, pupils are to be acquainted with concepts and processes of civil life, with special emphasis on power, justice, privacy and responsibility. Special training of teachers and professors and organisation of national competitions in this area, enabling children to prove their level of skills when it comes to civic life, have been envisaged.

The National Programme works out in detail the plan of didactic material, staffing requirements for realisation of the National Programme, a programme of special training for educators, teachers and professors, and the financial construction for the realization of the National Programme. Furthermore, the method of implementation and evaluation of the National Programme in schools is defined. Finally, a list of reference material, documents and other means used by the National Committee in the drafting of the National Programme is enclosed, as well as a list of the members of the National Committee.

Since with Croatian independence, a new educational system was introduced, which started with programmatic application of democratic principles and human rights proclaimed in the Croatian Constitution, the Constitutional Law on Human Rights and international instruments, the National Committee carried out an analysis of school programmes, examining throughout the subjects the representation of topics and concepts dealing with human rights. Such an analysis was necessary, because it had been decided to introduce human rights to all subjects (cross-curricularly). Human rights will also be introduced as a new, elective subject in higher grades of primary school.

Based on the analysis of relevant national and international documents, all topics and concepts dealing with human rights, democratic development and civic education and training, which will be contained in manuals and textbooks and form the main axis of the National Programme, have particularly been pointed out. Then the Programme proceeds by presenting the various segments of education, reference material and manual for teachers and a list of textbooks for pupils.

The National Programme should be completed in a few months. Its draft will be submitted for evaluation and remarks to legal experts in the Republic of Croatia, NGOs dealing with human rights issues, as well as experts of the Council of Europe, in order to achieve conformity with all relevant requirements.

Strategies of the Ministry of Education and Sports of the Republic of Croatia in the Field of Education for Human Rights and Civic Education

In 1991, with the beginning of democratic changes in Croatia, a process of the democratisation of the educational system was initiated. Since then, a number of projects and activities dealing with human rights and civic education, the non violent resolution of conflicts, education for peace and tolerance as well as psychological programmes of assistance to children traumatised by the war, have been accomplished and many of them are still going on in primary and secondary schools. In addition to this, the National Programme of Human Rights Education has been developed, initiated by the Government of the Republic of Croatia. In this paper the author gives an overview of main projects and briefly presents the Croatian strategy for the implementation of the National Programme.

Basic data on the educational system

The school system of the Republic of Croatia encompasses the schooling of children of preschool age (up to 6 or 7 years of age), of primary school age (from 6 or 7 to 14 or 15 years of age), of secondary school age (from 14 or 15 to 18 or 19 years of age) and of university age (from 18 or 19 to approximately 24 or 25 years of age). The system includes regular students, students with developmental disabilities, students who are members of different national communities or minorities in Croatia, children of Croatian citizens living abroad, and students of police and military schools. Primary school is compulsory for all children between the ages of 6 or 7 and 14 or 15 years of age. It is divided into two parts: the lower grades of primary school and the higher grades of primary school. The first part lasts for 4 years and is based on classroom teaching - one teacher for the whole class (from 1st to 4th grade). The second part also lasts for 4 years and is based on subject teaching, in which every subject is taught by another teacher. The primary school deals with general education, while the secondary school consists of different types of schools: grammar schools of general education, language schools and schools of natural sciences.

The educational system in the Republic of Croatia covers about 950,000 children and young people, included in preschool education, primary and secondary schools, institutions of higher learning and adult education. There are around 75,000 persons employed in education and more than 3,500 educational institutions.

On the basis of constitutional provisions, special laws have been passed which enable the establishment of private preschool institutions, primary and secondary schools with different programmes.

Special care is taken of gifted children, children with developmental disabilities, children of Croatian citizens living abroad, children of ethnic communities and minorities and of preschool programme that is compulsory for all children of six years of age.

The relationship of ethnic communities and minorities with the Croatian people in the Republic of Croatia and the bases of their development are established and guaranteed in the Constitution of the Republic of Croatia and the provisions of the Constitutional Law on Human Rights and Freedoms and the Rights of Ethnic and National Communities and Minorities in the Republic of Croatia.

Thus, the legal foundations have been laid for the development of the upbringing and education of children of members of minorities, according to which their cultural, linguistic and religious particularities will be taken into consideration.

Education for human rights in the educational system of the Republic of Croatia

There are numerous projects, actions and contents within the educational system of the Republic of Croatia concerned with human rights, civic education, the nonviolent settlement of conflicts, education for peace and tolerance and psychological programmes of assistance to children traumatised by the war and the like.

Some of the projects and actions were included in the educational system after the democratic changes began in 1991 together with the educational reform aimed at the democratisation of the educational system. Most programmes and actions were internalised during the aggression on Croatia.

Many international organisations (UNICEF, UNESCO, UN, Council of Europe, NGOs) have offered their assistance to Croatian schools wanting to mitigate the war consequences on children, to the teaching and educational system as a whole and to advance the education for human rights and democratic development. From a very large number of projects and actions that have been carried out, we shall mention only a few.

The project *Education for Peace and Human Rights for Croatian Primary Schools* is being carried out in cooperation with UNESCO and the Government of the Republic of Croatia. It comprises research activities during which all relevant models and approaches to the education for human rights in the world today are analysed. The purpose is to develop the best approach to education for human rights within the Croatian educational system.

The research results are used and implemented in the National Programme of Education for Human Rights in the Republic of Croatia.

The project *Citizen and the Constitution, Foundations of Democracy* and *Project Citizen* are being carried out in cooperation of the Ministry of Education and Sports and the Center for Civic Education from the United States of America. For the initial implementation of this programme, higher primary school grades and lower secondary school grades were selected (45 schools from all the counties and it has now been extended to 150 schools, including those attended by members of ethnic minorities.

These projects may be realised within the form of teacher's classes, as an extra-curricular activity or an elective subject. A programme has been developed for the elective subject of civic education. Handbooks are provided for all students and are specifically developed for the initial implementation of this programme.

The focus of all these programmes is on the education for democracy. They are aimed at helping students to understand the Constitution of the Republic of Croatia and to acquire the necessary knowledge, skills and talents for the application of such knowledge to the everyday life of citizens who want their civic rights and the welfare of their community to be protected. They are aimed at those who want to be informed, efficient and responsible citizens who will safeguard and promote the development of constitutional democracy in Croatia and thus also the basic human and civic rights of every person in this country.

The instruction strategy is based on cooperative learning based on problem-solving activities in small groups and on discussions, debates, role-play and the like. The programme requires and depends on the implementation of interdisciplinary skills: verbal expression, writing, research, statistical data processing, and knowledge from the field of social sciences.

All projects are being carried out in cooperation with the Ministry of Education and Sports and UNICEF. They have been in place since 1992 and their results are being implemented in the overall system of preschool and primary education because they have been built into the compulsory professional advancement programme of preschool and primary teachers developed by the Ministry. The projects are the following: *The Promotion of the Rights of the Child*; *Education for Development*; *Education for Development, Cooperation and Tolerance in School Libraries and Libraries for Children*; *Early Development of a Child*; *Peaceful Settlement of Conflicts in Schools - Peers Helping Peers*; *Careful, Children - Beware of Dangerous Devices*; *Psychosocial Support and Assistance to Displaced and Refugee Children, Their Parents and Teachers in Preschool Education*; *Psychosocial Support and Assistance to Preschool Children in War Stricken Areas*.

Let us say a few words about each of them.

The Promotion of the Rights of the Child is a project which gathers professors from the Faculty of Philosophy of the University in Zagreb and employees of the Ministry of Education and Sports who together work on the preparation of a teacher's guide called *The Promotion of the Rights of the Child*.

Education for Development is a project carried out at the Teachers' Academy as an elective subject for students of classroom instruction in their fourth year of studies. Professional advancement called by the same name is also organised for teachers, leaders of various educational projects, as well as for teachers-beginners who have already attended an elective class or seminars in the field of education for development. A handbook called *Education for Development* has been published.

Education for Development, Cooperation and Tolerance in School Libraries and Libraries for Children is a project aimed at promoting education for development, tolerance and cooperation in 31 children's and school libraries. Seminars are organised, a bulletin for librarians is regularly published and corresponding professional literature for librarians is available. Some libraries are equipped with literature for children and with didactic and visual materials.

Early Development of a Child is a project whose goal is to encourage the development of the organised out-of-family education of preschool children. Two studies have been developed for that purpose, one of them called *The Needs of Croatian Families for Organised Out-of-Family Preschool Education* and the other *Welfare Programmes for Children and Promotion of Early Development of the Child in the Republic of Croatia*. Special centres for parents will be developed to serve as examples of overall programmes for both children and parents.

Peaceful Solution of Conflicts in Schools - Peers Helping Peers is a project aimed at training students and teachers for the love of peace, cooperation, and the nonviolent settlement of conflicts. Handbooks for teachers have been published, called *A Class for Peace* and *For Damirs and Nemirs*.

Careful Children, Beware of Dangerous Devices is a project which is part of the National Programme of the Protection from Dangerous Devices. The carriers of this project are the Ministry of Education and Sports and the Police Academy. It is carried out in kindergartens and primary and secondary schools. Contemporary didactic materials have been developed which include a video-cassette to teach children how to protect themselves from unexploded mines, as well as brochures and leaflets for secondary school children.

Psychosocial Support and Assistance to Displaced and Refugee Children, Parents and Teachers in Preschool Education (500 educators have been involved in a direct way and indirectly all educators working in preschool education, as well as 3,000 children directly and 20,000 indirectly). Two handbooks under the same name have been published and there has been special project for educators and parents of preschool children.

Psychosocial Support and Assistance to Preschool Teachers in War-Stricken Areas. Two handbooks have been published for preschool teachers under the name *Let's Help People Affected by the War*.

Psychosocial Support and Assistance to Children and Teachers of the Croatian Danube Region is a project initiated by the Ministry of Education and Sports on the basis of the knowledge and experience acquired in previous projects.

The project by the Council of Europe called *Education for Human Rights and the Reintegration of the Educational System of the Danube Region*. In the second half of 1997 and in early 1998, the Council of Europe organised a series of seminars in Strasbourg, Opatija and Budapest. The participants in the seminars were the advisors of the Ministry of Education and Sports of the Republic of Croatia, teachers and principals of the schools in the Danube region, members of the majority people, as well as the minorities living in Croatia, among whom the most numerous were the representatives of the Serbian minority. These seminars and workshops have helped to establish contacts among teachers and to acquire mutual trust.

The project *Europe in Schools* is carried out under the auspices of the Council of Europe, the European Commission, the European Parliament and the European Cultural Foundation. The project includes 350 schools in Croatia. The Republic of Croatia is one of 32 countries which has, in the last 46 years, taken part in the project for young people between 7 to 21 years of age. Within this project, young people compete in literature, fine arts and music and recently, they have designed Web pages on given topics. The results of the competition

are announced on the Day of Europe and students over 16 years of age then participate in international seminars organised by the member countries for the youth of Europe where they can meet and become closer.

The project *Education for Democracy* is being accomplished in cooperation with the Ministry of Culture of the Republic of Croatia, the Croatian Pedagogical and Literary Association, the German Institute for Distance Education and the Council of Europe. It started in 1988 and includes 35 schools.

The projects of *Ecological Education* or education for a healthy environment are initiated by individual teachers, students, parents and schools in cooperation with the advisers of the Ministry of Education and Sports, representatives of the State Administration for the Protection of Nature and the Environment and nongovernmental organisations concerned with the protection of the environment. Various parts of these projects are included in all subjects as interdisciplinary principles. Teachers have been trained to implement this type of education which is systematically represented at all levels of education, from primary to secondary education.

The project called *The Schools Which Promote Health* is realised in cooperation with the Ministry of Education and Sports, UNESCO and UNICEF. To begin with, ten schools were included in the project. However, their number is on a constant increase and over forty schools are now involved. They represent a model of a special approach to education for a healthy life, where the concept “healthy life” encompasses the entire life of a person, as well as his or her attitude towards the self and its environment. Every school has its own project within which it particularly fosters some aspects of a healthy life (ecological projects, prevention of addiction, development of social skills, offering psychological help to children affected by war trauma and the like). The project has also taken care of teacher training.

The UNESCO *Associated Schools Project* is concerned with the development of a network of primary and secondary schools whose tasks are to promote an atmosphere of tolerance, peace, protection and promotion of human rights, responsibility and democratic behaviour in everyday life and work and through summits and rapprochement with other schools, both in Croatia, in Europe and in the world at large.

The project *Management of Conflicts and Nonviolent Conflict Resolution* was initiated by the Austrian KulturKontakt in Croatia. The Ministry of Education and Sports has offered organisational and financial assistance in the training of teachers and principals of the schools from Eastern Slavonia and Baranja and subsequently also from other Croatian regions. The first seminar was organised in February 1998 in Stadtschlaining, Austria, for 20 teachers. Later, professional training was organised in Crikvenica and in early 1999 in Šibenik and Osijek.

The Project of Inclusion of Romani Children into the Educational System of the Republic of Croatia started in 1998 with the task of equipping educators, teachers and assistants to carry out an integration of Romani children in the regular school system and to introduce special forms of work with Romani children and their parents.

The *Globe* project has included Croatian schools in a global network of schools. The students in these schools do research on the environment in which they live and release their measurements, observations and results in the *Globe* network.

The project *Eco-School* is carried out in cooperation with the European Foundation for Environmental Education of the Council of Europe. In Croatia, 105 primary and secondary schools are included in the project, with the aim to educate for sustainable development. The purpose of *Eco-Schools* is to sensitise young generations to preserve the environment because they will be the decision-makers for the development of society in the next century.

The action *Day of the Planet Earth* is carried out in all primary and secondary schools of the Republic of Croatia. This action unites the humanitarian, peace-keeping and ecological activities of students, teachers and parents. Special programmes are developed every year and are realised in different schools during the period preceeding the Day of the Planet Earth. These events are also the beginning of school competitions for the students of primary and secondary schools called *An Ecological Quiz - Our Beautiful Country* which finishes with a national quiz on the occasion of the World Day of the Protection of the Environment.

The action called *Days of Thanksgiving for Fruits of the Earth - Days of Bread* takes place in late autumn and involves a large number of students, schools, parents, towns, regions, as well as the whole country. These are the days of thanksgiving in which all citizens of Croatia take part and prepare various manifestations regardless of the differences that might exist among them. Such events contribute to the feeling of togetherness and harmonisation of diversities.

Various humanitarian projects are aimed at developing cooperation between schools and humanitarian organisations dealing with issues of education. The most significant one in terms of the number of children it gathers is the Red Cross. Lately, this association has been engaged in humanitarian and educational programmes which help children feel self-confident and satisfied for having done something good: having helped a person in need - old people, disabled persons, invalids; having recognised and understood the causes of their own problems and having helped each other. Therefore, children and teachers are always willing to participate in such actions and the Ministry of Education and Sports always finds ways to support them.

The National Programme of Education for Human Rights

Together with the accomplishment of all these projects and activities in primary and secondary schools in Croatia, the National Programme of Education for Human Rights has been developed, initiated by the Government of the Republic of Croatia. Many experts have contributed to its realisation and have used their experience to develop a systematic approach to education for human rights. The implementation of the National Programme will begin in the school year 1999/2000. Its main characteristic is that it is comprehensive and covers all levels of education, from preschool to secondary school education. It also includes all aspects of educational activities from regular to optional classes and extra-curricular and out-of-school activities.

Strategies that will be applied in the implementation of the National Programme are the following:

- Professional training of teachers through a system of compulsory professional advancement,

- Establishment of a network of teacher-coordinators at a regional and national level, with the task of transferring positive experiences and offering support and encouragement to other teachers,
- Creation of a database of teachers who have been equipped through various projects carried out within the Croatian educational system to teach other teachers,
- Development of a network of exchange for all schools and teachers of positive educational achievements by individual teachers, schools, classes and regions,
- Supplying schools with the necessary educational materials,
- Establishment of the CROSNE electronic network connecting all schools which will enable an exchange of experience among schools and teachers in Croatia and in the world.

Educational Programmes of the Open Society Institute - Croatia, 1992 - 1998

The goals of the Open Society Institute are to promote the values and realize the idea of open education by influencing curricula, methods, school structure and educational system in general and by promoting equality in the right to education and its realisation. Through its numerous educational programmes, the Croatian section of the Open Society Institute, founded in 1992, attempts to provide pupils, students and teachers with the opportunities and resources to help them to participate fully in the open society. These programmes focus primarily on establishing an educational framework and conditions for development of young people as critical, socially responsible and politically conscious persons. What follows is a brief overview of the mission of the Open Society Institute, its main activities and programmes as well as strategies for the forthcoming period.

1. Open Society Institute – its founder, its philosophy and its organisation

The Open Society Institute is a private non-profit foundation created by the philanthropist George Soros. OSI is operating and grantmaking foundation that seeks to promote the development of open society by supporting a range of programmes in the areas of educational, social, and legal reform, and by encouraging alternative approaches to complex and often controversial issues.

The term "open society" was popularised by the philosopher Karl Popper in his book "Open Society and Its Enemies" (1945). This philosophy is based on the idea about society based on the recognition that nobody has a monopoly on the truth, that different people have different views and interests, and that there is a need for institutions to protect the rights of all people to allow them to live together in peace.

