



NETWORKING EUROPEAN CITIZENSHIP EDUCATION

## EYCE 2005: National Experiences European Challenges

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A European Conference organised by:



bm:bwk



### Report Workshop Session 2-1

#### Participation – Identity – Values: Fundamentals of EDC and HRE

Berlin, Saturday, December 03, 2005 02.00 p.m.

#### Statement:

**Claudia Lohrenscheit**, Institute for Human Rights, Germany

#### Models:

**Daniela Kolarova**, Partners Bulgaria Foundation, Bulgaria

**Sibylle Meyer**, IKAB Bildungswerk Bonn e.V., Germany

**Laco Oravec**, Milan Simecka Foundation, Slovakia

#### Chair:

**Sulev Valdmaa**, Jan Tonisson Institute, Estonia

Proceeding from a theoretical – scientific statement, the ways of looking at problems and fields of action in Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) it was described and discussed in the workshops. In the second part, good- practice models in operation in schools and in extracurricular education were presented.



## FUNDAMENTALS OF EDC AND HRE

Claudia Lohrenscheit from the German Institute for human Rights opened our session dealing with the questions:

- How can we bridge the gap between the EDC and HRE?
- Her answer is: Human Rights themselves are the missing link to bridge this gap!

“Human Rights Education and Education for Democratic Citizenship are twin fields and basic for a democratic society. They encourage participation, define and foster a democratic identity. Living democracy is based on essential values promoted in EDC and HRE.”

She make focus on the “fundamentals of EDC and HRE” from a human rights perspective (especially on Article 1 and Article 26 of the UDHR 1948). Because it has been discussed many times (and is asked over and over again): What is it that links HRE and EDC (and other: intercultural learning, global education, anti-bias education etc.)? Or why must we differentiate?

This “missing link” is: Human Rights

She made her joint by putting the Universal Declaration of Human Rights (UDHR) a addicted by the Risibly of the United Nation in 1998.

First Example:

The first sentence of first article UDHR is enough to illustrate for joint:  
“All human beings are born free and equal in dignity and rights”

This sentence contains four a words who alone can bridge the gap:

- Freedom
- Equality
- Dignity
- Rights

Explaining this four terms she made clear that EDC is included when choosing HR as starting pint.

To sets this – her argument that HR are the missing link between HRE and EDC – she commented on another article.

Second Example:

ART. 26 UDHR: “Everyone has the right to education. (...) Education shall be directed to the full development of the human personality and the promotion of respect for human rights and freedoms towards the aims and goals of the United Nations for Understanding, Friendship and Tolerance between all Nations”

**Quality and Quantity** of Education (every education)

The right to education is protected through the International Covenant on Economic, Social and Cultural Rights (1966) and the Covenant on the Rights of the Child (1989).

But also CEDAW, the Womens’s Rights Convention (1979) and ICERD, the Anti-Racism Convention (1965) include important aspects with regard to discrimination in education.

To make clear, what is meant with this right and how it shall be interpreted through the UN member states, the UN publishes “General Comments”. And I would now like to present to you one aspect on the General Comment on the Right to Education, which was drafted from a working and published in 1999.

and also talks about the “full development of human personality” being the main objective of education. This article explains the core elements of the right to education with a s.c. 4-A-Scheme:

**Availability:** Are there existing structures and “conditions”, like buildings, sanitary facilities? Is the personal that works in the education system well trained? Are the wages

in a comparable format compared to the average wage in the country? Or is the teaching profession paid too low?

**Access:** Is education available for everybody? Can I also enter the building with a wheelchair? Does education take place in my neighbourhood or do I have to walk for miles before I can go to school? Is education for boys and girls? Is education free for all? Or is a high quality education only affordable to those who earn high wages?

**Adaptability:** Is education adapted to the needs of the learners? (language, culture, religion)

**Acceptability:** Is education with its form and content acceptable?

The statement by Miss Lohrenscheit provoked a discussion. Agreeing with her it was pointed out that HRE indeed is the more general concept and EDC is a part of it.

And HRE is more general because HR is rights for all human beings; EDC speaks of "citizens" and misses people who are no citizens, for example refugees.

On the other hand, disagreeing with the statement, it was stated that EDC comprises more than HRE. And very generally speaking a precondition for all rights is the right to have rights as Humanly wrote a few decades ago.

This discussion is not new and there is a new aspect now because this year the UN-decade "Education for sustainable development" started and this concept also aims to be a roof integrating all other concepts.

It is important to see and that's what Miss. Lohrenscheit out- that all concepts share the same objectives, so let's start working and don't lose time talking about definitions.

