



NETWORKING EUROPEAN CITIZENSHIP EDUCATION

## EYCE 2005: National Experiences European Challenges

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### Report Workshop 1 Session 2

#### “EYCE 2005: National Experiences – European Challenges”

Berlin, Friday, December 02, 2005. 02.30 p.m.

#### Country Profiles

- Belgium:** Wim Taelman, Flemish Organisation for Human Rights Education  
**Italy:** Valentina Cinti, Association School Instrument of Peace (EIP)  
**Finland:** Jorma Turunen, Workers Educational Association  
**Turkey:** Esat Sagcan, Director of Adult Education Unit, Ministry of Education

**Chair:** Anne-Marie Eeckhout, Human Rights Education Associates (HREA), The Netherlands

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### WORKSHOP 2: THE MOST IMPORTANT RESULTS

In the above-mentioned countries, it is clear that more or less the EDC carries out the reform of European Year. But there are still more problems than solutions to them.

We have been facing some of the problems for a very long time.

One of the participants of the Workshop decisively defined primary and basic problem that “the EDC is not sexy”. The interest for the EDC among the most important target group / youth should be roused and that it is not such a simple task.

Some of the problems were related to the translation of the most important items. For example in Germany, the term “politische Bildung” is in use. Literally, translation of the expression will not have the same meaning in some other

languages, as it does in German language. Even in English language two expressions are contrasted to each other «civic education and the EDC».

It causes following difficulty, that was discussed in our work group, because of what no one is able to define the real distinction between following expressions: EDC, HRE, ESD, Global Education, Intercultural Education, Peace Education, etc.

Unfortunately, "European Year" could not be used for integration of these expressions. Thus, the integration of these expressions is necessary with the aim to achieve as effective and efficient work as possibly.

Of course, it would be great-and we also talked about- if the projects of different organizations could be better coordinated, information better exchanged then the results of the real work would be achieved better. Related to above mention, it was disastrous to hear the presentation of Belgium representative who informed participants that in his country there were three systems of education. In this context, what does coordination mean at the European level?

Other problems mentioned are insufficient financial sources, which have been set-aside for the EDC and problems with the media, which do not pay enough attention to this subject. "Civic education" as it was said "is not sexy".

**Reporter:**

**Haris Muhić**, D@dalos, Bosnia and Herzegovina

Sarajevo 12.12.2005.

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**Presentation Country Profile - Belgium:**

**Wim Taelman**, Flemish Organisation for Human Rights Education (VORMEN)

**EDC IN THE FLEMISH COMMUNITY**

**a) EDC IN THE FORMAL EDUCATION SYSTEM**

The curriculum of the cross-curricular theme 'Educating for citizenship' for the Flemish secondary education, introduced gradually in the Flemish education system since the late 90's, defines citizenship as "*being open to the political, economic, social and cultural life of the society of which one forms a part and being willing to participate in it. Citizenship therefore assumes insight into the four aspects above, as well as into the basic rules which form the basis of our legal order and of our democratic system. One important element of citizenship is contained in human rights and liberties, as laid down in the constitution and in various charters.*

*Citizenship assumes:*

- a) Awareness of belonging to a community of citizens with rights and obligations including the ensuing responsibilities and tasks;*
- b) Readiness to honour those rights and to comply with those obligations;*
- c) Initiative to bear responsibility;*
- d) Readiness to acquire attitudes such as tolerance, sense of justice, an eye for general wellbeing, willingness to cooperate and sense of responsibility."*

Flemish schools have an obligation of effort towards this cross-curricular curriculum, not an obligation of results as they have towards the more classical subjects.

Besides the curriculum EDC is embedded in other policy areas as well. A decree on participation establishes pupils' participation in schools. A decree on equal opportunities in education puts in place regulations and structures on various aspects thereof.