Open Society Institute is an informal network operating in over 30 countries around the world. The Open Society Institute - New York assists these national organisations by providing administrative, financial, and technical support, and by establishing "network programmes" that link different organisations within the network.

2. Open Society Institute – Croatia and its Educational Programme

The Open Society Institute – Croatia was established in June 1992 and at this very beginning its work was primarily oriented to a huge humanitarian programme trying to help to heal consequences of the war. The Institute is run by and for Croatian citizens and it has a national board that decides on its strategy, programmes and goals.

Education programme was included into the OSI – Croatia programme from the very beginning. The mission of the Educational Programmes is to provide pupils, students and teachers with the opportunities and resources to help them to participate fully in an open society. If we consider those goals in a short run, this field is not likely to yield some spectacular results. On the contrary, in a long run, the results might be of crucial importance for the development of an open, democratic Croatian society. In that way, through education, OSI contributes to realisation of the idea of open society, whereas it is assumed that education could influence society in a way that is not indoctrination.

Mission of OSI Educational Programme focuses on establishing an educational framework and conditions for development of young people as:

- *critical persons* – individuals open for new information, ideas and values through understanding and critical evaluation.
- *socially responsible persons* - members who contribute to their community in developing the sensitivity to others and general benefit, which is not motivated solely by personal profit, but rather by social and moral responsibility.
- *politically conscious persons* - realising the fact that political participation is not a matter of somebody's permission, but individual's right, as well as learning about possible ways and forms of political participation.

OSI's goals are promoting the values and realising the idea of open education through:

- *curriculum*

In a long term, OSI's support may help reform the school curriculum. In a short term, some subject's curricula may be changed or new subject introduced, as well as extracurricular activities, which will educate for the values of an open society.

- *methods*

Development and introduction of appropriate new teaching methods is of great importance. The most efficient way for achieving that goal is educating present and future teachers.

- *organisational forms of schools and educational system in general*

Establishing relations between school and local community, strengthening the role of parents in shaping schools and introducing different forms of student participation in decision making. This includes systematically promoting pluralism in education and creating mechanisms that enable expert and democratic decision making within the educational system.

- *promoting equality in the right to education and its realisation*

Systematical as well as individual help to all those who are deprived in a way that puts them in an unequal position in realising the right to education that is in accordance with their needs and abilities - expert and financial support to institutions that provide education for disabled persons and minorities, as well as individual scholarships to talented individuals who have difficulties acquiring education due to the lack of money.

The established goals are realised in three ways:

- *programmes that educate teachers*
- *programmes intended for students*
- *through giving donations.*

Of course, a combination of the three above-mentioned ways is possible in certain programmes.

For the time being Educational Programme of Open Society Institute - Croatia consists of thirteen programmes. Six of them are national programmes and seven network programmes. National programmes are created in Croatia, by OSI Governing board and its subcommittees. Network programmes are created in the central office in New York and the national foundation can decide about taking part in them. Some of these are grant giving programmes (Education Open, for example) and other ones are run by OSI itself (Karl Popper Debate Programme).

There are also programmes we should mention here although they are not directly included into educational programme. E-School, which promotes education about science for specially gifted students through Internet; Higher Education Support Programme which consists of several scholarship programmes, visiting professors programme, IUC Dubrovnik, University libraries; then Career Development programme and Big Brother Big Sister – volunteer programme.

It should be also emphasised here that our *Civic Education* programme is dealing specifically with the issues of human rights and democratic citizenship. All other of our programmes, although not *directly* tackling those issues, are having them at the *very base* of the programmes, as it is visible from the following description.

2.1. National programmes

- 2.1.1. *Civic Education*
- 2.1.2. *Education Open*
- 2.1.3. *Secondary School Graduate Scholarship*
- 2.1.4. *YOUTH Programme*
- 2.1.5. *Children Mobile Museum (a project)*
- 2.1.6. *Soros English Language Programme (SELP)*

2.2. Network programmes

- 2.2.1. *Soros Professional English Language Teaching (SPELT)*
- 2.2.2. *Reading and Writing for Critical Thinking (RWCT)*
- 2.2.3. *I*EARN*
- 2.2.4. *Step by Step*
- 2.2.5. *Karl Popper Debate Programme*
- 2.2.6. *Health Education/Conflict Resolution*
- 2.2.7. *Secondary School Exchange Programme*

2.1. National programmes

- 2.1.1. *Civic Education*

This programme promotes civic culture and knowledge about human rights among Croatian citizens, especially among young people entering political life.

The programme background is defined by a deficit of civic culture in Croatia and the fact that at the present time civic education has not been incorporated sufficiently in the primary school, high school or university curricula.

Currently three types of programmes are and will be developed and implemented:

- seminars for high school and university students, including seminars for high school teachers who might be able to incorporate the programme topics into their teaching;
- radio and TV educational programmes dealing with basic topics of democratic political life;
- public discussions focusing on the most important and topical themes - the electoral law and elections, in order to improve the information of ordinary citizens.

In the past two years through this programme we supported among other projects „Political Education through Green Action“ – by Green Action and Amnesty International’s workshop "Education for Human Rights“.

2.1.2. *Education Open*

Education Open programme is a national programme, which gives financial support to the educational projects initiated by teachers and scientists willing to engage themselves and to use their own knowledge, skills and creativity in order to make changes in the present educational system.

Through this programme in the past years we supported projects like “School for Peace“ from Mrkopalj, “Peace“ project, “Pluralism in Education“ seminar, “Europe in the School” project, educational projects for minorities, private schools and so on.

2.1.3. *Secondary School Graduate Scholarship*

Due to political changes and economic transitions that increase the rate of unemployment, many people are laid just to the existential minimum. Higher education becomes too expensive. Many observations indicate that by the end of their secondary schooling students from low income families, knowing that they could not afford themselves appropriate continuation of education become more or less demotivated. With this programme we are trying to give a *green injection of hope* to the capable and creative students from low income families that will help them to persist in their schooling ambitions.

Secondary School Graduates Scholarship Programme is national programme and OSI started with it in 1996. Programme is realised through open competition for all students in whole Croatia. Scholarship is given in monthly amount of \$ 100 from the enrolment into the last grade of secondary school and lasts through the September next year when students enrol at University.

Until today we managed to help 138 students from all over Croatia. All, except two of them, fulfilled their wishes and entered the universities they wanted.

2.1.4. *YOUTH Programme*

In 1994 OSI established YOUTH Programme, which at first was meant just as a programme for secondary school students, but has been extended to the higher grades of primary school as well for university students.

The purpose of the programme is to support curiosity and creativity of youth, improve their independent and critical thinking and their willingness for taking part in actual social, cultural and political events.

Projects apply at the public competition and if approved could be granted with \$ 500 or more in specific cases. One of the projects won “Lidrano” literary award and two university students’ projects Rector’s award.

2.1.5. *Children Mobile Museum* (a project)

The concept of a Mobile Museum is a model for a different approach not only to museology, but also to educational work. That model assumes *active* and *creative* role for children, who would be able not only to *see* exhibits, but also to *act* upon them, *change* them and *create* new ones.

The purpose of the Mobile Museum is to take interesting and valuable culture from urban centres and bring it to all accessible places, and to build it into the local environment. The Mobile Museum is a unique idea to be implemented in a large area, regardless of borders and distances.

2.1.6. *Soros English Language Programme* (SELP)

The Soros English Language Programme (SELP) has been carried out as a separate nationally budgeted programme which addresses specific Croatian needs for English language support. Its aim is to promote the learning and teaching of the English language, but also other modern languages.

2.2. Network programmes

2.2.1. *Soros Professional English Language Teaching* (SPELT)

SPELT programme was started in 1997 introducing a native English speaker to students and teachers at the grammar school or at the university. Its greatest value, besides bringing modern English language teaching methodology, is fostering diversity and understanding of other cultures, increasing an awareness of the need for international communication and broadening the views of local teachers and students.

2.2.2. *Reading and Writing for Critical Thinking* (RWCT)

Many have recognised that when educating children and young people for valuable participation in an open society, the processes by which they are educated may ultimately be more influential than the content of the teaching. That is because democratic citizenship itself relies more heavily on habits of thought and communication, as well as commitments and actions, than on any particular body of civic knowledge.

This programme promotes classroom-teaching practices that help students learn actively, think critically, and work co-operatively. For teachers that is a possibility to share interactive methods of instruction, and to adapt those methods into the local curricula.

Programme employs a “train-the-trainer” model, in which local educators first learn new methods by trying them out in workshops conducted by American volunteers – university professors, and then in the next cycles train other teachers to use those methods.

2.2.3. *I*EARN*

I*EARN stands for International Education and Resources Network. The idea of the programme is understanding of tight connection of a local society with a global one, and, through the local effort, helping the progress of the whole planet. The basic assumption is that if a young person co-operates with somebody from completely different surroundings, and learns that such a person has basically the same needs, desires and expectations, it will be much easier to understand and overcome eventual differences.

Students who are using telecommunications and Internet are becoming the pupils of the “world classroom”, which is very motivating.

In Croatia there are eight schools participating in various I*EARN projects, while there are about twenty schools and other organisations whose members are informed about it.

2.2.4. *Step by Step*

If we talk about OSI’s programmes in teaching for democracy, then Step by Step programme is, concerning the educational level, the first link in this chain. It supports the *right of the child* to be developed appropriately to his/her own interests and possibilities. It also *encourages the parents and families* to take an active role in their children’s education.

Step by Step programme is running in nurseries, kindergartens, primary schools and Pedagogical Institutes for teachers education.

2.2.5. *Karl Popper Debate Programme*

Programme’s mission is to promote debating as a discipline of discussing socially relevant topics in a rational discourse, developing the skills of critical thinking, logical argumentation and public speaking, listening and tolerating opposite points of view, with a final goal of creating autonomous, critical and politically conscious citizens.

Through organising and supporting debate clubs, tournaments, camps and other activities for high-school and university students, programme offers students and teachers opportunity to examine issues affecting their lives and their communities.

2.2.6. *Health Education/Conflict Resolution*

The Soros Health Education Programme is a comprehensive health education programme that is currently implemented in 22 countries in the network and works as a teachers’ training programme for basically pre-school and primary school level. The trainings include interactive activities which focus on individual decision-making, acceptance of each person's responsibility for their own health, development of self-esteem, tolerance and sensitivity toward others and environmental health.

Conflict resolution programme was added in 1995 to this programme organised as „train trainers model“ and promoting proactive working methodology, which includes:

- Learn to critically analyse person's attitudes and perspectives on variety of issues
- Develop useful skills for managing conflicts
- Understand the importance of communications
- Gain the ability to communicate in ways that defuse conflict.

2.2.7. Secondary School Exchange Programme

The programme awards one-year scholarships to the best American and British schools and scholarships to one-semester and summer academic programmes in USA. The programme is intended for creative, communicative and for new ideas and experiences open students.

This programme offers young people an experience not only of American or British culture, but also of a way of living and thinking, education system and activities that do not exist in their own country. In her report one of participants wrote:

“The relationship between teachers and students surprised me. We could call them by their names, ask them whatever we wanted and talked to them as if we were friends. I really like that liberal attitude in American school system. When I came home I tried to explain to my teachers the advantages of that system but they just said that we won't have something like that for years in Croatia.”

3. Relationship towards Ministry of Education

Difficulties that have appeared in our work for last two years clearly illustrate the fact that educational authorities, as well as a considerable number of schools, refuse to cooperate with Open Society Institute.

Impossibility of cooperation with educational authorities is one of the key facts that determine the strategy and the activities of OSI Croatia in the field of education. Since administration is mostly centralised, unwillingness to co-operate applies to institutions that mediate between the Ministry of education and schools as well (local educational authorities, expert teams), although at this level there may be possibility for some forms of co-operation.

4. Financing

OSI Croatia financed educational programmes in the period from 1992 – 1998 as follows:

Education open	\$ 362,000
Civic Education	\$ 113,000
YOUTH	\$ 440,000
SELP	\$ 190,000
SLEP	\$ 42,370
Secondary School Graduates Scholarship	\$ 155,000

Secondary School Exchange Programme ¹	
Karl Popper Debate Programme	\$ 712,916
Children Museum	\$ 30,000
I*EARN	\$ 52,823
RWCT	\$ 20,000
HEP/CR	\$ 154,230
Step by Step	\$ 1.500,000
TOTAL (with SSEP)	\$ 4.352,339

5. Strategy for 1999

Open Society Institute – Croatia will continue with its educational programmes also in 1999. Basically the mission and the goals will remain the same. The programmes could be divided into three groups:

Civic-education with the goal of encouraging and supporting the development of civic conscience, working on educating people to be integral citizens, and not subjects. This assumes realising the need for civic action, developing understanding of the basic social processes and institutions, as well as knowledge and skills necessary for such an action.

Equal-education with the goal of balancing the inequalities in access to education, through supporting talented students who are in a deprived position, either due to their social status, or their specific needs.

Alternative-education - establishing and developing alternative educational curricula, methods and organisational forms in keeping with the idea of open education.

¹ Budgeted directly from New York – about \$ 580,000 roughly.

AI's Human Rights Strategy and AI Croatia's Work on Human Rights Education and Human Rights Awareness Building: Between Intentions and Obstacles

Ever since 1976 Amnesty International has been dealing intensively with human rights education, considered by its members as an important tool in preventing human rights violations worldwide. In 1993 the movement adopted a human rights education policy which is the basis for the development of national programmes in each country. This paper describes Amnesty International's approach to human rights education, its long term strategy in the field as well the activities and achievements of the Croatian section of this movement.

Amnesty International is a worldwide movement that consists of the International Secretariat, national sections (or coordinating structures), local groups and other forms of membership, and which from 1961 has worked actively on behalf of victims of human rights violations in the world. Amnesty International Croatia started working in 1993 when its first local group was established in Zagreb.

Although Amnesty International has from the beginning recognized the need to promote awareness of human rights standards and adherence to it, the intensive discussions about human rights education (HRE) within the movement started in 1976 in order to create AI's HRE strategy. AI members recognise the importance of human rights education as a tool in preventing human rights violations worldwide. In 1993 the movement adopted a HRE Policy, which is the basis for the creation of national plans according to the present needs and available resources in a certain country.

AI's definition of human rights education

Amnesty International defines human rights education as a range of activities designed to enable individuals to acquire knowledge about and an understanding of:

1. human rights concepts and the underlying values and attitudes that lead to the respect of human rights
2. the instruments which record and protect human rights
3. the skills aimed at upholding human rights and fostering values and attitudes that uphold the same rights for all and encouraging action in defence of these rights.

That means that HRE does not only include knowledge about human rights, but also aims to develop skills and attitudes. Therefore, a teaching methodology has to be different from the one dominant in educational institutions. As the encouraging action for human rights is an important component of HRE the accent is placed in using a participative methodology -

because action for human rights is not possible without an active participation of individuals or groups in a society.

AI's HRE work also includes human rights awareness work (HRA). For example the spreading information about human rights by various means and in different forms to create a favorable climate and thus helping to foster the opinions and behaviour that lead to respect for human rights. Consequently the entire spectrum of HRE activities could have a vital role in preventing human rights violations, which is especially important in countries where human rights violations occur.

Amnesty International has also set up principles of its HRE work. Some of them are:

- promoting the universality and indivisibility of human rights
- introducing a holistic multidisciplinary approach to the teaching of human rights
- working with various social sectors
- maintaining its impartiality with regard to political systems, ideologies and creeds
- cooperating with other organisations
- avoiding the recruitment of new members through HRE.

Long term goals

According to what was said above the long term goals of Amnesty International's HRE programme are:

1. reaching wide audiences
2. developing and implementing HRE programmes in all countries with AI structures and possibly in other countries too
3. working with relevant nongovernmental organisations (NGO's) and other organisations in order to include HRE in formal and informal educational work.

Amnesty International created its objectives for HRE in the period of 1996-1999. Some of the objectives are: to introduce human rights issues into formal education and training curricula and teaching practices in schools and other educational institutions, to develop and expand informal HRE programmes, to actively lobby the relevant intergovernmental organisations (IGOs) and international NGO's to take part in HRE work.

The background of AI's HRE activities in Croatia

From the establishment of Amnesty International in Croatia, our members stressed the importance of HRE including HRA work for promoting human rights in Croatia and building a human rights culture. As the Work on own country rule forbids Amnesty members in one's country to campaign on behalf of individual victims of human rights violations and to collect information on abuses taking place in that same country, it is obvious that especially through human rights promotion Amnesty International Croatia can directly and more actively influence the improvement of the human rights situation in the country. Accordingly, we built our programmes for human rights education.

As part of the programme in November 1995 Amnesty International Croatia in cooperation with the Centre for Human Rights Promotion - Magna Carta from Zagreb,

organised the first HRE workshop. Initially it was supposed to be a workshop for teachers, and in that respect we contacted the Ministry of Education to help us approach the teachers, particularly because the Ministry requested cooperation in this field. Also, NGOs expressed the same requests in some Council of Europe documents as well. Unfortunately, it seemed that the Ministry was reluctant to have any concrete contact with NGOs which offered help or cooperation. Then we realised that we could achieve results only by sending the invitations directly to hundreds of schools and in that way encourage teachers to attend. This was not an easy task. We knew that our progress would be slow but that, we hoped, we would reach the most interested teachers (of course if the school's principal handed out our invitations for workshops to them at all). However, in the end we only had a small number of teachers present, and we had to adopt the programme to be suitable for representatives of various NGOs in order to stimulate them to consider HRE as a part of their future activities.