After the opening statement and discussion **THREE GOOD PRACTICE** were presented:

### **1. Sibylle Meyer IKAB Bildungswerk Bonn e.V., Germany**

IKAB-Bildungswerk has specialized on carrying out one-week youth exchange projects focussed on socio-political topics. Furthermore we offer training courses to qualify youth workers to organise themselves good youth exchanges.

They mostly work with disadvantaged young people, concerned by social exclusion. They are early school leavers, slow learners, unemployed young people, young people from socially deprived areas, young people living in remote areas, such ones with personal and familiar problems, disabled and chronic sick people, members of ethnic minorities, poor young people and so on.

Sibylle Meyer spoke about her project: "**Through dialogue to partnership**".

Through this project they wanted to initiate a dialogue and a partnership between different generations and cultures, and give an example for how it can work in one's own everyday life.

Principal aims and objectives:

- to initiate dialog and partnership between generations and cultures in the framework of an European exchange project
- to foster empowerment and active citizenship by promoting active participation in the youth exchange
- to initiate new projects in the everyday life and the local work of the participating partner organisations
- to reduce prejudices
- to make possible comparisons between the cultural and generational differences in women's lives

This project was especially directed to girls and young women. It was impressive to see how she managed to get disadvantaged young people from different countries together

and – what is even more difficult – to active that they worked together with orderly people on different projects like watching a film, dance together and many others.

Using interesting methods she managed to erect a partnership between generations and cultures.

## **2. Yoanna Baleva Partners Bulgaria Foundation, Bulgaria**



Financed by USAID and focusing on communities with a different minority situations.

- USAID community-based minority project
- introduce mediation
- “survival kit” instead of EDC/HRE
- successful approach in many countries

Yoanna Baleva presented project **“Ethnic Integration Project”**.

Principal aims and objectives:

- Aiming to enhance **integration** and social **cohesion** in communities with dire minority issues
- Support for intersectoral cooperation for improving educational opportunities for ethnic minorities, as well as their social and economic situation
- Stimulating civil participation in solving local problems through applied cooperative planning
- Design and implementation of various civic initiatives within coordinated partnerships between local institutions and organizations

A: Conflict & Change Management

Alternative Dispute Resolution (ADR) proved indispensable for conflict-laden communities

- introduction of ADR services to the community
- training of mediators to create a local pool
- setting up Mediation Centers / Conciliation Committees
- Provision of further support for Centers /technical, financial, organisational development etc

B: Capacity Building for Minority Leaders

- Minority Leadership Institutes for formal & informal /opinion leaders
- Intensive training program
- Leaders go back to the community ready to identify problems and cooperate with institutions for their resolution
- Communication and negotiation / Effective leadership / Conflict resolution / Team building / Networking / Public relations /working with the media / Public dialogue / Adults' training / NGO management / Elaboration and management of projects, and fundraising

C: Applied Cooperative Planning

- Recruitment and training of local stakeholders to cooperative planning sessions - to debate and identify key community problems in economic development, social services, and educational advancement and brainstorm together about strategies
- Emphasis on inclusive participatory practices
- Drafting of possible solutions into project ideas
- Small grants competition
- Small grants competition in the 3 areas
- Providing full technical, financial and organisational support to approved project teams
- Implementation of micro pr. (c.15-20 in each community, 2 years duration,5-8000 €)

Dealing with fore example Roma in South East Europe calls for a survived with more than for theoretic EDC or HRE concepts.

The approval she presented is successfully applied in many countries by the network for Democratic change”.

**3. Laco Oravec**  
**Milan Simecka Foundation, Slovakia**

Outlined a country profile of Slovakia concerning EDC and HRE:

It was interesting to hear about the condition in a:

- 1) transition society with all the problems linked to this fact
- 2) in a very young state: Slovakia exist just a little more than 14 years.
- 3) Is a new EU member state

This raises a lot of questions, for example:

How is participation working in Slovakia?

The question of identities. National and European identities....What identity do Slovaks have?

What are the values they believe?

HRE since early 90´s (in atmosphere of hope and high expectations)

Formal approach of executive bodies

To reform schools (educational system ) Educational system in Slovakia is very old and it is not adapted to the new time. That is biggest challenge for Slovakia. It is not enough to have three lesson of EDC to have Educational citizens.

So how to summarize this. I will make a attempt by saying that on the one hand we have completely different conditions in different European countries and in different regions with those counties.

On the other hand there are lot of interesting projects designed exactly for special set of conditions in a individual community, region or country.

This can't watch one should conclude....

In site of it makes sense to meet and exchange ideas, concepts, and projects, and so on.

This was the case how in Berlin and at many conferences I attended before.

Projects are transferable trough this may seems impossible with the different settings in Europe.

**Reporter:**

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

Sarajevo 12.12.2005.