For the support of the citizenship curriculum a series of measures have been taken. Some books and brochures with information and suggestions on the curriculum have been published and distributed. The school networks have their pedagogical advisors who provide schools and teachers with training and advice for free. Priority themes for in service teacher training temporarily allowed institutions and NGO's providing in service teacher training for free. Some NGO's providing support (educational materials or in service teacher training) for the education system get financial and/or personnel support for projects they submitted. The official magazine for teachers provides information and support; the same applies for pupils and for parents. On themes (such as 'school and democracy' and 'global education') schools can get financial support when setting up projects. In the implementation of citizenship education a range of difficulties occur. There are the increasing expectations and demands from society towards the education system and its schools. In connection with this, a lack of time/resources for the teacher(s) to devote to this aspect, as well as a lack of time in the classroom seem to play a significant role. Another challenge is the perception, still, by many teachers of their task and of the school's mission as rather subject-oriented. Also a lack of expertise and experience needed for the implementation of EDC is felt by quite some teachers.

## **b ) EDC IN YOUTH WORK**

In youth work no formal policy on citizenship education has been established in Flanders, though policy on youth and youth work encompasses aspects which are of relevance to EDC: integration of children's rights in all policy areas, an effective and open information policy, attention to diversity and interculturality, youth participation...

Besides this initiatives and campaigns on citizenship issues are initiated by youth NGO, such as the actual campaign "VerdraaiDe Wereld" ("Turn The Globe"??).

## **c ) EDC IN INFORMAL ADULT EDUCATION**

Also in informal adult education there is no formal policy in place, but some impulses are given to EDC in its context. There is a funding system which allows institutes for specialised adult education working on citizenship issues to be funded, which also applies to socio-cultural movements dealing with issues that can be considered as citizenship issues.

## **d ) OBSERVATIONS AND COMMENTS**

Though by many observers citizenship education is seen as an important element in all educational contexts, no coherent and concerted efforts are made towards implementing it in a more systematic way. This also applies to human rights education. As a result of the fragmented funding system (separate funding systems for formal education, youth work, informal adult education, work with special target groups,...) and of the lack of an initiative from the government until now no strong support structure or expert centre for citizenship education (or for human rights education or, ideally, covering both educational fields) has been established. The establishment of such a support structure would add substantially to more vibrant EDC practices in all educational sectors.

There is a need for a platform where all Flemish ngo's, institutions and initiatives carrying out support for EDC regularly meet, in order to avoid overlap, to create synergies and develop common projects. Such a platform should be cross-sectoral.

EDC is not on itself a 'sexy' subject or theme in educational settings. Spontaneous interest for EDC is not obvious. In order to be attractive for learners EDC needs to be approached with attractive methods or be embedded in projects, approaches or themes which attract interest or are of more direct relevance for the learners. Schools and educational institutes and organisations are approached by an overwhelming diversity of themes and 'educations' (peace education, human rights education, intercultural education, education for sustainable development, global education,...). There is a need for integrated approaches of all these themes.

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## **Presentation Country Profile - Turkey**

**Esat Sagcan**, Director of Adult Education Unit, Ministry of Education

### **EUROPEAN CITIZENSHIP EDUCATION AT PUBLIC TRAINING CENTRES**

General Directorate of Apprenticeship and Non-formal Education deals with organizing all the activities regarding the training of journeyman and masters through apprenticeship training, authorizing adult education providers; private/formal institutions or NGO's; monitoring and supervising their activities.

Some other institutions under Ministry of National Education which is responsible for organizing formal educational activities are also authorized to organize adult education activities.

As it is clearly understood, systematic and planned educational activities called "Continuous Education", "Adult Education", "Public Training", "Mass Education", "Lifelong Learning" etc. out of formal education have been implemented as "Non-formal Education" in Turkey. Therefore, adult education is seen and applied as a sub-system of Non-formal Education.

In Turkey, there are total 923 public training centres of which equipment, lighting, water expenditures and the wages of the full-time/half-time staff are paid by the government. The centres have such an organisation to provide adult education for free to some 40.000 settlement units.