Teacher training and related activities in schools

Generally, we would like to encourage the establishment of a favorable atmosphere for human rights in Croatia and to present the participative methods of teaching which could be easily implemented and which could encourage action for human rights in the future. Moreover, this is the Amnesty International strategy agreed upon not only for Croatia, but also for all of Central and Eastern European countries.

In this respect, we chose teachers in primary and secondary schools for the first target group - because they can easily pass on their workshop experience and slowly begin building the network of teachers who can then educate other teachers. Although we didn't exclude the possibility of working directly with children from time to time, working with children is left up to our financial possibilities and human resources.

Regardless of all the obstacles in reaching teachers, from 1995 until now we organised one workshop for teachers per year.

Our programme also includes publishing of teachers' manuals and materials for children. We have produced, in cooperation with the Belgium section of Amnesty International, a colouring book for children about the Universal Declaration of Human Rights (it was mostly distributed in some primary schools in Osijek thanks to the approval of the local educational authorities) and the First Steps manual for teachers (especially prepared for Central and Eastern European countries) in Croatian, which will be realised soon. We hope that the manual will be accepted and recommended by the Ministry of Education for use in schools.

We have also organised:

- a) two workshops for children in school
- b) a few exhibitions of posters in different schools
- c) a painting contest among primary school children (in 1997 on the rights of refugee children and in 1998 on the Universal Declaration of Human Rights).

Human rights awareness building for the general public

I will give you a short account of our activities as our time for the presentation is limited:

1. all our campaigning materials include information aimed at human rights awareness building. Up to now, our members have spread thousands of leaflets and other materials mostly on the streets;
2. we closely cooperate with some cultural institutions and libraries and hold exhibitions of posters, books and other promotional materials including video presentations;
3. we work with student clubs and universities and organise different kinds of events;
4. we organise different kinds of events for the general public including concerts which target young people;
5. we use media (whenever and however possible) for spreading information about human rights.

Lastly, I would like to mention that although in Amnesty International we divide HRE from training for our own members, I see it also as one very important step in promoting human rights in Croatia. Namely, the majority of our members are young people who also need to be trained not only in Amnesty International's technics but also for human rights in general. In recent future they might also want to take part in HRE work at the local level in their communities regardless of their future professions.

Education for Human Rights: The CHC Experience

The main aim of the Croatian Helsinki Committee for Human Rights, according to its Statute, is to promote and fulfil the principles of the Final Act (and the following documents) of the Conference on Security and Co-operation in Europe, signed in Helsinki in August 1975. It means, among others: to support the development of democratic institutions, to promote the rule of law and human rights and to educate people in these values. The CHC intention is to raise people's awareness of the need for human rights protection. Therefore this organisation is engaged in numerous promotional, informative and educational activities. This paper is the survey of some of these activities as well as of the main tasks of the CHC.

What is the CHC?

The Croatian Helsinki Committee for Human Rights (CHC) was founded in Zagreb in March 1993, as the member of the International Helsinki Federation (IHF) based in Vienna. The IHF has consultative status with the Council of Europe and the OSCE. The main aims of the CHC are: to support, promote and fulfill the principles of the Final Act of the Conference on Security and Co-operation in Europe (and of all following documents), signed in Helsinki in August 1975. This means: to support the development of democratic institutions, to promote the rule of law and human rights and to educate people in these values; to organise research and establish documentation, i.e. a data base in the fields of human rights in Croatia and to help victims of all kind of human rights violations.

The CHC for Human Rights, shortly, is an independent association of Croatian citizens, founded in order to protect and promote human rights. It is a voluntary, non-governmental, non-political and non-profit organisation which has over the past five years, grown from a small group of human rights volunteers into a very important lobbying NGO with an influence that has outgrown its initial intentions. A complex political situation in Croatia, complete obstruction of democratic institutions and inefficiency of parliamentary procedures forced the CHC to react very often as "a voice of social consciousness". Therefore the CHC has developed, according to the international standards, into the biggest and the most influential organisation for human rights protection in Croatia. The CHC members are distinguished open-minded public figures of different professional, national and confessional profiles. The CHC Office today employs about 30 activists together with the activists in 8 regional centres all over Croatia, including Dubrovnik.

The CHC has received several thousands of cases of human rights violations in the recent period, most relating to denial of citizenship, illegal evictions, forced military service, terrorism and violence, missing persons, abuses in detention centres and police brutality. The CHC for Human Rights was founded during wartime when rebel Serbs occupied one third of Croatian territory and when there was no access to this area. So the Serbs, who remained in the territory under the Croatian Government's control, were the first to be protected by the CHC' work. The CHC faced a special problem after the Croatian police and military

Operations "Flash" and "Storm" in the area of the former Krajina region where large-scale human rights violations had occurred. The problem of displaced persons and refugees has become one of the main issues that the CHC for Human Rights deals with. The Committee was, and still is, therefore, exposed to numerous attacks in the state-controlled media as well as by the Regime's high officials. The CHC basic standpoint was that even during the wartime individual human rights of every person - no matter to which ethnicity or religious group he belongs - should be protected. This differed a lot from the Croatian official policy according to which "a victim can not commit crime", and which is in the line with nationalistic formula "WRONG OR WRONG = MY COUNTRY". The CHC human rights activists advocated rather the other formula "RIGHT OR WRONG = MY COUNTRY".

Raising people's awareness of what do human rights really mean in a concrete Croatian context, using the formula RIGHT OR WRONG = MY COUNTRY, was and still is very important for the CHC work. Starting to talk to Croatian people that the Serb people in general are not our enemies No. 1, while the rebel Serbs were shelling Croatian towns, was not an easy task. By organising the round-table discussion "Serbs in Croatia, yesterday, today and tomorrow" at a time when this subject was tabooed, according to some critics, the CHC helped defend the honour of a democratic, pluralistic Croatia, willing to keep up with progressive world tendencies.

Namely, at the time when the CHC spoke about Serbs in Croatia, to be a Serb was predominantly considered as ignominious. "We were pulling dead bodies out of the closet, when it would have done better hiding them under the carpet". Nowadays, the state-building media, for example, do not find it difficult to write about FRY (Federal Republic of Yugoslavia), but the adjective 'Serb' retains a negative connotation in Croatia, despite the fact that Croatia was attacked by FRY!"

The CHC perception of the Serbs' return to Croatia also differed from that of the Croatian officials. The CHC sees three types of problems. Firstly, the issue of the basic security of persons and property. Secondly, Croatia cannot seem to grow beyond the concept of a state as an exclusive state of Croatian people (nationality) and arrive at the concept of a state of citizens. The problem is not to be seen inside the corpus of the Croatian State, but much rather among the ethnic communities. The potential way out lies in two concepts: either the multicultural option (Croats living together side by side with the remaining Serbs who are, by the way, still leaving Eastern Slavonia every day) - this option at the moment seems to be more realistic; or the intercultural option, meaning re-building of broken individual links, which seems to be a distant future for the time being.

In such a framework the CHC tried to exercise its educational programme.

Educating for human rights

1. Promotional and informative activities

In order to raise people's awareness of the need for the human rights protection the CHC organised several round table discussions and conferences on different topics.

The CHC regularly issues public statements, reports, bulletins and other special press releases and distributes them by fax or e-mail on two thousands addresses all over the world. The CHC also established its Web site on the Internet.

The CHC has published eight books so far: a book on "Illegal Evictions in Croatia", a book on Croatian judiciary, a book on the Statute and legal procedure in the ICTY in the Hague, a book "With Tolerance Against Hatred" about xenophobia, anti-Semitism and intolerance, a book "Serbs in Croatia: Yesterday, Today and Tomorrow". These books are the results of the round-tables which the CHC organised on mentioned topics.

The CHC translated and published the Croatian editions of the book "Forging War" by Mark Thompson, "International Human Rights in a Nutshell" by Thomas Buergenthal and the "Unfinished Peace: Report of the International Commission on the Balkans".

2. Summer schools for human rights

The CHC is, on a daily basis, faced with various forms of human rights abuses that are direct violations of international norms and standards (which Croatia accepted and signed) as well as of the constitutional and legal order of the Republic of Croatia. Therefore there has been a need for additional education of, in the first place, the CHC employees and members and other associate human rights activists. Since there was no systematic education for human rights in Croatia the CHC started with its own educational programme in August 1996, by organising the first Summer School for Human Rights on the island of Lastovo. The intention of this School was to provide a theoretical and practical education (and skills) which would enable the participants to react in a more adequate manner in every-day's work.

The CHC Summer School was primarily dedicated to the members (and the staff) of the Croatian Helsinki Committee and other Croatian NGO's, but very soon the CHC adopted an idea that the school of this kind should include the human rights activists from the entire region of the former Yugoslavia. The CHC Summer School thus became unique international HR school for this region in which several hundred of participants and dozens of distinguished lecturers took part.

The first Summer School focused on theoretical topics since there has been a lot of confusion as to the significance, meaning and the interpretation of human rights especially in so called "transitional countries". Actualisation of the theory of human rights in post-communist political and social context; co-ordination of the NGO's activities before the relevant institutions of the government; establishment of the network of NGO's involved in the protection of HR in Croatia and in other post-Yugoslav countries - were some of the main topics of the seminar.

The second Summer School for HR focused on gaining practical knowledge and skills concerning fact-finding, monitoring and legal assistance. The CHC activists presented their experience from the field-work such as: investigative role, monitoring situation with respect to compliance with human rights standards, disseminating information, dealing with the authorities, dealing with the media, dealing with the other international agencies and NGO's etc.

The third Summer school for Human Rights was held in Jelsa, on the island of Hvar, August 23 - 30, 1998 and had as its main aim initiation of the discussion related to the social crisis faced by the Croatian society. Among 107 participants of the third Summer school for Human Rights there were representatives of the Pensioners Association and Workers' and Teachers' Unions, Ministries of the Foreign and Internal Affairs, and numerous other non-governmental organisations from Croatia and former Yugoslav states. Twenty lecturers delivered lectures about various human rights violations and social rights manipulations, as well as the situation faced by the most marginalised and jeopardised groups in Croatia. European Social Charter was elaborated as well as the procedures and mechanisms related to the protection of economic and social rights on the international level.

The concept of the CHC Summer School is based on lectures, workshops and evening panel discussions. Lecturers primarily use the case study approach. Participants take part in role-games and simulation exercises. Special emphasis is placed on information about the co-operation with the Croatian Ministry of Interior and other responsible ministries, as well as various UN agencies and OSCE bodies and their relation to other governmental and NGO actors.

3. Human rights education forums

The CHC will continue its practice in organising Human Rights Education Forums. We plan to organise around forty public forums next year. In order to enhance confidence-building process, special gatherings will be organised in the more sensitive areas of Croatia (Vukovar, Beli Manastir, Pakrac, Gospić, Knin, etc.) The public forums will be used for book promotions, reports about the current state of human rights, round tables and most often, lectures about relevant human rights topics. The general framework of this project will be in line with the Recommendation 1346 of the Council of Europe on "Human Rights Education". The participants thus will discuss actual topics such as the European Court of Human Rights: when and how to appeal to the Court; human rights advocacy in theory and practise; legal framework and the situation in the field; place of HR in Croatian educational programmes, etc. The CHC also plans to organise several workshops on actual HR topics.

Interactive Learning Workshops on Peaceful Problem Solving and Peer Mediation in Primary Schools of Western and Eastern Slavonia: First Steps and Their Outcomes

This paper is a brief presentation of educational projects in the field of peaceful conflict resolution, bias awareness, peer mediation, non violent communication and trauma healing intended for children, parents, teachers and teacher-trainers in the war stricken region of Western and Eastern Slavonia. The projects were implemented by cooperative efforts of several Croatian and international organisations.

The project started as a collaborative effort on the part of several local NGOs and their experts supported by UNICEF, McMaster University and the Croatian Ministry of Education to help children in war and post-war situations. School-based, twenty-week extra curricular education for primary school children involved training in bias awareness, conflict resolution, and peace education joined by trauma healing. Quantitative and qualitative research was done to measure the impact of this programme on children, teachers and parents.

The first pilot project programme was done from February 1996 to September 1996 in Osijek and Pakrac, Croatia, with now two years long programme carried out in Eastern Slavonia and Baranja and in the schools of former Krajina Region (and other former war zones in Croatia): in Knin, Topusko, Vojnić, and Karlovac, (1996/1997), and peer mediation programme in 3 schools (in Pakrac, Zagreb, Karlovac). The experiences from the pilot phase were built into another revised programme and a new edition of the manual in 1997/98. We were interested in providing fourth and/or fifth grade students with a range of information and skills that would help them deal not only with their war-related stress and trauma, but also give them practical tools regarding the resolution of everyday problems and what can be done to live in peace with others. We were also interested in developing the process for building self-esteem, teaching non-violent listening skills, and helping both students and teachers experience new methods of interactive learning.

Project mission:

To promote and potentially institutionalize the understanding and practices of conflict resolution, bias awareness and reduction, trauma healing and peace-living through the schools trainings medium. We want to do this in the most creative and productive manner by finding an answer to the question „Do these interventions in the school context actually work?“

Project goals:

- To integrate trauma awareness and healing concepts with those of conflict resolution, bias awareness and reduction, reconciliation, and peaceful living in order to provide a more comprehensive approach to learning and life.
- To measure symptoms of psychological trauma and the impact of training on these symptoms; to measure the impact of the training on bias awareness and attitudes to conflict, violence and reconciliation.
- To note the changes, due to training, in attitudes and behaviour of students, but also to attempt to measure these factors in the teachers, pedagogues and/or school psychologists involved in the training.
- To analyse and document the data in order to determine the effectiveness of the training materials; the need to change and/or improve these materials; and to share these findings with other practitioners and researchers.
- To potentially institutionalize this type of training in schools throughout Croatia.

The Project was developed in 6 stages:

1. preparing research instruments and training materials,
2. training and pre-testing,
3. student training and aid to teachers,
4. post-testing,
5. data analysis, documentation and future action,
6. networking the schools included into project implementation.

The last seminar - teacher training workshop - was held in Vinkovci in AG Matoš Primary School. Three teacher trainers were leading the workshop for all the school staff and their teachers.

The project in the second year was very similar to the pilot project but it was different in several significant points.

First of all we trained local pedagogues, school psychologists and teachers to be trainers of other teachers involved in the project. These trainers then became the supervisors to the teachers: in this way the teachers and children were being helped by skilled local persons who knew well their fellow teachers as well as many of the 1200 students who participated in the 20 week training. This approach also allowed for more direct support of the teachers in the form of clarification of training materials, advice regarding teaching methodologies and in some cases direct interaction with the children. The teachers were given new understanding about the interactive learning methods. They went through the same process which was meant for the children to go through. They took the manual as the framework for these 20 week-programme.

Here is the table of contents of the manual (the new revised edition in 1997).

- FOREWORD

- AFFIRMATION - COMMUNICATION - COOPERATION
 - Workshop 1: Affirmation
 - Workshop 2: Skills for active listening
 - Workshop 3: Nonviolent communication
 - Workshop 4: Cooperation
- TRAUMA HEALING
 - Workshop 5: Loss and grief
 - Workshop 6: Lifeline
 - Workshop 7: Loss and separation
 - Workshop 8: Anger and rage
 - Workshop 9: Letting go of the past
- PREFERENCES AND PREJUDICES
 - Workshop 10: Similarities and differences
 - Workshop 11: Appreciation of differences
 - Workshop 12: Where do we belong?
- CONFLICT RESOLUTION
 - Workshop 13: What is conflict?
 - Workshop 14: Roots of conflict
 - Workshop 15: Different ways of reacting to conflict
 - Workshop 16: Learning peaceful conflict resolution
 - Workshop 17: Strategies of cooperation in nonviolent conflict resolving
 - Workshop 18: Conflict resolving and human rights
- PEACEFUL LIVING
 - Workshop 19: What is peace?
 - Workshop 20: What can I do for peace?
- APPENDIX
 - The Implementation of the Programme During 1996
 - Teacher's Notes & Children's Notes
 - The Project in Brief
 - Children's Works
 - Excerpts from Supervision Reports
 - Excerpts from Evaluation Report

Process evaluation in pilot phases

The students in the treatment groups were asked to evaluate the implementation of each of the six topics included in the programme curriculum and express their feelings on the 5-points scale. Similarly, teachers were asked to provide assessments of group processes and achievements after each workshop on the 5-point scales. Main results of their feedback are presented in Figure 1. and 2.

The results indicated that both the students and the teachers were satisfied with programme implementation.

Figure1. Average assessment of five topics on 12 dimensions by the students.

Dimensions	Topics				
	1.	2.	3.	4.	5.
1. uncomfortable/comfortable	4.28	4.45	4.65	4.64	4.66
2. refused/approved	4.47	4.68	4.65	4.55	4.56
3. tense/relaxed	4.23	3.98	4.14	4.20	4.16
4. silent/talkative	3.95	3.78	3.87	3.77	3.89
5. refuse cooperation/cooperate	4.54	4.61	4.49	4.47	4.53
6. do not help/promote the work	4.48	4.41	4.54	4.34	4.22
7. boring/interesting	4.24	4.26	4.56	4.32	4.39
8. useless/useful	4.29	4.54	4.66	4.36	4.56
9. school achievement: poorer/better	3.94	3.81	3.99	3.86	4.00
10. relationship with children: poorer/better	4.39	4.16	4.35	4.24	4.33
11. relationship with parents: poorer/better	4.20	4.18	4.30	4.18	4.25
12. general feelings: poorer/better	4.28	4.22	4.58	4.28	4.47

Original scale points on each dimension of the instrument (see the instrument on students' self-ratings, Appendix) were recorded to the scale from 1 to 5 so that higher results indicate more favorable assessment.

