

# **NECE – Networking European Citizenship Education “EYCE 2005: National Experiences – European Challenges”**

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## **Workshop and Training Session 2**

### **I. Participation – Identity – Values: Fundamentals of EDC and HRE**

How can non-formal education support active participation and human rights education?

Multilateral exchange projects with disadvantaged girls/young women and female seniors in the framework of the EU-mobility programme YOUTH as an example

#### Theses:

- HRE and EDC are strongly connected. Human rights are at the same time civil rights. A more human society can only grow, if all citizens participate actively in the construction of the society.
- Multilateral exchange projects are a good frame to initiate democratic participation. Within a pedagogical frame, as e.g. spending 8 days together “under one roof”, opinions can be reassessed, active democratic behaviour can be practised and new projects for the promotion of citizenship can be initiated.
- HRE and EDC will only be successful if the participants - in this case disadvantaged girls/young women and women in the second half of their life - are involved in the projects from the beginning and have an active role in the development of the projects. Aims and topics of the projects should be linked to their every day life experiences and their interests.
- Multilateral exchange projects have to be planned in a long-term perspective to foster active participation lastingly. Therefore, a collaboration based on long-term considerations is necessary between
  - organisations that are working on a long- term perspective and
  - organisations that are working on a short time perspective (e.g. IKAB in the field of intercultural education for democracy).

Aims, topics and the entire realisation of exchange projects have to be developed together. Exchange projects can only be an element of or the basis for long- term orientated work.