Activities such as courses, seminars, meetings, exhibitions, symposiums, panels, etc. are available in the centres for free all day.

The following programs at these centres are implemented; literacy courses, vocational training, Social and cultural courses, Social and cultural activities.

The subjects of the courses might vary according to the needs. At the moment there are courses on 350 subjects.

The courses are opened on requisition of 15 or less learners according to the characteristics of the programme, environmental conditions etc. For disabled individuals, street children, working children, prisoners and detainees, drug addicts under treatment the limitation can be below 10. Likewise, for literacy courses and the traditional arts which tend to be forgotten there is no limitation in number.

Some 1.600.000 individuals benefit from the courses. Around 5.000.000 citizens benefit from the meetings, seminars, lectures, panels, festivals, contests, exhibitions etc a year.

### **CIVIC EDUCATION AT FORMAL EDUCATION INSTITUTIONS**

In order to improve people to be decent, qualified, open minded, actively participating individuals, civic education have been provided to some 18.000.000 students at formal education institutions within the curriculum of Social Sciences, Turkish Language, Maths and Science courses although there isn't a separate course with this title.

## **2005, YEAR OF EUROPEAN CITIZENSHIP THROUGH EDUCATION**

Within the framework of the project "2005, Year of European Citizenship through Education", which is being carried out by our Ministry, the following seminars were held:

- Seminar on Human Rights and Democracy Education which was held between 22-26.07 2005 with the participation of 81 teachers.
- Seminar on Education of Children's Rights held between 28.08- 02.09 2005.
- Seminar on Human Rights and Democracy Education held in collaboration with our Ministry and the British Council.

## **CIVIC EDUCATION AND ITS SUBJECTS**

- As to the adults who are out of formal education, citizenship education is provided either at public training centres as separate courses, or within the curriculum of other vocational and literacy courses. It is also provided at seminars, meetings, lectures, discussions, panels, symposiums and other similar educational occasions.
- The curriculum of Citizenship Education at public training centres includes basic terms such as society, state, public, law, democracy, civil society, collective living, individual rights, agreements, social security, tax, legacy, international laws, adjudication, trade unions, work life and so on.

## **EU CITIZENSHIP EDUCATION**

By EU process initiated in 1963 aiming at Turkey's full membership to EU, primarily the education provided to our citizens by full time or part time teachers or instructors has been revised recently so as to provide EU citizenship education.

## **CIVIC EDUCATION AT FORMAL EDUCATION INSTITUTIONS**

1-10 articles of EU constitution consider all the citizens of member countries to be European citizens. In accordance with these articles, all the European citizens shall equally benefit from the rights identified in EU constitution. They shall inhabit in and move freely to any European territory, participate in the elections equally with the other citizens of the country they live, apply to European Parliament, be protected equally as the other citizens are, apply to any EU organization in any of the EU languages. In addition to informing our learners about all those rights, we also try to create a correct understanding of what EU Process is and European citizenship is away from prejudice.

## **DEMOCRACY EDUCATION AND SCHOOL COUNCILS**

Another activity involving citizenship education is "Democracy Education and School Councils" project. Pursuant to a protocol agreed by Ministry of National Education and Chairmanship of Turkish Great National Assembly on January, 23<sup>th</sup>, 2004 the above mentioned project has been initiated. The objective of the project is to provide a live example of democracy; thus, rise the primary and secondary school students' awareness of how democracy functions, respect the others' opinions, and teach them the importance of tolerance and social/political involvement along with handling their problems looking from their point of view.

The project was first initiated in 2004 at 300 pilot schools. In 2005, it was expanded to whole primary/secondary schools.