Students' appraisals of their feelings, relationships with others as well as their engagement in the group work, are very high, with average estimates of 4 and above on almost all dimensions regardless of the topic. Somewhat lower but still reasonably high ratings are obtained on the dimensions describing how active or talkative they are within the group, and that relating to their scholastic achievement since they attend the group.

Qualitative evaluation of the programme implemented in Eastern Slavonia

Assessments by students, parents, and teacher-trainers

The school-based health and peace initiative project implemented within the area of Eastern Slavonia during the school-year of 1996/97 started at the beginning of fall semester and was completed in April 1997. The qualitative part of evaluation of this programme was

conducted immediately after the programme was completed. The same questionnaire on the participants' impressions and thoughts about the programme was administered on the sample of 196 students, their parents, and 56 teachers who participated in implementation of the programme.

Appraisals of students and parents

Overall assessments given by students and parents on the various aspects of accomplishment of the programme are generally very high. Students as well as their parents almost completely agree that the programme influenced the behaviour of the children in various aspects. They gave somewhat lower, but still reasonably high estimates on questions describing readiness to talk about problems and unhappy events and those relating to improvements in listening and tolerance among children.

No differences in the assessments of the programme were found between male and female students. There were also no substantial differences in parental appraisals with reference to gender of their children, except that parents of girls gave somewhat more extreme estimates about how much their child enjoyed the programme and are more positive about child's readiness to talk about problems that bother her.

Several differences in students' and parents' appraisals were obtained depending on overall estimates of the training given by their teachers who implemented the programme. Students whose trainers evaluated the programme highly gave more favourable appraisals about changes in their willingness to talk about problems and unhappy experiences, expression of feelings and needs, and opportunities to express anger creatively through the programme. Parents of those students also gave more positive appraisals on statements about readiness of their children to talk about problems and their capability to express what they feel, than parents of students whose teachers gave lower overall estimates of the programme.

Appraisals of teacher-trainers

Average appraisals on similar questions about the programme and its impact obtained from 56 teacher-trainers correspond and in some aspects seem to be even higher than those of students and parents. Teachers declare that they used to adjust the programme according to concrete circumstances and move from one topic block to another relatively easily and generally did not have difficulties in understanding of the manual. They generally agree that the programme could have had positive impact outside the classroom. The lowest estimates they gave were on whether the programme should be recommended to younger children, whereas they would highly recommend it to older students. Most of them would like very much to participate in a similar programme next school year.

Final comments

- Considering presented circumstances and limitations, and given the empirical evidence, it seems that the programme is a potentially successful vehicle for influencing ethnic bias awareness issues.
- Considering presented restrictions and empirical results it seems that the Pilot Programme is a potentially successful means for alleviating post-traumatic symptoms, promoting

positive attitudes towards non-violent conflict resolution practices, and decreasing bias awareness.

- The programme was considered interesting and useful by all involved: students, teacher-trainers, parents and school administration. As a qualitative kind of data this testifies that this programme was welcome. The high quantitative assessments provided by the students and teacher-trainers throughout the programme also supported this notion.

Here are two excerpts from supervision reports and students' notes.

Primary School in Pakrac:

The first contact with teachers at Pakrac Primary School was surprising: they didn't want to share the experiences from the workshops among themselves. They usually do not share their experiences from the classrooms, so they didn't see the purpose of meeting together after sessions.

Since all three teachers said that they are not quite clear what they should talk about, I explained at the beginning the purpose of supervision and the reasons for group sharing in future. All three of them invited me to come into their classrooms where they were having workshops with children.

"After this war thinking about all the lost friends and things I liked and things that my mother and my whole family had - I feel deep sorrow and I feel like crying. Then I go to my best friend. It is my rabbit."

(Supervision report by Branka Sladović, February 23, 1996)

Primary School Beli Manastir:

In the period from February to the middle of June, 1998, 20 schools were supervised including 39 monitors of 42 groups of children who took part in the workshops of the programme "ZA DAMIRE I NEMIRE" voluntarily and with their parents' permission. At the moment of the supervision there were 745 children in these 42 groups.

The main supervisors, as in the previous half-term, were the members of the project team, expert lecturers/trainers of the programme and the school co-ordinators, excellent pedagogues, coming from particular regions/counties. But as the project progressed the educators (pedagogues, psychologists, class teachers or subject teachers from the schools that were included in the project - who were originally workshop monitors and now were trainers themselves) - started supervising the implementation of the project, i.e. supervising their colleagues from the neighbouring schools but sometimes also from the schools that were not so near. Their reports showed that such a method was very stimulating: for them it was easier to understand the working conditions and problems, their colleagues' skills and achievements and the children's reactions during the workshop activities. There were 30 supervisors altogether.

The Implementation of the programme according to the supervisors' reports

According to the plan of supervising for the schools that carried on with the project - the 2nd part of the programme in the second half-term of the school-year 1997/8 - the following schools were supervised: The Primary School "Švarča" in Karlovac, The Primary School "Braća Radić" in Pakrac, The Primary School in Vojnić, The Primary School "Vladimir Nazor" in Topusko, The Primary School in Knin, The Primary School "St. Ann" in Osijek, The Primary School "Dobriša Cesarić" in Osijek and The Primary School "August Šenoa" also in Osijek.

In all these schools (except The Primary School in Knin) *the whole programme of 20 meetings* was completed with the groups of children that started it as extra-curriculum activities. Mara Capar, the monitor in the Primary School in Topusko, was replaced because of her maternity leave by a new monitor Emila Stanešić who came to the second seminar in Topusko. In The Primary School in Knin five teachers worked on this programme in special conditions. Borka Šimičević covered 14 workshops with her VIth form students during her own home teacher classes, Marija Prnjak covered 8 workshops with a group of VIth A and VIth B forms, Anto Matić 7 workshops with the students of the Vth form, Vesna Živković 5 workshops with the students of the VIth form (home teacher classes) and Ružica Matić 7 workshops with the students of the IIIrd form.

Most of the groups in these schools were the students of the fifth and sixth forms. Only one group in The Primary School in Topusko, one group in The Primary School in Knin, one in The Primary School „August Šenoa“ in Osijek and two groups in The Primary School „St. Ann“ in Osijek were composed of the IVth form students .

Most of the supervisors' reports stressed the improvement in the relations between the children, between the children and the teachers and relaxed and cheerful atmosphere during the work. Children were looking forward to the meetings. Supervisors noticed better communication and co-operation between girls and boys in the group and suggested that more attention should be devoted to it in the follow-up of the programme. The topic of Conflict was not the easiest to deal with, and the children's favourite in the second part of the programme was The Peace Island.

“In the ABC of Peace, children clearly discriminated between the concepts of war and peace. When asked why he wrote so many words for WAR, one of the students said he knew very well what the war was but that a little more should be done for peace“ (from the supervisor's report by Giovanna Kirinić, Workshop 19 „What is peace?“, monitored by Emila Stanešić from The Primary School in Topusko).

“Children were very satisfied with the workshop and especially with the “testing arm strength“, “a story with two endings“, “finishing of the cartoon“, “disharmonious orchestra“. They saw how a conflict can provoke two different reactions and it was very important to hear the opinion of both sides in order to solve the conflict successfully.“ (From the supervisor's report by David Kelemen; Workshop 16 “Skills for successful conflict resolution“ monitored by Nada Bošnjak, The Primary School “Dobriša Cesarić“, Osijek.)

According to the plan of supervising for the schools that started with the implementation of the 1st part of the programme in the second half-term of the school year 1997/98 the following schools were supervised: The Second Primary School in Vukovar, The Fourth Primary School in Vukovar, The Fifth Primary School in Vukovar, The Primary

School in Negoslavci, The Primary School in Čeminac, The Primary School in Tenja, The Primary School in Dalj, The Primary School in Beli Manastir, The Primary School in Petrovci and The Primary School in Ernestinovo. Ten workshops were completed in all of these schools. The groups were composed of students of a wide age range, from the IIIrd to the VIIIth forms. In the Primary School in Dalj the work was done with as many as four groups.

As most of the monitors in these school had taken part in the earlier Project in 1996, the supervisors' reports stress that they were well prepared and had impressive experience in monitoring the workshops, especially very complicated ones, "Loss and Grief" and "Letting Go of the Past". There were cases of parents' participation in the workshops in The Primary School in Dalj (eight parents).

Most of the supervisors report that the students were exceptionally active, they were looking forward to the workshops but they were also clearly concerned about the events in Eastern Slavonia. The topics of Loss and Grief still provoked a lot of emotional reaction both among children and among monitors. But it could be noticed that children's drawings showed less events connected with war. They mostly grieved for lost toys and pets.

"...I supervised the Workshop No. 5 "Loss and Grief". It could be noticed that children did not have any losses that they would have difficulties in accepting. They were not in a sad mood. (It is a question whether that was true or whether they still didn't have enough confidence in the group to talk about their losses. They might have been put off by the presence of the supervisor.) It was interesting to compare the reactions of the students that took part in the programme this time and those that had taken part last year. This year there were not so many losses caused by the war events in the students' drawings. Also, it could be noticed that children were mostly alone in their grief, they had nobody they could rely on and talk about their loss. There was an interesting comment made by a girl at the end of the workshop: „I feel a lot better now. I thought I was the only one who was sad but I can see that there are some other people who are sad.“ (From the report by Vesna Mudri)

Workshop No. 5 „Loss and Grief“ monitored by Ljiljana Kojić, The Fifth Primary School in Vukovar.)

From Consciousness to Advocacy - Alternative Approach to Education for Human Rights Experience and Activities of the Center for Direct Protection of Human Rights

As soon as the Center for Direct Protection of Human Rights started working with citizens, its activists became aware of the necessity to dedicate part of their activities to human rights education. Educating for human rights and inspiring civic courage among the largest possible number of citizens was identified as the only way to help in building a stable democracy. This paper sums up some relevant points of the Center's approach to human rights education, namely methods, target groups, the role of teacher, the choice of literature as well as the evaluation process. The Appendix brings the programme of the course "Human Rights: The Challenge for the XXIst Century" taught by the activists of the Center within the Center for Peace Studies.

Introduction

In "turbulent times" of war and serious infringing of human rights, when collective rights were put in front of individual, we, activists for human rights, acted urgently, almost as a kind of "emergency". We noted, helped, protested, advocated for changes of law and practise, offered solutions... We acted as groups for providing help and, occasionally, as groups for pressure.

Coming from different backgrounds in education, life experience and age, we have been discovering „hot water“ (too) often, while trying to help someone. We searched through books (only few were available in Croatian), used our previous knowledge and analysed declarations, international mechanisms and institutions by ourselves. We educated ourselves through seminars, workshops, bulletins and foreign literature. It would be difficult to help anyone without basic knowledge. Without it we would only be noting people's stories. We would be some kind of human rights Calimeros, who see that problem exists, who can see in dim outline its causes, but who can neither solve it nor help in its solution.

Simultaneously, in our practice we met (and we still meet) citizens who are victims of human rights violations, but also, which is very significant, victims of ignorance and fear from institutions. These people were taught to believe and be quiet unconditionally. We supported them in demanding their rights, in being persistent and consistent. Only few of them were persistent, had strength and – civic courage. They almost took it for granted that we would do something instead of them. Some had reasons for that – they were scared, humiliated, deprived of basic rights. Some were just taught that way. It seemed like they had

been saying: “Authority is unquestionable, the state is sinless, and I am only an insignificant little person who cannot change anything.”

If citizens are ignorant of their rights, they will not be able to claim them. If they do not know whose duty it is to protect and realise their basic rights, they will not know whom to turn to. Such a situation gives unimagined possibilities of manipulation, blooming of state bureaucracy and possible (un)intended discriminations. Such a citizen, with little or almost no awareness of his/her rights, without knowledge on domestic and international mechanisms of protection, becomes permanently cocooned in his/her own ignorance, a passive object with no initiative. In long terms, when such information is denied or inaccessible to large number of citizens in a state, we can not speak about development of democracy, especially regarding its most important part – development from below, from every individual, from every citizen.

Above mentioned experience led us to analysis on how to try to change the existing situation so the Center for Direct Protection of Human Rights decided to dedicate one part of its activities to education of citizens.

Experience and activities of the Center for Direct Protection of Human Rights

Part of activities of our Center during the last five years was aiming towards education for human rights.

From the very beginning, while perceiving the problem, making the activity plan and the realisation of the educational projects, we came across many aggravating circumstances. The Center faced problems of:

- a) lack of funds (material and human potential),
- b) impossible or difficult co-operation with state institutions (ministries, educational institutions etc.) and
- c) difficult approach to media and their insufficient sensibility for promotion of ideas of advocating human rights.

Bearing all this in mind, our approach to education was transformed and we could not fulfil our goals and apply all methods in the way we wanted. Therefore, realised activities were not systematic enough or long-termed, and were not aiming at any specific “target group”. Due to the circumstances, they were based on more or less successful methods and steps that we had used.

The larger part of such forms of education could be called *indirect* forms of education. By that we mean education through publications, books, leaflets, bulletins etc. In such education it is difficult to measure results of activities; the feedback is often beyond our reach. But, it is important that indirect forms of education give us access to larger number of citizens.

We will illustrate that through a few examples:

We prepared educational leaflet on what human rights are, who is responsible for their protection, which rights are guaranteed by the Croatian Constitution, how to realise the right to Croatian citizenship etc. We wrote a book entitled “Vodič kroz vaša prava” (“Guide

through Your Rights”), meant for the citizens, in order to inform them on the rights protected and promoted by the Universal Declaration of Human Rights, on ways of protecting one’s rights in the Republic of Croatia and at the international level, and on the role of non-governmental organisations in the protection and promotion of human rights. We translated into Croatian the English “Handbook for Human Rights”, which proved to be very useful to the current and future activists for human rights.

For almost three years now, we have striven to publish our bulletin „Kroki“ quarterly, on a regular basis. The bulletin is both in Croatian and English and through it, among other goals we are trying to inform and educate citizens, activists, state officials and media on the most important issues related to human rights and mechanisms of their protection.

Another type of education is *direct*, which is going on through workshops, tribunals, round tables, seminars, courses etc. It is easier to measure results in such kind of education, since there is contact with the so called “students”, and a possibility of feedback and communication.

We tried to pass our knowledge and experience to citizens through workshops, round tables, our public appearances in the media etc. Furthermore, we have created and conducted thematic seminars and we shall try to continue to do so in the future (seminars on the role of NGOs in promotion and implementation of the European standards of human rights, on co-operation among NGOs and the Council of Europe, on how to use institution of the European Court of Human Rights, on the content and implementation of the Framework Convention on Minority Rights etc.). Seminars mainly aim at activists of local NGOs for human rights.

We have developed a special programme related to Roma population. Part of it are educational activities, organised through round tables, tribunals, personal advising or through bulletin RoMonitor.

So far we have prepared two educational programmes:

- a) programme of studying democratic skills and human rights issues
- b) programme of conducting the course on human rights within the Center for Peace Studies.

Approach to education

We will try to give a short review of the relevant points of our approach to education for human rights (methods, target groups, literature, the role of teacher and evaluation process).

The goals that we want to accomplish can be achieved through both direct and indirect education. Of course, they do differ in methods and the role of “teacher”, meaning the transmitter of knowledge or information, as well as in the process of evaluation. They significantly differ regarding the “users of information/knowledge”, or the „attendees“ of the workshops.

Goals

- a) *to comprehend one's rights*
- b) *to gain knowledge / learn*
 - *on historical development of human rights*
 - *on domestic and international mechanisms of protection of human rights*
 - *on some specific rights*
 - *understanding of the basic concept of human rights*
 - *understanding of the relations individual – group – national rights*
- c) *to learn how to claim one's rights*
- d) *to urge to solidarity in the community in helping and advocating for human rights.*

Pedagogic goals:

- a) *changing / strengthening of attitudes*
- b) *changing / forming of values*
- c) *cognition / learning*
- d) *development of the attitude of solidarity*
- e) *empowerment, encouragement to creativity.*

Those goals make the significant difference between the education “on” and the education “for” human rights. The ultimate goal of education, as we see it, is not only gaining knowledge, information and skills, but also encouragement to action (for example, in local community, as individuals or with others, in NGOs, through reactions to problems, solidarity etc.).

Methods

Direct education (workshops, seminars, courses etc.)

In deciding which methods to apply in direct education, it is necessary to bear in mind the experience of the traditional way of learning (both the experience of the “student”, the attendee of the workshop, seminar or course, and the experience of us the “teachers”). It means that it is necessary to develop and give the “student” the methods that will stimulate self-cognition, use of the experience of the attendee and their practise. At the same time, the “teacher” is expected to have the ability of acquiring new methods, which significantly differ from “ex cathedra” method, as well as new relation towards the attendees and new way of transmitting the knowledge.

- a) *work in small groups, up to 20 participants*
- b) *sitting in circle, without physical barrier ex cathedra, in order to stimulate intimacy, equality, teamwork etc.*
- c) *use of different materials (documents, pictures, films, newspaper articles, books etc.)*
- d) *debates (affirmative and negative sides)*
- e) *role play*
- f) *talk in circle*
- g) *case study*
- h) *method of active listening*

- i) *method of finding solutions in problem situations*
- j) *guest-lecturer.*

Indirect education (books, bulletins, leaflets, brochures etc.)

We use different methods, depending on the content of publication. What all our publications have in common is that they must be written in simple and clear way. We often illustrate problems with “everyday” examples. As we see it, it is important that publication is standardised, systematic and that it follows the line of thinking from individual to general.

I would like to illustrate it with an example.

The Center for Direct Protection of Human Rights is currently preparing the book of exposés and discussions from the conference *The Role of Local NGOs in Croatia in Promotion and Implementation of the European Standards of Human Rights*. As many of the participants referred to numerous articles of the European Convention on Human Rights and belonging protocols, we will, as appendix of the book, publish those documents as well, in integral version. We feel that they might be stimulating not only for the conference participants, but also for all future readers who never came across the complete documents. Maybe the knowledge on them will be motivation for future action, or at least encouraging for more active advocating of human rights.

The role of so called “teacher”

In indirect education we think that the “teacher’s” role consists more in facilitating than in classical transmitting of knowledge and skills. As we see it, the “teacher” should be encouraging and open for different opinions.

She/he should not offer unquestionable truth and unquestionable solutions under any circumstances. He should not give solutions of “it should be” type. She/he should never judge and evaluate some attitude in order to label it or push it into stereotype. The “teacher” should also be beware of interpretation and giving diagnosis.

The “teacher / leader” should be able to listen to the attendees, equally cherish their opinion and stimulate them to more active participation in the process of education, without discrimination in favour of any attendee or some attitude, experience or opinion.

Target groups

It is much easier to work with homogenous groups (where members are alike, either with respect to education, age, occupation). However, we have more experience with heterogeneous groups.

It is easier to develop a serious programme, for example, for high school students only, for law students only, for lawyers only, for police, social workers, teachers, military, etc.

Such programmes would be more sensitive for certain population. They could be adjusted, respecting specific features.

Furthermore, we consider it necessary to prepare special programmes adjusted for education of future or current activists for human rights, viz. programmes in which the part that relates to gaining knowledge and skills needed for active pleading and advocating of human rights would be more emphasised. At the time, we are partly doing that through creating and leading thematic seminars.

Literature

Besides classical literature, in the process of indirect education it is necessary to use “texts from real life” (newspaper articles, well known texts or texts from belletristics etc.). Furthermore, in the process of education we use educational films, videotapes, pictures, original texts (such as declarations, conventions, constitutions etc.).

It would be difficult to create good, complete and uniformed textbook on human rights, therefore, it is necessary to – besides existing literature – use so called alternative resources of education and information.

Analysis of the accomplished / the evaluation

The important, final part of educational process is the analysis of the accomplished (the evaluation). Analysis of the accomplished is never the end of educational process. It should be only foundation for adjusting the programme for future cycles.

There should be distinction between the evaluation of the attendees and the evaluation of the leader / teacher.

The attendees analyse the accomplished through questionnaires and through discussions with each other and with the teacher. Through these methods it is possible to estimate if the goals were accomplished, if the adequate methods and materials were used and if the group cohesion was achieved, as well as the relations between the group and the leader / teacher.

The evaluation of the teachers / leaders themselves, and the creators of the programme of education is indisputably significant. At the end of the cycle they will evaluate their own contribution, accomplished goals, the relevance of the used methodology and materials, the way of choosing the attendees and – depending on the results – they will adjust and change the programme of education.

In an ideal situation, we feel that it would be good if educational process would be evaluated by independent experts, who are by their sensibility, experience and knowledge familiar with problems of human rights and educational process itself.

The importance of the support and respect for both formal and informal form of education for human rights

Formal forms of education (pre-school, school, university programmes) can hardly be isolated islands, only lessons or mere courses. It is important that some form of support or alternative to them could be gaining of knowledge and skills on human rights through informal education, which I prefer to call alternative – education through non-governmental organisations.

However, there is a problem (at least when speaking on “Croatian issue”). It refers to the fact that at the moment of the preparing of the mentioned text, we, at the Center for Direct Protection of Human Rights, do not have even basic information on the National Programme of Education for Human Rights. During its very creation, we, the people from the non-governmental organisations, weren’t invited to actively participate in its forming.

I could make some presumptions of the reason for that, but I will let the right to the answer and explanation to those who can answer it better – to the creators to the Programme.

Therefore, I can only list the principles that should be guidelines in making and implementation of the National Programme.

Above all, the Programme of Education for Human Rights should not in any circumstances be accepted without consultations with non-governmental organisations who have tremendous experience in both indirect and direct education for human rights (starting with tribunals, books, brochures, round tables, seminars, educational programmes, courses etc.).

Secondly, if the education for human rights is limited to school programme, there is a danger that it would be limited exclusively to semi-scientific content, which would be only learnt and reproduced, and not learnt as skill and preparation of every citizen for more active participation in democratic processes in the society.

And thirdly, it must not be forgotten that – I suppose, ambitiously pictured – the National Programme could be, due to its size and ambitions to cover all segments, too hermetic. That is where I see great role of the NGO’s activists in the implementation and realising part of the programme using alternative methods, inside or outside the educational institutions.

Formal and informal approach do not exclude each other, moreover, we feel that their interaction, support and respect for each other is necessary.

At the end, we must not forget the third form of gaining knowledge on human rights, which is gaining knowledge through media, whose programmes in that direction should be created. Media should be some kind of logistics in the process of education for human rights and the process of gaining democratic knowledge and skills.

APPENDIX

Course: Human Rights, Challenge for XXIst century

The course is taught at the Peace Studies. It is conducted by the activists of the Center for Direct Protection of Human Rights, politologists and experienced high-school teachers: Dušanka Pribičević-Gelb and Mirjana Radaković, who is at the moment at the post-graduate studies of The Legal Aspect of Human Rights, in Budapest, Hungary.

Through our work on concrete cases of violations of human rights during the last few years, we realised that:

- significant number of people do not have even basic knowledge on human rights and therefore do not know either how to demand them or how to protect them
- the public is not sensibilised to human rights
- in the public we often came across the language that is not the language of human rights; human rights are still given to someone, instead of belonging to people by birth
- groups for protection of human rights are often seen as groups against the government; they should instead be seen as those who urge the government to answer in the public for every use or misuse of force because public controlling of the power creates the confidence of the public and decreases the tension
- the universal culture of human rights is yet to be built.

These were the basic reasons that led us into starting the human rights course within the Centre for Peace Studies.

Through the course, we try to:

- pass the knowledge:
 - on human rights: the history of “conquering” and legal regulation of human rights, kinds of rights, international and domestic mechanisms and institutions for human rights protection, basic international and domestic documents,
- educate
 - for human rights: how to respect and protect human rights; how to establish relationship between human rights and personal responsibility; how to develop tolerance and skills, both personal and social, such as self-cognition and self-awareness, estimation and understanding of personal needs in relation to others, interactive skills, such as listening, giving one’s opinion, confronting the groups that put pressure, problem solving through finding information, decision making, skills of negotiation and advocating, human rights supervision and reporting on human rights,
- create environment suitable for human rights, in which structure, methods and relations in „educational process“ respect and state human rights values.

Through combination of these goals, we try to nourish moral values and attitudes of social justice, equality, respect for diversity etc., and to acknowledge that human rights are universal, they cannot be either divided or disposed and they are related to one another.

The goal of the course is to sensibilise the attendees for human rights and stimulate them to active protection of human rights and prevention of their violation.

The course is organised through workshops and participational, interactive methods, which include work in pairs and small groups, role play and simulation of situations, text analysis, audio, video and film material, discussion, exchange of experience, etc.

Our experiences

The group we are working with during this school year is significantly different from “classical” educational groups by its structure.

The age of participants is between 20 and 60 years, and most of the participants (15 of them) are between 20 and 30. Six participants are between 30 and 40, six between 40 and 50 and one participant is 60.

They also differ by degree and type of education: nine of them finished secondary school, ten of them are students, two finished higher school and seven have university degree. Among 28 participants, only five are men. Similar gender structure is found in the non-governmental organisation engaged in human rights protection.

Most of them did not learn about human rights through their regular education. Even in the group of participants who attended secondary schools in the 90’s, their school subjects did not contain human rights issues. Only seven of them learnt about human rights, some within the subject politics and economy, and some in philosophy and ethics. They mostly feel that this was not sufficient. They consider that the fact that they were not given an opportunity to discuss on the subject at school is a great failure of educational system.

From the survey on motivation and expectations we found out that they had entered the course because of:

- the inner need to work on themselves,
- personal war experience in the period 1991/92,
- current general crisis of human rights in the Republic of Croatia,
- cognition of possibility of peace work,
- gaining knowledge that is applicable in everyday life,
- wish to get to know human rights and mechanisms of their protection better,
- possibility to learn legal ways and mechanisms of the protection of human rights, to spread knowledge, in order to be able, as journalists, to personally contribute to awareness and education of the public,
- the need to learn to stand for and defend the weaker,
- pleasant company, understanding and respecting of different attitudes, new information and skills, empowerment and support for action.

Or, as one participant stated: “Finding myself in this world of ours, full of intolerance and disrespect for human dignity, human rights and freedoms, I hope that I will spend time with people who respect others, that I will, while having good time, work on myself, so that I could be empowered and share new knowledge and experiences with others.”

Although these data are only an illustration, I think that they give good picture of our “educational” reality. We feel that there is no space for dilemma whether to introduce citizens

education or not, and, through that, education for human rights as well, into school programmes.

We want to emphasise that studying on human rights can not be cocooned into a classical school subject because respect of human rights is the way of life and understanding of the world. Human rights are practised in every school subject, through formal and informal content.

The environment of trust and respect for one another is especially important for education on human rights. Working in small groups provides possibility of active participation of every student, encourages inventiveness and co-operation and develops personal responsibility. Therefore it is important to comprehend human rights, in order to be able to claim and protect them.

Role of NGOs in Promoting Peace, Human Rights and Democracy

This paper summarizes the seven- year experience of the Centre for Peace, Non-Violence and Human Rights in working with population from war stricken regions of Croatia. The author points out three main areas that have been the cornerstone of the Center's activities since its foundation: programmes of psychosocial support to the children of displaced persons in primary schools - in the form of the so-called 'creative workshops', education for and about human rights as well as education for democracy intended for all citizens. These are considered by the author to be a necessary part of all Croatian NGO's agenda.

Center for Peace, Nonviolence and Human Rights, Osijek, is one of the first organisations for peace and human rights that started to work in the areas of the Republic of Croatia affected by war.

Our mission is almost identical with the title of this symposium that says: *Common Goals – Varieties of Approaches: Promoting Peace, Human Rights and Democratic Citizenship through Education*. Those were exactly the values for which we were founded.

Center for Peace, Nonviolence and Human Rights, Osijek, is based on principles of tolerance, understanding and cooperation. Through programmes of education, human rights and peace building it supports active participation of individuals and groups in creating a civil society, permanent peace and democracy.

Since 1992 till today members of the Center considered that in circumstances that we lived in (war situation, followed by post-war circumstances, post-war trauma, transitional period and all that it brings) it is necessary to work on peace education and promotion and protection of human rights. We have been accomplishing the tasks we took up by non-conventional ways that have never before been applied in these parts until a few years ago.

We realized that we won't be able, either as citizens or as civil associations, to stop or significantly influence the war and its course without long-term endeavour to transform the totalitarian and war-inflicted society into a democratic one, that will be founded on mutual safety and reconciliation, participation of citizens, tolerance and human rights, a society more resistant to war and more creative in building peaceful, just and harmonious relationships.

Already at the beginning of our work we started to create programmes of psychosocial support to the children of displaced persons in primary schools. Soon it turned out that this kind of support is equally needed for all children, no matter what kind of status they enjoy, because most of the children from Osijek equally experienced the separation from parents, in times when they were put away from the city, security and trust. We decided to work with all

the children, without making any distinctions, and that was the start of our "Creative Workshops" project. Goals of the project were active listening of war and post-war experiences of children with a lot of attentiveness, soothing the post-traumatic syndrome by observing emotions through games and building trust through group interaction. That was also help for displaced teachers that lost their jobs, homes, income and often the feeling of safety. Pedagogical and therapeutic preparation of teachers for work with children also strengthened their self-confidence. Workshops were also a preparation, through studying of skills which contribute to soothing the negative consequences of war and loss of trust among people, for future and return.

Since 1992 until the end of 1997 the project was being developed through several stages. In the school year of 1992/93 several hundreds of children regularly or periodically participated in numerous new cooperative games that were applied in workshops. Sixteen teachers started to work in six primary schools in Osijek. Workshops offered possibilities for children to express their feelings and experiences in connection to war through painting, singing, dancing and telling tales. Positive and creative relationships developed in those groups. Through listening to experiences and feelings of others, the participants were gaining trust in one another so the children and grownups/teachers together felt the positive effects of the programme which enabled them to soothe and overcome the feelings of hopelessness and isolation. During next school year the programme already spread to 15 schools and 30 teachers, pedagogues and students who worked with 700 children now already in homogenous groups (with 15-20 children per group). Adopted skills were applied in the work with children through games and imagining the future. Exchange of experiences and feelings contributed to development of atmosphere of trust and security, open communication, cooperation and giving and receiving. In the school year 1994/95 the programme continued in 17 primary schools in Osijek and its surroundings. 25 groups of children and 5 groups of parents were included in the programme consisting of about 600 children and 60 parents. This programme is still going on and it has grown to 10 primary schools and 6 high schools in Osijek and 11 primary schools and 4 high schools in the Danube region. The programme consists of two major components: educational and interventional. We prepared returnee children to become aware of the fact that adjustment to resumed life in the old neighborhood will not depend only on objective circumstances but also on their subjective perception of these circumstances, their expectations and possibilities of realizing the goals significant to them.

Another important segment of our work is education for and about human rights. Education about human rights is education about international conventions and our national laws on human rights. On the other hand, when we educate on how to respect and protect human rights we talk about education for human rights. During last several years the Center for Peace engaged in both. We did education on human rights through leaflets and booklets with instructions and advice on ways of achieving different human rights and freedoms (status rights, property rights, rights of health and welfare coverage, right to reconstruction, citizenship and return). In the last two years in cooperation with the programme "Promotion and Protection of Human Rights" 14 booklets were created, published and distributed in the total number of 140 000 copies. Through our field offices for offering legal help and direct protection of human rights (Tenja, Dalj, Beli Manastir, Okučani) we educate citizens on how to protect their own rights and rights of others.

The third educational field we are engaged in is education for democracy, where the role of NGO's is of particular importance. Through education for democracy we want to raise

the level of understanding of democratic principles and processes and to insure skills which will enable the citizens to take over a more active role in society and community. Since democracy demands participation of the informed public, citizens must first become acquainted with the way of proper functioning of the authorities. They must learn how to express their concerns and how to call their elected representatives for responsibility. Empowering of democracy can be expected only if citizens would have accurate information on democratic forms of social and political organising, and knowledge and will to use their rights and responsibilities.

Of course NGOs cannot take over the burden of creating and implementing comprehensive programme of education for peace and human rights on themselves nor is it their responsibility. We are grateful to the Croatian authorities for having shown good will to implement the programme of education for peace and human rights in primary schools. NGOs will gladly, with their alternative and non-conventional programmes, fill the gaps and participate in creating Croatian programmes wherever they are invited.

Studying *for* Peace as a Way of Peacebuilding

The Center for Peace Studies initiated the Peace Studies Programme in 1997. The phrase “studying for peace”, as against “studying about peace” refers to peace studies consisting of three interdependent parts: peace activism, research and education, where term “for” implies the potential action component. This concept which is the basis of the work of the Center for Peace Studies indicates its mission of promoting nonviolence and social change.

This paper is describing the experience of the *Peace Studies Programme* in Zagreb that is the programme of Center for Peace Studies.

Center for Peace Studies (CPS) promotes nonviolence and social change through connecting activism, research and education. CPS is a nonprofit private organisation, a member of the Antiwar Campaign Croatia network. CPS has two main programmes: (1) Peace Studies Programme in Zagreb and (2) MIRamiDA peacebuilding training and support programme, as well as two programmes in initial stage: (3) information and library center and (4) training center in Istria.

Peace studies programme in Zagreb is a one year programme which offers 240 educational classes through 10 - 12 courses, working with the group of 40 - 45 participants.

The following are the aims of the pilot Peace Studies Programme carried out in the period October 1997 - July 1998:

- to bring the experience of the Croatian peace initiatives to the wider Croatian public i.e. regular citizens and mainstream media (to nourish the personal growth and transformation of peace studies participants and course leaders; to attract wider group of people to peace, human rights and women's rights activism; to raise awareness of effectiveness of prevention of future military conflict in the region by means of grassroots peace work and community building; to demystify the alleged need for militarist society; to empower peace studies participants to stand for their human and civil rights, thus building the civil society in Croatia);
- to create a space for Croatian activists to articulate their experience and enrich it with theoretical insights;
- to promote the value of contextual ways of knowing and participatory learning process;
- to create a common ground for activist and academic approaches and inter-institutional and organisational cooperation;
- to initiate the recognition of peace studies as relevant to the society's needs, hopefully opening the option of introducing peace studies, as such, into the system of high education in Croatia.