## FINANCING EDUCATION

- In Turkey, primary, secondary and non-formal education are provided at government institutions and financed mostly by the government. Private schools are financed by citizens, private sectors and NGO's.
- Citizenship education is imparted not only at government institutions, but also by private schools, universities, NGO's. The curriculum is identified by Ministry of National Education and the Board of Education

## COLLABORATION ON EU CITIZENSHIP EDUCATION

- Especially for the last two years, Turkey have focused on European Citizenship Education at the seminars and research trips organized to create a mutual insight to adult education activities in Germany and Turkey.
- Thus, wishing to reach the goals of expanding European Citizenship Education which is already being imparted at our public training centres, we invited 10 managers or trainers from different pilot public training centres to the seminar held in İstanbul on Sept. 27th.- Oct 1st. 2005 where experts on European Citizenship Education had been assigned to train the trainers.
- Moreover, Turkey built collaboration between partner countries on setting up a centre for documentation, exchanging experiences, developing didactic material and forming mechanisms which enables multi-sided exchange to promote the dialogue between different cultures to eliminate prejudice and eventually to build the consciousness of European Citizenship; so, Istanbul Bakırköy Public training Centre developed a Grundtvig 1 project". Policies for Future Europe" in cooperation with partner adult education provider institutions from Germany, Austria, Bulgaria and Greece and proposed it to European Council.
- In addition to those activities, Turkey is participating in a EU-Grundtvig 2 project called "Women's Empowerment for Active Citizenship".

## LANGUAGE AND COMPUTER LITERACY

Language and computer literacy are the most required and mostly organized courses at our public training centres as they facilitate the integration with the world, learning how to learn and promote individual learning.

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### Presentation Country Profiles - **Italy**

**Valentina Cinti**, Association School Instrument of Peace (EIP)

## THE NORMATIVE ITALIAN BACKGROUND

### **The reform of the national system of education.**

In 2003 was renewed the nature and the structure of the Italian national system of training and education. From a **pyramidal model**, based on the exclusive prerogatives of the State and its administration, it's been turned to a model that includes and presumes **interactions** and **cooperation** at 4 different levels:**the State; Regions and local authorities; schools ; the family.**

Thank to the new reform the school is interested in the education of the student in all his relationships, at different dimensions. From this perspective, it's implied also a review of the training of teachers, both the first one and the long life, preferring an effective "learning by doing" approach.

## School and EDC

The **Law n. 53/2003** that reformed the national system of education and training underlines once more the **key role of the student** in the whole system, and in its relationships with all the partners in charge of promoting its development. It remarks also the "right to learn" that each student has (art. 21, co. 9 law n. 59/97), and it focuses on the contributions and the responsibilities of families, schools and teachers, regions and local authorities, and the ones of other partners who have to work actively together.

The school system assumes that the new "**autonomous school**" is "a site of democratic citizenship and Human Rights Education" that involves in its educational programme, practical activities and experiences of participation based upon the value of pluralism, of the respect of differences, of recover of memory and cultural roots.

The most critical committing tasks assigned to the school is its function as a **filter** and **link** among heterogeneous and complex experiences, the education of young people can be considered a sort of *new form of citizenship*, defined by the Council of Europe "**multiple citizenship**".

## EDC

The theme of the **European Citizenship** (**active** citizenship, **democratic** citizenship, **European** citizenship) is considered and included, as an important and transverse element that crosses several subjects in the curricula of the high schools.

The **EDC** is understood as a whole of good practices and activities aiming at promoting and empowering young people, to participate actively to the democratic life, availing themselves of their own **rights** and taking **responsibilities** in the society through:

- effective participation
- common targets to achieve with the efforts of all the actors involved
- building up of a strong collaboration

The cultural identities and the citizenship dimensions are in fact strongly interwoven, not only as far as learning at school is concerned, but also in the social environment, in lifelong education, and they require the participation of the school system along with that of all the educational institutions in the civil society

## The 4 National Projects issued in the Plan of actions

- European Pilot project training for trainers in Education to the Democratic European citizenship. To increase the participation, the students are the real protagonists "e-learning methodology".
- Three-year project for headmasters and teachers of the secondary schools on the theme of Citizenship.
- National project "Education to the citizenship and to solidarity: the culture of human rights", addressed to teachers as well as students.
- National Project: "Protection of the Environment, safety of the territory" which involves teachers in their function of "multipliers".