The programme was originally designed on the basis of available resources. We invited different peace, human rights and feminist activists living in Zagreb, working for

several years within or associated to Antiwar Campaign Croatia network to design their courses particularly connected to their field of work and their experience.

The course leaders were supported to autonomously design the content and the methodology of their courses, where common consensus achieved ahead was that Peace Studies Programme is oriented on process (versus results). In the original statement of CPS it is emphasized that the way of learning is equally important as the content of learning. At the several meetings of course leaders, all the courses were finally inter-linked and very carefully scheduled (later courses building on the basis of previous ones). The introductory course was shaped at the end of that planning process, as a link among other courses, offering the overall view of the whole programme.

It led to the creation of the concept of the pilot programme with the following qualities: (1) the programme understands peace as *positive peace* (versus *negative peace*, defined simply by absence of war¹), (2) the content of learning is equally important as the way of learning, where the programme encourages the contextual, participatory, interactive education, (3) it is a “study *for* peace” (versus study *about* peace), (4) the programme tries to connect peace activism, research and education, (5) it is a non-formal educational programme.

The understanding of peace as a "positive peace" is visible from the list of the courses that the programme offers. The list of the pilot programme courses follows: (1) Introduction to Peace Studies, (2) Spirituality of Nonviolence, (3) Understanding Violence, (4) Conflict Management, (5) Civil Society, (6) Human Rights - Challenges for Change, (7) Peacebuilding -Learning from Experiences, (8) Civil Politics, (9) Technology and Communication, (10) Women Culture of Resistance - Mythologies, Metaphors and Activism². The first regular Peace Studies Programme year (1998/99) offers three new courses: (1) Nonviolence in a Long Term Perspective, (2) Environment Protection and Sustainable Development, (3) National Identities³.

Each course links the theoretical framework, course leaders' experience gained through their activist work in the field, the materials about the work of civic groups nationally and internationally and the opinions, experiences and knowledge of the course participants.

The educational methodology used in the programme is carefully chosen. The course leaders employ a variety of methods: short presentation, reading and analyzing texts, writing essays, workshops, role plays, case studies, video clips and films watching and analyzing, physical exercises, discussions, working in small groups and plenary, mini-surveys, field study visits to peacebuilding projects or peace groups. All these different methods could be named as contextual learning methods (participatory, cognitive, and experiential). The emphasis is on empowerment of participants to take active part in shaping the content and

1 "... the war is but one kind of peacelessness. There are other causes of peacelessness that in most years produce more death, suffering and human incapacity than war." Chadwick F. Alger, Mershon Center, The Ohio State University, paper "Peace Studies at the Crossroads: Where Else?", Opening Plenary at 16th Annual Conference of COPRED, Nov. 1987.

2 Course leaders (1) Goran Božičević, Marina Škrabalo (2) Ana Raffai, Otto Raffai, (3) Vesna Teršelić, (4) Maja Uzelać, (5) Paul Stubbs, (6) Mirjana Radaković, Duška Pribičević-Gelb, (7) Vanja Nikolić, Philip Peirce, (8) Vesna Teršelić, (9) Ognjen Tus, (10) Biljana Kašić.

3 (1) Marko Hren, (2) Toni Vidan, (3) Marina Škrabalo, and the Introductory course this year is led by Vanja Nikolić.

process of the course, and of different aspects of their own lives, as well as in participating in the decision making processes in their working surrounding and their communities.

Some of the course leaders are very skilled in participatory and contextual teaching methodology, while some of them are "beginners" in that field.

However, "contextual" teaching refers to the whole Peace Studies Programme, as it is the programme which is strongly inter-linked with different peace, human rights, women and environmental organisations, and to the political life of the region. It is the programme with "open doors" to the world outside the class. This Peace Studies Programme is the "study for peace", which follows the CPS mission of "promoting nonviolence and social change". The phrase "studying *for* peace" stands versus "studying *about* peace". The phrase "studying *about* peace" refers to the gap between the traditional academic peace research and the activists' world. If there is no connection and dialogue between the two, the research can become very elitist and not of much relevance to those actively involved in peacebuilding activities, and the peacebuilding activities can be missing the insights gained through peace research. In that case, the purpose of peace studies can eventually become peace studies themselves, and peace studies can lose the potentially active role as agent for peace. Contrary to that, "studying *for* peace" refers to peace studies as consisting of three interdependent parts: peace activism, research and education, where the term "for" implies the potential action component. Therefore it is very exciting to see the participants of the CPS pilot Peace Studies Programme become active in different civic initiatives (peace, human rights, etc.), starting some new activities, or being very actively involved in running the preparation of the new school year of the Peace Studies Programme. When selecting the participants an important criteria was that person has not been previously involved in peace related activities, and is showing huge interest for the culture of peace, and has high motivation for the programme and for using the skills and knowledge gained in the programme in his/her future active participation in the life of his/her community. It is important to note that it is a study programme and not a training for activists. The programme doesn't specifically aim that participants after finishing the course should get involved in the work of different NGOs, or particular projects, though it does offer this possibility (through information and links) if one is interested in it.

The Peace Studies Programme in Zagreb is opening and developing links and cooperation with different peace studies⁴ and research programmes nationally and internationally and is willing to support the establishment and development of other peace studies and research centers in Croatia, recognizing the importance of and a high interest for the culture of peace.

When announcing the pilot Peace Studies Programme in Zagreb, the Peace Studies team received 170 inquiries about the programme, and 75 actual applicants. Considering the fact that CPS pilot Peace Studies Programme was the first Peace Studies Programme in Croatia, we underestimated the possible interest for participation in such a programme. Although the original plan was to work with the group of 20 - 25 participants, the Peace Studies team decided to expand the number of accepted participants to 45 and to start with a double programme (first term working parallel with 2 groups). For the purpose of selection

4 About the CPS and Hampshire College joint Internet Conflict Resolution Course see on the Internet: <http://hamp.hampshire.edu/~AWAKE>

the applicants were expected to show high motivation for the active participation in the whole programme and openness for contextual learning. The participants had to be living in Zagreb in order to be able to attend the classes regularly twice a week, throughout the whole school year. We did try to take care of gender balance. The age limit was above 20. The ethnic, religious or formal educational backgrounds were of no importance. It was really a difficult task to select 45 participants, and at the end we had a largely mixed group (born in Croatia, BiH, Serbia; age range 20 - 47; university students, employed or unemployed, with more direct or less direct war experiences).

Out of 45 originally accepted participants, 21 person completed the whole programme, and 9 persons attended more than 60% of the classes. Pilot year participants (15 of them) are currently volunteering and carrying different responsibilities for the realization of the first regular peace studies school-year (selection, monitoring, evaluation, extra programme events).

In pilot programme and during the current school year huge emphasis is given to participatory evaluation, which is carried out throughout the whole year; each course has space for participant's feedback (especially the introductory course); the Peace Studies team is following and documenting all courses (content, atmosphere, attendance) and suggesting some changes if necessary. At the end of each term the special evaluation workshops are held with both participants and course leaders. All involved fill up two rounds of evaluation questionnaires. During the pilot year Dr. Betts Fetherston⁵ carried two rounds of interviews with all involved.

In July 1998 pilot peace studies participants initiated and organised a special weekend, where on the basis of the evaluation report both participants and course leaders had an opportunity to give suggestions for the designing of the first regular school year, starting in November 1998.

The personal growth, empowerment, transformation and encouragement to act, are what most of participants emphasize when describing what they gained through the CPS pilot Peace Studies Programme in Zagreb.⁶

Dr. Betts Fetherston in her evaluation paper of the pilot Peace Studies Programme had characterized the programme as transformative peacebuilding programme. This peacebuilding component lays deeply in the roots of the Peace Studies Programme in Zagreb as well of the Center for Peace Studies. Founders of the Center for Peace Studies were for several years involved in the Antiwar Campaign Croatia peacebuilding project in West Slavonia - Volunteers Project Pakrac (VPP). The Volunteers Project Pakrac was a social-reconstruction project carried out in a war-thorn community of the village Pakrac that was divided by the UN cease-fire line. The Center for Peace Studies was originally established and based in Pakrac in the period from 1995 till the beginning of 1997. The importance of grassroots peacebuilding activities and the building of civil society are nourished within the Center for

⁵ Betts Fetherston is teaching at the Peace Studies Department at Bradford University (UK) and had spent whole year as visiting fellow in CPS.

⁶ As the programme was highly nourishing the interactive participatory and non-vertical educational process, the transformation could be noticed among course leaders too. The course leaders are showing more and more interest to step back from their daily activist involvement and spend some time researching, writing or taking some study courses of international nature.

Peace Studies as well as within the Antiwar Campaign Croatia network that CPS is a member of.

It is the CPS's deep belief that by promoting the nonviolence and social change through connecting peace research, peace education and peace activism, we can contribute to the peace processes and pacification of the region.

Through sharing and exchanging the knowledge and experience gained in this region with the expertise from other regions, as well as slowly bridging the gap among peace activists, peace researchers and peace educators, we hope that some new quality of the peacebuilding work can be developed. When developing the long-term plan for the Peace Studies Programme in Zagreb, this cooperation with other individuals and institutions with "common goals" and "varieties of approaches" is highlighted as one of the priorities.⁷

⁷ Dr Betts Fetherston in her paper suggests the engagement with theory in order to avoid "reinventing the wheel" or, at worst, becoming a kind of self-referential autocracy".

The Italian Schooling System and the Education for Democratic Coexistence

At the threshold of the third millennium, school and education are starting to play an increasingly important role in Italian society: changes are taking place, reforms are being carried out and teaching methods are being defined anew. A particular challenge facing many Italian schools is the presence of foreign students which is a relatively new occurrence. It is especially through history, civic education and social studies that humanistic and democratic values are best promoted at school. Through these subjects, Italian teachers attempt to help students strengthen their own identities and understand the background of others and to prepare them for active and effective participation in local and regional democracy. In this paper the author presents the main features of these subjects in the context of Italian education system and suggests some practical ideas for introducing education for democratic coexistence in the programme of civic education.

1. Education for human rights and democratic coexistence

"East is East and West is West, and never the twain shall meet", wrote in the nineteenth century Rudyard Kipling. But today, East and West, and North and South, meet all the time. Italy is home to many Albanians, Germany to Turks, England to Pakistanis and West Indians, and the results are both new friendships and surging of hatred crimes. To North Americans and Australians, their country is a mingling of cultures.¹

Cultural plurality is, therefore, not a recent phenomenon. What is new is the recognition that it exists in all aspects of daily life. Understanding of "cultural plurality" presupposes the acceptance of different ways of life, beliefs and linguistic usage. The traditions and styles contributed by different ethnic and racial groups add another dimension to cultural diversity. When groups of people migrate, they do not leave their cultural values behind. Over time and generations, they will absorb many cultural norms from their new homeland, but they will also retain much of their original ethnic identity and cultural heritage.²

Cultural differences, such as distinctive ways of life, beliefs and linguistic usage, are important. But, can people of differing cultures, races or sexes accept, embrace and enjoy their diversity? Unfortunately, conscious of our diversity, we divide the world into "us" - our own nation, culture, creed, ethnic group and gender - and "them". In a time when ethnic and national loyalties hinder our solving the pressing global problems, we need to ask: *How can we respect others' social identity without defining them (or ourselves) by the colour of our skin, the place of our birth, or the accent of our voice?* There is the tendency today to misinterpret and

¹ Myers, D. G. (1995) *Psychology*, New York: Worth Publishers, p. 656.

² Fitzgerald, T. K. (1994) Culture and Identity, Community and Survival: What is the cultural in multiculturalism? *New Zealand Journal of Educational Studies*, 24 (2), p. 195.

overinterpret such differences. In this way, cultural conflicts have been described as "*the AIDS of international politics*".³

So, the affirmation that all men are equal is contradicted by everyday experience. Contacts among members of different cultures do not necessarily improve mutual understanding. In fact, many people feel out of their depth or threatened in the presence of people who have different cultural habits.⁴

Nevertheless, the school is and will increasingly become a place where children from different cultures are educated together. In this way, education for democratic coexistence and human rights is no more and no less than a good education for *all* children in our very diverse, multicultural society. Learning to recognise other people as individuals must begin early, at primary school, because at this age children have their first contact with the life of the society and with different human groups outside the family context. The origin of attitudes towards other people is closely bound up with the psychological after-effects of some of the early relations which children have with those around them. Indeed, feelings like security, anxiety, fear of others, which can scar an entire childhood or even a whole lifetime, are determined by those relations.⁵

Education for democratic coexistence and human rights can and should be an integral part not only of all generally acknowledged school skills and concepts but also of those skills, concepts and attitudes that children need out of school. These include: skills in cooperating, sharing, empathizing, communicating, questioning, thinking and recognizing bias prejudice; concepts of unity, interdependence and causality. In this way, different disciplines, like human and social sciences, artistic expression, religion, etc., provide different approaches to knowledge. In all these branches it is important to highlight possible approaches, identify stereotypes, show that they are biased and reductive, place them in a real context and provide objective, pluralistic information, since reality is often many-faceted.⁶ Nevertheless, except these subjects, education for democratic coexistence and human rights is an essential element which needs to be interwoven into all areas of learning. Moreover, they should be taught through all school life - especially through all parts of "hidden" curriculum, and not only through special "one-off" topics.

It is well-known that peaceful and equitable coexistence depends in some measure on mutual understanding and willingness to accept variety as normal. Human rights education is a part of intercultural education, which strives to widen children's concepts: to enable them to appreciate the essential equality of all people, to accept and value the variations that are possible within broad similarities, to revel in the richness of variety, to recognize stereotyped opinions and to replace them with facts and reason (Hessari & Hill, 1989; 13).⁷ Freedom of individual and collective expression, participation, equity and justice are the values that must be respected not only in multicultural society, but also in everyday life.

3 Myers, D. G. (1995) *Psychology*, New York: Worth Publishers, p. 656.

4 Perotti, A. (1994) *The Case for Multicultural Education*, Strasbourg: Council of Europe, p. 95.

5 Perotti, A. (1994) *The Case for Multicultural Education*, Strasbourg: Council of Europe, p. 101.

6 Camilleri, C. (ed.) (1995) *Difference and Cultures in Europe*, Strasbourg: Council of Europe, p. 149.

7 Hessari, R., Hill, D. (1990) *Practical Ideas for Multi-cultural Learning and Teaching in the Primary Classroom*, London: Routledge, p. 13.

2. Characteristics of the Italian educational system

As Italian society is nearing the third millennium, schools and education are playing an increasingly important role: changes are taking place, reforms are being carried out and teaching methods are being defined anew.

The Italian educational system is centralised. It consists of three types of schools: public schools, private schools and nursery schools (public and private). The structure of the educational system in the Republic of Italy consists of: *nursery school*, *primary school*, *lower secondary school*, *secondary school (grammar school)*, *high school* and *university*. Compulsory schooling begins at the age of 6 and finishes at the age of 14. It comprises 5 years of primary school (from 6 to 11 years of age) and 3 years of lower secondary school (from 11 to 14 years). The lower secondary school can be public and private. Secondary school (*scuola secondaria superiore*) is not compulsory. During four years students can attend different studies. There are four types of secondary schools: *grammar school*; *technical school*; *vocational school*; *art school*. After taking a General Certificate of Education the students have the possibility of continuing their education at university or at a higher institute, lasting for four or five years.

3. Compulsory education: Characteristics and purpose

Compulsory education includes primary and lower secondary schools. The purpose of the Italian compulsory education is:

- the promotion of international human and children's rights
- collaboration with other people and respect for other people
- educating children for democratic coexistence and intercultural education
- teaching children equality and rights regarding sex, race and language, religion, political opinions, social and personal possibilities and abilities
- respecting and valuing social and cultural differences among individuals and groups
- prevention from forming stereotypes and prejudices regarding different people and different cultures.⁸

Teaching in primary school is based on the curriculum from 1985. The *primary school curriculum* includes nine education fields: the Italian language; mathematics; science (chemistry, physics, biology); history - geography - social studies; art; music; physical education; religion; foreign language.

The *lower secondary school curriculum* also has nine education fields, but differs a little from the primary school curriculum: the Italian language; foreign language; science (mathematics, chemistry, physics, biology); history - civic education - geography; art; music; physical education; religion; technical education.

⁸ Rubinacci, A. (1995) *L'educazione interculturale e l'integrazione degli alunni stranieri*, Firenze: Le Monnier, 13-14; Vertacchi, B. (1982) *Scuola elementare e nuovi programmi*, Firenze: La Nuova Italia, 302-304.

4. Purpose of social studies and civic education

The presence of foreign students in Italian schools is a relatively new occurrence that is often experienced as difficult and challenging. Although pertinent legislative measures have been undertaken, each school is carrying out activities without specific directives from the Ministry of Education or from the local authorities. As a consequence, the organisation of school institutions (whose structure is not flexible), the planning of methods, tools and training programmes is a complex and a very difficult matter.

Therefore, in Italian school programmes one of the main curriculum objectives in *history*, *civic education* and *social studies* is to promote the values of education of democratic coexistence. *History*, *civic education* and *social studies* are the subjects which best promote humanistic and democratic values at school, on the one hand, and help students strengthen their own identities and understand the background of others, on the other. In fact, it is through these subjects that Italian teachers have an important role to prepare young people for active and effective participation in local and regional democracy.

4.1. Purpose of social studies

First grade

- introducing social organisation (family, school, church, city)
- introducing the social importance of parents' work
- introducing and understanding the rules and norms of democratic coexistence

Second grade

- pluralism:
 - respecting the other person during conversation
 - respecting mutual property
 - respecting differences
- tolerance:
 - teaching to be tolerant towards other people's different ideas
 - teaching the way of accepting different views of things and visions
- solidarity:
 - teaching the way of accepting duties and demanding your rights
 - teaching cooperation in group work
- family:
 - the position of a child in a family
 - family as a small community
 - family celebrations
- work as a social value:
 - the importance of all kinds of work
 - work of an individual promotes and completes other people's work
- needs:
 - teaching how to express your own needs

Third grade

- introducing and understanding the rules and norms of democratic coexistence:
 - the rights and duties within family (classroom)

- the relationship teachers - pupils; pupils - teachers
- the rules of a good behaviour facilitate communication in family and classroom
- introducing and understanding the main aspects of social organisation regarding other cultures
 - persons from different cultures have different rules of behaviour
 - every "group" has to know and respect its rules
 - introducing the importance of Counties and Regions

Fourth grade

There are three different aspects:

Sociological

- analyses important social problems:
 - the elderly
 - emigration and immigration
 - pollution

Economical

- explains simple problems connected with:
 - active and passive population
 - industry characteristics
 - laws that protect work

Political

- explains the basis of social and political organisation of Italian society
- elections

Fifth grade

- Introducing and understanding the rules and norms of a democratic coexistence:
 - work as a right and obligation of every citizen
 - Constitution
 - simple social phenomena research
 - satisfying primary human needs
- Introducing and understanding fundamental aspects of organisation (considering different cultures)
 - analyses some aspects of socio-political system:
 - trade union movements
 - the role of the woman in Italian Constitution
 - national and international politics: fundamental aspects and organisation
 - children's rights national and international organisations.

4.2. Purpose of civic education

First grade

- the importance of norms - the basis of social life (family, school, society)
- the pupils manage the class meetings on their own ("the example of democracy in school")
- introducing some chapters of the Italian Constitution that are important in everyday life
- understanding the value of solidarity among people

Second grade

- introducing fundamental problems of social and economic reality of modern world (man's work, the role of mass-media in culture literacy)
- getting familiar with terms "rights" and "duties"

Third grade

- cultural education for preservation of democracy
- introducing the fundamental functions of the state
- getting over personal egotism and personal interests in order to accomplish social welfare.

4.3. Contents of civic education

First grade

- civic education: theory and practice
- pupil and family
- class community
- country / region
- social community

Second grade

- man and protection of the environment
- the right to be informed and mass-media
- man and work
- progress and welfare
- violence in society
- ethnical and cultural minorities in Europe
- Europe - "home for all people"

Third grade

- political and religious freedom
- war and human rights; international political relations
- tolerance and integration; democracy and totalitarianism
- the Constitution of the Republic
- Statute and Constitution
- people taking part in elections

5. Some practical ideas for democratic education through civic education in Italian school programmes

5.1. Civic education: Tolerance (Third grade)

- *Purpose:*
 1. Define the existing situation in the country and in the world. Pay particular attention to the problem of racism and xenophobia.
 2. Elaborate the notions: tolerance, racism, xenophobia.

3. Analyse the contents of Articles 3 and 10 of the Italian Constitution and Articles 2 and 7 of the Universal Declaration of Human Rights.
4. Apply the values of tolerance in everyday life.

- *Contents:*

1. Current migrations in Europe: tolerance, intolerance, problems of integration.
2. Etymological, historical and social meaning of tolerance.
3. Contents of the Italian Constitution (Articles 3 and 10) and of the Universal Declaration of Human Rights (Articles 2 and 7).
4. Fundamental cultural and religious values. Class, school, family, city - places of tolerance and intolerance.

- *Methods and activities:*

1. Carry out minor investigations regarding the problems of racism and intolerance (newspaper articles, immediate and wider environment, mass media).
2. On the basis of collected articles make a poster presenting the meaning of the term tolerance (pluralism and acceptance).
3. Discussion on points 2 and 3 of the Contents (above).

- *Conclusion:*

1. Mention the countries in which intolerance (racial, religious, ethnical) is present. State the causes, consequences and main participants.
2. Fill in Table 1.
3. Discussion: Does tolerance imply tolerating the differences in other people?
Do we have the right to have our characteristics accepted?

Table 1

intolerance	meaning
RELIGIOUS	
POLITICAL	
RACIAL AND ETHNIC	

5.2. Civic education: Democracy and totalitarianism (Third grade)

- *Purpose:*

1. Elaborate the meaning of concepts.
2. Establish where they are found (areas).
3. Know how to use them in the analysis of current situation.

- *Contents:*

1. Etymologically explain the meaning of the terms *freedom* and *equity*. Differentiate between *formal democracy* and *real democracy*. Difference between *democracy*, *autocracy* and *totalitarianism*.
2. The most significant ideas of the Articles 1-28 of the Constitution. Examples of democracy and totalitarianism in history: Athens and Sparta, American revolution, totalitarian system in the 20th century.
3. Democracy and totalitarianism in the world. Democracy in everyday life.

- *Methods and activities:*

1. On the basis of Article 1 of the Constitution, encyclopedias and historical-legal texts discuss point 1 of Contents.
2. Fill in Table 2 on the characteristics of *democracy* and *totalitarianism* (analysis of point 2 of Contents).
3. Contents of point 3 will be realised through a similar table that will assess democratic values in everyday life.

Table 2

<i>Characteristics</i>	<i>democracy</i>	<i>autocracy</i>	<i>totalitarianism</i>
Respect of personal rights	high	insufficient	none
Equity			
Control of private life			
Freedom of press			
Political pluralism			
Free elections			
Share and balance of power			
Economic freedom			

Activities of an ASP Secondary School (1997-98 Report)

The Fourth Gymnasium from Zagreb joined the UNESCO Associated Schools Project (ASP) in 1998 and has since undertaken a number of extra curricular activities promoting a culture of peace, human rights, international understanding, intercultural learning as well as environmental protection. The activities, carried out at both national and international level, were implemented in cooperation with the Ministry of Education, University of Zagreb, Europe House Zagreb, British Council, Goethe Institut, Centro Italiano, Alliance Francaise, Croatian Commission for UNESCO etc., and include conferences, seminars, workshops, presentations, theatre performances, concerts, exhibitions, magazine publishing, student competitions, teacher training programmes, charity activities, international days celebrations, blood donations, sports, trips etc.

Introduction

IV GYMNASIUM was accepted as a member of the *UNESCO Associated Schools Project* on April 22, 1998.

This was a result of our numerous activities/projects in the field of education for international understanding.

Our teachers and students have been involved in many projects regarding extra curriculum activities, promotion of the School image both at the local and international level; teacher-training programmes; attending seminars, workshops and conferences at home and abroad.

This report consists of actions at the national (local) level and international level as well.

I Actions at the national level

Our teachers ensured good cooperation with the highest authorities in the field, i.e. the Ministry of Education and the University of Zagreb, in developing new and efficient teaching process and materials relating to a culture of peace and tolerance; promoting human rights; concern for the environment; intercultural learning especially in regard to a special project for students returning back home to Croatia from German speaking countries (where they used to live in the past) and similar.

Since IV Gymnasium (UNESCO - ASP) is a grammar school (i.e. a special effort is made in the field of teaching foreign languages), the following projects should be mentioned:

1. A group of our 3rd grade students attended a 5-day seminar on EU (organised by the Europe House Zagreb)
2. IV Gymnasium was a host to a group of students and teachers from the Zagreb's Primary School *Petar Zrinski* (which has also become a UNESCO ASP member). Our guests

presented different activities such as: drama performance, poetry reading and a concert. They also organised an exhibition, of both drawings and essays, regarding Chernobyl catastrophe. A special guest was UNESCO-ASP Coordinator for Croatia Mrs. Dubravka Maleš.

3. In order to sensitize young people to the causes and effects of environmental problems as identified by the 1992 UNCED in Rio, we had a special workshop for students / teachers to commemorate Chernobyl's catastrophe. Reports were presented by teachers of biology, physics and history on different aspects of the nuclear accident. Discussions followed.

4. A) To commemorate "The Day of the Planet Earth" we had a special presentation delivered by an expert in the field, Mr. Trinajstić, PhD (a member of the Croatian Academy of Arts and Science and our former student).

B) IV Gymnasium was a host to a group of students and a teacher from Germany. They had special presentation about Croatian history delivered by the expert in the field Mrs. Agneza Szabo, PhD.

5. Other international days observed such as: International Day of the Family, International Day of Cultural Development, International Day of Environmental Protection, the 50th Anniversary of the Declaration of Human Rights.

6. Organised several concerts (for our students and guests) performing local and national pieces of music:

A) a traditional Christmas Concert (at the Zagreb Basilica), several charity concerts and the State Competition in Choir Music (2nd prize).

B) a special concert dedicated to Schubert (organised by Mr. Namgalies, a teacher trainer and our guest teacher from Germany) performed by our students, teachers and guests as well.

C) a concert dedicated to Croatian composer Franjo Krezma performed by K. Marmilic and A. Milic.

7. Organised several theatre performances both in Croatia and abroad (in Croatian and English).

A) Drama group Jingle Bells (*Zvončiči*) had a Christmas performance (together with "actors" from a kindergarten). The same group performed a piece by a famous Croatian writer Ivana Brlic Mazuranic in Bern, Switzerland, for Croatian students living there (invited by the Croatian Catholic Mission in Bern). Also performed for our guests, students and teachers of Pecuh, Hungary, May 1998.

B) The second drama group (in Croatian language) named *A Chance*; successfully performed a piece by Danil Harms at the *LIDRANO* '98 competition (got 4th prize at the regional level) and participated at the *LIDRANO* 98 at the national level. *LIDRANO* is a competition in various fields such as writing essays in Croatian, theatre performances (in Croatian), and journalism.

C) A drama group in English, named E.T.C. (Experimental Theatre Club), performed a piece by a Broadway actor / director Richard A. Via *The Show Must Go On*. The text was adapted and additional roles were rewritten by students themselves. The performance was attended by our students and teachers, as well as students / teachers and guests from other Zagreb's schools, state gymnasiums; private language schools, a Catholic school and IV Gymnasium

ex-students. A report was published in the national daily *Evening News* and on a local radio station.

The same piece was presented (in Feb '98) in the Europe House Zagreb on the closing day of the International Conference: *British Cultural Studies: Cross Cultural Challenges* (organised jointly by the British Council Zagreb and Department of English, University of Zagreb). Actors were awarded some presents from sponsors.

This play was presented to senior students (May '98) on the occasion of the graduation.

D) Resulting from a good cooperation between our teacher of Italian and Department of Italian, University of Zagreb, our students were guests at the performance of a piece named *Petroliniana* (actors were the students of the Italian language, University of Zagreb) at one of Zagreb's theatres. They were our guests.

8. The second issue of the magazine G (in Croatian) published by our students and supervised by our teachers.

9. The second issue of the English Language magazine published (entitled *Just Us*); edited and written by our students with their teacher's help.

10. *Radio 44.4* continued its broadcasting (2nd year) offering music and news to students during coffee breaks.

11. A) Activities within a special project *Croatian National Heritage* continued its work with study tours to the Croatian National Parks.

B) Also involved in environmental protection of nature.

C) Additionally, organised trips to neighbouring countries where Croats have lived for centuries: i.e. to *Hrvatski grob* in Slovakia (the greatest number of Croats live there).

D) Hosting a group of Hungarian students / teachers from Pecuch Gymnasium *Miroslav Krleža* (a Croatian minority lives there). The students from Hungary attended classes at our school (a cross-cultural curriculum organised for the occasion); visited museums, theatres and other places of interest, such as Croatian Parliament; also had a special trip to Senj (at the Adriatic coast).

E) Organised extra-curriculum visits to Postojna and Škocjanska Cave in Slovenia.

F) To celebrate the *International Day of the Environmental Protection* visited National Park of Velebit (under UNESCO's protection) and the Botanical garden in Zavizan.

G) Regional Competition in Geography attended by our students who won the 5th prize. The 1998 State Competition was held in Vukovar.

H) Our geography teacher is a secretary of the State Commission for Competition in Geography and also a member of the Board of Directors of the Geographical Society of Zagreb.

11. A) A special curriculum in Croatian language organised for students returning to Croatia (to enable them to read literature in their mother tongue).

B) Trips to places of interest in Croatia and Italy organised regarding the issue of the first literacy in Croatia and Petrarca's followers in the Croatian literature.

12. Eco-group *Young Environmental Protectors*:

- attended workshops at the University of Zagreb (Zoology Dept.)
- visited the *Jarun Lake in Zagreb*
- planted some trees for a Primary School in Zagreb
- also organised and hosted *An Ecology School* (with 12 schools participating)

13. Numerous projects within our biology and chemistry curriculum; also workshops on ecology, health problems and similar issues.

14. A number of teachers acted as teacher trainers, mentors, guest-teachers to students at the University of Zagreb and different Zagreb schools, including Rock Academy.

15. A number of teachers were involved in the work of the State Commission on New Textbooks (English, German, History).

16. Teacher training programmes and student competition:

A) Actively participated at regional / international conference / workshops / seminars organised by the joint effort of the Ministry of Education, local / national teachers associations : HUPE (English), APLI (Italian), KDV (German) etc. & foreign institutions The British Council, Aliance Francaise, Goethe Institut, The Austrian Centre, Centro Culturale Italiano. Also involved in the activities of the associations mentioned above.

B) Students achievements at the 1997 State Language Competition:

English (4th and 11th prize)

French (2nd & 6th place)

Italian (2nd prize)

Miscellaneous competition achievements:

State Competition in Logic - (9th prize)

Regional Competition in Geography (5th prize)

Local Competition in Maths (3rd prize)

Local Competition in Chemistry (5th prize)

C) Our Principal is a member of the National Committee for Human Rights Education and regional coordinator of the working group developing materials for secondary school curriculum on human rights.

She is also a member of Directing Board of the Europe House Zagreb as well as Directing Board of the International Competition of *Europe in School*.

17. Attended seminars / workshops / conferences locally organised as follows:

A) Activities in the Classroom (British Council, Zagreb)

B) New Deal - Big Deal: The Revised FCE (British Council, Zagreb)

- C) New Textbooks in English (Ministry of Education, Zagreb)
- D) British Cultural Studies: Cross-Cultural Challenges (British Council Zagreb and Department of English, University of Zagreb)
- E) New Textbooks in German (Ministry of Education)
- F) *Lehrwerk und Unterrichtsgestaltung* (New Plans and Programmes in German Teaching)
- G) *Einführung in das szenische Spiel an Hand von Sketchen* (Goethe Institut, Zagreb)
- H) The Use of Computer in Teaching a Foreign Language (Ministry of Education)
- I) Symposium on Strategy of Croatian Education (Ministry of Education and the Council of Europe, Dubrovnik)
- J) *The Use of Pedagogical Thesaurus* (Stubicke Toplice, Croatia; Ministry of Education)
- K) *Spring School for School Librarians - A Library for the 21st Century* (Crikvenica, Croatia).

18. A number of charity activities were organised:

- A) The traditional visit to the Children's Village SOS Kinderdorf Lekenik (bringing gifts to children)
- B) Visiting Children's Foster Home on the occasion of St. Nicholas' Day
- C) Blood donation activity
- D) Raising money to buy a printer to be donated to a Vukovar primary school in October '98
- E) Organised a competition in volleyball to raise money for Vukovar library.

19. Hypo Bank donated a link to Internet to our school and a possibility to create www page.

20. Our students sent their essays to a competition *Europe in School* (organised by the Europe House, Zagreb) and won the 1st, 2nd and 8th prize and received scholarships for summer schools abroad.

21. Competition in Croatian Language (attended and won the 4th and the 11th prize)

22. Coverage of the major school events by the media:

- A) Our Principal was a guest of the TV transmission *Gaudeamus* (HTV)
- B) Several articles published on various activities including English drama group and Croatian drama group performances in Zagreb.

23. Organised the IV Gymnasium - Open Day for future students and their parents.

24. An elective subject entitled *Croatian Cultural Heritage* organised its activities through visits to galleries, museums and field trips abroad. Also a special presentation and lecture given on the occasion of the acceptance of IV GYMNASIUM as a member of UNESCO ASP.

25. Sport club activities in volleyball, basketball and handball were excellent.

- • Some students achieved excellent results in individual sports
- • Celebrating *International Sports Day* in running (2nd prize)
- • Regular Dance Group performances
- • Celebrating *International Walking Day* by active participation of students / teachers as well.

26. A Holy Mass was held at our school at the beginning of the new school year (because the local church is under construction).

A presentation on drug abuse was organised by sister Ancila who works with drug addicts in one of Zagreb's hospitals. The Christmas decoration of the School organised by our students and their teachers.

27. Numerous activities were organised at the library such as special performances (exhibitions, poetry readings, etc. to observe: Easter, Christmas, *The Day of the Bread*, The day of the Planet Earth, International Day of Non-Smoking; Day of the Croatian National Archive.

Visits to the Croatian National and University Library were organised.