## **"Ad hoc" initiatives developed in the Plan of actions**

- Making aware Conference: the national meeting to inform and making people aware, in order to satisfy the need of disseminating in a better way key concepts as the EDC one, to aware consciences and personal responsibilities in the society.
- Organization of the students camp, (like Orvieto 2003, organised for the signatures of the European Constitution, and in 2003 and 2004)
- School and voluntary work.
- Project "Students in Europe – for a governance of young citizens of the Enlarged Europe". It empowered the participation and the belief to the European values of the Enlarged Europe of the students.

## **E.I.P. INITIATIVES, EYCE 2005**

Fields: Peace, Human Rights and Citizenship.

- "Training regional course for teachers: "schools as laboratories of democratic citizenship to promote the social cohesion"
- "Training course for teachers/tutors EIP network "Education to the citizenship and civil cohabitation: teaching and living democracy"
- XXXIV annual EIP national competition for schools on the issue: "2005 European Year for education through citizenship"
- XXXV annual EIP national competition: "Cultures and citizenship: Scents, tastes, colours, values, sounds and voices, signs and symbols, as roots and proofs"
- HR and Citizenship in the Enlarged Europe, training course for teachers and students: human rights and citizenship in the enlarged European Union – with the collaboration of the Council of Europe.
- Training course for an active citizenship: "environmental education" workshops, management and IT communication
- Living the sports, project that focus on combating the violence in the sports – sport vs society
- *Citoyen* (fr ) – Citizen. Europe and Democratic Citizenship, international project.

## **Challenges and objectives:**

Although all the actors and the practitioners involved are strongly committed in fostering this "active citizenship" there are still difficult challenges to face and needs to be met.

It's crucial to achieve:

- a deeper collaboration among the partners, that could allow a better sharing of experiences, projects and outcomes;
- an easier accessibility to funding, which sometimes are hard to find;
- responsible mass media, that regrettably don't pay the attention required to the EDC and HRE.

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## **Presentation Country Profiles - Finland**

**Jorma Turunen**, Workers Educational Association

### **Civic Education**

- knowledge are necessary
- skills
- learning to participate by participation
- translating policy to practice



### **Examples (1) concrete actions**

- participation as a natural part of curricula
  - EYCE
- a national network of training for teachers
  - promoting an interactive structure of schools
- “Citizen Participation in Teacher Training”-project
  - teaching materials
- strengthening the knowledge of citizens on the functions of society

### **Examples (2)**

- “Youth Participation Project”
  - preventing marginalisation of young people
- role of voluntary organisations
  - training the personnel
  - regulating the legislative provisions
  - development grants
- collaboration with the scientific community
  - maintaining contacts with the Nordic, OECD, Council of Europe and EU discourses
- a national media education programme
- promoting media literacy and encouraging critical attitudes to media

### **DEMOS – a Nordic case**

- a Nordic learning network on democracy and active citizenship
- a range of Nordic non-formal adult educations behind the initiative
- DEMOS aims at producing a Nordic white paper on democracy, active citizenship and lifelong learning based on recent discussions of the EU, Council of Europe, OECD etc.
- another aim of DEMOS is to create a deliberative learning process based on discussions and discursive debates
- DEMOS will establish a think tank having an immense synergy potential for the involved organisations
- a kick-off conference in February 2006

### **The White Paper**

- including a comparative analysis of available written material and scientific studies relating to Nordic studies on structures of power and democracy

### **Contents of the White Paper:**

- how non-formal adult education becomes a proactive sector in the society
- conclusions of the Nordic studies on power and democracy
- citizenship and diversity
  - what are the consequences to non-formal education viewing the citizens from a local, European and global perspective?
  - a lot of existing practical networks have a European and global perspective

### **Contents...**

- legal rights
  - how are the communities affected by the fact that we live in a world of an increased individualization and perception of legal rights?
- social capital focusing on structures of basic trust and civic communities