II Actions at the international level

1. Recognized as a member of the UNESCO ASP (April 22, 1998) owing to excellent cooperation with the Croatian Commission for UNESCO, namely Mr. Dino Milinović, Ms. Dubravka Maleš & Ms. Alemka Vrcan.

2. A member of the Europe House Zagreb, resulting in:

A) Two students present in Den Haag at the Congress dedicated to the 50th Anniversary of the Declaration of Human Rights.

B) This year's *Youth Forum* (held in Granade, Spain) attended by our students

We should mention a close cooperation and support from the following people: Mr. Ljubomir Cucic (European Movement), Ms. Renata Bacic (Europe House Zagreb) and Ms. Dorotea Bralic (the same).

3. Cooperation with various cultural centres in Zagreb: the British Council, Goethe Institut, Centro Italiano, Alliance Francaise etc.

4. Cooperation with foreign professional associations (TESOL, IATEFL, NEUE) via English teachers' association HUPE.

5. Attended various conferences / seminars / workshops:

A) Grenzlose Kommunikation im Dienste des Europa - Gedankens (Europazentrum, Graz)

B) *Europa-Aktuell*: Der Euro (Europazentrum Graz, Austria)

C) On behalf of the 50th Anniversary of Human Rights, teacher and students (Aurich, Germany)

D) Landeskundeseminar für Ortslehrkräfte an Sprachdiplomschulen (Köln, Germany)

E) Landeskundeseminar für Ortslehrkräfte an Sprachdiplomschulen (Mariaspring, Germany, July '98)

F) Fortbildung für Fachberater (Munich, Germany).

6. Foreign visitors / donations:

- Mr. Ulrich Vocke and his students from *Theodor - Heuss - Gymnasium; Wolfenbüttel*.

- • A group of students and teachers from Pecuh, Hungary (Croats by origin) were guests for a week (Nov. 97).
- • Mr. Peter Galbraith, former Ambassador of the USA to Croatia, paid a farewell visit to our school and presented an invaluable donation of 100 books in English to our library. (At the beginning of his mandate he also visited the school together with his father, a Nobel Prize winner and talked to our students and teachers.)

Peace and Human Rights Education for Croatian Primary Schools Project

The results of *Peace and Human Rights Education for Croatian Primary Schools Project* have been presented at the Symposium by the Project Co-ordinator Vedrana Spajić-Vrkaš from the Faculty of Philosophy, University of Zagreb, and some members of the project team: Mislav Kukoč from the Croatian Studies, University of Zagreb, Dubravka Maleš from the Faculty of Philosophy, University of Zagreb, Ivanka Stričević from the City Library 'Medveščak', Slavica Bašić, Milan Matijević and Mile Silov from the Teachers' Academy of Zagreb, as well as project assistants Igor Vidačak, Ivana Fresl and Jasmina Božić.

What follows is a summary of the Terminal Report of the Project. For full text of the Report please go to <http://pauk.ffzg.hr/hre-edc/hrindex.htm>

Peace and Human Rights for Croatian Primary Schools is an applied scientific project initiated with an aim to developing a comprehensive approach to peace and human rights education for Croatian primary schools. The Project was initiated in February 1997 under the auspices of UNESCO, the Government of the Kingdom of Netherlands, the Government of the Republic of Croatia and the Croatian Commission for UNESCO. It was carried out by a group of researchers from the University of Zagreb in co-operation with teachers and peace/human rights activists from Croatia and abroad.

In the beginning of 1998 the program in peace and human rights education for grades 1-4 developed by the project became part of the national K-12 curriculum on human rights education worked out by National Human Rights Education Committee in co-ordination with the Ministry of Education. The conceptual framework of the project was adopted for all grade levels.

The project was carried out in two phases. In the first phase (February 1997-February 1998), a conceptual framework and draft teaching/learning materials in peace and human rights education for grades 1-4 were finalised on the basis of the results of: a) analysis of more than 50 educational programs from abroad; b) review of international and national standards; c) review of 1991-1997 GO and NGOs' initiatives in education in Croatia; d) analysis of Croatian curricula and students' textbooks; e) analysis of data from a nation-wide field research on attitudes, needs and expectations of school principals, teachers, pupils, and pupils' parents; and f) recommendations of the International Expert Consultative Round Table "Peace and Human Rights Education: Bases for Development of the Croatian Model", organised in June 1997 with the participants from the Ministry of Education, UNESCO, UNICEF, Council of Europe and experts from Great Britain, Norway, and Estonia.

In the second phase (February 1998 - March 1999) the work on the project focused on: a) revision of draft materials by Croatian experts and teachers; b) organisation of International Symposium "Common Goals – Varieties of Approaches: Promotion of Human Rights, Peace and Democratic Citizenship Through Education", held in Dubrovnik from 26-29 November 1998; and c) elaboration of a Draft Policy Paper submitted to the National Human Rights Education Committee and the Ministry of Education.

Besides Draft Policy Paper on Human Rights Education for Primary Grades mentioned above, the project developed 9 teaching/learning materials: a) Teachers' Manual; b) Pupils' Textbooks; c) Analysis of Educational Programs in the World; d) Field Research Report; e) Dictionary of Key Terms; f) National and International Documents; g) Annotated International Directory, h) Annotated Bibliography and i) Report from the International

Symposium "Common Goals – Varieties of Approaches: Promotion of Human Rights, Peace and Democratic Citizenship Through Education".

INTERNATIONAL SYMPOSIUM

Common Goals - Varieties of Approaches:
Promotion of Peace, Human Rights and Democratic Citizenship through Education

Conclusions and Recommendations

We, the participants of the International Symposium *Common Goals - Varieties of Approaches: Promotion of Peace, Human Rights and Democratic Citizenship through Education*, fully aware of the role education plays in the promotion of human dignity, democracy and stability in the world, as well as of the varieties of approaches to this end,

- strongly endorse all initiatives, approaches and programs, on local, national and international levels that prepare teachers and students for their knowledgeable, motivated and active participation in promotion and protection of human rights, culture of peace, democratic citizenship and the rule of law;
- highly appreciate the activities and values promoted by UNESCO, the Council of Europe, international and national IGOs and NGOs;
- strongly support the work being done by the project *Peace and Human Rights Education for Croatian Primary Schools* and express our hope that Croatian authorities will undertake further steps to make the results of the Project widely known to teachers, policy makers and other professionals related to teaching and learning, as well as to safeguard its implementation in the first four grades of regular primary school curriculum;
- strongly endorse the extension of the Project to other educational levels (and encourage the Croatian Commission for UNESCO to find all possible means to this end);
- invite the Croatian Commission for UNESCO and the Croatian authorities to assure the sustainability of the Project, to examine, together with other parties concerned, the possibility of the creation of an *UNESCO Chair on Peace and Human Rights Education* which can play the role of a centre for training and research in education for human rights and democracy in Croatia that will continue the activities established by the Project and, in this context, become a link to international organizations, NGOs and schools in Croatia and abroad.
- further invite the Croatian Commission for UNESCO and the Government of the Republic of Croatia to continue and develop cooperation with international and national IGOs and NGOs in this field.

PROGRAMME
OF THE INTERNATIONAL SIMPOSIUM " COMMON GOALS - VARIETIES OF
APPROACHES: PROMOTION OF PEACE, HUMAN RIGHTS AND DEMOCRATIC
CITIZENSHIP THROUGH EDUCATION"
Dubrovnik, 26-29 November, 1998

Thursday, November 26

Arrivals

Friday, November 27

9:00-9:50 *Welcome Addresses*

Milvia MARKOVIĆ, Representative of the Ministry of Education of the Republic of Croatia
Alexander SANNIKOV, Europe Desk, UNESCO, Paris
Dino MILINOVIĆ, Secretary General of the Croatian Commission for UNESCO
Vedrana SPAJIC-VRKAŠ, Co-ordinator of the Project "Peace and Human Rights Education
for Croatian Primary Schools"

9:50-11:10 *Presentations*

Alexander SANNIKOV, Europe Desk, UNESCO, Paris
UNESCO Culture of Peace Programme

Baysa WAK-WOYA, United Nations Office of the High Commissioner for Human Rights –
Croatia, Zagreb, Croatia
*Human Rights Education and Training: Towards the Development of a Universal Culture
of Human Rights*

David CROSIER, Council of Europe, Directorate of Education, Strasbourg
*In-Service Teacher Training in Human Rights Education and Education for
Democratic Citizenship in Bosnia and Herzegovina: Rationale for Proposed Project
Developments in 1999*

Michael J. VERLING M. A., OSCE Mission to Croatia, Co-ordination Centre Knin
On the OSCE Mission to the Republic of Croatia

11:10-11:30 *Coffee break*

11:30-12:30 *Presentations, cont.*

Monika GOODENOUGH-HOFMANN, Austrian Ministry of Education and Cultural Affairs, Wien, Austria

Council of Europe Action Plan "Education for Democratic Citizenship"

Charles QUIGLEY, Center for Civic Education, Calabasas, CA, USA

The Challenge of Civic Education

Felisa TIBBITS, Human Rights Education Associates, Cambridge, MA, USA

Human Rights Education in Transitional Democracies

12:30-13:00 *Discussion*

13:00-15:30 *Lunch*

15:30-17:00 *Presentations, cont.*

Nevenka LONČARIĆ-JELAČIĆ, Ministry of Education and Sport of the Republic of Croatia, Zagreb, Croatia

Strategies of the Ministry of Education of the Republic of Croatia in Human Rights and Civic Education

Svend POULSEN-HANSEN, Danish National Commission for UNESCO, Copenhagen, Denmark

Exploring Civic Education - Some Danish Views and Experiences

Ivo HARTMAN, Instituut voor Publiek en Politiek, Amsterdam, Netherlands

Learning by Doing: Some Examples of Practices in Political Education in the Netherlands

17:00-17:30 *Coffee break*

17:30-18:30 *Presentations, cont.*

Sulev VALDMAA, Civic Education Centre, Jaan Tonisson Institute, Tallinn, Estonia

On the Experiences of an NGO Working in the Field of Human Rights in Estonia

Irina TARANENKO, Ukrainian Innovational Center for Humanitarian Education, Kyiv, Ukraine

The Conceptual Background of the Citizenship Education in Ukraine

Conor HARRISON, Civic, Social and Political Education Support Service, Celbridge, co. Kildare, Republic of Ireland

Active Participation in Citizenship Education - Civic, Social and Political Education in the Republic of Ireland

18:30-19:00

Discussion

19:15

Welcome Cocktail

Saturday, November 28

9:00-10:30

Presentations, cont.

Presentation of the project "Peace and Human Rights Education for Croatian Primary Schools"

Vedrana SPAJIĆ-VRKAŠ, University of Zagreb, Faculty of Philosophy, Department of Education, Zagreb, Croatia

Development of a Holistic Approach to Peace and Human Rights Education for Croatian Primary Schools

Ivanka STRIČEVIĆ, City Library "Medveščak", Zagreb, Croatia

Analysis of Educational Programmes in Peace, Human Rights and Democracy in the World: Instruments and Results

Dubravka MALEŠ, University of Zagreb, Faculty of Philosophy, Department of Education, Zagreb, Croatia

A Review of Teachers Manual and Student Textbooks for Primary Grades

Milan MATIJEVIĆ, University of Zagreb, High Teacher School, Zagreb, Croatia
Some Didactic Presumptions of Peace and Human Rights Education

Slavica BAŠIĆ, University of Zagreb, Center for Pedagogical and Psychological Training & **Mislav KUKOČ**, University of Zagreb, Institute for Social Research, Zagreb, Croatia

On the Content and Structure of the Dictionary in Education for Peace, Human Rights and Democracy

Jasmina BOŽIĆ, **Ivana FRESL** & **Mile SILOV**, University of Zagreb, High Teacher School, Zagreb, Croatia

Igor VIDAČAK, University of Zagreb

International Directory: A Never Ending Story

10:30-11:00 *Discussion*

11:00-11:30 *Coffee break*

11:30-13:00 *Presentations, cont.*

Michal LEVIN, Adam Institute for Democracy and Peace, Jerusalem, Israel
Adam Institute for Democracy and Peace: Educational Aims, Contents and Methods

Mary O'CONNOR, Irish Commission for Justice and Peace, Dublin, Ireland
Peace Education in a Divided Society

Ellie KEEN, The Citizenship Foundation, London, United Kingdom
Citizenship Education: A Problem-Based Approach

Maja UZELAC, "Small Step" – Center for the Culture of Peace and Non-violence, Zagreb, Croatia
Interactive Learning Workshops on Peaceful Problem Solving and Peer Mediation in Primary Schools of Western and Eastern Slavonia: First Steps and Their Outcomes

13:00-13:30 *Discussion*

13:30-14:30 *Lunch*

15:00 *Sightseeing of Dubrovnik and Konavle*
Dinner at the "Konavoski dvori" (some 20 km from Dubrovnik)

Sunday, November 29

9:00-10:20 *Presentations, cont.*

Vesna MIHOKOVIĆ PUHOVSKI, Open Society Institute – Croatia,

Educational Programmes of the Open Society Institute - Croatia, 1992- 1998

Therese KAUFMANN, Kulturkontakt Austria, Wien, Austria

Kulturkontakt Activities in Educational Co-operation with CEE Countries

Milena BEADER, Amnesty International – Croatia, Zagreb, Croatia; Centre for Human Rights Promotion – Magna Carta

AI's Human Rights Strategy and AI's Croatia's Work on Human Rights Education and Human Rights Awareness Building: Between Intentions and Obstacles

Milena GOGIĆ, Croatian Helsinki Committee for Human Rights, Zagreb, Croatia

Education for Human Rights: The CHC Experience

10:20-10:50

Discussion

10:50-11:10

Coffee break

11:10-12:30

Presentations, cont.

Angelamaria LORETO, Ius Primi Viri, Roma, Italy

Human Rights Science for a Democratic Consciousness

Irina AKHMETOVA, Russian Association for Civic Education, Moscow, Russian Federation

Extra-curricular Activities as an Instrument of Promoting Peace, Tolerance and Human Rights

Alicja PACEWICZ, Civic Education Center, Warsaw, Poland

Introducing a New Programme of Civic Education: Chances and Pitfalls

Biserka MILOŠEVIĆ, Center for Peace, Non-violence and Human Rights – Osijek, Osijek, Croatia

The Role of NGOs in the Promoting Peace, Human Rights and Democracy

12:30-13:00

Discussion

13:00-15:30

Lunch

15:30-17:10

Presentations, cont.

Veronika REŠKOVIĆ, Center for a Direct Human Rights Protection, Zagreb, Croatia

From Consciousness to Advocacy - Alternative Approach to Education for Human Rights: Experience and Activities of the Center for Direct Protection of Human

Rights

Vanja NIKOLIĆ, Centre for Peace Studies, Zagreb, Croatia
Studying “for” Peace as a Way of Peace Building

Dubravka KOZINA, 4th Gymnasium (ASP-School) Zagreb, Croatia
Activities of an ASP Secondary School(1997-98 Report)

Marija GALIĆ, Primary School “Tin Ujević” (ASP-School), Osijek, Croatia
Examples of School Practice in Education for Peace and Human Rights

17:00-17:30 *Coffee break*

17:30-18:30 *Discussion and Conclusions*

19:10 *Symposium Farewell Dinner*

Participants who submitted their papers but were not able to attend the Symposium

Niels BOHR, International Organisation for the Development of Freedom of Education,
Summer Institute for Human Rights, Geneva, Switzerland
International Organisation for the Development of Freedom of Education

Darko GÖTTLICHER, National Committee for Education for Human Rights, Zagreb, Croatia
National Programme of Education for Human Rights

Arunas POVILIUNAS, Department of Social Theory, Faculty of Philosophy, Vilnius
University, Vilnius, Lithuania
Civic Education as a Challenge for Democracy: Lithuanian Experience

Maggie NICHOLSON, Council of Europe, Directorate of Human Rights, Paris, France
*Programmes and Activities of the Directorate of Human Rights in the Field of Human Rights
and Awareness and Education*

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Title of presentation: *Extra-curricular Activities as an Instrument of Promoting Peace, Tolerance and Human Rights*

Milena BEADER

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Title of presentation: *AI's Human Rights Strategy and AI Croatia's Work on Human Rights Education and Human Rights Awareness Building: Between Intentions and Obstacles*

David CROSIER

Council of Europe

Strasbourg-Cedex

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Title of presentation: *In-Service Teacher Training in Human Rights Education and Education for Democratic Citizenship in Bosnia and Herzegovina: Rationale for Proposed Project Developments in 1999*

Marija GALIĆ

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Title of presentation: *Examples of School Practice in Education for Peace and Human Rights*

Milena GOGIĆ

Croatian Helsinki Committee for Human Rights

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Title of presentation: *Education for Human Rights: The CHC Experience*

Monika GOODENOUGH-HOFMANN

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Title of presentation: *Council of Europe Action Plan "Education for Democratic Citizenship"*

Conor HARRISON

Civic, Social and Political Education Support Service

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E-mail: conor-j-harrison@hotmail.com

Title of presentation: *Active participation in Citizenship Education - Civic, Social and Political Education in the Republic of Ireland*

Ivo HARTMAN

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Title of presentation: *Learning by Doing: Some Example of Practices in Political Education in the Netherlands*

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Website: <http://www.citfou.org.uk>

Title of presentation: *Citizenship Education: A Problem-Based Approach*

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